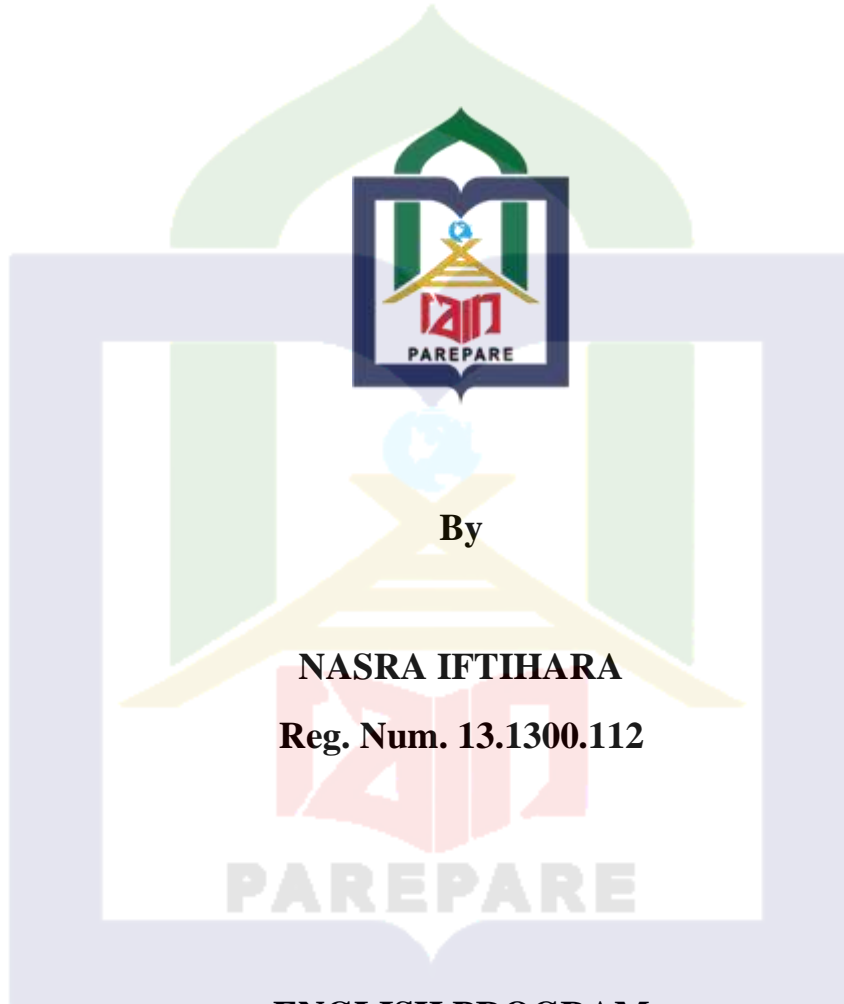


SKRIPSI

**THE USE OF ANIMATION MOVIES TO DEVELOP STUDENTS'
WRITING SKILLS OF NARRATIVE TEXT AT THE
ELEVENTH GRADE OF SMAN 1 PAMBOANG**



By

NASRA IFTIHARA

Reg. Num. 13.1300.112

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

**THE USE OF ANIMATION MOVIES TO DEVELOP STUDENTS'
WRITING SKILLS OF NARRATIVE TEXT AT THE
ELEVENTH GRADE OF SMAN 1 PAMBOANG**



By

NASRA IFTIHARA
Reg. Num. 13.1300.112

Submitted to the English Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

**THE USE OF ANIMATION MOVIES TO DEVELOP STUDENTS'
WRITING SKILLS OF NARRATIVE TEXT AT THE
ELEVENTH GRADE OF SMAN 1 PAMBOANG**

Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Program

Submitted by

**NASRA IFTIHARA
Reg. Num: 13.1300.112**

to

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Nasra Iftihara
Title of Skripsi : The Use of Animation Movies to Develop
Students' Writing Skills of Narrative Text at the
Eleventh Grade of SMAN 1 Pamboang
Kabupaten Majene

Student Reg. Number : 13.1300.112

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab
No. Sti.08/PP.00.9/2733/2017

Has been legalized by
Consultants

Consultant : Hj. Nurhamdah, M.Pd.

NIP : 19731116 199803 2 007

Co-Consultant : Drs. Ismail, MM

NIP : 19631207 198703 1 003

Approved by
Dean of Tarbiyah Faculty



Dr. H. Saepudin, S.Ag., M.Pd.
NIP 19721216 199903 1 001

APPROVAL OF CONSULTANT COMMISSIONS

Name of Student : Nasra Iftihara
Title of Skripsi : The Use of Animation Movies to Develop Students' Writing Skill of Narrative Text at the Eleventh Grade of SMAN 1 Pamboang, Kabupaten Majene
Student Reg. Number : 13.1300.112
Faculty : Tarbiyah
Study Program : English
By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab No. Sti.08/PP.00.9/2733/2017
Graduation Date : 16 March 2020

Has been legalized by

Hj. Nurhamdah, M.Pd.

Chairmen

(.....)

Drs. Ismail, MM

Secretary

(.....)

Mujahidah, M.Pd

Member

(.....)

Dr. Ali Halidin, M.Pd.I

Member

(.....)

Approved by

Dean of Tarbiyah Faculty



Ali Halidin, S.Ag., M.Pd.
212161999031001

ACKNOWLEDGEMENT



First of all, lets thanks to Allah SWT, praise be on Him the beneficent the merciful lord of the world. The owner of the day of judgment, god the almighty for blessing given to the researcher in completing this graduation paper as one of requirement to finished study in English program, Tarbiyah faculty.

Shalawat and Salam to our beloved prophet Muhammad saw (peace be upon him), the last messenger of Allah SWT. He has already spared the Islamic teaching to all human being in this world.

The researcher realizes that this skripsi has never been possible to be finished without assistance of the people. Therefore the researcher wishes to express a lot of thanks to:

1. Specially thanks the researcher addressed to her beloved parents Muslimin and Rapaittang. For their incredible patient, for their endless love, amazing motivation and support, her brother and sisters Pahril and Alma, and all of her family.
2. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare, the lecturer of English program and Tarbiyah and all of staff of IAIN Parepare for their motivation and help during her study.
3. Dr. H. Saepudin, M.Pd. as the dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finishing this skripsi.
4. Mujahidah, M.Pd, as the Chairman of English Department for the fabulous serving to the students.
5. Hj. Nurhamdah, S.Ag, M.Pd, the first researchers' consultant, whose though provoking guidance and support extend beyond this skripsi.

6. Drs. Ismail, MM, the second researchers' consultant, who has given her much motivation guidance and suggestion to complete this skripsi.
7. Dra. Hj. Farhani as the headmaster of SMA Negeri 1 Pamboang who has allowed the researcher to conduct and observe the research at the school.
8. Her Special sister and all at once senior of her researcher organization, Senpai Dewiyanti who has guided, motivated, advised, and pushed her to finish this research.
10. Her best friends: Mariana, Mutmainnah, Hardyanti, Risna wati and Hasmira who always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research and special thanks for her best friends in KARIMAH: Mahmuda and Ririn Anggraeni Z.A.
11. Her other Family in PERKEMI Dojo IAIN Parepare: Sanita, Silvana Herman, Rahmatiah, Hasmia, Ayu Andira, Muhammad Idul, Adi Irwandi and Andis Kurniawan who have pushed her to finish the research and for all the researcher's friends in English Department Tarbiyah Faculty 2014.

Parepare, January 14th, 2020

The Researcher



Nasra Iftihara
Reg. Num. 13.1300.112

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : NASRA IFTIHARA
Student Reg. Number : 13.1300.112
Study Program : English
Faculty : Tarbiyah
Title of Skripsi : The Use of Animation Movies to Develop Students'
Writing Skills of Narrative Text at the Eleventh
Grade of SMAN 1 Pamboang

State this skripsi was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, February 14, 2020

The Researcher



Nasra Iftihara

Reg. Num. 13.1300.112

ABSTRACT

Nasra Iftihara, 2019. *The Use of animation movies to develop students' writing skills of narrative text at the eleventh grade of senior high school 1 Pamboang* (Supervised by Nurhamdah and Ismail)

This research aimed to fine out the improvement of students' writing skill in narrative text through animation movies at the eleventh grade of senior high school 1 Pamboang.

This research applied pre-experimental design. The instrument of this research was writing narrative text. The population of this research was at the eleventh grade students of senior high school 1 Pamboang. The sample of the research was 26 students.

The technique of the data collection involved giving the pre-test to know the prior knowledge of the student and post-test after giving treatment to know how the skill of students in narrative text by using animation movies.

The result of the calculating of the students' mean score of the students pre-test was (57.76). The value of pre-test and t-test was greater than t-table (0.68). The researcher conclude that the result by using animations movie as media in improving writing skills especially writing narrative text is better and there was improvement effectively in writing skills through animations movie at the eleventh grade of senior high school 1 Pamboang

Key Word: Writing Skills, Narrative Text and Animations movie.

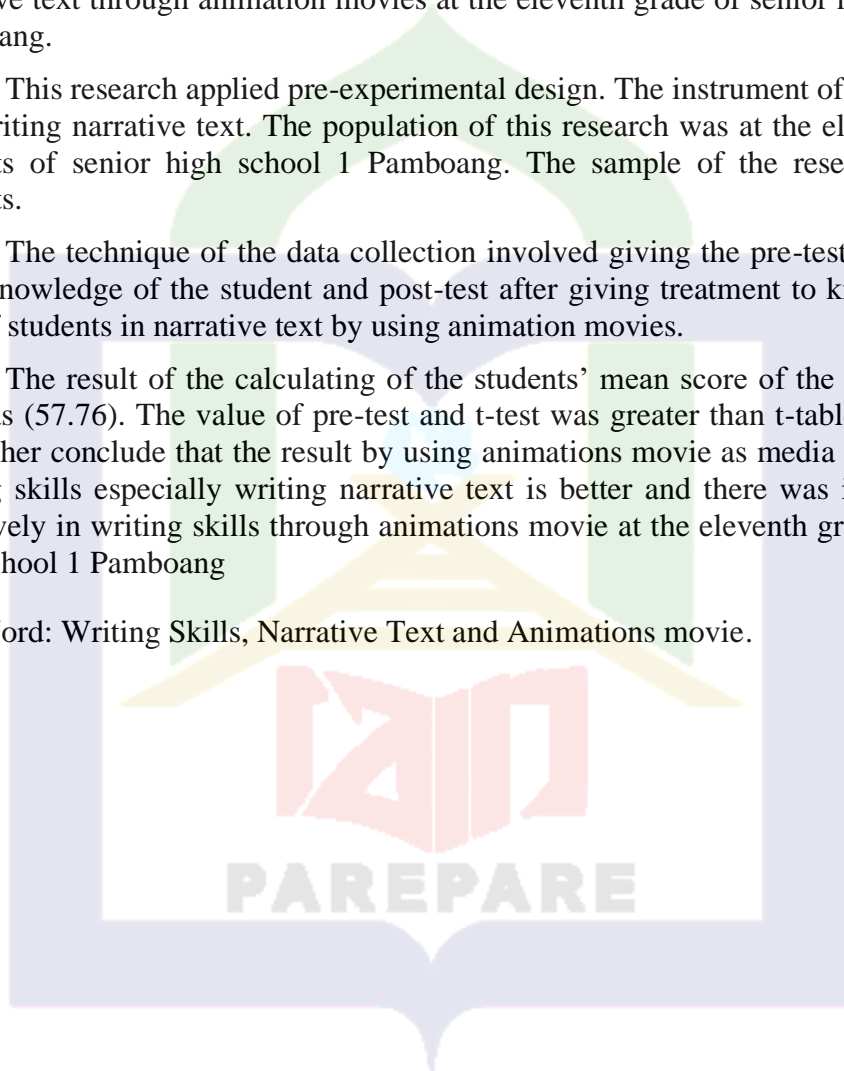


TABLE OF CONTENTS

PAGE OF TITTLE	
SUBMITTED PAGE.	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.	iv
ENDORSEMENT OF EXAMINER COMMISSIONS.	vi
ACKNOWLEDGEMENTS.	vii
DECLARATION OF AUTHENTICITY OF THE SKRIPSI.	ix
ABSTRACT.	x
TABLE OF CONTENTS.	xi
LIST OF TABLES.	xiii
LIST OF FIGURES.	xiv
LIST OF APPENDICES.	xv
CHAPTER I INTRODUCTION	
1.1 Background.	1
1.2 Problem Statement.	4
1.3 Objective of the Research.	4
1.4 Significant of the Research.	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas.	5
2.1.1 The Concept of Speaking.	5
2.1.2 The Concept of Cooperative Script.	11
2.2 Previous Research Findings.	17
2.3 Conceptual Framework.	18
2.4 Hypothesis.	20
2.5 Variable and Operational Definition of the Research.	20

