IMPROVING STUDENTS' PERFORMANCE IN WRITING NARRATIVE TEXT THROUGH ANIMATED SHORT MOVIE AT THE FIRST GRADE OF SMK SWADHIPA 2 NATAR

(Undergraduate Thesis)

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ABSTRACT

IMPROVING STUDENTS' PERFORMANCE IN WRITING NARRATIVE TEXT THROUGH ANIMATED SHORT MOVIE AT THE FIRST GRADE OF SMK SWADHIPA 2 NATAR

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Abstract. The objectives of this research were to find out whether there was any improvement of the students' writing performance in narrative text after they have been taught by using animated short movie and to investigate which aspect of the students' writing performance improved the most after they have been taught by using animated short movie. This research was a quantitative research. The design used was one group pretest and posttest because the students' writing performance was measured in one group of participants before and after the treatments were administered. The participants of the research were 34 students at the first grade of SMK Swadhipa 2 Natar academic year 2023/2024. The instrument was a writing test in form of essay. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sample T-test. The result showed there was a statistically improvement of students' writing skill in narrative text viewed from the pretest score to the posttest score (68.41 to 74.85) after they have been taught by animated short movie. The aspect of writing that improved the most was organization. This is because the sequential flow of events in the animated short movie generally helps students understand the chronological order of a story. It proves that using animated short movie as a media is effective to improve the students' writing performance on narrative text.

Keywords: Animated short movie, Narrative Text, Writing.

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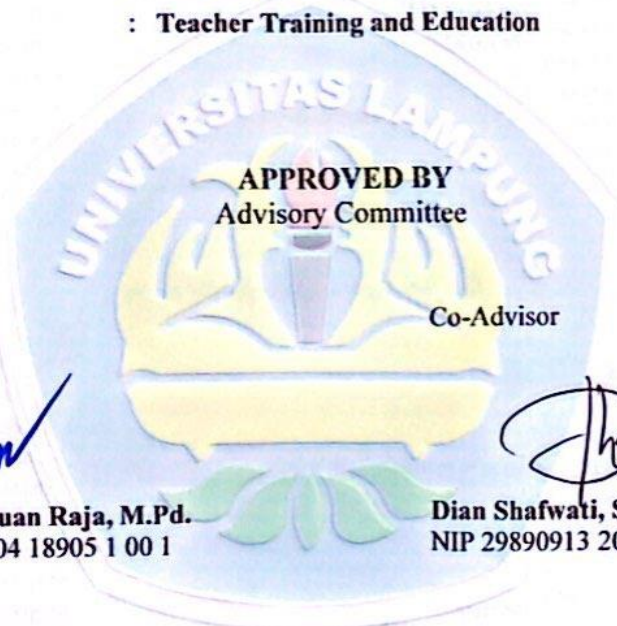| Research Title	:	IMPROVING STUDENTS' PERFORMANCE IN WRITING NARRATIVE TEXT THROUGH ANIMATED SHORT MOVIE AT THE FIRST GRADE OF SMK SWADHIPA 2 NATAR
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURICULUM VITAE

Muhammad Alfiki was born on February 4th 2002 in Kotabumi. He is the first child of Reflitanto, S.Sos. and Sutrisni. He has two siblings namely Muhammad Alfian and Alya Choirunisa.

He started his study at TK Pertiwi in 2007. Then, he continued his study at SD Negeri 1 Ketapang, North Lampung. After he graduated from elementary school in 2014, he went to SMP Negeri 6 Kotabumi. He then finished his junior high school in 2017 and continued his study at SMA Negeri 2 Kotabumi. He graduated from senior high school three years later in 2020. In the same year, he successfully passed as a student of English Education Study Program of University of Lampung

During his time in the University of Lampung, he was actively involved in UKM-P SEEDS (Society of English Education Department Students). From February to June 2023, he joined the campus teaching program at SDN 2 Campang Raya to obtain classroom teaching experience. He did KKN in Bangun Rejo, Central Lampung from June to July 2023. In the next month, he conducted PLP at SMA Mutiara Natar for 40 days. To complete his study, he undertook a research related to student's writing narrative text through animated short movie at the SMK Swadhipa 2 Natar.

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DEDICATION

The writer dedicates this work to:

1. His beloved parents – Reflitanto, S.Sos. and Sutrisni
2. His brother – Muhammad Alfian
3. His Sister – Alya Choirunisa
4. His Almamater – University of Lampung
5. His friends in English Education Study Program
6. English Teachers

MOTTO

"Allah does not burden a soul beyond that it can bear"

(Al Qur'an 2:286)

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his study. Thank you for the precious and adventurous moments we had together. My college life could not be more amazing without you all.

11. My Supportive friends:Yusuf, Dani, Apta, Nia, Regita, Hanifa who are absolutely encouraging the writer by sharing laughter and love.

