

**IMPLEMENTING ANIMATED SHORT MOVIE IN TEACHING
WRITING SKILL OF NARRATIVE TEXT AT BASIC CLASS ENGLISH
CONVERSATION CLUB IN DARULLUGHOH AL-INJILIZIYAH
DORMITORY ACADEMIC YEAR 2021/2022**

THESIS



BY:

AYU HAFIDAH

NIM.18112210002

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

2022

**IMPLEMENTING ANIMATED SHORT MOVIE IN
TEACHING WRITING SKILL OF NARRATIVE TEXT AT
BASIC CLASS ENGLISH CONVERSATION COURSE IN
DARULLUGHOH AL-INJILIZIYAH DORMITORY
ACADEMIC YEAR 2021/2022**

THESIS

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

BY:

AYU HAFIDAH

NIM. 18112210002

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

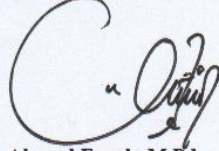
2022

ADVISOR APPROVAL SHEET

This is to certify that the thesis of **Ayu Hafidah** has been approved by the advisor
for further approval by the board of examiners.

Banyuwangi, 4th April 2022

Advisor,

A handwritten signature in black ink, appearing to read 'Ahmad Faruk', written over a large, stylized letter 'C'.


Ahmad Faruk, M.Pd.

NIPY 315611058801

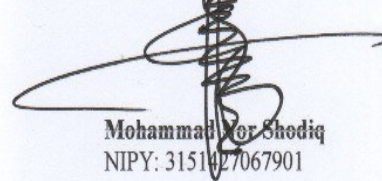
AGREEMENT

This is to certify that the thesis of has been Ayu Hafidah approved by the board of examiners.


Banyuwangi, 4th April 2022


Ridwan, M.Pd.
NIPY. 31514058801

Examiner 1



Mohammad Nur Shodiq
NIPY: 3151427067901

Examiner 2


Moh Mahmud, M.Pd.
NIPY.3150506057801

Examiner 3

Acknowledged by
Dean of Education and Teacher Training Faculty Head of English Education Department


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


Dr. Zulfa Zamala Dwi Andriani, MA.
NIPY 3150722128404

DEDICATION

Praise the presence of Allah SWT who has gives grace, taufiq, and guidance to

us. This thesis is especially dedicatet to:

1. My beloved present Edi Yoto Prahmono and Siti Halimah, who always supports every condition
2. My beloved Roissul Ummam, who who always make me smile and my motivation
3. And all my great teacher, friends, and family. Thank you so much

MOTTO

Belajar Sabar Di setiap Sakit dan Keadaan, Karna Di setiap Momen Tersebut

Semua Berasal Dari Allah dan Akan Kembali Padanya.

Learn to be Patient in Every Pain and Situation, Because in Every Moment

Everything Comes from God and Will Return to Him.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirohim

Here with, I :

Name : AYU HAFIDAH

NIM : 18112210002

Study Program : English Education Department

Adders : Kalipait, Tegaldlimo, Banyuwangi

Declare that:

1. This thesis has never submitted to any other tertiary education for any other academic degree.
2. This thesis is to solve work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
3. If a later time is found the thesis is product of plagiarism, I am willing to accept legal consequences that imposed to me.

Banyuwangi, 6 Wednesday 2022



Declaration



Ayu Hafidah

ABSTRACT

Hafidah, Ayu.2021. *The Implementing Animated Short Movie in Teaching Writing Skill of Narrative Text (at Basic Class English Conversation Club of Darullughoh Al-Injiliziyah), Thesis, English Education Department, The Faculty of Tarbiyah and Teachers' Training, Darussalam Islamic Religion Institute Blokagung Banyuwangi.*

Keywords: Writing Skill, Narrative Text, Animated Short Movie

Animated short movie is one of the audio-visual media with pictures. Animated Short Movie is a good medium if applied in teaching narrative text writing. The researcher conducted this research to answer the formulation of the research problem, how to apply this animated short movie in teaching narrative writing. This study aims to see the process of increasing the creativity of English Conversation Club (ECC) members in the Darullughoh Al-Injiliziyah dormitory in narrative text using animated short movie.

This research method uses Classroom Action Research (CAR) to identify and solve problems with members' abilities in writing narrative texts. This research begins with conducting interviews with teachers who teach writing classes and conducting a pre-test on members first with the number of members, namely as many as 14 members of the basic class. Researchers use qualitative research methods to obtain data. Researchers used three instruments to obtain data, including: observations which included pre-test and post-test, interviews, and documentation. The Classroom Action Research model used adheres to the Kemmis; which there are stages: planning, implementation of observations, and reflection. This study uses qualitative data in which the researcher describes descriptively about the data collection process and displays it in the form of tables or graphs.

The results of this study are: the researcher gives an animated short movie to the students and the students have to rewrite the story from animated short movie. This research begins with a pre-study with 14,3% students whose scores reach the success criteria of a total of 14 students. And cycle 1 with 78%% students whose scores reach the success standard of a total of 14 students. And cycle 2 with 100% students whose scores reach the success standard of a total of 14 students. based on the results of student interviews, students feel interested in studying writing classes using animated short movie media.

ABSTRAK

Hafidah, Ayu. 2021. *Penerapan Film Pendek Animasi dalam Pengajaran Keterampilan Menulis Teks Narasi (di Klub Percakapan Bahasa Inggris Kelas Dasar Darullughoh Al-Injiliziyah), Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Darussalam Blokagung Banyuwangi.*

Kata kunci: Keterampilan Menulis, Teks Narasi, Film Pendek Animasi

Film pendek animasi merupakan salah satu media audio visual dengan gambar. Film Pendek Animasi merupakan media yang baik jika diterapkan dalam pengajaran menulis teks naratif. Peneliti melakukan penelitian ini untuk menjawab rumusan masalah penelitian, bagaimana penerapan film pendek animasi ini dalam pembelajaran menulis naratif. Penelitian ini bertujuan untuk melihat proses peningkatan kreativitas anggota English Conversation Club (ECC) di asrama Darullughoh Al-Injiliziyah dalam teks naratif menggunakan film pendek animasi.

Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) untuk mengidentifikasi dan memecahkan masalah kemampuan anggota dalam menulis teks naratif. Penelitian ini diawali dengan melakukan wawancara dengan guru yang mengajar kelas menulis dan melakukan pre-test pada anggota pertama dengan jumlah anggota yaitu sebanyak 14 anggota kelas dasar. Peneliti menggunakan metode penelitian kualitatif untuk memperoleh data. Peneliti menggunakan tiga instrumen untuk memperoleh data, antara lain: observasi yang meliputi pre-test dan post-test, wawancara, dan dokumentasi. Model Penelitian Tindakan Kelas yang digunakan menganut Kemmis; yang ada tahapannya: perencanaan, pelaksanaan observasi, dan refleksi. Penelitian ini menggunakan data kualitatif dimana peneliti menggambarkan secara deskriptif tentang proses pengumpulan data dan menampilkannya dalam bentuk tabel atau grafik.

Hasil dari penelitian ini adalah: peneliti memberikan sebuah film pendek animasi kepada siswa dan siswa harus menulis ulang cerita dari film pendek animasi tersebut. Penelitian ini diawali dengan prastudi dengan 14,3% siswa yang nilainya mencapai kriteria keberhasilan dari total 14 siswa. Dan siklus 1 dengan 78% siswa yang nilainya mencapai standar keberhasilan sebanyak 14 siswa. siklus 2 dengan 100% siswa yang nilainya mencapai standar keberhasilan sebanyak 14 siswa. berdasarkan hasil wawancara siswa, siswa merasa tertarik untuk mengikuti pembelajaran kelas menulis dengan menggunakan media film pendek animasi.

ACKNOWLEDGEMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after long effort of writing peace. Blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his follows who strived is Islam.

The gratitude and appreciation are addressed to:

1. H. Amad Munib Syafa'at. Lc., M.E.I. the Rector of Islamic Institute of Darusslam
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 Ungraduated Program In English Education Department.
4. Ahmad Faruq, M. Pd as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.
5. To my parents who has always pray for and support me
6. For may beloved friend Indah Pramita Sari always give me spirit and always help me
7. All my thesis friends in Pengiriman room always to be my spirit
8. All my friends and family, who have supported my spirit and helped me to complete this thesis

I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my god blesses those mentioned above for all their sacrifices and afford that will be valuable and beneficial for them to get successful in the future life. Amin.

Banyuwangi, 6 Wednesday 2022

Ayu Hafidah

TABLE OF CONTENTS

COVER	i
INSIDE COVER	ii
APPROVAL SHEET	iii
AGREEMENT	iv
DEDICATION.....	v
MOTTO	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xi
1.1 CHAPTER I INTRODUCTION.....	1
1.2 Background of The Study.....	1
1.3 Research Problem	6
1.4 Objective of The Research	6
1.5 Significance of the research.....	7
1.6 The Scope and Limitation	7
1.7 Definition of Key Term.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Theoretical description	9
2.10 Previous Study.....	28
CHAPTER III RESEARCH METHODOLOGY	30
3.1 Research Design	30
3.2 Research Setting.....	33
3.3 Research Subject	33
3.4 Research Instrument.....	34
3.5 Data Source.....	36

3.6 Procedure of Data Collection	37
3.7 Technique of Data Analysis.....	40
CHAPTER IV RESEARCH	44
4.1 Result	45
4.2 Discussion.....	45
CHAPTER V CONCLUSION AND SUGGESTION	55
5.1 Conclusion.....	55
5.2 Suggestion	56
REFERENCES.....	58
APPENDIX.....	60

CHAPTER I

INTRODUCTION

This chapter reviews the background of the study, research problem, object of the research, significance of the research, scope of limitation, and definition of the key term.

1.1 Background of Study

language is an important part of human life. People communicate with each other using language. Which always need company in their life. "Language is communicative; it allows us to communicate with others who share the same language.

A language is a tool for communication, with language a human can say or express their intent to the other human, one of the international languages is English. Almost all the countries use English to form a relationship, whether in business or political relations. In Indonesia, English as a foreign language is extremely important to learn to facilitate communication between countries. Therefore, education in Indonesia incorporates English into subjects that must be traveled by students. The students should be able to master the four skills in English, there are reading, writing, listening, and speaking.

Writing is important in teaching speaking, reading and listening because the learners can express their ideas, feeling and experiences in certain place, time and situation in written form¹. According to the Zemach and Rumisek the teaching of writing is important because of the reason: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within

the class. The second reason is when the students write, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). What is meant by this opinion is that assistance is very important in the process of learning to write a student. This is a teacher's difficulty in teaching writing skills to students because elements such as grammar, vocabulary, organization, punctuation and spelling are included in writing skills. Therefore, a teacher must provide enthusiasm in the form of learning motivation and provide interesting teaching as possible by using media or supporting tools to attract students' interest in learning in writing skill material. Broadly speaking, Indonesian students are non-native-language.

Richards and Renandya (2002: 30) state that “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with this idea, Brown (2004: 218) states as follows “We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes unintended purpose.”

Background of the problem Indonesia has English Standard Competence to teach English in Indonesia, especially for teaching writing. English Standard Competence has some of forms that the teacher must teach in teaching writing, there are narrative text, descriptive, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text (Depdiknas Indonesia , 2006:5). Plus, the reason for taking narrative text for learning media.

Narrative is a kind of texts that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways (Sudarwati and Grace in Merindriasari. et. al (2015)). According to Anderson and Anderson cited in Akmala (2011) Narrative text is a piece of text which tell 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.

Media is very important in the process of delivering learning materials. With the media, students will find it easier to capture the lessons conveyed by the teacher and make it easier for them to imagine and develop their creative ideas when writing. There are lots of media that can be used by a teacher to support the students' ability to use narrative text materials in class. One of them uses the media of animated short films. This media is not just about audio or just visuals. However, this media uses a combination of audio-visual with a moving image model accompanied by sound. Using this media will make students feel happy and will not be bored when delivering narrative text lessons so that students will find it easier and more fun when learning writing skills.

ECC (English Conversation Club) is one of the dormitories located in the Darussalam Putri Utara Islamic boarding school which is specifically for learning English in depth. This hostel is an English dormitory using the test method as an entry requirement in this hostel. This dormitory has three grade levels that are tailored to students' abilities, namely basic, intermediate, and advanced classes. As for those who are allowed to register in this dormitory, such as high school students to 7th semester students with any study program, so of course this consists of various grade levels so that there is no possibility of the ability of every student who is already qualified to learn English. When the researchers made observations at the English Conversation Club Course, the researchers found the problem that English Conversation Club students felt it was difficult to write narrative text. Why are members still difficult to write narrative text? Before the teacher has given a learning topic for writing narrative text, but when students start to write the topic that has been given, they find it difficult to develop their imagination and come up with their ideas.

