

# THE EFFECTIVENESS OF USING ANIMATED FABLE VIDEOS IN TEACHING NARRATIVE TEXT WRITING

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**Abstract:** This thesis discusses about the animated fable video which is used as teaching media in teaching narrative text writing. The problem of this research is: How effective is the use of animated fable video in teaching narrative text writing of tenth grade students of SMA Mujahidin Pontianak? The design of this research is a pre-experimental study. The sample of the research is the X MIA 2 class of SMA Mujahidin Pontianak which included 32 students. The researcher used t-table to measure the significance of teaching by using animated fable video in teaching narrative text writing and the result of t-value 9.28 is higher than t-table 2.000 on the level significance 5%. The researcher also used effect size (ES) to analyze the effectiveness of using animated fable video in teaching narrative text writing and the result of the ES is 1.58 is categorized “High”. Based on the result the use of the animated fable video in teaching narrative text writing to the tenth grade students of SMA Mujahidin Pontianak is highly effective.

**Key words :** *Animated fable video, narrative writing*

**Abstrak:** Skripsi ini membahas tentang video animasi hewan yang digunakan sebagai media dalam mengajar penulisan teks naratif. Permasalahan dalam penelitian ini adalah: Bagaimana keefektifitasan dari penggunaan video animasi hewan dalam mengajar penulisan teks naratif pada siswa kelas sepuluh SMA Mujahidin Pontianak? Desain dari penelitian ini adalah pre-experimental. Sampel penelitian adalah kelas X MIA 2 SMA Mujahidin Pontianak yang terdiri dari 32 siswa. Peneliti menggunakan t-tabel 2.000 pada level signifikan 5%. Peneliti juga menggunakan effect size (ES) untuk menganalisa keefektifitasan penggunaan video animasi hewan dalam mengajar penulisan teks naratif dan hasil dari effect size (ES) adalah 1.58 sehingga dapat dikategorikan “Tinggi”. Berdasarkan hasil tersebut, penggunaan video animasi hewan dalam mengajar penulisan teks naratif pada kelas sepuluh SMA Mujahidin Pontianak dikategorikan memiliki level keefektifitasan yang tinggi.

**Kata kunci :** *Video animasi hewan, penulisan teks naratif*

The development of the global world which is characterized by the advancement in science and technology has made us aware of the importance of language as a tool for the global communication in order to be involved in the advancement itself. As an international language which is used for the global

communication, English, has been placed in a very important position. As stated by Jazadi (2004), English nowadays has not only become an international language which is used in international communication, but also the language of science and technology.

English has been taught and learned in almost all countries in the world. In Indonesia, English as foreign language taught in primary school up to senior high school. In order to be a good communicator in English, the learner should have a good discourse or communication competence. Discourse or communication competence is the competence to comprehend or produce spoken text or written text that are formed in the four language skills, they are listening, speaking, reading, and writing skill (Depdiknas, 2004:8).

One of the skill which is taught in English subject is writing skill. Writing is considered as a difficult skill to be mastered because it is a mixture of the idea, grammatical and rhetorical devices, and also conceptual and judgement. According to Heaton (1975:138): Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgement, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn by the students.

In addition, the problem faced by the students in learning writing is composing many kind of texts. As shown by many senior high school students in SMA Mujahidin Pontianak especially the tenth grade students who still have difficulty in writing kind of text. It is supported by the researchers' experience when she did her teaching practice in SMA Mujahidin Pontianak. For instance, in writing a simple narrative text, the students need a plenty of time to finish it. They looked confuse and did not know with the things that they are going to write. The researcher believes that the main problem is the understanding of the narrative text itself. If the students understand in how to write the narrative text correctly, the researcher believes that they will be able to write a narrative text easily.

To solve this problem the teacher has to find an interesting media and technique to help the student understand in how to write narrative text easier. The media technique and that can be used in teaching narrative text writing is video especially animated fable video. Animated fable video is a visual aid which can help the students writing the narrative text easily.

As in visual aids dimension makes understanding easier through gestures and context. The gestures where in animated fable video using the animal characters is a body movement that intended to suggest a certain meaning and context that come before or after a word, phrase, sentence, etc.