12. My friends in PLP for the solidarity and encouragement for each other in teaching at SMA Mutiara Natar.

13. His friends in English Department batch 2020 especially class A for the good moments during his study.

Finally, the writer believes that his writing is still far from perfection. There might be weaknesses in this research. Therefore, comments, critics, and suggestions are always acceptable for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, 16 May 2024
The Writer

Muhammad Alfiki
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CONTENTS

ix

TABLES

APPENDICES

I. INTRODUCTION

This chapter focuses on the background of the problem, question of the research, objectives of the research, uses of the research, scope of the research, and definition of term that are used in research.

1.1 Research Background

Harmer (2007) states that writing is one of the skills that should be mastered by English learners in studying English besides reading, listening, and speaking. As one of the skills to be mastered, writing is an important tool where students actively transform passive knowledge and information in their minds into their language (Hasan 2016). Writing is a productive skill; this skill needs a complex process to develop the students' writing skills. Harmer (2004) stated that students often have more time to think in writing than in oral activities. It means that writing is the process of speech in mind. Yaser (2021) states that writing is important for English learners because it helps develop students' critical thinking skills and helps them understand and communicate complicated ideas. Through this activity, students can improve their own language in experience. Moreover, they will get information and ideas which they need to know.

However, writing is considered as the most difficult skill to master. Fareed et al., (2016) States that the most important problems found by the students in the writing teaching learning process are lack of idea and vocabulary. The difficulty comes not only in generating and organizing ideas, but also in translating these ideas into a readable text. In addition, there are several aspects of writing that

should be addressed, such as spelling, capitalization, selection word, and grammar and coherent in written discourse (Hasan and Marzuki 2017). Students need to master most of these aspects before they can produce good text. Moreover, students have low motivation caused by their English teachers who do not give them enough motivation to write.

Writing is a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Kartawijaya 2018). It is one of the difficulties in teaching writing skills. Students in Indonesia are non-native speakers. In order to make writing easier, the teacher has to motivate them and give them interesting techniques or media. The basic competence to be achieved in writing English is the need to develop and produce written simple functional text in recount, narrative, news, procedure, and descriptive text. First grade students of SMK are expected to have the ability to write various types of texts, especially narrative texts. Unfortunately, the learning outcomes of this text are not optimal because students have difficulty developing ideas for writing narrative texts (Marzuki 2022). Therefore, effective and engaging teaching is needed to make the learning process more interesting and enjoyable for students

Narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way. According to Nordin, (2017) narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader. In narrative text, students can write through imagination, but students felt difficult writing. The students have no idea and are confused to start writing. It is because of the topic and sometimes the topic is strange for them, they have never imagined it before. Therefore, the teachers need to help their students improve their writing. Students need something different presented by the teacher. It might be a media,

new teaching method or something else that supports and helps them in writing. Teacher can use appropriate, imaginative, fun, familiar, and effective media to teach writing in class to help students understand.

There are several kinds of media that can be used in teaching writing. In this era of technology, the use of audio-visual media in teaching writing has become more popular for English teachers (Suhartono and Laraswati, 2016). One of the media is animated short movie. It is not only can entertain, but also can be used to improve the students' mastery of writing a narrative story. It makes lessons more fun, also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process. The duration of this movie is not too long; it is about less than 24 minutes. It will help the teacher for managing the time when they teach in the class, because it does not need to use a long time to watch the movie.

The previous research has proved that animated short movie can be implemented as a medium in teaching English (Kindangen et al., 2021). The researcher chose this technique to find out the effectiveness of using movie as a media of learning to improve students listening skills especially in dictation after the implementation of animated short movie. The research employed a Pre-Experimental Research design, with the sample consisting of 20 students from the 9th grade at SMP Anugrah Tondano. The results of this research indicated that using English animated short movie "The Fancy Gentlemen" is effective in improving students listening skills especially in dictation.

Another similar research of animated short movie was conducted by Wahyuni (2017). The research found that the use of English animated movies can improve students' writing ability in descriptive text. The study used a pre-test and post-test design and a combination of quantitative and qualitative research methods. The aspects evaluated were content/idea, organization, vocabulary, grammar, and

mechanics. The population of the study was all students in the English department of STKIP Bina Bangsa Getsempena Banda Aceh, while the sample was 12 fourth-semester students. The research concluded that the students' ability in writing descriptive text was good to average for grammar, organization, vocabulary, and mechanics, but poor to fair for content.

Meitri et al., (2021) also conducted research to investigate the problem of students' low writing ability by utilizing animated short movie as a medium for teaching writing in recount text. The research methodology employed a descriptive qualitative design. The research methodology employed a descriptive qualitative design. The population of the study comprised tenth-grade students at MA Salafiyah in the academic year 2019/2020. The sample consisted of one tenth-grade class with 18 students, including eight males and ten females. The data collection instruments used were tests and interviews. Based on the findings from the achievement interviews and tests, the study revealed that the use of the short movie "Snack Attack" significantly supported students in enhancing their writing ability especially in grammar, and vocabulary.

