Improving the Tenth Grade Students' Narrative Text Writing Achievement by Using Cartoon Video At MA An-Nur Rambipuji

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DEDICATION

This thesis is respectfully dedicated to:

1. My dearest mother, Misna.
2. My beloved father, Newi.
3. My beloved big brother, Suhendik Eko Purnomo
4. My best friends, Adiftya Permadi, Boy Candra Sasongko, Adinda Wahyu Tri Utami, Jihad Permadi, and Sulfa Nuryan Aisyah Belby

Thanks for your great efforts, supports and prayers.

STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work made by the author myself. All materials incorporated from secondary source have been fully acknowledge and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in a whole or in a part, to quality for any other academic award; ethic procedures, and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, 24 January 2020

The Writer

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CONSULTANTS' APPROVAL

USING ENGLISH COMIC STRIPS TO HELP SENIOR HIGH SCHOOL STUDENTS WRITE NARRATIVE TEXT AND IMPROVE THEIR WRITING ACHIEVEMENT

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember.

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APPROVAL OF THE EXAMINATION COMMITTEE

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Finally, I hope this thesis would be useful and beneficial for the readers. I admit that this thesis is far from the word perfect. Therefore, any constructive critics and suggestions are highly appreciated.

Jember, 24 January 2020

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SUMMARY

Improving the Tenth Grade Students' Narrative Writing Achievement by Using Cartoon Video at MA An-Nur Rambipuji Satrio Adi Putra 130210401037; 2013; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, The University of Jember.

This classroom action research was intended to improve X-A 1 students' active participation and their narrative text writing achievement by using cartoon video at MA An-Nur Rambipuji in the 2019/2020 academic year. Based on the result of the preliminary study which was done before conducting this research, only 10 students (33,3% of them) got score ≥ 75 while 20 students (66,7% of them) getting score less than 75 in writing. According to the English teacher, only 50% of the students were active during the teaching and learning process of writing. Besides, based on the result of the interview with the English teacher, most students had difficulties in organizing ideas, using appropriate words and using grammatical correct sentences.

To overcome those problems, the researcher applied cartoon video as the instructional media in teaching writing. *Cooper (1991:11)* said that cartoon video as the medium in teaching language could help to improve the students' writing ability because it had a medium of communication containing messages, images, and sounds used in the teaching learning process.

The design of this research was classroom action research by adapting Lewin's model as it is quoted by *Elliot (1991:70)* with a sequence of steps. They are planning of the action, implementing of the action, classroom observation and evaluation, and reflection of the action. The research area was MA An-Nur Rambipuji and the research participants were the X-A 1 students in the 2019/20120 academic year. In this research, the data were obtained by doing classroom observation in every meeting and administering the writing test in the third meeting. The success criteria in this research

were: 1) at least 70% of the students actively participated during the teaching and learning process of writing by using cartoon video, 2) at least 70% of the students got score $\geq$ 75 in the writing test. Further, the researcher did this research collaboratively with the English teacher.

There was one cycle in this research. After the actions were implemented, the result of the classroom observation showed that X-A 1 students' active participation improved from 50% before the action to 76.66% in the first meeting and 90% in the second meeting after the action. And the average was 83.33%. It means that the students' active participation achieved the success criteria of this research.

In addition, the result of writing test showed that the students' writing achievement improved. The data from the preliminary study showed that only 33.3% of the students were below the standard criteria of success but, after the action the average score was 80% above the standard. That number of percentage indicated that there was improvement on the students' narrative text writing achievement when they were taught writing by using cartoon video. It can be summarized that the use of cartoon video could improve the X-A students' active participation and their narrative text writing achievement at MA An-Nur Rambipuji in the 2019/2020 academic year.

CHAPTER 1
INTRODUCTION

This research was a classroom action research using cartoon video as the media in writing skill. There are three points discussed in this chapter. They are background of the research, problems of the research, objectives of the research and the research contributions.

1.1 Background of the Research

The objective of teaching English in Senior High School is to enable the students to communicate English both in spoken and written forms. From that reason, the students have to master the language skills and the language components of English. There are four important language skills which have to be mastered by the students, they are: listening, speaking, reading, and writing. Besides those skills, grammar, vocabulary, and pronunciation are the important language components which have to be mastered by the students. Therefore, mastering the language skills is the objective of English teaching in Senior High School based on the Curriculum 2013.

Writing is one of the skills which has to be mastered by the students. By writing, students are able to share their ideas in the form of words. It enables them to communicate with others in the written form. *Wingersky et al. (1999:2)* state that writing is a way to gain control our ideas and get them down on paper. By writing, we are able to share ideas, arouse feelings, persuade and convince other people *(White and Arndt, 1991:1)*. It means that we are able to convey everything what we are thinking and make other people agree with us by persuading and making them sure about our ideas through our writing. Most students regard that writing is a difficult skill to be mastered as it needs a complex process to write well. As stated by *Langan (2008:8)* that writing is a process. It is not in one easy step but in a series of steps, and seldom at one sitting. It means that students have to master writing with hard work and more practice is badly needed by the students in order to get good writing. Therefore, writing is considered as a difficult skill to master.

Based on the interview with the English teacher in the preliminary study, it was found that the students of the tenth grade *Agama 1* still had problems in learning English especially in writing narrative text. The problems were in organizing ideas, using grammatical correct sentences, confusing to start the writing, and also the students felt bored in the class. The reason because the English teacher only used the English book as the media in the classroom, and the way the English teacher delivered the material made the students sleepy because, the teacher never used a medium in order to attract their intention or motivation and make the condition of the class more enthusiast. The students' difficulties in writing skill were shown by the students' previous score of class *X Agama 1* in writing that were only 10 students (33.3% of students) getting score 75 while the 20 students (66.7% of the students) getting the writing score lees than 75. Therefore the researcher concluded that the students needed an appropriate medium to attract their attention and make the interaction in the class more interesting.

In teaching and learning process, the teacher needs media to convey the material easier. It has to be fun learning process, so the students could accept the material clearly and they felt comfortable in the classroom. In this case the researcher had a solution to solve the students' problems in writing. The solution was the used of cartoon video in teaching writing narrative text to increase the students' writing achievement and their participants. So the researcher focused in writing by using cartoon video as the media in the classroom. According to *Cooper (1991:11)* a cartoon video as the media in teaching language could improve the students because it had a medium of communication containing messages, images, and sound used in teaching learning process. Using the unique characteristics of a cartoon video might help attract attention and increase the students' interest in writing narrative text. The researcher believe that cartoon video is a media that can help the students to write narrative text easily and enjoy the teaching and learning process.

1.2 The Problems of the Research

Based on the background of the research above, the problems of the research were as follows

a. Can the use of cartoon video improve the tenth grade students' writing narrative text achievement at MA An-Nur Rambipuji?

b. Can the use of cartoon video improve the tenth grade students' active participation in the teaching and learning process of writing narrative text at MA An-Nur Rambipuji?

1.3 The Objectives of the Research

Based on the problems above, the objectives of this research were as follows

a. To improve the tenth grade students' of Agama 1 writing achievement of Narrative texts at MA An-Nur Rambipuji by using cartoon video.

b. To improve the tenth grade students' of Agama 1 active participation in the teaching learning process of writing by using cartoon video at MA An-Nur Rambipuji.

1.4 The Research Contributions

The result of the study is expected to give contributions to the teaching and learning process of writing as follows

1. Empirical Contribution

This research is expected to give information as a reference to the future researchers in conducting a further research by using cartoon video in teaching writing a narrative text or teaching different English skills.

2. Practical Contribution

Hopefully, the results of this research can be useful for the English teachers as information about how to use cartoon video as media in teaching the writing skill.

CHAPTER II
LITERATURE REVIEW

This chapter presents the theories related to the research problems. It consists of theoretical framework, and the previous research. The complete explanation is as the following.

2.1 Theoretical Framework

Theoretical framework consists of definition of writing, the students' writing achievement, aspect of writing, the types of writing, narrative text, the use of cartoon video, the advantages of cartoon video and the disadvantages of cartoon video, conceptual review, and the previous research review.

2.1.1 Definition of Writing

Writing encourages students to focus on accurate language use and because they think as they write, it may well provokes language development as they resolves problems which the writing puts into their minds *(Harmer, 2014: 31)*. Writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. *(Nunan, 2003: 88)* While *Richards and Renandya in Fauziati, (2010: 45)* state that writing is not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such as ideas into readable text.

According to *Ghaith in Rahma (2008: 12),* writing is an intellectual activity to create written products that demonstrates mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language. Writing is one of the four language skills: reading, writing, listening, and speaking. Writing is a productive skill. It means it involves producing language

rather than receiving it. Writing is not just about accuracy. It is also about having a message and communicating it successfully to other people *(Mary, 2005: 26).*

Based on the definitions above, it can be concluded that writing is a process or activity to write something, develop the ideas in mind into sentences, paragraphs well based on the patterns.

2.1.1 The Students' Writing Achievement

There are several definitions about writing based on some experts According to *Olson (1982:4)* "someone is writing when she puts her thoughts and feeling into words and puts those words into paper". He also states that writing is more than that; however, those thoughts on paper must make sense to someone else, in this case the readers. In short, writing is a way for people to express their ideas and thoughts in the form of words. It includes paragraphs or a text, also some processes in developing and organizing the ideas so that it will be easy for the readers to understand what the writer intends to convey.

Most students regard that writing belongs to a difficult skill to be mastered as it needs a complex process to write well. As stated by *Langan (2008:8),* that "writing is, in fact, a process. It does not in one easy step but in a series of step, and seldom at one sitting". It means that students have to master writing with hard work. More practice was badly needed by the students in order to get a good writing. Therefore, writing is considered as a difficult skill to master.

Achievement is defined as how much the students comprehend the subject that is measured by using a test. According to *Hughes (1989:10)*, achievement was related to the test which was done to discover how successful students have achieved the objective of a course. Thus, it can be concluded that students' writing achievement is the students' ability in conveying their ideas through writing which could be measured by using the writing test.

2.1.2 Aspects of Writing

In creating a good writing, the students have to pay more attention about five aspects of writing. The aspects support each other in order to make a good and readable writing, they are: grammar, vocabulary, mechanic, content and organization.

According to *Fairbairn and Winch (1996:108)*, "grammar is a set of rules used as a guidance to help the writer to construct sentences, which make sense and are in acceptable English". In this research, the researcher used simple present tense in writing narrative text.

Vocabulary means a group of words or a list of words in a language which have meanings *(Hornby, 1995 in Alqahtani, 2015:24). Thornbury (2002:3)* divides words into eight different word classes, they are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.

Mechanics deal with spelling, punctuation, and capitalization. By using correct mechanics, it will help the writer to avoid ambiguous sentences, so the reader will be easy to understand our writing. Spelling is often found as a problem for the students, because they need to had a good ability in understanding the sounds and the written form of the words, also how to choose the proper words which could be put together to create sentences and paragraphs on the paper. According to *Fairbairn and Winch (1996:81)*, punctuation is many kinds of device used to help readers to understand the meaning of writing, such as: periods (.), question marks (?), exclamation point (!), commas (,), apostrophes („), quotation marks (""), semi-colons (;), and colons (:). They also add that Capitalization deals with capital letters or „upper-case". The letter (A, B, C, D, etc.) are used at the beginning of sentences. Capitals are also used as the names of people, organizations, days of the week, months of the year and for titles.