Animated fable video as a media and technique add a special extra dimension in learning experience. Because it allows the students both hear and see language. The students can see the situation out of the classroom so that they can create the idea easily. It also increases students' level of interest when they have a chance to see language in use as well as hear it. So that the students will understand such a particular material taught to them easily. In this case the researcher takes the material of writing narrative text.

This research is conducted to investigate the effectiveness of using animated fable video in teaching narrative text writing to the tenth grade students of SMA Mujahidin Pontianak in academic year 2014.2015. Hopefully this research can help the students understand in how to write narrative text. And the title being choosen by the researcher in this research is “The Effectiveness of Using Animated Fable Videos in Teaching Narrative Text Writing. (A Pre-Experimental Research in the Tenth Grade students of SMA Mujahidin Pontianak 2014/2015 Academic Year)”.

## **METHOD**

This research employed a quantitative design which aims to find out whether the use of animated fable videos can be effective in teaching students’ narrative text writing. The form of the reserach is pre-experimental study. The researcher conducted pre-experimental study in SMA Mujahidin Pontianak in academic year 2014/2015. This experimental method deals with one experimental class.

The experimental class is the class which get the treatment by the use of animated fable videos. The experimental class is given the pre-test and post-test in order to measure the effectiveness of using animated fable videos in teaching narrative text writing. The pre-test is used to find out the students’ performance about narrative writing and the post-test is used to see how far the improvement of students’ narrative text writing after the treatment using animated fable videos. In a pre-experimental design there is no control group needed and the influence of experimental treatment can be seen by comparing the result of pre-test and post-test.

The population of the research is the tenth grade of the students of SMA Mujahidin Pontianak. Each class consists of thirty two tothirty three students . The total population are 196 students.The sample of this research is X MIA 2 Class which is consist of 32 students. The researcher chooses the cluster random sampling in determining the sample of the study.

The technique of data collecting applied in this research is measurement technique to measure the students’ narrative text writing. The measurement is administrated twice. The first is the pre-test to collect the data before the treatment to know the students’ previous narrative text writing. The second is the post-test to collect the data after the treatment is given. This research uses the written test in getting the data. The test consists of the pre test which is administered before the treatment. It sees the basic quality of students’ writing performance before receiving treatment. The students were given the narrative writing test. The students were given the direction to make narrative text. The time allocation of pre test is 70 minutes. And the post-test which is administered to the students after they get the treatments. It is done to find out the improvement of students’ narrative writing after being taught animated fable videos. T he students were given the direction to make narrative text. The time allocation of pre test is 70 minutes.

After collecting the data, the result from instruments of the research is analyzed by a number of procedure. The result of students' performance in pre-test is compared with the result of their post-test to see the impact of the instruction in their writing performance. The data is analyzed by using the manual formula and the SPSS software program.

The next step is presenting data. After the data have been collected and classified. The data is presented. Finally, the last step is taking conclusion of the whole presented information. The purpose of analyzing the data is to know the effectiveness of using animated fable videos in teaching narrative text writing to the tenth grade students of SMA Mujahidin Pontianak in academic year of 2014/2015. To analyze the data from the test, researcher conducts some steps; Analyzing on the students' mean score of pre-test and post-test, analysis on the Students' Interval Score of Pre-test and Post-test, and analysis on the effect size (ES).

## **FINDING AND DISCUSSIONS**

### **Finding**

The researcher used the treatment as a tool to increase the students' narrative text writing score. The treatment was done three times as follows.

1. The first treatment was done on May 6<sup>th</sup>, 2015. The first treatment focused on the social function and the generic structure of narrative text. First of all, the researcher explained about the social function and the generic structure of narrative text; which is divided into three parts; orientation, complication, and resolution. The researcher explained those three parts of generic structure of narrative text one by one so that the students will get the idea of it. After that, the researcher played the animated fable video (The Ant and the Competition) by using LCD Projector. The researcher used the techniques that has already prepared in order to use the animated fable video as a media in teaching narrative text writing. Then, the students were asked to identify the parts where they can find those three generic structure of narrative text told in The Ant and the Competition story. The students had to write it down in a piece of paper. Finally, the researcher evaluated the students' narrative text writing by asking them to rewrite the Ant and the Competition story in their own words based on the generic structure of narrative text in the story that they had already identify in the first activity. The researcher analyzed the students writing. Below is the procedure in using the media while the treatment given.