Based on the results of those studies, it can be inferred that those studies prove that animated short movie is good medium to teaching English, especially in helping the students improve their writing performance, so the study maintains to conduct a research mainly dealing with the use of animated short movie toward students' writing in narrative text at SMK. The differences between this study and the previous studies are about the type of movie, type of the text, participants and the location of the research. Thus, this research is entitled "Improving students' performance in writing narrative text through animated short movie at the first grade of SMK Swadhipa 2 Natar."

1.2 Research Questions

Based on the background that has been discussed above, the researcher formulated a research question as the main problem:

1. Is there any improvement of students' writing performance in narrative text after they have been taught by using animated short movie?

2. Which aspect of students' writing performance improves the most after they have been taught by animated short movie?

1.3 Objectives of the Research

The objectives of the research are as follows:

1. To find out whether there is any improvement of students' writing performance in narrative text after they have been taught by using animated short movie.

2. To find out which aspect of students' writing performance improves the most after they have been taught by using animated short movie.

1.4 Uses of the Research

The uses of the research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of animated short movie in teaching writing.

2. Practically, as information for English teachers who want to improve students' writing performance by using animated short movie.

1.5 Scope of the Research

This research was quantitative research. It was conducted in the first year students of SMK. The focus of the research was to find out the improvement of the

students in narrative writing text after the students are taught using animated short movies, and the movie that was used was a fictional movie from the internet. Learning material in this research focuses on writing narrative text and the narrative text material was Indonesian folktale. The corrections of narrative text ware focused on their content, organization, vocabulary, language use, and mechanics.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definitions of term are provided as follows:

1. Writing is one of the communication tools in which people express their ideas, feelings, and thoughts to share information, and knowledge through written form (Harmer, 2007).

2. Performance is completion of a task with application of knowledge, skills and abilities (Ouafi, 2019).

3. According to Anderson (1997:8), Narrative text is a type of story that tells about something interesting that has the purpose of entertaining or amusing the reader or listener.

4. Animated short movie is audio visual media or moving picture which has the duration is less than 24 minutes (Agusta, 2015).

5. Improvement is the process of a thing moving from pretest score to posttest considered to be better (Setiyadi, 2018).

That is all about the explanation of this chapter which consists of background, research question, formulation of the problems, objectives of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching writing, types of text, narrative text, animated short movie, animated short movie in teaching narrative text, procedure of applying animated short movie in teaching narrative text, advantages and disadvantages of using animated short movie, theoretical assumption, and hypothesis.

2.1 Writing

Writing is a written expression that uses words to convey messages, ideas, or information to a reader. It is the activity requiring the ability to make the word become sentence. Writing is not easy as it is the most difficult subject in school as students have to create a text using English. It takes a lot of practice to develop this skill; it cannot be learned in just one time. Students have to write what they think in their minds and put it on paper using the correct procedure. Learn to write in Senior High School or even in Vocational High School is one of the most difficult tasks that students face and only a few people can master it.

According to Hasan (2016), Writing is one of the important tools that students use to actively transform the passive knowledge and information in their minds into their own words. In line with this, Raimes (1983: 76) states that writing as a skill that includes the expression of ideas, feelings, and thoughts through the organization of words, sentences, and paragraphs. In addition, writing also serves as a means to reinforce the correct use of sentence structure, tense, idioms, and vocabulary, ensuring clarity and reader comprehension.

According to Jaramillo and Medina (2011), writing is an important form of expression used to convince others and to show ideas or feelings. Furthermore, Markhamah (2013: 6) states that writing is an activity where the writer can express his/her idea in written form. It is basically a process of expressing ideas and thoughts of the writer's ideas as a means of communication. In this case, the form of communication is direct. The communication between the writer and the reader, the writer transferring information to the reader, the sender message sharing feeling to the receiver and many other expressions that can be done indirectly through writing.

Based on the definition above, it can be concluded that writing is an important skill. It is one of the communication tools in which people express their ideas, feelings, and thoughts to share information, and knowledge through written form. Moreover, in order to improve students' writing performance, it is necessary to use effective techniques and interesting media.

2.2 Aspects of Writing

In writing, there are several aspects that must be considered by students in order to write well. 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, vocabulary, and mechanics. Content deals with the main point or thesis statement, related ideas, the development of those ideas, and the use of descriptive details. Organization covers the effectiveness of the introduction, the logical order of ideas, the conclusion, and the appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Vocabulary refers to the words used in writing. It involves selecting the right words that accurately and effectively convey meaning. Mechanics refers to aspects like spelling, punctuation, citing sources, and formatting.

Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style refers to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refers to the conventional devices used to clarify the meaning.

In addition, according to Jacobs et al (1981) there are several aspects of writing that should be given a lot of attention to students. They are:

1. Content refers to the substance or main focus of the writing, representing the central idea or theme (unity). It can be identified by looking for the topic sentence, which expresses the main idea and summarizes the entire paragraph.

2. Organization refers to the logical arrangement of content (coherence) in writing. It involves structuring sentences in a way that makes sense and flows smoothly. Logical arrangement refers to the order in which sentences and ideas are presented.

