

**THE USE OF SHORT ANIMATION FILM TO IMPROVE
THE STUDENTS' NARRATIVE WRITING ABILITY OF
THE EIGHT GRADE STUDENTS OF SMP NEGERI 5
PINRANG**



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PAREPARE
2018**

**THE USE OF SHORT ANIMATION FILM WITH SUBTITLE
TO IMPROVE THE STUDENTS' NARRATIVE WRITING
ABILITY OF THE EIGHT GRADE STUDENTS OF SMP
NEGERI 5 Pinrang**

A thesis

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by

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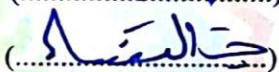
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ABSTRACT

ADI ARIS HAMJI 2018. *The Use of Short Animation Film to Improve the Students Narrative Writing Ability of the Eight Grade Students of SMP Negeri 5 Pinrang.* Supervised by Kisman Salija and Ali Wira Rahman.

This research based on the students' problem related to English teaching especially in students' writing ability. It was caused by the teaching media of the teacher in classroom was not interesting for students. It was also caused by several factors such as the students still take a lot of time to write because they do not know what they will written on their paper. In addition, writing is difficult lesson because in writing, we not only share our ideas from our mind but also we have to choose and combine the vocabulary well to make a writing that is meaningful. And one of the writing texts that have to be learnt in SMP is narrative text. Therefore, the objective of the research was to find out whether there is an improvement students' narrative writing ability after being taught through animation film.

This research applied quasi-experimental deign with two groups namely experimental and control class. The population of this research was the eighth grade students of SMP Negeri 5 Pinrang in academic year 2017/2018. The sample of this research consisted of 28 students from two classes taken from the population of the eighth grade students of SMP Negeri 5 Pinrang by using purposive sampling technique.

The result of the data analysis showed that the students' narrative writing ability improved. It showed by mean score of pre-test was 41.00 and post-test was 72.21. it showed that the writing ability of the eighth grade student of SMP Negeri 5 Pinrang improved by using animation film. After analyzing the data by using SPSS version 20, the result of probability value in post-test was 0.00 and significance value was 0.05. It means that that the probability value (0.00) was lower than significance value (0.05). Those indicated that H_0 was rejected and H_1 was accepted. It means that the eight grade students of SMP Negeri 5 Pinrang for experimental class was significantly different. In conclusion, teaching writing by using animation film was effective to improve the eighth grade students of SMP Negeri 5 Pinrang of academic year 2017/2018

Keywords: writing ability, animation film, teaching writing

ABSTRAK

ADI ARIS HAMJI, 2018. *Penggunaan Film Animasi Pendek Untuk Meningkatkan Kemampuan Menulis Narasi Siswa Kelas 8 SMP Negeri 5 Pinrang.* Dimbimbing oleh Kisman Salija and Ali Wira Rahman.

Penelitian didasarkan pada masalah siswa terkait pada pengajaran bahasa inggris terkhusus pada kemampuan menulis bahasa inggris siswa, hal itu disebabkan karena media pengajaran yang diterapkan oleh guru di dalam kelas kurang menarik bagi siswa. Hal in juga disebabkan oleh beberapa factor seperti siswa membutuhkan waktu yang lama untuk menulis karena mereka tidak tahu apa yang ingin mereka tulis di dalam kertas penulisan. Selain itu, siswa mengaku kesulitan dalam menulis, karena dalam menulis kita tidak hanya sekedar mengeluarkan isi pikiran/pendapat kita tapi kita juga harus memilih kata dan penggunaanya dengan baik dan tepat. Dan salah satu teks menulis yang harusnya dipelajari di SMP Negeri 5 Pinrang adalah teks narasi. Maka dari itu, tujuan penelitian ini adalah untuk mengetahui apakah penggunaan *Animation Film* dapat meningkatkan kemampuan menulis siswa kelas 8 SMP Negeri 5 Pinrang.

Peneliti menggunakan desain kuasi-eksperimen dengan dua kelompok kelas yaitu experiment dan kelas control. Populasi dari penelitian ini adalah kelas 8 SMP Negeri 5 Pinrang menggunakan *Animation Film*.

Hasil dari analisis data menunjukkan bahwa kemampuan menulis siswa mengalami peningkatan. Hal tersebut di tunjukkan oleh nilai rata-rata dari pre-test yaitu 41.00 dan post-test yaitu 72.21. Data tersebut menunjukkan bahwa kemampuan menulis berbahasa inggris siswa kelas 8 di SMP Negeri 5 Pinrang meningkat melalui penggunaan *Animation Film*. Seteah menganalisis data dengan menggunakan SPSS versi 20, hasil dari nila probabilitas pada post-test yaitu 0.00 dan nilai signifikansinya yaitu 0.05. data tersebut mengindikasikan bahasa inggris kelas 8 SMP Negeri 5 Pinrang untuk kelas experiment dan kelas control secara signifikan berbeda. Sebagai kesimpulan, pengajaran kemampuan menulis bahasa inggris siswa melalui media *Animation Film* efektif dapat meningkatkan kemampuan menulis bahasa inggris siswa kelas 8 di SMP Negeri 5 Pinrang.

Keywords: kemampuan menulis, film animasi, pengajaran menulis

CHAPTER I

This chapter consists of background, problem statement, and objective of the research, significance of the research and scope of the research.

A. Background

One of the important basic language skills is writing. Writing tends to be considered as the most important skill to master. Graham (2007) Stated that writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy, we can improve our spoken language by writing. For that reason, writing can be used as a media for people to express their feeling, ideas, thinking or opinion.

Writing is one of the active skills because the students have to be able to procedure or make a written form. The students are demand to master writing skill based on curriculum in Indonesia. Based on curriculum there are many types of written form that has to be learn by students such as recount, descriptive, report, news item, and narrative. Therefore, the students are expected to know or master writing skill.

To make a good writing the students need several processes such as pre writing, planning, and revising draft, and go to final writing. It needs times to arrange piece of writing. Therefore, writing is a still nightmare for students and becomes a complex task because the students need processes, more practices, and some steps to be able to make a good writing.

Based on the facts stated above, teacher needs to vary the activity in teaching writing. The teachers have to find the media to make students' interested

to build their self confidence in writing.

Based on the researcher's observation by direct interview SMP Negeri 5 Pinrang, generally the students still think that writing is the most difficult language skill to master. In reality, writing lesson has been seen as boring, tiring, and difficult subject for students. In other words, students think that writing is not interesting lesson. Actually writing makes so many difficulties not only for students but also to the teacher. It happens because their lack of writing skill. In addition, it is difficult lesson because in writing we not only share our ideas from our mind but also we have to choose and combine the vocabulary well to make that is meaningful.

Short Animation film is expected to be effective media for teaching narrative writing because students can hear the voice & they will see the situations that happen in the story, and then they will be more interested and motivated if using short animation film in the class. That film and video are effective ways in motivating and helping students to understand language. Therefore, with teaching using short animation film, students will get interest and try to re-write the story from the film. Considering these explanations, the researcher is interesting in improving the students' narrative writing ability through short animation film

B. Problem Statements

Based on the background, the researcher is formulate the research question as follow : "Can the use of short animation film improve the students' narrative writing ability of the eighth grade students of SMP Negeri 5 Pinrang ?"

C. Objectives of the Research

The objective of the research is to find out whether or not the use of Short animation film can improve the students' narrative writing ability of the eighth grade students of SMP Negeri 5 Pinrang.

D. Significances of the Research

This research will be expected to be useful information in teaching-learning process, especially in English. The significance of this research was divided into two parts, namely:

1. Theoretical Significance, it is expected to be meaningful information and approach in learning and improving the writing skill especially in writing narrative text.
2. Practical Significance, there are four significances that expected by this research, such as:
 - a. For the Teachers, this research is expected to give contribution for English teacher to develop the students' writing skill by using animation film.
 - b. For the Students, it can improve their writing skill especially in writing narrative text.
 - c. For curriculum designer, this research is expected to be applied as a comparison and reference material for developing teaching learning through method in the classroom.
 - d. For the next research, this research is expected to be useful information and motivate the next research to create another idea to improve writing skill.

E. Scope of the Research

The scope of the research was restricted by discipline, content, and activity.

1. By discipline, this research is limited to the field of applied in terms of language teaching.
2. By content, this research is restricted in descriptive. It is based on the basic competence *12.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narative teks*
3. By Activity, this research concerns by making a good media in learning for improving students' ability in writing narrative text through short animation film. This media will be implemented to eighth grade students of SMP Negeri 5 Pinrang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous research findings, some pertinent ideas, conceptual framework, and hypothesis

A. Some Previous Research Findings

The First is Fitriana (2011) in her thesis entitled “*The Use Animation Movies to Improve Students’ Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade of SMA 1 Teras in 2010/2011)*”. She concluded that animation film can improve students’ writing skill and the class situation. It becomes one of appropriate ways in teaching writing. Besides, based on the students writing scores, interview results to the students and field note from the observer, the students' skill in writing were increased.

The second is Yatimah (2014) in her research entitled “*The Effectiveness of Using Animation Film as the Medium in Writing Narrative Text. An Experimental Study in the Second Grade Students of SMP Negeri 3 Salatiga in the Academic Year 2013/2014)*”. She concluded that animation film medium is effective to improve students writing skill. It can be proved by the pre test to post test mean of the students’ writing skill of the class which are not taught with animation film (50.36 to 57.95). The students’ writing skill of the class which were taught by animation film shows significant improvement (50.45 to 67.95). From the t-test result, it can be seen that the class which is taught by animation film medium get higher score (11.2) than the class which is not taught by animation film medium (5.88).

The third is Indra, (2015) in her research entitled “*The Use Animation Movies For Developing Students’ Writing Skill Narrative to The Tenth Grade Students Of Sman 1 Langsa*” she indicates that by using animation film medium, the students can improve their writing skill effectively.

The fifth is Fadila, (2015) in her research entitled “*Improving Students’ Writing Skill in Narrative Text through Movies (A Classroom Action Research in the Eight Grade Students of MTs Negeri 3 Jakarta)*” she indicated that there is improvement of the students’ skill in writing narrative paragraph. Most of the students gradually gained good score at the end of the cycle, and the class condition during teaching learning process was quite good. In addition, there was a positive response from the English teacher and the students about the implementing the action. In conclusion, movie can improve the students’ writing skill in narrative text.

Based on the previous research findings above, the researcher concluded that in teaching learning process, the teachers are supposed to make the students more interested in material and involve them in learning process by creating a good atmosphere especially in writing in narrative text. There are a lot of media can be used to improve the writing ability of students. One of the media that the researcher believe if animation film can improve the students narrative writing ability of the eight grade students of SMP Negeri 5 Pinrang

1. Some Pertinent Ideas

a. Concept of Writing

1) Definition of writing

There are some researcher explained definitions of writing as follows:

Writing is one of the skills in language competence that is a very complex activity, besides students can convey their ideas in their mind by organizing them into a good paragraph so that others recognize them. In addition, they can think critically. Siburian (2013) explained that writing is a very important capability for being owned by students, writing is also an excellent communication tool. She also stated that through writing, each person is able to convey feelings, ideas, and announcements to others.

Muslim (2014) has defined that writing is a kind of communication; this has led them to focus on the subject itself and overlook the incorrect style of writing. Writing is one of the four skills in English.. In simple way, according to Hornby (1995:1382) writing is an activity of creating letters, words, sentences, or even other symbols on a surface. It is also added by Byrne (1984:1) writing is the act of forming the graphic symbols such as letter and numbers which are arranged in certain rules into meaningful words, sentences, paragraphs, and so on.

However, writing is not only about creating letters or symbols, yet it is also about using them to hold communicative events. According to Troyka in Handayani et al. (2013: 1) writing is a way to communicate to the reader in purposes. In short, writing is the ideas, feeling, or thought from the writer which are created and expressed into written form. The purposes are to deliver messages, to give information to the readers, and to create literary works in written forms. These written forms should be readable and comprehensible.

