AN UNDERGRADUATE THESIS

**THE USE OF ANIMATION VIDEO TO IMPROVE
THE STUDENTS' WRITING NARRATIVE TEXT ABILITY
AT THE EIGHTH GRADERS OF MTS MA'ARIF NU 05
SEKAMPUNG EAST LAMPUNG**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

SEKAMPUNG EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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**ABSTRACT
By:
RUDIYANTO**

Writing is ability which requires students to express their ideas in written form. In reality, most of the students find it difficult to express themselves in written form. The objective of this research was to investigate the improvement of the students' writing narrative text ability using Animation Video Media at the eighth graders of MTs Ma'arif NU 05 Sekampung East Lampung.

The research method used in this research was a Classroom Action Research (CAR) which was used to solve the students' problem in expressing ideas to write narrative text. The subject of this research were VIII A students of MTs Ma'arif NU 05 Sekampung East Lampung in the academic year 2017/2018 which was consisted of 25 students. This research was conducted in two cycles. The research instruments used to collect the data in this research were test, observation, and documentation.

The result of this research shows that the implementation of Animation Video Media is succesful since the criteria of succes are achieved. The first criterion is 70% of the students could pass the target score ≥70 based on the KKM. The finding shows that on pre-test students' average score is 57,32 (20%), post-test I 65,04 (28%), and post-test II 73,56 (80%) which means students had already achieved the target score. Besides, the students became more active in learning procces. The result of observation shows that by using Animation Video, most of the students are active in learning process.

Key words: *Animation Video, Writing Ability.*

PENGGUNAAN MEDIA VIDEO ANIMASI
UNTUK MENINGKATKAN KEMAMPUAN MENULIS *NARRATIVE TEXT*
SISWA DI MTS MA'ARIF NU 05 SEKAMPUNG LAMPUNG TIMUR

ABSTRAK
Oleh:
RUDIYANTO

Menulis adalah kemampuan yang dibutuhkan siswa mengekpresikan ide-ide mereka didalam bentuk tulisan. Dalam dunia nyata, kebanyakan siswa merasa kesulitan dalam mengekspresikan ide-ide mereka dalam bentuk tulisan. Penelitian ini bertujuan untuk menginvestigasi peningkatan kemampuan menulis *narrative text* siswa melalui penerapan media video animasi terhadap siswa kelas VIII A di MTs Ma'arif NU 05 Sekampung Lampung Timur.

Metode penelitian yang digunakan yaitu Penelitian Tindakan Kelas yang ditujukan untuk menyelesaikan masalah siswa dalam mengekspresikan ide mereka untuk menulis *narrative text*. Adapun subjek penelitian yaitu siswa kelas VIII A di MTs Ma'arif NU 05 Sekampung Lampung Timur tahun ajaran 2017/2018, yang terdiri dari 25 siswa. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari rencana, implementasi, observasi, dan refleksi. Instrumen penelitian yang digunakan untuk mengumpukan data antara lain tes, observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukan bahwa penerapan media video animasi dapat mencapai indikator kesuksesan yang telah ditentukan. Indikator pertama yaitu 70% siswa dapat mencapai KKM ≥ 70. Dalam hal ini, nilai rata-rata siswa pada pre-test adalah 57,32 (20%), post test I 65,04 (28%), dan post test II 73,56(80%), itu berarti bahwa siswa telah mencapai target nilai (KKM). Adapun indikator yang kedua yaitu siswa dapat lebih aktif dalam kegiatan belajar. Dari hasil observasi dapat disimpulkan bahwa melalui penerapan media video animasi, siswa dapat lebih aktif dalam mengikuti kegiatan belajar.

Kata kunci: *Video Animasi, Kemampuan Menulis.*

APPROVAL PAGE

Title	: THE USE OF ANIMATION VIDEO TO IMPROVE THE STUDENTS' WRITING NARRATIVE TEXT ABILITY AT THE EIGHTH GRADERS OF MTS MA'ARIF NU 05 SEKAMPUNG EAST LAMPUNG.
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To be discussed in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies of Metro.

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Nomor   :

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Kepada Yth.,

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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE
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An undergraduate thesis entittled: THE USE OF ANIMATION VIDEO TO IMPROVE THE STUDENTS' WRITING NARRATIVE TEXT ABILITY AT THE EIGHTH GRADERS OF MTS MA'ARIF NU 05 SEKAMPUNG EAST LAMPUNG

Written by Rudiyanto, student number. 13108357, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 06, 2018 at 10.00-12.00.

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To: The Honorable,
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Assalamu'alaikum Wr. Wb

We have given guidance and enough improvement to thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka

Metro, Januari 2018

Penulis

RUDIYANTO

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MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

"Verily, with the hardship, there is relief"

(AL INSYIRAH : 6)

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved family and all whom I love"
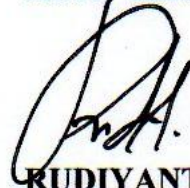
ACKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the universe, that the researcher finally could finish the undergraduate thesis entitled "THE USE OF ANIMATION VIDEO TO IMPROVE STUDENTS' WRITING NARRATIVE TEXT ABILITY AT THE EIGHTH GRADERS OF MTS MA'ARIF NU 05 SEKAMPUNG EAST LAMPUNG". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro

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Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, January 2018

RUDIYANTO
St. Number 13108357

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages which is used widely in the world. Moreover, English has become an international language that is almost used by all countries as the first, second or the foreign language. Indonesia is one of countries that determines English as a foreign language. It is taught formally at almost all schools from Elementary School to University.

Furthermore, Studying English is not a new thing for junior high school students. Although English is not new for them, they still have difficulties in studying English. It is difficult for them to remember English words and to understand someone speaking in English.

Moreover, Studying English seems to be a complicated activity for students. It covers four main skills that should be mastered. They are listening, speaking, reading, and writing. Writing is the most difficult skill to be mastered by the students. The connection between students and writing becomes more complex because in writing activities they need to master many aspects, such as vocabulary, grammar, kinds of text, and ideas. Besides, the students have to know how to combine words, sentences, and language features in order to create good writing. Because of the complexity in writing, the teacher may have some creation and variation in teaching in order to motivate students to learn.

In the other hand, some students have difficulties to produce good writing because of many problems. The problems are related to the condition of the students. For example, the students are still confused to find the idea in writing so that they are difficult to start writing some sentences or paragraphs and the students have not mastery the grammar yet so they are difficult to organize the words into sentence.

Actually, the difficulties for conducting the writing ability do not stop over there. As the researcher found in the location of the study, Most of the students had low writing ability. They had difficulties in writing because of their limited vocabulary and lack of grammar understanding and specific structures for each genre and functional text. They also had difficulties in predicting the meaning of words in a certain text. Besides, they were unmotivated in the teaching and learning process. Here is the pre-survey data of the eight grade students in writing ability at MTs Ma'arif NU 05 Sekampung East Lampung in the academic year 2017/2018, as follows:

Table I
Students' English Writing Ability score at the eighth graders

No	Grade	Explanation	Frequency	Percentage (%)
1	<70	Incomplete	21	84 %
2	>70	Complete	4	16 %
Total			25	100 %

Source: The English Teacher Archives, English Writing Score at the Eighth graders of MTs Ma'arif NU 05, on June 3, 2017

Based on the data above, it can be inferred that the student's writing score is low, we can see that just 4 students from 25 students have good score in writing skill. The minimum mastery criteria (KKM) for MTs Ma'arif NU 05 Sekampung is 70. We can see that there are 21 students included into failed level for the score <70, based on the pre-survey result; only 4 students can do well. It means 25 students in VIII.A class are low in writing.

Those kind of problems, the researcher will find out an alternative way to create a suitable and interesting media to the students' condition in order to assist them in improving their writing ability. One of the alternative ways is by applying the media of Animation Video. Because writing seems to be most important skill, so it must be paid more attention to have a better way in teaching. This Animation Video media is one of the media that can be used to improve the students' writing ability.

