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**THE EFFECT OF TEACHING ENGLISH USING ANIMATION  
MOVIE ON THE ELEVENTH GRADE STUDENTS' ABILITY  
IN WRITING NARRATIVE TEXT AT MA DARUL  
HIKMAH PEKANBARU**



BY

**SEFRIZEL RAHAYU**

**SIN. 11910423040**

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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HIKMAH PEKANBARU**



UIN SUSKA RIAU

By

**SEFRIZEL RAHAYU****SIN. 11910423040**

A Thesis

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education (S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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## STATEMENT OF AUTHENTICITY

I here by,

Name : Sefrizel Rahayu

Student Number : 1191043040

Phone Number : 082211494867

e-mail : [rahayusefrizel@gmail.com](mailto:rahayusefrizel@gmail.com)

Department : English Education

Faculty : Education and Teacher Training

University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled **“The Effect of Teaching English by Using an Animation Movie on The Eleventh Grade Students’ Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, October, 02<sup>nd</sup> 2023


  
 Sefrizel Rahayu  
 119104230

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The thesis entitled *The Effect of Teaching English Using Animation Movie on Seventh Grade Students' Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru* written by Sefrizel Rahayu, SIN.11910423040. It has been accepted and approved to be examined in the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul Awal 6, 1445 H

September 21, 2023 M

Approved by,

Head of Department of English Education

Supervisor,

Dr. Faurina Anastasia, S. S, M. Hum

NIP. 198106112008012017

Dr. Dodi Settiawan, M.Pd

NIP. 198502012023211014

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**EXAMINER APPROVAL**

The thesis entitled “The Effect of Teaching English by Using an Animation Movie on the Eleventh Grade Students’ Ability in Writing Narrative Paragraphs at MA Darul Hikmah Pekanbaru”, was written by Sefrizel Rahayu, S.N. 11910423040. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on December 20, 2023. It is submitted as one of the requirements for Bachelor Degree (S. Pd) at Department of English Education.

Pekanbaru, 7 Jumadil Akhir, 1445 H  
December 20, 2023 M

Examination Committee

Examiner I

Drs. H. M. Syafi’I, M.Pd  
NIP. 196606031992031004

Examiner II

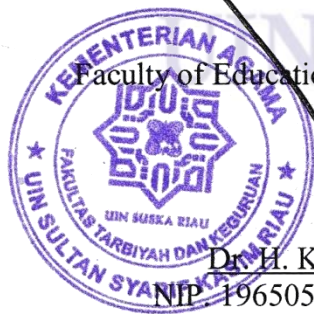
Roswati, M. Pd  
NIP. 197601222007102001

Examiner III

Nevia Ibrahim, M.Pd  
NIP. 198011012007102004

Examiner IV

Mainar Fitri, M. Pd  
NIP. 198105192014112001



Dean  
Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag  
NIP. 19650521 199402 1 001

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## ACKNOWLEDGMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. With his guidance and blessing, the researcher has accomplished the final research paper entitled “*The Effect of Teaching English Using Animation Movie on The Eleventh Grade Students’ Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru*”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor’s degree (S. Pd) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam are always presented to the last messenger of Allah, prophet Muhammad SAW who has inspired and lightened many people worldwide.

Appreciation and sincere thanks to my beloved parents, **Mr. Syahperi and Mrs. Kasihanila**, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has been given to the researcher. Thank you so much my mother and father.

The researcher would like to show her gratitude to all the beloved people who have encouraged motivated and even helped the researcher finish the paper. They are

1. Prof. Dr. Hairunas, M. Ag., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. Dr. Hj, Helmiati, M. Ag., as Vice Rector I; Dr. H. Mas’ud Zein, M. Pd., as Vice Rector II; Prof. Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III; and all staff. Thanks for the kindness and encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr. H. Zarkasih, M. Ag., as the Vice Dean I; Prof. Dr. Zubaidah Amir, MZ,

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- M., as the Vice Dean II; Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
  4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of the Department of English Education, for her guidance to the students.
  5. Dr. Nur Aisyah Zulkifli., the Academic Supervisor, for his guidance to the students.
  6. Dr. Dody Settiawan, M.Pd the researcher supervisor who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
  7. The Headmaster of MA Darul Hikmah Pekanbaru, Muhammad SyarQawi, the English teacher and all of the teachers and staff, and eleventh grade students who have given the time, place, and help, and support in accomplishing this thesis.
  8. My beloved all of my family, thank you for always giving support. during the thesis processed.
  9. My beloved sister Metri who always support me in accomplishing this thesis.
  10. My beloved Qeis Alfarisi, S.Ak who always helped me, support me, and also give me a lot of love. Thank you for everything, also Thankyou for made the researcher laugh so hard through the bad day.
  11. My best friend Reka Nurwahida who always give me a lot of love and support. Thank you for making my university life full of happiness. Also thank you for helping the researcher in Process being an adult.
  12. The member of Gagasan UIN Suska Riau thank you for support me, especially, my beloved sister Azizah Sipayung, Puspita Amanda Sari and brother Hendrik.
  13. And everyone who contributed during the thesis processed.
  14. I wanna thank for my self, thank for doing all this hard work, all the energy, and always being strong.

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Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, 21 September, 2023  
The Reseacher

Sefrizel Rahayu  
SIN. 11910423040



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## ABSTRACT

**Sefrizel Rahayu (2023): “The Effect of Teaching English Using Animation Movie on the Eleventh Grade Students’ Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru”**

The main focus of this research is to find out the effect of using animation movie on students’ writing ability in writing narrative paragraph on the eleventh grade at MA Darul Hikmah Pekanbaru. This research was a quantitative method with quasi experimental design, by using cluster sampling technique. In collecting the data, the researcher used pre-test and post-test. The data of this study were collected 52 students. The students’ writing ability narrative text taught by using animation movie at MA Darul Hikmah Pekanbaru from data analysis pre-test and post-test shows that the average score is 69.65. Meanwhile, The students’ writing ability narrative text taught without using animation movie score is 55.81. The results of the data findings showed that there is a significant effect on students’ writing ability by using animation movie.



## ABSTRAK

**Sefrizel Rahayu (2023): Pengaruh Mengajar Bahasa Inggris Menggunakan Film Animasi Pada Kemampuan Menulis Siswa Kelas Sebelas Dalam Menulis Teks Narasi di MA Darul Hikmah Pekanbaru.**

Fokus utama dari penelitian ini adalah untuk mengetahui pengaruh penggunaan film animasi terhadap kemampuan menulis siswa dalam menulis paragraph narasi pada kelas sebelas di MA Darul Hikmah Pekanbaru. Penelitian ini merupakan metode kuantitatif dengan desain quasi eksperimen, dengan menggunakan teknik cluster sampling. Dalam pengumpulan data, peneliti menggunakan pre-test dan post-test. Data penelitian ini dikumpulkan 52 siswa. Kemampuan menulis teks narasi siswa yang diajarkan dengan menggunakan film animasi di MA Darul Hikmah Pekanbaru dari analisis data pre-test dan post-test menunjukkan bahwa skor rata-rata adalah 69.65. Sementara itu, kemampuan menulis teks narasi siswa yang diajarkan tanpa menggunakan film animasi mendapat skor 55,81 Hasil temuan data menunjukkan bahwa terdapat pengaruh yang signifikan terhadap kemampuan menulis siswa dengan menggunakan film animasi.

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## يخص

# سيفريزيل راهايو (2023): تأثير تدريس اللغة الإنجليزية باستخدام أفلام الرسوم المتحركة على القدرة الكتابية لطلاب الصف الحادي عشر في كتابة النصوص السردية في ماجستير دار الحكمة بيكانبارو

المحور الرئيسي لهذا البحث هو معرفة تأثير استخدام فيلم الرسوم المتحركة على قدرة الطلاب على الكتابة في كتابة النص السردية في الصف الحادي عشر في ماجستير دار الحكمة بيكانبارو. اعتمد هذا البحث على المنهج الكمي ذو التصميم شبه التجريبي، وذلك باستخدام تقنية أخذ العينات العنقودية. وجمع البيانات استخدم الباحث الاختبار القبلي والاختبار البعدي. تم جمع بيانات هذه الدراسة 52 طالبا. تظهر قدرة الطلاب على كتابة النص السردية الذي يتم تدريسه باستخدام فيلم الرسوم المتحركة في دار الحكمة بيكانبارو من تحليل البيانات قبل الاختبار والاختبار البعدي أن متوسط الدرجات هو 69.77. وفي الوقت نفسه، بلغت درجة قدرة الطلاب على كتابة النص السردية الذي يتم تدريسه دون استخدام أفلام الرسوم المتحركة 55.58. وأظهرت نتائج البيانات أن هناك تأثيراً معنوياً على قدرة الطلاب على الكتابة باستخدام فيلم الرسوم المتحركة.

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<b>CURICULUM VITAE</b>	



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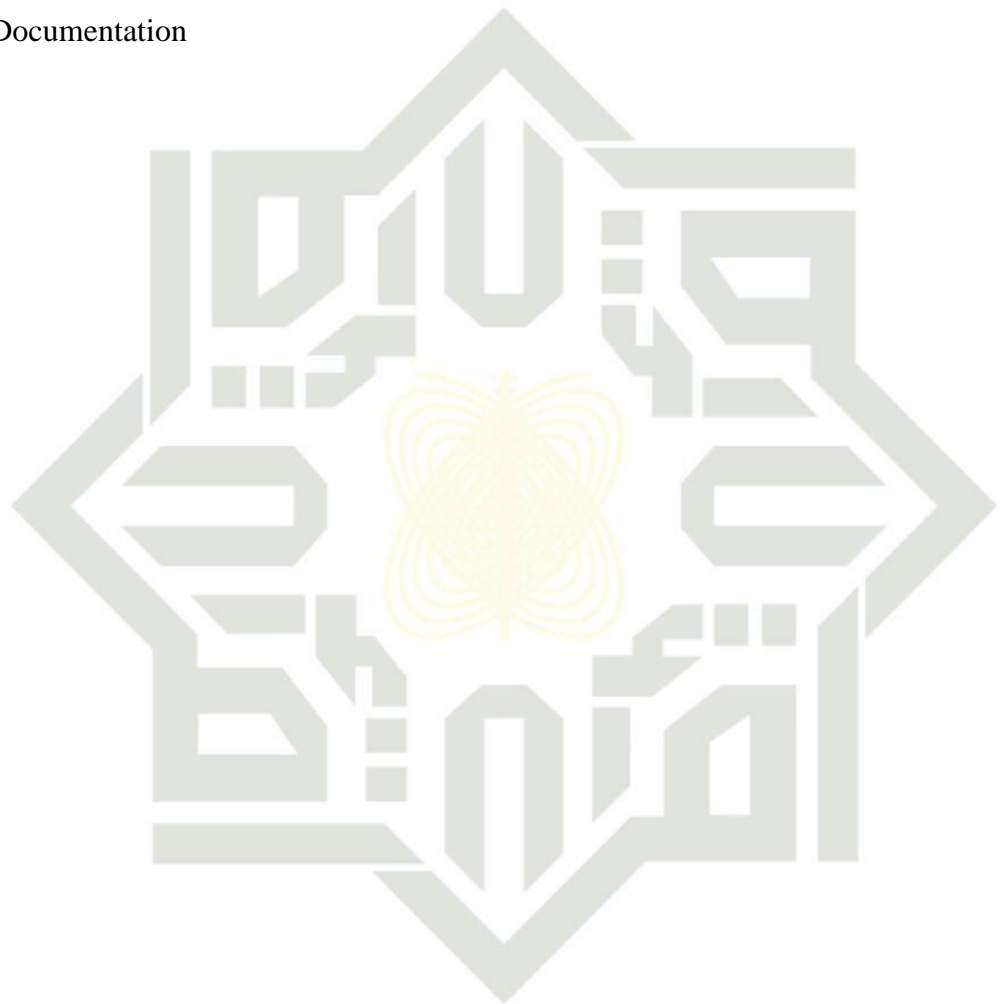
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is also one media of communication. According to Byrne (1980, p. 74), writing is a primary means of recording speech. It must be acknowledged as a secondary medium of communication. Therefore, writing can help students to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Although, writing is very important for us, it is a difficult subject especially for the senior high school level. The reason is because writing is a mixture of our idea, vocabulary and also grammar. According to Heaton (1975, p. 138), in his book "Writing English Language Test" writing skill are more complex and difficult to teaching, requiring, and mastering. Besides of grammatical and rhetorical devices but also conceptual and judgment. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.

The students also get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Besides it, the students have problems in developing the paragraph with a good structure and texture.

It happen caused maybe by several process, mental and physical are carried at the same time. Richard and Schmidt (2010) stated that writing is the result of complex processes of planning, drafting, reviewing and revising

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This opinion is strengthened by Raimes (1983, p. 3), who gave the reasons for teaching writing : we frequently have to communicate with each other in writing, writing reinforces grammatical structures, idioms, and vocabulary. Teaching writing is a unique way to reinforce learning.

writing is a complex skill involving multiple processes (Westwood (2008). This means because writing has several elements (vocabulary, grammar, composition, punctuation, spelling), students need guidance to practice writing. One of the difficulties in teaching writing skills is that Indonesian students are not native speakers. Therefore, teacher must motivate them and teach them interesting techniques and media to help students in writing. Therefore, students must have ability in writing. Writing ability is the ability of a person to produce a message written from words, sentences, texts, and a consistent whole that the reader can understand. Therefore, story texts help improve students' writing skills.

According to Puspitasari & Murwani (2007), tells most of the students could not apply grammar, especially in simple past tense and had less of vocabulary lists. The students made good progress during the teaching and learning exercise that involved teaching a narrative text. Students' ability to write narratives for texts improved. Narrative text is a form of story text that has purpose to entertain readers. According to Syafii, Ansyari, Kasdi (2012) narrative text telling a true or fictional story and gives an explanation of one or more experiences. In addition, researcher must be able to write interesting stories to entertain their readers. Researcher chose narrative texts for her study because curriculum-based narrative texts are one of the texts taught at MA Darul Hikmah

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Pekanbaru. However, using English grammar will help you produce clear, grammatical sentences that your students can understand.

