

**THE EFFECTIVENESS OF USING ANIMAL CARTOON PICTURE TO
IMPROVE STUDENTS' ENGLISH NARRATIVE TEXT WRITING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

FEBRI ANATIA HERSY
1902050140



UMSU
Unggul | Cerdas | Terpercaya

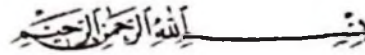
**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2024

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 12 Februari 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

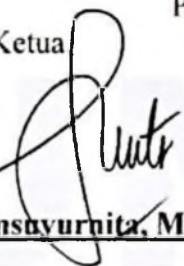
Nama Lengkap : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of of Using Animal Cartoon Picture to Improve Students' English Narrative Text Writing

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A⁻) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

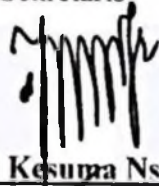
PANITIA PELAKSANA

Ketua



Dra. Hj. Syamsuyurnita, M.Pd.

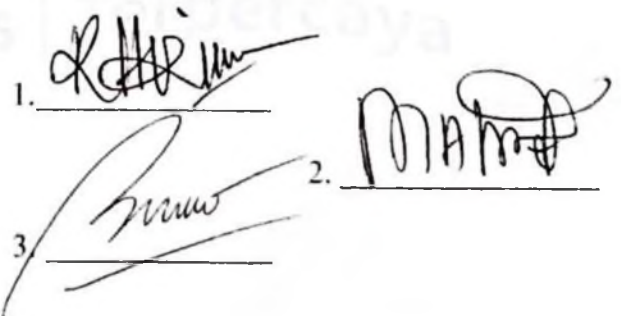
Sekretaris



Dr. Hj. Dewi Kesuma Nst, M.Hum.

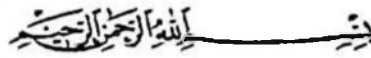
ANGGOTA PENGUJI:

1. Rita Harisma, S.Pd., M.Hum.
2. Dr. Mandra Saragih, S.Pd., M.Hum.
3. Dr. Bambang Panca S. S.Pd., M.Hum.



1. Rita Harisma
2. Dr. Mandra Saragih
3. Dr. Bambang Panca S.

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

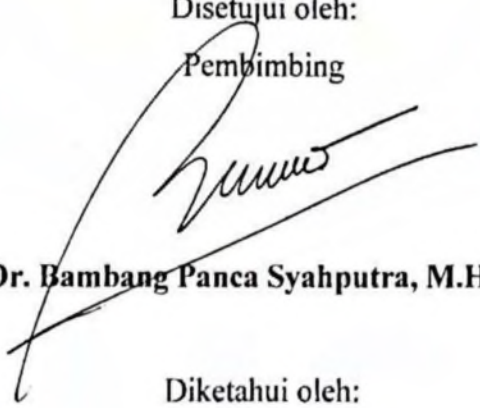
Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Animal Cartoon Picture to Improve Students' English Narrative Text Writing.

sudah layak disidangkan.

Medan, Januari 2024

Disetujui oleh:

Pembimbing

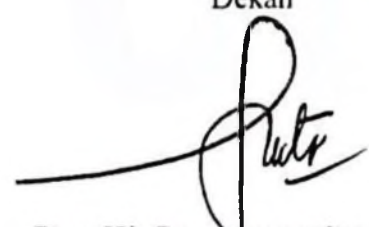


Dr. Bambang Panca Syahputra, M.Hum.


Diketahui oleh:

Dekan

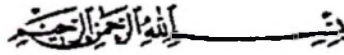
Ketua Program Studi



Dra. Hj. Syamsuyurnita, M.Pd.

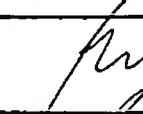
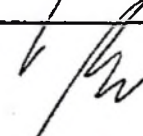
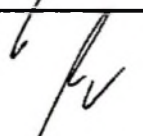
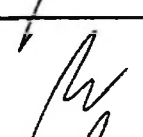
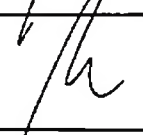


Pirman Ginting, S.Pd, M.Hum.



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Animal Cartoon Picture to Improve Students' English Narrative Text Writing.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8-1-2024	Chapter I. ^{Background of} the study.	
10-1-2024	Identification of the problems.	
15-1-2024	Chapter II	
16-1-2024	Chapter III.	
20-1-2024	Conclusion	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Januari 2024

Dosen Pembimbing

(Dr. Bambang Panca Syahputra, M.Hum.)

ABSTRACT

Febri Anatia Hersy, 1902050140 The Effectiveness of Using Animal Cartoon Pictures To Improve Students' English Narrative Text Writing. English Education Departement Faculty of Teacher and Education Universitas Muhammadiyah Sumatera Utara, 2023.

This study aims to determine the effectiveness of using animal cartoon pictures to improve students' English narrative text writing at SMP Swasta PGRI 3 Medan. The population of this study were student in class VIII 4 and VIII 5, who were taken from two classes. The sample consisted of 84 students which were taken by random sampling technique and divided into two different groups namely experimental and control groups. In analyzing the data obtained from the results of the study was analyzed using descriptive and inferential statistics. Data collected comparisons were made in the form of pretest scores and post test scores. Then the two scores were compared to know a difference between the pretest score and the Post test score Test ("t-test") tests of score differences are only carried out on the average of the two scores, for which a technique called the t-test is used. Therefore, there was One Group Pretest and Post test. This research found that t observation (2023). This is higher than the t table (86.77) from hypothesis testing, so it can be said that there is an the effectiveness of using animal cartoon pictures to improve students' English narrative text writing in class VII SMP Swasta PGRI 3 Medan students.

Key words: writing, junior high school students, narrative texts, animal cartoon, experiment research.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb

Alhamdulillahirabbil'alamin, The reseacher expresses praise and gratitude to Allah SWT who bestows Grace and Guidance in the form of health, safety, and spaciousness of time so that this skripsi can be finished accordingly. Peace and blessing be upon the prophet Muhammad Shallallaahu `alaihi wa salaam, his family, his relatives, and all his followers.

This skripsi is prepared to fulfill one of the requirements to complete Strata One (S1) education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatra Utara. This skripsi is entitled "The Effectiveness of Using Animal Cartoon Picture To Improve Students' English Narrative Text Writing".

In writing this skripsi, the reseacher experienced many difficulties due to limited knowledge, experience, and relevant books and sources of information. However, thanks to the help and motivation of lecturers, friends, and family, the researcher was able to complete the writing of this skripsi as well as possible.

The realization of this skripsi is a real form of involvement from various parties. Therefore, with all humility the reseacher would like to express her deepest gratitude to.

1. Both parents, Mother Mintaria Sitorus and Father Armansyah Aziz, who are full of affection, have nurtured, guided and thanks to their endless prayers for

the author. Bapak Prof. Dr. Agussani, MAP as Rektor Universitas Muhammadiyah Sumatera Utara.

2. Dra, Hj Syamsuyurnita, M.Pd as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dra. Dewi Kesuma Nst, S.S as Vice Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, S.Pd., M.Hum as Vice Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Pirman Ginting, S.Pd., M.hum as the Head of the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
6. Dr. Bambang Panca Syahputra, S.Pd, M.Hum as her Supervisor who has provided a lot of direction, advice, and guidance to the researcher in order to complete the writing of this thesis properly.
7. all lecturers of the Faculty of Teacher Training and Education, English Language Education Study Program, thank you for the motivation given so far.
8. all bureau staff of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

9. Sister Dhea Nabilla hersy, S.T., and Muhammad Haykal little brother who provided a lot of motivation and support in completing the writing of this thesis.
10. her classmates in C Morning of English Department, thank you for support, information and being together.

Finally, the researcher realized that this skripsi was still far from being perfect. So, the researcher expected suggestion and comments for all of the readers and researcher hope that this skripsi can be useful for all parties, both readers and researchers in particular. For the attention that has been given to all parties, the researcher would like to thank you very much.

