

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken languages. Considering the importance of the language, our government has draw English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills.

Nowadays, the students are expected to master those four skills in order to be able to use English communicatively even written or spoken language. In fact, the majority of students usually refuse to write. It caused they did not know what to write. The writing skill is considered to be the most difficult of the language skills for Indonesian students. The first stage in learning language is by hearing it. The students are able to understand what they heard but they do not know how to write it. They might be familiar with English listening and speaking language such as from the English songs or watching the Hollywood movies. Then, some general signs are easy to find in public area which is related with the use of their reading comprehension of language context, for example 'push and pull' at the door of one store, 'no smoking', 'parking area', etc. In contrast, the writing skill could be both new and difficult things used in daily life.

Nystrand (1989: 75) state that, "writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects". It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004: 160)

states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Based on the background of the study above and the observation in the field, it could be found that there were some problems in English teaching and learning especially in teaching and learning writing skill at class VIII of SMP NASRANI 2 Medan. They came from students and teacher's factor. One of the factors coming from the students was concerning with students' low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework, some of them looked sleepy, doodling, daydreaming, yawning, and did not pay attention to the teaching and learning process. Besides, students' ability in writing was low. It could be seen from their writing products. In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice of words, and lacked ideas. Moreover, they were reluctant to bring dictionaries. In the class which contains 20 students, there are only about 10 female students who bring dictionaries. When observation was being done, there was an announcement from the loudspeaker in the class about the school activities, and the students became noisy and talk about the announcement. They ignored the teacher and this needed more time to lead the students into the lesson again. So, it could be seen that the students' attention was easily distracted. The average KKM value in school is 70.

Table 1.1 Students Score on Observation Second Grade-1 of SMP Nasrani 2 Medan

No	Name of the student	C	O	V	G&M	Total
1	MD	14	15	15	16	60
2	DN	13	14	13	13	53
3	AD	14	15	15	13	57
4	RF	15	15	16	17	63
5	AL	14	15	14	13	56
6	LS	16	18	18	15	67
7	HK	15	15	15	14	59

8	JN	15	15	15	14	59
9	GL	17	16	16	17	66
10	AD	16	15	15	15	61
11	CR	15	15	16	13	59
12	Ab	16	16	16	15	63
13	LD	16	16	17	16	65
14	NS	14	14	14	14	56
15	RD	16	16	15	15	62
16	MT	15	15	16	15	61
17	WS	18	17	19	16	70
18	YR	17	17	17	15	66
19	LW	16	12	15	13	56
20	SN	13	14	13	12	52
	Average	15,2	15,2	15,5	14,5	60,5

Table 1.2 Students Score on Observation Second Grade-2 of SMP Nasrani 2 Medan

No	Name of the student	C	O	V	G&M	Total
1	AY	16	12	13	10	51
2	BT	12	15	10	14	51
3	PT	14	15	15	13	57
4	AL	15	11	14	10	50
5	YD	14	10	14	14	52
6	AG	12	15	16	12	55
7	BD	14	13	10	10	47
8	RK	15	15	15	14	59
9	JY	14	11	12	10	47
10	JK	16	15	15	15	61
11	MS	10	10	10	10	40
12	LL	13	11	9	9	42
13	AN	16	16	17	16	65
14	RD	12	12	12	12	48
15	AB	15	12	10	8	45
16	BM	17	14	15	11	57
17	SS	18	14	18	10	60
18	KN	17	17	17	15	66
19	SL	18	11	16	10	55
20	MP	14	13	10	7	44
	Average	14,6	13,1	13,4	11,5	52,6

In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. However, Brown and Bailey in Brown (2004: 243-246) offer five major categories and five different levels in each category

ranging from “unacceptable” to “excellent”. In summary, the categories and levels are as follows, Content, Organization, Vocabulary, Grammar& Mechanics.

Gartenberg in Miller (2003: 1) defines animation as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”. In line with the definition, Gonzales in Betrancourt(2005: 287) defines animation as “a series of varying images presented dynamically said to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”. Meanwhile, Wright in Sulaiman (2012: 1) states that the word animate comes from the Latin *verbanimare*, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive.