The reader can get the intended meaning from the writer since writing is also the way to communicate or deliver a message to a reader for a purpose. Thus, writing allows the writer to employ letters or symbols to speak or deliver his or her intended messages, feelings, ideas, and of course thought in a communicative way. Writing, although it shares the same kind of skill with speaking as productive skill, cannot be acquired like the way speaking is. Speaking can be acquired by getting exposed orally. For example, babies can learn to talk by imitating the words they heard from their parents, their baby sitter, or even a neighbor. Yet, writing has a bit complicated processes so that people need to learn it.

Langan (2008:13) states that writing is like driving, typing, cooking or any other skills which can be learned. Furthermore, Brown (2001:334) added that writing needs to be taught and learned. Hence, writing is not an natural gift or innate skill owned by people since he or she was born. Writing can be learned by anyone just like any other skills. Heard & Tucker (2000:135) states that writing is continuous process of thinking, organizing, re-thinking and re-organizing.

From several definitions in the previous section, the researcher assumes that writing is one of the four English skills which need particular attention because it is a complex skill. Before in start to write, the writer will think to express their idea about what is going to write in the paper. Furthermore, the students will be able to express them into sentences, paragraphs, and essays. In other word, writing is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Therefore, this skill become prioritizes in this research.

2) Why teach writing?

There are some experts define why we should teach writing as follows:

Brown (2001:334) states that as the members of literate community people need to learn to write. In learning to write, the teacher needs to give special treatment in order to facilitate the student in the learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as discovering process. The guidance from the teacher is necessary as the student has to walk through several steps in the writing process. Harmer (2001:79) states that there are several important reasons why writing needs to be taught to the students. The reasons are including the reinforcement, language development, learning style, and writing as a skill.

a) Reinforcement

Some language learners usually find the language in oral form. That means they were mostly exposed to the language learning orally. Yet, most of the language learners prefer the written form since they can benefit more from it. It is because written form provides them with the example of how the construction of letters, words, sentences, and paragraphs fits well. Besides that, the written form can help the language learners to memorize the language since the written display helps them to store more memories. The language learner usually benefits from writing sentences using new language after they have studied it.

b) Language development

The ongoing learning experience requires a mental activity in constructing proper written texts. It means that writing can help them to be engaged in the

ongoing language learning experience in order to improve their language mastery. Hence, writing plays the important role in developing the learner's language.

c) Learning style

Learners are unique. They have their own style and strategies to learn language. Many language learners find it easier to learn language if they can get more time to produce language. Therefore, writing can give advantages for such learners' style of learning. Writing, since it is in written form, can give the slow learners more time to produce language.

d) Writing as a skill

The most important reason is that writing is one of the four skills in English. The language learners should master this skill since they have to know how to write letter, reports, how to reply to the advertisement and so on. Moreover, they should be able to write through electronic media as the indicator of developed and modern language learners. Knowing how to write the special convention such as punctuation or paragraph construction is important as well as knowing how to pronounce the spoken English appropriately. Hence, mastering writing is as important as mastering the other three skills since they all indicate the language mastery.

3) The process of writing

There are several dependencies on the writing process. The dependencies come from the extrinsic and intrinsic factor. The extrinsic factor comes from the target reader and the situation (time, place, etc.). The target reader's level of

knowledge language proficiency, economic factor, etc. can give the writer considerations in the writing process since the writer should pay attention to these issues.

Meanwhile, the intrinsic factor comes from the purpose and the content of writing. Writer should consider the messages that he or she wants to communicate to the target reader in order to deliver his or her intended messages. And the writer should also consider the content of the writing whether it can involve all the writer ideas, whether it can be accepted by the reader, etc.

Given facts above, it can be inferred that writing more concern with the process of writing. Although the product of writing is also important, the process of writing can be media for the writing teacher to guide, treat, and give instruction to the students in order to make a good product of writing. The process can be seen from the way writing works are created. The process of writing, as suggested by Harmer (2004:4), can be defined as the stages in where the writer goes through in order to produce something in the final written form. Furthermore, Harmer suggested the four main elements in the writing process. They are planning, drafting, editing, and final draft. And the definition of each step and what the teacher can do in each step are presented below.

a) Planning

This element plays the basic role in writing process. In this step the writer plans what he or she is going to write. Moreover, the writer can also do a brainstorming. He or she can generate some ideas that he or she will express on the paper.

The plans can be in the form of simple note, simple list of words, or even the imaginary ones since many people tend to do planning inside their heads. Similar to the previous explanation, in the planning step, the writer should consider the purpose of writing, content, and the target reader.

For learning and teaching of writing, this step can be used by the teacher to allow the students to brainstorm their ideas. The guidance of the teacher can be important component in this step. A proper-guided brainstorm can lead the students and boost up their confidence. Hence they will enter into further writing steps without worry and hesitation.

b) Drafting

Drafting can be considered as the first or initial version of writing. This draft should be amend or developed later. But before amending or developing the draft, of course the writer should look carefully to the draft. The writer can add more information, reducing information, giving alternative to write, and so on.

Furthermore, writing process may employ several drafts as the way to reach and succeed the best final draft. In this step, the teacher can guide the students to immediately write down their ideas on to the paper. The important thing is that the ideas of the students are written down on their paper without having to pay attention on the correctness, grammar, the order, etc. Then the teacher can lead the students to review their draft on which they can add, reduce, or alter their ideas on the draft.

c) Editing (reflecting and revising)

The draft is used by the writer as the first version of writing. This draft needs to be edited in order to produce the best final version of writing. In the editing step, the writer should look back the draft what have been written. Then, the writer can see whether the draft can work or not. The writer can edit the draft by adding more information, altering ambiguous information, using different form of words. The writer can put him or herself in the reader's shoes so that the writer can evaluate and edit the draft more appropriately. Meanwhile, the reader can also help the writer to reflect and revise the draft. He or she can be the editor who can make suggestion or comment. This assistance can help the writer to make the best and appropriate revisions.

The teacher in this step can have the students to look back on their draft. The students are to think back on their draft in order to make it better as a writing product. The students can also pay attention to their grammar. Besides that, the students can reorganize their draft to make it more readable and legible for the reader. Moreover, teacher can give some feedback and suggestion as the students need some others' review and opinion regarding their draft.

d) Final version

The final version of writing is different from the plan and the first drafts. It is because it has been through the editing, reflecting, and revising step which have turned it into the readily-served text. The writer now can deliver this final draft to the target reader.

Based on the explanation above, the researcher assumes that writing process has four steps. Firstly, planning is the step where the writer has to think about

three issues; purpose, audience and content structure. Secondly, drafting is the first version of a piece of writing. Thirdly, editing is the process to make it clear the information that has produced from the draft. Finally, the final draft is the final version of the written text after all steps have done.

4) Micro skills of writing

Writing also has several micro skills as stated by Brown (2000:343). The micro skills of writing can be seen on the list above:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization, patterns, and rules).
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.
- g) Use the rhetorical forms and conventions of written discourse.
- h) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- i) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- j) Distinguish between literal and implied meanings when writing.
- k) Correctly convey culturally specific references in the context of written text.

- 1) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Given several micro skills in writing, it can be inferred that there are three main aspects of writing: generating ideas, grammatical system, and the use of organization. Generating ideas deals with how the writer defines his or her ideas before writing. Grammatical system deals with the rules and appropriate structure of words combined in order to make good sentences.

Besides that, the ideas in the form of sentences need to be organized in order to make them legible for the reader so that they can get the messages from the writer.

5) Writing assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

According to the Longman Dictionary of Language Teaching, assessment can be defined as the systemic approach in collecting information of the learners or the learning process. This information is used as the source to see whether the students have developed or succeeded their learning or not. Besides that, this information can also show whether the learning process is successful or not.

Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

Brown (2004:4), furthermore, defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood as the same term, they are technically different. Test is used to measure a person's knowledge, ability, or performance in given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain. Hence, test is subset of assessment.

Assessment allows the teachers or the learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their language ability.

6) The component of writing

Weigle (2002:106) points out that there are five components of writing. They are content, organization, vocabulary, language use and mechanics:

a) Content

Content is the composition of writing. Every writer's ideas set out in content. There are at least four things that can be measured in connecting with content, they are; should knowledge able, should substantive, should thorough development of thesis and should relevant to assigned topic. All of those aspects

should fulfill in order to create a good writing. The content of writing should be clear to the readers, so that the readers can understand the message that is conveyed and gained from the content of the information itself.

b) Organization

When writing, the learner should arrange their writing chronologically. They should present their ideas orderly which happened from beginning to the end. There are at least six things that can be measured in connecting with organization, they are; should fluent expression, ideas should clearly state or supported, should succinct, should well organized, logical sequencing and cohesive. All of those aspects should fulfill in order to create a good writing.

c) Vocabulary

Vocabulary is one of important things in writing. To express ideas, writer always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d) Language use

Language use in writing involves correct language and point of grammar. In measuring writing related with language use, there some points that should be seen, they are; effective complex constructions, agreement, tense, word order or function, articles, pronoun and preposition.

e) Mechanics

There are at least three main parts of mechanics in writing namely capitalization, punctuation, and spelling appropriately. This aspect is very

important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make the readers easy to understand the conveying ideas or the messages that is stated in writing.

Based on the components of writing above, the researcher assumes that there are some components that can be used to evaluate the students writing; they are content, organization, vocabulary, language use, and mechanics. First, it is content which involves purpose centralization, coherence, unity, continuity, and adequate. Second is organization which involves order of importance and chronological order. Third is vocabulary which involves the use of words. Next is language use which involves correct language and point of grammar. And the last is mechanics which involves punctuation and capitalization.

b. Concept of Narrative Text

1) Definition of Narrative Text

Narrative text is one of genre which is taught at the eighth grade students, Anderson, et al (1997) stated that narratives are usually told by a story teller. Another definition, Clouse, et al (2008) defined the narrative text is a kind of story either fictive or real which contains a series of events in which the story is told and how the context is presented as aspects of the story construction. It should tell about an event or audience would find engaging. We might even think of our narratives as a movie in which the audience can see people in action and hear

them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective ways.

From some definitions above, the researcher concluded that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain 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 someone a joke.

2) Purpose of Narrative Text

Anderson, et al (1997) stated that the purpose of narrative text is to present a view of the world that entertains and informs the reader or listener. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get pleasure.

3) Narrative Text Organization

That narrative text is one of the unique lesson which is the teacher does not show the chart to students until the end of the lesson. Instead, as the teacher draws specific icons on a whiteboard or overhead projector and explains each part of narrative text structure, students draw and repeat the explanation. To ensure every learning style is address, the teacher models physical gestures to mimic the verbal explanations and visual drawings. After students understand these elements of narrative text, they then are given a copy of the chart to use as a

bookmark. Some parts of the chart are not introduced during the initial lesson, but need to be explained on a later date. This unique lesson requires drawing icons, repeating definitions, and using physical motions.

c. Concept of Animation Film

a. Definition of Media

That there five types of media, they are:

a) Picture

Picture is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.

b) Audio recording

Audio recording are made on magnetic tape, on discs, or on motion picture sound tracks. Sounds are genuine and presented in the sequence in which they actually happened unless the recording is edited. Obviously, one of the most important types of audio recording is verbal material. So, audio recording may be used by individuals or played directly to an audience or over radio or central sound system.

c) Motion picture (movie)/ video tape recording

A motion picture (movie) or video tape recording is a moving image in color black and white produced from live action or from graphic representation. Objects or events may be in normal motion, in slow motion, time-lapse or stop motion.

d) Television

Television can originate from a variety sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver.

e) Real things, simulation, and models

Real things, as contrasted with other media are not substitutes for the actual object or event. Simulation is the replication of real situation which has been designed to be as near the actual event or process as possible. A model is a replica or representation of reality.

b. The advantages of film in teaching writing

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

Harmer (2002:282) stated that the advantages of using film in teaching and learning process are:

a) 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, 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.

b) Cross-cultural awareness

A film uniquely allows students a 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 Americans speak 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.

c) The power of creation

When 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 film-making can provoke genuinely creative and communicative uses of the language, so that the students can get new things in English.

d) Motivation

For all of 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.

c. Definition of Animation Film

Kushwaha (2015) assumed that animation films is a new technique to approaches for producing computer animation by using software. It is introduced at university level as a text for under graduates and post graduates. It is also useful for those who want to become computer graphics programmers or animation professionals. It is newly introduced techniques in which anyone can create animation for game, education or for entertainment. It addresses the issue of

computer-based animation which primarily deals with multiple 2 dimensional planes. This document concentrates on full 3D computer animation by using Autodesk Maya software which is latest for animation film and identifies the useful methods and techniques to move objects in interesting ways.