Wassalamu'alaikum Wr. Wb

Medan, February 2024

The Researcher

Febri Anatia Hersy
19020501240

LIST OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of The Study	1
B. Identification of The Problem.....	5
C. Limitation of the Problem.....	5
D. Formulation of The Problem.....	6
E. The Objective of the Study	6
F. The Significance of The Study	6
1. Practically	6
2. Theoretically	7
CHAPTER II.....	8
REVIEW ON RELATED LITERATURE	8
A. Preview of Related Literatures	8
B. Writing Skill	8
1. Definition of Writing Skill.....	8
2. The Important of Writing	9
3. Writing Process	10
4. The Purpose of Writing	11
5. The component of writing	11

C. Class Action Research.....	12
D. Concept of Narrative Text	14
1. Definition of narrative texts	14
2. The Generic Structure of Narrative Text	15
3. Language Features of Narrative Texts	16
4. The Example of Narrative text.....	17
E. Concept of Cartoon Picture	17
1. Definition of Picture	18
2. Defination of cartoon.....	18
F. Cartoon picture as media teaching	19
G. Conceptual of Framework	20
CHAPTER III.....	22
RESEARCH METHODOLOGY	22
A. Research Design	22
B. Variable and Indicator.....	23
1. Variable	23
2. Indicator	23
C. Population and Sample	23
1. Population.....	23
2. Sample	23
D. Research Instrument.....	23
E. Tecnique of Collecting Data.....	24
F. Technique of Data Analysis	24
CHAPTER IV.....	27
DATA AND DATA ANALYSIS	27
A. Data.....	27

B. The Data Analysis.....	30
1. The mean of control group	31
2. Standard deviation”	32
1. The mean of experimental group	34
2. Standard deviation	34
C. Testing the Normality and Homogeneity.....	34
1. Normality Test.....	34
2. Homogeneity Test	36
D. Testing the Hypothesis	38
E. Research Findings	40
F. Discussion	40
CHAPTER V.....	42
CONCLUSSION AND SUGGESTTION.....	42
A. CONCLUSION.....	42
B. SUGGESTION	42
1. For the Teacher or Lecturer	42
2. For the Next Researcher.....	43
REFERENCE.....	44
DOCUMENTATION	48

CHAPTER I

INTRODUCTION

A. Background of The Study

Using cartoon images when teaching students to write narrative texts is essential for improving their writing abilities. The main reason is that cartoon pictures strategy is not only active, modern but also simple and practical to be put in use. It is more visual and physical performance in its communication between teacher and students. Text, which is narrative text, can be obviously visualized by the picture of cartoon being applied.

English is also has important role in education. It could be seen that language has been learned in any levels of education. For instance, in Indonesia, English has been taught from elementary level up to the university. English becomes one subject matter that has to be mastered by the students to improve the human resource quality.

Texts that tell imaginative or fantastical stories with the intention of entertaining the reader are referred to as narrative texts. A narrative text's central tale may be the product of the author's imagination (fiction), a historical event (fact), or even a mix of the two. A fairy tale serves as an illustration of this text.

Education is one of the fundamental needs of humankind. Education encompasses all human senses hearing, feeling, and doing. Because education covers a wide range of subjects and variables, it is important for raising the standard of living in a country. Since its inception, English has been taught in Indonesian schools as a required subject. English will definitely be harder to learn because it is not the native tongue of Indonesia. Thus, it is essential to put teaching and learning into practice by creating conducive environments that are engaging, inspiring, joyful, challenging, and give students a chance to be creative. Using interesting media in the classroom has become essential to helping students become more fluent in English. Nevertheless, the teacher's contribution to both teaching and

learning has a big influence on how well they are completed. The teaching and learning process is influenced by a number of factors, such as media, tactics, learning materials, and so forth.

Language is a tool for communication that people use to communicate both orally and in writing, according to Liasari and Prastyo (2016: 1). Worldwide, English is the most widely used language among people. Stated differently, English plays a significant role in human communication. People can convey their thoughts, feelings, and anything else on their minds through communication, and they can also receive information from others.

English plays a significant role in education as well. It was evident that language acquisition occurred at all educational levels. In Indonesia, for example, English is taught starting in elementary school and continuing through university. One subject that students must master in order to increase the calibre of their human resources is English.

English language learners should be proficient in four key areas when it comes to teaching and learning the language. The abilities include speaking, writing, listening, and reading. However, the focus of this study is on writing because it's a means of sharing our thoughts and ideas with others, so being able to write well is crucial for anyone hoping to interact with others and explain his intentions.

One of the productive skills that language learners must acquire is writing. Students study writing because it is a necessary skill for both their academic and future professional endeavours. They will later possess the necessary writing background knowledge. Writing is a sophisticated process that enables authors to investigate ideas and concepts and give them a visible, tangible form. It implies that writing is a mental and physical process that a writer engages in when engaging in communication.

Writing involves challenging learning, particularly for students. Writing is a challenging skill to master, according to English language learners—especially those learning English as a second language (Richards and Renandya, 2002: 21). The explanation for this was that writing incorporates our ideas, vocabulary, and grammar into the text. Learning productive

skills, particularly writing, can be extremely stressful, according to Harmer (2007: 278), if one does not know the right words or grammar to convey the idea.

Due to the aforementioned justifications, the author will carry out a study titled “The Effectiveness of Using Animal Cartoon Picture To Improve Student’ English Narrative Text Writing”.

Writing is the structured use of words to convey or express ideas. In order to communicate ideas to others through well-organized language, students must learn how to write. Brown (2001), who claimed that writing is a thought process of ideas, experiences, and feelings in written form, lends support to this. Students can write down their ideas to help the reader comprehend and take in the message. Texts can convey ideas, and narrative texts are one type of text that can do this.

A narrative text is one that tells a fantastical or imaginative story with the intention of entertaining the reader. A narrative text's main story may be based on the author's imagination (fiction), a historical event (fact), or even a combination of the two. The fairy tale serves as an example of this text.

Senior high school students should be able to recognise a text's linguistic features, generic structure, and social function. It is required of the students to generate brief written and spoken texts (Kemendikbud, 2016). This indicates that writing plays a significant part in teaching English.

According to the verse above, humans were taught by Allah to record their newly acquired knowledge using a pen called a qalam. Through the writing we read, the use of pens helps us learn things we did not know before. It demonstrated that Allah commands people to write in addition to reading. To sum up, teaching writing is an essential component of the learning process that broadens our understanding.

Even though senior high school is the time when students should master all writing skills, most students struggle with writing, particularly coming up with ideas, which makes them less interested in writing. Students consequently struggle to come up with ideas

before starting a writing assignment. Writing, according to Purba (2018), is the act of expressing ideas through written word. Students who struggle with idea generation will find it difficult to write and will not be able to effectively communicate their ideas in written form.

When the teacher asked the class to write something without any prior planning, the students were unable to come up with an idea for their writing right away. Because of this, the instructor must employ a unique approach to help the students with their writing. Considering that writing is not an easy task. It incorporates a few linguistic elements, including vocabulary, structure, grammar, and mechanics. Without locating and arranging the idea beforehand, those three elements won't be developed and arranged effectively in a paragraph.

To increase students' interest in writing of all kinds and their writing proficiency, excellent media is required. When given writing assignments, some students find it difficult to express their ideas clearly and concisely, particularly when writing narrative texts. According to Lingarni (2021), the media is a tool for disseminating ideas and messages that can help people understand things.

Based on preliminary research, the researcher discovered that the SMP Swasta PGRI 3 Medan students are an example of this issue, with idea generation being the most challenging aspect of writing narrative texts. Because they are unable to develop their ideas and become confused, students' interest in writing is lower than their interest in other subjects. Owing to this issue, educators require a tool to assist students in locating and refining their ideas into writing paragraphs.

Picture books are thought to be one of the best teaching tools for writing. An engaging method for helping students with their narrative text writing is the picture series. Because the picture will serve as a guide to help students visualise the ideas related to the paragraphs they will be writing, it makes it easier for them to think through the concept. Erni Setyowati (2015), who claimed that picture series is an alternate writing technique that

aids students in discovering their ideas for stories, lends support to this claim. Additionally, since narrative texts need coherent paragraphs, it is expected that students be able to write them.

Since the students have been studying English for a number of years, beginning in elementary school, they ought to have strong writing skills. Even if they believe they are having trouble locating and developing the four ideas into a written text, they shouldn't give up on writing. As a result, a suitable method for assisting students in creating narrative texts is required.

Drawing from the aforementioned assertions, the investigator adopts the study's title as: "The Effectiveness of Using Animal Cartoon Picture to Improve Students English Narrative Text Writing to the First Year Students at SMP Swasta PGRI 3 Medan". Its goal is to determine how well cartoon images work when writing narrative texts.

B. Identification of The Problem

The researcher outlines the following research problems for this study based on the background mentioned above: "To what extent the use of cartoon picture effective in teaching writing narrative text to the first year students at SMP Swasta PGRI 3 Medan?"

C. Limitation of the Problem

The author can restrict the research's problem in the following ways based on the description of problem identification:

1. The research problem is restricted to narrative text composition.
2. Using the cartoon picture strategy will make it harder for students to write narrative texts.
3. The use of cartoon picture media exclusively to enhance students' learning outcomes when they compose English narrative texts.

D. Formulation of The Problem

The author formulates the problems of this research as follows in light of the background mentioned above:

1. What are the students' problems in writing narrative text?
2. How can Animal Cartoon Picture help first-graders at SMP Swasta PGRI 3 Medan develop their narrative text writing skills?

E. The Objective of the Study

1. To identify the students' problems in writing narrative text at SMP Swasta PGRI 3 Medan.
2. To find out how Cartoon Picture can improve the students' skill in writing narrative text at the first grade students of SMP Swasta PGRI 3 Medan.

F. The Significance of The Study

The research is beneficial for:

1. Practically

- a. This study can serve as inspiration for future research as well as a guide for related studies.
- b. It will strengthen the theory based on research findings in English language instruction.
- c. It will provide insights and motivation to raise the standard of instruction in learning English, particularly in the area of writing.