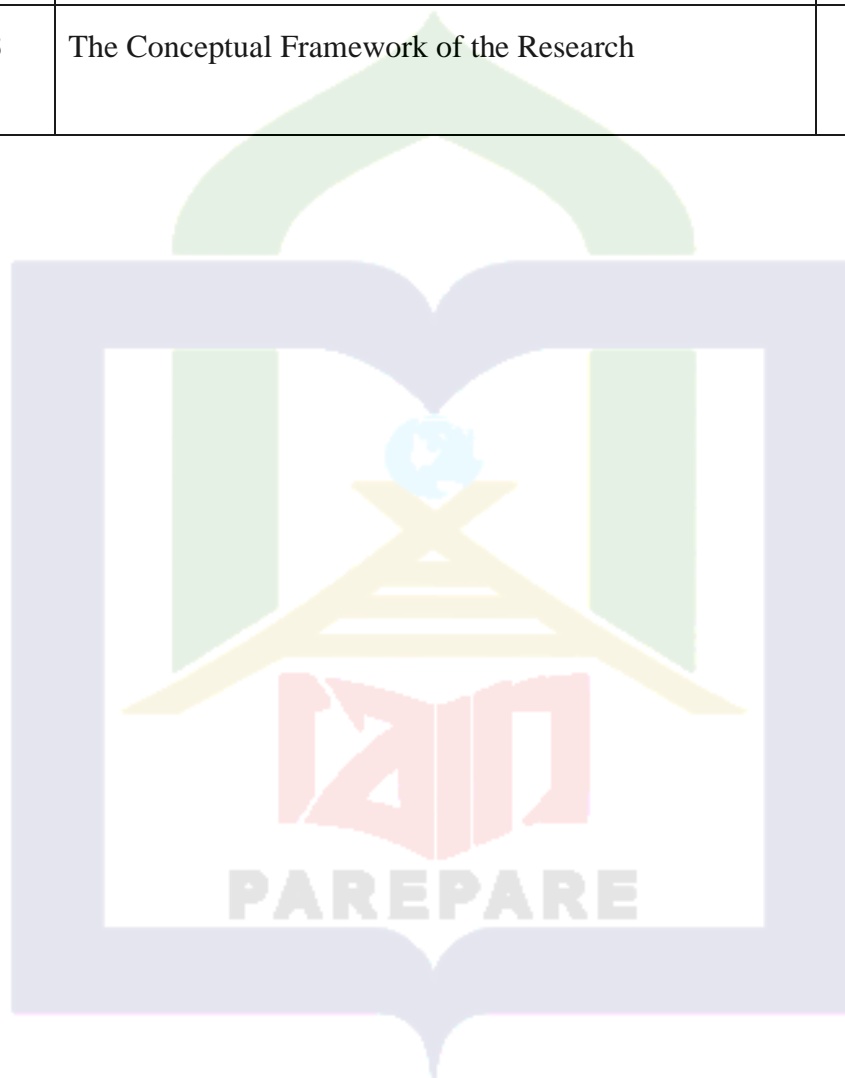
2.5.1 Variable	20
2.5.2 Operational Definition of Variables.	20
CHAPTER III RESEARCH METHOD	
3.1 Research Design.....	22
3.2 Location and Duration of the Research.....	22
3.3 Population and Sample.....	22
3.4 The Instrument.	23
3.5 Procedure of Collecting Data.	24
3.6 Treatment.	24
3.7 Technique of Data Analysis.	32
CHAPTER IV FINDING AND DISCUSSION	
4.1 Findings.....	38
4.2 Discussion.	56
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusions.....	60
5.2 Suggestion.....	60
BIBLIOGRAPHY.....	61
APPENDICES.....	63

LIST OF TABLES

Number of Tables	Tittle of Tables	Pages
3.1	The total of eleventh grade of student SMAN 1 Pamboang	27
3.2	Score and classifying the student writing skill	33
3.3	Classifying the students'	37
4.1	The students' score in pre-test based on aspects of writing skill	41
4.2	The students' speaking score in pre-test based on the students score classification table	42
4.3	The rate of the frequency of the pre-test	43
4.4	The students' score in post-test based on aspects writing skills	46
4.5	Students score in post-test based on the students score classification table	47
4.6	The rate percentage of the frequency of the post-test	48
4.7	The mean score and standard deviation of pre-test and post-test	50
4.8	The rate percentage of the frequency of the pre-test and post-test	51
4.9	The worksheet of the calculation the score in pre-test and post-test of the students' writing skills in narrative text	52
4. 10	The test of significant	55

LIST OF FIGURES

Number of Figures	Title of Figures	Pages
2.3	The Conceptual Framework of the Research	23



LIST OF APPENDICES

Number of Appendices	Title of Appendices	Pages
1	Instrument of the Pre-test and post-test	
2	The Students' Rating Sheet of Pre-test and Post-test	
3	Lesson plan	
4	Materials	
5	Distribution of T-Table	
6	Observation Sheet	
7	Documentation	



CHAPTER I

INTRODUCTION

1.1 Background

Writing is one media of communication. Writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, it means that writing is very important as one of media of communication, that can help us to have a good socialization, can express our idea, feeling, an our opinion so that we can have a good interaction with our society.

Writing is one of language skill which is very important to be learnt by students. Through this activity, students can improve their own language in experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. It is undeniable that good writing is the hardest part of English language. Many people can speak English very well or expert in good pronouncing the English word. But, when they were asked to write, many of them raised their hands up. Even a few of them who sweat cold when they have to write an essay in their exam. This is not assumption but a fact that many people complain when they find themselves dealing with writing an essay. In fact, the fundamental problem in writing essay found by Wulan Rahmatunisa in her research with title *problem faced by Indonesian EFL learners in writing argumentative essay* is we do not know how we can take the first statement. Thus it is important to organize first before we start to write. No matter how writers organize the essay, they should make reader have same opinion to the essay and understand what the writers

mean.¹ Even from the researcher's experience still feels very funny when the students simultaneously cheer “aaaa” because they have to write a story on their exam.

That's why Hammer said, “Writing is a complex skill. It means that the students should have adequate information and good skills before starting to write for they expected to be able deliver a message”. Hudelson agreed it and said, “That in the process of teaching and learning, writing is placed on the last stage after the three skills; those are listening, speaking, and reading. When the students master those skills, they are easier to master writing. Also Westwood stated on his book *What Teachers Need to Know about Reading and Writing Difficulties*, “Writing is one the most difficult skills that learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies”.

This is also experienced by the researcher during her PPL, almost the students faced difficulties when they got a writing assignment. Although they actually already have a tittle, but it is still too hard to find an idea where it should start, that caused them become blank and confused “what should I write?” as if their brains were locked.

The researcher realized that the students’ difficulties of writing were caused they have no idea or lack of ideas. Besides, the confusion in starting a writing as well as lack of vocabulary that they have also become a reliable obstacle. Especially, they do not have any interest toward English language because of their teacher's monotonous teaching method.

This is inspired the researcher to look for a strategy for the solution toward this problem. Harmer asserted that the students have a chance to see the language in

¹Wulan Rahmatunisa, “Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay,” (English Review 3, no. 1. 2014), h. 3.

operation when movies are given in task. Everybody like movies of course, so the researcher will use animation movies in increasing the students' writing and to attract the students' attention so they will enjoy during the learning process and forget about how bored English language is. That's why this method is used as a medication to cure the boring because most of movies make students easily understand and enjoy the lesson. Harmer stated that "the movie allows the students to entry into a whole range of other communication world". It means that the students are motivated to learn something through movies; also it is suitable for their development.

The researcher agreed with Harmer statement, because movie can steal the students' interest toward English learning, they feel comfortable and relax, also it can build their ability and get more ideas because movie gives feedback to the students when they watched it.

Then, to assess the students' writing ability, the researcher chooses narrative text because it always appears almost throughout the lesson. This text is very common among students and still appears in national exams. The researcher chooses this text as the first step the students learn and increase their writing ability.

The subject of this research is the use of animations movies to developing students' writing skill of narrative text at the second grade students of senior high school 1 Pamboang. This class was chosen because all of students in this class had high qualification than others. The researcher will treat all the students but only assess some of them to be analyzed. Considering the positive contribution of movies in teaching writing, therefore, the writer formulates a research with the title *the use of animation movies to develop the students' writing skills of narrative text*.

1.2 Problem Statement

Based on the background about, the writer formulates the research question as follow:

1. Is an animation movie able to develop students' writing skills in narrative text at the eleventh grade of SMA Negeri 1 Pamboang?
2. How does animation movie develop students' writing skills in narrative text at the eleventh grade of SMA Negeri 1 Pamboang?

1.3 Objective of the Research

The objective of the research is to develop the students' writing skill in narrative text and the way to develop the students' writing skill in narrative text at the eleventh grade students of SMA Negeri 1 Pamboang.

1.4 Significant of the Research

1. For the English teacher

This research can be as a sample in teaching writing by using this media especially animation movies.

2. For students

The research will give useful information to improve their English especially in writing.

3. For the researcher

To give information for the other researcher who want to carry out research about the students writing skill by using animation movies.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Finding

In concerning to this research, there are many scholars who have done research in this subject:

Nursam on her research, the researcher found that using English animation movie is a good way in English learning process at SMP Negeri 8 Pinrang. After analyzing the data by using the t-test formula, the result of the t-test value (14.37) is greater than t-table value (2.09) the level significance 0.05 and degree of freedom (df) was 19. This indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that English animation movie is able to guide the students in following native speaker.²

Erfana Iloe on her research, the researcher found that animation clips is able to improve the students selective listening skill. The students' selective listening was improved significantly by looking pre-test score were 64. By the end of the study the result of selective listening skill enhance after giving treatment. The score indicate 71. The impact of using animation clips seems to be significant in students' improvement in selective listening skill. It can be concluded that the treatment have been effective.³

²Nursam on her Research, The Using of English Animation Movie to Guide the Students in Following Native Speaker at the Eight Grade Student of SMPN 8 Pinrang (Unpublish Thesis of STAIN Parepare 2015), p. 50.

³Erfana Iloe on her Research, Improving Selective Listening Skill by Using Animation Clips at the Second Grade Students in Madrasah Aliyah Negeri (MAN) Pinrang (Unpublish Thesis of STAIN Parepare 2017), p. 57.

Alimuddin on his research, the result of the result of this research showed that movie story was able to make students' writing improved. It was indicated by the students' mean score of pre-test 14.57 is lower than the students mean score of post-test 16.53. Then, the result of t-test was 7.53 greater than the value of t-table that was 2.05 at the level significance 0.05 and degree of freedom (df) was 27. This indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that the movie story is able make students' writing was improved.⁴

Based on the previous researcher finding above, the researcher can conclude that the first and second researcher had the same research of object, it was animation movie, but it has differences between those researches and this research because they researched about another skill. While the third research had the same skills in writing but not specific.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Writing

2.2.1.1 Definition of Writing

Writing skill is neither acquired totally out of awareness nor learned totally consciously.⁵ So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Tarigan states that the writing is a process in describing a language that can be understood by other readers. It means that writing need a process, so that the idea can be understandable and expressed smoothly.⁶

⁴Alimuddin on his Researcher, Improving Writing Ability of the Second Year Students at SMP Negeri 1 Pangkajene Sidrap through Movie Story (Unpublish Thesis of STAIN Parepare 2012), p. 41.

⁵Robert Lado, *Teaching English Across Culture* (New York: McGraw-Hill, 1988), p. 205.

⁶Tarigan, H. G, *Pengajaran Kompetensi Bahasa: Suatu Penelitian Kepustakaan* (Jakarta: P2LPTK, 1989), p. 21.

Writing is progressive activity. It means that when we first writing something down, we have already been thinking about what we are going to write, then after and how we have finished writing, we read over what we have writing and make changes and correction.⁷

Writing is an action that has some steps; it is a progress creative act. We already have idea on our mind and we know how to express it while we are writing, after that when we have finished writing, we read all what we have written and make changes and correction continuously until we are satisfied.⁸ Meanwhile, Donn Byrne defines that writing is produce a sequence of sentences arranged in a particular order and linked together in certain way.⁹

Based on definition above, the researcher conclude that writing is the way to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clear understood by the readers. Many people cannot develop their idea orally but they can express their idea through writing. It shows that learning writing is assumed to be difficult and the students should a full understanding of the writing process so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

⁷Alice Oshima Ann Hogue, *Introduction to Academic Writing, Second Edition* (New York: Longman Group, 1998), p. 2.

⁸Alice Oshima Ann Hogue, *Introduction to Academic Writing* (Third Edition, 2017), p. 15.

⁹Donn Byrne, *Teaching Writing Skills, New Edition* (England: Longman Group, 1988), p. 1.

2.2.1.2 Characteristics of Writing

According to Douglas Brown, there are some characteristics of writing, they are:¹⁰

1. Permanence

Writing language gives more extra comfortable for the reader because they can get good understanding over the text by repeating reading, not only for a word but a sentence too or even if in whole text. While spoken language make the listeners need to understand and get the point as fast as they could. They need to take the message and keep it their mind just at the same time or they will lose that.

2. Production Time

There are two types, fast reader and slow reader. Fast reader can easily discover the idea based on what they read and they can make some capitalizes from the text. It is different with the slow readers. They couldn't get many advantages as the fast reader did.

3. Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The pedagogical significance of this centers on interpretation. The task of the readers is to interpret language that was written by the writer with only the written words themselves as contextual clues.

¹⁰Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (Longman: San Francisco, Second Edition, 2001), p. 303-306.

4. Orthography

Orthography is a set of conventions for writing a language. It includes norms of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation. Sometimes there may be variation in a language's orthography, as between American and British spelling in the case of English orthography.

5. Complexity

Both writing language and spoken language have their own complexity. Some people may choose speaks than to write because they think it is easily than writing. But in fact, speaking is more difficult than writing because the speakers always get obstacles when they want to discover their idea that make them repeat same word again. While writing make the writers or the readers have a spare time to build an idea.

6. Vocabulary

Many people often face misunderstanding while speaking with others because sometimes they didn't realize using a wrong word that make their listener couldn't understand, so, they have to think twice to use the other word and repeat the idea again but writing gives more time to the writer, so, they can easily discover their idea with their rich vocabulary.

7. Formality

Writing language has a logical idea that spoken language. When speaker speakers, they have limited vocabulary because they need to deliver the idea quickly. Writing can give a logical idea in formality language because the writer has write it

well before with many considerations while picking a certain word that can make the reader gets good understanding.

2.2.1.3 The Types of Writing

According to Wishon, there are some types of writing the form of writing which is use to tell or relate is called narration, which is used to describe is called description, which is used to explain is called exposition, and the last which is used to argue is called argumentation.

1. Narration

Narration is the form of writing use to relate the story of acts or events. Narration places occurrences in time and tell what happened according to natural time sequence. Types of narration include novels and news stories, as well as a large part of our everyday social interchange in the form of the letters and conversation.

2. Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It was used to create visual image of people, places, even of units of time days, times of day or reason. It may tell about traits of personality.

3. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, and informative and instructional material. Used in combination with narrative, exposition support and illustrates. Used part from narrative, it stand alone as an essay.

4. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often combined with it. Argumentation is used to make a case to prove or disprove a statement or proposition.¹¹

From the explanation above, the researcher concludes that the researcher focuses on narrative text, because narrative is interesting for students. Narrative tells about something imaginative so it will be quite relevant to students' world and make them easy to comprehend and produce a text. It also tells us about the story and experience that can make the students enjoy the class. So it will be quite easy for them to produce the simple text. They can share their idea, opinion and their own experience, like writing in a diary.

2.2.1.4 The Process of Writing

In this part is discussing about how the process of writing. Its process has several stages they are: planning, drafting, editing, (reflecting and revising), and final version.

1. Planning is the process of the writers plan what they are going to write before starting to write; they try and decide what it is they are going to say. For some writers, this may involve making detailed notes as their structure in writing. In planning, there are three items who has to be considered by the writers; the purpose of their writing which consists of it is language whom they use, and information whom they choose, the writers have consider the audience they are writing for (how it

¹¹George E.Wilson, *Let's Write English* (New York: Litton Educational Publishing. Inc, 1980), p. 377-383.

is laid out, how the paragraphs are structured), and content structure talk about how best to sequence the facts, ideas, or arguments).

2. Drafting. It refers to the first version of a piece of writing as a draft. This first goes at a text is often done on the assumption that it will be amended later.

3. Editing (reflection and revising). In this process, the writer will revise about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing, etc. so the reflecting and revising process are often help the by other readers (or editors) who comment and make suggestions.

Richard and Willy stated that in editing, writers check grammar, spelling, punctuation diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.¹²

4. Final version. When the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and planning, drafting, or editing.¹³

Based on the explanation about the types of writing above, the researcher will conclude that before making it, we have to know that at times we may have to back up and repeat the stages. But it does not mean that we have to focus on all four stages at the same time, in fact trying to do too much at one time is very difficult and

¹²Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 318.

¹³Jeremy Harmer, *How to Teach Writing* (England: Pearson Educational Limited, 2004), p. 4-5.

we have to know the basic, first. We have to do it step by step especially for the student eleventh grades. The researcher will teach them, how the planning in writing English simple sentences through animation movies.

2.2.1.5 Components of Writing

There are five main components of writing. They are language use, mechanic, content, grammar, and vocabulary, as follow:¹⁴

1. Language Use

The ability to write correct and appropriate sentences. Language use in writing description and the order forms of writing involves usage and point involves correct usage and point of grammar structure. It governs utterance that we produce to be right and orderly. Therefore, it also a great influence on the quality of writing. In order to have a good grammar in the writing writers should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective or adverb clause), articles, etc. the lack of grammar will make the content of the writing vague and can make misunderstanding.

2. Mechanic

The ability to use correctly those conversations peculiar to the written language. Mechanic of writing deals with capitalization, spelling and punctuation it also deals with paragraphing handwriting illegible and meaning conveyed. This aspect is very important since is leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in

¹⁴J. B Heaton, *Writing English Language Tests* (London and New York: Longman Group UK Limited, New Edition, 1988), p. 135.

writing skill makes readers easy to group conveying ideas or messages to written materials.

3. Content

The ability to think creatively and develop through, excluding all irrelevant information. There are least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully. The content of writing should be clear to readers so that the readers can understand the messages conveyed and gain information from it. In order to have a good content of writing, its' contents should be well unified and completed.

4. Grammar

The ability to manipulate sentences and paragraph, and use language effectively. That concerns the ability to write correct and appropriate sentences. The writer has to give attention to preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. Grammar is a system of rule governing the conventional and relationship of words in sentences.

5. Vocabulary

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. This is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive

and feel it. Someone lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

2.2.2 The Concept of Narrative Text

2.2.2.1 Definition of Narrative Text

Narrative text is one of genre which is taught at the second grade students. Anderson and Anderson stated that narratives are usually told by a story teller.

Narrative text is a history tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell some a joke.¹⁵

Keraf stated that Narrative is a discourse which try to tell an event or story as if as the reader or listener look and experience that event directly.¹⁶

2.2.2.2 Generic Structure of Narrative Text

The outline or generic structure of a narrative text included:¹⁷

1. Orientation/beginning of the story. In this step the writer tells the sets the scene and introduces the participants.
2. Complication. In this step, the writer describing the rising crises which the participants have to do with.¹⁸

¹⁵Siti Fahda Fadila, *Improving Students' Writing Skill in Narrative Text through Movies (A Classroom Action Research in the Eighth Grade Students of MTs Negeri 3 Jakarta)*, p.9.

¹⁶Keraf, *Argumentasi dan narasi*, (Jakarta: Gramedia, 2007), p. 135.

¹⁷<http://www.isdaryanto.com/definition-of-narrative-text>. Accessed on June 26, 2018.

¹⁸<https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/>. Accessed on June 26, 2018.

3. Resolution. A crisis arises. In this step it is the end of the story which is the participant sorts out the complication. It shows how participant solve the crises.

4. Re-orientation (Coda): optional. It provides a moral based on what has been learned from the story.

2.2.2.3 Types of Narrative Text

Narrative text has a core story that is usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. Narrative Text in a variety of sources can be found in the form.

1. Legends

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. The examples of legends in narrative text are: Sangkuriang, Malin Kundang, The story of Toba Lake, etc.

2. Fables (stories about animals who behave like humans depicted)

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being the example of fable in narrative text are: The ants and the grasshopper, the story of monkey and crocodile, etc.

3. Fairy Tales (stories that are fantastic, full of wonders)

Fairy tales is an English language term for a type of short narrative corresponding to the French phrase "Conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls dwarves and usually magic or

enchantments. The example of fairy tale in narrative texts are: Cinderella, Pinocchio, snow white, etc.

4. Science Fiction

Science fiction is fiction based upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating a situation that could not arise in the world we know. Some examples of science fiction are: *To the moon from the earth* by Jules Verne, *starship trooper* by Robert Heinlein.¹⁹

From the explanation above, the researcher concludes and takes the narrative type of text that is fairy tales. Researcher takes this type because fairy tales is easier to understand for students and this type of narrative in the form of fairy tales is taught at junior and senior high school.

2.2.2.4 Characteristics of Narrative Text

In narrative text, there are several characteristics including the following:²⁰

1. Using action verb in past tense. For example: climbed, turned, brought, etc.
2. Using certain Nouns as pronouns for people, animals and certain things in the story. For example: the king, the queen, etc.
3. Using Adjectives that form noun phrases. For example: long black hair, two red apples, etc.

¹⁹Types of Narrative Text, <http://study123english.blogspot.com/2013/03/the-types-of-narrative-text.html>. Accessed on July 24, 2018.

²⁰Media Belajar Bahasa Inggris, <http://www.beljarbahasainggris.us/2014/01/penjelasan-contoh-narrative-text-lengkap.html>. Accessed on August 4, 2018.

4. Use Time Connectives and Conjunctions to sort events. For example: then, before, after, soon, etc.

5. Use Adverbs and Adverbial Phrases to indicate the location of events or events. For example: here, in the mountain, happily ever after, etc.

2.2.3 The Concept of Animation Movies

2.2.3.1 Definition of Animation Movies

Movie as a picture in a frame by frame is projected through the projector lens mechanically so that the pictures in the screen look alive.²¹

Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.²²

From the definition above, it can be said that movie is a series of images that are projected into a screen to create the illusion of motion and one of the media that can be useful for students in teaching and learning process.

2.2.3.2 Types of Movie

Listed below are some of the most common and identifiable movie types categories.²³

²¹Azhar Arsyad, *Media Pembelajaran* (Jakarta: RajawaliPers, 2010), p. 49.

²²<http://www.thefreedictionary.com/film>. Accessed on June 26, 2018.

²³Bordwell and Thompson, *Film Art* (New York: The McGraw-Hill Companies, Inc, 1997), p. 50.

1. Documentary Movie

A documentary movie support to present factual information about the world outside the movie. As a type of movies, documentaries present themselves a factually trustworthy.

2. Fictional Movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actually. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayer or depicted by an intermediate, not photographed directly in documentary.

3. Animated Movie

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4. Experimental or avant-garde Movie

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it.

Experimental films are made for many reason, they are:

1. The filmmakers want to express personal experience or view point.
2. The filmmakers may also want to explore some possibilities of the medium itself.

3. The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

From the explanation above, the researcher concludes and takes an animation movie, because this movie can attract the attention of students to develop their ideas in writing a narrative text.

2.2.3.3 Advantages of Movie in Teaching Writing

Harmer states that the advantages of using film in teaching and learning process are.²⁴

1. Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, or how American speaks to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

²⁴Jeremy Harmer, *How to Teach Writing* (England: Pearson Educational Limited, 2004), p. 282.

3. The Power of Creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves doing new things in English.

4. Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

2.2.4 Teaching Writing Skill through Movie

Teachers play a key role in the success or failure of any movies used in the language classroom. The teachers select the movie that will be used, relates the movie to students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum. In using movie in the classroom language teaching, there are three stages of activity that the teachers should do:²⁵

2.2.4.1 Pre-writing activities

In this stage prepares students to watch the movie by connecting their background knowledge to the theme used, stimulating students' interest in the topic, and lessening their fear of unfamiliar vocabulary by preparing the vocabulary that is being used in the movie. For the example, students are told by their teacher that they

²⁵Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), h. 366.

will see a scene showing a man buying a plane ticket at an airport and are asked to write down five items under each of two heading: sights (things they expect to see) and words (words they expect to hear).

2.2.4.2 Viewing activities

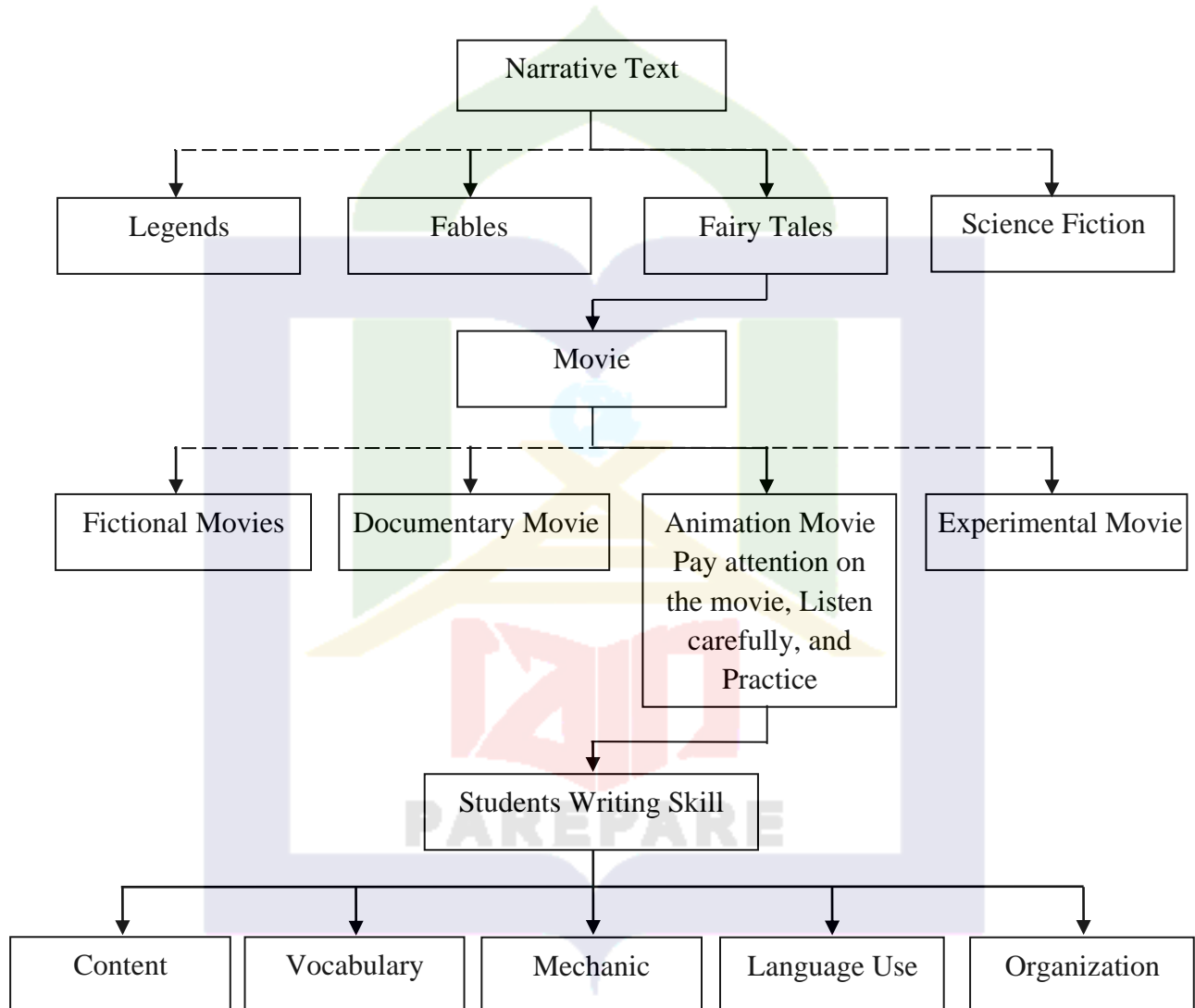
This is the primary stage because it involves playing and replaying the entire sequences or relevant parts and requiring students to focus on the important aspect such as factual information, plot development, and the language used in the situation. For the example, the students are asked to focus on watching the drama for the subject of the day and the teacher might ask students to watch and look for the answer to questions such as “where are these people?, why are they there?, what is their relationship?, what is going on?” after this more global viewing activity, the teachers would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

2.2.4.3 Post-viewing activities

This is the last stage of watching a movie in the classroom. It requires students to reach to the movie they have watched and practice some particular language point. The post-viewing activities include discussion, role play, debate, writing activities, and related reading. For the example, students asked to do some activities that might include discussion, role play, debate, writing activities, and related reading to discuss and to learn further about the subject given by the teacher that day.

2.3 Conceptual Framework

Writing is the way to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clear understood by the readers. The student got stimulus.



From the chart above, there are three stages involved in this research, such as input, process, and output.