Meanwhile, Bordwell, et al (1997:50) stated that Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages.

Based on previous definitions with some experts, the researcher is conclude animation film as a media to get the students interesting in teaching learning English especially in writing, and provides the students to output their idea in writing their opinions and stimulate their interesting in teaching and learning process.

d. Animation Film As Teaching Media

Katchen (2002) said that video film are teaching media is quite beneficial for learners and teachers as long as they are considered only as mere entertainment but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and simulating and writing.

The teacher should select the appropriate media as teaching aids by considering some factors. six considerations or selecting the media, they are:

- 1) The purpose of the lesson in relation to the scheme of work and the syllabus.
- 2) The scientific objective of the lesson.
- 3) The characteristics of the class members (age, sex, educational background, and the reason for learning the language)

- 4) The design of the lesson (lesson plan)
- 5) The available resources (visual and audio).

Generally the kinds of media in the classroom are divided into three kinds: visual aids, audio aids, and audio visual aids. The teaching used by the writer in the researcher is animation movie that belongs to audiovisual aids.

2. Conceptual Framework

The main focus of this research will present by showing the following diagram.

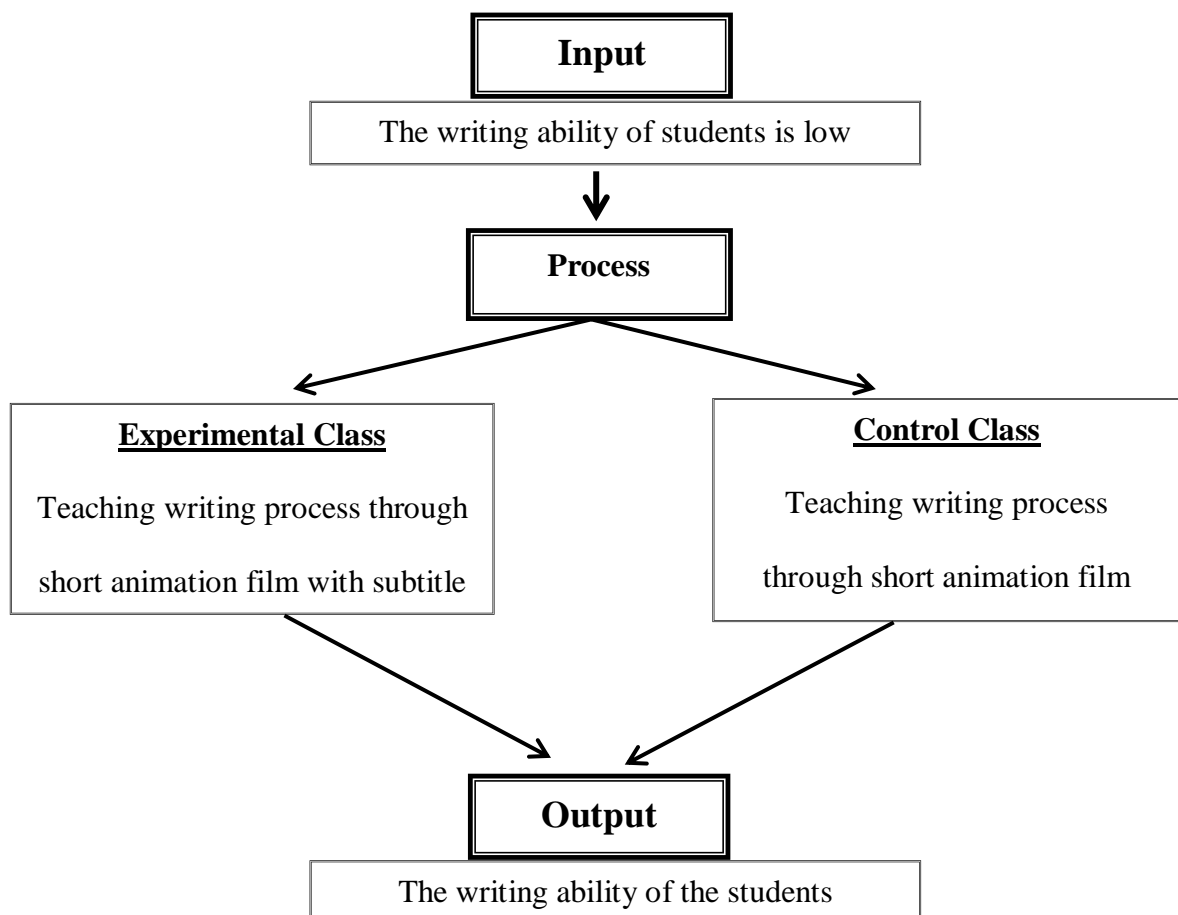


Table 1: Conceptual Framework

The three main components explain as following:

- a. Input : The writing ability of the students is low
- b. Process : The process of this research divides into two classes' namely experimental class and control class, the researcher would teach writing using short animation film with subtitle and in experimental class, the researcher would teach writing using short animation film without subtitle in control class, and the researcher would explain about narrative text. For experimental class, firstly the researcher will explain the benefits of short animation film to students, and secondly the researcher explain what the students will doing during the teaching process, and the thirdly the researcher divide the students into some pairs, and the fourthly the researcher divide some paper (questions) to the students, and fifthly the researcher is showing the animation film with subtitle to the students and the sixthly the researcher asks the students to answer the questions to make a correction of their partner's writing in a piece of paper, and the seventhly the researcher monitored students by not interrupting or helping them, and the last the researcher emphasize that animation film is important to increase the students to interesting.

For control class, the researcher would teach the writing process through animation film without subtitle and then explain about narrative text.
- c. Output : The output of this research was the students writing ability improvement.

3. Research Hypothesis

Based on the previous research findings, some pertinent ideas and conceptual framework, the researcher formulates a research hypothesis of the action as follows:

- a. The Null Hypothesis (H_0): There is no significant difference between the writing ability of the students who are taught by using short animation film with subtitle with the writing ability of the students who are taught by using short animation film without subtitle.
- b. The Alternative Hypothesis (H_1): There is any significant difference between the writing ability of the students who are taught by using short animation film with subtitle with the writing ability of the students who are taught by using short animation film without subtitle.

CHAPTER III

Research Method

This chapter consists of research design, research variable and their operational definitions, populations sample, instruments of the research, procedure of collecting data, treatment and technique of data analysis.

1. Research Design

This research was employ quasi-experimental design which involve two classes with different treatment, namely experimental class and control class where the experimental class will treat through animation film with subtitle, while the control class will treat through animation film without subtitle. The design has presented as follow:

Table 2: The research Design

Class	Pre- Test	Treatment	Post- Test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

(Gay et al, 2006)

Where:

E: Experimental class

C: Control class

O₁: Pre-test

O₂: Post-test

X₁: Treatment of experimental class (Short Animation film with subtitle).

X₂: Treatment of control class (Short Animation film without subtitle).

The research will use quasi-experimental design, which involve two classes with different treatment, namely experimental and control class, where the experimental class was taught through animation film with subtitle, while the control class was taught through animation film without subtitle. The design presented as follows:

$$\begin{array}{l} \mathbf{E:} \quad \mathbf{O_1 \quad X_1 \quad O_2} \\ \hline \mathbf{C:} \quad \mathbf{O_1 \quad X_2 \quad O_2} \end{array}$$

Where:

E = Experimental Class

C = Control Class

O₁ = Pre - test

O₂ = Post – test

X₁ = Treatment Experimental class (Short Animation film with subtitle)

X₂ = Treatment Control class (Short film without subtitle)

(Gay, 2006)

2. Research Variables and Operational Definition

a. Research Variables

There are two variables involve in this research; they are dependent variable and independent variable. The Dependent variable is the writing ability and the Independent variable is the use of short animation film in teaching writing especially narrative text.

b. Operational definition of variables

In this section, the researcher will explain the operational definition of variable that has been mentioned above in the variable the research.

- a. Writing ability is the students' ability to write narrative text. It includes generating ideas and developing it into paragraph.
- b. Animation film is a media which is done by students to receive more explanations by the pictures from the films, with the purpose to get new ideas in the same level and same age. It is done by dividing students into some pairs. Then, ask each of them to write a narrative text. Next, they will give correction toward their partners' work by writing it on a piece of paper. Last, they will make correction of their work based on the key answer

3. Population and Sample

a. Population

The population of this research is the eighth grade students of SMP 5 Pinrang in academic year 2017/2018. There are 7 classes and the number of population is 214 students.

b. Sample

The researcher will used cluster random sampling technique to find out. It consisted of 64 students which the researcher took two classes for experimental and control class. The number of the sample is 32 students for experimental class whereas 32 students for control class.

4. Instrument of The Research

The instrument of this research is writing test. The writing test is giving to the students to know their ability in writing narrative text. In each test, the students should answer the questions which have divided in the previous time, and then they are writing the narrative text max 150-300 words. After giving test, the researcher examined the result of writing test.

5. Procedure of Collecting Data

According to Muijs (2004:56) Data collection is done by observing a situation, setting or interaction using the constructed instrument. The data will be collect in the pre-test, post-test, and questionnaire

a. Pre-test

This test can be called as the pre-test before the treatment of this research. The pre test is aim to know the students mastery in writing materials before the treatments carried out. In the testing process, the students have to write a narrative text themselves. This result of the test became the evaluation before the use of short animation film as the medium in writing narrative text is applied in the class.

b. Post-test

Post-test is done after the students get different treatments (VIII-A class is taught by using animation film with subtitle and VIII-E is taught animation film without subtitle). From the score of this test, the researcher is intended to find out the effectiveness of using short animation film as the medium in writing narrative text. The result of the scoring then is compared with pre-test.

In this case, the researcher knows how far is the effectiveness of using animation film as the medium in writing narrative text.

6. Treatment

After giving pre-test, the students will give treatment for experimental class and control class. It spends two weeks that consists of 4 meetings. It takes 90 minutes in every meeting. For details explanations, the researcher explains it in the following steps:

a) **Experimental class**

- 1) The researcher greets the students.
- 2) The researcher checks the attend list of the students.
- 3) The researcher gives motivation to the students before teaching material.
- 4) The researcher gives material about narrative text.
- 5) The researcher divides the students into some pair.
- 6) The researcher gives the material to students about narrative text.
- 7) The researcher divides some paper (questions) to the students.
- 8) The researcher asks the students to pay attention with animation film with subtitle that will be play in the classroom.
- 9) The researcher give instruction to the students to rewrite narrative text based on their own word from the film that they have watched before.
- 10) The researcher asks the students to answer the questions which have been divided before, then correct it with their pair and write into paper.
- 11) The researcher asked the students to give feedback toward their friends work.

12) The researcher asked the students to discuss about the result of their work.

b) Control class

- 1) The researcher greets the students.
- 2) The researcher checks the attend list of the students.
- 3) The researcher gives motivation to the students before teaching material.
- 4) The researcher gives material about narrative text
- 5) The researcher divides some paper (questions) to the students.
- 6) The researcher asks the students to pay attention with the animation film without subtitle that will be play in the class.
- 7) The researcher asks the students to answer the question of the text which has been divided before.
- 8) students check their assignment
- 9) The researcher ask the students to conclude about the material

7. Technique of Data Analysis

To analyze the data which is collected through pre-test and post-test, the researcher will use the following procedures; in this research, the data is collected after giving instruments of collecting data to the students. The data is analyzed through quantitative analysis. Firstly, the researcher tabulates score by using assessment aspect. Secondly, the researcher classified the score into four

classifications. Thirdly, the researcher calculated the mean score, standard deviation and t-test.

1. Scoring the Students' Writing

The students' score is tabulated by using the following criteria:

Table 3: Assessing the components of writing through scoring rubric

Score	Level	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
	21 – 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of thesis, mostly relevant to topic, but lack detail.
	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, lack logical sequencing and development.