Content is the aspect of writing that is a part where the writers express their ideas. As said by *Camp (2001:290)*, "the content of composition must have clarity, conciseness, and completeness". Clarity means that all writing must be clear. Conciseness means that writer express their ideas clearly by using appropriate

words needed. Then, completeness means that the writer should give enough information in order to give the reader a clear picture or full discussion of main idea, such as more details and examples *(Wingersky et al., 1999: 36).* Thus, a good writing has to contain all those aspects.

Organization in writing is the aspect dealing with the students' ability in arranging ideas or details of sentences in order to construct a good paragraph. *Wingersky at al. (1996:36)* affirm that a well-organized paragraph must have unity and coherence. Unity means that all supporting sentences have to explain the main idea or the topic sentence. And then, *Wong (1999:369)* argues that coherence means the ideas and the sentences smoothly flow in a logical and organized manner.

2.1.3 The Types of Writing

Brown (2004: 220) classifies writing into four types as follows:

1. Imitative Writing

This category includes the ability to spell correctly. Students' have to attain skill in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. This level is usually for elementary school level.

2. Intensive (Controlled) Writing

This category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled the need design. The students have to attain in skill in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of sentences. This category is applied to Junior High School.

3. Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It was more focused on discourse convention that would achieve the objectives of the written text. It had strong emphasis on context and meaning. This skill area of writing is usually intended for Senior High School.

4. Extensive Writing

Extensive writing implies successful management of all the processes and strategy of writing for all purposes, such as an essay, a term paper, a thesis etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating synthetic and lexical varieties. This level is usually for advanced learners.

From the types of writing above, the researcher chose *Responsive Writing* because this type is suitable for the students of senior high school.

2.2 A Narrative Text

According to *Wooson (1982)*, a narrative is arranging events in a story in chronological order, also way of thinking about those events. Narrative should be arranged as good as possible in order to get a good story. In addition, it should be suitable with the plot from beginning until the last of the story. *Ruetten (2012: 35)* said that in narrative writing, the writer focuses on a particular incident to support the main point. The incident was always connected in every story. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea. Consequently, it should be arranged, detailed, and clear.

The procedure of writing a complex narrative text is important to be done. Students follow the steps in order to produce a good writing. Therefore, students firstly have to understand the language features of narrative text. According to *Anderson (1998:3),* language features of narrative text are as follows:

1. Nouns that identify the specific characters and places in the story

2. Adjectives that provide accurate descriptions of the characters and settings.

3. Verbs that show the actions that occur in the story.

4. Time words that connect events, telling when they occurred.

Further, *Anderson (1997: 8)* explained the procedures for writing a narrative text as follows:

1. Orientation/exposition

   The readers are introduced to the main characters and possibly some minor characters. Some indication was generally given of where the action was located and when it was taking place.

2. Complication/rising action

   The complication iss pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpcted did not happen. This complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

3. Sequence of event

   This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audien is given the narrator's point of view.

4. Resolution/falling action

   In this part, the complication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

5. Reorientation

   It is an optional closure of event.

Based on the explanation above, it could be concluded that the steps of writing a narrative text are as follow:

1. Orientation

   The students describe the background of the story given. Students have to know where the story taken place, what characteristics of the story, how problems begun.

2. Complication

   It is where the problem begins. The students start to arrange the problem in the story. Complication contains the characters problems in their life.

3. Resolution

The students in this step make a resolution of the story. The resolution can be a happy ending or sad ending. Moreover, students put a conclusion from the whole story if it is required.

This is the example of a Narrative text;

> **Orientation**

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods".

> **Complication**

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forgot their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

> **Resolution**

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace.

For the next time, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

2.3. The Use of Cartoon Video as the Media

A medium is one thing that was offered by many experts as a tool to increase the interest and motivation of the study. That's why, the ability to use teaching media is one of the competences that every teacher must have. Besides, the teachers' ability, the used of media can also support the language teaching to the students.

In this research, the students' writing achievement refers the students' skill in writing a narrative text after joining the writing teaching and learning process by using cartoon video. The students' writing achievement in this research was indicated by the students' writing achievement scores in the narrative writing test. The researcher scored the students' writings by using an analytical scoring method. The analytical scoring method was a method of scoring which requires a separate score for each number of aspects of a task (Hughes, 1989:91). In this case, there were five aspects that were scored in writing a narrative, they were: grammar (the language use), vocabulary, mechanics, organization and content (Heaton, 1988:135)

Cartoon Video as instructional medium in this research, referred to the cartoon video of Legend stories to make the students interested in the teaching and learning writing process. However, the researcher focused on the Legend stories such as, Malin Kundang, The legend of Banyuwangi, Timun Mas and etc. Those stories were chosen based on certain considerations that was the difficulty level of vocabulary which was suitable with the students' level of Senior High School.

2.3.1 The Advantages of Cartoon Video

According to *Sudjana and Rivai (1992: 2),* there are some advantages of using cartoon video in teaching writing achievement in the classroom as follows:

1. Teaching and learning process would interest the students' attention, so it could motivated them.
2. Teaching material would be meaningful, so it could be understood by students.
3. The teaching method would be variety, so the students would not be bored.

Based on the advantages above, the researcher decided to use the cartoon video as the medium in teaching narrative text writing achievement at MA An-Nur Rambipuji.

2.3.2 The Disadvantages of Cartoon Video

There is the disadvantage of using cartoon video as the medium in teaching and learning. According to *Burt (1999),* the disadvantages are:

1. Sometimes, the language, content and theme are not appropriate with the students' need.
2. It take time, it needs careful planning on the part on the teacher to find the most suitable video which is appropriate with the students' need.
3. The cartoon video provides different cultural norm from the students, therefore the culture brought by bad cartoon video can give bad impact to the students' character.

The disadvantages of using cartoon video can solved by selecting by the most appropriate to use in teaching narrative text writing achievement.

2.4 Previous Research Review

There were three previous researches conducted by three researchers which showed the success of using cartoon video in teaching English. The firts research was conducted by Indrasari (2010) entitled *"Improving students' Writing Skill of Narrative Text by Cartoon Video"* This research aimed to find out whether cartoon videos can improve students' writing skill and how far the cartoon videos can improve students' writing skill of narrative text. In this research there were 2 cycle.

In each cycle were played the same video but it has different plot and compare it in the end of the cycle. The result of the writing test showed that there was positive improvement in either the students' writing skill or the class situation during the teaching learning process. It could be seen from the result of the test which improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action

The second research was conducted by Romadhoni (2010) entitled "*The Use of cartoon video to Improve students' Narrative Text Writing Skill.*" The subjects of this study were the eighth grade students of SMAN 37 Semarang in the academic year of 2008/2009. This research was focused in one cartoon video series entitled Pinocchio. The result of this study showed that the students' progress during teaching and learning activities by using cartoon video to improve narrative writing was good. The students' achievement in writing was improved. It was supported by the improvement of the result from the pre-test to post-test.

The third research was conducted by Falupi (2013) entitled "*Teaching Descriptive Text Writing by using Cartoon Video to Junior High School Students.*" The method used in her research was Quasi-experimental research design. The total sample of this research was 76 students. Consisting of 39 students of experimental group and 38 students of control group. The research result showed that the use of cartoon video affected the students' writing achievement. It means that the experimental students who were taught writing by using cartoon video got better scores in the writing test compared with the control students who were taught writing without using cartoon video.

Those previous researches above showed the success of using cartoon video to improve the students' writing achievement in Junior or Senior High School. However, the researcher in this research used cartoon video which focused on Indonesian stories as the topics in writing Narrative texts for the tenth grade students of MA An-Nur Rambipuji in the academic year of 2019/2020

CHAPTER III
RESEARCH METHOD

This chapter discusses the methods applied in this classroom action research. It consists of research design, research context, research participants, data collection methods and data analysis method.

3.1 The Design of the Research

This research was conducted at MA An-Nur Rambipuji. The research design used in this study was a Classroom Action Research. According to *Mills (2000: 5),* a classroom action research was as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather the information and subsequently improve the ways their particular school operates, how they teach, and how well the students' learn.

This research was conducted collaboratively with the English teacher of the tenth grade students Agama 1 at MA An-Nur Rambipuji. The collaboration was focused on every stage of the research consisting of planning the actions, implementing the action, observing the class and evaluating the students' writing results, analyzing the data and reflecting the action.

According to *Lewin (1990),* in *Elliot (1991:70),* there are four stages in conducting this Classroom Action Research. The first stage was planning the action. This stage deals with the preparation of constructing the research instrument and determining the successful criteria of the research. The second stage was implementing the action. This stage was set in two meetings and they were followed by administering the test of writing narrative text in the third meeting. The third stage in this classroom action research was the classroom observation and evaluation. Observation and evaluation were done to know whether or not the use of cartoon video could improve the students' writing achievement. The last stage of this research design was data analysis and reflection of the action. It deals with how to analyze the data obtained from the observation and the writing test. Then, the results of the data analysis were reflected by considering the strengths and the weaknesses of the results of the

action. Since the result of the students' writing test achieved the research objectives (80% of the students getting score ≥ 75), it means that the action was successfully done. Thus, the cycle was stopped. The research design is presented in the following chart.

Chart 3.1 The Model of the Classroom Action Research

Preliminary Study
- Interviewing the English teacher
- Identifying the students' problem in writing
- Analyzing the students' problem
- Formulating the problem

Revising the weak aspects that made the action fail

The result does not achieve the research objectives.

Planning
- Constructing the lesson plans for the cycle
- Preparing the teaching materials
- Determining the target score that should be achieve (standard score 75)

Implementing
- Teaching writing by using cartoon video as the instructional media

Reflecting
- Analyzing the collected data
- Analyzing the factors which influence the failure or the successfulness of the research

Observing and Evaluating
- Observing the students' participation by using observation checklist
- Giving writing test to the participants

- The cycle was stopped
- Reporting the results

The results have achieved the research objectives (at least 70% of the students get score at least 75 in writing test.

(Adapted from Lewin, 1990 in Elliot, 1991:70)

The procedures of this classroom action research were as follows.

1. Doing the preliminary study by interviewing the seventh grade English teacher to identify and analyze the students' problem in the writing skill.

2. Finding out some documents to get the supporting data.

3. Planning the action by choosing the topic which was suitable with the instructional media, preparing the materials, constructing the lesson plans for cycle 1 (meetings 1 and 2), preparing the writing test, and setting the criteria of the success of the action.

4. Implementing the action in the cycle 1 that was teaching writing narrative texts by using cartoon video based on the lesson plans prepared.

5. Administering the writing test to the students after implementing the actions.

6. Analyzing the results of the writing test in the cycle 1 quantitatively in the percentage formula.

7. Reflecting the results of writing test in cycle 1 descriptively to answer the research questions.

3.2 Research Context

In this research, the purposive method was used to determine the area of the research. This research was done at MA An-Nur Rambipuji in the Academic year 2019/2020. This school was chosen for some reasons. First, based on the interview with the English teacher, the *X Agama 1* students of MA An-Nur Rambipuji still had difficulties in writing a narrative text. Second, the English teacher gave permission to the researcher to conduct this classroom action research at this school. Third, the English teacher has never tried to use the cartoon video before, the English teacher doesn't have an experience to use this medium in the teaching and learning process of writing, so he agreed with the researcher to collaborate to do this classroom action research.

