**THE USE OF ANIMATION MOVIES FOR IMPROVING STUDENTS’ NARRATIVE WRITING COMPETENCE**

**An Experimental Study at SMAN 1 Petarukan in Academic Year 2010/2011**

**A Thesis**



**Written by**

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# APPLIED LINGUISTICS DEPARTMENT

# DIPONEGORO UNIVERSITY

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**2010**

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**A THESIS**

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**On Thursday, December 30th, 2010**

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**MOTTO AND DEDICATION**

**Motto**

A thousand miles journey always starts from a little step

**Dedication**

This final project is particularly dedicated to:

My beloved parents (Mr. Aminuddin Wakhid (the late) & Mrs. Setiyowati Aminuddin)

My dearest daughter (Nisa AKP) her smile makes me survived in facing on top of the problems.

My beloved elder sister and her husband (Dian& joe)

My beloved younger sister and her husband (Inuk & bedi)

My cute nephews ( Gorgeous & Tristan

My best friends (Bulan Balkis, Wilda, Imam, Darjat)

All My best friends in the Linguistics Department UNDIP, Academic year2007

**ACKNOWLEDGEMENT**

Alhamdulillah, by the grace of Allah SWT, I have succeeded in finishing this final project. I would like to thank to Dr. Suwandi as my advisor for his guidance, corrections, suggestions, and motivations. Special honour is addressed to all lectures of the Linguistics Department of UNDIP who have provided me skills and knowledge.

I would like to express my sincerest thanks to Mr Wahyu Djoko Soesilo S.Pd., the headmaster of SMA N 1 Petarukan, Pemalang for allowing me to conduct my study in the school and my thanks also go to all teachers and staffs of SMAN 1 Petarukan who have supported me to carry out the research in this school, the students who willingly contributed their valuable time for the participation in the study. Special thanks for Mr.Aminuddin Wakhid (Alm) and Mrs. Setiyowati Aminuddin, thank you mom, dad, for always standing on my side, in laughs and tears, my sisters and their husbands, my dearest daughter and nephews, and Last but not least, I would like to give my deepest appreciation to all of my friends of linguistics department in academic year 2007 for their support during my study. For many people who have helped me whom I cannot mention one by one, I can only say ‘thanks a million’.

Finally, the writer hopes that this final project would be useful for the development of teaching narrative writing and also the development of further research.

Semarang, January 2011

Dwi Loka Wijayanti

**ABSTRACT**

This study is an experimental research. It is about the use of movie for improving narrative writing skill to the tenth grade students of SMA N 1 Petarukan. Teaching writing to Senior High School is not an easy task. It requires a lot of creativity from a professional teacher.

 The population of this study is the tenth grade students of SMAN 1 Petarukan in the academic year 2010/2011. The sampling process was administered by applying cluster random sampling. There were 360 students of the tenth grade and the writer took 40 students asthe experimental group who were taught by using animation movies and other 40 students as the control group who were taught without using animation movies. The technique used for collecting data is pre-test and post-test. First, the writer gave a pretest. The instrument used for measuring the achievement was a test. Before the test was used, it had been tried out first. The main purpose of conducting it was to find out the validity and reliability of the instruments. Since the validity coefficient of the test is 1,294 and the reliability coefficient of the test in 0,981 and the r table for 5% is 0,2172 so it can be concluded that the test is valid because r value is higher than r tabel

The objective of the study is to find out the positive influence of animation movie for improving the students’ competencies in narrative writing. It is expected that the research would be useful for the teachers and students in language teaching and learning process.

The result of the experiment had been analyzed statistically. The technique used in analyzing the data was the t-test formula. It was used to determine whether there was a significant difference between the means of the experimental group and the means of the control group.

The result of this research showed that the experimental group got better average scores than the control group. By using the t-test formula, the writer measured the significant differences between the two groups. For five percent alpha level and78 degree of freedom, there was no definite critical value in the t-table. It is necessary to find the definite value using interpolation. The t-table was 1,980. The obtained t-value was 3,34 so the t-value was higher than the critical value. From the result, it can be concluded that the difference was statistically significant in the development of the students’ narrative writing competencies achieved by students who had been taught using animation movie from those taught without animation movies.

Key words: narrative text, animation movie, teaching writing

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CHAPTER I

INTRODUCTION

1. **Background of the Study**

Since several decades ago, English has become an international language for communication. Many people need to learn it to enter the global communication in the world. That is why English is taught as compulsory subject in school.

Teaching and learning process of English in Senior High school provides the students with specific strategies to improve their use of language, not just for the subject of English but for all key learning areas and life itself. The activities encourage students to improve their ability to; communicate effectively, share information, inquire, express ideas, and make sense of life. These activities will lead them to be literate people

Being literate person means that students can effectively handle information as a reader, writer, viewer, speaker and listener for a range of purposes (Depdiknas, 2004:1). In any context, people use the language to conduct three main functions. They are ideational, interpersonal and textual function. Ideational function is the function of language to show how to construct idea or information. Interpersonal function that is the function of language to interact with others that shows speaking process, attitude, feeling etc; textual function, that is function of language to manage how text or language created, achieves its cohesion and coherence so that the language can be understood easily by its reader or listener.

 Harmer (2004) divides the four basic language skills, they are: speaking, writing, listening and reading. Speaking and writing are referred as productive skills in which they involve language production. Listening and reading, on the other hand, involve receiving message and they are receptive skills. Thus he states that there are four reasons of the importance of teaching writing. They include reinforcement, language development, learning style and writing as a skill.

Writing as one of the language skills, has given an important contribution to human works. We can see the important of writing in people’s daily activities and in our social life since writing allows us to express ourselves. Through writing we can inform others, carry out transactions, persuade, infuriate, and tell how we feel, come to terms with problems, and learn to shape our thoughts, our ideas and our lives.

People need to have a good ability in writing letters, books, tasks, office activities, business activities etc. In our daily life we have to be able to explain the processes, for example the process of how to make something. We write the process step by step, so it helps the reader understand the given information. Writing will lead us to make life easier because of its contribution. The people who live far from big cities, for example they who live in village or suburb will be easier to get information about many things in other places via mass media, such as newspaper, magazines or tabloids and soon. In other words, people can communicate to one another over long distance in a very short limited time by writing letters.

Nevertheless, writing as the complex skill is not easy to do, especially for foreign language learners. The learners or students need much practice in order to make their writing comprehensible. Therefore teaching or learning foreign language writing has often been approached with apprehension because of some misconceptions associated with it. The first misconception is that compared to speaking, listening, and reading, writing is not an important skill because it is seldom used. That’s not wonder why it does not figure among the highest priorities in the curriculum of many foreign language programs. Actually, writing is a skill that people use more than they realize. How much time do we spend in front of our computers writing emails, articles, and letters? How many term papers do students write per semester? Even for work, writing is a tool that we constantly use. Students should be encouraged from an early age to develop a culture of writing as much as we develop a culture of reading.

Writing is also perceived as a difficult skill that can be tackled only by advanced students who have attained full proficiency in the target language. That is the reason why writing has often been reserved for higher-level classes. But writing should be taught from the start. Students start developing good writing habits if taught from the start. All depends on the goals and level of competency that one wants to achieve. Developing competency in writing at the beginning level will bear productive results in advanced classes. An assumption long held is that writing skills in the target language have no connection to writing skills in the native language. The consequence of this assumption is that teachers and students believe that beginning learners have no competence at all when they start a writing class in a foreign language. Yet research has shown that writers may use the same strategies when they are writing in their native language as when they are writing in the target language. Some elements of the process may be similar. Therefore, first language writing strategies can be beneficial in the training of writing skills in the target language. It is another misconception to say that writing skills are about mastering grammatical competence. Students tend to delay taking writing classes because they are not comfortable with their grammatical competence. Even though grammatical structures of a language may help in the process of writing, they are not the only essential ingredient. Good writing is the product of all aspects of the effort that was put together to form a particular piece. There are other elements that play an important role in writing: the organization, development of ideas, originality of imagination, and so on.

A major misconception about writing assumes that it is an isolated task that has nothing to do with other areas of learning. The consequence of this idea is that writing becomes a boring and tedious endeavor disconnected from other materials. Writing can easily be connected to other disciplines by its very nature. What students write about can go far beyond the scope of foreign language education.

The other reason is because writing is a mixture of our idea, vocabulary and also grammar, according to Heaton in his book “Writing English Language Test” (1975:138) Writing skill are more complex and difficult to teach, require, and master, not only of grammatical and rhetorical devices but also conceptual and judgment, and because of the difficulties of writing, there are many efforts have been done to solve the problem .The main objective of those efforts is to decrease the difficulties of writing and make it easier to learn for the students.

