

**THE USE OF ANIMATION MOVIE FOR DEVELOPING STUDENTS'
WRITING SKILL OF NARRATIVE TEXT: AN EXPERIMENTAL
STUDY AT THE TENTH GRADE STUDENTS IN
SMAN 1 LABUHAN HAJI**

THESIS



By

BAIQ AYU WAHYUNI

NPM. 45731194FBI13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
GUNUNG RINJANI UNIVERSITY
2017**

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THESIS

Presented to
Gunung Rinjani University in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan* (S.Pd)



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**BAIQ AYU WAHYUNI
NPM.45731194FBI13**

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2017**

PAGE OF APPROVAL

Thesis by

Name : BAIQ AYU WAHYUNI

Student Number : 45731194FBI13

Title : **The Use of Animation Movie for Developing Students' Writing Skill of Narrative Text: an Experimental Study at the Tenth Grade Students in SMAN 1 LABUHAN HAJI.**

English Education Department in Faculty of Teacher Training and Education
GunungRinjani University

Approved, November.....2017

By board of Advisors

Mawardi, S.S, M.Pd
NIDN: 0830128002
(Advisor I)

(_____)

Ari Saputra, M.Pd
NIDN:0813078503
(Advisor II)

(_____)

Acknowledged by
Head of English Education Department

Mawardi, S.S, M.Pd
NIDN.0830128002

RATIFICATION

Thesis by

Name : BAIQ AYU WAHYUNI

Student's Number : 45731194FBI13

Title : The Use of Animation Movie for Developing Students' Writing Skill of Narrative Text: an Experimental Study at the Tenth Grade Students in SMAN 1 LABUHAN HAJI.

At English Education Study Program of Teacher Training Education
University of Gunung Rinjani

approved November.....2017

By Board of Examiners

Burhanul Aqli, M.Pd.
NUPN: 9908420002
(Chair)

(_____)

Mawardi, S.S, M.Pd
NIDN: 0830128002
(Member)

(_____)

Ari Saputra, M.Pd
NIDN:0826088302
(Member)

(_____)

Acknowledged by

Dean of Faculty of Teacher Training and Education

SULAIMAN, S.E, M.Pd, M.M
NIDN : 080117301

LEMBAR PERNYATAAN

Saya menyatakan dengan sebenarnya, bahwa skripsi yang saya susun sebagai syarat untuk memperoleh gelar Sarjana Pendidikan program Studi Pendidikan Bahasa Inggris, Universitas Gunung Rinjani Lombok seluruhnya merupakan hasil karya saya sendiri.

Adapun bagian-bagian tertentu dalam penulisan Skripsi yang saya kutip hasil karya orang lain telah dituliskan sumbernya secara jelas dan sesuai dengan norma, kaidah serta etika akademis.

Apabila dikemudian hari ditemukan seluruh atau sebagian skripsi ini bukan hasil karya saya sendiri atau adanya plagiat dalam bagian-bagian tertentu, saya bersedia menerima sanksi pencabutan gelar akademik yang saya sandang dan sanksi-sanksi lainnya sesuai dengan peraturan perundangan yang berlaku di wilayah Negara Republik Indonesia.

Selong.....2017
Yang memberi pernyataan

(BAIQ AYU WAHYUNI)

MOTTO

GRAB YOUR VICTORY BY BEING YOURSELF
BECAUSE THAT WILL MAKE YOU AND YOUR
PARENTS FEEL PROUD.

ACKNOWLEDGEMENT

First of all, I praise to Allah the Almighty for the blessing and mercy given to me during my study and the completion of this thesis.

Peace and solution to the prophet Muhammad SAW Who has brought us from the darkness to the brightness.

I also would like to extend my deep thanks to all lecturers of the english department of Gunung Rinjani University who have taught me since the first year of my study. The writer wishes, however, to give her since rest gratitude and appreciation to :

1. Drs. H. Ayip Rosyidi, M.M as the rector of University of Gunung Rinjani
2. Sulaiman, S.E, M.Pd, M.M as the dean of Faculty of Teacher Training and Education
3. Mawadi, S.S, M.Pd as the head of English Department
4. Mawadi, S.S, M.Pd as the first advisor and Ari Saputra, M.Pd as the second advisor for their patience in providing careful guidance, helpful correction, very good advice as well as suggestion and encouragement during the consultation.
5. Burhanul aqli, M.Pd as the netural examiner who has given charm ideas, suggestion, advices and many other things which were useful in completing this thesis.
6. Lecturer in english department of FKIP for valuable knowledge, guidance, and advices during the year of her study.

7. H. Jumenah, S.Pd as the headmaster of SMAN 1 LABUHAN HAJI who had allowed the writer to carry out the researcher in her school. Mashur, S.Pd as the English teacher of tenth grade X IPA 1 and X IPA 2, thanks for the cooperation and the school staff and X IPA and X IPS grade. Thanks for people who help the writer whose name cannot be mentioned. One by one, the writer can only say “thank bilion”. The writer will always hope succes forever in every single thing.

Finally, the writer hopes that this thesis wold be useful for the developement of English teaching and also the development of further reserach. If any mistake in his thesis, the researcher hopes good corrections, guidence and suggestion so that it will be better.

Selong...November 2017

The Researcher

DEDICATIONS

In the name of Allah the beneficant and the merciful, the thesis is dedicated to :

- *My beloved parents, (my father Lalu Sukriadi and my mother Nurhiah) and then my sister (Baiq Septia Sulastini) who always support emotionally and materially with much prayer, love, and patience.*
- *My big family of my parents thanks for always taking care of me who give me some suggestions, motivations and contributions.*
- *All my lecturers and friends in English Department who give me some suggestions, motivations and contributions without you are this thesis can't finish.*
- *Finally, thanks for people who help me whose name cannot be mentioned.*

ABSTRACT

Baiq Ayu Wahyuni.2017. The Use of Animation Movie for Developing Students' Writing Skill of Narrative Text: an Experimental Study at the Tenth Grade Students in SMAN 1 LABUHAN HAJI. Thesis. English Education Department, Faculty of Teacher Training and Education, Gunung Rinjani University. Advisors: (1) MAWARDI, SS, M.Pd and (2) ARI SAPUTRA, M.Pd.

Key word : Animation movie, Writing.