### **Procedures of using media in doing the activity**

- a. The researcher sets the video, laptop, LCD and loud speaker.
- b. The researcher makes sure that the video, laptop, LCD, and loud speaker works properly.

- c. Then, the researcher plays the video by following the techniques in using the media in order to get the effective result of the students understanding in writing narrative text especially about the generic structure of narrative text. The techniques in teaching generic structure narrative text by using animated fable video used are:\
  - 1) Fast full viewing  
In this section the students are watching the full animated fable video (The Ant and the Competition) but the tempo of the video getting faster. The purpose of this section to make the students get the background of the story told in the video.
  - 2) Freeze framing (still picture) activities  
Freeze framing means stopping the picture, using the freeze frame, still or pause. It is used to explore the nuances of an event or of a facial reaction. The researcher focused on the generic structure of the story in the video. So that, the students will get the idea of the generic structure of narrative text in The Ant and the Competition story.
  - 3) Sound only activities  
The researcher played a section with the picture turned off so that they hear the dialogue but are unable to see the action. The researcher did it by using the brightness controls on the monitor. Students can make sure what they have gotten the idea about the generic structure of the animated fable video being shown before. Students can be asked either to predict what is happening visually, or to use the dialogue as a memory spur to recall what happened visually.
  - 4) Silent viewing activities  
Silent viewing means turning off the sound on the tv or monitor and making use of the visuals on their own. this is most easily accomplished with the mute control (silent viewing will be a prediction technique when students are viewing for the first time, and a reproduction technique when they have already seen and heard the section being used for silent viewing.
- d. After that, the researcher asked the students to sit in a group of five and they had to identify the parts where they can find the generic structure of narrative text. Each group had to discuss it and write it down in a piece of paper. Then, after they finished it, the researcher asked the each group to tell the whole story of The Ant and the Competition based on the arrangement of the generic structure which has already discussed by them.
- e. The researcher played the animated fable video of The Ant and the Competition once more. And, the researcher and the students decided which group that has the right composition of the generic structure and the right plot of the story based on the video shown.

- f. The researcher gave the rewards to the group which that has the right composition of the generic structure and the right plot of the story based on the video shown.
2. The second treatment was done on May 8<sup>th</sup> 2015. The second treatment focused on the language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph. Firstly, the researcher explained about language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph. And then, the researcher played the animated fable video (The Lion and the Mouse) by using LCD Projector. The researcher used the techniques that has already prepared in order to use the animated fable video as a media in teaching narrative text writing. Then, the students were asked to identify the language features (focus on grammar and adverb of time) and the use of connective in arranging the paragraph of narrative text told in the Lion and the Mouse story.

**Procedures of using media for while-activity**

- a. The researcher sets the video, laptop, LCD and loud speaker.
- b. The researcher makes sure that the video, laptop, LCD, and loud speaker works properly.
- c. Then the researcher plays the video by following the techniques in using the media in order to get the effective result of the students understanding in writing narrative text especially about language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph. The techniques in teaching language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph by using animated fable video used are:
  - 1) Fast full viewing In this section the students are watching the full animated fable video (The Lion and the Mouse) but the tempo of the video getting faster. The purpose of this section to make the students get the background of the story told in the video.
  - 2) Freeze framing (still picture) activities  
Freeze framing means stopping the picture, using the freeze frame, still or pause. It is used to explore the nuances of an event or of a facial reaction. The researcher focused on the language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph in the story of The Lion and the Mouse. So that, the students will get the idea of language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph in The Lion and the Mouse story.
  - 3) Sound only activities  
The researcher played a section with the picture turned off so that they hear the dialogue but are unable to see the action. The researcher did it by using the brightness controls on the monitor. The purpose of this technique is to help the students understand

language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph. The students can predict the the language features of the story for example the tenses that the charaters used when they talk and the approriateness of the adverb of the time. The intonation of the characters voice will also help them to understand the language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph.

