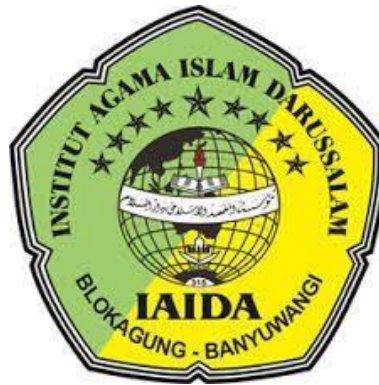


**IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXTS BY
WATCHING CARTOON MOVIES AT THE EIGHT GRADE OF SPM WUSTHA
DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022**

THESIS



BY

ROMLATUN QONI'AH

NIM.17112210061

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

**IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXTS BY
WATCHING CARTOON MOVIES AT THE EIGHT GRADE OF SPM WUSTHA
DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022**

THESIS

Presented to the Faculty of Education and Teacher Training
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department

BY

ROMLATUN QONI'AH

NIM.17112210061

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

ADVISOR APPROVAL SHEET

This is to certify that the thesis of Romlatun Qoni'ah has been approved by the advisor for further approval by the board of examiners.

Banyuwangi, 04th June 2022

Advisor,



Dr. Hj. Zulfi Zumala Dwi Andriani, M.A.

NIPY. 3150722128401

AGREEMENT

This is to certify that the thesis of Romlatun Qoni'ah has been approved by the board of examiners.

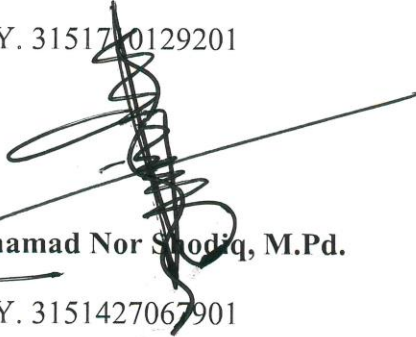
Banyuwangi, 04th June 2022



Examiner 1

Faiqotur Rizkiyah, M.Pd.

NIPY. 315170129201



Examiner 2

Mohamad Nor Shodiq, M.Pd.

NIPY. 3151427067901





Examiner 3

Moh Mahmud, M.Pd.


NIPY. 3150506057801

Acknowledged by

Dean of Education and Teacher Training Faculty Head of Undergraduate Program in English Education Department



Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY.3150801058001



Dr. Zulfi Zumala Dwi Andriani, MA.
NIPY 3150722128401

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : Romlatun Qoni'ah

NIM : 17112210061

Department : English Education

Address : Dusun II, RT04/RW03, Sumber Agung, Lempuing, OKI,
Sumatra- Selatan

Declare that:

- a. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
- b. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- c. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 4th April 2022



Declarator,



Romlatun Qoni'ah

ABSTRACT

Qoni'ah, Romlatun. 2022. Improving students' Writing Skills in Narrative Text by Watching Cartoon Movie in the Eighth Grade Students of SPM Wustha in academic year 2021/2022. Thesis, English Education Department, the Faculty of Tarbiyah and Teacher' Training, Darussalam Islamic Institute.

Key words: Writing Skills, Narrative text. Cartoon movie

This study is to see the process of improving students writing skill in narrative text for English grade of SPM Wustha Blokagung throught cartoon movie. In addition. this study also focused on carrying out to improve the students writing skills in narrative text through cartoon movie for eight grade of SPM Wustha Blokagung. The subject of this is research is 7 students of SPM Wustha.

The method used in this study in Classroom Action Research (CAR) which the writer work collaboratively with the English teacher. This study was conducted following kemmis whit the following procedure of action research: planning, acting, observing and reflecting. The study carried out in two cycle. Each cycle consisted of two meeting. The observation, interview and test, were the data gathered in this study.

the result in this study indicate that there is improvement of the student skills in writing narrative paragraph. Most of the students gradually gained good score at the end of the cycle. The score of Minimum Mastery Criterion (KKM) of English lesson was 74. In the pre-test, there were only 1 students or 14,28% who had passed the KKM. Still, there were 6 students who had not passed the KKM or under the criterion. The highest score was 76 and the lowest score 50. Then, in the first cycle of post-test 1, there were 4 students who passed the KKM. If it was calculated into class percentage, it was gained 57,14%. And the improvement between pre-test and post-test 1with percentage was 13,48%. Next to do the post-test 2, The result of data from post-test 2 showed that the post-test 2 had 22,46% improvement from the pre-test. In the second cycle of post-test 2, there were 7 students who passed the KKM. If the was calculated into percentage, it was 100%

ABSTRACT

Qoni'ah, Romlatun . 2022. Peningkatan Keterampilan Menulis Teks Sarratif Siswa melalui Film Kartun Siswa Kelas VIII SPM Wustha Tahun Pelajaran 2021/2022. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Darussalam.

Kata kunci: Keterampilan Menulis, Teks Narasi. Film kartun

Penelitian ini untuk melihat proses peningkatan keterampilan menulis siswa dalam teks naratif untuk kelas bahasa Inggris SPM Wustha Blokagung film kartun pikir . Selain itu . Penelitian ini juga difokuskan pada pelaksanaan untuk meningkatkan keterampilan menulis siswa dalam teks naratif melalui film kartun untuk siswa kelas delapan SPM Wustha . Blokagung. Subyek penelitian ini adalah 7 siswa SPM Wustha.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) dimana penulis bekerja sama dengan guru bahasa Inggris. Penelitian ini dilakukan dengan mengikuti kemmis dengan prosedur penelitian tindakan sebagai berikut: perencanaan, tindakan, observasi dan refleksi. Penelitian dilakukan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan. Observasi, wawancara dan tes merupakan data yang dikumpulkan dalam penelitian ini.

hasil dalam penelitian ini menunjukkan bahwa ada peningkatan keterampilan siswa dalam menulis paragraf naratif. Sebagian besar siswa secara bertahap memperoleh nilai yang baik pada akhir siklus. Nilai Kriteria Ketuntasan Minimal (KKM) pelajaran bahasa Inggris adalah 74. Pada pre-test, hanya ada 1 siswa atau 14,28% yang lulus KKM. Namun masih ada 6 siswa yang belum lulus KKM atau di bawah kriteria. Nilai tertinggi 76 dan nilai terendah 50. Kemudian pada siklus I post-test 1 terdapat 4 siswa yang lulus KKM. Jika dihitung ke dalam persentase kelas diperoleh 57,14%. Dan peningkatan antara pre-test dan post-test 1 dengan persentase sebesar 13,48%. Selanjutnya dilakukan post-test 2, Hasil data post-test 2 menunjukkan bahwa post-test 2 mengalami peningkatan 22,46% dari pre-test. Pada post-test 2 siklus II, terdapat 7 siswa yang lulus KKM. Jika dihitung ke dalam persentase, itu adalah 100%

ACKNOWLEDGEMENT

All praise be to the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “THESIS” after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa’at, Lc., M.E.I. The rector of Islamic Institute of Darussalam
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training
3. Dr. Hj. Zulfi Zumala Dwi Andriani, SS., MA. Head of Undergraduate Program in English Education Department and also my advisor who has given me sincere advisor and available guidance during the preparation and completion this thesis.
4. All of my teacher and lecturer who has been ever taught and guided me all this time.
5. My beloved family My parents and my sister (Khusnul Khotimah, Mega Nur Jannah, Aulia Khoiru Nisa), my young brother (M. Ghilfa Al-baqi), who has taken care of me, raised me, and always support me until now.
6. thank you to my mate (M3) who always cheers me up
7. All of my friends, especially my friends in An-Nahdloh

dormitory AB.03 room, who have supported my spirit and have helped me to finish this thesis.

8. My beloved Jisung, jeno & Tenlee, all members of NCT (NCT Dream, NCT 127, NCT U, & WayV), who have accompanied and entertained me while working on my thesis, even if only virtually, with their content and their latest comeback album, glitch mode and beatbox. I would not feel comfortable or enthusiastic about doing my studies without them all.
9. All of SM family especially SNSD, SUJU, EXO, SHINEE, NCT, AESPA.

Banyuwangi, 04 June 2022

Romlatun Qoni'ah

LIST OF CONTENTS

COVER	i
COVER DALAM	ii
APPROVAL SHEET	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DECLARATION OF AUTHORSHIP	v
MOTTO AND DEDICATION.....	vi
ABSTRACT	vii
ABSTRACT INDONESIA	viii
ACKNOWLEDGEMENT.....	ix
LIST OF CONTENTS	x
LIST OF TABLE	xiv
LIST OF DIAGRAM.....	xv
LIST OF PICTURES.....	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Objective.....	5
C. Research Problem.....	5
D. The Significant of the Research	5

E. Scope and Limitation of the study	6
F. The Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Writing skills.....	9
B. Narrative text.....	14
C. Teaching writing	16
D. Media in Language Teaching.....	18
E. Previous Study	22
CHAPTER III RESEARCH METHOD	24
A. Research Design.....	24
B. Research Setting.....	28
C. Research Subject	28
D. Research Instrument.....	29
E. Data Source	30
F. Procedure of Data collection.....	30
G. Data Analysis	31
H. Data Validity	32
CHAPTER IV FINDING AND DISCUSSION	34
A. Finding	34
B. Discussion	49
CHAPTER V CONCLUSION.....	51

Reference..... 52

LIST OF TABLE

Table 4.1.....	13
Table 4.1.....	37
Table 4.2.....	40
Table 4.3.....	40
Table 4.4.....	43

LIST OF DIAGRAM

Diagram 4.1.....	42
Diagram 4.2.....	47
Diagram 4.3.....	48

LIST OF PICTURE

Picture 3.1

CHAPTER I

INTRODUCTION

A. Background Study

SPM Wustha is one of the school units in the Darussalam Islamic Boarding School Blokagung Banyuwangi Regency. SPM Wustha is a new unit that was established in 2020 and this unit is equivalent to a junior high school but based on the salaf book. The strategic location of the Wustha SPM Unit building is above the eastern ndalem kesepuhan garage for girls and for boys in the madrasa building in front of the back gate.