In input stage, the researcher collects the main information about students' writing skill before applying the treatment. Writing is selected based on the core of this researcher and previous assumption that the language element is categorized as poor and necessary to be improved.

In treatment stage, the researcher will be applying the treatment to improve the students' writing skill. These are teaching writing in narrative text by using animation movie in class.

In output stage, the researcher knew the effect from applying the treatment to the student. It would be possible that the treatment can show the result, it improved or not improved. The researcher knew the treatment result the best to use in learning writing or still need another strategy.

2.4 Hypothesis

Based on the previous explanation, the researcher formulated the hypothesis as follows:

2.4.1 Alternative Hypothesis (H_1), the using of English animation movie is able to improve the students' writing skill.

2.4.2 Null Hypothesis (H_0), the using of English animation movie is able to improve the students' writing skill.

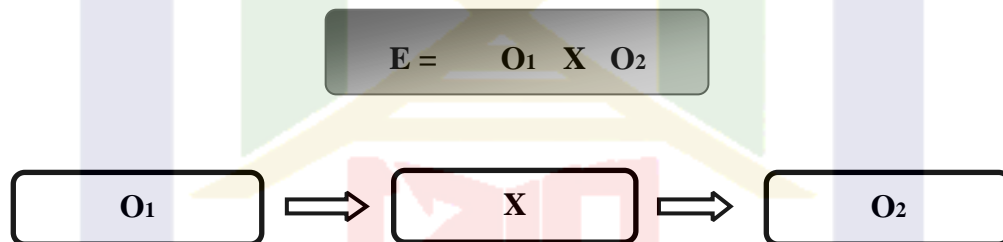
CHAPTER III

RESEARCH METHOD

This chapter will discuss about research design, variables of the research, definition operational of variable, location and duration, population and sample, instrument of collecting data, procedure of collecting data, and techniques of data analysis.

3.1 Research Design

This research used pre-experimental method which is applied in one group pre-test and post-test design. The researcher analyzed about an experimental study of the eleventh grade students' ability in writing narrative text by using animation movie at SMAN 1 Pamboang. This is presented as follow:



Which:

O1 : Pre-test

X : Experiment

O2 : Post-test²⁶

²⁶Prof. Dr. Sugiono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan RD* (Alfabeta Bandung, 2012), p. 111.

3.2 Variables of the Research

There are two variables involve in this research namely, dependent and independent variable.

1. The independent variable is a variable which influences or affects to dependent variable.²⁷ Independent variable (X) : The students' writing skills of narrative text Independent variable of this research is the use of animation movies to developing students' writing skill.
2. Dependent variable is a variable that is influenced by the independent variable.²⁸ Dependent variable (Y) : Animation movies
Dependent variable is the ability of students in writing skills that hopefully is develops by narrative text.

3.3 Definition Operational of Variable

To avoid misunderstanding on the term used in this research, the researcher needs to put the operational definition of the term.

1. Animation movies is a form of media as the representation of man's character, man's idea, and certain situation by using moving drawing instead of real people and places.
2. Writing narrative text is the way to retrieve the past experience about the event or happenings with the sequences of how the events or happenings occurred in the past

²⁷Arikunto Suharsini, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p. 101.

²⁸Arikunto Suharsini, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p. 101.

which is commonly used to amuse and tells others by reliving the past through writing.

3.4 Location and Duration

Researcher had research in SMAN 1 Pamboang that located in Pamboang, regency of Majene and the duration of this research is about one month.

3.5 Population and Sample

3.5.1 Population

The population of this research is the eleventh grade students at SMAN 1 Pamboang it is consisted of 7 classes. The total numbers of the students are 233 students from different mayor as showed on table.1

Class	Students		
	Male	Female	Number
XI IPA 1	13	21	34 students
XI IPA 2	14	21	35 students
XI IPA 3	14	20	34 students
XI IPS 1	20	11	31 Students
XI IPS 2	20	11	31 Students
XI IPS 3	17	12	29 Students
XI Bahasa	12	14	26 Students
Total Number	110	110	220 Students

Source: Administration of SMAN 1 Pamboang.

3.5.2 Sample

The researcher took only one class respondent of this research. These samples choose by using classroom random sampling technique. The total number of sample is 29 students. The researcher writes all of the students' name and numberize them. Then, those number will be drawn to be sampled.

3.6 Instrument of the Research

Instrument of collecting data in this research are:

1. Test

In this step, the researcher applied test as the instrument. Test are generally used to collect data about the subject's ability in and knowledge of the second language in areas such as content, organization, vocabulary, language use, and mechanics.

Test consists of two tests namely pre-test and post-test. Pre-test aims to know the students' writing skills before applying "audio visual media" while post-test aims to know the students' advancement in writing after applying "audio visual media." The test used to find out the students' achievement before and after giving treatment, especially the students' writing skills in narrative text by using animation movies.

2. Observation

Observation is act watching something carefully for a period of time. Observation is held to observe the students' respond and behavior when the treatment is done. It would be done during the teaching and learning process using animation

movie that is played through audio visual (laptop, sound system, and LCD projector). The researcher uses observation sheet that contains some students' activity that would be observed. So the researcher find out what way animation movie make the students' writing is better.

3.7 Procedure of Collecting Data

In this research, the researcher used the instrument to collect the data information. There are three steps in it, they are pre-test, treatment, and post-test.

1. Pre-test

This test aims to know the students ability in writing before doing treatment. First, the researcher will explain about narrative text to the students. Students should understand well the explanation given. Researcher explains what a narrative text is. The students listened to the researchers well. Researchers will ask students to write the final conclusions that students can understand from the explanation given.

2. Post-test

Post-test is given by asking students to write down what students can understand from the treatment given. This post-test aims to know the students improvement in writing skills after receiving the treatment.

3.8 Treatment

3.8.1 First Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.

3. The researcher giving explanation about the way of good writing in narrative text.
4. The researcher showed the movie (Garlic and Onion), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.
5. The researcher given an assignment to the students to write some ideas contain the story of the movie.
6. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.8.2 Second Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.
3. The researcher review material and giving some question.
4. The researcher given explanation about the way of good writing in narrative text.
5. The researcher showed the movie (Golden Cucumber), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.
6. The researcher given an assignment to the students to write some ideas contain the story of the movie.
7. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.8.3 Third Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.
3. The researcher reviewed material and giving some question.
4. The researcher given explanation about the way of good writing in narrative text.
5. The researcher given manuscript about the materials.
6. The researcher showed the movie (Rapunzel), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.
7. The researcher given an assignment to the students to write some ideas contain the story of the movie.
8. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.8.4 Fourth Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.
3. The researcher reviewed material and giving some question.
4. The researcher given explanation about the way of good writing in narrative text.
5. The researcher showed the movie (Cinderella), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.

6. The researcher given an assignment to the students to write some ideas contain the story of the movie.
7. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.8.5 Fifth Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.
3. The researcher reviewed material and giving some question.
4. The researcher given explanation about the way of good writing in narrative text.
5. The researcher showed the movie (Pinocchio), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.
6. The researcher given an assignment to the students to write some ideas contain the story of the movie.
7. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.8.6 Sixth Meeting

1. The researcher said greeting to the students and pray before studying.
2. The researcher given advice and motivation to the students before writing.
3. The researcher reviewed material and giving some question.
4. The researcher given explanation about the way of good writing in narrative text.

5. The researcher showed the movie (Thumbelina), and other the students to watch the movie together and fine out the basic story of the movie. They have to focus until movie done.
6. The researcher given an assignment to the students to write some ideas contain the story of the movie.
7. At the end, the researcher given conclusion about the material, then closes the class and prays together.

3.9 Technique of Data Analysis

To analyze the data the result of pre-test and post-test, some formulas one use in this research as follow:

1. To scoring the students' answer the researcher uses the following table.²⁹

Table.2 Score and classifying the students' writing skills

Classification	Score Level	Criteria
Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	26-22	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
	21-17	Fair to poor: limited knowledge of subject,

²⁹J. B Heaton, *Writing English Language Tests*, (London and New York: Longman Group UK Limited, 1991), p. 146.

		the title substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy. Loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
	9-7	Very poor: does not communicate, no organized.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usage, etc.

	9-7	Very poor: essentially translation, tittle, knowledge of English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple/complex construction, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to poor: major problem simple/complex constructions: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, prepositions, and/or fragments, deletion, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not enough to evaluate.

Mechanics	5	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	4	Good to arrange: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2. Scoring the students' answer by dividing the correct answer with the total answer.

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100^{30}$$

3. Both pre-test and post-test are classified based on the following classification on table³¹

³⁰Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas Terbuka, 2008), p. 325

³¹Depdikbud, *Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk Sistem Pendidikan*, Jakarta: Depdikbud RI. 1985.

Table.3 Classifying the students' scores

NO	Classification	Score
1	96-100 is classified as	Excellent
2	86-95 is classified as	Very Good
3	76-85 is classified as	Good
4	66-75 is classified as	Fairly Good
5	56-65 is classified as	Fair
6	45-55 is classified as	Poor
7	38-45 is classified as	Very Poor

4. Calculating Main Score

To calculate the main score, researcher applying the formula as follows:

$$\bar{X} = \frac{\sum X_{32}}{N}$$

Where:

X : The mean or arithmetic average of the score

$\sum X$: The sum of all score

N : The total number of subjects

5. Calculating the rate percentage of the student score:

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

Where:

³²Gay, L.R, *Education Research. Competencies for Analysis and Application*. Second Edition (New York: Charles E. Merrill Publishing Company, 1981), p.7.

- P : Percentage
 F : Frequency
 N : Total Number of Students³³

6. Calculating the Standard Deviation of the students' in pre-test and post-test by using the following formula:

$$SD = \frac{\sqrt{SS_1}}{n-1} \quad SS^1 = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

- SD : Standard Mean Deviation
 SS : Standard Score
 N : The Total Number of Student
 $\sum X$: The sum of all score
 $\sum X^2$: The sum of the squares
 $(\sum X)^2$: The Squares of the sum of the score
 1 : Constant Number³⁴

7. The Test of Significant

Testing the hypothesis to find out the difference between pre-test and post-test by the following formula:

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

³³Gay, L.R, *Education Research, Competencies for Analysis and Application*. Second Edition (New York: Charles E. Merrill Publishing Company, 1981), p. 331.

³⁴Gay, L.R, *Education Research, Competencies for Analysis and Application*. Second Edition (New York: Charles E. Merrill Publishing Company, 1981), p. 298.

Where:

T : Test of significance

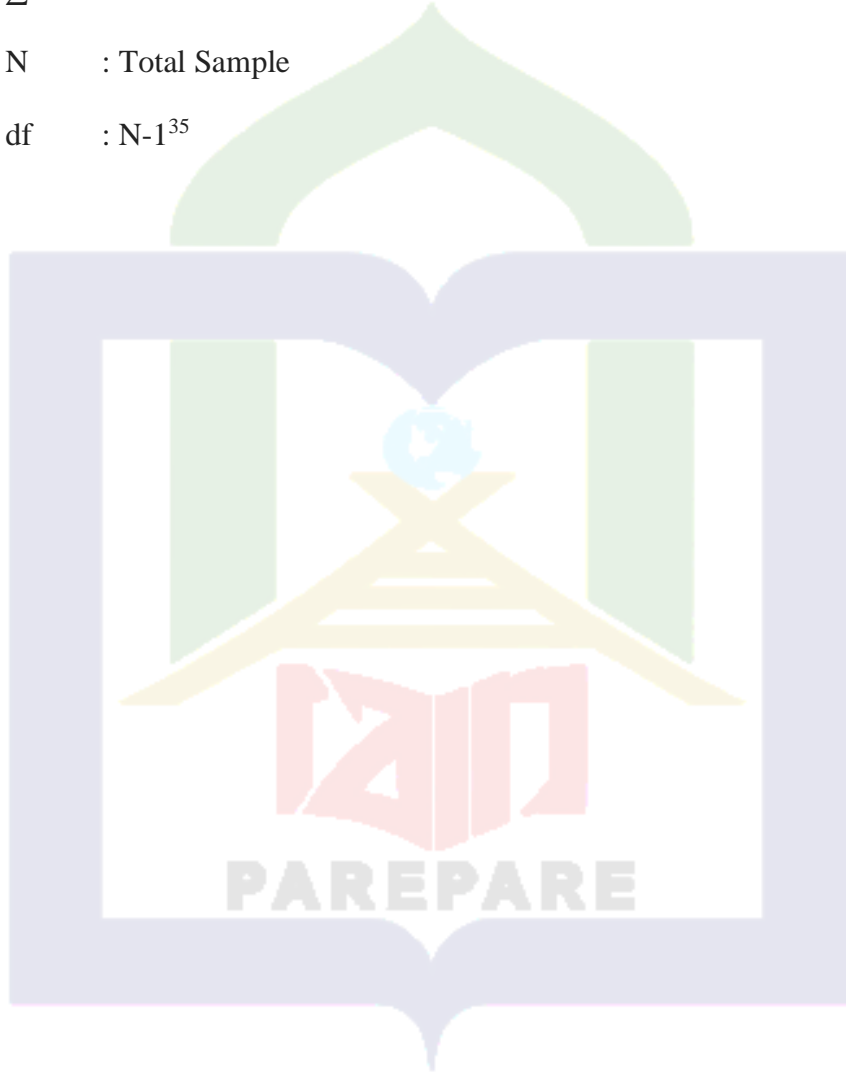
D : Mean Score of Different

$\sum D$: The Different score of the two test (pre and posttest)

\sum^2 : The sum of the different score of the two tests

N : Total Sample

df : $N-1$ ³⁵



³⁵Gay, L.R, *Education Research, Competencies for Analysis and Application*. Second Edition (New York: Charles E. Merrill Publishing Company, 1981), p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion of the result of the research.

4.1 Findings

In this part would explain about the result findings of students' analysis of pre-test and post-test. It consisted of pre-test and post-test analysis, the rate percentage of students' pre-test and post-test, the analysis of students' score in five components of writing narrative text and the result of mean score and standard deviation in pre-test and post-test.