Vocabulary	9 – 7	Very poor: does not communicate, no organization or not enough to evaluate.
	20 – 18	Excellent to very good: sophisticated range, effective word idiom choice and usage, word from mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional errors of word idiom, form and choice usage but meaning non obscured.
	13 – 10	Fair to poor: limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured.
Language use	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to translate.
	25 – 22	Excellent to very good: effective complex construction, few errors of (agreement, tense, number, word order/ function, articles, pronoun, prepositions).

Continuation of table 3

Component	Score	Criteria
	21 – 18	Good to average: effective but simple constructions, minor problem in complex constructions, several errors of (agreement, tense, number, word order/ function, articles, pronouns, prepositions) but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple / complex construction, frequent error of (negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions), meaning confused or obscured.
	10-5	

Mechanics	5	Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
	4	Excellent to Very Good: demonstrate mastery of conventions, few errors spelling, punctuation, capitalization, and paragraphing.
	3	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	2	Fair to Poor: frequent errors of paragraphing, poor handwriting, meaning, spelling, punctuation, capitalization, confused or obscured.
		Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate.

(Wegle, 2002:106)

2. Calculating the Students' Score

To calculate the students' score, the researcher used the formula in the following below:

$$\text{Students' score} = \frac{\text{Students' gained score}}{\text{Maximum score}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005: 28)

3. Classifying the Students' Score

After calculating the score, the researcher classified it into following levels:

Table 4: The students' score classification

Score	Description
86 – 100	Very good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor

≤ 40	Very poor
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(Dirjen Pendidikan Dasar dan Menengah, 2005: 28)

4. Finding the Mean Score of Student Achievement

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} : the mean of the scores

$\sum X$: the sum of all the scores

n : number of subjects in particular group

(Gay, et.al. 2006:320)

5. Finding the Sum of Squares

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SS : sum of squares

$\sum X^2$: the sum of the squares; square each score and add up all the squares

$(\sum X)^2$: the square of the sum; add up the scores and square the sum

(Gay, et.al. 2006: 321)

6. Finding the Standard Deviation

$$SD = \sqrt{\frac{SS}{N - 1}}$$

Where:

SD : standard deviation

SS : sum of squares

N : total number of subjects

(Gay, et al. 2006: 321)8

7. Calculating the Value of T-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : Test of significance

\bar{X}_1 : The mean of experimental class

\bar{X}_2 : The mean of control class

SS₁ : The sum of squares of experimental class

SS₂ : The sum of squares of control class

n₁ : number of subjects in experimental class

n₂ : number of subjects in control class

(Gay, et.al. 2006: 349)

8. The Criteria of Testing Hypothesis

To test the hypothesis, the researcher will use two tail test hypothesis with $\alpha = 0,05$ level of significance and degree of freedom $(df) = N_1 + N_2 - 2$. The researcher formulates the statistical hypothesis as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_i : \mu_1 \neq \mu_2$$

Where:

H_0 : Null hypothesis

H_i : Alternative hypothesis

μ_1 : The mean score of writing ability of the students through short animation film with subtitle

μ_2 : The mean score of writing ability of the students through short animation film without subtitle

(Sugiyono, 2010:121)

- a. If t-table value is equivalent with the t-test value, H_0 is accepted and H_1 is rejected. It means that there is no significant different between the writing ability of the students who are taught through short animation film with subtitle than the students who are taught short animation film without subtitle.
- b. If t-test value is not equivalent with the t-table value, H_1 is accepted and H_0 is rejected. It means that there is any significant different between the writing ability of the students who are taught through short animation film with subtitle than the students who are taught through short animation film without subtitle.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the data analysis as well as findings and discussion of the result of the data analysis. The finding of the research the students' score gained through the test. While in the discussion, the researcher described the interpretation of the given findings.

A. Findings

The findings were obtained through writing test at the eighth grade students of SMP Negeri 5 Pinrang in the academic year 2017/2018. The researcher applied all procedures that had been showed in the previous chapter. The researcher gave two terms of the test, they were pre-test and post-test experimental and control class by using SPSS 20. It aimed to find out the significance different of the students from both of classes, the researcher collected data from the test which have given to the students before and after the researcher analyzed the data and the researcher found the students score and it was tabulated in the table.

1. The Frequency and Rate Percentage Score of Pre-Test and Post-test

a) Pre-test

In obtaining the rate score of students' writing ability, the researcher gave writing test for the students before giving them treatment. The result of pre-test of the students in writing test of is classified as follows:

Table 4.1: The Frequency and Percentage Score of the Pre-test in Experimental and Control Class.

		Predicate Knowledge and Skill Competence	of Classification of Attitude	Pre-test	
				F	%
94-100	A		Very Good	0	0
86-93	A-			0	0
78-85	B+		Good	0	0
70-77	B			0	0
62-69	B-			0	0
56-61	C+		Fair	4	14,3
47-55	C			2	7,1
38-46	C-			18	64,3
29-37	D+		Poor	4	14,3
0-28	D			0	0
TOTAL				28	100

Table 4.1 shows students' pre-test score in experimental and control class were mostly fair and poor. The total numbers were 28 students. The resulting of the students were categorized none of them in very good classification in both of classes, 85,7 % of 28 students were in fair classification, 14,3 % of 28 students were in poor classification. It could be concluded that the students' writing ability was still low before giving treatment.

b) Post-test

In obtaining the rate score of students' writing ability, the researcher gave writing test for the students after giving them treatment. The rat of frequency and percentage score in experimental class and control class is as follows:

Table 4.2: The Frequency and Percentage Score of the Post-test in Experimental and Control Class

Predicate of Knowledge and Skill Competence		Classification of Attitude	Post-test	
			F	%
94-100	A	Very Good	0	0
86-93	A-		0	0
78-85	B+	Good	0	0
70-77	B		16	57,1
62-69	B-		12	42,9
56-61	C+	Fair	0	0
47-55	C		0	0
38-46	C-		0	0
29-37	D+	Poor	0	0
0-28	D		0	0
TOTAL			28	100

Table 4.2 shows that the students' posttest score were mostly in good classification. None students were in classification fair and poor, 100 % of 28 students were in good classification. This indicates that after giving treatment, the rate percentage of the students' writing ability had improved. Yet, the researcher concluded that the score of students was more significant if it was compared by the students' pre-test score.

2. The Mean Score and Standard Deviation of Pre Test and Post Test

The result of students' mean score and standard deviation in pre-test and post test using SPSS in version 20 were presented in table 4.3

Table 4.3: The Mean Score and Standard Deviation of the Students in Pre-test

Test	N	Mean	Std. Deviation
Experimental	28	41.00	3.1
Control	28	45.21	10.7

Table 4.3 shows that the mean score obtained by the students' before giving treatment in both experimental class and control class were almost equal. In experimental class, the mean score was 41.00 and it is categorized as fair achievement. Standard deviation was 3.1. It indicates that each student have different variation in study. Meanwhile, in control class the mean score was 45.21 and it is categorized as fair achievement. Standard deviation was 10.7. It indicates that, the standard deviations of both classes were high and it means that each student have different variation in study. Based on the data obtained, the mean score and standard deviation of the pre-test obtained by the two classes were almost the same before giving treatment.

Table 4.4: The Mean Score and Standard Deviation of the Students in Pre-test

Test	N	Mean	Std. Deviation
Experimental	28	72.21	1.4
Control	28	67.71	2.4

Table 4.4 shows that the mean score obtained by the students' experimental class was higher than control class. In experimental class, the mean score was 72.21 and it is categorized as fair achievement. Standard deviation was 1.4. In control class, the mean score was 67.71 and it is categorized as fair achievement. Meanwhile, standard deviation was 2.4. It shows that, the standard deviation of both classes were lower than in post-test. It indicates that after giving treatment through animation film, the writing ability of the students was improved and the way of the students study almost same. Yet, the achievement of writing ability of students in pre-test and post-test was not significantly different. Even though, the writing ability of the students in post-test was improved but it was beyond the expectation because most of students' speaking score were also categorized in fair achievement as same in the pre-test.

Table 4.5: The gain score in pre test and post test

Sample	Pre-test	Post-test	Gain Score
Experimental	41	72.21	437
Control	45.21	67.71	315

Table 4.5 shows that gain score of experimental class is higher than the gain score of control class. In experimental class, the gain score was 437 and control class was 315. It means that the gain score of pre-test and post-test by two classes were different. It shows that the gain score of experimental class s slightly higher that the gain score of control class.

3. Hypothesis testing

In testing the hypothesis, the researcher applied an independent test at the level of significance with $\alpha = 0.05$. The result of the calculation (SPSS 20) is shown as follows:

Table 4.6: The T-test result of the students' pre-test in experimental and control class to improve the students' writing ability

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	30.678	.000	-1.411	26	.170	-4.214	2.987	-10.355	1.927
Experimental and Control	Equal variances not assumed			-1.411	15.245	.178	-4.214	2.987	-10.573	2.144

Table 4.6 shows that the probability value (0.17) is higher than the significance (α) = (0.05). The analysis showed that the null hypothesis (H_0) is accepted. It means that the eighth grade students' writing ability at SMP Negeri 5 Pinrang of academic year 2017/2018 for experimental class and control class before giving treatment is not significantly different. It means that writing ability of experimental class and control classes have same ability.

Table 4.7: The T-test result of the students' post-test in experimental and control class to improve the students' writing ability

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Post-test Experimental and Control	Equal variances assumed	1.772	.195	5.918	26	.000	4.500	.760	2.937	6.063	
	Equal variances not assumed			5.918	21.444	.000	4.500	.760	2.921	6.079	

Table 4.7 shows that the probability value (0.00) is lower than the significance (α) = (0.05). The analysis showed that the null hypothesis (H_0) is rejected. It means that the eighth grade students' writing ability at SMP Negeri 5 Pinrang of academic year 2017/2018 for experimental class and control class before giving treatment is not significantly different. It means that writing ability of experimental class and control classes have same ability.

Table 4.8: Gain score of Pre-test and Post-test for Both Experimental and Control Class.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score of Experimental class and control class	Equal variances assumed	27.670	.000	3.195	26	.004	8.714	2.727	3.108	14.321
	Equal variances not assumed			3.195	15.922	.006	8.714	2.727	2.930	14.498

Table 4.8 shows that the probability value (0.004) is lower than the significance (α) = (0.05). The analysis showed that the null hypothesis (H_0) is rejected. It means that the eighth grade students' writing ability at SMP Negeri 5 Pinrang of academic year 2017/2018 for experimental class and control class before giving treatment is not significantly different. It means that writing ability of experimental class and control classes have same ability.

B. Discussion

In this part, the researcher explained the research background until the research result obtained. This research is begun after the researcher found some facts when doing observation in SMP Negeri 5 Pinrang, the facts explained some reasons why the researcher conducted this research in it with the aims to increase the students' writing ability.

Firstly, based on the direct interview that researcher found that most of the students chose writing as the most difficult skill in English. Rosmawati (2013) explained that writing is one of the skills in language competence that is very complex activity, it makes the students can convey their mind by organizing them into a paragraph, Siburian (2013) also stated that writing is very important capability for being owned by students. Writing need to study because it is very important since English is International language. Meanwhile, when someone wants to master in English, they should able to write English with good grammar. Muslim (2014) denied that writing is a kind of communication; this has led them to focus on the subject itself. Meanwhile, Hornby (1995:1382) stated that writing is an activity of creating letters, words, sentences, or even other symbols on a surface.

Secondly, the researcher found a fact that the students were bored on the teaching media because the media used by the teacher was never being varied. The media that teacher used in teaching English writing is still conventional media such as; teacher exemplizing, whiteboard and books. Meanwhile, the students just sit down and listened to what was explained by their teachers.

English teachers should try to use an interesting media in order to motivate the students to become more active in teaching and learning process of writing ability or create fun activities.

Thirdly, the students' writing ability was still low. It was prove by the observation result of speaking test of pre-test where the mean score of the student' speaking ability was 42. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C- where the predicate standard of the good score is B- or 62. Consequently, the researcher implement animation film as the media to improve the writing ability of the eighth grade students at SMP Negeri 5 Pinrang.

