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)

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THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of Requirements for the Undergraduate Degree of Education

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ABSTRACT


This thesis is written 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: (a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistake in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) 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: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) 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-test 2 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 APPROVAL OF THE EXAMINERS

This thesis has been examined by the board of examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirements for the Undergraduate Degree of English Education.

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“Man Jadda wa jadda”

“Never measure the height of a mountain, until you have reached the top. Then you will see how low it was.”
Dag Hammarskjold (1905-1961) Swedish statesman and diplomat.

“Our greatest glory is not in never falling, but in rising every time we fall.”
DEDICATION

This thesis is proudly dedicated to those who support me keep struggling to get success:

- My beloved mother and father
- My beloved brother, sisters, nephews, and nieces
- My best friends in English Department, Puskomda, Pesmi House, etc.
- All people that have helped, motivated and supported me “Thank you so much”
- Readers
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In the name of Allah, the most gracious and the most merciful, all praises and thanks are only dedicated to Allah SWT, WHO gives HIS blessing and help so the writer can accomplish her thesis as a partial requirement for achieving the undergraduate degree of education in English of Teacher Training and Education Faculty of Sebelas Maret University.

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The writer realizes that this thesis is far from perfection. Therefore, she accepts every suggestion, criticism, and comment from those who concern to this thesis. However, she hopes that this thesis will be able to give contribution and be useful for readers especially for those who are interested in the similar study.

Surakarta, June 11th 2011
The writer

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TABLE OF CONTENTS

TITLE ......................................................................................................................... i
ABSTRACT ................................................................................................................. ii
THE APPROVAL OF THE CONSULTANTS......................................................... iii
THE APPROVAL OF THE BOARD EXAMINERS........................................... iv
MOTTO ....................................................................................................................... v
DEDICATION ............................................................................................................. vi
ACKNOWLEDGEMENT ......................................................................................... vii
TABLE OF CONTENT ......................................................................................... viii
LISTS OF APPENDICES ....................................................................................... xi
LISTS OF TABLES .................................................................................................. xii
CHAPTER I  INTRODUCTION
  A. Background of the Study ................................................................. 1
  B. Problem Statements ................................................................. 7
  C. Objectives of the Study ............................................................ 7
  D. Benefits of the Study ............................................................... 7
CHAPTER II  REVIEW ON RELATED LITERATURE
  A. Review on Writing Skill ............................................................... 9
     1. Definitions of Writing Skill .................................................. 9
     2. Skills of Writing ............................................................... 10
     3. The Construct of Writing Skill ........................................ 15
  B. Review on Narrative Text .......................................................... 16
     1. Definition of Narrative Text ............................................ 16
     2. Generic Structure of Narrative Text ............................... 17
     3. Language Features of Narrative Text ............................ 19
     4. The Example of Narrative Text .................................... 20
  C. Review on Media ................................................................. 20
     1. Definition of Media .......................................................... 20
     2. Types of Media .............................................................. 21
     3. Advantages of Media ...................................................... 22

viii
D. Review on Animation Movie
   1. Animation Movie as Teaching Media
   2. Definition of Movie
   3. Types of Movie
   4. Advantages of Movie
   5. Definition of Animation Movie
   6. The Role of Animation Movie in Writing Skill
   7. Techniques of Teaching Writing Using Animation Movie

E. Teaching Writing Using Animation Movie
   1. Micro Skills and Macro Skills of Writing
   2. List of Problem Indicators
   3. List of Teaching and Learning Activities Using Animation Movie
   4. The Testing and Scoring of Students’ Writing Skill

F. Rationale

G. Hypothesis

CHAPTER III  RESEARCH METHODOLOGY
A. Context of the Research
   1. Time and Place of Research
   2. Subject of the Research

B. Method of The Research
   1. Definitions of Action Research
   2. Characteristics of Action Research
   3. The Advantages of Action Research
   4. Types of Action Research
   5. Model of Action Research
   6. Procedures in Action Research
   7. Techniques of Collecting Data
   8. Techniques of Analyzing Data
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings ........................................ 56
   1. Identifying the Problem .......................... 56
   2. Implementing the Action Research .......... 59

B. Discussion .................................................. 83

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion.................................................... 92
B. Implication.................................................... 94
C. Suggestions.................................................... 96

BIBLIOGRAPHY.................................................. 98
APPENDICES ..................................................... 101
LIST OF APPENDICESS

1. Syllabus of Senior High School ................................................. 101
2. Teacher’s Interview Script in Pre Research .............................. 108
3. Catatan Lapangan Pre-Test ...................................................... 110
4. Catatan Lapangan Pre Observasi ............................................. 114
5. Questioner Awal Siswa ........................................................... 117
6. Lesson Plan ............................................................................. 119
7. Field Notes .............................................................................. 133
8. Observation Form ..................................................................... 152
9. Sample of Students’ Pretest ..................................................... 159
10. Sample of Students’ Post-Test 1 .............................................. 161
11. Sample of Students’ Post-Test 2 .............................................. 163
12. Questioner Akhir Siswa ........................................................ 165
13. Students’ Interview Script after Research .............................. 167
14. List of Students’ Score ........................................................... 169
15. Legalization ............................................................................ 173

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xi
LIST OF TABLE

1. Table 1 List of Problem Indicators .............................. 33
2. Table 2 List of Teaching and Learning Activities Using Animation Movie .................................................. 33
3. Table 3 Scoring Rubric of Writing Skill .......................... 37
4. Table 4 Types of Action Research ................................. 46
5. Table 5 The Schedule of the Research .......................... 55
6. Table 6 Students’ achievement at the end of cycle 1 ......... 70
7. Table 7 Students’ achievement at the end of cycle 2 ......... 80
CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of language skills the students of secondary schools are supposed to have beside listening, speaking, and reading. Of the language skills, writing can be regarded as the most important skill to be developed by the students. It is due to the facts that in globalization era, many occupations require people who are able to master writing skill. In business aspect, people should have the ability to write application letter or any letters so it can support their success. People also need to learn writing in English for academic purposes. Another fact is writing can create jobs. Writing is not just an activity to express idea, opinion, or feeling in the text. Writing is not also just a hobby to spend time, but nowadays in this modern life, many people get much money from doing their writing, for example a journalist, novelist, or script writer. Those facts make mastering English writing skill is a must for the students.

Based on ‘Kurikulum Tingkat Satuan Pendidikan’ (KTSP) in 2006, teaching and learning English in high school has aim to develop communicative competence in form of oral and written form. Here, writing as a written language form which taught in Senior High School should be able to develop the students’ communicative competence. It means that the students must have the ability of operating the skills and knowledge of the language in order to perform graphic symbols to express ideas, thought, and experiences as communication.

To write well the essay, story, or something else, students must know the steps in writing process and aspects of writing. Students must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text. It agrees with Bell and Burnaby statement in Nunan (1989: 36), they say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the
sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Writing is a primary means of recording speech and can be used to communicate when the other person does not come in front of us, Byrne (1980: 24). It indicates that writing is very important on communication that can help us to have a good socialization, can express idea, feeling, information and opinion so can have a good interaction with the society. In Standard of Content for students of 11th grade, there are some text type that must be learned by students; report, narrative, analytical exposition, spoof; and hortatory exposition. In writing lesson, they are expected to be able to differentiate the types among the texts taught. They are also expected to be able to rearrange certain texts using their own words or create the new ones.

Based on the observation conducted by writer in SMA Negeri 1 Teras, Boyolali at the eleventh grade students on February 22, 2011 and the interview to the English teacher, Mrs. Juwariyah, she found information that students’ writing skill of the eleventh grade was still low. "Kemampuan writing anak-anak masih kurang mbak, masih acak-acakan sekali hasil writingnya, kebanyakan masih sulit menggunakan vocab dan grammar dengan benar. Nilai rata-rata writing mereka hanya 61 mbak.” The writer found that the students have low competence on writing skill. It is indicated through the following indicators. From the competence of writing skill, the indicators are: 1) the students get difficulties in exploring idea for their writings; 2) they get difficulties on producing grammatically correct sentences; 3) they get difficulties to produce vocabulary varieties to express language function; 4) they get difficulties to organize content in logical order; 5) they get difficulties to arrange their writing into cohesiveness and coherence. While, from the class situation, the indicators are: 1) the students make noise; 2) they do improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc; 3) they do not participate in class, they refuse
to create their writing and show up in front of class; 4) they do homework of other lessons; 5) they do not respond to the teacher’s commands.

Based on the questionnaire which has been filled by the eleventh grade students of SMA Negeri 1 Teras, the researcher finds out some problems dealing with writing skill:

1. There were 63.51% students who were interested in English writing, 5.26% who were greatly interested in English writing and 26.31% students were not interested in English writing and the rest students were not greatly interested in English writing.

2. There were 47.37% students who greatly could not finish their writing in short time, 42.10% students who could not finish their writing in short time and only 10.53% students who could finish their writing in short time.

3. There were 65.79% students who could not generate their ideas easily and 21.05% students who agreed that generating ideas was easy and only 13.16% students said that generating ideas was very easy.

4. There were 82.48 % students who faced difficulties in arranging their writing into a good order and a good organization, and only 17.52% students who did not face difficulties in arranging their writing.

5. There were 65.69% students who got difficulties in choosing the appropriate vocabularies (diction) on their writing, 26.31% who did not get difficulties and only 8% students who greatly did not get difficulties in it.

6. There were 47.36% students who got difficulties in using punctuation, capitalization and spelling correctly on their writing, 44.73% who did not get difficulties in using punctuation, capitalization and spelling correctly on their writing, and only 7.91% students who were easily able to use punctuation, capitalization and spelling correctly.

7. There were 60.52% students who said that they got bad score in English writing, 8.54% students who greatly got bad score in English and only
28.94% students who said that they got a good score in English and 2% students who greatly got good score in English.

From the questionnaire, it can be seen that actually most of the students of XI IPA 2 are interested enough in English writing, but they still get difficulties in some constructs of writing, like on grammar, idea, vocabulary, organization, and mechanics. It can also be seen that the low motivation in English class, especially English writing, still occurred in the eleventh grade students of SMA Negeri 1 Teras, Boyolali.

These problems come from the media, the materials and the techniques or methods used. Teacher centered technique which was used dominates the classroom activities that make students passive during the teaching and learning process and make them less attractive. Crucial in managing class because of so many students in a class, sometimes make the teacher does not know the students’ need. Usually in the classroom, only uses textbook or exercise book as the printed material used in teaching writing. It is monotonous and less innovative. There are limited media in the classroom that support teaching and learning process. There have lost reference for the varieties of printed media like pictures 3D, flash cards, etc. and non-printed media such as recordings, films, radio, television, audio and video cassettes.

To solve the problems, it must be developed the ability of writing such as grammar, vocabulary, content, organization, and mechanical, also must find out an interesting media. One of them is visual aid that can be used to teach writing, so the students will be interested in writing class. In this case, Kreidler (1995: 1) says that visual aids can be useful to the language teaching because:

1. They create situations which are outside the classroom well.
2. They introduce the students to unfamiliar cultural aspects.
3. They give reality to what might be understood, verbally by the students.
4. They change situations quickly and easily in a drill, provide decoration for the classroom.

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Basically the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aid for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kind of visual aids that teacher used must make the students comfortable with the material or the class so they can easily understand the lesson. Kreidler (1995: 41) also has another opinion, he said 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.”

From Kreidler opinion, it denotes that visual aid has an important function that the teacher can use in teaching and learning process, visual aids can also give the students an opportunity to extend their ability and also to explore their talent.

There are many visual aids that can be used to help the students write easily and correctly. They can help the students in organizing the ideas and lessen their difficulty in writing activity. In this case, the writer is interested in doing a research to overcome these problems by applying animation movie as a media in teaching writing. The researcher believes that the use of animation movie as a media is a good in conducting writing activity. By conducting a classroom action research that implements animation movie in writing class, it is expected for the teacher to be able to improve the students writing skill. Harmer (2001: 282) defines animation movie is series of images that are projected into a screen to create the illusion of motion in form of animation. It is also the story, incident and, etc recorded as a set of moving pictures to be shown on television or the cinema. In addition, Lorimor (1995: 506) states that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

Animation movie is chosen because it has many advantages to apply in teaching writing for students in grade 1-12. It can be applied for the narrative, descriptive, expository, report, persuasive forms of writing and etc. Animation
movies combine entertainment with instruction that makes the learning process more enjoyable. Students will be success in learning if they enjoy the process. Animation movie can make them more fun in learning English. The series of event on animation movie make students easier to memorize. The actors, setting, and plot in it will help them to give ideas on writing easily. Students will get the real example of past tense utterance used by participants on movie, so they can create and arrange into the paragraph of narrative text easier with the correct grammar, spelling, conjunction and diversity of vocabularies.

The writer will explore a genre in writing, that is, narrative, because narrative is interesting for students. Narrative tells about something imaginative so it will be quite relevant to students’ world and make them easily to comprehend and produce a text. It also tells us about the story and experience that can make the students enjoy the class. So it will be quite easy to them producing the simple text. They can share their idea, opinion and their own experience, like writing in a diary. According Charles et al (1985: 129), he had an opinion:

“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 surrounding in their narrative writing. By using narrative text as a genre for teaching writing, the students will be more interested and easy to study.

Considering the characteristics and advantages of using animation movie as mentioned above, the writer intends to make a research entitled “The Use of Animation Movie to Improve Students’ Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade Students of SMAN 1 Teras in 2010/2011)”.

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B. The Problem Statements

Based on the background above, the writer formulates the problems of this research as follows:

1. How can animation movie improve the students’ writing skill of 11th grade at SMA Negeri 1 Teras, Boyolali in 2010/2011?
2. How is the class situation when animation movie is implemented in the writing class?

C. The Objective of the Study

The objectives of the study can be stated as follows:

1. To identify how animation movie can improve writing skill of 11th grade students at SMA Negeri 1 Teras, Boyolali in 2010/2011.
2. To identify the class situation when animation movie is implemented in the writing class.

D. The Benefit of the Study

The benefits are theoretical and practical:

1. Theoretical Benefits
   
   a. This research can be used as reference for a similar research and as stimulation for other researchers.

   b. It will increase the repertoire of the research finding.

   c. It will give contributions and inspirations to increase the quality of teaching learning English, especially in writing skill.
2. Practical Benefits

This research will give the contributions for students of SMA Negeri 1 Teras, Boyolali, for teacher and for school. First, students will get a different learning system. It will be more interesting for the students to produce a narrative text by listening to the dialogue of the film and watching the picture situations on it. So they will be able to improve their writing skill. They can write their narrative text easily and freely. Second, for teacher, she can improve her ability to make innovations, effective strategy and also she can use animation movie as an effective solution to overcome students' problems in writing skill. Third, for the school, the result of the study can be a parameter in the efforts of learning innovation development for the other teachers and also can motivate them to develop another innovation in different strategy.
CHAPTER II
REVIEW ON RELATED LITERATURE

A. Review on Writing Skill

1. Definition of Writing Skill

There are several definitions of writing stated by some experts. According to Murcia (1991: 207), writing is an act of communication that requires an interaction process which takes place between the writer and reader via text. Writing is also a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them, stated by Palmer (1994: 5).