Anderson and Anderson (1997: 8) say “that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener”. Meanwhile, Percy in Permana and Zuhri (2013: 2)“state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story”. From these statements it can be inferred that narrative texts is concerning with a story.

The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. Furthermore, the writing skill has small portion in the teaching learning process. The most teach skill is reading. So, the students have less practice in writing.

1.2 The Problem of the Study

Based on the background and identification of the problem, the writer would like to formulate the problem in this paper as follows: “Does the use of short animated stories effect students’ ability in writing narrative texts in class VIII of SMP NASRANI 2 MEDAN in the academic year of “2019/2020?”.

1.3 The Objectives of the Study

Based on the formulation of the problem above, this study was aimed at effect students’ ability in writing narrative texts using short animated stories in class VIII of SMP NASRANI 2 MEDAN in the academic year of 2019/2020.

1.4 The Scope of the Study

From the identification of the problems that happened in class VIII of SMP NASRANI 2 MEDAN that consist of 20 students, it can be see that there were many problems related to the students’ achievement in learning writing. My research focuses on generic structure. In Labov and Waletzky (1967:157) states that the steps for creating a generic structure of narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It’s the core of natrative text. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution, in a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left

completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?))

1.5 The Significances of the Study

For students, this study was expected to be a motivation to effect their ability in writing narrative texts. Besides, the teacher implementation of this study can ease them in writing narrative texts, so that their ability in writing will be improved.

For teachers, this study is expected to be one input to effect their teaching strategies especially in teaching writing.

For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.

1.6 Hypothesis

In order to answer the research question, the following hypothesis is proposed the null hypothesis (H_0) and the alternative hypothesis (H_a), if the null hypothesis (H_0) rejected, the alternative hypothesis (H_a) is will accepted.

(H_0): There is no significance effect on students writing in narrative using animated stories.

(H_a): There is a significance effect on students writing in narrative using animated stories.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Framework

This research is a systematic way to finding answers to a research problem. A research is considered as a scientific way to discover new fact to get additional information. It is important to clarify all terms that related to this study. It prevents possible miss understanding between the writer and the reader.

2.1.1 Writing

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulvernes, and Williams

(2005:26) states “that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols”. They state, writing is an activity to communicate one’s idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing as a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto, 2007:1).

Harmer (2004:11) state that “writing is a way to produce language and express ideas, feelings, and opinions”. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Based on the explanation above, the research writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences into a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

2.1.2 Writing Ability

Nystrand (1989: 75) said, “writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects”. Meanwhile, Randal (2004: 160) states “that writing is an ability to make a form of words that in general it may have a

higher truth value than the fact that it has set it down". It means that the product of writing should be truly acceptable by the readers.

Based on the explanation above, the research defines that writing is a information sharing activities that can be understand by the reader, so a writer must be able to communicate with the reader through the sentence that, for it must contain meaningful values so that readers can get benefit from the results of a text.

Furthermore, Sudaryanto (2001: 64) says that "writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside".

Based on the explanation above, the research defines that writing is a skill in which a writer must be able and able to put his ideas in easy words, sentences and paragraph in understand for reader. For that, before writing a paper, a writer already knows and understands what he write and what he wants to convey to his readers, for that the writer must understand the ideas and sentences he wants to convey. In addition, Harmer (2004: 86) states that "writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities".

The researchers said, it cannot be separated from the genre, especially in teaching and learning activities write, because with separating the genre. He will have difficulties in writing, so it is emphasize to make genre into our writing. That the reader knows what genre he write. In this case, writing activities can be present in the classroom. Writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the idea concept into a written language, mind plays an important role as well, so that the products will be easily to understand and enjoyed by the readers. In other words, writing is

closely related with the idea concept, skill, and ability in using a language. In this case, a communicative language is completely needed.

2.1.3 Writing Strategies

Good writing does not happen by accident, successful writers use deliberate and focused thinking called strategies to make their writing stronger. The choice of the author's strategy depends on the intended audience and the relationship between the writer and the reader. The strategy must also be in accordance with what the writer wants to achieve. Although it may be affective in some situations to use a combination of strategies, not every strategy applies to each essay. The teacher introduces basic writing strategies to develop and communicate arguments: narration, observation and analysis.

