

IMPROVING STUDENTS' WRITING SKILL THROUGH SHORT-ANIMATED FILM AT THE SECOND GRADE OF MAN PALOPO

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo*



UIN PALOPO

Porposed By:

DEWI NUR LESTARI

18 0202 0166

Supervised By:

1. Andi Tenrisanna Syam, S.Pd., M.Pd

2. Husnaini, S.Pd.I., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
EDUCATION AND TEACHER TRAINING STATE
ISLAMIC UNIVERSITY OF PALOPO**

2025

IMPROVING STUDENTS' WRITING SKILL THROUGH SHORT-ANIMATED FILM AT THE SECOND GRADE OF MAN PALOPO

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo*



UIN PALOPO

Porposed By:

DEWI NUR LESTARI

18 0202 0166

Supervised By:

1. Andi Tenrisanna Syam, S.Pd., M.Pd

2. Husnaini, S.Pd.I., M.Pd.

**ENGLISH LANGEAGE EDUCATION STUDY PROGRAM OF
EDUCATION AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY OF PALOPO
2025**

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Dewi Nur Lestari
Reg. Number : 18 0202 0166
Study Program : English Language Education
Faculty : Education and Teacher Training

Stating exactly that:

1. This thesis originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works expect the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 22 September 2025
Regards



Dewi Nur Lestari
18 0202 0166

THESIS APPROVAL

This thesis entitled *"Improving Students' Writing Skill Through Short-Animated Film at The Second Grade of MAN Palopo,"* which is written by Dewi Nur Lestari, Registration Number 1802020166, the student of English Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, August 29th 2025 and coincided with Rabi'ul awal 5th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, September 15th 2025

COMMITTEE OF EXAMINATION

1. Husnaini, S.Pd.I., M.Pd.	Chairman	()
2. Dr. Wisran, S.S., M.Pd.	Examiner I	()
3. Dewi Furwana S.Pd.I., M.Pd	Examiner II	()
4. Andi Tenrisanna Syam, S.Pd., M.Pd.	Consultant I	()
5. Husnaini, S.Pd.I., M.Pd.	Consultant II	()

Approved by:

On behalf of Rector of UIN Palopo
Faculty of Education and Teachers
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

CONSULTANTS APPROVAL

Thesis entitled : *Improving Students Writing Skill Through Short-Animated Film at the Second Grade of MAN Palopo*

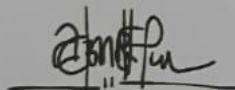
Written By :

Name : Dewi Nur Lestari
Reg Number : 18 0202 0166
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

It has been corrected and approved to be examined in Munaqasyah session.

Palopo, 28 August 2025

Consultant I


Andi Tenrisanna Syam, S.Pd., M.Pd
NIP 19860423 201503 2 005

Consultant II


Husnaini, S.Pd.I., M.Pd
NIP 19840820 200902 2 007

Andi Tenrisanna Syam, S.Pd., M.Pd
Husnaini, S.Pd.I., M.Pd.

NOTA DINAS PEMBIMBING

Lamp : -
Hal : skripsi an. Dewi Nur Lestari

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Palopo
Di

Palopo

Assalamu 'alaikum wr. wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

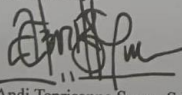
Nama	: Dewi Nur Lestari
NIM	: 18 0202 0166
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: <i>Improving Students Writing Skill Through Short-Animated Film at The Second Grade of MAN Palopo</i>

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

wassalamu 'alaikum wr. wb.

Pembimbing I



Andi Tenrisanna Syam, S.Pd., M.Pd

Tanggal:

Pembimbing II



Husnaini, S.Pd.I., M.Pd

Tanggal:

EXAMINER APPROVAL

Thesis Entitled : *Improving Students' Writing Skill Through Short-Animated Film at The Eleventh Grade of MAN Palopo*

Written By:

Name : Dewi Nur Lestari
Reg Number : 18 0202 0166
Faculty : Education and Teacher Training
Study Program : English Language Education

It has been corrected and approved to be examine MUNAQASYAH EXAMINATION

Examiner 1

Palopo, 27 August 2025

Examiner 2


Dr. Wisran, S.S., M.Pd.
NIP. 197206112000031001


Dewi Furwana, SPd.I., M.Pd
NIP. 198708312015032006

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى
آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ ، أَمَّا بَعْدُ

Alhamdulillah Rabbil ‘Alamin, the researcher shows her highest praise and thanks to the almighty God, Allah Subhanahu Wa Ta’ala for the blessing, mercy, provide convenience, and health in composing the thesis. Shalawat and Salam upon to Prophet Muhammad Shallallahu Alaihi Wasallam who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled “Improving Students’ Writing Skill Through Short-Animated Film At The Second Grade Of MAN Palopo” submitted to fulfill the requirements to obtain a bachelor's degree in the English Language Education Study Program, Faculty of Education and Teacher’s Sciences, State Islamic University of Palopo. Some people contributed advice, support, motivation, and valuable things while composing this thesis. However, the researcher would sincerely thank to:

1. Dr. Abbas Langaji, M.Ag., Rector of UIN Palopo.
2. Prof. Dr. H. Sukirman Nurdjan, S.S., M.Pd., Dean of the Faculty of Teacher Training and Education, UIN Palopo.
3. Husnaini, S.Pd.I, M.Pd., Head of the English Language Education Study Program, UIN Palopo and academic advisor, who assisted the researcher in completing this thesis.
4. Andi Tenrisanna Syam, S.Pd., M.Pd., as the first advisor, and Husnaini, S.Pd.I, M.Pd., as the second advisor, who provided explanations, corrections, suggestions, and direction during the completion of this thesis.

5. Dr. Wisran, S.S., M.Pd and Dewi Furwana, S.Pd.I., M.Pd, as the first and second examiners, who have carefully read and reviewed this final project and provided many valuable suggestions and corrections for its improvement.

6. Andi Tenrisanna Syam, S.Pd., M.Pd., as the test validator. The researcher would like to express the deepest gratitude for the guidance, support, knowledge, time, corrections, suggestions, and kindness given during the completion of this thesis.

7. Wahibah, S.Ag., M.Hum., as the Academic Advisor, the researcher expresses sincere gratitude for the guidance, attention and motivation given to the researcher until the completion of this thesis.

8. The researcher would like to express sincere gratitude to all lecturers of UIN Palopo, especially the lecturers of the English Education Study Program, for their knowledge, guidance, support, and attention throughout the language learning process. The researcher also extends gratitude to all staff of IAIN Palopo for their assistance and services during the completion of this research.

9. Dra. Hj. Jumrah, M.Pd.I., as the Headmaster of MAN Palopo, who has granted permission to the researcher to conduct the research at the school.

10. Rahmawati, S.S., as the English teacher of MAN Palopo, who has assisted the researcher in carrying out the research.

11. The eleventh-grade students of MAN Palopo who have participated with the researcher in completing this research.

12. The researcher expresses heartfelt gratitude to beloved parents. To the late father, who remains a source of strength and encouragement—may Allah SWT

grant him forgiveness and the best place by His side. To the dearest mother, for her endless love, patience, support, and prayers. Special thanks are also given to the researcher's brothers, Muhammad Zainuddin and Joni Iskandar, for their constant encouragement, care, and prayers.

13. Muhammad Rafli Mannai, for the encouragement, prayers, support, motivation, and for always being attentive to the researcher's concerns.

14. My friends who always support the researcher, special thanks to Dwi Lestari, Syahrani Amir, Wafiq Azizah Ikhwan, Desi Susanti, as a support system that always supports, encourages, entertains and always entertains in every situation, and always helps the researcher complete this thesis. The researcher realizes that this thesis will not be composed without their dedication. The researcher hopes that this research will be useful for the readers. Then, the researcher expects some suggestions and criticisms to improve this thesis.

Finally, the researcher presents this thesis. May Allah SWT bless us. Aamiin.

Palopo, 29 August 2025

LIST OF CONTENTS

STATEMENT OF AUTHENTICITY	i
THESIS APPROVAL	ii
CONSULTANT APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
EXAMINER APPROVAL.....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	viii
LIST OF CHARTS	ix
LIST OF FIGURE	x
LIST OF APPENDICES.....	xi
ABSTRACT	xii

CHAPTER I INTRODUCTION	7
A. Background.....	8
B. Research Question	12
C. Objective of the Research	12
D. Significance of the Research.....	13
E. Scope of the Research.....	14
F. Operational Definition of Terms	14
CHAPTER II	16
REVIEW OF RELATED LITERATURE.....	16
A. Previous of Related Research	16
B. Some Pertinent Ideas	20
C. Theoretical Framework.....	35
D. Hypothesis	36
E. Research Instruments and Data Collection	39
CHAPTER III.....	37
METHODOLOGY OF RESEARCH	37
A. Research Method.....	37
B. Time and Location of Research	38
C. Variable of Research.....	38
D. Population and Sample	39
E. Research Instruments and Data Collection	30
F. Technique of Data Analysis	43

CHAPTER IV FINDINGS AND DISCUSSION	45
A. Findings.....	45
B. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTION.....	69
A. Conclusion.....	69
B. Suggestion	70
BIBLIOGRAPHY.....	72
APPENDICES.....	77

LIST OF TABLES

Table 3.1 The design of one group pre-test and post-test.....	36
Table 3.2 The scoring of content	43
Table 3.3 The scoring of organization	44
Table 3.4 The scoring of vocabulary	45
Table 3.5 The scoring of grammar	46
Table 3.6 The scoring of mechanic	47
Table 3,7 The classification the student writing score	48
Table 4.1 The students content, organization, vocabulary, grammar, and mechanic in pre-test.....	41
Table 4.2 The criteria and percentage of the students content pre-test	52
Table 4.3 The criteria and percentage of the students organization pre-test .	53
Table 4.4 The criteria and percentage of the students vocabulary pre-test....	54
Table 4.5 The criteria and percentage of the students grammar pre-test.....	55
Table 4.6 The criteria and percentage of the students mechanic pre-test.....	56
Table 4.7 The criteria and percentage of the students pre-test.....	57
Table 4.8 The students content, organization, vocabulary, grammar, and mechanic in post-test	58
Table 4.9 The criteria and percentage of the students content post-test.....	61
Table 4.10 The criteria and percentage of the students organization post-test.	62
Table 4.11 The criteria and percentage of the students vocabulary post-test	63
Table 4.12 The criteria and percentage of the students grammar post-test ...	64
Table 4.13 The criteria and percentage of the students mechanic post-test...	65
Table 4.14 The criteria and percentage of the students post-test	66

Table 4.15 The mean score and standard deviation in pre-test and post-test	67
Table 4.16 The paired sample statistic of pre-test and post-test	68
Table 4.17 The paired sample correlation of pre-test and post-test	68
Table 4.18 The paired sample test of pre-test and post-test.....	69

LIST OF CHARTS

Chart 2.1 Conceptual Framework	34
--------------------------------------	----

LIST OF FIGURE

Figure 2.1 The animation films	29
--------------------------------------	----

APPENDICES

Appendix 1 : Surat Keterangan Selesai Meneliti

Appendix 2 : RPP

Appendix 3 : Lesson Plan and Treatment

Appendix 4 : Instrument Pre-test and Post-test

Appendix 5 : Koesioner Ahli Bahasa

Appendix 6 : Surat Keterangan Validasi

Appendix 7 : Transcription for Pre-Test

Appendix 8 : Transcription for Post-Test

Appendix 9 : Documentation

ABSTRACT

Dewi Nur Lestari. 2025. *“Improving Students’ Writing Skill through Short-Animated Films at the Second Grade of MAN Palopo.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Andi Tenrisanna Syam and Husnaini.

This study aims to examine the effectiveness of using short animated films to improve the narrative writing skills of eleventh-grade students at MAN Palopo. A pre-experimental one-group pre-test–post-test design was employed, involving 20 students selected through purposive sampling. Data were collected through writing tests and analyzed with SPSS using a paired-sample t-test. The results show a significant improvement in students’ writing performance, with the mean score increasing from 59.55 on the pre-test to 72.65 on the post-test ($p < 0.001$). A large effect size (Cohen’s $d = 1.53$) indicates that short animated films are effective in enhancing students’ writing ability, particularly in content and organization, although gains in grammar were more limited. Based on these findings, teachers are encouraged to integrate short animated films as an engaging medium in writing instruction to boost students’ motivation and skills. Future research is recommended to explore the use of this medium for other language skills or with larger populations.