3.3 Research Participants

The participants of this research were the tenth grade students of MA An-Nur Rambipuji in the academic year of 2019/2020. The school had applied Curriculum 2013. Most students at that school, especially the students of *X Agama 1* still had difficulty in writing a narrative text. This problem happened because the way of the teacher delivered the material made the students sleepy and the English teacher only used the text book in teaching writing. In other words, they felt bored with the way to learn writing skill in the classroom.

3.4 Data Collection Methods

3.4.1 Writing Test

To know students' achievement in writing a narrative text, the writing tests were given in the third meeting after the action given. In the writing test, the students were asked write a narrative text about a legend story. The text consisted of at least three paragraphs by following the generic structure, the language features, and the social function of narrative text. The students had to do the writing test in 80 minutes.

In scoring the students' writing result, there were five aspects to be scored; content, organization, vocabulary, grammar, and mechanics. The point from each element will be summed. Total points of the elements were divided by five, and it was decided as the final score.

3.4.2 Interview

The interview was conducted in the preliminary study with the English teacher at MA An-Nur Rambipuji to get the supporting data about the students' problem in learning writing, the curriculum used in the school, and the students' participation in the writing teaching and learning process. In conducting the interview, the researcher used guided interview in the form of a list of questions. The list of questions is enclosed in Appendix B.

3.4.3 Observation

Observation was conducted twice (meeting 1 and meeting 2) in the first cycle. The observation was intended to collect the data about the students' participation in the teaching learning process of narrative by using cartoon video. This observation guide below was used to score the students' participant in each meeting.

Table 3.3 The Observation Checklist

No	Names	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Indicators:
1. Listening to the teacher's explanation
2. Asking questions to the teacher.
3. Answering the teacher's questions.
4. Doing the writing tasks given by the teacher.

Active = at least 3 indicators are performed.
Passive = less than 3 indicators are performed.

3.5 Data Analysis

The data analysis was used to analyze the collected data about the students' scores of writing test in each cycle. This research was considered successful if at least 70% of the students in the writing class could achieve the target score of ≥ 75 in the writing test. The number of students who could achieve the target score of ≥ 75 in the writing test was calculated quantitatively in the percentage by using the formula below:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of the students who got score ≥ 75 in the writing test

n = the number of the students who got score ≥ 75 in the writing test

N = the number of the students (the research participants).

Then the data collected from the observation about the students' participation in cycle 1 was calculated quantitatively in the percentage by using the formula below:

$$E = \underline{n} \times 100\%$$
$$N$$

Note:

E = the percentage of the students who were actively participate in the teaching and learning process of writing a narrative text by using cartoon video.

n = the number of the students who were active in the teaching learning process of writing by using cartoon video.

N = the number of the participants.

(Adapted from Ali, 1993:186)

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this research as follows.

5.1 Conclusion

Based on the data analysis and the research findings, it could be concluded the following points:

a. The use of cartoon video in teaching writing could improve the students' active participation during the teaching and learning process at MA An-Nur Rambipuji in the 2019/2020 academic year. The result of classroom observation showed that the percentage of the students' active participation during the teaching and learning process of writing improved from 50% (before the action given) to 83,33% in the first cycle.

b. The use of cartoon video in teaching writing could improve the students of X Agama 1 narrative text writing achievement at MA An-Nur Rambipuji in the 2019/2020 academic year. The improvement could be seen from the result of the students' writing test in the first cycle compared with the students' previous scores of writing test given by the English teacher. Before the actions were implemented, there were only 30% of the students getting score of ≥ 75. After implementing the action in the first cycle, it showed that 80% of the students (24 of 30 students) could achieve the standard score. That was at least 75 as the successful criteria of this research. It means that the students' writing achievement improved in the first cycle (from 70.07 to 80)

5.2 Suggestions

Considering the results of the implementation of cartoon video in teaching writing that could improve the students of X Agama 1 active participation and their narrative text writing achievement, there are some suggestions which are proposed to the following people.

a.   The English Teacher

It is suggested to the English teacher to use cartoon video as the instructional media in teaching English not only for teaching writing, but also for other English skills and

English components. It is due to the fact that the use of cartoon video could improve the students of X Agama 1 active participation and their narrative text writing achievement. Thus, it is also suggested for the English teacher to try to teach some English skills and English components by using cartoon video.

b.   The Future Researchers

The future researchers are suggested to use the research results as a reference to conduct the further research with the same or different design such as an example research to find the effect of using cartoon video on the students' narrative writing achievement.
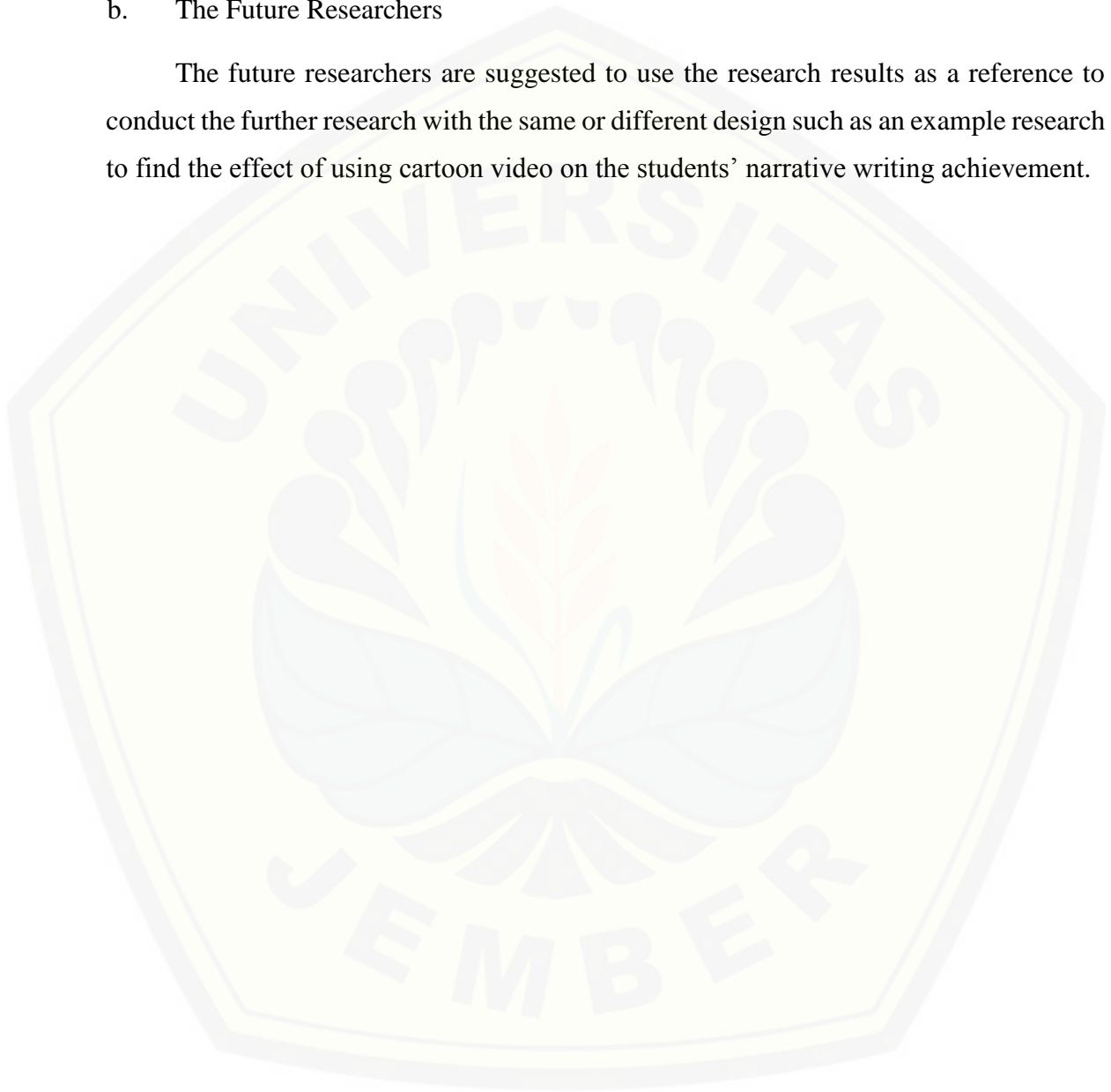
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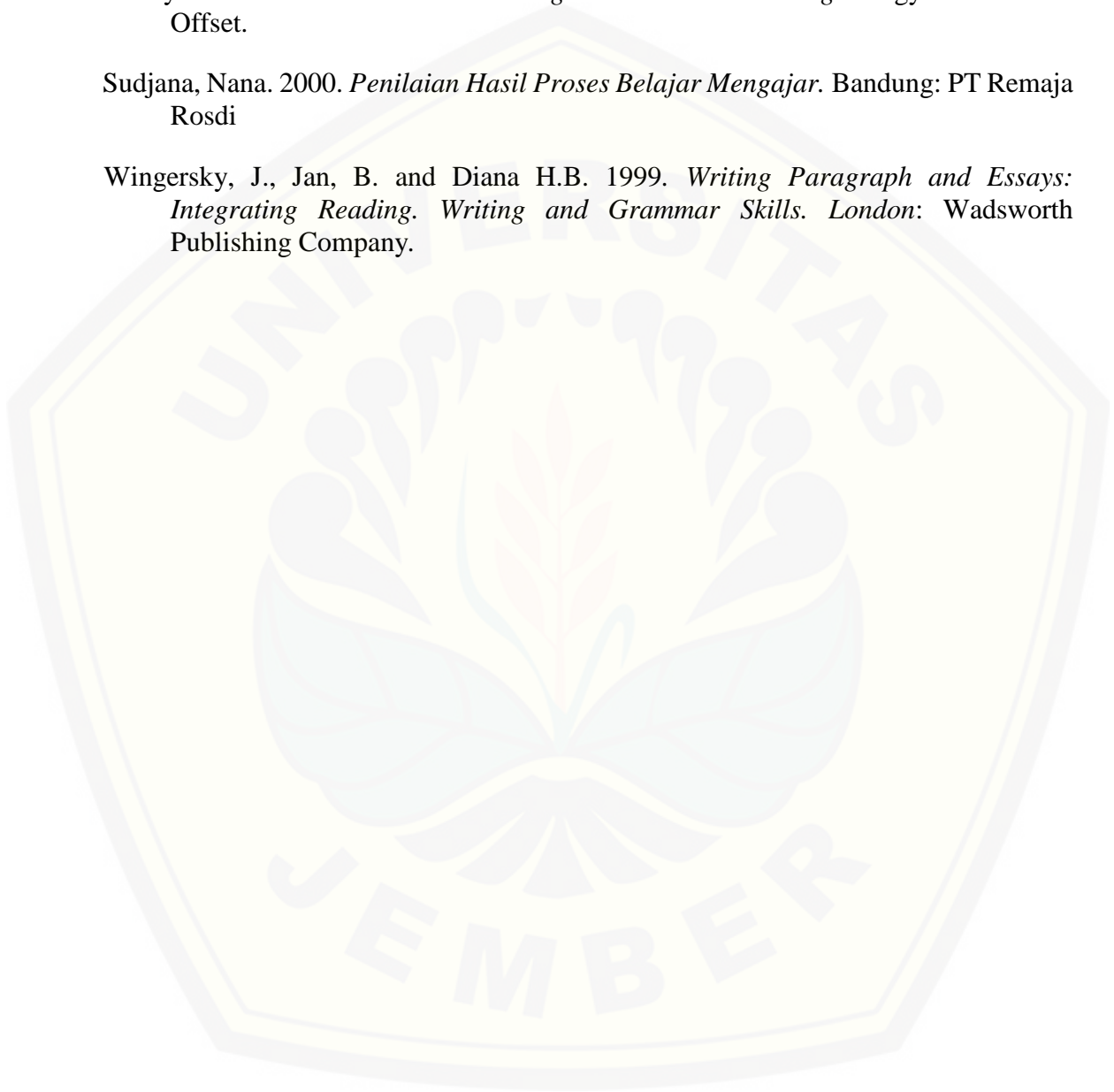
Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
Improving the Tenth Grade Students' Narrative Text Writing Achievement by Using Cartoon Video At MA An-Nur Rambipuji	1. How can the use of cartoon video improve the tenth grade students' Narrative text writing achievement at MA An-Nur	**1. Independent Variable** The use of cartoon video in teaching writing narrative text **2. Dependent Variable** a. The students' writing narrative achievement.	The students' are able to write a simple narrative text according to the cartoon video (including the generic structure, language features, and the social function)	**1. Research Participants:** The X Agama 1 students of senior high school **2. Informant:** The English teacher **3. Documents:** a. The names of participants b. The previous students'	**1. Research Design** Classroom Action Research with cycles The steps of each cycle: 1) The preliminary study 2) Planning 3) Implementing 4) Reflecting 5) Revising (*Adapted From Lewin1990 in Elliot, 1991: 70*) **2. Research Context** MA An-Nur Rambipuji **3. Research Participants** Class X Agama 1 students of MA An-Nur Rambipuji