Harmer (2007: 15) states that there are 2 levels of writing goals, namely writing the beginning and writing further. The purpose of writing the beginning is so the students can write simple words and sentence correctly. In writing the beginning students are expected to be able to produce writing starting with spelling and the purpose of further writing is so that students are able to express their think and feelings with write language regularly and thoroughly. What distinguishes writing beginning and further writing is the ability to develop existing or previously acquired schemes to be written.

2.1.4 Problems of Writing

Writing as a productive skill needs appropriateness in using the language, Besides, Riddel (2003: 132) also explains that "writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. This makes writing is more difficult than speaking".

The research said it can be concluded that writing is a difficult skill because it requires a high ability to choose words and sentences to be understood by the reader. It is because the reader cannot criticize or ask questions related to writing directly because the reader is not dealing directly with the author, so for that the reader can only criticize through a message.

Similar opinion is stated by Nursisto (2000: 5). "He says that writing is a communication ability using the highest level of language". Four language abilities in a normal individual are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

The research states that, there are 4 language level abilities namely, listening, speaking, reading, speaking, which means that a listener must be able to write, a certain speaker can certainly write, but a reader can certainly write. Then a writer must have extensive insight so that the writings he makes can be understood and understood by the reader, so for those four levels, the most difficult level in language is writing, because with us writing, a writer must know and understand what he wants to write and what he wants to convey to the reader, then for that level or the most difficult level is writing.

2.1.5 Steps of Writing

Farmer (1993: 13) states that there are four steps in writing, those are: prewriting, organizing, writing, and revising.

1. Prewriting, means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas.
2. Organizing, includes making a draft and arranging the ideas into hierarchical order.

3. Writing, is the main activity. It is done to develop the draft into a good composition of writing.
4. Revising, which is used to correct the product of writing in order to be more perfect and more understandable.

Based on the explanation above, the research defines writing is a skill that needs a process in expressing an idea or opinion that is write on a paper or other media. A good writing process can be do by preparing and determining the subject, then making drafts, and revising or post-writing.

The research state that, the most important thing in writing is the process. Therefore in learning to write, student are trained to write their ideas through the right steps, so that student will not have difficulty writing. If they follow the steps of writing, then student will do it well and can produce writings that are easy to read

2.1.6 Teaching Writing

Understanding the students' characteristics is important for the teacher because it is the key in the success of learning any subjects. The students' characteristics influence the teaching and learning process. So, the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and learning process, the teacher has to know the students' characteristics, their habit in school or daily life, and their ability in academic field. They are needed for the teacher to know the development of the students' ability.

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledgeable of

the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

The creativity in the English teaching and learning process of writing, Feez and Joyce (1998:123) state that there are some strategies in writing, namely:

- 1). Using a model.
- 2). Writing down words spelled aloud.
- 3). Using appropriate sentence structure to represent intended meaning.
- 4). Seeking assistance from others.
- 5). Approximating the spelling of unfamiliar words.
- 6). Using a range of spelling strategies (including visual memory, word patterns, Morphemic knowledge, phonic knowledge, mnemonics, fluent and fast script.)
- 7). Using dictionaries to check spelling.
- 8). Using a fluent and consistent script.
- 9). Accurately copying written language.

Those strategies above can be applied by the teacher as a step in delivering the writing lesson by considering the students' characteristics.

2.2 Narrative Texts

Narrative text is a type of text in the form of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a series or chronologically connected events, the purpose of narrative text is to entertain the reader.

Anderson and Anderson (1997: 8) say that “narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener”. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that “narrative is a type of essay that tells a story or a series of events in which they occur”.

The research state that is the goal only to give meaning to an event or a series of events by telling stories or experiences. From this statement it can be says that narrative text is related to a story, story including some programs that are presented to entertain the reader or listener. So, writer of narrative texts only intended to entertain a reader.