3. Vocabulary refers to selection of words that are suitable for the content. This can be identified by looking at the choice of words or diction to convey ideas to the reader.

4. Language-Use refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of language graphic conventions, namely the steps of arranging letters, words, and paragraphs using knowledge of structure and some other things that are related to each other.

In this research, the researcher applied the aspects of writing by Jacobs et al (1981) in evaluating the students writing score because it provides a well-defined standard. In summary, writing consists of five essential aspects, namely content, organization, vocabulary, language use, and mechanics.

2.3 Teaching Writing

Teaching writing is a skill that helps students to express their creativity and ideas using just a few words. As a teacher, we have to make the learning process effective, fun for the students, but still easier to understand. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily.

Furthermore, Raimes (1983) stated that teaching writing is a unique way to strengthen learning. Referring to the statement, teaching writing can be a good step in improving students' achievement to express their ideas or thoughts on paper. The difference is if the product is written in written language while in speaking it is in spoken language. This means that teaching writing is very important to build students' language achievement. Therefore, teachers must know the problems faced by students during the teaching and learning process to find out the right way to solve writing problems in the writing class.

There are three steps of writing by Blanchard and Root (2003: 41):

1. Pre-writing
   Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas, make the outline and organize the ideas.

2. Write

   In this step, the writer sets the ideas in his mind into words, sentences, paragraphs, etc.

3. Rewriting/Revising

   Re-writing concerns with evaluating her or his writing, deals mainly with:

   a) Concerning the content and form.

   b) Correcting the vocabulary, punctuation, and grammar.

   c) Correcting writing errors, word duplications and omission.

It can be concluded that teaching writing is one of the most essential skills that needs to be mastered by the teacher. English teachers should guide students when they are writing. Interesting activities can motivate the students and make them enjoy in learning. Therefore, this study used three processes in writing, those are pre-writing, writing, and rewriting; however, animated short movie will only be applied in pre writing of teaching writing process.

2.4 Types of Text

Derewianka (1990: 17) defines a text as a meaningful piece of language - oral or written. There are some types of writing text taught in SMK. Below are the types of writing text that are included in the English Kurikulum Merdeka syllabus.

1) Descriptive Text

Descriptive text is a type of text that is used to explain how something looks, smells, feels, behaves, tastes, sounds, etc. It offers knowledge about the characteristics of individuals, places, and things.

2) Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. It begins with background information who, when, where describes the series of events in time order.

3) Procedure Text

Procedure text gives instructions on how to make or do something. It begins with a statement of goal (could be the title), lists materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

4) Narrative Text

Narrative text tells a story by presenting a series of interconnected events. It establishes the time and place of the story and introduces the characters. Typically, there is a problem or conflict that arises and is eventually resolved, often conveying a message or moral.

From the explanation above, it can be concluded that there are several types of writing taught in SMK, namely, descriptive text, recount text, procedure text, and narrative text.

2.5 Narrative Text

2.5.1 Definition of Narrative Text

Some experts have shared their views about the definition of narrative text. Oshima (2007) states that narrative is the kind of writing that you do when you tell a story. It uses time order words and phrases to show when each part of the story happens. In addition, Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order.

According to Anderson (1997:8), a narrative is a piece of text which tells a story and, in doing so entertains or informs the reader or listener. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc. Furthermore, John Barwick (1998) states that narrative text is written to

entertain, amuse, and interest the reader but simultaneously teaches explain or inform. Narrative always deals with some problems that lead to the climax, and the climax turns into the solution of the problem.

In summary, narrative text is a type of text that consists of a sequence of events and has the function and purpose of entertaining and amusing the reader. Narrative text can be an experience of life in the world. Although the general purpose is to entertain the readers, in most cases it also conveys the moral value of the story to the readers.

2.5.2 Generic Structure of Narrative Text

According to Pardiyono (2007:62) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. He also states that the narrative text has generic structures as follows:

a. Orientation: It means to introduce the participants or the characters of the story with the time and place set.

b. Complication: The writer tells about something that will begin a chain of events and the problems of the story developed in this part.

c. Resolution: The ending of the story, it shows how the characters deal with the problem. It is a part when the crisis is resolved.

From the explanation above, we can conclude that a narrative text generally consists of at least three parts. They are orientation, complication, and resolution.

2.5.3 Types of Narrative Text

There are several types of narrative form. These types are based on the story types. The types of narratives are:

a. Fable

Fable is short stories that use animals or objects as characters to teach moral lessons in a fun way.

b. Myths

Stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

c. Legend

It is simple a story which relates to on how a place is formed.

d. Fairy Tale

Fairy tale is imaginative stories with magical elements, interesting characters, and moral lessons, usually aimed at children.

e. Folktale

Folktales are stories that are passed down orally from one generation to the next. They become part of the traditions of a local community.

On the explanation above, there are several types of narrative text, namely: fable, myths, legend, fairy tales and, folktale. And this research is focus on folktale story.