2. Theoretically

The contributions from teachers, the school, and the students of SMP Swasta PGRI 3 Medan will be provided by this research.

- a. Students will receive instruction using a different system. Producing a narrative text with the students after they've watched the film and listened to the dialogue will be more engaging.
- b. Students' writing abilities will be enhanced. They have no trouble and can write their narrative text freely. Second, a teacher can become more innovative, develop a more successful strategy, and employ animated films as a useful way to help students who struggle with writing.
- c. The school can improve the study's findings, apply them to other teachers' attempts to learn how to develop innovations, and inspire them to come up with new ideas using different approaches.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Preview of Related Literatures

A brief citation of some of the researchers' findings is provided. The researcher identifies the use of multiple studies to improve students' writing skills.

Suprianti, 2010 "Effectiveness of fairytale films as medium in teaching narrative writing" is the title of his thesis. The findings of the study indicate that following the intervention, there was a discernible variation in the narrative text writing proficiency of the experimental and control groups of students. The study will demonstrate that the two classes have different levels of improvement. The experimental class's average score is 71,5, while the control class's average is 65,5. The success of this study can be attributed to the rise in students' narrative text writing proficiency.

B. Writing Skill

1. Definition of Writing Skill

Various definitions of writing have been put forth by professionals. Writing is an act of communication that necessitates an interaction process that happens between the writer and reader via text, according to Murcia (1991: 207). According to Palmer (1994: 5), writing is also the process of generating and arranging your ideas, putting them on paper, and then shaping and revising them.

Byrne provides the following definition (1997: 1). According to him, writing is the process of creating a series of sentences that are put in a specific order and connected in specific ways. Regardless of length, a series of sentences will create a coherent whole once they are arranged and connected. Text refers to this cohesive whole. There can be one paragraph or more in a text. A paragraph is a brief document that is between 150 and 200

words long, according to Langan (2001: 5). Typically, it starts with a topic sentence and is followed by a number of sentences that bolster it.

Another claim regarding writing ability is made by Widdowson in Saleha (2008: 15), who claims that writing is a communication activity that follows a set of general guidelines that emphasise the use of language in communication.

Writing is a process that involves gathering and arranging your thoughts, putting them on paper, and then shaping and rewriting them. Writing is a process, and the limitations of genres frequently have a significant influence on what we write, so these elements must be included in learning activities, according to Harmer (2004: 86).

The writer can infer from the definitions above that writing is a means of generating language derived from our thoughts. We can express our thoughts, feelings, and anything else that comes to mind through writing. Additionally, writing is a process that is impacted by genre conventions and must be included in educational endeavours.

2. The Important of Writing

There are numerous justifications for the importance of writing, including Hairston in Saleha (2008: 5)

- a. Writing is a means of exploration. By writing into and tabulating into information and images from our unconscious minds, we can activate our thought processes.
- b. Writing aids in the organisation of our ideas. We are able to arrange them logically.
- c. Writing helps us connect and perceive relationships, which leads to the generation of new ideas.
- d. Jotting down thoughts enables us to take them on as our own.
- e. Writing facilitates observation and processing of information, which helps us learn a subject better.

f. By putting the elements of the problem into writing, writing allows us to examine and manipulate the problem.

g. Thinking about a topic makes us acquire knowledge actively as opposed to passively.

3. Writing Process

According to Harris (1993: 10), writing is a process that takes time, especially when we consider the occasionally lengthy thought processes that precede producing an initial draft. He adds that writing is a process of beginnings and endings, interspersed with lengthy pauses for introspection or the need to refocus.

McCrimmon (1984: 3) identified three main phases in the writing process. Prewriting is stage one, writing is stage two, and revision is stage three.

1. Stage 1- prewriting

The writer searches for his purpose at this point. When he begins writing, the fundamental choices he makes will direct and guide him. The choices will define the subject and establish the writer's attitudes towards the subject and the reader.

2. Stage 2- Writing

The writer implements these choices during the writing stage by finishing the first draft.

3. Stage 3- Revision

The writer makes targeted edits to the draft at this point. The topic sentence, any supporting sentences, and, if applicable, the concluding sentence will be the first sections of the paragraph to be reviewed and revised during the revision process. Since a well-written paragraph is recognised to be cohesive and well-organized.

4. The Purpose of Writing

Harris (1993: 18) states that one must take into account the text's purpose, or its communication function. Texts can be categorized, for instance, based on their goals among them, entertainment, information, instruction, persuasion, explanation, argument presentation, and so forth.

As noted by Halliday in Nunan (1998: 84), written language is employed in:

- 1) Action: billboards, menus, phone books, ballot papers, product labels, television and radio guides, bills, menus, and computer manuals.
- 2) Sources of information: political pamphlets, current affairs magazines, newspapers.
- 3) Entertainment options include drama, poetry, comic strips, newspaper features, and movie subtitles.

5. The component of writing

According to Heaton (2001: 146), writing's constituent parts fall into five categories.

They adhere to:

a. Content

For writing to be considered good, its content must be understandable to readers in order for them to take away information and comprehend the message being sent. The information must be coherent and comprehensive. Usually used to refer to completeness and unity, these qualities are what make good writing.

b. Form

Regarding the writing, this relates to how the writer advances and arranges the concepts to convey a message. Writers can arrange or organise their writing in a variety of ways. The primary recognition of this form is order.

c. Language use

Using proper language and grammar is important when writing descriptions or other types of writing. A grammar that can produce grammar is considered adequate. Grammar can aid in improving our understanding of how to use formal language better, but we shouldn't be able to do anything more than utter individual language functions.

d. Vocabulary

An essential component of composition writing is vocabulary. Good vocabulary mastery is necessary for writers to convey their ideas through writing. Writing effectively requires the use of vocabulary and words that are pertinent to the subject matter so that readers can understand and relate to it. A person with a limited vocabulary will find it difficult to put their thoughts into writing, but writers can improve their writing by using the right words.

e. Mechanic

It has to do with being able to use words correctly in written language, including spelling, punctuation, and capitalization. It is crucial to guide the readers towards understanding or recognising the meaning that the writing is trying to convey. When writing with advantageous mechanics, readers will find it easier to understand the ideas or message being conveyed.

C. Class Action Research

A type of action research in which a group or class is involved is called class action research of individuals collaborating in the research process to address a particular problem or issue. It combines the principles of action research with the collective power of a group, allowing for a more comprehensive and participatory approach to research.

In a class action research project, the participants, who are typically members of a specific community or organization, actively engage in identifying, analyzing, and solving

problems that affect them collectively. They work collaboratively with researchers or facilitators to define research questions, gather data, and implement interventions or solutions.

The primary goal of class action research is to empower the participants by involving them directly in the research process and fostering a sense of ownership and agency over the outcomes. It aims to address social or organizational issues by generating practical knowledge, promoting social change, and enhancing the well-being of the community or organization involved.

Key characteristics of class action research include:

1. Collaborative approach

Class action research emphasizes collaboration and active participation of the research participants throughout the entire research process. The researchers and participants work together as co-researchers, sharing knowledge and expertise.

2. Problem-focused

Class action research is driven by a desire to address specific problems or challenges faced by the community or organization. The research process revolves around identifying and analyzing these problems to generate meaningful solutions.

3. Cyclical process

Similar to action research, class action research follows a cyclical process involving multiple stages. This typically includes problem identification, data collection and analysis, intervention or solution implementation, evaluation, and reflection. The process is iterative, allowing for continuous learning and improvement.

4. Empowerment and social change

Class action research seeks to empower the participants and facilitate social change. By involving community members or organizational stakeholders directly, it aims to

build their capacity, foster critical thinking, and promote collective action for positive transformation.

Class action research can be applied in various contexts, including education, community development, healthcare, and organizational settings. It offers a participatory and democratic approach to research, ensuring that the voices and perspectives of the affected individuals are heard and valued throughout the process.

D. Concept of Narrative Text

The idea of a narrative text is centred on storytelling and the order in which events, characters, and actions are presented to create a meaningful and cogent story. Narrative texts are written or spoken accounts of events or experiences, typically presented in a chronological order, with a clear beginning, middle, and end. The purpose of narrative texts is to entertain, inform, educate, or engage the audience by transporting them into a fictional world or recounting real-life experiences.

1. Definition of narrative texts

Text can take many different forms. The types are categorised based on the piece's intended use. According to Anderson (1997: 8), a narrative is a text that tells a story while also providing the reader or listener with entertainment or information.

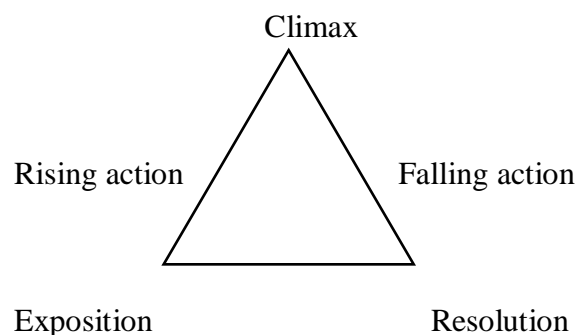
According to John (2002: 252) Every narrative includes characterization and the viewpoint of the protagonist. It also involves a series of events, some of which are unusual and call for an explanation; these events are usually presented as a loose chain of events.