Writing is one of the four language skills that are very important to learn. Writing is one of the language skills, has given an important contribution to human work. Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduat (Klimova, 2014:02). There are so many records of recent activities that can be read today, which can also be read in the future. Recently, there is much new information which has been transferred by using a discourse of article from the newspaper, magazine, or internet. This means that writing plays a very important role in modern society.

Writing is one language skill that can be a measurement of literacy development in a country (Akmala 2011:2). Through writing, many people can communicate with one another over long distances and periods Allah decrees in the Holy Qur'an:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: Nun, *for the sake of the pen and what they write (QS. Al-Qalam ayat 1).*

And

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

Meaning: *And all (affairs) small and large are written (QS Al-Qamar ayat 53).*

From the verse above, the research can conclude that writing has an important role in human life.

Developing students writing skills in English Approach Writing is one of the four skills LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function (Durga & Rao, 2018:01). Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements. Students should improve their writing skills, for

which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. Writing is a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). It means that the students need guidance to practice their writing because writing has some of the elements (vocabularies, grammar, organization, punctuation, and spelling).

Writing is one of the productive skills that must be mastered by the students besides the other language skills. The purpose of teaching writing is to improve students' ability to function effectively in such written context. Writing skill is one of the media to communicate with the others in which through writing the students can convey some information, express their ideas, thoughts, feelings, and opinions in writing form. Moreover, Writing is the communication of content for a purpose to an readers.

Writing is important because it's used extensively in higher education and in the workplace Walsh (2010). If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the

daily life of a college student or successful graduate. Many people cannot write. They feel confused when they have to write because they do not even know how to get started writing (Elbow,1998). Rigg (2011:24) also stated that getting started to write can be very difficult. Similar to Rigg's statement, Doucette (2009:33) also found that getting started is the hardest part of writing.

Narrative text is a piece of text tells a story and in doing so, entertains or inform the reader or listener (Anderson,1996:8). Narrative text is a piece of text which tells a story and it aims to inform the reader and listener. There are several examples of narrative text, such as folktales, myth, legend, and etcetera.

The students can write by their imagination but in addition, the students felt difficult to write it (Abdia, 2016:3). The students have no idea and are confused to start their writing. It is because the teacher established the topic and sometimes the topic is strange for them, they had never imagined it earlier. In this case, the teacher must help their students to improve their ideas in writing. The teacher can use the appropriate, imaginative, fun, familiar, and effective media to teach writing in the class to make the students are not bored and confused.

Media will help students easily to write and channel their ideas. The use of media in the classroom is important for teachers to make the class more interesting and more live. There are many media that are suitable for learning to write narrative texts, and one of the media is cartoon films, because cartoon films are a combination of moving images

and sound, this media is also about audio and visual so that students will find it easy and fun when they learn writing skills with media. this. According to Stempleski and Tomalin quoting in Susanti (2011) stated that children and adults feel interest more quickly when language is experienced live through television and films. Based on this technique, students will not find it difficult to express their narrative texts about the cartoons they watch.

The first film introduced to the United States public was "The Life an American Fireman" (1903). And the film "the Great Train Robbery, which was made by Edwin S Porter in 1903. The film is considered an important cultural art because it has the highest art form, has a source of popular entertainment, and is a strong medium for educating.

According to Effendi (1986:239), film is defined as a cultural product and a means of artistic expression. Film as mass communication is a combination of various technologies such as photography and sound recording, art, both visual and theatrical art, and architecture and music. Effendi (2000:207) argues that the technique of filming, both equipment and settings has succeeded in displaying images that are closer to reality. In the dark atmosphere in the cinema, the audience witnessed a story that seemed to have really happened in front of him.

A movie is a living picture that has a storyline from a certain character made by a producer in a structured way. Movies have 2 types of endings, namely happy endings and sad endings. Movies usually contain mere fiction, but sometimes films also tell a true story. A movie is a

motion picture or film made for amusement that tells a tale of one of the visual aids that shows a picture with stereo sound (Nur, 2021:08). A movie is a picture in a frame that is mechanically projected via the projector lens frame by frame so that the images on the screen appear to be alive (Azhar, 2011:17). The movie is a photographic record of an artistic performance, but it is not an art form in and of itself (Jesse, 2007). The writer finds that a movie is a photographic record of history, science, and human activity that is projected through a projector lens and presented in a cinema or on television, based on the definition of a movie.

B. Research Problem

How is cartoon movie improve students writing skills in narrative text at Eight grade of SPM Wustha Darussalam Blokagung 2021/2022 in academic years?

C. Research Objective

The objective of study is to see the process of improving students' writing skill in narrative text for eight grade of SPM Wustha Darussalam Blokagung.

D. Significance of the Study

The result of this study can contribute some advantages for students and teachers. Here are the advantages:

1. Students

Students will be easy to learn English because it does not use difficult sentence, it only uses simple present tenses. It makes it students easy in writing narrative text by a movie. It makes

students active in English class. And it will increase students' vocabularies.

2. Teacher

It will be knowledge for teachers how to make students enjoy learning English by using movies. And it will give them knowing how to motivate students to learn English, especially in writing narrative text. And the teacher will know how to teach in various rules, so the students will be more active in the class.

E. Scope and Limitation of the Study

The research that will be carried out is focused on learning to write narrative texts for class Eight Grade of SPM Wustha Darussalam Blokagung students for the 2021/2022 academic year. To deepen, the problems will be limited to: improving students' writing skills in knowing how to develop ideas, planning, and writing, and solving the mechanical aspects of writing in narrative texts through cartoons movie.

F. Definition of Key Terms

To clarify what variables in the study some definitions are put forward:

1. Writing skills

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). It means that the students need a guidance to practice their written, because writing has some of elements (vocabularies, grammar, organization, punctuation and spelling).

2. Narrative text

Narrative text is a kind of text or story which tell about complication or problematic events that the purpose is to amuse or entertain to the reader and tries to find the resolutions to solve the problems (Abdia, 2016:8).

3. Movie

Movie or film is a form of entertainment that enacts a story by a sequence of image giving the illusion of continuous movement. (<http://dictionary.die.net/film>).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. Writing Skills

a) Definition of Writing

Writing is one of the important skills in teaching English. It has always occupied a place in a most English language courses. Writing is a way to produce language, which you do naturally when you speak. Writing is communication whittier in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper, and reshaping them (Meyers, 2005:2).

According to Djago Tarigan (2009:5), writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings, while according to Lado (2009:5) also expresses his opinion about writing, namely putting graphic symbols that represent language that is understood by others. Writing can be considered as a process as well as an outcome. Writing is an activity carried out by someone to produce an article.

Defines that good writing as that discovered combination of words that allows a person the integrity to dominate his subject with a pattern both "Writing is the

physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer” (Hyland, 2002: 24). On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The writer must choose the best form for their writing-shopping list, notes, a scholarly article a novel, poetry. Each of these types of writing has a different level of the complex, depending on its purposes. And writing is also a process and a product. The writer imagines, organizes, draft, edit, and rereads. This product of writing is often cyclical and sometimes disorderly”.

There are several components of writing according to that are important in a good writing:

1. Content : the substance of writing or the ideas expressed.
2. Form : the organization of the content.
3. Grammar : the placement of grammatical and syntactic pattern.
4. Style : the choice of structural and lexical item to give particular tone of writing. (Harris,1990:9)

From definition above the research concludes that writing is a way to product language that comes from our

thought. By using writing, we can share our idea, feeling or anything exist in our mind. Its written on paper or a computer screen. Its influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. It also a process that we write is influenced by constrains of genre and has to be presented in learning activities. This study will explain the writing performance stages of students writing skills in the narrative text through movies.

b) Writing Process

Writing skill need a process. Harmer stated that writing process involves a series of step to follow in producing a finished piece of writing. There are four main elements.

1) Planning

Planning is the arrangement conducted to do something. The planning is important because at this stages lies the ideas of the process of writing. But before that, the write must thing about main issues. First, they have to think about the purpose they write. and then, writer has to think about readers they are writing for. And the last writer must

be consider the content of structure. This stage is called by pre-writing process.

2) Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stages needs an editing for checking the text. It is assumed as the first version of a piece of writing as a draft

3) Editing

Editing is the way to revise and improve the first draft. Essential part of preparing a piece of writing for public reading or publication is called by editing. Richard and Willy argue that “in editing, writes check the grammar, spelling, punctuation, material such as question, examples and the like”.

4) Final draft

Final draft is the end product of a piece of writing. Once the writer has editing their draft and has made the changes if any necessary in order to produce the final draft. This may book look considerably different from both of the original plan and the first draft, because many thing perhaps have been changed in the editing process.

And this study, the researcher asked students to write about the text of the film they had seen written on the sheet of paper that had been provided. to measure students' writing ability Researchers classify scores using an analytical assessment rubric written by Brown (2007:352). The assessment technique is based on four components, namely content, vocabulary, grammar, and mechanics.