The purpose of this research was to determine the use of animation movie for developing students' writing skill of narrative text. Animation movie is of the visual aids that can be used in a writing class. The method of this research was an experimental research. The population was the tenth grade students in SMAN 1 Labuhan Haji that consisted of nine classes. The researcher took two classes as the sample; there were 22 students in X IPA 2 for control group and 24 students in X IPA 1 for experimental group. To obtain the data from the students, the researcher gave the pre-test and post-test, and to analyze the data the researcher used t-test with SPSS 17 for windows. The result of the data computation shows that the experimental class get higher score (11,24) than the control class (5,84). It means that there is significant difference between the two classes. In conclusion, it is clear that animation movie affects the students' skill writing narrative text at the tenth grade students in SMAN 1 Labuhan Haji. The finding suggests that teachers can use animation movie as medium in teaching writing at tenth grade students.

ABSTRAK

Baiq Ayu Wahyuni.2017. The Use of Animation Movie for Developing Students' Writing Skill of Narrative Text: an Experimental Study at the Tenth Grade Students in SMAN 1 LABUHAN HAJI. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Pendidikan, Universitas Gunung Rinjani. Pembimbing: (1) MAWARDI, M.Pd and (2) ARI SAPUTRA, M.Pd.

Kata Kunci : animation movie, kemampuan menulis.

Tujuan dari penelitian ini adalah untuk menentukan penggunaan animation movie untuk meningkatkan kemampuan siswa menulis naratif teks. Animaton movie adalah alat peraga visual yang dapat digunakan dalam pelajaran menulis dikelas. Metode dari penelitian ini adalah experiment research. Populasi penelitian ini adalah seluruh siswa kelas sepuluh SMAN 1 Labuhan Haji yang terdiri dari sembilan kelas. Peneliti mengambil dua kelas sebagai contoh yang berjumlah 22 siswa di kelas X IPA 2 sebagai kelas kontrol dan 24 siswa di kelas X IPA 1 sebagai kelas eksperimen. Untuk mendapatkan data dari siswa, peneliti meberikan test awal dan tes akhir, dan untuk menganalisis data peneliti menggunakan rumus t-test dengan SPSS 17 for windows. Hasil dari perhitungan data memperlihatkan bahwa kelas eksperimen mendapatkan skor lebih tinggi (11,24) daripada kelas control (5,84). Berarti ada perbedaan diantara dua kelas itu. Kesimpulan adalah sangat jelas bahwa film kartun mempengaruhi kemampuan siswa dalam menulis naratif teks untuk kelas sepuluh di SMAN 1 Labuhan Haji. Saran penemuan adalah guru bisa menggunakan film kartun sebagai media dalam mengajar skil menulis dikelas sepuluh.

TABLE OF CONTENTS

COVER	ii
PAGE OF APROVAL	iii
RATIFICATION.....	iv
DECLARATION.....	vi
MOTTO	vii
ACKNOWLEDGMENT	viii
DEDICATION.....	ix
ABSTRACT	x
ABSTRAK	xi
TABLE OF CONTENTS.....	xii
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
I INTRODUCTION	
1.1 Background of Study	1
1.2 Identification of the Problem	7
1.3 Limitation of the Problem	8
1.4 Research Problem.....	8
1.5 Objective of the Research	8
1.6 Research Significance	8
1.7 Identification and Operational Definition of Variables	9
II REVIEW OF RELATED LITERATURE	
2.1 Theoretical Foundation	10
2.1.1 General Concept of Film.....	10
a) Elements of Film	11
b) Types of Film	15
c) Advantages of Film in Teaching Writing.....	16
d) Film as Visual Aids in Teaching Writing	17
2.1.2 General Concept of Writing	20
a) Elements of Writing	21
b) Steps in Writing	23
c) Importance of Writing.....	29
d) Writing in the Second Language Classroom.....	30
e) Mode of Scoring.....	31
2.1.3 General Concept of Narrative Text	33
a) Generic Structure of a Narrative Text	34
b) Rules of a Narrative	36
c) Teaching Writing of a Narrative Text.....	36
2.2 Empirical Research	38

	2.3 Theoretical Framework	40
	2.4 Research Hypothesis	42
III	RESEARCH METHOD	
	3.1 Approach and Design	43
	3.2 Setting of the Research.....	44
	3.3 Population and Sample.....	44
	3.4 Kind and Source of Data	45
	3.5 Technique and Instrument of Data Collection	46
	3.6 Data Analysis	47
VI	FINDING AND DISCUSSION	
	4.1 Finding	49
	4.2 Data Analysis of the Finding.....	51
	4.3 Discussion	52
V	CONCLUSION AND SUGGESTION	
	5.1 Conclusion	56
	5.2 Suggestion	57
	REFERENCES.....	58
	APPENDICES	

LIST OF TABLES

Table 01: The result of writing test students in SMAN 1 Labuhan Haji	03
Table 02: The Scoring Guidance (Taken From Heaton Grid and Categories)	32
Table 03: The Model Research	43
Table 04: The Population of the Research	45
Table 05: The Score of Experimental Class.....	49
Table 06: The Score of Control Class	50
Table 07: The Result of Experimental Class.....	51
Table 08: The Result of Control Class.....	52
Table 09: The Result t-test of Experiment Class	52
Table 10: The Result t-test of Control Class.....	53
Table 11: The Conclusion Result of Data Analysis.....	54

LIST OF APPENDICES

Appendix 01: Syllabus

Appendix 02: Lesson Plan (Experimental Class)

Appendix 03: Lesson plan (Control Class)

Appendix 04: Blue Print of Instrument

Appendix 05: Research Instrument (Writing Test)

Appendix 06: Surat Bukti Penelitian

Appendix 07: Surat izin BAPPEDA

Appendix 08: Absen class X IPA 1 and X IPA 2

Appendix 09: Scirpt of test Narrative text.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is very important as one media of communication. Writing is a medium of human communication that represents language and emotion with signs and symbols. Writing is a primary means of recording speech even though it must be acknowledged as a secondary medium of communication (Byrne, 1980:24). In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. That can help us have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. We can see the importance of writing in daily life and in our social life, like in education and business aspect. For example, when we write letter or application letter. Writing also gives some other benefits besides being means of communication. Writing can create jobs and be a hobby to spend our time. In this modern life people can get money from doing their writing, such as a journalist, novelist or script writer.

Although writing is very important for us, it is a difficult subject especially for students. The reason is because writing is a mixture of idea, vocabulary and grammar. According to Heaton (1975) :

Writing skill is more complex and difficult to teach, require, and master not only of grammatical and rhetorical devices but also conceptual and judgment. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.