Labov and Waletzky(1967:157) stated that the steps for constructing a narrative are:

1. Orientation is the beginning of the story, usually begins by telling the reader who the character are, where the story is set and when it takes place
2. Complication is the core of narrative text, it tells the reason why the story is told. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
3. Resolution tell us the problems solve, either in happy ending or tragic ending. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Based on the explanation above, the writer that generic structure of narrative texts are:
(1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will

happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

2.3 Media

Li-Ling KUO (1991: 1) state that “media are the means for transferring or delivering messages”. It is called the educational medium when the medium transfers message for the purpose of teaching. Meanwhile, Sugeng (2010: 154) says “that a medium (plural form = media) is a means by which something is expressed or communicated”. A medium in the teaching learning process is a tool to match the learning objective and the learning product.

The research said, this means that in choosing the media, the teacher must be able to consider in advance the learning objectives that he will convey to his students and what learning products will be delivery first to his students. Then a teacher can determine what media will use in teaching his students, after a teacher knows the media then the learning process will be more smooth and the students will more quickly understand what is convey or explained.

Sugeng (2010: 165) stated that there are some types of media, They are

- 1) Printed media can be books, story books, newspapers, magazines, and other printed materials such as manuals and recipes.
- 2) Still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards.
- 3) Audio media can be the radio, audio tape, telephone, and natural sounds.
- 4) Visual media can be slides, photos, and film strips.
- 5) Audio-visual media can be the TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes.

- 6) Real-object media can be real objects, specimen, and models.
- 7) Simulated media can be games and quizzes, role plays, and simulations.

The research state that, it can be seen that there are many choices for teachers to match media with learning goals and learning products. In this case, the researcher will use one of these media above. For the reason, researchers use visual media as a medium to teach writing, especially narrative texts.

2.4 Animated Stories

Sugeng (2010: 163) states “that audio-visual media are those which are audio and visual, for hearing and seeing at the same time”. These are more complete than either audio- or visual-only media and in line with this, Sugeng (2010: 163) says that the movies can be a great medium for language instruction especially for literary topics.

Based on the explanation above, students can hear and see the medium at the same time, several the teacher asks students to watch films that show films based on literature such as novels or short stories. One type of film that can be used as medium in teaching writing especially narrative text is animation which contains short stories.

2.4.1 Definition of Animated Stories

Gartenberg in Miller (2003: 1) state that, defines animation as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”. In line with the definition, Gonzales in Betrancourt (2005:287) defines animation as “a series of varying images presented dynamically state that to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”. Meanwhile, Wright in Sulaiman (2012: 1) states that the word

animate comes from the Latin verb *animare*, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality.

The research state that, an animation is a moving image that seems to be alive, so when the process of watching animation students in demand is more focused on watching the animation. Because, after watching the animated animation the students will write a narrative text from an animated film that has been watched, so that the students feel that they see living beings in reality as in movies that have been completed.

2.4.2 The Advantages of Animated Stories in Teaching and Learning

A module brochure of VIA University College in Denmark entitled state that “Animation as a Learning Tool”, children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective. It means that the students will enjoy the teaching learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills competencies in storytelling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem-solving and innovative aspects.

Based on the explanation above, it can be says that the animation is very good the choice to develop students competence , so, can be see from various stories in the form of written language. Animated stories are the most interesting media for young students or senior high school students.

A booklet about animation entitled “Teaching WithAnimation” (2005) states that animation has the following advantages:

1. Animation is popular among children

2. With animation no after-editing is necessary
3. Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyses.
4. Animation can be included in a regular teaching situation because it does not take up a lot of space.
5. Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils.
6. Animation makes “moving in time” easy.
7. An animation production can combine the physical and the virtual worlds.
8. Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation, can be say concluded that animation is very helpful for teachers to motivate students in learning and to improve students' imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use.

2.5 Previous Research

Puspitasari in her research in (2007:vi) showed that teaching writing of a narrative text by using *Brother Bear*, a film can help students develop their writing skill. It is proved that students are more interested in producing a narrative text by listening to the dialogue of the film.

Fitrianain her research in (2012: ii) proved that animation movies could improve the students' writing skill of narrative texts and the class situation. 1) The improvement of the students' writing skill included: (a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization. 2) The improvement of class situation included: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.

