STUDENTS' ABILITY IN WRITING FAIRY TALES BASED ON *TANGLED* CARTOON MEDIA

SKRIPSI

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

By

<u>WINDA SARI</u>
NPM.1602050158

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama   : Winda Sari
NPM   : 1602050158
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Students' Ability in Writing Fairy Tales Based on** *Tangled*
                Cartoon Media

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

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PANITIA PELAKSANA

Ketua   Sekretaris

Dr.H.Elfrianto Nasution,S.Pd.,M.Pd   **Dra.Hj. Syamsuyurnita,M.Pd**

ANGGOTA PENGUJI :

1. Mandra Saragih, S.Pd. M.Hum   1. _____

2. Pirman Ginting, S.Pd. M.Hum   2. _____

3. Fatimah Sari Siregar, S.Pd. M.Hum   3. _____

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Winda Sari
NPM   : 1602050158
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Students' Ability in Writing Fairy Tales Based on *Tangled*
Cartoon Media

sudah layak disidangkan.

Medan,   Oktober 2020
Disetujui oleh:
Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini:

Nama   : Winda Sari
NPM   : 1602050158
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul ''**Students' Ability in Writing Fairy Tales Based on** *Tangled* **Cartoon Media**'' adalah benar bersifat asli (*original*) ,bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidak sesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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ENAM RIBU RUPIAH

(WINDA SARI)

ABSTRACT

Winda Sari. NPM 1602050158. "Student's Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media". Skripsi: Faculty of Teacher Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara. Medan 2020.

This study was related to the study of students' Ability in Writing Fairy Tales Based on Tangled Cartoon Media. Students' ability in writing fairy tales and the difficulties of students in writing fairy tales based on tangled cartoon media. The method used by researcher in this study was descriptive quantitative. Data collection techniques used tests, research instruments with writing tests, analyzed data according to Arikunto and Suharsini (2002: 108-109). Researcher found that some students were able and unable to write fairy tales based on the tangled cartoon media. There were tests that was judged correct based on writing fairy tales based on tangled cartoon media, students have difficulty or was unable to write fairy tales due to lack of vocabulary mastery and understanding of the content. Based on the student's minimum completeness score, which were 70 points, there were 27 students or 80% who were able to write fairy tales based on tangled cartoon media and only 7 students or 20% who were unable to write fairy tales based on tangled cartoon media. This means that VIII grade students of SMP Tarbiyah Islamiyah for the 2020/2021 academic year were able to write fairy tales based on tangled cartoon media.

Keywords : *Students' Ability, Writing, Fairy Tales*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Finally the researcher hopes that skripsi was useful for the readers, especially the students of English Departement who want to do similar research and also for herself. May almighty bless all of us.

Wasalammualaikum Warahmatullahi Wabarakatuh.

Medan, November 2020

WINDA SARI
NIM : 1602050158

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is something that is felt to be very difficult for students to have many ideas so that they can be expressed in their own composition. Writing is a series of activities for someone to express their thoughts through written language to be read and understood by others. Writing is a complex, productive, and expressive activity. A writer must successfully utilize graphology, language structure and vocabulary. Writing skills will not come automatically, but must be done frequently and regularly (Tarigan, 2008: 3-4).

Writing skills are active and productive activities and provide a complete way of thinking completed in written language. Writing skills are needed by the community. Writing skills are obtained by repeated practice and require time that is not taken. Writing is as one of the activities that students must complete in the learning process, especially for English lessons. Through writing activities, students are expected to express their ideas both scientifically and imaginatively. As a student who has successful writing skills, which is one of the skills that starts from elementary to tertiary level.

In connection with this study, researcher it's eager to know the ability to write, especially writing fairy. Because fairy tales, or Märchen are the derivatives folklore genre in the form of short stories. Such stories usually feature entities such as dwarfs, dragons, elves, fairies, giants, gnomes, goblins, griffins,

mermaids, mermaids, talking animals, trolls, unicorns, or magicians, and usually magic or charm.

In most cultures, there are no clear lines separating myth from fairy tales or fairy tales; all of these together form the undergraduate community literature. Fairy tales can be distinguished by whom? From other folklore such as legends (which generally involve a belief in the truth of the events described. And explicit moral tales, including fables of wild animals. This term is mainly used for stories that originate from European traditions and, at least in the last few centuries, mostly related to children's literature.

Based on interviews conducted with teachers in the field of English Language Education at SMP Tarbiyah Islamiyah , The teacher said that there were still many students in class VIII in writing essays such as fairy tales students were still lacking in attention so the quality of writing fairy tales was not good. Therefore, researchers want to know the ability of students in writing fairy tales through this research. In learning to write stories in junior high school there are still many obstacles faced, this is related to the accuracy of the use of models and media in learning to write stories. Likewise with the problems that arise in the process of learning to write, learning to write fairy tales VIII grade students at SMP Tarbiyah Islamiyah is still not encouraging. The writing ability of fairytale students is still lacking, starting from the development, determining the topic, using grammar and sentence structure is still not good, students have the ability to write ideas that are low, During this time in learning to write stories in class, the methods used by teachers use more lectures . Learning activities like this cause

students to be less active and less good at communicating with other students. Learning activities like this are less effective, students only talk about the teacher, there is no communication between the teacher and students in learning activities.

In this study, it will be used cartoon as learning media. The use of instructional media will attract students who are studying the material. The use of media can help students improve understanding, provide interesting and reliable data, facilitate interpretation of data, condense information, and can encourage student motivation and interest in learning. Because with the media, lessons are no longer abstract, and students will understand more clearly.

Cartoon media are portrayals in the form of paintings or caricatures about people, understanding or understanding designed to influence public opinion (Sudjana and Rivai, 2010: 58).

Cartoons as a tool have an important advantage in explaining some of the content of a material in a logical order or to flatter meaning. In this study, researcher used cartoon media. The cartoon used consists of interesting pictures and contains stories that can educate students. With this media students can write what they saw, heard, and felt. By using cartoon media, it is expected to know the students' ability in writing fairy tales. With the existence of cartoon media, it is hoped that it can help children's creativity in learning to write fairy tales. Using cartoon media is expected to make it easier for students to write stories and researchers will know their writing skills.

By using cartoon media learning media, students will find it easier to compose sentences and make essays. Students see cartoon pictures with the help

of clues then open the plot to be assembled into a fairy tale. With cartoon media learning media, students will find it easier and faster in determining topics and developing thoughts. By using cartoon media, students must have a story that will be developed into a fairy tale writing.

Therefore, researcher was interested in conducting this research with the title **Students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media in VIII grade at SMP Tarbiyah Islamiyah Medan 2020/2021 academic year.**

B. The Identification of Problem

There were many problems that can be identified related to students' English ability in writing fairy tales. The problems is: (1) Students have low grammar skills, (2) Students do not have enough practice in writing fairy tales, (3) Students have low vocabulary abilities, (4) Students have low ability to spell, (5) Students have low ability in organizing ideas, (6) Students have low ability in writing main ideas in writing fairy tales, (7) Students have low ability in writing supporting ideas, (8) Students have low ability in writing fairy tales, (9) interesting models and media have not been used in learning to write fairy tales. There were unlimited problems about writing fairy tales. Therefore, the writer wants to limit the problem to students who have low ability in writing fairy tales using cartoon media *Tangled.*

C. Scope and Limitation

The scope of this study was focused on writing skill and It was limited on the Students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media.

D. The Formulation of the Problem

The formulation of the problem was: How was the Students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media in VIII grade at SMP Tarbiyah Islamiyah Medan.

E. The Objective of the Study

The objective of this study was to find out the Students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media in VIII grade SMP Tarbiyah Islamiyah.

F. The Significance of the Study

The benefits of this research are expected to provide theoretical and practical benefits.

1. Theoretical Benefits

Theoretically, this research is expected to be able to contribute to the development of special knowledge about fairy writing skills with cartoon media.

2. Practical Benefits

Practically, this research is expected to be useful for researcher, teachers, and students.

a. For Researcher

This research is expected to add insight in applying cartoon media in learning activities to write fairy tales and can find out the level of success of the application of media for learning.

b. For Teacher

This research is expected to help improve learning to write fairytale in students in the future, can help teachers to determine creative media that can support learning, able to attract the attention and talents of students.

c. For students

From the results of this study students are expected to have the ability to write fairy tales and more expertise in writing fairy tales.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework is presented to provide a clearer concept applied in this study, namely the ability of students to write fairy tales based on cartoon media 'Tangled'. To support the ideas of this research, several theories and some information will be included to help authors design this research.

1. Writing

a. Definition of Writing

Humans use a lot of spoken language in everyday communication. However, it cannot be denied in written or non-spoken language that is highly needed in human communication. Writing activity through writing is called writing activity. Writing is a skill that is used to communicate and not directly, not completely face to face with someone. Writing skills require completeness of various skills between other accuracy and structural rigidity.

Tarigan (2008: 2) said that writing is down or depicting graphic symbols that describe a language understood by someone, so that other people can read the symbols of the graph if they understand the language and graphic images.

Tarigan (1993: 3-4) gives the limits of writing as follows, writing is a productive and expressive activity to express ideas, thoughts, ideas and knowledge. In writing activities, a writer must be skilled in utilizing graphology, language structure, and vocabulary. Called productive activities because writing

activities are activities that express ideas, ideas, thoughts, and writing knowledge to the reader.

Morsey states that writing is used by educated people to record, record, convince, report / inform and influence, and such goals and objectives can only be achieved well by people who can structure their thoughts and express them clearly, this clarity depends on thoughts , organization, use of words, and sentence structure (Tarigan, 1993: 4).

From the opinions above it can be denied who writes about someone in describing graphic symbols that can be trusted by the writers of their own language or others who understand and understand the symbols of that language. Writing is the ability to express ideas or knowledge, knowledge, knowledge, and experience using written language that is good and true to make writing that can be read and read by others. Writing is a non-oral approved activity that must be learned so that other people understand and understand what the writer wants. For writings to be understood, the writer and reader must have the same language knowledge.

Writing exercises must continue to be developed with ongoing and regular practice and practice. Make writing that can be seen from the way someone thinks and is able to express the purpose of writing clearly using words and sentence structure is good.

Writing skills must continue to be developed with a lot of practice and practice that is continuous and regular. The ability to write can be seen from the

way a person organizes the mind and is able to express the purpose of writing clearly using words and good sentence structure.

b. Writing Function

Writing is very important for education, because it makes it easy for thestudents think, can also help us think critically, make it easywe feel and enjoy relationships, deepening power. Our responsiveness or perception, solving the problems we face,and arrange the order for experience (Tarigan, 1994: 23).Enre (1988: 6) argues that the function of writing is: (1) help the writer rewrite what is known; (2)generate new ideas; (3) helps to organize the writer's mindand place it in an independent form; (4) making a person's mind is ready to be seen or evaluated; (5) helpsolve the problem by clarifying its elements and place it in a visual context, so it can be tested.

