

**THE INFLUENCE OF FUNNY SITUATIONAL TOPIC CARDS MEDIA
ON STUDENTS' NARRATIVE WRITING SKILL AT FIRST
GRADE OF SMK NEGERI 1 SINJAI**



THESIS

As a Requirements for Compiling a Thesis English
Education Study Program (S.Pd)

By:

HIJRAWATI

Reg. Number. 200110010

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
TARBIYAH AND TEACHER TRAINING ISLAMIC
UNIVERSITY OF AHMAD DAHLAN
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SINJAI REGENCY 2024**

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Sinjai, June 29th 2026

The Researcher,



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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai*, yang ditulis oleh Hijrawati, Nomor Induk Mahasiswa (NIM) 200110010, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Hijrawati. *The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024.

This research aims to determine the influence of funny situational topic cards on the narrative writing skill at first grade students of SMK Negeri 1 Sinjai, majoring in Office Management and Business Services.

This research is included in ex post facto research using a quantitative approach. The sample in this research consisted of 25 students from first grade, majoring in Office Management and Business Services which also known as X MPLB 3. The data collection techniques are questionnaires and documentation. Meanwhile, data analysis used the normality test, linearity test, simple regression test and T-Test.

The results of this research show that there is an influence of funny situational topic cards on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai. Based on hypothesis test through simple linear regression analysis that was carried out using the SPSS version 22 program, the results obtained were that from the 25 respondents studied, it was known that if t-count less than t-table, then H_0 was accepted, H_a was rejected, but if t-count less than t-table, then H_a was accepted, H_0 rejected. The results show that the comparison of t-count and t-table is (6.212 greater than 0.3961), meaning that H_0 is rejected and H_a is accepted so it can be concluded that there is an influence of funny situational topic cards media. R Square was obtained of 0.213, it is shown that the influence of funny situational topic cards media on students' narrative writing skill is classified as a medium category based on the calculation of Cohens.

Keywords: Influence, Funny Situational Topic Cards Media, Narrative Writing

ABSTRACT

Hijrawati. *The Influence of Funny Situational Topic Cards on Students' Narrative Writing Skills at the First Grade of SMK Negeri 1 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2024.

This study aims to determine the influence of Funny Situational Topic Cards on the narrative writing skills of first-grade students majoring in Office Management and Business Services (Manajemen Perkantoran dan Layanan Bisnis/MPLB) at SMK Negeri 1 Sinjai.

This research employed a quantitative approach using an ex post facto design. The sample consisted of 25 first-grade students from Class X MPLB 3. Data were collected through questionnaires and documentation. The data were analyzed using normality, linearity, simple linear regression, and t-tests with the assistance of SPSS version 22.

The findings indicate that the use of Funny Situational Topic Cards has a significant influence on students' narrative writing skills. Based on the hypothesis testing through simple linear regression analysis, the calculated t-value (6.212) was greater than the t-table value (3.961), indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that the use of Funny Situational Topic Cards significantly influences students' narrative writing skills. Furthermore, the coefficient of determination (R^2) was 0.213, indicating that the instructional media contributed 21.3% to the improvement of students' narrative writing skills, which is categorized as a medium effect size according to Cohen's criteria.

Keywords: Influence, Funny Situational Topic Cards, Narrative Writing Skills

ملخص البحث

هجرواتي. تأثير بطاقات المواضيع الموقفية المضحكة على مهارة الكتابة السردية لدى الطلاب في الصف الأول بمدرسة المهنية الحكومية الأولى سنجائي. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دهلان الإسلامية سنجائي، ٢٠٢٤. يهدف هذا البحث إلى تحديد تأثير بطاقات المواضيع الموقفية المضحكة على مهارة الكتابة السردية لدى طلاب الصف الأول بمدرسة المهنية الحكومية الأولى سنجائي، المتخصصين في إدارة المكاتب وخدمات الأعمال.

يتم تضمين هذا البحث ضمن البحث اللاحق باستخدام نهج كمي. تكونت عينة هذا البحث من ٢٥ طالبا من الصف الأول، تخصصوا في إدارة المكاتب وخدمات الأعمال، والتي تعرف أيضا باسم ٣ MPLB X. تقنيات جمع البيانات هي الاستبيانات والتوثيق. وفي الوقت نفسه، استخدم تحليل البيانات اختبار الطبيعية، واختبار الخطية، واختبار الانحدار البسيط، واختبار T. تظهر نتائج هذا البحث أن هناك تأثيرا لبطاقات المواضيع الموقفية المضحكة على مهارة الكتابة السردية لدى الطلاب في الصف الأول بمدرسة المهنية الحكومية الأولى سنجائي. استنادا إلى اختبار الفرضية من خلال تحليل الانحدار الخطي البسيط الذي أجري باستخدام برنامج سبسس الإصدار ٢٢، كانت النتائج التي تم الحصول عليها هي أنه من بين ٢٥ مشاركا تمت دراستهم، كان معروفا أنه إذا كان عدد t أقل من t-table، فإن H_0 يقبل، و H_a يرفض، ولكن إذا كان عدد t أقل من t-table، يتم قبول H_a ، بينما يرفض H_0 . تظهر النتائج أن مقارنة عدد t و جدول t هو (٦,٢١٢ أكبر من ٣,٩٦١)، مما يعني أن هو مرفوض وها مقبول، لذا يمكن الاستنتاج بوجود تأثير لبطاقات المواضيع الموقفية المضحكة. تم الحصول على مربع R بقيمة ٠,٢١٣، وقد أظهر أن تأثير بطاقات المواضيع المضحكة والوسائط تصنف مهارة الكتابة السردية لدى الطلاب كفئة وسيط بناء على حساب كوهينز.

الكلمات الأساسية: التأثير، المواضيع الموقفية المضحكة، بطاقات الإعلام، الكتابة السردية

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ لَأَنْبِيَاءٍ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَآصْحَابِهِ أَجْمَعِينَ أَمَّا بَعْدُ

On this occasion, the writer would like to express her deepest gratitude to all parties who have provided assistance in the form of guidance and encouragement during the writer's study. Therefore, the writer would like to express her gratitude and appreciation to:

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10. Fellow students at Islamic University of Ahmad Dahlan Sinjai and various parties who cannot be mentioned one by one, who have provided moral support so that the author completed her studies.

With prayers, hopefully the good deeds from various parties will receive multiple rewards from Allah SWT, and hopefully this scientific work will be useful for anyone who reads it.

Sinjai, June 25th 2024



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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning in schools involves a dynamic process with the key role of teachers. Teachers need to be creative in selecting appropriate learning strategies to support students' learning (Arif, 2023). The choice of teaching method is also crucial, where teachers are required to understand students' diverse learning styles. Learning success is also closely related to the teacher's ability to build good interpersonal relationships with students. The teacher's role is not only as a transmitter of information, but also as a learning facilitator who can actively guide students in understanding learning concepts. This is related to the competencies that a teacher must have as stated in the Republic of Indonesia Constitution No. 14 of 2005 Article 1 Paragraph 10 concerning teachers and lecturers states that "Competency is a set of knowledge, skills and behavior that must be possessed, internalized and controlled by teachers or lecturers in carrying out professional duties" (Government Regulation of the Republic of Indonesia, 2005). Therefore, As a professional teacher, it is essential to have the competence or skills to create effective learning by utilizing learning media.

Learning media has long historical roots, resulting in the creation of various types of media in learning. This development reflects efforts to increase the effectiveness of conveying information and facilitating student understanding. Hafidh expressed that with this development, teachers must be able to follow all learning media transformations in order to create learning that is more optimal and not outdated. This transformation not only involves learning tools, but also learning paradigms, where teachers are faced with demands to understand and integrate learning media into the curriculum (Hafidh et al., 2023).

Learning media plays an important role in the learning process at school. Learning media also has various types that can be adapted to the learning context and proven to be effective in use. Currently, many types of media have been developed over time, including visual-based media. Visual media is a teaching aid used by teachers in the learning process which can be enjoyed by students through vision or the five senses (Tawari, 2022).

Puji Lestari and Susila in their research stated that visual media is said to be able to display real things from the phenomena being studied. By using this visual media, students not only imagine the phenomena in the lesson being studied, teachers can more easily show what is meant and what will be conveyed (Pujilestari & Susila, 2020). From this statement it is said that the use of visual media in learning allows students to see directly or get a visual representation of the phenomena being studied. By using visuals, teachers can also more easily explain concepts or subject matter because students not only need to imagine, but can see concretely through pictures, diagrams or visual presentations.

Furthermore, other research also revealed that the use of visual media can attract students' attention during the learning process. The use of visual media can also involve students directly. This will certainly motivate students in the learning process so that students can achieve learning goals more easily, so that the motivation that grows within students makes learning take place effectively and efficiently. Apart from that, the influence caused by visual media can be a factor in achieving learning goals (Kustandi et al., 2021). This is also in line with Annisa Mayasari's research which states that 90% of students strongly agree that learning using visual media can increase student motivation in learning (Mayasari et al., 2021). The use of visual media is relevant in various subjects at school, one of which is English.

English as an international language, facilitates interaction

between individuals from various backgrounds and cultures. With more than 400 million speakers of English as a mother tongue worldwide, its presence as a lingua franca facilitates the global exchange of information, culture and ideas (Iriance, 2018). The importance of English is reflected in the school curriculum, especially in Indonesia, which emphasizes four language skills: listening, reading, writing, and speaking (Burns & Siegel, 2018). Listening helps students understand spoken information and improves interaction skill. Reading can enrich vocabulary and deepen understanding of written texts. Writing trains students to express ideas clearly and structured. Speaking increases self-confidence and oral communication skill. These four skills have their own level of difficulty, depending on each individual's understanding.

One skill that is considered quite difficult to master is writing skill. In reality, teaching writing is often described as an activity that has not gone according to expectations and quite a few students experience difficulties in learning to write, because there are many aspects that need to be considered, such as word choice, grammar, punctuation and spelling. Apart from that, the difficulty also lies in developing imagination or the ideas that will be developed are not understood by students. As we know, children are less interested in learning to write. Especially if you write narrative writing in English (Savitri et al., 2022). This is also reinforced by the statement from previous research that learning to write is considered difficult for students to learn, especially in writing narratives in English so that it receives less attention from various parties so that students' writing skill are low (Marviyani, 2015).

In learning English in high school, there are basic competencies that require students to be able to master writing skill, especially in narrative form. However, based on the results of interviews with English teachers at SMK Negeri 1 Sinjai on December 14 2023, it was found that the results of learning narrative writing skill for first grade students,

especially in the Department of Office Management and Business Services, were classified as low or still below the Minimum Completeness Criteria (KKM). There are 20 students or 75% of students who still have low ability in writing narratives.

This can be seen from the irregular text structure, the storyline is still messy, and the most common mistakes are in imperfect English grammar. When students are directed to do writing assignments, especially simple narrative texts, most students are not yet able to express the story in writing or express it in written language. Students do not have the creativity to create their own essays but instead rely on Google because students are reluctant to think.

Based on the contents of the National Education System Law No. 20 of 2003 article 3 regarding the objectives of national education and the explanation of article 15 which states that "vocational education is secondary education which prepares students primarily to work in certain fields" (Government regulation of the Republic of Indonesia, 2003). The statement above implies that vocational education institutions must be committed to ensuring that their graduates have the necessary skills in their field.

Researcher chose SMK Negeri 1 Sinjai, especially the Department of Office Management and Business Services which is abbreviated to MPLB, because the students in this department are required to have good spoken and written language skill, in accordance with the demands of work in the office world which emphasizes writing skill.

Therefore, based on the statements above, researcher are interested and want to examine whether there is an influence from the use of learning media in improving students' writing skill. With this, the researcher raised research with the title "The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai".

B. Formulation of the Problem

Based on the background above regarding the lack of students' narrative writing skill, the formulation of the research problem is: "Is there an influence of the use of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai?"

C. Objective of the Research

Based on the problem formulation above, this research aims to investigate and analyze the influence of using Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai.

D. Benefit of the Research

It is hoped that the results of this research will be useful for various parties, including the following: (1) For educators as material in designing interesting and effective learning strategies and experiences in optimizing students' narrative writing skill, especially for English subject teachers at SMK Negeri 1 Sinjai, (2) For students at SMK Negeri 1 Sinjai, as useful feedback to increase students' interest and motivation to learn in improving students' narrative writing skill, which also has the potential to have a positive impact on their academic development, (3) For researcher themselves, it can broaden their knowledge and develop skill in writing scientific papers and can increase academic credibility, (4) For other researchers as reference material for developing a conceptual framework or research theory as well as comparison material for further research.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Media

a. Definition of Media

Media is essentially a tool or means used to improve the learning process and facilitate students' understanding of learning material. The use of learning media in schools has a positive influence in creating a more dynamic and interactive learning environment, so that this is beneficial for both parties, both teachers and students.

The Association for Educational Communications and Technology defines media as all forms used to transmit information (Kristanto, 2016). As for Latin, the word "media" comes from the word *medius* which literally means "middle", "intermediary" or "introductory", while in Arabic, *media* is an intermediary or messenger from the sender to the recipient of the message (Rahmiati, 2022).

According to Wina Sanjaya in Nurrita, media applies to various activities or businesses, such as media for conveying messages, magnetic or heat delivery media in the engineering field, or media used in the education sector so that the term becomes educational media (Nurrita, 2018). This term becomes more specific if this media is applied in the context of teaching and learning at school or in the classroom as a learning media.

Another statement said that learning media is the physical means of conveying instructional content, books, films, videotapes, etc. (Sasmita et al., 2022). Meanwhile, Ani Cahyadi believes that media are tools, means, intermediaries and connectors to spread, carry or convey messages and ideas, so

that they can stimulate students' thoughts, feelings, actions, interests and attention in such a way that the teaching and learning process occurs in students (Cahyadi, 2019). This is in line with the statement by Mudlofir, Rusydiyah and Evi that learning media is used as a carrier of information and a means to overcome obstacles to the learning process so that the information conveyed can be received effectively and efficiently (Makaborang, 2023).