Usually the student can not differentiate each text from another and they mix all kinds of texts. From the preliminary research, the researcher find many students still have difficulties in writing English text although they have been learning English for years. Likewise, this problem is encountered by students in *SMAN 1 Labuhan Haji*. Generally, from class observation students there is a low interaction between teachers and students in writing class because the teachers inappropriately use media in the teaching learning process. The students only pay attention and listen to the teacher explanation, yet they do not understand the materials during teaching and learning process. This makes less feedback between teacher and students because the students uninterested with materials, so the results of writing skill are still low in teaching and learning process. However, the fact shows that students' reading comprehension in English writing is very low. The result can be seen in table 1.1 follows:

Table 1.1

The result of writing test students in SMAN 1 LABUHAN HAJI

Number Of Sample (X IPA 1)	Writing Score/ Level
10	High
14	Low
Total : 24	

Effect on these on writing achievement any students still have difficulties in writing English text although they have been learning English for years. Likewise, this problem is faced by student in SMAN 1 LABUHAN HAJI.

Thus, the teacher needs suitable media which can help their students understand narrative text more. Animation movie is one of suitable media in teaching narrative text. In the application of Animation movie, teachers can easily design learning materials in the form of animation, so the students can receive materials easily. The media, Animation movie is expected to provide solutions and to bring new atmosphere in class which increases understanding of concept.

According to Harmer (2001:282), the use of video has been a common feature in language teaching for many years. The popularity of using animations to help learners understand and remember information has greatly increased since the advent of powerful graphics-oriented computers. This technology allows animations to be produced much

more easily and cheaply than in former years. Previously, traditional animation required specialized labour-intensive techniques that were both time-consuming and expensive. In contrast, software is now available that makes it possible for individual educators to author their own animations without the need for special expertise. Teachers are no longer limited to relying on static graphics but can readily convert them into educational animations.

According to Kreidler (1965) there are a number of reasons why film is an excellent teaching and learning tool. Firstly learning from films is motivating and enjoyable. Films and TV shows are an integral part of students' lives, so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Secondly film provides authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input. Thirdly Films give a visual context. The 'visuality' of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language

exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. Lastly Variety and flexibility. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

Therefore, a teacher must know how to help them distinguish each kind of text from another. The teacher should try to develop the ability of writing, grammar and structure of the student, and teacher must know an interesting method or visual aid to teach writing, so the student will be interested in writing class. According to Kreidler (1965:1), visual aid can be useful to the language teacher because it: a) create situations which are outside the class room wall, b) introduce the students to unfamiliar cultural aspects, c) give reality to what might be understood verbally by the students, d) change situations quickly and easily in a drill and provide decoration for the classroom.

Basically the teacher can use all kinds of visual aids but they must pay attention to how important the visual aid for the teaching learning process is, how effective of using the visual aid is, and many more questions related to visual aid. Any kinds of visual aids that teacher uses

must make the students comfortable with the materials so the students can easily understand the lesson. Kreidler (1965: 41) also maintains that:

Using any kind of method has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

Based on Kreidler opinion, it is clear that visual aid has an important function that the teacher can use in teaching and learning process. Visual aid can also give the students an opportunity to extend their ability and to explore their talent. Since long time ago teacher has used many kinds of visual aid such as in book, picture, song, real object, etc.

In this final project the researcher choose a film in a writing class. The researcher hopes that by using film the students will be more interested in learning writing in the class. The researcher explored a narrative genre in writing, because narrative is an interesting genre for students because they can share their idea, opinion and their own experienced, like writing in a diary. Charles et al (1985:129) maintain that:

A narrative is a story, a narrative writing is writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

A narrative text is very suitable for the students in writing class because they can easily express their own idea drawn from their own experience at school, house or anywhere, in their narrative writing.

Based on the illustration, the researcher was interested to conduct a research dealing with the benefit of animation movie in teaching English. The researcher focused on using animation movie to develop the students writing skill in narrative text at the tenth grade students of *SMAN 1 Labuhan Haji*.

1.2 Identification of Problem

Based on the background of the study, identification problem of this research is there is a low interaction between teacher and students in writing class because the teacher inappropriately uses media in the teaching learning process. The students only pay attention and listen to the teachers' explanation, yet they do not understand the materials during learning process. The students still feel writing difficult subject, and the result of writing in class is low. Thus, the students in teaching and learning writing class need suitable media which can make them understand narrative text more. Besides, this research is conducted to know whether animation movie can make interesting writing class and increase student's ability in writing skill.

1.3 Limitation of the Problem

Dealing with the identification of the problems, the researcher wants to know whether animation movie as the medium can improve the students' writing skill in narrative text. The animation movie limited with title " Beauty and The Beast ". This study was conducted at the Tenth Grade students' of *SMAN 1 LB. HAJI* in the academic year 2017/2018.

1.4 Research Problem

The problem investigated in study was "Does animation movie affect the students' ability in writing a narrative text ?"

1.5 Objective of the Research

The objective of the research was to know whether animation movie affect the students' ability in writing a narrative text.

1.6 Research Significance

The benefit of this research can be seen theoretically and practically.

1. Theoretical benefit

The result of this study is expected to give information in teaching writing. It is expected to inform the readers that there are some advantages of animation movies for developing students' writing skill of narrative text. The result of this study is also expected to contribute to the development of education. For future Researchers, the result of this study is expected to contribute more information to solve the same problem in different case.

2. Practical benefit

For teachers, they can improve ability to make innovations, effective strategy and also they can use animation movie as an effective solution to overcome students' problems in writing skill. For students, the results of this study can be used as starting point to be creative and imaginative students in doing something, especially in writing that can be found in a movie.

1.7 Identification and Operational Definition of Variables

In this research, there were two variables that were investigated: independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is category that is influenced by category or that is consequent (Kerlinger, 1979:21). Independent variable consists of using animation movie (X) and dependent variable is writing skill (Y). To avoid misunderstanding and misinterpretation in this study, the variables concerning the study need to be defined as the following:

1. Animation movie

Animation movie is as medium in teaching writing for developing writing skill of narrative text proved by lesson plan.

2. Writing skill

Writing skill is score of answer write students measured with test of writing a narrative text got with numbers.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Theoretical Foundation

2.1.1. General Concept of Film

Film, as stated in Microsoft Encarta (2006), is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

Movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation.

Motion pictures are recorded using specially designed cameras that capture the images on rolls of film. After being processed and printed, the film is run through a projector, which shines light through the film so that the images are sparked on a screen. Most movies have accompanying sound. The functions of film are to educate, entertain, enlighten and inspire the audiences, and in this case the writer tried to use film or movies in the teaching and learning process of narrative text writing. The writer

thought that film can also be used as an alternative medium in teaching narrative text writing, because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the teacher a film can be used as an alternative medium in teaching that is suitable with their classroom situation.

Another opinion about film given by Summer (1992: 476), film is;

- 1) A roll of material which is sensitive to light and which is used incamera for taking photographs or moving pictures for the cinema,
- 2) A story, play, etc. recorded on film to be shown in the cinema, on television, etc.

Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Based on the definition of film the researcher can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

a) Elements of Film

According to Bordwell, a filmmaker has to prepare some basic elements in making a good film. They are script, actors, sets, costumes, aspect ratio lighting, sound, special effects, music and sound effect.

1. Script

Most films are based on written screen plays, which can be adapted from material from other media, such as plays, novels or can be written originally for the screen.

2. Actors

Actors have a very important part in making a film successful in market.

They have to be totally involved with the story. They have to act as if they experience the story themselves.

3. Sets

There are two basic kinds of set, the natural and studio constructed. Most members of the audience are not able to differentiate, because the skillful of the filmmakers can create desirable illusions as various and wonderful as they want.

4. Costumes

The clothes people wear reveal much about them, clothes can indicate social, economics, and occupational status and express individual personality.

5. Aspect ratio

The term aspect ratio and format refer to proportions of the film frame. The choice of aspect ratio is crucial to the final 'look' of the film. A story set in the open expanse of the desert or the sea, for example, will have more power if the aspect ratio makes it possible to capture that expanse visually. But if a wide screen format is used for dialogue scenes, in which one looks at first at one character in close up and then moves to another.

6. Lighting

Lighting in a film is generally manipulated as to amount, contrast, angle and the kind. Filmmakers talk about two kinds of key lighting; high key and low key. High key lighting tends to bring objects in the background or different planes of action into relatively sharp focus. Low-key lighting generally requires the use of light from several sources rather than from a single major source, such as the sun. Contrast is important to the effect of lighting generally, the higher the contrast is, the more vivid the emotional tone and three-dimensional effect of the images will be.

7. Special effect

Special effects cinematography is one of the most complex elements in the creation of a film. It ranges from rear screen projection, in which previously photographed material is projected in back of the actors,

to the use of elaborate optical benches in which photographed material is re-shot to produce entirely new results.

8. Music

Most film viewers know that contemporary films use music in various ways, but few are aware of the extents to produce its effects emotionally and usually 'blends in', film music often not consciously noted. Musical usage can range from a stinger—a sharp, usually loud chord that accentuates surprise, revolution, or tension—to a lush string section playing during a tender or passionate love scene to convey the emotions of two people. Music can totally change the mood of scene, rendering it comic, and serious, or deeply disturbing, depending on the filmmaker's intent.

9. Sound effect

Sound effect involves not only noises that are directly related to what is seen on the screen, such as gunfire, storms, water, and wind. They can also be used to add to the mood and tone of scenes without being directly motivated by the action. With the increasing development of electronic music and varieties of amplified sound, the lines between naturalistic sound effects, music, and electronically generated sound that is used purely for emotional impact have blurred. Bordwell (1997:57) From Bordwell's opinion, the writer can conclude that the element of film are

Script ,actors ,sets ,costumes, dialogue, aspect ratio, lighting, special effect and music.

b) Types of Film

Bordwell and Thompson (1997:50) defined the types of movie or film as follow;

1. Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (1997:44) there are two types of documentary films, they are;

- a) Compilation films; produced by assembling images from archival sources.
- b) Direct cinema; recording an on going event ‘as it happens’ with minimal interference by the filmmaker.

2. Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional film

the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4. Experimental or avant-grade film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are;

- a) The filmmakers want to express personal experience or view point,
- b) The filmmakers may also want to explore some possibilities of the medium it self,
- c) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

c) Advantages of Film in Teaching Writing

Harmer (2002:282) states that the advantages of using film in teaching and learning process are: seeing language in use, cross cultural awareness, the power of creation, and motivation.

1. Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, or how Americans speak to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3. The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves doing new things in English.

4. Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

d) Film as Visual Aids in Teaching Writing

As a good teacher, we need to use visual aids as a medium in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process. Besides, visual aid can help students master the material that the teacher gives to them.

From Heaton's statement above the writer can conclude that besides the other language skills (reading, listening, and speaking), writing is one of language skills that is more complex and difficult than the others. Because students must master the grammar and vocabulary. The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write concepts that exist in our brain. Students assume that writing is a difficult lesson and the result is that the student did not want to study writing or make a text of writing. It is important for teacher to find a medium that can make students easily master the material and they can also enjoy the writing class. The writer hopes that film can be an alternative medium in teaching narrative texts writing.

There are many mediums of teaching that can be applied in teaching and learning process such as using pictures, song, card, games, film, drama and more methods that the teacher can use. These method can help the students and teacher in teaching and learning process.

The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation. It must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

He also had opinion in his book, *Visual Aid for Teaching English to Speakers of Other Languages* (1965; 41), that the use of any kind of methods has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned. The function of using all kinds of method of opportunity in using English in a way that enables them to express their ideas, interest feeling and needs, clearly, correctly and confidently. From that statement the writer can conclude that visual aids are very important and useful in teaching learning process so that students will be more enthusiastic in learning writing in classroom.

2.1.2 General Concept of Writing

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers (1968:242) distinguished writing from other skills according

to the form, it was from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic form something that had been spoken.

Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.

According to Enre (1988:148) the aims of writing are:

- a) Desire to explain or to inform
- b) Desire to tell something as it was looked and heard
- c) Desire to tell something about something happened
- d) Desire to convince someone

Mean while, Flower suggests a more elaborate definition Flower, states: Writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing contexts(1989:54).

Harmer in How to Teach Writing states “Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities” (2004: 86).

From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and have to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

a) Elements of Writing

Harris stated that (1969:68) there are four elements of writing, there are:

a) Mastering Vocabulary/Diction

He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

Furthermore, Keraf (1982:16) said that the vocabulary's mastering could be observed from two sides, those were *quantitative* and *qualitative*.

Quantitative vocabulary's mastering is defined as a must for the students to master the vocabulary in a language as much as possible, in this case, the students should master the vocabulary actively, it means that they are able to use vocabulary in communication. Qualitative vocabulary's mastering consist of knowledge, meaning of words and structure of words, Qualitative vocabulary's mastering will support the students to choose the appropriate words, so it can support the effectiveness of using language. The mastering of quantitative and qualitative vocabulary is a must. The mastering of quantitative vocabulary is the first demand to broaden a draft, while the mastering of qualitative vocabulary is the second demand to deepen the knowledge of words.

b)Mastering Grammatical Rule's / Sentence Structure

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c)Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d)Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

b)Steps in Writing

There are six steps how to write well:

1. Exploring Ideas

First, writing involves discovering ideas. Before writing, let our mind explore freely. Second, record those thoughts by writing whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to whom you talk.

a. Your subject

Before writing, ask yourself, “what is the subject or the material do students want to write about and what do you know about it?” Choose a subject that you care about and know about (or find out). Then you say it more clearly and confidently. You must select and then narrow your subject from the general that you will practice doing in the exercises that follow.

b. Your purpose

After deciding the subject, now ask yourself, “What is the purpose?” Communicating always has a purpose: to inform, to persuade, or to entertain or may be to do all the three. You could inform, persuade, or entertain your classmates with examples unusual you have experienced at your job.

c. Your audience

After deciding your subject and your purpose, ask yourself, “Who is the audience?” The answer will determine what you say about your subject and what purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you (Flower, 1989:6971)

2. Writing draft I

The second step of the writing process involves writing your thoughts on paper or on the computer. Don’t worry about making mistakes because you will probably change your mind and your wording later. This step is called writing draft I. It is a time to relax, write quickly and begin organizing your thoughts.