From the Heaton’s opinion, the writer can conclude that writing is a very important subject because in writing we are able to share ideas with others, however it is not easy to translate the concept in our brain to be a written language, and we must also be clever at choosing and combining the vocabulary to create a meaningful writing .We must also pay attention to the grammar, so it is normal if most of the students think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of kinds of texts, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics, such as different generic social function, structure and linguistics features. Usually the students are hard to differentiate each text from another and they mix all kinds of texts. It will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they must serve an interesting method or visual aid to teach writing, so the students will be interested in writing class. According to Kreidler (1965:1) he has an opinion that visual aid can be useful to the language teacher because;

a) They create situations which are outside the class room wall,

b) Introduce the students to unfamiliar cultural aspects,

c) Give reality to what might be understood, verbally by the students,

d) Change situations quickly and easily in a drill, provide decoration for the classroom.

For writing according to KTSP curriculum, the students should master several competencies based on the basic and standard competencies for each class level. One of them is the competence of understanding the meaning of narrative text. In this research the writer takes the teaching narrative as the variable of the research. She choses this topic because she thinkss that narrative text is the most interesting writing genre for students of Senior High School because it also tells about something imaginative that it will be quite relevant to their world and make them produce a text.

To reach the goal of teaching narrative, the teacher should not only teach them what narrative is, what kind of linguistics features are involved in narrative text, but also guide them to get the experience about the text. Before the students learn how to write the narrative text, they have to consciously aware of its nature. Movie in this case provides them vivid context in which they can interpret the features of narrative text. They will get the pleasure as well as the messages of movie while they are watching it.

Following the reason above, the writer feels challenged to encourage students of SMAN 1 Petarukan to experience to the narrative writing by using movie as the story based teaching model

1. **Reasons for Choosing the Topic**

Some reasons why the writer chosen the titles “the use of animation movies for developing students’ writing skill of narrative text, an experimental study of teaching English at eleventh grade students of SMA N1 Petarukan were:

a) The writer wanted to lead students to get the best achievement for writing narrative competencies because it is one of KTSP curriculum goals

b) A narrative text is the most interesting of writing genre for students of Senior High School because it tells about something imaginative, so it will be quite relevant to their world and make them produce a text. Besides it, narrative text always delivers moral values to the readers or listeners, and considering that the writer is an educator so she thinks narrative text is a good text to lead the students getting better moral values

c) As an English teacher, the writer has a great interest in this problem. The writer would like to find out more about the problems in teaching writing especially to students in Senior High School.

The writer used Cinderella, Snow white and little chicken movies because these movies had strong characters that were very interesting for the students, they also had a lot of moral values that gave a lot of social education to the students, furthermore they were simple stories.

1. **Statement of the Problem**

Based on the identification of the problem, the writer stated the problem as follows:

1. How do the teachers teach narrative writing?
2. Do animation movies improve students’ narrative writing?
3. How effective is the use of movie in improving students’ achievement in narrative writing?
4. **Problem Limitation**

Based on the problem emerged, it was impossible for the writer to investigate or search all the problems because the problem themselves will involve many aspects which need more time, more thought, and finance. Because of this consideration, the writer limited the scope of the research, to: “ the effectiveness of using movie in improving the students’ competencies in narrative writing on the first year students of SMA 1 Petarukan academic year 2010 /2011?

1. **Problem Formulation**

The writer made the problem formulation by proposing the following question: “Does the use of animation movie in teaching narrative writing give significant influence to the students’ competencies in narrative writing at SMA 1 Petarukan?

1. **The Purpose of the Study**

The purpose of this research was to know the influence of using movie in improving students’ competencies in narrative writing on the first year students of SMAN 1 Petarukan academic year 2010/2011.

1. **The Benefits of the Study**

The writer hopes this study will enrich the teaching English method, especially in teaching narrative writing for senior high school students. She also hopes this study will give fruitful information to other teachers who teach writing.

1. **The Outline of the Study**

Chapter I consists of background of the study, reason for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the study. Chapter II consists of general concept of film, element of film, types of film, advantages of film in teaching writing, film as visual aid in teaching writing, importance of writing, general concept of writing, elements of writing, steps in writing, writing in second language classroom, general concept of narrative text, generic structure of narrative text, rules of narrative, teaching writing of a narrative text, action research. Chapter III consists of research design, subject of the study, instrument of the study, test, data collection, method of analyzing data, preparing the observation. Chapter IV consists of the analysis of the test and the analysis of the interview. Chapter V consists of conclusion and suggestion.

**CHAPTER II**

REVIEW OF RELATED LITERATURE, FRAMEWORK OF THINKING AND RESEARCH HYPOTHESIS

1. **Previous Study**

Many scholars state that writing composition has been studied since decades ago and many educators have shown movies in reading or writing classes, at least to stimulate conversation and encourage close observation and at the most to enhance knowledge of organizational patterns. Here the writer takes several studies as the foundation for this study refers to a few articles on the topic. According to what has been stated by Beatriz Amaya-Anderson (2008), *Film in composition* is part of the field’s challenge to support theoretical and pedagogical innovation. Not coincidentally, the inclusion of these distribution technologies under the definition of the word *film* promises an extensive viewing library for the writing classroom. Rachel Ritterbusch in her study Practical Approaches to Teaching Filmexamines the teaching of film in various settings ranging from an introductory film class to a 200-level Women’s Studies course. Drawing on their experience in the classroom, contributors to this study show how movies can be used to promote critical thinking. Furthermore, she supports teachers with inspiration and guidance for using films in a wide range of classroom settings.

This study is divided into two sections. In the first section, she focuses on using movies to promote critical thinking and writing in the classroom, while in the second section explore ways of using films to strengthen students’ grasp of film criticism and theory. Common to all these section is the belief that, if used judiciously, film can be a valuable pedagogical tool.

Another study is conducted by Dr. Anne Bratton-Hayes, a first year composition instructor, her study focuses on the narrative and the cultural aspects of movie. She found that movie in composition approach bridges the gap between the aural-visual and verbal forms of communication. Further more, she emphasized that the study of film cultivates an authentic learning environment.

The issue of using movie for teaching writing is raised in the paper of Aiex, Nola Kortner entitle Using Film, Video, and TV in the Classroom(1988) offer suggestions for using the popular mass media to generate topics for a composition workshop designed for the college writer but adaptable for secondary school students. They not only concentrate on advertising images but also use movies, monthly magazines, and television series to help foster critical thinking while writing. The work-shop is built around a sequence of analogies between what students already know experientially as viewers of film and television and what they need to know as writers of essays.

Similar to the those researchers above, Miriam Diaz-Gilbert on her study entitles *Using Films to Teach Writing, Ethical Issues and Critical Thinking*, states that Many students do not like to read, write or think, but almost all like to watch films. Sometimes getting disinterested students to meaningfully understand and appreciate ethical and moral issues, especially when they have to read and write about them, can be tedious for them and a challenge for instructors. A great way to break the monotony of reading and writing and to get students a bit excited about the next writing assignment is the viewing of a film related to the assigned topic. Purposeful and meaningful inclusion of films motivates students to recognize the value of writing, to appreciate ethical/moral issues and to think critically.

To sum up the summary of the previous researches concerning using movie, and specifically animation movie for language teaching, the writer would like to conclude with some general remarks about successful planning and implementing movie projects taken from a research by Linda Sweeney, She concludes that integrating movies with books and other print materials - and, thereby combining popular culture with the academic — provides a wonderful way to help students play on their other intelligences or strengths and use nontraditional learning styles to navigate new worlds in and out of the classroom. In this way, developmental students (often considered "less than" or less intelligent than the average college student) can be helped to develop their talents at and beyond traditional academic limits.

1. **Definition of Writing**

The existence of writing in modern society plays an important role though it is a difficult skill to develop. Through writing, people can communicate to one another over long distances. It has also preserved ideas of many great people in the past. It is one of the reasons why the school curriculum takes a great consideration on the students’ writing competence

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005 :2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994 : 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

According to Ramelan (1992 : 9) writing is very important as a part of man’s culture because it can be used to preserve thoughts, ideas and also speech sounds. It means that writing, as one of the four language skills is one way of communication. Writing can be a means of expressing one’s ideas to reach his desires and goals by using a range of orthographic symbols.

Meanwhile Harmer in How to Teach Writing states that writing is a process that what we write is often influenced by the constraint of genres, then these elements have to be present in learning activities. (2004; 86)

Gere gives fives definition of writing (1985: 4-13) they are:

1. Writing is communication

To communicate means to convey knowledge or information about a given subject. Writing still serves this function today. For example; the journalist write an article to tell us what is happening in society, the scientists write to inform us of their discoveries, etc.