2.5.4 Language Features of Narrative Text

There are some language features in writing narrative text, those are:

a. Past tense (went, visited, etc.)

b. Adverb of time (once upon a time, one day, etc.)

c. Time conjunction (when, then, suddenly, etc.)

d. Action verbs. A verb that shows an action (called, made, walked, etc.)

e. Direct speech. It is to make the story lively. (The king said, "You are foolish"). The direct speech uses present tense.

Language features is important to the writer, because they have to attention to the language features when they want to write a story.

2.6 Animated Short Movie

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmala, 2011:25). Furthermore, Agusta (2015) states that the word animates come from the Latin verb *animate*, meaning "to make alive or to fill with breath." In animation, we can completely restructure reality. It means that animated movie is a moving picture that seems to be alive. Viewers feel like they are watching real living creatures in a movie while watching animation.

According to Ismaili (2013), movies are an enjoyable source of entertainment and language acquisition. It means that movie is suitable media to make the students more interesting and easily to write and to express their idea. Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest to watch it, they did not fell bored and they get stimulate to express or share their opinion in their writing. Moreover, the animated movie is a pleasurable show since the students seem to like watching cartoons. The movie is not long. It usually just 24 minutes and has only one plot so that it enables the teacher to manage the time of presenting teaching materials as well as giving exercises for students.

According to Diah Anggraeny (2015), animated videos are a means of teaching writing that are very useful in developing students' writing skills. Students can

create imaginary ideas and transform ideas into narrative text through the use of these media. Animated short movie can be an effective solution for language teachers because animated short movie provide a realistic and diverse verbal. It allows the students to develop their imaginative skills in narrative text. Furthermore, this medium also creates a positive atmosphere in the language class. Therefore, the creativity of the teacher in searching the animated short movie in teaching sources will be the most beneficial aspect in presenting interesting learning situations.

Here are examples of animated short movies:

(https://youtu.be/sNhoaIPr7Io?si=gzfkVC1APn3w1cxP)

(https://youtu.be/P-8xwqh61vk?si=L-Dhk5PwgMsXzk9M)

In conclusion, the researcher believed that animated short movie can be an effective way to teach and learn writing. The movie is one of good ways to stimulate the writing performance of the students. Students will be attracted with the story and this can lead them in creating a narrative text by rewriting what they have watched.

2.7 Animated Short Movie in Teaching Writing Narrative Text

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students that they are able to succeed. Brown (2000:7) states that teaching is guiding, facilitating learning, and enabling the learners to learn to get the condition for learning.

Every teacher has to use an appropriate media in order to make his or her students be more active in the classroom. There are some media that are usually used in the classroom, especially in teaching writing. One of them is animated short movie. There are three animated short movies and the researcher applied one animated short movie in each treatment. In the first treatment, the researcher will show the example of the narrative text from animated short movie. In the second treatment, the researcher gave them the same animated short movie then the students worked in pairs to write it into a good paragraph. In the third meeting, the researcher will

provide animated short movie then each student will write the narrative text based on the animated short movie.

There are some previous studies about the effect of animated short movie as a media to teaching English, especially in teaching writing. Based on previous research, the effectiveness of using animated short movie was conducted by Kindangen et al., (2021). It was found that there was Improvement of the students after being taught by using animated short movie. This media will help teachers to attract students' attention to the material being taught, so the researcher suggests to teachers use animated short movie as a media to teaching English.

In addition, Wahyuni (2017) found the effectiveness of using animated short movie towards skill in writing descriptive text. The researcher used a pre-test and post-test design and a combination of quantitative and qualitative research methods. It was found that animated short movie can significantly improve studsents' writing skill in writing descriptive texts.

The last, Meitri et al., (2021) found that applying animated short movie was successful in increasing student's writing ability in recount text. Based on the findings from the achievement interviews and tests, the study revealed that the use of the short movie significantly supported students in enhancing their writing ability especially in grammar, and vocabulary.

The previous studies above were used as references for researchers in conducting this research and also as a comparison between relevant studies with the study conducted by the researcher at the present time.

The researcher chose animated short movie as the media in teaching a narrative text because this media is suitable for the characteristics of a narrative text. It will be easier for students to understand and engage with the narrative text when using animated short movies as a teaching media. Animated short movie also could

trigger students' creativity. Thus, the researcher wanted to analyze whether teaching writing by using animated short movie can improve students' performance in writing narrative text.

2.8 Procedure of Applying Animated Short Movie in Teaching Writing Narrative Text

In practicing to write by animated short movie and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003):

1. Prewriting

a. The teacher reviews about narrative text in the treatment and tells the students they will make narrative text through animated short movie.

b. The teacher would tell the students that animated short movie would help them in generate ideas when they started to write.

c. The teacher gave animated short movie to the students and they should write some necessary things that happened in the movie.

2. Writing

After students finish their outline, students are ready to draft their text. Then, the teacher asked them to start writing their narrative text based on the movie that was given to them. Students should be concerned about the developing ideas.

3. Rewriting

a. The teacher identified some mistakes in students writing narrative text

b. Students revise and edit their draft based on the feedback from the teacher.