	Rambipu ji? 2. How can the use of cartoon video improve the tenth grade students' active participation in the teaching and learning process of writing at MA An-Nur	b. The students' active participati on in learning writing narrative text.	The scores of students' writing test covering: a. Grammar b. Vocabulary c. Mechanic d. Content e. Organizatio n *(Hughes, 2003:101- 102)*	writing scores obtained from the English teacher.	**4. Data Collection Methods** 1) Writing test 2) Observation 3) Students' worksheet **5. Data Analysis Method** The data analysis will be used to analyze the collected data. The collected data are the data about the students' scores of writing test in each cycle. This research will be considered successful if at least 70% of the students in the classroom can achieve the target score that is ≥ 75 in writing test. The number of students who can achieve the target score that is ≥ 75 in writing test will be analyzed quantitatively in the

| | | Rambipu ji? | | | | percentage by using the formula below:

$$E = \frac{n}{N} \ x \ 100\%$$

And then the data collected from the observation about the students' participation in each cycle will be analyzed quantitatively in the percentage by using the formula below:

$$E = \frac{n}{N} x \ 100\%$$ |

Appendix B

Guide of Data Instrument

1. Interview Guide

Data Resources: The seventh grade English teacher of MA An-Nur Rambipuji.

No	The Interview Questions	The English Teachers' Answers/Responses
1.	What curriculum do you use in teaching English at MA An-Nur Rambipuji?	Curriculum 2013
2.	How many times do you teach English in a week for each class?	Twice a week / 4 hours
3.	How about the students' participation in the classroom?	Only 50% of the students who are active in class. Most students prefer chatting with their friends than doing the tasks.
4.	Do the students have difficulties in learning writing?	Yes they do. They have difficulties in learning writing especially in the aspects of: organizing ideas, using appropriate words, and using grammatical correct sentences.
5.	How do you teach writing skill to the students?	I usually ask the students to work in pairs. And then, I ask them to do question and answer to each other based on the topic being discussed. From the result, I ask them to write paragraphs.

6.	Have you ever used cartoon video in teaching writing skill?	I used cartoon video in teaching listening but not in writing.
7.	Why not?	I think there are many tools to prepare and its takes a lot of time.
8.	What is the standard score of the English subject?	The standard score is 75.
9.	Which class has the lowest mean score in English, especially in writing?	Based on the last writing test that I had done before, class X-A 1 had the lowest mean score that was 70.07

2. **Documentation Guide**

Data Resources: school documents of the tenth grade English teacher of An-Nur Rambipuji.

No.	The Supporting Data Required	Sources
1.	The students' English previous scores.	The tenth grade English teacher of AnNur Rambipuji.
2.	The initial names of the research participant.	School document.

Appendix C

The Students' Previous Writing Score from the English Teacher

NO	NIS	NISN	NAMA SISWA	L/P	NILAI	KETERCAPAIAN KOMPETENSI
1	180254		AB	L	65	
2	180255		ABA	P	70	
3	180256		FM	P	78	
4	180257		HHF	P	75	
5	180258		LF	L	72	
6	180259		LM	L	75	
7	180260		LF	L	65	
8	180261		MRF	L	65	
9	180262		MN	P	65	
10	180263		MR	L	65	
11	180264		MWR	L	82	
12	180265		MS	P	70	
13	180266		MRFD	P	60	
14	180267		MAH	P	68	
15	180268		MNJ	L	65	
16	180269		NPS	L	72	
17	180270		NI	L	65	
18	180271		NH	P	75	
19	180272		NNH	L	70	
20	180273		ND	P	78	
21	180274		NRH	L	60	
22	180275		NAES	L	80	
23	180276		NN	L	72	
24	180277		SH	P	75	
25	180278		SMH	P	65	
26	180279		S	P	65	
27	180280		US	L	70	
28	180281		UZ	L	72	
29	180282		YL	P	65	
30	180283		YIM	L	78	

Wali Kelas : Shaifan Shodiq S.Pd

L : 17   Rambipuji,…………………………

P : 13   Guru Mata Pelajaran

JML : 30

NIP. _____

Appendix D

The Students' Previous Mean Scores in Writing Skill Gained from the English Teacher of

MA An-Nur Rambipuji

No	Class	Mean Scores
1.	X-A	70.07
2.	X-B	75.3
3.	X-C	72.73
4.	X-D	77
5.	X-E	75.92
6.	X-F	75.27

Appendix E

The Observation Checklist for the Students' Active Participation

No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AB							
2.	ABA							
3.	FM							
4.	HHF							
5.	LF							
6.	LM							
7.	LF							
8.	MRF							
9.	MN							
10.	MR							
11.	MWR							
12.	MS							
13.	MRFD							
14.	MAH							
15.	MNJ							
16.	NPS							
17.	NI							
18.	NH							
19.	NNH							
20.	ND							
21.	NRH							
22.	NAES							
23.	NN							
24.	SH							
25.	SMH							
26.	S							
27.	US							
28.	UZ							

29.	YL							
30.	YM							

Indicators:

1. **Asking questions to the teacher.**
2. **Answering the teacher's questions.**
3. **Doing the writing tasks given by the teacher.**
4. **Asking and answering to each other. Active = at least 3** indicators are performed. **Passive = less than 3 indicators are performed.**

Appendix F

The Scoring Rubric of Writing

Aspects	Scores		Criteria
Content	30 - 27	Excellent	Knowledgeable • substantive • thorough development of thesis • relevan t to assigned topic
	26 - 22	Good	Some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21 - 17	Fair	Limited knowledge of subject • little substance • inadequate development of topic
	16 - 13	Poor	Does not show knowledge of subject • non-substantive • not partinent • OR not enough to evaluate
Organization	20 - 18	Excellent	Fluent expression • ideas clearly stated/supported • succinct •well-organized • logical sequencing • cohesive
	17 - 14	Good	Somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing
	13 -10	Fair	Nonfluent • ideas confused or disconnected • lacks logical sequencing and development
	9 - 7	Poor	Does not communicate • no organization • OR not enough to evaluate
Vocabulary	20 - 18	Excellent	Sophisticated range • effective word/idiom choice and usage •word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage *but meaning* not *obscured*
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate

Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but *meaning seldom obscured*
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • *meaning confused or obscured*
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning not obscured*
	3	Fair	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

SCORE:
Content:__+Organization:__+Grammar:__+Vocabulary:__+Mechanics:__= TOTAL:__

(*Jacobs et al.,1981 in Weigle, 2002:116*)

Appendix G

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Cycle 1 – Pertemuan 1)

School	: SMA/ MA
Subject	: English
Text Type	: Narrative text
Skill	: Writing
Topic	: Malin Kundang
Grade/ Semester	: XI/1
Time Allocation	: 2 JP

A. Core Competence

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, 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.

KI 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.

KI 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.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.9.1 Mentioning the generic structure of the narrative text 3.9.2 Mentioning the language features from narrative text
4.5. Menangkap makna dan **menghasilkan narrative text** yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1 Writing the narrative text according to the cartoon video

C. Learning Objectives

1. The students will be able to show grateful in learning English as an international language

2. The students will be able to show their care, confident, and responsible in communicating about narrative text

3. The students will be able to mention the generic structure of the narrative text

4. The students will be able to mention the language features from narrative text

5. The students will be able to mention social function from the narrative text

6. The students will be able to write a simple narrative text

D. Learning Materials

1. Narrative text
2. Cartoon video

E. Leaning Method/Technique

a. Approach: Scientific Approach

b. Steps : observing, questioning, exploring, associating, communicating

F. Media

1. Laptop
2. LCD Projector
3. Cartoon video

G. Learning Activity

ACTIVITIES	DESCRIPTION	TIME ALLOCATION
Set Induction	a) Greeting the students b) Asking the leader to lead the students to pray c) Checking the students' checklist d) Asking leading questions to the students'	10 minutes
Main Activities	a. **Observing** ➢ Explain to the students about the generic structure, language features and the purpose to the students ➢ Showing the example of a narrative text b. **Questioning** ➢ The teacher asks students to ask questions about narrative text dealing with its generic structure, social function, and language features. c. **Exploring** ➢ Play the cartoon video entitled *Malin Kundang* ➢ Asking the students' to identify about verb 2, adverb, and adjectives from the cartoon video. ➢ Asking the students' to write the generic	

	structure of a narrative text.
	
	➢ Asking the students' to write a simple narrative text based on the cartoon video they watched.
	
	d. Associating
	  ➢ Discussing the student's narrative text writings.
	