Picture 2.1 Scoring Rubrics of Writing Skills

Components of Writing	Score	Level	Indicator	Weighting
Content	4	Excellent	Present the information well chosen details across the paragraph.	3
	3	Good	Present the information with details in parts of the paragraph.	
	2	Fair	Present the information with some details.	
	1	Poor	Present no clear information.	
Vocabulary	4	Excellent	Good in vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding.	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding.	
	1	Poor	Many error in vocabulary choice that severally interfere with understanding.	
Grammar	4	Excellent	Good in grammar	
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding.	2.5

	1	Poor	Many error in grammar choice that severally interfere with understanding.	
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization.	2
	3	Good	Error in spelling, punctuation and capitalization are few.	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding.	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding.	
Final Score: 3C+2.5V+2.5G+2M 40x100				

2. Narrative text

a) Definition of Narrative Text

Narrative text is one of the oldest genres because it has been used for centuries in the form of folktales, fairytales, and legends (Isra,2011:6). In its development, we recognize other forms of narrative text such as short stories and novels. Actually, recount text and spoof text are other forms of narrative because they have one common generic structure in the beginning, namely orientation which serves to introduce the characters involved in the story, background and so on. However, according to the Genre Based Approach, recount text and spoof text are classified as different types of genres.

The social function of narrative text is related to telling real experiences or those experienced by other

people in different ways and narrative texts involve problematic events that lead to a crisis or a turning point Gerot and Wignell (1994). According Derewianka (1991:56) the purpose of narrative text is to entertain, to teach or to inform, to add to the writer's reflection on an experience, and to expand the reader's imagination.

Based on the definition, narrative text is the text that tell about some experience of the writer and the purpose of the text is to amuse and entertaint to the reader. The writer should convey their idea clearly to gain the readers' perception and interest in a story. To be a good writer, we must to understand about the component of the text, not only the definition and the social function.

b) Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertains or inform the reader or listener. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the readers and to persuade the reads.

c) Generic Structure of Narrative Text

The generic of narrative text are orientation, complication, resolution, and coda. A more detail generic structure of a narrative text has been proposed by Rayendriani who argue that a narrative text includes:

- Orientation: Orientation is parts of text give setting or opening about narrative
- Complication: Complication is parts of text to inform about the conflict in narrative
- Resolution: Resolution is parts of text to describe about the reaction to solve the problem.
- Coda: Coda is the describe reflection or evaluation the conflict about narrative.
- It show that there are some structure in narration that must be a serious attention.

(2013:14)

d) The Language Features of Narrative

The language features of narrative writing are:

- It mostly often uses the past tense, but may be in the immediated presents for effect.
- It varies the sentences length: simple, compound or complex
- It tends to use these short sentences to increase tension; longer sentences provide kontras and detail.
- To use dialogue will develops action and character
- Tense may change within the dialogue
- Action nouns: make nouns actually do something

3. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other word, writing is a good way for students who learning English.

One of the reasons that people can operate within sociocultural rules is because they know about different styles and recognize different written and spoken genres (Harmer, 2007:247). We know that writing is complicated skill, because writing has a lot of composition that to be mastered by the students. The spelling, grammatical errors, vocabulary, punctuations, the generic structures and the language features of the types of text are the big problems that should be solved by the teacher. It is the project for the teacher to solve their student problem. Giving the motivation, the interesting media or may be giving the stimulation to the students so that it can improve their writing skills.

According to Harmer (2007:261), the teacher needs to deploy some or all of the usual roles when students are asking to write, the ones that are especially important are as follows:

1) Motivator

one of our principal roles in writing task will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity and

encouraging them to make as much effort as possible for maximum benefit. It's mean that the teacher prompt their students to be a creative student and encourage them by giving the interesting media so that their students will not bored or it can be help them when they learn writing skills.

2) Resources

Especially during more extended writing tasks, we should be ready to supply information and language where necessary. As a teacher giving the suggestion and supply for the students is important. Writing class is different with the other skills, because in this skill the teacher need a long time to make discussion with their students. The students need more and detail explanation from the teacher.

3) Feedback provider

Giving feedback on writing tasks demands special care. The respond from the teacher is important, giving the feedback for what the students have written is the last activity in teaching writing. in this stage, teacher must be focus to give their correction.

4. **Media in Language Teaching**

a) **The Kind of Media**

Media is a tool that make teacher easy to teach in the classroom. There are many media that teacher can use in the new material to the students. There are six basic types of media used in learning and instruction (Heinich et al, 2005:9):

1. Text

Text is the most commonly medium and alphanumeric characters that may be displayed in any format like a book, poster, chalkboard, computer screen etc.

2. Audio

Audio is anything you can hear, it may be live or recorder such as person's voice, music, mechanical sounds, noise etc.

3. Visuals

Visuals are regularly used to promote learning like diagram on a poster, drawings on a chalkboard, photographs, graphics in a book, cartoons etc.

4. Motion media

Motion media is a media that show motion, one set material often not considered media are real objects and models. This media has a real picture and voice. Such as video, movie, television etc.

5. Manipulative

Manipulative are three dimensional and can be touched an handled by the students.

6. People

The final category of media, these may be teachers, students, or subject matter experts etc.

b) Cartoon Movie

Due to the increase importance of visual and media images, Kress defined movie in Chan and Herrero's book that "films or movies have a great potential in the language classroom, as they bring 'together a large variety of modes'." It means films or movies are rich multimodal texts containing linguistic meaning in teaching and learning process.

The definition of movie is a cultural product and a means of artistic expression (Effendi, 1986). Movie here is considered as mass communication which is a combination of various technologies such as photography and sound recording, the arts, both fine arts and theatrical arts, literature and architecture, as well as musical arts. Movie is a moving picture.

Meanwhile, according to Effendi (2003), the types of movies are divided into two groups, namely story movies, documentaries, and cartoon movie. Cartoon movies are a type of movie that is played by animated images, such as Detective Conan, Inuyasha, Naruto, and so on. This cartoon movie is not played by humans, but by utilizing technological media such as computers and graphic design.

c) Movie as audio aids in teaching writing

Writing is one of productive skills that must be learned in language classroom. Learners engaged in a productive task become very frustrated when they do not have the words of grammar they

need to express themselves. In teaching learning process, teacher are expected to make it more interesting through the medium used. Movie is one of the media that can be used in teaching writing, especially in writing narrative text.

According to Arsyad, movie or film has some features. One thing is movie can arouse student interest. By using movie, the teacher can give new atmosphere process, besides visual aid can help students master the material that the teacher gives to them.

d) Using Cartoon Movie in Language Learning

Teachers play a key role in the success or failure of any movies used in the language classroom. The teachers select the movie that will be used, relates the movie students need, promotes active viewing and integrates the movie with other area of curriculum.

There are some activities in learning writing through the short movie (Stoller,1988:2):

1) Pre-viewing

Activity in this activity, the students prepare to view the short movie. The teacher giving the brainstorming to develop the students background knowledge about the narrative text.

2) Viewing Activity

Viewing activity is to facilitate the actual of a video. In this activity, help the students to focus about the character, setting

and plot of the story. The short movie is show until the end and the teacher can play the short movie twice at that time.

3) Post viewing

Activity in this activity, the students will write the narrative text based the information that they got when they watch the short movie.

B. Previous Study

Actually, the researcher found the similar study about this research on Thesis entitled, “THE IMPLEMENTATION OF ANIMATED SHORT MOVIE IN TEACHING WRITING NARRATIVE TEXT TO THE TENTH GRADERS OF MAN SIDOARJO” by Khoirul Rizki Abdia (2016) the students of English Education Study Program Faculty of Teacher Training and Education Universitas Muhammadiyah Sidoarjo. This study was aimed for investigating the difficulties of the students’ writing ability and to improve the students writing skills in narrative text trough short movie. This is descriptive qualitative research that involved in one class the recommendation given by the English teacher of MAN Sidoarjo. The similarities between this research and the present study is using writing skills, narrative text and movie. But in the present study, the researcher will use improving students and through cartoon movies.

While the researcher also found another similar study. It is written by Thesis entitled, “IMPROVING STUDENTS WRITING SKILLS IN NARRATIVE TAXT THROUGH MOVIES A Classroom Action Research in the Eight Grade Studenys of MTS Negeri 3 Jakarta” by Siti

Fadha Fadila (2015) the students of English Study Program Education Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University. This study was aimed for investigating the difficulties of the students' writing ability and to improve the students writing skills in narrative text through movie. This is descriptive qualitative research that involved in one class the recommendation given by the English teacher of MTS Negeri 3 Jakarta. The similarities between this research and the present study is using writing skills, narrative text and movie. But in the present study, the researcher will use cartoon movies not just movies.

Not only similar study above but also the researcher also found another similar study. Thesis entitled, "THE USE OF ANIMATED FILM TO IMPROVE STUDENTS ABILITY IN WRITING NARRATIVE TEXT A classroom action research at the tenth grade of madrasah aliyah negeri pemalang" by Tatum Ariensya Akmala (2011) tarbiyah faculty walisongo state institute for Islamic studies Semarang. The difference from this research is that the media used by Miss Tatum Ariensya Akmala is animated film. While research use cartoon movies for media in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

Nowadays, in teaching English, a teacher usually makes and needs development empowerment into the class. One way to improve the quality of the teaching English process is to do classroom action research (CAR). The term “Classroom Action Research” is very familiar with English teachers, particularly professional or certified teachers. In doing it, the teacher also functions as a researcher because it involves the teacher inside the classroom rather than being carried out solely by especially from outside the classroom (Phillips & Carr, 2010). From this way, it is well known from teacher-researcher.

CAR (Classroom Action Research) is also done by teachers based on the phenomena on his / her classroom. McNiff (1992) asserts that a Car is participatory and collaborative. That is why the research participated as a teacher who is teaching English through a proposed strategy. In brief, the Classroom Action research (CAR) functions as a way, which is designed to enhance the quality of both the result and process of the teaching and learning due to satisfactory condition that takes place in the classroom.