Based on some definition above, it can be concluded that media is a tool or means for conveying messages that is used to improve the learning process and facilitate students' understanding of learning material, so that teaching and learning activities can take place effectively and efficiently.

b. Types of Media

In simple terms, Azhar divided learning media into several types, namely (Pagarra et al., 2022):

1. Visual Media

Visual media is media that only involves the sense of sight. This type of media includes verbal print media, print-graphic media and non-print visual media. First, visual-verbal media is visual media that contains verbal messages (linguistic messages in written form). Second, non-verbal-graphic visual media is visual media that contains non-verbal messages, namely in the form of visual symbols or graphic elements, such as images (sketches, paintings and photos), graphs, diagrams, charts and maps. Third, three-dimensional non-verbal visual media is visual media that has three dimensions, in the form of models, such as miniatures, mock ups, specimens and dioramas (Mayasari et al., 2021).

One of the example of visual media is funny situational topic cards. It is because the design of this

media is in the form of cards that contain verbal messages in the form of writing and graphic elements in the form of images.

2. Audio media

Audio media is media that contains messages in auditory form (can only be heard) which can stimulate students' thoughts, feelings, attention and ability to learn teaching materials (Firmadani, 2020), for example tape recorders and radio.

3. Audiovisual media

Audiovisual media, namely media that contains sound elements that can be heard and image elements that can be seen (Suprianto, 2020). There are two elements in it, including a combination of audio media and visual media. For example, video recordings, sound slides and so on.

4. Multimedia

Multimedia is media that involves several types of media and equipment in an integrated manner in a learning process or activity (Darmawan et al., 2017).

It can be concluded from several theories above that overall, there are four main types of learning media, including visual media, audio media, audiovisual media, and multimedia. Visual media involves the sense of sight and can be divided into visual-verbal, visual non-verbal-graphic, and visual non-verbal. Audio media is related to auditory messages, such as tape recorders and radio. Audiovisual media is a combination of sound and image elements that can be heard and seen, such as video recordings and sound slides. Finally, multimedia involves the integration of several types of media and equipment in a learning process.

c. Benefits of Media

Learning media has a crucial role in increasing the effectiveness of the learning process. Especially in the current digital era, various media such as audio, visual and interactive have become an integral part of education, requiring educators to think creatively in creating media that can stimulate students' understanding of learning.

As stated by Setiawan et al in his book, the application of learning media in schools can make it easier for educators to convey material and also easier for students to receive material as a return to this process (Fadilah et al., 2023). Apart from that, Hamalik also stated that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have a psychological influence on students (Rasyid & Rohani, 2018).

According to Hidayat in Efendi, in general the use of media in learning is useful for facilitating interactions between teachers and students so that learning activities will be more effective and efficient (Efendi, 2019). Furthermore, Nasution in Teni Nurrita stated the benefits of learning media in the student learning process, namely:

1. Learning media will attract more students' attention so that it can foster motivation to learn.
2. The meaning of learning materials will be clearer so that students can better understand it, enabling them to master and achieve learning goals.
3. Teaching methods will be more varied, not just verbal communication through the teacher's telling of words, so that students don't get bored and teachers don't run out of energy, especially if the teacher teaches every class hour.

4. Students can do more learning activities because they not only listen to the teacher's explanations, but also other activities such as observing, demonstrating, exhibiting, etc. (Nurrita, 2018).

It can be concluded from several experts opinion above that the main benefits of media in schools are that learning becomes more effective and efficient, increases students' motivation to learn, and makes it easier for students to understand teaching materials by explaining complex concepts more clearly and simply.

d. The Urgency of Media

The media used in the learning process has a very important urgency in the context of modern education. In an era where technology continues to develop rapidly, learning media provides an effective means of conveying information visually and interactively. By utilizing various types of media, teachers can create a more dynamic and motivating learning environment, helping students develop critical skills to face future challenges. Therefore, integration of learning media is a necessity in efforts to improve the quality of education.

Meanwhile, Wahid in Maisarah stated that basically learning media has an urgency, namely to: 1) make it easier for teachers to teach, 2) clarify the presentation of messages and information, 3) facilitate and improve children's learning processes and outcomes, 4) increase and direct children's attention, create learning motivation in children, and still there are many more benefits from learning media that can be found for the continuity of the learning process (Maisarah et al., 2022). Thus, the urgency of using media in the learning process has a very significant position, even the role of media is parallel to methods in a learning process. This is because methods and media have

synergy in supporting the learning process which is carried out according to needs.

Another theory says that the use of learning media plays an important role in making it easier for students to understand learning material and creating a more lively and less boring classroom situation as well as providing direct interaction between students and the environment or real life. Followed by Sudjana in Sofa stated that the use of media in learning is important so that: 1) teaching will attract more students' attention so that it can generate motivation, 2) the meaning of learning materials will be clearer so that it can be better understood, 3) teaching methods will be more varied, and 4) students will do more learning activities (Sofa, 2023).

Furthermore, Asyhar in Fadilah also explained that there are four rational reasons why learning media is very important to use in learning, namely:

- 1) to improve the quality of learning. By using the right learning media design, it is hoped that it will be able to direct and encourage the optimization of learning as an effort to increase students' knowledge, understanding and creativity in acquiring knowledge.
- 2) as a demand for a new paradigm. The new educational paradigm requires teaching staff to play a role not only in transferring knowledge (knowledge transfer) to students but also as facilitators, learning designers, mediators, and even as managers in the classroom. Therefore, students are expected not only to memorize and understand and master the learning content but also to be able to apply, analyze, evaluate, and even create something.
- 3) a market need. The use of learning media must be in accordance with market demands and needs so that the

graduates produced can keep up with current developments.

- 4) a global education vision. In the 21st century, the traditional education model that relies on Face to Face learning has been replaced by online (network) education. This shows that there is a challenging impact of change and global education has increasingly developed rapidly (Fadilah et al., 2023).

From several theories above, it can be concluded that the urgency of the media itself is none other than to increase the effectiveness and quality of the learning process to become more creative and interactive.

2. Funny Situational Topic Cards

a. Funny Situational Topic Cards as Learning Media



Picture 2.1 Funny Situational Topic Cards

Funny Situational Topic Cards Media are learning media in the form of cards which contain writing about funny topics or funny situations (Purnama et al., 2022). The design of this card is almost similar to flashcard media which is defined as a type of learning media in the form of graphics in the form of small cards with pictures, which are usually made using photos, symbols or pictures attached to the front side and on the back side there is

information in the form of words or sentences from Flashcard image (Angreany & Saud, 2017).

Funny situational topic cards media with the title "First Day of School", which contains several interesting features including:

1. Interesting and Relevant Title

This card has a title that is clear and directly relevant to the situation being told, namely "First Day of School". This title attracts attention and provides context that this story relates to the first day of school.

2. Visual Illustrations

There is an illustration of shoes at the bottom of the card, which provides additional visual context related to the story about a student who was late because of problems with shoes.

3. Funny Story

The contents of the card contain a humorous conversation between a security guard and a student who is late. These conversations are organized in a dialogue format that is easy to read and understand, and are designed to invite a smile or laugh.

4. Use of Casual Language

The conversation uses casual and informal everyday language, such as the use of the word "Sir" which shows respect, but remains in a light and entertaining context.

5. Simple but Effective Design

The card background is pink with dark blue wave design elements at the bottom. This design is simple but effective in highlighting text and illustrations.

6. Clear Story Structure

This card has a clear storyline with an introduction

(the student is late on the first day of school), a conflict or funny incident (a conversation with a security guard), and a punchline (the reason the student is late is because he is waiting for his shoes which his parents are fighting over).

Thus, funny situational topic cards is a medium that functions as a learning tool in the form of cards with funny topics or humorous situations that have interesting features and interesting visual illustrations.

b. The Urgency of Funny Situational Topic Cards Media

This media contains writing in the form of funny or humorous topics that can create a more enjoyable learning atmosphere. This is the urgency of this learning media, namely that there is an element of humor in it as we can see on each card (picture 2.1) that they are containing some element of humor.

The use of humor in learning at school is important, such as Oring's statement in Kati and Amran that the use of humor in learning can facilitate understanding of difficult and boring concepts in the classroom (Kati & Amran, 2023). In addition, the use of humor can also be used as a teaching strategy to overcome unwanted behavior, foster a positive classroom atmosphere, increase interest and attention and help involve students who are less active or shy in class activities. Different from conventional methods, this approach aims to create a pleasant learning atmosphere. Through the use of this media, it is hoped that students can more easily understand lesson concepts and concentrate more.

It can be said that this kind of media that contains a sense of humor plays an important role in the psychological aspects of students, thereby creating a pleasant atmosphere in the classroom. In line with research by

Dwi Wahyuni which shows that the use of humor elements in

education can increase students' learning motivation, especially in the teaching and learning process, thus reducing students' feelings of boredom with the lesson material provided and this can be an encouragement for students to understand the lesson because it seems light and full. joked (Wahyuni, 2018).

Furthermore, this statement is confirmed by other research which states that adding elements of humor to classroom learning makes students more interested in listening to the teacher's explanation when explaining material (Cahyono & Suharto, 2022). Because several theories are presented, it supports research to use Funny Situational Topic Cards media in the learning process in class, especially in the practice of writing narrative texts.

Apart from containing elements of humor, Funny Situational Topic Cards are also a type of visual media because they contain features such as images, bright visualizations and eye-catching colors. This is also an important factor in using this media as a learning medium. In a study, it was said that the use of visual media can attract students' attention during the learning process. The use of visual media can also involve students directly. This will certainly motivate students in the learning process so that students can achieve learning goals more easily (Kustandi et al., 2021).

So, the urgency of Funny Situational Topic Cards is to create a fun and effective learning atmosphere by using elements of humor and attracting students' attention and motivating them in the learning process using visual elements.

c. The Indicators of Funny Situational Topic Cards as a Learning Media

According to Slameto in Ulfa and Armianti, there are several indicators of the use of learning media, namely making it easier to convey messages, learning is more interesting, learning is more interactive, students have positive attitudes towards learning material, the effectiveness and efficiency of learning increased, students' enthusiasm for learning increased, and students' interest and motivation to learn increased (Ulfa & Armianti, 2022).

Then, there are seven indicators of the use of learning media which can be explained in detail below.

1) Making it easier to convey messages

Learning media helps facilitate the delivery of learning material during the teaching and learning process in class. Students find it easy to accept and understand the learning material presented by the teacher in learning activities.

2) Learning is more interesting

Learning media increases student interest in teaching material, such as student satisfaction with learning material and prevents learning activities from appearing monotonous. The use of learning media makes students interested in learning and students are happy with the media used during learning.

3) Learning is more interactive

The use of learning media makes learning more interactive so that students feel happy with learning and students enjoy learning.

4) Students' positive attitudes towards learning materials

Learning media increases students' positive attitudes towards learning materials as seen from students who are

always responsive to learning materials and more focused on participating in learning activities.

5) The effectiveness and efficiency of learning increased

The use of media increases the effectiveness and efficiency of learning as seen from students' ability to understand learning material, students are able to achieve learning goals and students obtain information about learning material.

6) Students' passion for learning increased

Media can increase students' passion for learning as seen from students who are always enthusiastic during learning activities, students are active in class, and students respond to questions.

7) Student interest and motivation to learn increased

This indicator can be seen from the use of media which can increase student motivation and increase student interest in learning during the learning process.

Meanwhile, according to Hasia Marto dan Yulianti, there are five indicators that support learning using media, namely:

- 1) Relevance or suitability, meaning that the learning media is in accordance with the learning objectives and characteristics of students
- 2) The teacher's ability means that with this learning media, the teacher can more easily convey the material to students.
- 3) Ease of use, means that the learning media is easy to operate.
- 4) Availability, meaning the facilities and infrastructure that the school has.
- 5) Usefulness, meaning that learning media must have use value, contain benefits in understanding the material for students (Marto & Yulianti, 2022).

In this research, writer used theory of Slameto as an indicator of the Funny Situational Topic Cards learning media.

3. Narrative Writing Skill

a. Definition of Narrative Writing Skill

Skills has a very important role in everyday life, both in the scope of work and personal activities. In the modern education system, skills themselves are an important aspect that students need to master, so schools need to equip students with relevant skills needed in the real world.

According to Diesinta, skills are things that are skillful, finesse and ability to complete tasks, dexterity (Ciptaning, 2016). Meanwhile, according to Sultan, skill is the ability to use reason, thoughts, ideas and creativity in doing, changing or making something more meaningful so as to produce value from the results of a job (Beddu, 2019). The focus of skills that students need to master in the learning process at school is the aspect of language skills. There are four aspects of language skills, namely listening skill, speaking skill, reading skill and writing skill (Widiyarto, 2017). Overall, these four aspects of skills form a strong foundation for students' abilities.

The conclusion that can be drawn is that skills are an ability or ability to do a job by using reason or ideas or creativity so that the work is more meaningful and valuable. In the educational context, there are four aspects of skills that need to be focused on, namely listening skills, speaking skills, reading skills and writing skills.

The development of writing skills at school has very important implications for students' communication and expression abilities. Good writing skills are needed in an academic context so that students are able to organize ideas clearly, detail arguments, and convey information appropriately.

This is in line with Rofiq's opinion, which says that writing is very important because it can provide useful information for other people who need it. This requires the ability to combine words into good and meaningful sentences (Haryadi et al., 2021).

Writing is the activity of conveying messages or communication using written language as a tool or medium (Ati, 2021). Meanwhile, Barnawi and Arifin in Aprelia et al. define writing as a form of written communication through the process of compiling language sound symbols that contain ideas, speech, order and vehicles so that they have meaning to achieve certain goals (Aprelia et al., 2019).