B. Problem Identification

Referring to the background of the study above, the problems can be identified, as follows:

1. The students have lack motivation in learning English.

2. The students feel bored in learning Writing.

3. The students have limit vocabularies.

4. The students' writing ability in narrative text are still poor.

5. The students have difficulties in expressing their idea in Writing.

C. Problem Limitation

Based on the problem limitation above, the researcher takes some of problems before that the students feel bored in learning writing and they also have difficult for expressing their idea in Narrative text. Therefore, in this research the researcher limits the problem focused on the students have difficulties in expressing their idea in narrative text and made the students clear in learning English by using video animation.

D. Problem Formulation

The researcher formulates the problem, as follows:

"Can the Use of Animation Video Improve the Students' Writing Narrative Text Ability and Their Learning Activity at the Eighth Graders of MTs Ma'arif NU 05 Sekampung East Lampung in the Academic Year of 2017/2018? ."

E. Objective and Benefit of the Study

   1. Objective of the Study

Objective from doing this study is to know matters as;

   a. To know whether the use of animation video can improve the students writing narrative text ability.

   b. To know whether the use of animation video can improve students' learning activity at the Eighth Grade of MTs Ma'arif NU 05 Sekampung.

   2. Benefits of the Study

The benefits of the study, as follow:

a. For the students as a development of writing ability

Hopefully, this results of the research is expected can give positive contribution for the students to increase students English skill, especially in writing ability.

b. For other researcher as a reference

Hopefully, this research can be used as the reference in order to build prior knowledge and give new idea for conducting research.

c. For the teacher as an alternative technique

This study is expected to help the teacher applies Animation Video Media in process of teaching and learning.

d. For the headmaster as a problem solving

It is hoped that the headmaster can use this media to be applied in the classroom as a problem solving in learning process of English.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. **Theoretical Review**

1. **The Concept of Writing**

   a. **Definition of Writing**

   Jordan states that writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways. [1]

   According to Marianne, writing is the process to gain a product. The product of writing is the written word that results in a text but the text must be read and comprehended in order for communication to take place. Similarly, writing is one of the communication tools in various aspects that help the people in realizing their communication. [2]

   Meanwhile, Oshima & Hogue state that writing is a progressive activity which is open with the result of thinking what

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[1] R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), Page 41

[2] Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (United States of America: Cambridge University Press, 2000), Page 142

the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections.[3]

On the other hand, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, ideas, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written products are frequently produced from the result of thinking, drafting, and revising procedures.[4]

Furthermore, Carol Gelderman says that writing is the most exact form of thinking. John Updike also said, writing is only reading turned inside out.[5] On another statement, writing is just one particular way of using language, and that your other language experiences are also important influences on how you write.[6]

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[3] Oshima, Alice And Hogue, Ann, *Introduction to Academic Writing: Second Edition,* (New York: Addison Wesley Longman, 1997), Page 2

[4] H. Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), Page 335

[5] Tredinnick, Mark. *The Little Red Writing Book*, (Sidney, Australia: UNSW Press Book, 2006), Page 15

[6] Crème, Phyllis & Lea, Mary R. *Writing at University*, (New York: MC Graw Hill, 2008), Page 4

And the last according to Grenville, writing is one human activity that seems to respond better to well-developed intuition than well-developed logic.[7]

Based on statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form, of written language. By writing, language learners can express their feeling, thought, emotion, attitudes, etc.

b. **Types of Writing**

As we know that there are some types of writing as follows:

1) Descriptive / description

Descriptive is the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear.[8] It means that it used to describe more than the out ward appearance of people. It may tell about their traits of

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[7] Earnshaw, Steven, *The Handbook of Creative Writing*, (Edinburgh: Edinburgh University Press, 2007) Page 85

[8] George E. Wishon and Julia M. Burks, *Let's Write English revised edition*, (New York: Teachers College Press, 1980), Page 379.

character or personality. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

2) Narrative / narration

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.[9] That is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happen according to natural time sequence. It illustrates that narrative is to retell about the story in the past.

3) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings.[10] It means that in exposition gives more information and explanation about something well.

4) Report

Report tells about the observation, research, or the study about thing, animal, people, or place. It means that report tells about the characteristic above clearly.

5) Argumentative / argumentation

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined

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[9] R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Pearson Education Limited, 2003), Page 27.

[10] George E. Wishon and Julia M. Burks, *Let's Write.,* Page 382.

with. Argumentation is used to make a case or to prove or disprove a statement of proposition.[11] On the other hand, it is the form of writing that is used to make a case or to prove a statement or proportion. That is content of the text is about our statement or opinion that has reason

c. Proses of Writing

In the teaching writing is not either focus on product of that writing or on the writing process itself. Writing is more than picking up a pen and putting the words on paper. It requires thought and planning if it is to mean anything to the receiver who read it. It requires and combines more basic skills than any other subject area. Moreover, Richard said that writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.[12] It means that writing is so complex activity that should be done by the writer itself. Because writing well is not easy to do, many things that are necessary considered in writing process. The writing process as follows:

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[11] Ibid, p. 383.
[12] Jack C. Richards and Richard Schmidt, *Language Teaching and Applied Linguistics, third edition*, (Longman: Pearson education, 2002), Page 592.

1) Prewriting

   Prewriting is preparation for writing. It means, that consists of a planning or what the writer does before he begins his first draft.

2) Drafting

   Drafting is developing the first draft using a recursive process. The key to write a good first draft is to be sure good ideas roughed out. On the other hand, drafting is an early step of a piece of writing after prewriting. Sometimes most of us cannot compose anything well at the first when we try. So, we must write and rewrite. The more we draft, the result will be better.

3) Feedback

   Feedback is the process of learning how an audience responds to one's writing. Feedback may come from teacher or peers after a draft is complete but before it is published or receives a final grade.

4) Revising

   Revising is the process of making changes in a manuscript at many different levels from whole-text revisions. It means that revising is the re-evaluate the choice that has created a piece of writing.

5) Editing

       Editing is the process of cleaning up a manuscript that focuses on lower level features of writing but which often gives rise to higher level revisions.

6) Publishing

       Publishing is the processes by which students share their writing with others, including reading aloud to others, displaying the writing on bulletin boards, making small books of their writing, and developing classroom collections of writing. [13]

       Based on quotations above, writing is one way to communicate. It is the skill which requires students to express their idea in written form. It involves complex process there are prewriting, drafting, and feedback, revising, editing, and publishing. Those process are interrelated and cannot be separated from one another. In addition, those stages are the recursive process to process to produce good writing.

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[13] George Hillocks Jr, *The Testing Trap (How State Writing Assessments Control Learning),* (New York: Teacher College press, 2002), Page 30.

2. The Concept of Narative Text

a. Definition of Narative Text

Nikki and Sally state that " narrative is pervasive in our lives, it is way in which human make sense of their experiences".[14] According to Thomas S. Kane narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.sequence always involves an arrangement in time (and usually other arragements as well).[15]

Narration is a type in which the writer tries to recount an event (object) of his world experiences in order his readers can see, feel, smell, hear, and taste it as he can.[16]

From the definition above,it can be said that narrative text is a story tells us about something interesting that has purpose to amuse and entertain for the reader or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone joke.

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[14] Gamble, Nikki and et all, *Exploring Children's Literature. Teaching the Language and reading of fiction,* (Paul Chapman publishing: 2002), Page 27

[15] Thomas S. Kane, *the Oxford Essential Guide of Writing*, (New York: Berkley Book,2000), Page 366

[16] Sanggam Siahaan, *Issues in Linguistics*, (Graha Ilmu, Yogyakarta,2008), page 217

b. **Purpose of Narrative Text**

The purpose of narrative text is to entertain, to tell a story or to provide an aesthetic literary experience.[17] Then, the other purpose of narrative text is to show a place where anything can happen to a character, usually unexpected, through the use of imaginated or real-life experiences.[18]

From the definition above it can be said that purposes of narrative text is to express the fellings and relate the experiece, to inform rhe reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

c. **Generic Structure of Narrative Text**

There are typically four stages generic structure of narrative text.