	  ➢ Asking the students' to revise their writing if there are some mistakes in their writings.
	
	e. Communicating
	  ➢ Asking the students to present their writings.
		70 Minutes

Closure	a. Guiding the students to conclude the materials have been studied b. Giving the information to the students about materials that will be studied in the following meeting.	10 Minutes

I. Learning Sources

1. https://www.youtube.com/watch?v=tqRn7slkTr8
2. Student's worksheets

J. Scoring

a. Scoring process:

Scoring process is done during the teaching and learning activity

b. Scoring product:

Teacher asks students to write a narrative text
given by the teacher

Scoring Rubric for writing

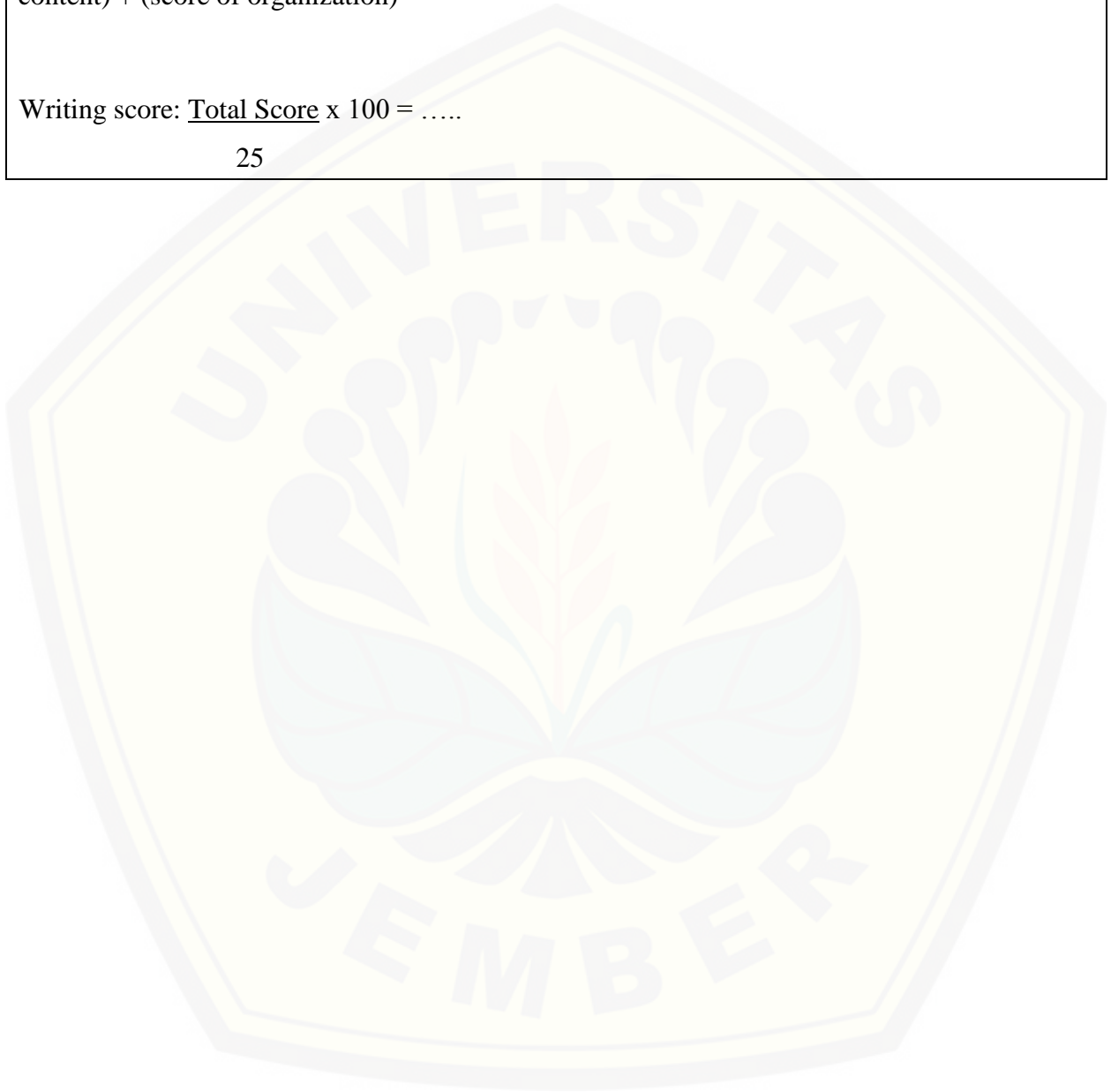| No	Criteria	Score
1	Grammar:	
	- Few (if any) errors of grammar of word order	5
	- Some errors of grammar of word order but do not interfere comprehension	4
	- Errors of grammar of word order fairly frequent; re-reading necessary for full comprehension	3
	- Errors of grammar of word order frequent; effort of interpretation sometimes required on readers' part	2
	- Error of grammar of word order very frequent; readers own interpretation is needed	1
2	Vocabulary:	
	- Use few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	
	- Use wrong or inappropriate words frequent; expressing of ideas limited	4
	- Use wrong or inappropriate words very frequent; readers own interpretation is needed	3
		2
	- Vocabulary so limited as to make comprehension impossible	
		1

3	Mechanics:	
	- Few (if any) misspelling, wrong punctuation, and capitalization	5
	- Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	- Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3
	- Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	- Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content:	
	- Main idea stated clearly and accurately, change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak	3
	- Main ideas not clear and accurate change of opinion statement weak	2
	- Main ideas not all clear and accurate change of opinion statement very weak	1
5	Organization:	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so serve as to make communication impaired	1

Total score: (score of grammar) + (score of vocabulary) + (score of mechanic) + (score of content) + (score of organization)

Writing score: <u>Total Score</u> x 100 = …..

                  25

INSTRUCTIONAL MATERIALS

Pre-Instructional Activities:

A. Leading Questions

1. What do you know about that words?

2. Who is the singer?

3. What kind of text that tell us about the legend?

B. Learning Materials:

1. Narrative text: Narrative text is a text that says about the past activities or events

2. The Social Function of Descriptive Text: The purpose of a Narrative Text is to amuse and given the moral values to the readers

3. The generic structure of Narrative text:

   a. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

   b. Complication: Tells the problems of the story and how the main characters solve them.

   c. Resolution: The problems of the story is solved

4. The language features of Narrative Text

   a. Past tense (killed, drunk, etc)

   b. Adverbs of time (once upon time, one day, etc)

c. Time conjunction (when, then, suddenly, etc.)

d. Specific character (Cinderella, Snow White, Alibaba, etc.)

e. Action verbs. A verb that shows an action (killed, dug, walked, etc.)

C. Example of Narrative text

The Legend of the Kesodo Ceremony

Orientation

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

Complication

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forgot their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

Resolution

D. Main Activities

Students' Worksheets

Task 1. Analyze verb 2, adverb and adjectives from the story

Verb 2	Adverb	Adjectives

Task 2: Mention the generic structure of narrative text based on the story

Title	
Orientation	
Complication	

Resolution	

Task 3. Write a narrative text according from the cartoon video

Answer Key

Task 1. Mention the language features of narrative text based on the cartoon video.

Verb 2	Adverb	Adjectives
died	one day	Smart
learnt		beautiful
forgotten,		
stopped		
passed		
Made		
chased		
disagreed		
missed		
begun		
grew		

Task 2. Mention the generic structure of narrative text based on the cartoon video.

Title	*Malin Kundang*
Orientation	*Malin was a boy from a very poor family who live with his mom. His father is a sailor, but he already died*
Complication	*Many years has passed since then. Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother and deny her.*
Resolution	*Malin's mother was really upset then she start to curse him. On his journey Malin's ship begun to shaking and soon it turned into a stone*

Task 3. Write a simple narrative text according to the cartoon video.

Malin Kundang

Malin Kundang was a boy from a very poor family who live with his mom. His father is a sailor, but he already died. He was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slip of and hurt himself. The wound left a scar on his hand

When he grew up, he decide to go to city, so one day he would come rich by the time he went back to the village. Malin's mother disagreed with his decision because he only one she had. But Malin had already made up his mind, his mother had no other choice but to let her only child go. Many years has passed since then. Malin has become a rich merchant because of his hard work and marry

the most beautiful girl in the world and he had forgotten his mother as well as the village.

Malin's mother missed her child so much. She always wait for Malin's return at the harbor every day until one day there was a merchant who stopped by the village. She knew it was Malin the moment she saw him. What makes her so sure, it's because of the scar on his hand. But Malin deny her as his mother because Malin's felt ashamed to his wife and the crew, then he was gone. Malin's mother was really upset then she start to curse him. On his journey Malin's ship begun to shaking and soon it turned into a stone.

Appendix H

(RPP)

(Cycle 1 – Pertemuan 2)

School	: SMA/ MA
Subject	: English
Text Type	: Narrative text
Skill	: Writing
Topic	:Legend of Banyuwangi
Grade/ Semester	: XI/1
Time Allocation	: 2 JP

A. Core Competence

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, 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.

KI 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.

KI 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.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.9.1 Mentioning the generic structure of the narrative text 3.9.2 Mentioning the language features from narrative text
4.5. Menangkap makna dan **menghasilkan narrative text** yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1 Writing the narrative text according to the cartoon video

C. Learning Objectives

1. The students will be able to show grateful in learning English as an international language

2.   The students will be able to show their care, confident, and responsible in communicating about narrative text

3.   The students will be able to mention the generic structure of the narrative text

4.   The students will be able to mention the language features from narrative text

5. The students will be able to write a simple narrative text

D. Learning Materials

1. Narrative text

2. Cartoon video

E. Leaning Method/Technique

a. Approach: Scientific Approach

b. Steps : observing, questioning, exploring, associating, communicating

F. Media

1. Laptop

2. LCD Projector

3. Cartoon video

G. Learning Activity

ACTIVITIES	DESCRIPTION	TIME ALLOCATION
Set Induction	Greeting the students Asking the leader to lead the students to pray Asking the students' checklist Asking a leading question to the students'	10 minutes
Main Activities	a. **Observing** ➤ Showing the example of a narrative text ➤ Asking the students to observe and identify the purpose, generic structure, and the language features of narrative text b. **Questioning** ➤ The teacher asks students to ask questions about a narrative text dealing with its generic structure, social function, and language features. c. **Exploring** ➤ Play the cartoon video entitled *The Legend of Banyuwangi* ➤ Asking the students' to identify about verb 2, adverbs, and adjectives in the cartoon video. ➤ Asking the students' to mention the generic	

	structure of narrative text ➢ Asking the students' to write a simple narrative text based on the cartoon video **i. Associating** ➢ Discuss the students writing results ➢ Asking the students' to revise their work if there are some mistakes in their writings.	70 Minutes
	. **j. Communicating** ➢ Discussing their work with the class	
Closure	➢ Guiding the students' to conclude the materials have been studied. ➢ Giving the information to the students about materials will be learned in the following meeting.	10 Minutes

I. Learning Sources

3. https://www.youtube.com/watch?v=9XX6KNAsWL4

4. Student's worksheets

J. Scoring

c. Scoring process:

Scoring process is done during the teaching and learning activity

d. Scoring product:

Teacher asks students to write a narrative text given by the teacher

Scoring Rubric for writing

No	Criteria	Score
1	Grammar:	
	- Few (if any) errors of grammar of word order	5
	- Some errors of grammar of word order but do not interfere comprehension	4
	- Errors of grammar of word order fairly frequent; re-reading necessary for full comprehension	3
	- Errors of grammar of word order frequent; effort of interpretation sometimes required on readers' part	2
	- Error of grammar of word order very frequent; readers own interpretation is needed	1
2	Vocabulary:	
	- Use few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	
	- Use wrong or inappropriate words frequent; expressing of ideas limited	4
	- Use wrong or inappropriate words very frequent; readers own interpretation is needed	3
		2
	- Vocabulary so limited as to make comprehension impossible	
		1

3	Mechanics:	
	- Few (if any) misspelling, wrong punctuation, and capitalization	5
	- Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	- Misspelling, wrong punctuation, and capitalization frequent, rre-reading is necessary for full comprehension	3
	- Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	- Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content:	
	- Main idea stated clearly and accurately, change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak	3
	- Main ideas not clear and accurate change of opinion statement weak	2
	- Main ideas not all clear and accurate change of opinion statement very weak	1
5	Organization:	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so serve as to make communication impaired	1

Total score: (score of grammar) + (score of vocabulary) + (score of mechanic) + (score of content) + (score of organization)

Writing score: Total Score x 100 = …..