Narrative texts are very useful for students in writing classes because they can easily express their own ideas in narrative writing, drawn from their own experiences at school, house, or anywhere. According to Syafii (2007), narrative is telling or relating the occurrences or a series of events. Narrative text are used in fiction as a writer describes the unfolding of events, but they are also found when describing any actual sequence of activity. Narrative texts usually tell about story that actually happened or imaginary story. For example, novel, short story, folktale, legend, fairytale, vacation and story of our unforgettable moment.

Additionally, MA Darul Hikmah Pekanbaru, particularly class XI, also has real-world issues with students' writing abilities. Writing is still challenging for students. Some of the factors that cause students to experience difficulty in writing and low vocabulary, the method of treatment provided is less attractive. Students also do not understand the use of grammar, word choice, use of tenses and sometimes hesitate when writing so that they cannot find ideas in writing. According to (Asmuti, 2002), by mastering writing skills, the writers can elaborate their ideas in a systematic arrangement. Students still have difficulty writing. In writing, students must look at the type of text to be written.

Researcher has discovered some problems, that is the reason why students are still difficult to express their ideas into written text. Researcher also discovered another problem. In the previous research conducted by Martono & Asori (2012), the researcher gets some findings, animation movies as teaching

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media improves student's skill in writing narrative text. Animated movie helps students get at and develop writing ideas.

Animation movie is a medium that combines audio and visual with storytelling, using step animation or often referred to as cartoons. Using animation movie as a medium helps students develop their interest, comprehension of the material, and development of their text writing skills. Therefore, they can write and develop their ideas by first thinking about it and then writing it down. Due to their poor prior knowledge of writing, these students initially struggled to develop and develop their ideas.

Using animation movie as a media of instruction can be a solution to those problems. Several studies also find that animation movie can contribute positively in improving students' writing ability (Pandjaitan, Siringo-ringo and Hendriks, 2011; Ismaili, 2013; Kabooha, 2016; Ginting et al, 2019). Moreover, Baratta and Jones (2008), believe that movie is one of the more effective and appealing methods for engaging students in this generation. As a kind of audiovisual media, if it is carefully prepared by considering the learning objectives and students' proficiency level (Kabooha, 2016), animation movie can increase students' understanding, attract their interest to a topic being discussed, make the information they receive in the teaching and learning process last longer, and help the teacher to teach certain skill effectively (Kemp, 1963 as cited in Syafi'i, 2013).

In this research, the researcher will use the narrative as the text that to be researched. In this research, the researcher will use animation film "Malin

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kuadang”, The technique of collecting data in this research will use the tests to know what the students can produce a narrative text after watching the animation movie.

The previous studies were done by Pensih (2019), Tanti (2017), Asfinarti (2016), Kistianah (2017). There were previous researchers use quantitative research. All of discuss about how to improve writing ability for the students, so they can easily to write English correctly and creating new ideas on students the difference of these three theses is the way data collected. Some use post-test and pre-test.

In fact, students face problems in the process of teaching and learning English, especially when writing classes. Based on a preliminary study, students typically struggle to compose sentences, texts, and paragraphs with proper syntax and organization. More and more students lack the vocabulary to develop their story. They can not write what's in their head. They can not find their ideas and brainstorm. It makes them understand that writing is a difficult skill to learn. Writing helps students master other skills and of course English completely. Students can be shy for being afraid to express their thoughts by speaking, but writing them down allows them to say what they want to say.

MA Darul Hikmah Pekanbaru, the teacher still using a book to teach in writing narrative text. Therefore, researcher will use animation movie to teach in writing narrative text. In the eleventh grade students the researcher found out that sometimes they have many vocabulary but they are difficult to express the idea so it obstruct the students to build the paragraph. Further, determining topic

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idea of writing is one of the problems that students mostly face when they want to start writing. This is first thing that a writer commonly needs to decide before starting the writing, either on the level of sentences or paragraphs.

Based on the problem above, the researcher felt interested in conducting the research by the title **The Effect of Teaching English Using Animation Movie on the Elebenth Grade Students' Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru**".

## B. Problem of the Research

### 1. Identification of Problem

Based of the background of the problem, the researcher found some problems. Some of the factors that cause students to experience difficulty in writing and low vocabulary. Students also do not understand the use of grammar, word choice, use of tenses and sometimes hesitate when writing so that they cannot find ideas in writing. Learning English grammar is one of the English components that give effect in writing text. Because students must have good competence in grammatical concept to can English writing.

In writing process, there are many components to learn. Not just translating word for word, but learning English in general must be familiar with writing, speaking and listening. However, the most detailed component in writing. Because, there are various sentence structures that have their own formulas.



## 2. Limitation of the Problem

After identifying the problem, it is clear that there are many problems in this research, then this research needs to focus the problem on improving eleventh grade students' ability in writing narrative text through animation movie at of MA Darul Hikmah Pekanbaru. In this study, the researchers was decided to implement improvement writing by using narrative text because this strategy help the students to comprehend more easily. And the student more interested and less bored and the students also can write how to grammar and spell the words in that they are written on the text.

The reasons for choosing narrative text in this research because narrative text have the complicated grammar. Because a change form of the verb and there are regular and irregular. This is one of the difficulties of students in understanding the text. Then one kind of text can be learned with students in Senior High School is Narrative Text. the ability to write narrative text is one inquirements of students. The researcher focus on ability of writing (content, organization , language use, vocabulary and mechanics). Learning writing in Senior High School can be done with many media to help students in writing skills especially in the narrative text, he media such as Pictures, Video, PowerPoint, etc. video are one of the media that can be interesting to students especially in narrative text because the narrative text teslls about the story and interesting by using video.

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### 3. Formulation of the Problem

Based on the background of the problem, this research will attempt to answer the problem of the effect of teaching English using animation movie on the eleventh grade students' writing ability in narrative paragraph at MA Darul Hikmah Pekanbaru.

This research problems can be formulated as follows:

- a. How is the students' writing ability on narrative Text taught by using animation movie at MA Darul Hikmah Pekanbaru?
- b. How is the students' writing ability on narrative Text taught by without using animation movie at MA Darul Hikmah Pekanbaru?
- c. Is there any significant effect of using animation movie of students' writing ability on narrative Text at MA Darul Hikmah Pekanbaru?

### C. Objective and Significance of the Research

#### 1. Objective of the Research

Based on the problem formulation above, the objectives of this research was:

- a. To find out the student's ability on narrative Text taught by using animation movie at MA Darul Hikmah Pekanbaru
- b. To find out the student's ability on writing narrative Text without taught by using animation movie at MA Darul Hikmah Pekanbaru?
- c. To find wether or not there is a significant effect of the student's on writing ability on narrative Tetaught by using animation movieat MA Darul Hikmah Pekanbaru.

## 2. Significance of the Research

The findings of this study will be expected as follows:

- a. Theoretically, this study is expected to give a real portrait about Indonesia students' ability in writing narrative text. They have new knowledge through the real condition in learning process. So the students achievement in writing narrative text will be improved.
- b. Practically, in this research is expected to give much information about students' ability in writing narrative text through narrative text. Therefore, the students will write carefully in the animation movie, and the English teacher can assist the students in finding solutions while creating narrative texts.

### D. Definition of the Terms

#### 1. Writing

According to Pardosi et al (2019), writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process. So it can help people to get their understanding.

#### 2. Narrative Text

Wardiman (2008) States that narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers.

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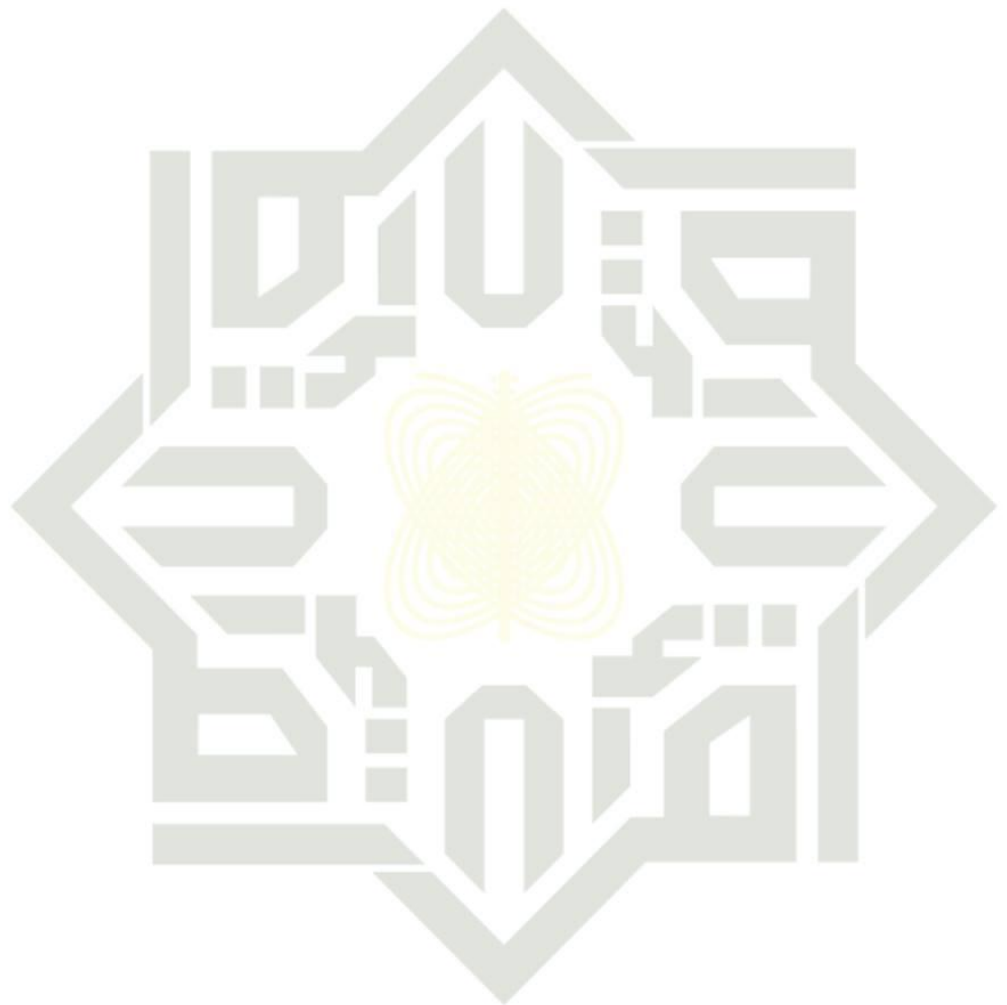
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### 3. Animation movie

Martono & Asrori (2012), animation movies as teaching media improves student's skill in writing narrative text. Animation movie helps students get at and develop writing ideas.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Writing

Writing has received bigger attention in principle of communicative language teaching both in second and foreign language (Weigle (2002). It means that writing is considered as the way of communicating ideas through written language, the students can express their thoughts freely without meeting the readers directly.

Writing is the most complex skill compared to the other three skills. Writing can be difficult even in one's own language. Webster (2010) said that writing is the activity or working of writing books, poems, stories, etc. To create the good writing needs many processes.

Hatina (2017), state that writing ideas one of the language skill need to be mastered by students. It is because learning writing can make students able to acquire the skills and knowledge that are beneficial to the growth and the development of reasoning power, social and emotional. In writing activities, the students should explore their indirect language. The students should use their background knowledge to help them in writing. The background knowledge means the information that they have learned. Annisa and Al Hafidz (2013) writing is one of English skill that learn by students including in Senior High School language besides listening, speaking and reading the students to be able to create twelve texts; they are procedure, descriptive,

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recount, narrative, report, news item, analytical exposition, hortatory exposition, explanation, discussion and review. It means that writing is a form of the students understanding about the lesson that they have learn. Through writing, the teacher can assess their students knowledge and interpretation about the lesson.

According to Brown (2001) writing is thinking process, because writing is a process of putting ideas down on paper to change the though into words and give the structure and coherent organization.

According to Harmer (2001) writing is a form of communication to deliver through or to express feeling through written form. It means that writing is the way of thinking or sending message from the researcher to reader what they are feels by express by using writing.

When we write, we usually practice a private and public activity at the same time. It is private because the act of composing is inherently solitary, but public because most lyrics are aimed at an audience that is often very difficult to define.

From the above definitions, we can conclude that a person's writing abilities is the ability to create words, sentences, texts, and written messages coherent and whole that the reader can understand.

#### a. Writing Ability

According to Yeon (2009), writing ability is the ability to initiate and evolve ideas and then use certain revising and editing practices to



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develop them to maturity in given context. It means that, the writer have to use some processes in writing. So that, their ability in writing will be good. According to (Kartika, 2017, p.104-118), writing ability is crucial ability in life, is not best in academic life, however additionally in people's life. Writing ability could be very essential due to the fact it's far one of the language ability that need to be possessed through students. Through writing, students can specific or display their ideas, thoughts, opinions, and emotions they have.

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

From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

#### b. Writing ability in narrative text

According to Gorys Keraf (2010), the ability to write narrative texts involves the ability to describe events or stories in a clear, structured and interesting way. This includes appropriate use of language, character development, and a coherent storyline.

Writing ability in a narrative paragraph refers to the skill of effectively expressing a story or a series of events in a cohesive and engaging manner within a single paragraph. It involves the ability to



create a clear and concise narrative structure, develop characters or describe events, and maintain a logical flow of ideas.