These are some steps of writing draft I:

a. Brainstorming

One way to capture your thought is by brainstorming, or listing thought as they come to you. You might brainstorm twice or three times to generate more ideas

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they come to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

c. Free writing

Another way to get started is by free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Write, as you would speak so that you can get your ideas down fast (Flower, 1989:71-74).

3. Organizing

After you have put your ideas into words, you can begin organizing them. This process involves:

a. Selecting, subtracting, and adding

You have to think again about your purpose and audience. What goals do you want to accomplish- to inform, persuade or entertain? What point do you want to make? And what should you tell your readers so that

you can accomplish the goals? It is better that you return to your pre writing and do the following:

1. Underline or highlight the best ideas of your brainstorming list, putting related ideas together. Add to the list as more ideas come to you and remove or ignore the parts that are not related to your choices.
2. Choose the part of the clustering diagram that has the best ideas. Do the second clustering that explores those ideas in greater detail. Ignore the part of the original diagram that is not related to your choice.
3. Circle or highlight the best part of your pre writing. Do a second even a third free writing on them? Ignore the parts of each free writing that are not related to your choice and focus more specifically on your subject and add more details (Flower, 1989:75).

b. Outlining

After selecting, subtracting, and adding, the writer can make an informal outline (Flower, 1989:76).

4. Writing revision I

You have done some writing revision I, selected your best ideas, expanded them, and arranged them in some reasonable order. Now you can begin the first paragraph. Don't worry about being perfect, so write

fast as if you were speaking to your readers. Some steps for revision can be stated as follows:

- a. Say something before you write it.
- b. Do fast handwriting or computer typing.
- c. Use only one side of the paper.
- d. Leave wide margins and double space to make room for changes.
- e. Resave your work every five or ten minutes on the computer
(Flower, 1989:77).

5. Revising the Draft

Revising is one of the most important steps in writing, especially for people who write in a second language. Revising means to improve what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing further ideas, cutting out ideas that do not support your point, and change the wording of your sentences.

These are some tips for revising:

- a. Make notes in the margins or write new material on separate sheets of paper.
- b. Circle words you think you misspelled or that you want to change later.
- c. Tape or staple additions where you want them to go.

- d. On the computer, use cut and paste or insert commands to move them to a new page.
- e. Print out a double space copy for revisions: look over and revise in pencil (Flower, 1989:78).

6. Producing the revision II

There are two steps in producing revision II, they are:

a. Editing

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort.

b. Proofreading

The final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes.

c) Importance of Writing

Writing as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some

important features of writing activities that are usually done by people are as follows:

- a) Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher.
- b) Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English.

Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English.

d) Writing in the Second Language Classroom

According to what has been stated by the researchers of Cumming upon the students of Senior High School in Japan *Relc Journal* (1995:33), which is quoted by Limbong (1997:27) in her thesis entitled “Suggested Materials for Teaching Writing”, writing proficiency in L2 (second language) is influenced by the ability of the students in acquiring L2. In

this case, it is clear then, that writing ability can be learned like the mastery of a language that can also be learned.

As the researcher discussed on the previous chapter, writing skill is complex and difficult to teach since it does not only mean to put down a graphic from a piece of paper. It involves at least 5 components as stated by Harris (1969:68) in his book “Testing English as a Second Language”.

Those components are:

Firstly is on content. It consists of the substance of writing and the ideas expressed. Secondly is on the form used. It is about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth is on the style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. Fifth is on the mechanic, the use of the graphic convention of the language.

Another component pointed out by Christina consists of three elements as follow “We have three major teaching points in the writing composition: 1) correct form of the language on the sentence, 2) mechanics of punctuation, and 3) content organization” (1976:205).

For those reasons above, most of the Senior High School students find writing to be confusing and making them give up. To encourage the students in writing, an English teacher plays an important role to develop their ability. The teacher should be patient to support them. He or she has

to give them a lot of trainings and practices how to express their ideas. He or she has to try to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed.

e) Mode of Scoring

Scoring the students’ work is a step to obtain quantitative information of each student. One of the ways to score or to evaluate the students’ achievement in writing is a rating scale. In using the rating scale, the scorer can make a rank order of the result of the students’ work based on given categories to know which students have the high scores and which have the lowest scores. The following scheme of the rating scale is used to measure the students’ achievement in their written product.

Table 2.1
The Scoring Guidance
(Taken From Heaton Grid and Categories)

Items	Scoring
Fluency	5. Flowing style --- very easy to understand --- both complex and simple sentences --- very effective. 4. Quite flowing style --- mostly easy to understand --- a few effective. 3. Reasonably smooth style --- not too hard to understand mostly (but not all) --- simple sentences --- fairly effective. 2. Jerky style --- an effort needed to understand and enjoy --- complex sentences --- confusing --- mostly (but not all) simple sentences --- fairly effective. 1. Very jerky --- hard to understand --- can not enjoy reading --- almost all simple sentences confusing --- excessive use of ‘and’.
Grammar	5. Mastery of grammar taught on course --- only 1-2 minor mistakes. 4. A few minor mistakes only (e.g. preposition, articles) 3. Only 1 or 2 major mistakes but a few minor ones.