Writing is one aspect of skills that students need to master. The writing process is not just about putting words together, but also requires a deep understanding of the context, audience, and purpose of the writing. By honing writing skills, one can express thoughts clearly, persuade readers, and build emotional connections. Therefore, mastering writing skills is a skill that is needed in the academic world.

Writing skill are very complex skill, students not only express ideas, but students are also required to express ideas, concepts, feelings and desires (Supriadi et al., 2020). From conveying complex ideas to sharing personal stories, writing skills enable us to communicate effectively.

According to Abbas in Suprayogi et al, writing skills are the ability to write down ideas, opinions and feelings to other parties. When writing ideas or opinions, you need to pay careful attention to grammar, clarity of sentence structure, and other linguistic elements to ensure that the writing is effective and influential. For this reason, in the process of developing these skills, the teacher's role is needed in guiding students so that they become skilled in writing (Suprayogi et al., 2021).

As said previously, students need to master writing skill because writing itself has several benefits. Some of them were expressed by Susanto in Tantikasari et al, namely as follows: (1) Writing helps us rediscover what we once knew; (2) Writing produces new ideas; (3) Writing helps us organize thoughts and place them in an independent discourse; (4) Writing makes one's thoughts ready to be read and evaluated; (5) Writing helps us absorb and master new information; (6) Writing can help us solve problems by clarifying its elements and placing them in a visual context, so that they can be tested (Tantikasari et al., 2017).

From the opinions above, a conclusion can be drawn that writing skills are the ability to express opinions, thoughts and feelings in writing by paying attention to aspects of good and correct grammar. In school, there are many types of writing skills that need to be mastered in the classroom learning process, one of which is the skill of creating a narrative text.

In the Big Indonesian Dictionary, narrative is defined as the telling of a story or event (Hieronimus, 2017). Meanwhile, according to Dalman, he states that a narrative is an essay that attempts to create, tell, and

sequence human actions in an event or human experience from time to time, also in which there are characters who face a conflict that is arranged systematically (Sunariati et al., 2019).

Wahyu Wibowo also stated in Ati et al that a narrative is an essay that tells about a series of events linked to a certain period of time, both objectively and imaginatively so that the reader feels the twists and turns of the story that is put together in an event (Ati et al., 2018). According to Sukino, narrative is a story that presents things, incidents or incidents sequentially by highlighting characters (Widiyarto, 2017).

From the definitions above, it can be concluded that a narrative is an essay or story that presents, narrates and sequences human actions in an event or experience from time to time, by highlighting characters who face conflict both objectively and imaginatively.

After looking at several theories regarding the definition of skills, the definition of writing skill, and the definition of narrative, a collaborative conclusion can be given that narrative writing skill are the ability to express ideas, thoughts, feelings in writing by paying attention to good and correct grammar, in order to creating a story or essay that tells the story of human actions through events or experiences, by highlighting characters who face conflict objectively or imaginatively.

b. Types of Narrative Writing

In narrative writing, there are various types of narrative writing that reflect a variety of expressions and writing styles. There are many types of narratives expressed by several experts below as follows. In general, narrative can be divided into three, namely expository narrative, artistic narrative and suggestive narrative.

1) Expository narrative

Keraf stated that expository narrative is a narrative that aims to inspire the reader's mind to know what is being told. The main target is ratio, namely expanding the reader's knowledge after reading the story. Expository narration questions the stages of events, series of actions to the reader or listener. The series of incidents or incidents presented are intended to convey information, regardless of whether it is conveyed in writing or orally (Martavia et al., 2016).

So, it can be said that this type of expository narrative attempts to provide information or knowledge to the reader

by presenting a series of incidents or events. The aim is to stimulate the reader's thinking to understand what is being told. Not just telling an event, but rather providing understanding and knowledge to readers or listeners through presenting information in a structured and informative manner.

2) Artistic narrative

Artistic narrative is a narrative that attempts to provide a certain purpose, conveying a hidden message to the reader or listener so that it appears as if they are seeing it. Artistic narratives, as described, have the aim of conveying certain intentions and inserting hidden messages to readers or listeners (Fatmawati & Fatonah, 2018).

So, from this explanation it can be seen that in an artistic narrative, through the depiction of the story, this narrative creates an atmosphere where the reader or listener seems to see it directly. Thus, artistic narratives not only present a story, but also invite in-depth interpretation and understanding from the recipient, creating a profound emotional and aesthetic dimension.

3) Suggestive Narrative

According to Keraf, suggestive narrative is first of all related to actions or deeds that are sequenced, the events take place over a single period of time. However, the main aim or objective is not to expand one's knowledge but rather to try to give meaning to the event or event. Suggestive narratives always involve imagination (Manalu & Situmorang, 2021).

Thus, suggestive narrative can be interpreted as a form of storytelling that links a series of actions or deeds in one timeline. Even though it does not have the main aim of

expanding knowledge, suggestive narratives focus more on efforts to provide deep meaning to the events or occurrences being conveyed. Through the involvement of imagination, this narrative creates an interpretive dimension that allows readers to understand and feel the emotional or philosophical meaning behind the story. So, suggestive narration can be interpreted as a tool that utilizes imagination to give deep meaning to the events or actions described.

In the English module book explains that narrative texts have various types and forms, namely fables, legends, myths and fairy tales. Below the explanation as follows.

1) Fables

Fables are a type of folklore that teaches a lesson. Usually fairy tales are entertaining stories featuring animals that talk and behave like humans. Examples of fables include the story about "The Donkey and the Shadow", the story about the Wolf and the Lamb, the Owl and the Grasshopper, the Fork and the Stork, and many more. From this it can be concluded that a fable is a form of story or narrative which usually involves animals or inanimate objects that behave like humans, which aims to convey a moral message or life lesson through the events or conflicts that occur in the story. The main characteristics of fables are the personification of animals or objects, as well as the lessons that can be drawn from the behavior or decisions taken by these characters.

2) Fairy tales

Fairy tales are a type of folklore about supernatural events and creatures. They often tell the story of a young person encountering fantastic creatures such as Cinderella,

Little Red Riding Hood, and Sleeping Beauty. So, a fairy tale is a narrative story which is often fantastic or imaginary, intended to entertain and contains a moral element or lesson. Fairy tales usually involve characters such as heroes, wizards, or magical creatures, and often end with a specific message or moral. The main purpose of fairy tales is to provide entertainment while conveying life values or lessons to listeners or readers.

3) Myths

Myths are traditional stories created within a culture to provide explanations for phenomena. A myth is a traditional story that includes religious aspects or beliefs that are passed down from generation to generation. Myths often contain supernatural elements, gods, or mythological creatures, and aim to explain the origins of the universe, human existence, or important events. Myths can provide a philosophical basis or understanding of life and nature, and function as a moral or social guide in a culture. Examples of mythical narrative texts are: The Story of the Rainbow, the Myth of Dewi Sri, and others.

4) Legends

Legends are traditional stories or collections of stories told about a particular person or place. They are associated with a particular place or person and are told as a matter of history.

For example, the Legend of the Crying Stone. Teaches that God always answers parents' prayers, especially a mother who is being abused by her child, because a mother's prayers will lead us to success in the future. So, a legend is a narrative story that often mixes elements of fact and fantasy, relating to heroic figures or extraordinary events in the history or traditions of a society. Legends are often passed down orally or in writing and can develop into very well-known stories among a community. In contrast to myths which are more related to origins and religious beliefs, legends tend to revolve around events that reflect the cultural and historical values of a community group (Imrohatin et al., 2020).

From the two theories above, it can be concluded that the types of narrative writing can be broadly divided into three main types, namely expository narrative, artistic narrative and suggestive narrative. Expository narrative aims to provide information or knowledge to readers through presenting a series of incidents or events. Artistic narratives, as they have the aim of conveying certain intentions and inserting hidden messages, create deep emotional and aesthetic dimensions. Meanwhile, suggestive narratives focus on providing deep meaning to events or occurrences by involving imagination. In other contexts, narrative writing can also vary, such as fables, fairy tales, myths and legends.

c. Inhibiting Factors in Narrative Writing Skill

In developing narrative writing skills, there are several factors that can become significant obstacles. This was expressed by several experts below as follows. According to Laila Qadaria in her research, there are two factors that cause students to have

difficulty writing, namely internal and external factors. Several internal factors that hinder students in writing are: (1) weak fine motor skills, (2) weak visual memory skills, (3) low interest and motivation to learn, and (4) good study habits carried out by students in class. or at home. Then the external factors that hinder students so that they have difficulty writing are: (1) lack of attention from parents towards students, (2) unsupportive home atmosphere, (3) environmental conditions, and (4) the influence of social media (Qadaria et al., 2023).

In line with the explanation above, Syarif also mentioned inhibiting factors that influence students' writing abilities which are divided into external and internal factors (Rahayu et al., 2023).

1) Internal Factors

Internal factors are factors that originate from within the individual. The factors that influence it are:

a) Health

Health has a big influence on students' writing process. If a student has an unhealthy body then he will not be enthusiastic about carrying out all activities besides that he will get tired quickly, get dizzy easily and become sleepy. To carry out the writing process well, students must maintain their body health so that it is well maintained.

b) Interest

Interest is a direct tendency to carry out an activity. Interests have a big influence on students' writing skills, because if the learning materials and materials studied do not match students' interests, students will not be able to develop writing skills well.

c) Talent

Talent is a person's ability to learn. This ability will be realized into a real skill if students have practiced. Talent can influence students' writing abilities, because if students are talented in writing, they will be more active in developing their writing skills and can do various writing tasks well, one of which is writing narrative essays.

d) Motivation

Motivation is a condition that exists within a person that encourages him to carry out certain activities to achieve a goal. In the learning process, attention must be paid to what can encourage a child to be motivated to develop various skills, especially narrative writing skills.

2) External Factors

External factors are factors that come from outside the individual, namely conditions in the environment around the student. The factors that influence it, namely;

a) Family

Family conditions greatly influence a child's success. Parental education, economic status, words and parental guidance influence a child's writing skills. The role of the family is very important, the family must get children used to always learning and developing the skills they have after they learn at school.

b) Surrounding Environment

If a child lives in a community consisting of people who are educated, especially those with high school education and good morals, a comfortable house and surrounding atmosphere, good traffic conditions and a good climate, this can influence the achievement of learning goals because the child will be comfortable in learning and have high motivation

to learn.

c) School

Factors that exist in the school environment are the low role of teachers in developing students' writing skills, writing learning which should be able to encourage students to

practice writing is still not implemented optimally in schools. There is a lack of touch in providing appropriate writing strategies. Until now, there are still many teachers who seem to think that writing is a difficult job, so that if students have written, even though the results are not good, they are considered to have met the expected competency without providing direct assistance to students to develop writing skills. Meanwhile, according to Aqib in Asmoro and Muhammad,

factors that become obstacles in writing narratives include: (1) their lack of fluency in expressing ideas, (2) their lack of familiarity with using Indonesian or English in everyday communication. days due to being accustomed to using regional languages, (3) students' lack of understanding of the story themes, (4) their lack of ability to think abstractly, (5) the cognitive development of students who have just reached the concrete operational stage, so they still really need concrete object media, image media. , or other tools to help express their ideas in the form of an essay. Apart from these factors, there is one factor that can influence students in writing essays, it is the students' low interest in writing (Asmoro & Muhammad, 2023).

From the several theories above, it can be concluded that there are various internal and external factors that can become obstacles in developing narrative writing skills in students. Internal factors involve the student's health, interests, talents and

motivation, while external factors involve the family, surrounding environment and the role of the school. The importance of paying attention to these factors can help improve students' narrative writing skills by paying attention to these aspects.

d. The Urgency of Narrative Writing Skill

Narrative writing skill have an undeniable urgency in developing a person's communication skills because writing is an important need for everyone involved in social, economic, educational, technological and other activities. Therefore, writing skills have a very important role in everyday life.

Writing skill are a requirement for being involved in various fields or activities. This implies how important writing skills and abilities are in everyday life. Writing is also one of the language skill used in indirect communication. Through writing activities, students are expected to be able to communicate using written language. In this case, it is hoped that students will be able to express their thoughts or ideas coherently with correct diction, the correct structure according to the context (Zainab et al., 2021).

Apart from that, in a study by Masri, it was revealed that in the world of education, writing skill are one of the abilities that students must master. Through writing, students can develop critical thinking skills, express ideas and concepts clearly, and build effective communication skills (Masri et al., 2023). From this statement it can be interpreted that writing skills are the main pillar in the world of education, providing students with a medium to hone critical thinking skills, convey ideas clearly, and be effective in conveying communication. Through the writing process, students not only develop literacy, but also improve analytical skills and self-expression, which is an important foundation for their intellectual development and individual skills.

The urgency of narrative writing skill was expressed in a study by Marviyani that narrative writing skill are important for students because writing narratives can convey events or occurrences in their daily lives chronologically. Learning narrative skill also aims to enable students to express their ideas and feelings in written form (Marviyani, 2015).

Based on several theories above, it can be concluded that the urgency of narrative writing skill lies in its crucial role in developing individual communication skills. Writing narratives is not only an important need in various life contexts, but is also the main foundation in education. This ability allows a person to convey ideas, feelings, and events chronologically, builds effective communication skills, and supports intellectual and analytical development. Therefore, narrative writing skills are not only relevant in social, economic and technological aspects, but also have a significant impact in improving individuals' critical thinking and self-expression abilities.

e. Indicators of Narrative Writing Skill

According to Suparno and Yunus in Sugiharti and Wulandari, the indicators for writing a narrative essay are as follows: (1) plot;

(2) characterization; (3) background; (4) viewpoint. Furthermore, Edy Sukardi also stated several indicators in writing a narrative essay, namely as follows: (1) perpetrator; (2) place; (3) time; (4) the perpetrator's goals; (5) the perpetrator's actions to achieve the goal;

(6) consequences of actions; (7) the perpetrator's reaction (Sugiharti & Wulandari, 2017).