Keywords: Writing Skill, Narrative Text, Short Animated Film

CHAPTER I

INTRODUCTION

A. Background

English holds a crucial role as a school subject since it is a foreign language that has become the most widely used means of international communication across many countries worldwide.¹ Mastering the skill of writing is one of the greatest challenges in the field of education. Thus, writing is essential not only for acquiring proficiency in English but also for assessing memory, language competence, and critical thinking skills.

Writing serves as a medium of communication and a means of conveying one's ideas into written sentences. It refers to the process of transforming thoughts into a written form that can be read and understood by others. As one of the essential language skills, writing is a competency that students must master. To develop this skill, learners are expected to possess knowledge of grammar, spelling, vocabulary, punctuation, organization of ideas, and content. Compared to other language skills, writing is considered the most complex and demanding. For example, in

¹ Nasruddin, "Using Animated Short Film in Teaching Writing On," *Thesis* (Muhammadiyah University of Makassar, october 2020) : 1, https://digilibadmin.unismuh.ac.id/upload/12210-Full_Text.pdf.

speaking, errors are generally tolerated as long as the message can still be understood by the listener.² According to Nunan (1991), writing is a complex activity, and proficient writing is often regarded as the final language skill to be mastered. Writing is defined as the process of conveying ideas, thoughts, and feelings into written words or transferring information, messages, and concepts into grammatical sentences. Furthermore, writing is an activity used to express ideas, opinions, thoughts, experiences, and knowledge in the form of systematically organized notes that can be easily understood by others. It is also considered the ultimate manifestation of language skills after reading. Consequently, writing is regarded as more challenging compared to other language abilities.

Narrative text is a type of genre that presents a sequence of events or stories arranged chronologically into a beginning, middle, and ending. According to Lestyowati, a narrative text is a form of writing that tells a story or fairy tale, which may include folktales, fables, legends, or short stories. It typically contains a conflict or climax followed by a resolution,

² Husnaini, Muhammad Iksan, dan Wiwin, "An Analysis of Students' Writing Anxiety in English at UPT SMAN 11 Luwu," *FOSTER JELT*., vol. 4, no. 2 (2023): 93.<https://doi.org/10.24256/foster-jelt.v4i2.120>

with its primary purpose being to entertain the reader.³ There are various types of narrative texts, such as folklore, myths, and legends. In writing narrative texts, students are encouraged to use their imagination; however, many of them struggle with this task. Students often feel uncertain and confused about how to begin their writing, particularly because the topics assigned may seem unusual or unfamiliar, making them difficult to conceptualize. In this regard, teachers play an important role in guiding students to develop their ideas in writing. By using appropriate, creative, enjoyable, familiar, and effective teaching media, teachers can facilitate the writing process and help students gain a better understanding.

Choosing the right and appropriate learning media will prevent students from feeling bored and enthusiastic about learning. according to Mahmudah and Yoda (2013), Learning media is very useful for students because it increases knowledge and can motivate students to learn.⁴ One of the learning media that can be utilized is short animated films. Short animated films are considered an appropriate medium to support the

³ Lestyowati, T., "Meningkatkan Kemampuan Siswa dalam Menyusun Narrative Text Menggunakan Series of Pictures dengan Pendekatan Kontekstual Kelas Viii-E Smp Negeri 281 Jakarta," *Jurnal Ilmiah Pendidikan Humaniora*, 5, no. 2 (maret 2019): 223.

⁴ Mahmudah, R E., dan Yudha A A. (2013). "Pengembangan Media Pembelajaran Dasar Kompetensi Kejuruan Menggunakan Adobe Flash CS4 untuk SMK Negeri 1 Blitar." *Jurnal Pendidikan Teknik Elektro*. 02, (01), 381-390.

learning process. According to Cooper and Dancyger (2005), a short film should be concise in order to effectively convey its message by presenting a simple and straightforward idea to the audience..⁵

Based on preliminary observations conducted in the eleventh grade of MAN Palopo, the researcher identified several problems. the process of teaching and learning English. Most students have low writing ability. They have difficulty in writing because of their limited vocabulary and lack of understanding of grammar and structure specific to each genre and functional text. They also have difficulty predicting the meaning of words in certain texts. In addition, they are not motivated in the teaching and learning process. Furthermore, another problem comes from the use of media in the teaching and learning process. Teachers still rarely use the media available in schools. He prefers to teach with simple media or even without media, even though the use of media can help him explain material clearly and make students more interested in the teaching and learning process. Without media, the teaching and learning process becomes boring and monotonous. This situation makes students unmotivated in the teaching and learning process. Finally, all these problems led to low students' writing

⁵ Cooper, P. & Dancyger, K. (2005). *Writing the Short Film Third Edition*. London, UK: Elsevier Focal Press.

skills. Therefore, short animated films can serve as an effective medium to enhance students' writing skills, as they not only allow students to listen to sounds but also to visualize the situations presented in the story. This combination makes students more engaged and motivated, thereby encouraging the use of animated films in the classroom.

Based on the problems identified, this study focuses on the use of short animated films to enhance students' ability in writing narrative texts. The researcher selected short animated films as a learning strategy for students at MAN Palopo because they can increase motivation, foster interest and active participation, reduce boredom in the teaching and learning process, and help the process run more systematically. Therefore, the researcher conducted a study entitled "Improving Students' Writing Skill Through Short Animated Film at the Second Grade of MAN Palopo."

B. Research Question

Based on the background described above, this research formulates the following research question: Can the use of short animated films improve students' writing skills at the eleventh grade of MAN Palopo?

C. Objective of the Research

Based on the research question above, the objective of this research is to determine whether the use of animated films can improve students' writing skills.

D. Significance of the Research

The results of this research are expected to provide benefits for the following:

1. For Teachers

This research may broaden teachers' experience in utilizing film media to enhance students' skills in writing narrative texts.

2. For Students

It is expected to enrich students' learning experiences and provide them with an alternative medium to improve their narrative writing skills.

3. For Other Researchers

The findings of this research can serve as a reference for conducting further studies related to its implementation.

E. Scope of the Research

The scope of this research is focused to students' narrative writing based on animated films at the eleventh grade of MAN Palopo. This research aims to provide guidance in helping students organize sentences into a coherent narrative text. The aspects of writing evaluated in this research include content, organization, vocabulary, grammar, and mechanics.

F. Operational Definition of Terms

Based on the title above, the writer provides the following explanation:

1. Writing, as stated by Nunan (1991), is a complex process, and proficient writing is often regarded as the final language skill to be mastered. It is defined as the process of expressing ideas, thoughts, and feelings in written form, or as the transfer of information, messages, or concepts into grammatical sentences. Writing is also viewed as an activity of conveying ideas, opinions, experiences, and knowledge in systematically organized notes so that they can be easily understood by others. Furthermore, writing skills are a form of thinking ability that must be developed through various supporting activities in order to achieve success in writing.

2. According to Lestyowati T. (2019) narrative text is a text that contains stories or fairy tales (can be in the form of folklore, fables, legends, short stories, etc.), in which there is a conflict/peak problem followed by a resolution which is the main function of narrative text. Text is to entertain the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

Several previous studies are relevant to the present research: The first study was conducted by Iftihara, Nasra (2020), entitled The Use of animation movies to develop students' writing skills of narrative text at the eleventh grade of senior high school 1 Pamboang. This research aimed to find out the improvement of students' writing skill in narrative text through animation movies at the eleventh grade of senior high school 1 Pamboang. This research applied pre-experimental design. The instrument of this research was writing narrative text. The population of this research was at the eleventh-grade students at senior high school 1 Pamboang. The sample of the research was 26 students. The technique of the data collection involved giving the pre-test to know the prior knowledge of the student and post-test after giving treatment to know how the skill of students in narrative text by using animation movies. The result of the calculating of the students' mean score of the students' pre-test was (57.76). The value of pre-test and t-test was greater than t-table (0.68). The researcher concludes that the result by using animations movie as media in improving writing skills especially writing narrative text is better and there

was improvement effectively in writing skills through animations movie at the eleventh grade of senior high school 1 Pamboang.⁶

The second study was conducted by Evi Aulia (2021), In this research, she examined a study entitled "Increasing Ability to Write Narrative Text Using Short Animation Stories of Class VIII Students of UPTD SMP Negeri 35 Sinjai". The design used in this research is Classroom Action Research (CAR). CAR aims to overcome problems in the teaching and learning process to improve educational practice. The population of this study were students of class VIII UPTD SMPN 35 Sinjai. Based on the data analysis, it can be concluded that the use of animated stories enhances the ability of class VIII.1 students at UPTD SMP Negeri 35 Sinjai to write narrative texts. This is evidenced by the results of the D-Test, where the students' scores were 59.81 for content and 55 for organization. In Cycle I, the scores increased to 67.5 for content and 61.35 for organization. In Cycle II, the scores further improved to 81.31 for content and 78.96 for organization. These findings indicate that the application of animated stories in the learning process makes a positive contribution to students' learning outcomes, particularly in writing narrative texts.⁷.

The third study was carried out by Muhammad Dwiyan Aditya (2018) entitled "The Use of Animated Film to Improve the Second Grade Students'

⁶ Iftihara, Nasra (2020) The Use of animation movies to develop students' writing skills of narrative text at the eleventh grade of senior high school 1 Pamboang. Undergraduate thesis, IAIN Parepare. <http://repository.iainpare.ac.id/id/eprint/4346>

⁷ Aulia, E. Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII of UPTD SMP Negeri 35 Sinjai. *Muhammdiyah University of Makassar*, "Thesis, 2021: 24.

Writing Skill “. The research employed a Classroom Action Research (CAR) design. The utilization of animated films represents the most effective medium in increasing student responses. In cycle I, the number of students who were not sleepy when learning to use animated films increased from 95.8% from cycle one to 96.1% from cycle two. While the number of students paying attention to the learning being carried out also increased from 95.8% in cycle one to 96.8% in cycle two. The number of students who answered the questions also increased from 83.3% in cycle one to 84.6% in cycle two. In addition, the number of students who focused on developing drafts into paragraphs increased from 87.5% in cycle one to 88.4% in cycle two. Students are also confident to write from 87.5% in cycle one to 88.4% in cycle two. In the pre-test results of writing narrative paragraphs without giving treatment, it showed that the average score of all students was 66.5. After the researcher carried out the action in cycle one using the treatment, the average value of all students is 78.3. In addition, the researcher also had to carry out the second cycle because some students had not achieved a passing grade in the first cycle. Giving the treatment again at the first meeting and conducting a second post-test at the second meeting of cycle two, the average score of all students increased to 83. The results of the pre-test, first post-test and second post-test -test showed a significant increase in students' writing skills and achieve graduation class criteria.⁸

⁸ Aditiya Dwiyan Muhammad, “The Use of Animated Film to Improve the Second Grade Students’ Writing Skill, “*ADJES* Vol.5, No. 2 (September 2018); 110.

The fourth study was carried out by Jontra Jusat Pangaribuan and Meikardo Samuel Prayuda (2021) entitled “To Improve the Students’ Writing Skill on Narrative Text Through of the Animation Movies of Junior High School “. This research employed a Classroom Action Research (CAR) design. After analyzing and discussing the data, the authors concluded that animated films can enhance students’ writing skills. The findings revealed that the teaching of writing skills through animated films significantly improved students’ ability to compose narrative texts. The students’ average scores increased from the pre-test (50.37) to the formative test (67.22), and further to the post-test (79.25). In addition, the percentage of students’ achievement consistently improved in each test. Therefore, it can be concluded that animated films contribute positively to the improvement of students’ writing skills. Based on the qualitative data analysis, it was also found that students’ responses toward the use of animated films in developing their writing skills were highly positive, as the films assisted them in enhancing their writing performance.⁹

Based on the review of previous studies, the researcher concluded that the use of short animated films is highly beneficial in teaching writing skills. Animated films have been proven to enhance students’ writing abilities, expand vocabulary, and improve grammar to support writing production. Moreover, they increase students’ motivation, foster interest and activeness, reduce

⁹ Pangaribuan Jusat Jontra and Prayuda Samuel Meikardo, “To Improve the Students’ Writing Skill on Narrative Text Through of the Animation Movies of Junior High School, “IJECA (*International Journal of Education and Curriculum Application*) Vol.4, No. 3 (December 2021); 230.

boredom during the teaching and learning process, and contribute to a more systematic and effective classroom environment. Consequently, students are not only able to improve their writing scores but also experience a significant overall improvement in their writing performance. Furthermore, the use of short animated films encourages students to be more enthusiastic and to enjoy the learning process.