	<p>2. Major mistakes lead to difficulty in understanding --- lack of mastery of sentence construction.</p> <p>1. Numerous serious mistakes --- no mastery of sentence construction --- almost unintelligible.</p>
Vocabulary	<p>5. Use of wide range of vocabulary taught previously.</p> <p>4. Good use of new words acquired --- appropriate synonyms, circumlocution.</p> <p>3. Attempts to use words acquired --- appropriate vocabulary on the whole but sometimes restricted --- have to resort to use synonyms circumlocution on a few occasions.</p> <p>2. Restricted vocabulary --- use a synonym (but not always appropriate) --- imprecise and vague --- affect meaning.</p> <p>1. Very restrictive vocabulary --- inappropriate use of synonyms seriously hinders communication.</p>
Content	<p>5. All sentences support the topic --- highly organized -- clear progression of ideas well linked --- like educated native speaker.</p> <p>4. Well organized ideas --- links could occasionally be clearer but communication not impaired.</p> <p>3. Some mediocre organization --- re-reading required for clarification of ideas.</p> <p>2. Little or no attempt at connectivity --- though reader can deduce some organization --- individual ideas as may be clear but very difficult to deduce connection between them.</p> <p>1. Lack of organization so severe that communication is seriously impaired.</p>
Spelling	<p>5. Non errors</p> <p>4. 1 or 2 minor errors only</p> <p>3. Several errors --- do not interfere significantly with communication --- not too hard to understand.</p> <p>2. Several errors --- some interfere with communication --- some words very hard to recognize.</p> <p>1. Numerous errors --- hard to recognize several words --- communication is made very difficult.</p>

Since there are 5 items and each is scored 1 to 5, the maximum score is 25. The scoring is based on the analytic method. This method will be better when we want to inform our students about their achievement

(Heaton,1979:109). Since the test result are raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. By doing so, the writer obtained the rating scale of 1-100. For example, a student who gets 25of raw score, the score will be multiplied by 4. It means s/he gets 100; a student who gets 15, the score is multiplied by 4 and s/he gets 60 and so on.

2.1.3 General Concept of Narrative Text

A narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

Meanwhile, Keraf (1989: 136) had an opinion that the narrative was a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. According to Charles et al (1985:129) most narratives have the following characteristics:

- a. It tells story of an event or events.
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

a) Generic Structure of a Narrative Text

Derewianka (1990: 32) states that the steps for constructing a narrative are;

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter)

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?))

Based on the statement above, the researcher concludes that the generic structures of recount are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is complication. This is where the researcher tells how the problem arises, sometimes something unexpected events will happen.

Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The researcher can conclude that resolution is the end of a story.

Furthermore, the generic structure of narrative text can be shortened as; orientation, complication and resolution.

b) Rules of a Narrative

Derewianka (1990: 32) also states several common grammatical patterns of a recount, they are; specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speaker's or writer's time; use of conjunctions and time connectives to sequence of events; use of adverbs

and adverbial of phrases to indicate place and time; use of adjectives to describe nouns.

From the statements above, the researcher can conclude that the rules of a recount text consist of; focus on individual participants, use of nouns and pronouns to identify people, animals and things involved; focus on a temporal of sequence of pictures; use of action verbs (material processes) to refer to events; use of past tense to locate events in relation to researcher's or speaker's time; use adverbs or adverbial of phrases to indicate place and time; and the use of material or action clauses.

c) Teaching Writing of a Narrative Text

As an international language, English is also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the 12 December 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in the order of importance: first is to develop students' effective reading ability, second is to facilitate students to understand spoken language, third is to develop students' writing skill, and to develop students' speaking skill.

One of the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

Many students find writing to be the most difficult lesson since they have to write in English to produce an English text. They have to write down what they think of in their mind and state it on a paper by using a correct procedure.

A well-written story lets your readers respond to some events; even they can almost feel the same. The action details and dialogues put the readers in the scene and make it happen for them. Moreover, it often engages readers' emotion so powerfully. It can play a large role on other types of writing.

To figure the problems out, the researcher tries to use a film of narrative text in teaching written cycle. Students can feel more relaxed in learning writing and it will be easier for them to produce a narrative text.

2.2 Empirical Research

There are two study relevant with this study. The first study is done by NafikFitriana (2011) entitled "The Use of Animation Movies to Improve Students' Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade Of *SMAN 1 Teras* in 2010/2011)". This objectives of this research are: 1) to know whether or not animation movie can improve students' writing skill and 2) to identify the class situation when animation movie is implemented in the writing class at the eleventh grade students of *SMAN 1 Teras, Boyolali* in the academic year of 2010/2011. The method used in this research was classroom action research. The research was

conducted in two cycles from March 3rd until April 16th 2011. Every cycle consisted of four steps; planning, implementing, evaluation, and reflection. In collecting the qualitative data, the researcher used observation, questionnaires, interviews, and field notes. In collecting the quantitative data, the researcher used tests (pre-test and post-test). The qualitative data were analyzed using the method stated by Burns (1999: 156) which consists of five steps: assembling the data, coding, comparing, building interpretations, and finally reporting the outcomes. Meanwhile, the quantitative data were analyzed using a descriptive statistic technique.

The research findings prove that animation movies could improve the students' writing skill of narrative text and the class situation. 1) The improvement of the students' writing skill included: the students got easy in exploring ideas in their writing they could produce the sentences with the better construction and minimize their mistake in English grammar. They were able to use the appropriate word order and used the various words to express their well ideas and they could state the ideas more clear, organized the ideas better than previous result used logical sequencing and produced text well in good cohesion and coherence. They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization. 2) The improvement of class situation included: the students focused seriously on their tasks, they involved and participated actively during the lesson and they became more

confident in doing the activities during lesson. They were more enthusiastic and were motivated in joining the writing class and they were not getting bored or made noise but they looked happy in the writing class. The mean score had the advancement from the pre-test to the post-test 2. In the pre-test the students got 63.38, while in the post test 1 they got 70.43 and in the post-test2 they got 78.07. She finds that this research could improve students' writing skill and the class situation. It becomes one of appropriate ways in teaching writing.

The second study was done by Sri Romadoni (2201403626) entitled "THE USE OF PINOCCHIO CARTOON FILM TO IMPROVE STUDENTS NARRATIVE TEXT WRITING SKILL (The Case of Year VIII Students of SMP 37 Semarang)". The result of the study was that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35. It is suggested that teachers use cartoon film as an alternative media for teaching narratives.

Therefore, this research would like to investigate the effectiveness of using animation movie in writing narrative text. The research that is used experimental research type. By doing this study, it is expected to find out whether using animation film as the medium in writing narrative text and

to know how far is the effectiveness of using animation movie as the medium in writing narrative text.

2.3 Theoretical Framework

Many problems and activities are conducted by the students and teachers, but their success is determined by themselves. Therefore English teachers should be creative in facilitating the learners in learning English as foreign language. It could be in the form of strategy, media, approach, method or technique, so the students will have better understanding than before, especially in writing.