The next definition is given by Byrne (1997: 1). He states that writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. This coherent whole is called as text. A text may consist of one paragraph or more. Langan (2001: 5) points out that a paragraph is a short paper of around 150 to 200 words. It usually consists of an opening point called a topic sentence followed by a series of sentences which support that point.

Bell and Burnaby in Nunan (1989: 36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. In writing, there are numbers of aspects that must be considered to make the information inside the paragraphs and text cohesive and coherent.

From the explanation above, it can be concluded that writing is a complex activity of producing a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent to discover and organize ideas that requires communicative or interactive process between writer
and reader, so it is required the control of content, sentence structure (grammar), vocabulary, organization, and mechanics (punctuation, spelling, and letter formation).

Skill is defined as the ability to do something well (Hornby, 2004: 1109). Students’ writing ability refers to the student’s competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (Jacob, 1981: 60)

To summarize, writing skill is the ability to discover and organize ideas into written form arranged in a particular order and linked together in certain ways by using appropriate conventions including content, organization, vocabulary, language use (grammar), and mechanics.

2. Skills of Writing

A writer must have adequate writing skills to create the magnificence writing products. Raimes (1983: 6) states that there are some elements of writing skills that writers have to deal with as they produce a piece of writing. They are the writing process, audience, purpose, word choice, organization, mechanics, grammar, syntax, and content.

a. Writing Process

Harris (1993: 10) defines that writing is a process that; occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that preset creating an initial draft. He also states that writing is full of starts and stops, punctuated by long pauses for reflection or by the need to regenerate concentration.

According to McCrimmon (1984: 3), there are three principal stages of writing process. Stage 1 is prewriting; stage 2 is writing; stage 3 is revision.

1) Stage 1- prewriting

In this stage, writer tries to discover what he wants to do. The basic decisions made will direct and guide him when he starts to write. The
decisions will define the subject and determine the attitudes that will be taken by the writer to both his subject and his reader.

2) Stage 2- writing
In writing stage, the writer carries out these decisions through a completed first draft.

3) Stage 3- revision
In this stage, the writer does specific changes to improve the draft. In doing the revision, the first part of the paragraph that is examined and revised will be topic sentence, supporting sentences, and the concluding sentence if available. As it is known that a good paragraph is one that is unified and coherent.

b. Audience/ Readers
These are categories of audience (Britton et al. 1975 in Widdowson, 1993: 21-22):
1) Self
2) Teacher
3) Wider audience (known)
4) Unknown audience
5) Additional categories

c. The Purpose of Writing
According to Harris (1993: 18), there is a consideration about the purpose of the text that is its communication function. Text can be differentiated, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present argument, and so on.

Halliday in Nunan (1998: 84) points out that written language is used for:
1) Action: public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computers manuals
2) Information: newspapers, current affairs magazines, advertisements, political pamphlets

3) Entertainment: comic strips, fiction books, poetry and drama, newspaper features, film subtitles

d. Word Choice

Bram (1995: 48) says that words carry meaning; wrong words surely do not get the writer’s message across. An English word often has more than one meaning. It is in line with what is said by Beidler (1992: 109) that no two words are quite alike. No two have quite the same meaning. English learners need to learn about how to distinguish among the various meanings words can have. If they have been able to do that, it means that they have been ready to select the words which will permit them to say what they need to say. In choosing words, we have to choose the one that is as precise, as short, as concrete and as informal as possible.

e. Organization

In writing, the organization of paragraphs, topics, cohesion and unity to produce a good writing is a must. As writing is a process of thinking, it is needed to organize thought, argument, and logical.

f. Mechanics

Mechanics cover handwriting, spelling and punctuation. They play prominent role in writing.

g. Grammar

Grammar can be defined as a set of rules which specify all the possible grammatical structures of the language (Lock, 1997: 1). It deals with how words, phrases, and sentences are formed. Writer has to understand grammar to construct correct sentences. There are two aspects in grammar: 1) the arrangement of words, 2) the internal structure of words
h. Syntax

Matthew says that syntax is the branch of grammar that deals with the ways in which words with or without appropriate inflections, are arranged to show connection of meanings within the sentences (1981: 1).

i. Content

What is being discussed by the writer in his writing is called content. The writer puts her/his idea/thought in content of the writing. The writer needs to pay attention on the clarity, relevance, logic, and originality.

j. Part of Paragraph

There are three major structural parts of a paragraph. According to Richards (2007: 1), the parts of a paragraph are: topic sentence, body, and closing sentence.

1) Topic Sentence

Most paragraphs begin with a topic sentence that identifies the subject of the writing. The topic sentence tells the readers what the paragraph is about. It introduces the main idea of the paragraph. Sholes (2009) defines main idea as what the passage is mostly about. Despirt (2009) defines topic sentence as the main idea of the paragraph.

Topic sentence represents one thought and the thought must be specific. Topic sentence is also called as the controlling idea of a paragraph. It helps the writer to keep the writing under control.

2) Body

The body is the main part of the paragraph. The sentences in the body of the paragraph; known as supporting sentences, detail sentences, or supporting details; develop or explain the subject. They give details to develop and support the main idea of the paragraph.
Body is where the writer tells the readers about the topic by including specific details such as reasons, examples, facts, statistics or quotations. All of the sentences in the body must relate to the specific topic of the paragraph and help it come alive for the readers. These sentences should be organized in the best possible order. There are three main ways to do this: chronological (time) order, order of location, and order of importance.

3) Closing Sentence

Closing sentence or concluding sentence is the last or ending sentence in a paragraph. It is the same as the topic sentence but reworded. It restates the main idea of the paragraph written in different words. It often summarizes or raises the key point of the paragraph.

The closing sentence brings the paragraph to a logical stopping point. It is simple and short. It comes after all the details have been included in the body of the paragraph. It should remind the readers the subject of the paragraph and keep them thinking.

Gower et al (1995: 113) proposes some aspects of writing as follows:

a. Handwriting

To make the writing is easy to read by the readers, the writer needs to consider the neatness of the handwriting.

b. Spelling

A foreign language learner writer usually finds difficulties in spelling. Spelling means the writing of words accepted by the standard order.

c. Punctuation

Punctuation includes certain marks that clarify meaning by grouping grammatical units the written materials.
d. **Sentence Construction**
   It deals with words order in sentences. The correct words order means the correct sentence construction grammatically.

e. **Organizing Text and Paragraphing**
   The presentation of logical arguments is included in this section.

f. **Text Cohesion**
   Text cohesion deals with the appropriateness in using the linking words and phrases to make the organization of the text clear.

g. **Register/Style**
   It deals with the appropriateness language used to the formality and style of the text.

3. **The Construct of Writing Skill**

   Based on the explanation above, writing skill is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent. In writing, there are some aspects that should be concerned by a writer to write well. They are content, organization, word choice or vocabulary, language use and mechanics (spelling and punctuation).

a. **Content**

   In writing a text, writers in this case the students should consider about what is being discussed. The content should include the clarity, the relevance and adequacy to the task set and also the originality.
b. Organization

Related to the organization of the composition or text, students should organize thought, argument, and logical well. The whole pattern and shape of the texts should be clear in order to show the controlled adequacy of organizational skills.

c. Vocabulary

Vocabulary and word choice should deal with the way of the students in using the adequate word to succeed the text meaning presentation.

d. Language Use

In constructing correct sentences that build paragraph, students need to understand grammar accurately. This grammar accuracy is mostly related to the tense used in a particular genre text.

e. Mechanics

In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be state that he/she is good in writing skill.

B. Review on Narrative Text

1. Definition of Narrative Text

There are many types of text. The types are classified by their purposes of the piece. Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

According to Wiratno (2003: 13), narrative is the media to reconstruct the past experience about the events or happenings with the sequences on how the events or happenings occurred in the past which is commonly used to amuse and tell others by reliving the past.
From two definitions above, it can be concluded that narrative is a text focusing specific participants; its function is to tell stories or past events and entertain or amuse the readers.

2. Generic Structure of Narrative text

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

![Freitag Triangle Diagram]

That picture is known as the Freitag Triangle.

The idea of the Freitag Triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a. The exposition, it establishes the characters and situation.
b. Rising action, it refers to a series of complication leads to the climax.
c. The climax is the critical moment when problem/conflicts demand something to be done about them.
d. Falling action is the moment away from the highest peak of excitement.
e. The resolution consists of the result or outcome.

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

The writer tells the audience about who the characters 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)

b. 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. Here, the writer tells how the problem arises, sometimes something unexpected events will happened.

c. 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?). it is the end of the story.

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

a. Orientation

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

b. Complication/ Rising Action

The complication is pushed along by a serious 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 characters and even serves to (temporally) toward them from reaching their goal.

c. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

d. Resolution/ Falling Action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘How did it end’?)

e. Reorientation

It is an optional closure of event.

3. Language Features of Narrative Text

Derewianka (1990: 32) also states several common grammatical patterns of a narrative, 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.
4. The Example of Narrative Text

Cinderella

Orientation

Once upon a time there was a beautiful girl called Cinderella. She was pretty, loving and clever. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fall in love with her then he married her. They live happily ever after.

Complication

Resolution

C. Review on Media

1. Definition of Media

Media are aids needed to support some of activities in the world. Media include graphics, photographic or electronic aid to absorb, process, and rearrange visual and information (Arsyad, 2002: 3). Meanwhile, Gerlach and Elly (1980: 241) propose that medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skills, and attitudes.

Media play an important role in teaching and learning process. They can often help the students understand something, presented better than telling them verbally. Brown says that visual aid as a part of media is things that help the teacher implant the idea of what is presented in the mind of the students (1983: 7).

It is needed in teaching learning process because teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching
learning process, it can also help students master the material that the teacher gives to them.

From the explanation above, medium is the material, tools, or events that establish condition used by a teacher to facilitate the instruction to acquire knowledge, skills, and attitudes and engage the learners in a topic or as the basis of the whole activity. So, teaching writing can be easily by using the media. In this case, animation movie as teaching media can encourage and motivate the students to understand and memorize the material well and it will be expected to improve students’ writing skill.

2. Types of Media

According to Gerlach and Elly (1980: 274) there are five types of media, they are:

a. Picture
   Picture is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.

b. Audio recording
   Recording are made on magnetic tape, on discs, or on motion picture sound tracks. Sounds are genuine and are presented in the sequence in which they actually happened unless the recording is edited. Obviously, one of the most important types of audio recording is verbal material. So, audio recording may be used by individuals or played directly to an audience or over radio or a central sound system.

c. Motion picture (movie)/ video tape recording
   A motion picture (movie) or video tape recording is a moving image in color black and white produced from live action or from graphic representation. Objects or events may be in normal motion, in slow motion, time-lapse or stop motion.
d. Television

Television can originate from a variety sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver.

e. Real things, simulation, and models

Real things, as contrasted with other media are not substitutes for the actual object or event. Simulation is the replication of real situation which has been designed to be as near the actual event or process as possible. A model is a replica or representation of reality.

3. Advantages of Media

Arsyad in Sudjana and Rivai (1992: 2) explain some advantages of media in students learning process:

a. Teaching process would interest the student’s attention, so it could motivate them.
b. Teaching material would be meaningful, so it could be understood by students and it might master and teach the teaching purpose.
c. Teaching method would be variety, so the students wouldn’t be bored.
d. Students not only listen to the teacher explanation but also do anything else for example; observation, demonstration, action, etc.

Nunan, (1996: 200) states that visualization appeared in media which uses sense of sight help to supplement the input provided by commercial and teacher produce material, they can help to stimulate motivation and interest, and they can help to show learners how language is used in genuine context of use.

Kemp (1963: 3) also says when such audiovisual material that is a part of media as slides, filmstrips, overhead transparencies, and films are carefully prepared, they will give some important benefits. One of them is add interest to subject. He adds that animation movie is effective media to encourage students to action.
D. Review on Animation Movie

A movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. (Harmer, 2001: 282)

1. Animation Movie as Teaching Media

Wittich and Schuller give their opinion about the advantages of using media in teaching and learning process. It can be seen in their statement “When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media (1979: 2).” The statement above means that media plays an important role as teaching aids to achieve the teaching learning goals.

Katchen says that video film as teaching media is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (2002)

The teacher should select the appropriate media as teaching aids by considering some factors. 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 withdrawal 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).

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 writer in the research is animation movie that belongs to audiovisual aids.

2. Definition of Movie

Movie as stated in *Microsoft Encarta Encyclopedia* (2009) is a series of images that are projected onto a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, films, or the cinema that are one of the most popular forms of entertainment, enabling people to immerse themselves in an imaginary world for a short period of time.

Movies can also teach people about history, science, human behavior, and many other subjects. Some films combine entertainment with instruction, to make 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 creations.

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 movie can also be used as an alternative method 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 movie can be used as an alternative method in teaching that is suitable with their classroom situation.

Another opinion about movie given by Hornby (1995: 434), he defines film or movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema.

Movie is form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement (www.thefreedictionary.com/film). Here, movie is treated as a form of entertainment. Meanwhile, Allen and Gomery (1985: 136) state that movie is an art which portrays man’s interpretation of life. Movie as an art and movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movie as entertainment media is to entertain the viewers. Meanwhile, the goal of movie as an art is to give particular messages to the viewers. Since movie gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art.

From the definitions above, it can be concluded that movies or films are series of images that are projected onto a screen to create the illusion of motion recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

3. Types of Movie

There are many types of movie made for different purposes. According to Bordwell and Thompson (1997: 50), types of movie are broken down into:

a. Documentary movie

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

1) Compilation movie: produced by assembling images from archival sources
2) Direct Cinema: recording an ongoing event ‘as it happens’ with minimal interference by the moviemaker

b Fictional movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actuality.

For one thing, not everything shown or implied by the fiction movies 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.

c Animated movie

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies 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.

d Experimental or avant-garde movie

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:

1) The filmmakers want to express personal experience or viewpoint
2) The filmmakers may also want to explore some possibilities of the medium itself
3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer

Meanwhile David and Kristin (1997: 42-51) propose the kinds of movie are as follow.

a. Animated Films

They generally consist of drawing and paintings by artist called cartoons.
b. Documentary Films

Documentary films present information on many subjects. They show men's life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

c. Experimental and avant-garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.