4) Silent viewing activities

Silent viewing means turning off the sound on the tv or monitor and making use of the visuals on their own. this is most easily accomplished with the mute control (silent viewing will be a prediction technique when students are viewing for the first time, and a reproduction technique when they have already seen and heard the section being used for silent viewing.

- d. After that, the researcher asked the students to work individually. They had to identify the language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph. The students had to list the things in the story as below:
    - a) 5 Sentences which contented the past tense in it.
    - b) 2 adverbs of time being used in the story.
    - c) 3 connectives sentences being used in the story.
  - e. After the students finished their individual work. They had to work in pair to make simple narrative text story by using the same language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph that they have already listed in the individual work before. They had to work together and make sure that the words they used are appropriate with the content of their story.
  - f. The researcher gave the rewards to the group which that has made simple narrative text story by using the same language features of narrative text (focus on grammar and adverb of time) and using of connective in arranging the paragraph that they have already listed in the individual work before.
3. The last treatment was done on May, 13<sup>th</sup>, 2015. The last treatment focused on the steps in writing narrative text and the mechanics in narrative text writing (punctuation, spelling, and capitalization). The researcher explained the steps of writing narrative text . They are:
- a. Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas and organize the ideas.
  - b. Writing is to setting on the paper the ideas in her or his mind into words, sentences, paragraph and so on.

c. Re-writing concerns with evaluating her/his writing, deals mainly with:

- 1) Concerning the content and form
- 2) Correcting the vocabulary, punctuation, and grammar
- 3) Correcting writing errors, word duplications and omission

The researcher also showed the students of an example of narrative text writing steps in order to make them understand it easier. The researcher gave the students opportunity to asked about the steps in writing narrative text. Next, the researcher also explained about the mechanics in writing narrative text which is including punctuation, spelling, and capitalization.

**Procedures while doing the activity**

1. The researcher sets the laptop and the LCD.
2. The researcher makes sure that the laptop and LCD works properly.
3. The researcher explains about the steps in writing narrative text and the mechanics in writing narrative text (punctuation, spelling, and capitalization).
4. The researcher shows an example of the steps of narrative text writing.
5. The researcher gives the students opportunity to asked about the steps in writing narrative text and the mechanics of writing narrative text.
6. The researcher gives the example of a narrative text story in the form of animated fable video (The dog and The Crab) and also in the form of text.
7. The researcher reminds the students about the things that the researcher has already explained in first meeting until the last meeting.

After the treatment, the researcher needs to know the progress of the students' individual score and mean score therefore the researcher gave the post-test to the students. The post-test was done May 20<sup>th</sup>, 2015. The post-test done by giving students the test of writing narrative text. The post-test was completed by the directions to make the students understand what to do in the post-test. The researcher put the individual score and mean score of the students' post-test in the form of table. The students' individual score can be seen in the next page.

In this chapter, the writer also would like to answer the research problem which have been stated in the first chapter. The question of the problem is: How effective is the use of animated fable video in teaching narrative text writing to the tenth grade students of SMA Mujahidin Pontianak 2014/2015 academic year.

Based on the statistics, it is found that applying the Animated Fable Video in teaching narrative text writing is effective. It is proven on the students' result of pre-test is 58.1 while the students' result of post-test is 70.6. Based on the criteria, the students' result of pre-test 58.1 is considered poor to average. The students' result of post-test is 70.6. Based on the criteria, the result of post-test is considered average to good. The interval score of post-test and pre-test is 12.5. While the significant different of post-test and pre-test is seen on the computation of the value is 9.28. Moreover, the effectiveness of the use of Animated Fable Video in



teaching narrative text writing is categorized “High”. Based on the research finding above, it indicates that the use of Animated Fable Video can increase the students’ narrative text writing ability. From the findings, the Animated Fable Video had significantly improved students’ narrative text writing. The teaching learning process through video was very interesting for the students.