Improving writing skill is not only about creating letters or symbols, yet it is also about using them to hold communicative events. In this research, the researcher used several components to assess the speaking ability of students. There are several assessment of speaking skill explained by some experts in the previous chapter. Those are reinforcement, language development, learning style, and writing as a skill. Firstly, reinforcement is written form provides them with the example of how the construction of letter, words, sentences and paragraphs fits well.

Second is language development, it is requires a mental activity in constructing proper written texts. It means that, writing can help them to be engaged in the ongoing language learning experiences in order to improve their language mastery. In learning style, the researcher assesses by concerning how the students express their ideas and get more time to produce the language.

Therefore, writing can give advantages for such learners' style of learning. The last is writing as a skill, the researcher assesses the student by concerning how the students know how to write letter, reports, how to reply to advertisement and so on.

Before giving treatment, the researcher conducted pre-test for both experimental and control class to know the students in writing ability. The pre-test was a test then it gave before the treatments applied to measure the students' initial writing skills before implementing the action. Pre-test gave for all the students by using 90 minutes (2 lesson hours) for each class; they were experimental class and control class. The mean score of the students before the researcher gave the treatment was only 41. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C-.

The students' pre-test in experimental class and control class were different but not too different. There was no students got very good and good classification for both classes. Yet, after seeing the data most of the students' in experimental class got fair classification. Meanwhile, in control class most of them got poor classification. Even if so, their ability for both classes was not too different.

After conducted the treatment, the researcher held the post-test. Post-test was the last procedure in this process. Post-test was held after all treatments were conducted. This test was used to measure students' ability after they were given treatments. The allocation time for post-test was 90 minutes (2 lesson hours) for

all the students in experimental class and control class. The mean score after used Peer Instruction method was 45. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C-.

The students' post-test in experimental class and control class was almost same. There was several students got good classification for both classes. The rest of students got fair classification and only one student still stuck in poor classification and it was from student in control class. Those scores indicated that there was improvement of students' writing ability. Even if before and after treatment was given the majority of students were in fair classification, the students still undergo the improvement. It can be seen on the percentage of students that were in good (0%) fair and poor (100%) classification comparing before treatment was given, that none of them able to be in good classification. Yet, even though there was significant different of the students' writing ability before and after giving the treatment but it was still beyond of expectation because most of the students' writing score still in fair achievement as same as in the pre-test.

In this research, the researcher applied animation film with subtitle as the media for experimental class and for the control class the researcher applied animation film without subtitle as the media to the eighth grade students at SMP Negeri 5 Pinrang. Animation film is a new technique to approaches for producing computer animation by using software. (Kushwaha, 2015). The students in experimental class were taught writing through animation film with subtitle. Days

before the treatment, the researcher informs the students about the film that they will be watch in the first meeting and gave little explanation of how the animation film will be applied as the media in teaching and learning process.

The first meeting, the researcher began with explain about narrative text, and the reason of why the researcher used animation film as the media in process learning and teaching and what they will do during the lesson. The title of the first film is The Ant and The Grasshopper, before the film stars, the researcher divided the students in some pairs, and then gave instruction to pay attention with the film because they should be answer the questions. After that, the researcher divided the paper to the students to answer the questions which both the answer already showed in the film. Then, the researcher played the film to the students about 3 times which the duration of film is about 5minutes, so the students should pay attention during the film started. After that, the researcher gave 15minutes to the students to answer the questions.

In pairing session, after the students answers both the questions that have given by researcher, each pairs will be correct of the answers of their pairs. Besides, this session was very interactive because all the students would try to correct the answer of the film. After this session, the researcher gave instruction to the students who want to review the story of the film by read the answer of their pairs. In fact, there was several students change their answers, this was because of their answers were wrong. After that, the researcher gave the students reward to the students who have reviewed their answers and the students were excited. At the last, the researcher told the students for the next film in the next meeting. It

was The Honest Woodcutter to the second meeting. The next meeting until the fifth meeting was the same with procedures in the first meeting. In last meeting, the researcher told to the students for next meeting that the researcher would take their score as a post-test in this research.

The students in control class were taught writing through animation film. The first meeting, the researcher divided some paper to the students to answer the questions of the film. And then, explained about the material of narrative text. After that, the researcher begun with shoed the film, and the title of film is “The Ant and The Grasshopper”, after showed the film about 3 times. The researcher gave construction to rewrite the narrative text of the film such as; the definition of narrative text, generic structures, genres, grammar used in narrative text, and the some example of that. The, the students have given time about 15 minutes in finished their work. After that, the students collected their work to the researcher. At the last, the researcher closed the first meeting and told to the students about the next film that will be showed in next meeting. All of the steps in each meeting were still same.

Before giving treatment, the researcher conducted pre-test for experimental and control class or knowing the capability of the students’ writing ability. It was showed that the writing ability for both the classes was still poor. It is provided by the percentages and frequencies were still fair and poor. The ways of pre-test and post-test in both of the classes as follows:

1. Pre-test

The pre-test was a test when it gave. Before the treatments were applied to know the students writing ability before conducting the treatment. Pre-test gave for all the students by using 90 minutes (2 lesson hours) for each classes, they were experimental and control class.

2. Post-test

Post-test was the last procedure in this process. It gave to the students after giving treatment four times, and then the students would have a test. The researcher saw the students' real ability in writing ability. The allocation time for post-test was 90 minutes (2 lesson hours) for all the students in experimental and control class.

After seeing the result, the data in pre-test showed that the percentages and frequencies between experimental class and control class almost same. Most of the students' score for both classes was still in fair classification. Meanwhile, after the researcher has given some treatments for both of the classes. The percentages and frequencies in experimental class were better than in control class. It can be conclude that the use of animation film with subtitle as the media was able to improve the writing ability of the eighth grade student of SMP Negeri 5 Pinrang. and the media that has been used by researcher was Animation Film with subtitle.

In conducting the research, the researcher used several methods which have been combines with animation film as the media. Those methods promoted by some experts which have explained in the previo39us chapter. These methods

had been successful used by some experts in order to improve the writing ability of students. Those are discussion, and pairs. In discussion session, the students have been attractive to answer the questions during learning process, and in the pair's session, the students can showed their ability in corrected the answer of their partner.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion. The conclusion is portrayed based on the findings and discussion and suggestion is given based on the conclusion.

A. Conclusion

Based on the findings and discussion of the study, it can be concluded that the use of animation film as a media was able to improve the students' narrative writing ability of the eighth grade students of SMP Negeri 5 Pinrang. It is proved by the significant differences of independent test result between experimental and control

B. Suggestion

1. For English teacher
 - c. Using animation film in narrative text is recommended as an alternative way for English teacher, especially for junior high school to attract the students' interest and motivation in learning English.
2. For the students
 - a. Writing is important subject to be learn, but most of the students have difficulties in producing written text. Therefore, students have to be serious and pay attention to teachers' explanation in teaching and learning process
 - b. To improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the researcher

The researcher can develop her knowledge in English teaching. The animation film is not only one of the media in improve the students writing skill. But, there are many media that we can use in teaching learning process.

4. For the other researcher

The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing especially in narrative text.

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APPENDIX A

RESEARCH

INSTRUMENTS

INSTRUMENT OF PRE-TEST AND POST-TEST

Name:

Class:

Day/date:

Instructions!

1. Write your name, class, and day/date above.
2. Choose one of the topics of Pinokio or The Snow White or Malin Kundang, and write into narrative text by your own words consists of 150-300 words in 40 minutes.
3. Your writing should consist of two or three paragraphs.

Answer:

Treatment

Name:

Class:

Day/date:

Film Review

1	Title	
2	The main characters	
3	Where the action is occurring?	
4	What the narrative is set	
5	What happens to cause a problem for the main characters?	
6	What events will happen in the story?	
7	How is the problem that is created in the complication finally solved	
8	Moral value from the film	

Instructions!

1. Write your full name, your class and date/day
2. Answer the questions above according to the film that you will watch
3. Make a narrative text of the story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs

APPENDIX B

LESSON PLANS

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP NEGERI 5 PNRANG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 1 dan 2
Skill : Menulis

Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

12.2

Mengungkapkan dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

1. Indikator

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

3. Pengembangan Karakter

Macam-macam karakter yang dikembangkan yaitu:

- Tanggung jawab
- Religious
- Kreatif
- Percaya diri

4. Materi Pelajaran

- Narrative teks adalah teks yang menceritakan sesuatu imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
- Generic structure/ciri-ciri narrative teks:
 - a. Orientation: The Setting of the scene, where and when the story happened, introduce the participations of the story, and what is involved in the story.
 - b. Complication: telling the beginning of the problem which leads to the crisis of the main participations.
 - c. Resolution: the problem (the crisis) resolved, either in happy or sad ending.
- Language Features
 - a. Menggunakan Action Verb dalam bentuk Past Tense. Misalnya: Climbed, Turned, Brought, dsb.
 - b. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the queen, the king, dsb.
 - c. Menggunakan Adjective yang berbentuk Noun Phrase. Misalnya: Long back hair, two red apples, dsb.

- d. Menggunakan Time Connectives, dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya: then, before, after, soon, dsb.
- e. Menggunakan Adverbs dan Adverbial Phrases untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya: here, in the mountain, happily ever after, dsb.

- **Example:**

The Fairy Tulip

Once upon a time, there was a good old woman who live in the little house. she had a bed in her beautiful striped tulip garden. One night, she was awakened by the sound of sweet singing and babies laughing. The second seemed to come from the tulip bed, but she could see nothing.

On the following night she was again awakened by the sweet singing and the babies' laughing. She arose and walked quietly to the garden. To her surprise, she saw a little fairy mother crooning and rocking at the flower like a cradle. In each up of the flower lay a little fairy baby playing and laughing.

The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them.

5. Metode Pembelajaran

PPP (Presentation, Practice, and Production)

6. Kegiatan Pembelajaran

a. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Greeting <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa • Menanyakan materi apa 	10 Menit

	<p>saja yang sudah dipelajari</p> <p>2. Siswa bermain games yang disediakan oleh guru tentang past tenses.</p>	
Inti	<p>1.Eksplorasi</p> <ul style="list-style-type: none"> • Guru memperlihatkan cerita fairy tale sebelum masuk ke materi • Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan short movie. <p>2. Elaborasi</p> <ul style="list-style-type: none"> • Siswa diberikan soal movie review • Siswa menonton film yang diberikan oleh guru • Siswa menjawab pertanyaan yang sudah dibagikan oleh guru <p>3. Konfirmasi</p> <ul style="list-style-type: none"> • Siswa menulis teks narrative secara 	60 Menit

	individual tentang cerita (film) yang telah ditonton di dalam kelas	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

b. Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Greeting<ul style="list-style-type: none">• Memberi salam dan tegur sapa• Cek kehadiran siswa	10 Menit
Inti	<ol style="list-style-type: none">1. Eksplorasi dan Elaborasi<ul style="list-style-type: none">• Siswa diberikan soal review• Siswa menonton film yang diberikan oleh guru• Siswa menjawab pertanyaan yang diberikan oleh guru2. Konfirmasi<ul style="list-style-type: none">• Siswa menulis teks narrative secara individual tentang cerita (film) yang telah ditonton dikelas.	60 Menit
Penutup	<ul style="list-style-type: none">• Guru menayakan kesulitan siswa saat KBM berlangsung• Guru dan siswa melakukan reflection yaitu menanyakan	10 Menit

	<p>kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative</p> <ul style="list-style-type: none"> • Guru mengakhiri pelajaran dengan mengucapkan salam. 	
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7. Sumber Belajar

- Sumber : Buku Paket Siswa Bahasa Inggris, *Scaffolding*, internet
- Media : Audio dan film
- Alat ; White board, Board marker, LCD, kertas dan speaker (sound system)

8. Penilaian

- Teknik : Teks tertulis
- Bentuk : Free writing
- Instrument : Write a narrative text about the animation film story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.