1) Orientation

The orientation is the first step in the development of a narrative text. This is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story. Often the reader is given an idea of what action is to follow. The orientation can vary greatly in length. Typically for younger readers, this may involve one or

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[17] Natacha billups, *Develop the Territory Under Your Hat-Think!: Critical Thinking – A Workout for a Stronger Mind,* (Trafford Publishing, USA 2012), Page 34

[18] Black Education. *Targeting text: Narrative, Poetry, Description, Response*. (Singapore: Green Giant Press 2007) Page 4

two sentences, or extend up to a paragraph. For older readers, the orientation may extend to several pages. The types of information chosen to be included in the orientation are those which offer the reader a background from which the problem or complication will follow.

2) Complication

The complication is the second stage in a narrative, where the story is disrupted in some way. This usually involves the main character and one or more of the minor characters. This is the part of the text which makes the story interesting, as the complicating event is unexpected. In the case of a more complex narrative involving multiple complications, these will need to be resolved one at a time. Many of the complications illustrate problematic issues that people face and they aim to show that they can be resolved.

3) Resolution

The resolution is the third basic step in a narrative. As the term suggests, it is where the problem or the complication is resolved. The events and the characters return to normal in a satisfying way. Not all resolutions are for the better; there can be an unhappy ending. However, most tales for younger readers result in a satisfying resolution.

4) Re-orientation/Coda

This fourth stage is optional in narrative texts for younger readers/ writers. The reader is made aware of how the characters have changed and what they have learned from dealing with the complication and its resolution. It may be written in the form of a moral to the story, such as in a fable.[19]

Based on the statement above, it shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subjectof the narration, followed by telling the problems of the story, and also having final conclution that signals at the end of the story.

d. **Language Features of Narrative Text**

Narrative text has some language features that should be known, it is follows:

1) The use of simple past tense, e.g. 'A long time ago ...'

2) Specific characters which may be human or animal, realistic or imaginary. Generally, animal characters portray some human traits and characteristics and they tend to have defined identities within the story.

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[19] Black Education, Page 4

3) There is a sequence of events which is portrayed through the use of conjunctions which build up the relationships of time and cause. They are sometimes called 'joining words', for example, 'because', 'and', 'so'.

4) Narratives can be written in first person (I, we) or in third person (he, she, and they). Some may use the passive voice, for example, 'The clue was discovered by one of the children.'

5) In choose-your-own-adventure stories, the reader is usually included as part of the story and is addressed in the role of a character as 'you'.

6) Descriptive language (adjectives) is used to enhance the visual imagery in the reader's mind relating to the nouns and noun groups within the story, e.g. 'It was a warm and inviting summers' day ...', 'the man's bright red overcoat ...'

7) Narratives make use of adverbs and adverbial phrases to help the reader locate events within the text.

8) A variety of verbs (thinking, feeling, and doing) are used to refer to the characters' actions and thoughts.

9) When dialogue is included in a narrative, it involves a change in tense, e.g.: When he got home, he walked in at the front door and went through to the kitchen. "Trish, what are you doing here?" he said.

10) Narratives are not just a bare sequence of events. They are enhanced at every stage by suggestions of what the characters are thinking, feeling and saying.[20]

Based on explanation above, narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to character, and give the information about what the character will do.

e. **The Example of Narrative text**

Based on the explanations above about Narrative Text, the researcher gives an example of Recount Text and the Generic Structure below:

Cinderella

Orientation	Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever.
Complication	But she was very poor. She lived with her stepmother and stepsisters. They were very mean.
Resolution	Fortunately, she met a prince. He fell in love with her.

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[20] Ibid, Page 5

Reorientation	Then Cinderella became a princess.

From the example of Narrative text above, it can be seen that the organization of the text consists of three parts: they are orientation, complication and resolution. Orientation, introduces the topic and character in story. Complication, illustrate problematic issues that Taamenang face in the story. In other hand, resolution tells ending of the story.

3. The Concept of Writing Narrative Text Ability

a. The Definition of Writing Narrative Text Ability

As we know that that narrative text is a story tells us about something interesting that has purpose to amuse and entertain for the reader or viewers. Writing is one of important skill to express ideas, feeling or emoticon through written form. The purpose of writing is to give information from the written text to the reader and convey the message and interact indirectly. From it, we can see that how important writing is for our daily activity and for our communication especially.

The word "ability" has some definitions. David F.Lohman said that the concept of ability has been defined in differential

psychology:[21] (1) as a latent trait inferred from patterns of individual differences across tasks, (2) as level of performance on a particular task or class of tasks, (3) as a latent cognitive process inferred from within-subject patterns of performance across trials within a task, and (4) as an affordance - affectivity relaxation. It means that ability is coming from internal form in human life. Not only that but also there is other definition of ability. Widgor and Garner define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best."[22] There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored.

In conclusion, writing narrative text ability is constructing meaning involves producing words, sentences, paragraphs and receiving information through written form.

b. The Measurement of Writing Narrative Text Ability

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and

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[21] F.Lohman,David, *Issues in The Definition and Measurement of Abilities*,(UK,Bluestone Press,2003) , p.2.

[22] Ibid.p.08

mechanics. It involves complex process. There are five general categories in writing, they are:

1) Content : the substance or writing ideas express the unity.

2) Vocabulary : the selection word that is suitable with the content.

3) Organization : the organization of contents or the ideas, it is coherence.

4) Language : the use of sentences that appropriate.

5) Mechanics : the use of graphic conventions of the language.

According to Joy M. Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of descriptive writing students is 100[23]. Here is the measurement rubric according to Joy M. Reid:

Table 2
The Measurement Rubrics of Writing Narrative Text Ablity

Writing skill	Score	Criteria	Criteria
	30-27	Excellent to Very Good	Knowledgeable, substantive development of text, relevant to assigned topic
	26-22	Good to	Sure knowledge of subject, adequate range, limited development of text,

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[23] Joy M. Reid, *Teaching ESL Writing,* (USA: Prentice Hall Regent, 1993), Page 236-237.

		Average	mostly relevant to topic but lacks detail
Content	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
Organization	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but

Vocabulary			meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns,
	10-5	Very Poor	prepositions and/or fragments, run-ons,

			deletions, meaning confused or obscured. Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[24]

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[24] *Ibid*, Page 236-237.

According to the explanation above, there are some criteria to measure the students' narrative writing ability and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' narrative writing ability.

4. The Concept of Animation Video

a. The Definition of Animation Video

Richards and Renandya state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.[25] According to Harmer, a video is not only a great aid to see a whole lot of paralinguistic behavior. For example, they can see how intonation matches facial expression and what gesture accompany certain phrases (e.g shrugged shoulders when someone say I do not know), and they can pick up range of cross-cultural clues.[26] They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves.

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[25] Jack C. Richards and Willy A Renandya, *Methodology in Language Twaching: An Anthology of Current Practice. (*New York: Cambridge University Press 2002), Page 364

[26] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman 2001), Page 308

According to Pikkov maintains that animation is the art of moving artificially created images in such a way that the observer perceives continues motion.[27] As a moving image, animations engage audiences and offer marvelous possibility to explore. In the other words, animations can be use as a delivery media where learning can be conducted as occurring from technology.

According to Jonathan Halls animated videos are create the illution of motion using drawings, puppets, or models.[28] Lee LeFever writes that animated video, in some ways, exist in purely fictional world that is completely designed by the animator or producer. They often use ilustrated representations and symbols of the world to tell stories versus the objects themselves.[29] Early animated videos, which have a percious space in American entertainment culture, were called cartoons and drawn by hand, such as Mickey Mouse and Bugs Bunny.

In conclusion, animation video is described cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

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[27] Ulo Pikkov, *Animasophy: Theoritical Writing on Animated Film*, (Estonia: Academy of Art, 2010). Page 18

[28] Jonathan Halls, *Rapid Media Development for Trainers: Creating videos, podcats and presentations on a budget*. (2016) Page 156

[29] Heather A. Dalal, et all, *Video Marketing for Libraries: Practical Guide for Librarians*. (USA: Rowman and Littlefield publishing group, 2017) Page 116

b. The Use of Animation video in Teaching

As a teacher we have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested.