Meanwhile, Akmala (2011:v) proved that "Animated films can improve students' ability in writing narrative text". The students could catch the idea because they watched and knew the plot. Using animated film could be a new atmosphere for the students who had not been taught using film before. After the students were motivated by the material, they could rise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved.

2.6 Conceptual Framework

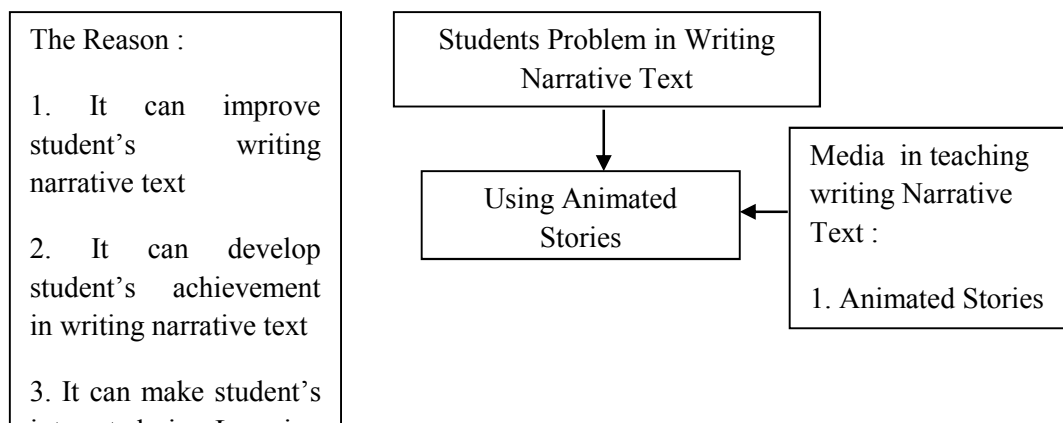
Since English is very important in this era, it is teach in Indonesia as a foreign language from junior high schools to universities. The students are expected to master English so that they

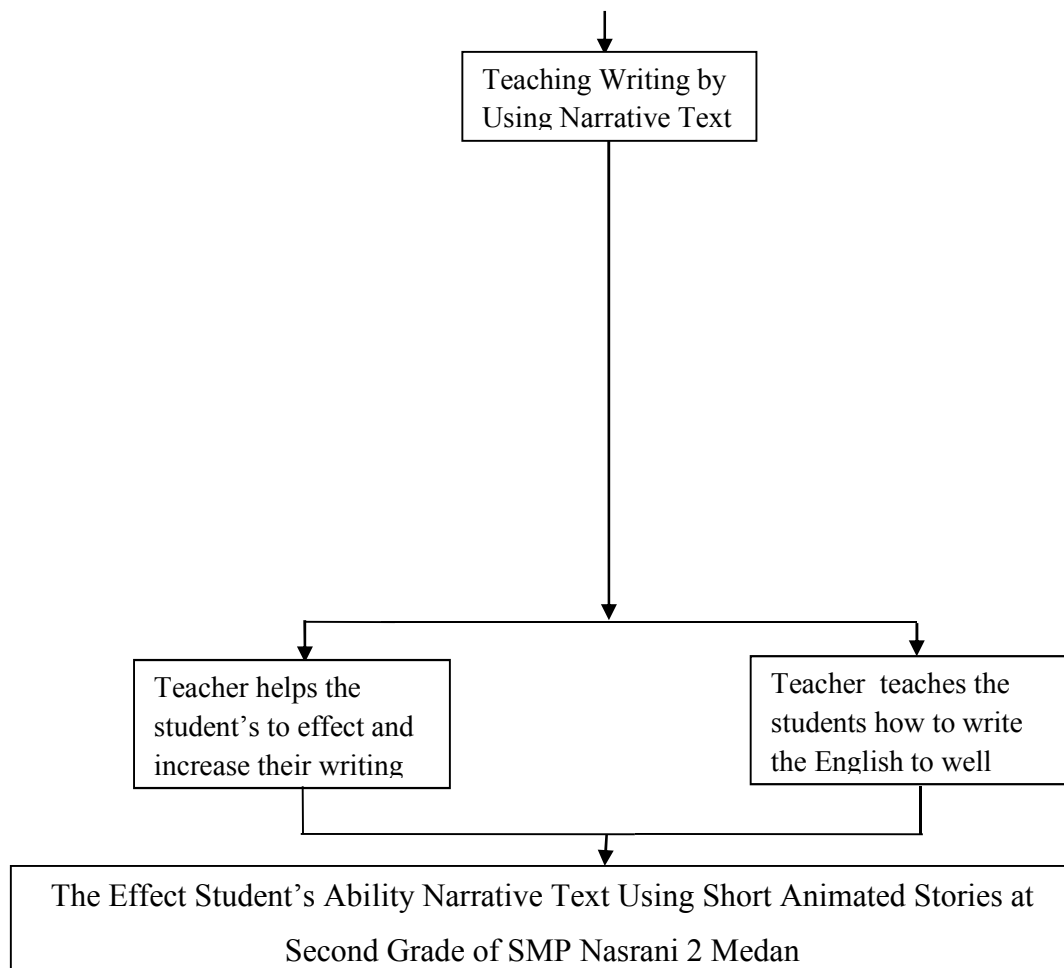
can communicate with foreigners, can get a lot of information from English literatures, and can compete with students from other countries to get a good achievement.

