

**IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE
TEXT THROUGH SHORT ANIMATED STORIES AT THE FIRST
GRADE OF SMAN 01 NATAR**

A Script

**By:
Yessi Victoria
1613042029**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2023

ABSTRACT

Improving The Student's Ability In Writing Narrative Text Through Short Animated Stories

By Yessi Victoria

The objective of this research was to investigate if there was any improvement of students' writing ability after the implementation of a short animated story in the first grade of SMAN 1 Natar. The sample of this research was X1, which consisted of 21 students. The data were obtained through a pre-test and post-test and the results were analyzed by using *Paired Sample T-Test*.

The finding of Paired Sample T-Test revealed that there was a significant improvement in students writing narrative text after the implementation of a short animated story. The results of the research showed that the average post-test score(66.07) was higher than the pre-test (55.36), it increased by 10.7. It means there was a significant improvement in students' writing ability in narrative text. From the result, It could be concluded that using short animated stories is effective for teaching writing narrative text.

Keywords: Animated Story, Writing, Improvement.

**IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE
TEXT THROUGH SHORT ANIMATED STORIES AT THE FIRST
GRADE OF SMAN 01 NATAR**

By :

Yessi Victoria

A Script

**Submitted in Partial Fulfillment of
The Requirement for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

2023

Research Title : **IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT THROUGH SHORT ANIMATED STORIES AT THE FIRST GRADE OF SMAN 01 NATAR**

Students' Name : **Yessi Victoria**

Students' Number : **1613042029**

Study Program : **English Education**

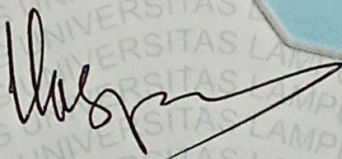
Department : **Language and Arts Education**

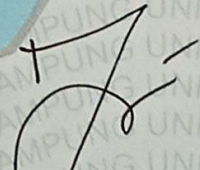
Faculty : **Teacher Training and Education**




Advisor

Co-Advisor


Drs. Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002


Khairun Nisa, S.Pd., M.Pd.
NIK 231804921003201

The Chairperson of
The Department of Language and Arts Education


Dr. Nurlaksana Eka Rusminto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

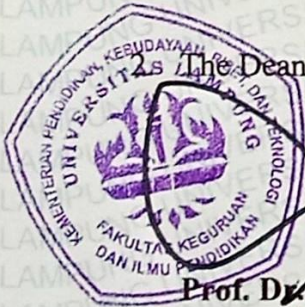
Chairperson : Drs. Mahpul, M.A., Ph.D.

Examiner : Prof. Dr. Cucu Sutarsyah, M.A.

Secretary : Khairun Nisa, S.Pd., M.Pd.

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 19651230199111 1 001



Handwritten signatures of the members of the Examination Committee and the Dean of the Faculty, each followed by a dotted line for a name.

Graduated on: February 02th , 2023

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Yessi Victoria

NPM : 1613042029

Program Study : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Jurusan Skripsi : Improving the Students' Ability in Writing Narrative Text Through Short Animated Stories at the First Grade of SMAN 01 Natar

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar lampung, 27 Februari 2023



Yessi Victoria
NPM 1613042029

CURRICULUM VITAE

Yessi Victoria is the last child of Oktorizal and Sumiyati. She was born on January 03th, 1998 in Liwa, the youngest of five siblings, her sister, Yelli Sunendri, Selvi Aprina, and Ria Mariza, and her brother Romi Susanto.

After graduating from SD N Kubu Perahu in 2004, she went to Junior High School 01 Liwa until she graduated in 2012. Then, She finished her studies in SMA N 1 Liwa in 2016.

She was registered as a student of the English Education Study Program 2016 at the University of Lampung.

DEDICATIONS

By the name of Allah Subhanahu Wa Ta'Ala, this script is fully dedicated to:

My dearest parents, My father Oktorizal and My mother Sumiyati, who always
give me care, love, and endless prayer

My beloved brother Romi Susanto, and My beloved sister Yelli Sunendri, Selvi

Aprina, and Ria Mariza.

My lecturers at English Education Study Program

My Almamater, Lampung University

Me, The toughest and brave human ever.

MOTTO

“Allah does not burden a soul beyond that it can bear...”