Hairston (via Darmadi, 1996: 3) suggests several functions important writing, among others: (1) writing activities are a means to find something; (2) writing activities can bring up new ideas; (3) writing activities can train the ability to organize and clear various ideas that we have; (4) writing activities can practice attitude the objective that is in a person; (5) writing helps us to absorb and process information; (6) writing activities will be allows us to practice solving various problems at once; (7) writing activities in a field of science will enable us to become active not only as a mere recipient of information.

Based on the opinion of the experts above, it can be concluded that the function of writing is that we can express ideas and ideas that exists in us and can provide solutions to problems that we met.

c. The Purpose of Writing

The purpose of writing is so that the writing that is compiled can be understood and understood by others who have a common understanding of the language used. Both spoken and written languages have the same goal of conveying the intent of the speaker or writer. We must be able to use spoken and written language that is good and right so that our intentions can be conveyed properly.

According to D'Angelo the purpose of writing is the response or answers expected by the writer to be obtained from the reader. Based on this limitation it can be said that: (1) writing aimed at informing or teaching is called (informative discourse), (2) writing which aims to convince or urge to be called (persuasive discouse), (3) writings that aim to entertain or please or are fun or that contain aesthetic purposes are called literary discourse, (4) writing that expresses strong and fiery feelings and emotions is called (expressive discourse) (Tarigan, 1993: 23).

Hartig mentions the purpose of writing an article as follows: 1) Assignment purpose, 2) Altruistic purpose, 3) Persuasive purpose, 4) Informational purpose, 5) Self-expressive purpose, 6) Creative purpose, 7) Problem-solving purpose (Tarigan, 2008: 2).

In order for the writer's goal to be achieved and the reader provides the response desired by the writer to his writing, the writer must present good writing. Good writing will excite the reader. A writing must have a purpose. With these objectives, a writer can know what will be done.

d. Characteristics of Good Writing

Good and bad writing results can be seen from the reactiongiven by the reader to the results of the writing. Readers will be interested in an article, if the writing results are good. The results of the writing can be in the form of facts, experiences, observations, research, thoughts, or

analysis of a problem (Wiyanto, 2004: 3).

Adel Stein and Pilar (via Tarigan, 1994: 7) mention characteristics Good writing is: (1) able to reflect the ability of the writer in arranging available materials into a whole intact; (2) able to convey meaning that is clear and not vague, utilize language sentence structure and clear examples; (3) able to convince and attract readers' interest in the subject talk and demonstrate a sense that makes sense, careful, and thorough; (4) able to reflect the ability of the writer to criticize the first manuscript of his writing and improve it; (5) capable reflects the pride of the writer in the manuscript or manuscript willingness to use spelling and punctuation carefully, examine the meaning of words and grammatical relationships in sentences before presenting it to the reader.

Based on the opinions above, it can be seen that writing skills is the ability that a person has because of the process of getting used to and practice continuously, so that it becomes a potential deep energy writing activities.

e. Writing Assessment

To know students ability in writing, there are some criteria that had been considered. To collect the data, ranging from 0-100 is implemented. According to Jacobs in Huges (2003) „"there are many categories to the scoring of writing,

they are content, organizatoin, vocabulary, language use, and mechanic"" the

specific criteria are described that follows:

1. Content

The score of content depends on the students" ability to write ideas, information

in the form of logical sentences.

27-30	Excellent to very good: knowledge able subtantive though development of topic sentence-relevant to assigned topic.
22-26	Good to average: some knowledge able of subject adequate range lilited development of topic sentence-mostly relevant to topic, but lack detail
17-21	Fair to poor: limited knowledge of subject – title substance inadequate development the topic.
13-16	Very poor: does not show knowledge of subject non subtantive, not parttinent or not enough to evalute.

2. Organization

he organization refers to the students ability to write ideas and information good

logical order. Topic the supporting sentences are clearly stated. The criteria as

follows:

18-20	Excellent to very good: exact word, effective word choice and usage, word from mastery appropriate.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured.
10-13	Fair to poor : limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation. Knowledge of language vocabulary, word from or enough to evaluate.

3. Vocabulary

vocabulary refers to the students" ability in using word or idiom to express idea

logically. It also refers to ability to used synonym, prefix, suffix, exactly. The

criteria for scoring the vocabulary would be given below.

18-20	Excellent to very good: exact word, effective choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured.
10-13	Fair to poor, limited range, frequent errors of word, choice, usage, put meaning confuse or obscured.
7-9	Very poor; lack of essential translation, little knowledge of English vocabulary, idioms, words, from or not enough to evalute.

4. Language Use

Language use refers to someone"s ability in writing: simple , complex, or

compound sentences correctly and logically. It also refered to the ability to use

agreement in sentences and some other words, such as nouns, adjective, and time

signals. The criteria as follows:

22-25	Excellent to very good: effectively, complex contruction few errors of agreement, tenses numbers, article, pronoun, preposition.
18-21	Good to average: effective but simple construction- minor problems in complex construction several errors of egreement tense, number word-order or function, article, pronounce, preposition but meaning seldom obscured.
11-17	Fair to poor: major problem is simple complex contruction, frequent errors of negation, agreement, tense, pronoun, preposition and fragment, delectation meaning confused or obscured.
	errors of negation, agreement, tense, pronoun, preposition and fragment, delectation meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentences contruction rules dominanted by errors, does not communicatem, not enough to evalute.

5. Mechanics

Mechanic refers to the student"s ability in using word of appropriately; using punctuation correctly, paragraphing, capitalization and the text can read correctly. The criteria for scoring the mechanics would be given as follows:

5	Excellent to very good: demonstrate mastery of punctuations few errors in spelling, punctuation and capitalization writing sentence
4	Good to average: occasional errors in spelling, puncuation capitalization writing sentences.
3	Fair to poor: major errors of spelling, punctuation, and capitalization, writing sentence poor hand writing meaning confused or obscured.
2	Very poor: no mastery of conversation dominated by errors,of spelling, punctuation, capitalization writing sentences, paragraph hand writing illegible not enough to evaluate.

2. Fairy Tales

a. Definition of Fairy Tales

According to Nurgiyantoro (2005: 198), fairy tales are one folktale (folktale). Tales come from various ethnic groups, society, or certain regions in various parts of the world, both originating from oral traditions as well as those that were originally written in writing. Example fairy tale namely: Mouse Deer Stealing Cucumbers, Origins of Mount Tangkuban Perahu, cucumber gold, and so on.

Fairy tales are folklore that are not considered to have really happened by those who have stories and stories not bound by time or place. Tales are told

mainly for entertainment, although there are also many stories which describes the truth, contains moral teachings (Danandjaja, 1984: 83).

The appearance of fairy tales as part of folklore, besides serves to provide entertainment, also as a means to pass down values that were believed to be true by the community at that time. Fairy tales and various other folklore are seen as a means. effective for bequeathing values, and for old society it can seen as the only way (Nurgiyantoro, 2005: 199).

Fairy tales are people's prose stories that are not really considered occur. This story is intended for entertainment purposes only (Kurniawan, 2009: 22). DS (2009: 12) also reveals that the stories are in fairy tales merely imaginary. Even if it's just an imaginary story or story hoax, but stories in fairy tales contain noble values.

Based on some of the opinions above, it can be with drawn the conclusion that fairy tales are folklore whose contents are not really happens and only exists in the world of fantasy and function as community entertainment and there are moral teachings in it.

b. Kinds of Fairy Tales

According to Nurgiyantoro (2005: 201), fairy tales are divided into two, that is:

1. Classic fairy tales

At first, the classic fairy tales were known by people who have a fairy tale. In general, it is only limited to people who are have only been in touch culturally, and require relative time long. But today, it can easily get a variety of fairy tales

classics from around the country and even fairy tales from abroad with books. Examples of classic fairy tales are wrong

one of them is Cinderela, Snow white, and my media is *Tangled.*

2. Modern Fairy Tales

   In modern fairy tales, modern fantasy stories (modern fantasy stories) were created by authors who listed their names and in a manner consciously written as a form of literary work. Therefore, besides intended to provide interesting stories and certain moral teachings, the fable also appears as a work of art that has elements of beauty, which among others are achieved through attracting stories, characterizations, channeling, and stile.

   Fairy tales can be seen as fantasy stories, stories that follow the power of fantasy even though it seems logically unacceptable. Different from the above opinion, (Hartoko via Kurniawan, 2009: 34) sets limits on two aspects:

a. Folklore

   Folklore is an oral story that is passed down from generation to generation to us. The author is not well-known, there is no record of the place and time, and ending with a happy ending, sentence structure, structure and simple characterization.

b. Cultural tales.

   Culture tales are written by someone the author of culture for the cultured as well. Based on the above understanding, it can be concluded that the tale is a simple story that usually tells the life of the times first and serves to entertain and give moral teachings.

Fairy tales is one form of literary work in the form of stories short of collective oral literature (Danandjaja, 1984: 83). A fairy tale understood as a story that didn't really happen and in many ways often does not make sense (Nurgiyantoro, 2005: 198). Therefore, metaphorically developing fairy tale meaning. The meaning of fairy tales metaphorically is news or something else people say is not having factual truth is regarded as mere fable, or as fictional story. Based on this description, fairy tales have elements which is different from other works of fiction. As for the elements of fairy tales. These are as follows:

1. Plots or grooves

    Plots or grooves on a fairy tale are usually progressive, due to facilitate the understanding of stories by displaying conflicts that are not too complex, the climax is placed at the end of the story (Nurgiyantoro, 2005: 23). The completion in a fairytale is always encouraging. Story usually closed with the sentence "Finally they lived happily forever".

2. Characterization

    According to Nurgiyantoro (2005: 200), in terms of characterizations, figures fairy tales are generally divided into two kinds, namely figures who good and bad character. That is normal for old stories has a mission to give moral lessons. In addition, seen from elements of these characters, fairy tale figures are generally more character simple. That means that a character has been installed as good character, the better forever. Vice versa with a character with a bad character.

3. Story setting or setting

    According to Nurgiyantoro (2005: 199), fairy tales are generally not bound by time and place, can happen anywhere and anytime without the need there must be some kind of court accountability. Unclear background it has been seen since the fairy tale began, that is, often

use timepieces such as:

    "In times long ago ", '' in ancient times "," Noon at that time "," On ancient times when animals were still able to talk as they did humans "and others. Likewise regarding the background setting of the place only often called "in the middle of nowhere", "in fairyland", "in a place on the edge Cartoon Film Media of the forest ", etc. Unclear background can be gives the reader freedom to develop his fantasy power into wherever and whenever you want to carry it.