A narrative text, according to Pumamawati (2011: 5), is a description of a series of events, typically presented in chronological order. In terms of the types of texts that high school students are required to study, a narrative text is one that recounts an earlier event or story.

Based on the three definitions given above, it can be said that a narrative is a text that focuses on particular characters and tells stories or historical events to entertain or amuse readers.

2. The Generic Structure of Narrative Text

A narrative, according to Neo (2005: 2), has a structure, a shape, or a pattern. This is one way to graphically represent it.



The Freytag Triangle is intended to act as a kind of road map or blueprint that will help us write more methodically. The components of the Freytag triangle are:

- a. The exposition, which sets the scene and characters.
- b. Rising action, which denotes a sequence of events leading up to the conclusion.
- c. The turning point at which issues or conflicts require action is known as the climax.
- d. The instant that passes between the greatest point of excitement and falling action.
- e. The outcome or result constitutes the resolution.

As stated by Wardiman (2002: 98), the procedures involved in creating a narrative text are:

a. Orientation

It concerns the first paragraph, which introduces the story's settings, plot, and characters. Usually, it responds to the queries Who? When? Where.

b. Complication

It is a sequence of complications or the point at which the story's issues arose.

c. Resolution

Where the story's problems are resolved. For better or worse, the issue may have been resolved amicably or amorously.

3. Language Features of Narrative Texts

Moreover, Derewianka (1990: 32) lists a number of typical narrative grammatical patterns, including: distinct, frequently solitary participants with distinct identities. The majority of participants are either humans or, occasionally, animals that resemble humans; Adjectives are used to describe nouns; action verbs are used to refer to events; the past tense is used to locate events in relation to the speaker's or writer's time; conjunctions and time connectives are used to sequence events; adverbs and adverbial phrases are used to indicate place and time.

Milan states in Nurkamri (2014: 21) that narrative texts have six language features. These are as follows:

- a. Sample past tense Subject + verb II
- b. The formula a simple past as follow
- c. Use times conjunction (whwn, then, sudenly, next, and, then, after that) also tempoval conjunction like (once upon a time, one day, long time ago)
- d. The firs person (I or We) or the third person (he, she or they)
- e. The spesific nouns and use adjective and adverb
- f. Use spesific time (one day, one afternoon) where the spesific time is use in the beginning of the narrative paragraph

4. The Example of Narrative text

Cinderella

Orientation	There once was a lovely young woman named Cinderella. She was charming, devoted, and astute. She shared a home with her stepmother and stepsister. They were extremely tyrannical. The housework had to be done by her.
Complication	The family received a ball invitation one day. Cinderella was devastated because her stepsisters would not let her leave. Without her, the stepsisters attended the ball.
Resolution	Luckily, she received assistance from the fairy godmother in getting to the ball. Cinderella and the prince danced at the ball. She captured the prince's heart, and he eventually married her. Their happily ever after is unbroken.

E. Concept of Cartoon Picture

The concept of a cartoon picture refers to a visual representation of characters, objects, or scenes drawn in a humorous or exaggerated style. Cartoons are a form of illustration or animation that often feature simplified and exaggerated features, vibrant colors, and playful or caricatured depictions. They are usually used to entertain, convey a message, or evoke emotions in a lighthearted and amusing manner.

Cartoon pictures can take various forms, such as single-panel cartoons (like editorial cartoons or comic strips found in newspapers), animated cartoons (short films or TV

shows), or even illustrations in books, magazines, or advertisements. The subject matter of cartoons can be diverse, including political satire, social commentary, humor, fantasy, science fiction, or simply everyday life situations.

1. Definition of Picture

A picture is a two-dimensional image that shows a person, location, or object. For centuries, educators have utilized images to aid students in comprehending different facets of foreign languages. Visual aids such as pictures have inspired students, clarified the subject matter, and depicted the general idea and forms of culturally specific objects or actions. Images are important for teaching meaning, even in conventional grammar translation techniques.

Pictures are a very helpful and effective media in EFL instruction, according to Rachmadie (2002: 75). All language skills, including speaking, listening, reading, and writing, can be taught with them. Additionally, pictures can be used to teach vocabulary, structure, and cultural topics.

2. Definition of cartoon

Cartoons are funny-looking pictures that depict a situation. Caricaturists are people who draw cartoons. Today, cartoons come in a variety of forms, including comic strips, gag cartoons, and editorial cartoons. Sarcasm is typically used in editorial and political cartoons to convey political or social viewpoints. Cartoon gags aim to make jokes without implying anything. Cartoon comic drawing in a comic book. Additionally, cartoons can be utilised as illustrations in publications like books, magazines, and greeting cards. Cartoons also emerge in other media, such as movies, and are referred to as animation.

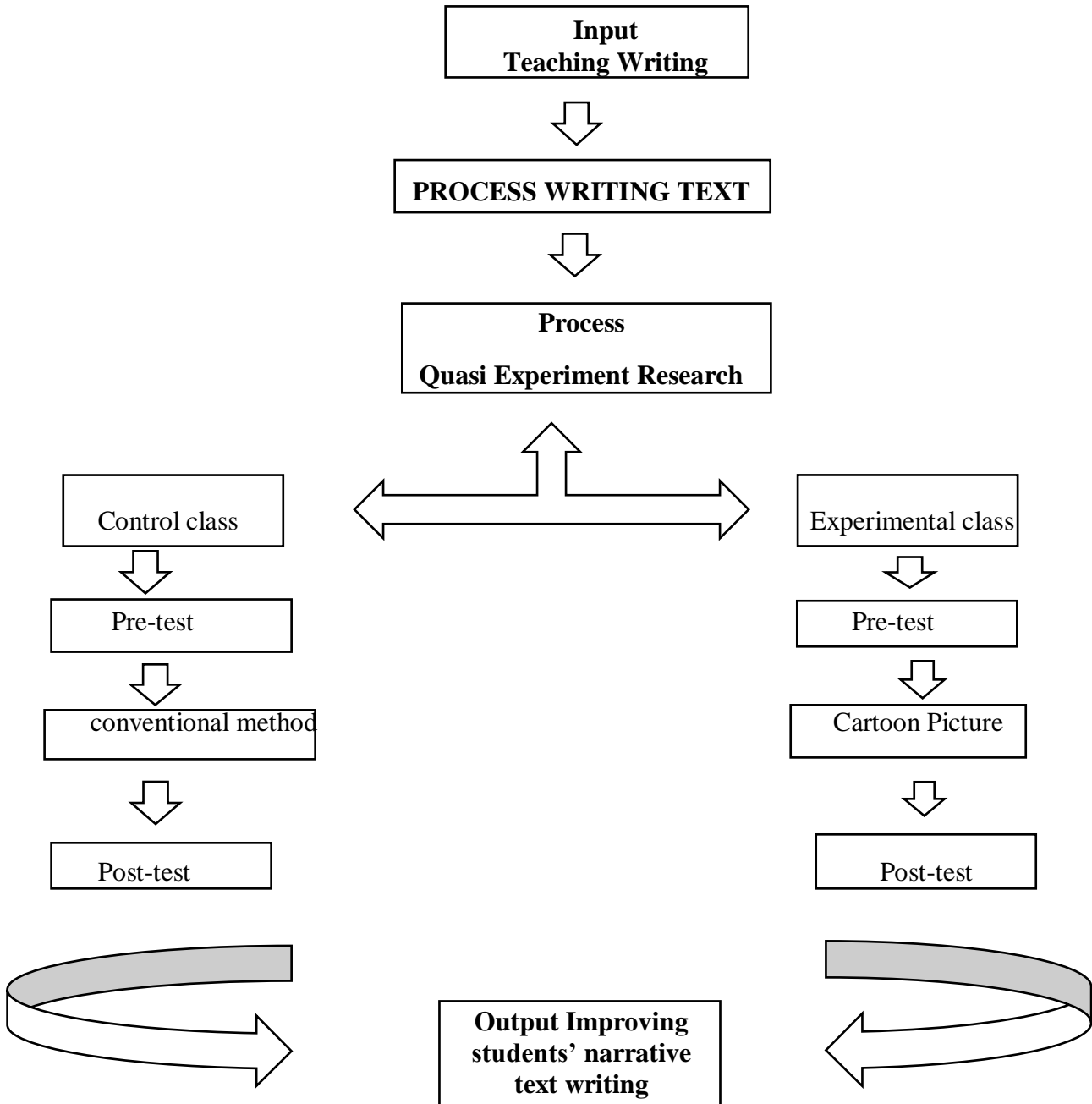
F. Cartoon picture as media teaching

A cartoon is one of the media that can be utilized in the teaching process, claims Cameroon (2001: 34). Cartoons have made some educational advances, particularly in the area of teaching narrative texts:

1. To increase the learners motivation
2. To avoid the learners bored
3. To make the learners easy to understand Narrative Text
4. To make the teaching learning process more systematic
5. To make the point, more concerted and realistic. Compared to spoken language.
6. Can get around the constraints of space and time, so not every object or event can be brought to the object or event.
7. Can get beyond that observational constraint. Because assistance entails a concrete image, students' minds will be more focused and easily pay attention, making it easier for teachers to explain concepts to them.
8. Describe the problems in various contexts and for various age groups.