According to Mulyasa (2010:32) “Based on the problem and the expectation to identify the improvement of students’ ability in writing narrative text after using animated film, it was considered that the research design that would be suitable to apply in this research is Classroom Action

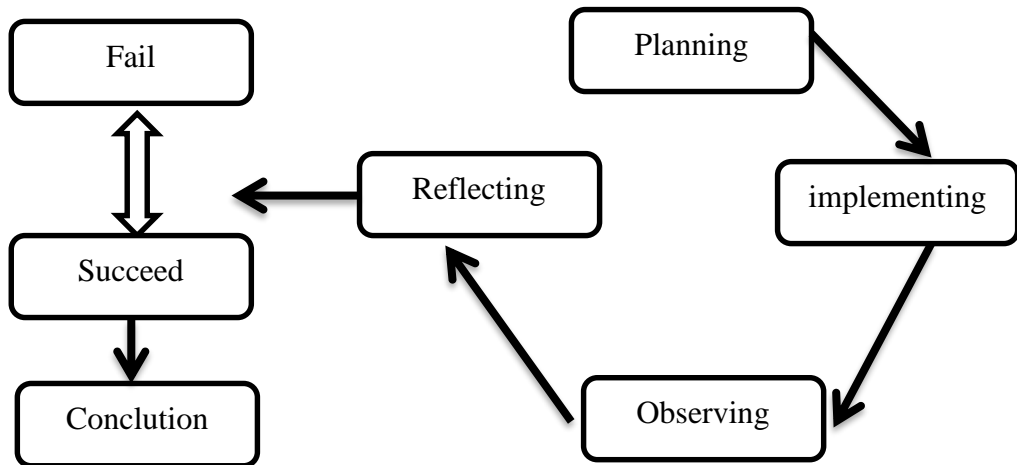
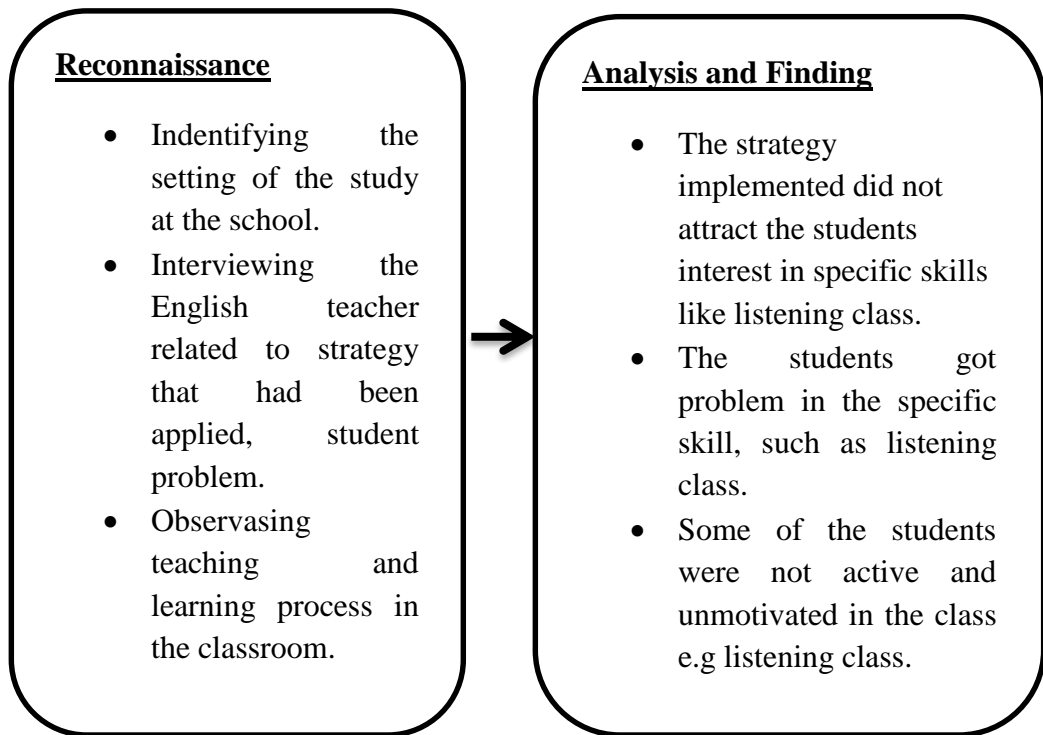
Research (CAR)". This study is a descriptive quantitative study. This study is carried out by involving a group of students and provides many benefits for practicing teachers through action research. "Classroom Action Research is an effort to pay attention to the students' learning activities by giving treatment that appeared deliberately. It is done by the teacher and his or her students or the students with teachers' guidance to repair and improve learning qualities".

According to Harmer (2003:344-345), "action research is the name which is given to series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or appropriacy of certain activities and procedures".

From all definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her colleague, etc in the classroom. This involves a group of students to improve learning and ssteaching-learning process or to enhance the students' understanding of the lesson.

There is various kind of classroom action research (CAR) models. I would like to describe the model of Kemmis & MCTaggart (1992). In implementing this model, the following visualization is presented.

Picture 3.1 Action Research Procedure



Adapted from Kemmis & McTaggart (1992).

The model consist of four steps:

1. Planning of the action

Planning is a plan to conduct treatment or after about the problem of the research. At planning stage, the research prepare some procedural acts how to improve students writing skills in narrative text through cartoon movie. The procedures are put in some lesson plan.

2. Implementing the action

Carrying out the teaching writing narrative text based the lesson plan. After completing all preparation in planning, then researcher Come to the phase implementing the action. The follow:

- a) Teachers used scenario that will be performed.
- b) Teachers motivated the students
- c) Teachers give a clear instructional goal of lesson
- d) Teachers explain the meaning of the questioning the author strategy and the step of using this strategy in writing English.
- e) Teachers give exercise to the students.

3. Observing of the action

Observation is the next step monitoring and watch closely teaching and learning process to collect the data from result of action. When the research is implementing some procedural acts to improve students writing skills in narrative text through cartoon movie, the researcher is also observing the teaching and learning process to get any data.

4. Making analysis and reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. After observation process is done, the research and the teacher make a reflection to evaluate teaching learning process and the improve students writing skill in narrative text.

The advantage of this model is that within the model, a new cycle covering those above stages can be re-implemented if the satisfactory result of the teaching and learning process is not achieved.

B. Research Setting

The setting of the research will be eight grade of SPM Wustha academic year 2021/2022. It is located in Blokagung, Tegalsari, Banyuwangi, Jawa Timur.

C. Research Subject

Research subject in a study are required to get the needed information. Lodico et.al (2006:266) revealed “Depending on the types of question asked, the researcher will want to select the subject so that they will be able to provide the key information essential”. In this study, the research subject will be eight grade of SPM Wustha academic year 2021/2022 Blokagung, Tegalsari, Banyuwangi, Jawa Timur. located at Jl. Pon.Pes Darussalam Blokagung banyuwangi was purposively chosen as a research setting, especially for class 2 wustha. The numbers of students were 7 for male students. This class was chosen based on interview with

the English Teacher. Based on the interviewed, the teacher said that class 2 wustha has problems in their writing skill that was explain in background of research.

D. Research Instrument

The research instrument of this research consisted of three instruments. They are observation, interview, and test.

1. Observation sheet

The observation sheet is conducted during the teaching learning activities in the class. The real English teacher observation the writer performance during classroom action research, class situation while writing activity, and they student participant toward the learning process. The information that obtained from this observation sheet is used as a basis to determine the planning for the following cycle.

2. Interview Guideline

The interview guideline is distributed at the end of the study at eight grade student of SPM Wustha Darussalam Blokagung to find our their perception about improving their writing activity through cartoon movie. It is also distributed to the English teacher to know general description about process of learning writing skills, to know student activity in learning writing process, and the method or strategies usually the teacher implemented in the classroom especially when teaching writing.

3. Test

The test is used to know the students writing in narrative text and as the result of student performance in the class after the action of each cycle. The test is applied in the end of every cycle. Then, the students are tested by asking them to write a narrative paragraph after they watched the movie that given by the research. Before the students watch the cartoon movie, the research gave the question about the movie make the students easier to summarize the movie.

E. Data Source

In this research, data source plays an important role in the research section, according to Suharsimi (2006:126) data can be interpreted as facts or information that is hard, observed, felt andzd through by researches from data source at the research location. In this study using two data, namely primary data and secondary data. Primary data is data that is directly related to the object of the research. Secondary data is data obtained by researcher indirectly both from the research location and from outside the research location in the from of document. The writer divided the sources into primary data source and secondary.

F. Procedure of Data collection

The procedure of data collecting is done using observation, interview, and testing. The observation conducted during teaching and learning process through observation checklist. The result of the observation could plan the preparation for the next cycle. Besides that, interview conducted to the students after implementing the action. The last is the test. Before carrying out the action by using the movie, presents

conducted to determine student prior knowledge. After applying the action, post test conducted to determine the increase student skills in writing.

G. Data Analysis

Data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, presenting data, and performing calculations for the formulation of problem answers. Data analysis techniques used in this study include qualitative techniques used to measure data from observations and interviews, while quantitative data analysis is used to measure data from tests. In the analysis of quantitative data, the authors took the average score of students in several questions given by the researcher. It is used to measure how well the students' writing skills in narrative texts are.

In analysis numerical data, the writer find out the average of students writing score per action within on cycle (Sudijono, 2008). It uses the formula:

$$\bar{x} = \frac{\sum xi}{n}$$

\bar{x} : mean

xi : individual score

N : number of students

Nest, to know the class percentage which passes the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 75, the writer uses the formula:

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

P : the class percentage

F : total student who passed the KKM

N : Number of students

The last, after mean students score per action is gained, the writer analyzes whether there is or there are no improvement score in writing from pre-test up to post-test score in cycle 1, and cycle 2. The writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

P : percentage of student improvement

y : pre-test result

y₁ : post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : percentage of student improvement

y : pre-test result

y₂ : post-test 2

H. Data Validity

Validity is the most important quality to consider in the preparation and use assessment procedures. Validity is concerned with the interpretation and use assessment result (Waugh, 2009). In this research, the researcher used content validity. According to Gay, Mills, and Airasian (2012), Content validity is the degree to which a test measures an intended

content area. A test score cannot accurately reflect a student's achievement if it does not measure what the student was taught and is supposed to have learned.