Writing ability in a narrative paragraph includes the following elements:

- 1) Clear Introduction: The paragraph should begin with a clear introduction that sets the scene or introduces the main characters or events of the narrative.
- 2) Descriptive Language: Effective use of descriptive language helps create vivid imagery and engages the reader's senses, making the narrative more engaging and immersive.
- 3) Chronological Order: The events in the narrative paragraph should be presented in a logical and chronological order, allowing the reader to follow the story easily.
- 4) Character Development: If there are characters in the narrative, the writer should provide enough details to develop them and make them relatable to the reader.
- 5) Conflict or Complication: A narrative paragraph often includes a conflict or complication that adds tension or interest to the story.
- 6) Resolution or Conclusion: The paragraph should conclude with a resolution or a clear ending that wraps up the narrative and leaves the reader with a sense of closure.

Therefore writing ability in a narrative text involves the skillful use of language, structure, and storytelling techniques to create a compelling and coherent narrative within a concise paragraph.

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According to Evi Eliyanah (2018), an educational researcher, the ability to write in narrative texts involves the ability to structure stories well, including the use of coherent sentences, character development, and logical arrangement of story lines. Increasing the Ability to Write Narrative Texts Through the Numbered Heads Together (NHT) Cooperative Learning Model" by Evi Eliyanah (2018)

According to Sri Wahyuni (2019), an Indonesian language lecturer, the ability to write in narrative texts involves the ability to compose stories with an interesting introduction, a structured storyline, and the use of appropriate and varied language. Analysis of the Ability to Write Narrative Texts of Class VIII Students of SMP Negeri 1 Sungai Raya District, Kubu Raya Regency" by Dr. Sri Wahyuni (2019)

In general, the ability to write in narrative text involves the ability to express stories in a clear, structured and interesting way.

## 2. Animation Movie

### a. The Nature of Animation Movie

According to Ariessa (2011, p. 35) states that animation film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. Animation is cartoon that represents an important events in politics or important public figure; the comic strip; a pictorial design drawn on strong paper as a study for a picture intended to be painted in the same size. This means that animation movie is interested media because they contain components that



help students learn the language. The researcher uses animation movie with title “Malin Kundang”. It was because this movie is familiar for the students.

For many high school students, writing is the most difficult subject because they have to write in English to create English texts. They have to write down what comes to their mind and put it on paper in the right order. To solve the above problems, researcher will try to use animation movie of narrative texts in the process of teaching and learning. Researchers hope that students will learn to write with more enthusiasm and enjoy, and that they will be able to create narrative texts more easily.

Bordwell (1997), stated that the animated film is a motion picture, the photograph drawing of the camera, or the model from three dimensions such as Wallace and Gornit movies. Animation has positive function that satisfy curiosity of children and contribute to family behavior and real-world experiences. Animated films, which also based on the violence of the contextualization of cartoons, coupled with young children's ability to distinguish between fantasy and reality, good and bad, may eliminate the possibility that the children will commit the attractiveness manner shown in animated films on other in real life.

Animation movie is one of popular movies that can be accepted for everyone either young or old people; moreover, students will get more interested in watching animation movie because it contains a good visual graphic, so they will like it. In the process of teaching and learning,

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animation movie can be used by English teacher to stimulate students' interest in learning English (Rizqon, 2011; Chandra, 2011). Animation movie is an interesting media which can entertain the students and bring relax and fun situation of learning. It is an attractive learning tool that is able to motivate students to pay attention as it provides good visualization for students. Then, animation movie can make students confident when they speak up with other. The animation movie is supposed to be useful for a teacher in teaching students to be more successful language learner especially speaking. In teaching technique, English teacher should give some animation movies which make student interested.

Animated movie not only provide factual information, but can also draw students into a fantasy world, which enhances their creativity. With no time and place constraints, you can collect and organize many ideas to write. It is therefore very useful in helping students with the sketches and designs that they write down in the next stage of the writing process.

Additionally, animation movie allow students to explore the use of language in a variety of contexts, providing greater insight into the proper use of language as a means of communication. Therefore, the teachers should be able to carefully select appropriate animated films, considering their content and compatibility with the learning materials they deliver. As a result, it can be effectively used to support effective teaching.

Using animation movie as a medium helps students develop their interest, comprehension of the material, and development of their text

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writing skills. Knowing that they can write and develop their ideas by first thinking about it and then writing it down. Due to their poor prior knowledge of writing, these students initially struggled to develop and develop their ideas. In the first writing activity, the students had some trouble organizing their stories. Second, write too many unimportant paragraphs that derail the story. Therefore, corrective feedback was given to improve the students' writing. At the next meeting, the students will be able to experience an increase, improve the order of the stories, and determine appropriate vocabulary.

However, they were able to overcome the difficulties of writing after understanding the structure and plot based on films they had seen before. began to emerge. Animated films are therefore an excellent medium for stimulating creativity and encouraging students to come up with new ideas for their unique storylines.

According to Fitriana (2012), proved that animation movies could improve the students' writing skill of narrative texts and the class situation.

- 1) The improvement of the students' writing skill included:
  - (a) The students got easy in exploring ideas in their writing.
  - (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar.
  - (c) They were able to use the appropriate word order and used the various words to express their ideas well.

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- (d) they could state the ideas more clearly, organized the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence.
- (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization.

#### 2) The improvement of class situation included:

- (a) The students focused seriously on their tasks,
- (b) They involved and participated actively during the lesson,
- (c) They became more confident in doing the activities during lesson,
- (d) They were more enthusiastic and were motivated in joining the writing class,
- (e) They were not getting bored or made noise but they looked happy in the writing class.

By watching animation movie, students can get ideas for settings and plots, and most importantly moral values. Therefore, after watching the movie students can create their own story based on their imagination. And also, researchers were interested in using this medium. This aimed to find significant differences before and after the introduction of animation movie and to examine which aspects of student writing improve after using animation movie. How do students react after being taught with animation movie.

Therefore, using animation movie as an educational medium has many advantages that have a particularly positive effect on the creation of



lessons. Animation tells stories through language with multiple means such as sound, images, gestures, and expressions to enhance students' understanding of the learning material. It can also increase your interest and motivation because you will have a more interesting learning experience. In addition, it helps students in their writing as it can provide some ideas and enrich vocabulary acquisition.

#### b. Teaching using ability in narrative text by using animation movie

This research use animation movie as media in teaching and learning writing. The researcher used narrative text in this research. It was because narrative had same stories with animation movie.

According to Richards and Renandya (2002), there are three stage of activity that the teacher should do in the teaching writing through animation movie, namely:

##### 1) Pre-viewing activities

This stage prepares the students to watch the video based on their background knowledge, stimulating interest in the topic, and lessening their fear on unfamiliar vocabulary

##### 2) Viewing activities

In the pre viewing the teacher tried to asks the students about their background knowledge that they already known, such as the generic structure and the type of narrative text.

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## 3) Post-viewing activities

In the post viewing activity the teacher asked to students to compose their own narrative text based on the animated video that they already seen.

From the explanation above, the researcher concluded that previewing activities, viewing activities and following up activities are beneficial for the students in narrative writing skill. It was because those three activities had several steps that helped the students in writing process.

**c. Advantages and Disadvantages of using animation movie**

There are some advantages and disadvantages explain by experts in using animation movie. It can be described as follows:

## 1) Advantages of Animation Movie

According to Harmer (2001), stated that the advantages of teaching writing process are seeing language - in- use. One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed though expression, gesture and other visual clues. In addition, animation movie can also facilitate learners in understanding the material and also make learners to understand the material and also make learners more critical and also the material presented by using visual media will be more easily remembered by learners.



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According to Sapee (2020), the advantages of using animation movie are using animation movie as a media in the language classroom has to be done by several researchers and as the research is done, there are some benefits that have been found out.

From the explanation above, we can conclude that animation movie is one of the interesting media that is appropriate to be used in teaching a second language. The students will be able to study narrative text through a fun and relaxed way. In using this media, the teacher can control the class and give information and help to build the understanding of several parts of the movie that are rather difficult to understand.

#### d. Disadvantages of Animation Movie

According to Sudarwan (2008), the disadvantages of animation movie are during playing movie, teachers cannot explain any material because it can disturb students' concentration.

According to Thomas (2009), the disadvantages of animation movie are when movie is shown, there are some students who cannot understand the animation because the pictures are always moving.

We can conclude that, there are several disadvantages of animation movie, they still have their own charm and value. As with live action movie, each type of movie has its advantages and disadvantages. It is important to open our minds and give all types of movie a chance to be enjoyed and appreciated.

### 3. The Significant effect of using animation movie of students' writing ability in narrative text

There are several theories about the significant effect of using animation movie on students' writing abilities in narrative paragraph:

According to Muhammad Asyidiq et al. (2018).The research shows that the use of animation movie has a significant effect on students' narrative text writing abilities after receiving learning treatment using animation movie. So, the use of animation movie can improve students' writing skills in narrative paragraphs.

Therefore, the use of animation movie in teaching narrative texts can improve students' writing skills in narrative paragraphs. The use of animated films is considered an effective strategy in improving students' writing skills, (Irwan Adi Putra, 2015)

Teaching using animation can improve students' narrative writing ability in all aspects of writing ability. Therefore, teaching narrative writing using animation movie could be said that is suitable technique or media in improving students' narrative writing ability, (Ilham Sanjaya et al. 2014).

From the statements above, it can be concluded that the use of animation movie has a significant effect in improving students' writing ability in narrative paragraph. Animation movie can be an effective and interesting medium in learning narrative writing.



## B. Previous Studies

The previous studies were done by Pensih (2019) entitled “*The Effectiveness of Using Animation Movie to Improve Students Writing Skill of Narrative Text (An Experimental Research at The First Grade of SMA Negeri 8 Pandeglang)*”. This research investigated Teaching Writing Narrative Text Using Animation Movie at the first grade students of SMA 8 Pandeglang. The aims of this study were 1) to know the students writing on narrative text in Animation movie 2) to find out the effectiveness of using animation movie in students writing narrative text for the first grade of SMA negeri 8 pandeglang. The method of this research was quantitative method. This research used quasi experimental design with pre-test and post-test. The samples of this research were IPS 5 as experimental class which was taught by Animation Movie and IPA 4 as controlled class which was taught without Animation Movie. Both classes consisted of 25 students. The researcher gave pre-test to both classes before giving treatment and gave post-test after giving treatment.

Second research by Tanti Lestari (2017) entitles *The Effectiveness of Teaching Writing Using Video Toward Students Writing Ability at SMA N 1 Tulungagung in Acaddemic Yaer 2016/2017*. This research aims to find out there is any significant difference in writing ability between who are taught and who are not taught by using video. Therefore, the researcher interest conduct the title about the effect of teaching writing using video toward students writing ability. Research method used in this study was quantitative method with research design was quasi-experimental, pre-test, post-test design. The population of this study

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was the whole of first grade at SMAN 1 Tumulungagung that consist of 26 students, the sample were X5 class that consisting of 35 students as experimental group and X4 class that consisting of 36 students as control group. The research instrument of this study was test.

Lusiana (2008) entitled *“The Effectiveness of Using Animated Film in Teaching Narrative Text (An Experimental Study in the Second Grade of Senior High School)”*. This study was conducted based on the quasi-experimental research. The population of the experimental group while XI IPS 2 as the control group. Each group consist 33 students. The data were gathered by administering pre-test and post-test both groups’ sample. In addition, the questionnaire was conducted for only experimental group in order to find out students responses toward the use of animated film in teaching writing narrative text. The post test result indicates that there were significant differences between the means for experimental group and that for the control group. It was statically supported by T-test calculation in which result that the null hypothesis was rejected. From the result, using animated film in writing classroom was expected to be a new contribution for helping the teacher to conduct an effective and interesting atmosphere in the classroom.

Asfinarti (2016) entitled *“The Effectiveness of Using Short Animation Movie on Students’ Narrative Writing Skill at SMA Muhammadiyah 4 Yogyakarta”*. This research proposed a teaching technique to help students in writing narrative text by using short animation. Short animation movie is very interesting media for students in narrative writing process because by this media is

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enjoyable. The researcher was interested to investigate the effectiveness of using short animation movie on students' narrative writing skill. This research used quasi-experimental design which consisted of the experimental group and the control group. In the experimental group, the researcher used short animation movie and for the control group the researcher gave conventional teaching method to the students by using usual method such as explaining the materials to teach narrative writing skill.

Kistianah (2017) entitled "*The Effectiveness of Using Animation Movie in Teaching Writing Narrative text (An Experimental Research in Teaching Writing Narrative Text of Islamic Junior High School of Al-Hikmah Pasir, Mijen, Demak in Academic Year 2017/2018)*". This is an experimental study (true experimental) that answers the two research questions: (1) Is the use of animation movie in teaching writing narrative text effective for the eighth grade students? (2) How far is the effectiveness of using animation movie to teach narrative text for the eighth grade students? The answers were proven through a research. In the research, the subject of the study was the eighth grade students of MTs Al-Hikmah Pasir in the academic year of 2017/2018.

Based on the previous research above, there are similarities and differences from previous researchers with mine. There were previous researchers use quantitative research. All of discuss about how to improve writing skills for the students, so they can easily to write English correctly and creating new ideas on students the difference of these three theses is the way data collected. Some use post-test and pre-test.

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### C. Operational Concept

In order to clarify theories used in this research, the researcher would like to explain about variables used in this research. According to Syafi'I (2018, p.103) operational concept are derived from related theoretical concept on all the variables that should be practically and empirically operated in an academic writing a research paper.

#### 1. The Indicators of Variable X (Animation Movie)

According to Richards and Renandya (2002), there are three stage of activity that the teacher should do in the teaching writing through animation movie, namely:

##### a. Pre-viewing activities

This stage prepares the students to watch the video based on their background knowledge, stimulating interest in the topic, and lessening their fear on unfamiliar vocabulary

##### b. Viewing activities

In the pre viewing the teacher tried to asks the students about their background knowledge that they already known, such as the generic structure and the type of narrative text.

##### c. Post-viewing activities

In the post viewing activity the teacher asked to students to compose their own narrative text based on the animated video that they already seen.

From the explanation above, the researcher concluded that previewing activities, viewing activities and following up activities are beneficial for the students in narrative writing skill. It was because those three activities had several steps that helped the students in writing process.