A movie is one of the visual aids that can be used in writing class. It make lesson more fun. It can also be used to create situation for writing classes more clearly, that the student have big enthusiasm in teaching learning process in writing class (Harmer, 2001: 282). Meanwhile, Morgan and Bowen (1982: 3), give six considerations for selecting the media, they are:

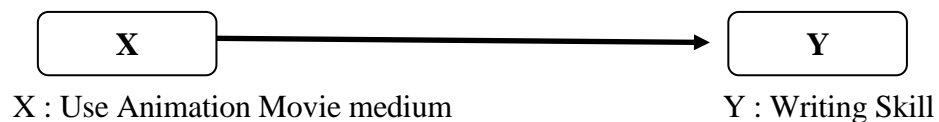
- a. The purpose of the lesson in relation to the scheme of work and the syllabus.
- b. The scientific objective of the lesson.
- c. The characteristics of the class members (age, sex, educational background, and the reason for learning the language).
- d. Communication problems which may affect the lesson (hesitation and with draw caused by shyness, anxiety, or difficulties in relationship within the group).

e. The design of the lesson (lesson plan).

f. The available resources (visual and audio).

The researcher think that using animation movie in teaching and learning process woulddevelop students' ability and increase the students' achievement in writing skill especially. Generally, the kinds of media in the classroom are divided into three kinds: visual aids, audio aids, and audio visual aids. The teaching aid used by the researcher in the research is animation movie that belongs to audiovisual aids.

Here is concept of theoretical framework:



2.4 Research Hypothesis

Based on the theoretical explanation, empirical study and theoretical framework the researcher hypothesizes thatanimation movieaffect the students' writing skill ofnarrative texts at the tenth grade students in SMAN 1 LB. HAJI2017/2018.

CHAPTER III

RESEARCH METHOD

3.1 Approach and Design

Design of this research follows quantitative approach, and experimental research type Pretest-Posttest Control Group Design. The experimental research method is a research method used to find the effect of certain treatment on another in controlled condition (Sugiyono, 2012:109). The model research can be seen as follows :

Tabel 3.1 The model Research

Group	Pre-test	Treatment	Post-test
A	T-1	X	T-2
B	T-1	0	T-2

The experimental group and the control group were pre-tested (T-1) with the same test. Group A as experimental group was given special treatment; that is application of animation movie learning model (X), and group B as control group was given the usual treatment (0). Afterwards, the two groups were given a post-test (T-2) together with the same test. Then the results of the test from the two groups were compared to know the difference in achievement between those groups.

3.2 Setting of the Research

The researcher conducted the experimental research at SMAN 1 Labuhan Haji. The researcher chosen the tenth grade of SMAN 1 Labuhan Haji. There are seven classes on the average. Each class has 30 students. The researcher chooses them as the subject of the study based on some reasons. First, the students are all in the same grade. Second, the students had been studying English for many years. Third, the students was studying narrative text at the same time as the researcher does an experiment at school.

3.3 Population and Sample

1. Population

In conducting research the important condition that must be fullfiled is to determine the population first before determining the sample. Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics applied by researchers to be studied and then drawn conclusions (Sugiyono, 2012: 199). Based on the above opinion, the population in this study was all students of the tenth grade of SMAN 1 Labuhan Haji School Year 2017/2018. The details the population of the research can be seen in the following table.

Table 3.2

The population of the Research

Class	Number
X IPA 1	24
X IPA 2	22
X IPA 3	26
X IPA 4	27
X IPA 5	26
X IPS 1	30
X IPS 2	32
X IPS 3	32
X IPS 4	30

2. Sample

Sample is part of the number and characteristics possessed by the population (Sugiyono 2012: 120). In this research, the researcher used cluster random sampling technique. The sample in this research consists of class X; that is class X IPA 1 as experiment class and class X IPA 2 as control class.

3.4 Kind and Source of Data

Kind of the data collected and analyzed in this study is quantitative data. Quantitative data is data in the form of numbers that can be calculated systematically (Sugiyono 2009 :4), such as data gender, educations, and employment. In this research the data were in the form of students' score before and after treatment. The score were gotten from the students of tenth grade in SMAN 1 Labuhan Haji.

3.5 Technique and Instrument of Data Collection

1. Technique of Collecting Data

In collecting data, the researcher was applied testing technique to measure the effectiveness of by using Animation movie to improve students writing skill. The measurement was arranged in two stages: pre-test and post-test. Procedures of data collecting are explained as follows:

a. Pre-test

This test was applied before the treatment for experimental class. The pre test aimed to know the student achievement in writing materials before the treatment conducted. In the testing process, the students have to write a narrative text themselves. This result of the test was used as the evaluation before the animation movie as the medium in writing narrative text. (The test can be seen in Appendix IV)

b. Treatment

The researcher gave treatment to the students by the experimental class using Animation movie. The treatment was done in two times. In conducting the treatment, the researcher prepared the instructional process to teach the student by implementing the use of animation movie to teach writing. (The lesson plan can be seen in Appendix II)

c. Post-test

Post test after the students given different treatments. From the score of this test in the case, the researcher knew whether animation movie affected the student's ability in writing a narrative text. The result of the

scoring was compared with pre test. (The test can be seen in Appendix IV)

2. Instrument of the Study

The instrument is absolutely needed to measure the students' achievement in teaching learning process. In this research, the present researcher used testing techniques to measure the students' writing skill. The form of test was essay test in which the students were rewrote to word their own. The test is used to measure the students' competence/ ability in writing narrative essay paragraf. (The instrument for test can be seen in appendix IV).

3.6 Data analysis

After collecting the data, the researcher analyzed data by using descriptive and inferential statistical analysis. To analyze the data from the test, researcher conducted some steps:

- a) To find out the rate of mean of pre test (x) and the rate post test (y) the researcher used formula:

$$x = \frac{\sum x}{N}$$

$$y = \frac{\sum y}{N}$$

where,

$\sum x$: total score of pre test

$\sum y$: total score of post test

N : total number of respondent (student)

b) To find out the deviation standard the researcher used formula:

$$SD = \sqrt{\sum \frac{D^2}{N} - \sum \left(\frac{D}{N}\right)^2}$$

where,

SD : Standard Deviation

D : difference between pre test and post test

N : the number of sample

c) To find out significance between x and y by calculate t hitung (t-test), the research used this formula, in order to analyze the effectiveness of the animation movie in the learning process, the formula is :

$$t = \frac{\left(\sum \frac{D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

where,

t : T test

SD : SD for one sample t test

D : difference between pre test and post test

N : the number of observation in one sample.

All data was calculated by using computer package SPSS 17 for Windows.

CHAPTER IV
FINDING AND DISCUSSION

4.1 Finding

After finishing that process of pre-test, experiment treatment and post-test the researcher calculated the significant difference between two means, Deviation standard, and T-test calculation between experiment and control class. This process was as bellow:

Pre test was given to both of control and experiment class in order to measure how the condition of two classes before treatment. Both of classes got same pre test, namely writing a story. After doing the pre test, the researcher conducted the experiment treatment. The teacher taught the experiment class by using animation movie (The Beauty and The Beast) and taught control class without animation movie. At the end of learning process, the teacher gave post test to the two classes. The research was carried out during a month from August 28th to 9th September 2017. Table 4.1 shows the result of test for experimental class and table 4.2 for control class.