The researchers use the methodological triangulation. A researcher would use interviewing, observation, document analysis, or any other feasible method to assess the changes. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established.

CHAPTER IV

FINDING AND DISCUSSION

This chapter reveals the findings and discussion referring to the efforts to improve students' writing skill of narrative text though cartoon movie.

A. Finding

Researcher describes the data obtained from several types of data collection. The researcher wants to answer about the improvement of cartoon films in narrative text learning and students' responses in writing narrative texts. Researchers used three instruments to obtain more complete data, namely observation sheets, interviews. Before the researcher took the data in class, the researcher asked permission from the principal and then contacted the English teacher class 2 B Wustha.

The researcher asked the teacher about the problems experienced by the students in the class. The teacher said that the students had some problems in writing skills, some students had less vocabulary. and best of all, according to my observations, the Wustha SPM students do have knowledge of vocabulary and inappropriate vocabulary placement. like the day I gave a question, which was to rewrite the story that was seen. they asked all about vocabulary which in my opinion. and at the second meeting the researcher asked the students to bring a dictionary without exception.

Therefore, the researcher wants to give several different techniques to the students of grade 2 B wustha, the researcher gives different media to

the students to improve their students' writing skills. The teacher said that he had never used cartoons as a learning medium. Since then, the Wustho SPM has been established using the curriculum in K13.

Curriculum 2013 (K-13) is the applicable curriculum in the Indonesian Education System. This curriculum is a curriculum that is still being applied by the government to implement the 2006 Curriculum which has been implemented for approximately 6 years. In the 2013/2014 academic year, to be precise around the middle of 2013, the 2013 Curriculum was implemented in a limited way for pioneer schools, namely in grades I and IV for elementary school level, class VII for junior high school, and class X for high school/vocational school level. 2014, Curriculum 2013 has been implemented in Class I, II, IV, and V, while for Middle School Class VII and VIII and SMA Class X and XI. The number of schools that have become pioneering schools is 6,326 schools spread across all provinces in Indonesia (Basweda, 2014).

The 2013 curriculum has three aspects of assessment, namely aspects of knowledge, aspects of skills, and aspects of attitudes (Kasim and Nuryanti, 2014:24-25). In the 2013 curriculum, especially in learning materials, there are materials that are streamlined and materials that are added. The simplified material is Indonesian, Social Studies, Pendidikan Pancasila dan Kewarganegaraan (PPKn), and so on, while the additional material is Mathematics.

The subject matter (especially Mathematics and Natural Sciences) is adapted to international standard learning materials (such as PISA and

TIMSS) so that the government hopes to balance education at home with education abroad. Program for International Student Assessment (PISA) is a study for educational programs attended by more than 70 countries around the world. Every 3 years, 15 years old students from randomly selected schools pass tests in the main subjects namely reading, math and science (Zamjani dkk,2020:04). while TIMSS (Trends in International Mathematics and Science Study) is organized by The International Association for the Evaluation of Educational Achievement (IEA) at Lynch School of Education, Boston College, USA. is an international study of mathematics and science achievement for junior high school students in several countries (Sari, 2015:12).

From this discussion, the researcher observed students' problems in writing skills and obtained data from three steps. In the first step, the researcher used an observation sheet, the researcher observed the students in the class to find out how cartoons improved in narrative text learning. Then the researcher analyzed the results of the observation sheets for class 2 B SPM Wustha Blokagung students. Then the researcher analyzed the results of the observation sheet, to find out whether it was in accordance with the RPP that the researcher made for grade 2 B SPM Wustha students.

The next step, the researcher conducted interviews guidelines with students and teachers. The researcher gave questions related to students' responses in the skills and improvement of cartoon films in writing narrative texts. Researchers interviewed all students of class 2 B SPM

Wustha, totaling 7 students to find out more about student responses. In addition, researchers also interviewed teachers to ask students' interests and difficulties in learning writing skills through cartoons. Step next researcher held a test that was done by whole student class 2 B SPM Wustha, After the researcher made observations, guidelines and interviews and tests, the researcher would explain the results of the data in detail. In this study, the data consisted of two discussions. namely the improvement of cartoon films in learning to write narrative texts and student responses in writing narrative texts on the application of cartoon films to SPM Wustha 2 B students.

1. Finding of the First Cycle

a. Preliminary study

Preliminary studies are important because the purpose of this activity is to observe and identify real conditions in the field. This is done before the researcher starts action research to see what problems actually arise during the teaching and learning process. The researcher interviewed the English teacher about the students' difficulties in learning to write. Then the researcher interviewed the students to find out their authorship. After that, the researcher showed the film to the students and then rewritten the story they saw on the paper that had been provided. In the test, the researcher found that students had difficulty in writing from the results of the pre-test. First, students have difficulty understanding what they are going to write. Second, students have difficulty in understanding grammar:

Table 4.1 Students Writing Pre-Test

No	Name	Total Score
1	AFR	60
2	AZR	65
3	CAZ	60
4	EQA	70
5	FNH	65
6	NM	50
7	NF	80
SUM		445
MEAN SCORE		63
PERCENTAGE WAS IMPROVED		14,28%

a) Planning

Planning is the first stage in the classroom action research. Planning is made based on the diagnosed problem faced by students toward writing skill of narrative text taken from interview with English teacher. When the researcher and the collaborator planned the producer in the classroom action research, the researcher prepared the teaching material in the classroom. The write prepared the instruments of the research. The instrument of the research are observation sheet, interview sheet, and test.

b) Observing

this is the second stage in classroom action research. At this stage, the researcher observed the performance of students in the teaching and learning process, especially when students wrote

assignments. In this cycle, students asked the researcher about the translation from Indonesian, how to write sentences and film reviews, and the verbs used in writing in the narrative text.

Students also play an active role in class. They share their ideas about movies and contract with their friends. However, they are still shy to ask about the material. At this stage, the observer also carried out the teaching and learning process through post-test 1. The results of post-test 1 showed that the average score obtained was 74 where there were 4 students who passed the Minimum Completeness Criteria (KKM) of 74. Following are the details of the test results used in cycle I.

c) Action

Cycle 1 action was carried out on Thursday, March 24, 2022, at 09.10 WIB. This is the first action in the implementation of classroom action research. In this cycle, meetings were held. The author carries out the teaching and learning process based on the lesson plan that has been made by the author. In this phase, the research is teaching in the classroom as an English teacher.

At the first meeting, the researcher taught narrative text. He explained the definition and social function first, then he explained the generic structure and language structure of the narrative text. Then he gave a cartoon entitled "Rilekui Kematian cartoon movie, film of harry potter" then the researcher recounted the film to the students but used Indonesian.

At the second meeting, the researcher reviewed the material. The next activity is the same as in the first meeting. She gave a second film entitled "legenda banyuwangi". Students must rewrite or retell the film story on the worksheet. During watching the film, the students had to make a review of the film that the researcher gave before so that it was easier for students to remember the story when they started writing narrative texts, while the researcher opened free time for students who asked about vocabulary or verbs from V2.

In the first test, the students were low vocabulary. There were 1 students got 70 score, 3 student got 75 score, and 1 students got score 80. Based on the result, the mean score of students in the first test 70 and percentage of students score 57,14%. The following table show the result of cycle 1.

Table 4.2 Students Writing Post-Test 1

No	Name	Total Score
1	AFR	70
2	AZR	75
3	CAZ	75
4	EQA	70
5	FNH	75
6	NM	60
7	NF	80
SUM		505
MEAN SCORE		70
PERCENTAGE WAS IMPROVED		57,14%

Table 4.3 Students Writing Score in Post-test 1

No.	Criteria	Frequency
1.	Below KKM score < 74	3
2.	Passed KKM score > 74	4

$$\bar{x} = \frac{\sum xi}{n}$$

$$\bar{x} = \frac{505}{7}$$

$$\bar{x} = 72,14$$

after calculating the pre-test result, the writer calculated student first post-test score. To know the result of students writing, the writer, the writer need to calculated the mean first. The data by using this formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72,14 - 63,57}{63,57} \times 100\%$$

$$P = 13,48\%$$

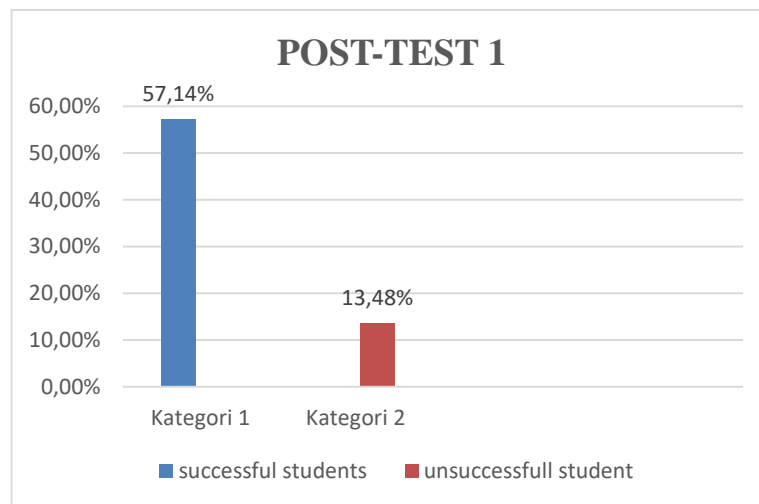
Then, in the first cycle of post-test 1, there were 4 students who passed the KKM. If it was calculated into class percentage, it was gained 57,14% the through this formula:

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

$$P = \frac{4}{7} \times 100\%$$

$P = 57,14\%$

Diagram 4.1 Post-Test 1



From the data above, it showed that there was students improvement between pre-test and post-test 1 with percentage was 13,48%.