    Based on some of the above, it can be concluded that Fairytale writing skills are skills that a person has in the field of writing fairy tales.

c. **Features of Fairy Tale**

    Fairy tales have a common set of language features which are seen to some extent in all fairy tales. They also have a common structure. Fairy tales include good examples of the repetitive, rhythmic and patterned language of traditional stories. Phrases or expressions are repeated for emphasis or to create a magical, theatrical effect (so she went over the gate, across the meadow and down to the stream once more… not once, not twice, but three times…) as for the features of the fairy tale are as follows:

a. Generic structure

Setting is nearly always vague. (Once upon a time … A long, long time ago..) Structure is most typically a recount in chronological order, where events retell what happened to a main character that came into contact with the 'fairy world'. Often the hero or heroine is searching for something (a home, love, acceptance, wealth, wisdom) and in many tales dreams are fulfilled with a little help from magic. 'Fairy tale endings' (where everything turns out for the best) are common but many fairy tales are darker and have a sad ending.

b. Language features

Formulaic sentences are used: Once upon a time … There was once a … Long ago in the … And it came to pass . Language often reflects the settings, in the past, using archaic or regional vocabulary and grammar: Say these words thrice! I shall return and take thy gold. He knew not where he was.

c. Knowledge for the writer

Characters may be fairy folk or even talking animals but make sure they are still interesting, believable characters your reader will care about, e.g. a good-hearted hero, a scheming villain, a wise helper. Decide how the world of people and the world of fairy land will come into contact and how this will cause a problem. Use numbers and patterns that usually appear in fairy tales: the numbers 3 and 7. Use phrases that have a strong rhyme or rhythm or another kind of pattern: a magic sentence is repeated several times during the story, the hero must say a secret rhyme to escape, a line is used at the beginning of each section or

chapter. (On and on walked the little old man.) Use different styles of language for the human beings and the characters from the fairy world when they speak, to make a strong contrast between them: "Eeeek! Who are you, you wrinkly old thing?" asked Tom. "Beware, child and address me with respect. I am not of your world," came the goblin's whispered reply.

3. Tangled Movie

Tangled is a 2010 American 3D computer-animated musical adventure film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. Loosely based on the German fairy tale "Rapunzel" in the collection of folk tales published by the Brothers Grimm, it is the 50th Disney animated feature film. Featuring the voices of Mandy Moore, Zachary Levi and Donna Murphy, the film tells the story of a lost, young princess with magical long blonde hair who yearns to leave her secluded tower. Against her mother's wishes, she accepts the aid of an intruder to take her out into the world which she has never seen.

Before the film's release, its title was changed from *Rapunzel* to *Tangled*, reportedly to market the film gender-neutrally. *Tangled* spent six years in production at a cost that has been estimated at $260 million, which, if accurate, would make it the most expensive animated film ever made and one of the most expensive films of all time. The film employed a unique artistic style by blending together features of computer-generated imagery (CGI) and traditional animation while using non-photorealistic rendering to create the impression of a

painting. Composer Alan Menken, who had worked on prior Disney animated features, returned to score *Tangled*.

Tangled premiered at the El Capitan Theatre on November 14, 2010, and went into general release on November 24. The film earned $592 million in worldwide box office revenue, $200 million of which was earned in the United States and Canada, and was praised by critics and audiences for its animation, writing, characters, and musical score. The film was nominated for a number of awards, including Best Original Song at the 83rd Academy Awards. The film was released on Blu-ray and DVD on March 29, 2011; a short film, *Tangled Ever After*, was released later in 2012 and a television series premiered in 2017.

a. Synopsis of the Tangled Story

Long ago, a drop of liquid sunlight sprouts a magical healing flower. For centuries, Mother Gothel has used the flower to retain her youth, and she is angered when soldiers from a nearby kingdom pluck it to heal their ailing and pregnant queen. Shortly afterward, the Queen gives birth to Princess Rapunzel, whose golden hair contains the flower's healing properties. Gothel tries to steal a lock of Rapunzel's hair to use the magic once again, but discovers that cutting the hair renders it powerless. She instead abducts Rapunzel and raises her as her own in a secret tower. In order to keep the confined and isolated Rapunzel content, Gothel teaches her to fear the outside world and its people. Each year, the King and Queen release sky lanterns on Rapunzel's birthday, hoping for their daughter to see them and return.

On the eve of her eighteenth birthday, Rapunzel asks to leave the tower and discover the lanterns' source, but Gothel refuses. Meanwhile in the kingdom, a thief named Flynn Rider steals Rapunzel's intended crown from the palace and ditches his partners, the Stabbington brothers, while fleeing. He takes refuge with the crown in Rapunzel's tower, but Rapunzel knocks him unconscious and hides him in the closet. Gothel returns, and Rapunzel tries to show Flynn to her to demonstrate her readiness for the "dangerous" outside world. However, Gothel still dismisses her.

Rapunzel sends Gothel away on a three-day journey to acquire paints. With Gothel gone, Rapunzel hides the crown from Flynn and leverages it to persuade him to escort her to see the lanterns for her birthday. Along the way, Flynn brings Rapunzel to the Snuggly Duckling, a pub filled with menacing thugs, who initially try to capture the wanted Flynn, but Rapunzel charms them instead. Meanwhile, Gothel encounters Maximus, a palace horse determined to capture Flynn. Recognizing that kingdom guards may be closing in on her hidden tower, she returns there to check on Rapunzel, but she only discovers Flynn's satchel with the stolen crown and she goes after the pair.

Royal soldiers led by Maximus arrive at the pub in search of Flynn. Rapunzel and Flynn escape through a passage, but they find themselves trapped in a flooding cave. Resigned to their fate, Flynn reveals his real name, Eugene Fitzherbert, and Rapunzel reveals that her hair glows when she sings. They use the light to escape the cave and take refuge in the forest. That night, Gothel, now in

league with the Stabbingtons, gives the crown to Rapunzel and suggests using it to test Eugene's loyalty.

In the morning, Maximus finds the pair and tries to arrest Flynn, but Rapunzel dictates a truce in honor of her birthday. The group reach the kingdom and enjoy the birthday festivities; this culminates in an evening cruise as the King, Queen, and townsfolk release the lanterns. There, Rapunzel gives Eugene the crown for fulfilling her dream of seeing the lanterns in person. They confess their love and are about to kiss when Eugene notices the Stabbingtons on the shore. He leaves Rapunzel to give them the crown as an apology, but they assault him and tie him to a boat headed for the palace. Eugene is detained while the brothers convince Rapunzel that Eugene has abandoned her. Gothel stages a rescue by disabling the brothers and returns with Rapunzel to the tower.

There, Rapunzel suddenly recognizes the symbol of the kingdom, which she has subconsciously incorporated into her paintings over the years. Realizing that she is the long-lost princess for whom the people send the lanterns, she angrily confronts Gothel. At the same time, Maximus and the Duckling thugs help Eugene escape captivity, and Maximus rushes him back to Gothel's tower. Eugene enters by climbing Rapunzel's hair, only to find Rapunzel chained and gagged. Gothel stabs Eugene and tries to flee with Rapunzel. Rapunzel agrees to go willingly if Gothel allows her to heal Eugene first. Wanting her to be free, Eugene cuts off her hair, which turns brown and loses its magic, causing Gothel to age rapidly and fall to her death. Eugene confesses his love once more and dies.

A heartbroken Rapunzel mourns for Eugene, but one of her tears, still containing the flower's magic, lands on his cheek and restores his life. The two return to the kingdom where the King and Queen reunite with their daughter and pardon Eugene. Finally, after a time, Rapunzel marries Eugene.

B. Relevant of the Study

There are some previous related studies refer to this present study which are as follows:

1. **Title :"The Students' Ability in Writing personal statements Fifth Semester Students of English Department UMSU"**

   Researcher : Indri Kumala Sari

   The scope of the study related to write personal statement, about experience fifth semester students of English Departement Universitas Muhammadiyah Sumatera Utara academic years 2017-2018. This study deals with the study of The Students' Ability in Writing Personal Statements. The students' able in writing personal statements and was the students' difficulties of the students to write personal statements. Qualitative method used in this research. Technic of collecting data by giving test, instrument of research is writing test, analyzing data by Arikunto and Suharsini (2002: 108- 109). Finding the research some students are able and unable to write personal statement about the experience.

2. **Title :"The Students' in Writing Analytical Exposition Text at SMA Negeri 1 BP. Mandoge"**

   Researcher : Sumiati Silalahi

   The scope of this research focused on writing skill and the limitation of this

research was focused on analytical exposition text. He objectives of this research were to analyze the students ability in writing analytical exposition text. The subject of this research was XI grade students of SMA Negeri 1 BP Mandoge . The population was 40 students. The research used the descriptive quantative research . The instruments of this research used written test.

3. **Puspitasari in her research in 2007 showed that teaching writing of a narrative text by using *Brother Bear*.**

A film can help students develop their writing skill. It is proved that students are more interested in producing a narrative text by listening to the dialogue of the film.

4. **Fitriana in her research in 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, (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.

5. **Meanwhile, Akmala (2011) proved that Animated films can improve students' ability in writing narrative text.**

   The students could catch the idea because they watched and knew the plot. Using animated film could be a new atmosphere for the students who had not been taught using film before. After the students were motivated by the material, they could rise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved.

C. Conceptual framework

Teaching and learning process is one aspect that needs attention because there are a lot of activities that occur in it. Important elements in the teaching and learning process are teaching methods and learning media. The use of appropriate learning media can generate new desires and interests, and generate motivation and stimulation of learning activities. The use of instructional media in writing skills can help students increase understanding, arouse student motivation and interest in learning. Every skill requires continuous practice, just like writing. To produce good writing, appropriate references and media are needed as writing material. The availability of various learning resources in the student environment, both at school and at home is expected to meet students' needs for

the learning resources they need for various needs and achieve success in learning to write, especially writing fairy tales.

Students are said to have the ability to write if they are able to express their ideas in writing through language media, and what is expressed can be understood by other parties. Cartoon media is one of the media that can be used to learn to write stories. By using this cartoon media it is expected to be able to know the ability to learn fairytale writing skills in VIII grade students at SMP Tarbiyah Islamiyah 2020/2021 Academic Year.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Tarbiyah Islamiyah. It was located on Perintis Kemerdekaan Road at Simpang Beringin, Hamparan Perak District, Deli Serdang Regency, North Sumatera Province.

The reason for choosing the location of the school was because based on the observations of researcher at the school there were still obstacles faced by the teacher in learning English, from the results of the researcher interview with the English teacher of VIII grade SMP Tarbiyah Islamiyah Medan, the media that had been used so far was considered very boring so that learning activities became passive and students were less enthusiastic about learning English in class.

B. Population and Sample

1. Population

The research population was conducted in VIII grade students of SMP Tarbiyah Islamiyah with a population of 133 students and 34 students who will be the research samples in the academic year 2020/2021.