(Qs. Al – Baqarah (2) : 286)

ACKNOWLEDGEMENT

Hamdan lillaah wa syukron lillaah, Praise is only for Allah SWT, the Almighty God, for giving the writer the ability to finish the script. This script is entitled "*Improving the Students' Ability in Writing Narrative Text Through Short Animated Stories at the First Grade of SMAN 01 Natar*". Is presented as partial fulfillment of the requirements for an S-1 degree in English Education. This script would never have come into existence without any support, encouragement, and assistance from these mentioned people. The writer would like to take this opportunity to address her gratitude and deep respect to:

1. Drs. Mahpul, M.A., Ph.D., the first advisor for his valuable guidance, ideas, suggestion, and encouragement for the writer during the script writing process.
2. Khairun Nisa, S.Pd., M.Pd., the second advisor, who had contributed and given the evaluations, comments, and suggestions during the process.
3. Prof. Dr. Cucu Sutarsyah, M.A., the examiner for his encouragement and contribution during the seminar until this script is finished.
4. All lecturers of the English Education Study Program who have given a great contribution in broadening and deepening my knowledge during my study and to all staff and members of the Language and Arts Department.
5. Dr. Feni Munifatullah, M. Hum., the head of the English Education Study Program.

6. Prof. Dr. Sunyono, M.Si., the dean of Teachers Training and Educational Faculty.
7. Headmaster of SMAN 01 Natar Drs. Agus Nardi who has given me the help and chance to conduct my research and all students of SMAN 01 Natar, especially tenth graders for their nice corporation during the research.
8. My Family, My father, My mother, My sister, My brother, My beloved partner, and especially all of My nephews, a place where I start my journey and practice how to survive in this life.
9. Last but not least, thank you to me for my willingness to fight till the end. For the struggles, for the tears, for the smiles, for the belief, and for the process you have been through. You made it. I see you.

Bandarlampung, 02 February 2023

Researcher

Yessi Victoria

TABLE OF CONTENTS

ABSTRACT	i
COVER.....	ii
CURRICULUM VITAE	iii
DEDICATION	iv
MOTTO.....	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii

I. INTRODUCTION

Background	1
1.1 Research Questions.....	5
1.2 Objectives.....	5
1.3 Uses.....	6
1.4 Scope.....	6
1.5 Definition of Terms.....	6

II. LITERATURE REVIEW

Writing.....	8
2.1 Aspects of Writing.....	10
2.2 Teaching Writing.....	12
2.3 Types of Writing.....	13
2.4 Narrative Text.....	14
2.5 Short Animated Stories.....	14
2.6 The Implementation of Teaching Writing through Short Animated Short Animated Stories.....	17
2.7 Advantages of Short Animated Stories.....	18
2.8 Theoretical Assumption.....	19
2.9 Review of Previous Studies.....	19
2.10 Hypothesis	21

III.	METHODOLOGY	
3.1	Research Design.....	22
3.2	Variables.....	23
3.3	Population and Sample.....	23
3.4	Data Collecting Technique.....	24
3.5	Research Procedure.....	24
3.6	Scoring Criteria of Writing Test Validity and Reliability.....	26
3.7.1	Validity.....	28
3.7.2	Reliability.....	28
3.8	Data Analysis	30
3.9	Hypotheses Testing.....	31
IV.	RESULT AND DISCUSSION	
4.1	The Result of The Student’s Achievement After The Implementation of Short Animated stories	32
4.1.1	Shapiro Wilk normality test.....	32
4.1.2	Paired Sample T-Test.....	33
4.2	Discussion.....	34
V.	CONCLUSION AND SUGGESTIONS	
5.1	Conclusion.....	36
5.2	Suggestions.....	37
	REFERENCES.....	39
	APPENDICES.....	42

TABLES

Table	Page
Table (4.1) Shapiro Wilk Normality Test.....	32
Table (4.2) Paired Sample T-Test.....	32

APPENDICES

Appendix	Page
Appendix 1. Schedule of the Research.....	43
Appendix 2. Lesson plan	44
Appendix 3. Worksheet of the Pre-test.....	61
Appendix 4. Worksheet of the Post-test.....	63
Appendix 5. Writing score of pre-test.....	64
Appendix 6. Scores of post-test.....	67
Appendix 7. Pre-test and post-test mean score.....	70
Appendix 8. The Analysis of the Hypothesis Testing.....	71
Appendix 9 Reliability of the Instrument.....	73
Appendix 10. T-Table.....	74
Appendix 11. Answer Sheet of Pre-test.....	75
Appendix 12. Answer Sheet of Post-test.....	75
Appendix 13. Letter of the research.....	80

CHAPTER I

INTRODUCTION

This chapter introduces the beginning of the research, and includes a background of the problem, formulation of the research questions, the objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the problem

English as one of the subjects in schools has an important role because English is a foreign language, an international language that is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools so that students can master the four skills: listening, speaking, reading, and writing. Harmer(2007: 265) states as follows "...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. *Receptive skill* is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills*

are the term for speaking and writing, skills where students have to produce language themselves."