G. Conceptual of Framework

The process of this research can be seen by the following conceptual framework:



As previously explained, writing is a crucial skill to have.

Using a cartoon picture sequence, teach writing skills. One type of alternative teaching medium is a cartoon picture sequence. The students can write texts with the aid of this media. The students participated in an engaging class discussion about this idea. It is a part

of a procedure where students are divided into two classes: an experimental class and a control class.

First, prepare writing material about narrative texts according to the research's conceptual framework. Next, conduct process quasi experimental research. Two classes are used by the researcher in the quasi expressive process. The control class and the experiment class are these. The pre-test, treatment (conventional method), and post-test will be administered in the control class. A pre-test, a post-test, and a treatment (a cartoon picture) were administered to the experimental class. Using a cartoon image, the researcher in this study was able to determine the degree to which students' writing achievement improved following treatment.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will be quasi-experimental in nature. The experimental class and the control class, where the experimental class is located, will be used by the researchers. The cartoon picture in the experimental class will be used, but not the control class's cartoon picture.

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X ₁	O ₂
Control	O ₁	X ₂	O ₂

O₁ = Pre-test

O₂ = Post-test

X₁ = Using Cartoon Picture

X₂ = Whitout using cartoon picture

This researcher uses a quantitative approach. This study is set up in a quasi-experimental fashion. The author used a quasi-experimental study design to determine whether cartoon images could enhance narrative text writing. Establishing the cause and effect relationship between the independent and dependent variables is the aim of the quasi-experimental design. A quasi-experimental study involving multiple classes or schools can be implemented in a corr 23 scenario to evaluate the impact of instructional strategies or curriculum materials. Cartoon images will be the independent variable in this study, and the dependent variable will be students' narrative text writing.

B. Variable and Indicator

1. Variable

There are two variables in the research:

- a. The independent variable: cartoon picture
- b. the dependent variable: narrative text writing

2. Indicator

The study's application to enhancing students' narrative text writing was one of its indicators.

C. Population and Sample

1. Population

Arikunto (2010: 173) states that the population consisted of every individual involved in the research project. The population that the researcher examines consists of SMP Swasta PGRI 3 Medan first-graders.

2. Sample

Arikunto (2010: 174) defines a sample as a portion of a representative population that is being studied. The researcher used the purposive sampling technique in this study. The first-year students at SMP Swasta PGRI 3 Medan were selected by the researcher.

D. Research Instrument

Written exams are the research tool used in this study. Pre- and post-tests are the two types of tests that the researcher used. Before starting treatment, students take a pre-test to gauge their proficiency in narrative text writing. While a post-test is administered following therapy to determine whether students' writing abilities have improved as a result of the subject.

E. Technique of Collecting Data

The researcher employed multiple instruments to gather data regarding the efficacy of using animal cartoons to enhance the English narrative text writing skills of first-grade students at SMP Swasta PGRI 3 Medan.

F. Technique of Data Analysis

The test will gather the data, which will then be quantitatively analysed:

1. There are five standard evaluation categories that are used to categorise the students' scores.

No	Score	Criteria
1	90-100	Classified as very good
2	80-89	Classified as good
3	70-79	Classified as fair
4	60-69	Classified as poor
5	50-59	Classified as very poor

2. Using the formula below to determine the mean score.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean score

$\sum x$: The sum of all score

N : The number of student (Gay in Martini, 2010: 14).

3. Scoring the students correct answer of pre-test and post-test

$$\text{Student score} = \frac{\text{the students' correct answer}}{\text{total number of items}} \times 100 \text{ (Puskur in Astria,2015:34).}$$

The mean score is used to compile student data and determine the narrative text writing proficiency of the students.

4. Data analysis on pre-test and post-test

The t-test and the normality distribution formula will be used to statistically analyse the pre-test results. The exact same procedures used for the pre-test data analysis will be used for the post-test data analysis.

The independent t-test will be determined first by the writer. To calculate the independent t-test, follow these steps: establishing the hypothesis, H1: the means of the experimental and control groups differ significantly. To calculate the independent t-test, use this formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where $SS_1 = \sum X_1^2 - \frac{(\sum x_1)^2}{n_1}$ and $SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$

t = Test of significant differences

X1 = Score of experimental group

X2 = Score of control group

x1 = Mean of experimental group

x2 = Mean of control group

n1 = Number of subject of experimental group

n2 = Number of subject of control group

SS_1 = Sum Squares of experimental class

SS_2 = Sum square of controlled c

2 = Number of groups involved

1 = Constant number (Gay in Darmayanti, 2012:32).

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

First off, the writer used the sample's pretest and posttest results to obtain the data. Two groups—the experimental group and the control group—were created from the data. Cartoon images were used in both the pre- and post-tests of the experimental and control groups' narrative text writing tests. Furthermore, the score was acquired during the data collection. According to the data in the control group, the post-test score ranged from 70 to 85, and the lowest score on the pre-test was 60, while the highest score was 75. Based on the data, it can be deduced that the experimental group performed better than the control group, whose pre-test scores ranged from 65 to 75. In the meantime, 80 was the lowest post-test score and 90 was the highest.

The Result Pre-Test and Post-Test of the Control Group

No	Student's Initial	Pre-Test	Post-Test
1	ABP	60	70
2	ADF	60	75
3	DP	70	75
4	ER	70	80
5	FR	65	75
6	IP	70	80
7	KN	75	85
8	LAG	70	80
9	MHB	60	70
10	MHG	60	75
11	MM	75	80
12	MDP	65	75
13	MA	70	85
14	MKA	65	70
15	MRF	65	75
6	NAD	70	85

17	NBF	60	70
18	PM	70	75
19	RNI	75	80
20	RBS	60	70
21	SMA	60	75
22	SR	75	85
23	UNI	70	80
24	YMK	70	75
25	YNM	65	75
26	YSY	60	70
27	ZDN	70	80
28	ZAA	75	85
29	ZAB	65	75
30	ZAL	75	80
	Total	2020	2310

It is possible to deduce from the data in the controlled group table that the pre-test score ranged from 60 to 75, with the lowest score being 60. Six students received a score of 75, while eight students received a score of 60. The post-test results showed that the highest score was 85 and the lowest was 70. Six pupils achieved a score of 70. and five pupils who achieved an 85.

The Result Pre-Test and Post-Test of the Experimental Group

No	Student's Initial	Pre-Test	Post-Test
1	AP	70	80
2	ADC	70	80
3	ALP	70	85
4	AT	75	90
5	BAK	65	80
6	BBP	70	85
7	CHS	75	80
8	CDN	65	80

9	DAL	70	85
10	DYA	65	80
11	GA	70	85
12	GSP	75	90
13	HM	70	80
14	HMG	65	80
15	IC	75	85
16	IKP	65	80
17	KAD	65	80
18	LIG	75	85
19	MDL	70	90
20	MBP	70	80
21	MIZ	65	80
22	NAS	65	85
23	NAT	75	85
24	RAB	75	90
25	RAM	70	80
26	SGL	70	85
27	WP	65	80
28	ZN	70	80
29	ZM	75	90
30	ZYL	70	80
	Total	2095	2495

Based on the information presented in the table, the experimental group's pre-test score ranged from 65 to 75, with the lowest score being 65. Nine pupils achieved a score of 65. and eight pupils who achieved a 75. It is possible to characterise the post-test results as having a lowest score of 80 and a highest score of 90. Sixteen students achieved a score of 80. And five pupils received a score of 90

B. The Data Analysis

In order to compare the score between the experimental and control groups, it is imperative that the data be thoroughly analysed. The test's data analysis led to an analysis of the score based on variations in the Control Group's pre-test results.