2. Sample

Arikunto (2006: 143) says that "the sample is part of the population under study". He also said that "if the population is more than 100 students, then the sample is taken as 10%, 25%, 50%, but if it is less than 100 students, the sample must be taken all ". Then the entire population of 133 students, so the study would

be taken all the population as a sample. And samples taken using random sampling.

Table 3.1

Population and Sample

Class	Population	%	Sample
VIII A	35	25 %	9
VIII B	35	25 %	9
VIII C	31	25 %	8
VIII D	32	25%	8
Total	**133**		**34**

C. Research Design

This research uses descriptive quantitative research. The quantitative method was useful for identifying students' abilities and difficulties in writing fairy tales based on Tangled cartoon media. Student ability was determined by the percentage of student scores. The data was collected using a writing test on a given sample with a clear definition of reality that motivates students to write. Therefore, the sample was asked to write a fairy tales based on Tangled cartoon media.

D. The Instrument of Collecting Data

In this study, data has been collected using written text. Data was collected by means of researcher providing tests on samples for writing fairy tales based on

tangled cartoon media. This test aims to find out the Students' Ability to Write Fairy Tales Based on *Tangled* Cartoon Media.

There were several criteria that have been considered. To collect data, from 0-100 applied. According to Jacobs in Huges (2003) "there were many categories for writing assessment, they were content, organization, vocabulary, grammar, and mechanics". These criteria can be seen in Appendix I.

E. Technique of Data Collection

In collecting data, the technique was carried out with the following steps:

1. Explain the research material, research objectives and introduction in writing a fairy tales based on the *Tangled* cartoon media to students.

2. Give a written test using the cartoon media *Tangled.*

3. The resecher checks the result of student writing.

F. Technique of Data Analysis

After collecting the data, the researcher were analyzed the data as follows:

1. Listing their scores table after getting the total sample score.

2. In determining the percentage ability of the students for identifying the criteria of the ability and inability of the students based on the table of qualitative and quantitative form are as follow :

Table 3.2

Qualitative and Quantitative

SKILL	
Qualitative Form	Quantitative Form
Excellent to very good	90 – 100
Good to average	70 – 89
Fair to poor	30 – 69
Very poor	0 – 29

The table above shows the level of student ability based on a table of qualitative and quantitative forms. This shows that the degree of student scores were divided into four categories, namely excelent to very good, good to average, fair to poor, and very poor. Meanwhile, excelent to very good and good to average are categorized as able, and while fair to poor and very poor are categorized as unable.

3. Calculating the percentage of students" score who were able and unable by using the following formula:

(Sudijono 2014)

$$P = \frac{f}{N} \, x \, 100 \,\%$$

Where :

P = the percentage of students ability

F = the frequency able/unable

N = the number of all the students.

4. Finding students' difficulties in writing fairy tales based on *Tangled* cartoon media.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Description of the Data

The following descriptions shows the Students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media in VIII grade at SMP Tarbiyah Islamiyah Medan. In this test students were asked to write fairy tales based on *Tangled* cartoon media. The students' score of students' Ability in Writing Fairy Tales Based on *Tangled* Cartoon Media can be seen in Appendix IV. The descriptions of students correcting were described as follows:

1. AP

   In developing story content "Faiir to Poor"(17), the student ability was very limited in making topic sentences that was in accordance with the content of the story. In this student organization "Good to Average" (14), the student often makes mistakes in choosing words in composing a sentences. In vocabulary "Good to Average" (16) this student was good at choosing words but often misinterpret a sentence. In the use of language ":Good to Average" (20), this student were able to use good tenses in composing sentences. And in mechanics "Excelent to Very Good" (5) this student were able to master writing sentences, punctuation, and capitalization.

2. AR

   In the content "Excelent to Very Good" (27), of this student it can be said that they were able to compile and develop sentences that are relevant to the

assigned topic. In organizations "Excelent to Very Good"(19) , this student were able to determine the choice of words that were effective and in accordance with the task given by the researcher, in choosing vocabulary "Excelent to Very Good" (18), this students can use words that were effective in forming a sentence. In the use of language "Excelent to Very Good" (22) this student was able to use good tenses in forming sentences so that it fits the content of the story. while for mechanics "Excelent to Very Good" (5) this student was very capable and mastering punctuation in writing sentences so that they can form a story.

3. AS

In developing content "Faiir to Poor"(18), students' limited knowledge makes it difficult to develop topic sentences. In organization "Good to Average" (14) this student often makes mistakes in choosing words to compose appropriate sentences. in choosing vocabulary "Good to Average" (16) this student were able to choose words that were good but often misinterpreted Sentence. In the use of language "Good to Average" (21) student was good at writing words and forming them into sentences. And in mechanic assessment "Good to Average" (4), this student sometimes make mistakes in using writing conventions.

4. AS

In the content assessment "Faiir to Poor" (20), student limited knowledge makes it difficult to develop topic sentences. , In the vorganization assessment "Good to Average" (15) this students often make mistakes in choosing the

right words so that they form unfavorable sentences. In the vocabulary assessment "Good to Average" (17), this student was able to choose good words but often misinterpreted a sentence. In assessing language use "Good to Average" (20), this student was able to use the right tenses in composing sentences. And in mechanic assessment "Good to Average" (4), this student sometimes make mistakes in using writing conventions.

5. BA

In content assessment "Faiir to Poor" (18), this student has very limited knowledge which makes it difficult for him to choose and develop words to form a good sentence. In organization assessment "Good to Average" (14), this student was a bit less organized in choosing words to compose sentences, but she still focuses on the main idea. In assessing vocabulary"Good to Average" (16), this student sometimes make mistakes in the choice of words and their use but they do not essentially affect the meaning. In assessing language use "Good to Average" (21), this students were able to use the appropriate tenses but the construction tends to be simple. In a mechanic assessment "Good to Average" (4), this student sometimes make mistakes in the use of spelling and punctuation and capitalization.

6. DA

In the content assessment "Fair to Poor" (17), this student find it difficult to develop the topic sentence into a good story, this is due to the lack of knowledge of student finding ideas through the illustrations that have been given. In organizational assessment "Good to Average" (16) , this student

often make mistakes in choosing words to form sentences that match the main idea. In assessing vocabulary "Good to Average" (15), this student sometimes make mistakes because they were not very good at choosing the right one and often misinterpret a sentence. In assessing the use of language "Faiir to Poor" (13) , this student often make mistakes in writing pronouns and often misinterpret sentences. And in mechanic assessment "Good to Average" (4), this students sometimes make mistakes in using writing conventions.

7. DP

In content assessment "Fair to Poor" (17), this student have very limited mastery and knowledge of the topic or content, making it difficult to form words into a sentence. In the organization assessment "Good to Average" (14), this student often makes mistakes in choosing words in composing good and appropriate sentences. In the vocabulary assessment "Good to Average" (16), this student was able to choose the right words in developing sentences but often misinterpreted sentences. in language use assessment "Good to Average" (20), this student has been effective in using it but the construction tends to be simple. And in the mechanic assessment "Excelent to Very Good" (5), this student was very good at writing conventions, spelling and punctuation, and capitalization very well.

8. DS

In content assessment "Good to Average" (26), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics. In organization assessment "Good to Average" (15), due

to limited vocabulary, this student often make mistakes in choosing words in composing sentences. In assessing vocabulary "Excelent to Very Good" (18), this student was able to select and use effective words. In assessing language use "Good to Average" (18), this student was very good at using good tenses in composing sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student was very good at writing conventions, spelling and punctuation, and capitalization very well.

9. FA

    In content assessment "Good to Average" (26), this student have been able to determine ideas, topics or themes, and written illustrations very well. In organizational assessment "Good to Average" (17), this student was somewhat less organized but the main idea remains focused on the content of the story. In assessing vocabulary "Excelent to Very Good" (18), this student have been able to select and use words that were effective in developing good sentences. In the assessment of language use "Excelent to Very Good" (22), this student was able to choose and use good tenses in forming a sentence. And in the mechanic assessment "Excelent to Very Good" (5), this student was already able and mastering punctuation in writing punctuation and capitalization sentences.

10. HM

    In the content assessment "Good to average (22)", this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacking in detail. In organizationa assessment

"Good to Average" (16), this student was somewhat less organized but the main idea remains focused on the content of the story. In assessing vocabulary "Excelent to Very Good" (19), this student was able to select and use words that are effective in developing good sentences. In assessing language use "Good to Average" (21), this student was already good at choosing good tenses in the preparation of perfect sentences. And in the mechanic assessment Excelent to Very Good (5), this student was already able and mastering punctuation in writing punctuation and capitalization sentences.

11. JE

In the content assessment "Good to average" (22), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacking in detail. In organization assessment "Good to Average" (16), this student was somewhat less organized but the main idea remains focused on the content of the story. In assessing vocabulary, this student was able to select and use words that were effective in developing good sentences. In assessing the use of language, this student was good at choosing good tenses in the preparation of perfect sentences. And in the mechanic assessment, this student was already able and mastering punctuation in writing punctuation and capitalization sentences.

12. JS

In the content assessment "Good to average" (22), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacking in detail. In organization assessment

"Excelent to Very Good" (19), this student have been able to determine effective word choices, and use them according to the assigned task. In the vocabulary assessment Good to Average" (16), this student was able to choose the right words but often misinterpreted words in forming sentences. In assessing language use "Good to Average" (20), this student was able to use good tenses in arranging words and forming them into good sentences. In a mechanic assessment "Good to Average" (4), this student can be said to be capable of writing sentences, punctuation, and capitalization.

13. KH

In content assessment "Fair to Poor" (16), this student have very limited mastery and knowledge of the topic or content, making it difficult to form words into a sentence. In organization assessment "Good to Average" (15), due to limited vocabulary, this student often make mistakes in choosing words in composing sentences. In the vocabulary assessment "Good to Average" (14), this student was able to choose the right words but often misinterpreted sentences. In assessing the use of language "Excelent to Very Good" (22), this student was good at choosing good tenses in the preparation of perfect sentences. And in a mechanic assessment "Good to Average" (4), this student can be said to be capable of writing sentences, punctuation, and capitalization.

14. LQ

In content assessment "Fair to Poor" (18), this student have very limited mastery and knowledge of the topic or content, making it difficult to form words into a sentence. In organizationa assessment "Good to Average" (15),

due to limited vocabulary, this student often make mistakes in choosing words in composing sentences. In assessing vocabulary "Fair to poor" (12), this student often make mistakes in choosing words and also in interpreting sentences. In the assessment of language use "Fair to poor" (14), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in a mechanic assessment "Good to Average" (4), this student can be said to be capable of writing punctuation and capitalization.