              25

INSTRUCTIONAL MATERIALS

Pre-Instructional Activities:

E. Leading Questions

1. What do you know about this picture?
2. What text that tell us a story like that picture?

F. Learning Materials:

1. Narrative text: Narrative text is a text that says about the past activities

2. The Social Function of Descriptive Text: The purpose of a Narrative Text is to amuse the readers and give the moral values to the readers

3. The generic structure of Narrative text:

   d. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

   e. Complication: Tells the problems of the story and how the main characters solve them.

   f. Resolution: The problems of the story is solved

4. The language features of Narrative Text

   f. Past tense (killed, drunk, etc)

   g. Adverbs of time (once upon time, one day, etc)

   h. Time conjunction (when, then, suddenly, etc.)

i.   Specific character (Cinderella, Snow White, Alibaba, etc.)

j.   Action verbs. A verb that shows an action (killed, dug, walked, etc.)

G. Example of Narrative text

The Legend of the Kesodo Ceremony

Orientation

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

Complication

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forgot their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Resolution

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

H. Main Activities

Task 1. Analyze verb 2, adverb and adjectives from the story

Verb 2	Adverb	Adjectives

Task 2: Mention the generic structure of narrative text based on the story

Title	
Orientation	
Complication	

Resolution	

Task 3. Write a narrative text according from the cartoon video

Answer key

<u>Task 1:</u>

Task 1. Analyze verb 2, adverb and adjectives from the story

Verb 2	Adverb	Adjectives
killed	*A long time ago*	*handsome*
went	*one day*	*beautiful*
appeared	*Several days later*	
got		
felt		
came		
met		
demanded		
looked		
found		
said		

Task 2: Mention the generic structure of narrative text based on the story

Title	*Legend of Banyuwangi*
Orientation	*A long time ago, Banyuangi is known as Blambangan. Its kingdom has a wise king who has a handsome and smart son named Raden Banterang*
Complication	*Raden was hunting in a forest when she met a man that looked like a priest. The man greeted him politely and said that his life is in danger someone has an evil intention on him. The priest continued his explaining that Surati has a dress under her pillow and someone help her to kill Raden. He asked Raden to rummage her bedroom*
Resolution	*After Surati died amazingly the water become clear and fragrant, Surati was innocent Raden regretted what he had done. From then on, he changed the name of his kingdom into Banyuangi. Banyu means water and Wangi means fragrance.*

Task 3. Write a narrative text according from the cartoon video

Legend of Banyuwangi

A long time ago, Banyuangi is known as Blambangan. Its kingdom has a wise king who has a handsome and smart son named Raden Banterang. Raden prefers hunting that he often went to the forest around Blambangan to hunt for animals. One day, Raden was in a forest he spotted a deer. De met a beautiful girl in the forest. That girl is a princess from Klungkung, Bali. Her name is Surati the rebels killed her father but she managed to escape. Raden felt in love with her and then several months later he married her.

One day when Surati was in the street he met a man, the man called her. She was surprised to see her brother Rupaksa. His brother revealed that it

was Raden Banterang who killed their father and he want to take revenge. At this time, he asked Surati to join him. Surati refused him to join. Rupaksa was disappointed with her sister, he was very angry and upset. Then Rupaksa gave his head dress to his sister Surati. To respect her older brother, Surati put it under her pillow. Several days later, Raden was hunting in a forest when she met a man that looked like a priest. The man greeted him politely. Then he said that his life is in danger someone has an evil intention on him. The priest continued his explaining that Surati has a dress under her pillow and someone help her to kill Raden. He ask Raden to rummage her bedroom.When he reached the palace, he immediately rummage Surati's bedroom, he found the head dress under Surati's pillow, the priest was right. Surati explain the truth about the dress she got from her older brother Rupaksa but Raden was deny her and he punished her by death but before before that Surati said that when she die throw her body into the river if the water becomes dirty and melly it means that she is guilty, but if the water becomes clear and fragrant, it means that she is innocent.

Amazingly the water become clear and fragrant, Surati was innocent Raden regretted what he had done. From then on, he changed the name of his kingdom into Banyuangi. Banyu means water and Wangi means fragrance.

Appendix I

Writing Test

Verb 2	Adverb	Adjectives

Task 2: Mention the generic structure of narrative text based on the story

Orientation	
Complication	

Resolution	

Task 3. Write a narrative text according from the cartoon video.
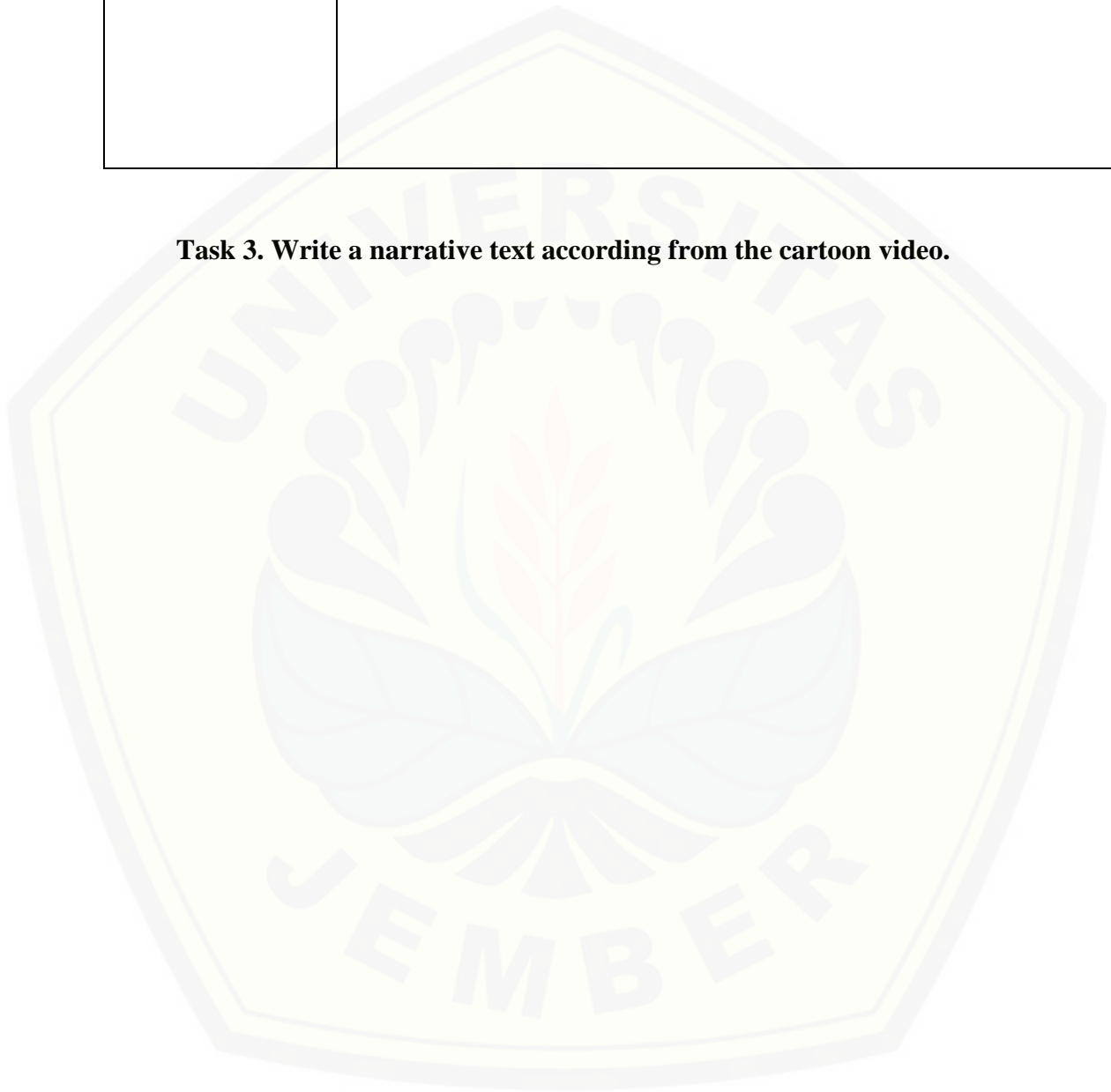
Appendix J

II.   Instrumen Penilaian

a. Penilaian Sikap

Lembar Pengamatan

No	Nama Siswa	Sikap			Nilai
		Jujur (0 - 2)	Tanggung jawab (0 - 2)	Disiplin (0 - 2)	
1.					
2.					
3.					

Kriteria Penilaian Sikap

No	Jujur	Skor
1.	Mengerjakan tugas individu tanpa bantuan teman.	2
2.	Mengerjakan tugas individu dengan bertanya pada teman.	1
3.	Menjiplak tugas teman.	0
	Tanggung Jawab	
1.	Melaksanakan tugas dengan baik dan tepat waktu.	2
2.	Melaksanakan tugas dengan baik, namun tidak tepat waktu.	1
3.	Tidak melaksanakan tugas.	0
	Disiplin	
1.	Mengumpulkan tugas tepat waktu.	2
2.	Mengumpulkan tugas tidak tepat waktu.	1
3.	Tidak mengumpulkan tugas.	0

Keterangan:

2 = A (Bagus)

1 = B (Cukup)

0 = C (Kurang)

b. Penilaian Keaktifan Siswa

The Observation Checklist of Students' Active Participation

No	Names	Indicators				Total	Result	
		1	**2**	**3**	**4**		**Active**	**Passive**
1.								
2.								
3.								