Apart from that, there are also several other aspects that are assessed to measure the level of students' narrative writing

abilities, including: (1) the content of the ideas expressed, (2) content organization, (3) grammar, (4) style: choice of structure and vocabulary words and (5) spelling (Amaliah et al., 2024).

According to Yuliani, the indicators of success in writing a narrative are the suitability of the content to the topic (theme), diction, use of spelling, and neatness (Yuliani et al., 2018). These four indicators can be described in detail as follows.

1) Conformity of content to topic (theme)

Conformity of content to topic (theme) reflects the extent to which the author is able to convey information or stories that are relevant and appropriate to the predetermined topic. This includes the suitability of the narrative content to the predetermined theme, clarity in the depiction of character characteristics, the narrative flow is arranged chronologically, and there is a time setting that supports the narrative content.

2) Diction (word choice)

Choosing the right words or diction is an important factor in determining the success of a narrative. This includes sentence structure or the accuracy with which sentences are structured effectively and vocabulary that is appropriate to the narrative theme.

3) Use of spelling

Success in writing narratives is also related to the writer's ability to use correct spelling. This includes using capital letters appropriately and correctly as well as using punctuation marks appropriately and correctly.

4) Neatness

Neatness in composing narratives includes neat sentence structure so that it is easy to read and cohesive paragraph structure.

In line with the opinion above, there are three indicators of success in writing narratives according to Saifudin, namely (1) students' ability to identify the main things; (2) students' ability to combine sentences to create a good narrative paragraph; and (3) the use of basic elements such as vocabulary, spelling and conjunctions is a concern in writing narratives (Febyani et al., 2019).

In this research, writer used the theory put forward by Yuliani as an indicator of narrative writing skill.

B. Result of relevant Research

The results of previous research that are relevant to the title or problem in this research include:

1. Research written by Atmarani Dewi Purnama, Arismunandar and Baso Jabu entitled “The Effectiveness of the Funny Situational Topic Cards Assistant Role Play Method to Reduce the Anxiety of New Students in English in IAIN Pare-Pare”, Universitas Negeri Makassar university students, Makassar City, 2022. The results of the research show that the role play method using funny situational topic cards can help students at IAIN Pare-pare reduce anxiety when speaking English. This research shows that this method is valid, practical, and effective, so it is suitable for use (Purnama et al., 2022).

This research has similarities with the research that will be carried out, namely on variable X. Both are focus on the influence of using funny situational topic cards as media. Meanwhile, the difference is in the Y variable, where in previous research the focus was on reducing students' anxiety in speaking skills, while in future research the focus on improving students' narrative writing skills.

2. Research written by Sigit Widiyarto entitled “The Influence of the Student Teams Achievement Division (STAD) Method and

Understanding Sentence Structure on Narrative Writing Skills”, students at Indraprasta PGRI University, Jakarta City 2017. From the research results it was concluded that: a) Using the STAD method together -the same as mastery of sentence structure does not have a significant influence on narrative writing skills. b) Mastery of sentence structure has no impact on improving narrative writing skills. c) The STAD method has a significant influence on improving narrative writing skills (Widiyarto, 2017).

The research above has similarities to the research that will be carried out, where the similarity lies in the variable (Y) related to the ability to write narratives, then there are also differences in this research, namely in the variable (X), namely previous research examined the influence of a method, namely the Student Teams Achievement method. Division (STAD) and Understanding Sentence Structure, while the research that will be carried out is examining the influence of media and other differences, namely in the research subject and school education level.

3. Research written by Dea Ayu Aprelia, Sunan Baedowi, and Mudzatun entitled “The Influence of a Contextual Approach in Improving Narrative Writing Skills”, students at PGRI Semarang University, Semarang City 2019. The results of the research show at SD Negeri Lamper Kidul 01 Semarang in class V students showed a significant increase in narrative writing skills after using a contextual approach with mind mapping media. The pretest average was 50.303, while the posttest reached 81.848. The t test shows $t_{count} (11.94394) > t_{table} (2.03693)$, rejecting H_0 and accepting H_a . So, it can be concluded that this method plays a significant role in improving students' writing skills (Aprelia et al., 2019).

The similarity between this previous research and the current research is that it lies in the variable Y, namely regarding the ability to write narratives. The difference is that in previous research, specifically in the variable

4. Research written by Nurhidayah Tahir, Patta Bundu, and Bhakti Prima Findiga H entitled The Effect of Using Flashcard Media on Narrative Essay Writing Skills for Class V UPT SDN Bontomanai Unggulan, students at Makassar State University, Makassar City 2023. The author concludes that flashcard media is effective improving the narrative writing skills of fifth grade elementary school students in two learning meetings, as seen from the significant improvement at each meeting in the experimental group. The use of flashcard media has a significantly positive effect on the narrative writing skills of fifth grade elementary school students, as evidenced by the difference in probability values

between the experimental group that used flashcard media and the control group that did not use it (Tahir et al., 2023).

What these studies have in common is that they both want to

examine the effect of using media on the ability to write narratives, while the differences are in the type of media used and other differences are also found in the research object or research location, as well as the school level of the research object.

C. Hypotesis

A hypothesis is a conclusion that is still lacking or a conclusion that is still imperfect. This understanding was then expanded to mean that research conclusions are not yet perfect, so they need to be perfected by proving the truth of the hypothesis through research. This proof can only be done by testing the

hypothesis with data in the field. The hypothesis is only a temporary answer to the research problem formulation because the answer given is only based on relevant theory, not yet based on empirical facts obtained through data collection (Ibrahim et al., 2018).

Ho: There is no influence of using Funny Situational Topic Cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai.

Ha: There is an influence of using Funny Situational Topic Cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Research Approaches

1. Types of research

The type of research that used is Ex Post Facto research. Focused on analyzing the influence or impact between certain variables. Ex means by observation or observation, Post means after and Facto is a fact or event. So Ex Post Facto research means observations carried out after the event has passed or in other words, research carried out to examine events or phenomena that have occurred without any research intervention on independent variables so that it is possible to investigate the cause-and-effect relationship between these variables (Saraswati & Purnami, 2017).

The name ex post facto itself in Latin means "from after the fact". This shows that the research was carried out after the differences in the independent variables occurred due to the natural development of events (Ibrahim et al., 2018). It can be concluded that ex post facto reserch explains or finds out how the variables in the research are related or influence each other and finds out how the symptoms or behavior occur.

2. Research Approach

The approach that used in this research is a quantitative approach. To obtain valid, reliable, and objective data, the research carried out using valid and reliable instruments, conducted on samples that are close to the population size, and data collection and analysis will be performed correctly (Sugiyono, 2016). This approach is used because the research data consists numbers that need to be processed statistically, so the relationship between the proposed variables must be clear to

enable statistical processing of the data in order to obtain reliable results (validity and reliability).

B. Variable Definition

In terminology, the definition of a variable is an attribute or the nature or people or objects that has variations between one another that is determined by researchers with the aim of studying and drawing conclusions (Abubakar, 2021). In this research there are two variables, namely the independent variable (influencing) symbolized by X and the dependent variable (influenced) symbolized by Y.

1. Independent Variable (Funny Situational Topic Cards Media)

Funny Situational Topic Cards media is a visual based learning media in the form of colored cards which contain writing containing funny or humorous topics. In this research, the use of media will be implemented to observe influences such as reactions, involvement, responses, or student interest in the context of writing narrative texts in the classroom learning process.

2. Dependent Variable (Narrative writing skill)

Narrative writing skill is a skill or ability that a person has in the context of composing a narrative text correctly according to the rules.

C. Place and Time of the Research

1. Research Place

This research is located at a school of integrity, namely SMK Negeri 1 Sinjai. SMK Negeri 1 Sinjai is a vocational school institution located on Jl. Tekukur No.1, precisely in Biringere subdistrict, North Sinjai sub-district, Sinjai district, South Sulawesi province. The reason for choosing this place is because this school includes narrative texts as one of the materials in the curriculum, starting from analyzing to writing simple narrative

texts. Apart from that, in this vocational school there is an office department which is the focus of research because the curriculum is tailored to office needs and provides clear guidance in developing job-relevant writing skill.

2. Research time

This research was conducted from November 2023 to May 2024. During this period, various research activities were carried out, from data collected analysis to report wiring.

D. Population and Sample of the Research

1. Population

According to Wiyono, the population is the entire object or subject of the information source being studied. Populations can be people, objects, plants, events and symptoms that have certain and clear characteristics (Gunawan, 2016). So, population is not just people, but population also includes all the properties and characteristics possessed by the subject or object, as well as the number present in the object and subject being studied (Sugiyono, 2016).

As for that, the population in this research are all students at class X MPLB from the Business Services Office Management Department (MPLB) of SMK Negeri 1 Sinjai, totaling 107 students.

Table 3.1
Description of the Research Population

No	Class	Total
1	X MPLB 1	27
2	X MPLB 2	28
3	X MPLB 3	25
4	X MPLB 4	27
Total		107

(Documentation of SMK Negeri 1 Sinjai, 2023)

2. Sample

The sample is part of the number and characteristics of the

population (Sugiyono, 2016). If the population is too large, it will

not be possible for researcher to study everything that is in the population. Due to limited time, energy and funds, researchers can use samples from the research population, therefore sampling techniques are needed.

Basically there are two sampling methods, namely random sampling (random/probability sampling) and non-random sampling (Amruddin et al., 2022). Between these two methods, researcher used probability sampling for their sampling technique. Probability sampling is a sampling technique that provides an equal opportunity or opportunity for each element or member of the population to be selected as a sample. Probability sampling consists of simple random sampling, proportional stratified random sampling, disproportionate stratified random sampling, area (cluster) sampling. In this research, researcher used simple random sampling, namely taking sample members from a population randomly without paying attention to the strata in that population (Sugiyono, 2016).

Tabel
3.2 Research
Sample

No	Class	Total
1	X MPLB 3	25
Total		25

E. Data Collection Technique

This research used a quantitive approach. Therefore, data collection techniques in this research were in the form of questionnaires and documentation.

1. Questionnaire

A questionnaire is a series or collection of questions that

are arranged systematically in a list of questions that are arranged systematically in a list of questions, then sent to respondents to be filled in and then sent back or returned to the officer or researcher

(Bungin, 2013). In this research, the questionnaire is designed in such a way as to obtain data or information regarding students' opinions regarding the use of Funny Situational Topic Cards media and narrative text writing skill, especially in English subjects.

2. Documentation

Documentation is a data collection technique in the form of documents such as notes, transcripts, books, journals and so on. Documentation in this research used to find out theoretical studies and previous research to support the research while simultaneously strengthening and supporting the information obtained from the research results.

F. Research Instruments

The research instrument is a measuring tool in the form of a questionnaire sheet and observation guide that researcher use to collect data in a study. According to Suharsimi Arikunto in Ibrahim, research instruments are tools chosen and used by researchers in carrying out activities to collect data so that these activities become systematic and made easier by them (Ibrahim et al., 2018).

The instruments used in this research are:

1. Questionnaire Sheet

The instrument for the questionnaire is a questionnaire containing statements related to research variable indicators and alternative answers that have been provided. A questionnaire sheet will be given to respondents as a first step to find out students' opinions or responses to statements or questions in the questionnaire. The questionnaire sheet in the research used a

Likert scale. The questionnaire will be filled in by ticking the columns: SA (Strongly Agree), A (agree), DS (Disagree Somewhat), D (disagree), on each statement that corresponds to the reality of the students.

Table 3.3 Questionnaire Assessment Criteria

Criteria	Positive Statements	Negative Statements
	Score	Score
Strongly Agree	4	1
Agree	3	2
Disagree Somewhat	2	3
Disagree	1	4

Source: (Purbaningsih & Suprihatin, 2019)

2. Documentation Sheet

Documentation sheets here are documents that was collected as part of the documentation, such as sheets containing school profiles, lists of respondents, and photos of research implementation.

G. Data validation

Data validation is carried out to determine the level of validity and reliability of the instrument or it could be said that this is an effort to test research instruments. The instrument testing used instrument validity testing and instrument reliability testing using the SPSS Version 22 program. The data analysis in this research is:

1. Validation Test

The validation test used to test the appropriateness of each question or statement on the research instrument used to describe a variable. Validation relates to the extent to which a

measuring instrument is able to accurately measure what it is supposed to measure (Yusup, 2018).

The decision making guidelines in the validation test are as follows:

- a) If the r_{value} is positif and $r_{\text{value}} > r_{\text{table}}$ then the item or variable is valid.
- b) If the r_{value} is negative and $r_{\text{value}} < r_{\text{table}}$ or negative $r_{\text{value}} > r_{\text{table}}$

then the item or variable is invalid (Rukajat, 2018). To determine r_{table} value, look at the picture below:

Tabel r untuk df = 1 - 50					
df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3437	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3883	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880

Nilai
Rtabel

Picture 3.1 presents the r-table used as the reference for determining the critical value in the validity test. The highlighted section indicates the value corresponding to $df = 23$ ($N - 2$) at the 0.05 significance level, resulting in an r-table value of 0.3961. This value served as the benchmark for comparing each item's r-count. An item was considered valid when r-count exceeded r-table.

2. Reliability Test

This reliability test is used to see whether answers or responses from respondents or students will produce the same results if carried out at different places and times. If the Cronbach's alpha (α) value of a variable is > 0.60 then the indicator used by the dependent variable is reliable, if the Cronbach's alpha (α) value of a variable is less than 0.60 then the indicator used by that variable is not reliable (Firmansyah & Haryanto, 2019).

H. Data analysis technique

In quantitative research, data analysis techniques are used to answer problem formulations or test hypotheses that have been formulated. Before carrying out comprehensive data analysis, a data prerequisite test is first carried out. In this research, the data prerequisite tests used consist of normality tests, linearity tests and hypothesis tests. The test results are explained in more detail as follows: (Pratama & Permatasari, 2021).