2. Finding of the Second Cycle

Cycle 2 is held on Thursday, March 31, 2022 at 09.00 to 10.00, and the last test is Monday 04 2022 at 08.00 to 09. The first meeting, learning narrative text using cartoon films.

As usual, the researcher checked the condition of the students in the class whether the students were ready to receive the material and also focused on the material and the researcher's explanation. The researcher explained how to make a narrative text using a film to students who were still confused and had difficulty getting a bad score in the writing test. In the first meeting of the second cycle, the researcher re-explained the narrative text material and opened the students' questions. at the second

meeting of the second cycle, the researcher also trained students to make narrative paragraphs using films only through two-person group work.

Their group work determines themselves, while the number of students is 7, so there is one group consisting of 3 people. in group work when they write narrative text, they all have to write on their own paper. Thus, students who still do not understand the material can understand the material because they can ask for an explanation from their friends. The researcher gave students the film " in ancient times (movie is English version)" to find ideas and rewrite the story.

Table 4.4

No.	Criterion	Frequency
1.	Below KKM Score < 74	0
2.	Passed KKM Score >74	7

The calculation of the mean of the students' score in writing post-test 2 gained 77,85.

$$\bar{x} = \frac{\sum xi}{n}$$

$$\bar{x} = \frac{545}{7}$$

$$\bar{x} = 77,85$$

in the post-test 2, the writer got the mean score, thus the writer made a percentage in calculating:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{77,85 - 63,57}{63,57} \times 100\%$$

$$P = 22,46\%$$

The result of data from post-test 2 showed that the post-test 2 had 22,46% improvement from the pre-test. In the second cycle of post-test 2, there were 7 students who passed the KKM. If the was calculated into percentage, it was 100%

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

$$P = \frac{7}{7} \times 100\%$$

$$P = 100\%$$

Based on the data test above, the average students writing achievement on this cycle is 77,85 and all of students passed the KKM or 100% students. The improvement in this cycle was high and met the criteria of the action research of CAR in which minimum 100% students passed the KKM could be achieved. Form the result of this cycle, the writer stopped this research and would not continue to next cycle.

1) **Reflecting**

In this reflecting phase, the writer was helped by the English teacher to collect all the instruments used in the learning process by comparing the result of observation sheet from cycle one until cycle 2. The data from that observation sheet showed that students had some

improvement in responding the writer, acting in the group work, and upgrading the narrative text knowledge.

The students were being active in responding the writer day by day. They were also trying to be brave in showing themselves in this cycle two, meanwhile they were being passive and shy in the first cycle. In fact, the students were not that passive and shy at the first cycle, but when it came into the lesson they were automatically being nervous and afraid to deliver what they knew or even ask what they did not know. At this time, the students started to respect the rule and activities that the writer had made by following and joining every activities even sometimes they did not obey it, but generally they behaved well in the cycle two. The students' naughtiness were only when they felt sleepy and made noise. They were joking with their mates to get rid of the drowsiness. On the other hand, the writer and the students laughed together for a joke made by their mates. The writer was not angry and not be bothered by the students' chitchat or the noise they made because it created the fun and joy class. In the learning process, the writer designed the learning by making the group work. The writer observed the students' condition and the way they work in a group work. The students showed different characteristics and attitude.

At the first meeting, students were still stiff to ask questions about writing to the researcher or to their friends. Furthermore, the writer wanted the students to share their narrative texts with each other, but

failed because the students were not used to understanding each other about learning English. even at the beginning of the cycle, the researcher almost did the work of other friends who did not care and depend on him. Amazingly, the students demonstrated their progress by taking part in group assignments day after day. In the second cycle, the researcher made a decision that the task given by the researcher was made in groups, but students continued to write assignments on their respective papers. Students with higher abilities invite their friends to be involved in work groups and share knowledge about narrative text lessons.

Finally students with average and below average abilities want to get involved in group work assignments. This is balanced because students can help each other. Talking about students' knowledge about narrative text learning using cartoon movies. Over time, the knowledge and ability to write gradually increased from cycle one to cycle two. At the first meeting of cycle one, some students still lacked narrative text knowledge and only 4 students knew it. It takes an explanation of the material that is the easiest and most enjoyable to explain to students.

After passing a few days, the author can bring students into interactive learning. Students reach a stage where they are curious about the lesson and ask the writer to explain it in depth. This proves that students absorb the knowledge gained. They increase their knowledge of narrative texts by involving themselves and paying attention to each subject matter presented. By paying attention to

narrative text material, they can process it by making narrative stories. From all the calculator above, the diagram of Students' Mean score and the improvement of Students Score in the Percentage could be seen from the diagram below:

Diagram 4.2

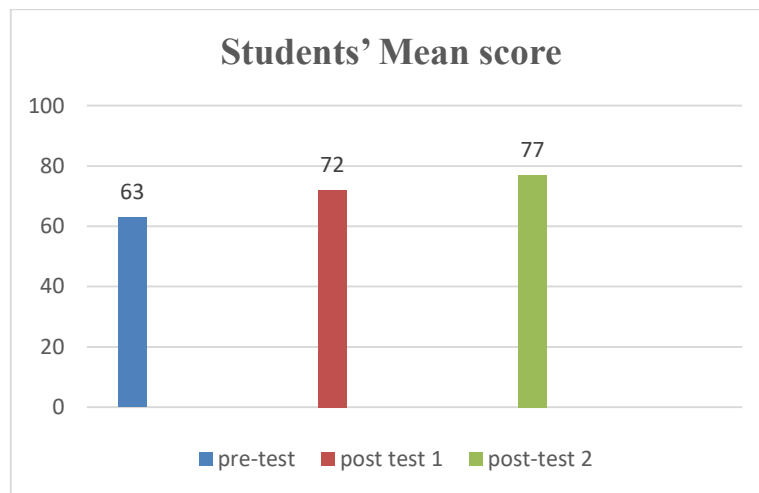
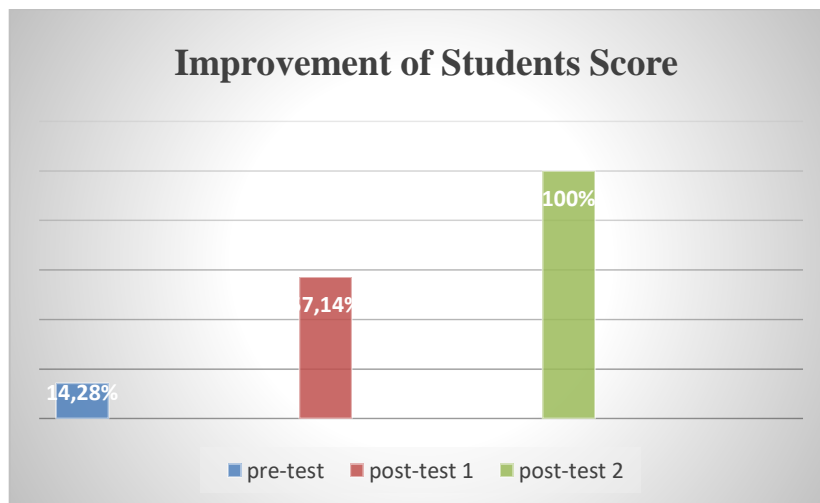


Diagram 4.3



2) Implanting

After analysis the result of the tests, the writer triangulated the data obtained from the interview guidelines and the observation sheet.

a) The Result of Post-Interview

The researcher conducted a structured interview with the English teacher after completing the CAR. It discusses the teacher's perspective of watching cartoons in learning to write narrative texts.

According to the teacher, he agreed that making innovations and utilizing the surrounding media in the teaching and learning process is something that is needed in an era where students are easily bored if learning only focuses on teachers and textbooks. He said, watching movies is something close that we rarely know about its existence and benefits. He was also surprised that watching movies is something fun so that students can learn and enjoy lessons in them without feeling serious.

In addition, students will not get lost in the story because this film inspires them to use their imagination and previous experiences to write with the right writing (Marashi & Adiban, 2017).

b) The Result of Student Interview

Based on the interview, the research conclude that they felt enjoy and enthusiast in learning narrative through movie. They were motivated because movie could help them to understand the material easily. They also could write that narrative test easily

because they had the idea from the movie. They thought that they did not have to think hard to put their idea on the paper and also could increase their writing score by using cartoon movie.

B. Discussion

After doing the research, the writer found that writing narrative text for grade 2 B Wustha students can be improved through narrative films. Interview guidelines and observation checklists supported by test results; pre-test, post-test 1, and post-test 2. The results of the data that the authors found in the form of an interview guide showed that the responses of the English teacher and students of grade 2 B wustha were positive and welcomed the new teachings. Media to support writing class, especially in learning to write narrative texts. The students feel happy in learning English because they feel attracted by the new innovations made in the writing class. From the interview, the writer realized that there are other factors that affect the students' narrative text writing ability. One of the factors is the lack of emphasis on learning English and the lack of appreciation, such as getting a prize if the score is the best in class.

In addition, the authors get some good results from the observation checklist. Most students are not afraid to show themselves in asking questions that they do not know related to the lesson because researchers approach students or are called friendly terms. They also show their progress in sharing their knowledge with their friends. They participate well in class activities, such as doing assignments and others. Furthermore,

students are gradually able to work in group work under the command of their leader.