The similarity between this research and previous studies lies in the use of animated media to enhance students' writing skills. All of the researchers aimed to improve writing ability through the use of animated films. The distinction of the present study is that the researcher employed narrative texts, specifically folk tales and fairy tales, to develop students' writing skills. Through this approach, students not only improved their writing ability but also gained moral values from the stories they produced, which could be applied both in the learning process and in everyday life. Furthermore, animated films were utilized in classroom activities through the group discussion method. Another difference is found in the research setting and participants, as this study focused on second-grade students.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing Skill

Writing is a means of communication that integrates various components within the learning process, as it is one of the essential language skills that students must master and serves as a medium for intellectual

communication. Writing is a developmental process that, when approached systematically, enable students to successfully experience learning at different levels. Writing is regarded as a highly complex skill, particularly for learners and also for teachers. Based on interviews conducted with several students, it was found that many of them encountered significant difficulties in developing their writing ability. These challenges include the inability to clearly express ideas, inappropriate use of vocabulary and punctuation, and difficulties in constructing well-formed sentences¹⁰. A written product must be acceptable to the reader and should contain meaningful values so that readers can benefit from it.

Writing skill is the capacity to convey thoughts, opinions, and feelings to others through written language. According to Eriska Saritia (2018), writing is the last language skill and is considered by many people as a difficult skill to learn. In writing, there is a process of managing letters, words, sentences, and paragraphs using the knowledge of grammar, spelling, punctuation, and other elements related to others. This is also an important skill that expresses speeches in the group's visual system.¹¹

Writing is one of the essential skills in the English subject, alongside other

¹⁰ Andi Tenrisanna Syam, "Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo," *Indonesian Journal of English Language Teaching and Applied Linguistics*, vol. 5, no. 1 (2020), hlm. 18.

¹¹ Eriska Saritia, "The Effect of Applying Core (Connecting, Organizing, Reflecting, Extending) Technique on The Students' Writing Ability in Narrative Text," *Skripsi*, (september 2018); 10.

language skills. It is an activity of expressing ideas, thoughts, or feelings through the use of language as a medium. Writing is a collection of letters or symbols inscribed on a surface to convey ideas by marking every symbol that represents ideas, concepts, or objects. Simply put, writing is the process of placing letters, symbols, numbers, or words on paper or computer screens. People can write on paper or type on the monitor screen. Because the main purpose of writing is communication, the relationship of sentences in writing must be with each other, so that the information conveyed by the author can be understood by the reader in publication.

According to Purba R., writing is one of the essential language skills that must be acquired when learning a language. Moreover, it is a conscious activity that requires deliberate intention. Through writing, information is conveyed to the reader. In this sense, writing can be understood as a communicative process in which students express their ideas and opinions in written form.¹² According to Asiah, N., Ardian E., & Amri, S, writing is one of the language skills, which is used as a medium for communicating with others. In other words, one way to express language is through written form. Because writing is used as a form of communication, mastering writing skills is needed because writing, people, especially students, will allow them to express their ideas, feelings, and experiences in certain pale times and situations in written forms. According to Autila R., in the theory, writing is

¹²Purba, R.” Improving the achievement on writing narrative text through discussion starter story technique,” (*Advances in Language and Literary studies*) vol.9, No. 1 (2018); 28.

defined as a process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing, and putting them on paper that is appropriate with the writing projec.¹³ Writing can be defined to express ideas through written forms.¹⁴

b. The Components of Writing

There are five components of writing namely:

1. Content

The content of writing should be clear to the reader so that the message conveyed can be understood and the information can be obtained. In relation to its components, a composition should focus on a single central purpose, demonstrate unity and coherence, maintain continuity, and be well developed.

1. Organization

The organization of writing is concerned with the manner in which a writer arranges and structures ideas or messages with the purpose of organizing the material effectively. Writing requires coherence, an order of importance, and a logical sequence, generally progressing from the beginning to the end.¹⁵

¹³ Autila, R. Improving students' writing skill of recount text through diary writing. *Tell-Us Journal*, vol. 3 No. 1 (2017); 46.

¹⁴ Asiah, N., Ardian, E., & Amri, S, "A Study on The Students'factor Difficulty in Writing Narrative Text at Viii Grade of Mts Sabial Muhtadin Tembilahan, "*J-Shelves of Indragiri*, vol. 1, No. 2 (May 2020); 86.

¹⁵ Masruddin Masruddin dan Kurnia Kurnia, "*Improving Students' Writing Skill by Using Picture at the Twelfth Year Students of SMA Pesantren Modern Datok Sulaiman Putra Palopo,*" *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol. 3, No. 2 (2015), h. 5, doi:10.24256/ideas.v3i2.152.

3. Vocabulary

Vocabulary is defined as the collection of words employed in the process of communication within a language¹⁶. The effective use of words contributes to producing good writing, both in specific and technical contexts, where the dictionary serves as an important reference. Vocabulary is a key component of writing, as it enables the expression of ideas.

4. Grammar

Grammar is a fundamental competence that plays a crucial role in mastering English language skills for effective communication. A deeper understanding of grammar enables learners to construct more accurate and appropriate sentences in both speaking and writing¹⁷. Grammar in descriptive writing and other forms of writing involves the correct use of language and grammatical rules. Adequate knowledge of grammar not only enables the construction of proper sentences but also helps learners improve their use of formal language.

5. Mechanics

¹⁶ Citra Widyastuti, Amalia Yahya, dan Magfirah Thayyib, "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso," *Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (Juni 2021): 109, <https://doi.org/10.24256/ideas.v9i1.1733>

¹⁷ Dewi Furwana, Andi Tenrisanna Syam, Qubra "The Development of a Webblog for Learning English," *Journal of Language Teaching and Learning, Linguistics and Literature*, vol. 11, no. 1 (2023), hlm. 649. <https://doi.org/10.24256/ideas.v11i1.3861>.

There are at least two aspects of mechanics in writing, namely punctuation and capitalization. Punctuation is essential as a means of clarifying meaning. In English writing, capitalization is used for the first word in quotations, formal statements, proper adjectives, and other similar cases.¹⁸

c. The Process of Writing

The writing process, as an individual activity, can generally be categorized into four stages: planning, drafting, revising, and editing.

1. Planning

Planning is the stage that involves strategies to identify and generate information needed for writing. At this point, writers begin their projects by exploring what is possible to develop. They need to locate and examine a variety of subjects as potential material for their writing.

2. Drafting

Drafting is a series of strategies aimed at organizing and developing a continuous piece of writing. After the planning stage helps writers identify several ideas and gather relevant information from different perspectives, additional drafts can then be produced to further shape, organize, and refine the work.

3. Revising

¹⁸ Junaid, Uswatun Hasanah. U. S. W. A. T. U. "Upgrading *Students Descriptive Writing Skill Through Animation Video at The Eight Grade of Mts. Negeri Model Palopo* (Doctoral Dissertation, Institut Agama Islam Negeri Palopo)," Thesis, (2017), 7-8.

Revising is a series of strategies intended to review and reassess the choices made during the writing process. After completing the initial draft, writers need to step back from their text and determine the actions that would make the work more effective and productive.¹⁹

4. Editing

At this stage, students focus on refining their texts as they prepare the final draft for evaluation by the teacher. They edit their own work or that of their peers by checking grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting materials such as quotations and examples. Formal editing is reserved for this phase to ensure that its application does not interfere with the free flow of ideas during the drafting and revising stages.²⁰

d. The purpose of Writing

According to Lannon in Hanaria (2010:7), writing in college can be classified into three primary goals. These goals are described as follows:

1. Expressive writing primarily focuses on the writer, encompassing their feelings, experiences, impressions, personality, and similar aspects. Its purpose is to enable readers to gain insight into the writer's self in relation to the audience.

¹⁹ Mc Crimmon, James M, *writing with a purpose, eight edition*, Houghton Mifflin company, 1984.p. 10-11.

²⁰ Uswatun Hasanah Junaid, U. S. W. A. T. U. *Upgrading Students Descriptive Writing Skill Through Animation Video at The Eight Grades of Mts. Negeri Model Palopo* (Doctoral Dissertation, Institute Agama Islam Negeri Palopo), Thesis. (2017),10.

2. Explanatory writing primarily conveys the writer's opinions, attitudes, observations, or suggestions regarding external subjects. Its purpose is less about expressing emotions and more about providing readers with information that clarifies the writer's perspective or stance. Most explanatory writing serves a referential purpose.
3. Persuasive writing primarily focuses on the audience rather than merely providing information. Its purpose is to motivate the audience to change their thinking or take action on a controversial issue. Persuasive writing is designed to appeal to the audience's reasoning as well as their emotions. In each instance of persuasive writing, the emphasis is on influencing the audience's way of thinking.²¹

e. The Importance of Writing

The researcher has identified several references highlighting the importance of writing activities, which indicate various reasons why writing is considered highly significant, as described below:

1. Writing assists us in organizing our ideas, enabling us to structure them coherently a. Recording our ideas allows us to gain perspective and reflect on the topic while writing.

²¹ Hanari, *Developing Writing Skill of the Eight Class Student of MTS Bajo by Ordering Sentence Activity into a Paragraph*, (STAIN Palopo: 2010). p. 7

2. Writing serves as a tool for discovery; it stimulates the thinking process by transforming thoughts into information and images derived from the unconscious mind.
3. Writing can generate new ideas by assisting us in establishing connections and relationships between concepts.²²

2. Media in Teaching

Learning media refers to any tools or resources used to deliver messages that stimulate students' emotions, thoughts, motivation, and attention, thereby facilitating the learning process (Miarso, 2009)²³. Meanwhile, according to Musfiqon (2012), learning media can be defined as tools, either physical or non-physical, used by teachers to deliver material to students more effectively and efficiently. The use of learning media is expected to facilitate faster comprehension of learning materials and to enhance students' interest in learning.²⁴

Thus, learning media can be defined as hardware or software tools used by teachers to deliver instructional materials to students during the learning process. In this context, media are expected to make the learning

²² Astuti, A. A." The Ability of The Third Semester Students of English Department IAIN Palopo 2017-2018 Academic Year in Writing Recount Text, "*(Doctoral dissertation, IAIN Palopo)*, 2018.

²³ Miarso, Y." *Sowing educational technology*," Jakarta: Kencana Prenada Media Group. (2009).

²⁴ Musfiqon." *Development of learning media and sources*," Jakarta: Prestasi Pustakaraya. (2012)

process more effective and efficient, in line with the intended learning objectives.²⁵

Learning media that is used appropriately in the learning process serves as an effective and efficient support tool for achieving learning objectives. Furthermore, learning media can enhance students' motivation to learn. This aligns with Sanaky (2009), who stated that the benefits of instructional media include: (a) making the learning process more engaging, thereby motivating students; (b) clarifying learning materials so that students can easily understand the content and achieve the learning objectives; (c) diversifying the delivery of material, which prevents students from becoming bored and makes the learning process more effective and efficient; and (d) encouraging students to actively participate in learning activities such as observing, practicing, demonstrating, and others. The use of learning media can foster experiential learning in the classroom, thereby increasing students' engagement.²⁶

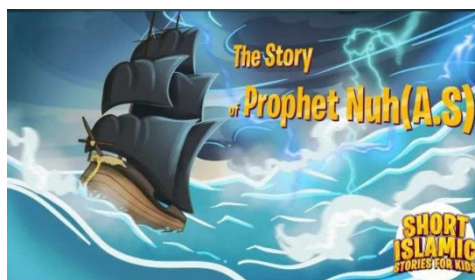
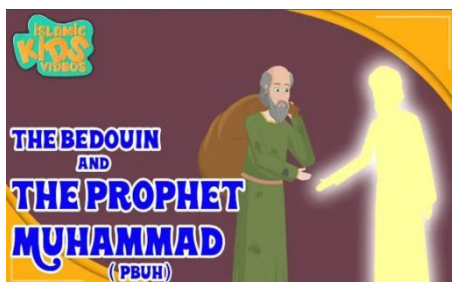
3. Animation Video

a. Definition of animation

²¹ Puspitarini, Yanuari Dwi; Hanif, Muhammad," Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education*, volume 4, No.2 (Oct 2019): 55.

²⁶ Sanaky, H. A., *Learning media*, (Yogyakarta: Safiria Insania Press,2009).

Animated short films serve as an effective medium for teaching and enhancing motivation in developing writing skills.²⁷ According to Sexton, as cited in Yulia Ningrum (2011), films provide visual stimulation that reinforces important concepts and ideas, since information is often stored in visual form. Pictures and short films can play a significant role in helping students retain key ideas and retrieve them from long-term memory. Therefore, animated short films can assist students in stimulating their ideas during the process of learning English writing skills. Students experience different learning conditions when studying with animated short films in the classroom.²⁸



b. Advantages of animated short films:

1. reduce the size of objects that are physically large enough and vice versa.