Among those four skills, writing is the most difficult skill to learn and master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and

express them in writing. Richards and Renandya(2002: 30) state that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable texts." In line with this idea, Brown (2004: 218) states as follows "We also fully understand the difficulty of learning to write "well" in any language, even in our native language.

Every educated child in developed countries learns the rudiments of writing in his or her native language, but every child learns to express themselves clearly with a logical, well-developed organization that accomplishes an intended purpose." According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, and monologs such as descriptive, recount, narrative, procedure, and report texts.

To produce those writing products, especially monologue, students have to follow the writing steps. Seow(2002: 316) states as follows: "Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage."

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

The facts above frequently happen in many schools. Based on the observation in a school in Natar, that is SMAN 01 the first grade, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writing were far from the expectation.

Actually, students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example, a narrative text.

Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Of course, each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills. In teaching narrative texts, short animated stories are better to be used as media.

Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of the characters.

Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier.

In addition, the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short animated stories on the internet that students can download. The stories are about 5-10 minutes full stories, meanwhile, a full-story movie can be 1-2 hours in duration. So in the teaching and learning process especially in writing narrative texts, short animated stories are more effective than other media.

Based on the explanation above, the researcher was interested to find a significant improvement in the student's writing ability after being taught using short animated stories. The researcher conducts research with the title "improving the students' writing ability through short animated stories at The First Grade of SMAN 01 Natar".

1.2 Research Questions

Dealing with the issues in the background, the research question in this research is:

"Is there any significant difference in the students' writing ability after being taught using short animated stories?"

1.3. Objectives

With the background and problems stated above, the objective of the research is to find whether there is a significant improvement in the student's writing ability after being taught using short animated stories, and how short animated stories could attract students' motivation in the teaching and learning process.

1.4. Uses

Hopefully, this research can be used:

1. Theoretically, this research was intended to find whether the result of the research is relevant or not to the previous theory about short animated stories in English writing.
2. Practically, this research could be used by English teachers as information to use short animated stories technique in teaching narrative text writing at senior high school.

1.5 Scope

This research was conducted at SMAN 1 Natar, in the first year of the second semester. The samples of this research would be one class. In conducting the research, the researcher tried to improve students' narrative text writing achievement through short animated stories techniques. The corrections are focused on their content, grammar, organization, vocabulary, and mechanics.

In teaching a narrative text, the researcher would ask the students to make narrative texts based on the chosen topic.

1.6 Definition of Terms

There are some terms used in this research to make them clear and to avoid misunderstanding. They are clarified as follows:

Writing

Jaramillo and Medina(2011) say that writing is an important expression form used to convince other people as well as to show ideas or feeling

Writing is a form of communication to deliver or express feelings in a written form (Harmer. 2001).

Narrative

A narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling a story.

Text

Text is a semantic unit that is realized in the form of words, clauses, and sentences. It is a sequence of paragraphs that represents an extended unit of speech.

Short animated stories

The arts, techniques, and processes involved in giving apparent movement and life to inanimate objects through cinemagraphs.

Those are the introduction of the research. In this chapter, several points have been discussed, such as background, research questions, objectives of the research, uses, scope, and definition of terms. Then the next chapter will discuss the theoretical background of this research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the following points are described: concepts of writing, aspects of writing, teaching writing, types of writing, narrative text, teaching narrative text writing, the definition of short animated, advantages of short animated stories, perception towards short animated stories, theoretical assumptions, and hypotheses.

2.1 Writing

Writing is the ability to express an idea, feeling, and thought and the writer uses the knowledge of the structure, idiom, and vocabulary to express the idea in written form. According to Hasan(2016), this writing plays one of the important tools by which students actively change the passive knowledge and information in their minds into their own language. In line with this, Jaramillo and Medina(2011) say that writing is an important form of expression used to convince other people as well as to show ideas or feelings. It shows that writing is one of the language skills which is important to be mastered by students. It is a way to produce language that comes from our thoughts using the written word. Another definition of writing by Palmer as cited in Sepyanda (2013:96) mentions that writing is an activity that lets the students explore and express their ideas to communicate what

they think and know and to take ownership of all that they learn. In other words, writing is an activity that helps students practice the language they have been studying. They can practice their language through writing as the form of written language. Theoretically, writing skill requires the students to be able to express their ideas, feelings, and thoughts which are arranged in words, sentences, and text using eyes, brains, and hands(Raimes, 1983: 76). Writing also reinforces the use of structure, idioms, and vocabulary.