In addition, according to the researcher's observations when conducting a preliminary study, the researcher found that students still had problems in writing narrative texts. First, most of them find writing difficult, they have to deal with grammar, it is also known from their writing from their assignments, it shows that their grammar is still low. In addition, they still have a lack of vocabulary. Second, students not only feel lacking in vocabulary, but also lack ideas. They admit that they are confused about making new sentences in narrative texts. The reason is that they don't find any ideas in their minds. Furthermore, the effect of the above problem, makes it difficult to arrange sentences. In short, they need ideas to make

sentences to improve their skills in writing narrative texts. Third, when students write down their thoughts, they feel hopeless and insecure. Mostly, they worry when they will write a sentence in a paragraph. In short, students need a lot of motivation and practice in writing narrative texts. Fourth, students did not enjoy getting the researcher's explanation using traditional teaching at the first meeting in the preliminary study. When researchers teach them using traditional teaching, most of them don't pay much attention to the researcher's presentation. Fifth, students find it difficult to write narrative texts because they rarely practice writing. Moreover, these problems make students unable to achieve the maximum score criteria (SKM). The problem with the conditions in the ECC Course mentioned above is evidenced by the researcher's observations when the researcher conducted a preliminary study. This is also evidenced by checking the score on the researcher's PPL Finding. This shows that there are still many students who get scores below the maximum criteria, while the minimum completeness criteria for success (SKM) is 73, on the other hand there are students who get 55, meaning that students have not achieved this, it is proven. when the researcher conducts a preliminary study. Because of the problems above, the most appropriate media must be applied by the teacher. And video is one of the media that is expected to solve the students' problems in writing narrative texts. This is supported by the Lestyarningsih (2017:3) video concept which can be applied to transfer material related to the topic. This is also supported by Fatmawati (2017:2). "There are reasons to believe that videos will help" based on these concepts, videos are believed to be effective for transferring knowledge when teaching and learning in the classroom.

Based on the explanation of the problem above, the author tries to use animated short movie media to improve the writing skills of English Conversation Club members' narrative text. The reason the author uses animation short movie in this teaching is to see the results of the PLL (Teacher Training) conducted by the researcher. Researcher's practice teaching personal letter material using animated short movie media and the results of learning using this media meet the desired target. Therefore, the writer is motivated to develop the ability of English Conversation Club members in writing narrative text skills by using animation short movie media. Expected the animated short movie is an effective to teach and giving the motivation for the students writing skill.

According to Sexton cited in Yulianingrum (2011) said that movie provides visual stimuli to reinforce valuable concepts and ideas because information is often stored in visual form, pictures and short movie may be very important in helping students retain important ideas and retrieve them from the long-term memory. It means that the animated short movie can help the students to get stimulate their ideas in the process of learning English writing skill. The students will feel the different condition when they learn by the animated short movie in their classroom.

Expected The animated short movie can help the students to understand the language easily, it is a fun movie because the students watch about cartoon or animated. The duration of this movie is not too long, it is about 7 until 10 minutes. It will help the teacher for managing the time when they teach in the class, because it does not need to use a long time to watch the movie. Animated short movie is expected to use as an effective media especially for language teacher because animated short movie has an authentic and varied language in it. It provides the

students real conversation and expose the expression in English. It can help the students to rise up their imaginative skill in narrative text, this media will bring fun atmosphere in the class. The teacher can search the animated short movie on the internet or maybe the teacher can use the DVD then download and save it in the laptop then play it to the students through the laptop, projector and speaker. The students need the creative and innovative teacher.

1.2 Research Problem

Based on the background above, this study is arranged to answer this question. How is the implementation of animated short movie in teaching writing narrative text at Basic Class English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Academic Year 2021/2022?

1.3 Objective of the Research

Based on the background above, this study arranged to answer this question. Is To describe how the implementation of animated short movie in teaching writing text at Basic Class English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Academic Year 2021/2022?

1.4 Significance of the Research

This research is expected to be useful:

1. For English Teacher

The result of this research is expected to be useful alternative technique for English teacher in teaching narrative text. They may use animation short movie to improve the students' writing skill.

2. For the Other Researcher

For other researchers, the authors hope that their research will be useful and get input from other researchers. Other researchers can conduct similar research with different forms, responses and places.

3. For the Student

The action given the students' is expected to be useful for them to improve the writing skill of narrative text thought the use animated short movie media. It would also encourage them to be more actively involved in English lesson which are conducted in less stressful condition is new learning experience.

1.5 The Scope and Limitation

This study only focuses on teaching with narrative text material using animated short movie as media. The subjects are members of the ECC (English Conversation Club) this course located in the Darullughoh Al-Injiliziyah Dormitory with the code (AC) Putri Utara Darussalam Islamic Boarding School in basic class with a total of 14 people.

As for the assessment here, the researcher examines writing text only intensively in the grammar and style and quality of expression.

1.6 Definition of Key Term

1. Implementation

according to Hamzah, the implementation of learning is applying the interaction process of students with educators and learning resources in a learning environment that includes teachers and students exchanging information. Implementation is a placement of ideas, concepts, policies, or

findings in a simple action as a result of which has an impact, either in the form of changes in knowledge, skills and attitudes.

2. Animation Short Movie

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animated short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmala, 2011:25). Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest to watch it, they did not feel bored and they get stimulate to express or share their opinion in their writing.

3. Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments.

4. Writing Skill

In English there are four skills that must be mastered by students. namely speaking, listening, writing, grammar. As for writing is one of the important skills and must be learned by students. because by writing can provide important and useful information for others who need or who do not need it. Writing is a student's productive skill, because by writing students can express their

thoughts and imaginations freely, which can be in written form. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009:113).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will explain some opinions and theories about something related and interrelated, the basis of this research. about the theory of writing, narrative texts, media, videos, short films and the implementation of animated short films in learning to write narrative texts.

2.1 Definition of Writing

In English there are four skills that must be mastered by students. namely speaking, listening, writing, grammar. As for writing is one of the important skills and must be learned by students. because by writing can provide important and useful information for others who need or who do not need it. Writing is a student's productive skill, because by writing students can express their thoughts and imaginations freely, which can be in written form. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009:113). In this case, if students have strong knowledge of reading, listening and speaking they will easily master and develop their writing skills.

Halliday (in Nunan, 1991:84) suggest that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. We as prospective teachers must know the various types of student characters in the classroom. students sometimes have characters who are active in speaking, clever in opinion, some are hyperactive, and

also quiet. sometimes quiet students often express their desires and imaginations in writing. By writing

quiet students can create their own world that is different from other students. Based on Halliday (in Nunan, 1991:84) in the modern world, written language serves a range of functions in everyday life, including the following:

1. Primarily for action: public signs (on roads and stations), product labels and instructions (on food, toys etc.)
2. Primarily for information: newspaper and current affair magazines (news, hobby magazines, non-fiction books, public notices etc)
3. Primarily for entertainment: comic, fiction books, poetry and drama, film subtitles etc.

According to Nunan (1991:85), there are two different kinds complexity between written and spoken language, written language is complex at the level of the clause, while spoken language is complex in the way clauses are linked together. if we know, writing and speaking are different. people who are proficient in speaking are not necessarily proficient in writing skills and people who are proficient in writing are not necessarily proficient in speaking. because writing and speaking have different structures.

According to Heaton (in Susanti, 2011:8) writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements. The teacher should bring the grammatical rule and the concept of writing in teaching learning process.

The young writers need to be exposed to a range of different types of text. They need to be shown how the different text types are characterized by different

generic structures (Nunan, 1991:90). in each type of authorship has a different generic structure. Therefore, both students and teachers must understand and master the generic structure. Students are expected to use grammar, punctuation, and spelling correctly in their writing.

Nunan (in Susanti, 2011:9) states that writing is the mental work of inventing ideas, thinking of how to express them and organizing them into statements and paragraphs until that is clearer to the readers. Writing is some process continuous starting thinking imagination about theme and application imagination in writing. Writing is a continuous process of thinking and organizing, rethinking and reorganizing (Boardman, 2002:11).

Writing is commonly seen as a three-stage process, pre-writing, writing and rewriting (Lyons and Heasley (in Nunan, 1991:91)). According to Nunan (1991:92) suggested that writing is minimally a three-stage process of pre-writing, writing and revision.

a. Pre-writing

The writer start with select the word or phrase that is related to the topic on his interest to write and not going to make confused.

b. Writing

The writer has to deal the ideas with detail that they have to mentioned in pre-writing. In this stage, the writer makes a drafting to develop the outline into a good and coherent paragraph. Grammatical, punctuation and spelling will be focused in this stage.

c. Rewriting or revision

Rewriting is a critical part of the writing process and consists of two separate processes, revising and editing (Boardman, 2002:27). The writer revise and edit of their writing in this stage. The writer must to connect it into good grammar, punctuation, spelling and mechanics. The content and organization of the text must be clear and complete.

2.1.1 Types of Writing Performance

According Brown (2004:220) is Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defamed for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- a. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Menippid. context are of some importance in determining correctness and appropriateness, but most assessment tasks are more 'concerned with a focus on form, and large rather strictly controlled by the test design.

- c. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.1.2 Designing Assessment Task: Intensive (Controlled) Writing

According to Brown (2004: 225) this next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form-focused writing,

grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker's ability to combine or use words correctly. No new information is passed on from one person to the other.

a. Dictation and Dicto-Comp

dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening. Because of its response mode, however, it deserves a second mention in this chapter. Dictation is simply the rendition in writing of what one hears aurally, so it could be classified as an imitative type of writing, especially since a proportion of the test taker's performance centers on correct spelling. Also, because the test-taker must listen to stretches of discourse and in the process insert punctuation, dictation of a

paragraph or more can arguably be classified as a controlled or intensive form of writing. A form of controlled writing related to dictation is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, distributes a handout with key words from the paragraph, in sequence, as cues for the students. In either case, the dicto-

comp is genuinely classified as an intensive, if not a responsive, writing task. Test-takers must internalize the content of the passage, remember a few phrases and lexical items as key words, then recreate the story in their own words.

b. Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-filler techniques and slot substitution drills, the practice of making grammatical transformations; orally or in writing-was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical competence. Numerous versions of the task are possible:

- Change the tenses in a paragraph.
- Change full forms of verbs to reduced forms (contractions).
- Change statements to yes/no or wh-questions.
- Change questions into statements.
- Combine two sentences into one using a relative pronoun.
- Change direct speech to indirect speech.
- Change from active to passive voice.

The list of possibilities is almost endless. The tasks are virtually devoid of any meaningful value. Sometimes test designers attempt to add authenticity by providing a context ("Today Doug is doing all these things. Tomorrow he will do the same things again. Write about what Doug will do tomorrow by using the future tense."), but this is just a backdrop for a written substitution task. On the positive side, grammatical transformation

tasks are easy to administer and are therefore practical, quite high in scorer reliability, and arguably tap into a knowledge of grammatical forms that will be performed through writing. If you are only interested in a person's ability to produce the forms, then such tasks may prove to be justifiable.

c. Picture-Cued Tasks

A variety of picture-cued controlled tasks have been used in English classrooms around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses.

- 1) Short sentences. A drawing of some simple action is shown; the test-taker writes a brief sentence.
- 2) Picture description. A somewhat more complex picture may be presented showing, say, a person reading on a couch, a cat under a table, books and pencils on the table, chairs around the table, a lamp next to the couch, and a picture on the wall over the couch. Test-takers are asked to describe the picture using four of the following prepositions: on, over, under, next to, around. As long as the prepositions are used appropriately, the criterion is considered to be met.
- 3) Picture sequence description. A sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. The pictures must be simple and unambiguous because an open-ended task at the selective level would give test-takers too many options. If writing the correct grammatical form of a verb is the only criterion, then some test items might include the simple form of the verb

below the picture. The time sequence in the following task is intended to give writers some cues.

d. Vocabulary Assessment Tasks

Most vocabulary study is carried out through reading. A number of assessments of reading recognition of vocabulary were discussed in the previous chapter: multiple choice techniques, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context, etc. The major techniques used to assess vocabulary are (a) defining and (b) using a word in a sentence. The latter is the more authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test-taker "knows" the word.

e. Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence. Here is the way the item format appears.

f. Short-Answer and Sentence Completion Tasks

Some types of short-answer tasks were discussed in Chapter 8 because of the heavy participation of reading performance in their completion. Such items range from very simple and predictable to somewhat more elaborate responses. Look at the range of possibilities.