²⁷ Pangestu, W. A., Adiwijaya, P. A., & Purnami, N. M. A." Improving Students' Writing Skill Through the Implementation of Animated Short Movie in Teaching Writing Narrative Text," *Language and Education Journal Undiksha* Vol 4, No.2 (2021): 115.

²⁸ Yulianingrum, G." Using short movie to teach writing descriptive text to VII grade of SMP Negeri 13 Surabaya," *Undergraduatethesis. Surabaya: English Department Language and Arts, Surabaya State University*,2011.

2. Involving multiple media that converge, such as the integration of audio-visual elements.
3. makes it easier for teachers to present information about processes that are quite complicated.
4. attract students' attention to increase their learning motivation.
5. is interactive in the sense that it can accommodate user responses.
6. It is independent in the sense that it offers convenience and completeness, allowing users to utilize it without the need for guidance from others.

c. The disadvantages regarding animated media, namely:

1. Requires an expensive cost.
2. Requires special software to open it.
3. Requires sufficient creativity and skills to design animations that can be effectively use as learning media.
4. Can't depict reality like video or photography.²⁹

Based on the theories presented above, it can be concluded that animated media consists of a series of images that move, change positions, and are accompanied by sound and color, which can then be projected.

4. The Concept of Narrative Text

²⁹ Johari, Andriana. Hasan Shamsuri. Rahman Maman," Application of Video and Animation Media on Vacuuming and Filling Refrigerant Material on Student Learning Outcomes," *Journal of Mechanical Engineering Education*, Vol.1, No.1 (2014): 9.

a. The Definition of Narrative Text

Narrative text is a text that tells an event that happened at a certain time and place intent to entertain the reader. Narrative text is defined as a series of real or fictional events presented with the aim of entertaining readers or audiences. It organizes actions, thoughts, and interactions among characters into a coherent plot structure. A narrative is structured to be engaging, allowing readers to connect with the events as if they were experiencing them personally³⁰. According to Pardyono (2007:94), narrative text is a type of text that recounts past events or activities, presents challenges and their resolutions, and is often intended to convey a moral lesson to the reader.³¹

According to Tati Sri Hartati (2018), narrative text is a type of English text designed to tell a story comprising a series of chronologically connected events. It is a genre in which events or stories are organized sequentially into a beginning, middle, and end. The purpose of narrative text is to entertain and engage readers by presenting a story or event that involves conflict, ultimately leading to a resolution, which may be happy or sad. Additionally, narrative text

³⁰ Yuyun Ruqiyat Said dan Puteri Naflah Tabitah, “*The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students’ Reading Ability*,” *Journal of Language Teaching and Learning, Linguistics and Literature*, Vol. 11, No. 1 (2023): 938.<https://doi.org/10.24256/ideas.v11i1.3626>

³¹ Pardiyo, P. B.,” *Teaching Genre Based Writing*, Yogyakarta: CV,” *Andi Offset*. (2007); 94.

aims to impart wisdom to the reader, as it often contains moral values and lessons in noble character.³²

According to Thomas S. Kane (2000), narrative text is a meaningful sequence of events conveyed through words. It is sequential, meaning that the events are arranged in an ordered manner rather than randomly. Sequence typically involves a temporal arrangement, and a clear progression from the first event to the last represents the simplest form of chronology. However, chronology can sometimes be more complex, such as when a story begins with the final episode and then flashes back to the preceding events.³³ According to Porter (2002), narrative is primarily a genre that can take many forms and can be adapted to a wide range of materials suitable for human storytelling. It can be conveyed through spoken or written language, still or moving images, gestures, or a combination of these. Narratives appear across various forms, including history, tragedy, drama, comedy, mime, painting, stained glass, cinema, comics, news reports, and conversation.³⁴

b. Component of Narrative Text

The procedural steps for creating narrative text are outlined as follows;

³² Hartati, T. S., "Peningkatan Kemampuan Siswa Dalam Menulis Teks Narrative Melalui Media Picture Series Di Kelas Ix a Smpn 5 Subang," *Jpg: Jurnal Penelitian Guru Fkip Universitas Subang* Vol 1, No 1(Maret 2018).

³³ Thomas S. Kane., *The Oxford Essential Guide to Writing*, (New York: Berkley Books 2000), p.366.

³⁴ H. Porter Abbott, *Cambridge University Introduction to Narrative*, (United Kingdom: Cambridge University,2002), press, p. 1.

1. Orientation: the narrator provides the reader, listener, or viewer with information about the story's characters, the time period in which the story takes place, and the setting of the narrative.
2. Complication: this stage describes the onset of difficulties that lead to the story's culmination, commonly referred to as the climax, and is often focused on the protagonist of the narrative.
3. Timeline of events: the series of events in which the characters respond to the complications.
4. Resolution: the ending of the story, which provides the resolution to the conflict or problem presented.
5. Reorientation: it may include moral lessons, ideas, or educational messages (optional).³⁵

c. The Types of Narrative Text

In this research, the type of narrative text used is Legend, since the animated films are based on the stories of the prophets which are considered true historical events in religious tradition.

The types of narrative text include:

1. Fairy tales: fairy tales are traditional folk or children's stories that incorporate elements of magic, as conveyed by the writer.

³⁵ Septiani, N. I., WL, M. Y., & Wahyuni, S., "The Effectiveness of Using Google Classroom to Improve Students' Writing Skills of Narrative Text for Senior High School Students at SMAN 2 Kendal," In *Proceeding of English Teaching, Literature and Linguistics (ETERNAL) Student Conference* Vol 2, No. 1 (2022, March); 342.

2. Science fiction: science fiction is a type of story that focuses on themes and concepts related to science.
3. Fables: stories that feature animals as the main characters.
4. Romance: stories that typically depict the romantic struggles or love experiences of the main characters.
5. Horror: a type of narrative text that generally recounts frightening stories, such as those involving ghosts or other supernatural beings.
6. Myth: a myth is a story that has developed within a society and is generally regarded as a factual account or as having actually occurred.
7. Legend: it is a narrative that explains the origin of a particular place
8. Folklore: stories that are transmitted from one generation to the next, eventually becoming an integral part of the community's traditions.
9. Slice of life : a story that depicts events or activities occurring in the daily life of the author or an imagined character.
10. Personal experience: a narrative text that presents the personal experiences of the author.³⁶

C. Theoretical Framework

Students of the eleventh grade of MAN Palopo ➡ **Use animation video** ➡ **Students writing skill**

³⁶ Septiani, N. I., WL, M. Y., & Wahyuni, S.,” The Effectiveness of Using Google Classroom to Improve Students' Writing Skills of Narrative Text for Senior High School Students at SMAN 2 Kendal,” In *Proceeding of English Teaching, Literature and Linguistics (ETERNAL) Student Conference* Vol. 2, No. 1(2022, March); 342-343.

The research subjects experience difficulties in English writing skills, which is one of the most essential components of learning English. These students face challenges in composing written English texts. The use of animated films can enhance students' writing abilities and stimulate interest in visual materials. Students are particularly engaged with dynamic and audible visual content. Animated film media serves as a learning medium that combines visual and auditory elements, enabling students to write more effectively, especially in producing English narrative texts. The researcher aims to utilize animated film media as a source of stimulation and motivation to improve students' writing proficiency. After instruction using short animated films, students' writing skills demonstrated notable improvement.

D. Hypothesis

Ho: The use of animated short films does not lead to a significant improvement in the writing skills of eleventh-grade students' at MAN Palopo.

H1: The use of animated short films significantly enhances the writing skills of eleventh-grade students' at MAN Palopo.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

In this research, the researcher employed the Pre-Experiment method. Pre-Experiment is defined as a systematic approach used to determine the effect of a single variable by administering treatment to an experimental group.

The researcher employed a Pre-Experiment design, specifically the one-group pre-test post-test design. This design focuses on a single class that receives both the pre-test and post-test along with the treatment, without any comparison group. In this approach, students are administered a pre-test, followed by the treatment, and then a post-test.

The following section provides an explanation of the Pre-Experiment design (one-group pre-test post-test).

Table 3.1 the design of one group Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂

(Source: Freankel, Wallen and Hyun (2015:269))

Notes:

O1: The pre-test was conducted before the learning activities began

O2: The post-test was conducted after the learning activities.

X: Treatment

The pre-test is administered to both the experimental and control groups prior to the treatment. Meanwhile, the post-test is conducted after the completion of the treatment to determine its effect.

B. Time and Location of Research

The research was carried out within a specific period and at a particular location in order to support the implementation of the study. The details are presented as follows ;

	Time	Location
	This research was conducted on 15 th July – 13 th August 2025	MAN Palopo, Jl. Dr. Ratulangi, Village/ kelurahan Balandai, Bara district, Zip code 91914, Palopo City, South Sulawesi Province.

C. Variable of Research

This research involves two variables: the independent variable and the dependent variable. The independent variable is the variable that influences or causes changes in the dependent variable. The dependent variable is the variable that is affected or produced as a result of the independent variable.

The research variables consist of independent and dependent variables:

1. The dependent variable in this study is the students' writing proficiency.
2. The independent variable in this study is the utilization of short animated films.

D. Population and Sample

1. Population

Population is defined as the domain from which the researcher seeks to obtain information. It comprises a group of individuals or subjects within a specific area and time, possessing certain characteristics to be observed or researched.³⁷ In this research, the researcher selected MAN Palopo as the population, which consists of four classes in the eleventh grade (XI IIS), with each class comprising 20 students. The total number of students in grade XI is 120.

2. Sample

A sample is a subset of a larger population. According to Suhartono, a sample is a portion of the population to be studied and can represent the characteristics of the entire population.³⁸ In this research, the researcher employed purposive sampling by selecting one class as the sample, namely class XI, consisting of 20 students. Purposive sampling was used because the students in this class demonstrated the lowest level of writing skills among the eleventh-grade students.

E. Research Instruments and Data Collection

1. Instrument of The Research

³⁷ Supardi, "Populasi dan Sampel Penelitian," *Unisia*, NO. 17, (July 18, 2016); 101, <https://doi.org/10.20885/unisia.v0i17.5325>

³⁸ Irawan Soehartono, *Metode Penelitian Sosial*, (Bandung: PT. Remaja rosdakarya, 2004); 57.

The instrument in this research is designed to determine the effectiveness of using short animated films in enhancing the narrative writing skills of eleventh-grade students at MAN Palopo. The instrument employed is a writing test, which is used to evaluate the students' learning outcomes. This writing test is administered in two stages: prior to the instruction (pre-test) and following the instruction (post-test). The pre-test is conducted to assess the students' initial ability in composing narrative texts, while the post-test is administered to measure the improvement in their writing skills after instruction using short animated films as a learning medium.

2. Procedure of Collecting Data

There are three data collection procedures used in this research: pre-test, treatment, and post-test.

A. Pre-test

The pre-test is conducted prior to the lesson to determine the students' initial writing ability.

B. Treatment

The treatment for students was conducted over four meetings following the administration of the pre-test. The following are the treatments provided by the researcher to the students:

- a. First, the researcher began the lesson by conducting the initial activity, which was introducing the material on narrative text.

The aspects investigated in this study included learning outcomes and the effect of using short animated films on enhancing writing skills, cognitive processes, and data collection techniques. The learning process was carried out through a pre-test, treatment, and post-test.

The instrument in this study was designed to determine the effect of using short animated films on enhancing writing skills, particularly in narrative texts, among eleventh-grade students at MAN Palopo. The data collection procedures in this study are described as follows:

1. Pre-test

The researcher conducted a pre-test to assess the students' competence in writing narrative texts, specifically legends.

2. Treatment

The treatment was provided to the students over four meetings after the pre-test. The following describes the treatments administered by the researcher to the students:

a. Initially, the researcher commenced the lesson by carrying out the first activity, which involved informing the students about the material to be studied.

b. Subsequently, the researcher distributed several sheets of paper containing folk tales or fairy tales, as follows:

1) The first session is titled "Prophet Muhammad (peace be upon him) Narrates His Story to His People"

2) The second session is titled "The Old Woman and Prophet Muhammad (peace be upon him)"

3) The third session is titled "The Camel Seller"

4) The final session is "Treatment of the Poor"

c. After presenting the animated film, students were instructed to focus on the story depicted in the film.

d. Next, students filled in the incomplete text based on the content of the film to construct a coherent paragraph.

e. Students are asked to rewrite the story in narrative form in their own words.

f. Students are allowed to add their imagination; the researcher asks them to retell the story.

g. After that, students identify past tense vocabulary, grammatical structures, and story mechanics.

h. The researcher monitors and guides students in discovering vocabulary, grammatical structures, and story mechanics.

i. The researcher inquired about the stories the students had created and subsequently presented the vocabulary they had identified.

j. Finally, the researcher reviewed the stories the students had created and provided corrections based on their findings.