15. MA

In content assessment "Fair to Poor" (18), this student has very limited knowledge which makes it difficult for him to choose and develop words to form a good sentence. In organization assessment "Good to Average" (15), this student was a bit less organized in choosing words to compose sentences, but he still focuses on the main idea. In assessing vocabulary "Good to Average" (15), this student sometimes make mistakes in the choice of words and their use but they do not essentially affect the meaning. In the assessment of language use "Fair to poor" (12), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. In a mechanic assessment "Good to Average" (4) , this student sometimes make mistakes in the use of spelling and punctuation and capitalization.

16. MA

In content assessment "Fair to Poor" (20), this student has very limited knowledge which makes it difficult for him to choose and develop words to form a good sentence. In organization assessment "Good to Average" (14),

this student was sometimes less organized in choosing words to compose sentences, but he still focuses on the main idea. In assessing vocabulary "Excelent to Very Good" (19), this student was able to select and use words that were effective in developing words into a sentence that is good and in accordance with those assigned. In assessing the use of language Good to Average (18) , this student has been able to use good tenses in composing good and appropriate sentences. And in the assessment of mechanics Excelent to Very Good (5), this student has mastered punctuation in writing sentences, punctuation and capitalization.

17. MP

In the content assessment "Good to average" (26), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacking in detail. In organization assessment "Good to Average" (17), this student was sometimes less organized in choosing words to compose sentences, but he still focuses on the main idea. In assessing vocabulary "Excelent to Very Good" (18), this student was able to select and use words that were effective in developing words into a sentence that was good and in accordance with those assigned. In assessing language use "Good to Average" (18) , this student have been able to choose good and correct tenses in composing sentences. And in the mechanic assessment Excelent to Very Good (5), this student was very good at punctuation in writing sentences, punctuation and capitalization.

18. MR

In the content assessment "Good to average" (25), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacked detail in composing sentences. In organization assessment "Excelent to Very Good" (20), this student have been able to determine effective word choices, and use them according to the assigned task. In assessing vocabulary "Excelent to Very Good" (20), this student was very capable of being able to make effective word choices so that the sentences he makes were very good and correct. In assessing language use "Excelent to Very Good" (22), this student was very capable of using good tenses in forming sentences in accordance with what has been assigned. And in a mechanic assessment "Excelent to Very Good" (5), this student can already master punctuation in writing sentences, punctuation and capitalization.

19. MY

In the content assessment "Good to average" (22), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacked detail in composing sentences. In organization assessment "Excelent to Very Good" (18), this student was able to determine effective word choices, and use them in accordance with the given assignment. In assessing vocabulary "Excelent to Very Good" (18), this student was able to choose and use effective words to form a sentence that was good and correct and in accordance with the given assignment. In assessing

language use "Good to Average" (21), this student was able to choose and use good tenses in composing sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student was already capable and mastering punctuation in writing sentences, punctuation and capitalization.

20. NA

In content assessment "Fair to Poor" (17), this student have very limited skills and knowledge in developing sentence topics or story content. In organization assessment "Good to Average" (15), this student is sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In assessing the vocabulary "Good to Average" (15), this student already understand in choosing words but often misinterpret sentences. In the assessment of language use "Fair to poor" (15), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in a mechanic assessment "Good to Average" (4) , this student can be said to be capable of writing sentences, punctuation, and capitalization.

21. NF

In the content assessment Good to average (25), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacked detail in composing sentences. In organization assessment "Excelent to Very Good" (20), this student was able to determine effective word choices, and use them in accordance with the given assignment. In assessing vocabulary "Excelent to Very Good" (20), this student was able to choose and use effective words to form a sentence that

were good and correct and in accordance with the given assignment. In assessing language use "Excelent to Very Good" (22), this student was very capable of using good tenses in forming sentences in accordance with what has been assigned. And in a mechanic assessment "Excelent to Very Good" (5), this student can already master punctuation in writing sentences, punctuation and capitalization.

22. NN

In content assessment "Good to average" (22) , this student have been able to develop topic sentences, but still lack detail in composing sentences. In organization assessment "Excelent to Very Good" (18), this student was able to determine effective word choices, and use them in accordance with the given assignment. In assessing the vocabulary "Good to Average" (15), this student already understand in choosing words but often misinterpret sentences. In the assessment of language use "Fair to poor" (15), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

23. NS

In the content assessment "Good to average" (22), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacked detail in composing sentences. In organization assessment "Good to Average" (15), this student was sometimes

less organized in choosing words to compose sentences, but he still focuses on the main idea. In assessing the vocabulary "Good to Average" (15), this student already understand in choosing words but often misinterpret sentences. In assessing language use "Good to Average" (20), this student was able to choose and use good tenses in composing sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

24. NS

In content assessment "Good to average" (26), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics. In organization assessment "Good to Average" (17), this student was sometimes less organized in choosing words to compose sentences, but he still focuses on the main idea. In the assessment of vocabulary "Excelent to Very Good" (18), this student already understands choosing words and were very understanding in composing sentences. In assessing language use "Good to Average" (18), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

25. OO

In content assessment "Fair to Poor" (20), this student has very limited knowledge which makes it difficult for him to choose and develop words to form a good sentence. In organization assessment "Good to Average" (15), this student is sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In assessing the vocabulary "Good to Average" (14), this student already understand in choosing words but often misinterpret sentences. In the assessment of language use "Fair to poor" (16), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

26. RR

In the content assessment "Very poor" (14), this student have very little knowledge of the subject matter and the subject of developing topics, making it difficult to choose words and make good and correct sentences. In organization assessment "Excelent to Very Good" (18), this student was able to determine effective word choices, and use them in accordance with the given assignment. In the vocabulary assessment "Excelent to Very Good" (18), this student already understand how to choose words and were very familiar with composing sentences. In the assessment of language use "Fair to poor" (16), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in the mechanic assessment

Good to Average (4), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

27. RJ

In the content assessment "Fair to Poor" (17), this student have very little knowledge of the subject matter and the subject of developing topics, making it difficult to choose words and make good and correct sentences. In organization assessment "Good to Average" (14), this student is sometimes less organized in choosing words to compose sentences, but he still focuses on the main idea. In assessing the vocabulary "Good to Average" (15) this student already understand in choosing words but often misinterpret sentences. In assessing language use "Excelent to Very Good" (22), this student was able to choose and use good tenses in composing sentences. And in a mechanic assessment "Good to Average" (4), this student can be said to understand the mastery of punctuation in writing sentences, punctuation and capitalization.

28. SN

In the content assessment "Fair to Poor" (17), this student have very little knowledge of the subject matter and the subject of developing topics, making it difficult to choose words and make good and correct sentences. In organization assessment "Good to Average" (15), this student was sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In the vocabulary assessment "Good to Average" (15), this student already understand how to choose words but often misinterpret sentences. In the assessment of language use "Fair to poor" (15), this students

often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in a mechanic assessment "Good to Average" (4), this student already understands writing sentences, punctuation, and capitalization.

29. SR

In content assessment "Good to average" (25), this student have been able to develop topic sentences, but are still lacking in detail. In organization assessment Excelent to Very Good (20), this student was able to determine effective word choices, and use them in accordance with the given assignment. In assessing vocabulary "Excelent to Very Good" (20), this student was able to choose and use effective words to form a sentence that is good and correct and in accordance with the given assignment. In assessing language use Excelent to Very Good (22), this student was able to choose and use good tenses in composing sentences. And in the mechanic assessment Excelent to Very Good (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

30. ST

In the content assessment "Fair to Poor" (17), this student have very little knowledge of the subject matter and the subject of developing topics, making it difficult to choose words and make good and correct sentences. In organization assessment "Good to Average" (16), this student was sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In the vocabulary assessment "Good to Average" (15), this

student already understand how to choose words but often misinterpret sentences. In the assessment of language use "Fair to poor" (13), this student often make mistakes in writing pronouns, and often make mistakes in interpreting sentences. And in a mechanic assessment "Good to Average" (4), this student can be said to understand the mastery of punctuation in writing sentences, punctuation and capitalization.

31. TA

In content assessment "Good to average" (26), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics. In organization assessment "Good to Average" (17), this student was sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In assessing vocabulary Excelent to Very Good (18), this student was able to choose and use effective words to form a sentence that was good and correct and in accordance with the given assignment. In assessing language use "Good to Average" (18), this student was able to choose and use good tenses in composing sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

32. TM

In the content assessment "Fair to Poor" (20), this student have very little knowledge of the subject matter and the subject of developing topics, making it difficult to choose words and make good and correct sentences. In

organization assessment "Good to Average" (14), this student was sometimes less organized in choosing words to compose sentences, but she still focuses on the main idea. In assessing vocabulary "Excelent to Very Good" (19), this student was able to choose and use effective words to form a sentence that was good and correct and in accordance with the given assignment. In assessing language use "Good to Average" (18), this student was able to choose and use good tenses in composing sentences. And in the mechanic assessment "Good to Average" (4), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

33. TR

In content assessment "Good to average" (22), this student have been able to develop topic sentences, but are still lacking in detail. In organization assessment "Excelent to Very Good" (19), this student already understand and are able to make effective word choices, and use them according to the assigned task. In the vocabulary assessment "Good to Average" (16), this student already understood in choosing words and forming a sentence, but this student often misinterpreted a sentence. In assessing language use "Good to Average" (20), this student already understand how to choose and use good tenses in composing sentences. And in the mechanic assessment Good to Average (4), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

34. WK

In the content assessment "Good to average" (23), this student was able to write clear topics, interesting stories, complete, and in accordance with predetermined topics but still lacked detail in composing sentences. In organization assessment "Excelent to Very Good" (18), this student already understand and was able to make effective word choices, and use them according to the assigned task. In assessing vocabulary "Excelent to Very Good" (18), this student was able to choose and use effective words to form a sentence that was good and correct and in accordance with the given assignment. In assessing language use "Good to Average" (21), this student already understand how to choose and use good tenses in composing sentences. And in the mechanic assessment "Excelent to Very Good" (5), this student already understand how to master punctuation in writing sentences, punctuation and capitalization.

B. Data Analysis

The ability standard was used as one of the criteria to determine the level of competence of students in carrying out tests correctly. It has been explained in the previous chapter that students scores were classified into a qualitative system. Based on qualifications, to determine the standard of individual writing ability, more than 70 points were obtained as the lowest standard score. If a student scores less than 70 points, it means that the student was classified as Unable.

The Students' Ability in Writing Fairy Tales Based on Tangled Cartoon Media can be seen from the table in apendix V, the researcher can explains that:

a) There were 4 students and 12% who were categorized as Excellent to Very Good.

b) There were 23 students and 68% who were categorized as Good to Average

c) There were 7 students and 20% who were categorized as Very Poor.

From the results obtained above, it can be seen that there were 27 students and 80% of the 34 students in the sample were categorized as **Able** of writing fairy tales based on Tangled cartoon media and then 7 students and 20% of the 34 students as the sample fall into the **Unable** category. All percentages can be calculated using the following formula:

Note:

$$P = \frac{f}{N} \, x \, 100 \ \%$$

Q = The percentage of able / unable students

X = The number of able / unable students

Y = The number of students.