1. Writing is self-expression

Private writings provide a place to express all the anxieties, frustration and uncertainties that accompany daily living. It means that writing is a form of self-expression.

1. Writing is public

The writers can display their language in public. Writing resembles performing. When others read your writing, they are attending to your language, an extension to yourselves that enable you to reach a wider audience.

1. Writing is rules governed

Writers agree on a set of convention or rules, so their writing will make sense to the readers. Convention of organization shape writing so that readers can find their way from the beginning to the end.

1. Writing is learning

Writing needs process. We cannot write without learning and practicing to write.

Similar to the definition above, Jane Willis (1983:173) states that there are four purposes in writing: Writing is an essential form of communication. Through writing, a write expresses her feeling (hopes, dream, and joys as well as fears, angers and frustrations), Writing is also a critical thinking and problem solving. The writer will know that writing is a self actualization. Writing helps the writer control his/her personal environment.

From the definition above, the writer can conclude that writing is a ruled governed way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind without ignoring the influence of the constraints of genre. It is written on a paper or a computer screen.

1. **The Importance of Writing**

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Ultimately, writing provides an opportunity for students to question, challenge, and express their understanding of themselves and the world. The exploration and examination of a broad range of writing styles and forms allows students to

* 1. develop the habit of writing for a variety of purposes and situations;
	2. develop the habit of reading critically;
	3. develop an awareness of purpose, audience, and attitude;
	4. develop a competence in the effective use of diction, syntax, and the mechanics of writing;
	5. develop writing preferences through the experimentation with different forms; and
	6. extend their knowledge of and appreciation for the craft of writing and the power of the written word.

Here are some important features of writing activities that are usually done by people:

 (1) Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher.

(2) Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English.

(3) Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students).

For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English

1. **The Writing Genres**

According to Brown (2003:219), there are many writing genres that the second language learners need to acquire. They are:

1. Academic writing such as: papers and general subject reports, essay compositions, academically focused journals, short answer test responses, technical reports (e.g. lab reports), thesis, dissertations
2. Job-related writing: messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
3. Personal writing: letters, emails, greeting cards, invitations, notes, diaries, short story, poetry, etc.
4. **Micro and Macro skills of Writing**

**Micro skill**

1. Produce grapheme and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems
5. Express a particular meaning in different grammatical forms
6. Use cohesive devices in written discourse.

**Macro skills**

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to forms and purposes.
3. Convey links and connections between events, and communicative such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of written text.
6. Develop and use a battery of writing strategies
7. T**he Writing Process**

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection.  When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

When writing is viewed as a process, it means that we have to use certain grammatical rules in organizing the facts. When we write we do not only have to keep our purpose of writing in our mind, but we also have to think about how to organize them in composition. Dealing with the idea above, Brown (2001: 335) states that writing pedagogy focuses on the students ability in generating their ideas, organizing these ideas coherently, the ability in applying the appropriate discourse markers and rhetorical convention to put them cohesively into a written text, revising and editing text for appropriate grammar in producing a final product.

Obviously, not all students of the same age or grade level write in the same way; students pass through several developmental writing stages:

* **Stage 1 Novice Writer** (unskilled, unaware, teacher-dependent writer)
has little, if any, individual style
has little awareness of writing process
has undeveloped skills and techniques
seeks approval from teacher
is reluctant to revise any writing
believes good writing comes easily
* **Stage 2 Transitional Writer**  (transitional, self-involved, self-delineating writer)
needs support and coaching in order to develop
learns from modeled behaviors
developing a degree of comfort with the craft
anxious to stand alone, yet is uncomfortable with peer collaboration
developing an awareness of personal needs, interests, and preoccupations
* **Stage 3 Willing Writer**  (peer-involved, willing writer)
is able to collaborate well with others
requires external feedback to shape progress
is able to profit from criticism
is developing objectivity concerning work
 enjoys practicing craft
is developing a sensitivity to audience
* **Stage 4 Independent Writer** (independent, autonomous writer)
makes highly objective self-assessments
has developed a sophisticated personal style
has developed a writer's voice
takes risks and experiments
is self-motivating and self-aware as a writer
is a craftsperson

 Understanding the writing process can help the writer to control the hard work of writing and improve her skills. Writing process can be divided into stages. The following are the stages of writing process according to Harmer (2004)

1. Planning

Planning is only orderly procedure and it brings the desired result. As the first stage of writing process; planning is a series of designed strategies to find and produce information in writing. In this stage involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever we can. As in speaking, we must have something to say, a reason for saying it, and someone to say it to.

1. The Subject

Before writing ask our self, “what is the subject or the material want to write about and what do I know about it?” Choose a subject that we care about and know about (or can find out about). Then we will have something interesting to say, and we will say it more clearly and confidently. You must select and then narrow your subject from the general we will practice doing that in the exercise that follows.

1. The Purpose

After deciding the subject, now ask our self, “What is the purpose?” Communicating always has a purpose: to persuade or to entertain or may be to do all three. We could inform, persuade or to entertain our classmate with example of odd incidents we have experienced at our job.

1. The Audience

After deciding our subject and our purpose, ask yourself, “Who is the audience?” To answer to that question will determine what we say about our subject and what the purpose we hope to achieve. We may need to provide a lot of evidence to persuade a reader who does not agree with our opinion, but provide far less for someone who tends to agree with you. Some possible audiences:

1. familiar, known audiences: self, friends, peers, family, teachers.
2. extended, known audiences: community, student body, local media
3. extended, unknown audiences: wider range of media and other publications
4. Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in writing process; it is a series of design strategy to organize and develop a sustained piece of writing. After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purposes and audience what goal does you want to accomplish – to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals? At this point in the process, the emphasis is on content and meaning rather than on mechanics and conventions. This is the time for writers to get down their ideas and thoughts, composing rough drafts based upon pre-writing and planning activities and considerations. As they compose, writers begin to determine what to include and exclude, and make initial decisions about how these ideas will be organized. During the drafting stage of the writing process, meaning begins to evolve. Return to your pre writing and do the following:

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

After selecting, subtracting and adding, the writer can make an informal outline (Meyers, 2005 : p.5-6)

1. Revising

Revising is a procedure for improving or correcting a work in progress. As the last stage in writing process, revising is a series of designed strategies to examine and reevaluate the choice that create a piece of writing. After completing the preliminary draft, we need to stand back from your text and decide what actions would seem to be most productive.

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When your revise, you examine how well you first draft make its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cut out ideas that do not support your point, and changing the wording of your sentences. These are some tips for revising:

* 1. Make notes in the margins or write new material on separate sheet of paper.
	2. Circle words you think you misspelled or will want to change later
	3. Tape or staple additions where you want them to go.
	4. On the computer, use cut and paste or insert commands to move things around.
	5. Print out a double space copy for revisions: slow down and revise in pencil (Meyers : 2005 : 7).
1. Producing the Final Copy

There are two steps in producing the final copy, they are :

* 1. Editing

After you have revised your paragraph, you can edit your work. Check carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more then once. Copy it over or print it our again with all your corrections. This draft should be net and should represent your best effort (Meyers, 2005 : 8)

* 1. Proofreading

The final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly. (Meyers, 2005 : 8)

The students’ successful use of planning, drafting and revising behaviors ultimately gives them better control of the content and form of what they write.

Virginia Mitchell as stated by John Lambeth states that the main point in designing the writing activities is the step of establishing context. Context in this case is essential to provide realistic meaning to the writing activity. Instead of being a dry assignment in isolation, the activity will be meaningful to writers and eventually readers when it fits into the overall curriculum sphere. Writing activities will achieve better results when the teacher provides clear background information about the topic. Is the activity a reaction paper to a reading done in class, for example, or a continuation of a play performed at school?

To establish the context it is also important to get the students’ understanding about the term of Linguistic accuracy**.** Linguistic accuracy can be started by asking our self what the level of accuracy expected from students is. Even though accuracy may be a fluid terminology, the teacher should have in mind what he or she expects from his or her students. Establishing clearly defined rubrics is an important way of establishing what the instructor expects from students. The teacher may decide about the seriousness of language mistakes depending on the objectives of the unit.

Establishing a contextual framework is an important step to the effective teaching of writing. When designing a writing activity, the teacher asks herself a series of questions related to the following.

