

Students' Ability In Writing Fairy Tales Based On Tangled Cartoon Media

Winda Sari¹

¹English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

email: windasarii@gmail.com

Abstract

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*

INTRODUCTION

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.

2. METHOD OF RESEARCH

This research was conducted at SMP Tarbiyah Islamiyah. It was located on Perintis Kemerdekaan Road at Simpang Beringin, Hampanan 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.

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

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.

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.

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.

Technique of Data Analyzing

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 :

The level of student ability based on a data 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)

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

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.

3. RESULT AND 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.

4. DISCUSSION

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 "Fair 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 "Fair 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 "Fair 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 "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" (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 "Fair 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 Excellent 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.

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 appendix 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:

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

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. Based on the data 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.

5. CONCLUSION

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.

REFERENCE

- Agusta, D. (2015). IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS USING SHORT ANIMATED STORIES AT CLASS VIII C OF SMPN 2 SANDEN, BANTUL IN THE ACADEMIC YEAR OF.
- Alesyanti, A., Erwinsyahbana, T., & Siregar, F. S. (2018). RANCANGAN NASKAH MATERI AJAR PENDIDIKAN SEKS PADA ANAK SEKOLAH DASAR SEBAGAI ANTISIPASI DINI MEREBAKNYA PRILAKU PEDOFELIA DI KOTA MEDAN. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Anderson, R. C. (1985). *Becoming a nation of readers: The report of the Commission on Reading*.
- Anwar, K., Bolinger, D., Kamil, T. W., Dik, S. C., Kooij, J. G., Giglioli, P. P., & Tarigan, HG. *KATALOG BUKU PENDIDIKAN BAHASA INGGRIS*.
- Arifin, M. (2017). Pengaruh Kompensasi Dan Kepuasan Kerja Terhadap Kinerja (Studi terhadap Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara). *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 3(2).
- Arifin, M. (2017). Penyalahgunaan Keadaan Sebagai Faktor Pembatas Kebebasan Berkontrak. *Jurnal Notarius*, 3(2), 61-75.
- Arifin, M. (2020). (HAKI) HKI Manajemen Pendidikan Masa Kini. *Kumpulan Penelitian dan Pengabdian Dosen*.
- Arifin, M. (2020). (buku) Manajemen Pembelajaran Pendidikan Jarak Jauh untuk Millenial. *Kumpulan Penelitian dan Pengabdian Dosen*.
- Arifin, M. (2018). *Manajemen Pendidikan Masa Kini*. *Kumpulan Buku Dosen*, 1(1).
- Arifin, M. (2020). (BUKU) Buku Nilai Tergantung Jaringan. *Kumpulan Penelitian dan Pengabdian Dosen*.
- Arikunto, 2006. *Dasar-Dasar Penilaian Skripsi*. Jakarta : Gramedia

- Arikunto, Prof. Dr. Suharsimi. 2000. Manajemen Penelitian. Jakarta : PT. Rineka Cipta.
- Bahtiar, A. (2018). Dongeng sebagai bahan ajar bahasa Indonesia untuk Penutur Asing (BIPA).
- Bromley, K. D. A. (1989). Buddy journals make the reading-writing connection. *The Reading Teacher*, 43(2), 122-129.
- Celik, G. Y., & Yavuz, F. (2017). Using fairy tales as a model to enhance learners" writing organization skill. *International Journal of Learning and Teaching*, 9(3), 349-353.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Dewi, C. L. (2017). Improving students" creativity in writing recount text by using mind mapping. *Manajemen Pendidikan*, 12(3), 128-138.
- Ekayati, R., & Arifin, M. (2018). EFEKTIVITAS MODEL PEMBELAJARAN BLENDED-LEARNING BERBASIS APLIKASI EDMODO DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UMSU. *Kumpulan Penelitian dan Pengabdian Dosen*, 1(1).
- Ekayati, R. (2018). Implementasi metode blended learning berbasis aplikasi edmodo. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 4(2).
- Ekayati, R. (2020). Shadowing Technique on Students' Listening Word Recognition. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 31-42.
- Ekayati, R., & Arifin, M. A. (2020). Gerakan Literasi Kampung Sadar Sastra (Gelikam Rasa) Di Desa Manunggal. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 5(1), 6-10.
- Ekayati, R., & Arifin, M. A. (2020). Gerakan Literasi Kampung Sadar Sastra (Gelikam Rasa) Di Desa Manunggal. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 5(1), 6-10.
- Ekayati, R. (2020). Shadowing Technique on Students' Listening Word Recognition. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 31-42.
- Fromm, E. (2013). *The forgotten language: An introduction to the understanding of dreams, fairy tales, and myths*. Open Road Media.
- Haase, D. (2004). *Fairy tales and feminism: New approaches*. Wayne State University press.
- Hamalik, O. (2004). *Proses belajar mengajar*. Bumi Aksara.
- Hamalik, D. O. (1995). *Kurikulum dan pembelajaran*. Bumi Aksara.
- Humola, Y., & Talib, R. (2016, January). Enhancing the Students Writing Ability by Using Comic Strips. In *Proceeding of International Conference on Teacher Training and Education* (Vol. 1, No. 1).
- Harmer, J. (2006). *How to teach writing*. Pearson Education India.
- <http://id.wikipedia.org/wiki/fairytales>
- <https://id.m.wikipedia.org/wiki/>
- <http://en.wikipedia.org/wiki/cartoon>
- <https://parenting.firstcry.com/articles/10-popular-fairy-tale-stories-for-kids/>
- [https://dongengceritakakyat.com/dongeng-cerita-rapunzel-dalam-bahasa-zinggris dan-terjemahnya](https://dongengceritakakyat.com/dongeng-cerita-rapunzel-dalam-bahasa-zinggris_dan-terjemahnya)
- <http://en.wikipedia.org/wiki/cartoon>
- Kemp, J. E., & Dayton, D. K. (1985). *Planning and producing instructional media*. Harper & Row
- Manurung, I. D., & Tuss'adiah, H. (2017). PENINGKATAN KEMAMPUAN BERBAHASA INGGRIS PADA REMAJA USIA PRODUKTIF DI KECAMATAN BERINGIN KABUPATEN DELI SERDANG. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 1(2).
- Manurung, I. D., Hasibuan, S. H., & Yusriati, Y. (2021). Pelatihan Penyusunan Soal HOTS (Higher Order Thinking Skills) bagi Guru-Guru Madrasah Ibtidaiyah. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 6(1), 36-42.
- Mulyaningsih, D. U. (2013). An Analysis of Students" Ability in Writing Narrative Texts. *Journal of English and Education*, 1(2), 16-22.