Able   = 80%
Unable = 20%

From the results of the above calculations, students who were included in the able category were 27 students or 80%. Meanwhile, students who were in the unable category were 7 students or 20%. From the data obtained above, it can be concluded that Class VIII Students of SMP Tarbiyah Islamiyah for the academic year 2020/2021 were able to write fairy tales based on *Tangled* cartoon media.

The following table was used to show the students' average score in knowing their difficulties in writing fairy tales based on *Tangled* cartoon media.

Table 4.1

the students' average score

Indicator	Content	Organization	Vocabulary	Language	Mechanic
total Average	712	559	568	639	155
Average of each sample	20,94	16,44	16,70	18,79	4,55

Based on the table above we can see that:

1. In the content indicator, the average score of students were 20,94 which means that the ability was fair to poor. Some difficulties were mainly because students have major problems. Within the topic paragraphs and development ideas were mostly relevant. However, the problem was the lack of detail and limited development of the text.

2. The average score of students in organization were 16,44, which means that the students' abilities were in the good to average category.

3. The average students vocabulary indicator were 16,,70, This means that their abilities were good to average.

4. In the indicators of language use, the mean score of students were 18.79, which means that their abilities were at a good to average.

5. In the mechanical indicator, the students' average score were 4.55, which means that their abilities were at a good to average.

C. Research Findings

After data analysis was carried out, the research findings were as follows:

1. 80% of the 34 students were categorized as able of writing fairy tales based on *Tangled* cartoon media. This means that VIII grade students of SMP Tarbiyah Islamiyah for the 2020/2021 academic year were able to write fairy tales based on Tangled cartoon media

2. 20% of the 34 students were categorized as unable of writing fairy tales based on *Tangled* cartoon media in the form of these sentences.

3. The difficulty of students in writing fairy tales based on *Tangled* cartoon media is to focus on content. The content of the average score of the students were 20,94 which means that the students' the ability was fair to poor , making it difficult for students to write fairy tales in the form of sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclussion

Based on the results of the study, it can be concluded that there were 27 students or 80% who were able to write fairy tales based on *Tangled* cartoon media and only 7 students or 20% who were unable. This means that VIII grade students of SMP Tarbiyah Islamiyah for the 2020/2021 academic year were able to write fairy tales based on Tangled cartoon media.

The difficulty of students writing fairy tales based on *Tangled* cartoon media was the focus on content. The content of the student's average score was 20,94 which means that the student's ability was bad enough so that students have difficulty writing fairy tales in the form of sentences.

B. Suggestion

In the relation with the conclusions above, the suggestions made were as follows:

1. Based on students 'difficulties, the teacher should try to find more effective ways to teach writing fairy tales to students, namely by using learning media that can foster students' interest in learning English learning, especially in writing fairy tales.

2. The teacher must pay attention to students who are unable to write fairy tales, and can also motivate students to be interested in learning English, especially

in writing fairy tales.

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APPENDIX I

Items Test

Write minimal 2 sentences of each pictures and use the clues to write your sentences:

1.
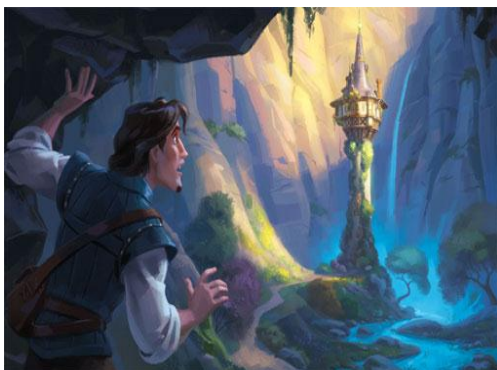

a. *King* :

b. *Queen* :

c. *Daughter* :

2.

a. Witch :

b. Rapunzel :

c. Bad intention :

3.
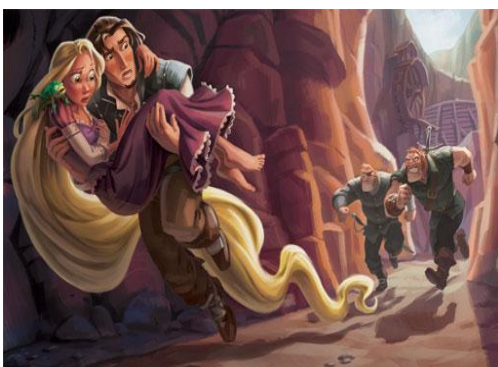

a. *Prince Flyn* :

b. *Tower* :

c. *Hideout* :

4.

a. Attack :

b. Floating paintings :

c. Eighteenth birthday :

5.

 :

a. Golden hair :

b. Excitement :

6.

a. The royal guards :

b. Adventure :

7.

a. Beautiful kingdom :

b. Castle :

8.

a. Town :

b. Painting :

9.

a. Lantern :

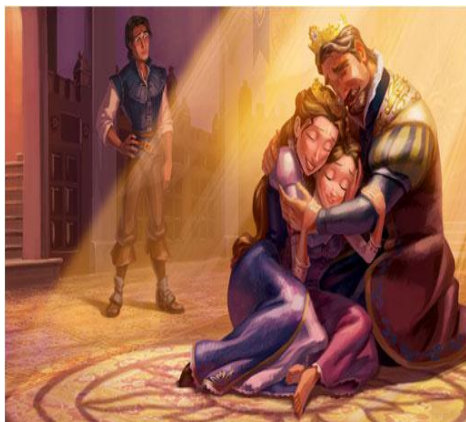b. Faling in love :

10.

a. Lies   :

b. Resistance   :

11.

a. Cut hair   :

b. Magic   :

12.

a. Happy   :

b. Princess   :

APPENDIX II

Students Answer Sheet

C = 25
O = 20
V = 20
LU = 22
M = 5
___
92

Nama = Nova Fitria
Kis = Viii Smp

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your sentences/

1.
a. King : the king is a wise man
b. Queen : the queen very happy about the birth of Her Daughter
c. Daughter : the Daughter Name is Rapuzel

2.
a. Witch : the witch is a Criminal
b. Rapunzel : the Rapuzel very is a Beautiful and cute.
c. Bad intention : the Bad intention a crupil

3.
a. Prince Flyn : the prince Flyn is a wise man.
b. Tower : the tower of her very is a crupil ;
c. Hideout : The Hideout a quiet place

4.
a. Attack : the Attack is a criminal
b. Floating paintings : the looked at the a Floating painting there
c. Eighteenth birthday : the is someone whose eighteenth birthday

5.
a. Golden hair : the is someon that princess yang have golden hair Beautiful
b. Excitement : princess that very Happy with her hair golden the long one

6.
a. The royal guards : they are good and wise palace guards there
b. Adventure : they ventured by chasing after their enemies

7.

a. Beautiful kingdom : It is a very Beautiful kingdom

b. Castle : They Have Beautiful castles

8.

a. Town : They Have Beautiful and inteResting Cities

b. Painting : And they Have Beautiful And iteResting Paintings

9.

a. Lantern : that's a Very beautiful lantern What they see

b. Faling in love : And they Fall in love together.
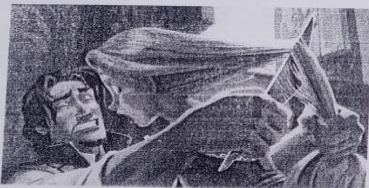
10.

a. Lies : the Princess were deceived by evil witch

b. Resistance : And the Princess Fought the witch FuriouSly

11.

a. Cut hair : Prince's Hair was cut by a Prince to break up

b. Magic : the Prince cuts the Princes' Hair with the power Of this Knife

12.

a. Happy : What are always Happy iɳ anny matter

b. Princess : and Finaly the Happy Princes

Muhammad Yasin
Kls : VIII B

C = 22
O = 18
V = 18
LU = 21
M = 8
———
84

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your sentences:

1.

a. King : The King is A wise Man
b. Queen : The ain Very Happy About The Brith of Her daughter
c. Daughter : Their daugeher's Name is Rapunzel

2.

a. Witch : The Witch an evil human Figure
b. Rapunzel : Rapunzel is a girl Who Was taken from Tha king dom
c. Bad intention : there are bad inceti ons to Rapunzel

3.

a. Prince Flyn : is king in The Palace
b. Tower : The Tower is in The kingdom of Prince Flyn
c. Hideout : The Prince found a hideaot Place

4.

a. Attack : In the kingdom Some one Attacked The king.
b. Floating paintings : Prince Fiiyn Asked The prunclas About the hary in ener room
c. Eighteenth birthday : Princes 18 th Briday y is Sereb Rerfed in The kingdom

5.

a. Golden hair : The king has golden hair Sangat guan likes to The her Near a Tiree and Then Sne clims her hair
b. Excitement :

6.

a. The royal guards : The Soldars guarding The kingdom have Bee chasing guean and kings
b. Adventure : Many Things for Them

7.

a. Beautiful kingdom : The queen enter
b. Castle : surtro a Very
Beautiful long
The kingdom is
cool with cas
tle

8.

a. Town : in the kingdom There
is a smill Town
b. Painting : in the kingdom There
Wos kikisan The
king, queen and
Their doughTars

9.

a. Lantern : The Princes and The
king Sat on The
b. Faling in love : lantens
Prince and kings
express and kings
Their Fellings to
one another

10.

a. Lies : The is To Lies Batwle
The Two oF Them cri
b. Resistance : in the last Fight
Was Fought by
The queen

11.

a. Cut hair : The king Cut The hair
oF The Princes
b. Magic : There is a Magician
Near T hem

12.

a. Happy : The king Was Very
Happy
b. Princess : To hug his Family
The Princes was
embraced by The
king and Theirsos

Nama: Khairul Hafaz
Kls: VIII B

C = 16
O = 15
V = 14
LU = 22
M = 4
    71

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your

sentences:

1.

a. *King* : the king is a wise mon
b. *Queen* : the am very happy abolat the birh of her daughter her
c. *Daughter* : their daughter's name is Rapunzel

2.

a. Witch : the witch an evil human figure
b. Rapunzel : Rapunzel is a girl who was Taken From the kingdom
c. Bad intention : there are bad inten tios to rapunzel

3.

a. *Prince Flyn* : is king in the palace
b. *Tower* : the tower is in the kingdom of prince flyn
c. *Hideout* : The prince found a hideaut place

4.
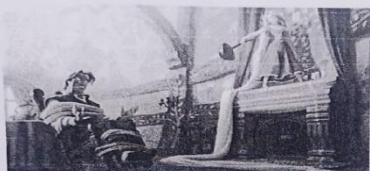
a. Attack : In the kingdom
b. Floating paintings : someone atteased the king
c. Eighteenth birthday : prince Flyn as ked the hanging in her room

princess 18th birda y is celebrate in the kingdom

5.

a. Golden hair : the king has golden hair
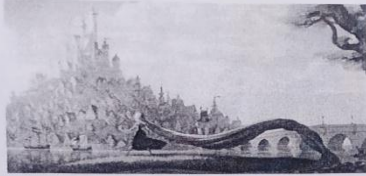b. Excitement : sangat queen likes to tie her hair neas a tire and then she aimbs her hair

6.

a. The royal guards : the soldiers guerding the kingdom have
b. Adventure : been chasing queen and kings many things por them

7.

a. Beautiful kingdom : the queen enters imp[...]
                      a very beautiful king[...]
b. Castle   : the kingdom is
                        cool with castles

8.

a. Town : in the kingdom there is a
          smill town
b. Painting : in the kingdom there was
              lukisan the king queen
              and their daughters

9.

a. Lantern : the princess and the king
             sat on the lantern
b. Faling in love : princess and kings
                    express their feelings
                    to one another.