Xiao states that animation play more and more significant function in the classroom with the advent of computers.[30] In addition, Schnotz and Lowe says that one of the most promising is the animation based on learning environment. Animation is dynamic representation that can be used to make change and complex processes explicit to the learner.[31]

Moreover, Lowe states that animations has the potential to serve both affective fuction and cognitive fuction. Affective function refers to portraying things in a humorous, spectacular, or bizarre way so that learners will be attracted to pay additional attention on the learning materials and motivated to learn. Cognitive function refers to the clear presentation of dynamic matters (which might be abstract and difficult) that can allow

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[30] Lirong Xiao, *Animation trends in education, International Journal of Information and Education Technology, (Vol. 3, No. 3,* june 2013), Page 286

[31] Schnotz W, Lowe R, *Introduction Learning achievments and instruction*, (International Journal of Teaching and Research vol.13. no. 2, 2003) Page 117-124

learners to understand in an easier way.[32] It can be said that animation is an effective medium in teaching and learning language because it can stimulate students both receptive skill (listening and reading) and productive skill (speaking and writing) and it can attract the students to pay attention on the learning materials.

In using animation video in the classroom, Richard and Willy asume that the teachers can promote active viewing and increase student comprehension and recall by planning video-related lessons for three stages of activity: previewing, viewing, and postviewing.[33]

1) Previewing activities.

These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a drama sequence is to announce the situation and ask students to predict the content. For example, students are told that they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each

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[32] Isabel Hwang, Michael Tam, *Review of Use of Animation as a Supplementary Learning Material of Physiology Content in Four Academic Years,* (Electronic Journal of e-Learning Volume 10 Issue 4 2012), Page 368

[33] Jack C. Richards and Willy A Renandya, *Methodology in Language Twaching: An Anthology of Current Practice.* (New York: Cambridge University Press 3002), Page 366

of two headings: Sights (things they expect to see) and Words (words they expect to hear).

2) Viewing activities.

These primarily facilitate the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it is a good idea to provide activities that focus on the basic situation first. For example, with a drama sequence, you might ask students to watch and look for the answers to questions such as: Where are these people? Why are they there? What is their relationship? What is going on? After this more global viewing activity, you would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

3) Postviewing activities.

These require students to react to the video or to practice some particular language point. The range of postviewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading.

c. The Criteria of Selecting Animation Video as Media in Teaching Writing Narrative Text

Actually in this research the researcher use three titles of animation videos in teaching writing in the classroom. They are The Greedy Hippo, Why Anansi Has Thin Legs, and Jack and the Beanstalk. The researcher got or downloaded the animation videos from the internet (learnenglish.britishcouncil.org). The reason the researcher used or selected that animation video are:

1) The videos can be used to explain the aspects of writing because the films that selected by the researcher have voice narration and text narration. So, the students would be easy to understand the content of the story and some vocabularies from the videos. Using that videos, the researcher can be easier to explain the organization, grammar and mechanic because the videos have text narration or english subtitle.

2) In the content of the video, there is no sex, kissing, racism and violence part. The reseacher should be careful to select the video for students. The video have to be edited first to avoid sex, kissing, racism, and violence part.

3) The duration of video is 3-5 minutes.

4) The topics of the video are about tale story and fable because it is suitable to eighth grade students' material.

5) The video that the researcher selected have moral message in the story that can be model for students of junior high school

B. Action Hypothesis

On attempting to give a tentative solution to the problem, the researcher formulates the hypothesis as the following: by using Animation Video the students' narrative text writing ability and their learning activity can be improved.

CHAPTER III

RESEARCH METHOD

A. Setting of the Study

This research was conducted at eighth grade of MTs Ma'arif NU 5 where located in Sekampung, East Lampung. The head master of the school is Mr. Subandi, S.Pd. there are fifteen classes in MTs Ma'arif NU 5, four classes of the seventh grade, six classes of eight grade and five others of ninth grade. English is one of foreign language that is taught in MTs Ma'arif NU 5. In this research, the researcher applies the classroom action research. This research is about improving the students' narrative text writing ability through animation video at the eighth graders of MTs Ma'arif NU 5 Sekampung.

B. Subject of Study

The subject in this research is the students of the eight graders of MTs Ma'arif NU 5 Sekampung. Total of the student of MTs Ma'arif NU 5 are 448 students. In conducting this research, the researcher chooses class VIII A that consists of 25 students. The number of VIII A students,` as follows:

Table 3
The Subject of the Research

No.	Students		Total
	Male	Female	
	6	19	25

The researcher chooses this class because of some reasons and one of them is this class has the low score in English subject among the other class especially in writing narrative text.

C. Research Procedure

In this research, researcher used procedure of Classroom Action Research, they are: preliminary observation (reconnaissance), planning, implementing, observing and reflecting.[34]

1. Preliminary Observation (Reconnaissance)

In this step of research procedure, the researcher directly observed the process of teaching and learning in the classroom, collect a pre-survey data in students' narrative text writing ability to get the problems about teaching and learning process.

2. Action

1. Planning

In this step, the researcher conducted the action research in VIII grade students of Mts Ma'arif Nu 5 in several cycles. The researcher discussed with the collaborator to determine the action to solve the existing problems. Before this step also covered socializing the research program, designing lesson plan, and preparing the indicator of success.

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[34] Kemmis and Mc Taggart in Cohen, Louis., Manion, Lawrence., and Marrison, Keith. *Research Methods in Education.* (New York: Routledge 2007), Page 89-112

2. Implementation

    In this step, the researcher conducted the teaching by using animation video. At last, the researcher gave a post-test to the students in written form.

3. Observation

    In this step, the researcher collected the data which is gathered by the observer about the students' response, participation, achievement and everything found during the teaching and learning process.

4. Reflection

    In this step, the researcher analyzed the data and make the reflection of the actions. If the result of the actions did not show the improvement of the students in the narrative text writing ability as what in the indicator of success, so the researcher would do the next cycle.

Here is the action research spiral adopted by the researcher:[35]
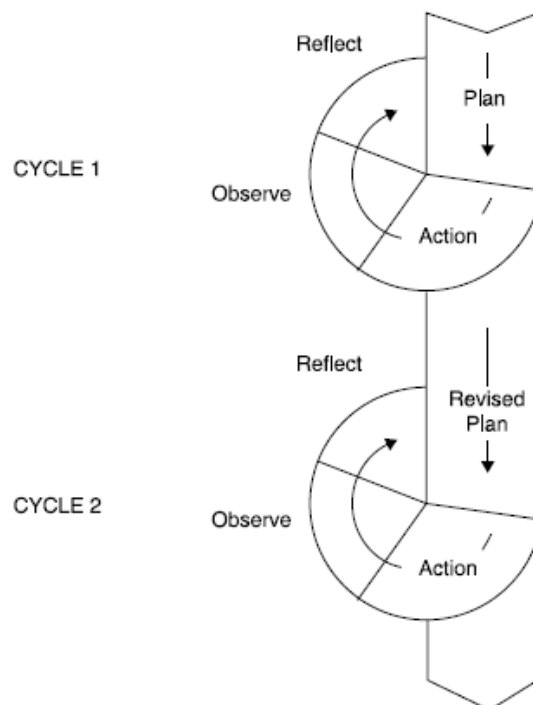
Figure 1. Kemmis and McTaggart's Action Research Spiral

D. Data Collecting Technique

1. Observation

Observation is a mainstay of action research that enables the researcher to document and reflect systematically upon classroom occurring in the interactions and events.[36] In this research the researcher observed the students' activities in teaching and learning process to know how the process of teaching and learning is held. In this case, the researcher used the technique of cecklist to gather the information.