### **The Indicators of Variable Y (Writing Ability)**

There are components of writing by Nefirungo (2018):

#### a. Organization

Organization is refers to the structure and arrangement of ideas in a coherent and logical manner. It involves organizing the writing into paragraphs, sections.

#### b. Story Elements

Story elements are essential components in narrative writing. They include characters, setting, plot, conflict and resolution. It help create a compelling and engaging story for the reader.

#### c. Grammar and Mechanics

Mechanics and mechanics refer to thr rules and conventions of language that govern correct usage, including proper structure, spelling punctuation, capitalization, etc.

#### d. Cohesion

Cohesion refers to the smooth flow and logical connections between sentences and paragraphs in a written piece. It involves using cohesive devices such as traditional words and phrases, pronouns, and repetition to link ideas and create coherence.



These components work together to create well-organized, engaging, and grammatically correct writing that effectively communicates the intended message to the creator.

#### D. Assumption and Hypothesis

##### 1. The Assumption

In this research, the assumptions is the better students' ability in writing narrative text by using animation movie then means the better achievement in writing will be.

##### 2. The Hypothesis

Based on assumption above, hypothesis of this study can forward as follows:

**H<sub>0</sub>** : There was no significant the effect of teaching English using animation movie on students' ability in writing narrative paragraph at MA Darul Hikmah Pekanbaru.

**H<sub>a</sub>** : There was a significant the effect of teaching English using animation movie on students' ability in writing narrative paragraph at MA Darul Hikmah Pekanbaru.

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

The kind of the research used experimental research. Arikunto (2006:3) states that “an experimental is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes.” In other words, experiment is the way to find casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

According to Creswell (2012, p. 309) an experimental is the traditional approach to conduct quantitative research, wether it influences an outcome or dependent variable. While according to Christensen (2001, p. 23) an experimental research is a research that attempts to identify cause and effect relationship.

While according to Christensen (2001, p. 23) “an experimental research is a research that attempts to identify cause and affect relationship.

Based on definitions above, the researcher can conclude that experimental research is the research which conducted to implement new something or new media in teaching learning process to know the effect of use it. On other hand, it conducted by choosing two groups of students which one group as the experimental group and other as control group.

There are some types of experimental research: quasi-experimental, true-experimental, and pre-experimental. Consequently, the researcher decided

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to do quasi-experimental research for this study. In this part, the researcher applied quasi experimental method. In this research, the researcher will use a quasi-experimental design. Quasi experiments are experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Creswell, 2012). In this quasi experimental method the researcher can divide existing groups without distinguishing between control and group significantly while still referring to existing natural forms. The researcher used a quasi experimental because the researcher just compares groups based on the variables in this research.

This research will employ The Non-equivalent Control Group Design. This design is very much like the pretest–posttest control group design discussed previously. In nonequivalent control group design, two (or more) treatment groups are pre-test, administered a treatment, and post-tested. The difference is that it involves random assignment of intact groups to treatments, not random assignment of individuals.

**Table III. 1 The design of the Research**

Control group	Pre-test	No Treatment	Post test
Experimental group	Pre-test	Experimental Treatment	Post test

(Creswell, 2012)

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## B. Location and Time of the Research

This research was conducted in MA Darul Hikmah Pekanbaru at Jl. Mayar Sakti, Kecamatan Tampan, Pekanbaru on March to Juni 2023 .

## C. Population and Sample of the Research

### 1. Population

The researcher took population in the eleventh grade students of MA Darul Hikmah Pekanbaru. The population of this research referred to the eleventh grade students of MA Darul Hikmah Pekanbaru, and the students consisted of six classes with number of 157 students as described at the following table

**Table III.2**  
**Population**

Classes	Students
XI.Religi. 1	24
XI.Religi. 2	25
XI.Sosial. 1	25
XI.Sosial. 2	24
XI. Sains. 1	28
XI. Sains. 2	31
<b>Total Population</b>	<b>157</b>

### 2. Sample

In determining the sample, the researcher stipulated the eleventh grade students of MA Darul Hikmah Pekanbaru as the population. According to Arikunto (2009) Cluster sampling is used by researchers when in the population, some groups have their characteristics.

In order to take the sample, the researcher used clustering sampling

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technique. Cluster sampling selected based on group not individually (Gay et al., 2012). It means that the subject of this research has the same material, the same grade, the same condition and the same teacher in teaching of these classes.

**Table III.3**  
**Sample**

Classes	Type	Total
XI Sains 1	Experimental Group	26 Students
XI Sains 2	Control Group	26 Students
Total Sample		52 Students

The total number of two class were 59 students. However only 52 students participated in this research. The 7 students did not take part in the study because they were sick and unable to attend school on the day the study was conducted. So, the total number of people who participated in this study were 52.

## D Technique of Data Collection

### 1. Test

In collecting data, the researcher gave pre-test and post-test to gain the data about the improving of students' ability in writing narrative text by using animation movie, the researcher took the procedure of collecting data as follows:

#### a. Pre-test

The test was applied to find out students' writing ability of the pre-test, pre-test was done in order to find out students' writing ability





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before using applied animation movie. In this research, the researcher identified the students' knowledge about writing. The researcher gave writing test about unforgettable experience.

#### b. Treatment

1) Treatment for control class The researcher did not use an animation movie treatment but only gave the explanation about the animation movie and narrative text in this class. After that the researcher gave pre-test then reminded to the students about the explanation before and the last the researcher gave a post-test.

2) Treatment for experiment class The treatment was done in three meetings. The procedure of treatment was explained the material about writing, narrative text, animation movie and past tense. Then the researcher gave different topics in each meeting. Before giving the treatment the researcher reminded the students about animation movie and narrative text. The topics in three meetings were different, the researcher asked the student about narrative texts in a piece of paper after that the researcher asked to the student to read the teacher and understand the example and the student wrote down their paragraph in a piece of paper.

#### c. Post-test

The test was applied to know students' writing ability after that the treatment pre-test, post-test was done in order to know students' writing ability, so after being improved through animation movies.

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This test want to know whether the students have different result after giving treatment or not.

After the students do the test, the researcher then takes total score from the result of writing ability. The classification of the students' score is as follows Hughes (1989):

**Table III. 4**  
**Classification of Students' Score**

Categories	Score
Excellent	80-100
Good	60-79
Fair	50-59
Poor	0-49

**2. Writing Test**

To collect the data on students' writing ability, the researcher used test for writing narrative text on the topic that they have learned. The researcher choose this because it is a kind of text that is required for grasp in the 2013 Senior High School Curriculum. The researcher determined students' writing abilities by having them create a text before and after watching animation movie, as writing was considered a productive talent. In order to assess the writing ability. The researcher used the rubric writing narrative text:

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**Table III.5 Table Assessing Rubric Writing Narrative Text**

<b>Criteria</b>	<b>Excellent 0.5</b>	<b>Good 0.375</b>	<b>Fair 0.25</b>	<b>Poor 0.125</b>
<b>Organization 0.5</b>	<i>Excellent</i>  The story has a clear beginning, middle, and end. The story follows logical sequence.	<i>Good</i>  The story has a beginning, middle, and end, and the story follows some logical sequence.	<i>Fair</i>  The story does not have a clear beginning, middle, or end.	<i>Poor</i>  The story is missing the beginning or end, and the story is confusing.
<b>Story Elements 0.5</b>	<i>Excellent</i>  The plot is interesting, and the conflict is established, developed, and resolved after a climax. Dialogue exists between the characters and sounds realistic. A description of the setting is provided which gives the reader an illustration throughout the story.	<i>Good</i>  The plot makes sense, and the conflict is established, developed, and resolved after the climax. Dialogue is minimal and/or does not sound realistic. Minimal description is provided, giving the reader some illustration throughout the story.	<i>Fair</i>  The plot is more difficult to follow. Conflict is established and resolved, but it lacks development. The characters are defined with no dialogue. The setting is established with little description.	<i>Poor</i>  The plot is difficult to follow. Conflict is established with no resolution or a resolution difficult to understand. Characters are not well established and have no dialogue. Description is minimal or non-existent.
<b>Grammar, Mechanics, Spelling 0.5</b>	<i>Excellent</i>  There are few or no errors in mechanics, usage, grammar, or spelling. Dialogue is punctuated and formatted correctly.	<i>Good</i>  There are some errors in mechanics, usage, grammar, or spelling. Dialogue may have minor errors in punctuation or format.	<i>Fair</i>  There are many errors in mechanics, usage, grammar, or spelling. These sometimes make the story hard to understand. Dialogue is punctuated and formatted inconsistently.	<i>Poor</i>  Numerous errors in mechanics, usage, grammar, and spelling interfere with meaning. Dialogue may be indistinguishable, or may lack essential elements such as quotation marks or punctuation.
<b>Cohesion 0.5</b>	<i>Excellent</i>  There is a	<i>Good</i>  There are some	<i>Fair</i>  There are few	<i>Poor</i>  There is just one

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variety of time linkers in accordance to the story	time linkers and most of them fit well	linkers, not all of them fit well.	linker in the story
--	--	------------------------------------	---------------------

(Adapted from <https://www.rcampus.com>)

## E. Technique of Data Analysis

In this research, the researcher statically analyzed the data by using SPSS 23 version (Statistical Product and Service Soution) for the independent T-test . According to Gay and Airasian (2000) T-test is the statistic test used to determine wether two means significantly different a selected probability level.

The researcher used independent sample t-test to determine wether the mean differences between experimental class and control class.

Independent sample T-test was used to find out the significant effect of teaching English using animation movie of students' ability in writing narrative text at MA Darul Hikmah Pekanbaru. T-test was employed to see wether there is significant effect on the mean score of both experimental class and control class.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring to the data analysis and data presentation in chapter IV, the researcher concludes as follows:

1. The students' writing ability of narrative texts taught by using an animation movie at MA Darul Hikmah Pekanbaru is categorized into good level with the mean score 69.65. The students' writing ability of narrative text taught without using an animation movie (by using traditional technique) at MA Darul Hikmah Pekanbaru is categorized into fair level with the mean score 55.81.
2. The result of data analysis was based on the data, there is a significant effect of using an animation movie on students writing ability of narrative texts at MA Darul Hikmah Pekanbaru with the sig 2-tailed 0.001. Therefore, there was a significant effect of teaching English by using animation movie on students' ability in writing narrative text at MA Darul Hikmah Pekanbaru. was high significant on students ability in writing narrative text. Therefore, there was a significant effect of teaching English by using animation movie on students' ability in writing narrative text at MA Darul Hikmah Pekanbaru.



## B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

For the teacher: It has become the reference to teach writing by using animation movie. Using animation movie is able to improve the student's writing ability. Therefore, the researcher suggested applying various activities and strategies in animation movie to improve the quality of the English teaching and learning process. Then, the teacher can build up creative and enjoyable learning experiences for students should be developed and also teachers can support students' learning by using animation movie as an interesting and representative media.

For the students: It is hoped that with the use of animation movie, students will be more motivated during the learning process. Then the students will be more interested in learning writing by using animation movie in the group and also the students should use animation movie if they want to improve their writing ability, especially in writing narrative text.

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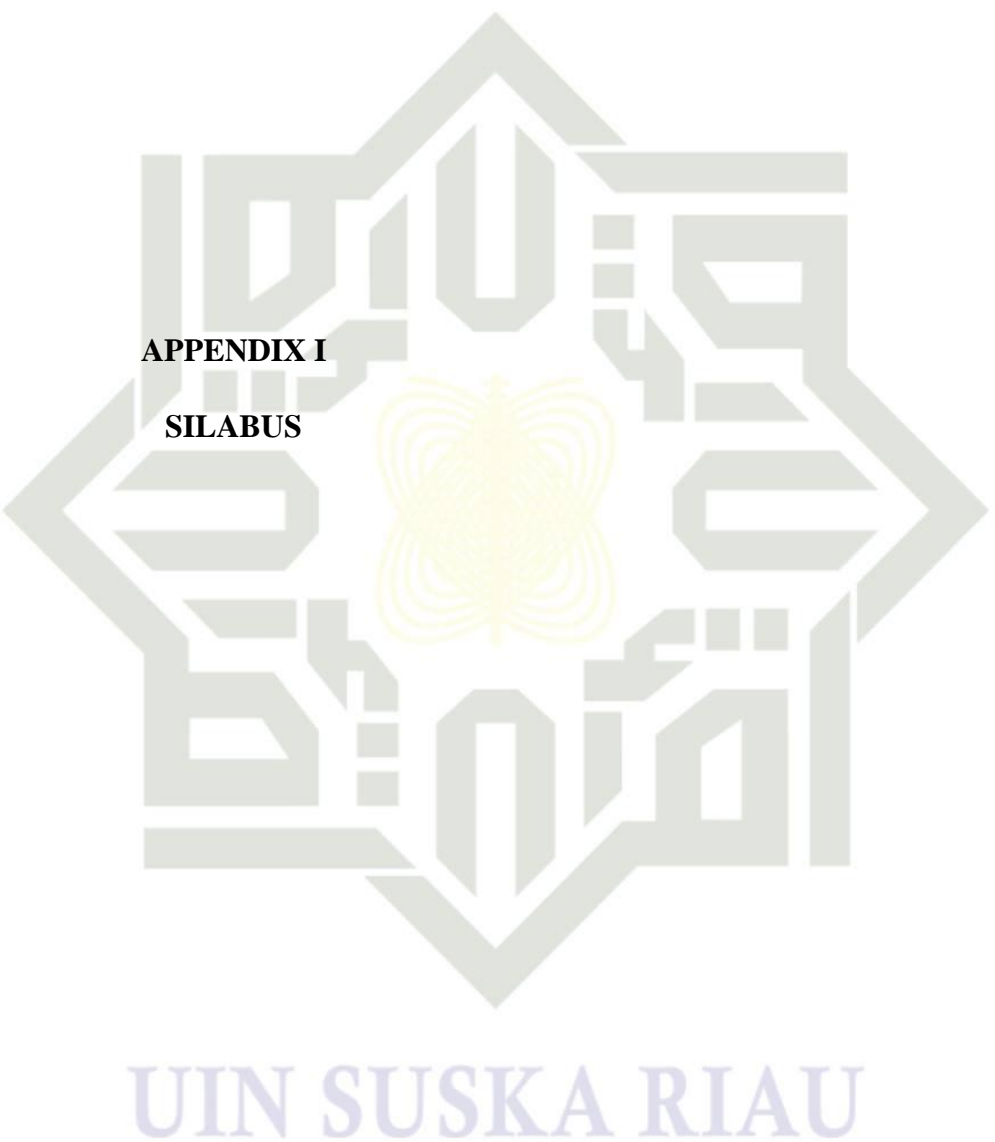
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## SILABUS