At schools, students are teach four skills, they are listening, speaking, reading, and writing. Among those skills, writing is the most difficult task for students, because it belongs to a productive skill. Based on the Standard of Competences and the Basic Competence of English for Junior High School, in writing, students are able to express meanings in the form of written texts using a written language accurately, fluently, and acceptably. To fulfill these requirements, especially in expressing a short essay of narrative texts, it is very difficult for students. It is because a narrative text needs imagination and feeling to create a story. Therefore, students need some media that can stimulate their imagination to create a good narrative text.

In order to help students in getting the idea and imagination to improve their ability in writing narrative texts, the teacher should have an appropriate teaching technique. One technique which can be used is using short animated stories. Short animated stories contain stories which have short duration and can be enjoyed by students. They will be attracted with the story, and this can lead them in creating a narrative text by retelling the story. By using short animated stories, students will know the plot of the story, and they can retell the story by writing it down. In other words, short animated stories can be used as media in teaching writing narrative texts. Besides, it can also motivate them in learning English.

Figure 2.6. The Conceptual framework of the Teaching Writing at Second Grade of SMP Nasrani 2 Medan.





RESEARCH METHODOLOGY

3.1 Research Design

The study was conducted by using experimental quantitative research. Experimental quantitative research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable called the experimental treatment or independent variable. The observed and measured variable called dependent variable (Ary, etall, 2010:26). The variable which examined in this study using short animated stories as independent variable and student's writing narrative text as dependent variable.

In conducting the experimental research, the sample was divided into two classes, such as: experimental class and control class. The experimental class was the class which was given the treatment by using short animated stories in teaching writing narrative text, while the control class was the group which was given the treatment by using conventional teaching.

Table 3.1 Table of Research Design

Groups	Pre-Test	Treatment	Post-Test
Experimental	√	By using short animated stories	√
Control	√	By using conventional teaching	√

3.2 Population and Sample

Population is a generalization are in the form of a subject or object under study to study and draw conclusions. While the sample is a portion of the population studied.

3.2.1 Population

Arikunto (2006:131) states that population is all subjects of the research. The population of this research is the secondgrade students of SMP Nasrani 2 Medan, which consist of two classes, theyare VIII-1 and VIII-2.

The VIII-1 class has 20 students, and the VIII-2 class has 20 students. The total of population is 40 students.

3.2.2 Sample

Sample is the representative of the population to be research, which is used as source of the real data of the study. The samples were taken from 2 classes by using random sampling. Sugiyono (2003:93) states “that as of the real data of the study”. The samples took from 2 classes, those were VIII-1 and VIII-2, it choosing by using random sampling. sugiyono (2003: 93) says as simple random sampling because the taking of sample members from population is do randomly without considering the levels that are in the population. The writer only took two classes as the samples of this study, the writer made name of each classes in paper and the writer took the paper, one from experimental class and other as control class. The writer took 20 students from Experimental class and 20 students from Control class as the sample in collecting the data.