1. Normality test

The normality test that is used in this research is the Saphiro Wilk test processed with SPSS version 22. Conclusions from the normality test results can be seen as follows:

- a. If the significance value is greater than 0.05 then it is stated that the data is normally distributed

- b. If the significance value is less than 0.05 then it is stated that the data is not normally distributed.

2. Linearity Test

The linearity test is a classic assumption test that is carried out to determine the linear nature of the data distribution between variables X and Y. The need to know whether there is a linear nature in the relationship between So, no matter how good the regression model produced with a high R squared is, if the data does not have linear properties, then estimation errors are likely to occur.

As for the basis for decision making in the linearity test is that if the significance value is greater than 0.05, then there is a linear relationship between the independent variable and the dependent variable (Octora et al., 2021).

3. Hypothesis testing

To test the truth of the proposed hypothesis and the type of analysis using data that will look for independent variables, namely The influence of using funny situational topic cards media (X) with the dependent variable namely students' narrative writing skill (Y).

Data analysis of questionnaire was conducted using simple regression analysis and T-Test using SPSS version 22. The simple regression analysis used in this research have an equation formulated by Sugiyono as follows (Fatmawati & Lubis, 2020):

$$Y = a + bX$$

Information:

Y: Predicted dependent

variable a: Constant Value

b: Regression coefficient

X: Subject to the independent variable that has a certain

value.

So, the decision rule in the simple linear regression test in this research is as follows:

- a. If the results obtained have a significance value of less than 0.05 then H_a is accepted and H_o is rejected, meaning there is an influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai. If the test results obtain a significance value greater than 0.05 then H_o is accepted and H_a is rejected, meaning there is no influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai.
- b. If t_{count} greater than t_{table} , then H_a is accepted and H_o is rejected, it means that there is an influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai. Meanwhile, if t_{count} less than t_{table} , then H_o is accepted and H_a is rejected, meaning there is no influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai.

As for decision rule in the T-Test, it is carried out by comparing the significance and probability values of 0,05. If the significance value is $< 0,05$ then H_o is rejected, which means that there is an influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai. On the other hand, if the significance value is greater than 0,05 then H_a is accepted, which means that there is no influence of funny situational topic cards media on students' narrative writing skill at first grade of SMK Negeri 1 Sinjai

CHAPTER IV

RESULTS AND DISCUSSION

A. General Description of Research Locations

SMK Negeri 1 is one of the vocational high school in the Sinjai district, led by the principal Ir. Mikyal Arsyad, S.Pd., M.P. This school is located on Jl. Tekukur No. 1 Sinjai, Biringere Village, North Sinjai subdistrict, Sinjai Regency, South Sulawesi Province, with postal code 92611 (Kemendikdasmen, 2026). The school's location is strategic in the center of Sinjai Regency, making it easy to access for students from various surrounding areas.

As is known, SMK Negeri 1 is a vocational school that emphasizes the importance of integrity in every aspect of education and student character development. Apart from focusing on academic aspects, UPT SMK Negeri 1 Sinjai also encourages the development of practical Skill that suit the needs of the world of work. With adequate facilities and support from competent teaching staff, UPT SMKN 1 Sinjai strives to create graduates who are ready to compete in the job market and are able to contribute positively to society.

1. Profile of SMK Negeri 1 Sinjai

- | | |
|-------------------------|---|
| a. Name | : UPT SMK Negeri 1 Sinjai |
| b. NPSN | 40304501 |
| c. School Status | : Country |
| d. Shade | : Ministry of
Education and
Culture |
| e. School Accreditation | : A |
| f. Accreditation Decree | : 614/BAN-SM/SK/2019 |
| g. Accreditation Date | : 16 - 07 -2019 |
| h. Number of Class Unit | : 33 |

- i. Internet Status : Available
- j. School year : 2023/2024

- k. Curriculum Used : 2013 Curriculum (Class XI) and Independent Curriculum (Class X and Class XII)
- l. Number of Students 908
- m. Expertise Program :
 - 1) Computer Network and Telecommunications Engineering
 - 2) Institutional Accounting and Finance
 - 3) Office Management and Business Services
 - 4) Marketing
 - 5) Fashion
- n. Learning Support Unit :
 - 1) Professional Certification Institution Party 1 (LSP P-1)
 - 2) Special Job Fair (BKK)
 - 3) ICT Centre
- o. Teacher
 - 1) ASN 61
 - 2) Non ASN 25
- p. School Management
 - 1) Headmaster: Ir. Mikyal Arsyad, S.Pd., M. P
 - 2) Deputy for Curriculum : Sufriadi, S.Pd, QPOA. CAP
 - 3) Deputy for Facilities and Infrastructure: Drs. H. Massi
 - 4) Deputy for Student Affairs : Drs. Muh. Azis Sirajuddin
 - 5) Deputy for Public Relations : Muhammad Sultan Hamid, S.Pd
- q. School Principals Who Have Served
 - 1) H. Syamsuddin Saeh, BA
 - 2) Drs. Muhammad Basri
 - 3) Drs. H. Abdul Latief Parman

- 4) Drs. H. Muhiddin, M.Pd
- 5) Drs. Sulaiman Lesang (Plt.)
- 6) Ir. Mikyal Arsyad, S.Pd., M.P
- r. School Contact
 - 1) Telephone : 048222723
 - 2) E-mail :smkonesji@yahoo.com
 - 3) Website : <http://www.smk1sinjai.sch.id>

(Administration UPT SMKN 1 Sinjai, May 20 2024)

2. Vision and Mission of SMK Negeri 1 Sinjai

a. Vision

The Vision of UPT SMKN 1 Sinjai is, "To become a middle-level education and training institution that produces professional workers of national and international standard with industry-based life Skill and digitalization based on the profile of Pancasila students."

b. Mission

To achieve the above vision, UPT SMK Negeri 1 Sinjai has determined that the mission to be implemented is:

- 1) Equip training participants with the ability and competence to adapt to work culture and independence
- 2) Preparing students to become productive development assets.
- 3) Produce graduates of the Institutional Accounting and Finance Skill Program, Office Management and Business Services, Marketing, Fashion and Computer Network Engineering and Telecommunications
- 4) Producing graduates who have competitiveness at national and international levels based on industry based on the Pancasila student profile.

(Administration UPT SMKN 1 Sinjai, May 20 2024)

3. Goal of SMK Negeri 1 Sinjai

The objectives of UPT SMKN 1 Sinjai are divided into two, namely general objectives and specific objectives which are described below as follows:

a. General purpose

- 1) Increasing students' faith and devotion to God Almighty.
- 2) Developing the potential of students to become citizens with noble character, healthy, knowledgeable, creative, independent, democratic and responsible.
- 3) Developing the potential of students to have national insight, understand and appreciate the cultural diversity of the Indonesian nation.
- 4) Developing the potential of students to have concern for the environment, by actively participating in maintaining and preserving the environment, as well as utilizing natural resources effectively and efficiently.

b. Special purpose

- 1) Preparing students to become productive, capable human beings, working independently, filling job vacancies in the business world and industrial world as mid-level workers, in accordance with the competencies in the Skill program they choose.
- 2) Prepare students to be able to choose a career, be tenacious and persistent in competing to adapt to the work

environment, and develop a professional attitude in the field of expertise they are interested in:

- 3) Equipping students with science, technology and art, so that they are able to develop themselves in the future both independently and through higher levels of education

(Administration UPT SMKN 1 Sinjai, May 20 2024)

B. Result and Discussion of the Research

1. Validity and Reliability Test Results of Research Instruments

To find out whether the use of Funny Situational Topic Cards media has an influence on the narrative writing Skill at class X MPLB 3 students of UPT SMKN 1 Sinjai, researcher used data collection techniques, including questionnaire sheets and documentation with a sample size of 25 people. There are a total of 25 question items with 15 question items for variable X (Media Funny Situational Topic Cards) and 10 question items for variable Y (Narrative Writing Skill).

a. Validity test

To test the validity of the instrument, researcher used SPSS 22 For Windows. Validity testing is carried out to determine whether or not a questionnaire is valid for each variable. The basis for decision making in validity testing is if the value of r_{value} is positive and r_{value} greater than r_{table} then the item or variable is valid, otherwise if the value of r_{value} is negative and r_{value} less than r_{table} or negative r_{value} greater than r_{table} then the item or variable is invalid.

Below are the results of the validity test for variable X (Media Funny Situational Topic Cards) and variable Y (Narrative Writing Skill). The results of the validity test

with a total of 25 respondents (sig 0.05) are as follows:

Table 4.1 Validity Test Results

Variable	Indicator	Rcount	RTable	Description
Funny Situational Topic Cards Media (X)	X.1	0.530	0.3961	Valid
	X.2	0.527	0.3961	Valid
	X.3	0.430	0.3961	Valid
	X.4	0.669	0.3961	Valid
	X.5	0.633	0.3961	Valid
	X.6	0.454	0.3961	Valid
	X.7	0.623	0.3961	Valid
	X.8	0.543	0.3961	Valid
	X.9	0.691	0.3961	Valid
	X.10	0.561	0.3961	Valid
	X.11	0.430	0.3961	Valid
	X.12	0.736	0.3961	Valid
	X.13	0.420	0.3961	Valid
	X.14	0.504	0.3961	Valid
	X.15	0.601	0.3961	Valid
Narrative Writing Skill (Y)	X.1	0.458	0.3961	Valid
	X.2	0.428	0.3961	Valid
	X.3	0.454	0.3961	Valid
	X.4	0.419	0.3961	Valid
	X.5	0.410	0.3961	Valid
	X.6	0.468	0.3961	Valid
	X.7	0.419	0.3961	Valid
	X.8	0.555	0.3961	Valid
	X.9	0.451	0.3961	Valid
	X.10	0.458	0.3961	Valid

Source: Results of data analysis using SPSS ver 22

Based on Table 4.1 above, the validity test results show a value of r_{count} greater than r_{table} atau r_{value} greater than r_{table} . So it can be said that each item of the instrument variable X (Media Funny Situational Topic Cards) and variable Y (Narrative Writing Skill) is declared valid.

b. Reliability Test

The reliability test used in this research uses the SPSS 22 For Windows application. The reliability test was

carried out by comparing the Cronbach's alpha value with the level of significance. The test criteria are if the Cronbach's alpha (α) value of a variable is greater than 0.60 then the indicator used by that variable is reliable, if the Cronbach's alpha (α) value of a variable is less than 0.60 then the indicator used by that variable is not reliable (Firmasyah & Haryanto, 2019)

The results of the instrument reliability test for each variable can be seen in the following table:

- 1) Test the reliability of the variable X instrument (Media Funny Situational Topic Cards)

Table 4.2
Reliability Test of Variable X Instrument
Reliability Statistics

Cronbach's Alpha	N of Items
,840	15

Source: Results of data analysis using SPSS ver 22

Based on table 4.2 above, the reliability test results for variable X (Media Funny Situational Topic Cards) have a Cronbach Alpha value of 0.840. Thus it can be concluded that $0.840 > 0.60$, which means the instrument is reliable.

- 2) Test the reliability of the variable Y instrument (Narrative Writing Skill)

Table 4.3
Reliability Test of Variable Y Instrument
Reliability Statistics

Cronbach's Alpha	N of Items
,772	10

Source: Results of data analysis using SPSS ver

Based on table 4.3 above, the reliability test results for variable Y (Narrative Writing Skill) have a Cronbach Alpha value of 0.772. Thus it can be concluded that 0.772 greater than 0.60, which means the instrument is reliable.

2. Data Analysis Results

After the students completed the questionnaires, the completed questionnaires were collected according to the questionnaire completion instructions. Then, after the data was collected, the researcher compiled and clarified it according to the hypothesis that had been proposed to see the influence of Funny Situational Topic Cards media on the narrative writing Skill of class X MPLB 3 students at SMK Negeri 1 Sinjai. The researcher used the SPSS 22 For Windows application to carry out data analysis. Details of the results of data analysis can be seen below as follows:

a. Descriptive statistics

Descriptive statistics is analysis carried out to provide an overview of the data that has been collected. Descriptive data analysis is the result of questionnaires filled out by respondents, both questionnaires for variable X (Media Funny Situational Topic Cards) and variable Y (Narrative Writing Skill).

Table 4.4
Descriptive Statistics from Questionnaire Instruments

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Funny Situational	25	40.00	59.00	48.6000	5.58271

Topic Cards					
Narrative Writing Skill	25	31.00	40.00	35.880 0	2.27889
Valid N (listwise)	25				

Source: Results of data analysis using SPSS ver 22

The table above is the result of calculating statistical data using SPSS version 22 which was answered by 25 students for each variable. The value of the variable X (Funny Situational Topic Cards Media) is a minimum of 40,00, a maximum of 59,00, a mean of 76,28, and a standard deviation of 5,58. Meanwhile, for variable Y (Narrative Writing Skill), the minimum figure is 31.00, the maximum is 40.00, the mean is 35.88, and the standard deviation is 2.27. It is indicating that the students' score were relatively close to the mean. This suggest that there was low variability in students' narrative writing skills, meaning the most students achieved similar scores.

b. Normality test

The Normality Test is used to determine whether the research data is normally distributed or whether the sample was taken and came from a normally distributed population. The decision making criteria is that if the significance value is > 0.05 then it can be said that the data is normally distributed, but if the opposite is true then the data is not normally distributed. The Normality

Test used in this research is the Shapiro Wilk analytical technique. The normalization test results are as follows:

Table 4.5
Results of
Normality Test

Tests of Normality

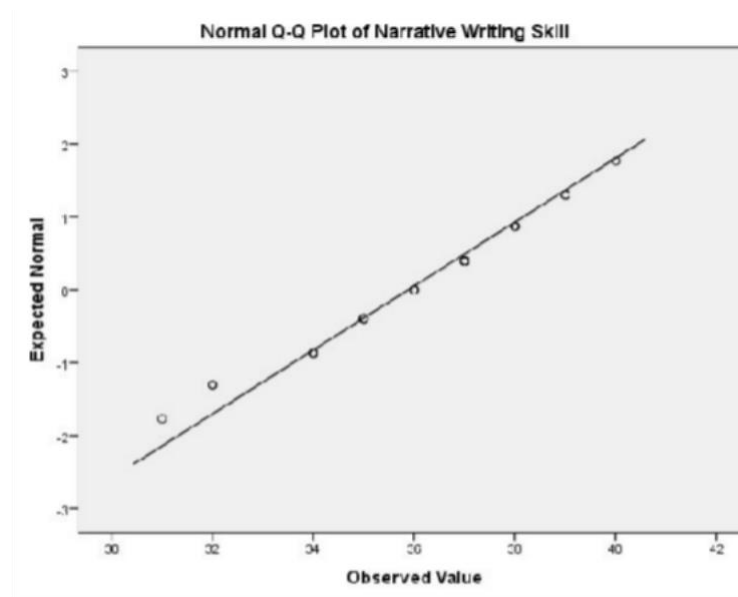
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Funny Situational Topic Cards	,173	25	,052	,936	25	,119
Narrative Writing Skill	,128	25	,200*	,966	25	,557

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Results of data analysis using SPSS ver 22

Based on the results of the normality test above, it is known that the significance value of variable X (Funny Situational Topic Cards Media) is 0,119 greater than 0,05, meanwhile the significance value of variable Y (Narrative Writing Skill) is 0,557 greater than 0,05. So, based on the table above it can be concluded that the residual data values are normally distributed.