2.2 Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments. Narrative text are usually told by a story teller (Anderson and Anderson in (Akmala, 2011: 17)).

The different text types are characterized by different generic structures (Nunan, 1991:90). Narrative text has two components, the first component is generic structure and the second component is language features. According to Neo cited in (Akmala, 2011:18) said that narrative text has a structure, a shape or a pattern.

There is orientation, rising action, climax, falling action and resolution.

The orientation, it establishes the characters and situation.

- a. Rising action, it refers to a series of complication leads to the climax.
- b. The climax is the critical moment when problem/conflicts demand something to be done about them.
- c. Falling action is the moment away from the highest peak of excitement.
- d. The resolution consists of the result or outcome.

According to Gerot and peter cited in (Akmala, 2011:19), states that language features of narrative text are :

- a. Focus on specific and usually individualized participant
e.g.: Aladdin, Shifu

- b. Use of relational processes and mental processes
e.g.: everything was so so weird, tigress was unhappy
- c. Use of temporal conjunctions and temporal circumstances
e.g.: a few years ago, sometimes, once upon a time
- d. Use of past tense
e.g.: lived, stayed, was
- e. Use of verbal processes
e.g.: said, told, promised
- f. Use of material processes
e.g.: the bomb exploded

All of this knowledge must convey to the students by the teacher, because it's important for the students to be a good writer in the narrative text. So that they can express their idea and feeling in good composition. They can send their ideas to the reader easily and the reader can receive their idea clearly.

2.3 Teaching Writing Narrative Text

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 students' 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 asked 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 needs 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.

2.4 Media

A medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact (Buckingham, 2003:16). Media is important to use in teaching learning process, it can transmit the

information from the teacher to the students. According to Heinich et al (2005:9) said that media are a means of communication and source of information. The purpose of media is to facilitate communication and learning. Teaching media is everything that can use to deliver message from sender to receiver. Teacher can create the new atmosphere and make the interesting class by using the media. The students are not bored when teacher use the media to deliver the material. The suitable media can stimulate the students' ability, interest and attention as well.

There are three characteristics of media (Smaldino et al (inYulianingrum2012: 15)):

1. Fixative ability means that it has an ability to catch the object, to save the object, and then it can show the object or the event again anytime the teacher wants.
2. Manipulative ability means media can show the object or event with many ways based on the needs. It means that showing the object or many as the teacher needs.
3. Distributive ability means it can reach many observers in one show, such as television.

2.5 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 and handled by the students.

6. People

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

2.6 Video

According to Lonergan (1988:4), stated that video is their ability to present complete communicative situation. Video is the combination of sound and vision which is dynamic, immediate and accessible. Video is audio visual media; it means that we can watch and hear the speaker dialogues in a context. The students can see the ages or analyst about the character, the relationship, the social context, the dress, the social status, what they are doing and the feeling of the speaker and the hearer directly. Video presentations will be intrinsically interesting to language learners.

The learners will want to watch, even if comprehension is limited (Lonergan, 1988:5). Video can motivate the student's ability in writing skill, because the students will be interesting with the presentations of the video. They will be more active to ask the question and giving their suggestion in teaching learning process.

Videos provide interesting and motivating clues to accompany audio or written inputs, lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials (Ismaili, 2013:122). Video helps the students recognize the culture of the story, hearing the native speaker interaction help the students to know about the linguistic structure or the language used. Video is the interesting media to motivate the students' pretension to learn the foreign language.

Based on Stemplesky and Tomalin in (Susanti, 2011:17), there are several factors that teacher should consider to when they using video in their teaching learning process:

1. Students' interest, teacher should be creative and careful to choose the suitable video for their students. The suitable video will be developing their interesting and motivation to pay attention the material in the class.
2. Sequence length, the video should be proper with the time, teacher has to take the control the ideal time. It can not to be too long or too short.
3. Flexibility, the teacher gives the suitable video with the material and the students' level in the writing skill.
4. Students' level, the video that teacher give to the students should be on the same level with students' level.

5. Purposes of objectives of the study, choosing the same purposes video with material is important in teaching learning activities.
6. Lexis, teaching writing skill using video is effectively way to introduce and develop the students' vocabulary. From the video the students will be understand about the whole of the movie, the students not only hear the speaker but can be watched the speaker also.

Based on Lonergan (1988:5), video is another useful aid for the language teacher. It is not meant to rival or overshadow the teacher, still less replace her or him. Teacher is important sources for their students, the role of the teacher is a key way the successful learning environment. Cinema film, short movie and television broadcast are the audio-visual features of the video film. The responsibility of the students for the video based on the teacher role.

There are several reasons why video can add a special, new extra dimension to the learning experience are explained as follow (Harmer, 2002:282 in (Susanti)):

1. Seeing Language in Use, by using the video, the students not only hear the language of the speaker but they can be saw the language also.
2. Cross-Culture Awareness, not only learn about the language, the students will learn about the culture of the people. How the people behave, live and think through the video.
3. The Power of Creation, the use of video in teaching and learning language developed the creativity and communicative uses.

Motivation, the student's interest will be increased when they learn writing skill by using the video. They never bored when they watch the video in the class.

2.7 Short Movie

Based on Ismaili (2013), movies are an enjoyable source of entertainment and language acquisition. Many scholars and EFL actioners prefer to watch the movie adaptations of famous and current novels as a supplementary source to the reading, reading a book can be tired and boring while an audio-visual experience can be more entertaining and engaging to students. Writing is productive skill; the students have many problems in this skill. Sometimes the students difficult to start writing and express their ideas. Movie is suitable media to make the students more interesting and easily to write and to express their idea. According to Gildea, et. al. in Tatsuki (1999) video improve sentence production for many words. Films made for language teaching have the obvious merit of being planned and produced for a language-learning audience. This means that the language of the films may be graded and presented of new vocabulary items, structures or speech exponents will be controlled (Lonergan, 1988:8). Movie or film is one video types, from the movie or film the students are able to produce a new word than they read only on the book because video or movie give them illustrative sentences. They can be seen and heard the dialogues of the speakers in this video, so it can make their memory better to remember a new word.

Short film is under 10 minutes long, it can show several times in a single class and students are able to acquire detailed familiarity with the film which is important in enabling students to critically engage with the material on a meaningful level (Donaghy, 2014). It is the great way to support the English teacher to convey the material. As we know a lot of the students in Indonesia difficult to learn English because English is not their mother language. Teacher should be more creative and

innovative to choose the great media to teach this language, so that their students will be easy to learn in the class.

According to Marshall cited in (Susanti, 2011:17) said that short movie can stimulate the learning atmosphere and easily can be replayed, making it possible to clarify or further discussion. Short movie is effective media, it can stimulate the students' writing skill, maintain their motivation, interest and provide the authentic language that used in the movie. Short movie helps the teacher create the enjoyable class and make the students excite in learning writing. Short movie is audio visual media, it have the motion picture and we can hear the voice of the speaker and it can be replayed in more one time. According to Bhavard in (Gusparia et. al., 2014) said that using animation video could improve the student's writing skill, he said that technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students' improvement. It means that the animated short movie can improve the students' ability and score of their writing skill. So, short movie is suitable media to develop the students' ability and to use in teaching learning writing skill.

2.8 Animated Short Movie/ Film

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmala, 2011:25). Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest

to watch it, they did not feel bored and they get stimulate to express or share their opinion in their writing.

2.9 The Implementation of Animated Short Movie in Teaching Writing Narrative Text

The appropriate and effective media is important in teaching learning process. The teacher must to think the media that she/he want to apply for the students. One of the media is short movie, short movie is suitable media to use in teaching writing narrative text. Films/movies and videotapes are so flexible and motivating, they are most effective as springboards for language production and practice (Stoller, 1988:4). The main idea of short movie helps the students express their idea in writing narrative text easily.

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

1. Pre-viewing Activity

In this activity, the students prepare to viewing 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.

2.10 Previous study

The writer has some relevant previous research, there are:

Thesis entitled, “Using Short Movie To Teach Writing Descriptive Text To VII Grade of SMP Negeri 13 Surabaya” by Yulianingrum (2011), Yulianingrum “ It proved that using short movie gave moderate effect and it can be concluded that there was a significant effect of short movie on students’ writing of descriptive text”. The fourth research study improves students' writing skills. In addition, this research makes improvements in writing. In addition, both this study and the fourth previous study used media animated short movie. The fourth previous research was carried out using using in teaching class VII students of SMP Negeri 13 Surabaya by implementing an animated short film for writing descriptive text skills and using a qualitative descriptive approach during the study. In addition, this study uses the CAR method to implement videos to improve students' skills in writing narrative texts for students in the basic class ECC course Blokagung Banyuwangi.

Thesis entitled, “The Use of Movie Trailer as an Alternative Media to Teach Narrative Writing to The Eleventh Grade of Senior High School Students by Susanti (2011) the students of English Departement at University of Suarabaya. Susanti (2011) “ It proved that using movie trailer gave moderate effect and it can be concluded that there was a significant effect of movie trailer on students’ writing of descriptive text”. The similarities between this research with the present study is the use narrative text. But in the present study, the researcher will use the descriptive qualitative only to collected the data. This study was aimed for discussing about

improving the students' writing ability through movie trailer at senior high school because movie trailer is an alternative media to improve students' writing ability. The purpose of this study to attract and grow students' motivation in learning and mastery English. This is descriptive qualitative and quantitative study that involved in one class the recommendation by English teacher of SMAN 19 Surabaya.

Thesis entitled, "The Use of Animated Film to Improve Students' Ability in Writing Narrative Text by Akmalia (2011) the students of English Departement at Walisongo State Institute For Islamic Studies Semarang. Akamala (2011) "" It proved that animated film gave moderate effect and it can be concluded that there was a significant effect of animated film on students' writing of writing text. The similarities between this research with the present study is the use narrative text. But in the present study, the researcher will use the descriptive qualitative only to collected the data. This study was aimed for discussing about improving the students' writing ability through animated film at senior high school. The purpose of this study to attract and grow students' motivation in learning and mastery English and improve the students' ability in writing narrative text because the students can catch the idea of the film easily. This is classroom action research and the method of the research is descriptive quantitative study that involved in one class the recommendation by English teacher of MAN Pemalang.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research conducted here was classroom action research. According to Burns (2010: 2) action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Furthermore, Elliot in Burns (2010: 5) defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tried to get the way to improve the quality of the activities.

Nunan in McKay (2006: 29) says that action research has three majors’ characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the student’s achievement will be better.

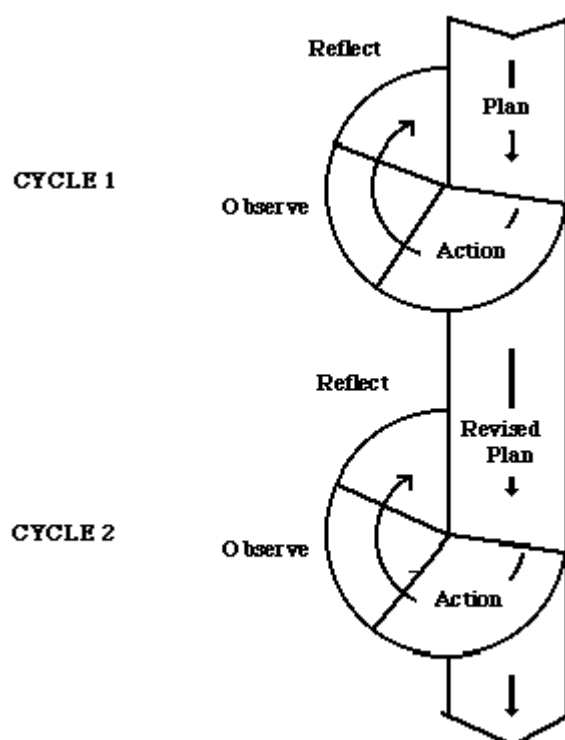
From the definitions above, it can be concluded that action research is research done by individuals on their own fields to improve their skill or job, for example, a teacher who wants to improve their teaching. The research is evaluative and reflective which means that the action can be evaluated then can be used to be reflection to make a better result. Besides, the research needs at last one collaborator to record and discuss the action that has been done.

For further, Kemmis and McTaggart as quoted by Abdur Rohman (2015:35) explain that Classroom Action Research activity apply continued cycle, each

consisting of planning/preparation, acting/implementing, observing, and reflecting/data analysis. The result of one cycle is used to determine the need for the following cycle, until the problem get solved by strategy. It can recognize by the scheme below.