4. Advantages of Movie

Harmer (2002: 282) states that the advantages of using film in teaching and learning process are:

a. Seeing language in use

One of the main advantages of movie or 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.

b. Cross cultural awareness

A film 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 American speak to waiters. Film is also of great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.
c. 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.

d. Motivation

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.

According to JE Champoux in his journal (2007), there are some advantages of film in teaching:

a. Films are a comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.

b. Films also are an economical substitute for field trips and other real world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.

c. Films offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

Other advantage stated by Katchen (1995), he says that cartoon films or animation movies usually tell a simple story that is easy to follow. Cartoon story usually have a simple plot that can be exploited for classroom use (http://mx.nthu.edu.tw/katchen/professional/cartoons.htm).
videos-to-teach-English-vocabulary-to-the10th-form-students.htm](http://www.scribd.com/Using-movies-and-videos-to-teach-English-vocabulary-to-the10th-form-students.htm), the advantage of the movies usage in teaching is as follow.

“Video pictures improve sentence production for many words. The learners who watch video pictures are able to produce a higher percentage of acceptable sentences using the most difficult target words than the learner who read only the narratives or those who read both the narratives and definitions.”

While Lucille Lever (2009) in her paper of promoting writing skill in ESL classroom, she stated that pictures, cartoons and comic strips contained elements that pleased the eye, relaxed the body, and stimulated writing production in language lessons. Using cartoons as a springboard developed the skills of grammar and conversation in writing; it stimulated the imagination and results in creative language production.

5. Definition of Animation Movie

Animation movie is interested for students from kindergarten to senior high school. It can amuse the viewer, because animation movie grow along period of time. Movie maker made it more innovative, fun and not monotones. There are many opinions about animation movie. Poulson says that animation is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize ([www.cwrl.utexas.edu/poulson](http://www.cwrl.utexas.edu/poulson)).

Definition of animation movie stated in Microsoft Encarta Encyclopedia (2009) is a movie consisting of a series of drawn, painted, or modeled scenes produced by computer techniques or the image produced. The motion pictures created by recording a series of still images—drawings, objects, or people in various positions of incremental movement—that when played back no longer appear individually as static images but combine to produce the illusion of unbroken motion. It usually consists of a series of drawings or photographs on paper that are viewed with a mechanical device or by flipping through a hand-held sequence of images.
While from Oxford American Word Power Dictionary (1998) stated that animation movie is a movie or television program that tells a story by using moving animation drawings instead of real people and places.

According to some definitions above, it can be assumed that animation movie is a form of media as the representation of man’s character, man’s idea, and certain situation by using moving drawing instead of real people and places.

6. The Role of Animation Movie in Writing Skill

Writing skill can be achieved in several ways. The use of animation movie will provide some important aspects in stimulating students’ motivation in producing the writing. In many subjects, animation movie can open up range of worthwhile learning activities (Wittich and Schuller, 1953: 138). They also state that classroom using films has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase (1953: 404).

7. Techniques of Teaching Writing Using Animation Movie

According to Stamplesky (1990: 15-16), there are several techniques that can be used to exploit video-film in teaching writing:

a. Sound off/vision on (silent viewing): this technique can be used either to stimulate language activity about what is seen on the screen (rather what is being said or to focus on what is being said, by a variety of guessing or prediction task.

b. Sound on/vision off: Students guess the setting, action, characters, etc. this can be done by varieties of ways.

c. Pause/freeze-frame control: (to utilize with sound on/off and vision on/off controls as above).
1) With sound on, pausing at strategic points in the plot or action, teacher asks students question about the situation (what was happened/what is going to happened)

2) Pause at suitable moment of characters’ facial expression for students to guess thoughts, feeling, etc.

d. Sound and vision on (viewing comprehension).

1) Students are given a close passage of the dialog or of a description of the scene and have to complete gap while/after viewing

2) Students view and listen the sequence then have to list the thing they expect to hear, see, etc.

e. Jumbling sequence: students view each section of sequence, presented to them out of sequence. The students have to determine what was happened or what will happen in each case and then fit the section into a correct plausible sequence.

f. Split viewing: some students see a sequence but do not hear it; others hear but do not see. A variety of activities can then follow based on usual information-gap procedures.

To get the productive learning time increase, Sheridan (2010) proposes “Maximizing your teaching time provides a higher quality of education for your students and a better working atmosphere for you”. While Long & Potter in (Arnold, 1983: 235), they says that by joining in small and big group, the students felt comfortable that encouraged them to work productively in learning activities.

E. Teaching Writing Using Animation Movie

1. Micro Skills and Macro Skills of Writing

“The same classification scheme is reformulated here to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum. You should be aware of the surprising multiplicity of options of written genres that second language learners need to acquire.” (Brown 2004: 219)
There are some micro skills and macro skills involved in writing. The writer needs to:

**Micro Skills**

a. Produce graphemes and orthographic patterns of English.
b. Produce writing at an efficient rate of speed to suit the purpose.
c. Produce an acceptable core of words and use appropriate word order patterns.
d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
e. Express a particular meaning in different grammatical forms.
f. Use cohesive devices in written discourse.

**Macro Skills**

a. Use the rhetorical forms and conventions of written discourse.
b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
d. Distinguish between literal and implied meanings when writing.
e. Correctly convey culturally specific references in the context of the written text.
f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(http://newterra.chemeketa.edu)
2. List of Problem Indicators

| A. Indicators of Writing Skills | 1. The students get difficulties in exploring idea for their writings  
| | 2. They get difficulties on producing grammatically correct sentences  
| | 3. They get difficulties to produce vocabulary varieties to express language function  
| | 4. They get difficulties to organize content in logical order  
| | 5. They get difficulties to arrange their writing into cohesiveness and coherence. |

| B. Indicators of Class Situations | 1. The students make noise  
| | 2. They do improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc.  
| | 3. They do not participate in class, they refuse to create their writing and show up in front of class  
| | 4. They do homework of other lessons and seem uninterested when they are asked to write  
| | 5. They do not respond to the teacher’s commands |

3. List of Teaching and Learning Activities Using Animation Movie

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Objectives</th>
<th>Learning experiences &amp; Addressing to Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students find vocabularies related to the movie’s theme on Crossing Word games</td>
<td>To explore vocabularies related to the theme on movie (enriching vocabularies)</td>
<td>BKOF (Building Knowledge of Field) A3, B1, B3, B4</td>
</tr>
<tr>
<td>2.</td>
<td>S find the meaning of vocabularies related to movie founded on Crossing Word games</td>
<td>To be familiar with vocabularies will be used on movie</td>
<td>A3, B1, B3, B4</td>
</tr>
<tr>
<td>3.</td>
<td>S guess the characters on flash card related to the movie</td>
<td>To know the characters on the movie</td>
<td>A1, B1, B3, B4</td>
</tr>
</tbody>
</table>

(commit to user)
4. S guess the characteristics of each character on flash card related to the movie | To know the characteristics of each character on the movie | A1, A3, B1, B3, B4
5. S find difficult meaning of vocabularies on flash card related to the movie | To be familiar with vocabularies will be used on movie | A3, B1, B3, B4
6. S tell each part of story on flash card related to the movie based on their knowledge | To be warm up and set class situation actively | A1, A3, A4, A5, B2
7. S watch the whole certain movie | To connect with what they have done in BKOF, connect what students hear and see in movie | Main Activity Modeling (movie as a model of narrative text)
8. S watch movie and mention the participants on it | To identify the characters on movie and their subject pronoun | A1, B1, B2, B3, B4
9. S watch movie then identify, mention verbs used | To know sentence pattern used in animation movie | A2, A3, B1, B2, B3
10. S mention the conjunctions and time signals used on movie | To know the using of correct conjunctions and time signals used | A2, A3, B1, B2, B3
11. S make sentence from the verbs mentioned on movie | Able to write in a simple sentence with the correct grammar | A2, A3, A4, B1, B2, B3, B5
12. S change sentence becomes negative and interrogative sentences | Able to make sentence variants and recognize the sentence used on movie | A2, B1, B2, B3, B5
13. S Change sentence from direct to indirect or vise versa which is found on movie | Able to make sentence variants because in narrative often used direct and indirect sentences | A2, B1, B2, B3, B5
14. S Give work sheet about simple past tense and reported speech which is often found on movie | For mastering grammar that important on writing skill | A2, B1, B2, B3, B5
15. S Make conclusion the sentence pattern used on animation movie | Able to know that narrative text use simple past tense | A2, B1, B2, B3, B5
16. S Watch the part of movie then mention the character’s behavior, place and time when story happened | To know the orientation of the narrative story on snow white movie | A1, A2, A3, A4, A5, B1, B2, B3, B4, B5
<table>
<thead>
<tr>
<th></th>
<th>S Watch the part of movie then identify what happened with the main character on movie</th>
<th>To know the <em>conflicts</em> of the narrative story on snow white movie (from the situation, feeling of main character, etc)</th>
<th>A1, A2, A3, A4, A5, B1, B2, B3, B4, B5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>S Watch the part of movie then identify what the characters do to solve the problem</td>
<td>To know the <em>resolution</em> of the narrative story on snow white movie</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3, B4, B5</td>
</tr>
<tr>
<td>19.</td>
<td>S watch the movie and complete the words based on movie</td>
<td>To be able to use the words appropriately and correctly</td>
<td>A2, A3, B1, B3, B4</td>
</tr>
<tr>
<td>20.</td>
<td>S watch the movie and complete the conjunction based on movie</td>
<td>To be able to use the conjunctions appropriately and correctly</td>
<td>A2, A3, B1, B3, B4</td>
</tr>
<tr>
<td>21.</td>
<td>S watch the movie and answer questions based on movie</td>
<td>To understand the content of the movie</td>
<td>A1, A3, A4, B1, B3, B4</td>
</tr>
<tr>
<td>22.</td>
<td>S watch movie without sound and rearrange the jumbled sentences into a good paragraph</td>
<td>To be able to arrange the sentences into a good paragraph</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3, B4, B5</td>
</tr>
<tr>
<td>23.</td>
<td>S watch movie once more and rearrange the jumbled paragraph into a good story</td>
<td>To be able to arrange paragraph into a good text</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3, B4, B5</td>
</tr>
<tr>
<td>24.</td>
<td>S are divided into eight group then each group makes narrative text with their own words based on movie</td>
<td>To be able to make story by their own idea</td>
<td>Joint Construction</td>
</tr>
<tr>
<td>25.</td>
<td>In group, s present their discussion in front of class based on narrative story on movie</td>
<td>To be able to present their idea and to practice small discussion with others in group</td>
<td>A1, A2, A3, A4, A5, B4, B5</td>
</tr>
<tr>
<td>26.</td>
<td>Other s give comment to the group in front of class which present their discussion related to movie</td>
<td>To be able to check their friend’s work and to give their opinion of their presentation</td>
<td>A1, A2, A3, A4, A5, B4, B5</td>
</tr>
<tr>
<td>27.</td>
<td>Teacher corrects the group or comment from other group and writes some incorrect vocabulary, structure, even organization of text in accordance with movie has been seen</td>
<td>To know the characteristics of narrative text and know the mistake in order the s do not make the same mistakes</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3, B4, B5</td>
</tr>
</tbody>
</table>
28. Teacher plays another story movie
To understand the series of event on movie
B1, B2

29. Individually students Make outline based on table1 (place, time, character’s name, physical appearance, behavior) table2 (mention conflict 1, conflict2) table3 (how problem solution is) on the movie has been watched
To know the organization of writing narrative (the generic structure: orientation, conflict, and resolution)
Individual Construction A4, A5, B1, B3, B4, B5

30. S make Draft (Make paragraph based on outline)
To be able to write the paragraph grammatically correct
A1, A2, A4, A5, B5

31. T Review written narrative text made by students (check on sentence pattern, spelling, punctuation, vocabulary, and content)
To know the ideal writing (correct organization, good mechanical, logical content, appropriate vocabulary, grammatically correct)
A1, A2, A3, A4, A5, B1, B2, B3, B4, B5

4. The Testing and Scoring of Students’ Writing Skill

Genesee and Upshur (1997: 141) say that test is a method for collecting information. Test is a task or a set of tasks which elicits observable behavior from the test taker. Task may consist of one task or more. Task that consists of one task for example writing composition, while the one which consists of a set of tasks for example in a lengthy multiple choice examinations in which each question can be thought of as separated task.

After the researcher gives tests to the students, she scores the results. In scoring the students’ writing, the researcher uses analytic scoring. Genesee and Upshur (1997: 206) proposes analytic scoring as a type of scoring in which different components and features of students’ writing are given separated scores. The components are content that deals with appropriateness to the title, organization which deals with the text cohesion and paragraph unity, vocabulary dealing with precision of choosing and using words, language use or grammar dealing with tenses, and mechanic that deals with spelling and punctuation.
### Table 3 The Scoring Rubric of Students’ Writing Skill

<table>
<thead>
<tr>
<th>No.</th>
<th>Categories</th>
<th>Score</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>30-27</td>
<td><strong>Excellent to very good:</strong> Thorough development of thesis, relevant to assigned topic, have varieties of topic, the number of grammatically true sentences are among piece of paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26-24</td>
<td><strong>Good to average:</strong> Limited development of thesis, mostly relevant to topic but lack detail, the number of grammatically true sentences about a half piece of paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23-17</td>
<td><strong>Fair to poor:</strong> Little substance, in adequate development of topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-13</td>
<td><strong>Very poor:</strong> does not show knowledge of subject, or not enough to evaluate.</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> Ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
<td><strong>Good to average:</strong> Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor:</strong> Ideas confused or disconnected, lacks logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate, no organization or no enough to evaluate.</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20-15</td>
<td><strong>Excellent to very good:</strong> Effective word/diction choice and usage, word form mastery, appropriate register.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
<td><strong>Good to average:</strong> Occasional errors of word/diction and usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor:</strong> Frequent errors of word/dictions choice and usage, meaning confused.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> Essentially translation, little knowledge of English vocabulary, diction, word form, not enough to evaluate.</td>
</tr>
<tr>
<td>4.</td>
<td>Language use</td>
<td>25-22</td>
<td><strong>Excellent to very good:</strong> Few errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-18</td>
<td><strong>Good to average:</strong> Several errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition but meaning seldom obscured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-11</td>
<td><strong>Fair to poor:</strong> Frequent errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition but meaning confused.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-6</td>
<td><strong>Very poor:</strong> Dominated by errors, does not communicate or not enough to evaluate.</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanics</td>
<td>5</td>
<td><strong>Excellent to very good:</strong> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paraphrasing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td><strong>Good to average:</strong> Occasional errors of spelling, punctuation, capitalization, paraphrasing but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td><strong>Fair to poor:</strong> Errors of spelling, punctuation, capitalization, paraphrasing, poor handwriting, and meaning confused.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td><strong>Very poor:</strong> No mastery of convention, dominated by errors in spelling, punctuation, capitalization, paraphrasing, not enough to evaluate.</td>
</tr>
</tbody>
</table>

**Minimal Score:** 35  
**Maximal Score:** 100
F. Rationale

Writing is seen as difficult subject for most students of eleventh grade at SMA Negeri 1 Teras, Boyolali. The evidence for the statement is that only 53% students pass in writing test while the rest of the students must do the retest so their score will achieve the minimum standard score, 63. It means that the achievement of the students writing skill is just little. They find it difficult to achieve the minimum standard score.