As can be seen, the procedure of applying animated short movie in teaching writing narrative text is easy to be implemented. It should be applied in the classroom and the students are expected to follow the procedure to make the activity run well and achieve a meaningful learning activity.

2.9 Advantages and Disadvantages of Animated Short Movie

In using animated short movie, there must be the advantages and disadvantage. The advantages of animated short movie in teaching narrative text:

1) Animated short movie helps students generate ideas about what they will write, as students are sometimes confused about what to write first

2) Animated short movie can draw students' attention out to be involved in writing process

3) Animated short movie can be included in a regular teaching situation because it does not take up a lot of space.

4) Animation and imagination are closely related, making it possible to use animation with even the youngest students.

On the other hand, there are some disadvantages in teaching narrative text by using animated short movie:

1) Using animated short movies in the classroom may require technical devices such as projectors or computers.

2) Students pay attention to animation movie more than learned material.

3) Some students may have difficulty processing visual information quickly.

4) There is a risk of technical problems when using animation as a learning medium. This can disrupt the learning process.

Based on the advantages of using animated short movie above, it can be concluded that short animated movie is very helpful for teachers to motivate students in learning and to improve students' imagination or creative minds. Meanwhile, teachers must choose appropriate animations and must consider their duration. Therefore, short animated movie are the most effective media to use in order to make the students understand the story.

2.10 Theoretical Assumption

Animated short movies are an effective media to be used in teaching writing, such as narrative texts, since they provide a sequence of visual images. Animated short movies give students a chance to think critically and interpret events in the movie, allowing them to generate their own ideas and write about them. The use of animated short movies is highly suitable for teaching writing because it helps students develop complete ideas and stimulates their imagination. Based on the explanation of using animated short movies, the researcher believes that there will be an improvement in students' narrative text writing. By utilizing animated short movies, students can visualize the scene, which in turn helps them articulate their ideas into coherent and unified sentences, thus enhancing the content of their texts. Additionally, the researcher assumes that the use of animated short movies will assist students in organizing their thoughts systematically and developing their ideas when composing a narrative text.

2.11 Hypotheses

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

H_1 : There is any improvement in student' writing performance in narrative text after they have been taught by using animated short movie.

H_2 : Organization is the aspect of students' writing performance that improves the most after they have been taught by using animated short movie.

This chapter has explained about theories of writing, aspect of writing, teaching writing, types of text, narrative text, animated short movie, animated short movie in teaching writing narrative text, procedures of applying animated short movie in teaching writing narrative text, advantages and disadvantages of animated short movie, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about design, variables, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, data treatment and hypothesis testing.

3.1 Design

This research was a quantitative study which was intended to observe the students' narrative writing improvement after the implementation of an animated short movie. The research design was a one group pretest-posttest design because the researcher used only one class. The design was used to compare the students' writing performance obtained through the score of a pretest and a posttest after treatments were given:

$$T1 \ X \ T2$$

(Setiyadi, 2018)

Notes:

T1 refers to the pretest that is given before the researcher teaches through animated short movie in order to measure the students' competencies before they are given the treatment.

T2 refers to the posttest that is given after implementing animated short movie and to measure how far the students' improvement after they get the treatment.

X refers to the treatments given by the researcher through animated short movie to improve students' writing.

3.2 Variables

Variable is a noun that stands for variation within a class of object, such as gender, achievement, motivation, behavior, or environments (Setiyadi, 2018). In this study, there are two types of variables, namely independent variables and dependent variables. Independent variables are variables that do not depend on other variables and dependent variables are the opposite. In this research the variables are described as follows:

1. Animated short movie as an independent variable (X)

It is categorized as an independent variable due to the use animated short movie that can influence the dependent variable in determining the effect between phenomenon and the object which is observed.

2. The students' writing performance in narrative text as a dependent variable (Y)

It is categorized as a dependent variable due to students' performance based on the result. The performance of students can be measured to determine whether there is an effect of the independent or not.

3.3 Population and Sample

According to Setiyadi (2018) population is a group of people or objects that have characteristics and qualities possessed by the research subject. And, sample was part of the number and characteristics possessed by the population. In this research, the population was first grade students of SMK Swadhipa 2 Natar. The sample was students of class X TKJ 1 which consisted of 34 students.

3.4 Data Collecting Technique

The purpose of this study was to obtain data on students' narrative writing performance before treatment and after treatment. Data ware obtained from:

1) Pretest

The pretest was conducted before students were taught with an animated short movie. The pretest was conducted to assess the basic quality of the students' narrative text writing performance before they were given the treatment. The test was in written form. Meanwhile, before conducting the pretest, the researcher explained the rules, and the students were asked to create a narrative text. They were instructed to finish the test in 60 minutes.

2) Posttest

The post-test was given after the treatment. The result of the post-test was compared with the pre-test to determine whether a short animated movie, as a learning medium, could improve students' performance in narrative writing or not. This post-test was similar to the pre-test. The researcher explained the rules, and the students were asked to create a narrative text. They were instructed to finish the test in 60 minutes.