C. Post test

After administering the pre-test and conducting the treatment, the researcher provided the students with another religious non-fiction story and asked them to compose a narrative text based on it. This test was intended to determine whether the students encountered any difficulties following the treatment.

G. Technique of Data Analysis

Data analysis techniques were employed to identify the methods used in these activities. Data analysis is essential after collecting data through the pre-test, treatment, and post-test in order to determine the effectiveness of using short animated films in enhancing students' ability to write narrative texts. The following steps were used by the researcher to analyze the data:

1. Formulation

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{The total of items}}$$

$$P = \frac{F}{N} \times 100$$

Keterangan:

P: Percentage

F: Frequency

N: Number of Sample

2. Scoring Writing- Test

In this test, the researcher employed a 1–6 scale to evaluate the students' responses based on their writing skills.³⁹ Based on J.B. Heaton's concept, the following marking scheme using a 6-point scale is applied :

1. Content

Table 3.2 the scoring of content

No	Score	Classification	Indicator
1	27-30	Excellent	Details are clear, focused, and engaging; complete and rich, with the main ideas appropriately emphasized without overwhelming the reader.
2	15-26	Good	The focus is clear, although the overall outcome may not be particularly engaging. Support is provided, but it may be limited, superficial, or overly general.
3	12-14	Fair	Ideas lack logical sequence and development, resulting in confusion or disconnection, and the text lacks a clear purpose or theme.
4	9-11	Poor	The text is not fluent, fails to communicate effectively and provides very limited information.
5	5-8	Very poor	The text lacks organization and is insufficient for evaluation due to the absence of meaningful content.

³⁹ J.B. Heaton, *Writing English Text*, (New York: Longman, 1998), p.146.

2. Organization

Table 3.3 the scoring of organization

No	Score	Classification	Indicator
1	18-20	Excellent	The expression is fluent, and ideas are clearly articulated. Support is logical, sequencing is well-organized, and the structure or presentation is compelling, guiding the reader smoothly through the text. The text features a strong introduction, appropriately placed details, and a solid conclusion.
2	15-17	Good	The reader can generally follow the content, but the overall organization may occasionally be ineffective. The main ideas are logical yet may appear incomplete, and the sequencing is sometimes weak or overly obvious.
3	12-14	Fair	The writing lacks logical sequencing and development, is not fluent, and shows a lack of direction, with underdeveloped ideas and details.
4	9-11	Poor	The text fails to communicate effectively; transitions are very weak,

			resulting in unclear, incomplete, or confusing connections between ideas.
5	5-8	Very poor	The text lacks organization, is confusing to the reader, and provides insufficient material for evaluation.

3. Vocabulary

Table 3.4 the scoring of vocabulary

No	Score	Classification	Indicator
1	18-20	Excellent	The words used are effective, carefully chosen, specific, and accurate.
2	15-17	Good	An adequate range is demonstrated, though occasional errors in word or idiom choice and usage occur. The language conveys meaning clearly, but it seldom engages the reader's imagination, and some words may lack precision.
3	12-14	Fair	The writer struggles with vocabulary, often searching for appropriate words.
4	9-11	Poor	There are numerous errors in word and idiom choice as well as usage. The language is vague, abstract, and redundant, lacking detail and containing excessive

			repetition. Many words do not fit the context, and the verbs used are weak and limited in number, dominated by forms such as <i>is</i> , <i>are</i> , <i>was</i> , and <i>were</i> .
5	5-8	Very poor	Almost all of the words used are incorrect, lack clarity, and are insufficient for proper evaluation, with numerous spelling errors present.

4. Grammar

Table 3.5 the scoring of grammar

No	Score	Classification	Indicator
1	23-25	Excellent	Effective and complex sentence construction with only a few errors in agreement, tense, number, word order or function, pronouns, and prepositions.
2	20-22	Good	The construction is effective but simple, with minor issues in complex structures. Several errors in tense, word choice, function, pronoun, and preposition occur, though they rarely obscure the meaning.

3	16-19	Fair	The primary issue lies in the use of simple constructions, with frequent and significant errors in agreement, tense, word order/function, pronouns, prepositions, and sentence fragments, resulting in a lack of effective communication.
4	9-15	Poor	It is dominated by grammatical errors, making it difficult to understand and evaluate.
5	5-8	Very poor	There is virtually no mastery of the rules of sentence construction.

5. Mechanics

Table 3.6 the scoring of mechanics

No	Score	Classification	Indicator
1	5	Excellent	Demonstrating mastery of conventions, with no issues in spelling, punctuation, capitalization, or paragraphing.
2	4	Good	A few errors in spelling, punctuation, capitalization, and paragraphing, though not significant.
3	3	Fair	Several errors in spelling, punctuation, capitalization, and paragraphing
4	2	Poor	Numerous errors in spelling, capitalization, functional usage, and paragraphing.

5	1	Very poor	Writing that is illegible.
---	---	-----------	----------------------------

In addition to the technical scoring based on the six scales above, the researcher also developed a rating classification to assess students' writing ability. The following presents the rating scale classification:

Table 3.7 the classification of the student writing score

Classification	Scale	Rating
Excellent	81-100	5
Good	61-80	4
Fair	41-60	3
Poor	21-40	2
Very poor	0-20	1

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research relate to the percentage rate of students' scores in the pre-test and post-test, the classification of students' scores by percentage in the pre-test and post-test, as well as the mean score and standard deviation of the students' pre-test and post-test results.

1. Pre-test

**Table 4.1 The students score of content, organization, vocabulary,
grammar and mechanic in pretest**

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (T ₁)	Category
R1	10	13	12	17	3	55	Fair
R2	5	5	5	5	1	21	Poor
R3	14	14	15	14	3	60	Fair
R4	15	15	12	15	3	60	Fair
R5	15	14	13	14	3	59	Fair
R6	14	14	14	14	4	60	Fair
R7	14	14	14	14	4	60	Fair
R8	15	16	16	20	4	71	Good
R9	14	14	13	16	3	60	Fair
R10	14	14	14	14	3	59	Fair
R11	13	14	14	12	3	56	Fair
R12	12	12	11	13	3	51	Fair
R13	14	14	14	15	3	60	Fair
R14	14	13	12	14	3	56	Fair

R15	15	15	15	15	3	63	Good
R16	19	17	17	20	4	77	Good
R17	14	14	13	14	3	58	Fair
R18	12	12	14	15	3	56	Fair
R19	16	15	16	18	3	69	Good
R20	23	16	17	20	4	80	Good
Total	282	275	271	299	63	1.191	
mean score	14.1	13.75	13.55	14.95	3.15	59.55	

Table 4.1 shows each student's score for the writing component. Due to limited vocabulary, most students experience writing difficulties. This makes it difficult for them to convey ideas and create texts. They produced only one to five short sentences in their writing. They write disjointed sentences, which makes them confusing. Furthermore, students don't use good language. They don't use tenses and the phrase "to be" correctly. Students studying mechanics often use capital letters in the middle of sentences instead of punctuation.

Based on the above calculation, the researcher concluded that the pre-test writing scores were as follows: the content score was 282 (with an average of 14.1),

the organization score was 275 (with an average of 13.75), the vocabulary score was 271 (with an average of 13.55), the grammar score was 299 (with an average of 14.95), and the mechanics score was 63 (with an average of 3.15). The total average score for the five components of writing was 59.55, which falls into the ‘sufficient’ category. These findings indicate that students’ ability to write narrative texts using short animated films remained limited. The average score suggests that students’ writing proficiency was low, primarily due to weaknesses in vocabulary, grammar, and mechanics.

a. Content

Table 4.2 The criteria and percentage of the students’ content in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	15-26	7	35%
3	Fair	12-14	11	55%
4	Poor	9-11	1	5%
5	Very poor	5-8	1	5%
	Total		20	100%

Table 4.2 presents the criteria and percentage of students' content scores in the pretest. The data indicate that none of the students (0%) achieved a "very good" score, 7 students (35%) obtained a "good" score, 11 students (55%) attained a "fair" score, 1 student (5%) received a "poor" score, and 1 student (5%) obtained a "very poor" score. These findings suggest that most students were able to express existing ideas; however, their ideas remained simple, lacked sufficient detail, and were not fully developed.

b. Organization

Table 4.3 The criteria and percentage of the students' organization in pretest

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	6	30%
3	Fair	12-14	13	65%
4	Poor	9-11	-	0%
5	Very poor	5-8	1	5%
	Total		20	100%

Table 4.3 illustrates the criteria and percentage of students' organization scores in the pretest. The results indicate that none of the students (0%) achieved a "very good" score, 6 students (30%) obtained a "good" score, 13 students (65%) received a "fair" score, none of the students (0%) scored "poor," while 1 student (5%) achieved a "very poor" score. It can be concluded that the organizational aspect of students' writing in the pretest remains low and requires improvement through practicing outline construction and paragraph development to enhance coherence in writing.

c. Vocabulary

Table 4.4 The criteria and percentage of the students' vocabulary in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	6	30%
3	Fair	12-14	12	60%
4	Poor	9-11	1	5%
5	Very poor	5-8	1	5%
	Total		20	100%

Table 4.4 presents the criteria and percentage of students' vocabulary scores in the pretest. The findings reveal that none of the students (0%) achieved a "very good" score, 6 students (30%) obtained a "good" score, 12 students (60%) received a "fair" score, 1 student (5%) obtained a "poor" score, and 1 student (5%) received a "very poor" score. Based on these percentages, it can be concluded that the majority of students are still categorized as weak and therefore need further improvement through exercises aimed at enriching vocabulary and applying appropriate word choices in writing contexts.

d. grammar

Table 4.5 The criteria and percentage of the students' grammar in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	3	15%
3	Fair	16-19	3	15%
4	Poor	9-15	13	65%
5	Very poor	5-8	1	5%
	Total		20	100%

Table 4.5 displays the criteria and percentage of students' grammar scores in the pretest. The results indicate that none of the students (0%) obtained a "very good" score, 3 students (15%) achieved a "good" score, 3 students (15%) received a "fair" score, 13 students (65%) obtained a "poor" score, and 1 student (5%) received a "very poor" score. These findings suggest that the grammar aspect in the pretest remains weak; therefore, intensive practice in grammar usage is required to enhance the overall quality of students' writing.

e. Mechanich

Table 4.6 The criteria and percentage of the students' mechanich in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	5	25%
3	Fair	3	14	70%
4	Poor	2	-	20%
5	Very poor	1	1	5%
	Total		20	100%

Table 4.6 presents the criteria and percentage of students' mechanics scores in the pretest. The results indicate that none of the students (0%) achieved a "very good" score, 14 students (70%) obtained a "good" score, no students (0%) received a "sufficient" score, none (0%) obtained a "poor" score, and 1 student (5%) received a "very poor" score. Based on these percentages, it can be concluded that the mechanics aspect in the pretest was still low. Therefore, students require further practice in the use of capital letters, proper punctuation, and spelling rules to support the development of better writing skills.

Table 4.7 The criteria and percentage of the students pretest

No	Classification	Score	Frequency	Percentage
1	Excellent	81-100	-	0%
2	Good	61-80	5	25%
3	Fair	41-60	14	70%
4	Poor	21-40	1	5%
5	Very poor	0-20	-	%
	Total		20	100%

Table 4.7 presents the criteria and percentage of students' overall pretest scores. The results indicate that none of the students (0%) achieved a "very good"

score, 5 students (25%) obtained a “good” score, 14 students (70%) received a “sufficient” score, 1 student (5%) obtained a “poor” score, and no students (0%) received a “very poor” score. These findings suggest that the majority of students (70%) were still at a sufficient level, indicating that their writing skills remain relatively low. Only a small proportion of students (25%) were in the good category, and none achieved an excellent score. This illustrates that students’ writing abilities still require improvement, particularly in the aspects of content, organization, vocabulary, grammar, and mechanics.