In solving these problems, it needs a technique perhaps a media that is able not only to lessen the difficulties but also to enhance or improve the students' writings. Here the researcher suggests implementing animation movie. Animation movie is one of media to teach writing. It is the story, incident, etc recorded as a set of moving pictures to be shown on television or the cinema. This media has many advantages. Animation movie combines entertainment with instruction that makes the learning process more enjoyable. Students will be successful in learning if they enjoy the process. Animation movie can make them more fun in learning English. The series of events on animation movie make students easier to memorize the full content of the narrative story. It is helped also by the moving pictures and colors that are available in animation movie. So, they do not have difficulties anymore in pouring the ideas in writing narrative text. The actors, their characteristics, setting, and plot will help them to develop ideas on writing easily and correctly. The conflicts and the way the participants do towards something that happened to them (problems solving/ resolutions) will be shown clearly in animation movie. Of course, it will make the students easily retell the story in a good composition in their own words. It will also give the real model of narrative text in the form of movie, so students will easily implement the use of tense, vocabulary, organization, punctuation, and spelling because while they are watching the animation movie, they are also given the subtitles telling the movie. There are some vocabularies used in animation movie related to the stories played. The students can see the correct spelling of some words or vocabularies. The tenses used in animation movie give learning that the tense used in narrative text
is past tense. Indirectly the students know the form or formula and the use of simple past tense also the temporal conjunctions used in narrative text. In the direct sentences used by the characters, there has also given in the subtitle the correct writing of using punctuation in it. They will write systematically in an organized way.

So, it is assumed that using animation movie as teaching media on students’ writing is effective for developing and promoting students' English writing skill. By watching the animation movies, the learners are guided in selecting theme, so the learners get the ideas about what they are going to write. The main achievement is that the learners are expected to be able to generate ideas into a composition. It is hoped that students’ writing skill will be improved by using this media.

G. Hypothesis

Based on theories underlying animation movie, narrative and teaching writing for the eleventh grade students, the researcher proposes the hypothesis that animation movie can improve writing skill of the eleventh grade students of SMA Negeri 1 Teras, Boyolali in the 2010/2011 academic year.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of the Research

1. Time and Place of Research

This classroom action research was conducted at SMA Negeri 1 Teras, Boyolali that is located in Jl. Randusari-Teras, Boyolali. It is surrounded by citizen houses, rice field area, and the factory. Nearby the school, there are also found the other senior high schools. When the research was conducted, there were new rooms built at the front part of the school.

This school consists of three grades namely tenth grade, eleventh grade, and twelfth grade. There are 20 classrooms; 8 classrooms for 10th grade, 2 classrooms for 11th grades of science program, 4 classrooms for 11th grades of social program, 2 classrooms for 12th grades of science programs, 4 classrooms for 12th grade of social program. The other rooms are teacher office, headmaster office, administration room, multimedia room, library, laboratories, mosque, canteens, basketball yard, and also parking area. Each classroom is completed with some facilities which are set to support teaching learning process, such as whiteboard, blackboard, tables and chairs which are fit with the number of the students, a teacher’s desk and chair, a clock, and good air circulation and lighting.

The students in SMA Negeri 1 Teras, Boyolali are not accustomed to practice their English. They are not too active during the teaching and learning process in writing subject. Moreover the teacher tends to use the monotonous technique to teach the students. That is why the researcher uses animation movie to improve their writing skill.

The research was conducted from March to April 2011 at the eleventh grade students of SMA Negeri 1 Teras, Boyolali in 2010-2011. The research consists of two cycles. The first cycle consists of four meetings and the second cycle consists of three meetings.
2. Subject of the Research

The subject of the research was the eleventh grade students of SMA Negeri 1 Teras, Boyolali at IPA II in the academic year of 2010/2011. The students were observed by the researcher in their English lesson especially in writing subject. There were 38 students consisting of 27 girls and 11 boys in class. The classroom is located in the back yard of SMA Negeri 1 Teras, exactly in the south side of yard and it is in the west of administration office. They were quite silent students.

The condition of the class was quite comfortable. There were tables and chairs as many as the students’ number, a whiteboard and board markers. The class was clean, good air circulation and good lighting. But, the classroom of XI IPA II was not completed by OHP or LCD that supported teaching and learning process. So, frequently they moved to multimedia room to get better facilities for studying.

B. Method of the Research

1. Definition of Action Research

Action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen (Burns, 1993: 30).

According to Ferrance (1998) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Ferrance’s statement is clear enough since it provides complete information about action research reflected in these key words: process, participants, educational practice, and techniques of research.

Wikipedia defines action research as a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve
problems. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice (2007: 1).

Kemmis in Hopkins (1993: 2) says that action research is a form of self reflective inquiry undertaken by participants in a social situation (including educational in order to improve the rationally and justice of (a) their own social or educational practices, and, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. Other expert, Rapoport (1970) in Hopkins (1993: 2) says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

Wallace defines action research as a way of reflecting on teacher’s teaching that is done systematically by collecting data on their everyday practice and analyzing it in order to come to some decisions about what their future practice should be (1998: 4).

Mills proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn (2000: 5).

From the definitions above, it can be concluded that action research is the systematic study of efforts to overcome education problems or to change things related to educational problem for improvement.

This research will be carried out by the collaboration of the writer as the teacher and her partner as the observer. The practical action is using animation movie to improve students’ writing skill. The reflection of the actions can be known while the visual aid is used. This reflection shows whether animation movie can improve students’ writing skill.
2. Characteristics of Action Research

The following common features are the characteristics of action research suggested by Burns (1999: 30):

a. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Based on the characteristics of action research above, this research was appropriately conducted as classroom action research in order to bring social and educational change and improvement in writing skill and students’ learning attitude.

3. The Advantages of Action Research

The followings are the advantages of action research according to the expert in www.ascd.org/readingroom/books/sagor92book.html#chap1:

a. Action Research will help the teacher improve instruction in his classroom. It will allow him to look critically at what goes on in his room and the impact that very small changes can make in student (and teacher) success.

b. Action Research can help the teacher focus on specific issues and address them with a plan. As a result, he’ll know why something has changed—without having to guess at the causal relationships of his actions on student achievement.

c. Action Research exposes the teacher/researcher to current research and best practices that truly address his/her professional goals—not just what someone else thinks he/she needs to read. It empowers the teacher to make instructional
decisions in his own classroom. When Action Research remains focused on student achievement, he has the ability to improve his practice and impact the success of his students.

According to Ferrance (2000: 13-15), action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.

4. Types of Action Research

There are different types of action research depending upon the participants involved. According to Ferrance (2000: 3-5), a plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

a. Individual teacher research

It is usually focused on a single issue in the classroom such as classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.

commit to user
b. **Collaborative action research**

It may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

c. **School wide research**

It focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Team work and individual contributions to the whole are very important, and it may be that problem points arise as the team strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

d. **District-wide research**

It is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Downsides are the documentation requirements (communication) to keep everyone in the loop, and the ability to keep the process in motion. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can
take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.

In this research, the researcher used the collaborative action research.

Table 4 Types of Action Research

<table>
<thead>
<tr>
<th>Focus</th>
<th>Individual teacher research</th>
<th>Collaborative action research</th>
<th>School-wide action research</th>
<th>District-wide action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Single classroom issue</td>
<td>Single classroom of several classrooms with common issue</td>
<td>School issue, problem, or area of collective interest</td>
<td>District issue Organizational structures</td>
</tr>
<tr>
<td>Possible support needed</td>
<td>Coach/mentor or Access to technology Assistance with data organization and analysis</td>
<td>Substitute teachers Release time Close link with administrator</td>
<td>School commitment Leadership Communication External partners</td>
<td>District commitment Facilitator Recorder Communication External partners</td>
</tr>
<tr>
<td>Potential Impact</td>
<td>Curriculum Instruction Assessment</td>
<td>Curriculum Instruction Assessment Policy</td>
<td>Potential to impact school restructuring and change Policy Parent involvement Evaluation of programs</td>
<td>Allocation of resources Professional development activities Organizational structures Policy</td>
</tr>
<tr>
<td>Side Effects</td>
<td>Practice informed by data Information not always shared</td>
<td>Improved collegiality Formation of partnerships</td>
<td>Improved collegiality, collaboration, and communication Team building Disagreements on process</td>
<td>Improved collegiality, collaboration, and communication Team building Disagreements on process Shared vision</td>
</tr>
</tbody>
</table>
5. The Model of Action Research

The action research model used is the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research: plan, action, observation, and reflection.

The spiral model can be illustrated as follows.

![Action Research Spiral (Kemmis & McTaggart)](image)

6. The Procedures in Action Research

In this classroom action research, each procedure takes some steps that form one cycle. The procedures of action research in this research are as follows.

1. Identifying the problem

The problems are identified first before planning the action. In this step, the researcher identifies the problems occurring in the class. The problems refer to the factors causing the students difficult to improve their writing skill. To identify the problem, the researcher observes the teaching learning process, interviews, gives the pre-test and open-ended questionnaires to the students. Observation is done in
order to know both teacher and students’ behavior in teaching learning process, teacher technique in teaching writing, and the class management. Interview with the teacher was to know the teacher difficulties in teaching writing, while interview with students was to find the students’ difficulties in writing and their habit in writing class. More, the questionnaires will strength the data validity. Pre test is done in order to know students writing competence before the action.

2. Implementing the action research

This research is conducted in two cycles. Each cycle uses animation movie as teaching media in writing activity.

According to Kemmis and Mc Taggart in (Burns, 1999:32) explain that action research occurs through a dynamic and complementary process, which consists of four essentials moments: planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process. Each step is explained as follows.

a. Planning

It includes the following activities:

1) Preparing material, making lesson plan, and designing the steps in doing the action
2) Preparing list of students’ name and scoring
3) Preparing teaching aids (animation movie)
4) Preparing sheets of classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied)
5) Preparing a test

b. Action

The included activities were:

1) Giving pretest
2) Teaching in the classroom
3) Giving occasion to the students to ask any difficulties or problems
4) Asking the students some questions
5) Guiding students to do the task
6) Giving post test
c. Observation

Observation is one of the instruments used in collecting data. The researcher observes the students’ activities while teaching-learning process occurs. The results of the observation are recorded on observation sheets as useful data. The researcher is helped by the teacher to observe students’ activities and give inputs and suggestions.
d. Reflection

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflects what he has done through a succession of stages so that the students’ improvement can be known.

3. Doing Evaluation

The researcher makes an evaluation on the observation result to find out the strengths and weaknesses during the action. The researcher gives the students pre-test and post-test to ensure that there is an improvement of the students’ writing skill. Pre-test is held at the beginning of the first cycle to measure students’ writing skills before implementing the action and post-test is held at the end of every cycle to measure the improvement of students’ writing skills after the action. After giving the test, the researcher analyzes the result of the test by scoring it. In scoring the data of writing skill, the researcher uses rubric evaluation of writing. The researcher asks the English teacher of SMA N 1 Teras to be the second corrector in order to avoid subjectivity of scoring.
7. Techniques of Collecting Data

This action research needs the data to support the investigation. The data of research were collected by using some techniques of collecting data including: interview, observation, questionnaire, and test. The data which were collected in this study consisted of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and writer. In detail, the techniques of collecting data are as follows.

a. Qualitative Data

The qualitative data in this research were collected by using some techniques including:

1) Interview

This technique was held at the beginning and the end of the research to know the students’ and the teacher’s view of the teaching-learning process and to know the problems that they faced in learning English and the students’ opinion about the implementation of animation movie in writing narrative text. The obtained data were data about the students’ and the teacher’s view of the teaching-learning process, their problems in teaching-learning English, and their opinion about the implementation of animation movie in writing narrative text. Informal notes were taken during the interview.

2) Observation

The observer observed and took notes of all that happened before and during the implementation of animation movies in the classroom. There were some aspects which were observed in the class. The obtained data were about class situation, students’ behavior, teacher’s technique in delivering the materials and students’ response when they were given the materials. The observation was aimed to know the students’ progress in writing, the situation of the teaching learning process and students’ interest when the media, in this case animation
movie was applied. The observation data were collected in the researcher’s diary writing.

3) Questionnaire

Questionnaire is several questions expected to be answered by the participants in order to collect the data. The questionnaire was given two times. The first questionnaire was given in the beginning of project/action while the second questionnaire was given in the end of implemented action. The participants were quite free to answer the questions. In this research, they were used to know the students’ feeling, perception and opinions to the English teaching activities that happened in the class. In detail, the first questionnaire was used to know the students’ ability and problems in learning English. The writer gave the students questionnaire sheet dealing with the students’ ability and problems in writing. The second questionnaire was given after implementing the techniques of using animation movie in teaching writing. It examined how the students felt about the technique of using animation movie, and how it helped them in improving writing skill.

b. Quantitative Data

The quantitative data were collected by using tests. As stated by Brown (1994: 252), test is a method of measuring a person’s ability or knowledge in a given area. The tests were given three times: in the beginning of the research and in the end of each cycle. A pre test was done before the action was implemented while post-test was done in the end of the action. These tests were conducted to measure the students’ writing skill. Then the post test result was compared to the students’ score before the actions were implemented so that the writer could find the improvement of the students’ writing skill after they had watched animation movie.

8. Techniques of Analyzing Data

The data collected in this research were qualitative and quantitative data. The qualitative data were analyzed based on Anne Burns' theory of analyzing
process, while quantitative data were analyzed using a descriptive statistic technique.

a. Qualitative Data

In analyzing the qualitative data, the researcher used Anne Burns’ theory (1999: 156-160) said that in general, the data analysis process included assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The data provided the evidence for the statements or assertions that were made about the research insights or outcomes. The following are the stages for analyzing qualitative data:

1. Assembling The Data

The first step is to assemble the data that have collected over the period of the research: field notes, journal entries, questionnaires, and so on. It is useful to note down thoughts, ideas, or impressions that occurred during this initial examination. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together. By scanning the data in this way, it begins the process of more detailed analysis by bringing up possible patterns which can adopt or add.

2. Coding The Data

Some overall examination of the data, categories, or codes can be developed to identify patterns more specifically. Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. With closed or ranked questions, I a questionnaire for example, responses or behaviors may be assigned to a code relatively easily. Data analysis becomes much more messy and coding becomes less clear cut when it is dealing with diary entries, classroom recordings or open-ended survey questions.