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- Mata Pelajaran: Bahasa Inggris  
 Satuan Pendidikan : SMA/MA  
 Kelas : XI (Sebelas)  
 Materi Pokok: Narrative Text
- Kompetensi Inti :
1. Dilarang mengutip atau sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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- Menghargai dan menghayati ajaran agama yang dianutnya.
- Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai dan membuat) dan ranah abstrak (menulis dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Menyapa peserta didik</p> <p>Menanyakan kabar peserta didik</p> <p>Meminta salah satu peserta didik untuk memimpin do'a (situasional).</p> <p>Guru meminta siswa untuk menjelaskan ciri-ciri dari narrative text yang mereka ketahui.</p> <p>Guru menjelaskan materi kepada siswa tentang narrative text (definition, generic structure and language features).</p> <p>Siswa diminta untuk memperhatikan dan menyimak sebuah film animasi yang berhubungan dengan narrative text, "Malin Kundang"</p> <p>Setelah menonton film animasi yang diputarkan guru, siswa diminta untuk menulis atau merangkai kembali narrative text yang mereka lihat sesuai dengan struktur yang ada pada narrative text.</p> <p>Guru memberi kesempatan kepada</p>	<p><i>Sosial function</i></p> <p>To tell about sequence of events in the past (legend, fable, fairy tale, etc).</p> <p><i>Generic structure</i></p> <p>Orientation: Introduce the character and describe the time, place, and weather. Tell what the main character was doing</p> <p>Complication: Describe the events in your the conflicts or problems raised and the character's reactions to the problems.</p> <p>Resolution: Describe how the problems were solved and the scene at the end and mention the main character's feelings</p> <p>Language features :</p> <ul style="list-style-type: none"> <li>Using simple past tense</li> <li>Using connectives that show a sequential time such as: once upon a time, after a while, first, then, etc.</li> <li>Using action verbs that show what happen, such as: cut the trees, passed their home, chassed Timun Mas, etc.</li> <li>There are dialogues</li> </ul>	<p>Menyapa peserta didik</p> <p>Menanyakan kabar peserta didik</p> <p>Meminta salah satu peserta didik untuk memimpin do'a (situasional).</p> <p>Guru meminta siswa untuk menjelaskan ciri-ciri dari narrative text yang mereka ketahui.</p> <p>Guru menjelaskan materi kepada siswa tentang narrative text (definition, generic structure and language features).</p> <p>Siswa diminta untuk memperhatikan dan menyimak sebuah film animasi yang berhubungan dengan narrative text, "Malin Kundang"</p> <p>Setelah menonton film animasi yang diputarkan guru, siswa diminta untuk menulis atau merangkai kembali narrative text yang mereka lihat sesuai dengan struktur yang ada pada narrative text.</p> <p>Guru memberi kesempatan kepada</p>



using verbal processes, such as: said, asked, and replied.	siswa untuk bertanya. - Guru meminta siswa untuk menyimpulkan hasil pembelajaran. - Guru mengakhiri proses pembelajaran.
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**A. Rubric Penilaian**

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<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	<b>0.5</b>	<b>0.375</b>	<b>0.25</b>	<b>0.125</b>
<b>Organization</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
	The story has a clear beginning, middle, and end. The story	The story has a beginning, middle, and end,	The story does not have a clear beginning, middle, or	The story is missing the beginning or end, and the story is confusing.
<b>Story Elements</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>0.5</b>	The plot is interesting, and the conflict is established, developed, and resolved after a climax. Dialogue exists between the characters and sounds realistic. A description	The plot makes sense, and the conflict is established, developed, and resolved after the climax. Dialogue is minimal and/or does not	The plot is more difficult to follow. Conflict is established and resolved, but it lacks development. The characters are defined with no dialogue. The setting is established with little description.	The plot is difficult to follow. Conflict is established with no resolution or a resolution difficult to understand. Characters are not well established and have no dialogue. Description is minimal or non-existent.
<b>Grammar Mechanics Spelling</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
	There are few or no errors in mechanics, usage, grammar, or spelling. Dialogue is	There are some errors in mechanics, usage, grammar, or spelling. Dialogue	There are many errors in mechanics, usage, grammar, or spelling. These	Numerous errors in mechanics, usage, grammar, and spelling interfere with meaning. Dialogue may be indistinguishable

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(Adapted from <https://www.rcampus.com>)

Categories	Score
	80-100
Excellent	60-79
Good	50-59
Fair Poor	0-49

Hughes (1989).

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inconsistently.

Excellent	Good	Fair	Poor
There is a variety of time linkers in accordance to the story	There are some time linkers and most of them fit well	There are few linkers, not all of them fit well.	There is just one linker in the story

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**APPENDIX II**  
**INSTRUMENTS PRE TEST AND POST TEST**

UIN SUSKA RIAU



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## WRITING INSTRUMENT (PRE – TEST)

### DIRECTION:

1. The test is conducted to find out students' ability in writing narrative text at MA Darul Hikmah Pekanbaru (*Tes ini dilakukan untuk mengetahui kemampuan siswa dalam menulis teks narasi di MA Darul Hikmah Pekanbaru*).
2. This test is only used for a research purpose, and it will not influence your score. (*Tes ini hanya digunakan untuk tujuan penelitian, dan tidak akan mempengaruhi skor anda*).
3. Thanks for your participation in doing this test (*Terimakasih atas partisipasinya dalam melakukan tes ini*).

### INSTRUCTIONS:

1. Write your name and your class on the provided answer sheet (*Tulis nama dan kelas kamu di lembar jawaban yang tersedia*).
2. Choose one of the interesting topics below (*Pilih salah satu topik menarik dibawah ini*):
  - a. Legend
  - b. Fairy tale
  - c. Fable
3. Please write a simple narrative text based on the topic that you have chosen (*Silahkan tulis teks narrative sederhana berdasarkan topic yang telah kamu pilih*).
4. The text should consist of the *and orientation, complication, resolution and coda*  
(*Teks harus berisi pengenalan, masalah, solusi dan moral*).
5. Do it by your self (*Lakukan lah dengan sendiri*).



## Pre-test XI Sains 1

## Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Name : *Camtik Syahara*  
 Class : *XI Sains 1*  
 Date : *11-5-2023*

Please write Narrative text !

### The story of Toba lake

once upon a time, the man a who was living in North Sumatra. He live in a simple hut in a farming field. He did some gardening and fishing for his daily life.

one day, while the man was fishing, he caught a big golden fish in his trap. this is biggest catch he ever had in his life. Suddency, this fish turned into a beautiful Princess. He fall in love with her and Purpose to her as his wife. She said "yes, but you have to promise not to tell anyone about the Secret that i was a fish, otherwise that will be a huge disaster." he made the deal and they got married, lived happily and had a daughter.

few years later the daughter was a bring lunch his father's in the field. one day, the daughter was so hungry, and she etc that unch, her father faunded and shout " you damed daughter a fish ". She run home and asked her mother.

0,5

0,5

0,375

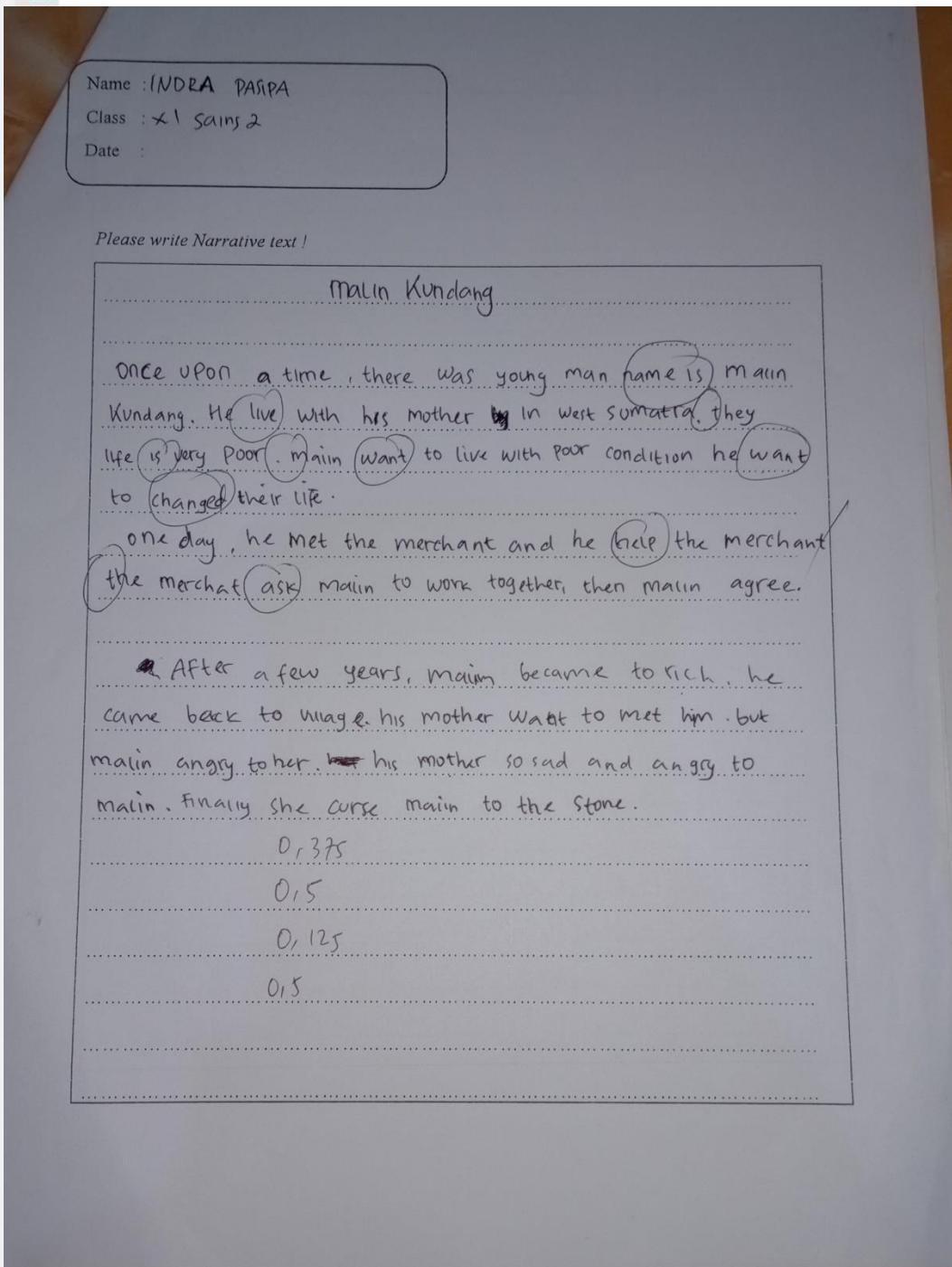
0,5



Pre-test XI Sains 2

Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## WRITING INSTRUMENT (POST – TEST)

### DIRECTION:

1. The test is conducted to find out students' ability in writing narrative text at MA Darul Hikmah Pekanbaru (*Tes ini dilakukan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif di MA Darul Hikmah Pekanbaru*).
2. This test only used for a research purpose, and it will not influence your score (*Tes ini hanya digunakan untuk tujuan penelitian, dan tidak akan mempengaruhi skor anda*).
3. Thanks for your participation in doing this test (*Terimakasih atas partisipasinya dalam melakukan tes ini*).

### INSTRUCTIONS:

1. Write your name and your class on the provided answer sheet (*Tulis nama dan kelas kamu di lembar jawaban yang tersedia*).
2. Choose one of the interesting topics below (*Pilih salah satu topik menarik dibawah ini*):
  - a. Legend
  - b. Fairy tale
  - c. Fable

Please write a simple narrative text based on the topic that you have chosen (*Silahkan tulis teks narasi sederhana berdasarkan topic yang telah kamu pilih*).

The text should consist of the orientation, complication, resolution and coda and description (*Teks harus berisi pengenalan, masalah, solusi, dan moral*).

Do it by your self (*Lakukan lah dengan sendiri*).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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## Post-test XI Sains 1

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Name : Nugai Azkia Zahra  
Class : XI Sains 1  
Date :

Please write Narrative text !

### Malin Kundang

a long time ago, In a small Village near the beach  
In West Sumatera. a woman and her son lived. They were  
Malin Kundang and her mother. her mother was a single  
parent because Malin Kundang's father had passed away  
when he was a baby. Malin Kundang had to live hard  
with his mother. He usually went to sea to catch fish.

one day Malin Kundang was sailing. he saw a  
Merchant's ship which was being raided by a small  
band of pirates. he helped the merchant with his brave  
and power Malin Kundang defeated the pirates. The  
merchant asked ~~the~~ Malin Kundang, to get the better  
life Malin Kundang agreed. He left his mother alone.

many years later Malin Kundang became wealthy.  
he had a huge ship and was helped by many ship crews  
loading trading goods. Perfectly he had a beautiful  
wife too. his ship landed on a beach near a small  
~~the~~ Village. The village recognized him. Malin Kundang

0,5

0,5

0,5

0,5

Post-test XI Sains 2

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Name : AZKA LATIFA  
 Class : XI Sains<sup>2</sup>  
 Date : 17 MAI 2023

Please write Narrative text!