The result is shown that the individual score of students post-test is 70.6. After the pre-test, the treatment and the post-test done, the researcher did the analyzing of the students’ achievement in the narrative text writing and some steps are done. They are:

1. The Students’ Mean Score of Pre-test and Post-test

The students’ score of pre-test and post-test were shown in the following computation. The pre-test mean score was 58.1 and the post-test mean score was 70.6. The students’ mean score in the pre-test and post-test are:

$$\begin{aligned} \text{a. } \bar{X}_1 &= \frac{\sum X_1}{N} = \frac{1860}{32} = 58.1 \\ \text{b. } \bar{X}_2 &= \frac{\sum X_2}{N} = \frac{2260}{32} = 70.6 \end{aligned}$$

2. The Students’ Interval Score of Pre-test and Post-test

$$\begin{aligned} \bar{D} &= X_2 - X_1 \\ &= 70.2 - 58,1 \\ &= 12.5 \end{aligned}$$

It shows that based on Mean Score of the students pre-test result the qualification is poor to average while Mean Score of the students post-test result the qualification is average to good. It means that the students score in writing narrative text increased.

3. The Significance of the Difference of Post-test and Pre-test.

To find out the significance of the difference of post-test, the students’ interval score is calculated as the significance change of post-test score. The score is calculated by SPSS software. Below is the result of the computation using SPSS Software:

**Table 1.1**  
**Paired Samples Correlation**

	N	Correlation	Sig
Pair Pre-test	32	.880	.000
Post-test			

**Table 1.1** shows the correlations and the significance level of Pre-test and Post-test. By the number of 32 students as the sample, the correlation of Pre-test and Post-test is .880.

**Table 1.2**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error
Mean				
	58.1250	32	15.226678	2.69174
	70.6250	32	10.98019	1.94104

**Table 1.2** shows that there is a significance of the difference of post-test, the students' interval score is calculated as the significance change of post-test score.

**Table 1.3**  
**Paired Samples Test**

Paired Differences								
	Std.	Std. Error	95% Confidence					
Mean	Deviation	Mean	Lower	Upper	t	df	Sig. 2	
Pair 1 -12.50000	7.62001	1.34704	-15.24731	-9.75269	-9.280	32	.000	
Pre-test								
Post-test								

**Table 1.3** shows the level of effectiveness of using Animated Fable Video in Teaching Narrative Text. The researcher used t-table to measure the significance of teaching by using animated fable video in teaching narrative text writing and the result of t-value 9.28 is higher than t-table 2.000 on the level significance 5%. The researcher also used effect size (ES) to analyze the effectiveness of using animated fable video in teaching narrative text writing and the result of the ES is 1.58 is categorized "High". Based on the result the use of the animated fable video in teaching narrative text writing to the tenth grade students of SMA Mujahidin Pontianak is highly effective.

#### 4. Analysis on the Treatment's Effect

To obtain the degree (value) of the effect of the video as teaching media in teaching narrative text writing on the tenth grade students of SMA Mujahidin Pontianak in academic year 2014/2015, the writer applied the formula of effect size (ES) as follows:

$$\begin{aligned} \text{ES} &= t \sqrt{(1/N)} \\ &= 1.58 \end{aligned}$$

The result of the effect size computation is 1.58. It is higher than 0.8. It means that the use of animated fable video in teaching narrative text is considered "High".

### Discussions

In this research the researcher taught narrative text writing by using Animated Fable Video to the tenth grade students of MIA 2 class of SMA Mujahidin Pontianak in academic year 2014/2015. Animated Fable Video is one of the teaching media in teaching learning narrative text writing.

The problem faced by the students in learning writing is composing many kind of texts. As shown by many senior high school students in SMA Mujahidin Pontianak especially the tenth grade students who still have difficulty in writing kind of text. It is supported by the reseachers' experience when she did her teaching practice in SMA Mujahidin Pontianak. For instance, in writing a simple narrative text, the students need a plenty of time to finish it. They looked confuse and did not know with the things that they are going to write. The reseacher believes that the main problem is the understanding of the narrative text itself. If the students understand in how to write the narrative text correctly, the reseacher believes that they will be able to write a narrative text easily.

To solve this problem the teacher has to find an interesting media and technique to help the student undertstand in how to write narrative text easier. The media technique and that can be used in teaching narrative text writing is video especially animated fable video. Animated fable video is a visual aid which can help the students writing the narrative text easily.