3. Comparing The Data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different
data gathering techniques. It should be noticed sequences of data or identify relationships and connections between different sources of data. At this stage the researcher should be able to map frequencies of occurrences, behaviors, or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

4. Building Interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions, or attitudes have emerged. Discussing the data patterns and themes with other members in the research group can be a catalyst for new discoveries or interpretations, as can noting down thoughts or insights as they occur and questioning what lies behind surface description.

5. Reporting The Outcomes

The final stage involves presenting an account of the research for others. There are various way to report the research. a major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data. the data in the action research have been systematically collected and analyzed. This systematic aspect needs to be shown in a report. This means at the very least setting out and discussing the original issue or questions that prompted the study, describing the contexts of the research, outlining the findings and providing data samples to support them, interpreting how the findings relate to the context and suggesting how to the project has been fed back into practice or could lead to other areas for research.
b. Quantitative Data

In analyzing quantitative data, the researcher used a descriptive statistic technique. It was done by describing the tests results, the pre-test and post-test. The results of the pre-test and post-test were analyzed to show the achievement data. This analysis was to find out the mean that was used to prove whether or not teaching writing using animation movie could improve the writing skill. Also, it was done to compose the students’ writing skill before and after the implementation of the research.

The mean of the students’ scores in the pre test and the post test of every cycle was calculated with the formulas as follows:

In which:

\[ \bar{X} = \frac{\sum X}{n} \]

- \( \bar{X} \) = Means of pre-test score
- \( \sum X \) = The sum of the students’ pre-test score

\[ \bar{Y} = \frac{\sum Y}{n} \]

- \( \bar{Y} \) = Means of post-test score
- \( \sum Y \) = The sum of the students’ post-test score

\[ n \] = Numbers of sample

Finally, by analyzing data from observation, interview, questionnaire and test, the writer was able to draw a conclusion whether animation movie could improve the students’ writing skill or not.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

Introduction

This chapter presents the result of classroom action research conducted in class Science 2 eleventh grade of SMAN 1 Teras, Boyolali in 2010/2011. The actions of this research were mostly done in the multimedia room because the facilities were complete and the situation was quite perfect to conduct writing practice by using animation movie. During the actions, the researcher was helped by Mrs. Juwariyah as the observer and facilitator. The aim of this research was to improve students’ writing skill of the eleventh grade students of SMAN 1 Teras in 2010/2011 by using animation movies as the teaching media. This chapter describes and discusses the data which were collected from the research. This research was conducted for about two months. It consisted of two cycles. There were three meetings in the first cycle and two meetings in the second cycle. The schedule of the research can be seen in the table 5.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>February, 22nd 2011</td>
<td>Identifying teacher’s problems in teaching writing.</td>
</tr>
<tr>
<td>Observation</td>
<td>February, 23rd 2011</td>
<td>Identifying the problems during teaching learning process</td>
</tr>
<tr>
<td>Giving the first Questionnaire</td>
<td>February, 24th 2011</td>
<td>Identifying students’ problems in writing.</td>
</tr>
<tr>
<td>Pre-test</td>
<td>February, 24th 2011</td>
<td>Identifying students’ writing skill.</td>
</tr>
<tr>
<td>Cycle 1: 1st meeting</td>
<td>March, 3rd 2011</td>
<td>Implementing the action plan</td>
</tr>
</tbody>
</table>


| 2\textsuperscript{nd} meeting | March, 24\textsuperscript{th} 2011 | Implementing the action plan |
| 3\textsuperscript{rd} meeting | March, 26\textsuperscript{th} 2011 | Implementing the action plan |
| Post-test 1                  | March, 31\textsuperscript{th} 2011 | Measuring the students’ writing skill after the action. |

Cycle 2:

| 1\textsuperscript{st} meeting | April, 9\textsuperscript{th} 2011 | Implementing the action plan |
| 2\textsuperscript{nd} meeting | April, 14\textsuperscript{th} 2011 | Implementing the action plan |
| Post-test 2                  | April, 16\textsuperscript{th} 2011 | Measuring the students’ writing skill after the action. |

Giving the last Questionnaires | April, 16\textsuperscript{th} 2011 | Knowing the students’ opinion about the action. |

Interview after the action | April, 16\textsuperscript{th} 2011 | Knowing the students’ opinion about the action. |

A. Research Findings

1. Identifying the Problem

The researcher did some observations to know the pre-conditions before the implementation of the action research. Firstly, the observation was conducted by interviewing the English teacher and the students of science 2 eleventh grade in order to know their problems in teaching learning writing. The observation next was conducted in the class during teaching learning English process.

Based on interviewing of the English teacher, the researcher found some problems faced by her. She stated that the students’ writing skill were still low. Their writings were still not in good composition. Most of them had difficulties in using the appropriate vocabularies and using the correct grammar. The mean score of their writing test was only 61. She gave addition information that in fact the students rarely did writing practice in class because writing is a complex process so it would need much time. The teacher said that she frequently used LKS as material to be delivered to the students. She rarely used other media like pictures,
movies, etc because of the insufficient facilities in the class. The complete facility was only found in the multimedia room, but the use of it must follow the line of schedule.

Based on interviewing of the eleventh grade students science 2, the researcher found that they faced difficulties in vocabulary, most of them confused to take place the appropriate vocabularies in the text. Commonly, they found it in the dictionary but they still didn’t understand how to arrange the words into good order. They also said that they had difficulties in exploring ideas. They found difficulties in transferring thoughts and feelings from their heads into a sheet of paper. The use of grammar was their major difficulties in writing. The students felt difficulties in applying the appropriate tense in the text and they did not memorize the second and the third verb.

In addition, the writing class before research was also described in several situations. There were 1) the students made noise; 2) they did improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc; 3) they did not participate in class, they refused to create their writing and show up in front of class; 4) they did homework of other lessons because they seemed uninterested when they were asked to write; 5) they did not respond to the teacher commands.

The researcher also gave the questionnaire had been filled about English writing in class by eleventh grade students of science 2 at February 24, 2011. The researcher found out some problems dealing with writing skill:

1. There were 63.51% students who were interested in English writing, 5.26% who were greatly interested in English writing and 26.31% students were not interested in English writing and the rest students were not greatly interested in English writing.
2. There were 47.37% students who greatly could not finish their writing in short time, 42.10% students who could not finish their writing in short time and only 10.53% students who could finish their writing in short time.
3. There were 65.79% students who could not generate their ideas easily and 21.05% students who agreed that generating ideas was easy and only 13.16% students said that generating ideas was very easy.

4. There were 82.48% students who faced difficulties in arranging their writing into a good order and a good organization, and only 17.52% students who did not face difficulties in arranging their writing.

5. There were 65.69% students who got difficulties in choosing the appropriate vocabularies (diction) on their writing, 26.31% who did not get difficulties and only 8% students who greatly did not get difficulties in it.

6. There were 47.36% students who got difficulties in using punctuation, capitalization and spelling correctly on their writing, 44.73% who did not get difficulties in using punctuation, capitalization and spelling correctly on their writing, and only 7.91% students who were easily able to use punctuation, capitalization and spelling correctly.

7. There were 60.52% students who said that they got bad score in English writing, 8.54% students who greatly got bad score in English and only 28.94% students who said that they got a good score in English and 2% students who greatly got good score in English.

From the questionnaire, it could be seen that actually most of the students of XI IPA 2 were interested enough in English writing, but they still got difficulties in some constructs of writing, like on grammar, idea, vocabulary, organization, and mechanics. It could also be seen that the low participation in English class, especially English writing, still occurred in the eleventh grade students of SMA Negeri 1 Teras, Boyolali.

After finding the problems faced by the students in English class, the researcher conducted a pre-test. The pre-test was done to measure the students’ writing skill and to get the data about their scores in writing before implementing the action. The mean of the students’ scores in the pre-test was 63.38. This score was based on the two correctors; they were the researcher and the English teacher.
Based on the pre-observation and pre-test conducted by the researcher, it could be identified that the writing skill of the eleventh grade students science 2 in SMAN 1 Teras, Boyolali was still low and they had little participation in English lesson. It should be improved by implementing teaching techniques and some media that can overcome the problems. In implementing the teaching learning process, the researcher used animation movie of narrative story to improve students’ writing skill. The target of this research was the improvement of students’ writing skill which concerns with some aspects of writing such as generating ideas (content), vocabularies, organization, grammar, and mechanics.

2. Implementing the Action Research
   a. Cycle 1
      1) Planning
         After finding the problems by interviewing, observation in class, giving pretest and questionnaire, the researcher made a plan to teach writing class in cycle 1. She prepared the materials taken from English book, LKS, and internet. The researcher planned three meetings in the first cycle. The lesson plan was made for three meetings at once. The researcher chose materials which were suitable for the students. She chose the animation movie which could be easily understood by the students. The title of the animation movie used in the cycle 1 was “Little Thumb.” The duration of this movie was about ten minutes. The story in animation movie was chosen by considering some aspects such as: age, language level and students attraction (story plot). So it would make the students easier in learning writing.

   2) Action
      In implementing the action, the researcher played a role as a teacher and the English teacher was as the observer during teaching learning process in class.
The researcher did the teaching-learning process in three phases: opening, main activities, and closing. The opening phase covered all the things done as the beginning such as greeting, checking the students’ attendance, telling that going to learn, and telling the competence or goal would be achieved at the learning process. In main activities phase, there were three steps such as background knowledge of field, modeling, and joint or individual construction. There, the researcher did brainstorming or gave some questions to students to stimulate their participation in the lesson. The researcher gave the real model of narrative text in the form of animation movie. The researcher also asked students to work in group and discuss the tasks given by the teacher. Next, the researcher gave explanation about the material and about the addition or correctness students’ errors of their composition in writing. In this phase, the researcher also gave the students opportunity to ask about everything dealing with the material (narrative text). In closing phase, the researcher summarizes the lesson doing reflection, and closing the lesson.

Here is the description more detail of the action:

a) The First Meeting

The researcher conducted the first meeting on Thursday, March 3\textsuperscript{rd} 2011. In delivering the material, the teacher used power point and uses media such as: LCD, laptop, speaker and white board. The lesson was started at 08.30 a.m. and finished at 10.00 a.m. The researcher came to the class of XI IPA 2 and informed that the teaching and learning process of English subject would be held in multimedia room at the second floor. The researcher as the teacher entered to the multimedia room with the English teacher as the observer. The researcher had been introduced before to the students. As soon as the researcher entered the room, she greeted the students, checked the students’ attendance list, introduced the topic that they were going to learn, and told the competency or goal would be achieved at learning process.
The researcher started by giving background knowledge of field about narrative text. She asked the students all about narrative stories in general (the purpose, generic structure, language feature, kinds of narrative text, and the examples of it) to the students. They answered the questions noisily. Great students still opened their book to find the answers. The researcher showed the power point about narrative story to review the previous material given by their English teacher. Then she asked about the title of animation movie had been watched by them. The students mentioned the titles such as Cinderella, Snow White, Sponge Bob, etc. The researcher asked orally to them about the characters, setting, and what happened in that stories. Some students participated actively in this section. One of them told full the Sponge Bob story from the introduction, conflicts, till its problem solving in Indonesian generally. Next, the researcher introduced the animation movie will be played. The animation movie was belonged to the fairy tale story. Most of them didn’t know yet about the animation movie would be played entitled “Little Thumb”. To help them in understanding the animation movie would be played, the researcher introduced the vocabularies used in movie by giving the worksheet completed with the pictures taken from animation movie and asked the students to mention the vocabularies. Subsequently, she prepared anything to play the animation movie using laptop connected with LCD and sound system. All of the students paid attention to the movie when it was being played. After that, the researcher asked to the students about the information in animation movie. To lead them in comprehend the story in animation movie, she gave some guiding questions. The students were able to mention the characters or participants in the story of Little Thumb, they were also able to mention the setting (place and time) of the story. Some of them could retell the story in general based on their understanding in front of class though still in Indonesian. Reviewing simple past tense was the next activity. Then, the researcher asked the students to make group
consisting of 5 to 6 students in a group. Each group was distributed cuts of jumbled paragraph in the envelope about Little Thumb story, they were asked to arrange into good organization. The paragraphs still consisted of incorrect grammar. There were many underlined verbs should be corrected by the students in group. The researcher went around the class to guide the students and help them solve the difficulties they faced. In this section, the students participated actively in class. They discussed the work in their own group. After finished, they looked compete to other groups in set their work result on the white board. Every group wanted to be the first in finishing their work. Other groups compared with their own work. Then, the teacher checked their discussion result of arranging jumbled paragraph into good organization. It was continued by checking the underlined verbs. The verbs which were still incorrect were changed into the correct form. The teacher guided them and corrected their wrong changing verbs. Before closing the lesson, the researcher asked whether there were still any questions so far and gave the students homework to study at home related to constructing good agreement in the sentences. No student asked any questions. Then, the researcher closed the lesson since the time was up by saying good bye.

b) The Second Meeting

On Thursday, March 24th 2011, the researcher came for the second meeting. The students sat tidily in their own previous group in the multimedia room. The observer took her seat in the middle side of the class. Firstly, the researcher greeted the students, checked the students’ attendance, reviewed the previous material in the first meeting about narrative and simple past tense, and told what they were going to learn. Directly, the researcher played the same animation movie of Little Thumb story to the students. While they were watching the animation movie, they were asked to write the difficult vocabularies they faced in
their own notes. The students had to find the meaning of their difficult verb on the dictionary. They were also asked to analyze and mention the adverbs of time or time conjunctions used in the animation movie. After that, the researcher asked the students in group to write some declarative sentences in the form of past tense as much as possible, and then the students were required to change it into negative and interrogative sentences. Each group wrote one sentence on the white board. When their friends went in front of class to write their group sentences, other groups analyzed the structure of the sentences. The researcher guided the students to check the sentence structure written on the white board. Some of the students made mistakes in arranging passive sentence and using irregular verb. Then the researcher gave short explanation about the use and the rule of pattern of passive voice. The researcher also gave the examples of the alteration of the irregular verb in the past form. To make it clearer, the researcher gave the worksheet about simple past tense, perfect tense and passive voice. The students’ worksheet was shown on the screen. The researcher still gave the short explanation while she was checking students’ answer. After that, the researcher played the animation movie by using play-pause technique and asked the students to write direct sentences used in the animation movie. The students in group discussed the change of direct sentences to indirect sentences. Here, the researcher gave the little review about direct-indirect sentences. The students orally change the direct sentences to indirect sentences. The researcher wrote the students’ answer, checked or corrected their answer and gave the short explanation. Subsequently, the researcher showed the draft of Little Thumb story. She asked the students to fill the draft based on the information recorded in their own notes from the animation movie. The draft was about the characters/participants, their characteristics (physical appearances and behaviors), setting (place and time), conflicts, and problems solving (resolutions). The researcher gave the guiding questions to help the students in writing the conflicts and
resolutions. The students worked and discussed in their own group. The discussion took a long time and the time was up so the researcher as soon as possible closed the lesson and asked the students to finish it at home. It became their homework. In the next meeting, each group had to read their discussion result of filling the draft.

c) The Third Meeting

The third meeting was conducted on Saturday, March 26th 2011. The class was begun at 07.00 am. The researcher entered to the room and prepared the equipment immediately. She opened her teaching by greeting the students then checked students’ attendance. After opening the class, she reviewed the materials of the previous meeting and checked the homework. The representation of every group read the discussion result of filling the draft given in the previous meeting. Other groups listened to their friends’ discussion result and compared with their own result. The researcher guided them to check the correct information and conclude the content of the draft by their groups discussion result. Then, based on the draft of Little Thumb story taken from animation movie that they had made, the students in group were asked to write full story of narrative text, from orientation, complication, and resolution. The researcher played once again the animation movie of Little Thumb story to remind them. She played by using play- pause technique. She played until the orientation then paused, played from conflict 1 to resolution 1 then paused, played from conflict 2 to resolution 2 then paused, etc. until the final of the story. The students discussed with their own group to arrange the sentences into the paragraph based on the organization of narrative text. The researcher went around the class to help them to solve the problem that they faced in organizing the written text. After about 20 minutes they finished their work. The researcher asked them to write their result on the whiteboard. Each group wrote one paragraph. In this case, the first group wrote the first paragraph or orientation; the second
group wrote conflict and resolution 1; the third group wrote conflict and resolution 2, etc. After they had written on the whiteboard the researcher guided the students to analyze their writing. The analyzing was about the information, vocabularies, word order, organization and the language use. The researcher gave chance to the students to correct and analyze the groups writing. The researcher guided the students to find the correct answer. Before closing the lesson on that day, the researcher told them that for the next meeting, they would have a writing test. Because there were no more questions, the researcher closed the lesson by thanking the students for their attention and saying good bye.