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[35] David Hopkins. *A Teacher's Guide to Classroom Research (4th Edition).* (McGraw Hill: Open University Press, 2008), Page 51

[36] Anne Burns. *Collaborative Action Research for English Language Teachers.* (Cambridge: Cambridge University Press, 1999). Page 80

2. Documentation

Documentation is used to get information that consists of public and private records that are needed in the form of newspapers, minutes of meetings, personal journals, and letters which is obtaining about a site or participants in a study.[37] The documentation in this study was used to collect the data in the form of photographs, picture, written work, classroom material, letters, class memos, and previous test or examination papers. These kinds of documentation will support the main data of this study.

3. Test

Anderson with Arsenault said that "instrument includes test and questionnaire, observation schedules and any other tool used to collect data".[38] It means that the valid data can be gained through several techniques of data collection method, one of which test. The researcher gave the students test to know the improvement of their writing ability. The test was writing a simple narrative text. It was to measure the students' ability in writing especially Narrative text. There are two tests used in this research. Those are pre-test and post-test.

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[37] Donald Ary, et.al. *Introduction to Research in Education.* (Wadsworth: Cengage Learning, 2010), Page 223

[38] Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), Page 94

a) Pre-Test

The researcher gave the pre-test to the students. This step is done before giving the special treatment to find out the capability and to know how far the students' narrative text writing ability.

b) Post-Test

The post-test was done after the treatment in order to find out whether using this media can improve of the students' narrative text writing ability.

In conclusion, the researcher used test to collect data. The researcher used pre-test and post-test as data collection method to measure the students' narrative text writing ability by using written text. The pre-test was given to the students in the first meeting in order to find out students' writing ability. Write test is about the student should make a narrative story about the title which they get from the researcher, and minimum it consist of 5 sentences. Whereas the post-test was given in the last meeting after treatment as an experimental.

E. Research Instrument

Research instrument is the tool of the research which is used to gain the validity of the data being collected.[39] In this study, the researcher was used three kinds of the instrument to collect data. The research instrument involves:

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[39] Donald Ary, et.al. *Introduction to Research in Education.* (Wadsworth: Cengage Learning, 2010), Page 223

1. Observation

   The researcher use dthe observation guidelines as the instrument in collecting the data. Furthermore, the researcher made the observation checklist based on the guidlines about students learning activities and students writing ability by using animation video.

2. Documentation

   The researcher used the documentation guidelines as the instrument in collecting the data. The researcher used the guidelines of the condition of the teachers and officials, and the students condition.

3. Test

   The researcher used test guidelines as instrument of collecting data. The test was pretest and posttest. The researcher used the same type pretest and posttest instruments in this research. The pretest instrument was different with the posttest instrument, but has the same difficulty level. The pretest and posttest was making a narrative text which the topic was prepared by the researcher. The posttest is carrying out after giving treatments several times. The researcher will test the student by asking the student to write a narrative text.

F. Data Analysis Technique

In this research, the researcher conducted the data analysis by taking the average from the result of score from pre-test and post-test. To know the improvement, the researcher also compare between pre-test and post-test score. Then, the results would be matched with the minimum standard in English

subject is ≥ 70. If 70% of the students get score at least ≥ 70 in the post test, it means that Animation video can improve the students' Narrative text writing ability.

If there was some students that are not successful its mean that the researcher has to conduct the next cycle as the alternative.

Below is the formula to analyze the data and to get the average.[40]

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

Where:

X = Average

$\sum x$ = Total of score

n = the total of the students.

In order to know the class percentage whether it passes the minimum mastery criteria 70, this formula is used:

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

Notes :

P = Mean Score

F = Total of Students

n = Number of Students

To get total score and increased the students' progress from the implemented treatments, the writer compare the average of pre-test and post-test.

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[40] Timothy C.Urdan, *Statistics in Plain English 2rd Edition,* (London: Lawrence Erbaulm Associaties Publisher, 2005), p. 8

G. Indicator of Success

In this study, the writer will determine the indicator of success, as follows:

1. If 70% of the students can pass the minimum mastery criteria $\geq$ 70 which is adapted from the school agreement (MTs Ma'arif NU 05 Sekampung).

2. If 70% of the students can participate actively in the learning activities.

If the indicator of success above can be achieved, it means that the study of Classroom Action Research will be finished.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the documentaion of MTs Ma'arif NU 05 Sekampung East Lampung, the result of the research and the interpretation of the research.

A. Result of the Research

1. **Description of the Research Location**

   a. The History of MTs Ma'arif NU 05 Sekampung

   MTs Ma'arif NU 05 is one of privat Junior High schools of Sekampung.it is located on Sumbergede 56 A, East Lampung. MTs Ma'arif NU 05 Sekampung has accreditation status of B and had been lead by the following principals:

   1) 1968 - 1972 had been lead by Mr. Umar Ma'ruf

   2) 1973 - 1975 had been lead by Mr. Dinas Suryono

   3) 1976 - 1977 had been lead by Mr. M. Mundir, BA

   4) 1978 - 1992 had been lead by Mr. Drs. M. Rodjan

   5) 1993 - 1995 had been lead by Drs. Hi. A. Mudjab. KH

   6) 1996 - 2010 had been lead by Drs. Abdul Djalal

   7) 2010 - 2015 had been lead by Drs. Hi. Wasito

   8) 2015 till now is lead by Hi. Subandi, S.Pd

b. Vision and Missions of MTs Ma'arif NU 05 Sekampung

1) The vision of the school:

Islamic Quality education, populist and democratic and able to compete.

2) The missions of the school:

a) Developing the implementation of education both in the school environment and nationally.

b) Developing system of education that is expected to foster a critical awareness of students' attitudes and behavior in an Islamic way.

c) Placing students as subjects of knowledge and self-development through the development of all its Intelligence.

d) Creating and growing carely toward society cares.

e) Developing the curriculum based environment.

c. The profile of MTs Ma'arif NU 05 Sekampung

1) Name of The School : MTs Ma'arif NU 05 Sekampung

2) Address   : Sumbergede 56 A, East Lampung

3) Province   : Lampung

4) NIS   : 210310

5) NSS   : 212120403031

6) NSM   : 121218070029

7) NPSN   : 10816804

d. Students Quantity of Ma'arif NU 05 Sekampung

The student's quantity of Ma'arif NU 05 Sekampung in the academic year of 2016/2017 is that can be identified as follows:

Table 4
The Students Quantity of Ma'arif NU 05 Sekampung in the Academic Year of

NO	CLASS	SEX		TOTAL
		MALE	**FEMALE**	
1.	Class VII	36	132	168
2.	Class VIII	30	114	144
3.	Class IX	29	107	136
TOTAL		95	353	448

2016/2017

2. **Description of the Research**

In this research, the researcher as an English teacher and Mrs. Maylisa Insaini Hidayah, S. P.d. as the collaborator conducted the research in two cycles and each cycle consists of planning, implementing, observing and reflecting. Before conducting the cycles, the researcher firstly conducted the pre-cycle or Reconnaissance to observe the process of teaching and learning in the classroom and to analyze the score of pretest.

a. Reconnaissance

In order to find the problems related to the teaching and learning process of class VIII A in MTs Ma'arif NU 05 Sekampung East

Lampung, the researcher conducted some sequences of the observation. The observation was conducted on Wednesday, 22 November 2017. Based on the observation, it was known that the process of teaching and learning in the classroom is ineffective and not conducive. It was described when the teacher delivered the material, there were no students who made a good response actively. The students tended to keep silent all the time unless the teacher asked them.

After observing the classroom activity, the researcher collected the pretest score of students' writing ability. The pretest was conducted on 22 November 2017 by measuring the students' writing ability.