The results of the study revealed that the film succeeded in improving students' writing skills in narrative texts. This is indicated by the results of the research in the cycle that students' writing skills are still poor. In this cycle, it can be seen from the average score of only 13.48% of students from pre-test to post-test 1. In the post-test, only 4 students or 57.14% passed the KKM. In this cycle, students need to improve their scores in writing through cartoons. Researchers and collaborators also discussed that there was an increase in students' narrative text writing scores. In cycle 2, students experienced an increase of 42.86% for pre-test to post-test 2 in cycle 2. all students 2 B Wusta or 100% who passed the KKM. In addition, the results of student interviews showed that students improved their narrative text writing skills because they enjoyed learning while watching movies. and there are also other factors, namely students are more diligent in opening English dictionaries because of the emphasis from researchers who involve them little by little knowing about vocabulary in English.

From this explanation, the researchers decided to stop the research because the implementation of the use of film had been going well, which can be seen in the explanation above.

CHAPTER V

CONCLUSION

Based on the analysis and interpretation in the previous chapter, it can be concluded that the process of students' writing skills in narrative text through cartoon movie for eight grade of SPM Wustha Blokagung improved. It could be seen from the process of improving students writing in every cycle and could be seen from the increase students' mean score among preliminary study, first cycle and the second cycle in chapter four. The students writing score achieve the target of the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimum (KKM)* which is categorized as high level in cycle two.

For further researchers who want to conduct similar research, I suggest taking the discussion method, because in the research that the researcher uses, students tend to ask the researchers. students must be able to solve problems through discussion groups so that students learn independently. If students still do not understand the material being discussed, students may ask the researcher. Researchers also suggest using the discovery method, namely to study the material as a whole, it takes the activeness and independence of students in searching, understanding, and finding the essence of the material being studied.

REFERENCES

- Abdia, Khoirul Rizki “*The Implementation of Animated Short Movie in Teaching Writing Narrative*” 2016
- Aderson, mark and akthy Aderson, *test types inn English*, New York Macmilla,1997.
- Akmala,Tantum Arisya “*The Use of Animated Film To Improve Students Ability in Writing Narrative Text*” <http://skripsi%20qualitatif/jtptiain-gdl-tatumaries-5202-1-tatumar-a.pdf>”
- Anas Sudijono, *Pengantar statistika pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2008,p.81
- Anjani, Ayu Fitri “*Improving Students Writing Narrative Text Through Silent Movie (larva)*”
- Anne Burns, *Collaborative Action Research for English Language Teacher*,(United Kingdom: Cambridge University, 1999),p,30
- Brown, H. Douglas. 2010. *Principles of Language Learning and Teaching*. New York: Pearson Education Inc
- Brown, H. Douglas. 2007. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Inc
- Fadila, Siti Fahda “*Improving Students’ Writing Skills in Narrative Text ThroughMovie*”
<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/30091/1/SITI%20FAHDA%20FADILA%20-%20FITK.pdf>
- H.E. Mulyasa, *Praktik Penelitian Tindakan Kelas: Menciptakan Perbaikan Berkesinambungan*, (Bandung: PT. Rosdakarya, 2010), p. 11

Hardani, S.Pd.,M.Si.,dkk “*Metode Kualitatif & Quantitave*”

https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=Triangulation%3A+Establishing+the+Validity+of+Qualitative++Studies1&btnG=

Harmer, Jeremy, *how to Tech Writing*. Longman: pearson Education Limited, 2004.

Harmini. H. Sofian. Urai Salam “*Article of Imroving Studnets Writing Ability in Narrative Text by Using Picture Series in SMA*”

http://eprints.walisongo.ac.id/id/eprint/2159/3/63411047_Bab2.pdf

<http://dictionary.die.net/film>

<http://eprints.umsida.ac.id/735/1/skripsi%20jd%20satu.pdf>

https://epublications.marquette.edu/cgi/viewcontent.cgi?article=1395&context=nursing_fac

[https://www.academicindonesia.com/sejarah-](https://www.academicindonesia.com/sejarah-film/#:~:text=Sejarah%20Film%2C%20Jenisjenis%20beserta%20Fungsi%20Film%201%20Sejarah,cerita%20pendek%2C%20film%20ini%20berdurasidibawah%2060%20menit)

[film/#:~:text=Sejarah%20Film%2C%20Jenisjenis%20beserta%20Fungsi%20Film%201%20Sejarah,cerita%20pendek%2C%20film%20ini%20berdurasidibawah%2060%20menit](https://www.academicindonesia.com/sejarah-film/#:~:text=Sejarah%20Film%2C%20Jenisjenis%20beserta%20Fungsi%20Film%201%20Sejarah,cerita%20pendek%2C%20film%20ini%20berdurasidibawah%2060%20menit)

[https://disdikpora.bulelengkab.go.id/informasi/detail/artikel/kurikulum-2013-](https://disdikpora.bulelengkab.go.id/informasi/detail/artikel/kurikulum-2013-50#:~:text=Kurikulum%202013%20memiliki%20tiga%20aspek,dan%20aspek%20sikap%20dan%20perilaku)

[50#:~:text=Kurikulum%202013%20memiliki%20tiga%20aspek,dan%20aspek%20sikap%20dan%20perilaku](https://disdikpora.bulelengkab.go.id/informasi/detail/artikel/kurikulum-2013-50#:~:text=Kurikulum%202013%20memiliki%20tiga%20aspek,dan%20aspek%20sikap%20dan%20perilaku)

Klimova, Blangka “*Approaches to the Teaching of Writing Skills*”

[https://www.researchgate.net/profile/Blanka-](https://www.researchgate.net/profile/Blanka-Klimova/publication/260251618_Approaches_to_the_Teaching_of_Writing_Skills/links/54c0c6c20cf28eae4a697bc2/Approaches-to-the-Teaching-of-Writing-Skills.pdf)

[Klimova/publication/260251618_Approaches_to_the_Teaching_of_Writing_Skills/links/54c0c6c20cf28eae4a697bc2/Approaches-to-the-Teaching-of-Writing-Skills.pdf](https://www.researchgate.net/profile/Blanka-Klimova/publication/260251618_Approaches_to_the_Teaching_of_Writing_Skills/links/54c0c6c20cf28eae4a697bc2/Approaches-to-the-Teaching-of-Writing-Skills.pdf)

Kristiani Lisma Vera Br Ginting, Dinda Syafitri, Cahaya Riama Yanti Nehe, Nita Paskarina Manullang, Sri Ninta Tarigan, "*Linguistic, English Education and Art (LEEA) Journal / article*"

<https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/1000>

Nunun Indasari "*article Improving Students' Writing Skills of Narrative Test by using Shroth Video*" 2010

Prof. Dr. Ir. H. Kasim, Musliar. dan Prof. Dr. Ir. Nuryanti, Wiendu M.Arch.,
Ph.D. MS

<https://www.kemdikbud.go.id/kemdikbud/dokumen/Paparan/Paparan%20Wamendik.pdf>

"*Selayang Pandang Kurikulum*". Diarsipkan dari versi asli tanggal 2015-12-22.
Diakses tanggal 15 Desember 2015.

Suharsimi Arikunto, Penelitian Tindakan Kelas, (Jakarta: Bumi Aksara, 2009),p.
127-132

Suharsimi Arikunto(2006), Class Room Action Research,PT Bumi Aksara p3

Suryabrata, Sumandi, *Metodologi Penelitian*, Jakarta: PT. Raja Grafindo P

V. Chandra Sekhar Rao, Ms. V. Satya Sri Durga "*Developing Students' Writing Skills in English-A Process Approach*" (PDF) Developing Students' Writing Skills in English-A Process Approach (researchgate.net)

Scoring rubric writing skills

https://www.researchgate.net/publication/334606305_USING_DICTOGLOSS_TECHNIQUE_TO_IMPROVE_STUDENTS'_WRITING_SKILL

Wikipedia, https://id.wikipedia.org/wiki/Kurikulum_2013

APPENDIX



المدرسة الدينية الأميرية المعهد دار السلام

SATUAN PENDIDIKAN MUADALAH

"SPM WUSTHA AL-AMIRIYAH"

YAYASAN PONDOK PESANTREN DARUSSALAM

BLOKAGUNG, KARANGDORO, TEGALSARI, BANYUWANGI

NPSN : 69992228 NSSPM : 222235100040

Office

Madrasah Barat Lt.1 Ruang A.03 Ponpes Darussalam Blokagung, Karangdoro, Tegalsari, Banyuwangi, Jawa Timur

SURAT KETERANGAN PENELITIAN

Nomor : 31.1/034/SPM.Wustha/IV/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Satuan Pendidikan Muadalah Wustha Yayasan Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi Jawa Timur, menerangkan bahwa Mahasiswa yang beridentitas di bawah ini:

Nama : **ROMLATUL QONIAH**
Nim : 17112210061
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Program Studi : Tadris Bahasa Inggris 2018 (TBIG)

Menerangkan bahwa Mahasiswa tersebut diatas benar-benar melakukan Observasi di Satuan Pendidikan Muadalah Wustha Yayasan Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi, untuk menyelesaikan tugas mata kuliah

Demikian surat keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Blokagung, 08 April 2022

Mengetahui,

Kepala madrasah


Ma'rif Arwani S.Pd

Waka. kurikulum


Rosyid Ridho, S.Pd



Plagiarism Checker X Originality Report

Similarity Found: 18%

Date: Kamis, Juni 02, 2022

Statistics: 1923 words Plagiarized / 10888 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

CHAPTER I INTRODUCTION Background Study SPM Wustha is one of the school units in the Darussalam Islamic Boarding School Blokagung Banyuwangi Regency. SPM Wustha is a new unit that was established in 2020 and this unit is equivalent to a junior high school but based on the salaf book. The strategic location of the Wustha SPM Unit building is above the eastern ndalem kesepuhan garage for girls and for boys in the madrasa building in front of the back gate. Writing is one of the four language skills that are very important to learn.