* 1. **Students’ characteristics:** What is the level of students? Are these students beginners, intermediate, or advanced? Are they at high school or college level? What personal characteristics, physical or mental, should be considered to better meet their needs? The level of competency is crucial to a teacher’s lesson plan because it determines the levels of difficulty of the task and the teacher’s expectations. It takes into account learners’ characteristics including social backgrounds, personal characteristics, strengths, and challenges. Several studies have found that different learners use different writing strategies according to their learning styles (Jensen and DiTiberio 1984, 1989; Carrell and Monroe 1993). Writing activities should be adapted to these characteristics.
	2. **Language functions:** What are they going to do with language? Does the activity require students to solve problems, order a meal, or select from a catalog? Will the writing exercise include narration, comparing and contrasting, description? Depending on the level of students, there may be more than one language function in a writing exercise.
	3. **Text type:** What format of text is expected from students? Are they expected to produce a dialogue, a movie script, a letter, a poem, or an essay?
	4. **Content:** The content or the subject matter is the substance of writing. What the writing is about is what attracts the reader. The subject must be interesting. If it has some appeal to the learner’s interests, she will be more engaged in the writing process. One way of achieving this characteristic is to give students choices instead of giving them just one topic. Giving students the opportunity to express themselves in a wide range of areas is an important principle in achieving linguistic proficiency (Hadley 1986). However, when one’s job is to teach writing, it becomes a little harder to achieve the intended variety. The teacher may involve students in creating topics. The teacher may be assured that students writing about topics of their own choice will probably be motivated to write.

Reaching out across the curriculum can help widen the scope of subjects. It is also a way of tapping into diverse arrays of students’ interests. The emphasis in many schools’ programs

1. **Types of Writing Exam**

Among the many different kinds of exam tasks that are currently in use, the following are some of the most common:

a. Application letter and CVs

b. Articles, reports, and reviews

c. Description of pictures, paintings, or events

d. Discursive compositions

e. Leaflets

f. Letters (informal and formal) ; Informal letters can be written to friends and family as a way of communication. Formal letters are used by businesses, colleges, and schools to communicate a meaningful message.

g. Narratives

h. Transactional letters (Meyers, 2005 : 8-9)

In writing composition, based on the type of mistakes, the writer made classification into these following areas:

1. Structure : an essay has three main part, they are an introduction, body and a conclusion
2. Tenses – especially past tense
3. Personal pronouns
4. Conjunctions; conjunctions are often used to connect two independent clauses. They can appear at the beginning, in the middle or at the end of an independent clause.
5. Punctuation: using correct punctuation is very important because it conveys meaning just as words do. Commas, semicolon and colon are considered as the common punctuations that students should understand how to use them.
6. Articles
7. Prepositions
8. Capitalization and spelling (Meyers, 2005 : 9)

This classification was meant to ease the writer in taking a view of the student’s grammatical errors and analyzing them. She analyzed the error from the area in which the students most frequently made one to that in which they made the last one.

1. **The Elements of Piece of Writing**

We know that writing process includes and combines many components to create the best product of it. Thus, in general, writing process is combining five general aspects, those are: Content, Grammar, Vocabulary, Unity, Coherence

**4.1. Coherence and Cohesive Devices**

Coherence in writing means achieving a consistent relationship among parts. it is a very general principle of interpretation of language in context. While cohesive devices show the logical relationships between the various parts of an essay as well as between sentences and paragraphs. cohesive devices are like bridges between parts of your paper and they are cues that help the reader to interpret ideas in the way that you, as a writer, want them to understand. Cohesive devices include transitional words and expressions and paragraph hooks.

**a. Paragraph Transitions**

Transition words are audience cues that help the reader shift from one paragraph to the next. These connections between paragraphs help the reader see the relationships of the various parts. Transition words or phrases at the beginning of a new paragraph—such as first, second, next, another, finally, on the other hand, however—show the reader where the essay is going next.

1. **Paragraph hooks**

In addition to transition words, writers often tie paragraphs together by repeating a key word or idea from a previous paragraph in the opening sentence of the next paragraph. This “hooks” the paragraphs together, creating for the reader a logical flow of thought.

The functions of cohesive devices

Cohesive devices help us carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. cohesive devices link our sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

1. **Why do we use them?**

Cohesive words and phrases are used to link sentences and paragraphs, to show which direction our thought patterns are going, to help the reader accurately follow your train of thought.

They signal the relationships among the various parts of your subject.

1. **Types of cohesive devises:**

There are several types of cohesive devices, and each category leads our reader to make certain connections or assumptions about the areas we are connecting. Some lead our reader forward and imply the "building" of an idea or thought, while others make our reader compare ideas or draw conclusions from the preceding thoughts.

1. To signal relation in time: Before, meanwhile, later, soon, at last, earlier, thereafter, afterward, by that time, from then on, first, next, now, presently, shortly, immediately, finally
2. To signal similarity: Likewise, similarly, once again, once more
3. To signal difference: But, yet, however, although, whereas, though, even so, nonetheless, still, on the other hand, on the contrary
4. To signal consequences: As a result, consequently, therefore, hence, for this reason
5. **The Technique of teaching writing**

To master the writing well, especially in foreign language learning, the students must frequently practice or do the writing exercise. It can be started from an elementary to advanced level. According to Raimes (1983) there are five techniques as follows: Copying, Reproducing, Recombining, Guided writing, Composing

Beside the technique above, the mastery of writing needs a good consideration of the six writing traits model. The six traits writing model is a way to assess and teach writing. This model focuses on 6 qualities seen in outstanding written works. It is also used as a scoring guide or a tool for writing. This six writing trait model is a shared vocabulary for teachers and students. The six traits is an instrument teachers can use to provide “accurate, reliable feedback to students and to help guide instruction.” The six traits were developed in the 1980’s by teachers from across the country. (Source: Northwest Regional Educational Library: <http://www.nwrel.org>) The six traits are:

1. Ideas: The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme. The idea sounds good if it all makes sense, the writer knows the topic well, and the topic have included the most interesting details, the paper has a purpose. Once you start reading, you will not want to stop.
2. Organization: Organization is the internal structure of a piece of writing, the tread of central meaning, the logical and sometimes intriguing pattern of the ideas. Good organization helps the reader understands the writer’s message. It will be good if the beginning will interest the reader! Everything ties together. It builds to the good parts. You can follow it easily. At the end it feels finished and makes you think.
3. Voice: The voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writing coming out through the words.
4. Word Choice: Word choice is the use of rich, colorful, precise language that moves and enlightens the reader.

“We must teach ourselves to recognize our own voice. We want to write in a way that is natural for us, that grows out of the way we think, the way we see, the way we care. But to make that voice effective we must develop it, extending our natural voice through the experience of writing on different subjects for different audiences, of using our voice as we perform many writing tasks.”

-Donald Murray (*Write to Learn)*

1. Sentence Fluency: Sentence fluency in the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear—not just to the eye.
2. Conventions: Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing, use of capitals and punctuation.
3. **The 11 Key Elements of students’ Writing Instruction**

According to there are eleven key elements can be used as the guidance for teachers and policymakers for helping students learn to write well and to use writing as a tool for learning by identifying specific instructional practices that improve the quality of adolescent students’ writing. In an ideal world, teachers would be able to incorporate all of the 11 key elements in their everyday writing curricula, but the list may also be used to construct a unique blend of elements suited to specific student needs. The elements should not be seen as isolated but rather as interlinked. For instance, it is difficult to implement the process writing approach (element 9) without having peers work together (element 3) or use prewriting supports (element 7). A mixture of these elements is likely to generate the biggest return. It remains to be seen what that optimal mix is, and it may be different for different sub populations of students. However, it is important to stress that these 11 elements are not meant to constitute a curriculum.

* + - * 1. **Writing Strategies**

Teaching students strategies for planning, revising, and editing their compositions have shown a dramatic effect on the quality of students’ writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text. The ultimate goal is to teach students to use these strategies independently. Strategy instruction may involve teaching more generic processes, such as brainstorming or collaboration for peer revising. In other instances, it involves teaching strategies for accomplishing specific types of writing tasks, such as writing a story or a persuasive essay Whether generic or highly focused, explicitly teaching students strategies for planning, revising, and/or editing has a strong impact on the quality of their writing. Writing strategy instruction has been found especially effective for pupils who have difficulty writing, but it is also a powerful technique for them in general.

* + - * 1. **Summarization**

Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively “fading” models of a good summary. In fact, students can learn to write better summaries from either a rule-governed or a more intuitive approach. Overall, teaching students to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

* + - * 1. **Collaborative Writing**

Collaborative writing involves developing instructional arrangements whereby students work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students’ writing. Studies of this approach compared its effectiveness with that of having students compose independently. The effect sizes for all studies were positive and large.