The Differences Scores Pre-Test and Post-Test in Controlled Group

No	Students Initial	T ₁	T ₂	D	d ₂
1	APP	60	70	10	100
2	AWF	60	75	15	225
3	DP	70	75	5	25
4	ES	70	80	10	100
5	FNR	65	75	10	100
6	ISP	70	80	10	100
7	KN	75	85	10	100
8	LAD	70	80	10	100
9	MHA	60	70	10	100
10	MH	60	75	15	225
11	MM	75	80	5	25
12	MEP	65	75	10	100
13	MA	70	85	15	225
14	MKA	65	70	5	25
15	MRF	65	75	10	100
16	NA	70	85	15	225
17	NAF	60	70	10	100
18	PR	70	75	5	25
19	RNI	75	80	5	25
20	RAS	60	70	10	100
21	SM	60	75	15	225
22	SP	75	85	10	100
23	UNI	70	80	10	100
24	YK	70	75	5	25
25	YM	65	75	10	100
26	YRY	60	70	10	100
27	ZDN	70	80	10	100
28	ZA	75	85	10	100
29	ZAB	65	75	10	100

30	ZAM	75	80	10	100
	Total	2020	2310	295	3175

With reference to the aforementioned data, it is evident that the pre- and post-test scores in the regulated group corresponded to the narrative writing text test scoring rubrics displayed in this table:

Aspect	Score Pre-Test	Score Post-Test
Content	12	13
Vocabulary	15	17
Generic structure	14	16
Sentence order	15	17
Grammar	19	22
Total Score	75	85

The Mean Score in pre-test and post-test

$$X_1 = \frac{\sum X_1}{nx} = \frac{2020}{30} = 6$$

$$X_1 = \frac{\sum X_1}{nx} = \frac{2310}{30} = 77$$

1. The mean of control group

$$Ma = \frac{\sum d}{Na}$$

$$Ma = \frac{295}{30}$$

$$Ma = 9.8$$

2. Standard deviation

$$da^2 = \sum da^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

$$da^2 = 3175 - \left(\frac{(295)^2}{30} \right)$$

$$da^2 = 3175 - \left(\frac{87025}{30} \right)$$

$$da^2 = 3175 - 2900$$

$$da^2 = 275$$

Where d is difference scores pre-test and post-test and d² is standard deviation in control class.

The Differences Scores Pre-Test and Post-Test in Experimental Group

No	Students Initial	T ₁	T ₂	d	d ₂
1	ABP	70	80	10	100
2	AMC	70	80	10	100
3	BNP	70	85	15	225
4	BS	75	90	15	225
5	BT	65	80	15	225
6	BBP	70	85	15	225
7	CHS	75	80	5	25
8	CRN	65	80	15	225
9	DBL	70	85	15	225
10	DSA	65	80	15	225
11	GBA	70	85	15	225
12	GTP	75	90	15	225
13	HM	70	80	10	100
14	HLG	65	80	15	225
15	ID	75	85	10	100
16	IKB	65	80	15	225
17	KNA	65	80	15	225
18	LIG	75	85	10	100
19	MAL	70	90	20	400
20	MDP	70	80	10	100

21	MZ	65	80	15	225
22	NAA	65	85	20	400
23	NBL	75	85	10	100
24	RA	75	90	15	225
25	RBS	70	80	10	100
26	SML	70	85	15	225
27	SP	65	80	15	225
28	WRN	70	80	10	100
29	ZMD	75	90	15	225
30	ZNL	70	80	10	100
	Total	2095	2495	400	5650

The data mentioned above clearly show that the pre- and post-test results for the experimental group, as well as the speaking test scoring guidelines in this table.

Aspect	Score Pre-Test	Score Post-Test
Content	12	14
Vocabulary	15	18
Generic structure	13	17
Sentence order	16	18
Grammar	19	23
Total Score	75	90

The Mean Score in pre-test and post-test

$$Y_1 = \frac{\sum Y_1}{ny} = \frac{2095}{30} = 69.83$$

$$Y_2 = \frac{\sum Y_2}{ny} = \frac{2495}{30} = 83.16$$

1. The mean of experimental group

$$Mb = \frac{\sum d}{Nb}$$

$$Mb = \frac{400}{30}$$

$$Mb = 13.33$$

2. Standard deviation $(\sum d)^2$

$$db^2 = \sum db^2 - \left[\frac{(\sum d)^2}{Nb} \right]$$

$$db^2 = 5650 - \left[\frac{(400)^2}{30} \right]$$

$$db^2 = 5650 - \left[\frac{160000}{30} \right]$$

$$db^2 = 5650 - 5333$$

$$db^2 = 317$$

Where is the difference between the pre- and post-test scores, and what is the experimental class's standard deviation (d2).

C. Testing the Normality and Homogeneity

1. Normality Test

The purpose of the normality test is to ascertain whether a set of data is well-modeled by a normal distribution and to estimate the likelihood that the random variable underlying the data is normally distributed.

a. Normality test of variable x

Standard Deviation

$$S = \sqrt{\frac{N\sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.207925 - 2495.2495}{n(n-1)}}$$

$$S = \sqrt{\frac{30.207925 - 6225025}{n(n-1)}}$$

$$S = \sqrt{\frac{12725}{n(n-1)}}$$

$$S = \sqrt{14.62}$$

$$S = 3.82$$

b. Normality test of variable y

Standard Deviation

$$S = \sqrt{\frac{N\sum y^2 - (\sum y)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.178600 - 2310.2310}{n(n-1)}}$$

$$S = \sqrt{\frac{30.178600 - 5336100}{n(n-1)}}$$

$$S = \sqrt{\frac{21900}{n(n-1)}}$$

$$S = \sqrt{25.17}$$

$$S = 5.02$$

2. Homogeneity Test

a. Variable X

$$\bar{x} = 83.16$$

$$S_1^2 = 14.62$$

$$N = 30$$

b. Variable Y

$$\bar{y} = 77$$

$$S_2^2 = 25.17$$

$$N = 30$$

$$F_0 = \frac{S_1^2}{S_2^2}$$
$$= \frac{14.62}{25.17}$$

$$= 0.58$$

$$\bar{X}_1 = \frac{\sum X_1}{n_x} = \frac{2310}{30} = 77$$

$$\bar{Y}_1 = \frac{\sum Y_1}{n_y} = \frac{2495}{30} = 83.1$$

Coefficient r^2

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum X^2 - (X_i)^2\} \{n\sum y^2 - (y_i)^2\}}}$$

$$R_{xy} = \frac{60(141175) - (2095)(2020)}{\sqrt{\{60(146725) - (2095)^2\} \{60(136900) - (2020)^2\}}}$$

$$R_{xy} = \frac{847050 - 4231900}{\sqrt{\{8803500 - 4389025\} \{8214000 - 4080400\}}}$$

$$R_{xy} = \frac{4238600}{\sqrt{\{4414475\} \{4133600\}}}$$

$$R_{xy} = \frac{4238600}{4271729.61}$$

$$R_{xy} = 0.99$$

D. Testing the Hypothesis

The Calculation Table to Find the “t₀”

No	X	Y	$x = (X - M_x)$	$y = (Y - M_y)$	x^2	y^2
1	10	10	0.2	-3.3	0.04	10.89
2	15	10	5.2	-3.3	27.04	10.89
3	5	15	-4.8	1.7	23.04	2.89
4	10	15	0.2	1.7	0.04	2.89
5	10	15	0.2	1.7	0.04	2.89
6	10	15	0.2	1.7	0.04	2.89
7	10	5	0.2	-8.3	0.04	68.89
8	10	15	0.2	1.7	0.04	2.89
9	10	15	0.2	1.7	0.04	2.89
10	15	15	5.2	1.7	27.04	2.89
11	5	15	-4.8	1.7	23.04	2.89
12	10	15	0.2	1.7	0.04	2.89
13	15	10	5.2	-3.3	27.04	10.89
14	5	15	-4.8	1.7	23.04	2.89
15	10	10	0.2	-3.3	0.04	10.89
16	15	15	5.2	1.7	27.04	2.89
17	10	15	0.2	1.7	0.04	2.89
18	5	10	-4.8	-3.3	23.04	10.89
19	5	20	-4.8	6.7	23.04	44.89
20	10	10	0.2	-3.3	0.04	10.89
21	15	15	5.2	1.7	27.04	2.89
22	10	20	0.2	6.7	0.04	44.89
23	10	10	0.2	-3.3	0.04	10.89
24	5	15	-4.8	1.7	23.04	2.89
25	10	10	0.2	-3.3	0.04	10.89
26	10	15	0.2	1.7	0.04	2.89
27	10	15	0.2	1.7	0.04	2.89
28	10	10	0.2	-3.3	0.04	10.89
29	10	15	0.2	1.7	0.04	2.89
30	10	10	0.2	-3.3	0.04	10.89
TOTAL					274.2	316

$$SDx = \sqrt{\sum \frac{x^2}{n1}} = \sqrt{\frac{274.2}{30}} = \sqrt{9.14} = 3.02$$

$$SEmx = \frac{SDx}{\sqrt{n1-1}} = \frac{3.02}{\sqrt{29}} = \frac{3.02}{5.38} = 0.56$$

$$SDy = \sqrt{\sum \frac{y^2}{n1}} = \sqrt{\frac{316}{29}} = \sqrt{10.53} = 3.24$$

$$SEmy = \frac{SDy}{\sqrt{n1-1}} = \frac{3.24}{\sqrt{29}} = \frac{3.24}{5.38} = 0.602$$

$$SEmx - my = \sqrt{SEmx^2} + \sqrt{SEmy^2}$$

$$= \sqrt{0.56^2 + 0.602^2} = \sqrt{0.31 + 0.36} = \sqrt{0.67} = 0.81$$

$$t_0 = \frac{My - Mx}{SEmx - my} = \frac{13.33 - 9.8}{0.81} = 4.41$$

Data from the post-test formulas in the experimental and control groups supported the testing hypothesis. Calculating the t-test is required to determine whether or not the hypothesis is accepted. It revealed that the t-obs in the df 58 is 4.41 at the p-value of 0.05. The critical value for t-table in the df at the p level of 0.05 is 2.0016.

$$t\text{-obs} > T\text{-table} = 4.41 > 2.0016$$

It is possible to deduce from the outcome that Cartoon puncturing technique has a significant impact on teaching narrative text writing.