3) Observation
a) The First Meeting

In the first meeting, all of the students of XI IPA 2 attended the class. There was no student absent; there were thirty eight students in the class. The students looked happy when they were asked to move to the multimedia room. They seemed ready to watch the animation movie. The students participated actively during the teaching learning process. When the researcher asked about the animation movie they had ever seen, the students contemporaneously mentioned the titles of animation movie and told the story of an animation movie from the beginning to the end generally. They were enthusiastic toward the story. Then, the researcher distributed the picture series as the introduction of the animation movie that would be shown. The picture series was taken from the animation movie. Most of the students had never heard the story in the animation movie which was entitled “Little Thumb”. When they were asked to make group of five, the class situation was noisy. The students sat in their own group and discussed the worksheet given by the researcher which was completed with picture series. The interesting media made them try to do the tasks well. The students in group cooperated to find the vocabularies in the picture series related to the animation movie story and
to guess the characters and setting of the story. They still lacked in vocabulary. Some of them opened the dictionary to help them on translating the meaning of the vocabulary. Next, representatives in every group read their discussion result. The students still looked ashamed when they read the result, so they just read by sitting in their own group position; they did not want to move in front of the class. The researcher checked their answer. The students listened to the researchers’ check and corrected their own work. When the animation movie was played, all of them paid close attention to the animation movie. It showed that the students had an interest to the animation movie. Then, they were asked to retell the story in the animation movie based on their understanding. The worksheet that was done helped them to comprehend the animation movie. There was a student in the first group who raised hand. He wanted to retell the story in general based on his understanding but he still told in Indonesian. The groups then were given an envelope containing the cut of paragraphs of Little Thumb story. They were asked to arrange the paragraphs into a good organization based on the animation movie which had been shown. Some verbs used in paragraph were still incorrect and the students had to make them correct. The students competed to stick the full paragraph they had arranged in their group on the white board and to answer the appropriate verb by changing it into the correct form. They looked so amused when they stuck the cuts of paragraph becoming a full paragraph with a good organization and correct structure. They could find the correct and incorrect answer after comparing their result with other groups. From their answers that still had several errors, this indicated that they had difficulties in changing the verbs into past form. The researcher reviewed shortly about the use of past tense and the students paid attention to it.
b) Second meeting

In this meeting, the students worked in their previous group. The students were actively involved in teaching learning process. Their participation during the lesson was good. In this meeting, the students were more active. They still paid attention to the animation movie though it was already played in the previous meeting. All of them seriously watched the video. They took notes and wrote the time conjunctions used in the animation movie. They didn’t have difficulties in analyzing the time conjunctions. Most of them had the correct answer about it. The researcher asked them in group to make the sentences from the verb taken from the animation movie. They still made errors in constructing the sentences. The researcher gave the reinforcement about passive sentence, past, and perfect tense through the gift of worksheet shown on the screen. Afterward the students showed their progress. They wrote the sentences carefully. The mistakes they made had decreased. The students also wrote the direct sentences used in the animation movie then changed it into indirect form. They could analyze the direct sentences used by play- pause technique but there were still some difficulties for them, so the researcher helped them. The students still had the work to be finished in the class. They were asked to fill the draft of Little Thumb story based on the information they had noted before while they were watching the animation movie. The draft was about the characters or participants, their characteristics (physical appearance and behavior), setting (time and place), plot (conflicts and resolutions/ problems solving). The students paid attention to the instructions given by the researcher. Sometimes, they asked and clarified the instructions for many times. To help them easier to fill the draft, the researcher played once more the animation movie by play- pause technique. Because of the limited time, most of the groups could not finish their work so the researcher asked them to finish their work at home and read their discussion result in the next meeting.
c) Third meeting

That was the last meeting of the first cycle. Firstly, the students read their discussion result of filling the draft loudly. It signed that they had self confidence with their answers because they had better understanding of the plot story because of the repeating of the animation movie. The students watched the animation movie once again to understand more the story then they were asked to make the full paragraph of narrative text entitled ‘Little Thumb’ based on the animation movie story in group. The students used the vocabularies they got from the animation movie so it was easy for the students to choose the appropriate words. They were very active in group. Most of them worked in groups well. They discussed seriously to make a paragraph of a narrative text. There were still some students in the back row who didn’t take part actively and talked something else with the other friends. When the researcher came around to that group, they started to work with their friends in group. Most of the students did not face difficulties on using the time conjunctions. The plot of the story they arranged was correct. They had understood the detail of the story content so they could finish their writing quickly. They did not run out the idea. The spelling of words they wrote was correct because they checked the words written on the subtitle of the animation movie. They tried to write each sentence with the correct structure though there were still found the mistakes of the verb form especially at the irregular verb. The researcher guided them to find the correct one. When the friends’ group wrote the paragraph on the board, the other groups paid attention to their writing and tried to correct it.

4) Reflection

After analyzing the observation result and the test result in the first cycle, the researcher did reflection in order to evaluate the teaching and learning process. The researcher found the students’ progress in writing
ability. There were some improvements achieved by the students after doing the action.

The improvements were in the students’ writing skill and the students’ attitude toward writing. In the first cycle, the mean score of the students was increasing. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 70.94. It was better than the mean score of the pre-test which was done before the action, 63.38.

The improvements in the students’ writing skill could be seen in the following. By implementing the animation movie in the writing class, it was easy for the students to explore the ideas on the narrative story. They were not confused anymore when they were asked to find the details for their text. In organizing the text, they were good enough. By watching the animation movie, they could imagine the story so it was easier for the students to keep in mind the plot of the story. They were able to separate and differentiate the generic structure of narrative text. So, the students could write the longer story than before in a more organized text. The students took care also about the spelling of words, capitalization, and the use of punctuations which they wrote on their text so there were only little mistakes they still made. The vocabularies they used in their text had more developed. They could use various words but they still made the error in word order. The students did not face difficulties in the time conjunctions, and most of them could use conjunctions especially time conjunctions in the correct way.

Besides the improvement in the students’ writing skill, there were also some improvements in the students’ attitude toward writing. In teaching learning process conducted in cycle 1, the students were more interested and motivated to get involved during the lesson because there was always an animation movie that was played for them in the writing class. The animation movie gave them stimulus that made them relax
and gave them focus to be discussed that made them more active in joining the lesson. Their activeness was shown by giving their opinion in brainstorming stage and asking questions. They also tried to be active in answering the researcher’s questions and responding the researcher’s instructions. Some students looked serious during the lesson. They did not do improper activities and chat something else in class except discussed the material in their own group. When discussing in group, the students actively participated to share their ideas to their friends. They dared to raise hand for giving a feedback to another group though there still some inappropriate words and grammatical mistakes. In the writing class, the students paid close attention during the instructional process. Their good participation made the class situation become more alive. It brought new class atmosphere in teaching writing so that they became more active and creative in writing.

In this cycle, the researcher still found the problems faced by the students. They had difficulties in constructing sentences grammatically correct. Some of them still made errors or mistakes in using simple past tense, past perfect tense, and constructive passive form. They admitted that it was difficult to memorize the second and third verbs. Besides, they also found difficulty in ordering word and applying the suitable vocabulary to express their ideas. They sometimes used inappropriate words in their writing. The improvements of the students’ achievements in the learning process at the end of cycle 1 can be seen in table 6.

Table 6 The Improvement of Students’ Achievement in the Learning Process at the End of Cycle 1

<table>
<thead>
<tr>
<th>Data sources</th>
<th>Before the action</th>
<th>After the action of cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations Interviews Questionnaires</td>
<td>1. Class Situation • Some students made noise in teaching learning process.</td>
<td>• Sometimes some students still talked something others in teaching learning process.</td>
</tr>
</tbody>
</table>
• They did improper activities

• They did not participate

• The students seemed uninterested when they were asked to write. They did homework of other lessons.

• They did not respond to the teacher’s commands

• There were no media used in the English class

2. Writing Skill

• The students got difficulties in exploring ideas for their writing

• They got difficulties in producing grammatically correct sentence

• They got difficulties to produce vocabulary varieties to express language function

• They got difficulties to organize content in logical order

• They did the tasks, answered researchers’ question, responded researchers’ instructions

• They actively participated in group to share their ideas to their friends and gave comments or feedback to other groups. They also gave the opinions in the class though they still waited the command

• The students were enthusiastic in joining writing class. They did not do homework of other lessons

• The students paid attention to the researchers’ instruction and to the animation movie

• The researcher used the animation movie as teaching media

• The students could write a story in more developed ideas and could make a longer paragraph with sufficient supporting details.

• They still made error in constructing grammatically correct sentences

• They could use various words but they still made the error in word order

• They could organize their story better. They were able to separate and differentiate the generic structure of narrative text in their writing
They got difficulties to arrange their writing into cohesiveness and coherence.

They were able to use time conjunction as the word transition in the correct way. They took care also about the spelling of words, capitalization, and the use of punctuations which they wrote on their text so there were only little mistakes they still made.

<table>
<thead>
<tr>
<th>Test</th>
<th>The mean score of the pre-test: 63.38</th>
<th>The mean score of the post-test: 70.94</th>
</tr>
</thead>
</table>

The problems which were still found:

1. The students’ difficulties in constructing grammatically correct sentences
2. The students’ difficulties in ordering the words to express language function
3. The students’ carefulness in the use of capitalization, word spelling, and punctuation in their writing

From the reflection above, it could be stated that the 1st cycle did not give a satisfactory result although the result of the writing test had shown the improvement. There were still some weaknesses in the 1st cycle, so the researcher decided to go to the next cycle.

b. Cycle 2

1) Revised Plan

From the first cycle result, it could be concluded that there were improvements in the students’ writing skill. Unfortunately, the researcher still had many problems in teaching learning process. It dealt with the way the researcher does in the writing class. Therefore, the researcher had revised her plan that would be conducted in the second cycle. The revised plans were: (a) guiding the students how to construct the good sentences using simple past tense, perfect tense, and passive form to make them understood how to produce a good text, (b) introducing more new words that were related to the writing assignment to the students then guiding them in ordering words to express language function and choosing the appropriate one. It was necessary for the researcher to ask them in finding
the meaning of any difficult vocabularies or new words, (c) the way to deliver the materials should be more interesting to make the students motivated, (d) the researcher should give more interesting animation movie associated with their age and interest, (e) the researcher should be active in engaging the students to get involved in the teaching learning process and giving the students the equal chance to ask questions, (f) the researcher divided the class to make the new groups, (g) the researcher should give more time and control for the students to do the tasks. In this cycle, the researcher planned to conduct two meetings which still focused on writing by using animation movie. The narrative story in the animation movie chosen in this cycle was folktale. The title was ‘Tinder Box’ with the duration was about 10 minutes. She also prepared students’ worksheet. A lesson plan was made by the researcher for two meetings at once.