3.3 Research Instrument

In this research, the researcher used writing test as instrument to collect the data. The students were asked by the researcher to write a narrative text. The test was given twice, before and after the treatment which is called pre-test and post-test.

The pre-test done in order to identify students’ writing ability before taught by using author teaching. And the post-test done in order to know the effect of using author teaching on students’ writing ability in narrative text.

Table 3.2 The Scale of Students Writing

The Score of Writing Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

3.4 The Procedure of Research

This research was conducted by experimental quantitative method. The treatment process applied by giving a pre-test, treatment, post-test and scoring the test.

3.4.1 Pre-Test

The experimental class and control class were given the pre-test before the treatment. In this pre-test, experimental class and control class tested by using the same questions. The pre-test is conducted to find out the homogeneity of the samples and the mean score of each group.

3.4.2 Treatment

The experimental class and control class written by using the same topic but different instrument. In the experimental class, the students asked to write by using short animated stories and in control classes, the students asked to write narrative text without using short animated stories.

Table 3.3 Teaching Procedure of Experimental Group

Steps	Teacher activities	Student activities
	Opening	
I	<ol style="list-style-type: none">1. Teacher greeted the students to open the class and checked the students attendance2. Teacher gave the motivation to the students' and gave the instruction to the students before the test.	<ol style="list-style-type: none">1. Students gave the response to the teacher2. The students listened to the teacher instruction
	Main Activities	
II	<ol style="list-style-type: none">1. Teacher asked the students about narrative	<ol style="list-style-type: none">1. The students paid attention to the teacher explanation

	<p>text.</p> <ol style="list-style-type: none"> 2. Teacher showed a short video animated about “Bawang Merah and Bawang Putih Story” in front of the class and ask the students about the short video animated. 3. Teacher used short animated stories, before introducing the topic of the lesson. After the students watched the short video animated stories, the teacher will apply the first step of short animated stories and than the students will write Narrative text by the student mind. 4. Teacher applied the second step of the short animated stories, teacher ask the students to check there Narrative text by themselves. The teacher ask another students to give comment orally before they complete the text. 5. Teacher applied the third step of the short animated stories by asking the students to improve the text which written down on the board. 6. Teacher appreciated the students work and tells them that they just use short animated stories in writing narrative text. 7. The teacher started to teach the students to write the narrative text by explain about generic structure, orientation, 	<ol style="list-style-type: none"> 2. The students answered the teacher questions based on the short video animated stories. 3. The students wrote their narrative text based on their mind. 4. The students gave the comment orally to the narrative text on the board. 5. The students wrote a new narrative text based on the text on the board. 6. The students tried to understand teacher explanation. 7. The students listened to the teacher explanation.
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	<p>complication, resolution of narrative text.</p> <p>8. The teacher provided a topic for the student that is the stories from short animated, then the teacher ask some students to tell briefly about “Bawang merah and Bawang Putih” stories orally.</p> <p>9. The teacher asked all students to write a stories of “Bawang Merah and Bawang Putih” on a paper in three paragraph based on the generic structure of narrative text.</p> <p>10. The teacher looked at mismatches between the writer and what is really written whether based on their mind or not.</p> <p>11. During the students wrote, the teacher monitored the students work and facilitates the students if they want to get more experience about writing narrative text.</p>	<p>8. The students explained about the story of “Bawang Merah and Bawang Putih” based on their mind.</p> <p>9. The students started to write down on a paper the story of “Bawang Merah and Bawang Putih”.</p> <p>10. The students writing about story of “Bawang merah and Bawang putih” on their papers.</p> <p>11. The students may ask the teacher about the narrative text while they constructing their own story of “Bawang Merah and Bawang Putih”.</p>
	Closing	
III	<p>1. The teacher concluded the material before closing the class.</p>	<p>1. The students responded the teacher.</p>

Table 3.4 Teaching Procedure of Control Group

Steps	Teacher’s Activities	Student’s Activities
	Opening	
	<p>1. Teacher greeted the students to open class (introduction) and check the students attendance.</p>	<p>1. Students responded to the teacher.</p>