E. Research Findings

According to the research's data, most students did not know how to arrange their ideas in a coherent piece of writing during the first meeting when the researcher gave the pre-test in the experiment class. Table 4.1 demonstrated how poorly the students' writing achievement in the pre-test mean score performed. Following their treatment with cartoon pictures, the students' post-test mean score increased. It exceeded the pre-test result. Students' achievement scores ranged from low to high using cartoon pictures from the pre-test to the post-test results.

F. Discussion

When the author first used cartoon pictures as teaching and learning tools for English, particularly when writing narrative texts, the students were unfamiliar with it. Following some treatments with cartoon illustrations, the students' narrative text writing improved, particularly in terms of organisation, concept development, and grammar. It increased the enjoyment of teaching narrative text writing. It can also be used to more clearly set up the environment for writing classes so that students are highly engaged in the teaching and learning process. By employing cartoon images as instructional materials, teachers can help students learn more effectively because these images are age-appropriate and can help younger students become more proficient in the subject matter. Pictures are highly supportive, as stated by Rachmadie (2002: 75).

The information revealed a t-observed value of 4.41. 4.41 is the t-obs in the

df 58 at the p-value of 0.05. The critical value for t-table at the p level of 0.05 is 2.0016, and $t\text{-obs} > T\text{-table} = 4.41 > 2.0016$. The conclusion that follows is that teaching English to students through cartoon images, particularly when it comes to writing narrative texts, can be very beneficial. Based on the data analysis, it was evident that the experimental group scored higher than the control group, which received instruction without cartoon pictures. Thus, it follows that the hypothesis is accepted.

CHAPTER V

CONCLUSSION AND SUGGESTTION

A. CONCLUSION

The analysis of this research's results revealed that the experimental class performed better, with a mean score of 81.34 for students' narrative text writing on the pre-test and 48.86 for students' writing on the post-test. In the meantime, the controlled class's test results showed a lower mean score—41.86 for students' narrative text writing in the pre-test and 70.69 in the post-test. The experimental class improved significantly, with a score of 888.87 percent. Following research, the author comes to the conclusion that the experimental class's t-test value (value of $2.86 >$ value of t-table 2.015) is higher than the t-table value. These results may show that, at SMP Swasta PGRI 3 Medan, employing cartoon pictures can greatly enhance first-grade students' narrative text writing abilities.

B. SUGGESTION

In light of the aforementioned conclusion, the researcher makes the following recommendations:

1. For the Teacher or Lecturer

The conclusion suggests that teaching narrative text through picture series is an alternative approach. When writing narrative texts, it can assist students in refining their ideas and crafting a coherent storyline. It can be used by teachers as a recommendation and suggestion to pique students'

interest and help them develop their ideas when learning English, particularly when it comes to writing narrative texts.

2. For the Next Researcher

It has been demonstrated that using picture series helps students write narrative texts. The researcher anticipated that the study's findings would provide more empirical support for the existence theory. Additionally, since the research focused on writing "fairy tale" narrative texts, students only paid attention to the well-known tale. It is advised that future researchers carry out more investigation to determine the importance of picture series in all forms of writing, including other English proficiency. The researcher makes recommendations to the following researcher about how to enhance or change the way picture series are used in online learning. It is hoped that the enhancement will yield results that are just as successful as an offline course.

REFERENCE

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Utama. Jakarta: Rineka Utama.
- Astria. 2015. *The Use Of Videos To Improve Students' Writing Skill On Narrative Text In English Learning Proses*. Makassar: Thesis of Faculty of Teacher Treaning in Education Muhammadiyah University of Makassar
- Byrne, Donn.1984. *Teaching Writing Skill*. Hongkong: Longman Group.Ltd
- Creswell, W. John. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research*.New Jersey : PearsonEducation.
- fitriana, n. (2011). *the use of animation movies to improve students' writing skills of narrative text*. surakarta: 2011.
- Harmer, Jeremy. 2004. *English Language Teaching*. New York: Longman.
- Ibrohim, Johamri. 2017. *The Use Of Chained Pictures As A Medium For Developing Students' Writing Skill Of Narrative Text*. Makassar: Thesis Of Faculty Of Teacher Treaning In Education Muhammadiyah University Of Makassar
- Ismawati. 2014. *Improving The Students' Ability To Write Narrative Text Throught Project Assessment*. Makassar: Thesis of Faculty of Teacher Treaning in Education Muhammadiyah University of Makassar

- Liasari, Dewi Rosita & Prastyo. 2016. Developing Media to Teach Writing Skill for EFL Learners at Indonesi. Jakarta: P2KK Lembaga Ilmu Pengetahuan Indonesia (LIPI)
- Martini. 2010. The Use of Picture Word Inductive Model(PWIM) in Developing The Students Writing Skill. Makassar: Thesis of Faculty of Teacher Treaning in Education Muhammadiyah University of Makassar
- Nurkamri. 2014. The Use of Series as Media to Improve the Students' Ability in writing Narrative Text. Makassar: Thesis of Faculty of Teacher Treaning in Education Muhammadiyah University of Makassar
- Zul, H. A. (2016). THE EFFECT OF APPLYING ANIMAL CARTOON PICTURES ON STUDENTS'ACHIEVEMENT IN WRITING NARRATIVE TEXT (Doctoral dissertaton, UNIMED). (fitriana, the use of animation movies to improve students' writing skills of narrative text, 2011) (fitriana, the use of animation movies to improve students' writing skills of narrative text, 2011)

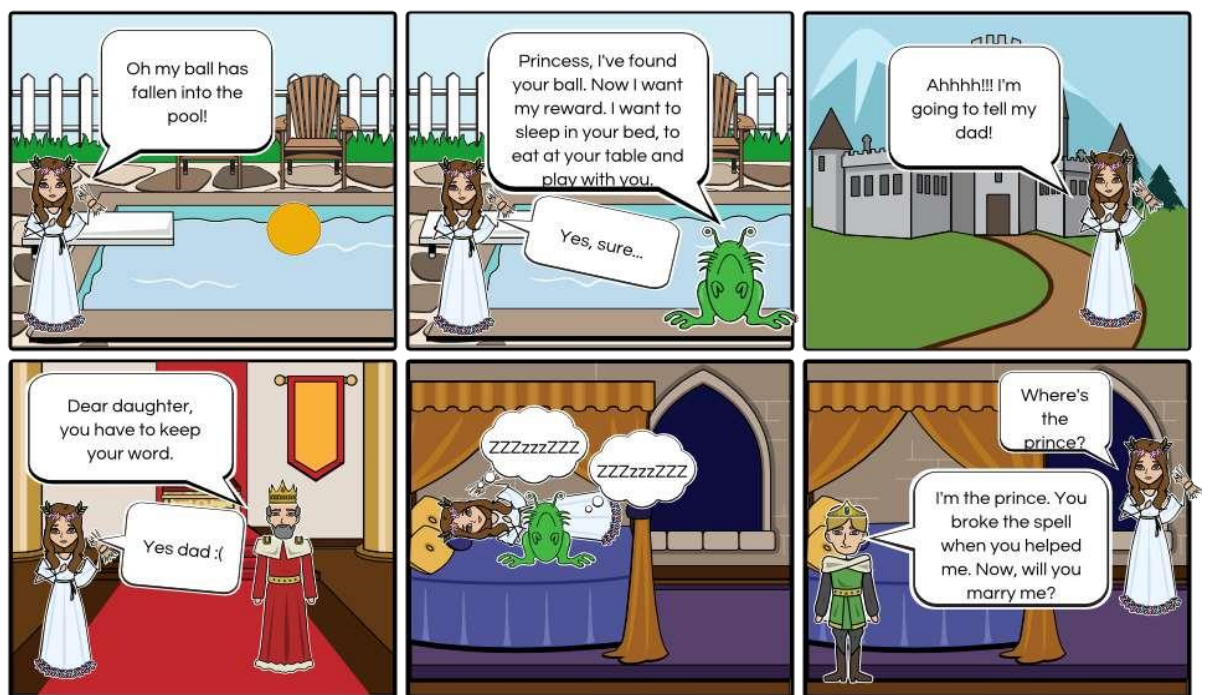
PRE TEST Materials

Sekolah :
Mata pelajaran : Bahasa Inggris
Kelas :
Tahun ajaran :2022/2023

INTSTRUCTION:

Write your name, class, and reg number.

Write a short narrative paragraph (3 paragraphs). Write down anything that comes from your head !