2) Action

The second cycle was conducted in two meetings. Each meeting was covered 90 minutes. The following was the description of action.

a) The First Meeting

On Saturday, April 9th 2011, the researcher entered the class to start the first meeting of the cycle 2 with the English teacher as the observer. Soon, the researcher opened the lesson by greeting the students, checking students’ attendance list, and reviewing the previous cycle. The researcher gave the explanations about some mistakes and errors they made in their post test result. Most of them still made the mistakes and errors about grammar. The researcher then reviewed the material about the use of simple past tense, past perfect tense and passive sentences. She gave them more examples about that and gave error sentences as the exercises that should be corrected by them. Then the researcher did some flashback about the narrative materials which had been discussed in the previous meeting. The researcher made a review about narrative text by guiding the
students to answer the questions. Next, the researcher divided the class into 7 groups consisting of five to six students in every group. The group formation was based on their score in the writing test. There were some students who had good score in the writing test and some students who still had dissatisfied score in the writing test in each group. It was hoped that there was a cooperative learning in every group. The smart students helped their friends in group in writing the narrative text especially in making correct sentences though the researcher always walked around class to check them and gave the explanations. After the students had sat in the new groups, the researcher distributed the list of vocabularies which used in the animation movie would be played to them in order to introduce and master about the new vocabulary in the new title of the animation movie. They were asked to find the meaning so it would be easier for them in understanding the movie. They cooperated in their own group to find the meaning of the vocabulary in the dictionary. The researcher checked and wrote their correct answers on the screen. The researcher prepared something to play the animation movie. The animation movie would be played was involved a kind of folktale that was same in the cycle 1 because the students were very interested toward folktale. The title of narrative story in the animation movie was “Tinder Box”. The researcher introduced the animation movie story and played to them. The students paid attention to the movie played. The researcher also asked to the students about what the story talked in the animation movie by giving some guiding questions to help them in telling the story. Next, to make them more understood about the story, the researcher played the movie once more by using play- pause technique. While they were watching the movie, they were in group asked to analyze and note in their book the temporal conjunctions used in the animation movie. After that, they were given the guiding questions about the characters or participants, the setting, conflicts, and problem solving in the narrative story had been played. The students discussed about all the information above in their
own group. There were some direct sentences used by the participant in the movie then the students wrote the indirect sentences and changed it into direct sentences. The researcher just guided them to do it. After the students had finished, the researcher checked their answer. There was only a little mistake they made. They began more understand in changing the verb into the past form. Finally, the researcher distributed the draft for the animation movie story entitled “Tinder Box”. The draft was contained about participants, the setting, conflicts, and problem solving which was organized into orientation, conflicts, and resolution. They discussed it in group and completed the information based on their notes they made in the previous while they were watching the movie. They wrote some information detail in the draft with the past form. There, they practiced in making or constructing the correct sentences. Most of them did the tasks well. When the time was up, the researcher asked them if there were still any difficulties. The researcher reminded that the next meeting, every group should read their discussion result in filling the draft so they should do the best for their homework. Then she closed the lesson by saying see you.

b) The Second Meeting

The researcher came to the class on Thursday, April 14th 2011 for the second meeting with the observer. Firstly, the researcher greeted the students and checked the students’ attendance list as the opening activities. The researcher asked the students to seat in the previous group. She continued the lesson by reviewing the previous meeting and checking the students’ homework of filling the draft. Every group began to appoint the representation of their group to read the discussion result of filling the draft. One by one in each group read the discussion result loudly by standing up in front of the class. They paid attention to the friends reading. While they were listening to the friends’ result, they compared their work and gave some addition. After all had read their discussion result, the
researcher concluded all the information given by students. Most of them did their homework well. Almost of the information given by them were correct. They seemed had more understood about the story played in the animation movie. The next job for the groups was they had to write narrative story with the full composition and good organization entitled “Tinder Box” based on the animation movie had been played. The researcher reviewed more the story by playing once again the same animation movie. All of the students paid attention to the movie. Then they started to write the narrative story by discussing to their friends in group. The researcher always reminded them to write in the correct past form and in good organization; the orientation, conflicts, and resolution should be written chronologically; they should take care also about the word spelling, capitalization, and the use of punctuation and conjunction. They discussed actively in their own group about the writing. The cooperative learning could be seen in the groups. Each student in group participated actively. They shared ideas, checked the sentence structure, word spelling, capitalization, and the use of punctuation. They wrote paragraph by paragraph collateral with the draft they had arranged. The researcher walked around the class to check the students and help them if there was any difficulty. After they had finished their writing, the researcher asked them to write their paragraph on the board. The students seemed confident to do that. Other students concerned to the friends’ work on the board and tried to check the sentence structure and the content of the story. The researcher guided them to correct their friends work and she gave the reinforcement about the correction. Their writings on the board were simple because of the limited time but it was better than the previous. The bell rang, consequently the researcher hurried to close the lesson. She gave the information to the students that the next meeting there would be a post test 2. She asked the students to study hard for the last test in order to get the satisfied score. Afterward, the researcher closed the lesson by thanking and saying good by.
3) Observation

a) The First Meeting

The students looked more enthusiasts in joining the writing class. They desired to see and know the story of the new animation movie. But firstly, they would be placed in the new groups. When the researcher asked the students to come in the new groups, the class situation was crowded. Later they did the tasks and discussed it in the new groups. Most of them were actively involved in the teaching learning process. They cooperated with their friends in group in finishing the tasks. They looked seriously in doing the task. When the researcher asked them to find the meaning of difficult words taken from the animation movie that would be played, some of the students who didn’t bring the dictionary permitted to take it in the class then they hurried back to finish the work. The researcher introduced the folktale would be played in the animation movie. They were more interested in the story. When the animation movie was played to them, they paid close attention. They wanted to see again the continuation of the movie when the story in the animation movie was end. They said, “Hiah...lagi lagi”, “Ceritanya so sweet, miss.” Then the researcher offered to them to tell the story had been watched generally, and one of them enthusiastically raised hand and told the story confidently. The students admitted that it was easier for them to understand the plot of the story in the movie because in the beginning they had mastered the vocabularies in the animation movie. Later, they discussed actively to finish the next tasks in their own group. The researcher walked around the class to check them. The students freely shared their idea and opinion in the group. When they were asked to mention the time conjunctions, characters, and settings in the story, they seemed not to find it difficult. In this cycle, for the students to change the direct into indirect sentences were not too difficult. They had more understood on the way to change it after there was a short explanation about that. They had more cared about the change of pronoun, tenses, and adverbial of time in the direct- indirect
sentences. They could differentiate also the type of direct sentence that made it easy for them. When they were asked to complete the draft, they just needed a short time to finish the part information in the draft liked the information about the participants and their characteristics also the setting of place and time. They still needed more time to write the topic sentences of each conflicts and resolutions. But their sentences were better than the previous. The errors and mistakes they usually made in writing had been reduced. Generally, their participation in class and their respond were better. It showed the improvements in their writing ability and the class situation.

b) The Second Meeting

In this meeting, the researcher reviewed once more about the draft had been made in the last meeting. The students listened carefully to her and checked their own draft. To make it clearer, the researcher played the same animation movie to them. While they were watching the movie, they wrote any information that would be needed in their writing. Then every group had to write full paragraph with good organization of narrative text entitled “Tinder Box” based on the animation movie had been shown. The draft might help them in constructing their writing. The topic sentences of every conflict and resolution in the story had been made before. So, in this meeting their job was only to make supporting sentences so that the paragraph developed. The students discussed in constructing the sentence. They opened the dictionary to know the changing of verb form. The researcher went around the class to guide and monitor them whether they were active in their own group or not. Most of them were active when they were asked to finish their writing. After that, every group wrote one paragraph on the board. The other groups while they were waiting the chance to write on the board, they checked the sentence structure, content, and mechanics in the paragraph. They checked and gave the correct ones orally. There, they learned together in constructing sentences by the
friends’ mistakes. The researcher guided them to do that and gave the reinforcement by giving short explanation about that. The students more understood about the grammar construction and the word order by given some exercises. Finally, the sentence errors were more declined. The students were also happy in joining the class. They were involved actively during the lesson.

4) Reflection

After analyzing the observation results in the second cycle, the researcher did reflection in order to evaluate the teaching and learning process. In this cycle, the researcher found some improvements. The students participated actively in the class. They gave their full attention to the researcher’s explanation and responded every instruction and question from the researcher. There were more students who had the courage to express their idea and opinion. The students were also motivated and interested in teaching learning process. They were more enthusiastic during the writing subject with the viewing of the new fairy tale in the animation movie. The animation movie stimulated the students to make narrative story easier because they could imagine easily about the plot of the story in movie then wrote it down in a paper. They looked more confident in writing the narrative text after they had seen the animation movie. Their involvement in group discussion was better. They interacted to others and shared their difficulties in writing.

There were also some improvements in the students’ ability of writing. There was the students’ progress in constructing grammatically correct sentence. They made fewer mistakes in applying the appropriate word order in their sentences and used various words to express their ideas because they had mastered more vocabularies from the animation movie. The students were also more able to use past sentences correctly. It was shown by their writing which had only fewer mistakes. They could produce a longer paragraph with a better construction and minimize their
mistakes in English grammar. They were also able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization.

Furthermore, the results of the test also support the positive improvements. The mean score of the pre-test was 63.38 while the mean score of the post-test done at the end of cycle 1 was 70.94. It increased 7.56 points from the mean score of pre-test which was conducted before the action. The researcher also conducted the post-test 2 at the end of the cycle 2. The result of the post-test 2 showed the improvement in students’ writing skill. The mean score of the post-test 2 was 77.88. It was better than the result of the post-test 1. The improvements of the students’ achievements and learning process at the end of cycle 2 could be seen in table 7.

Table 7 The Improvement of Students’ Achievement in the Learning Process at the End of Cycle 2

<table>
<thead>
<tr>
<th>Data sources</th>
<th>Before the action</th>
<th>After the action of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td></td>
<td></td>
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<tr>
<td>Interviews</td>
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<td></td>
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<tr>
<td>Questionnaires</td>
<td></td>
<td></td>
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<tr>
<td>Post-test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Class Situation</td>
<td>Sometimes some students still talked something others in teaching learning process.</td>
<td>Some students focused on their task and sometimes asked questions to the researcher in teaching learning process.</td>
</tr>
<tr>
<td></td>
<td>They did the tasks, answered researchers’ question, responded researchers’ instructions</td>
<td>They did the tasks, answered researchers’ question, responded researchers’ instructions quickly in the short time</td>
</tr>
<tr>
<td></td>
<td>They actively participated in group to share their ideas and gave comments or feedback to other groups. They also gave the opinions in the class though they still waited the command</td>
<td>They actively participated in group to share their ideas and gave comments or feedback to other groups freely. They also gave the opinions in the class confidently without waited the command</td>
</tr>
</tbody>
</table>
• The students were enthusiastic in joining writing class
• They paid attention to the researchers’ instruction and to the animation movie
• The researcher used the animation movie as teaching media

2. Writing Skill
• The students could write a story in more developed ideas and could make a longer paragraph with sufficient supporting details.
• They still made error in constructing grammatically correct sentences.
• They could use various words but they still made the error in word order.
• They could organize their story better. They were able to separate and differentiate the generic structure of narrative text in their writing.
• They were able to use time conjunction as the word transition in the correct way. They took care also about the spelling of words, capitalization, and the use of punctuations which they wrote on their text so there were only little mistakes they still made.

<table>
<thead>
<tr>
<th>Test</th>
<th>The mean score of the post-test 1: 70.94</th>
<th>The mean score of the post-test 2: 77.88</th>
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</table>
Based on the table above, it could be seen that there were some findings found in the research that could be concluded as follows:

1. The improvement of the students’ writing skill

   The use of the animation movie in the writing class improved the students’ writing skill. The improvement showed that the students were able to explore the ideas to write. They could write a story in more developed ideas and could make longer paragraph with sufficient supporting details. Besides, the students could produce the sentences with the better construction and minimize their mistake in English grammar. In writing narrative text, they had understood that they had to use simple past tense. They were more careful in constructing past sentences. The students could change the verb into the correct past forms. The students also were able to use the appropriate word order in their sentences and used the variant words. They mastered more vocabularies used in the animation movie and they were able to choose the appropriate words to express their idea. By watching the animation movie, they could organize their story better from the beginning till the ending. They were able to separate and differentiate the generic structure of narrative text in their writing. The animation movie stimulated them to make narrative story easier because they could imagine easily about the plot of the story in movie then wrote it down in a paper. The students could finish their story until the end on time. They were also able to demonstrate the convention and minimize the errors and mistake of spelling, punctuation, and capitalization. In short, the students could write a narrative text well.

2. The improvement of the class situation

   The situation of writing class during the teaching and learning improved after the researcher used animation movies as teaching media. The positive improvement was indicated by the students focused seriously on their tasks and sometimes asked questions to the researcher in teaching
learning process, they answered researchers’ question and responded researchers’ instructions quickly in the short time; they actively participated in group to share their ideas and gave comments or feedback to other groups freely. They also gave the opinions in the class confidently without waited the command; they were more enthusiastic in joining the writing class; they paid full attention and discussed actively the material with their friends; they were more motivated and confident to write the narrative text after they had watched the animation movie. Generally, most of the students showed positive attitude towards writing that made the class situation better.

B. Discussion

This section presented the discussion of the research finding from the first cycle to the second cycle. The result of the research showed that there were some improvements. The findings of the results showed the positive improvements in students’ writing skill and students’ attitude towards writing in class.

Those findings were discussed by justifying with the other theories. In more detail, each of the findings was presented as follows.

1. The use of animation movie was able to improve students’ writing skill.

The improvement of the students’ writing skill in this research involved five aspects. The following was discussed each of the improvement:

a. The improvement of the students’ writing skill in content aspect

In this aspect, the students could write a story in more developed ideas and could make longer paragraph with sufficient supporting details. They got the ideas and inspirations in writing the narrative text from the animation movie. It helped the students to develop the imagination in exploring ideas of the story with creative language. The animation movie
gave them a stimulus to produce a range piece of writing. It was associated with Katchen who said that video was quite beneficial for learners and teachers as long as they were considered only as mere entertainment, but carefully chosen films could be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (2002). Here, the teacher had the importance role in helping the students to get the information in the animation movie as the media in teaching-learning English. It could be seen from Wittich and Schuller’s statement: “When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media (1979: 2).” Finally, it would be easier for the students to memorize all detail events in the animation movie and write it down in a piece of paper.

b. The improvement of the students’ writing skill in organization aspect

In this aspect, the students could state the ideas more clearly, organized the idea better than previous, used logical sequencing and produced text well in cohesive and coherence. The animation movie could guide them to write the story in a good organization because it presented the systematically story line from the beginning to the ending. They could imagine easily about the plot of the story by the movie. The story chosen was attractive to them and short so the students understood the story and write easily the full story of the animation movie. It was selected by considering some factors as stated by Morgan and Bowen (1982: 3) that gave six considerations for selecting the media, they were: the purpose of the lesson in relation to the scheme of work and the syllabus, the scientific objective of the lesson, the characteristics of the class members (age, sex, educational background, and the reason for learning the language), the communication problems which may affect the lesson (hesitation and
withdrawal caused by shyness, anxiety, or difficulties in relationship within the group), the design of the lesson (lesson plan), and the available resources (visual and audio). The students were able to separate and differentiate the generic structure of narrative text in their writing from the animation movie consisting of orientation, complication, and resolution. They used also the word transition or time conjunction for example after that, then, before, after, at night, finally, etc. to make their writing systematic so there was a logical sequence in their story. The cohesive and coherence of the text they built by implementing the transitions, pronouns, repetitions of the key words and phrases so that words, sentences, and paragraphs in discourse unified. The use of connectives might achieve them. This finding was supported by Katchen (1995) in http://mx.nthu.edu.tw/~katchen/professional/cartoons.htm that cartoon films or animation movie usually told a simple story that was easy to follow. Cartoon story usually had a simple plot that could be exploited for classroom use. By following the movie with this simple story line from the beginning into the end, the students understood easily about the organization of the text so they could make a well organized writing in cohesive and coherence.

c. The improvement of the students’ writing skill in vocabulary aspect

The students were able to use the appropriate word order in their sentences and used the variant words to express their ideas well. They mastered more vocabularies used in the animation movie. It was supported by Guildea (1990) in http://www.scribd.com/doc/32026175/Using-movies-and-videos-to-teach-English-vocabulary-to-the10th-form-students.htm that “Video picture improve sentence production for many words. The learners who saw video pictures were able to produce a higher percentage of acceptable sentences using the most difficult target words than were the learner who read only the narratives or those who read both the narratives and definitions.” In the animation movie, there were available many
vocabularies related to the movies’ theme. They knew more the new vocabularies from it that gave them more options to place the appropriate words in their sentences. They could find the meaning of the difficult vocabularies on the animation movie by connecting to the picture or the context of the story in the movie. The correct spelling of the certain vocabularies was also available in the subtitles of the movie. So, they could write by using appropriate vocabulary in a good order, suitable meaning, and correct spelling because once again in the animation movie had been shown the real example of the use of correct vocabularies in the story.

d. The improvement of the students’ writing skill in grammar aspect

The students could produce the sentences with the better construction and minimize their mistake in English grammar. As stated by Lucille Lever (2009) in her paper of promoting writing skill in ESL classroom, she stated that pictures, cartoons and comic strips contained elements that pleased the eye, relaxed the body, and stimulated writing production in language lessons. Using cartoons as a springboard developed the skills of grammar and conversation in writing; it stimulated the imagination and results in creative language production.