Table 4.1
The Score of Experiment Class

NO.	NAME	PRE TEST SCORE	POST TEST SCORE
1	Σ Total	1211	1631

Table 4.2
The Score of Control Class

NO.	NAME	PRE TEST SCORE	POST TEST SCORE
1	Σ Total	1108	1275

Based on the result of research, the researcher got the score from pre-test and post-test score of the experimental class and control class. The mean, standard deviation and T-test of the score were computed by SPSS 17.0 for Windows. The next explains the computation.

1. Mean, Median, Mode and Deviation Standard

According to the data from the table, the researcher calculated mean, median, mode, and Deviation Standard by SPSS 17.0 for Windows for pre-test and post-test of experiment class and control class. The result can be seen as follows:

Table 4.3 Result of experiment class

		Statistics	
		x	y
N	Valid	24	24
	Missing	0	0
Mean		50.46	67.96
Median		50.50	67.00
Mode		35 ^a	66 ^a
Std. Deviation		10.612	6.623
Sum		1211	1631

Table 4.4 Result of control class

		x	y
N	Valid	22	22
	Missing	2	2
Mean		50.36	57.95
Median		50.50	57.50
Mode		35	50 ^a
Std. Deviation		10.358	9.037
Sum		1108	1275

2. T- test Calculation

After the researcher calculated mean, median, mode and deviation standard, t-test calculations are, the result can be seen as follows:

Table 4.5 The Result of Experimental Class

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1	-17.500	7.621	1.556	-20.718	-14.282	-11.249	23	.000

Table 4.6 The Result of Control class

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 x - y	-7.591	6.092	1.299	-10.292	-4.890	-5.845	21	.000

4.2 Discussion

In this section, the researcher describes the interpretation on research finding based on the theories presented in chapter II.

In the first meeting of the two classes, the teacher gave a pre test for students. They were difficult to write on the blank paper and said there were no idea.

In the second meeting (learning process), the control class was taught without animation movie. Therefore, almost of students did not pay their attention to the teacher's explanation. They felt bored because the teacher used traditional method to explain the story. On the other hand, the experiment class (which was taught by animation movie medium) the students were more enthusiastic and more interested in learning process.

In the last meeting, after the treatment was given, the students of experiment class were easier to write than control class in doing the post

test. It happened because animation movie's medium could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class. The conclusion result of the research can be seen in the table 4.7 follows:

Table 4.7 The Conclusion Result of Data Analysis

NO.	Result	ExperimentClass	ControlClass
1.	Mean of a. Pre test b. Post test	50,45 67,96	50,36 57,95
2.	Standard Deviation	7,62	6,09
3.	T – Test	11,24	5,84

From the table above, it can be seen that there is no significant difference in pre test score of the two classes. After the teacher gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (50.45 to 67.96). The students' imagination is built by watching movie, they are easier to express their idea in writing.

Meanwhile, there is no significant improvement from pre test to post test mean of control class (50.36 to 57.95). It could happen because the students were given ordinary method by the teacher without animation movie as medium in teaching learning process.

From the T – test result, it can be seen that the experiment class get higher score (11.24) than the control class (5.84). It means that there is

significant difference between the two classes. Thus, based on the above explanation, the researcher concludes that using animation movie medium is effective in writing narrative text. The animation movie medium can help students to write easier.

According to the explanation about the analysis of the result on the table above based on the research at the tenth grade students of SMAN 1 LABUHAN HAJI; it can be inferred that writing narrative text using animation movie is better than that of without animation movie. Furthermore, the students who learned writing narrative text through animation movie medium and those who are taught without movie have such a significant difference. The students writing scores taught by using animation movie are higher than those who are not given treatment. It can be concluded that using animation movie medium can motivate students to engage in language learning. (Harmer, 2001:282) states that film is a visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly so that the students have big enthusiasm in teaching learning process in writing class. The student not only seeing language in use but also the students can observe how intonation speak.

From the research finding, as a good teacher, we need to use movie or visual aids as a medium in teaching and learning process because by using it, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process. Besides,

movie can help students master the material that the teacher gives to them. From Heaton's statement the researcher can conclude that the teacher can use any kinds of medium or movie but they must remember that the medium must be suitable with their classroom situation; it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

Briefly, the writing achievement in the experiment class has proven that animation movie can be good medium in developing writing narrative text. In addition, the positive finding of this research is in line with the previous research done by Nafik Fitriana with the title "The Use of Animation Movies to Improve Students' Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade of *SMAN 1 Teras* in 2010/2011)". In Nafik Fitriana's research, it is found that the use of animation movies gives positive effect to the improvement of students in writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the previous finding and discussion the researcher concludes that animation movie affects students writing skill. The students' writing skill of class which is taught by using animation film medium (experiment class) shows significant improvement. In the finding shows the result of mean in pre test to post test mean of experiment class (50.46 to 67.96). The students in experiment class are more enthusiastic and more interested in the teaching learning process because the teacher uses animation film medium in her explanation. From the animation film medium, the students can understand about the story line. They get new vocabularies, learn about how to construct a sentence grammatically and arrange the events in the story. Different from experimental class in the control class, the researcher finds that there is no significant improvement of students' writing skill in class which is not taught by using animation film. It can be proven by pre test to post test mean of control class (50.36 to 57.95). It could happen because the teacher uses ordinary method when she is explaining the materials by verbal explanation, so that most of students are in their own business because they feel bored in the classroom. The students are not enthusiastic in learning process.

The increasing percentage students who pass in writing test from pre test to post test(experiment class) is about 25% to 91.66%, whereas the control class is about 22.72% to 45.45%. Based on the T – test analysis, the class which is taught by using animation medium (experiment class) get higher score than the class which is not (control class) with result 11.24 and 5.84 respectively. In other word, the using of animation film medium makes students learn English easily. The students feel happy in learning process and they can share their ideas enthusiastically in the form of writing.

5.2 Suggestion

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful for the English teachers, students, researcher, and other researchers.

1. For English teachers

Using animation film medium in writing narrative text is recommended as an alternative way for English teacher, especially for senior high school teacher to attract the students' interest and motivation in learning English.

2. For the students

a. Writing is important subject to be learn. But, most of students have difficulties in producing written text. Therefore, students have to be

serious and pay attention to the teacher's explanation in teaching and learning process.

b. To improve writing ability, the student's have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For researcher

The researcher can develop her knowledge in English teaching. The Animation movie is not only the one method to improve students speaking skill. There are other methods which can use to improve students writing skill.

4. For another researcher

The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing.

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