3.5 Research Procedures

The collecting the data the researcher made some steps:

1. Determining the population and selecting the sample

   The population of this research was the first grade students of SMK Swadhipa 2 Natar. The researcher chose one class as the experimental class.

2. Finding and selecting materials to be taught and tested.

   The researcher arranged the material based on the curriculum of the first grade of vocational high school.

3. Administering the pre-test

   The researcher conducted the pre-test before giving the treatments, and it lasted for 60 minutes. The pre-test aimed to assess the students' performance in

writing narrative text. In this step, students in the experimental class were assigned to write a narrative text. The test was in the form of a written text based on the instructions provided. The test was held for 60 minutes.

4. Conducting the treatments.

After giving the pre-test to the students, the experimental class was given treatment in three meetings. The time of the treatment was 90 minutes, based on the time allocation in the syllabus of the first grade of SMK. The experimental class was given the treatment by using an animated short movie as media, and the narrative text materials were explained.

5. Administering the post-test

In order to see the improvement of students' writing performance, the post-test was conducted to find the progress of students' narrative text writing performance after being taught using a short animated movie. The test was in written form in which the material was related to the curriculum that was used in the school. The test was held for 60 minutes

6. Analyzing the data

After scoring the pretest and posttest, the data were analyzed using the SPSS version 26.0 software program. It was used to determine the means of the pre-test and post-test and how the improvement occurred. After the pre-test was administered to the students, the experimental class received treatment in three sessions. Each treatment session lasted for 90 minutes, following the time allocation in the syllabus of the first grade of SMK. The treatment involved using an animated short movie as a teaching medium, and the students were explained about the narrative text materials.

3.6 Scoring Criteria

Students can succeed in writing if their writing includes five aspects of writing. Therefore, five aspects of writing will be assessed in the students' narrative paragraph writing. They are content, organization, grammar, vocabulary, and mechanic. The criteria of scoring system are based on the rating sheet from Jacobs et al (1981) because it provides a well-defined standard (see appendix 5).

3.7 Instrument

The writing test was used as the instrument of this research to obtain the data. There were two writing tests in this research: the writing pre-test and the writing post-test. The pretest was given at the beginning of the meeting before students got the treatments, while the posttest was administered after the students got the treatments.

3.8 Validity

According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

a. Content Validity

Content validity is the degree to which a test measures an intended content area. This research, the test has content validity because the researcher makes this test based on the course objectives in syllabus of the first grade students at SMK Swadhipa 2 Natar. Besides, the instructions of the test had been discussed with the English teacher of SMK Swadhipa 2 Natar. The type of the text is narrative text. This material already appropriated because the researcher arranges the material based on the objective of teaching in syllabus for the first grade of vocational high school. Thus, it can be said that the instrument was valid.

b. Construct Validity

Construct validity measures whether the construction has already referred to the theories. In this research, the researcher administered writing tests and treatments to the students and scored their writing based on the five aspects of writing proposed by Jacobs et al (1981 in Weigle 2002). There are five aspects of writing: they are content, organization, vocabulary, language use, and mechanics (see appendix 5). Therefore, it can be said that the test had been covered with the construct validity. In conclusion, it can be said that the instrument of this research was valid because it had content and construct validity.

3.9 Reliability

Hatch and Farhady (1982:243) establish that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. 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 performance. The first rater is the researcher himself and the second ratter is the English teacher of SMK Swadhipa 2 Natar. It is important to make sure that both raters use the same criteria of scoring.

To measure how reliable the scoring is, this study will use Rank - order Correlation with the formula:

$$r = 1 - \frac{6 . \sum d^2}{n(n^2 - 1)}$$

Notes:
r refers to the reliability of the test
n refers to the number of students
d refers to the difference of rank correlation (mean score from the pretest and the posttest)

1 – 6 refers to the constant number

In this case, the coefficient of rank correlation will be analyzed with the standard of reliability as follows:

1. 0.80 - 0.100 : very high reliability

2. 0.60 - 0.79 : high reliability

3. 0.40 - 0.59 : medium reliability

4. 0.20 - 0.39 : low reliability

5. 0.19 : very low reliability

(Arikunto, 1998: 260)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79 (high reliability). The reliability of this research could be seen on the explanation below:

1) Result of Reliability of the Pre-test Score

$$r = 1 - \frac{6 \cdot \sum d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6 \cdot 416}{34(34^2 - 1)}$$

$$r = 1 - \frac{2496}{39270}$$

$$r = 1 - 0.0635599694$$

$$r = 0.936$$

From the explanation above, it could be seen that the result was 0,936. It indicated that students' score in pre-test from two raters had a very high reliability.

2) Result of Reliability of the Post-test Score

$$r = 1 - \frac{6 . \Sigma d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6 . 568}{34(34^2 - 1)}$$

$$r = 1 - \frac{3408}{39270}$$

$$r = 1 - 0.0867838044$$

$$r = 0.913$$

Meanwhile, the result of students' scores in post-test was 0,913. It means that the students' score in post-test from two raters had very high reliability.