2. Post- test

Table 4.1 The students score of content, organization, vocabulary, Grammar and mechanic in post test

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (Σ)	Category
R1	16	18	17	20	4	70	Good
R2	14	12	16	15	3	60	Fair
R3	23	16	15	17	5	76	Good
R4	23	17	15	18	4	77	Good

R5	24	17	16	18	5	80	Good
R6	24	17	15	18	4	78	Good
R7	22	17	16	19	4	78	Good
R8	24	18	17	20	4	83	Excellent
R9	17	13	15	19	4	68	Good
R10	20	17	15	18	3	73	Good
R11	15	16	15	19	3	67	Good
R12	13	13	11	15	3	55	Fair
R13	17	17	16	19	3	72	Good
R14	16	15	15	16	3	65	Good
R15	20	17	16	17	4	74	Good
R16	23	16	17	20	5	81	Excellent
R17	20	16	15	17	4	72	Good
R18	15	14	15	16	3	63	Good
R19	18	18	17	20	4	77	Good
R20	24	17	18	20	5	84	Excellent

Total	388	321	312	361	77	1.453	
Total mean score	19.4	16.5	15.6	18.5	3.85	72.65	

Table 4.8 presents the scores of all students across the writing components, indicating that students demonstrated notable improvement in the post-test. Their writing became more focused and coherent in the development of storylines. In addition, the students' work was better organized and more systematically developed, with ideas that were clearly expressed and aligned with the sequence of events in the story. Based on the table and the average scores, the researcher concluded that in the post-test the total score for content was 388 (average 19.4), for organization 321 (average 16.5), for vocabulary 312 (average 15.6), for grammar 361 (average 18.5), and for mechanics 77 (average 3.85). The overall average post-test score across the five writing components was 72.65, which falls into the "good" category. This reflects an increase from the pretest average of 62.65 to 72.65 in the post-test, showing a 10-point improvement. Furthermore, the number of students in the "excellent" category increased to 3, while no students remained in the "poor" category. The majority were in the "good" category, with only a small number still in the "fair" category.

Therefore, it can be concluded that the treatment implemented in this study was effective in enhancing students' writing skills. This effectiveness is reflected in the increase in the average score, the reduction in the number of students

categorized as low, and the growth in the number of students who achieved the excellent category.

a. Content

Table 4.9 The criteria and percentage of the students content post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	15-26	18	90%
3	Fair	12-14	2	10%
4	Poor	9-11	-	0%
5	Very poor	5-8	-	0%
	Total		20	100%

Table 4.9 presents the criteria and percentage of students' content scores in the post-test. The results indicate that none of the students (0%) achieved a "very good" score, while 18 students (90%) obtained a "good" score. This indicates that the majority of students have been able to develop ideas or concepts in their writing clearly, relevantly, and in accordance with the given topic. Meanwhile, there were 2 students (10%) who obtained a "sufficient" score, and no students (0%) received a "very poor" score. This means that the ideas they developed in their writing are still limited, not detailed, and need further development to make the writing more comprehensive. It can be concluded that after being given treatment, students' writing abilities in the content aspect experienced a significant increase where almost all students were able to write in the "good" category.

b. Organization

Table 4.10 The criteria and percentage of the students' organization post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	3	15%
2	Good	15-17	13	65%
3	Fair	12-14	4	20%
4	Poor	9-11	-	0%
5	Very poor	5-8	-	0%

	Total		20	100%
--	-------	--	----	------

Table 4.10 presents the criteria and percentage of students' organization scores in the post-test. The results reveal that 3 students (15%) achieved a "very good" score, 13 students (65%) obtained a "good" score, 4 students (20%) received a "fair" score, while none of the students (0%) obtained either a "poor" or a "very poor" score. Based on the organizational component, it can be concluded that students' ability to organize their writing improved considerably after the post-test. The majority were able to structure their writing coherently and sequentially, with some even reaching an excellent level. Nevertheless, a small number of students still needed to enhance their skills in organizing ideas more systematically.

c. Vocabulary

Table 4.11 The criteria and percentage of the students' vocabulary post test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	1	5%
2	Good	15-17	18	90%
3	Fair	12-14	1	5%
4	Poor	9-11	-	0%
5	Very poor	5-8	-	0%

	Total		20	100%
--	-------	--	----	------

Table 4.11 presents the criteria and percentage of students' vocabulary scores in the post-test. The results indicate that 1 student (5%) achieved a "very good" score, 18 students (90%) obtained a "good" score, and 1 student (5%) received a "sufficient" score, while none of the students (0%) obtained either a "poor" or a "very poor" score. Therefore, it can be concluded that students' vocabulary mastery in the post-test was generally good is generally quite good, students are able to choose words appropriately and varied. However, only a few students are truly superior, so there is still a need for improvement so that more students can reach the highest category.

d. Grammar

Table 4.12 The criteria and percentage of the student's grammar

Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	5	25%
3	Fair	16-19	13	65%
4	Poor	9-15	2	10%
5	Very poor	5-8	0	0%

	Total		20	100%
--	-------	--	----	------

Table 4.12 presents the criteria and percentages of students' grammar scores in the post-test. The results indicate that none of the students (0%) achieved a "very good" score, 5 students (25%) obtained a "good" score, 13 students (65%) received a "fair" score, 2 students (10%) obtained a "poor" score, and no students (0%) received a "very poor" score. Based on these criteria and percentages, it can be concluded that although an improvement was observed, students' grammar proficiency still requires further enhancement compared to the pretest, grammar is still the weakest aspect for most students. Students still need more practice to improve their grammar accuracy in writing.

e. Mechanic

Table 4.13 The criteria and percentage of the students's mechanic

Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	4	20%
2	Good	4	9	45%
3	Fair	3	7	35%
4	Poor	2	-	0%
5	Very poor	1	-	0%

	Total		20	100%
--	-------	--	----	------

Table 4.13 presents the criteria and percentage of students' mechanics scores in the post-test. The results indicate that 4 students (20%) achieved a "very good" score, 9 students (45%) obtained a "good" score, and 7 students (35%) received a "fair" score, while none of the students (0%) scored "poor" or "very poor." Overall, it can be concluded that students' skills in the mechanics aspect were fairly satisfactory, as more than half of them were categorized as good or excellent. Nevertheless, there were still some students (35% in the fair category) who need to pay closer attention to the fundamental rules of writing, particularly punctuation and capitalization.

Table 4.14 The criteria and percentage of the students post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	81-100	3	15%
2	Good	61-80	15	75%
3	Fair	41-60	2	10%
4	Poor	21-40	0	0%
5	Very poor	0-20	0	0%
	Total		20	100%

Table 4.14 presents the criteria and percentage of students' overall scores in the post-test. The results show that 3 students (15%) achieved a “very good” score, 15 students (75%) obtained a “good” score, and 2 students (10%) received a “sufficient” score, while none of the students (0%) obtained either a “poor” or a “very poor” score. Therefore, it can be concluded that students' writing skills improved significantly after the post-test, as almost all of them reached the good category or above. This indicates that students' writing abilities developed effectively through the use of short animated film media.

Tble 4.15 The mean score and standars devition in pretest (T₁) and post-test (T₂)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- test	56.7710	21	17.05952	3.72269
	Post- test	69.2597	21	17.29188	3.77340

The analysis revealed that the average pretest score was 56.77, whereas the post-test score increased to 69.26. This represents an increase of approximately 12.49 points after the treatment. The statistical test results also indicated that this increase was truly significant and not due to chance. This finding indicates that the

use of short animated films is effective in enhancing students' narrative writing skills.

Table 4.16 The paired sample correlation of pretest and post-test

Paired Sample Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre- test& post- test	21	.887	<.001	<.001

The hypothesis was tested using a paired-sample t-test in SPSS. As shown in Table 4.16, the paired-sample correlation between the pretest and post-test results was 0.887. This indicates a significant correlation between students' writing abilities before and after the treatment and the implementation of short animated films.

Table 4.17 The paired sample test of pretest and post-test

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre test - post test	-12.48867	8.16323	1.78136	-16.20452	-8.77281	-7.011	20	<.001	<.001

Table 4.17 shows the results of the paired-samples test, indicating a mean difference of -12.49 with a standard deviation of 8.16 and a standard error of 1.78. The calculated t-value was 7.011 with 20 degrees of freedom (df) and a two-tailed significance level of 0.001. Since the significance value is far below 0.05 ($p < 0.05$), it can be concluded that there is a significant difference between the scores before and after the treatment. In other words, the treatment had a significant effect on improving students' ability to write narrative texts through the use of short animated films.

Table 4.18 The paired sample test of pretest and post-test

Paired Samples Effect Sizes						
		Standardizer		95% Confidence Interval		
		^a		Point Estimate	Lower	Upper
Pair 1	Pre- test	Cohen's d	8.16323	-1.530	-2.157	-.885
	post- test	Hedges' correction	8.48617	-1.472	-2.075	-.851

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The results of the paired-sample effect size analysis show a significant difference between the conditions before and after the treatment. The values of Cohen's d (-1.530) and Hedges' g (-1.472), with 95% confidence intervals that do not cross zero (Cohen's d = -2.157 to -0.885; Hedges' g = -2.075 to -0.851), indicate that the treatment produced a very large effect size on the measured variable. Therefore, it can be concluded that the treatment was effective in generating a substantial and meaningful change.

B. Discussion

The findings of this research revealed several significant aspects during the teaching and learning process at MAN Palopo. Based on preliminary observation and the pre-test results, most students faced difficulties in writing. They struggled to generate ideas, organize their thoughts, and express them coherently in paragraphs. Furthermore, their low motivation to write made the situation more challenging. Many students perceived writing as a boring and difficult activity, resulting in low performance in writing tasks.

To address these problems, the researcher introduced the use of short-animated films. This media was expected to provide visual and contextual support to students in understanding and developing ideas. By watching short-animated

films, students' were able to observe the storyline, characters, and settings, which subsequently stimulated their imagination. Additionally, the films created a stimulating and enjoyable learning atmosphere, which in turn increases students' motivation to write.

The research process involved three main stages: pre-test, treatment, and post-test. During the pre-test, students were asked to write a text without any media assistance, and the results indicated low achievement. During the treatment stage, students were exposed to several short-animated films, followed by writing activities where they retold or developed stories based on the films. The teacher guided them in organizing ideas, using appropriate vocabulary, and constructing grammatically correct sentences. Finally, in the post-test, students were assigned another writing task, and the results demonstrated a significant improvement compared to the pretest.

The results indicate that the use of short-animated films effectively improved students' writing skills. Students became more confident in expressing their ideas, demonstrated better organization in paragraphs, and exhibited richer vocabulary. Moreover, their motivation to write increased noticeably, as they found the writing activities more enjoyable and engaging. Based on the results of the data analysis, the researcher found an improvement in students' writing ability through the use of short animated film media in class XI MAN Palopo. The average pretest score was 59.55, while the average post-test score increased to 72.65. The standard deviation of the pretest was 17.05, and the standard deviation of the post-test was

17.29. These findings indicate that the use of short animated film media in English writing, particularly in narrative texts, effectively enhances and develops students' learning achievement.

The novelty of this research offers several new contributions to the field English language teaching, particularly in enhancing students' writing skills. First, it explores the use of short-animated films as instructional media, providing a more engaging and visual learning experience compared to traditional methods, such as textbook-based writing exercises or teacher-centered lectures. Second, the research focuses on second-grade students of MAN Palopo, a group often considered challenging to motivate in writing activities. Third, the research implements a structured pre-test, treatment, and post-test design, demonstrating a practical approach to integrating animated films into writing lessons. Finally, the research reveals significant improvements not only in students' writing abilities but also in their motivation and interest in writing, highlighting the dual cognitive and affective benefits of this media. These findings offer local and practical contributions, serving as guidance for English teachers in similar schools who wish to apply innovative a medium to improve students' writing performance.

CHAPTER V

ONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that have been analyzed, the use of short-animated film media is proven to be effective to improve students' writing proficiency, particularly in the production of narrative texts. The results indicate a significant improvement in students' writing ability before and after receiving treatment using this media. The average pre-test score was 59.55 with a standard deviation of 17.05, whereas the average post-test score increased to 72.65 with a standard deviation of 17.29. These findings indicate that incorporating short-animated films integrating

it into English writing instruction can improve and develop students' overall learning outcomes, offering benefits in both cognitive and motivational aspects.

In conclusion, the use of short animated film media is an effective and practical instructional strategy for enhancing narrative writing skills, fostering students' confidence, and increasing their motivation in learning English, particularly for class XI MAN Palopo students.

B. Suggestions

Based on the findings of this research, several suggestions are proposed for teachers, students, and future researchers:

1. For Teachers

English teachers are advised to integrate short-animated films into writing lessons as a media to stimulate students' creativity, improve their narrative writing skills, and increase their motivation in learning. Teachers should also guide students in analyzing the storyline, characters, and settings of the films to help them generate ideas effectively.

2. For Students

Students are encouraged to actively engage with multimedia resources, such as short-animated films, to enrich their vocabulary, organize their ideas coherently, and improve their writing skills independently. They should also practice writing regularly after watching films to enhance their narrative abilities.