4.1.1 Finding of the students' writing

In this part, the writer presents the data of research consisting of the result of pre-test and post-test. To get better understanding, the writer presents them as follows:

1. The Students' score in pre-test

The researcher gave text to rewrite based on the language to students' as the pre-test to know the students' writing skills. Every student got the story and rewrites the story, then researcher collected the students' task after rewrite the story to know how much the vocabulary can they write. After giving the pre-test to the students, the researcher found out the result of students' writing skills based on the criteria of writing skills which content, organization, vocabulary, language use and mechanics before giving treatment. The result was shown the following table:

Table 4.1 the Students' Score in Pre-test Based on Aspects of Writing Skill

No	Students	Aspects					Total
		C	O	V	L	M	
1	AA	20	15	14	12	3	64
2	A	17	14	15	12	2	60
3	F	15	14	13	8	2	52
4	IA	13	8	7	7	2	37
5	IN	22	15	17	12	3	69
6	M	18	13	13	8	2	54
7	MR	13	7	7	5	2	34
8	MS	18	13	14	12	3	60
9	NR	22	15	15	15	3	70
10	NA	19	17	15	13	3	67
11	NI	20	16	15	14	3	68
12	N	22	15	16	15	3	71
13	NAR	21	17	14	15	3	70
14	RY	18	15	13	11	3	60
15	R	21	15	15	12	3	66
16	RI	21	15	15	12	2	65
17	SA	21	16	16	14	3	70
18	SU	21	15	14	12	3	65
19	WW	19	15	14	11	2	61
20	MI	19	14	14	11	2	60
21	AN	13	7	7	5	2	34
22	J	19	15	11	9	2	56
23	MHF	16	13	10	10	2	51
24	SA	15	14	16	5	2	52
25	MY	13	8	7	5	2	35
26	ZK	18	13	12	9	2	54
TOTAL							$\Sigma=1502$

(Data's Source: the students' score in pre-test)

Where:

C: Content

O: Organization

V: Vocabulary

L: Language Use

M: Mechanics

After knowing the students' score in pre-test based on the criteria of writing skills which are content, organization, vocabulary, language use, and mechanics, the following table below is to know students writing score in pre-test.

Table 4.2 the Students' Writing Score in Pre-test Based on the Students' Score Classification Table

No	Pre-test of the students (X ₁)				Classification
	Students	Max Score	Score (X ₁)	X ₁ ²	
1	AA	100	64	4096	Fair
2	A	100	60	3600	Fair
3	F	100	52	2704	Poor
4	IA	100	37	1369	Very Poor
5	IN	100	69	4761	Fair
6	M	100	54	2916	Poor
7	MR	100	34	1156	Very Poor
8	MS	100	60	3600	Fair
9	NR	100	70	4900	Fair
10	NA	100	67	4489	Fair
11	NI	100	68	4624	Fair
12	N	100	71	5041	Good
13	NAR	100	70	4900	Fair
14	RY	100	60	3600	Fair
15	R	100	66	4356	Fair
16	RI	100	65	4225	Fair
17	SA	100	70	4900	Fair
18	SU	100	65	4225	Fair
19	WW	100	62	3844	Fair
20	MI	100	60	3600	Fair

21	AN	100	34	1156	Very Poor
22	J	100	56	3136	Fair
23	MHF	100	51	2601	Poor
24	SA	100	52	2704	Poor
25	MY	100	35	1225	Very Poor
26	ZK	100	54	1916	Poor
Total			$\sum X_1=1502$	$\sum X_1^2= 90644$	

(Data's Source: the Students' Score in Pre-test)

Based on the table above, showing the result of the students' writing score before giving treatment by using animation movies, four students in very poor classification, five students in poor classification, sixteen students in fair classification, and one student in good classification. Total score in pre-test was 1502. It can be that the almost of the XI Bahasa grade students' writing skill in narrative text were low, because most of the students gained very poor, poor and fair score.

The following table shows the percentage of the frequency in pre-test.

Table 4.3 the Rate of the Frequency of the Pre-test

No	Classification	Score	Frequency of Pre-test	Percentage of Pre-test
1	Very good	86-100	0	0%
2	Good	71-85	1	4%
3	Fair	56-70	16	62%
4	Poor	41-55	5	19%
5	Very poor	≤ 40	4	15%
Total			26	100%

(Data's Source: the Rate Percentage of the Frequency of the Pre-test)

Based on the table above, showed the students' percentage of pre-test, it was most common in fair score namely sixteen students and it was high percentage 62%.

The rest are in very poor and poor classification. Only one student in good classification with percentage 4%. It means that the students' writing creativity was still low, especially in narrative text.

The following was the process of evaluation to find out the mean score and standard deviation based on the students' score in pre-test of the table 4.2.

Firstly, the researcher calculated the main score of the pre-test:

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

$$X = \frac{1502}{26}$$

$$X = 57,76$$

Thus, the mean score (X_1) of pre-test is 57,76.

Based on the result of the pre-test, the data showed that the mean score of pre-test was 57,76. The lowest achievement gained score 34. From the analyzing. It had shown that almost of the 26 students writing skill were still low because most of the students gained fair and poor score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{90644 - \frac{(1502)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{90644 - \frac{2256004}{26}}{25}}$$

$$SD = \sqrt{\frac{90644 - 86769.38}{25}}$$

$$SD = \sqrt{\frac{3874.62}{25}}$$

$$SD = \sqrt{154.98}$$

$$SD = 12.44$$

Thus, the standard deviation of pre-test is **12.44**

After determining the mean score (X_1) of pre-test was 57.76 and standard deviation (SD) of the pre-test was 12.44. It had shown that the students' writing skills were in low category.

2. The Students Score in Post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4 the Students' Score in Post-test Based on Aspects of Writing

No	Students	Aspects					Total
		C	O	V	L	M	
1	AA	23	18	15	11	5	72
2	A	19	16	17	12	3	67
3	F	18	16	15	14	3	66
4	IA	15	11	12	15	3	56
5	IN	24	17	18	13	5	77
6	M	20	15	16	15	4	70
7	MR	15	10	15	13	3	56
8	MS	20	15	15	17	4	71
9	NR	25	19	18	12	5	79
10	NA	22	18	17	15	4	76
11	NI	22	18	17	16	5	78
12	N	25	19	18	19	5	86
13	NAR	24	19	18	18	5	84

14	RY	21	18	15	13	4	71
15	R	23	17	18	14	4	76
16	RI	22	18	17	13	3	73
17	SA	23	18	18	15	4	78
18	SU	25	18	18	14	5	80
19	WW	25	18	17	15	5	80
20	MI	21	17	13	10	3	64
21	AN	17	10	16	15	3	61
22	J	22	19	15	10	4	80
23	MHF	21	20	20	15	4	80
24	SA	17	20	19	15	3	74
25	MY	18	20	15	10	4	67
26	ZK	24	20	21	12	4	81
TOTAL							$\Sigma=1903$

(Data's Source: the students' score in post-test)

Post-test was included at the last meeting after the treatment had done. The result was shown on the table above, it was calculated based on the scoring rubric of writing which are content, organization, language use, mechanics, as well as vocabulary. The students assigned to write narrative text in paper that had provided, and the improvement could be seen based on the post-test result.

After knowing the students' score in post-test based on the scoring rubric of writing. The following table was the students' score to find out the mean score:

Table 4.5. Students score in post-test based on the students score classification table

No	Post-test of the students (X ₂)				
	Students	Max Score	Score (X ₂)	X ₂ ²	Classification
1	AA	100	72	5184	Good
2	A	100	67	4489	Fair
3	F	100	66	4356	Fair
4	IA	100	56	3136	Fair
5	IN	100	77	5929	Good
6	M	100	70	4900	Good
7	MR	100	56	3136	Fair
8	MS	100	71	5041	Good
9	NR	100	79	6241	Good

10	NA	100	76	5776	Good
11	NI	100	78	6084	Good
12	N	100	86	7396	Very Good
13	NAR	100	84	7056	Good
14	RY	100	71	5041	Good
15	R	100	76	5776	Good
16	RI	100	73	5329	Good
17	SA	100	78	6084	Good
18	SU	100	80	6400	Good
19	WW	100	80	6400	Good
20	MI	100	64	4096	Fair
21	AN	100	61	3721	Fair
22	J	100	80	6400	Good
23	MHF	100	80	6400	Good
24	SA	100	74	5476	Good
25	MY	100	67	4489	Fair
26	ZK	100	81	6561	Good
Total			$\sum X_2=1903$	$\sum X_2^2=140897$	

(Data's Source: the students' score in post-test)

The table above showed that there was increasing of students' score after giving treatment by using "animation movies", seven students in fair classification, eighteen students in good classification, and one student in very good classification. It means that the students writing creativity has improved by using animation movies in writing narrative text significantly. The total in post-test is 1903. It proved that there was increasing of students' score in post-test.

The following table shows the percentage of the frequency in post-test

Table 4.6 The Rate Percentage of the frequency of the post-test

No	Classification	Score	Frequency of Post-test	Percentage of Post-test
1	Very good	86-100	1	4%
2	Good	71-85	18	69%

3	Fair	56-70	7	27%
4	Poor	41-55	0	0%
5	Very poor	≤ 40	0	0%
Total			26	100%

(Data's Source: the Rate Percentage of the Frequency of the Post-test)

The table 4.5 was showed the students' percentage of post-test which indicated that there was increasing percentage of students in writing because there was no students in poor and very poor classification. It means that there was an improvement percentage after doing pre-test up to post-test.

In this research, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant of students' achievement before and after teaching process by using animation movies in writing creativity (narrative text).

The first to get the mean score of the post-test, used formula:

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

$$X = \frac{1903}{26}$$

$$x = 73.19$$

Thus, the mean score (X_1) of post-test is 73.19.

Based on the result of post-test. The data shows that the mean score of the post-test was 73.19. From that analysing, it could be seen that almost of the 26 students' writing was good and fair score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{140897 - \frac{(1903)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{140897 - \frac{3621409}{26}}{25}}$$

$$SD = \sqrt{\frac{140897 - 139284.96}{25}}$$

$$SD = \sqrt{\frac{1612.04}{25}}$$

$$SD = \sqrt{64.48}$$

$$SD = \mathbf{8.03}$$

Thus, the standard deviation (SD) of post-test is 8.03.

3. The Result of the pre-test was presented in the following:

Table 4.7 the Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	57.76	12.44
Post-test	73.19	8.03

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7. Showed that the mean score of pre-test was $X_1 = 57.76$ while the mean score of the post-test increased $X_2 = 73$. The standard deviation of pre-test was 12.44, while the standard deviation of post-test was 8.03.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skills had improvement after doing the learning process that use of animation movies.

4. The Rate Percentage of the Frequency of the Pre-test and Post-test

The following showed the percentage of the frequency in pre-test and post-test.

Table 4.8 the Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	0	1	0%	4%
2.	Good	71-85	1	18	4%	69%
3.	Fair	56-70	16	7	62%	27%
4.	Poor	41-55	5	0	19%	0%
5.	Very Poor	≤ 40	4	0	15%	0%
Total			26	26	100%	100%

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test most students (62%) got fair score while the rate percentage of the post-test, that students got good score was higher than percentage in pre-test. It showed that students were

able to improve the students' writing skills after treatment through using animation movies.

4.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' writing skill in narrative text.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
	1	2	3	4	5	6
1	64	72	4096	5184	8	1088
2	60	67	3600	4489	7	889
3	52	66	2704	4356	14	1652
4	37	56	1369	3136	19	1980
5	69	77	4761	5929	8	1168
6	54	70	2916	4900	16	1984
7	34	56	1156	3136	22	1980
8	60	71	3600	5041	11	1441
9	70	79	4900	6241	9	1341
10	67	76	4489	5776	9	1287
11	68	78	4624	6084	10	1460
12	71	86	5041	7396	15	2355
13	70	84	4900	7056	13	2156
14	60	71	3600	5041	11	1441

15	66	76	4356	5776	10	1420
16	65	73	4225	5329	8	1104
17	70	78	4900	6084	8	1184
18	65	80	4225	6400	15	2175
19	62	80	3844	6400	18	2556
20	60	64	3600	4096	4	496
21	34	61	1156	3721	27	2565
22	56	80	3136	6400	24	3264
23	51	80	2601	6400	29	3799
24	52	74	2704	5476	22	2772
25	35	67	1225	4489	32	3264
26	54	81	1916	6561	27	4645
Tota	$\sum X_1=150$	$\sum X_2=190$	$\sum X_1^2=9064$	$\sum X_2^2=114089$	$\sum D=39$	$\sum D^2=5146$
1	2	3	4	7	6	6

(Data' Score: the Worksheet of the Calculation of the Score in Pre-test and Post-test of the Students' Writing Skill in Narrative Text)

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{396}{26} = 15.23$$

The calculation the t-test value

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

$$t = \frac{15.23}{\sqrt{\frac{51466 - \frac{396^2}{26}}{26(26-1)}}$$

$$t = \frac{15.23}{\sqrt{\frac{51446 - \frac{156816}{26}}{26(25)}}$$

$$t = \frac{15.23}{\sqrt{\frac{51446 - 6031.38}{650}}}$$

$$t = \frac{15.23}{\sqrt{\frac{45414.62}{650}}}$$

$$t = \frac{15.23}{\sqrt{69.86}}$$

$$t = \frac{15.23}{8.35}$$

$$t = \mathbf{1.82}$$

Thus, the t-test value is 1.82

This research used pre-experimental design with pre-test and post-test design.

The data below showed the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results of students' pre-test and post-test.

Table 4.10 The Test of Significant

Variable	T-test	T-table value
Pre-test – post-test	1.82	0.68

(Data source: Primary data processing)

4.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} df &= N-1 \\ &= 26-1 \\ &= 25 \end{aligned}$$

For the level, significant (α) 0.25 and $df = 25$, and the value of the table is 0.68 while the value of t-test 1.82. It means that the t-test value is greater than t-table ($1.82 \geq 0.68$). Thus, it can be concluded the students' writing skill through animation movies is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The ways of animation movies develop students' writing skill

After finishing the research, the researcher conclude that the students felt easy, enjoy and fun in learning English by use animation movies. It made them easier to write their ideas on paper and they felt fun because they could express their ideas using English because as long as the meeting, they not only cheat another student task but they had imagination to rewrite the story on paper.