The students' score of pretest was collected by asking the students to write a short narrative text. The result of pretest could be seen on the table below

Table 5
The Pretest Score

NO	NAME	SCORE	NOTE
1	AT	60	INCOMPELETE
2	AN	45	INCOMPELETE
3	AB	58	INCOMPELETE
4	AO	75	COMPELETE
5	ADY	55	INCOMPELETE
6	AUR	50	INCOMPELETE
7	AP	50	INCOMPELETE

8	ADF	50	INCOMPELETE
9	CA	55	INCOMPELETE
10	DL	50	INCOMPELETE
11	ENA	60	INCOMPELETE
12	EKN	60	INCOMPELETE
13	GR	45	INCOMPELETE
14	GAY	50	INCOMPELETE
15	IKS	55	INCOMPELETE
16	IM	48	INCOMPELETE
17	LS	72	COMPELETE
18	MNR	52	INCOMPELETE
19	NM	58	INCOMPELETE
20	NZN	40	INCOMPELETE
21	NS	76	COMPELETE
22	OP	50	INCOMPELETE
23	PHP	80	COMPELETE
24	RK	74	COMPELETE
25	ZNR	65	INCOMPELETE
Total Score		**1433**	
Average		**57,32**	
Highest Score		**80**	
Lowest Score		**40**	

Table 6
Students' Mark of Pretest of Writing Narrative Text Ability Pretest

No	Mark	Frequency	Category
1	70-100	5	Complete
2	0-69	20	Incomplete
Total Students			

Based on the pretest above, it could be showed that the average score of the students in pretest was 57,32. Furthermore, the highest score of the students' pretest was 80 and 40 as the lowest. In addition, related to the minimum mastery criteria (KKM) of the English subject ($\geq$ 70), there were only 5 students who had passed the minimum mastery criteria (KKM) and 20 students were failed. In short, it could be concluded that the students' writing ability was very poor.

From the data above, the researcher concluded that the students' score of writing ability was poor. Besides, this number implies that; a. The students did not understand the material, b. Some students were not active in asking to the teacher, c. Some students did not respond the teacher instruction and question, d. The students were still confuse about the generic structure of narrative text.

After discussing with the collaborator, Mrs. Maylisa Insaini Hidayah, S. P.d. the researcher had identified the field problems found in teaching and learning process as follows:

1. The students have lack motivation in learning English.

3. The students have limit vocabularies.

4. The students had difficulties in using grammar.

5. The students have difficulties in expressing their idea in Writing.

6. The students find difficulty when they had to change the present verb form into past form.

7. The condition of the class was not effective because the students who were noisy.

b. Cycle I

Cycle I consists of planning, implementing, observing and reflecting. Here is the details explanation of each step in Cycle I.

1) Planning

According to the result of the pretest above, the researcher has identified and found the problems after taking the students' pretest score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material (the researcher got the material from learningenglish.britishcouncil.org), media, observation sheet that contains about list of students' names and activity, and evaluation for the next meeting.

2) Implementing

In this step, the researcher conducted the implementation of the treatment in the next meeting. The researcher conducted the treatment on Thursday, 23 November 2017. In this meeting, the role of the researcher was as an English teacher and Mrs. Maylisa Insaini Hidayah, S. P.d, was as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about narrative text.

At the beginning of teaching and learning process, the researcher asked to the students about narrative text. Some of the students did not know at all about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of narrative text.

Afterwards, the researcher expalained about the aplication writing narrative text trough animation video. After that the researcher told the student about the animation that they will watch, the researcher asked the student to predict what was the story about. After that the researcher gave the student animation video to watch, the researcher will replay the animation video to make sure the student got the ideas, while the students watch animation video the researcher will pause the video in some parts and ask the students several questions such as; what is going on?,

what are they doing?. After watched the animation video, the researcher will guide the students to write a narrative text based on animation that the students already watched.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Wednesday, 29 November 2017. The post-test was done to know the improvement of the students' writing ability after giving treatment. The researcher asked the students to write a narrative text based on the animation video. The result of post-test in cycle I could be seen on the table, as follows:

Table 7
Post-Test I Score

NO	NAME	POST-TEST 1	NOTE
1	AT	60	Incomplete
2	AN	65	Incomplete
3	AB	65	Incomplete
4	AO	78	Complete
5	ADY	60	Incomplete
6	AUR	63	Incomplete
7	AP	68	Incomplete
8	ADF	50	Incomplete

9	CA	72	Complete
10	DL	68	Incomplete
11	ENA	65	Incomplete
12	EKN	58	Incomplete
13	GR	50	Incomplete
14	GAY	63	Incomplete
15	IKS	52	Incomplete
16	IM	58	Incomplete
17	LS	80	Incomplete
18	MNR	50	Incomplete
19	NM	74	Complete
20	NZN	65	Incomplete
21	NS	80	Incomplete
22	OP	70	Complete
23	PHP	69	Incomplete
24	RK	68	Incomplete
25	ZNR	75	Complete
Total Score		**1626**	
Average		**65,04**	
Highest Score		**80**	
Lowest Score		**50**	

Table 8
Students' Mark of Post-test I of Writing Narrative Text ability

No	Mark	Frequency	Category
1	70-100	7	Passed
2	0-69	18	Failed
Total Students		**25**	

From the table 8, it could be analyzed that the students' average score was 65,04. The highest score was 80 and the lowest score was 50. Based on the minimum mastery criteria (KKM), there were 7 students that had passed on post-test I or got score ≥70. It means that in cycle I, the students' achievement was improved enough, but it was not successful yet.

3) Observing

In this step, the collaborator observed the students activities. The researcher as a teacher gave material to the students about narrative text. Then, the students were asked to discuss, describe and write a narrative text by using AnimationVideo.

In the learning process, there were four indicators used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

a) The students paid attention while in the process of teaching and learning.

b) The students were active in learning process.

c) The students had a good understanding in material.

d) The students doing the task.

The result of the students' learning activities could be seen as follows:

Table 9
The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students paid attention while in the process of teaching and learning	19	76%
2	The students were active in learning process.	12	48%
3	The students had a good understanding in material	11	44%
4	The students doing the task.	25	100%
Total students		25	

The table showed that the presence of the students who paid attention while in the procces teaching and learning is 19 students (76%). Besides, there were 12 students (48%) who were active in

learning procces, 11 students (44%) who have good understanding the material, and 25 students (100%) who did the test.

Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only two activities, they were the students attention and the students did a task, that got the percentage of $\geq 70\%$ and the others got $< 70\%$.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pretest and post-test I score.

From the result of observation in cycle I, there were some problems that found, as follows:

a) There were some students that shown unenthusiastic to the teacher's explanation.

b) Some students did not active in teaching and learning process.

c) Some students had difficuties to express their idea

d) Some students did not understand in differentiating between irregular verb and regular verb.

e) Some students did not understand the materials.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more interesting, communicative and attractive.

b) The teacher gave more clear and detail explaination, include the definion and example for the students.

c) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.

d) The teacher guided the students who they were not active yet in a learning activity.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 10
Students' Score at Pretest and Post-Test I

No	Name	Pretest Score	Post-Test I Score	Improvement	Explanation
1	AT	60	60	0	Constant
2	AN	45	65	20	Improved
3	AB	58	65	7	Improved
4	AO	75	78	3	Improved
5	ADY	55	60	5	Improved
6	AUR	50	63	7	Improved
7	AP	50	68	18	Improved

8	ADF	50	50	0	Constant
9	CA	55	72	17	Improved
10	DL	50	68	18	Improved
11	ENA	60	65	5	Improved
12	EKN	60	58	-2	Decreased
13	GR	45	50	5	Improved
14	GAY	50	63	13	Improved
15	IKS	55	52	-3	Decreased
16	IM	48	58	10	Improved
17	LS	72	80	2	Improved
18	MNR	52	50	-2	Decreased
19	NM	58	74	16	Improved
20	NZN	40	65	25	Improved
21	NS	76	80	4	Improved
22	OP	50	70	20	Improved
23	PHP	80	69	-11	Decreased
24	RK	74	68	-6	Decreased
25	ZNR	65	75	10	Improved
Total		**1433**	**1626**	**181**	
Average		**57,32**	**65,04**	**7,24**	

In this research, pretest and post-test I had done individually. It was aimed to know the students' writing ability before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result score. It could be seen from the average score in pretest 57,32% and post-test I 65,04%. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 7 students (28%%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It was divided into planning, implementing, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, and post-test II.

2) Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students be more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test II.