10.

a. Lies : the is to lies between
          the two of them
b. Resistance : in the cast finght wass
                fought by the queen

11.

a. Cut hair : the king cut the hair
              ♡ of the princes
b. Magic : there is a maglcian
           near them

12.

a. Happy : the king wass very happy
           to hug his famili
b. Princess : the princess was embraced
              by the king and their ankles

Nama : Dina Puspita
Kls : VIIID

V = 16
O = 14
C = 17
LU = 20
M = 5
   74

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your sentences:

1.

a. *King* : The King is a wise man
b. *Queen* : a very beautiful quer
c. *Daughter* : A very kind princess

2.

a. Witch : a very conning with
b. Rapunzel : prinses rapunzel who has golden hair
c. Bad intention : Very bad intern has

3.

a. *Prince Flyn* : handsome prau tyn
b. *Tower* : Tall Tower
c. *Hideout* : Hidein the twor

WIDE ⬤○○ Vivo V15 AI Triple Camera

4.

a. Attack : attacke the princes
b. Floating paintings : Beautiful painting
c. Eighteenth birthday : rapunzel eigteenth, Birday

5.

a. Golden hair : rapunzel has golden her
b. Excitement : rapunzel is happy to have golden hair

6.

a. The royal guards : rapunzel is wontred by the rays guard
b. Adventure : adventure of rapunzel

WIDE ⬤○○ Vivo V15 AI Triple Camera

7.

a. Beautiful kingdom : rapunzel has a beautiful kingdom

b. Castle : The place blongs to the rapunzel family

8.

a. Town : rapunzel walking aloud the city

b. Painting : rapunzel is losinng at the painthing of her family

9.

a. Lantern : rapunzel and princl loting me on the lontr

b. Faling in love : they fevin love

10.

a. Lies : Hah tereis

b. Resistance : which rapunzel bawer rapunzel

11.
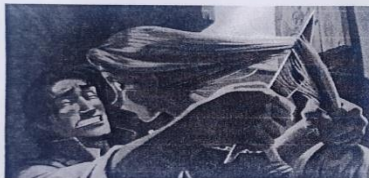
a. Cut hair : rapunzel hair cut

b. Magic : fower full magician

12.

a. Happy : trappy yeorr

b. Princess : Bootim princess

Nama : Rian Juniawan
Kelas : VIII^B

C = 17
O = 14
L = 15
U = 22
M = 4
___
72

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your sentences:

1.

a. *King* : the King is a hand some Parson
b. *Queen* : the Queen is someone whois vers beautiful
c. *Daughter* : someone's doughter is vary cute

2.

a. Witch : A vary anil witch
b. Rapunzel : Rapunzal, son of the king and Quean
c. Bad intention : the witch has the intantions from her parant s

3.

a. *Prince Flyn* : Prince qeun is vary Good parson
b. *Tower* : the tower is the rasidan
c. *Hideout* : Rapunzal an the witch's hiding place in the tower

4.

a. Attack : Princess attacking Prince
b. Floating paintings : hating Painting a vary
c. Eighteenth birthday : doughter's 18th Bvthday

5.

a. Golden hair : Princas has vary baautiful and long
b. Excitement : vary happy Princes

6.

a. The royal guards : Royal guards chase the Prince
b. Adventure : Prince and Princes and vanture

7.

a. Beautiful kingdom : that kindom is very beatiful

b. Castle : A ProEe that is Lauge and Broad

8.

a. Town : a very beatiful and Paceiful city

b. Painting : Painting of tha king and Quen with har chitdran

9.

a. Lantern : tha Prince and Princer very Hapy to se the

b. Faling in love : Prince and Princas Pall in love

10.

a. Lies : False hood happans to magiclans

b. Resistance : rasiStancrs amange Prince and Lizords

11.

a. Cut hair : Prince cut the princess Harr

b. Magic : magic in Rufunze L's hair is gone

12.

a. Happy : Happy th a Princas Gathered again with

b. Princess : Finaliy tha Princas can Gathar with the king and Quen

C = 22
O = 15
V = 15
LU = 20
M = 5
―――
77

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your

sentences:

1.

a. *King* : tha king is a wise Man
b. *Queen* : the quen very happy about the Birtih of Her bahtel
c. *Daughter* : the Dou gher name is Rapucel

2.

a. Witch : the wich is a crim minal nal
b. Rapunzel : the rapunzel's very long Habry
c. Bad intention : the bad intanional A cruaL luwill

3.

a. *Prince Flyn* : the hall, sweeteri ace
b. *Tower* : Rapunzel theyes, it was a
c. *Hideout* : Plinee Beove'd By Rapunzel Otm the very Beginning.

4.

a. Attack : the rapunzel Had Her Hairup
b. Floating paintings : By Her Birthday
c. Eighteenth birthday : the and the erinesith there.

5.

a. Golden hair : the onee oene time rapunzel
b. Excitement : Hutd a golden - Haired magic mother.

6.

a. The royal guards : the and thet's Rapunzel with
b. Adventure : the Prinees ay the Body guards

7.
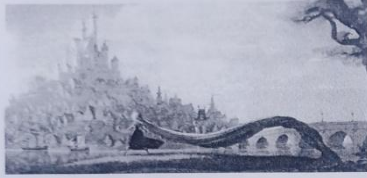
a. Beautiful kingdom : the Rapunzel genie
b. Castle : raced to the place
the and acciden
dantally It was
the Princes

8.

a. Town : the and Rapunzel
was mirried and
b. Painting : Han children and
Happday avere now
as they avere mow

9.

a. Lantern : and He meu Rapunzel
b. Faling in love : the king and the
Se at the lake Playing
dinghy

10.

a. Lies : Rapunzel would
Hold off the evil witch
b. Resistance : to cut golder tbur

11.

a. Cut hair : and the Prince to cut
b. Magic : off her goldan Hair
rapunzah and
rapunzot warc sarp
I sa d

12.

a. Happy : tha and rapunzol
mat tear taal
b. Princess : parants as wrah
and prince was
Flus tred

C = 17
O = 15
V = 15
LU = 15
M = 4
—
66

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your sentences:

1.

a. King : a very handsome king
b. Queen : a very beautiful queen
c. Daughter : the king and queen are very happy to have beautiful children

2.

a. Witch : very wicked witch
b. Rapunzel : realy hate witches
c. Bad intention : the magician intends to harm Ranpunzel

3.

a. Prince Flyn : the very prince
b. Tower : the prince saw a beautiful tower
c. Hideout : the prince is hiding looking at the tower

4.
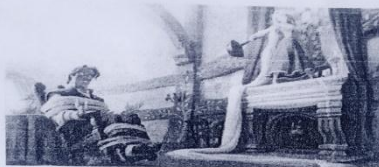
a. Attack : Ranpunzel attacks the prince
b. Floating paintings : prince Flyn asked the princes about
c. Eighteenth birthday : the hanging in her room

5.

a. Golden hair : Ranpunzel has very long golden hair
b. Excitement : ranpunzel was very excited
princess 18 thn birhday is celebrated in the king dom

6.

a. The royal guards : very evil royal guard
b. Adventure : many things for them

7.

a. Beautiful kingdom : Ranpunzel saw a very beautiful kingdom
b. Castle : A very beautiful palace

8.
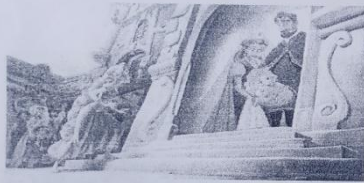
a. Town : Ranpunzel goes to the city
b. Painting : ranpunzel looked at the painting of her mother and father

9.

a. Lantern : Prince and Ranpunzel look at the lantern
b. Faling in love : the Prince and ranpunzel fell in love

10.

a. Lies : ~~Prayitur~~ the magician lied with ranpunzel
b. Resistance : ranpunzel against the witch.

11.
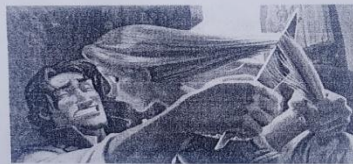
a. Cut hair : the prince cut ranpunzel's hair
b. Magic : this is a miracle

12.

a. Happy : they were very happy to meet their daughter
b. Princess : her daughter was very happy

NAMA = DANA ANDRIAHAN
Kelas . = VIII B

OI = 16
V = 15
LU = 13
M = 4
___
63

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your

sentences

1.

a. *King* : the King is a hand some person
b. *Queen* : the King queen is some one who is vers beatiful
c. *Daughter* : someorels daughter is very g cusu

2.

a. Witch : A very evil witch
b. Rapunzel : Rapunzel son or the King and queen
c. Bad intention : the witch has intention

3.

a. *Prince Flyn* : prince queen is very good person
b. *Tower* : the tower is the resiten ce of the witch and Rapun
c. *Hideout* : Rapunzel and the witch's hiding place in the tower

4.

a. Attack : princes af teling prince
b. Floating paintings : hogging paintingare very beatiful
c. Eighteenth birthday : daughter uth Birthday

5.

a. Golden hair : princes has very beatiful and long hair
b. Excitement : very Happy princes

6.

a. The royal guards : Royal guards chase the princes and
b. Adventure : prinse and princes adventure

7.

a. Beautiful kingdom : that kingdom is very beatikul
b. Castle : A palace that is large and Brood

8.

a. Town : a very beatikul and peacefull city
b. Painting : Parnting or the king and queen wrthi here children

9.

a. Lantern : the princes and princess are very Happy to see the lontern
b. Faling in love : princes and princess in Love

10.

a. Lies : false hoed Happens to magic tens
b. Resistance : resistanke cemong Princess and wizard

11.

a. Cut hair : princes cut the princes stair
b. Magic : Magic in Rapunzel horu is gone

12.

a. Happy : Happy the princess gathered again with Her family
b. Princess : finally the princes can gather with the king and queen