Writing is one of the language skills, has given an important contribution to human work. (Blanka Klimova) University of Hradec Kralove. February 2014. Approaches to the teaching of writing skills. Article in Procedia - Social and Behavioral Sciences 112 (2014) 147 – 151. Writing is important because it's used extensively in higher education and in the workplace.

If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. There are so many records of recent activities that can be read today, which can also be read in the future.

Recently, there is much new information which has been transferred by using a discourse of article from the newspaper, magazine, or internet. This means that writing plays a very important role in modern society. (Akmala 2011:2) Writing is one language skill that can be a measurement of literacy development in a country.

List of Students Code Class 2 B Wustha SPM Blokagung

No.	Name	Code
1.	Aizza Ramadhani	AZR
2.	Afifatur Rohmah	AFR
3.	Cinta Aulia zahra	CAZ
4.	Elok Qurotul Aini	EQA
5.	Fitrotul Nurul Hidayah	FNH
6.	Nayla Firdaus	NF
7.	Nafisatul Mahmudah	NM

List of Students Score Class 2 B Wustha SPM Blokagung

No.	name	Pre-test	Post-test 1	Post-test 2
1	Aizza Ramadhani	65	75	80
2	Afifatur Rohmah	60	70	75
3	Cinta Aulia zahra	60	75	75
4	Elok Qurotul Aini	70	70	75
5	Fitrotul Nurul Hidayah	65	75	80
6	Nayla Firdaus	75	80	85
7	Nafisatul Mahmudah	50	60	75

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE 1

Satuan Pendidikan : Muadalah Wustha
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Tahun Pelajaran : 2021/2022
Alokasi Waktu : 60 Menit (1 Pertemuan)

A. Tujuan Pembelajaran

Di akhir pembelajaran, para siswa diharapkan mampu:

1. Mendeskripsikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis sederhana tentang legenda rakyat dalam konteks penggunaannya:
2. Menjelaskan isi legenda dan menulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya
3. Menceritakan legenda secara lisan dan memperhatikan, tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda, sederhana, dan sesuai konteks.	3.3.1 Mengidentifikasi fungsi kalimat narrative, mengetahui ciri kebahasaan teks narrative, menulis text pendek sederhana dalam bentuk narrative dengan langkah yang benar

<p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sederhana terkait legenda.</p>	<p>4.3.1 Melakukan tindak tutur menyebutkan ungkapan tanggung jawab dan religious, kreatif, dan percaya diri</p>
--	--

C. Materi Pembelajaran

Narrative text

- Menyebutkan ungkapan terkait legends, folklore, myth

D. Media, Alat, Bahan dan Sumber Pembelajaran

➤ Metode Pembelajaran

Scientific learning, discovery learning.

➤ Media Pembelajaran

projector

➤ Sumber Pembelajaran

modul/ bahan ajar

E. Materi Pelajaran

- Narrative adalah text yang menceritakan suatu imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.

Struktur umum/ciri ciri teks naratif

- Orientasi: Orientasi adalah bagian dari teks yang memberikan setting atau pembukaan tentang narasi
- Komplikasi:Komplikasi adalah bagian dari teks untuk menginformasikan tentang konflik dalam narasi
- Resolusi: Resolusi adalah bagian dari teks untuk menggambarkan tentang reaksi untuk memecahkan masalah.
- Coda: Coda adalah menggambarkan refleksi atau evaluasi konflik tentang narasi.

- Coda: Coda is the describe reflection or evaluation the conflict about narrative.

F. Langkah-Langkah Pembelajaran

No	Kegiatan	Waktu
1	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Orientasi</p> <ul style="list-style-type: none"> ➤ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ➤ Memeriksa kehadiran peserta didik sebagai sikap disiplin ➤ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengingat kembali materi dengan bertanya. ➤ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 Menit
2	<p style="text-align: center;">Kegiatan Inti</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik pembahasan</p> <p>❖ Mengamati</p> <ul style="list-style-type: none"> • <i>Peserta didik diminta untuk mengamati ungkapan-ungkapan untuk menanyakan dan menyatakan sebuah Menceritakan legenda secara lisan dan memperhatikan, tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya</i> <p>❖ Mendengar</p> <ul style="list-style-type: none"> • <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan pnarrative text.</i> 	35 Menit

	<p>❖ Menyimak,</p> <ul style="list-style-type: none"> • Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran narrative text. 	
3	<p style="text-align: center;">Kegiatan Penutup</p> <p>❖ Mengajukan pertanyaan</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disampaikan dan akan dijawab melalui kegiatan belajar yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati.</p> <p>❖ Menyimpulkan</p> <ul style="list-style-type: none"> • Setelah siswa mengomunikasikan hasil penalaran mereka, siswa diajak menyimpulkan hasil pembelajaran dengan bimbingan guru agar tidak terjadi kesalahan konsep. • Guru mengakhiri pelajaran dengan doa, kemudian guru memberi salam kepada siswa tanda pelajaran selesai. 	15 Menit

G. Aspek Penilaian

1. Penilaian sikap

Observasi sikap siswa (disiplin, jujur, berani, tanggungjawab, peduli, dan menghargai pendapat orang lain) pada saat berada didalam kelas

2. Penilaian pengetahuan

Tanya jawab : seputar materi narrative text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE 2

Satuan Pendidikan : Muadalah Wustho

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Tahun Pelajaran : 2021/2022

Alokasi Waktu : 60 Menit (1 Pertemuan)

H. Tujuan Pembelajaran

Di akhir pembelajaran, para siswa diharapkan mampu:

4. Mendeskripsikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis sederhana tentang legenda rakyat dalam konteks penggunaannya:
5. Menjelaskan isi legenda dan menulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya
6. Menceritakan legenda secara lisan dan memperhatikan, tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda, sederhana, dan sesuai konteks.	3.3.2 Mengidentifikasi fungsi kalimat narrative, mengetahui ciri kebahasaan teks narrative, menulis text pendek sederhana dalam bentuk narrative dengan langkah yang benar

<p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sederhana terkait legenda.</p>	<p>4.3.1 Melakukan tindak tutur menyebutkan ungkapan tanggung jawab dan religious, kreatif, dan percaya diri</p>
--	--

J. Materi Pembelajaran

Narrative text

- Menyebutkan ungkapan terkait legends, folklore, myth

K. Media, Alat, Bahan dan Sumber Pembelajaran

➤ Metode Pembelajaran

Scientific learning, discovery learning.

➤ Media Pembelajaran

projector

➤ Sumber Pembelajaran

modul/ bahan ajar

L. Materi Pelajaran

- Narrative adalah text yang menceritakan suatu imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.

Struktur umum/ciri ciri teks naratif

- Orientasi: Orientasi adalah bagian dari teks yang memberikan setting atau pembukaan tentang narasi
- Komplikasi:Komplikasi adalah bagian dari teks untuk menginformasikan tentang konflik dalam narasi
- Resolusi: Resolusi adalah bagian dari teks untuk menggambarkan tentang reaksi untuk memecahkan masalah.
- Coda: Coda adalah menggambarkan refleksi atau evaluasi konflik tentang narasi.

M. Langkah-Langkah Pembelajaran

No	Kegiatan	Waktu
1	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Orientasi</p> <ul style="list-style-type: none"> ➤ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ➤ Memeriksa kehadiran peserta didik sebagai sikap disiplin ➤ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengingatkan kembali materi dengan bertanya. ➤ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	10 Menit
2	<p style="text-align: center;">Kegiatan Inti</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik pembahasan</p> <p>❖ Mengamati</p> <ul style="list-style-type: none"> • <i>Peserta didik diminta untuk mengamati ungkapan-ungkapan untuk menanyakan dan menyatakan sebuah Menceritakan legenda secara lisan dan memperhatikan, tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya</i> <p>❖ Mendengar</p> <ul style="list-style-type: none"> • <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan pnarrative text.</i> <p>❖ Menyimak,</p>	35 Menit

	<ul style="list-style-type: none"> • Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran narrative text. 	
3	<p style="text-align: center;">Kegiatan Penutup</p> <p>❖ Mengajukan pertanyaan Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disampaikan dan akan dijawab melalui kegiatan belajar yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati.</p> <p>❖ Menyimpulkan</p> <ul style="list-style-type: none"> • Setelah siswa mengomunikasikan hasil penalaran mereka, siswa diajak menyimpulkan hasil pembelajaran dengan bimbingan guru agar tidak terjadi kesalahan konsep. • Guru mengakhiri pelajaran dengan doa, kemudian guru memberi salam kepada siswa tanda pelajaran selesai. 	15 Menit

N. Aspek Penilaian

1. Penilaian sikap

Observasi sikap siswa (disiplin, jujur, berani, tanggungjawab, peduli, dan menghargai pendapat orang lain) pada saat berada didalam kelas

2. Penilaian pengetahuan

Tanya jawab : seputar materi narrative text

List of Students Class 2 B Wustha SPM Blokagung

No.	name	Pre-test	Post-test 1	Post-test 2
1	Aizza Ramadhani	65	75	80
2	Afifatur Rohmah	60	70	75
3	Cinta Aulia zahra	60	75	75
4	Elok Qurotul Aini	70	70	75
5	Fitrotul Nurul Hidayah	65	75	80
6	Nayla Firdaus	75	80	85
7	Nafisatul Mahmudah	50	60	75

BIOGRAPHY



Name : Romlatul Qoni'ah

Date of Birth : Sumber Agung, 19 Mei 1999

Gender : Female

Address : Sumber agung, Lempuing, OKI, South Sumatra

Study Program: English Education Department

NIM 17112210061

Email : Romlatul1905@gmail.com

Nationality : Indonesia

Educational background

1. SD N 1 Sumber Agung (2005 - 2011)
2. SMP Plus Darussalam (2011 - 2014)
3. SMK Darussalam (2014 - 2017)
4. Darussalam Islamic Institute (2017 - 2021)