Indicators:
1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.
Passive = less than 3 indicators are performed.

c. The Scoring Rubric of Writing

Aspects	Score		Criteria
Content	30 - 27	Excellent	Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26 - 22	Good	Some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21 - 17	Fair	Limited knowledge of subject • little substance • inadequate development of topic
	16 - 13	Poor	Does not show knowledge of subject • non-substantive • not partinent • OR not enough to evaluate
Organization	20 - 18	Excellent	Fluent expression • ideas clearly stated/supported • succinct •well-organized • logical sequencing • cohesive
	17 - 14	Good	Somewhat choppy • loosely organized, but main ideas stand out

			• limited support • logical, but incomplete sequencing
	13 -10	Fair	Nonfluent • ideas confused or disconnected • lacks logical sequencing and development
	9 - 7	Poor	Does not communicate • no organization • OR not enough to evaluate
Vocabulary	20 - 18	Excellent	Sophisticated range • effective word/idiom choice and usage •word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage *but meaning* not *obscured*
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but *meaning seldom obscured*
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • *meaning confused or obscured*
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning not obscured*
	3	Fair	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

SCORE:

Content:__+Organization:__+Grammar:__+Vocabulary:__+Mechanics:__= TOTAL:__

(*Jacobs et al.,1981 in Weigle, 2002:116*)

Appendix K

The Result of Classroom Observation in the First Meeting

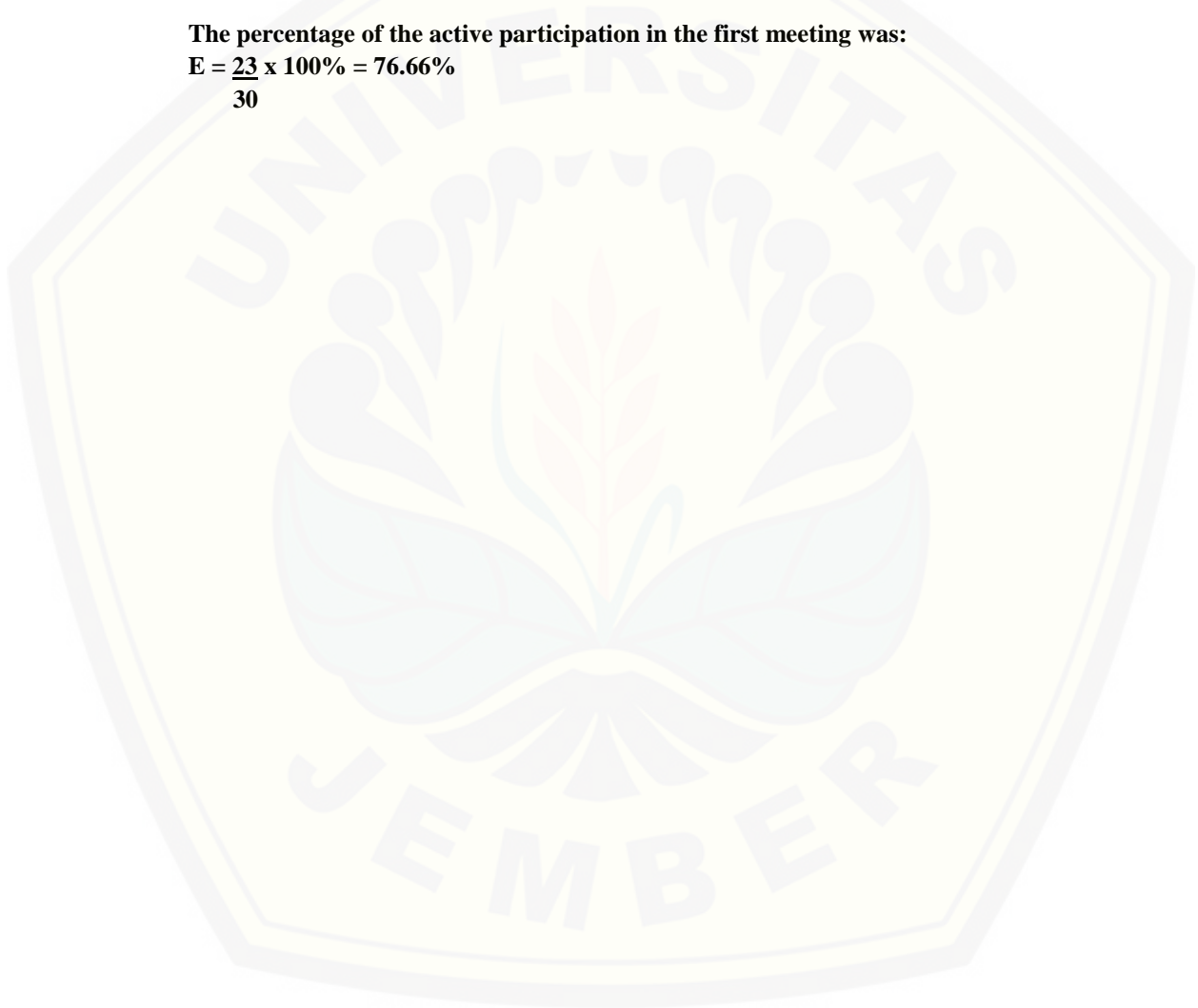| No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AB		√	√		2		√
2.	ABA	√	√	√	√	4	√	
3.	FM	√	√	√	√	4	√	
4.	HHF		√	√	√	3	√	
5.	LF		√	√	√	3	√	
6.	LM	√	√	√	√	4	√	
7.	LF	√	√	√	√	4	√	
8.	MRF		√	√	√	3	√	
9.	MN		√	√	√	3	√	
10.	MR			√	√	2		√
11.	MWR	√	√	√	√	4	√	
12.	MS		√	√	√	3	√	
13.	MRFD	√	√	√	√	4	√	
14.	MAH		√	√	√	3	√	
15.	MNJ		√	√	√	3	√	
16.	NPS	√	√	√	√	4	√	
17.	NI		√	√		2		√
18.	NH			√	√	2		√
19.	NNH		√	√	√	3	√	
20.	ND			√	√	2		√
21.	NRH		√	√	√	3	√	
22.	NAES	√	√	√	√	4	√	
23.	NN		√	√	√	3	√	
24.	SH		√	√	√	3	√	
25.	SMH			√	√	2		√
26.	S			√	√	2		√
27.	US		√	√	√	3	√	
28.	UZ		√	√	√	3	√	
29.	YL	√	√	√	√	4	√	

| 30. | YIM | √ | √ | √ | √ | 4 | | √ | |

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other. Active = at least 3
indicators are performed. Passive = less than 3 indicators are performed.

The percentage of the active participation in the first meeting was:

$E = \dfrac{23}{30} \times 100\% = 76.66\%$

Appendix L

The Result of Classroom Observation in the Second Meeting

No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AB		√	√	√	3	√	
2.	ABA	√	√	√	√	4	√	
3.	FM	√	√	√	√	4	√	
4.	HHF		√	√	√	3	√	
5.	LF	√	√	√	√	4	√	
6.	LM	√	√	√	√	4	√	
7.	LF	√	√	√	√	4	√	
8.	MRF		√	√	√	3	√	
9.	MN	√	√	√	√	4	√	
10.	MR			√	√	2		√
11.	MWR	√	√	√	√	4	√	
12.	MS	√	√	√	√	4	√	
13.	MRFD	√	√	√	√	4	√	
14.	MAH		√	√	√	3	√	
15.	MNJ		√	√	√	3	√	
16.	NPS	√	√	√	√	4	√	
17.	NI			√	√	2		√
18.	NH		√	√	√	3	√	
19.	NNH		√	√	√	3	√	
20.	ND		√	√	√	3	√	
21.	NRH		√	√	√	3	√	
22.	NAES	√	√	√	√	4	√	
23.	NN		√	√	√	3	√	
24.	SH	√	√	√	√	4	√	
25.	SMH			√	√	2		√
26.	S		√	√	√	3	√	
27.	US		√	√	√	3	√	
28.	UZ	√	√	√	√	4	√	
29.	YL		√	√	√	3	√	

| 30. | YIM | √ | √ | √ | √ | 4 | | √ | |

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other. Active = at least 3 indicators are performed. Passive = less than 3 indicators are performed.

The percentage of the active participation in the second meeting was:

$E = \dfrac{27}{30} \times 100\% = 90\%$
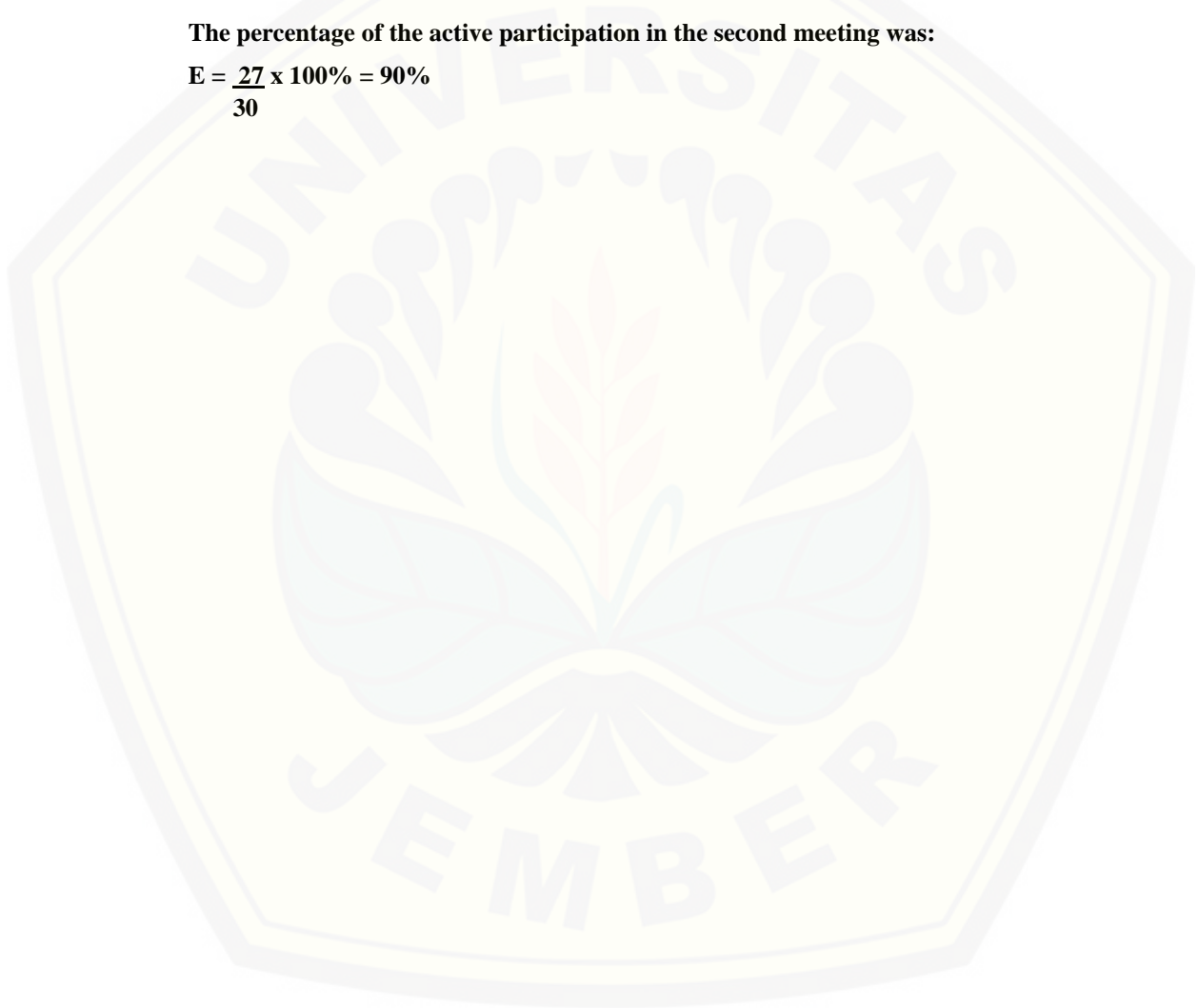
Appendix M

The Result of Writing Test

The detail scores of the students writing scored by the scorer 1 (the researcher) and scorer 2 (the English teacher).