After conducting this research, the researcher discovered some data that concerned with the effectiveness of using Animated Fable Video in teaching narrative text. Thus the researcher would like to discuss more about the finding both facts of teaching and learning process. The researcher also discuss about the progress of the students in every meeting during the research.

In the first meeting the researcher gave the pre-test to see the basic quality of students' writing performance before receiving treatment. The students were given the narrative writing test. In this phase the researcher see that the students' work score are still low. The reseracher used the scoring criteria (adopted from Harris, 1979: 68-89) which emphasized in content, organization, grammar, vocabulary, and mechanic. Most students still having problem with those five criteria in writing narrative text. So that, the researcher gave the treatment and related it with those five criteria.

In the second meeting, the reseracher gave the first treatment. The first treatment focused on the social function and the generic structure of narrative text

by explaining and using animated fable video. In this phase, the researcher gave a quiz about generic structure and almost all of the students can mentioned and understand about the social function and the generic structure of a narrative text after the first treatment was given to them.

In the third meeting, the researcher gave the second treatment to the students that focused on the language features of narrative text (focus on grammar and adverb of time) and the use of connective in arranging the paragraph. In the end of the meeting the researcher gave a practice to the students related to the focus of the treatment given. The students gave a very good feedback even though there still some students who need an additional time to fully understand and do the practice given by the researcher.

In the last meeting, the researcher gave the third treatment which is focused on the steps in writing narrative text and the mechanics in narrative text writing (punctuation, spelling, and capitalization). The students were understand it easily and almost of them have no difficulties in doing the practice given by the researcher.

From the findings, the Animated Fable Video had significantly improved students' narrative text writing. The teaching learning process through video was very interesting for the students. Based on the statistics, it is found that applying of Animated Fable Video in teaching narrative text writing is effective. It is proven on the students' result of pre-test is 58.1 while the students' result of post-test is 70.6. Based on the criteria, the students' result of pre-test 58.1 is considered poor to average. The students' result of post-test is 70.6. Based on the criteria, the result of post-test is considered average to good. The interval score of post-test and pre-test is 12.5. While the significant different of post-test and pre-test is seen on the computation of the value is 9.28. Moreover, the effectiveness of the use of Animated Fable Video in teaching narrative text writing is categorized "High". Based on the research finding above, it indicates that the use of Animated Fable Video can increase the students' narrative text writing ability.

In short, Animated Fable Video makes teaching learning narrative text writing effective and interesting not only for the students but also for the teacher who facilitate and guide the learning of the students. Using Animated Fable Video makes the teacher easier in helping and guiding the students in the classroom. By using the Animated Fable Video can make the students enjoy the learning and help the students in writing narrative text. Therefore the writer recommend that the use of Animated Fable Video in teaching narrative text writing needs to be developed in order to make the teaching learning process effective and interesting.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the result of the research, the writer draws conclusion that the use of animated fable video is effective in teaching narrative text writing to tenth grade students of SMA Mujahidin Pontianak 2014/2015 academic year and it is highly effective to be used in teaching narrative text writing to the students of SMA Mujahidin Pontianak for the First Grade.

## Suggestion

Based on the result of the data analysis the writer would like to propose the following suggestions. The use of animated fable video in teaching narrative text writing is able to make the students more active in teaching learning process. It enables the students to improve their performance in writing narrative text. It is because the students can observe the things beyond. And it helps the students understand the narrative text easily because they can learn it by observing the plot of the story which has already content all of the aspects of the narrative text writing. The animated fable video is a very good media to teach narrative text because the students are entertained while they learn. Moreover, the teaching learning process is more effective. Therefore, the writer would like to suggest that the animated fable video might be used in teaching narrative text writing.

In teaching narrative text writing by using animated fable video, it is suggested that the English teacher does not use the animated fable video for watching in single or monotone action but the teacher has to involve the students feel that the things which act in the video. This situation can make the students feel that they not only learn but also do the language.

In teaching narrative text writing by using animated fable video, it is suggested that the English teacher should select the video which lights up by famous or interesting characters. It is purposed to arouse the students' enthusiasm. Considering the animated fable video is one of interesting media in teaching narrative text writing, it is suggested that it can be the referenced for other researchers to conduct further relevant research.

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