Nama : Safitri ramadani
Kelas VIII SMP

C = 25
O = 20
V = 20
LU = 22
M = 5
___
92

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your
sentences:

1.

a. Raja
   King   : the king is a handsome
                  person
b. Ratu
   Queen   : the Queen is someone
                  who is very beuatiful
c. Putri
   Daughter   : the Daugher Name is
                  Rapuzel

2.

a. Penyihir
   Witch   : the Witch is a criminal
b. Rapunzel   : the Rapuzel yery is A
                  Bealtufu and cute
c. Niat buruk
   Bad intention : the Bad intention A
                  crupil

3.

a. Phyeran aerim
   Prince Flyn : the Prince Flyn is a
                  wise man
b. Menara
   Tower   : the tower of her very
                  is A Crupil
c. Persembnan
   Hideout   : the Hideout A quiet
                  place

4.

a. Periawanan
   Attack   : the Attack is a
                  criminal
b. Lukisan gantung
   Floating paintings : the looked at the
                  a floting paintight
c. ulang tahun ke18
   Eighteenth birthday : the is someone
                  whose Eighteenth
                  Birthday

5.

a. Rambu emas
   Golden hair : the is some on
                  that princes
                  yang have golden
                  hair beauFiul
b. kegembiraan
   Excitement : princes that very
                  happy with her
                  hair golden the
                  one

6.

a. Pengwai kerajaan
   The royal guards : They are good and
                  wise palace gaud
                  there
b. Perualangan
   Adventure   : they ventured by
                  chasing after
                  their anemies

7.

a. *kerajaan yg indah* Beautiful kingdom : It is a very Beauiful kingdom
b. *istana* Castle : they have beatiful casties

8.

a. *kota* Town : They have Beautiful and intereting cities
b. *lukisan* Painting : And they have Beutiful And Iteresting painting

9.

a. *lentera* Lantern : that's a very beahrful lantern what thy see
b. *jatuh cinta* Faling in love : and they Fall in love togaher

10.

a. *kebohongan* Lies : the princes were deceued by evil witch
b. *perlawanan* Resistance : and the princess Fought the witch Furiously

11.

a. *memotong rambut* Cut hair : princes's hair was cut by a prince to bereak up
b. *keajaiban* Magic / *sihir* : the princes cuts the princes' hair with the power of this knife

12.

a. *bahagia* Happy : what are always happy is anny mather
b. *putri* Princess : and are frnally the happy princes

Nama : Dony suriandar
Kls : VIII'C

C = 26
V = 18
O = 15
LU = 18
M = 5
—————
82

A. WRITTEN TEST

Write minimal 2 sentences of each pictures and use the clues to write your
sentences:

1.

a. *King* : ~~the Rapunzel~~ the king is a wise n an
b. *Queen* : the agun very happy about
c. *Daughter* : the Birt h age herdaster the dau ghter hame is Rapunzel

2.

a. Witch : the witch is a crim mmai nai
b. Rapunzel : Rapunzel 's very lang hair
c. Bad intention : the Bye inkinivnum Goeel will

3.

a. *Prince Flyn* : the hall sweekerinlle
b. *Tower* : Rapunzel the yes, it wasa
c. *Hideout* : Prince Beloved By Rapunzel at the very

4.

a. Attack : the Rapunzel Had her wiue
b. Floating paintings : By tu birhday
c. Eighteenth birthday : the and the princes the

5.

a. Golden hair : the unci werena time Rapunzel
b. Excitement : hap agandere hair matter.

6.

a. The royal guards : the and thets Rapunzel witch
b. Adventure : the Price bay the Body guary.

7.

a. Beautiful kingdom : the aquen on fersine
avery beaifull king
b. Castle : the king down is
cool with cos ites

8.

a. Town : intho king dorn thrre isa
smil town
b. Painting : inthe king dorn there was
ivkisan the king gueen
and thar daugh ters

9.

a. Lantern : the princess and the king
sat on the lan teny
b. Faling in love : princess and kings
ex press their feligs
to one another.

10.

a. Lies : theis to lien between
tho two of them
b. Resistance : in tno lost finght was
fought by the queen

11.

a. Cut hair : the king aut the hair
of tho princes
b. Magic : there is a mgiesan
near them

12.

a. Happy : tho king wass very
happy to hagio ufamii
b. Princess : the princes wase braced
by the king and theries

APPENDIX III

The Students' Score about Writing Fairy Tales Based on *Tangled* Cartoon

Media

No	Students Initial	Indicator					Total
		C	O	V	LU	M	
1.	AP	17	14	16	20	5	72
2.	AR	27	19	18	22	5	91
3.	AS	18	14	16	21	4	73
4.	AS	20	15	17	20	4	76
5.	BA	18	14	16	21	4	73
6.	DA	17	16	15	13	4	63
7.	DP	17	14	16	20	5	74
8.	DS	26	15	18	18	5	82
9.	FA	26	17	18	22	5	88
10.	HM	22	16	19	21	5	85
11.	JE	22	16	19	21	5	85
12.	JS	22	19	16	20	4	81
13.	KH	16	15	14	22	4	71
14.	LQ	18	15	12	14	4	63
15.	MA	18	15	15	12	4	64
16.	MA	20	14	19	18	5	76
17.	MP	26	17	18	18	5	84
18.	MR	25	20	20	22	5	92

		C	O	V	LU	M	
19.	MY	22	18	18	21	5	84
20.	NA	17	15	15	15	4	66
21.	NF	25	20	20	22	5	92
22.	NN	22	18	15	15	5	75
23.	NS	22	15	15	20	5	77
24.	NS	26	17	18	18	5	84
25.	OO	20	15	14	16	5	70
26.	RR	14	18	18	16	4	70
27.	RJ	17	14	15	22	4	72
28.	SN	17	15	15	15	4	66
29.	SR	25	20	20	22	5	92
30.	ST	17	16	15	13	4	65
31.	TA	26	17	18	18	5	64
32.	TM	20	14	19	18	4	76
33.	TR	22	19	16	20	4	81
34.	WK	23	18	18	21	5	85
	TOTAL	**712**	**559**	**568**	**639**	**155**	

Note :

    C : Content   LU : Language Use

    O : Organization   M : Mechanic

    V : Vocabulary

APPENDIX IV

The Students' Ability in Writing Fairy Tales Based on *Tangled*

Cartoon Media

NO	Students' Initial	Quantitative Ability	Qualitative Ability	Ability
1.	AP	72	Excellent to very good	Able
2.	AR	91	Good to average	Able
3.	AS	73	Good to average	Able
4.	AS	76	Good to average	Able
5.	BA	73	Good to average	Able
6.	DA	63	Fair to poor	Unable
7.	DP	74	Good to average	Able
8.	DS	82	Good to average	Able
9.	FA	88	Good to average	Able
10.	HM	85	Good to average	Able
11.	JE	85	Good to average	Able
12.	JS	81	Good to average	Able
13.	KH	71	Good to average	Able
14.	LQ	63	Fair to poor	Unable
15.	MA	64	Fair to poor	Unable
16.	MA	76	Good to average	Able
17.	MP	84	Good to average	Able
18.	MR	92	Excellent to very good	Able

19.	MY	84	Good to average	Able
20.	NA	66	Fair to poor	Unable
21.	NF	92	Excellent to very good	Able
22.	NN	75	Good to average	Able
23.	NS	77	Good to average	Able
24.	NS	84	Good to average	Able
25.	OO	70	Good to average	Able
26.	RR	70	Good to average	Able
27.	RJ	72	Good to average	Able
28.	SN	66	Fair to poor	Unable
29.	SR	92	Excellent to very good	Able
30.	ST	65	Fair to poor	Unable
31.	TA	64	Fair to poor	Unable
32.	TM	76	Good to average	Able
33.	TR	81	Good to average	Able
34.	WK	85	Good to average	Able

APPENDIX V

The Attendance List of the Students'

DAFTAR HADIR SISWA KELAS VIII

SMP TARBIYAH ISLAMIYAH

TAHUN AJARAN 2020/2021

NO	Nama Siswa	Kelas	L/P	Pertemuan I	Pertemuan II	Keterangan
1.	Ariansyah	VIII A	L			
2.	Aditya Pratama	VIII D	L			
3.	Adelia Sakila	VIII C	P			
4.	Andi Suyanto	VIII A	L			
5.	Bebi Arimbi Sinulingga	VIII D	P			
6.	Dana Andriawan	VIII B	L			
7.	Dina Puspita	VIII D	P			
8.	Dany Sunandar	VIII C	L			
9.	Fini Apriliana	VIII D	P			
10.	Hidayah Monika	VIII B	P			
11	Jelita	VIII D	P			
12.	Jelita Syahfitri	VIII A	P			
13.	Khairul Hafaz	VIII B	L			
14.	Lailatul Qadri	VIII D	L			
15.	Muhammad Anugrah	VIII A	L			
16.	Muhammad Arridho	VIII D .	L			
17.	M. Aditya Pratama	VIII C	L			
18	M. Akbar Riansyah	VIII D	L			
19.	Muhammad Yusuf	VIII B	L			

No.	Nama	Kelas	L/P			
20.	Nazwa Syahfitri	VIII B	P			
21.	Nina Agustin	VIII A	P			
22.	Nova Fitria	VIII C	P			
23.	Nurlaili Nabila Zahra	VIII A	P			
24.	Nanda Subastio	VIII B	L			
25.	Okta Olivia Ramadhani	VIII B	P			
26.	Riski Ramadhan	VIII A	L			
27.	Ryan Juniawan	VIII B	L			
28.	Safitri Ramadhani	VIII C	P			
29.	Siti Nabila	VIII C	P			
30.	Syafina Triutami B. S	VIII B	P			
31.	Tasya Amelia	VIII C	P			
32.	Thalisa Masrati	VIII A	P			
33.	Tasya Ramadani	VIII A	P			
34.	Wardah Khairiyah	VIII C	P			

Medan, 20 Juli 2020

Mengetahui,

Kepala Sekolah

Syamsul, S.Pd

Guru Bahasa Inggris

Nurma Deli Yanti, S.Pd

Mahasiswa

Winda Sari

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CURRICULUM VITAE

I. Personal Detail

Name   : Winda Sari

Place, Date of Birth   : Kota cane, 24 April 1997

Majoring   : English Education

Gender   : Female

Marital Status   : Single

Religion   : Islam

Hobbies   : Reading, Drawing, Gardening

Address   : Klambir V

Phone/Number   : 082246912488

Email   : Windasari241998@gmail.com

II. Education Background

2003-2009   : SD 101940 Bina Artha Wacana

2009-2012   : SMP Swasta Bina Artha

2012-2015   : SMA Swasta Tasik Raja

2016-2020   : Student of English Education Department of FKIP UMSU

Medan,   September 2020

Researcher

(Winda Sari)

NPM: 1602050158