3. For Future Researchers

It is suggested that future studies investigate the use of short animated films in other writing genres, such as descriptive or argumentative texts, and assess their effects on larger student populations or in different educational contexts. Researchers may also consider integrating this media with other instructional strategies to further enhance learning outcomes.

BIBLIOGRAPHY

- Aditiya, D. W. M. (2018). *The use of animated film to improve the second grade students' writing skill*. ADJES, 5(2), September.
- Asiah, N., Ardian, E., & Amri, S. (2020). *A study on the students' factor difficulty in writing narrative text at VIII grade of MTs Sabilal Muhtadin Tembilahan*. J-Shelves of Indragiri, 1(2), May.
- Asriyani, S. D. 2023 “*The Effectiveness of Using Narrative Text in Teaching Writing Narrative Text (A Pre-Experimental Study at Class X Of Ma Al-Munawaroh in the Academic Year)*”. *JELLE: Journal of English Literature, Linguistic, and Education*, .
- Astuti, A. A. 2018” *The Ability of The Third Semester Students of English Department IAIN Palopo 2017-2018 Academic Year in Writing Recount Text*, “(Doctoral dissertation, IAIN Palopo).

- Aulia, E. (2021). *Improving students' ability in writing narrative texts using short animated stories at class VIII of UPTD SMP Negeri 35 Sinjai*. (Thesis, Muhammadiyah University of Makassar).
- Autila, R. (2017). *Improving students' writing skill of recount text through diary writing*. Tell-Us Journal, 3(1).
- Eriska, S. (2018). *The effect of applying CORE (Connecting, Organizing, Reflecting, Extending) technique on the students' writing ability in narrative text*. (Skripsi).
- Abbott, H. P. (2002). *Introduction to narrative*. Cambridge University Press, United Kingdom.
- Hanari. (2010). *Developing writing skill of the eighth class student of MTS Bajo by ordering sentence activity into a paragraph*. STAIN Palopo.
- Hartati, T. S. (2018). *Peningkatan kemampuan siswa dalam menulis teks naratif melalui media picture series di kelas IX A SMPN 5 Subang*. JPG: Jurnal Penelitian Guru FKIP Universitas Subang, 1(1), Maret.
- Iftihara, N. (2020). *The use of animation movies to develop students' writing skills of narrative text at the eleventh grade of Senior High School 1 Pamboang*. (Undergraduate thesis, IAIN Parepare.
<http://repository.iainpare.ac.id/id/eprint/4346>
- Irawan, S. (2004). *Metode penelitian sosial*. Bandung: PT Remaja Rosdakarya.
- Heaton, I. B. (1998). *Writing English text*. New York: Longman.
- Johari, A., Hasan, S., & Rahman, M. (2014). *Application of video and animation media on vacuuming and filling refrigerant material on student learning outcomes*. Journal of Mechanical Engineering Education, 1(1).

- Junaid, U. H. (2017). *Upgrading students' descriptive writing skill through animation video at the eighth grade of MTS Negeri Model Palopo*. (Doctoral dissertation, Institut Agama Islam Negeri Palopo).
- Lestyowati, T. (2019). *Meningkatkan kemampuan siswa dalam menyusun narrative text menggunakan series of pictures dengan pendekatan kontekstual kelas VIII-E SMP Negeri 281 Jakarta*. Jurnal Ilmiah Pendidikan Humaniora, 5(2), Maret.
- McCrimmon, J. M. (1984). *Writing with a purpose* (8th ed.). Houghton Mifflin Company.
- Merindriasari, K., & Supardi, I. (2015). *The use of animated short film as media for teaching English narrative writing*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 4.
- Miarso, Y. (2009). *Sowing educational technology*. Jakarta: Kencana Prenada Media Group.
- Musfiquon. (2012). *Development of learning media and sources*. Jakarta: Prestasi Pustakaraya.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers* (1st ed.). Prentice Hall.
- Pangaribuan, J. J., & Prayuda, S. M. (2021). *To improve the students' writing skill on narrative text through the animation movies of junior high school*. IJECA (International Journal of Education and Curriculum Application), 4(3), December.
- Pangestu, W. A., Adiwijaya, P. A., & Purnami, N. M. A. (2021). *Improving students' writing skill through the implementation of animated short movie*

in teaching writing narrative text. Language and Education Journal Undiksha, 4(2).

Pardiyono, P. B. (2007). *Teaching genre-based writing*. Yogyakarta: CV Andi Offset.

Purba, R. (2018). *Improving the achievement on writing narrative text through discussion starter story technique*. Advances in Language and Literary Studies, 9(1).

Puspitarini, Y. D., & Hanif, M. (2019). *Using learning media to increase learning motivation in elementary school*. Anatolian Journal of Education, 4(2), October.

Sanaky, H. A. (2009). *Learning media*. Yogyakarta: Safiria Insania Press.

Septiani, N. I., WL, M. Y., & Wahyuni, S. (2022). *The effectiveness of using Google Classroom to improve students' writing skills of narrative text for senior high school students at SMAN 2 Kendal*. In *Proceeding of English Teaching, Literature and Linguistics (ETERNAL) Student Conference*, 2(1), March.

Supardi. (2016). *Populasi dan sampel penelitian*. Unisia, 17, July 18.

Syam, Andi Tenrisanna. "Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo." *Indonesian Journal of English Language Teaching and Applied Linguistics*, vol. 5, no. 1 (2020): 18. <https://eric.ed.gov/?id=EJ1281508>.

Said, Yuyun Ruqiyyat, dan Puteri Naflah Tabitah. "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability." *Journal of Language Teaching and Learning, Linguistics and Literature* 11, no.1 (2023): 938. <https://doi.org/10.24256/ideas.v11i1.3626>

- Telaumbanua, T. (2020). *Students' difficulties in writing narrative text at the ninth grade students of SMP Swasta Kristen BNKP Telukdalam*. Jurnal Education and Development, 8(1), February.
- Kane, T. S. (2000). *The Oxford essential guide to writing*. New York: Berkley Books.
- Yulianingrum, G. (2011). *Using short movie to teach writing descriptive text to VII grade of SMP Negeri 13 Surabaya*. (Undergraduate thesis, Surabaya State University).
- Wiwin dan Muhammad Iksan Husnaini, "An Analysis of Students' Writing Anxiety in English at UPT SMAN 11 Luwu," *FOSTER JELT*, vol. 4, no. 2 (2023): 93, <https://doi.org/10.24256/foster-jelt.v4i2.120>.
- Furwana, D., Syam, A. T., & Qubra. (2023). *The development of a weblog for learning English*. Journal of Language Teaching and Learning, Linguistics and Literature, 11(1), 649. <https://doi.org/10.24256/ideas.v11i1.3861>
- Said, Yuyun Ruqiyat, dan Puteri Naflah Tabitah. "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability." *Journal of Language Teaching and Learning, Linguistics and Literature* 11, no. 1 (2023): 938. <https://doi.org/10.24256/ideas.v11i1.3626>.
- Widyastuti, Citra, Amalia Yahya, dan Magfirah Thayyib. "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso." *Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (Juni 2021): 109. <https://doi.org/10.24256/ideas.v9i1.1733>.
- Masruddin, Masruddin, dan Kurnia, Kurnia. "Improving Students' Writing Skill by Using Picture at the Twelfth Year Students of SMA Pesantren Modern Datok Sulaiman Putra Palopo." *IDEAS: Journal on English Language*

Teaching and Learning, Linguistics and Literature, vol. 3, no. 2 (2015): 5.
<https://doi.org/10.24256/ideas.v3i2.152>.

A

P

P

E

N

D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI

Materi Pokok : Narrative Text

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan mampu memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi, dan melakukan keterampilan baik secara lisan maupun tulisan narrative teks sederhana : Tentang cerita dongeng (fairy tale), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar serta sesuai konteks.

B. Materi dan Startegi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi narrative text dan siswa memahami dan mengidentifikasi materi narrative text melalui media film short

animated-film, kemudian siswa menyusun cerita dalam bentuk narrative text sesuai dengan film animasi yang telah disajikan, dan siswa mempresentasikannya didepan kelas hasil tulisan narrative text berdasarkan media film animasi pendek.

2. Strategi Pembelajaran : Indirect instruction

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based – Learning
- d. Metode : Diskusi, Presentasi , Tanya Jawab
- e. Teknik : Diskusi
- f. Perangkat : RPP, Media film animasi pendek
- g. Moda : Offline (tatap muka)

C. Assessment/ Evaluasi Pembelajaran

1. Test
2. Non Test

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Palopo

Kelas/Semester : XI/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Short Animated film of Prophet Muhammad (SAW) Told His People*

Pertemuan : 1 (pertama)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

B. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, film animasi, dan lembar cerita dongeng.
- Alat/bahan: Laptop dan proyektor

C. KEGIATAN PEMBELAJARAN

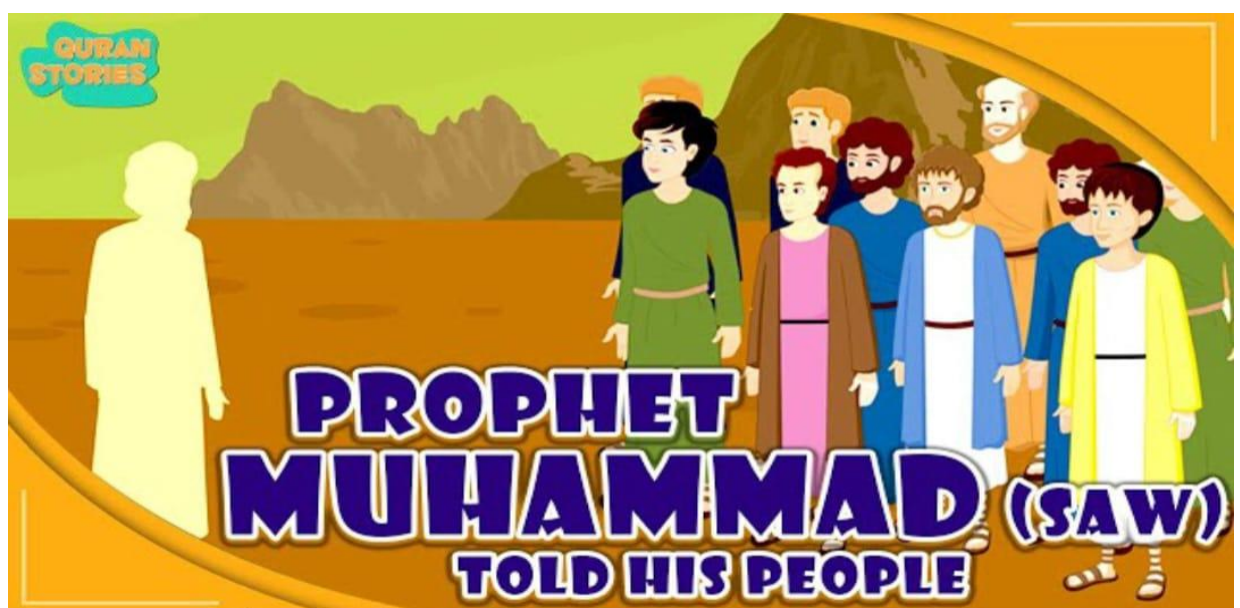
Kegiatan Pendahuluan (10 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. mengecek kesiapan siswa belajar baik fisik maupun psikologis. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used short-animated film.</i>
Kegiatan Inti (40 menit)
1. Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan 2. Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang Prophet Muhammad (SAW) told his people. 3. Meminta peserta didik mengamati setiap film untuk menebak alur cerita. 4. Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong. 5. Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)
1. Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 1:



<https://youtu.be/ARdA3I2-T0M?si=HxlPuUUCG2I44RnZ>

Instruction!

- A. Complete the snippets of the story into one paragraph according to the events that occur in short-animated film above!**

One upon time

.....

.....

.....

.....

.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Palopo

Kelas/Semester : XI.

