



**THE EFFECT OF USING CARTOON VIDEO ON THE EIGHTH GRADE  
STUDENTS' WRITING ACHIEVEMENT AT SMPN 1 AMBULU  
IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

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

By:

**KURNIA PRIMASTHIE  
NIM 060210401366**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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2011**

## **DEDICATION**

This thesis is honorably dedicated to my beloved mother Avia Maria Moertiningroem, my beloved father Alm. Humphrey Johanes Julius Baria, and also my beloved brothers.

## CONSULTANTS' APPROVAL

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Name	: Kurnia Primasthie
Identification Number	: 060210401366
Level	: 2006
Place, Date of Birth	: Jember, April 2 <sup>nd</sup> 1988
Department	: Language and Arts
Program	: English Education

Approved by:

Consultant I

Consultant II

Drs. Sudarsono, M.Pd.  
NIP. 131993442

Drs. Annur Rofiq, M.A., M.Sc.  
NIP. 19681025 199903 1 001

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of The Faculty of Teacher Training and Education, Jember University.

Day :

Date : October , 2011

Place : Faculty of Teacher Training and Education

The Examiner Team:

The Chairperson,

The Secretary,

Dr. Budi Setyono, M.A.  
NIP. 196307171990021001

Drs. Annur Rofiq, M.A., M.Sc.  
NIP. 196810251999031001

The members:

1. Drs. I Putu Sukmaantara, M.Ed.  
NIP. 196404241990021003

1. ....

2. Drs. Sudarsono, M.Pd.  
NIP. 131 993 442

2. ....

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H. M.Hum  
NIP. 195407121980031005

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## SUMMARY

**The Effect of Using Cartoon Video on the Eighth Grade Students' Writing Achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year;** Kurnia Primasthie, 060210401366; 2011:40; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Writing is one of the language skills that should be mastered well by the students in Junior High School including the students at SMPN 1 Ambulu. As informed by the English teacher, some students were less motivated to learn English especially writing because they thought that writing in English was difficult. Some other students even felt bored during the teaching learning process. This was because the technique or media used by the English teacher was not quite interesting.

The English teacher should apply an interesting media in the writing class that helps the students arouse their ideas into written form. Therefore applying cartoon video can help the students to develop their writing achievement.

This research was an experimental research. The purpose of this research was to know whether or not the use of cartoon video has a significant effect on the eighth grade students' writing achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year.

The area of this research was SMPN 1 Ambulu. It was chosen purposively because the used of cartoon video had never been applied in teaching learning process in this school.

The respondents of this research were the eighth grade students of SMPN 1 Ambulu in the 2010/2011 academic year. The research respondents were determined by cluster random sampling. The total number of the respondents was 66 that consisted of 34 students of VIII D as the experimental group taught by using cartoon

video, while the control group consisted of 32 students of VIII E taught by using pictures.

The data of this research were collected from the students' scores of writing achievement test, interview, and documentation. The writing achievement test was collected from the post test to make comparison between two groups after the treatment, and the result was analyzed by using independent sample t-test. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ( $69.44 > 64.78$ ). Based on the output of Independent sample t-test by using SPSS program, in t-test column the value of significant was 0.014 and this value was less than 0.05 ( $p < 0.05$ ). It means that there is statistically different between the experimental and control groups. This means that the null hypothesis was rejected, thus the alternate hypothesis stating that the use of cartoon video has a significant effect on the eighth grade students' writing achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year was accepted. It indicated that there was a significant effect of using cartoon video has a significant effect on the eighth grade students' writing achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year. Therefore, it is recommended for the teacher to use cartoon video as an alternate medium in teaching English especially writing achievement.