Table 3.1

The Step of CAR



Adapted Kemmis and McTanggart

The reason why the writer chooses this method because it is an effective media in improving the student skill especially in writing. This method allows the writer to make his own teaching and plan. Also, the writer may investigate weaknesses and find out the way to solve it. In a nutshell, the write way makes his own research about the effective way to improve the skill which researched.

Based on the model above, there are four stages in Kemmis and Taggart model. They are; plan, action, observation and reflection. The relation among them is called cycle. The activities can be stated as follows:

a. Planning

The teacher prepares whatever the students will do in the classroom. starting from the lesson plan, the material to be taught, the media used, and the question sheet for evaluation.

b. Action

After the initial step has been completed, then proceed to step two, namely pacing. In this step, the researcher begins to treat students. The class activities are divided into three steps, namely: pre-activity, main-activity, and post-activity.

c. Observation

Observation is the activity of observing the data collected during the start of the research, this is done to measure the extent to which the action activities have achieved the research objectives. In this step the researcher analyzes the data collected during the treatment.

d. Reflecting

Reflection used to prepare planning action after the application of action before. It is complete thing to the next step. It is a process to giving the judgments and response toward the action done in class.

3.2 Research Setting

The research was conducted in Darullughoh Al-Injiliziyah (ECC) Darussalam North Women Islamic Boarding School. It is located Blokagung,

Karangdoro, Tegalsari, Banyuwangi. This ECC south of Maqom Mbah Yai Muhktar Syafa'at and west of Asyafi'iah dormitory and Darullughoh Al-Arobiyah. This ECC where in asosiasi TPQ Darussalam North Women Islamic Boarding School. The ECC also has some facilities that could support the teaching learning process. It has dormitory room, three bedrooms, two whiteboards, 2 sound system.

The presence of the researcher was welcomed by the head of the English Conversation Club Course and the writing skill teacher with the hope that this research could have a positive impact on the development of teaching in the English Conversation Club, especially in the field of writing skills.

3.3 Research Subject

The subjects of this research were the members of Class Basic English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Darussalam North Women Islamic Boarding School Blokagung Karangdoro Tegalsari Banyuwangi in academic year 2021/2022. Meanwhile, the object of this research was member ability in writing narrative texts.

3.4 Research Instrument

In this classroom action research, the researcher was the main instrument. Besides, the researcher used other instruments to run this research. The instruments were used as the means to get the data. The table below will show the instruments and the data obtained.

The data collection technique in this research was done through the following ways:

a. Observation

study is a study in which a researcher simply observe behavior in a systematic manner without influencing or interfering with the behavior. A primary advantage of making observations is their value when developing new teaching strategies, especially when tasks are open-ended require higher level thinking skills (Henning, Stone, and Kelly, 2009:37).

Observation in the classroom during the teaching learning process. This observation was used to know the data about the students' participation, attention, and activities in the classroom. The observation was done by the researcher and her collaborator.

b. Interview

enable the researcher have personal contact the participant and provide an opportunity to ask follow-up questions (Henning et al, 2009:30). Ferrance (2000:29) affirms that interviews put the researcher in personal contact with the participant.

Interview with the students, the observer, the teacher, or the principal as the collaborator of the research. The interview was related to the action implementation of the research in the classroom with their opinion and suggestion. In this case, the researcher used an interview guidance to interview the participants. However, there might be any possible questions and unpredictable questions that would occur to find out more information from the participants.

The type of interview used is semi-interview structured. Sugiyono (2010: 233) suggests that semi-structured interviews are types of interviews that are

used to find problems more openly, where the party invited to interview asked for opinions, ideas. The rationale for choosing a semi-structured interview is because: the implementation is freer than the structure interview so that there will be intimacy between researchers and respondents who Finally, it will make it easier for researchers to collect data. In In this study, interviews were conducted with teachers and members of the English Conversation Club in Darullughol Al-Injiliziyah.

c. Testing (pre-test and post-test)

testing is a measuring a person ability knowledge, or performance in a given domain (Brown, 2001:3). results to know the improvement of students' ability in writing narrative texts.

d. Documentation

in the form of photographs and videos during the teaching-learning process when the research was conducted. Documents can provide information which is relevant to issues and problems under investigation (Eliot, 1991:78). Kunhe and Quigley (in Tylor, 2000: 12) describe a number of data collection techniques that are useful in documenting a situation. In addition, recordings could be used to record the interview with the students to know their opinion and their impression about the use of short English animated movie in the teaching-learning process, especially in writing narrative texts. Documentation technique benefits in collecting members basic class data to know their advancement writing ability, the condition of teacher, and location of English Conversation Club in Darullughoh Al-Injiliziyah.

3.5 Data Source

Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, pictures and photos (Sugiyono, 2012: 6). Data source in this study, namely taking primary data sources and secondary data.

a. Primary data

is data in the form of verbal or words that spoken orally, gestures or behavior performed by trustworthy subject, in this case the research subject (informants) relating to the variables studied (Arikunto, 2010:172). In this study, the primary data taken in the form of results interviews with teachers who teach writing skills of narrative text lessons, and the results of the observations of the students on the teacher's teaching on learning writing skills of narrative text.

b. Secondary data

is data obtained from documents graphics (tables, notes, minutes, etc.), photographs, video recordings, objects and others that can enrich primary data (Arikunto, 2010: 172). In this study, secondary data taken in the form of photographs, documents, books, and research supporting journals, and so on related to improving writing skill of narrative text at basic class English Conversation Club in Darullughol Al-Injiliziyah.

1) Attendance

This class attendance is used by researchers to see how active members are in participating in teaching and learning activities in every face to face so that it can be a benchmark for how maximally members receive the material that has been delivered.

3.6 Criteria of Success

The criteria for student success are in accordance with the criteria for success that have been determined by the local course, namely students must achieve a score of 75 and above.

3.7 Procedure of Data Collection

3.6.1 Preliminary Study

preliminary study conducted Sunday 19th December 2021 at the English Conversation Club (ECC). This preliminary study is an action taken to obtain original data about English in general, especially writing skills. To obtain the data, the researcher conducted direct class observations. when the researcher did this action the researcher found that there were still some problems with the students' writing skills. the problem is that students feel bored and less interested in the material presented so that students are less focused on the lesson and the average value is below the KKM (Standard of Success). from the data obtained above, the researcher conducts research by following action research procedures starting from planning, implementing, observing, and reflecting. researchers are allowed to observe the actions and results of observations.

3.6.2 Planning

Improve the action plan to correct what has already happened. The researcher prepares everything needed in carrying out this action, for example, the researcher discusses the problem and possible topics which are an important stage in this plan. The researcher prepares a lesson plan that will be used in teaching writing class, the material used in carrying out the

action and evaluation after taking the action to determine the improvement of students' writing skills.

The first step, the researcher started the teaching and learning process by greeting and checking attendance. List, the second step, the researcher begins by introducing and explaining what narrative text is and showing animated short movie as teaching media. The third step during the afternoon English practice at 04.00 with their peers, the researcher observed the students' performance in writing achievement. And this will fix:

3.6.3 Action

Actions where researchers, researchers will take action in accordance with the plans that have been made or RPP (Lesson Plan). The steps we take are as follows:

No	stages	Activities
1	Pre-activities	Greet and pray with student's The researcher checks the attendance list The researcher asked the student's condition Give motivation to learn English language
2	Main-activity	Explain about narrative text And use media animation short movie question and answer session between students and teachers
3	Post-activity	Evaluation

		<p>The researcher giving motivation</p> <p>The researcher closes the meeting</p> <p>The researcher greet students</p> <p>The researcher leaves the class</p>
--	--	--

3.6.4 Observation

Observations were made in the classroom during the teaching and learning process. It is focused on observing student activities in the learning process. This observation is carried out in collaboration with tutors and researchers to observe all processes that occur in action or learning. Researchers prepared data collection instruments with observation sheets. In this section the researcher analyzes all student activities starting from the activities carried out in class while teaching, student responses, and the results of the scores from the writing practice carried out by students.

3.6.5 Reflecting

Reflection is done based on the data obtained. If the data obtained is in accordance with the success criteria, the action is stopped, but if the data treated does not meet the success criteria, the action will be continued to the next cycle until the success criteria are met. In conclusion, the criteria for success in using animated short movie refers to the quality of students' writing ability of narrative text reaching 75 on an average scale of 0-100. (Based on kkm from English Conversation Club (ECC))

3.8 Technique of Data Analysis

1. Using Scoring Rubric (Adapted from brown 413, 2017)

The researcher used score rubric to analyzed students' score in writing Biography text. There is score rubic that adapted from H. Douglas Brown (2017:414) that researcher uses to convert students score as follows

Table
Categories for evaluating writing

Content	Organization	Discourse	Syntax	Vocabulary	Mechanics
Thesis statement	effectiveness of introduction	Topic sentences			Spelling
Related ideas	logical sequence of ideas	Paragraph unity			punctuation
Use of description, cause/effect, comparison/contrast	Appropriate length	Discourse Markers			Neatness and appearance
Content	Organization	Discourse	Syntax	Vocabulary	Mechanics
		Theoretical Conventions			
		Reference			
		Fluency			
		Economy			
		Variation			

Score rubric

Content	0-24
Organization	0-20
Discourse	0-20

Syntax	0-12
Vocabulary	0-12
Mechanics	0-12
Total	100

Adapted from H. Douglas Brown (2017:414)

$$\text{Student's Score} = \frac{n1+n2}{N} \times 5$$

n1: score of grammar

n2: score of style and

N: assessment aspect

CHAPTER IV

RESEARCH FINDINGS

In this chapter the researcher presents about the result of the research and discussion. The result of the research is based on the data obtained during the teaching of writing using animated short movie, and the discussion are based on the result of the research.

4.1 Preliminary Study

The researcher observed the teaching-learning in the advance class of English Conversation Club on 29th Decembers 2021. There was schedule of research as follows:

Table 4.1

Schedule of research

Date	Activity
Sunday 19 th Decembers 2021	Observing and pre-study
Thursday 28 th Decembers 2021	Planning for cycle 1 meeting 1
Wednesday 29 th December 2021	Cycle 1 meeting 1 Action (implementing animated short movie)
Saturday 30 th December 2021	Cycle 1 meeting 2 Action (review narrative text, and evaluation narrative text)
31 th December 2021	Interview with student and teacher
Sunday 9 th December 2021	Analyzing data

the observation was started to conduct teaching-learning activities in the pre-activities. the researcher started the teaching and learning activities by greeting them, and the researcher introduced by herself. and then the researcher checked their attendance lists. furthermore, in main activity, the researcher presented and explained the material include all aspect such as definition of narrative text, generic structure of narrative text, language future of narrative text, and example of narrative text. and then, in main-activity, the researcher found some problems related to teaching and learning writing text. the first, when the researcher taught in the classroom, there are some students who come late, so they don't listen to the material from the beginning of learning.

After the researcher gave a glimpse of the material about narrative text, the researcher asked the students to make a narrative text with a free title, this was intended so that students could convey all their understanding and knowledge about narrative text, this pre-test also aims to see the level of success of students where the teaching is by using media or without using media.

The results of observations in this pre-study can be seen in the results of students' pre-test scores, as follows:

Table 4.2
Student's score at the preliminary study

NO	NAME	SCORE PRELIMINARY STUDY
1	fitriana wahida	48
2	fatimah azzahra	55
3	kamalina masthuro	79
4	lailatul firda astuti	74
5	nikmah el-amiroh	83
6	puji astute	83
7	iga putri lestari	52
8	sri rohmatul kh	82
9	Weni wahidah	52
10	Cumaisa	66
11	Indah pramita sari	69
12	Irta nihayatun nufus	61
13	Rosita	88
14	Caca kurnia	71
	TOTAL SCORE	963
	AVERAGE	68.78
	LOWEST SCORE	48
	HIGHEST SCORE	88

The results of the pre-test above show that from a total of 14 students, there are 35% students whose scores reach the standard criteria for success, and 65% students whose scores are below the criteria for success, based on an analysis of the assessment using a scoring rubric. The standard of success is reaching 75 so that in this pre-study it does not achieve a 100% success rate.

Not achieving the standard value of students is influenced by several problems including, when researchers are explaining the material, students do not focus on paying attention because students feel bored with the way of teaching which does not attract students' attention and enthusiasm so that it affects the level of student focus. Not only that, there were 4 students who came late so they didn't fully listen to what the researcher said and this could disturb other students who

were paying attention to the teacher and then students difficult to increase ideas in narrative text writing.

Therefore, in cycle 1 AND cycle 2 which was carried out for 2 days, researchers tried to develop students' abilities by showing videos so that students were able to develop ideas and creativity in writing narrative text by using animated short movie it was hoped that it would develop creative ideas in writing narrative and increase students' interest learning narrative text.