9. Prosedur Penilaian

a. Rubric penilaian writing (Performance assesment):

Score	Level	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	Good to average: some knowledge of subject,

Organization	21 – 17	adequate range, limited development of thesis, mostly relevant to topic, but lack detail. Fair to poor: limited knowledge of subject, little substance, inadequate development of thesis, mostly relevant to topic, but lack detail.
	16 – 13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
	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, lack logical sequencing and development.
Vocabulary	9 – 7	Very poor: does not communicate, no organization or not enough to evaluate.
	20 – 18	Excellent to very good: sophisticated range, effective word idiom choice and usage, word from mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional errors of word idiom, form and choice usage but meaning non obscured.
	13 – 10	Fair to poor: limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured.

Language use	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to translate.
	25 – 22	Excellent to very good: effective complex construction, few errors of (agreement, tense, number, word order/ function, articles, pronoun, prepositions).
	21 – 18	Good to average: effective but simple constructions, minor problem in complex constructions, several errors of (agreement, tense, number, word order/ function, articles, pronouns, prepositions) but meaning seldom obscured.
Mechanics	17-11	Fair to Poor: major problems in simple / complex construction, frequent error of (negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions), meaning confused or obscured.
	10-5	Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
	5	Excellent to Very Good: demonstrate mastery of conventions, few errors spelling, punctuation, capitalization, and paragraphing.
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

	3	Fair to Poor: frequent errors of paragraphing, poor handwriting, meaning, spelling, punctuation, capitalization, confused or obscured.
	2	Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate.

(Wegle, 2002:106)

Total Score = Jumlah total semua criteria x 5

Parepare. 2018

Mengetahui;

Guru Mata Pelajaran Bahasa Inggris

Peneliti

HASIMA,SPd

ADI ARIS HAMJI

NIP. 19671007199103 2 012

NIM. 2141107

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP NEGERI 5 PINRANG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 3 dan 4
Skill : Menulis

Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

12.2

Mengungkapkan dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

7. Indikator

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

8. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengetahui fungsi kalimat narrative

- Mengetahui ciri kebahasaan teks narrative
 - f. adverbial Phrases untuk menunjukkan lokasi kejadian atau peristiwa.
Misalnya: here, in the mountain, happily ever after, dsb.

- **Example:**

The Fairy Tulip

Once upon a time, there was a good old woman who lived in the little house. She had a bed in her beautiful striped tulip garden. One night, she was awakened by the sound of sweet singing and babies laughing. The second seemed to come from the tulip bed, but she could see nothing.

On the following night she was again awakened by the sweet singing and the babies' laughing. She arose and walked quietly to the garden. To her surprise, she saw a little fairy mother crooning and rocking at the flower like a cradle. In each cup of the flower lay a little fairy baby playing and laughing.

The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them.

9. Metode Pembelajaran

PPP (Presentation, Practice, and Production)

10. Kegiatan Pembelajaran

c. Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Greeting <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa • Menanyakan materi apa saja yang sudah 	10 Menit

	<p>dipelajari</p> <p>2. Siswa bermain games yang disediakan oleh guru tentang past tenses dengan mengisi fill in the blank lirik lagu.</p>	
Inti	<p>1.Eksplorasi</p> <ul style="list-style-type: none"> Guru memperlihatkan cerita fairy tale sebelum masuk ke materi Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan short movie. <p>2. Elaborasi</p> <ul style="list-style-type: none"> Siswa diberikan soal movie review Siswa menonton film yang diberikan oleh guru Siswa menjawab pertanyaan yang sudah dibagikan oleh guru <p>3. Konfirmasi</p> <ul style="list-style-type: none"> Siswa menulis teks 	60 Menit

	narrative secara individual tentang cerita (film) yang telah ditonton di dalam kelas	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

d. Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Greeting <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa 	10 Menit
Inti	1. Eksplorasi dan Elaborasi <ul style="list-style-type: none"> • Siswa diberikan soal 	60 Menit

	<p>review</p> <ul style="list-style-type: none"> • Siswa menonton film yang diberikan oleh guru • Siswa menjawab pertanyaan yang diberikan oleh guru <p>2. Konfirmasi</p> <ul style="list-style-type: none"> • Siswa menulis teks narrative secara individual tentang cerita (flm) yang telah ditonton dikelas. 	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

7. Sumber Belajar

- Sumber : Buku Paket Siswa Bahasa Inggris, *Scaffolding*, internet
- Media : Audio dan film
- Alat ; White board, Board marker, LCD, kertas dan speaker (sound system)

8. Penilaian

- Teknik : Teks tertulis
- Bentuk : Free writing
- Instrument : Write a narrative text about the animation film story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.

9. Prosedur Penilaian

a. Rubric penilaian writing (Performance assesment):

Score	Level	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
	21 – 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of thesis, mostly relevant to topic, but lack detail.
	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,

Vocabulary		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, lack logical sequencing and development.
	9 – 7	Very poor: does not communicate, no organization or not enough to evaluate.
	20 – 18	Excellent to very good: sophisticated range, effective word idiom choice and usage, word from mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional errors of word idiom, form and choice usage but meaning non obscured.
	13 – 10	Fair to poor: limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured.
Language use	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to translate.
	25 – 22	Excellent to very good: effective complex construction, few errors of (agreement, tense, number, word order/ function, articles, pronoun, prepositions.
	21 – 18	Good to average: effective but simple constructions, minor problem in complex

Mechanics		<p>constructions, several errors of (agreement, tense, number, word order/ function, articles, pronouns, prepositions) but meaning seldom obscured.</p> <p>Fair to Poor: major problems in simple / complex construction, frequent error of (negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions), meaning confused or obscured.</p> <p>Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</p> <p>Excellent to Very Good: demonstrate mastery of conventions, few errors spelling, punctuation, capitalization, and paragraphing.</p> <p>Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p>Fair to Poor: frequent errors of paragraphing, poor handwriting, meaning, spelling, punctuation, capitalization, confused or obscured.</p> <p>Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate.</p>
	17-11	
	10-5	
	5	
	4	

(Wegle, 2002:106)

Total Score = Jumlah total semua criteria x 5

Parepare. 2018

Mengetahui;

Guru Mata Pelajaran Bahasa Inggris

Peneliti

HASIMA,S.Pd

NIP. 196710071103 2 012

ADI ARIS HAMJI

NIM. 214110017

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP NEGERI 5 PINRA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 1 dan 2
Skill : Menulis

Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

12.2

Mengungkapkan dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

7. Indikator

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

8. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

9. Pengembangan Karakter

Macam-macam karakter yang dikembangkan yaitu:

- Tanggung jawab
- Religious
- Kreatif
- Percaya diri

10. Materi Pelajaran

- Narrative teks adalah teks yang menceritakan sesuatu imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
- Generic structure/ciri-ciri narrative teks:
 - a. Orientation: The Setting of the scene, where and when the story happened, introduce the participations of the story, and what is involved in the story.
 - b. Complication: telling the beginning of the problem which leads to the crisis of the main participations.
 - c. Resolution: the problem (the crisis) resolved, either in happy or sad ending.
- Language Features
 - a. Menggunakan Action Verb dalam bentuk Past Tense. Misalnya: Climbed, Turned, Brought, dsb.
 - b. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the queen, the king, dsb.

- c. Menggunakan Adjective yang berbentuk Noun Phrase. Misalnya: Long back hair, two red apples, dsb.
- d. Menggunakan Time Connectives, dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya: then, before, after, soon, dsb.
- e. Menggunakan Adverbs dan Adverbial Phrases untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya: here, in the mountain, happily ever after, dsb.

- **Example:**

The Fairy Tulip

Once upon a time, there was a good old woman who lived in the little house. She had a bed in her beautiful striped tulip garden. One night, she was awakened by the sound of sweet singing and babies laughing. The second seemed to come from the tulip bed, but she could see nothing.

On the following night she was again awakened by the sweet singing and the babies' laughing. She arose and walked quietly to the garden. To her surprise, she saw a little fairy mother crooning and rocking at the flower like a cradle. In each cup of the flower lay a little fairy baby playing and laughing.

The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them.

11. Metode Pembelajaran

PPP (Presentation, Practice, and Production)

12. Kegiatan Pembelajaran

e. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Greeting • Memberi salam dan tegur sapa	10 Menit

	<ul style="list-style-type: none"> • Cek kehadiran siswa • Memotivasi siswa untuk memulai pelajaran dengan bersungguh-sungguh. 	
Inti	<p>1. Eksplorasi</p> <ul style="list-style-type: none"> • Guru memperlihatkan cerita fairy tale sebelum masuk ke materi • Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan short movie. <p>2. Elaborasi</p> <ul style="list-style-type: none"> • Siswa diberikan soal movie review • Siswa menonton film (tanpa subtitle) yang diberikan oleh guru • Siswa menjawab pertanyaan yang sudah dibagikan oleh guru <p>3. Konfirmasi</p> <ul style="list-style-type: none"> • Siswa menulis teks narrative secara individual tentang 	60 Menit

	cerita (film) yang telah ditonton di dalam kelas	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

f. Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Greeting <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa 	10 Menit
Inti	1. Eksplorasi dan Elaborasi <ul style="list-style-type: none"> • Siswa diberikan soal review • Siswa menonton film (tanpa subtitle) yang 	60 Menit

	<p>diberikan oleh guru</p> <ul style="list-style-type: none"> • Siswa menjawab pertanyaan yang diberikan oleh guru <p>2. Konfirmasi</p> <ul style="list-style-type: none"> • Siswa menulis teks narrative secara individual tentang cerita (flm) yang telah ditonton dikelas. 	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

7. Sumber Belajar

- Sumber : Buku Paket Siswa Bahasa Inggris, *Scaffolding*, internet
- Media : Audio dan film
- Alat ; White board, Board marker, LCD, kertas dan speaker (sound system)

8. Penilaian

- Teknik : Teks tertulis
- Bentuk : Free writing
- Instrument : Write a narrative text about the animation film story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.

9. Prosedur Penilaian

a. Rubric penilaian writing (Performance assesment):

Score	Level	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
	21 – 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of thesis, mostly relevant to topic, but lack detail.
	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,

Vocabulary	17 – 14	ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. 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, lack logical sequencing and development.
	9 – 7	Very poor: does not communicate, no organization or not enough to evaluate.
	20 – 18	Excellent to very good: sophisticated range, effective word idiom choice and usage, word from mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional errors of word idiom, form and choice usage but meaning non obscured.
Language use	13 – 10	Fair to poor: limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured.
	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to translate.
	25 – 22	Excellent to very good: effective complex construction, few errors of (agreement, tense, number, word order/ function, articles, pronoun, prepositions.
	21 – 18	Good to average: effective but simple constructions, minor problem in complex

Mechanics		<p>constructions, several errors of (agreement, tense, number, word order/ function, articles, pronouns, prepositions) but meaning seldom obscured.</p> <p>Fair to Poor: major problems in simple / complex construction, frequent error of (negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions), meaning confused or obscured.</p> <p>Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</p>
	17-11	
	10-5	
	5	<p>Excellent to Very Good: demonstrate mastery of conventions, few errors spelling, punctuation, capitalization, and paragraphing.</p>
	4	<p>Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p>
	3	<p>Fair to Poor: frequent errors of paragraphing, poor handwriting, meaning, spelling, punctuation, capitalization, confused or obscured.</p>
	2	<p>Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate.</p>

(Wegle, 2002:106)

Total Score = Jumlah total semua criteria x 5

Parepare. 2018

Mengetahui;

Guru Mata Pelajaran Bahasa Inggris

Peneliti

HASIMA, S.Pd

NIP. 19671007199103 2 012

ADI ARIS HAMJI

NIM. 214110017

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP NEGERI 5 PINRANG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 3 dan 4
Skill : Menulis

Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

12.2

Mengungkapkan dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

13. Indikator

- Mengetahui fungsi kalimat narrative
- Mengetahui ciri kebahasaan teks narrative
- Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.

14. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengetahui fungsi kalimat narrative

- Mengetahui ciri kebahasaan teks narrative

Pendahuluan	<p>1. Greeting</p> <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa • Menanyakan materi apa saja yang sudah dipelajari <p>2. Siswa bermain games yang disediakan oleh guru tentang past tenses dengan mengisi fill in the blank lirik lagu.</p>	10 Menit
Inti	<p>1. Eksplorasi</p> <ul style="list-style-type: none"> • Guru memperlihatkan cerita fairy tale sebelum masuk ke materi • Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan short movie. <p>2. Elaborasi</p> <ul style="list-style-type: none"> • Siswa diberikan soal movie review • Siswa menonton film yang diberikan oleh 	60 Menit

	<p>guru</p> <ul style="list-style-type: none"> • Siswa menjawab pertanyaan yang sudah dibagikan oleh guru <p>3. Konfirmasi</p> <ul style="list-style-type: none"> • Siswa menulis teks narrative secara individual tentang cerita (film) yang telah ditonton di dalam kelas 	
Penutup	<ul style="list-style-type: none"> • Guru menayakan kesulitan siswa saat KBM berlangsung • Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative • Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

g. Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
----------	--------------------	---------------

Pendahuluan	1. Greeting <ul style="list-style-type: none"> • Memberi salam dan tegur sapa • Cek kehadiran siswa 	10 Menit
Inti	1.Eksplorasi dan Elaborasi <ul style="list-style-type: none"> • Siswa diberikan soal review • Siswa menonton film yang diberikan oleh guru • Siswa menjawab pertanyaan yang diberikan oleh guru 2. Konfirmasi <ul style="list-style-type: none"> • Siswa menulis teks narrative secara individual tentang cerita (flm) yang telah ditonton dikelas. 	60 Menit
Inti	1.Eksplorasi dan Elaborasi <ul style="list-style-type: none"> • Siswa diberikan soal review • Siswa menonton film yang diberikan oleh guru • Siswa menjawab pertanyaan yang 	60 Menit

	<p>diberikan oleh guru</p> <p>2. Konfirmasi</p> <ul style="list-style-type: none"> Siswa menulis teks narrative secara individual tentang cerita (flm) yang telah ditonton dikelas. 	
Penutup	<ul style="list-style-type: none"> Guru menayakan kesulitan siswa saat KBM berlangsung Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang mereka telah pelajari tadi, apakah siswa sudah mengerti tentang teks narrative Guru mengakhiri pelajaran dengan mengucapkan salam. 	10 Menit

7. Sumber Belajar

- Sumber : Buku Paket Siswa Bahasa Inggris, *Scaffolding*, internet
- Media : Audio dan film
- Alat ; White board, Board marker, LCD, kertas dan speaker (sound system)

8. Penilaian

- Teknik : Teks tertulis

- Bentuk : Free writing
- Instrument : Write a narrative text about the animation film story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.

9. Prosedur Penilaian

a. Rubric penilaian writing (Performance assesment):

Score	Level	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
	21 – 17	Fair to poor: limited knowledge of subject, little substance, inadequate development of thesis, mostly relevant to topic, but lack detail.
	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, lack logical sequencing and development.
\	9 – 7	Very poor: does not communicate, no organization

Vocabulary	20 – 18	or not enough to evaluate. Excellent to very good: sophisticated range, effective word idiom choice and usage, word from mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional errors of word idiom, form and choice usage but meaning non obscured.
	13 – 10	Fair to poor: limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured.
	9 – 7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to translate.
Language use	25 – 22	Excellent to very good: effective complex construction, few errors of (agreement, tense, number, word order/ function, articles, pronoun, prepositions.
	21 – 18	Good to average: effective but simple constructions, minor problem in complex constructions, several errors of (agreement, tense, number, word order/ function, articles, pronouns, prepositions) but meaning seldom obscured. Fair to Poor: major problems in simple / complex construction, frequent error of (negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions), meaning confused or obscured.
	17-11	Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	10-5	Excellent to Very Good: demonstrate mastery of

	5	conventions, few errors spelling, punctuation, capitalization, and paragraphing. Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	4	Fair to Poor: frequent errors of paragraphing, poor handwriting, meaning, spelling, punctuation, capitalization, confused or obscured.
	3	Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate.
	2	

(Wegle, 2002:106)

Total Score = Jumlah total semua criteria x 5

Parepare. 2018

Mengetahui;

Guru Mata Pelajaran Bahasa Inggris

Peneliti

HASIMA, Sd

ADI ARIS HAMJI

NIP. 19671007199103 2 012

NIM. 214110017

APPENDIX C

STUDENTS ATTENDANCE LIST OF CONTROL CLASS

No	Subject	Meeting						Ket		
		1	2	3	4	5	6	s	i	a
1	Subject 1	√	√	√	√	√	√	-	-	-
2	Subject 2	√	√	√	√	√	√	-	-	-
3	Subject 3	√	√	√	√	√	√	-	-	-
4	Subject 4	√	√	√	√	√	√	-	-	-
5	Subject 5	√	√	√	√	√	√	-	-	-
6	Subject 6	√	√	√	√	√	√	-	-	-
7	Subject 7	√	√	√	√	√	√	-	-	-
8	Subject 8	√	√	√	√	√	√	-	-	-
9	Subject 9	√	√	√	√	√	√	-	-	-
10	Subject 10	a	√	s	√	√	√	-	-	-
11	Subject 11	√	√	√	√	√	√	-	-	-
12	Subject 12	√	√	√	√	√	√	-	-	-
13	Subject 13	√	√	√	√	√	√	-	-	-
14	Subject 14	√	√	√	√	√	√	-	-	-

Keterangan:

Sakit : -
 Izin : -
 Alfa : -

APPENDIX D

STUDENTS ATTENDANCE LIST OF EXPERIMENTAL CLASS

No	Subject	Meeting						Ket		
		1	2	3	4	5	6	s	i	a
1	Subject 1	√	√	√	√	√	√	-	-	-
2	Subject 2	√	√	√	√	√	√	-	-	-
3	Subject 3	√	√	√	√	a	√	-	-	1
4	Subject 4	√	√	√	√	√	√	-	-	-
5	Subject 5	√	√	√	√	√	√	-	-	-
6	Subject 6	√	√	√	√	√	√	-	-	-
7	Subject 7	√	√	√	√	√	√	-	-	-
8	Subject 8	√	√	√	√	√	√	-	-	-
9	Subject 9	√	√	√	√	√	√	-	-	-
10	Subject 10	a	√	s	√	√	√	1	-	1
11	Subject 11	√	√	√	√	√	√	-	-	-
12	Subject 12	√	√	√	√	√	√	-	-	-
13	Subject 13	√	√	√	√	√	√	-	-	-
14	Subject 14	√	√	√	√	√	√	-	-	-

Keterangan:

Sakit : 1
 Izin : -
 Alfa : 2

APPENDIX E

STUDENTS' WRITING SCORE PF EXPERIMENTAL CLASS DURING TREATMENT

No	Subjects	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Subject 1	√	√	√	√
2	Subject 2	√	√	√	√
3	Subject 3	√	√	√	√
4	Subject 4	√	√	√	√
5	Subject 5	√	√	√	√
6	Subject 6	√	√	√	√
7	Subject 7	√	√	√	√
8	Subject 8	√	√	√	√
9	Subject 9	√	√	√	√
10	Subject 10	√	√	√	√
11	Subject 11	√	√	√	√
12	Subject 12	√	√	√	√
13	Subject 13	√	√	√	√
14	Subject 14	√	√	√	√
	TOTAL	14 Students	14 Students	14 Students	14 Students

APPENDIX F

STUDENTS' WRITING SCORE OF CONTROL CLASS DURING TREATMENT

No	Subjects	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Subject 1	√	√	√	√
2	Subject 2	√	√	√	√
3	Subject 3	√	√	√	√
4	Subject 4	√	√	√	√
5	Subject 5	√	√	√	√
6	Subject 6	√	√	√	√
7	Subject 7	√	√	√	√
8	Subject 8	√	√	√	√
9	Subject 9	√	√	√	√
10	Subject 10	√	√	√	√
11	Subject 11	√	√	√	√
12	Subject 12	√	√	√	√
13	Subject 13	√	√	√	√
14	Subject 14	√	√	√	√
	TOTAL	14 Students	14 Students	14 Students	14 Students

APPENDIX G

STUDENTS' SCORE IN THE POST-TEST OF EXPERIMENTAL AND CONTROL

CLASS

Statistics			
		postexperimental	postcontrol
N	Valid	14	14
	Missing	0	0
Mean		72.21	67.71
Median		72.00	68.00
Mode		71	69
Std. Deviation		1.477	2.431
Variance		2.181	5.912
Range		4	10
Minimum		71	62
Maximum		75	72
Sum		1011	948

APPENDIX I

INDEPENDENT SAMPLE TEST IN PRE-TEST OF EXPERIMENTAL AND CONTROL CLASS

Independent Samples Test

Levene's Test for Equality of Variances
t-test for Equality of Means

			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Interval Difference	Confidence of the Difference

APPENDIX K

INDEPENDENT SAMPLE TEST IN POST-TEST OF EXPERIMENTAL AND CONTROL CLASS

Independent Samples Test

Levene's Test for Equality of Variances
t-test for Equality of Means

			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Post-test Experimental and Control	Equal variances assumed		1.772	.195	5.918	26	.000	4.500	.760	2.937	6.063
	Equal variances not assumed				5.918	21.444	.000	4.500	.760	2.921	6.079

APPENDIX L

GAIN SCORE OF PRE-TEST AND POST-TEST FOR BOTH EXPERIMENTAL AND CONTROL CLASS

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score of Experimental class and control class	Equal variances assumed	27.670	.000	3.195	26	.004	8.714	2.727	3.108	14.321
	Equal variances not assumed			3.195	15.922	.006	8.714	2.727	2.930	14.498

APPENDIX L

GAIN SCORE OF PRE-TEST AND POST-TEST FOR BOTH EXPERIMENTAL AND CONTROL CLASS

No.	Experimental Class			Control class		
	Pre-test	Post-test	Gain Score	Pre-test	Post-test	Gain Score
1	44	74	30.0	34	62	28
2	51	72	21.0	37	65	28
3	40	72	32.0	39	69	30
4	40	71	31.0	60	69	9
5	40	72	32.0	42	69	27
6	39	75	36.0	32	66	34
7	39	71	32.0	41	68	27
8	40	73	33.0	58	72	14
9	40	72	32.0	34	69	35
10	40	71	31.0	54	66	12
11	42	75	33.0	59	70	11
12	40	71	31.0	41	68	27
13	39	71	32.0	61	68	7
14	40	71	31.0	41	67	26
	SUM		437.0	SUM		315

APPENDIX M

MEAN SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

No	Subject	Score of Each Aspect						
		Content	Organization	Vocabulary	Language Use	Mechanics	Total	Score
1	Subject 1	13	7	7	11	2	40	40
2	Subject 2	13	7	7	11	2	40	40
3	Subject 3	13	7	7	11	2	40	40
4	Subject 4	13	7	7	13	2	42	42
5	Subject 5	13	7	10	7	2	39	39
6	Subject 6	13	7	7	11	2	40	40
7	Subject 7	13	7	7	11	2	40	40
8	Subject 1	13	7	10	7	2	39	39
9	Subject 2	13	7	7	11	2	40	40
10	Subject 3	13	7	7	11	2	40	40
11	Subject 4	13	7	7	11	2	40	40
12	Subject 5	13	7	7	11	2	40	40
13	Subject 6	16	10	13	9	3	51	51
14	Subject 7	13	7	10	7	2	39	39

APPENDIX N

MEAN SCORE OF POST-TEST OF EXPERIMENTAL CLASS

No	Subject	Score of Each Aspect						
		Content	Organization	Vocabulary	Language Use	Mechanics	Total	Score
1	Subject 1	22	16	15	15	4	72	72
2	Subject 2	22	15	15	15	4	71	71
3	Subject 3	22	16	16	15	4	73	73
4	Subject 4	22	15	16	15	4	72	72
5	Subject 5	22	16	15	15	4	72	72
6	Subject 6	24	16	15	16	4	75	75
7	Subject 7	23	16	16	15	4	74	74
8	Subject 8	22	15	15	15	4	71	71
9	Subject 9	23	16	15	15	4	73	73
10	Subject 10	22	16	16	15	3	72	72
11	Subject 11	22	15	15	16	3	71	71
12	Subject 12	23	16	16	16	4	75	75
13	Subject 13	22	15	15	16	3	71	71
14	Subject 14	22	15	15	16	3	71	71