NO	Names (Initials)	Scorer 1 (the researcher)						Scorer 2 (the English teacher)					
		Scoring Aspects					Total	Scoring Aspects					Total
		C	O	V	G	M		C	O	V	G	M	
1	AB	22	16	15	12	3	68	20	17	15	11	3	66
2	ABA	30	20	18	18	4	90	30	20	18	18	4	90
3	FM	30	20	20	20	4	94	30	20	20	20	4	94
4	HHF	25	15	15	18	3	76	25	15	15	17	4	76
5	LF	25	18	15	22	3	83	26	18	15	20	4	83
6	LM	30	20	18	22	4	94	30	20	17	21	4	92
7	LF	30	20	20	21	4	95	30	20	20	20	4	94
8	MRF	17	17	15	17	3	69	20	17	15	15	3	70
9	MN	27	18	17	22	3	87	27	18	17	21	3	86
10	MR	26	20	15	18	3	82	27	20	17	18	4	86
11	MWR	26	20	20	20	5	91	25	20	20	18	5	88
12	MS	20	15	13	17	4	69	21	17	13	18	4	73
13	MRFD	30	20	18	20	4	92	30	20	18	17	4	89
14	MAH	26	18	17	20	3	84	30	18	18	21	4	91
15	MNJ	20	14	13	18	4	69	21	17	13	18	4	73
16	NPS	30	20	18	18	4	90	30	20	20	18	4	92
17	NI	27	20	18	20	3	88	30	20	17	22	4	93
18	NH	22	18	15	20	2	77	24	18	17	18	3	80
19	NNH	26	18	15	16	3	78	25	18	15	15	3	76
20	ND	25	17	17	17	3	79	25	18	14	18	3	78
21	NRH	25	17	15	15	3	75	22	17	17	17	3	76
22	NAES	30	20	20	25	4	99	30	20	20	24	4	98
23	NN	22	17	13	17	3	72	22	17	10	15	4	68
24	SH	25	18	18	11	3	75	27	18	17	10	3	75
25	SMH	22	14	10	11	3	60	21	15	10	10	2	58
26	S	26	18	18	20	3	85	27	18	18	20	4	87
27	US	26	18	18	17	3	82	30	17	18	20	4	89
28	UZ	30	20	18	17	4	89	30	20	18	20	4	92
29	YL	30	20	20	21	4	95	30	20	20	20	4	94
30	YIM	26	20	15	18	3	82	26	18	15	18	3	80

Notes:

C = Content, O = Organization, V = Vocabulary, G = Grammar, M = Mechanics

The average score of the students' writing test.

No	Names (Initial)	Scorers		The Average	Achieved / Not Achieved
		Scorer 1	Scorer 2		
1	AB	68	66	67	Not Achieved
2	ABA	90	90	90	Achieved
3	FM	94	94	94	Achieved
4	HHF	76	76	76	Achieved
5	LF	83	83	83	Achieved
6	LM	94	92	93	Achieved
7	LF	95	94	94.5	Achieved
8	MRF	69	70	69.5	Not Achieved
9	MN	87	86	86.5	Achieved
10	MR	82	86	84	Achieved
11	MWR	91	88	89.5	Achieved
12	MS	69	73	71	Not Achieved
13	MRFD	92	89	90.5	Achieved
14	MAH	84	91	87.5	Achieved
15	MNJ	69	73	71	Not Achieved
16	NPS	90	92	91	Achieved
17	NI	88	93	90.5	Achieved
18	NH	77	80	78.5	Achieved
19	NNH	78	76	77	Achieved
20	ND	79	78	78.5	Achieved
21	NRH	75	76	75.5	Achieved
22	NAES	99	98	98.5	Achieved
23	NN	72	68	70	Not Achieved
24	SH	75	75	75	Achieved
25	SMH	60	58	59	Not Achieved
26	S	85	87	86	Achieved
27	US	82	89	85.5	Achieved
28	UZ	89	92	90.5	Achieved
29	YL	95	94	94.5	Achieved
30	YIM	82	80	81	Achieved

Note:

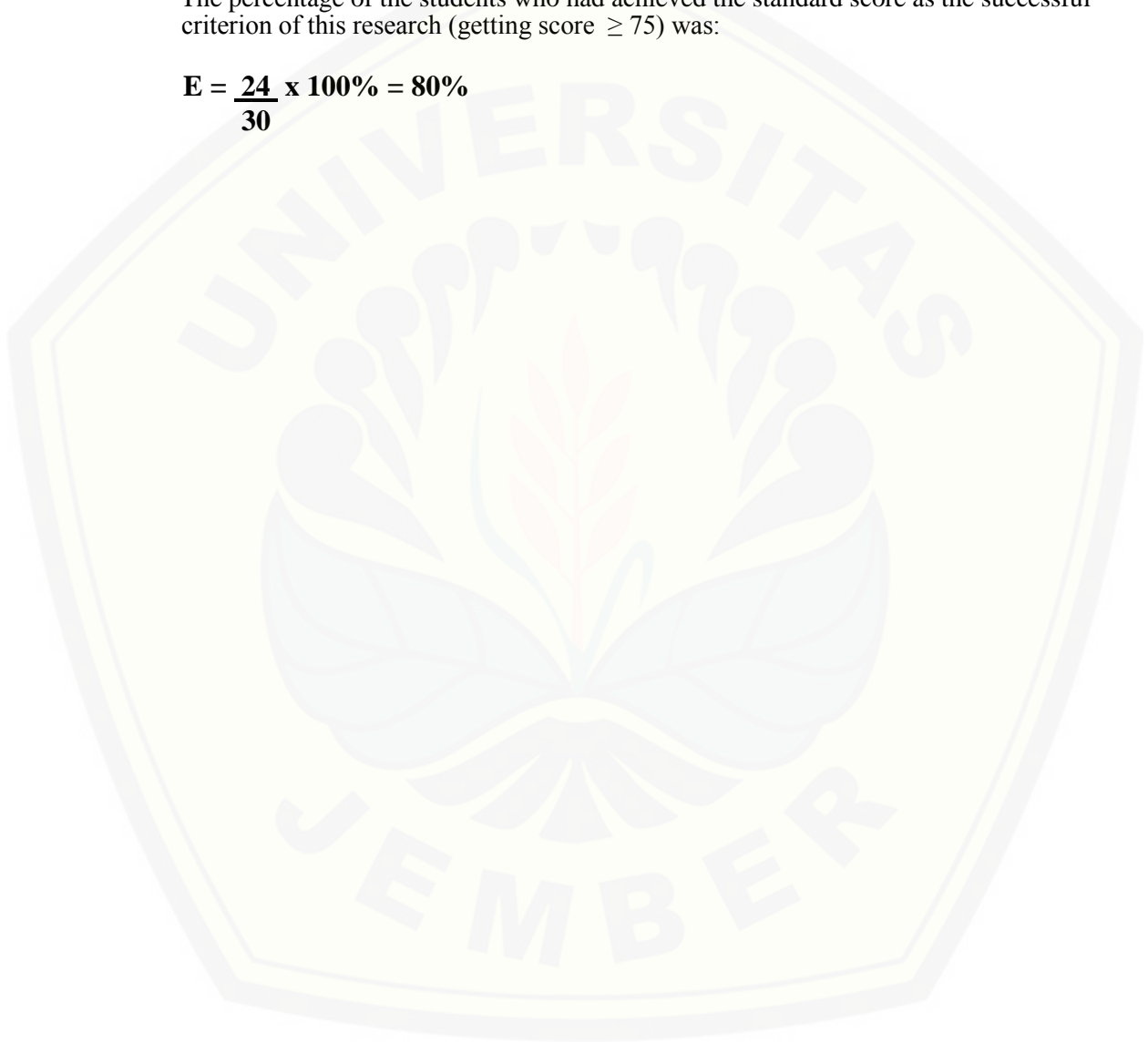|	
Scorer 1	: The researcher
Scorer 2	: The English teacher
Achieved	: Getting score ≥ 75
Not Achieved	: Getting score less than 75

The percentage of the students who had achieved the standard score as the successful criterion of this research (getting score ≥ 75) was:

$$E = \frac{24}{30} \times 100\% = 80\%$$

Appendix N.

The Sample of the Students' Worksheet in Writing Test

WRITING TEST

Name : Huriyah Hillatal Firdaus

Class/Number : MA XI A

C : 25
O : 15
V : 15
G : 10
M : 5

76

Once upon a time there was a widow named mbok srini. she didn't have any children until she visited Buto Ijo to ask for a child. After than Buto Ijo gave her one seed of cucumber Buto Ijo had one requirement that Mbok Srini had to give her child up when she was 6 years old.

Several month's ago, a Baby was born from the cucumber and the child was named as "timun mas". when timun mas was six years old her mother went to a hermit to ask for a help. She asked him to save timun mas from Buto Ijo. He gave her 4 pocket's and said that the pockets will help timun mas. Mbok Srini went home and gave the 4 poeket's to timun mas. Then Buto Ijo came to take timun mas, she run and throw the contain of the pockets.

Finally, Buto Ijo was defcated and she come back to her mother.

WRITING TEST

C : 20
O : 15
V : 13
G : 17
M : 4

69

Name : Melin sovia

Class/Number : XI A / ....

"Timun Mas"

Once upon a time life a widow named mbok Srini
She lived in the small village

She really wanted children so she decided to go
Buto Ijos place to ask for children. After that Buto
Ijo gave seed cucumbar It contain when a baby but she
must to return It in 6 years old the baby was already
6 years old. mbok Srini was confused and looking for solution.

mbok Srini go to the hermit and In the sourt
montain and gave Four pouches for children to again
Buto Ijo, Buto Ijo come for dun the promise mbok Srini
gave timun mas the order to run and bought the Four
pouches she through the pouches one by one. Finally
Buto Ijo was defeated and he dead timun mas came
back to her mother.

Appendix O.

The Letter of the Research Permission from the Dean of the Faculty of Teacher Training and Education, Jember University.

Appendix P. The Statement Letter of Accomplishing the Research at

MA An-Nur Rambipuji

YAYASAN AN-NUR HAJI ALWI

MADRASAH ALIYAH AN-NUR RAMBIPUJI

Jl. Argopuro No. 47 Telp. (0331) 712936 Rambigundam Rambipuji Jember

E-mail : ma_annur12@yahoo.com

SURAT KETERANGAN

Nomor : 429/MA.ANNUR/IX/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah An – Nur Rambipuji menerangkan bahwa:

N a m a : Satrio Adi Putra

N I M : 130210401037

Fakultas/jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Benar benar telah melaksanakan penelitian guna penyusunan skripsi yang berjudul *"Improving The Tenth Grade Students' Writing Achievement by Using Cartoon Video"* yang dilaksanakan pada tanggal 17, 19, dan 24 September 2019.

Demikian Surat Keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Jember, 24 September 2019
Kepala Madrasah

SHIDIQ, S.Pd.I