However, writing is more difficult than other language skills because it is necessary to have good knowledge and hard thinking when they produce words, sentences, and paragraphs with good grammar. According to Byrne (1988: 4) that writing is difficult for most people both in their mother tongue and in a foreign language. Moreover, Richard and Renandya (2002:303) explain that writing is regarded as the most difficult skill for EFL students to master for it has complexities starting from brainstorming the ideas and organizing them into a readable text.

Barton(2005:5) states that writing is a complicated component and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments of reflection reveal that it is much more than that. This means that writing is not only to write something about what the writer wants to tell but also writing is about how the writers can deliver information through the right words to express their idea about something without missing or reducing the sensitivity.

Besides that, the writers must follow some aspects of writing to make the readers understand the writing. In addition, Jun (2008:96) confirms that L2 writing is a complex process of discovery that involves brainstorming, multiple drafting, feedback practices, revision, and final editing.

From all the statements above, it can be stated that writing is one of the communication tools in which people express their ideas, feelings, and thoughts to share information, and knowledge, and maintain social relationships with others. However, writing is a complex activity that is regarded as the most difficult skill for students to master, so they need more practice to write and give more effort to explore ideas in their writing.

2.2 Aspects of Writing

There are some fundamental components in writing. They are content, organization, vocabulary, mechanics, and grammar. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Furthermore, according to Jacob et al. in Weigle (2002:116), there are five aspects of writing. They are:

1. Content

This aspect refers to the substance of writing, the experience of the main idea (unity). Content text is related to conveying ideas rather than fluffing the special function of transition, restatement is also used in content text to state again or in a new form a message that is stated.

2. Organization

The aspect refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collections of facts and jumbled ideas.

3. Vocabulary

This aspect refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas clearly and directly. Choosing words that express meaning is precise rather than skew it or blurring it.

4. Language Use

This aspect deals mainly with the use of grammatical and syntactic patterns on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationships in texting writing. In the text, a word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, phrases may refer to any group of words or one word. Furthermore, the clause is the smallest grammatical unit that can express a complete proposition. a Sentence is a linguistic unit consisting of one or more words that are grammatically linked.

5. Mechanics

This aspect refers to the use of graphic conventions of the language. the Mechanic is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization and paragraphing.

2.3 Teaching Writing

Writing is a complex activity that is regarded as the most difficult skill for students to master, so they need more practice to write and give more effort to explore ideas in their writing. Jun(2006) defines teaching writing as an ongoing process. It means that teaching writing is a continuous process to teach the students in expressing ideas and producing language in written form. Most people agree that writing skill is increasingly important and often not adequately taught.

By seeing the importance of writing, the teacher should consider the way to teach writing to the students. According to Blanchard and Root (2003: 41), there are three steps to teaching writing. Such as:

1. Prewriting

In this stage, the writer selects the general subject, restricts the subject, and generates and organizes the idea.

1. Writing

The writer sets the ideas in his mind into words, sentences, text, and so on.

2. Rewriting/Revising

The writers evaluate their writing. They are:

- a. Correcting the content and the form. The focus is on the organization of writing.
- b. Correcting the vocabulary, punctuation, and grammar. This relates to the use of the right vocabulary, punctuation mark, and present tense.
- c. Correcting writing errors, word duplications, and omissions. This aimed at the mistakes in spelling in writing. This focuses on the use of multiple words with the same meaning and also omitting unnecessary words.

2.4 Types of Writing

Writing is not only to write something about what the writer wants to tell but also writing is about how the writers can deliver information. Regarding Hughes (2003:140), the text is divided into five categories. They are descriptive text, expository text, argumentative text, narrative text, and recount text. It is in line with Harmer(2003: 257) who states that writing is one of the productive skills which comes in many types such as descriptive, narrative, argumentative, etc.

Whereas Fachrurrazy(1990: 38) explains the types of writing are:

1. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

2. Description

The description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3. Exposition

Exposition is writing that explains something. It often answers the questions of what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows a logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thoughts. In logical order, the writer guides the reader from one idea to another.

4. Narrative

A Narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling the story.

2.5 Narrative Text

2.5.1 Definition of Narrative Text

According to Ayres(2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example, characters told the history of something based on the development of writing from time to time.

2.5.2 Generic Structure of narrative text

The generic structures of narrative texts are:

- (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action is and when an action happened.
- (2) Complication where the writer tells how the problem arises, sometimes something unexpected will happen.
- (3) Resolution which is an optional closure of the event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved.