4.2 Cycle 1 Meeting 1

This cycle 1 research was carried out for two days on 29th December at 04 pm – 05.15 pm then continued on 30th December at 04.00 pm – 05.15 pm. with an allocation of 2 x 60 minutes. The result of the implementation of the four steps in Cycle 1 is as follow:

a. Planning

before implementing animated short movie in teaching writing narrative text in class, the researcher made some preparation. the preparation is in the form of lesson plans containing the instructional objective, instructional material and media, the teaching learning activities. the instructional material of that day was narrative text by using animated short movie.

b. Implementing

The research was conducted on Wednesday 29th December 2021 at 04.00pm – 05.15pm at the English Conversation Club. The stages of this section can be seen, as follows:

a. Pre-activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to student, and then researcher continued to lead praying by reading Basmallah together. Furthermore, the teacher checked attendance list. The researcher asked how the students were doing and gave motivation to the spirit of learning. Next, before the researcher explains the material, the researcher provides stimulation that leads to the material to be studied.

b. Main-activity

In this section, the researcher explains and explains about narrative text, the generic structure section, language future, and various forms of narrative text variations. Next, the researcher gave time to the students to ask about the narrative text, then the researcher answered the questions from the students. Furthermore, the researcher asked the students whether the students had understood the material that had been delivered. After the question and answer was completed, the researcher displayed an animated short movies entitled "ice paper". The researcher chose the title of this animation because this animation is of the fable genre so that the words and intentions conveyed are in a simple form so that it is easy for students to understand.

Next, the researcher instructed students to write down important things in this animation, such as naming characters, and writing down the moral messages contained in the animation that was played. The researcher played the animation twice. Students also enthusiastically

pay attention and take notes on important things in the animation that is played. After that, the students wrote the tasks instructed by the researcher and collected the results of the assignments on the teacher's desk.

Table 4.3

Activity in the Class

No	Activity
1	Leading question and explained the material
2	Showing the animated short movie
3	Write the moral value
4	Submit the task

Based on the activities above, the researcher saw that the students were very enthusiastic about learning English and the delivery of the teacher was very good because the students were able to answer several questions from the teacher. This made the students remember the material learned today. For media, researchers chose interesting media because students looked happy and fun when they studied with animated short movies.

As for the score from this exercise, the researchers did not use the evaluation score at the first meeting as a reference for success, but the researchers only used it as an evaluation material and to provide training to students after playing an animated short movie.

Table 4.4

Observation checklist for student's

No	Name	Pay attention	Asking the question	Responding to the question
1	fitriana Wahida	√	√	√
2	fatimah azzahra	√	√	
3	kamalina masthuro	√	√	
4	lailatul firda astute	√		
5	nikmah el-amiroh	√		√
6	puji astute	√		√
7	iga putri lestari	√	√	
8	sri rohmatul kh	√	√	√
9	Weni wahidah	√		√
10	Cumaisa	√		
11	Indah pramita sari	√	√	
12	Irta nihayatun nufus	√		√
13	Rosita	√		√
14	Caca kurnia	√	√	

From the observation checklist above, the authors conclude that students are very enthusiastic about paying attention to researchers when presenting the material, and students are enthusiastic in asking questions and responding to questions given by researchers.

c. Post-activity

After all teaching and learning was done. The researcher provide motivation to students. Then it was closed by reading alhamdulillahirobbil'alamiin together which led by the researcher.

4.2.3 Cycle 1 Meeting 2

The second meeting in the cycle I was done on Thursday, 30th December 2021. There were activities as bellow.

a. **Planning**

Same with di cycle 1 meeting 1, the researcher made some preparation leeson plan. The preparations about reviewing narrative text material presented at meeting 1 and evaluating narrative text by displaying animated short movie.

b. **Implementing**

a. Pre-activity

The researcher started the teaching by greeting Assalamualaikum Wr.Wb to students, and then the researcher continued to lead praying by reading Basmallah together. Furthermore, the teacher checked attendance list. The researcher asked how the students were doing and gave motivation to the spirit of learning. Next, before the researcher explains the material, the researcher provides stimulation that leads to the material to be studied.

b. Main-activity

At the second meeting, the researcher asked the material that had been taught at the first meeting. Each student answered the question according to their own understanding. and they answered well. Then the students still memorized the meaning of narrative text when the researcher asked the definition of narrative text, when the researcher asked the generic structure of narrative text and language future narrative text, they still memorized it and could answer fluently. Then the researcher said he wanted to show the students an animated short film. then the teacher chose the title "Frog King and the Snake" short movie.

Teacher showed the animated short movie to the students and gave the instruction to make a note that they got from the story, especially about the character, plot and setting of the story because they are the important part. The teacher gave the explanation also that the generic structure must be complete in their writing and they must use the right language features. After the students watched the animated short movie up twice, the students started to write narrative text of the story from the animated short movie that they watched by using their own language. They spent quite a lot of time (more or less for 45 minutes) to finish their task. When the students did their task, the teacher walked around the students to check and help the student's problem. The teacher allowed to use the dictionary if they

needed it. They were very enthusiastic to ask to their teacher when they did not know about something. After they finished their task, the teacher asked to submit it.

This is the summary of the teaching learning narrative text by using animated short movie:

Table 4.5

Activity in the class

No	Activity
1	Reviewed the lesson and gave the test
2	Showing animated short movie
3	Write the narrative text
4	Submit the test

In teaching learning process in the second meeting, the teacher began the lesson effectively, she did not spend many times and gave the simple leading question to students. The teacher explained the material clearly with easy language to understand by the students. They were very active in the class, they looked enthusiastic to ask some question if they still confused. Before gave the task, the teacher explained the activity that the students must did. The teacher gave motivation also to the students to understand about the material and helped the student's difficulties. All of the teacher activities in the last meeting was good and appropriate with the lesson plan.

From the results of the checklist observations above, the researchers concluded that students were very enthusiastic about paying attention to researchers when reviewing the previous material, and students were very responsive to every question from the teacher to review the material that had been presented at the first meeting.

c. Post activity

After the post-test is complete, ask some questions such as the meaning of narrative text, generic structure, kinds of narrative text, and language future narrative text.

c. **Observing**

In the third step, the researcher observed the condition and process which happened in cycle 1 meeting 2. The results of the post-test that have been carried out are as follows:

Table 4.6

Observation checklist for student's

NO	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task
1	fitriana Wahida	√			√
2	fatimah azzahra	√			√
3	kamalina masthuro	√	√	√	√

4	lailatul firda astute	√			√
5	nikmah el- amiroh	√		√	√
6	puji astute	√	√	√	√
7	iga putri lestari	√			√
8	sri rohmatul kh	√		√	√
9	Weni wahidah	√	√		√
10	Cumaisa	√			√
11	Indah pramita sari	√			√
12	Irta nihayatun nufus	√	√	√	√
13	Rosita	√			√
14	Caca kurnia	√			√

Based on the observation checklist above, it shows that all students pay attention when the researcher explains the Biography. In addition, the students enjoyed a video animated short movie with the title the king frog and snake. In addition, they are also active in Completing tasks. On the other hand, most of the students were not active either to ask questions or to respond to the researcher's teaching. there were six students who asked and five students answered the researcher's questions. Furthermore, the student's score was changed by the researcher as follow

Table 4.7
Student's score at the cycle 1

NO	NAME	SCORE CYCLE 1
1	fitriana wahida	60
2	fatimah azzahra	80
3	kamalina masthuro	81
4	lailatul firda astuti	79
5	nikmah el-amiroh	80
6	puji astute	81
7	iga putri lestari	60
8	sri rohmatul kh	83
9	Weni wahidah	73
10	Cumaisa	75
11	Indah pramita sari	69
12	Irta nihayatun nufus	66
13	Rosita	89
14	Caca kurnia	81
TOTAL SCORE		1037
AVERAGE		74.07
LOWEST SCORE		60
HIGHEST SCORE		89

d. Reflecting

Based on the analysis of the first cycle, it can be concluded that the first cycle is considered unsuccessful because there are still students who have not received standard scores, considering the minimum completeness criteria (SKM) is 75. And, 22% of students have not succeeded. Moreover, 78% of students are successful. However, based on the results above, the student's score in the first cycle has increased compared to the value in the preliminary study. Furthermore, the researchers found that the use of an animated short film with the title the king frog and snake made them interested in studying narrative texts. Meanwhile, students were still confused about organizing sentences

based on the generic structure of narrative texts. In addition, the contents of students' writings are not narrative texts in general, moreover their writings are similar to descriptive texts. In addition, most of them use ordinary dictionaries to solve them so that students use inappropriate word choices in writing their narrative texts.

e. Revision of the Strategy Implementing in the Cycle I

Based on the students' scores in the first cycle, the researchers revised the strategy applied in the first cycle. The researcher used an animated short movie with the title the king frog and snake in the second cycle which was different from the video used in the second cycle. I. The difference between the two is that the story from the second video is lighter and less complicated than before. In addition, students can write narrative texts according to the complete video.

4.3 Report of the Cycle II

The researcher provided all instruments were related to teaching and learning in the cycle II, such as

1. Planning

before implementing animated short movie in teaching writing narrative text in class, the researcher made some preparation. the preparation is in the form of lesson plans containing the instructional objective, instructional material and media, the teaching learning activities. the instructional material of that day was narrative text by using animated short movie.

2. Implementing

a. Pre-activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to student, and then researcher continued to lead praying by reading Basmallah together. Furthermore, the teacher checked attendance list. The researcher asked how the students were doing and gave motivation to the spirit of learning. Next, before the researcher explains the material, the researcher provides stimulation that leads to the material to be studied.

b. Main-activity

In this section, the researcher explains and explains about narrative text, the generic structure section, language future, and various forms of narrative text variations. Next, the researcher gave time to the students to ask about the narrative text, then the researcher answered the questions from the students. Furthermore, the researcher asked the students whether the students had understood the material that had been delivered.

c. Post-activity

After all teaching and learning was done. The researcher provide motivation to students. Then it was closed by reading alhamdulillahirobbil'alamiin together which led by the researcher.

2. The second meeting

1. Planning

before implementing animated short movie in teaching writing narrative text in class, the researcher made some preparation. the preparation is in the form of lesson plans containing the instructional objective, instructional material and media, the teaching learning activities. the instructional material of that day was narrative text by using animated short movie

2. Implementing

a. Pre activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to class, and then the researcher continued to lead praying by reading *Bassamallah* together. And continued by saying how are you to students. The next, the researcher asked about the last material that explained in the meeting in the cycle II. And then the researcher also gave the some questions related to narrative text.

b. Main activity

The researcher represented about narrative text material Include all components in narrative text such as the definition of narrative text, the generic structure of narrative text, the language features of narrative text, etc.

After the material of narrative text was explained by the researcher to students, the researcher offered a question related to narrative text to students. “*Ok from here, anybody has a question*” asked by researcher.

c. Post activity

After the presentation of the material was done, the researcher continued to give them the second the king frog and snake video, in this video was a little bit different from the first video, the content of the second video was more lighter and less completed and than before, so they could write narrative to be better than before. Finally, after teaching and learning were done, it was closed by reading *allhamdallah* together.

3. Observing

The researcher used the second observation checklist to monitor all students’ activities during the teaching and learning activities in the cycle II

Table 4.8 Observation checklist for students

NO	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing animated short movie
1	fitriana Wahida	√	√	√	√	√
2	fatimah azzahra	√	√	√	√	√

3	kamalina masthuro	√	√	√	√	√
4	lailatul firda astute	√			√	√
5	nikmah el-amiroh	√		√	√	√
6	puji astute	√	√	√	√	√
7	iga putri lestari	√			√	√
8	sri rohmatul kh	√		√	√	√
9	Weni wahidah	√	√		√	√
10	Cumaisa	√			√	√
11	Indah pramita sari	√	√	√	√	√
12	Irta nihayatun nufus	√	√	√	√	√
13	Rosita	√			√	√
14	Caca kurnia	√	√		√	√

Therefore students' score from the test in the cycle II as bellows.