Graph 4.1 Q-Q Plot

In the QQ plot approach, if the dots spread farther (spread tortuous on a diagonal line like a snake) from the diagonal line, it indicates that the normality assumption is not met. If the points spread is very close on the diagonal line, then the normality assumption is met (Stine, 2017).

Based on the normal QQ plot above, it can be seen that the points are located around the diagonal line. So, it can be concluded that the data is normally distributed.

c. Linearity Test

The linearity test is used to determine whether the independent variable and the dependent variable have a linear relationship. Linearity is an absolute requirement for regression analysis because basically a significant regression shows the existence of linearity (linear relationship) between the independent variable and the dependent variable. The linearity test is carried out one by one on the variables with the dependent variable. To see linearity, the deviation from linear path guideline is

used and to see the significance of the regression direction, the term linear path is used (Wagiran, 2015).

The basis for decision making in the linearity test is that if the significance value is greater than 0.05, then there is a linear relationship between the independent variable and the dependent variable (Octora et al., 2021).

Table 4.6
Results of
Linearity Test

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Narrative (Combined) Between Writing Groups Skill *		71,057	9	7,895	2,210	,084
			1	26,504	7,419	,016
	Linearity	26,504				

Funny Situational Topic Cards	Deviation from Linearity	44,553	8	5,569	1,559	,218
	Within Groups	53,583	15	3,572		
	Total	124,640	24			

Source: Results of data analysis using SPSS ver 22

Based on the table of linearity test results above, the deviation from linearity Sig result is 0.218 greater than 0.05. So it can be concluded that there is a linear relationship between variable X (Medi Funny Situational Topic Cards) and variable Y (Narrative Writing Skill).

d. Hypothesis testing

Simple regression is used to predict or test the

effect of one independent variable or independent variable on the dependent variable or dependent variable. The influence of Funny Situational Topic Cards media on the narrative writing Skill of class

This test can be carried out by comparing the significance value (Sig) with a probability of 0.05 or by other means, namely comparing the value with the value. The criteria for simple linear regression testing are by comparing the value (Sig) with 0.05, as follows:

- 1) If the significance value (Sig) is less than the probability of 0.05, it means that there is an influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at Class X MPLB 3 of SMK Negeri 1 Sinjai.
- 2) On the other hand, if the significance value (Sig) is greater than the probability of 0.05, it means that there is no influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at Class X MPLB 3 of SMK Negeri 1 Sinjai., or;

Comparing the values of t_{count} with t_{table} which the basis for taking the t-test as follows:

- 1) If the value of t_{count} is greater than t_{table} then there is an influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at Class X MPLB 3 of SMK Negeri 1 Sinjai.
- 2) On the other hand, if the t_{count} value is less than t_{table} , then there is no influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at Class X MPLB 3 of SMK Negeri 1 Sinjai.

Table 4.7
Results of Simple Linear Regression Test

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	26,504	1	26,504	6,212	,020 ^b
Residual	98,136	23	4,267		
Total	124,640	24			

a. Dependent Variable: Narrative Writing Skill

b. Predictors: (Constant), Funny Situational Topic Cards

Source: Results of data analysis using SPSS ver 22

Based on the table above, it is obtained that the value is 6.212. Meanwhile, F_{table} with 25 respondents is 0.3961, meaning that F_{count} 6,212 greater than F_{table} 0,3961, then H_0 is rejected and H_a is accepted so it can be concluded that there is an influence of funny situational topic cards on students' narrative writing Skill.

Table 4.8 Results of T-test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26,732	3,694		7,237	,000
Funny Situational Topic	,188	,076	,461	2,492	,020

Cards					
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a. Dependent Variable: Narrative Writing Skill

Source: Results of data analysis using SPSS ver 22

Based on the table above, the results show that there is a positive influence between the use of funny situational topic cards media and the narrative writing Skill of class X MPLB 3 students at SMKN 1 Sinjai. This shows that the regression coefficient between the media variable funny situational topic cards (X) is in line with the variable narrative writing Skill (Y), so the regression equation is $Y = 26.732 + 0.188X$. The magnitude of the influence can be seen in the following table:

Table 4.9
Results of Coefficient of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 a	.213	.178	2.06562
a. Predictors: (Constant), Funny Situational Topic Cards				

Source: Results of data analysis using SPSS ver 22

Based on the SPSS version 22 output above, a correlation or relationship value of 0.461 was obtained.

From the output results, a coefficient of determination or R Square was obtained of 0.213, which shows that there is an influence of funny situational topic cards media on students' writing Skill by 21.3% and the rest is influenced by other factors outside variable X.

To determine the category of the influence of the independent variable (X) on the dependent variable (Y), Cohen's f^2 formula was used, which was calculated using the following formula (Selya et al., 2012):

$$f = \frac{R^2}{1 - R^2}$$

Based on the obtained R Square value of 0.213, the Cohen's f^2 value was calculated as follows:

$$f = \frac{0.213}{1 - 0.213} = 0.271$$

According to Cohen (1988), f^2 values are classified into three categories: a small effect (0.02), a medium effect (0.15), and a large effect (0.35 or higher). Based on the

calculation using Cohen's f^2 formula, the obtained f^2 value was 0.271. This value falls within the range of 0.15 to less than 0.35 and is therefore classified as a medium effect.

3. Research Discussion

The results shows that the comparison level of significance is 0.020 less than 0.05. Apart from that, in the comparison of t_{count} and t_{table} the result is (6.212. greater than 0.3961), meaning that H_0 is rejected and H_a is accepted so it can be concluded that there is an influence of funny situational topic cards media on the narrative writing skills of class X MPLB 3 students at SMKN 1. The magnitude of the influence of funny situational topic cards media on narrative writing skill is 21.3%, this can be seen in the model summary table where an R Square of 0.213 is obtained. Based on the calculation using Cohen's f^2 formula, the obtained f^2 value was 0.271. This value falls within the range of 0.15 to less than 0.35, indicating a medium effect. Therefore, the influence of funny situational topic cards media on students' narrative writing skills is classified a medium category. So, it can be said that the use of funny situational topic cards media has a significant influence on learning to write narratives.

Based on the analysis of students' responses to the questionnaire, most students selected "Strongly Agree" that they understood the learning materials more easily, became more interested in writing narratives, and paid greater attention during narrative writing lessons when funny situational topic cards media were used. These findings indicate that the media had a significant influence on enhancing students' attention during the learning process.

The findings of this study are consistent with those of

Husnul, Asep, and Nandang (2019), who found that the use of instructional media, particularly media emphasizing visual elements, positively influenced students' attention during learning, which ultimately led to better learning outcomes (Husnul, Asep, & Nandang, 2019). Likewise, another study reported that the use of visual-based media improved students' attention, as indicated by data showing that 80% of the students paid attention to the learning materials. Therefore, visual media can be considered effective in enhancing students' attention throughout the learning process (Adam, 2021).

In addition to enhancing students' attention, the funny situational topic cards media also had a significant influence on students' interest and motivation in writing narrative texts. Most students selected "Agree" that the media increased their interest in narrative writing activities and "Strongly Agree" that it enhanced their motivation to learn narrative writing. These findings are in line with those reported by Ina et al. (2023), who found that the use of visual media in the learning process improved students' creativity in writing and increased their enthusiasm and motivation to produce better narrative compositions (Ina Magdalena et al., 2023).

Teachers who are aware of the importance of utilizing this media can enrich students' learning experiences in an interesting and interactive way. By using funny situational topic cards, teachers are able to attract students' attention and motivate students to explore their imagination in creating a narrative, thereby enabling students to develop better narrative writing skill.

Funny situational topic cards media is a very effective effort in the context of learning to write narratives. Writing

narratives is not easy and students sometimes lack motivation and get bored easily, so a creative and interesting approach is needed to increase their interest and motivation. The use of visual media, such as funny situational topic cards, can be the right solution in this context.

Funny situational topic cards is a learning medium that contains funny topics that are able to convey messages quickly and effectively to students. This media is visual based because it has a variety of colors and varied images as well as containing writing in the form of funny topics which are able to stimulate students' attention so that it has a good impact in optimizing students' narrative writing skill.

Then, regarding the use of this media for writing skill, Ani Cahyadi stated that media are tools, means, intermediaries and connectors to spread, carry or convey messages and ideas, so that they can stimulate students' thoughts, feelings, actions, interests and attention in such a way. in such a way that the teaching and learning process occurs within the students (Cahyadi, 2019). Meanwhile, according to Supriadi et al., writing skills are very complex skills, students not only express ideas, but students are also required to express ideas, concepts, feelings and desires (Supriadi et al., 2020).

Students' writing skill could develop optimally, both in terms of creativity and motivation in writing narratives, namely the need for a strategy in learning such as the use of media that can stimulate students' attention. The use of funny situational topic cards as an innovative strategy can significantly improve students' writing skill.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of funny situational topic cards media had a positive and significant influence on the narrative writing skills of first grade students at SMKN 1 Sinjai. Therefore, the research hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. Furthermore, the findings indicated that the contribution of funny situational topic cards media to students' narrative writing skills with an influence value of 21.3%. It is classified as a medium category based on Cohen's f^2 criteria. This suggests that the media provided a meaningful contribution to improving students' narrative writing skills, although other factors outside the scope of this study also influenced students' writing performance.

In addition, the questionnaire results revealed that the use of funny situational topic cards media enhanced students' attention, interest, and motivation during narrative writing activities. Most students reported that the media made the learning materials easier to understand, increased their interest in learning, and helped them stay focused during the learning process. These findings indicate that integrating humorous and visual learning media into writing instruction can create a more engaging learning environment and encourage students to participate more actively in narrative writing activities.

So, in order for students' narrative writing skill to develop more optimally, both in terms of creativity and motivation in writing narratives, an innovative strategy is needed, namely using funny situational topic cards media.

B. Suggestion

Based on research results on the influence of funny situational topic cards on the narrative writing skills of class X MPLB 3 students at SMK Negeri 1 Sinjai, there are several suggestions from researchers as follows:

1. For English Teachers

Teachers are encouraged to use funny situational topic cards media more frequently in the process of learning to write narratives. This media has been proven to be effective in improving students' writing skill, thus helping students become more active and creative in writing. Additionally, teachers can develop a variety of funny situational topic cards media that are more diverse and tailored to the context and needs of the students.

2. For student

Students are expected to be more motivated and enthusiastic in writing narratives with interesting and fun funny situational topic cards. Apart from that, students can also use funny situational topic cards to develop their creativity in writing, by exploring various funny situations provided by this media.

3. For Other Researchers

It is hoped that other researchers can carry out further research to test the effectiveness of funny situational topic cards in various contexts and at different levels of education. Further research could also explore the influence of this media on other aspects of writing skills, such as argumentative or expository writing, developing and testing new variations of funny situational topic cards, and evaluating its impact on various other language skills. Apart from that, the results of research on the effectiveness of funny situational topic cards should be

published and disseminated through scientific journals, seminars or educational conferences, so that they can become a reference for educators and other researchers.

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APPENDIX

Appendix 1

INSTRUMENTS GRID

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at First Grade of SMK Negeri 1
Sinjai

Variable	Indicator	Sub Indicator	Items		Method	Data source
			Positive	Negative		
Media Funny Situational Topic Cards (X)	Makes it easier to convey messages	1. Makes it easier to deliver material	1	2	Questionnaire	Students
		2. Students find it easy to accept learning material	3			
	Learning is more interesting	Students are interested in learning	4			
	Learning is more interactive	Students feel happy with learning	5	6		
	Students' positive attitudes towards learning material	1. Students are responsive to learning material	7			
		2. Students are more focused on learning	8			

	The effectiveness and efficiency of learning increases	1. Students are able to understand the learning material	9	11		
		2. Students are able to understand the learning objectives	10			
		3. Students obtain information about learning material	12			
	Students' passion for learning increases	Students are eager to learn	13			
	Students' interest and motivation to learn increases	1. Students are motivated to learn	14			
		2. Students are interested in learning	15			

Narrative Writing Skill (Y)	Conformity of content to topic (theme)	1. Conformity of narrative content to the predetermined theme	1	2	Questionnaire	Students
		2. Clarity of character characteristics	3			

	Diction (word choice)	1. Accurate sentences are structured effectively	4			
		2. Vocabulary appropriate to the narrative theme	5			
	Spelling usage	1. Use capital letters appropriately and correctly	6			
		2. Use punctuation marks appropriately and correctly	7	8		
	Neatness	1. The sentence structure is neat so it is easy to read	9			
		2. Cohesive paragraph structure.	10			

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing
Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name :

Class ..
:

..