* + - * 1. **Specific Product Goals**

Setting product goals involves assigning students specific, reachable goals for the writing they are to complete. It includes identifying the purpose of the assignment (e.g., to narrate) as well as characteristics of the final product. Specific goals in the studies reviewed included (a) adding more ideas to a paper when revising, or establishing a goal to write a specific kind of paper and (b) assigning goals for specific structural elements in a composition. Compared with instances in which students were simply given a general overall goal, these relatively simple procedures resulted in a positive effect, and the average effect was strong. It was possible to obtain effects specifically for low-achieving writers in three of the five product goal studies

* + - * 1. **Word Processing**

The use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance. Typing text on the computer with word-processing software produces a neat and legible script. It allows the writer to add, delete, and move text easily. Word-processing software, especially in more recent studies, includes spell checkers as well. Compared with composing by hand, the effect of word-processing instruction in most of the studies reviewed was positive, suggesting that word processing has a consistently positive impact on writing quality.

* + - * 1. **Sentence Combining**

Sentence combining involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence. Teaching adolescents how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction. The effect sizes for all studies were consistently positive and moderate in strength. Overall, the current analysis of sentence combining indicates that this focus of instruction has a moderate impact on improving the quality of the writing of students in general.

* + - * 1. **Pre-writing**

Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging students in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. For example, some common pre-writing activities include encouraging group and individual planning before writing, organizing pre-writing ideas, prompting students to plan after providing a brief demonstration of how to do so, or assigning reading material pertinent to a topic and then encouraging students to plan their work in advance. It was not possible to draw separate conclusions for low-achieving writers, as all of the pre-writing studies involved students across the full range of ability in regular classrooms. Collectively, these investigations show that pre-writing activities have a positive and small to moderate impact on the quality of students’ writing.

* + - * 1. **Inquiry Activities**

Inquiry means engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). Involving students in writing activities designed to sharpen their inquiry skills improves the quality of their writing. Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis and applying what was learned (assign the writing of a story incorporating insights from the inquiry process). It was found that this type of instruction was last studied in 1986.

* + - * 1. **Process Writing Approach**

The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students’ individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant.

* + - * 1. **Study of Models**

 The study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing. The effects for all six studies reviewed were positive, though small. It was not possible to draw separate conclusions for low-achieving writers, as none of the studies specifically addressed this population.

* + - * 1. **Writing for Content Area Learning**

Writing has been shown to be an effective tool for enhancing students’ learning of content material. Although the impact of writing activity on content learning is small, it is consistent enough to predict some enhancement in learning as a result of writing-to-learn activities. About 75% of the writing-to-learn studies analyzed had positive effects. The average effect was small but significant. Unfortunately, it was not possible to draw separate conclusions for low-achieving writers, as none of the studies examined the impact of writing-to-learn activities specifically with The process writing approachstresses activities that emphasize extended opportunities for writing, writing for real audiences, self-reflection, personalized instruction and goals, and cycles of planning, translating, and reviewing.

1. **Types of Writing**

According to Wishon and Julia (1980 : 378-383) there are four types of writing. They are:

* 1. Narration :

 Narration is the form of writing which is used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and new stories.

* 1. Description
	2. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, event of units of time – days, times of day, or seasons. It can be also used to describe more than the outward appearance of people. It may tell about their traits of character or personality.
	3. Exposition

Exposition is used to give information, making explanations, and interpreting meanings. It concludes editorial, essay, informative and instructional materials. It is used in combination with narrative, exposition support and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.

* 1. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposal.

* 1. **General Concept of Narrative**

According to Oxford dictionary (1995:772), narrative is spoken or written account of events; a story. Meanwhile, website http//wwwwfp.education.tas.gov.au/English/narrative.htm states that a narrative is a piece of text, which tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, detail, and dialogue put the readers in these seem and make it happen for them. Moreover, 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.

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as he show by him self what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs.

According to Madison smart Bell, the narrative design, or what we call form or structure, is of first and final importance to any work of fiction. In that structure, we will find elements of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.

Although narrative structure varies from story to story, the common features include:

* + - 1. Orientation: The introduction of what is inside the text. What text is talk in general, who involves in the text, the characters are introduced and clues are set in place for the coming complication. In this stage we will see when and where the story was happened because orientation sets the scene, creating a visual picture of the setting, atmosphere and time of the story.
			2. Complication; it is where a problem or complication occurs that affects the setting, time or characters, and what will happens to the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict. It just would not be so interesting if something unexpected did not happen.
			3. Resolution; this is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. In this stage the problem is solved and the story ends for better or worse.
			4. Coda: in Coda, the writer or the narrator gives comment or moral values based on what has been learned from the story. If there is no special message or a moral value, it means that there is no coda in the story.

To help students plan for writing narratives, the teacher should guide them to apply the following steps:

1. Plot: what is going to happen? It comprises with a series of episodes that it aims to hold readers’ attention and attempts to gain their excitement as the story progresses.
2. Setting: Where will the story take place?
3. Characterization: who are the main characters? What do they look like?
4. Structure: how will the story begin? What will be the problem? How is the problem going to be resolved?
5. Theme: what is the theme or message that the writer is attempting to communicate?

The narrative offers us to think and write about ourselves. We all have experiences in our memories which are worthy of sharing with an audience. In the pre writing stage, first we need to select an incident of writing about them, we need to find relevance in that incident which gave us new insights or awareness. Finally, we must build up details which will make the incident real for the reader.

The first important thing to remember about a narrative essay is that it tells a story. Hornby (1995 : 846) states that narrative is a text which describes event, process or skill of telling a story. As one of the modes of writing, narrative offers us the opportunity to think and write about ourselves, to explain how our experiences lead to some important realization or conclusion about our lives or about the world, in general. Each of us has had meaningful experiences that have taught us lesson about ourselves or others or the world. Through the narrative essay, we have the chance to record and share those experiences as a means to substantiate our new understanding.

In this case we may write about an experience or sequence event in the past, a recent experience or event and something that happened to somebody else, such as we may have rushed a friend to the hospital for emergency treatment or warned our sleeping neighbor that their house was full of fire and they had to get out. If we later mention one of these events to friends, they probably want to know more about it. How did it happen? At what time? Where did it take place? Was the family rescued? In this moment, we become a narrator or story teller and try to give a clear and lively account of the event.

The second important thing about a narrative essay is that the story should have a problem or crisis to be solved or a challenge to overcome. There is a point to the story.

There are many types of narratives. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science, fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice, personal experience, etc.

The purpose of narrative text is to entertain or to amuse, i.e. to gain and hold the readers’ interest in a story. But narrative may also seek to teach or inform, to embody the writer’s reflections on experience, and perhaps most important is to nourish and extend the readers’ imagination. Narrative text is based on life experience and is person-oriented using dialogue and familiar language.

**7.2. Conventions of Narratives**

When writing a narrative essay, remember that narratives (like all genres) have predictable patterns. The website http//wwwwfp.education.tas.gov.au/English/narrative.htm states that narrative has five patterns, which can reinforce the process of narrative writing:

* 1. Narratives are usually written from the writer’s perspective him/herself. (The first person singular, i.e., I) however, writer occasionally use the third person pronouns (he, she, or it) which “grammatical person” (as this is called technically) you use most often is a function of whose perspective is being captured in the narrative. If it’s your story, use I: if it’s a story about what happened to a friend or group of friends (including yourself), use she or he or we as appropriate. That’s logical and simple.
	2. Narrators: although the first or third person singular is the most common narrative voice in a narrative essay, other possibilities exist as well.
	3. Since narrative essay includes a story, the essay should use the convention found in any story: a plot (telling your readers what is happening), with explanation of the setting and the characters: a climax (telling your readers the important realization, the peak experience related to your thesis) and an ending (explaining how the incident resolved, also alluding to how the narrative’s thesis comes to its full realization).
	4. Plot: remember that most stories follow a simple time line in laying out the narrative. Chronological order is the rule. So it does not matter if we break that rule, as long as it is appropriate. If you think of a way use a different time order to enhance your story. For example, flashbacks are a wonderful device to merge the present and the past all at once.
	5. Characters, it is often true that the most memorable characters are those who have flaws, so feel to use stories that reveal human weakness as well.