- Nurgiyantoro, B., & Efendi, A. (2017). Re-actualisation of puppet characters in modern Indonesian fictions of the 21st century. *3L: Language, Linguistics, Literature*, 23(2).
- Pardosi, J. D., Karo, R. E. V. B., Sijabat, O. A. S., Pasaribu, H., & Tarigan, N. W. P. (2019). An Error Analysis of Students in Writing Narrative Text. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 159-172.
- Sanjaya, I., Raja, P., & Sukirlan, M. (2014). The Use of Animation Film in Improving Students' Narrative Writing Ability. *U-JET*, 3(1).
- Sari, I. K. (2018). Students' Ability in writing Personal Statement". Skripsi, Faculty of Teacher Training and Education (Doctoral dissertation).
- SILALAH, S. (2017). THE STUDENTS'ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT SMA NEGERI 1 BP. MANDOGGE (Doctoral dissertation).
- Stevens, C. J., D'Angelo, B., Rennell, N., Muzyka, D., Pannabecker, V., & Maid, B. (2014). Implementing a writing course in an online RN-BSN program. *Nurse educator*, 39(1), 17-21.
- Siregar, A., & Manurung, I. D. (2021). Aplikasi M-Learning Pada Dongle Melalui Nilai-Nilai Islam. *Intiqad: Jurnal Agama dan Pendidikan Islam*, 13(1), 40-53.
- Siregar, E. Y., & Manurung, I. D. (2020). The Effect Of Using Authentic Material As Media On The Students' Achievement In Listening. *English Teaching and Linguistics Journal*, 1(1), 5-15.
- Sugiyantoro, W. A. (2016). PENINGKATAN KEMAMPUAN MENULIS CERPEN MENGGUNAKAN METODE PICTURE AND PICTURE DENGAN MEDIA KOMPEN PENDEK (Doctoral dissertation, Fakultas Keguruan dan Ilmu Pendidikan UNISSULA).
- Sukmadinata, P. Dr. Nana Syaodih.(2011). Metode Penelitian Pendidikan.
- Suroyo Anwar, 2009. Student Ability of Students
- Susiati, S. (2016). UPAYA MENINGKATKAN KETERAMPILAN MENULIS DONGENG MELALUI MEDIA FILM PADA SISWA KELAS VII SMP NEGERI 48 JAKARTA. *Jurnal Gemaedu*, 1(4), 317-324.
- Wibowo, W. (2001). Manajemen bahasa: pengorganisasian karangan pragmatik dalam bahasa Indonesia untuk mahasiswa dan praktisi bisnis. Gramedia Pustaka Utama.
- Wiyanto, A. (2004). Terampil Menulis Paragraf (Rev). Grasindo.
- Turnip, Y. A. M., Marbun, F. V. G., Girsang, A. L., & Tarigan, S. N. (2019). An Analysis of Students' Ability in Writing Descriptive Texts. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 173-179.
- Unal, H., Jakubowski, E., & Corey, D. (2009). Differences in learning geometry among high and low spatial ability pre-service mathematics teachers. *International Journal of Mathematical Education in Science and Technology*, 40(8), 997-1012.