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use				
2	I found it difficult to write narrative when using funny situational topic cards media				
3	I could easily understand to write narrative when using funny situational topic cards media				
4	The use of funny situational topic cards media made me interested to write narrative				
5	I felt relaxed to write narrative when using funny situational topic cards media				
6	The use of funny situational topic cards media did not make narrative writing more interesting				
7	I actively participated to write narrative				

	when using funny situational topic cards media				
8	I concentrated better while writing narrative when using funny situational topic cards media				
9	The use of funny situational topic cards media helped me understand the concept of narrative writing				
10	I clearly understood the step of narrative writing when using funny situational topic cards media				
11	The use of funny situational topic cards media was somewhat confusing				
12	I could write a narrative without difficulty when using funny situational topic cards media				
13	I was eager to write narrative when using funny situational topic cards media				
14	The use of funny situational topic cards media increased my motivation to write narrative				
15	Using funny situational topic cards media can increase my interest in writing narrative				
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media				
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media				
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media				
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media				
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media				
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media				
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media				

8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media				
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media				
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media				

Appendix 3

List of Respondent

No	Name	Class	Gender
1	Akfa Nulkhair	X MPLB 3	Male
2	Arjun Agusdiansyah	X MPLB 3	Male
3	Azzam Harul Aeni	X MPLB 3	Male
4	Dina Aminarti	X MPLB 3	Female
5	Eva Ananda	X MPLB 3	Female
6	Gagah Novalina	X MPLB 3	Female
7	Harmita	X MPLB 3	Female
8	Intan	X MPLB 3	Female
9	Izzah Nurul Azizah	X MPLB 3	Female
10	M. Alfiansyah	X MPLB 3	Male
11	Muh. Jumadil Yusuf	X MPLB 3	Male
12	Nabila	X MPLB 3	Female
13	Nur Cahaya	X MPLB 3	Female
14	Nurul Azkiya Diba	X MPLB 3	Female
15	Nurwahyuni	X MPLB 3	Female
16	Putri Aprilya	X MPLB 3	Female
17	Rahmatullah	X MPLB 3	Male
18	Ridwan	X MPLB 3	Male
19	Rina Lestari	X MPLB 3	Female
20	Saskia Adelia	X MPLB 3	Female
21	Silfana Soleha	X MPLB 3	Female
22	Suci	X MPLB 3	Female
23	Surya Agung Prasetyo	X MPLB 3	Male
24	Ulil Albab	X MPLB 3	Male
25	Yahyar	X MPLB 3	Male

Appendix 4

RESEARCH INSTRUMENT RESULTS

Variable X Questionnaire Results

No	Respondent	Question Items															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	R1	3	3	4	3	2	3	3	3	2	3	3	2	3	3	3	43
2	R2	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	42
3	R3	3	3	1	3	2	3	3	3	2	3	3	2	3	3	3	40
4	R4	4	3	3	3	4	2	3	2	3	4	3	3	3	3	4	47
5	R5	4	3	4	3	4	4	3	3	4	4	3	4	3	3	4	53
6	R6	4	3	3	3	3	4	3	3	3	2	2	3	4	3	2	45
7	R7	3	3	3	2	3	3	3	3	3	3	2	3	2	3	3	42
8	R8	4	2	4	1	3	4	1	4	1	4	4	3	3	3	4	45
9	R9	3	3	3	2	3	3	2	3	3	3	2	3	4	3	3	43
10	R10	4	3	3	3	3	4	3	2	3	2	4	3	3	3	4	47
11	R11	2	3	4	3	3	2	3	3	3	3	4	3	4	2	3	45
12	R12	3	2	4	3	4	3	3	3	3	3	2	3	3	4	2	45
13	R13	4	3	3	2	1	4	3	3	3	2	3	4	3	2	3	43
14	R14	4	4	3	3	3	2	3	2	3	4	3	3	3	3	4	47
15	R15	4	3	4	3	4	4	3	3	4	4	3	4	3	3	4	53
16	R16	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	58
17	R17	4	3	4	3	3	2	3	4	3	2	3	3	3	3	4	47
18	R18	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	58

19	R19	3	3	4	3	3	3	4	4	3	3	4	3	3	4	3	50
20	R20	4	3	3	3	3	3	4	4	3	3	3	4	3	4	3	50
21	R21	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	59
22	R22	3	3	4	3	3	3	4	4	3	3	4	3	3	4	3	50
23	R23	4	3	4	4	3	4	4	4	4	4	4	3	3	3	4	55
24	R24	4	3	4	3	4	3	3	4	4	4	3	4	3	3	4	53
25	R25	4	3	4	3	4	4	4	4	4	3	3	4	4	3	4	55

Appendix 5

RESEARCH INSTRUMENT RESULTS

Variable Y Questionnaire Results

No	Respondent	Question Items										Total
		1	2	3	4	5	6	7	8	9	10	
1	R1	4	3	3	3	4	4	3	4	3	4	35
2	R2	3	3	3	3	3	3	3	3	3	3	31
3	R3	3	4	3	4	3	4	4	4	4	3	35
4	R4	3	3	3	3	3	3	3	4	3	3	32
5	R5	3	4	4	3	3	4	3	4	4	3	35
6	R6	3	4	4	3	3	3	4	4	4	3	35
7	R7	4	4	4	4	4	4	3	4	3	3	36
8	R8	4	4	3	4	3	3	3	4	3	3	34
9	R9	4	4	3	4	4	4	3	3	3	4	34
10	R10	4	4	4	4	4	4	2	4	3	4	37
11	R11	3	3	3	3	3	3	3	3	3	4	32
12	R12	3	3	3	3	3	3	3	3	3	3	34
13	R13	4	2	4	4	4	4	4	4	2	4	37
14	R14	4	4	4	3	4	3	4	4	4	4	37
15	R15	3	4	2	4	3	3	4	4	4	3	38
16	R16	4	4	4	2	4	3	4	4	4	4	35
17	R17	4	4	4	4	4	3	4	4	4	4	38

18	R18	3	3	3	3	3	4	3	3	3	3	36
19	R19	4	4	4	4	4	4	4	4	3	4	37
20	R20	4	4	4	4	4	4	4	4	4	4	39
21	R21	3	4	4	3	3	4	4	4	4	3	36
22	R22	4	4	3	4	3	4	4	4	4	4	37
23	R23	4	4	4	4	4	4	4	4	4	4	39
24	R24	3	4	4	4	4	4	4	4	4	4	38
25	R25	4	4	4	3	3	4	3	4	4	4	40

Appendix 6

The Result of Analysis Data Questionnaire

No	Name	Funny Situational Topic Cards Media	Narrative Writing Skill
1	R1	43	35
2	R2	42	31
3	R3	40	35
4	R4	47	32
5	R5	53	35
6	R6	45	35
7	R7	42	36
8	R8	45	34
9	R9	43	34
10	R10	47	37
11	R11	45	32
12	R12	45	34
13	R13	43	37
14	R14	47	37
15	R15	53	38
16	R16	58	35
17	R17	47	38
18	R18	58	36
19	R19	50	37
20	R20	50	39
21	R21	59	36
22	R22	50	37
23	R23	55	39
24	R24	53	38
25	R25	55	40
Amount		1215	897

7 Appendix

The Result of the Validity Test (Variable X)

Correlations

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Total
X1 Pearson Correlation Sig. (2- tailed) N	1	,263	,094	,171	,296	,470*	,102	,125	,318	,239	,063	,588**	,055	,125	,599**	,530**
		,203	,653	,414	,151	,018	,627	,550	,121	,249	,765	,002	,793	,552	,002	,006
	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X2 Pearson Correlation Sig. (2- tailed) N	,263	1	-,199	,635**	,082	,050	,549**	,044	,438*	,294	,206	,321	,407*	,234	,405*	,527**
	,203		,340	,001	,696	,811	,004	,834	,029	,153	,323	,118	,043	,260	,045	,007
	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X3 Pearson Correlation Sig. (2- tailed) N	,094	-,199	1	,032	,405*	,089	,077	,379	,286	,196	,190	,378	,063	,094	,218	,430*
	,653	,340		,878	,045	,673	,714	,061	,166	,348	,362	,062	,766	,653	,295	,032
	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X4 Pearson Correlation Sig. (2-	,171	,635**	,032	1	,325	,107	,802**	,207	,605**	,276	,283	,208	,382	,449*	,231	,669**
	,414	,001	,878		,113	,610	,000	,320	,001	,181	,170	,318	,059	,025	,266	,000

tailed d) N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X5 Pearson Correlation Sig. (2-tailed)	,296 ,151	,082 ,696	,405* ,045	,325 ,113	1 ,690	,084 ,386	,181 ,452	,158 ,452	,488* ,013	,537* ,006	,040 ,848	,505* ,010	,233 ,263	,407* ,044	,384 ,058	,633* ,001

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X6	Pearson Correlation Sig. (2-tailed) N	,470*	,050	,089	,107	,084	1	,128	,308	,246	,103	,154	,453*	,251	,157	,167	,454*
		,018	,811	,673	,610	,690		,542	,134	,236	,624	,461	,023	,226	,455	,425	,023
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X7	Pearson Correlation Sig. (2-tailed) N	,102	,549**	,077	,802**	,181	,128	1	,376	,601**	,065	,274	,338	,203	,510**	,072	,623**
		,627	,004	,714	,000	,386	,542		,064	,001	,757	,185	,099	,331	,009	,731	,001
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X8	Pearson Correlation Sig. (2-tailed) N	,125	,044	,379	,207	,158	,308	,376	1	,170	,174	,326	,371	,240	,460*	,137	,543**
		,550	,834	,061	,320	,452	,134	,064		,418	,407	,111	,068	,248	,021	,513	,005
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X9	Pearson Correlation Sig. (2-tailed) N	,318	,438*	,286	,605**	,488*	,246	,601**	,170	1	,260	-,040	,630**	,250	,139	,325	,691**
		,121	,029	,166	,001	,013	,236	,001	,418		,209	,849	,001	,227	,507	,113	,000
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X11	Pearson Correlation Sig. (2-tailed) N	,239	,294	,196	,276	,537**	,103	,065	,174	,260	1	,255	,309	,062	,279	,563**	,561**
		,249	,153	,348	,181	,006	,624	,757	,407	,209		,220	,133	,770	,176	,003	,004

taile d) N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
X12 Pearson Correl ati on Sig. (2- taile d) N	,063 ,765 25	,206 ,323 25	,190 ,362 25	,283 ,170 25	,040 ,848 25	,154 ,461 25	,274 ,185 25	,326 ,111 25	-,040 ,849 25	,255 ,220 25	1 25	,095 ,652 25	,120 ,566 25	,126 ,549 25	,488* ,013 25	,430* ,032 25
X13 Pearson Correlati	,588** **	,321	,378	,208	,505* *	,453* *	,338	,371	,630** **	,309	,095	1	,308	,196	,421* *	,736** **

	on Sig. (2- tailed) N	,002 25	,118 25	,062 25	,318 25	,010 25	,023 25	,099 25	,068 25	,001 25	,133 25	,652 25	25	,135 25	,348 25	,036 25	,000 25
X14	Pearson Correlation Sig. (2- tailed) N	,055 25	,407* 25	,063 25	,382 25	,233 25	,251 25	,203 25	,240 25	,250 25	,062 25	,120 25	,308 25	1 25	,110 25	,044 25	,420* 25
X15	Pearson Correlation Sig. (2- tailed) N	,125 25	,234 25	,094 25	,449* 25	,407* 25	,157 25	,510** 25	,460* 25	,139 25	,279 25	,126 25	,196 25	,110 25	1 25	-,022 25	,504* 25
X16	Pearson Correlation Sig. (2- tailed) N	,599** 25	,405* 25	,218 25	,231 25	,384 25	,167 25	,072 25	,137 25	,325 25	,563** 25	,488* 25	,421* 25	,044 25	-,022 25	1 25	,601** 25
Total	Pearson Correlation Sig. (2- tailed) N	,530** 25	,527** 25	,430* 25	,669** 25	,633** 25	,454* 25	,623** 25	,543** 25	,691** 25	,561** 25	,430* 25	,736** 25	,420* 25	,504* 25	,601** 25	1 25

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 8

The Result of the Validity Test (Variable Y)

[illegible]

Y06	Pearson Correlation	,263	,120	,313	,398*	,294	1	-,028	,204	-,028	,263	,468*
	Sig. (2-tailed)	,204	,569	,128	,049	,153		,893	,328	,893	,204	,018

	N	25	25	25	25	25	25	25	25	25	25	25
Y07	Pearson Correlation	,039	,235	,214	,150	,173	-,028	1	,418*	,515**	,180	,419*
	Sig. (2-tailed)	,852	,258	,305	,473	,408	,893		,038	,008	,390	,037
	N	25	25	25	25	25	25	25	25	25	25	25
Y08	Pearson Correlation	,363	,440*	,453*	,244	,280	,204	,418*	1	,418*	,161	,555**
	Sig. (2-tailed)	,075	,028	,023	,240	,175	,328	,038		,038	,442	,004
	N	25	25	25	25	25	25	25	25	25	25	25
Y09	Pearson Correlation	-,101	,746**	,214	-,092	-,106	-,028	,515**	,418*	1	,039	,451*
	Sig. (2-tailed)	,631	,000	,305	,661	,614	,893	,008	,038		,852	,024
	N	25	25	25	25	25	25	25	25	25	25	25
Y10	Pearson Correlation	,675**	,071	,382	,180	,690**	,263	,180	,161	,039	1	,458*
	Sig. (2-tailed)	,000	,736	,060	,390	,000	,204	,390	,442	,852		,021
	N	25	25	25	25	25	25	25	25	25	25	25
Total	Pearson Correlation	,458*	,428*	,454*	,419*	,410*	,468*	,419*	,555**	,451*	,458*	1
	Sig. (2-tailed)	,021	,033	,023	,037	,042	,018	,037	,004	,024	,021	
	N	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 9