	2. Teacher gave the Motivation to the students and gave instruction the students before the test.	2. The students did the teacher instruction
Main Activities		
	<ol style="list-style-type: none"> 1. Teacher explained about narrative text that has generic structure, orientation, complication and resolution of narrative text. 2. The teacher divided the students into groups consist of 3 to 5 person. 3. The teacher asked each group to write narrative text about “Bawang Merah and Bawang Putih Story” 4. The teacher asked the students to collect their work. 	<ol style="list-style-type: none"> 1. The students paid attention to understand teacher’s explanation. 2. The students paid attention and join the group. 3. The students discussed how to write a narrative text about “Bawang Merah and Bawang Putih Stories” 4. The students did teacher’s instruction.
Closing		
	1. The teacher closed the class.	1. The students responded the teacher.

3.4.3 Post-Test

After having the treatment, both classes gave a post-test. It aimed to see the differences of main scores between the experimental class and control class. Moreover, to know the effect of using short animated stories on narrative text writing.

3.5 Scoring the Test

The test gave to the students must have test specification to know that how specific the test. Labov and Waletzky (1967:157) state that, the generic structure of narrative text are orientation, complication, and resolution. There are described as the test specification in narrative text.

Table 3.5 The Specification of Narrative Text

Scoring Aspects	Indicators	Total Score
Generic Structure	Orientation	12
	Complication 1,2,3	80
	Resolution	8
Total Score		100

3.6. The Procedure of Analyzing Data

The data was analyzed by using some steps:

1. Calculating the mean score of each group.
2. Tabulating the data for control group and experimental group.
3. Comparing the score of pre-test and post-test by using t-test.
4. Answering the hypothesis.
5. Writing the finding.

3.7 The Validity and the Reliability

The validity and reliability of a test were very important in a research. The purpose was to know both be accuracy of measurement and the consistency of the test. It was better to know whether the test was valid and reliable or not to be tasted to the sample. In this below, the writer explained the validity and reliability.

3.7.1 The Validity of the Test

Validity was measurement which showed the levels of the instrument's validity. Arikunto (2010:211) states "that a test is says to have content validity when measuring certain specific goals that align with the subject matter or content that already given". To measure the validity of the test, the writer tried to the test writing to the students. After that, the student's scores become the result to concluded that the test was valid in tasting the student's writing narrative test.

Table 3.6 The table Specification of Narrative Text

Narrative Text (Generic Structure)	Test Item	Validity	Score
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Orientation		3	Writing Test	12
Complication	Complication 1	7	Writing Test	28
	Complication 2	4	Writing Test	16
	Complication 3	9	Writing Test	36
Resolution		2	Writing Test	8
Total		25		100

3.7.2 The Reliability of the Test

Reliability test is the degree of consistency that the instrument of procedure demonstrates; whatever it is measuring, it does so consistently (best and Kahn, 2006). “Reliability was a necessary but not sufficient condition of validity”. A test must be reliable for it to be valid, but a test can reliable and still not valid. The test called reliable if we can show stable outcome. To achieve the reliability of the test, Kuder Richardson formula (KR21) in Arikunto (2010:103) will be applied:

$$(KR21) = \frac{k}{K-1} \left\{ 1 - \frac{M(K-M)}{K.SD^2} \right\}$$

Where:

(KR21) = Reliability of the test

K = Number of item in the test

R = The square of standard deviation of the score

M = Mean of the score

SD = standard Deviation

Best (2002) state that, the categories of coefficient correlation are as the following:

0,00-0,20 : The reliability is very low

0,21-0,40 : The reliability is low

0,41-0,60 : The reliability is moderate

0,61-0,80 : The reliability is high

0,81- above: The reliability is very high

3.8 The Technique of Data Analysis

The procedures of analyzing the data were done as the following:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group.
2. Tabulating the score of the students in pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing hypothesis by using the formula of T-test.
5. Writing the research finding.

Arikunto (2010:354) states that to test the hypothesis, the t-test formula used. The formula was used to find out whether using short animated stories strategy affect on student's skill in writing narrative text or not.

The researcher used T-test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Notes:

t : The effect

Mx : The mean of experimental group

My : The mean of control group

dx : The sum of standard deviation of experimental group

dx : The sum of standard deviation of control group

Nx : The total sample of experimental group

Ny : The total sample of control group.