Table 4.9 Students' score in the cycle II

NO	NAME	SCORE CYCLE II
1	fitriana wahida	76
2	fatimah azzahra	84
3	kamalina masthuro	84
4	lailatul firda astuti	94
5	nikmah el-amiroh	95
6	puji astute	83
7	iga putri lestari	80
8	sri rohmatul kh	84
9	Weni wahidah	75
10	Cumaisa	75
11	Indah pramita sari	79
12	Irta nihayatun nufus	77

13	Rosita	94
14	Caca kurnia	93
	TOTAL SCORE	1173
	AVERAGE	83.78
	LOWEST SCORE	75
	HIGHEST SCORE	95

According to the result of the test in the cycle II, 100 % of students passed from SKM, and the mean of students scores was 83. And then The lowest students' score was 75. Meanwhile, The highest students' score was 94

4. Improvement of Reflecting.

In this stage, the researcher analyzed the students' score from the test that was got from the preliminary study, the cycle I, and the cycle II, as follows

Table 4.10 Improvement of the students whole test

NO	NAME	SCORE PRE.STUDY	SCORE CYCLE 1	SCORE CYCLE 2
1	fitriana wahida	48	60	76
2	fatimah azzahra	55	80	84
3	kamalina mashuro	79	81	84
4	lailatul firda astuti	74	79	94
5	nikmah el- amiroh	83	80	95
6	puji astute	83	81	83
7	iga putri lestari	52	60	80
8	sri rohmatul kh	82	83	84
9	Weni wahidah	52	73	75
10	Cumaisa	66	75	75
11	Indah pramita sari	69	69	79
12	Irta nihayatun nufus	61	66	77

13	Rosita	88	89	94
14	Caca kurnia	71	81	93
	TOTAL SCORE	963	1037	1173
	AVERAGE	68.78	74.07	83.78
	LOWEST SCORE	48	60	75
	HIGHEST SCORE	88	89	95

Table 4.11 The category of students' whole test result

Interval	Pre.	Study	The cycle I		The cycle II		Category
	Freq	%	Freq	%	Freq	%	
73-100	5	35	11	78	14	100	Passed the SKM
>73	9	65	3	22	0	0	Did not pass the SKM
Total	14	100	14	100	33	100	

According to the table above, it showed that there was improvement of students' score in writing narrative text from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 65 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 78% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that implementing animated short movie improved students' ability in writing narrative text. And it solved students' problem in writing narrative text.

4.4 General Finding

According to the result from the cycle I to the cycle II, it can be seen that, the score of students were improved by applying animated short movie. Besides,

the students' score was increased from preliminary study until the cycle II. It means, the implementing animated short movie was improved students writing skill in narrative text. In short, Implementing animated short movie solved students' problems related to writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusions and suggestions. The conclusions and suggestions are based on the result of the study in the chapter IV.

5.1 Conclusion

Based on the findings and discussion, the researcher can conclude that the application of task-based learning strategies by making animated short films in the elementary grade ECC courses gives positive results and improves students' writing skills. Both researchers and students always enjoy teaching and learning activities in class. In addition to several animated short films as a form of learning reflection, students can also complete the tasks given by the researcher properly and responsibly, although this must always be reminded. In short, students can improve their writing skills after applying task-based learning strategies by making narrative texts. The writing achievements obtained by students in writing scores from each cycle are as follows:

1. There is an average of students in pre-study. The achievement is 74.07.
2. There is an average/average student in cycle I. The achievement is 83.78. There is an average student in cycle II. The achievement is 80.

On the other hand, after the students' ability in the writing test increases as well as their abilities, they also begin to understand aspects that need to be considered in writing such as grammatical, vocabulary, generic

structure, and mechanics in writing. However, they need more time to master these aspects very well.

Therefore, the application of task-based learning strategies using animated short films to improve students' writing skills is followed by several steps such as 1). The teacher introduces the animated short movie learning strategy in narrative text learning as the goal of the activity. 2). The teacher explains the general understanding of narrative text 3). The researcher showed an example of an introductory video and asked students to watch it carefully. 4). Each student makes a narrative text with the theme of the video in their own language. 5). The teacher asks students to collect the narrative text in which there are aspects of vocabulary, grammar, mechanics, generic structure, etc. 6). The researcher invited the students to ask about the difficulties and problems they faced related to narrative text. 7). Researchers provide positive feedback so that students are more interested and motivated in learning English, especially writing. 8). Researchers evaluate the results of all activities carried out.

So, based on the explanation in the paragraph above, the researcher can conclude that the implementation of narrative text learning by using animated short movie media is able to increase student achievement in writing.

5.2 Suggestion

a. Teacher

The teacher can use animated story movie as alternative media to teach writing narrative text. This media can give the students motivation to learn English, they will enjoy more, have fun and be interested to pay attention their teacher in teaching learning process. Animated short movie make the students write easily and share their opinion in their writing. The teacher should choose the suitable animated short movie with the student's level before they give it for their students. The teacher must explain clearly about what the students to do with this media in teaching writing class.

b. The Students

The students should often read English book or listening music to increase their vocabulary because vocabulary is the first one of important skill in learning English. If they have many vocabularies in their memorize, they will be easy to their another skill like in writing and speaking. And for the grammatical, the students should not memorize about the formula only but the time and the sentences also.

c. The Reader/future researcher

The researcher hope that this study can be useful as the reference of the alternative and interesting media for the reader or the other researchers in teaching learning English, especially in writing skill and the researcher hopes that the other researcher will conduct this study with the different objects and research method.

CHAPTER VI

REFERENCES

- Alek, Dr. (2016). *Classroom Action Research Dalam Pendidikan Bahasa*. Jakarta: UIN Jakarta Pers.
- Arikunto, S. 2010. *Prosedur penelitian: suatu pendekatan praktik*. Jakarta: PT Asdi Mahasatya.
- Brown, H, Douglas, 2004. *LANGUAGE ASSESSMENT Principles and Classroom Practices*. San Francisco State University: Longman
- Djajadi, Muhammad, (2019). *Pengantar Penelitian Tindakan Kelas (Classroom Action Resesarch)*. Yogyakarta: ARTI BUMI INTARAN (ANGGOTA IKAPI)
- Nunan, D. 1991. *Language teaching methodology*. United Kingdom: Prentice Hall International.
- Rusman, Ansori. (2020). *Classroom Action Research Pengembangan Kompetensi Guru*. Jawa Tengah: CV. Pena Pesada
- Sugiyono. 2011. *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta
- _. 2012. *Metode penelitian pendidikan*. Bandung: Alfabeta
- Akmala, T. A. 2011. *The use of animated film to improve students' ability in writing narrative text: A classroom action research at the 10th grade of MAN Pemalang*.

Hudalloh, Muhammad. 2014. *Improving Writing Skill in Narrative Text Through Movie Media*. Thesis. Malang: Institute of Teacher and Education Budi Utomo Malang.

Iqbal Adnan Anugrah, 2020. "The Use of Animation to Improve Student's Ability in Writing Narrative Text". Thesis. Makasar: Muhammadiyah University Makasar.

Khoirun arizki Abdia, 2016. "The Implementation of Animated Short Movie in Teaching Writing Narrative Text". Thesis. Sidoarjo: Muhammadiyah University Sidoarjo.

Pius Danardana Tujung Seta, 2016. " Pengembangan Media Film Pendek Untuk Pembelajaran Menulis Cerpen". Thesis. Yogyakarta: Universitas Sanata Dharma.

Susanti, D. K. 2011. *The use of movie trailer as an alternative media to teach narrative writing to the eleventh grade of senior high school students*. Undergraduate thesis. Surabaya: English Department Language and Arts, Surabaya State University

Tutik, Sri. 2012. *Improving the Students Vocabulary Mastery Through the Use of Flash Cards and Vanished Showing Technique*. Thesis. Malang: Islamic Undergraduate thesis. Semarang: English Language Education Department, Walisongo State Institute for Islamic Studies.

Depdiknas Indonesia. 2006. Kurikulum 2006. *Standar kompetensi mata pelajaran bahasa inggris sekolah menengah pertama dan madrasah aliyah*. Jakarta: Depdiknas.

APPENDIX

Appendix 6

SILABUS

MATA PELAJARAN : Bahasa Inggris
 KELAS : Basic Writing
 SEMESTER :
 TAHUN PELAJARAN : 2020/2021

Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<p>3.5 Siswa mampu menganalisis pengertian narrative text, tujuan, struktur general, dan fitur bahasa narrative text</p>	<p>narrative text</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Mengamati gambar yang berhubungan narrative text • Menyimak penjelasan singkat dari tutor tentang narrative text <p>Menanya</p> <ul style="list-style-type: none"> • tutor menanyakan mengenai narrative text • tutor lainnya memberi tanggapan atas pertanyaan yang muncul terkait narrative text • tutor memberi apresiasi atau tanggapan terhadap pertanyaan yang muncul serta terhadap tanggapan dari member lainnya terkait narrative text <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Menentukan sumber informasi berkaitan dengan narrative text <p>Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang narrative Melakukan penyelidikan tentang narrative</p> <p>Mengasosiasikan</p> <ul style="list-style-type: none"> • Merumuskan kembali hasil temuan dari beberapa 	<p>Tugas:</p> <ul style="list-style-type: none"> • Mengumpulkan bahan/informasi dari berbagai sumber tentang narrative text • Diskusi kelompok membahas hasil penggaliannya tentang narrative text • Mempresentasikan laporan hasil diskusi tentang narrative text <p>Observasi</p> <p>Menilai keaktifan member dalam mengikuti proses pembelajaran di dalam kelas atau saat mengerjakan tugas terkait narrative text</p> <p>Portofolio,</p> <ul style="list-style-type: none"> • Menilai hasil pekerjaan individu maupun kelompok tentang narrative text • Menyusun dan membuat laporan 	<p>Modul Kursus ECC (Kursus ECC, halaman108-112</p>
--	-----------------------	---	--	---

		<p>sumber belajar mengenai narrative text</p> <ul style="list-style-type: none"> • Menganalisis hasil temuannya berkaitan reco narrative text <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Mempresentasikan kesimpulan berdasarkan hasil temuan penggaliannya dari beberapa sumber belajar terkait narrative text • Menyampaikan hasil belajar atau hasil temuan tentang narrative text • Membuat laporan tertulis narrative text 	<p>dalam bentuk makalah terkait fungsi narrative text.</p> <p>Tes Tulis/Lisan</p> <ul style="list-style-type: none"> • Menilai proses dan hasil belajar secara individu tentang narrative text. • Tes tertulis dalam bentuk uraian dan pilihan ganda terkait narrative text. <p>Tes lisan terkait narrative text.</p>		
--	--	---	--	--	--

Mengetahui
Ketua Lembaga ECC

Blokagung, 06 November 2021
Guru Bahasa Inggris

DEWI NAZA SYAFA KAMILA

SILVIA FARIDATUL UMMAH

Appendix 2

LAPORAN PENGAJARAN MIKRO RENCANA BELAJAR MAHASISWA MAJU KURSUS ECC

Lembaga Bahasa	: English Conversation Club
Kelas	: Basic Writing
Subjek	: Bahasa Inggris
Bahan	: Narrative Text
Sub Materi	: Definition narrative text, language future, and generic structure
Pertemuan	: Ke-1
Waktu	: 75 menit x 1 meeting

A. TUJUAN PEMBELAJARAN

1. Siswi mampu memahami tentang definisi Narrative Text
2. Siswi mampu menjelaskan tentang definisi Narrative Text
3. Siswi mampu mengidentifikasi generic structure Narrative Text
4. Siswi mampu mengidentifikasi fitur bahasa pada Narrative Text
5. siswa mampu praktek menulis Narrative text

B. MATERI PEMBELAJARAN

1. Definisi Explanation Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2. Bagian dari Generic Structure
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re-orientation
3. Bagian Fitur Bahasa dari Explanation Text
 - a. Menggunakan action verb dalam bentuk past tense
 - b. Menggunakan noun tertentu untuk sebagai kata ganti orang

- c. Menggunakan adjective yang membentuk noun phrase
- d. Menggunakan conjunction untuk mengurutkan kejadian-kejadian.