2.6 Short Animated Stories

Animation is a moving picture that seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie. Sugeng(2010: 163) states that audio-visual media are those which are audio and visual, for hearing and seeing at the same time. These are 19 more complete than either audio or visual-only media. It means that the students can hear and see the media at the same time. Examples of audio-visual media are TV, movies, slides/tapes, and film strips/tapes. From the examples, movies are the most appropriate for literary topics such as narrative texts or stories. In line with this, Sugeng(2010: 163) says that movies can be a great medium for language instruction, especially for literary topics.

Some teachers ask the students to watch a movie showing a film based on literature such as novels or short stories. One kind of movie that can be used as a medium in teaching writing, especially narrative texts is an animation that contains short stories. Definition of Animated Stories Gartenberg in Miller (2003: 1) defines animation as "the arts, techniques, and processes involved in giving apparent movement and life to inanimate objects using cinematography". In line with the definition, Gonzales in Betrancourt(2005: 287) defines animation as "a series of varying images presented dynamically according to a user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task".

Meanwhile, Wright in Sulaiman(2012: 1) states that the word animate comes from the Latin verb *animate*, meaning "to make alive or to fill with breath." In animation, we can completely restructure reality. It means that animation is a

moving picture that seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie.

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

The Advantages of Animated Stories in Teaching and Learning According to a module brochure of VIA University College in Denmark entitled “Animation as a Learning Tool”, children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective.

It means that the students will enjoy the teaching-learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills and competencies in storytelling, visual communication, cognition, emotional, ethical, and aesthetic aspects, observation and sensory aspects, concentration, problem-solving, and innovative aspects. From the statement, it can be said that animation is a good choice to develop students' competence. So, it can be seen that in storytelling in the form of written language, animated stories are the most interesting media for young students or junior high school students. A booklet about animation entitled “Teaching With Animation”(2005) states that animation has the following advantages:

- 1) Animation is popular among children
- 2) With animation no after-editing is necessary
- 3) Animation makes it possible to be in control of the film because one

works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyze. 4) Animation can be included in a regular teaching situation because it does not take up a lot of space. 5) Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils. 6) Animation makes "moving in time" easy. 7) An animation production can combine the physical and the virtual worlds. 8) Animation strengthens the creative mind.

Based on the explanation of the advantages of using animation, it can be concluded that animation is very helpful for teachers to motivate students in learning and to improve students' imagination or creative minds. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use for viewers to understand the stories.

2.7 Implementation of Writing Narrative text through Short Animated Stories.

The first meeting was conducted on Wednesday, April 07, 2021, teachers met the students through a zoom meeting. Then the teacher asked the students to watch and listen to an animated story that will be played by the teacher. After students watch an animated story, the teacher asked the students to identify the plot, characteristics, and places of the story. After the students identified the plot, characteristics, and places of the story, the teacher asked the students to make their own narrative text using their own words based on their hometown story.

The first treatment was held on Monday, 19 April 2021. The agenda was about watching and reading an animated story entitled Malin Kundang. After watching, the researcher asked the students to identify the characteristics, plot, and places of the story. Then, the researcher asked the students to read the story of Malin Kundang. After students read the story, the researcher gives an example of how to arrange a narrative story. Then, the researcher asked the students to arrange a narrative story from their hometown using their own words. The second treatment was held on Thursday, 06 May 2021. The agenda was about students being asked to choose one story from their hometown, and write down the figure, place, and characteristics. Then, the researcher asked the students to watch an animated story entitled Toba Lake. After students watch the animation story, the researcher gives an example of how to arrange a narrative story. Then, asked the students to arrange a narrative story using their own words.

the last meeting was held on Friday, 28 May 2021. The agenda was about the post-test. The researcher asked the students to arrange a narrative text.

2.8 Advantages of short animated stories

Animation has the following advantages:

- 1) Animation is popular among children
- 2) With animation no after-editing is necessary
- 3) Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyze.

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

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

6) Animation makes “moving in time” easy.

7) An animation production can combine the physical and the virtual worlds. 8)

Animation strengthens the creative mind. Based on the explanation of the advantages of using animation.

2.9 Theoretical Assumption

Writing is a process of expressing the ideas, thoughts, and feelings of a writer to communicate to the reader so they can understand the message or the information by seeing some elements such as content, grammar, vocabulary, organization, and mechanics. Related to making the student's ability in writing a text, the teacher can use some techniques in teaching writing.