Main Kundang

a long time ago, there life ~~was~~ a ~~the~~ mother and her son. they are main Kundang and her ~~the~~ mother. they life is very poor. main Kundang want to changed their life condition.

One day, he saw a ship and merchant. main helped the merchant and the merchant ~~was~~ so happy and asked main to work in the merchant's ship. then main agreed.

many years later, main came back and became the rich. his mother run to main and want to met him. But main angry. she is so sadness and angryness to main. finally, she ~~is~~ cursed main into stone. main ~~is~~ want to apologize but it is late. then ~~is~~ main changed ~~to~~ into stone.

0,375  
0,25  
0,125  
0,375



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**APPENDIX III**

**RECAPITULATION STUDENTS' SCROE PRE-TEST AND POST TEST**

UIN SUSKA RIAU

- Hal: 5  
 Sajian Dilingungi Undang-Undang  
 1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa menentumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Student	ORGANIZATION				STOR				GRAMR,MECH,SPE				COHESION				TOTAL
	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
Student 1			0.25			0.375				0.375				0.375			1.38
Student 2			0.25				0.25					0.125			0.25		0.88
Student 3		0.375				0.25				0.25					0.375		1.25
Student 4				0.125				0.125			0.125					0.125	0.50
Student 5			0.375			0.25				0.25					0.375		1.25
Student 6			0.375			0.25				0.25					0.375		1.25
Student 7				0.125				0.125					0.125			0.125	0.50
Student 8				0.125				0.125					0.125			0.125	0.50
Student 9			0.375			0.5					0.375				0.375		1.63
Student 10			0.5				0.5				0.375				0.5		1.88
Student 11			0.375				0.25				0.25				0.375		1.25
Student 12			0.375				0.375					0.25			0.375		1.38
Student 13				0.125				0.125					0.125			0.125	0.50
Student 14				0.125				0.125					0.125			0.125	0.50
Student 15			0.5				0.5					0.25			0.375		1.63
Student 16			0.375			0.375					0.125				0.375		1.25
Student 17			0.375			0.375					0.25				0.25		1.25

18	Student 18			0.25				0.25					0.125			0.25		0.88
19	Student 19			0.25				0.25					0.125			0.25		0.88
20	Student 20			0.125				0.25					0.375			0.25		1.00
21	Student 21			0.375			0.375					0.25			0.375			1.38
22	Student 22				0.125				0.125				0.125				0.125	0.50
23	Student 23			0.125				0.125					0.125				0.125	0.50
24	Student 24				0.25				0.25				0.125				0.25	0.88
25	Student 25		0.25				0.375						0.375			0.375		1.38
26	Students				0.25			0.25					0.125				0.25	0.88

Hak Cipta Ditangguhkan UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau keperluan resmi yang lain.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa menemukannya dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dianggap mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

No	Student	ORGANIZATION (0.5)				STORY ELEMENTS (0.5)				GRAMR,MECH,SPELL (0.5)				COHESION (0.5)				TOTAL SCORE
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student		0.375				0.375				0.375			0.5				1.63
2	Student	0.5				0.5					0.375			0.5				1.44
3	Student			0.25			0.375				0.375				0.375			1.38
4	Student			0.25				0.25					0.125			0.25		0.63
5	Student	0.5				0.5					0.375			0.5				1.44
6	Student		0.375				0.375						0.125			0.375		1.25
7	Student	0.5				0.5					0.375			0.5				1.25
8	Student			0.25			0.375						0.125			0.25		1.00
9	Student		0.375			0.5				0.5				0.5				1.88
10	Student		0.375			0.5				0.5				0.5				1.88
11	Student		0.375				0.375					0.25			0.375			1.38
12	Student	0.5				0.5				0.5				0.5				2.00
13	Student		0.375				0.375				0.375			0.5				1.63
14	Student	0.5				0.5				0.375				0.5				1.88
15	Student		0.375			0.5				0.5				0.5				1.88
16	Student		0.375				0.375			0.5				0.5				1.75



Hak Cipta Dilindungi Undang-undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau perbaikan cetakan.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

16	Student		0.375			0.375			0.375			0.375			1.50
17	Student	0.5			0.5			0.375			0.5				1.88
18	Student			0.25			0.25		0.375			0.375			1.25
19	Student		0.375			0.5			0.5			0.5			1.88
20	Student		0.375			0.375			0.375			0.5			0.75
21	Student				0.125			0.125		0.25			0.25		0.75
22	Student		0.375			0.5			0.5			0.5			1.88
23	Student	0.5				0.5			0.5			0.5			2.00
24	Student	0.5				0.5			0.375			0.5			1.88
25	Student		0.375			0.5			0.375			0.5			1.75

No	Student	ORGANIZATION				STORY ELEMENTS				GRAMR,MECH,SPE LL				COHESION				TOTAL
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student 1				0.125				0.125				0.125				0.125	0.50
2	Student 2				0.125				0.125			0.25				0.25		0.75
3	Student 3			0.25				0.25				0.125			0.25		0.88	
4	Student 4				0.125				0.125				0.125			0.25		0.63
5	Student 5				0.125				0.125				0.125				0.125	0.50
6	Student 6			0.375				0.25					0.125				0.125	0.88
7	Student 7			0.375			0.375						0.125	0.375				1.25
8	Student 8				0.125				0.125				0.125				0.125	0.50
9	Student 9				0.125				0.125				0.125			0.25		0.63
10	Student		0.375			0.5							0.125	0.5				1.50
11	Student				0.125			0.25					0.125				0.125	0.63
12	Student		0.375					0.25					0.125				0.125	0.88
13	Student	0.5					0.375						0.125	0.375				1.38
14	Student		0.375				0.375						0.125	0.375				1.25
15	Student		0.375				0.375				0.25				0.25			1.25
16	Student				0.125				0.125			0.25			0.25			0.75
17	Student				0.125				0.125			0.25					0.125	0.63
18	Student		0.375				0.375					0.25		0.375				1.38
19	Student				0.125				0.125				0.125				0.125	0.50
20	Student				0.125				0.125			0.25			0.25			0.75
21	Student				0.125				0.125				0.125				0.125	0.50
22	Student		0.375				0.375						0.125	0.375				1.25
23	Student				0.125				0.125				0.125				0.125	0.50
24	Student				0.125				0.125			0.25			0.25			0.75
25	Student			0.25				0.25					0.125				0.125	0.75
26	Student				0.125				0.125			0.25				0.125		0.75

1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



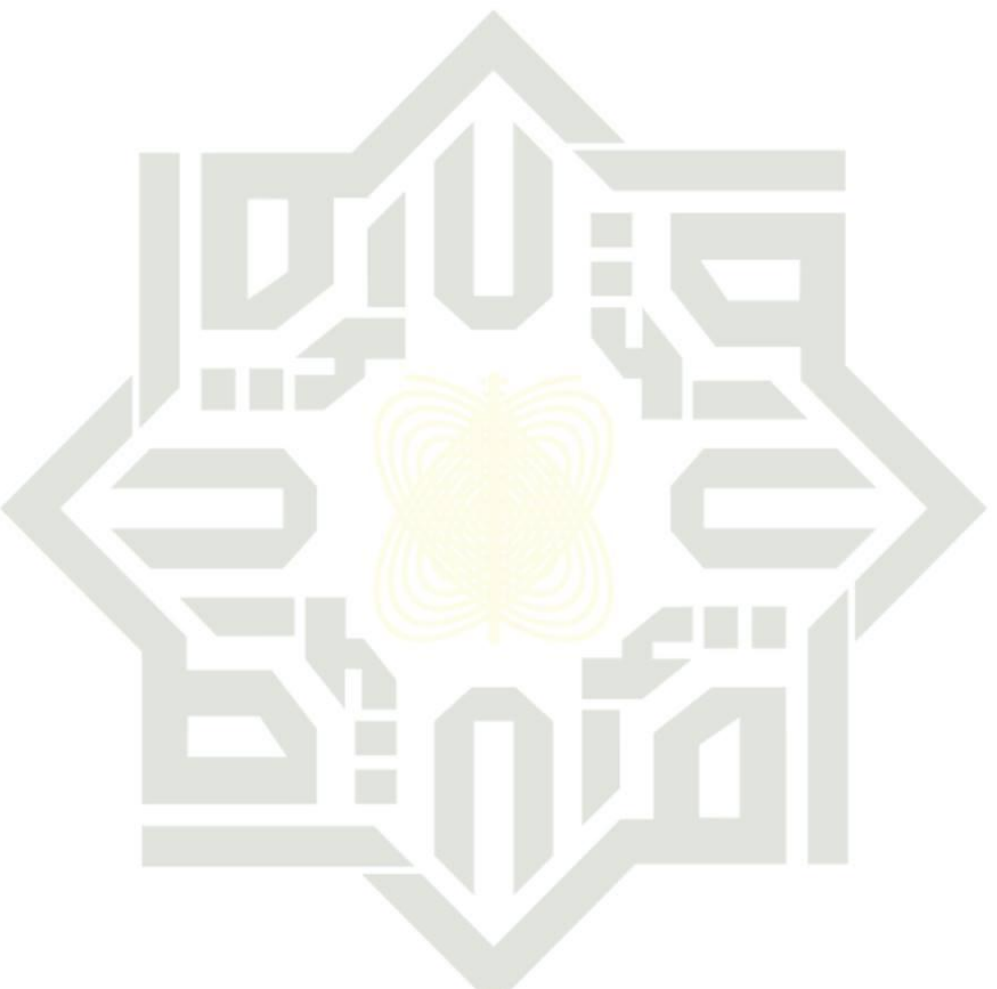
Post -test XI Sains 2 (Rater 1)

No	Student	ORGANIZATION (0.5)				STORY ELEMENTS (0.5)				GRAMR,MECH,SPELL				COHESION (0.5)				TOTAL
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student 1			0.25			0.25					0.25				0.25		1
2	Student 2				0.125				0.125			0.25					0.125	0.625
3	Student 3		0.375					0.25				0.25		0.375				1.25
4	Student 4				0.25			0.25		0.375							0.375	1.25
5	Student 5	0.5				0.5						0.25		0.5			0.125	1.125
6	Student 6				0.25		0.375						0.125			0.25		1
7	Student 7		0.375				0.375					0.25		0.375				1.375
8	Student 8	0.5				0.5				0.375					0.25			1.625
9	Student 9			0.25			0.375			0.5				0.375				1.5
10	Student 10	0.5					0.5					0.375				0.5		1.875
11	Student 11		0.375			0.5					0.375			0.375				1.625
12	Student 12	0.5				0.5					0.375			0.375				1.75
13	Student 13	0.5					0.375				0.375		0.5					1.75
14	Student 14	0.5				0.5					0.375		0.5					1.875
15	Student 15		0.375				0.375				0.375			0.375				1.5
16	Student 16				0.125				0.125			0.25				0.25		0.75
17	Student 17		0.375				0.375				0.375				0.25			1.375
18	Student 18		0.375			0.5					0.375		0.5					1.75
19	Student 19			0.25			0.25					0.25			0.25			1
20	Student 20				0.125				0.125			0.25			0.25			0.75
21	Student 21			0.25			0.25					0.25			0.25			1
22	Student 22		0.375				0.25				0.25				0.25			1.125
23	Student 23				0.125		0.25				0.25				0.25			0.875
24	Student 24				0.125				0.125		0.25				0.25			0.75
25	Student 25		0.375				0.25				0.25				0.25			1.125
26	Student 26		0.375				0.375				0.25			0.375				1.375

2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Rater 1,

Kurnia Budiyanti, S.Pd, M.Pd



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

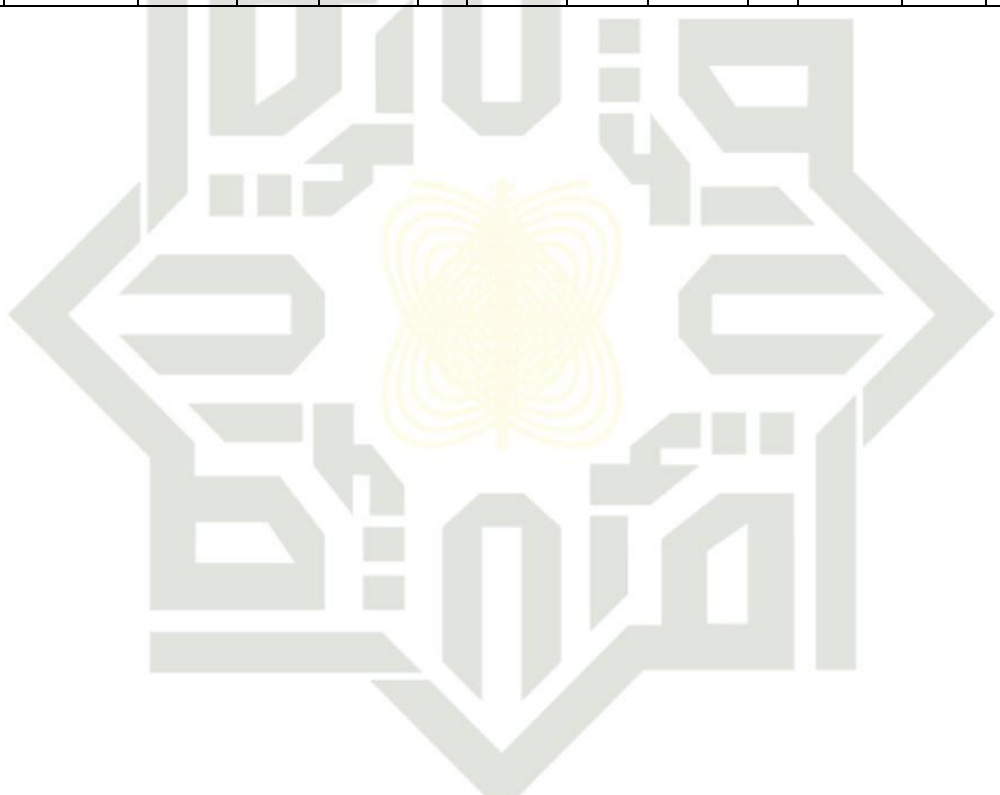


9. Hak Cipta Dilindungi Undang-Undang
10. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan.
  - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