**7.3. Things to remember when writing a narrative essay:**

* Use vivid action verbs
* Use specific details
* Use adjectives
* Use your five senses to help you.
* Think of our memory. What did we see, hear, smell, taste, and touch?
* Tell the readers the story in our essay

**7.4. The Importance of Time Order in Narrative Writing**

Time sequence is one of the important things to write a paragraph, because it divides times of the events. Like what Wishon (1980: 21) says in his book, one way of developing a paragraph is to present the ideas and facts in chronological order, that is, in the sequence of time in which the events happened. It is simply a matter of stating the first thing, the second thing and soon, in a logical development.

In narrative writing, events are typically written down in chronological order and in the past tense. However, the order can be varied, and the present tense is sometimes employed to create a sense of events which actually occur.

**7.5. The Importance of Verb Tense**

Many kinds of writing must also consider the use of verb tenses. Verb tenses is not only important to consider in writing subject but also in other subject. In narrative writing, if the verb tense is not started clearly, then the readers will get confused to find transitional markers.

It is worth nothing that we do not want to make mistakes in writing, so it is very important to check and make sure, when we write English, especially in checking grammar. These points of grammar are minimum requirements. There are seven minimum standards, which will be accepted in writing; they are punctuations, concord, finite verbs, tense, verb groups/verb phrase, articles, spelling.

1. **Responding, Correcting and Guiding**
* Ways of reacting to students’ writing

There are a number of ways of reacting but it generally fall within one or two broad categories. They are; responding or correcting

**Ways of responding to students’ work**

* Peer interview
* Training students to self edit and self correct
* Making homework successful

We know the fact that there is no right or best way to respond to students’ writing. The right or best comment is the one that will help the students on their draft at this point — given her character and experience. Our best chance of figuring out the best comment at any moment depends on knowing what was going on for the student as she was writing. (Was she struggling hard on this paper — or misunderstanding the assignment — or being lazy — or trying too hard to sound “intellectual”?)

 ***Here are specific suggestions to respond students writing***

* Ask for a short “cover letter” (or “process writing” or “writer’s log”) with any major assignment
* Be clear about the criteria central to this assignment — rather than just asking for “good writing” in general. Grids are one way to articulate criteria clearly. It can help to have examples of the kind of piece you want
* Read the whole piece before making any comments. Students can seldom benefit from criticism of more than two or three problems, and until we read through the paper, we cannot make a good decision about which problems to focus on. If we embark on a comment before we’ve read the whole paper, we are more likely to make the classic mistakes: wasting time on something that turns out to be a minor issue; making a brief comment that the student misunderstands; saying something that’s actually wrong (“you don’t understand x”) when it becomes clear later on that the student does understand x; getting caught up in a little spasm of unhelpful irritation.
* Use plain language. Comments about the writing are usually more effective when we use plain, everyday language instead of technical terms from English or rhetoric or grammar.
* Write comments on a separate sheet rather than in the margins. This helps us comment as readers about what works and doesn’t, and how the writing affects us — rather than falling into the trap of trying to be an editor *fixing* the text.
* When we return papers to students, it can be useful sometimes to take five minutes right then and ask them to write a short note saying what they heard us saying in our comments — and reacting to it. This tells us when our comments are unclear or when students misinterpret our words or react unhelpfully. These are often fascinating short pieces of writing.
* One of the most useful kinds of response is often overlooked because it seems too simple: to describe the paper as we see it: This helps students learn to see their own writing from the outside (a difficult skill), and it tells them what got through and what didn’t.
* We can do more good with our limited time for commenting on their writing if we spend it on drafts instead of on final versions. So when we get the final version, we can read quickly and respond only with a grid Comments on drafts are positive suggestions for revising and actually help them learn to write better — rather than just negative points in an autopsy.
1. **Definition of the Teaching media**

When there is talk of teaching and learning aids in the lesson situation, by no means is there an attempt to plead for their use in teaching. At this stage of teaching, we (ought to) have already advanced far enough so that it no longer is necessary to make a case for the use of media. It means media or visual aids play an important role in the teaching and learning process. By using media the process of teaching learning, the teacher will be able to encourage his/her students’ motivation to learn the material.

Certainly the best-known and most used term is "audiovisual aid". This amounts to the teacher or docent using a number of aids to try to improve his teaching. These aids are directed particularly at the auditory and/or visual senses (separately or together). Various authorities agree that this approach is one-sidedly attuned to apparatuses without considering whether they make a real contribution to improving teaching. Harmer (2002: 134) states that language teachers use a variety of teaching aids to explain language meaning and construction, engage students in topic or as basic of whole activity.

Movie is one of the visual aids that can be used in a writing class more clearly that the students have big enthusiasm in teaching learning process in writing class. Since movie is one of ICT product, provides for new ways of thinking about learning, creating, receiving and understanding texts. When using movie, sharing and exchanging are closely related, as both are occurring at the same time. Through movie, students are able to learn the generic structure and purpose of various texts in order to recreate their own texts. The appropriate development of these skills required to accomplish this learning style is the central issue for using movie in the classroom.

Media will also help to establish the condition for the learners to identify or describe something. The meaning of media according to Oxford Learner’s Dictionary is the means of communicating with large number of people such as television, radio, and newspapers.

According to Sadiman et al (1986 ;16) it is said that educational media generally have some advantages such as: (1) to make presentation of message, (2) to give an alternatives way dealing with the limitation of space, time, and sense of power, (3) by using media, teacher will be able to overcome the students’ boredom and then encourage them to be an active student in the teaching learning process.

Sadiman (1986: 28-79) states that instructional media for teaching and learning process especially in Indonesia can be classified into five categories. They are:

* 1. Games and stimulation such as words, puzzle, and role-playing.
	2. Visual media. It is the media that can be seen and the function is distributing the message from the source to the receiver.
	3. Audio media. It is connected to one of five human senses (ear).
	4. Audio media are economical ways to provide certain type or informational or instructional content. Recording may be prepared for group or more commonly individual listening.
	5. Audiovisual media. Video and film are both ‘media and motion’. They should be considered for use whenever motion is inherent in a subject, or when it is necessary to communicate an understanding of a instructional media for relating one idea to another, for building a continuity of thought, and for creating dramatic impact. They are useful because of their sound and pictures, such as: Television, VCD and DVD.
	6. Still projected medium such as slide, filmstrip, overhead projector, and loop film. Slides are easy to prepare and they frequently serve as the starting efforts in a media production program.

Animation movies as media in this research include audiovisual media because they have sound and pictures. These media will be very useful if we use them effectively and creatively. This leads to the conclusion that using movies as media in teaching learning process is fruitful for the students.

* 1. **The principle of selecting the media**

Media are seen as aids to the teacher. One of the advantages of using the media is to increase the effectiveness of communication between teacher and students. Hamalik (1983:15) states that media is a tool, method and technique which is used to make effectively communication and interaction between teacher and students in teaching and learning process. Media are only one of the components of a total system. They do not function merely as aids but are integrated into the lesson structure.

The media that are going to be used in a particular lesson will be determined by the aims, the teaching strategies, etc. Thus, media only are able to be integrated into a particular lesson if that lesson is systematically planned according to the three mentioned systems or other similar ones. Now, however, the problem is if all of the above is noted, how does one select the most suitable media for a particular aim?

According to Romiszowski (1974, pp 56-58) the following factors influence the selection of media for a particular lesson: Learning content; Type of learning task; Teaching strategies; Student/pupil characteristics; Tactical limitations; Preferences of the docent/teacher.

Another principle of selecting and using media as stated by Gerlach and Ely (1980):

* 1. Objective

A medium must be selected on the basic of its potential for implementing a stated objective.

* 1. Availability

Sometimes, teaching media are not available when needed. Therefore, other alternatives should be considered.

* 1. Level of sophistication of student

A successful and effective media will be acceptable to the students. To be comprehensible to them, the media must use appropriate materials at level of students’ sophistication

* 1. Cost and time

The teacher often gets difficulties in delivering the materials when he gets problem dealing with the cost and limited time allocation. He has to be able to encounter such a problem and find out the solution, so that the teaching learning process can go on optimally.

* 1. **Authentic Materials**

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and is not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language data from real-world or contexts outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world or in situations as they occur.

Gebhard (1996) gives more examples of authentic materials that the ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below:

* + - 1. Authentic Listening- Viewing Materials -- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
			2. Authentic Visual Materials -- slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
			3. Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
			4. Realia (\_Real world objects) Used in EFL or ESL Classrooms

coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

* 1. **Why Use Authentic Materials and media?**

The extra time involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. In fact, using authentic materials has several advantages. According to

Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Gebhard (1996) sees authentic materials as a way to contextualize language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher.