APPENDIX O

MEAN SCORE OF PRE-TEST OF CONTROL CLASS

No	Subject	Score of Each Aspect						
		Content	Organization	Vocabulary	Language Use	Mechanics	Total	Score
1	Subject 1	13	7	7	11	3	41	69
2	Subject 2	18	15	15	9	4	61	104
3	Subject 3	13	9	13	11	3	49	85
4	Subject 4	13	7	8	10	3	41	69
5	Subject 5	13	7	10	7	2	39	65
6	Subject 6	13	7	7	11	4	42	71
7	Subject 7	19	10	10	17	4	60	101
8	Subject 8	13	7	7	7	3	37	61
9	Subject 9	13	7	7	5	2	34	55
10	Subject 10	13	8	8	9	3	41	69
11	Subject 11	20	10	15	10	3	58	96
12	Subject 12	13	7	7	5	2	34	55
13	Subject 13	13	7	8	10	2	40	67
14	Subject 14	20	10	10	11	3	54	88

DOCUMENTATION

EXPERIMENTAL CLASS

“PAY ATTENTION WITH THE MOVIE”



“PAIRS SESSION”

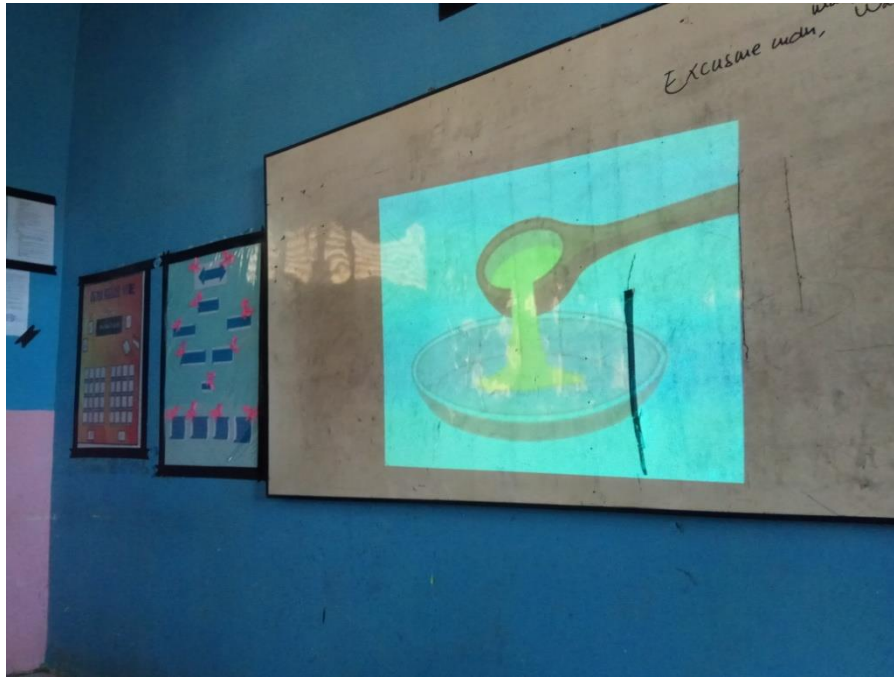


“ANIMATION FILM WITH SUBTITLE”



CONTROL CLASS

“SHORT ANIMATION FILM WITHOUT SUBTITLE”



“THE STUDENTS ANSWER THE QUESTIONS”



CONTROL CLASS

NO	NAMA	PRE-TEST	POST-TEST
1	AKBAR RAMADHAN	34	62
2	NURLIANA SARI	37	65
3	FITRIANI	39	69
4	CITRA	60	69
5	RISKA YULIANTI	42	69
6	KURNIAWAN	32	66
7	RAHMA DANI MUIN	41	68
8	ASNIAR	58	72
9	DEVI FATMAWATI	34	69
10	HAERUL SUNARDI	54	66
11	AMANDA	59	70
12	NURHIDAYAH FATIMA	41	68
13	REZKY DWI AMALIA	61	68
14	IRMAWARDANI	41	67

EXPERIMENTAL CLASS

NO	NAMA	PRE-TEST	POST-TEST
1	DWI ERZA SAPUTRI	44	74
2	MIRANDA EKA PUTRI	51	72
3	HAMKA RESTU PUTRA	40	72
4	ANDI AHMAD FAUZAN	40	71
5	PALESANGI	40	72
6	IRWAN BIN ARYA	39	75
7	HENDA SETIAWAN	39	71
8	INDRIANI	40	73
9	FEBBI FABIOLA	40	72
10	SELVIYANI	40	71
11	TRI RAHMADANI	42	75
12	NABILA NUR FADIA.B	40	71
13	DISKY	39	71
14	ZAINAL	40	71



UNIVERSITAS MUHAMMADIYAH PAREPARE (UMPAR)
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

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KAMPUS II (Kantor Pusat) : Jl. Jend. Ahmad Yani Km. 6 Telp. (0421) 22757 Parepare

Nomor : 426/FKIP/IL.3.AU/A/2018
Lamp. : -
Hal : Pengantar Penelitian

Kepada Yth.
Ketua LPPM UMPAR
Di,
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh
Dengan memohon Petunjuk Allah SWT, semoga segala aktivitas kescharian kita
senantiasa mendapatkan rahmat-Nya. Amin Ya Rabbal Alamin

Sehubungan dengan pelaksanaan penelitian mahasiswa setelah Seminar Proposal
Penelitian, dengan identitas mahasiswa yang bersangkutan sebagai berikut:

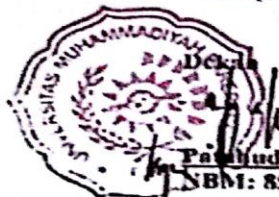
Nama : ADI ARIS HAMJI
NIM : 219 110 017
Program Studi : ~~Pend. Bahasa Inggris/ Pend. Matematika/ Pend. Biologi/ PPS~~
Judul Penelitian : *the use of short animation film to improve
the student narrative writing ability of
the eight grade student of SMP Negeri 1 Pinrang*

Dengan ini kami sampaikan bahwa mahasiswa yang bersangkutan kiranya dapat
diberi surat izin penelitian untuk digunakan dalam pelaksanaan penelitiannya.

Demikian surat ini kami sampaikan, atas penerbitan surat izin penelitiannya kami
ucapkan terima kasih

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Parepare, 20 Rajab 1439 H
07 April 2018 M



Pahluddin, S.Pd., M.Pd
NBM: 859 502

Tembusan disampaikan kepada Yth.

1. Rektor UMPAR
 2. Gugus Penjaminan Mutu Fakultas
- @rsip



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. Telp (0421) 923058 - 923914
PINRANG 91212

Pinrang, 07 Agustus 2018

Nomor : 070/ 5/2 /Kemasy.

Kepada

Lampiran : -

Yth, Kepala SMP Negeri 5 Pinrang

Perihal : Rekomendasi Penelitian

di-

Tempat.

Berdasarkan Surat Ketua LPPM Universitas Muhammadiyah Parepare Nomor.0997/LPPM/II.3.AU/IP/2018 tanggal 01 Agustus 2018 Perihal Permohonan Izin Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : ADI ARIS HAMJI
NIM : 214 110 017
Pekerjaan/Prog.Studi : Mahasiswa/ Pend Bahasa Inggris
Alamat : Perumnas Carawali Pinrang
Telepon : 082 393 878 325.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara Dalam Rangka Penyusunan Skripsi dengan Judul " *THE USE OF SHORT ANIMATION FILM TO IMPROVE THE STUDENTS NARRATIVE WRITING ABILITY OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 5 PINRANG*" Yang Pelaksanannya pada tanggal 08 Agustus s.d 08 September 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya

AS. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra
[Signature]
DISKRIPSIAN LAUPE
Kepala Bidang Pembina Pemuda
Nip : 19590305 199202 1 001

embusan:

Bupati Pinrang Sebagai Laporan di Pinrang;
Dandim 1404 Pinrang di Pinrang;
Kapolres Pinrang di Pinrang;
Kepala Dinas P & K Kab Pinrang di Pinrang;
Kepala Badan Kesbang dan Politik Kab. Pinrang di Pinrang;
Ketua LPPM UMPAR di Parepare;
Camat Watang Sawitto di Pinrang;
Yang bersangkutan untuk diketahui;
Arsip.



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 KAMPUS II : Jl. Jend. Ahmad Yani Km. 7 Telp. (0421) 22575 Parepare

KARTU KONSULTASI PROPOSAL PENELITIAN / SKRIPSI

Nama : **ADI ARIF HAMJI**
 No. Stambuk : **214110017**
 Judul : **The use of short animation film to Improve Narrative text in writing ability of the eight grade student of SMP SAMPUNG**



NO.	PEMBIMBING	MATERI KONSULTASI	PARAF
1.	Ali Wira Rahman, S.Pd., M.Pd	Konsultasi Judul / 2-03-18	
2.	Aliwira Rahman, S.Pd., M.Pd	Revisi Background / 12-03-18	
3.	Aliwira Rahman, S.Pd., M.Pd	Background / 27-03-18	
4.	Aliwira Rahman, S.Pd., M.Pd	Objective of the research / 4-4-18	
5.	Aliwira Rahman, S.Pd., M.Pd	Chapter I → Ace	
6.	Aliwira Rahman, S.Pd., M.Pd	Chapter II → Many Revises / 9-4-18	
7.	Aliwira Rahman, S.Pd., M.Pd	Chapter II → Out → Chapter III / 11-4-18	
8.	Aliwira Rahman, S.Pd., M.Pd		
9.	Aliwira Rahman, S.Pd., M.Pd	Chapter III → Revises to proposal	
10.	Dr. Kisman Salija, M. Hum	Revisi chapter proposal	
11.	Dr. Kisman Salija, M. Hum	Revisi chapter proposal	
12.	Aliwira Rahman, S.Pd., M.Pd	Revises to research / 20 Juli 18	
13.	Aliwira Rahman, S.Pd., M.Pd	Ready research result seminar	
14.	Prof. Kisman Salija, M. Hum	Ready research result seminar	

Parepare, 2018
 Ka. Prodi Pend. Bahasa Inggris FKIP UMPAR

Nasrullah A, S.Pd., M.Pd.
 NBM. 1098 942

VALIDATION PAGE

The thesis entitled: **The Use of Short Animation Film to Improve the Students' Narrative Writing Ability of the Eighth Grade Students of SMP Negeri 5 Pinrang**

Proposed by the following student:

Name : **Adi Aris Hamji**
Reg. No : 214110017
Department : Pendidikan Bahasa Inggris
Faculty : Keguruan dan Ilmu Pendidikan

After being supervised and reviewed, this research proposal has fulfilled the requirements and is recommended for **Thesis Examination** at Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare.

Parepare, 2018

First Supervisor,



Prof. Dr. Kisman Saliya, M.Pd.

Date:

Second Supervisor,



Ali Wira Rahman, S.Pd., M.Pd.

Date: 23 / 03 / 18

Approved by

Chief of Program Studi Pendidikan Bahasa Inggris



Nasrullah A. S. Pd., M. Pd.

NBM.1098 942

CURICULUM VITAE



ADI ARIS HAMJI. The researcher of this thesis was born on 3th January 1996 in Samarinda Kalimantan Timur. He is lives on Perumnas Btn Carawali. He is first child from two children of Alm.Aris Hamji and Ernawati.

He began him education in SD NEGERI 240 PINRANG in 2002 and finished in 2008 . In the same year , He continued his study in SMP[NEGERI 5 PINRANG and graduated 2011. And then, He continued his study in SMK NEGERI 2 PINRANG 2011 and graduated 2014 . He continued and registered as an English Department Students on Faculty of Teacher Training and Education (**FKIP**) of Muhammadiyah University of Parepare (**UM-Parepare**). He completed his study on Research entitled **“THE USE OF SHORT ANIMATION FILM TO IMPROVE THE STUDENTS’ NARRATIVE WRITING ABILITY OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 5 PINRANG**

SAY THANK YOU MADAFKA!!!!!!!!!!