Use animation movies in teaching English has impact in improving the students' writing skills. In fact, based on the finding most students have a good score in post-test by looking the result scoring of the student post-test, the fundamental

problem in learning animation movies found by Fatih Yilmaz in his research with title *importance and the use of animation as a material in teaching Turkish as a foreign language* is we do not know how we can take the first idea. In foreign language teaching, visualisation is an important factor in permanent learning, thus animation plays an important role in teaching foreign languages.³⁶ It means that, using animation movies media as better to be used in improving students' writing skill. This media also can make the student fun and enjoy because the researcher gave the students opportunity to ask about everything dealing with the material and the researcher summarizes the lesson doing reflection and closing the lesson.

Before giving the treatment there was pre-test. In pre-test, the writer introduced herself and gave explanation about the purpose of the research to make the students understood what they would be done. After that, the researcher gave story "Snow White" to read, after that each students rewrite the story and how much the vocabulary they mention which was given by the researcher to know the students skill in writing. The researcher collected the students' sheet to make easier evaluate the aspects of students' writing which are content, organization, vocabulary, language use, and mechanics.

In the first meeting on Saturday, July 27th, 2019, the researcher entered the class; she greets the students and introduces herself, checked the students' attendance list, introduces the topic that they need to learn and told the goal would be achieved at learning process. The researcher started explains about material and after the researcher explained about narrative text, she showed the power point about narrative story to review the previous material given by their English teacher. Then she gave

³⁶Fatih Yilmaz, "Importance and the Use of Animation as a Material in Teaching Turkish as a Foreign Language," (International Journal of Languages' Education and Teaching 5, no. 1. 2015), p, 1).

opportunity to rewrite story “Garlic and Onion” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting the students still confused because the method first apply in English learning process.

In the second meeting on Saturday, August 3rd, 2019, was the second meeting, same with the first meeting the researcher showed the power point about narrative story to review the previous material given by their English teacher. Then she gave opportunity to rewrite story “Golden Cucumber” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting the students still confused, they not know what they want to write because lack vocabulary.

In the third meeting on Friday, August 9th, 2019, was the third meeting, same with the second meeting the researcher showed the power point about narrative story to review the previous material given by their English teacher. Then she gave opportunity to rewrite story “Rapunzel” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting some of them still confused because they not know what the content if they rewrite the story.

In the fourth meeting on Saturday, August 10th, 2019, was the fourth meeting, same with the third meeting the researcher showed the power point about narrative story to review the previous material given by their English teacher. Then she gave opportunity to rewrite story “Cinderella” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting some of them enjoy in learning process.

In the fifth meeting on Friday, August 16th, 2019, was the fifth meeting, same with the fourth meeting the researcher showed the power point about narrative story

to review the previous material given by their English teacher. Then she gave opportunity to rewrite story “Pinocchio” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting the students was not confused and lack vocabulary. The students focused with their job as listener movie and student was easy to rewrite the story movie.

In the sixth meeting on Friday, August 23th, 2019, was the sixth meeting, same with the fifth meeting the researcher showed the power point about narrative story to review the previous material given by their English teacher. Then she gave opportunity to rewrite story “Thumbelina” after researcher played the movie and collected the students’ task after they have done to write the story. In this meeting the students was not confused and lack vocabulary. The students focused with their job as listener movie and all of them easy and enjoy writing the story movie.

In the last, the researcher gave post-test on Friday, August 24th, 2019, in this meeting same as pre-test. Most of the students excited to rewrite about the story. It aimed to know the students’ writing skill after doing the treatment.

On the first meeting until the last meeting, the students express their ideas in writing with different materials for each meeting. It was hoped to make the students easy and enjoy writing and also developing their ideas. Using animation movies in learning writing skill was able to help the students to write correctly and confidently. As the conclusion, use animation movies have an impact in improving the students’ writing skill.

4.2.2 Develop the students’ writing skill

The use of animation movies to develop the students’ writing a the eleventh grade of senior high school 1 Pamboang the researcher got result from the research

that using animation movies gave influence for the students to give interested and motivated to write narrative text during learning writing. The students can be easy to improve their skill of writing because the media helped them to explore the concept ideas in writing narrative text.

After seeing the test finding, from the data provided in classification table based on the aspect of writing, clearly to see that in the pre-test it was most common in fair score namely sixteen students and it was high percentage 62%. In very poor classification, four were three students with the percentage 15%. In poor classification, five were two students with the percentage 19%. Only one student in good classification with percentage 4%. From the result, the researcher concluded that the students' writing creativity increased from poor to fair, as well as good classification and to increase writing students I give some test.

After giving the treatment by watching animation movies, that it shown that students' writing has improved be better than before, the students has known how the sentence produce.

In addition, the mean score pre-test was and post-test was. As conclusion, the mean score of post-test (57.76) was greater than pre-test (73.19). Even, for the level significant (α) 0.25 and $df = 25$, and the value of table is 0.mje, while the value of the t-test 000. It means that, the t-test value is greater than t-table ($1.82 \geq 0.68$). Thus, it can be conclude that the students' writing creativity in narrative text is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on the findings above, the researcher concluded that there is an increasing of students' writing narrative text by using animation movies at the eleventh grade of senior high school 1 Pamboang.

4.2.3 The improving of the students' writing skill in learning process

Based on the finding, the researcher found that there are four ways that watching English movie improves the students' writing. They are planning, drafting, editing and final version.

The first is planning, the researcher thinking and choose about a topic and give the brainstorming for students what the material will be given at this time of learning and explain that the purpose from the material. The researcher played the animation movie and replayed the movie for three times to make the students clearly hear and rewrite the story on the movie. Sometimes, the researcher asked the students to give question if the students have a problem in the story and asked them to say their difficulties to the movie. This is makes the students understood about the movie that has given by the researcher.

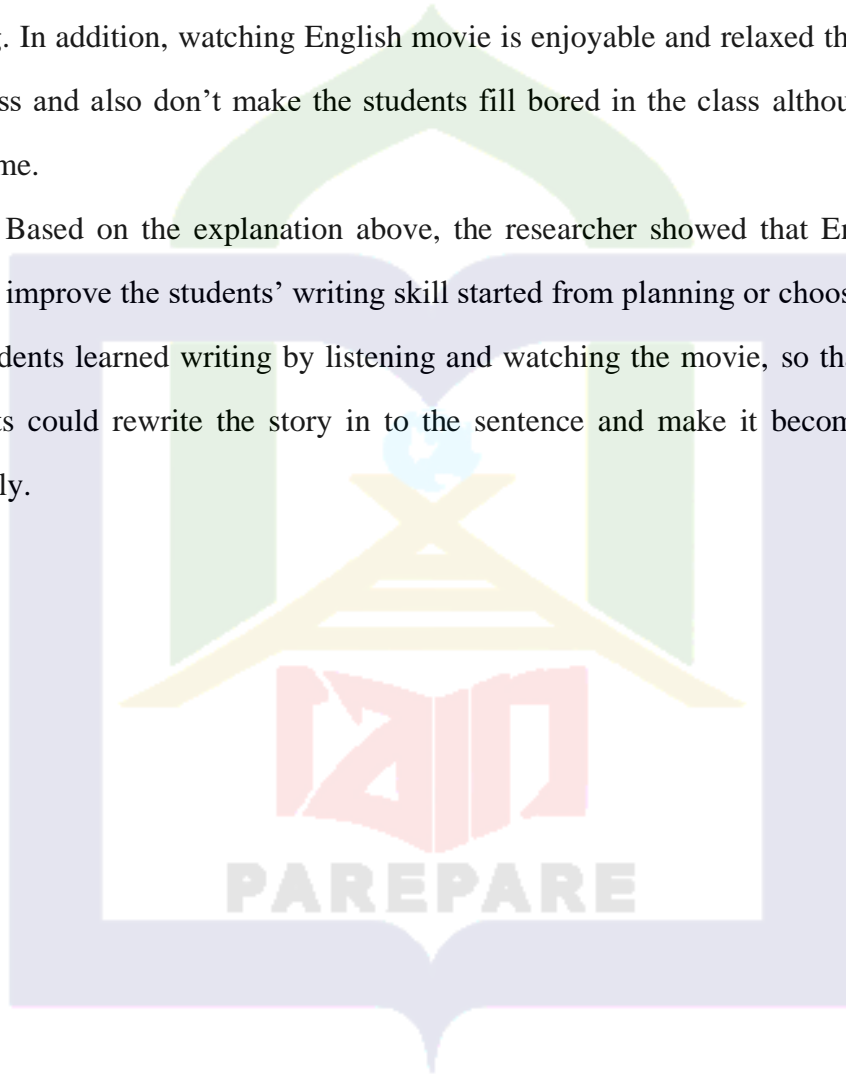
The second is drafting, the research asked the students to drafting the words or sentence like the speaker on the movie or they can be rewriting the story what they can understand from the movie, and the students quickly putting through on paper. This process trains the students to write the new word and make them able to writing method it well by their self.

The third is editing, the students practice their writing skill after played the movie and the researcher asked the students to correctly spelling, grammar, capitalization, and punctuation the sentence and paragraphs before they collect the paper to researcher.

The last is final version, then the students have edited their draft, they produce their final version, when they decide how to present their ideas and sharing with other.

Besides that, watching English movie make students interested in learning writing because watching movie is a good media and appropriate for studying writing. In addition, watching English movie is enjoyable and relaxed the students in the class and also don't make the students fill bored in the class although study for long time.

Based on the explanation above, the researcher showed that English movie able to improve the students' writing skill started from planning or choose the movie, the students learned writing by listening and watching the movie, so that is way the students could rewrite the story in to the sentence and make it become paragraph correctly.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

- 5.1.1 T-test result in which the value of t-test was 1.82. It was greater than t-table was 0.68 at the level significance 0.25 and degree of freedom (df) was 25.
- 5.1.2 The mean score of pre-test (57.76), standard deviation (12.44), and the mean score of post-test (73.19) and the standard deviation (8.03).

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (57.76) is lower than the mean score of post-test (73.19). Then, the t-test (1.82) was greater than t-table (0.68). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.
- 5.2.2 It is suggested to the English teacher to use animation movie media in teaching writing because it can help the students to express their ideas and feelings confidently by use animation movies media in writing.

- 5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.



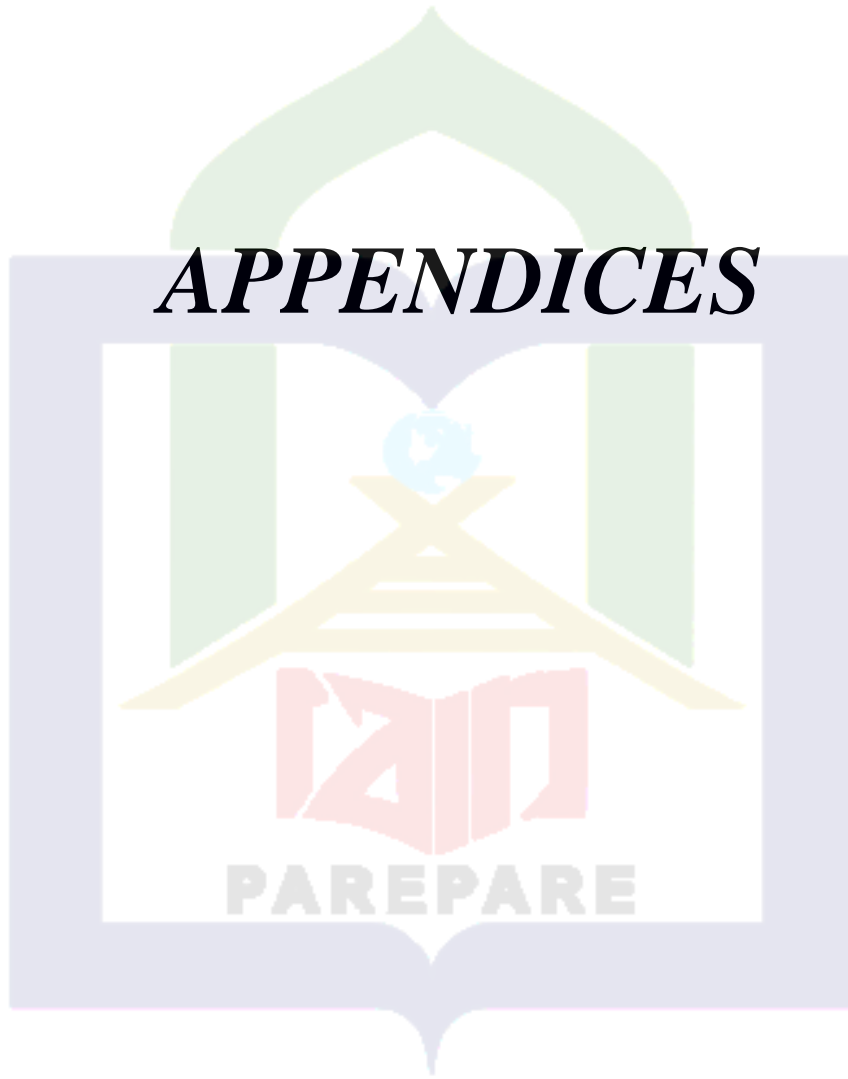
BIBLIOGRAPHY

- Alimuddin. 2012. "Improving Writing Ability of the Second Year Students at SMP Negeri 1 Pangkajene Sidrap through Movie Story". Skripsi Sarjana; Jurusan Tarbiyah dan Adab: Parepare.
- Ann Hogue, Alice Oshima. 1998. *Introduction to Academic Writing, Second Edition*. New York: Longman Group.
- Ann Hogue, Alice Oshima. 2017. *Introduction to Academic Writing* Third Edition.
- Arsyad, Azhar. 2010. *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Bordwell and Thompson. 1997. *Film Art*. New York: The McGraw-Hill Companies. Inc.
- Brown, Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman: San Francisco State University. Second Edition.
- Byrne, Donn. 1988. *Teaching Writing Skills, New Edition*. England: Longman Group.
- Byrne, Donn. 1998. *Longman Handbooks for Language Teachers*. New Edition.
- Depdikbud, 1985. *Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk Sistem Pendidikan*, Jakarta: Depdikbud RI.
- Erfana Iloe. 2017. "Improving Selective Listening Skill by Using Animation Clips at the Second Grade Students in Madrasah Aliyah Negeri (MAN) Pinrang". Skripsi Sarjana; Jurusan Tarbiyah dan Adab: Parepare.
- Gay L.R. 1981. *Education Research. Competencies for Analysis and Application*. Second Edition. New York: Charles E. Merrill Publishing Company.