The Output of SPSS

a. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Funny Situational Topic Cards	25	40.00	59.00	48.6000	5.58271
Narrative Writing Skill	25	31.00	40.00	35.8800	2.27889
Valid N (listwise)	25				

b. Normality Test

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Funny Situational Topic Cards	,173	25	,052	,936	25	,119
Narrative Writing Skill	,128	25	,200*	,966	25	,557

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. Linearity Test

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Narrative Writing Skill * Funny Situational Topic Cards	Between Groups	71,057	9	7,895	2,210	,084
	(Constant)	26,504	1	26,504	7,419	,016
	Linearity	26,504	8	5,569	1,559	,218
	Deviation from Linearity	44,553				
	Within Groups	53,583	15	3,572		
Total		124,640	24			

d. Simple Linear Regression Test

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	26,504	1	26,504	6,212	,020b
Residual	98,136	23	4,267		
Total	124,640	24			

a. Dependent Variable: Narrative Writing Skill

b. Predictors: (Constant), Funny Situational Topic Cards

e. T-Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26,732	3,694		7,237	,000
Funny Situational Topic Cards	,188	,076	,461	2,492	,020

a. Dependent Variable: Narrative Writing Skill

f. Coefficient Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,461 a	,213	,178	2.06562

a. Predictors: (Constant), Funny Situational Topic Cards

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : Januar
 Class : MPLB 3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use	✓			
2	I found it difficult to write narrative when using funny situational topic cards media		✓		
3	I could easily understand to write narrative when using funny situational topic cards media	✓			
4	The use of funny situational topic cards media made me interested to write narrative		✓		
5	I felt relaxed to write narrative when using funny situational topic cards media	✓			
6	The use of funny situational topic cards media did not make narrative writing more interesting	✓			
7	I actively participated to write narrative when using funny situational topic cards media	✓			
8	I concentrated better while writing narrative when using funny situational topic cards media	✓			
9	The use of funny situational topic cards media helped me understand the concept of narrative writing	✓			
10	I clearly understood the step of narrative writing				

	when using funny situational topic cards media		✓		
11	The use of funny situational topic cards media was somewhat confusing		✓		
12	I could write a narrative without difficulty when using funny situational topic cards media	✓			
13	I was eager to write narrative when using funny situational topic cards media	✓			
14	The use of funny situational topic cards media increased my motivation to write narrative		✓		
15	Using funny situational topic cards media can increase my interest in writing narrative	✓			
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media	✓			
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media		✓		
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media		✓		
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media	✓			
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media		✓		
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media	✓			
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media	✓			
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓			

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : SUCI
Class : X MP1B 3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use		✓		
2	I found it difficult to write narrative when using funny situational topic cards media		✓		
3	I could easily understand to write narrative when using funny situational topic cards media	✓			
4	The use of funny situational topic cards media made me interested to write narrative		✓		
5	I felt relaxed to write narrative when using funny situational topic cards media		✓		
6	The use of funny situational topic cards media did not make narrative writing more interesting		✓		
7	I actively participated to write narrative when using funny situational topic cards media	✓			
8	I concentrated better while writing narrative when using funny situational topic cards media	✓			
9	The use of funny situational topic cards media helped me understand the concept of narrative writing		✓		
10	I clearly understood the step of narrative writing				

	when using funny situational topic cards media		✓		
11	The use of funny situational topic cards media was somewhat confusing		✓		
12	I could write a narrative without difficulty when using funny situational topic cards media	✓			
13	I was eager to write narrative when using funny situational topic cards media	✓			
14	The use of funny situational topic cards media increased my motivation to write narrative		✓		
15	Using funny situational topic cards media can increase my interest in writing narrative	✓			
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media	✓			
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media		✓		
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media		✓		
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media	✓			
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media		✓		
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media	✓			
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media	✓			
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓			

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : Rina Lestari
 Class : X.MPLB.3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No		Statements	Answer Choices			
			4	3	2	1
Funny Situational Topic Cards Media						
1	The funny situational topic cards media is easy to use		✓			
2	I found it difficult to write narrative when using funny situational topic cards media		✓			
3	I could easily understand to write narrative when using funny situational topic cards media	✓				
4	The use of funny situational topic cards media made me interested to write narrative		✓			
5	I felt relaxed to write narrative when using funny situational topic cards media		✓			
6	The use of funny situational topic cards media did not make narrative writing more interesting		✓			
7	I actively participated to write narrative when using funny situational topic cards media	✓				
8	I concentrated better while writing narrative when using funny situational topic cards media	✓				
9	The use of funny situational topic cards media helped me understand the concept of narrative writing		✓			
10	I clearly understood the step of narrative writing					

	when using funny situational topic cards media		✓		
11	The use of funny situational topic cards media was somewhat confusing	✓	✗		
12	I could write a narrative without difficulty when using funny situational topic cards media		✓		
13	I was eager to write narrative when using funny situational topic cards media		✓		
14	The use of funny situational topic cards media increased my motivation to write narrative	✓			
15	Using funny situational topic cards media can increase my interest in writing narrative		✓		
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media	✓			
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media	✓			
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media	✓			
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media	✓			
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media	✓			
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media	✓			
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media		✓		
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓	✓		

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : Sofia Azzila
 Class : X MPLB3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use	✓			
2	I found it difficult to write narrative when using funny situational topic cards media		✓		
3	I could easily understand to write narrative when using funny situational topic cards media		✓		
4	The use of funny situational topic cards media made me interested to write narrative		✓		
5	I felt relaxed to write narrative when using funny situational topic cards media		✓		
6	The use of funny situational topic cards media did not make narrative writing more interesting		✓		
7	I actively participated to write narrative when using funny situational topic cards media	✓			
8	I concentrated better while writing narrative when using funny situational topic cards media	✓			
9	The use of funny situational topic cards media helped me understand the concept of narrative writing		✓		
10	I clearly understood the step of narrative writing				

	when using funny situational topic cards media		✓		
11	The use of funny situational topic cards media was somewhat confusing		✓		
12	I could write a narrative without difficulty when using funny situational topic cards media	✓			
13	I was eager to write narrative when using funny situational topic cards media		✓		
14	The use of funny situational topic cards media increased my motivation to write narrative	✓			
15	Using funny situational topic cards media can increase my interest in writing narrative		✓		
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media	✓			
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media	✓			
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media	✓			
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media	✓			
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media	✓			
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media	✓			
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media	✓			
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓			

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : IZZAH NURUL AZIZAH
 Class : X MPLB 3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use		✓		
2	I found it difficult to write narrative when using funny situational topic cards media		✓		
3	I could easily understand to write narrative when using funny situational topic cards media		✓		
4	The use of funny situational topic cards media made me interested to write narrative			✓	
5	I felt relaxed to write narrative when using funny situational topic cards media		✓		
6	The use of funny situational topic cards media did not make narrative writing more interesting		✓		
7	I actively participated to write narrative when using funny situational topic cards media			✓	
8	I concentrated better while writing narrative when using funny situational topic cards media		✓		
9	The use of funny situational topic cards media helped me understand the concept of narrative writing		✓		
10	I clearly understood the step of narrative writing				

	when using funny situational topic cards media		✓		
11	The use of funny situational topic cards media was somewhat confusing			✓	
12	I could write a narrative without difficulty when using funny situational topic cards media		✓		
13	I was eager to write narrative when using funny situational topic cards media	✓			
14	The use of funny situational topic cards media increased my motivation to write narrative		✓		
15	Using funny situational topic cards media can increase my interest in writing narrative		✓		
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media		✓		
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media	✓			
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media	✓			
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media	✓			
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media		✓		
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media		✓		
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media		✓		
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓			

Students' Questionnaires Sheet

The Influence of Funny Situational Topic Cards Media on Students' Narrative Writing Skill at first Grade of SMK Negeri 1 Sinjai

I. Respondent Identity

Name : Nurul Azkiya Adiba
 Class : X MPLB 3

II. Instructions for Filling Out the Questionnaire

For each statement, choose one of the answer that suits your situation, then put a check list mark (✓) on one of the statement provided with the following information:

1. Choose 4 : Strongly agree
2. Choose 3 : Agree
3. Choose 2 : Disagree somewhat
4. Choose 1 : Disagree

III. Statements

No	Statements	Answer Choices			
		4	3	2	1
Funny Situational Topic Cards Media					
1	The funny situational topic cards media is easy to use	✓			
2	I found it difficult to write narrative when using funny situational topic cards media	✓			
3	I could easily understand to write narrative when using funny situational topic cards media		✓		
4	The use of funny situational topic cards media made me interested to write narrative		✓		
5	I felt relaxed to write narrative when using funny situational topic cards media		✓		
6	The use of funny situational topic cards media did not make narrative writing more interesting			✓	
7	I actively participated to write narrative when using funny situational topic cards media		✓		
8	I concentrated better while writing narrative when using funny situational topic cards media			✓	
9	The use of funny situational topic cards media helped me understand the concept of narrative writing		✓		
10	I clearly understood the step of narrative writing				

	when using funny situational topic cards media	✓			
11	The use of funny situational topic cards media was somewhat confusing		✓		
12	I could write a narrative without difficulty when using funny situational topic cards media		✓		
13	I was eager to write narrative when using funny situational topic cards media		✓		
14	The use of funny situational topic cards media increased my motivation to write narrative		✓		
15	Using funny situational topic cards media can increase my interest in writing narrative	✓			
Narrative Writing Skills					
1	Determining the theme of a narrative text was easier when using funny situational topic cards media	✓			
2	I found it difficult to determine the theme of a narrative text when using funny situational topic cards media	✓			
3	I was able to describe each character's personality in a narrative text when using funny situational topic cards media	✓			
4	I always paid attention to the coherence of each sentence in a narrative text when using funny situational topic cards media		✓		
5	I used appropriate diction in writing a narrative text when using funny situational topic cards media	✓			
6	I used capital letter appropriate capitalization in a narrative text when using funny situational topic cards media		✓		
7	I paid attention to the correct use of punctuation on writing a narrative text when using funny situational topic cards media	✓	✓		
8	I did not always use punctuation correctly on writing narrative when using funny situational topic cards media	✓			
9	I consistently used correct spelling on writing narrative when using funny situational topic cards media	✓			
10	I focused on the sentence structure in narrative writing when using funny situational topic cards media	✓			

Appendix 10

Documentations of the Research



Appendix 11

 **UAD UNIVERSITAS ISLAM AHMAD DAHLAN** | FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : 300.D1/III.3.AU/F/2024
Lamp : -
Hal : Permohonan Izin Penelitian

Sinjai, 12 Dzulqaidah 1445 H
20 Mei 2024 M

Kepada Yang Terhormat
Kepala SMK Negeri 1
Di -
Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Hijrawati
NIM : 200110010
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:
" The Influence Of Funny Situational Topic Cards Media On Students' Narrative Writing Skill At First Grade Of SMK Negeri 1 Sinjai ".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di SMKN 1 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.


Dekan,
Dr. Fakhri, M.Pd.I
NBN 1213495

Tembusan disampaikan Kepada Yth :
1. Rektor UIAD Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai

Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai | Email: rikulad@gmail.com | Rikulad | Rikuladsinjai | www.rik.ulad.ac.id
Telp. 082291930670 Kode Pos. 92612 | UIAD Sinjai Official | ularad sinjai

Appendix 12


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SINJAI
Jalan Telekom No. 1 Sinjai Provinsi Sulawesi Selatan Telp/Fax (0483) 72723 E-Mail : smkn1sinjai@gmail.com Sinjai 7293611

SURAT KETERANGAN PENELITIAN
Nomor : 420 / 195 -UPT SMKN 1/SJ/DISDIK

Yang bertanda tangan di bawah ini kepala UPT SMK Negeri 1 Sinjai :

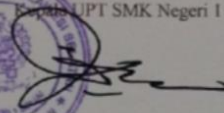
Nama : **Ir. MIKYAL ARSYAD, S.Pd., M.P**
NIP : 19661231 200502 1 007
Jabatan : Kepala UPT SMK Negeri 1 Sinjai

Menerangkan Bahwa :

Nama : **HJRAWATI**
Tempat/Tanggal Lahir : Sinjai, 05 November 2001
Nim : 200110010
Prodi : Tadris Bahasa Inggris
Alamat : Dusun Dumme, Desa Sanjai, Kec. Sinjai Timur, Kab. Sinjai

Telah melaksanakan penelitian di UPT SMK Negeri 1 Sinjai pada tanggal 27 Mei 2024 s/d 1 Juli 2024 dengan judul Penelitian *"The Influence of Funny Situational Topic Cards Media On Students Narrative Writing Skill at First Grade of SMK Negeri 1 Sinjai"*

Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 1 Juli 2024
Kepala UPT SMK Negeri 1 Sinjai

Ir. Mikyal Arsyad, S.Pd., M.P
NIP. 19661231 200502 1 007



BerAKHLAK  **bangga**  **Sipakatau** 

SETULUS HATI - SEGENAP JIWA - SEKUT RAGA - MENCERDASKAN SULAWESI SELATAN | BICERDAS

Appendix 13



**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

SURAT KEPUTUSAN
NOMOR: 598.D1/III.3.AU/F/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
- e. Pedoman PP. Muhammadiyah No. 02/PEH/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- f. Statuta Universitas Islam Ahmad Dahlan.

Memperhatikan :

1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

Menetapkan :

Pertama :

Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Jamaluddin, S.Pd I., M.Pd.I.	St. Rahmaniah Bahrin, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Hijrawati

NIM : 200110010

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Influence of Funny Situational Topic Cards on Students' Narrative Writing Skills at First Grade Students of SMK Negeri 1 Sinjai

Kedua :

Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.

Ketiga :

Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.

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