No	Student	ORGANIZATION (0.5)				STORY ELEMEN				GRAMR,MECH,SP ELL (0.5)				COHESION (0.5)				TOTAL
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student 1			0.25			0.375				0.375					0.25		1.25
2	Student 2			0.25					0.125			0.25					0.125	0.75
3	Student 3		0.375				0.375				0.375			0.375				1.50
4	Student 4				0.125				0.125			0.25					0.125	0.63
5	Student 5			0.25			0.375				0.375					0.25		1.25
6	Student 6			0.25			0.375				0.375					0.25		1.25
7	Student 7				0.125				0.125				0.125				0.125	0.50
8	Student 8				0.125				0.125				0.125				0.125	0.50
9	Student 9			0.25			0.375					0.25				0.25		1.13
10	Student 10			0.25				0.25				0.25				0.25		1.00
11	Student 11			0.25				0.25				0.25				0.25		1.00
12	Student 12			0.25				0.25					0.125			0.25		0.88
13	Student 13				0.125				0.125				0.125				0.125	0.50
14	Student 14				0.125				0.125				0.125				0.125	0.50
15	Student 15			0.25				0.25					0.125				0.125	0.75

16	Student 16			0.25			0.375					0.25			0.25		1.13
17	Student 17			0.25			0.375					0.25			0.25		1.13
18	Student 18			0.25				0.25				0.125			0.25		0.88
19	Student 19			0.25				0.25				0.125			0.125		0.75
20	Student 20			0.25				0.25				0.125			0.25		0.88
21	Student 21			0.25			0.375					0.25			0.25		1.13
22	Student 22				0.125				0.125			0.125			0.125		0.50
23	Student 23			0.25				0.25				0.125			0.125		0.75
24	Student 24				0.125				0.125			0.125			0.125		0.50
25	Student 25		0.375				0.375					0.25			0.25		1.25
26	Student 26				0.125			0.25				0.125			0.125		0.63

1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



No	Student	ORGANIZATION (0.5)				STORY ELEMENTS (0.5)				GRAMR,MECH,SP ELL (0.5)				COHESION (0.5)				TOTAL SCORE
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student 1		0.375			0.5					0.375				0.375			1.63
2	Student 2			0.25			0.375					0.25			0.375			1.25
3	Student 3	0.5				0.5					0.375				0.375			1.75
4	Student 4				0.125			0.25					0.125			0.25		0.75
5	Student 5		0.375			0.5					0.375				0.375			1.63
6	Student 6			0.25			0.375					0.25				0.25		1.13
7	Student 7		0.375				0.375					0.25			0.375			1.38
8	Student 8			0.25			0.375					0.25				0.25		1.13
9	Student 9		0.375				0.375					0.25				0.25		1.25
10	Student 10		0.375				0.375					0.25				0.25		1.25
11	Student 11			0.25			0.375					0.25				0.25		1.13
12	Student 12		0.375				0.375					0.25		0.375				1.38
13	Student 13			0.25				0.25				0.25				0.25		1.00
14	Student 14		0.375				0.375					0.25				0.25		1.25
15	Student 15		0.375				0.375					0.25				0.25		1.25

1. Diarahkan mengutip sebagian atau seluruh karya tulis ini tanpa menentunkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



16	Student 16		0.375				0.375				0.25			0.25		1.25
17	Student 17		0.375				0.375				0.25			0.25		1.25
18	Student 18		0.375				0.375				0.25		0.375			1.38
19	Student 19		0.375				0.375				0.25			0.25		1.25
20	Student 20		0.375				0.375				0.25			0.25		1.25
21	Student 21		0.375				0.375				0.25		0.375			1.38
22	Student 22			0.25				0.25				0.125		0.25		0.88
23	Student 23		0.375				0.375				0.25			0.25		1.25
24	Student 24		0.375				0.375				0.25		0.375			1.38
25	Student 25		0.375				0.375				0.25			0.25		1.25
26	Student 26		0.375				0.375				0.25			0.25		1.25

1. Diarah mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau sarana informasi;
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



No	Student	ORGANIZATION (0.5 pts)				STORY ELEMENTS (0.5 pts)				GRAMR,MECH,SPELL (0.5 pts)				COHESION (0.5 pts)				TOTAL SCORE
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
1	Student 1				0.125				0.125				0.125				0.125	0.50
2	Student 2				0.125			0.25					0.125				0.125	0.63
3	Student 3			0.25				0.25					0.125				0.125	0.75
4	Student 4				0.125				0.125				0.125				0.125	0.50
5	Student 5				0.125				0.125				0.125				0.125	0.50
6	Student 6				0.125			0.25					0.125				0.125	0.63
7	Student 7				0.125			0.25					0.125				0.125	0.63
8	Student 8				0.125				0.125				0.125				0.125	0.50
9	Student 9				0.125				0.125				0.125				0.125	0.50
10	Student 10			0.25				0.25					0.125				0.125	0.75
11	Student 11				0.125				0.125				0.125				0.125	0.50
12	Student 12				0.125				0.125				0.125				0.125	0.50
13	Student 13			0.25				0.25					0.125				0.125	0.75
14	Student 14				0.125				0.125				0.125				0.125	0.50
15	Student 15			0.25				0.25					0.125				0.125	0.75
16	Student 16				0.125			0.25					0.125				0.125	0.63
17	Student 17				0.125				0.125				0.125				0.125	0.50
18	Student 18				0.125			0.25					0.125				0.125	0.63
19	Student 19			0.25				0.25					0.125				0.125	0.75
20	Student 20				0.125			0.25					0.125				0.125	0.63
21	Student 21			0.25				0.25					0.125				0.125	0.75

1. Diarahkan mengutip sebagian atau seluruh karya tulis ini tanpa menemukannya dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

22	Student 22			0.25				0.25					0.125				0.125	0.75
22	Student							0.125					0.125				0.125	0.50
22	Tasya Yuslianti							0.125					0.125				0.125	0.63
22	Thahara N.L							0.125					0.125				0.125	0.50
22	Tiara Maharani							0.125					0.125				0.125	0.50
22	Yenny Feby Maharani							0.125					0.125				0.125	0.63
22	Safuna Syaren							0.125					0.125				0.125	0.63

Post -test XI Sains 2 (Rater 2)

No	Student	ORGANIZATION (0.5 pts)				STORY ELEMENTS (0.5 pts)				GRAMR,MECH,SP ELL (0.5 pts)				COHESION (0.5 pts)				TOTAL SCORE	
		E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P		
1	Student 1				0.125				0.25					0.125				0.125	0.63
2	Student 2				0.125				0.25					0.125				0.125	0.63
3	Student 3			0.25					0.25					0.125		0.25			0.88
4	Student 4				0.125				0.25					0.125				0.125	0.63
5	Student 5			0.25				0.375					0.25			0.25	0.125		1.25
6	Student 6				0.125				0.25					0.125		0.25			0.75
7	Student 7			0.25				0.375					0.25			0.25			1.13

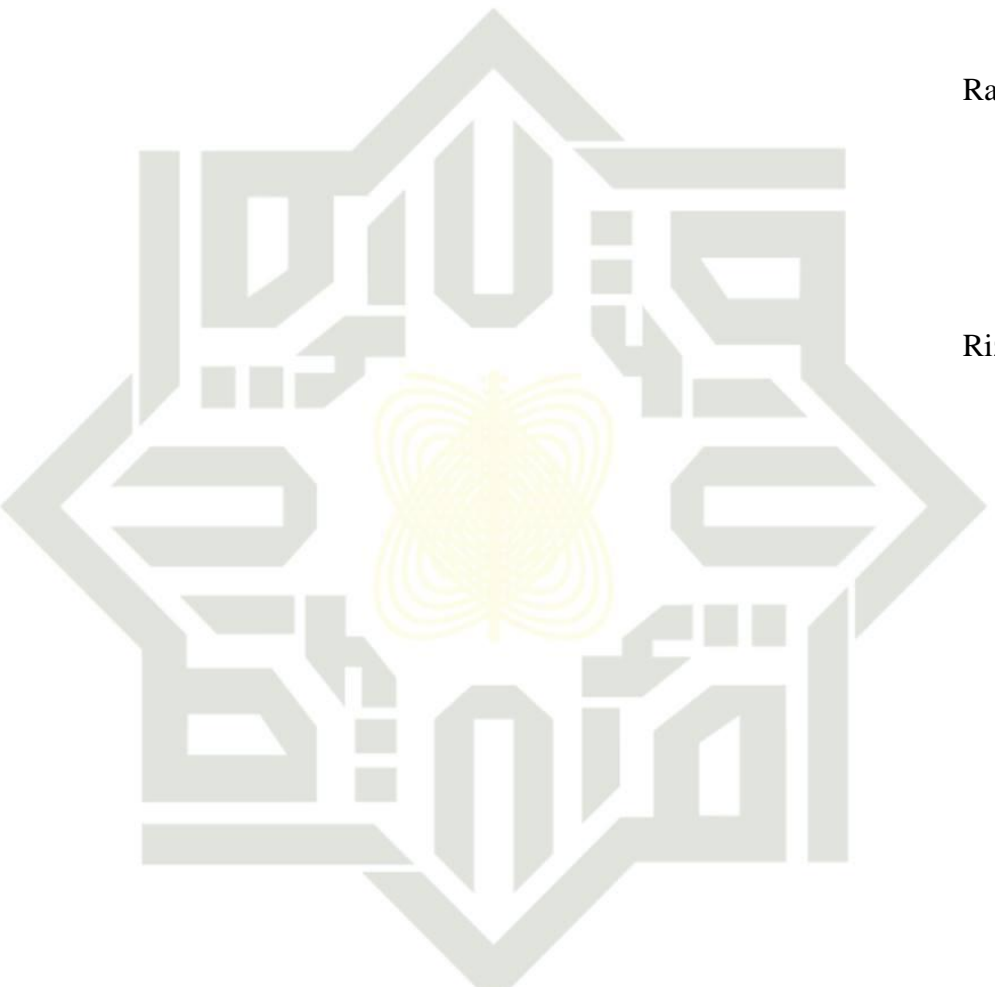
1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

8	Student 8			0.25			0.375				0.25			0.25		1.13
9	Student 9			0.25			0.375				0.25			0.25		1.13
10	Student 10		0.375				0.375				0.25			0.25		1.25
11	Student 11			0.25			0.375				0.25			0.25		1.13
12	Student 12			0.25			0.375				0.25			0.25		1.13
13	Student 13		0.375				0.375				0.25			0.25		1.25
14	Student 14		0.375				0.375				0.25			0.25		1.25
15	Student 15			0.25			0.375				0.25			0.25		1.13
16	Student 16				0.125		0.25				0.125			0.125		0.63
17	Student 17			0.25			0.375				0.25			0.25		1.13
18	Student 18		0.375				0.375				0.25			0.25		1.25
19	Student 19			0.25			0.25				0.125			0.25		0.88
20	Student 20				0.125		0.25				0.125			0.125		0.63
21	Student 21			0.25			0.25				0.125			0.125		0.75
22	Student 22			0.25			0.25				0.125			0.25		0.88
23	Student 23				0.125		0.25				0.125			0.25		0.75
24	Student 24				0.125		0.25				0.125			0.125		0.63
25	Student 25			0.25			0.25				0.125			0.25		0.88
26	Student 26			0.25			0.25				0.125			0.25		0.88

- Halaman 10 dari 10
1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau pengolahan informasi.
  - Dianggap mengutip sebagian dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Rater 2,

Rizky Gushendra, M.Ed



From the table above:

- Excellent (E) : 0.5
- Good (G) : 0.375
- Fair (F) : 0.25
- Poor (P) : 0.125

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State Islamic U

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

### Recapitulation writing score

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 Kasim Riau

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	STUDENTS	RATER-1		RATER-2		TOTAL	
		PRE TES	POS T	PRE TES	POS T	PRE TES	POS T
		1	Student 1	63	63	88	82
2	Student 2	38	63	44	72	41	67
3	Student 3	75	88	63	69	60	79
4	Student 4	32	38	25	32	28	35
5	Student 5	63	63	63	82	63	72
6	Student 6	63	57	63	63	63	60
7	Student 7	25	69	25	63	25	66
8	Student 8	25	57	25	50	25	53
9	Student 9	57	63	82	94	69	79
10	Student 10	50	63	94	94	72	79
11	Student 11	50	57	63	69	57	63
12	Student 12	44	69	69	100	57	85
13	Student 13	25	50	25	82	25	66
14	Student 14	25	63	25	94	25	79
15	Student 15	38	63	82	94	60	79
16	Student 16	57	63	63	88	60	75
17	Student 17	57	63	63	75	60	69
18	Student 18	44	69	44	94	44	82
19	Student 19	38	63	44	63	41	63
20	Student 20	44	63	50	94	47	79
21	Student 21	57	69	69	38	63	53
22	Student 22	25	44	25	38	25	41
23	Student 23	38	63	25	94	32	79
24	Student 24	25	69	44	100	35	85
25	Student 25	63	63	69	94	66	79
26	Student 26	32	63	44	88	38	75
27	Student 27	25	32	25	50	75	41
28	Student 28	32	32	38	31	41	32
29	Student 29	38	44	44	63	60	53
30	Student 30	25	32	32	63	28	47
31	Student 31	25	63	25	56	63	60
32	Student 32	32	38	44	50	63	44
33	Student 33	32	57	63	69	25	63
34	Student 34	25	57	25	81	25	69
35	Student 35	25	57	32	75	69	66
36	Student 36	38	63	75	94	72	78
37	Student 37	25	57	32	81	57	69
38	Student 38	25	57	44	88	57	72
39	Student 39	38	63	69	88	25	75
40	Student 40	25	63	63	94	25	78
41	Student 41	32	57	50	75	60	66
42	Student 42	32	32	38	38	60	35
43	Student 43	25	57	32	69	60	63
44	Student 44	32	63	50	88	44	75
45	Student 45	38	44	25	50	41	47