C. SUMBER PEMBELAJARAN

- 1. Modul Kursus ECC (Kursus ECC, halaman 150-151)
- 2. https://www.youtube.com/watch?v=jfrjYf_kbdg&t=8s
- 3. <https://www.kompas.com/skola/read/2020/10/19/080000169/explanation-text--pengertian-struktur-dan-contoh>

D. MEDIA PEMBELAJARAN

- 1. Papan Tulis
- 2. Alat tulis
- 3. Laptop
- 4. Animasi cerita pendek

E. KEGIATAN PEMBELAJARAN

NO	DESKRIPSI KEGIATAN	ALOKASI WAKTU
1	Kegiatan Awal <ul style="list-style-type: none"> a. Salam dan Perkenalan b. Jelaskan tujuan pembelajaran c. Mengapsen d. Apersepsi 	5 menit
2	Aktivitas utama <ul style="list-style-type: none"> a. Tutor menjelaskan definisi tentang narrative text b. Tutor menjelaskan tentang pembagian generic structure dari narrative text dan definisi dari setiap pembagian generic structure dari narrative text c. Tutor menjelaskan macam-macam fitur bahasa yang ada di narrative text beserta contohnya. 	45 menit
3	Kegiatan Penutup	

	a. evaluasi b. Kesimpulan c. Berdoa	10 menit
--	---	----------

Blokagung, 19 Desember 2021

Mengetahui oleh,

Pamong

Mahasiswa Praktisi

SILVIA FARIDATUL UMMAH

AYU HAFIDAH

Appendix 3

LAPORAN PENGAJARAN MIKRO RENCANA BELAJAR MAHASISWA MAJU KURSUS ECC

Lembaga Bahasa	: English Conversation Club
Kelas	: Basic Writing
Subjek	: Bahasa Inggris
Bahan	: Narrative Text
Sub Materi	: Definition narrative text, language future, and generic structure
Pertemuan	: Ke-2
Waktu	: 75 menit x 1 meeting

A. TUJUAN PEMBELJARAN

1. Siswi mampu memahami tentang definisi Narrative Text
2. Siswi mampu menjelaskan tentang definisi Narrative Text
3. Siswi mampu mengidentifikasi generic structure Narrative Text
4. Siswi mampu mengidentifikasi fitur bahasa pada Narrative Text
5. siswa mampu praktek menulis Narrative Text

B. MATERI PEMBELAJARAN

1. Definisi Explanation Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2. Bagian dari Generic Structure
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re-orientation
3. Bagian Fitur Bahasa dari Explanation Text
 1. Menggunakan action verb dalam bentuk past tense

2. Menggunakan noun tertentu untuk sebagai kata ganti orang
3. Menggunakan adjective yang membentuk noun phrase
4. Menggunakan conjunction untuk mengurutkan kejadian-kejadian.

C. SUMBER PEMBELAJARAN

1. Modul Kursus ECC (Kursus ECC, halaman 150-151)
2. https://www.youtube.com/watch?v=jfrjYf_kbdg&t=8s
3. <https://www.kompas.com/skola/read/2020/10/19/080000169/explanation-text--pengertian-struktur-dan-contoh>

D. MEDIA PEMBELAJARAN

1. Papan Tulis
2. Alat tulis
3. Laptop
4. Animasi cerita pendek

E. KEGIATAN PEMBELAJARAN

NO	DESKRIPSI KEGIATAN	ALOKASI WAKTU
1	Kegiatan Awal a. Salam b. Mengapsen c. Apersepsi	5 menit
2	Aktivitas utama a. Tutor menjelaskan definisi tentang narrative text b. Tutor menjelaskan tentang pembagian generic structure dari narrative text dan definisi dari setiap pembagian generic structure dari narrative text c. Tutor menjelaskan macam-macam fitur bahasa yang ada di narrative text beserta contohnya. d. Siswi menjelaskan pertanyaan dari guru tentang generic structure narrative text.	45 menit

	<ul style="list-style-type: none"> e. Siswi menjelaskan pertanyaan dari guru tentang generic structure dari narrative text. f. Siswi menjawab pertanyaan dari guru tentang fitur bahasa pada narrative text. g. Guru memberikan evaluasi kepada siswa dengan memutar animasi cerita pendek dan siswa memperhatikan animasi cerita pendek yang sedang di putarkan. h. Siswi mampu menuliskan pesan moral yang terdapat pada cerita tersebut. 	
3	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> a. Kesimpulan b. Berdoa 	10 menit

Blokagung, 28 Desember2021

Mengetahui oleh,

Pamong

Mahasiswa Praktisi

SILVIA FARIDATUL UMMAH

AYU HAFIDAH

Appendix 4

LAPORAN PENGAJARAN MIKRO RENCANA BELAJAR MAHASISWA MAJU KURSUS ECC

Lembaga Bahasa	: English Conversation Club
Kelas	: Basic Writing
Subjek	: Bahasa Inggris
Bahan	: Narrative Text
Sub Materi structure	: Definition narrative text, language future, and generic structure
Pertemuan	: Ke-3
Waktu	: 75 menit x 1 meeting

A. TUJUAN PEMBELAJARAN

1. Siswi mampu memahami tentang definisi Narrative Text
2. Siswi mampu menjelaskan tentang definisi Narrative Text
3. Siswi mampu mengidentifikasi generic structure Narrative Text
4. Siswi mampu mengidentifikasi fitur bahasa pada Narrative Text
5. siswa mampu praktek menulis Narrative text

B. MATERI PEMBELAJARAN

1. Definisi Explanation Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2. Bagian dari Generic Structure

- a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation

3. Bagian Fitur Bahasa dari Explanation Text

- a. Menggunakan action verb dalam bentuk past tense
- b. Menggunakan noun tertentu untuk sebagai kata ganti orang

- c. Menggunakan adjective yang membentuk noun phrase
- d. Menggunakan conjunction untuk mengurutkan kejadian-kejadian.

C. SUMBER PEMBELAJARAN

- 1. Modul Kursus ECC (Kursus ECC, halaman 150-151)
- 2. https://www.youtube.com/watch?v=jfrjYf_kbdg&t=8s
- 3. <https://www.kompas.com/skola/read/2020/10/19/080000169/explanation-text--pengertian-struktur-dan-contoh>

D. MEDIA PEMBELAJARAN

- 1. Papan Tulis
- 2. Alat tulis
- 3. Laptop
- 4. Animasi cerita pendek

E. KEGIATAN PEMBELAJARAN

NO	DESKRIPSI KEGIATAN	ALOKASI WAKTU
1	Kegiatan Awal a. Salam b. Mengapsen c. Apersepsi	5 menit
2	Aktivitas utama a. Tutor mereview kembali definisi tentang narrative text b. Tutor mereview kembali tentang pembagian generic structure dari narrative text dan definisi dari setiap pembagian generic structure dari narrative text c. Tutor mereview kembali macam-macam fitur bahasa yang ada di narrative text beserta contohnya. d. Siswi mampu menjawab pertanyaan dari guru tentang generic structure narrative text. e. Siswi mampu menjawab pertanyaan dari guru tentang generic structure dari narrative text.	45 menit

	<ul style="list-style-type: none"> f. Siswi mampu menjawab pertanyaan dari guru tentang fitur bahasa pada narrative text. g. Guru memberikan test kepada siswa dengan memutar animasi cerita pendek dan siswa memperhatikan animasi cerita pendek yang sedang di putarkan. h. Siswi mampu menuliskan Kembali cerita animasi film pendek sesuai dengan ketentuan yang sudah disebutkan 	
3	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> a. Kesimpulan b. Berdoa 	10 menit

Blokagung, 28 Desember 2021

Mengetahui oleh,

Pamong

Mahasiswa Praktisi

SILVIA FARIDATUL UMMAH

AYU HAFIDAH

Appendix 5

Student's score at the preliminary study

NO	NAME	SCORE PRELIMINARY STUDY
1	fitriana wahida	48
2	fatimah azzahra	55
3	kamalina masthuro	79
4	lailatul firda astuti	74
5	nikmah el-amiroh	83
6	puji astute	83
7	iga putri lestari	52
8	sri rohmatul kh	82
9	Weni wahidah	52
10	Cumaisa	66
11	Indah pramita sari	69
12	Irtah nihayatun nufus	61
13	Rosita	88
14	Caca kurnia	71
	TOTAL SCORE	963
	AVERAGE	68.78
	LOWEST SCORE	48
	HIGHEST SCORE	88

Appendix 6

Observation checklist for student's

No	Name	Pay attention	Asking the question	Responding to the question
1	fitriana Wahida		√	√
2	fatimah azzahra		√	
3	kamalina masthuro	√	√	
4	lailatul firda astute	√		
5	nikmah el- amiroh			√
6	puji astute	√		√
7	iga putri lestari		√	
8	sri rohmatul kh	√	√	√
9	Weni wahidah			√
10	Cumaisa	√		
11	Indah pramita sari		√	
12	Irta nihayatun nufus			√
13	Rosita			√

14	Caca kurnia		√	
----	-------------	--	---	--

Appendix 7

Student's score at the cycle 1

NO	NAME	SCORE CYCLE 1
1	fitriana wahida	60
2	fatimah azzahra	80
3	kamalina masthuro	81
4	lailatul firda astuti	79
5	nikmah el-amiroh	80
6	puji astute	81
7	iga putri lestari	60
8	sri rohmatul kh	83
9	Weni wahidah	73
10	Cumaisa	75
11	Indah pramita sari	69
12	Irta nihayatun nufus	66
13	Rosita	89
14	Caca kurnia	81
TOTAL SCORE		1037
AVERAGE		74.07
LOWEST SCORE		60
HIGHEST SCORE		89

Appendix 8

Observation checklist for student's

NO	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task
1	fitriana Wahida	√			√
2	fatimah azzahra	√			√
3	kamalina masthuro	√	√	√	√
4	lailatul firda astute	√			√
5	nikmah el-amiroh	√		√	√
6	puji astute	√	√	√	√
7	iga putri lestari	√			√
8	sri rohmatul kh	√		√	√
9	Weni wahidah	√	√		√
10	Cumaisa	√			√
11	Indah pramita sari	√			√
12	Irta nihayatun nufus	√	√	√	√
13	Rosita	√			√
14	Caca kurnia	√			√

Appendix 9

Students' score in the cycle II

NO	NAME	SCORE CYCLE II
1	fitriana wahida	76
2	fatimah azzahra	84
3	kamalina masthuro	84
4	lailatul firda astuti	94
5	nikmah el-amiroh	95
6	puji astute	83
7	iga putri lestari	80
8	sri rohmatul kh	84
9	Weni wahidah	75
10	Cumaisa	75
11	Indah pramita sari	79
12	Irta nihayatun nufus	77
13	Rosita	94
14	Caca kurnia	93
	TOTAL SCORE	1173
	AVERAGE	83.78
	LOWEST SCORE	75
	HIGHEST SCORE	95

Appendix 10

Observation checklist for students

NO	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing animated short movie
1	fitriana Wahida	√	√	√	√	√
2	fatimah azzahra	√	√	√	√	√
3	kamalina masthuro	√	√	√	√	√
4	lailatul firda astute	√			√	√
5	nikmah el-amiroh	√		√	√	√
6	puji astute	√	√	√	√	√
7	iga putri lestari	√			√	√
8	sri rohmatul kh	√		√	√	√
9	Weni wahidah	√	√		√	√
10	Cumaisa	√			√	√
11	Indah pramita sari	√	√	√	√	√
12	Irta nihayatun nufus	√	√	√	√	√
13	Rosita	√			√	√
14	Caca kurnia	√	√		√	√

Appendix 11

Improvement of the student's whole test

NO	NAME	SCORE PRE.STUDY	SCORE CYCLE 1	SCORE CYCLE 2
1	fitriana wahida	48	60	76
2	fatimah azzahra	55	80	84
3	kamalina masthuro	79	81	84
4	lailatul firda astuti	74	79	94
5	nikmah el- amiroh	83	80	95
6	puji astute	83	81	83
7	iga putri lestari	52	60	80
8	sri rohmatul kh	82	83	84
9	Weni wahidah	52	73	75
10	Cumaisa	66	75	75
11	Indah pramita sari	69	69	79
12	Irta nihayatun nufus	61	66	77
13	Rosita	88	89	94
14	Caca kurnia	71	81	93
	TOTAL SCORE	963	1037	1173
	AVERAGE	68.78	74.07	83.78
	LOWEST SCORE	48	60	75
	HIGHEST SCORE	88	89	95

Appendix 12

Interview for students

variable	Sub Variable	No	Question
English Learning	the students opinion about English Learning	1	Q: Do you like English? A: we are like English language <i>(kami suka bahasa inggris)</i>
	The student's difficulties in English Learning	2	Q: Is English difficult to learn ? <i>(Apakah bahasa inggris itu sulit untuk di pelajari ?)</i> A: actually it's not too difficult if we understand and have a lot of vocabulary <i>(sebenarnya tidak terlalu sulit kalau kami sudah paham dan banyak kosa kata)</i>
		3	Q: What skill that you think difficult to learn ? <i>(Skill apa yang menurut kalian sangat sulit untuk di pelajari ?)</i> A: The difficult lesson is when we are told to write <i>(pelajaran yang sulit itu Ketika kita disuruh untuk menulis)</i>
		4	Q: What are your difficulties ? <i>(Apa kesulitan kalian ?)</i> A: we find it difficult to develop new ideas <i>(kami sulit untuk mengembangkan ide-ide baru)</i>
Media	Kind of media that the teacher use	5	Q: What kind of media that your teacher use in the class ? especially in writing ? <i>(Media apa yang biasa digunakan guru kalian ketika mengajar di kelas ? terutama untuk writing skill ?)</i>