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Short Animated film of Old Woman and The Prophet Muhammad (SAW)*

Pertemuan : 2 (kedua)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

E. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

F. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, film animasi, dan lembar cerita dongeng.
- Alat/bahan: Laptop dan proyektor

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)

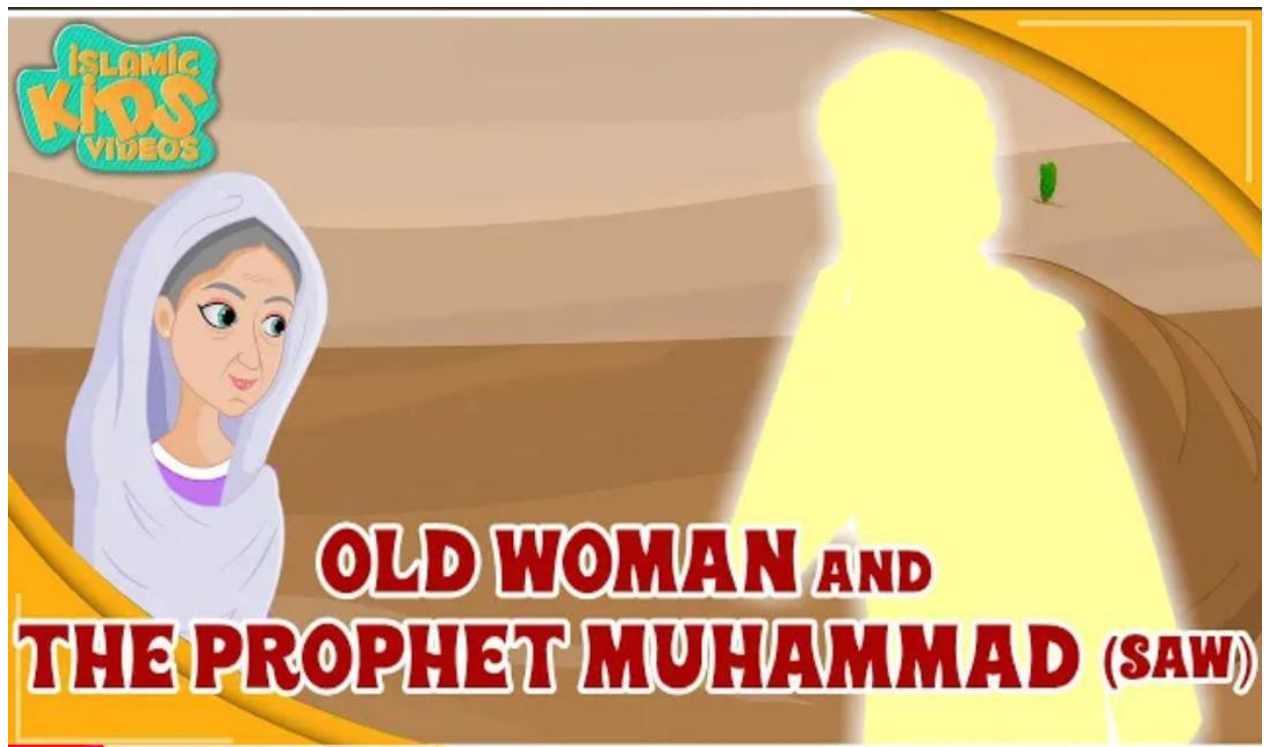
4. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 5. mengecek kesiapan siswa belajar baik fisik maupun psikologis. 6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used short-animated film</i>.
Kegiatan Inti (40 menit)
6. Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan 7. Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang <i>Old Woman and Prophet Muhammad (SAW)</i> Meminta peserta didik mengamati setiap film untuk menebak alur cerita. 8. Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong. 9. Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)
2. Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

H. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 2:

“ Old Woman and The Prophet Muhammad (SAW) “



<https://youtu.be/kbkE7lNvgkw?si=aucMkd0vQO5Kn-ZP>

Instruction!

- A. Complete the snippets of the story into one paragraph according to the events that occur in short-animated film above!**

Once upon time.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Palopo

Kelas/Semester : XI
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : *Short-Animated Film of the camel seller*
 Pertemuan : 3 (ketiga)
 Alokasi Waktu : 1 x 60 menit (1 pertemuan)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa Inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

B. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, film animasi, dan lembar cerita rakyat/dongeng.
- Alat/bahan: Laptop dan proyektor

C. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
7.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
8.	mengecek kesiapan siswa belajar baik fisik maupun psikologis.
9.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used short-animated film</i> .
Kegiatan Inti (40 menit)	
10.	Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan
11.	Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang the camel seller dan meminta peserta didik mengamati setiap film animasi untuk menebak alur cerita.
12.	Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.
13.	Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)	
3.	Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 3:

“ The Camel Seller”



https://youtu.be/m_AIhNSLN5U?si=oJtLeY4UIYDkYhTH

Instruction!

B. Complete the snippets of the story into one paragraph according to the events that occur in short-animated film above!

One upon time

.....

.....

.....

.....

.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN Palopo
 Kelas/Semester : XI.
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : *Short-Animated Film of the treatment of the poor*
 Pertemuan : 4 (empat)
 Alokasi Waktu : 1 x 60 menit (1 pertemuan)

E. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa Inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

F. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, film animasi dan lembar cerita rakyat/dongeng.
- Alat/bahan: Laptop dan proyektor

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
10.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
11.	mengecek kesiapan siswa belajar baik fisik maupun psikologis.
12.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used short-animated film</i> .
Kegiatan Inti (40 menit)	
14.	Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan
15.	Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang The Treatment of The Poor dalam bentuk film animasi dan meminta peserta didik untuk mengamati setiap film animasi untuk menebak alur cerita.
16.	Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.
17.	Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)	
4.	Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

I. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 4:

“ The Treatment of The Poor ”



Instruction!

- C. Complete the snippets of the story into one paragraph according to the events that occur in short-animated film above!**

One upon time.....

INSTRUMENT POST-TEST OF WRITING SKILL

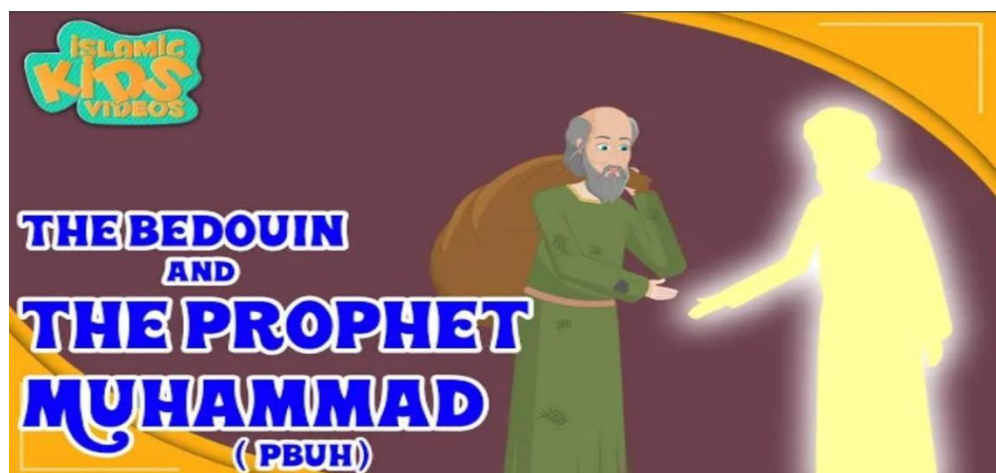
In the pre-test, the researcher conducted an interview and asked the students to complete sentences based on the story titled “ The Bedouin and the Prophet Muhammad (peace be upon him).

Name :

Class :

Material : Narrative Text

<https://youtu.be/UEa09pRumR4?feature=shared>



Direction:

A. Complete the snippets of the story below according to the events that occur in the short-animated film above to form one paragraph.

1. A Bedouin comes and.....
2. The Prophet (SAW) gave
3. The Bedouin was not satisfied and
4. The companions felt angry and.....
5. The Prophet (SAW) calmed him down by.....

INSTRUMENT PRE-TEST OF WRITING SKILL

In the Post-test, the researcher conducted an interview and asked the students to complete sentences based on the story titled “ The story of Prophet Nuh (A.S) ”

Name :

Class :

Material : Narrative Text

“ The Story of Prophet Nuh (A.S) ”



https://youtu.be/1qSy36w_Vck?feature=shared

Direction:

B. Complete the snippets of the story below according to the events that occur in the short-animated film above to form one paragraph.

1. Prophet Nuh (A.S).....
2. The people of Prophet Nuh (A.S).....
3. By the command of Allah.....
4. The people of Prophet Nuh mocked him because.....
5. Allah commanded Prophet Nuh to bring.....
6. After
7. Prophet Nuh lost one of
8. After the flood subsided.....

KUESIONER PENILAIAN AHLI BAHASA

Petunjuk:

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan
3. Pedoman skala penilaian sebagai berikut :
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

No	Aspek	Indikator	Nilai				
			1	2	3	4	5
1	Aspek Isi	a. Tujuan penelitian ditanyakan dengan jelas.				v	
		b. Tujuan pre-tes dan post-tes ditanyakan dengan jelas.				v	
		c. Petunjuk pengisian pre-tes dan post-tes mudah dipahami.				v	

No	Aspek	Indikator	Nilai				
			1	2	3	4	5
2	Aspek Cakupan (Isi)	a. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan cakupan isi materi memadai.				V	
		b. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan penggunaan bahasa yang baik dan benar.				V	
		c. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan aktivitas pembelajaran yang memadai.				V	
		d. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan input materi memadai				V	

No	Aspek	Indikator	Nilai
----	-------	-----------	-------

			1	2	3	4	5
3	Aspek Bahasa	a. Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa Indonesia yang baik dan benar.				V	
		b. Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa Indonesia yang efektif dan efisien.				V	
		c. Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa yang mudah dipahami sesuai dengan Tingkat kemampuan Bahasa responden.				v	

Komentar/Saran :

.....

.....

.....

.....

Palopo, 2025

Validator,

Andi Tenrisanna Syam, S.Pd., M.Pd

NIP.198604232015032005

PRE-TEST TRANSCRIPTIONS OF STUDENTS WRITING TEST

Prophet Nuh A.S was sent by Allah to call his people to believe in him and abandon idolatry.

The story of Prophet Nuh (A.S).

Prophet Nuh (A.S) was sent by Allah to invite his people to worship Allah and abandon the worship of idols. However, the people of Prophet Nuh (A.S) refused his message and remained in disbelief.

the story of prophet A'li (peace be upon him) is a powerful reminder of the importance of listening to the guidance of the prophets and following the path of Allah. The story begins when the muslims were left without a leader after the death of prophet Is'ha. Satan came and suggested they make statues of the pious men to remember and guide them in their worship. The muslims agreed, but time, they began to worship these statues.

POST-TEST TRANSCRIPTIONS OF STUDENTS WRITING TEST

One day in the city of Madinah, the prophet Muhammad (SAW) was sitting with his companions in the mosque when a Bedouin entered. The man was tall, with dusty clothes and a weathered face from traveling through the desert. Without greeting anyone, he began to pray in the middle of the mosque.

When he finished, to the surprise of everyone, he walked to a corner and began to urinate on the mosque floor. The companions stood up in anger, ready to stop him. But the prophet (SAW) raised his hands and calmly told them, "Do not interrupt him finish."

The companions obeyed, though they were shocked. When the man was done, the prophet (SAW) gently called him over. With kindness in his voice, he explained, "This mosque is the house of Allah. It is not a place for such things. It is for prayer remembrance and worship."

With tears in his eyes, the man said, "O Allah, have mercy on me and Muhammad SAW and no one else!" The prophet (SAW) smiled and replied, "You have narrowed something vast. Allah's mercy is for all."

* A Bedouin came to the mosque in Madinah looking for money or gold from the Prophet Muhammad SAW. The Prophet gave him some money, but the Bedouin was not satisfied and used harsh language.

The Prophet's followers became angry, but the Prophet stopped them. The Prophet then took the Bedouin to his house and gave him more money until he felt satisfied.

After that, the Prophet asked the Bedouin to express his gratitude in front of his followers to appease their anger. The next day, the Bedouin returned to the mosque and stated that he was satisfied, which made the Prophet's followers smile.

After the Bedouin left, the Prophet told a Parable about a camel that ran away from its owner. The Prophet explained that just as the camel's owner approached the camel calmly, he also dealt with Bedouins gently to achieve a better outcome.

The video concludes that the Prophet Muhammad SAW always showed compassion to all people, regardless of their ~~back~~ background. He faced threats and ~~to~~ insults with kindness and forgiveness.

DOCUMENTATION

Pre-test



treatment



Post-test



RIWAYAT HIDUP



Dewi Nur Lestari, was born in Sumber Agung village, 08 November 2000. The researcher is the third of three children from the late couple Nasrah and Alimah. Currently, the researcher lives on Jl. Bakau, Balandai Village, Bara District, Palopo City. Elementary education was completed in 2012 at SDN 162 Limbo Mampongo. Then in the same year, she studied at SMPN 1 Kalaena until 2015. Furthermore, the researcher continued her education at SMAN 9 Luwu Timur until 2018. After graduating from high school in 2018, the researcher continued her education in the field of education, namely in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Palopo.