- Harmer, Jeremy. 2004. *How to Teach Writing*. England: Pearson Educational Limited.
- Heaton J. B 1991. *Writing English Language Tests*, (London and New York: Longman Group UK Limited.
- Heaton J. B. 1988. *Writing English Language Tests*. London and New York: Longman Group UK Limited. New Edition.
- <http://www.isdaryanto.com/definition-of-narrative-text> (Accessed on June 26, 2018)
- <http://www.thefreedictionary.com/film> (Accessed on June 26, 2018)
- <https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/>. (Accessed on June 26, 2018)
- Jack C. Richard and Willy A. Renandya. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Keraf. 2007. *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Lado Robert, 1988. *Teaching English Across Culture*. New York: McGraw-Hill.
- Media Belajar Bahasa Inggris, <http://belajarbahasainggris.us/2014/01/penjelasan-contoh-narrative-text-lengkap.html>. (Accessed on August 4, 2018)
- Nursam. 2015. "The Using of English Animation Movie to Guide the Students in Following Native Speaker at the Eight Grade Student of SMPN 8 Pinrang". Skripsi Sarjana; Jurusan Tarbiyah dan Adab: Parepare.
- Rahmatunisa Wulan. 2014. "Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay." *English Review* 3, no.1.

- Siti Fahda Fadila “Improving Students’ Writing Skill in Narrative Text through Movies (A Classroom Action Research)”. Skripsi Sarjana; Jurusan Tarbiyah dan Keguruan: Jakarta.
- Sugiono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan RD*. Alfabeta Bandung.
- Suharsini, Arikunto. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Tarigan, H. G. 1989. *Pengajaran Kompetensi Bahasa: Suatu Penelitian Kepustakaan*. Jakarta: P2LPTK.
- Tim Dirks, Main Film Genre <http://www.filmsite.org/genres.html>. (Accessed on June 26, 2018)
- Types of Narrative Text, <http://study123english.blogspot.com/2013/03/the-types-of-narrative-text.html>. (Accessed on July 24, 2018)
- Wardanhi, Igak and Kuswaya Wihardhit, 2008. *Penelitian Tindakan Kelas*. Jakarta: Universitas Terbuka.
- Wilson E. George. 1980. *Let’s Write English*. New York: Litton Educational Publishing. Inc.
- Yilmaz Fatih. 2015. “Importance and the Use of Animation as a Material in Teaching Turkish as a Foreign Language” *International Journal of Languages’ Education and Teaching* 5, no.1.

APPENDICES



Appendix 1. The Instrument of Pre-test and Post-test

Write the story of Snow White at least three paragraphs!



Appendix 2. The students' Rating Sheet of Pre-test and Post-test

THE STUDENTS' RATING SHEET OF PRE-TEST AND POST-TEST

Classification	Score Level	Criteria
Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	26-22	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
	21-17	Fair to poor: limited knowledge of subject, the tittle substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy. Loosely organized but man ideas stand out. Limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
	9-7	Very poor: does not communicate, no organized.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usage, etc.
	9-7	Very poor: essentially translation, tittle, knowledge of English vocabulary.
Language use	25-22	Excellent to very good: effective complex

		construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple/complex construction, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to poor: major problem simple/complex constructions: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, prepositions, and/or fragments, deletion, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	4	Good to arrange: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Appendix 3. Lesson Plan

LESSON PLAN 1

SEKOLAH : SMA NEGERI 1 PAMBOANG
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : IX/1
MATERI POKOK : TEKS NARATIF
ALOKASI WAKTU : 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi	1. Menentukan fungsi sosial teks naratif terkait cerita dongeng. 2. Mengidentifikasi struktur teks naratif

dan meminta informasi terkait cerita dongeng, pendek dan sederhana, sesuai dengan konteks penggunaannya.	terkait cerita dongeng. 3. Menerapkan unsur kebahasaan dari teks naratif terkait cerita dongeng. 4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks.
--	---

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik dapat dapat menentukan fungsi sosial teks naratif terkait cerita dongeng yang telah diamati.
2. Peserta didik dapat mengidentifikasi struktur teks naratif terkait cerita dongeng yang telah diamati.
3. Peserta didik dapat menerapkan unsur kebahasaan dari teks naratif terkait cerita dongeng yang telah diamati.
4. Peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya

hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks
 1. Orientasi : set adegan dan memperkenalkan para peserta.
 2. Komplikasi : krisis, konflik, atau masalah muncul.
 3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
 4. Re-Orientasi : Opsional (tidak harus).
- Unsur Kebahasaan
 1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Watching animation movies Onion and Garlic



E. Metode Pembelajaran

Pendekatan : Scientifik

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)
2. **Alat/Bahan** : a. Louspeaker
 - b. Laptop
 - c. Proyektor LCD

- d. Papan tulis, spidol, teks dan video cerita dongeng Garlic and Onion.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI
2. Kamus (John M. Echol dan Hasan Shadily)
3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta mengamati video sampai selesai.
- Guru merangsang peserta didik untuk aktif mengemukakan pendapatnya mengenai video yang telah diamati.
- Peserta didik diminta menyampaikan ide, gagasan ataupun pendapat apa yang mereka ketahui tentang naratif teks.
- Guru memulai pembahasan materi pembelajaran informasi tentang naratif teks.
- Setelah mendengarkan pendapat beberapa siswa, guru mulai menjelaskan tentang fungsi social, struktur teks dan unsur kebahasaan dalam naratif teks.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks. Guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali tentang naratif teks, dan guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan terarah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

	dengan benar.			
--	---------------	--	--	--

- Pedoman Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



LESSON PLAN 2

SEKOLAH	: SMA NEGERI 1 PAMBOANG
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: IX/1
MATERI POKOK	: TEKS NARATIF
ALOKASI WAKTU	: 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, pendek dan sederhana terkait cerita	<ol style="list-style-type: none"> 1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif terkait cerita dongeng. 2. Menyimpulkan isi teks naratif terkait cerita dongeng.

dongeng.	
----------	--

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati.
2. Peserta didik dapat menyimpulkan isi teks naratif terkait cerita dongeng yang telah diamati.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks

1. Orientasi : set adegan dan memperkenalkan para peserta.
2. Komplikasi : krisis, konflik, atau masalah muncul.

3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
4. Re-Orientasi : Opsional (tidak harus).
 - Unsur Kebahasaan
 1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
 - Watching animation movies Golden Cucumber



E. Metode Pembelajaran

Pendekatan : Saintifik

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)

2. **Alat/Bahan** : a. Louspeaker

b. Laptop

c. Proyektor LCD

d. Papan tulis, spidol, teks dan video mengenai cerita dongeng Golden Cucumber.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI

2. Kamus (John M. Echol dan Hasan Shadily)

3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta memberikan pendapat mengenai materi minggu lalu.
- Peserta didik diminta mengamati video sampai selesai.
- Guru melanjutkan pembahasan materi pembelajaran tentang naratif teks minggu lalu.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks, guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali apa yang telah dijelaskan sebelumnya tentang naratif teks, dan guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinil, ide sangat sesuai dengan genre yang dipilih,	Hanya memenuhi 3 dari 4 ketentuan yang	Hanya memenuhi 2 dari 4 ketentuan yang	Hanya memenuhi 1 atau bahkan tidak

	ide dikembangkan dengan tepat dan terarah	ditetapkan.	ditetapkan.	memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



LESSON PLAN 3

SEKOLAH	: SMA NEGERI 1 PAMBOANG
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: IX/1
MATERI POKOK	: TEKS NARATIF
ALOKASI WAKTU	: 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait cerita dongeng, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai	<ol style="list-style-type: none">1. Menggunakan unsur kebahasaan teks naratif terkait cerita dongeng secara benar dan sesuai konteks.2. Menulis teks naratif terkait cerita dongeng dengan memperhatikan fungsi sosial,

konteks.	struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
----------	---

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik mampu menggunakan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati secara benar dan sesuai konteks.
2. Peserta didik mampu menulis teks naratif terkait cerita dongeng yang diamati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan naratif teks secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks

1. Orientasi : set adegan dan memperkenalkan para peserta.
2. Komplikasi : krisis, konflik, atau masalah muncul.

3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
4. Re-Orientasi : Opsional (tidak harus).
 - Unsur Kebahasaan
 1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.

Watching animation movies Rapunzel



E. Metode Pembelajaran

Pendekatan : Saintifik

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)

2. **Alat/Bahan** : a. Louspeaker

b. Laptop

c. Proyektor LCD

d. Papan tulis, spidol, teks dan video cerita dongeng Rapunzel.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI
2. Kamus (John M. Echol dan Hasan Shadily)
3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta memberikan pendapat mengenai materi minggu lalu.
- Peserta didik diminta mengamati video sampai selesai.
- Guru melanjutkan pembahasan materi pembelajaran tentang naratif teks minggu lalu.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks. Guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali apa yang telah dijelaskan sebelumnya tentang naratif teks, guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih	Hanya	Hanya	Hanya

	orisinil, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan terarah	memenuhi 3 dari 4 ketentuan yang ditetapkan.	memenuhi 2 dari 4 ketentuan yang ditetapkan.	memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

	dengan benar.			
--	---------------	--	--	--

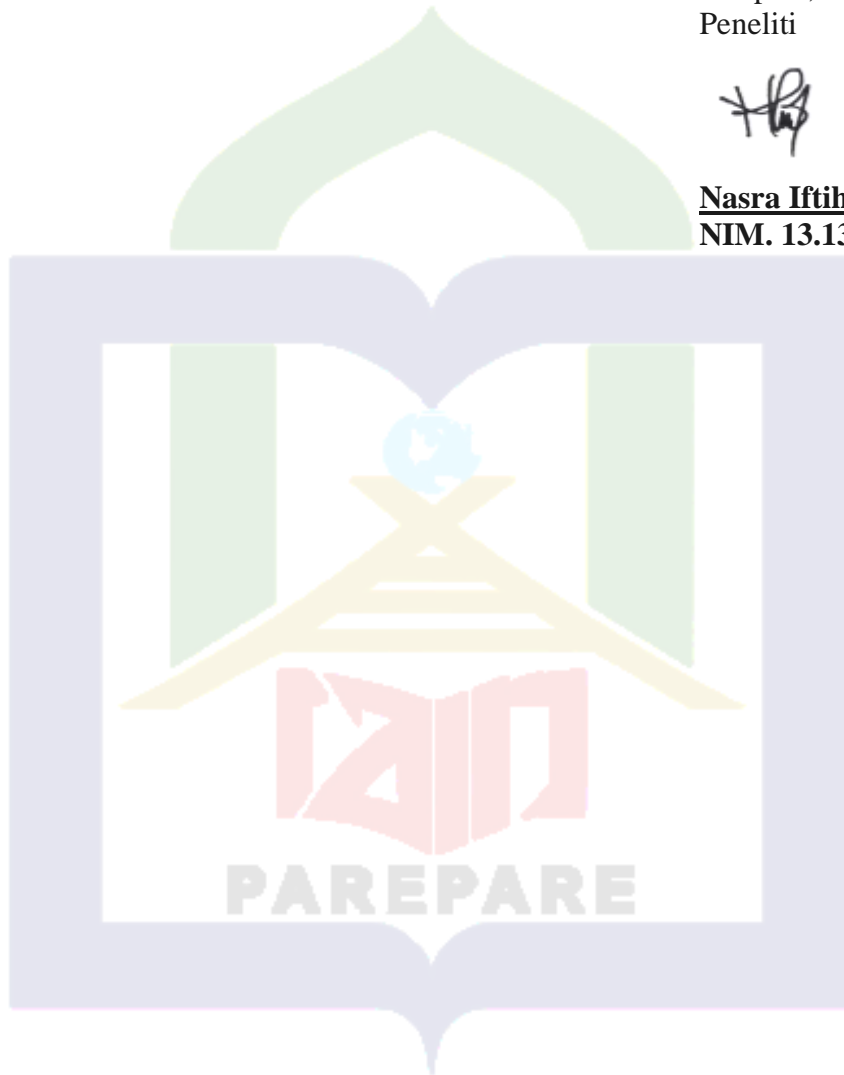
- Pedoman Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



LESSON PLAN 4

SEKOLAH	: SMA NEGERI 1 PAMBOANG
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: IX/1
MATERI POKOK	: TEKS NARATIF
ALOKASI WAKTU	: 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menyimak dan menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait cerita dongeng, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<ol style="list-style-type: none"> 1. Menggunakan unsur kebahasaan teks naratif terkait cerita dongeng secara benar dan sesuai konteks. 2. Mampu menulis teks naratif terkait cerita dongeng dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai

konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik mampu menggunakan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati secara benar dan sesuai konteks.
2. Peserta didik mampu menulis teks naratif terkait cerita dongeng yang diamati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan naratif teks secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks

1. Orientasi : set adegan dan memperkenalkan para peserta.
2. Komplikasi : krisis, konflik, atau masalah muncul.

3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
 4. Re-Orientasi : Opsional (tidak harus).
- Unsur Kebahasaan
1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.