The technique that can improve students' writing is short animated stories. According to Akmal(2011) that animated stories can improve students' ability in writing narrative text. The students could catch the idea because they watched and knew the plot. The researcher assumes that teaching writing through short animated stories will increase the students' writing achievement. It will be more effective for students to solve their problems in writing, especially in narrative text. Not only about develop their idea, but the researcher also assumes that after giving the treatment, students will also be more successful in writing by paying more attention to the aspects related to writing

2.10 Review of the Previous Studies

Teaching writing through short animated stories will increase the students' writing achievement. It will be more effective for students to solve their problems in writing, especially in narrative text. According to Akmal(2011), animated stories can improve students' ability in writing narrative text. The students could catch the idea because they watched and knew the plot. The researcher assumes that teaching writing through short animated stories will increase the students' writing achievement.

It will be more effective for students to solve their problems in writing, especially in narrative text. Not only about developing their idea, but the researcher also assumes that after giving the treatment, students will be more successful in writing by paying more attention to the aspects related to writing.

In addition, Puspitasari in her research in 2007 shows that teaching writing of a narrative text by using *Brother Bear*, a film can help students develop their writing skills. It proved that students are more interested in producing narrative text by listening to the dialogue of the film.

Meanwhile, Fitriana in her research in 2012 proved that animation movies could improve the student's writing skills in narrative texts and the class situation.

1) The improvement of the student's writing skills included: (a) The students got easy in exploring ideas in their writing, (b) They could produce sentences with better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized the ideas

better than the previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization.

2) The improvement of the class situation included: (a) The students focused seriously on their tasks, (b) They were involved and participated actively during the lesson, (c) They became more confident in doing the activities during a lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.

2.11 Hypotheses

Concerning the theories and assumption above, the researcher formulates the hypotheses as follow:

H₀: There is no significant difference in the student's writing skills in narrative text after being taught by using an animated story

H₁: There is any significant difference in the student's writing skill in narrative text after being taught by using an animated story

In short, those are the explanations in this chapter about writing, aspects of writing, teaching writing, types of writing, narrative text, short animated stories, review of the previous, the implementation of teaching writing through short animated stories, advantages of short animated stories, theoretical assumptions and hypotheses.

CHAPTER III

METHODS

This chapter discusses the research method which consists of research design, population and samples, data collecting technique, instruments of research, research procedure, scoring system, validity and reliability, data analysis, and hypothesis testing.

3.1 Research

This quantitative research was conducted to investigate whether there is any improvement in students' writing ability in narrative text after they are taught by using short animated stories and to find out which aspect of writing improves the most after they are taught by using short animated stories. In this research, the researcher uses a One-Group Pretest-Posttest design. This design is used in this research because the researcher only uses one class as an experimental class which receives the treatment of teaching writing using short animated stories. This design is referred by Setiyadi(2018: 116) as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment

The research was conducted in four meetings. The first meeting is a pre-test session, then the next meeting is the treatments for the students which is conducted two times, then the post-test session is distributed at the end of the meeting. The result of this research is to make sure that teaching writing by using short animated stories can increase students' ability especially in writing narrative text.

3.2 Variables

In this study, there are two types of variables, they are independent variable and dependent variable. an Independent variable is a variable that does not depend on another variable and a dependent variable is the vice versa. The independent variable of this study is short animated stories technique. Then, the dependent variable is writing achievement.

This research consists of some variables:

The students' writing ability as a dependent variable(Y)

1.This (Y) symbol is categorized as a dependent variable because it is obtained based on the result of the independent variable.

2.a short animated story as an independent variable(X).

This variable could influence or have effects on students' writing ability as a dependent variable.

3.3 Population and Samples

The researcher in collaboration with the English teacher, a college mate, the students, and the principal of SMAN 1 Natar conducted this research. The

population of this research is students of SMA N 1 Natar in the 2020/2021 academic year. The sample is students of class X1 which consisted of 21 students. Meanwhile, the object of this research was students' ability in writing narrative texts.

3.4 Data Collecting Technique

1. The Pretest

The pre-test was conducted before treatments. It is used to find out the students' ability to narrative text before giving the treatments by using short animated stories. The test is in written form. Meanwhile, before conducting the pretest, the researcher explained the rule and the students would be asked to make narrative text from their hometown. They were instructed to finish the test in 60 minutes.

2. Post-test

The post-test is given after the treatment process. The result of the post-test would be compared with the pre-test in order to see whether short animated stories as a learning strategy can improve students' ability to narrative writing or not. Similar to the pretest, the researcher explained the rule and the students would be asked to make narrative text from their hometown or a story they know well. They were instructed to finish the test in 60 minutes.

3.5 Research Procedures

The procedures of this research are as follows:

1. Determining the population and selecting the samples.
2. Selecting and arranging the materials to be taught as a pretest. The researcher chose the material based on the syllabus.

3. Determining the instrument of the research

The instrument in this research is the writing test. The researcher administered the writing test for the pretest and posttest by considering five aspects of writing. The aim of these tests is to see the students' improvement in writing scores before and after treatment.