In writing narrative text, they had understood that they had to use simple past tense. They were more careful in constructing past sentences. The students could change the verb into the correct past forms. In this action, they were given enough opportunity to write because the teaching learning focused more on writing skill. Through this action, the students could learn more all about aspects of writing to create a narrative story from the animation movie. They could produce a better writing than before in the language use aspect. The movie presented the narrator in past tense, so it could help the students to use the appropriate tenses in their writing by actively viewing and listening to it. Finally, the students knew the
pattern and the use of past tense indirectly and applied well in their writing.
e. The improvement of the students’ writing skill in mechanics aspect

The students were able to demonstrate the convention and minimize the errors and mistake of spelling, punctuation, and capitalization. They took care in applying the punctuation, capitalization, and also the spelling of words. After finishing in writing, they read their work and checked the mechanics, tenses, and content conveyed in the story. When their friends showed their writing on the board, the others tried to revise and correct the work. The researcher guided them in doing that activity. In the test result could be seen that most of them only made a fewer mistake about it. They illustrated the mechanics well in their writing.

2. The use of animation movie was able to improve the class situation of XI IPA 2.

The improvement of the class situation at XI IPA 2 in this research covered the following focuses.

a. The improvement of the students’ seriousness during the lesson

The students’ seriousness was developed through the implemented actions. It could be seen by comparing the students’ attitude from the pre research, first cycle, to the second cycle. In the pre research, the students made noise in teaching and learning process. Then in the first cycle, some students sometimes still talked something others to their friends. Finally in the second cycle, they focused seriously on their tasks and asked questions to the researcher in teaching learning process. The development of the students’ seriousness was caused by some activities available that arranged in accordance with the animation movie. By watching the animation movie, the students were more attractive to the story that made it easier for
them to understand the information in it. So, if they were given the tasks related to the animation movie, they were enthusiastic to finish the work and do it seriously.

b. The improvement of the students’ involvement and activeness during the lesson

The students’ involvement and activeness was shown by their attitude in the class during the lesson that they usually asked questions to the researcher in teaching learning process when they felt something difficult, they answered researchers’ question and responded researchers’ instructions quickly in the short time. They actively participated in group to share their ideas and gave comments or feedback to other groups freely. They also could give the opinions in the class bravely without waited the command. They became more active in joining the lesson comparing with the former condition. Animation movie encouraged the students to be active. As stated by Kemp (1963: 3) when such audiovisual materials as slides, filmstrips, overhead transparencies, and film are carefully prepared they give some important benefits; one of them is add interest to subject. He adds that animation movie is effective media to encourage students to action. They concentrated more in doing the activities related to writing. The students did not do the improper activities anymore in the writing class.

c. The improvement of the students’ confidence in doing the activities during the lesson

The research findings showed that the students became confident to show their work in front of class. They were brave to read their discussion result loudly. They did not refuse to write their writing on the board, they even looked happy and had full spirit to do that. They gave comment or feedback to their friends work if they found some mistakes. They were able to share the ideas confidently though their opinion was not always
exactly correct. Sometimes, they still made some mistakes in their writing but they tried to do their work correctly. They checked the grammatical aspects, content, and mechanics used in the story carefully as the preparation before they were given the comment from the other friends or gave the comment to the friends. The students’ confidence was better than the previous because by implementing the animation movie they felt easy in constructing the story in a good organization. The animation movie had been shown gave them the real example of the narrative story. They also could memorize the plot of the story well systematically so that they believed with their own writing. Next, they could present their work confidently in front of the class.

d. The improvement of the students’ enthusiasm and interest during the lesson

The students were enthusiastic and were motivated during the teaching learning process held in the writing class. They had big interest to the media used during the lesson, in this case was animation movie. They paid close attention to the story in the movie. The story in the movie was selected based on their age and interest. The topic chosen was closely related to their world, here was about love and struggle that made them gave more enthusiastic to follow the story line. They also listened carefully to the researchers’ instruction related to the activity in the writing class using animation movie. They were enthusiast in doing all activities related to the writing class. They found the information in the story in the movie step by step then arranged it into the draft before finally they created the narrative story. The implementation of animation movie could draw the students’ motivation and interest in doing the activities in the teaching learning process because it was the new media used to help them easier in writing the narrative story. Since animation movie defined in Microsoft Encarta Encyclopedia (2009) was a movie consisting of a series of drawn, painted, or modeled scenes produced by computer techniques or the image
produced, it became something interesting for the students. Nunan, (1996: 200) said that visualization which used sense of sight help to supplement the input provided by commercial and teacher-produced material, they could help to stimulate motivation and interest, and they could help to show learners how language was used in genuine context of use. Harmer (2001: 282) also said that a movie is one of the visual aids that could be used in a writing class. It made lessons more fun. It could also be used to create situation for writing classes more clearly, that the students had big enthusiasm in teaching learning process in writing class.

e. The improvement of the students’ behaviour during the lesson

Initially at the pre-research, the students’ behavior toward writing was bad. Later on after implementing the actions, their behavior showed the positive advancement. The students paid attention to the teacher and gave respond to her. They was not getting bored or made noise but they looked happy in doing the activities in the writing class. The students also could spend shorter time in writing and they were able to finish the writing on time. It could be concluded that the use of new media, animation movie, had made the productive learning time increase. As stated by Sheridan (2010), “Maximizing your teaching time provides a higher quality of education for your students and a better working atmosphere for you”. The students were also involved actively in the group discussion. There happened the cooperative learning for the students to learn writing. They learned more from their groups than they learned by themselves. Moreover by joining in small and big group, they felt comfortable that encouraged them to work in writing activities (Long & Potter in Arnold, 1983: 235). They became more motivated as they got feedback from others and their works were having correction and revision. Afterward they were more aware that they could write a narrative longer in a good organization on time.

commit to user
The observation results which were supported by interviewing with the students of XI IPA 2 showed the differences of the students’ attitude before and after the implementation of the animation movie. After the researcher conducted the last cycle, she interviewed to the students. When the researcher asked about the students’ opinion toward teaching and learning process, most of them said that the use of animation movie in the writing class was interesting and attractive that made them enjoy in joining the lesson. The students gave more attention and more participation in every activity. They were enthusiast in the writing activities. They had much confidence in showing their work in front of the class. The situation in teaching and learning process was conducive and made the students were able to write the narrative text easily.

The use of animation movie was one of alternative media that was appropriate in teaching writing. It was proven by the result of students’ mean score in doing tests. The students’ participation actively in every writing activity also supported the succession of using animation movie. Therefore, it was not necessary to put animation movie in doubt to improve students’ writing skill. It was proven that it could improve students’ writing skill and the students’ attitude toward writing especially for the eleventh grade students of SMA Negeri 1 Teras, Boyolali.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study about improving students’ writing skill using animation movie conducted in the eleventh grade students of SMA Negeri 1 Teras, Boyolali in 2010/2011.

A. Conclusion

Based on the discussion in the previous chapter, the research findings showed the positive improvements in the students’ writing skill and the students’ attitude in the writing class. The findings were as follows:

1. The positive improvements of the students’ writing skill, such as: 1) The students got easy in exploring ideas in their writing. They could write a story in more developed ideas and could make longer paragraph with sufficient supporting details, 2) The students could produce the sentences with the better construction and minimize their mistake in English grammar. They were more careful in constructing past sentences, 3) The students were able to use the appropriate word order in their sentences and used the variant words to express their ideas well. They mastered more vocabularies used in the animation movie, 4) The students could state the ideas more clearly, organized the idea from the beginning till the ending better than previous, used logical sequencing and produced text well in cohesive and coherence. They were able to separate and differentiate the generic structure of narrative text in their writing, and 5) The students were able to demonstrate the convention and minimize the errors and mistake of spelling, punctuation, and capitalization. They took care in applying it.

The improvement of the students’ mean score in the writing test strengthens all the statements above. The mean score had the advancement from the pre-test to the post-test. In the pre-test the students got 63.38,
while in the post test 1 they got 70.94 and in the post-test 2 they got 77.88. In the pre-test, there were only 47.36% students who reached the passing grade 63.0. In the post test 1, there were 94.73% students who reached the passing grade. After the research that was in the post test 2, there were 100% students who reached the passing grade.

2. The positive improvements of the class situation, such as: 1) The students focused seriously on their tasks and sometimes asked questions to the researcher in teaching learning process, 2) The students involved and participated actively during the lesson. It was indicated by their answering to the researchers’ question and responding to the researchers’ instructions quickly in the short time. They actively participated in group to share their ideas and gave comments or feedback to other groups freely. They also could give the opinions in the class bravely without waited the command, 3) The students became more confident in showing their work in front of class. They had courage to read their discussion result loudly. They did not refuse to write their writing on the board, they even looked happy and had full spirit to do that. They were able to share the ideas confidently though their opinion was not always exactly correct, 4) They were more enthusiastic and were motivated in joining the writing class. They had big interest to the media (animation movie) used during the lesson. They paid close attention to the story in the movie. They also listened carefully to the researchers’ instruction related to the activity in the writing class using animation movie. They were enthusiast in doing all activities related to the writing class, and 5) The advancement in the students’ behavior liked the students paid close attention to the teacher and gave respond to her. They was not getting bored or made noise but they looked happy in doing the activities in the writing class. The students also could spend shorter time in writing and they were able to finish the writing on time. They were involved actively in the group discussion.
The problems that came from the materials, the media and the methods or techniques used can be solved through implementing the action by using animation movie. The teacher can give more chances to the students to participate actively in the class. She can give some stimulation to them and give appreciation to the students who involved during the lesson. The teacher can divide the class into several groups so that make her easy in managing the class. It also helps the students to finish the work easily by discussing in group. The teacher can use animation movie as the new media to teach writing for the students. She will not use the traditional media anymore, like using text book as the only one material in teaching the students that make them get bored because it is monotonous and less innovative. Moreover, the teacher will get closer with the students and the interaction between them will also increase. The way to deliver the material for the students will be attractive.

From the statements, it could be concluded that the use of animation movie in the writing class was able to improve the students’ skill in writing, their attitude toward writing in the class, and the teacher’s behavior. The use of animation movie in teaching writing was not the only thing that could improve the students’ writing skill. It should be supported by the other things, such as the teacher’s role in the class, the student’s participation, the class atmosphere etc. in order to achieve the maximum result of the student’s writing skill.

B. Implication

It was really important to apply the suitable technique, method, or medium for achieving the objectives of teaching and learning process. The appropriate actions would give good impact in the result of teaching and learning itself. The implementation of animation movie in teaching writing had demonstrated that this
medium was appropriate and effective to improve the students’ writing skill. The use of animation movie facilitated the students to develop more their imagination in understanding the plot of the story thus it could strengthen their memory. It helped the students in generating ideas and organizing paragraphs more easily so they could get ideas to write down in a paper. It also gave them a stimulus to produce a range piece of writing with sufficient supporting details which was existed in the movie. The students also learned more by the guidance of their teacher in constructing their writing. The vocabularies, grammar, and mechanics as the aspects of writing could be learned too by the animation movie. Its act was as the real example of narrative text in the form of movie. There presented the grammatically correct sentences used by the characters and narrator in the movie through available subtitles. So, it was easier for the students to produce a full narrative text with good arrangement in a written form.

Besides, the use of animation movie in teaching writing could improve the situation of writing class. The students focused more seriously on their tasks and participated actively during the lesson. The students became more confident in showing their work in front of the class. They were also more enthusiastic and were motivated in joining the writing class. They had big interest toward the story in the animation movie. The story in movie was selected based on their attractiveness. The movie provided interesting moving pictures and sound which was presented in harmony so that the students enjoyed the writing class.

From the explanation, it could be said that the use of animation movie could be implemented as an alternative medium to achieve an optimum result in teaching writing. Therefore, the teachers should concern to their fundamental role in the succession of the students’ writing skill. It was important as well for teacher to make a reflection in order to know what should be maintained and what should be revised. Teachers’ creativity, organization, innovation, and sensitivity were needed in conducting the class so could be achieved the objectives of the study.
C. Suggestion

The researcher would like to give some suggestions related to this research especially for English teachers, institutions, students, and other researchers. The researcher hoped that these suggestions would be useful for them all.

1. For English teachers

   Writing is a complex process that most students considered as a difficult subject. In order to make the lesson was easy and interesting, the teachers have to clever in using an interesting way or strategy that attract the students’ attention and interest. They should also use any media in teaching. Animation movie is one of effective media that can be used in teaching writing. The teacher should be able to select the appropriate theme of the story for their students. Teacher can find it from any sources or make it by themselves. Then, it brings into the class and uses it as teaching media collaboratively with any interesting techniques and activities. They should create a pleasant situation in teaching learning process so that the students can involve actively in class. By doing this, the students are motivated in joining the class. They also will not get bored in teaching learning process.

2. For institutions

   It is necessary for the institutions to provide any facilities supporting the teaching and learning process so that it will run more efficiently and effectively. The use of appropriate facilities and media in class can gain the students’ interest and motivation in studying a subject at school. The institution should support the English teachers to improve the quality of their teaching by attending seminar or etc. There should be also arranged an event that the students can have more practices of what they have learned such as writing contest, wall magazine etc. Such kind
of media like animation movie should be provided in the library that the students can learn more by watching it.

3. For students

The students should have high motivation in learning English. They should involve actively during the lesson. They must pay full attention to their teacher’s instruction and did it well. They must also do more practices as much as possible especially for writing either at school or at home to make it perfect. They should join some events especially related with writing to improve their skills. Besides, the students should read more the written text from the proficient writers in order to get the examples of good writing. Hopefully, the more they read will give more the understanding about how to write well.

4. For other researchers

This study discusses the implementation of using animation movie to improve the students’ writing skill that was conducted at the senior high school students. Hopefully, this media can be applied by other researchers in the other level of students on similar topic. It is also expected that the result of the study can be used as an additional reference for further researches conducted in the future in order to create a better teaching learning process. They should also do the research further to find out the weakness which still happened and find out the best solution.
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