The treatment in cycle II was conducted on Thursday, 30th November 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about narrative text. The teacher asked to the students to mention about definition of narrative text, generic structure, social function, and language features. Moreover, the researcher expalained about the aplication writing narrative text trough animation video. After that the researcher told the student about the animation that they will watch, the researcher asked the student to predict what is the story about. After that the researcher gave the student animation video to watch, the researcher will replay the animation video to make sure the student got the ideas, while the students watch animation video the researcher will pause the video in some parts and ask the students several questions such as; what is going on?, what are they doing?. After watched the animation video, the teacher ask a question to the students about the animation video to make class

more active. The teacher ask the students to find an ideas, then write it in the form of a narrative text.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to write more in order to got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Wednesday, 13 December 2017. The test was asked the students to write a narrative text based on a media of animation video. It was the same type as the first cycle but in the different level. The result of post-test II could be seen on the table below:

Table 11
Post-Test II Score

NO	NAME	POST-TEST II	NOTE
1	AT	75	Complete
2	AN	70	Complete
3	AB	68	Incomplete
4	AO	80	Complete
5	ADY	78	Complete
6	AUR	70	Complete
7	AP	75	Complete
8	ADF	72	Complete
9	CA	80	Complete

10	DL	75	Complete
11	ENA	72	Complete
12	EKN	60	Incomplete
13	GR	65	Incomplete
14	GAY	72	Complete
15	IKS	75	Complete
16	IM	60	Incomplete
17	LS	85	Complete
18	MNR	62	Incomplete
19	NM	75	Complete
20	NZN	70	Complete
21	NS	85	Complete
22	OP	78	Complete
23	PHP	80	Complete
24	RK	80	Complete
25	ZNR	77	Complete
Total Score		1839	
Average		73,56	
Highest Score		85	
Lowest Score		60	

Table 12
Students' Mark of Post-test II of Writing Narrative Text Ability

No	Mark	Frequency	Category
1	70 – 100	20	Passed
2	0 – 69	5	Failed
Total Students		**25**	

Based on the table above, it could be seen that the students' average score in post-test II was 73,56. The highest score was 85 and the lowest score was 60. According to the minimum mastery criteria (KKM), 80% students had passed the test. Most of the students could improve their writing narrative text ability. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Animation video media. In the learning process, there were also four indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 13
The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students paid attention while in the process of teaching and learning	22	88%
2	The students were active in learning process.	19	76%
3	The students had a good understanding in material	20	80%
4	The students doing the task.	25	100%
Total students		**25**	

The table showed that the presence of the students who paid attention while in the procces teaching and learning is 22 students (88%). Besides, there were 19 students (76%) who were active in learning procces, 20 students (80%) who have good understanding the material, and 25 students (100%) who did the test.

Based on the result above, the researcher indicated that learning process in cycle II was successful because all indicators of the students' learning activities got the percentage of $\geq 70\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There was $> 70\%$ of students

who passed the post-test. It means that the students' writing abilty
had improved. From the result above, the researcher concluded that
this research was successful and would not be continued to the next
cycle.

The students score on writing abilty from post-test I to post-
test II could be seen on the table below:

Table 14
Students' score at Post-Test 1 and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improvement	Explanation
1	AT	60	75	15	Improved
2	AN	65	70	5	Improved
3	AB	65	68	3	Improved
4	AO	78	80	2	Improved
5	ADY	60	78	18	Improved
6	AUR	63	70	7	Improved
7	AP	68	75	7	Improved
8	ADF	50	72	22	Improved
9	CA	72	80	8	Improved
10	DL	68	75	7	Improved
11	ENA	65	72	7	Improved
12	EKN	58	60	2	Improved
13	GR	50	65	5	Improved
14	GAY	63	72	9	Improved

15	IKS	52	75	23	Improved
16	IM	58	60	2	Improved
17	LS	80	85	5	Improved
18	MNR	50	62	12	Improved
19	NM	74	75	1	Improved
20	NZN	65	70	5	Improved
21	NS	80	85	5	Improved
22	OP	70	78	8	Improved
23	PHP	69	80	11	Improved
24	RK	68	80	12	Improved
25	ZNR	75	77	2	Improved
Total		**1626**	1839	202	
Average		**65,04**	73,56	8,12	

Based on the result above, it could be inferred that Animation Video Media could improve the students' writing ability because there was an improvement from the total average in post-test I 65,04 became 73,56 in post-test II. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 15
The Comparison between Students' Writing Narrative Test
Ability in Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AT	60	75	Improved
2	AN	65	70	Improved
3	AB	65	68	Improved
4	AO	78	80	Improved
5	ADY	60	78	Improved
6	AUR	63	70	Improved
7	AP	68	75	Improved
8	ADF	50	72	Improved
9	CA	72	80	Improved
10	DL	68	75	Improved
11	ENA	65	72	Improved
12	EKN	58	60	Improved
13	GR	50	65	Improved
14	GAY	63	72	Improved
15	IKS	52	75	Improved
16	IM	58	60	Improved
17	LS	80	85	Improved
18	MNR	50	62	Improved
19	NM	74	75	Improved

20	NZN	65	70	Improved
21	NS	80	85	Improved
22	OP	70	78	Improved
23	PHP	69	80	Improved
24	RK	68	80	Improved
25	ZNR	75	77	Improved
Total		**1626**	1839	
Average		**65,04**	73,56	

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 20 students (80%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued to the next cycle.

B. INTERPRETATION

1. Cycle I

In the first step of Cycle I, the researcher discussed with the collaborator, Mrs. Maylisa Insaini Hidayah, S. P.d. to prepare some kinds of teaching designs. Then, in the implementation stage, the researcher gave the treatment to the students. The treatment was conducted by teaching the students using Animaton video media. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 7 students (28%) students who passed the post-test I. The lowest score was 50, the highest score was 80, and the average score was 65,04.

From the result of the students' score in pretest and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pretest 57,32 and post-test I 65,04. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 7 students (28%) who passed in post-test I. It means that in the cycle I, the students' achievement was improved enough but it was not successful yet because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 20 students (80%) who passed the test because they got score $\geq$ 70. In post-test II, the lowest score was 60, the highest score was 85, and the average score was 73,56.

From the result of the students' score from post-test II, it could be concluded that there was an improvement of the students' score. The improvement could be seen on the average score. The average score in the

post-test I and post-test II were 65,04 and 73,56, then the increasing score was 8,52. In the pretest, post-test I, and post-test II, the total students who got score ≥ 70 were 5, 7 and 20 students. Because the achievement of the students had been improved enough and the indicator of success was reached, the research was successful and would not be continued to the next cycle.

3. Students' Score in Pretest, Post-test Cycle I, and Post-test Cycle II

       English learning process was successful in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 16
Students' Score of Pretest, Post-test I, and Post-test II

No	Name	Pretest Score	Post-Test I Score	Post-Test II Score
1	AT	60	60	75
2	AN	45	65	70
3	AB	58	65	68
4	AO	75	78	80
5	ADY	55	60	78
6	AUR	50	63	70
7	AP	50	68	75
8	ADF	50	50	72

9	CA	55	72	80
10	DL	50	68	75
11	ENA	60	65	72
12	EKN	60	58	60
13	GR	45	50	65
14	GAY	50	63	72
15	IKS	55	52	75
16	IM	48	58	60
17	LS	72	80	85
18	MNR	52	50	62
19	NM	58	74	75
20	NZN	40	65	70
21	NS	76	80	85
22	OP	50	70	78
23	PHP	80	69	80
24	RK	74	68	80
25	ZNR	65	75	77
Total		**1433**	**1626**	**1839**
Average		**57,32**	**65,04**	**73,56**

Based on the result of pretest, post-test I and post-test II, it showed that there was an improvement of the students' score. It could be seen from the average score from 57,32 to 65,04 became 73,56. Therefore,

the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pretest, post-test I and post-test II, as follows:

Figure 2
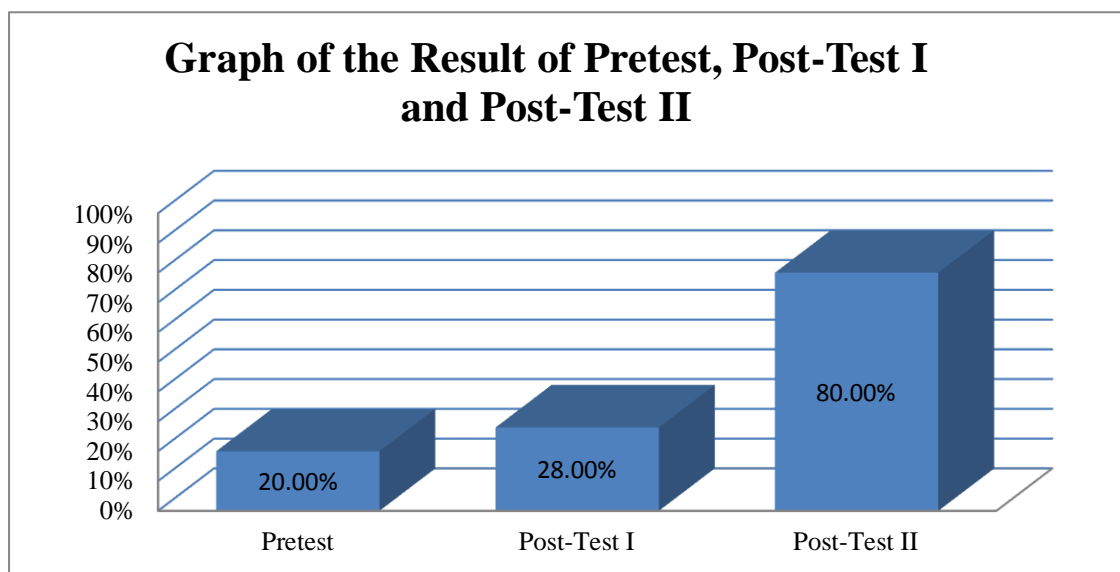
Graph of the Result of Pretest, Post-test I and Post-test II

Based on the graph above, it can be inferred that Animation video media could improve the students' writing abilty. It was supported by the improving scores of the students from pretest to post-test I and from post-test I to post-test II.

4. The Comparison of Pretest and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the application of Animation video media could improve the students' writing ability. There was a progress average score from 20% to 28% and to 80%.

From the graph in figure 2, it could be seen that there was an improvement on the average score and total of the students who passed the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 57,32 and only 5 students or (20%) passed the test. Moreover, in the post-test I and II there was 7 students or (28%) who passed the test with the average score of 65,04 and 20 students or (80%) who passed the test with the average score of 73,56. From the explanation above, the researcher concluded that the research was successful and the cycle could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 70) was reached.

5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The improvement table could be shown as follows:

Table 17
Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	The students paid attention in the process of teaching and learning	19	76%	22	88%	12%
2	The students were active in learning process.	12	48%	19	76%	28%

3	The students had a good understanding in material	11	44%	20	80%	36%
4	The students doing the task.	25	100%	25	100%	0%

Figure 3
Graph of the Students' Result of Learning Activities in Cycle I and Cycle II
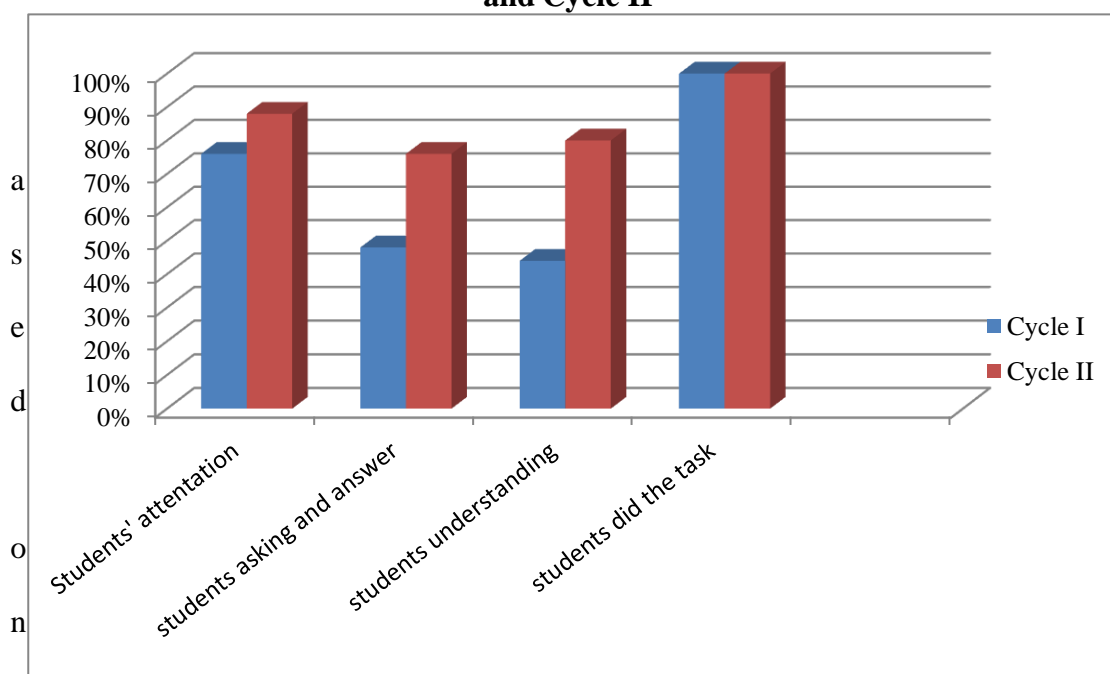
the figure above, it can be explained as follows:

a. The students paid attention while in the process of teaching and learning

In the cycle I, the percentage of the students' attention was 76%. They paid attention along the English lesson especially when the teacher explained the material and gave the instructions. Then, in the

cycle II, the students had more paid attention to the teacher with the percentage of 88%. The improvement of the students' attention from the cycle I to the cycle II was 12%.

b. The students were active in learning process.

In the cycle I, the precentage of The students' activity was 48%. The students who understood the material improved from the first meeting to the next meeting. It shown when the teacher asked the student to ask a question; they were not brave to ask a question although some of student is already brave enough. Then, in the cycle II, the students activity had already improve with the percentage of 76% and the improvement was 28%.

c. The students had a good understanding in material

In the cycle I it can be shown the students' percentage on understanding the material is is 44%. It means that most of the student did not understand the material, most of them are nearly silent. Meanwhile, in the cycle II, the students had the percentage of 88%. It means that there was an improvement of the students' understanding the material with the improving percentage of 36%.

d. The students doing the task

The students did the task was constant (100%) from the first meeting of the post test I to the post test II.

Based on the data above, it could be concluded that the students were active in the learning process because most of the students shown

good improvement in their learning activities when Animation video media was applied in the learning process from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the application of Animation video on the students' writing narrative text ability, it could be concluded that there was an improvement of the students' writing ability by using Animaation Video media among the eighth graders of MTs Ma'arif NU 05 Sekampung East Lampung. Therefore, the application of Animation Video could be an effective media to be applied and it could be used as an alternative way in teaching writing because the media is ease of use and very beneficial one. Moreover, by applying this media, the students also could involve actively in the process of learning. In addition, it made the students easier to understand the material so the students' writing ability was also improved.

It was supported by the improvement of the students' average score from pretest 57,32 to post-test I 65,04 then became 73,56 in post-test II. In the cycle I, there were 7 students who passed the test. Moreover, in the cycle II, there were 20 students who got score ≥ 70. It means that the result of cycle II had already reached the indicator of success that was $\geq 70\%$ of the students who fulfiled the KKM. It was clear enough to state that Animation video media could be used to improve the students' writing narrative text ability.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in the process of learning English so they can be more competent and well-practiced of the material that has been given by the teacher especially in their writing ability.

2. It is suggested for the English teacher to use Animation Video Media as an alternative media in the classroom because this media is an effective, simple, and very beneficial to improve the students' writing ability and to encourage the students in their learning process.

3. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.

4. It is suggested for the headmaster in order to persuade the teachers to use this media because it is very effective media to be applied for the teacher in teaching and delivering the material.

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