Create your own at [StoryboardThat.com](https://www.storyboardthat.com)

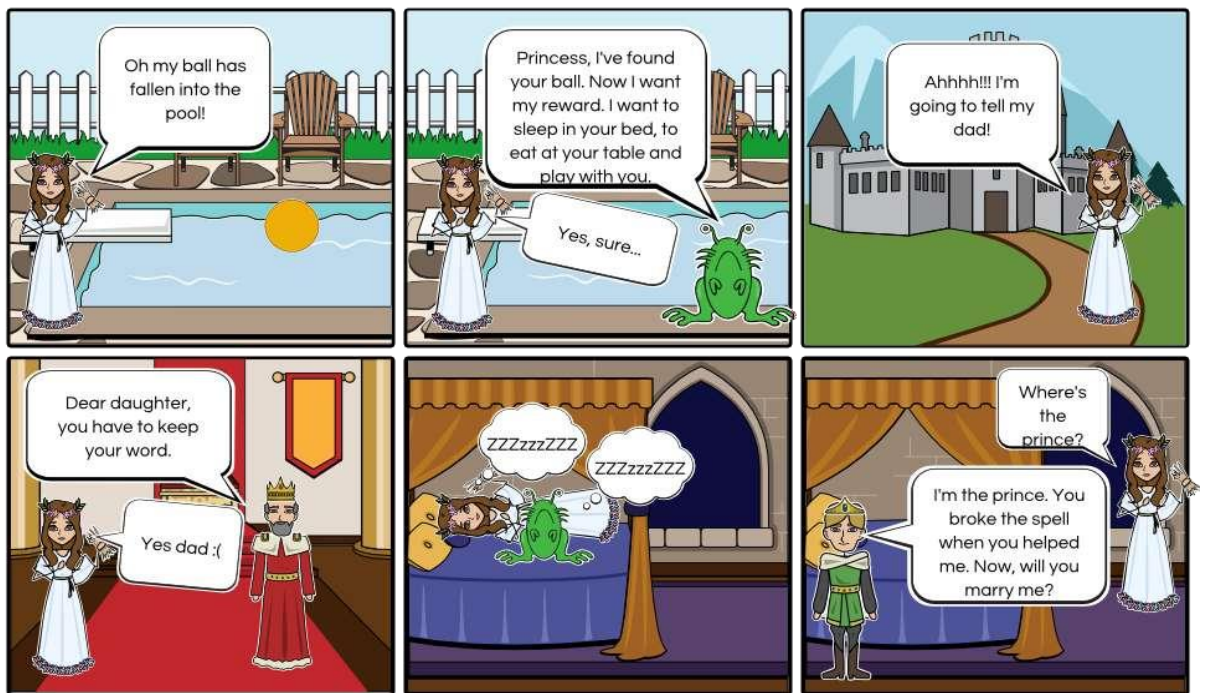
POST TEST Materials

Sekolah :
Mata pelajaran : Bahasa Inggris
Kelas :
Tahun ajaran : 2022/2023

INTSTRUCTION:

Write your name, class, and reg number.

Write a short narrative paragraph (3 paragraphs). Write down anything that comes from your head !



Create your own at [StoryboardThat.com](https://www.storyboardthat.com)

DOCUMENTATION

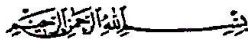









MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

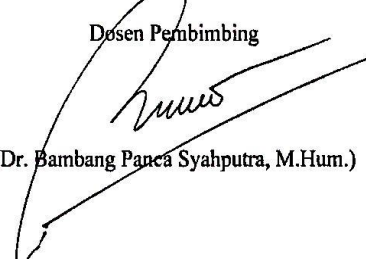


BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Febri Anatia Hersy
 NPM : 1902050140
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Using Animal Cartoon Picture to Improve Students' English Narrative Text Writing.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
08-01-2024	Chapter I. Background of the study.	<i>[Signature]</i>
10-01-2024	Identification of the problems.	<i>[Signature]</i>
15-01-2024	Chapter II	<i>[Signature]</i>
16-01-2024	Chapter III.	<i>[Signature]</i>
20-01-2024	Conclusion	<i>[Signature]</i>

Diketahui oleh:
 Ketua Prodi

 (Pirman Ginting, S.Pd., M.Hum.)

Medan, Januari 2024
 Dosen Pembimbing

 (Dr. Bambang Panca Syahputra, M.Hum.)

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: FEBRI ANATIA HERSY
Tempat/ Tgl. Lahir	: Medan, 28 Februari 2002
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 1902050140
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jl. Seto Lr. Kijang No. C Medan Telp/Hp: 0831-6314-3941
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal Januari 2024 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya Yang Menyatakan,


METRA
TEMPEL
88788ALX065535344

FEBRI ANATIA HERSY



MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
L. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Effectiveness of Using Animal Cartoon Picture To Improve Students' English Narrative Text Writing	
	The Use of Dubbing Video Technique For Improving Students' Speaking Skill	
	The Effectiveness of Using Google Translate to Improve Students Vocabulary Skill	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Maret 2023

Hormat Pemohon,

Febri Anatia Hersy

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Effectiveness of Using Animal Cartoon Picture To Improve Students' English Narrative Text Writing	
	The Use of Dubbing Video Technique For Improving Students' Speaking Skill	
	The Effectiveness of Using Google Translate to Improve Students Vocabulary Skill	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Maret 2023

Hormat Pemohon,

Febri Anatia Hersy

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effectiveness of Using Animal Cartoon Picture To Improve Students' English Narrative Text Writing

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dr. Bambang Panca Syaputra S.Pd,M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya


15 Maret 2023

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Maret 2023
Hormat Pemohon,


Febri Anatia Hersy


Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Febri Anatia Hersy
NPM : 1902050140
Program Studi : Pendidikan Bahasa Inggris

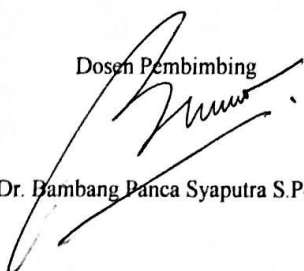
JUDUL	DITERIMA
The Effectiveness of Using Animal Cartoon Picture To Improve Students' English Narrative Text Writing	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris


Medan, 15 Maret 2023

Disetujui oleh

Dosen Pembimbing


(Dr. Bambang Panca Syaputra S.Pd,M.Hum)

Hormat Pemohon


(Febri Anatia Hersy)



BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 08 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Febri Anatia Hersy
 N.P.M : 1902050140
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effectiveness of Using Animal Cartoon Pictures to Improve Students' English Narrative Texts Writing.

No	Masukan dan Saran
Judul	
Bab I	<ul style="list-style-type: none"> - Mention clearly the main reasons of the background of the study. - Add identification of problem. - Add Scope and Limitation of the research.
Bab II	<ul style="list-style-type: none"> - Mention clearly of theoretical framework. - Add Related studies.
Bab III	<ul style="list-style-type: none"> - In research design mention whose theory do you use. - Revise Instrument of the research. - Mention clearly the steps of technique of Collecting Data.
Lainnya	<ul style="list-style-type: none"> - Revise the Reference. - Revise the right form of writing script. - Pay attention of grammar and regulation of writing script.
Kesimpulan	<p>[] Disetujui [] Ditolak</p> <p>[✓] Disetujui Dengan Adanya Perbaikan</p>

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Bambang Panca Syahputra, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



UMSU

Unggul | Cerdas | Terpercaya
Bila menubuh surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3750/II.3/UMSU-02/F/2023
Lamp : ---

Medan, 24 Rabiul Akhir 1445 H
08 November 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP Swasta PGRI Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Febri Anatia Hersy
N P M : 1902050140
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effectiveness of Using Animal Cartoon Pictures to Improve Students' English Narrative Texts Writing.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan



Dra. Hj. Syamsu Yurnita, M.Pd.
NIDN : 0004066701

**Peringgal*





**YAYASAN PEMBINA LEMBAGA PENDIDIKAN
DASAR DAN MENENGAH PGRI SUMATERA UTARA
SMP SWASTA PGRI – 3 MEDAN**
JL. Abdul Sani Muthalib Kel. Terjun Kec. Medan Marelan
Medan Kode pos : 20256 Telp : 081269724567
E-mail : medansmppgri@gmail.com

NPSN : 10257551

NIS : 0118/ISPF/DPNPTSP/MDN/1.11/11/2022

NSS : 20107666911018

SURAT KETERANGAN

NOMOR : 076 / SMP PGRI-3 / 2023

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Swasta PGRI-3 Medan, Kelurahan Terjun,
Kecamatan Medan Marelan dengan ini menerangkan bahwa

Nama : FEBRI ANATIA HERSY
NIM : 1902050140
Judul Skripsi : The Afectiveness of Using Animal Cartoon Pictures to Improve
Students' English Narrative Texts Writing

Benar telah melakukan Riset di SMP Swasta PGRI-3 Medan pada tanggal 08 November s/d 20
Desember . Untuk memenuhi data Skripsi Mahasiswa.

Demikian Surat balasan ini kami berikan, Atas kerja samanya kami ucapkan terima kasih

Medan, 20 Desember 2023
Kepala Sekolah

PARADITA WIDHA SARI, S.Pd