In addition, Melvin and Stout (1987) find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom. In class, they regularly sent students to a city in a target culture through prepared task-based activities using authentic materials. As students gained more confidence working directly with authentic materials, they also reported an increased understanding of the practical benefits of being able to use the language in real world scenarios. Students commented that they found it useful to be practicing skills they would need outside the classroom and to be learning about cultures beyond their own. Also, there are some researchers who point out that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation.

Porter and Roberts (1981) show several differences between authentic materials and non-authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Also, hesitations (such as “uh’s” and “mm’s”) are often missing, and sentences are very well formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world. In many cases, the language heard in classrooms is a stilted use of spoken language, and authenticity is lost because of a need to teach specific language points in a way that some teachers feel would be more understandable for learners. Brosnan et al. (1984) justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.

2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.

3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

While Nunan (1999:27) realizes that it is not realistic for teachers to use only authentic materials in the classroom, he makes a point that learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listening texts, their learning task would be made more difficult. He also goes on to say that it is important that learners listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.

1. **General Concept of Movie**

Movie, as stated in Microsoft Encarta (2006), is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time. But movies or film can also teach people about history, science, human behavior and any other subjects.

Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. ([Www.encharta.msn.com](http://Www.encharta.msn.com)) Motion pictures are recorded using specially designed cameras that capture the images on rolls of film. After being processed and printed, the movie is run through a projector, which shines light through the film so that the images are sparked on a screen. Most movies have accompanying sound.

The functions of film are to educate, entertain, enlighten and inspire the audiences, and in this case the writer tried to use film or movies in the teaching and learning process of narrative text writing. The writer thought that film can also be used as an alternative 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 film can be used as an alternative method in teaching that is suitable with their classroom situation.

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

* + - 1. A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema,
			2. A story, play, etc. recorded on film to be shown in the cinema, on television, etc. Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Coulson (1978:622) states that film is story, incident, etc. recorded on film in, moving pictures. 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.

Based on the definition of film I can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

**9.1. Elements of Movie**

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

* 1. Script: Most movies are based on written screen plays, which can be adapted from material from other media, such as plays, novels or can be written originally for the screen.
	2. Actors: Actors have a very important part in making a movie successful in market. They have to be totally involved with the story. They have to act as if they experience the story themselves.
	3. Sets: There are two basic kinds of set, the natural and studio constructed. Most members of the audience are not able to differentiate, because the skillful of the filmmakers can create desirable illusions as various and wonderful as they want.
	4. Costumes: The clothes which are people wear will reveal much about their personalities; clothes can indicate social, economics, and occupational status and express individual personality.
	5. Aspect ratio: The term aspect ratio and format refer to proportions of the film frame. The choice of aspect ratio is crucial to the final ‘look’ of the movie. A story set in the open expanse of the desert or the sea, for example, will have more power if the aspect ratio makes it possible to capture that expanse visually. But if a wide screen format is used for dialogue scenes, in which one looks at first at one character in close up and then moves to another.
	6. Lighting: Lighting in a movie is generally manipulated as to amount, contrast, angle and the kind. Filmmakers talk about two kinds of key lighting; *high key* and *low key*. High key lighting tends to bring objects in the background or different planes of action into relatively sharp focus. Low key lightning generally requires the use of light from several sources rather than from a single major source, such as the sun. Contrast is important to the effect of lighting generally, the higher the contrast is, the more vivid the emotional tone and three-dimensional effect of the images will be.
	7. Special effect: Special effects cinematography is one of the most complex elements in the creation of a movie. It ranges from rear screen projection in which previously photographed material is projected in back of the actors to the use of elaborated optical benches in which photographed material is re-short to produce entirely new results.
	8. Music: Most movie viewers know that contemporary movies use music in various ways, but few are aware of the extents to produce its effects emotionally and usually ‘blends in’, movie music often not consciously noted. Musical usage can range from a stringer –a sharp, usually loud chord that accentuates surprise, revolution, or tenor-to a lush string section playing during a tender or passionate love scene to convey the emotions of two peoples. Music can totally change the mood of scene, rendering it comic, and serious, or deeply disturbing, depending on the moviemaker’s intent.
	9. Sound effect: Sound effect involves not only noises that are directly related to what is seen on the screen, such as gunfire, storms, water, and wind. They can also be used to add to the mood and tone of scenes without being directly motivated by the action. With the increasing development of electronic music and varieties of amplified sound, the lines between naturalistic sound effects, music, and electronically generated sound that are used purely for emotional impact have blurred. the writer can conclude that the element of movie are Script ,actors ,sets ,costumes, dialogue, aspect ratio, lighting, special effect and music.

**9.2. Types of Movie**

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

1. 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 movies, they are;

a. Compilation movies; produced by assembling images from archival sources.

b. Direct cinema; recording an on going event ‘as it happens’ with minimal interference by the moviemaker.

(2) Fictional movie: A fictional movie presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional movie stages its events; they are designed, planned, rehearsed, and filmed. In a fictional movie the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

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

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

a) The moviemakers want to express personal experience or view point,

b) The moviemakers may also want to explore some possibilities of the medium it self,

c) The experimental moviemakers may tell no story but they may create a fictional story that will usually challenge the viewer.

From the statement above, the writer concludes that animation movie are distinguished from live action ones by the unusual kinds of work that are done at production stage. Animation movie do not do continuously outdoor filming action in the real time.

The English teacher can use any kinds of method that must be suitable with their classroom situation; it must be able to make them comfortable and enjoy the lesson so the students can easily master the material.

The function of using all kinds of methods in using English is a way that enables them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

**9.3. General concept of Animation movie**

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

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Based on the definition of film the writer can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

* 1. **Movie in Teaching Writing Class**

As a teacher, sometimes we need to use visual aids as a method in teaching and learning process because it can give new atmosphere in their class, so that the students have a big enthusiasm in teaching learning process.

Besides other language skills (reading, listening, and speaking), writing is more complex and difficult than the others. The students must have concept of writing not only in their brain but they also have to translate it in written language, and it is difficult to write a concept that exist in our brain. It is important to teacher to find a method that can make students easily master the material and they can enjoy the writing class. It is not necessary for teachers to give learners knowledge directly, but considering that learner can construct and reconstruct it as new information, the teachers may deliver knowledge another interesting way. It becomes available through watching the movies.

Costanzo as stated by Diana George, said that he regarded film study as a path to better writing, he then see film and writing as equal partners traveling along the same road”. His concluding remarks signal a significant shift in the way. He, at least, had begun to think of the role of visual media in the writing class:

“ Much of what once seemed revelatory about the role of visual media in our students’ lives is now widely accepted, even taken for granted. Film and television continue to dominate a major portion of their formative years, creating expectations, shaping attitudes, influencing language patterns, and providing a common frame of reference. At the same time, groundbreaking work in semiotics, neurophysiology, and cognitive psychology has made strong connections between visual forms of thought and written language. It now appears that the act of writing involves more visual thinking than we recognized in traditional composition classes”

Then, he lists four arguments for the use of film in teaching writing: (1) The basic steps of filmmaking can serve as a working model of the composing process . . . (2) An understanding of the visual code which enables us to “read” a movie can help to clarify the conventions of English diction, syntax, punctuation, and usage. (3) Many of the rhetorical principles of film composition (for organizing inchoate experience into meaningful sequence, for achieving a suitable style, for selling a product or an idea) can be applied directly to specific writing tasks. (4) When students’ notions of composition are widened to include these more familiar, visual forms, the writing class seems less remote.

 In this case, the writer is going to do a research of micro- teaching, in which she will apply the story-based model by using animation movies as the media in teaching narrative writing for students of SMAN I Petarukan, she takes such a theme because of the consideration of the advantages of the use of animation movie in teaching writing. Here she also discusses several points about story-based model.

Movie is one of several tools of access to intercultural understanding. For example, it is a way of contextualizing how a member of a particular society might behave or react in a specific situation. Animation movie presents learners with a full and vivid context in which characters with many social backgrounds can be depicted. A story based model via movie is at best somewhat unfamiliar, and often completely unknown to learners.

Teachers who have struggled with this unfamiliarity have found a solution in cultural values, which they transmit by the use of movie and storytelling in a story-based model. In this way, learners have some knowledge about their thoughts, feelings and customs. It is hard to ignore since it mirrors national culture and can therefore acquaint students with the aesthetic, moral and spiritual values of the nation and the rules of the social system.

1. **The Advantages of Using Movie in Writing**

There are several advantages when using animation movie in the classroom to teach writing for students. They are:

1. It motivates students to learn the materials
2. It provides the students with information to refer to including objects, actions, and event relationship
3. It provides non-verbal cues for manipulation practice.
4. It provides non-verbal prompts to written composition
5. It builds on boys’ enjoyment and motivation through ICT, film and visual texts
6. It makes explicit links between visual texts and a written outcome
7. It teaches understanding/vocabulary of media structures to support the writing sequence
8. Discuss images and picture to generate wider vocabulary
9. Develop students’ visual skills through games and role-play

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

1. Seeing language - in- use

 One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed though 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.