4. Administering the Pretest

The pretest was administered before treatment. In this step, students in the experimental class were assigned to write a narrative text. The test is in the form of a written text based on the instruction of the test. Pretest is administered in order to find the students' writing skills before treatments. The test is held for 60 minutes

5. Giving Treatments

After giving the pretest, the treatment was conducted for two meetings which take 90 minutes every meeting. The researcher would teach writing narrative text by using short animated stories as the learning strategy.

6. Administering the Posttest

Posttest was given after giving treatments. It is already conducted to find the progress of students' narrative text writing ability after being taught using short animated stories. The test is in written form in which the material is related to the curriculum that is used in the school. The post-test was conducted for 60 minutes.

7. Analyzing the Data

Both pre-test and post-test of the class were analyzed by using *the Repeated measure T-Test of SPSS (statistical package for social science)* for windows. It is used to find the means of the pre-test and post-test and how significant the

improvements are. The researcher analyzed the improvements by comparing the scores of the pretest and posttest from the experimental class.

3.6 Scoring System

Writing test

In order to determine how well the writing is, the teacher, as an evaluator, has the right concept of writing assessments to assess the students' writing work appropriately. According to Brown and Bailey, there are some components in writing assessment, they are :

	ASPECTS	CRITERIA	SCORE
1.	Organization: introduction, body, and conclusion	appropriate title, effective introductory paragraph, the topic is stated, leads the body; a transitional expression used; the arrangement of material shows plan(could be outlined by a reader); supporting evidence is given for generalization; conclusion logically and complete.	20
2.	Logical development of ideas: Content	the essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; the essay	30

		must be on its own thought.	
3.	Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, and modal articles; verb forms and tense sequencing; no fragments or run-on sentences.	25

4	Punctuation, Spelling, and Mechanics	Correct use of English writing conventions; left and right margin, all needed capitals paragraph indented, punctuation, and spelling; very neat.	5
5	Style and quality of expressions	precise vocabulary usage; use of parallel structures; concise, register well.	20

3.7 Validity

Validity indicates how deep the instrument could measure the target of the research. There are two basic types of validity; content validity and construct validity(Hatch and Farhady: 1982). This study relates to the content and the construct validity of the test.

a. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is the adequacy of the sample and simply on the appearance of the test(Hatch and Farhady: 1982). Furthermore, this study uses a narrative text writing test that is supposed to be comprehended by the first grade of senior high school students. The researcher makes the tests based on the English Curriculum(2013 Curriculum) school and the syllabus for the first grade of senior high school students.

b. Construct validity

Construct validity measures whether the construction has already referred to the theories, meaning that the test construction has already been in line with the objectives of learning(Hatch and Farhady, 1982: 251). In construct validity, the researcher uses a theory proposed by Jacobs et al(1981 in Weigle 2002). There are five aspects of writing: they are content, organization, vocabulary, language use, and mechanics.

3.7.2. Reliability

In this research, to find the reliability of the data, the researcher uses inter-rater reliability. It means there would be two ratters to judge students' writing ability. The first rater is the researcher herself and the second ratter is the English teacher of SMAN 01 Natar. Reliability means consistency and stability. Hatch and Farhady(1982) state that the reliability of a test can be defined as the extent to which test procedures consistently result when administered under similar conditions.

To measure the writing achievement, the researcher used SPSS version 22.0 for windows in Intra class Correlation Coefficient to find out the reliability of the writing test by tabulating the scores of the pretest and post-test. There are some standards of reliability of the test as follows:

The formula of Product Moment:

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where : R = reliability

X = score of the first variable

Y = score of the second variable

(Pearson, 1948)

The standard of reliability (Slameto,1998 in Susan,2001):

A. A very low reliability ranges from 0.00 to 0.19

B. A low reliability ranges from 0.20 to 0.39

C. An average reliability ranges from 0.40 to 0.59

D. A high reliability ranges from 0.60 to 0.79

E. A very high reliability ranges from 0.80 to 0.100

$$\begin{aligned}r_{xy} &= \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\ &= \frac{90351}{\sqrt{(64627)(90351)}} \\ &= \frac{76983}{\sqrt{76414}}\end{aligned}$$

= 0,99 (high criteria)

3.8 Data Analysis

In order to get the results of this research, the researcher will analyze the data by using some steps as follows:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test using this formula:

$$\bar{M} = \frac{\sum x}{N}$$

\bar{M} = Mean

\sum = Total score of the students

N = Number of students

3. Tabulating the data into SPSS.

4. Drawing the conclusion by comparing the means of the pre-test and post-test.

(Arikunto, 2006:272)

3.9. Hypotheses Testing

The hypotheses testing are used to prove whether the hypotheses proposed in this research were accepted or not. The hypotheses would be tested by using Paired Sample T-Test of the Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypotheses are proved if $\text{Sign.} < p$. It means that the probability of an error in the hypotheses is only 5%. After collecting the data, it would be analyzed in order to find out whether short animated stories technique to improve the students' narrative text writing and mechanics and grammar are aspects of writing that improve the most after being taught through short animated stories.