Watching animation movies Cinderella



E. Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)

2. **Alat/Bahan** : a. Louspeaker

b. Laptop

c. Proyektor LCD

d. Papan tulis, spidol, teks dan video cerita dongeng Cinderella.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI
2. Kamus (John M. Echol dan Hasan Shadily)

3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta memberikan pendapat mengenai materi minggu lalu.
- Peserta didik diminta mengamati video sampai selesai.
- Guru melanjutkan pembahasan materi pembelajaran tentang naratif teks minggu lalu.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks. Guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali apa yang telah dijelaskan sebelumnya tentang naratif teks, guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinil, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali

	dengan tepat dan terarah			4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



LESSON PLAN 5

SEKOLAH	: SMA NEGERI 1 PAMBOANG
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: IX/1
MATERI POKOK	: TEKS NARATIF
ALOKASI WAKTU	: 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menyimak dan menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait cerita dongeng, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar	<ol style="list-style-type: none">1. Menggunakan unsur kebahasaan teks naratif terkait cerita dongeng secara benar dan sesuai konteks.2. Mampu menulis teks naratif terkait cerita dongeng dengan memperhatikan fungsi sosial, struktur teks, dan unsur

dan sesuai konteks.	kebahasaan, secara benar dan sesuai konteks.
---------------------	--

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik mampu menggunakan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati secara benar dan sesuai konteks.
2. Peserta didik mampu menulis teks naratif terkait cerita dongeng yang diamati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan naratif teks secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks
 1. Orientasi : set adegan dan memperkenalkan para peserta.
 2. Komplikasi : krisis, konflik, atau masalah muncul.
 3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
 4. Re-Orientasi : Opsional (tidak harus).
- Unsur Kebahasaan
 1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.

Watching animation movies Pinocchio



E. Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)
2. **Alat/Bahan** : a. Louspeaker
 - b. Laptop
 - c. Proyektor LCD
 - d. Papan tulis, spidol, teks dan video cerita dongeng Pinocchio.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI
2. Kamus (John M. Echol dan Hasan Shadily)
3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta memberikan pendapat mengenai materi minggu lalu.
- Peserta didik diminta mengamati video sampai selesai.
- Guru melanjutkan pembahasan materi pembelajaran tentang naratif teks minggu lalu.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks. Guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali apa yang telah dijelaskan sebelumnya tentang naratif teks, guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinil, ide sangat sesuai dengan genre yang dipilih,	Hanya memenuhi 3 dari 4 ketentuan yang	Hanya memenuhi 2 dari 4 ketentuan yang	Hanya memenuhi 1 atau bahkan tidak

	ide dikembangkan dengan tepat dan terarah	ditetapkan.	ditetapkan.	memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

- Pedoman Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



LESSON PLAN 6

SEKOLAH	: SMA NEGERI 1 PAMBOANG
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: IX/1
MATERI POKOK	: TEKS NARATIF
ALOKASI WAKTU	: 2 X 45 MENIT (1 Pertemuan)

A. Kompetensi Inti

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menyimak dan menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait cerita dongeng, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar	<ol style="list-style-type: none"> 1. Menggunakan unsur kebahasaan teks naratif terkait cerita dongeng secara benar dan sesuai konteks. 2. Menulis teks naratif terkait cerita dongeng dengan memperhatikan fungsi sosial, struktur teks, dan unsur

dan sesuai konteks.	kebahasaan, secara benar dan sesuai konteks.
---------------------	--

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Peserta didik mampu menggunakan unsur kebahasaan teks naratif terkait cerita dongeng yang telah diamati secara benar dan sesuai konteks.
2. Peserta didik mampu menulis teks naratif terkait cerita dongeng yang diamati dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan naratif teks secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Pengertian Naratif teks

“A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir. Jadi harus kronologis, maksudnya kronologis itu diceritakan secara runtut dan tidak boleh loncat-loncat.

- Tujuan Naratif Teks

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks narrative tidak hanya terbatas pada cerita yang berbau mistis, fiksi, legenda, dongeng ataupun fabel saja, tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Intinya, narrative text adalah tentang cerita. Tapi dalam pelajaran di sekolah, teks yang bergenre naratif biasanya hanya digunakan untuk menunjukkan cerita fiksi seperti dongeng ataupun legenda saja.

- Struktur Teks
 1. Orientasi : set adegan dan memperkenalkan para peserta.
 2. Komplikasi : krisis, konflik, atau masalah muncul.
 3. Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.
 4. Re-Orientasi : Opsional (tidak harus).
- Unsur Kebahasaan
 1. Naratif teks dominan menggunakan kata penghubung penanda urutan waktu seperti: pertama-tama, lalu, kemudian, selanjutnya, akhirnya, ketika, dsb.
 2. Naratif teks menggunakan kata benda, kata sifat, frase, atau klausa sesuai dengan topik, sudut pandang, dan objek yang dinarasikan.
 3. Naratif teks mengandung kata kerja transitif atau intransitive sesuai kebutuhan.
 4. Naratif teks menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.

Watching animation movies Thumbelina



E. Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya jawab dan pemberian tugas

F. Media, Alat dan Sumber Belajar

1. **Media** : Short Explanation (video)
2. **Alat/Bahan** : a. Louspeaker
 - b. Laptop
 - c. Proyektor LCD
 - d. Papan tulis, spidol, teks dan video cerita dongeng Thumbelina.

3. Sumber Belajar

1. Buku teks Bahasa Inggris siswa kelas XI
2. Kamus (John M. Echol dan Hasan Shadily)
3. Internet (youtube)

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Kegiatan Inti (70')

- Peserta didik diminta memberikan pendapat mengenai materi minggu lalu.
- Peserta didik diminta mengamati video sampai selesai.
- Guru melanjutkan pembahasan materi pembelajaran tentang naratif teks minggu lalu.
- Setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam naratif teks. Guru memberi waktu sekitar 30 menit untuk menuliskan naratif teks mengenai video yang telah di amati.

Kegiatan Penutup (10')

- Sebagai penutup kegiatan belajar, guru mengulas kembali apa yang telah dijelaskan sebelumnya tentang naratif teks, guru meminta beberapa siswa memberikan penjelasan tentang materi yang telah di jelaskan sebelumnya.
- Guru dan siswa melakukan refleksi kegiatan belajar hari ini dan menyampaikan apa yang harus dipersiapkan pada pertemuan selanjutnya.

H. Penilaian

1. Teknik : Tes tertulis
2. Bentuk :Tulisan (worksheet)
3. Rubrik peilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih,	Hanya memenuhi 3 dari 4 ketentuan yang	Hanya memenuhi 2 dari 4 ketentuan yang	Hanya memenuhi 1 atau bahkan tidak memenuhi

	ide dikembangkan dengan tepat dan terarah	ditetapkan.	ditetapkan.	sama sekali 4 ketentuan yang telah ditetapkan.
Organisasi/Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

Parepare, Juni 2019
Peneliti



Nasra Iftihara
NIM. 13.1300.112



Appendix 4. Distribution of T-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
25	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

OBSERVATION CHECKLIST

THE USE OF ANIMATION MOVIES TO DEVELOP THE STUDENTS' WRITING SKILLS OF NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 PAMBOANG

Bidang Studi : Hari/Tanggal :

Kelas : Nama Guru :

Materi Ajar :

Petunjuk Pengisian

- a. Observasi checklist ini tidak dimaksudkan untuk menguji atau menilai siswa, melainkan untuk mendapatkan gambaran yang jelas tentang sikap siswa dalam mempelajari bahasa Inggris khususnya materi animasi movie pada skill writing (penulisan) melalui "watching animation movie"
- b. Observation checklist ini diisi oleh guru mata pelajaran sebagai observer yang melakukan pengamatan selama proses pembelajaran dengan memberi tanda checklist (v) pada jawaban (Yes or No) pada pernyataan yang sesuai dengan pendapat guru secara jujur tanpa adanya paksaan dan pengaruh dari pihak lain.

Category	Answer	
	Yes	No
1. Content a. Materi yang diberikan sesuai dengan kebutuhan siswa. b. Materi yang diberikan mampu menarik perhatian siswa belajar writing. c. Materi yang diajarkan mampu meningkatkan writing siswa. d. Materi yang diberikan mampu melatih writing siswa. e. Materi yang diajarkan mudah dipahami siswa.		
2. Language focus a. Kalimat didalam animation movie mudah dicermati oleh siswa. b. Kata/kalimat didalam animation movie mampu melatih writing siswa.		

<ul style="list-style-type: none"> c. Kata/kalimat didalam animation movie mudah dipahami oleh siswa. d. Animation movie yang diberikan sesuai dengan tingkatan siswa. e. Animation movie yang diberikan sesuai untuk pembelajaran writing. 		
<ul style="list-style-type: none"> 3. Activities <ul style="list-style-type: none"> a. Latihan/tugas yang diberikan sesuai dengan kebutuhan siswa. b. Latihan/tugas yang diberikan meningkatkan writing siswa. c. Latihan/tugas yang diberikan menarik perhatian siswa belajar writing. d. Latihan/tugas yang diberikan membuat writing siswa lebih baik dari sebelumnya. e. Proses pembelajaran dengan animation movie tidak membosankan siswa belajar writing. 		



Appendix 6. Documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Sorong, Kota Parepare 91132 Telpun (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1031/In.39.5.1/PP.00.9/06/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI MAJENE
C.q. Kepala Kesatuan Bangsa dan Politik
di
KAB. MAJENE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nasrah Iftihara
Tempat/Tgl. Lahir : Bababulo, 19 September 1995
NIM : 13.1300.112
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIII (Tigabelas)
Alamat : Desa Bababulo Kec. Pamboang Kab. Majene

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Majene dalam rangka penyusunan skripsi yang berjudul :

"the use of animation movies to develop students Writing Skills of Narrative Text at The Eleventh Grade of SMA Negeri 1 Pamboang"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai selesai Juli Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 26 Juni 2019

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare



**PEMERINTAH KABUPATEN MAJENE
BADAN KESATUAN BANGSA DAN POLITIK**

Alamat : Jl. Jend. Ahmad Yani No. 105 Deteng-Deteng Majene
Telp. (0422) 21353 Email : kesbangpolitik2@gmail.com

REKOMENDASI PENELITIAN

Nomor : 070 / 387 / VII / 2019

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 atas perubahan peraturan Menteri dalam Negeri RI No. 64 Tahun 2011 Pedoman Penerbitan Rekomendasi/Izin Penelitian;
3. Peraturan Daerah Kabupaten Majene Nomor 12 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kabupaten Majene.
2. Menimbang : 1. Untuk Tertib administrasi pelaksanaan kegiatan penelitian dalam lingkup Badan Kesbang dan Politik Kabupaten Majene perlu adanya Rekomendasi Penelitian.
2. Surat Permohonan Izin Penelitian Wakil Dekan I Institut Agama Islam Negeri Parepare Nomor: B.1031/In.39.5.1/PP.00.9/06/2019 tanggal 26 Juni 2019.

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi/Izin Kepada :

Nama : **NASRA IFTIHARA**
NIM : 13.1300.112
Pekerjaan : Mahasiswi IAIN Parepare
Alamat : Dusun Bababulo Kel/Desa Bababulo Kec. Pamboang Kab. Majene

Untuk melakukan penelitian di SMA Negeri 1 Pamboang yang dilaksanakan mulai bulan Juni s/d Selesai, dengan Proposal berjudul :

“ THE USE OF ANIMATION MOVIES TO DEVELOP STUDENTS' WRITING SKILL OF NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 PAMBOANG “

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1 (satu) eksampul foto copy hasil kegiatan.
3. Surat Rekomendasi ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan serta dinyatakan sah apabila telah diberikan nomor register sah saat yang bersangkutan telah melapor sebagaimana ketentuan poin 2 (dua) diatas.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Majene, 8 Juli 2019

An. BUPATI MAJENE
KEPALA BADAN KESBANG & POLITIK

H. RUSTAM RAUF, S.Sos., MM.

Pangkat : Pembina Utama Muda
NIP.-196311121983011006

Tembusan disampaikan kepada Yth. :

1. Bupati Majene (Sbg. Laporan);
2. Dan Ramil Pamboang;
3. Kapolsek Pamboang;
4. Ka. Dinas Pendidikan & Pemuda Olahraga;
5. Dekan Fakultas Tarbiyah IAIN Parepare;
6. Sdri. Nasra Iftihara;
7. Arsip.

Nomor Register Sah :



PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PAMBOANG



Alamat : Jl. Pendidikan No. 11p. 081242775700 Pamboang Kab. Majene (91451)
Website : <http://www.sman1pamboang.sch.id> Email : smansa_pamboang@yahoo.com

SURAT KETERANGAN
Nomor : 782/133.02/SMA.01/TU/2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Pamboang, menerangkan bahwa :

N a m a : NASRA IFTIHARA
Nomor Stambuk : 13.1300.112
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa IAIN Pare-pare
Fakultas : Fakultas Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Bababulo, Kec. Pamboang, Kab. Majene

Benar yang tersebut di atas, telah mengadakan penelitian pada SMA Negeri 1 Pamboang dengan judul penelitian : " THE USE OF ANIMATION MOVIES TO DEVELOP STUDENTS WRITING SKILLS OF NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 PAMBOANG".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pamboang, 26 Agustus 2019
An. Kepala SMAN 1 Pamboang
Wakasek Kurikulum

SAHARUDDIN, S.Pd
NIP. 19800901 200801 1 008

CURRICULUM VITAE



The researcher Nasra Iftihara was born on September 19th, 1995 at Bababulo, Kec. Pamboang, Kab. Majene. She is the second children in his family. His father's name is Muslimin and her mother's name is Rapaittang. Her educational background, She began her study 2001 in SDN 02 Bababulo, Kec. Pamboang, Kab. Majene and graduated on 2007, at the same year she registered in SMPN 3 Pamboang, Kec. Pamboang, Kab. Majene, and graduated 2010, at the same year she registered in SMAN 1 Pamboang, Kec. Pamboang, Kab. Majene and at the same year on 2013 he registered on State Islamic Collage of Parepare (STAIN) but now it was change State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Departement and now it was change Tarbiyah Faculty. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2020, and finished her study with title of skripsi "*The Use of Animation Movies to Develop Students' Writing Skills of Narrative Text at the Eleventh Grade of SMAN 1 Pamboang, Kabupaten Majene*"

PAREPARE