

THESIS

**THE USE OF SHORT FAIRY TALES VIDEO IN TEACHING NARRATIVE
WRITING TEXT TO JUNIOR HIGH SCHOOL STUDENTS AT ST.
YOSEPH NAIKOTEN KUPANG**



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WIDYA MANDIRA CATHOLIC UNIVERSITY

KUPANG

2025

APPROVAL SHEET

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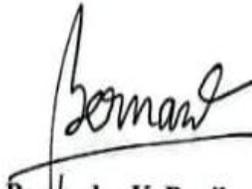
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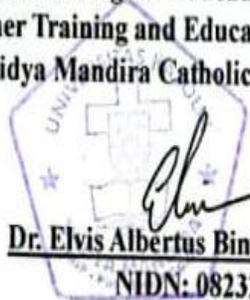
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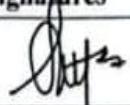
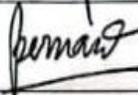
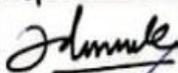



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Kupang, 02 Maret 2026



Maria Mariati Buka Toi

MOTTO

"Surely there is a future, and your hope will not be cut off."

(Proverbs 23:18)

DEDICATION

I dedicate this writing to:

1. My father, Lambertus Laga Walen, and my mother, Wae Tara, for their unwavering prayers, love, and sacrifices that have been the foundation of my journey.
2. My beloved siblings, Richardus Wainira, Robertus Wainira, and Inggrita Wainira, whose constant encouragement and moral support have strengthened me throughout this academic pursuit.
3. My sister-in-law, Narti, for her sincere care and motivation during the process of completing this work.
4. My nieces, Milan and Morgan, whose joy and inspiration have been a source of renewed energy and determination

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The writer believes and realizes that their help and advice cannot be counted on.

May the Almighty God bless them all.

Kupang, December 2025

Maria Mariati Buka Toi

ABSTRACT

This study investigates the effectiveness of using short fairy tale videos in teaching narrative writing to junior high school students at SMPK St. Yoseph Naikoten Kupang. There are two research questions: 1) How effective was the use of short fairy tale videos in teaching narrative writing skills to Junior High School students of St. Yoseph Naikoten Kupang? 2) What are the difficulties that the student experiences in writing narrative text using the short fairy tale videos? The research employed Classroom Action Research (CAR), conducted in two cycles, involving class IX B students. The instruments consisted of a pre-test, a post-test, and an observation sheet. The findings revealed a significant improvement in students' writing performance. The mean score increased from 62.3 in the pre-test to 78.6 in the first post-test, and further to 85.4 in the second post-test. Before the implementation, students struggled with limited vocabulary, weak organization, and difficulties in developing ideas. After the intervention, their ability to construct narrative texts improved considerably. It can be concluded that short fairy tale videos are effective as a medium to enhance students' narrative writing skills. Therefore, it is suggested that for the teacher, although short fairy tale videos are one of the most common media in teaching narrative text writing, teachers need to organize the class and teach vocabulary used in the writing before asking students to write. This will help students to use appropriate words in their writing. For future researchers, as the present study only focuses on narrative writing text, future research may conduct a similar study focusing on other writing genres, such as descriptive text, recount, procedure, and other text types.

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