Those are the methods of research used in this study, such as research design, population, and samples, data collecting technique, instruments of research, research procedure, scoring system, validity and reliability, data analysis, and hypothesis testing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use short animated stories in teaching writing and for further researchers who want to investigate the research about this strategy.

5.1 Conclusion

In line with the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions:

The implementation of short animated stories could improve the students' narrative text writing ability. Moreover, the use of short animated stories is effective to be used in learning activities, the students were more interested and motivated in joining the writing class. It is proved by the statistical result in the previous chapter which shows that the t-value (21.299) is higher than the t-table (1.725) and the significant value (0.00) is lower than 0.05. After the students learn writing through the implementation of short animated stories, the students are excited about the learning process because the medium of learning is interesting for students. It could be seen based on the result of pre-test and post-test analysis. It could be acknowledged that there was a difference in students' writing

achievement before and after the implementation of the treatment using animated stories in the first grade of SMAN 1 Natar.

It was proved by looking at the mean score of students' pre-test and post-test. After receiving the treatment, the students' mean score increased by 10.7 points, from 55.36 points to 66.07 points. However, to see whether the difference is significant or not, a paired sample T-Test is applied.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1. Suggestions for English Teachers

a. English teachers are recommended to apply short animated stories as an alternative strategy in teaching the writing of descriptive text. It is because short animations as a learning strategy could make the classroom more dynamic, gaining students' attention, and increasing their interest.

b. While teaching short animated stories as a learning strategy to students, teachers should control the class activities during the learning process to make the students focus. The teacher should gain students' attention so that the instructional process can run well.

2. Suggestions for Further Research

a. This study was conducted at the senior high school level. Therefore, the researcher suggests other researchers apply the short animated stories strategy at different levels of school or with different skills.

b. The treatment should be applied to more than two meetings to get more accurate results of data. a Longer frequency of the treatment day is needed to get a better finding.

REFERENCE

- Arikunto, S. (1998). *Dasar-dasar evaluasi pendidikan*. Jakarta: Bumi Aksara
- Barrton, M. D. (2005). *Rhetoric and Composition: A Guide for the College Writer*. United States of America: Kaplan University.
- Blanchard, K. and Root, C. (2003). *Ready to Write More: From Paragraph to Essay, Second Edition*. New York: Longman.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Curriculum, (2013). *Struktur dan Isi Kurikulum 2013*. Retrieved September 21st, 2019, from: http://www.academia.edu/16453172/STRUKTUR_DAN_ISI_KURIKULUM_2013
- Fitriana, N. (2012). *The use of animated movies to improve students' writing skills in narrative text*. Surakarta: Sebelas Maret University
- Hasan, Basturi. (2016). *Refining Sentences Writing Skill for Professional and Academic Purposes; A Practical Application of Modern Rhetoric*. Yogyakarta: Graha Ilmu
- Harmer, J. (2007). *How to teach English*. London: Pearson Education Limited.
- Harmer, J. (2001). *The Practice of English Language Teaching*. United Kingdom: Longman
- Hatch, E., and Farhady, H. (1982). *Research design and Statistics for Applied Linguistics*. London: Newbury House Publishers, Inc.
- Jacobs, H. D., S. A. Zingrat. and D. Rwormuth., V. F. Hatfield. & J. B. Hughey. (1981). *Testing ESL composition: A practical approach*. Tokyo: Newbury House Publisher, Inc.
- Jaramillo, U & Medina, G. (2011). *Adolescent awareness of environmental care: experiences when writing short descriptive texts in English*. Colegio distrital aguileo parra. Colombia

- Jun, Z (2008). *A comprehensive review of studies on second language writing*. Papers in Applied Language Studies 12, 89-123
- Raimes, A. (1983). *Techniques in teaching writing*. New York & Oxford: Oxford University Press.
- Setiyadi, A. B. (2006). *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu (2018). *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Sepyanda, M (2013). *The effect of picture word inductive model (pwim) and students' self-efficacy toward their writing skill of descriptive texts at grade x of sma negeri 1 ix koto sungai lasi*. Padang: Universitas Negeri Padang
- Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- .