3.10 Data Analysis

Data analysis is the way data analyzed by the researcher. In managing and analyzing the data collection, the researcher used quantitative data analysis so the researcher will analyze the data by using formula.

a. First Research Question

1. Scoring the pre-test and post-test by using inter-rater.
2. Tabulating the results of the tests (pre-test and post-test)
3. Calculating the means of both the pre-test and post-test using this formula:

$$Md = \frac{\Sigma d}{N}$$

Notes:

Md : Mean

Σ : Total score of the students

N : Number of students

4. Getting the improvement of students' scores in order to find whether there is significant difference of students writing before and after being taught using animated short movie

5. Composing a discussion regarding the result.

6. Answering the first research question by concluding the result of the analysis.

b. Second Research Question

1. Finding the means of pre-test and post-test in each aspect of writing.

2. Analyzing the significant improvement of each aspect of writing by comparing the means of the pre-test and post-test.

3. Drawing conclusion by comparing the score of each writing aspect.

3.11 Data Treatment

According to Setiyadi (2018), the use of Paired Sample T-Test to examine the hypothesis has three basic assumptions that can be illustrated as follows:

a. The data are an interval.

b. The data are taken from random sample in population (non-absolute).

c. The data is distributed normally.

The researcher use normal test to treatment the data. This test is used to Measure whether the data are normally distributed or not by using normality test SPSS. Shapiro - Wilk Normality was used by the researcher to analyze the normality of the data. The criteria of normal distributions are:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal

To find out whether the data is distributed normally or not, normality test was as follows:

Table 3.1 Result of Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre Test	.958	34	.210
Post Test	.956	34	.187

The Hypothesis is accepted if the result of the normality test is higher than 0.05 (sig> α). From the table 3.1 the value of normality test in pre-test (0.210) and in post-test (0.187) was higher than 0.05. It could be concluded that H0 was accepted and H1 was rejected. In addition, the data of pre-test and post-test were distributed normally

3.12 Hypothesis Testing

The hypothesis testing is used to prove whether the hypotheses proposed in this research will accept or not. The hypothesis 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 hypothesis are proved if Sign. < p. It means that the probability of an error in the hypothesis is only 5%. The hypotheses are:

H1 indicates that there is any improvement of students' writing performance in narrative text after they have been taught by using animated short movie.
H2 indicates that organization is the aspect of students' writing performance that improves the most after they have been taught by animated short movie.

In addition, to find out the second research question, the researcher compared the result of each writing aspect to know which aspects of them have the most significant improvement.

H0 is accepted is significance level is higher than 0.05 (p>0.05)
H1 is accepted is significance level is lower than 0.05 (p<0.05)

Those all explanations of this chapter which are concerned with design, variables, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use animated shirt movie as a learning medium in teaching writing as well as for further researches in the same area.

5.1 Conclusion

The objectives of this research were to investigate whether the implementation of animated short movie can improve the students' writing performance or not, and to find out which aspect improves the most after being taught using animated short movie. After conducting the research at the first grade of SMK Swadhipa 2 Natar and analyzed the data, the researcher draws the following conclusion:

1. Firstly, there was a significant improvement of students' writing performance after using animated short movie. It could be seen from the computation the value of two tailed significance is $0.00 < 0.05$. In addition, the students' mean score in the post-test (74.85) was higher than in the pre-test (68.41). Therefore, it can be concluded that the implementation of using animated short movie as learning medium is effective, especially in writing narrative text.

2. Secondly, the use of the animated short movie could also improve all five aspects of writing, namely content, organization, vocabulary, language use and mechanics, by looking at the analysis of the students' work in the post-test in each aspect. However, organization was the aspect that improved the most among the other aspects of writing. By using animated short movie, the students were able to

develop their ideas when composing narrative text. Hence, it will help students to organize their thoughts systematically and write a narrative text easily.

5.2 Suggestions

Based on the conclusions that have been presented, the researcher proposes several suggestions as follows:

1) Suggestions for English Teachers

a) Considering the advantages of animated short movie. The researcher suggests that English teachers of the class to apply animated short movie as alternative media to teach writing narrative text. Animated short movie not only helps the students to improve students' writing in narrative text but also increases the students' participation in the classroom.

b) The teacher should make sure that all students can watch the animated short movie easily and students can hear the audio clearly. Therefore, the teacher should prepare learning tools such as laptops, LCD projectors, and speakers are working properly before starting the lesson.

2) Suggestions for Further Researchers

a) This research was conducted by animated short movie at the first grade of vocational high school. Therefore, further researchers could try to conduct a research which focuses on students at a different level of schools such as at the second grade of junior high school.

b) The researcher suggests other researchers to find out the use of animated short movie as a learning medium in other kinds of text such as procedure, descriptive, or recount text

c) In this research, the students' scores were still low in language use aspect. Thus, the further researcher is suggested to find out another strategy to improve students' writing particularly in terms of language aspect.

Those are the conclusion of this research after using animated short movie, also the suggestions for both English teachers and further researches.

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