			<p>A: In ordinary class, the teacher only explains and gives some examples <i>(dikelas biasa guru hanya menerangkan dan memberikan beberapa contoh)</i></p>
	The student's opinion about the media	6	<p>Q: What media that you like in learning English ? why? <i>(Media apa yang paling kalian sukai ketika belajar bahasa inggris? Mengapa?)</i></p> <p>A: We like fun and interesting media, like videos maybe <i>(kami suka media yang seru dan menarik, seperti video mungkin)</i></p>
		7	<p>Q: Had your teacher used short movie before ? <i>(Apakah sebelumnya guru kalian pernah menggunakan media short movie ?)</i></p> <p>A: never <i>(tidak pernah)</i></p>
Writing skill	The student's attitude in writing skill by using animated short movie	8	<p>Q: Do you like or not learning writing skill by using this media ? why ? <i>(Apa kalian suka/tidak menggunakan media ini untuk belajar writing skill? Mengapa?)</i></p> <p>A: I like it, because it's very interesting and fun <i>(suka, karena sangat menarik dan menyenangkan)</i></p>
		9	<p>Q: Do you enjoy learning writing skill by using this media ? <i>(Apakah kalian merasa senang belajar writing dengan menggunakan media ini ?)</i></p> <p>A: very happy <i>(kami sangat senang)</i></p>

		10	<p>Q: Do the media make you easy to write? (<i>Apakah media ini memudahkan kalian untuk menulis ?</i>)</p> <p>A: very helpful (<i>sangat membantu</i>)</p>
--	--	----	--

Appendix 13

Interview for teacher

variable	Sub Variable	No	Question
The method	The kind of method that teacher use	1	<p>Q: What kind of method/medium that you use in teaching learning English sir/miss ? <i>(Metode/media apa saja yang pernah ibu/bapak gunakan dalam pembelajaran bahasa inggris ?)</i></p> <p>A: <i>(media pengajaran yang biasa saya gunakan biasanya hanya menerangkan dan memberikan contoh beberapa teks narrative saja)</i></p>
	The teacher,s opinion on method	2	<p>Q: In your opinion, what is the suitable method/medium to give the students to add their spirit in learning English? <i>(Menurut ibu/bapak metode/media apa yang cocok untuk di berikan kepada peserta didik agar menambah semangat mereka dalam belajar bahasa inggris ?)</i></p> <p>A: <i>(media atau metode yang menarik dan menyenangkan, mungkin seperti beberapa tampilan dari alat digital)</i></p>

The student's problem in learning process	The student's problem in learning process	3	<p>What kind of problems that you face in the class ? <i>(Masalah apa saja yang sering ibu/bapak hadapi saat mengajar di kelas ?)</i></p> <p>A: <i>(siswa itu semangat belajar namun terkadang siswa kesulitan memahami materi yang saya berikan)</i></p>
		4	<p>In your opinion,What skills that the students felt difficult to do ? <i>(Menurut ibu/bapak skill apa yang kurang di kuasai oleh peserta didik ?)</i></p> <p>A: <i>(skill yang kurang di kuasai itu lebih ke skill menulis)</i></p>
		5	<p>Why do they feel difficult in that skill ? <i>(Mengapa mereka kesulitan dalam skill tersebut ?)</i></p> <p>A: <i>(yang saya lihat Ketika mengajar mereka kesulitan dalam memunculkan ide-ide kreatif dalam tulisan mereka,)</i></p>
		6	<p>Had you used the Animated short movie before in the class ? <i>(Apakah ibu/bapak sebelumnya sudah pernah menggunakan media animated short movie selama mengajar di kelas ?)</i></p> <p>A: <i>(belum pernah menggunakan media ini)</i></p>

		7	<p>What do you think about using animated short movie in teaching learning English especially in teaching writing narrative text ?</p> <p><i>(Bagaimana menurut ibu/bapak tentang penggunaan media animated short movie ini dalam pembelajaran bahasa inggris terutama untuk writing narrative text ?)</i></p> <p>A: <i>(media ini dapat membantu siswa untuk mengembangkan ide kreative menulis siswa)</i></p>
	The advantages and disadvantages of animated short movie	8	<p>Is there any advantages or disadvantages in this media? If there is, please mention it !</p> <p><i>(Apakah ada kelebihan atau kekurangan pada media ini ? tolong ibu/bapak sebutkan jika ada !)</i></p> <p>A: <i>(kelebihan media ini dapat membantu siswa untuk lebih kreative dalam menulis dan keunggulannya menjadikan belajar mengajar lebih fun dan happy)</i></p>
The student's attitude	The teacher's opinion on the student's attitude	9	<p>How are the student's attitude when they get the lesson by using this media? <i>(Bagaimana sikap peserta didik saat</i></p>

			<p><i>menerima pelajaran dengan menggunakan media ini ?)</i></p> <p>A: <i>(Ketika saya mengamati, siswa lebih antusias memerhatikan dan praktik menulis Ketika peneliti mengintruksikan)</i></p>
		10	<p>Are they feel happy or maybe interest when they learn by using this media ? <i>(Apakah mereka merasa senang atau mungkin lebih tertarik ketika belajar dengan menggunakan media ini ?)</i></p> <p>A: <i>(ya mereka senang dan terlihat tertarik Ketika belajar menggunakan media ini)</i></p>
		11	<p>Can they be guided whenthe animated short movie was implemented ? <i>(Apakah mereka lebih bisa di arahkan ketika belajar writing dengan menggunakan media ini ?)</i></p> <p>A: <i>(iya, mereka terlihat lebih teratur Ketika mengajar menggunakan media ini)</i></p>
		12	<p>Can their difficulties resolved by using this media ? <i>(Apakah kesulitan mereka dapat teratasi dengan menggunakan media ini ?)</i></p> <p>A:</p>

			<i>(kesulitan mereka sangat teratasi Ketika menggunakan media ini)</i>
		13	<p>Is there any change or progress of the students' ability after using this media in witing ? <i>(Apakah ada perubahan atau kemajuan yang di capai peserta didik setelah menggunakan media ini)</i></p> <p>A: <i>(ada perubahan, bisa dilihat dari hasil pencapaian dari nilai siswa yang melebihi dari standar KKM)</i></p>

Appendix 14

ESSAY TEST (QUESTION)

Please take a look at the animated short movie. Then write down his success experience according to the video's information!



ABSENSI KEHADIRAN KURSUS KELAS BASIC TAHUN PEMBELAJARAN 2021/2022

NO	NAMA	TANGGAL																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	fitriana wahida	√	√	√	I		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
2	fatimah azzahra	√	√	√	S		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
3	kamalina masthuro	√	√	√	√		√	√	√	√	√	√		S	√	√	√	√	√		√	√	√	√	I	√		√	√	√	√	I
4	lailatul firda astuti	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
5	nikmah el-amiroh	√	S	√	√		√	√	S	√	√	√		√	√	√	√	I	√		√	I	√	√	√	√		√	√	√	√	√
6	puji astuti	√	√	√	√		√	√	I	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
7	iga putri lestari	S	√	√	√		√	√	S	√	√	√		√	√	√	√	√	√		√	√	√	√	I	√		√	√	√	√	√
8	sri rohmatul kh	S	√	√	√		I	√	S	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
9	Weni wahidah	√	√	√	√		S	√	√	√	√	√		√	√	S	√	√	√		√	√	√	√	√	√		√	√	√	√	√
10	Cumaisa	S	S	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	S
11	Indah pramita sari	√	√	√	√		√	S	√	√	√	√		√	√	√	√	√	√		√	√	S	S	S	√		√	√	√	√	√
12	Irta nihayatun nufus	√	√	√	√		S	S	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
13	Rosita	√	√	√	S		√	S	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√
14	Caca kurnia	√	√	√	S		√	I	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	S

keterangan

s: sakit

i: izin

Documentation





INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pen. Pos. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333, Website: www.iaida.ac.id, E-mail: iaidablokagung@gmail.com

Nomor : 31.5/273.10/TBIG/FTK/IAIDA/C.3/1/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua Lembaga ECC Course

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **AYU HAFIDAH**
TTL : **Banyuwangi, 07 Agustus 2000**
NIM : **18112210002**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Purworejo-Kalipait-Tegaldlimo-Banyuwangi**
HP : **085231137491**
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

Implementing Animated Short Movie in Teaching Writing Skill of Narrative Text at Basic Class English Conversation Club in Darullughoh A-Injiliziyah Dormitory Academic Year 2021-2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 11 Januari 2022

Dekan



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



ECC

ENGLISH CONVERSATION CLUB (ECC)

PONDOK PESANTREN DARUSSALAM PUTRI UTARA
BLOKAGUNG, KARANGDORO, TEGALSARI, BANYUWANGI, JAWA TIMUR

Office : AC Dornnitoty Website : dariiz ecc course@arnollrcom

SURAT KETERANGAN

NO. 31.1/46/ECC/111/2022

Yang bertanda tangan dibawah ini,

Nama Dewy Naza Syafa Kamila
Jabatan Ketua ECC (English Conversation Club) Course

Menerangkan bahwa,

Nama ..AYU HAFIDAH
TTL Banyuwangi, 07 Agustus
..2000
NIM ..18112210002
Fakultas ..FTK (Tarbiyah Dan Keguruan)
Progam Studi TBIG (Tadris Bahasa Inggris)

Dosen Pembimbing : Ahmad Faruq, M. Pd.

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ECC(English Conversation Club) Course, Pondok Pesantren Darussalam Putri Utara Blokagung, Dengan Judul Penelitiannya adalah•

Implementing Animated Short Movie in Teaching Writing Skill of Narrative Text at Basic Class English Conversation Club in Darul Lughoh Al-Injiliziyyah Dormitory Academic Year 2021-2022

Demikian surat ini dibuat dengan semestinya, kami sampaikan terimakasih.

Banyuwangi, 29 Maret 2022

Ketua ECC

Dewi Naza Syafa Kamila
ECC

NIM	18112210002	
NAMA	AYU HAFIDAH	
FAKULTA	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	Implementing Animated Short Movie in Teaching Writing Skill of Narrative Text at Basic Class English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Academic Year 2021-2022	

<tp://siakad.iaida.ac.id/cetak.php?m=bimbingan.ta.detail&NIM=lmliy...>

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	03 April 2022	03 April 2022	pengajuan bab 1-5	refisi
2	20212	31 Maret 2022	31 Maret 2022	pengajuan bab 4	refisi
3	20212	20 Desember 2021	20 Desember 2021	pengajuan proposal	refisi
4	20212	14 Desember 2021	14 Desember 2021	pengajuan bab 2	refisi
5	20212	27 November 2021	27 November 2021	pengajuan judul	refisi judul
6	20212	02 November 2021	02 November 2021	pengajuan bab 1	refisi



Plagiarism Checker X Originality Report

Similarity Found: 13%

Date: Senin, Juni 13, 2022

Statistics: 1864 words Plagiarized / 14715 Total words

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

CHAPTER I INTRODUCTION This chapter reviews the background of the study, research problem, object of the research, significance of the research, scope of limitation, and definition of the key term. Background of Study language is an important part of human life. People communicate with each other using language. Which always need company in their life. "Language is communicative; it allows us to communicate with others who share the same language.

A language is a tool for communication, with language a human can say or express their intent to the other human, one of the international languages is English. Almost all the countries use English to form a relationship, whether in business or political relations. In Indonesia, English as a foreign language is extremely important to learn to facilitate communication between countries.

Therefore, education in Indonesia incorporates English into subjects that must be traveled by students. The students should be able to master the four skills in English, there are reading, writing, listening, and speaking. Writing is important in teaching speaking, reading and listening because the learners can express their ideas, feeling and experiences in certain place, time and situation in written form1.

According to the Zemach and Rumisek the teaching of writing is important because of the reason: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the students write, she or he has a chance to be adventurous with the language.

Finally, the student becomes involved with the language, with himself or herself and with his or her readers. Among those four skills, writing is the most difficult skill to learn

THE RESERACHER AUTO BIOGRAPHY



Name : Ayu Hafidah

Address : Kalipait, Tegaldlimo, Banyuwangi

Gender : Female

TTL: 07th August 2000

Email : roisayu@gmail.com

Education History

MI Al-Khoiriyah Purworejo 2012

SMP Tri Bhakti Tegaldlimo 2015

SMA Darussalam Blokagung 2018

IAI Darussalam Blokagung 2022