46	Student 46	32	32	38	38	47	35
47	Student 47	38	38	25	50	63	44
48	Student 48	38	44	63	56	25	50
49	Student 49	25	38	25	44	32	41
50	Student 50	32	32	38	38	35	35
51	Student 51	25	44	38	56	66	50
52	Student 52	25	44	38	69	38	57
<b>Tota</b>		1937	2858	2447	3660	2512	3259
<b>Average</b>		37	55	47	70	48	63

Hak Cipta Dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau

Rater 1,

Rater 2,

Kurnia Budiyantri, S.Pd, M.Pd

Rizky Gushendra, M.Ed

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## APPENDIX IV RECOMMENDATION LETTERS

UIN SUSKA RIAU

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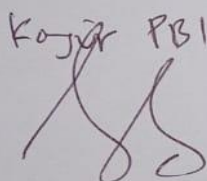


© Hak Cipta

## Disposition letter

Hak Cipta Ditanggung-orang-orang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<b>LEMBAR DISPOSISI</b>	
<b>INDEKS BERKAS</b>	
<b>KODE : 002</b>	
<b>HAL : Pengajuan Sinopsis</b>	
<b>TANGGAL : 22 April 2022</b>	
<b>ASAL : Sefrizel Rahayu / 11910423040</b>	
<b>TANGGAL PENYELESAIAN:                      SIFAT:</b>	
<b>- INFORMASI</b>  Improving Students Ability in Writing Narrative Text Through Animation Movie at Eleventh Grade of Senior High School 1 Hulu Kuantan  Dosen Pembimbing: Dr. Dodi Setiawan, M. Pd  Kajor PBI  25/4/2022	<b>DITERUSKAN KEPADA:</b>  1. Kajor PBI 2. 3. 4.
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"	

Itan Syarif Kasim Riau





## 2. Permission Letter of Pre-Research

### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**MADRASAH ALIYAH DARUL HIKMAH  
PONDOK PESANTREN DAR EL HIKMAH PEKANBARU**  
NSM : 13 12 14 71 000 7  
AKREDITASI A

JL. MANYAR SAKTI KM. 12 SIMPANG PANAM, PEKANBARU - 28923 TELP. 0761 8419433 FAX. 64775

Nomor : 192/MA-DH/H-4/III/2023  
Lamp : -  
Hal : Balasan Izin Pra Riset

Kepada Yth :  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di-  
Tempat

Dengan hormat,  
Sehubungan dengan surat Saudara dengan nomor Un.04/F.II.4/PP.00.9/5575/2023, Perihal izin melakukan Pra Riset, maka dengan surat ini kami menyatakan bersedia untuk memberi izin melaksanakan Pra Riset di MA Darul Hikmah Pekanbaru. Ada pun nama sebagai berikut:

Nama : SEFRIZEL RAHAYU  
NIM : 11910423040  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau


Demikianlah surat balasan ini dibuat agar dapat dipergunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terima kasih.

Pekanbaru, 04 Maret 2023  
Kepala Madrasah,  
  
MUHAMMAD SYARQAWI, S. H. I

## Attachment of Proposal Examination

### Hak Cipta Dilindungi Undang-Undang

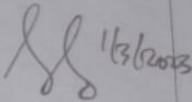
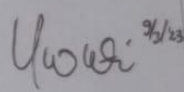
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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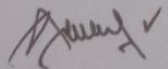
KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Alamat : J. H. R. Soetranto Km. 15 Tampar, Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0781) 7077807 Fax. (0781) 241129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Sefrizel Rahayu  
 Nomor Induk Mahasiswa : 11910423040  
 Hari/Tanggal Ujian : Selasa, 14 Februari 2023  
 Judul Proposal Ujian : The Effect Of Teaching English Using Animation Movie On Eleventh Grade Students' Ability In Writing Narrative Text At SMA N 1 Hulu Kuantan  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

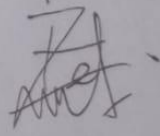
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, M. Hum	PENGUJI I		
2.	Kurnia Budiyanti, Mpd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru,  
Peserta Ujian Proposal




Sefrizel Rahayu  
NIM. 11910423040



## Research Letter

## Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 KEMENTERIAN AGAMA
   
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
   
 FAKULTAS TARBİYAH DAN KEGURUAN
   
 كلية التربية والتعلیم
   
 FACULTY OF EDUCATION AND TEACHER TRAINING
   
Jl. H. R. Soebrantas No.155 Km.16 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 561647 Fax. (0781) 561647 Web. www.ftk.uinsuska.ac.id E-mail: eftak\_uinsuska@yahoo.co.id

---

Nomor : Un.04/F.II/PP.00.9/6203/2023 Pekanbaru, 15 Maret 2023 M  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : **Mohon Izin Melakukan Riset**

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru


*Assalamu'alaikum warahmatullahi wabarakatuh*  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Sefrizel Rahayu
NIM	: 11910423040
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect of Teaching English Using Animation Movie on Eleventh Grade Students' Ability In Writing Narrative Text at MA Darul Hikmah Pekanbaru  
 Lokasi Penelitian : MA Darul Hikmah Pekanbaru  
 Waktu Penelitian : 3 Bulan (15 Maret 2023 s.d 15 Juni 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

  
 Dr. H. Kadar, M.Ag.  
 NIP.19650521 199402 1 001

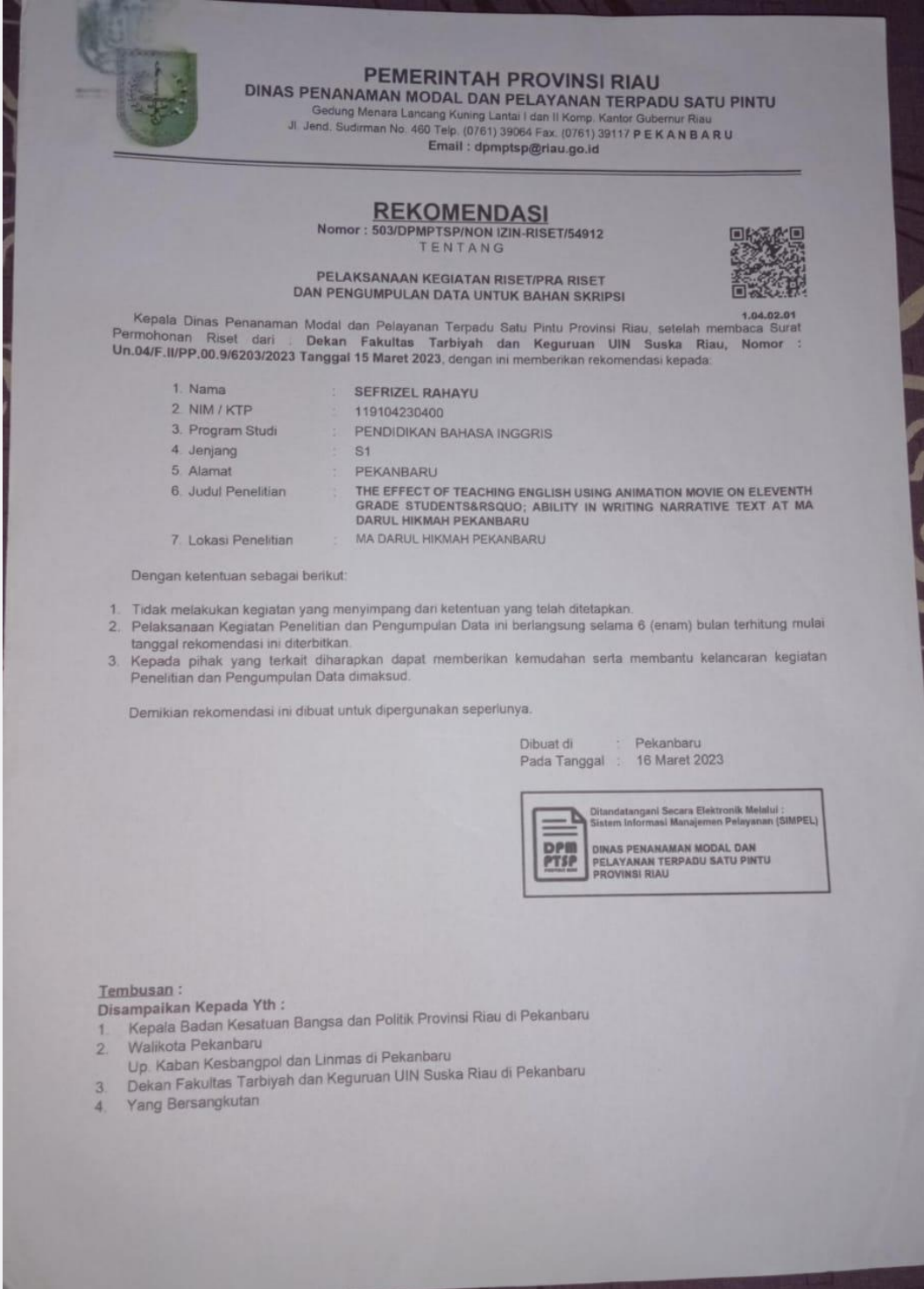
Tembusan :  
 Rektor UIN Suska Riau



## 5 Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## 6 Research Permit Letter from Dinas Pendidikan

**PEMERINTAH KOTA PEKANBARU**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
 JL. ARIFIN AHMAD NO. 39 TELP. – FAX : (0761) 39399 PEKANBARU

**SURAT KETERANGAN PENELITIAN**  
 Nomor : BL.04.00/Kesbangpol/840/2023



a. Dasar :

1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang :

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/54912 tanggal 16 Maret 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

**MEMBERITAHUKAN BAHWA :**

1. Nama	: SEFRIZEL RAHAYU
2. NIM	: 119104230400
3. Fakultas	: TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S1
6. Alamat	: DESA SUNGAI PINANG KEC. HULU KUANTAN-KUANTAN SINGINGI
7. Judul Penelitian	: THE EFFECT OF TEACHING ENGLISH USING ANIMATION MOVIE ON ELEVENTH GRADE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MA DARUL HIKMAH PEKANBARU
8. Lokasi Penelitian	: KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU


Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 29 Maret 2023

KEPALA BADAN KESATUAN BANGSA  
 DAN POLITIK KOTA PEKANBARU

  
**Drs. H. SYOFFAIZAL, M.Si**  
 PEMBINA UTAMA MUDA  
 NIP. 196305291986031003

**Tembusan**  
 Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.  
 2. Yang Bersangkutan.



## 7 Research Completion Letter

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**PONDOK PESANTREN DAR EL HIKMAH PEKANBARU**  
 NSM : 13 12 14 71 000 7  
 AKREDITASI A

JL. MANYAR SAKTI KM. 12 SIMPANG PANAM, PEKANBARU - 28923 TELP. 0761 8419433 FAX. 64775

**SURAT KETERANGAN**  
 Nomor : 603/MA-DH/H-4/V/2023

Yang bertanda tangan di bawah ini,

nama : MUHAMMAD SYARQAWI, S.H.I  
 NIP / NUPTK : 6033749652200003  
 pangkat / golongan : -  
 jabatan : KEPALA MADRASAH

dengan ini menerangkan bahwa :

nama : SEFRIZEL RAHAYU  
 N I M : 11910423040  
 fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU  
 jurusan : PENDIDIKAN BAHASA INGGRIS

Telah selesai melaksanakan Riset di Madrasah Aliyah Darul Hikmah Pekanbaru pada tanggal 10 Mei 2023 sampai dengan 24 Mei 2023 dengan judul :

*"THE EFFECT OF TEACHING ENGLISH USING ANIMATION MOVIE ON ELEVENTH GRADE STUDENT'S ABILITY IN WRITING NARRATIVE TEXT AT MA DARUL HIKMAH PEKANBARU".*

Demikian Surat Keterangan Riset ini dibuat untuk dapat dipergunakan sebagai mana mestinya.


Pekanbaru, 24 Mei 2023  
 Kepala Madrasah,  
  
 MUHAMMAD SYARQAWI, S. H.I



Thesis Guidance Letter

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**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

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**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dodi Settiawan, M.Pd
3. Nomor Induk Pegawai (NIP) : 198502012023211014
4. Nama Mahasiswa : Sefrizel Rahayu
5. Nomor Induk Mahasiswa : 11910423040
6. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	11/7/2023	Revising the instrument		
	18/7/2023	Developing the treatments		
	8/8/2023	Presenting the results		
	5 september/2023	Revising chapters IV & V		
	21 September 2023	Approval		

Pekanbaru, 21 September 2023  
Pembimbing,

Dodi Settiawan M.Pd  
NIP. 198502012023211014



## APPENDIX V DOCUMENTATION

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU





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## CURICULUM VITAE



**Sefrizel Rahayu**, was born on Marc 21, 2000, in Sungai Pinang. She is the first child from two siblings from heer beloved parents Mr. Syahperi and Mrs. Kasihanila. She lived in Sungai Pinang, Kuantan Singingi.

The researcher graduated from SDN 001 Sungai Pinang in 2012. Next the researcher continued her study at SMP N 1 Hulu Kuantan and graduated in 2015. Then, she continued to study as SMA N 1 Hulu Kuantan and Graduated in 2018. Next, in 2019, she was accepted as one of students in Department of English Education, Faculty of Education and Teacher Training at State Islamic University Sultan Syarif Kasim Riau. on July 2022, she was doing Kuliah Kerja Nyata (KKN) program in Mekar Sari, Village, Merbau, Kepulauan Meranti. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMK Global Cendikia , Kualu Nenas, Kampar on September-October 2022. Finally she passed thesis examination for her ungraduated program entitled :The Effect of Teaching English Using Animation Movie on Eleventh Grade Students' Ability in Writing Narrative Text at MA Darul Hikmah Pekanbaru”.