1. Cross – cultural awareness.

 Cultural awareness has been seen as a by-product of learning a language. In order to understand language fully and use it fluently, learner need not only linguistic, pragmatic, discourse and strategic competence but also socio-cultural and world knowledge, as some areas of language do reflect culture. This applies to the idiomatic level, as well as to syntax and morphology, but seems particularly important in relation to avoiding socio-pragmatic failure at discourse level, e.g. how to start and conduct conversations, turn-taking, turn-keeping and turn-giving, topic nomination, topic change, etc. Once again teachers are faced with fresh challenges. The need is to incorporate new style materials and activities to meet such demands. Thus teachers’ task is to activate their schemes and help them to associate the new information they get from the movie with their past knowledge. Therefore, learners need to be aware of the cultural dimension of language.

A movie uniquely allows students to look at situations far beyond their classrooms. This is especially useful if hey want to see, for example, typical British ‘body language ‘ when inviting someone out, or how American speak to waiters. Movie 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. Culture learning “enables learners to see and manage the relationships between themselves and their own cultural beliefs, behaviors and meanings, as expressed in a foreign language”. (Byram 1997: 12 as quoted in Youming Wang)

1. 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 them selves doing new things in English.

1. Motivation

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

**10.1 Movie as Visual Aids in Teaching Writing**

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

From Heaton’s statement above the writer can conclude that besides the other language skills (reading, listening, and speaking), writing is one of language skills that is more complex and difficult than the others, because students must master the grammar and vocabulary. The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write concepts that exist in our brain. So more students assume that writing is a difficult lesson and the result is that the student did not want to study writing or make a text of writing.

 It is important for teacher to find a method that can make students easily master the material and they can also enjoy the writing class. The writer hopes that film can be an alternative method in teaching narrative texts writing.

 Many teachers believe that animation movie can be used as a means of delivering the learning materials. In this case, it also can be used in teaching narrative writing based on the following steps:

1. Select a cassette of animation movie which is appropriate to the age of students.
2. The materials should be suitable with students’ interest whether they are in or out of language classroom.
3. Give explanation about what they are going to do later.
4. Let the students watch the movie
5. Ask the students to pay more attention to the figures’ characteristics
6. Give them a worksheet
7. Let the students make a composition about the figures based on the movie.

According to Quebbeman (1991: 3-4), there are a number of written activities that can be done in relation to a movie. Those are:

1. Movie Reviews**.** Students write a movie review for another class or for a newsletter, either recommending the movie or saying why they would not recommend that people to see it.
2. Summary**.** Students write a summary of the movie or write a letter to a pen pal telling him or her all about the movie they saw.
3. Dialogues.Students select a scene from the movie that they especially liked and rewrite the dialogue from memory.
4. Role-plays. Any of the role-plays can be written as a dialogue is as a short skit (in small group students).
5. Fan Letters**.** Student writes a fan letter to one of the actors in the movie, saying why they liked the movie and that person is acting. Later they can send the letters to the studio that produced or distributed the movie.
6. Grammar Exercises**.**
	1. Conditionals. Students write question and answer using the conditional, e.g., How would you have ended the movie if you had been the prince?
7. Giving advice. Students give written advice to the main characters,
8. **“** Dear prince ” Letter**s.** Students imagine that they are one of the characters in the movie, and write a letter to “Dear prince” requesting advice of the problem they should face in the movie. Students then exchange letters, write, and answer, latter returning the letter with the advice to the original letter writer.
9. **Presenting the Movie in Classroom Structure**

There is no need to change the way you arrange your classroom. A little judicious planning and common sense are all that is necessary. Viewing and hearing issues are basically all that need to be considered, which has a lot of flexibility. Other than that seating can be arranged in rows or in a horseshoe shape. The teacher can be anywhere along the horseshoe, in front of the room, at the rear, or anyplace else. If group work or pair work is planned, arrange the seating accordingly.

* + 1. **Pre Viewing Preparation**

While we may often assign stories with a minimum of pre reading preparation, films, by their nature require a more structured approach. To begin with (and to state the obvious), it is absolutely essential that you view the film at least once, and perhaps twice before showing it to a class. Unlike written text where you can augment your memory with a quick skimming of the piece to respond to a question that needs answering, where film is concerned you have only memory and understanding to rely on.

* + 1. **Pre Viewing Activities**

As teachers, we always want an eager, motivated audience. By giving a good introduction will raise and build anticipation, or at least curiosity. As stated by Roger Ebert, the film critic, as quoted by Louis Pinkett, he had to say about the Marx Brothers classic, Duck Soup, that “to describe the plot would be an exercise in futility.” It’s good as well to bear in mind that what you may find compelling may be totally boring to your students, but with a bit of careful planning can be made more appealing. When a written text is assigned, there are ordinarily questions assigned along with it to be answered with some degree of comprehensiveness. Not only does this help to focus the student’s attention, but in situations of total lack of interest (face it, they exist!) it keeps the reader alert at least in relation to their need to complete the assignment. The same method works with film. Directing the student’s perceptions will keep them engaged. How engaged depends not only on the movie, but also on the teacher’s creativity in preparing the class for the showing. The key of course is not to overload the class with facts, but to attempt to balance on the edge between necessary information and challenging “teaser.”

**Close Activities:**

Create a cloze exercise based on a short, important section of the movie [note: a cloze exercise is an exercise that requires students to fill in missing words in sentences]. Play the section several times so that students can fill in the blanks. For more advanced students, you could use a short section as a dictation if you believe in dictation as a valuable exercise. We might also try showing a dialogue section of the movie with the sound turned off and ask students to guess what the characters are saying to each other. Play the section with the sound on to let students check their guesses.

**Characters:** Have students write questions for characters in the film after they “know” the characters fairly well. Use the questions for small-group or whole-class discussions. You could also have students role-play characters from the movie dealing with new situations which you assign.

* + 1. **Post Viewing activities:**

Give students a chance to comment on any segment of the movie, we watch in class since movies are artistic, and expressing personal opinions and reactions to art is natural and expected. (In other words, don’t position ourselves as the expert on movies.) Have students do a reaction writing or assign a more formal essay based on question or questions you provide. We could also have students create a flow chart to analyze the movie showing the setting, the main characters, and the events in the story. The writer also asked students to include the conflict since any good story has a conflict.

1. **Framework of Thinking**

Teaching writing in senior high schools involves some oriented goals based on basic competence and standard competence of KTSP curriculum. One of these goals is the competency of understanding narrative text. To reach these goals we should consider the following points:

1. Teacher is required to be able to establish conditions, which lead the process of teaching learning goes optimally. One of the teacher tasks in this case is to facilitate learning.
2. To fill the requirement above, teachers need to apply an appropriate method and technique of teaching and provides some effective aids in the process of teaching learning narrative writing.
3. Animation movies as one of audiovisual media are considered as effective aids in the process of teaching learning narrative writing.
4. **Research Hypothesis**

Based on the review of the related literature and the logical framework above, the writer formulates the work hypothesis as follows: “The use of movies give positive influence in improving the students’ competencies in narrative writing

**CHAPTER III**

**RESEARCH METHOD**

* + - * 1. **The research method**

The method is basically a means of solving the problem to get certain objectives.Sutrisno hadi (1982) states that to study and discuss a scientific research, we need to use a research method. In this study, the writer applied an experimental method in carrying the research. This method is used to investigate the possible relationship between the cause and effect of the problem.

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group (Best, 1981:59). In other words, an experimental research tries to observe the cause-and-effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research. Best (1981:57) states that experimental research provides a systematic and logical method for answering the question, if this is done under carefully controlled conditions, what will happen?” Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981:68).

Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are ministered (Nunan, 1993: 47). Picciano (www.hunter.cuny.edu/edu/apiccian/edstat09.html#return) argues, “Experimental research is defined essentially as research in which the causal (independent) variable(s) can be manipulated in order to change the effect. Experimental researchers are particularly concerned with the issue of external validity, and the formal experiment is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population.”

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. The steps are (Arikunto, 2003: 275-276):

* 1. Reading literature sources to get the problems of the research.
	2. Identifying and stating the problems.
	3. Determining the limitation of terms and variable, hypothesis, and supported theory.
	4. Designing the experiment.
	5. Conducting the experiment.
	6. Choosing the appropriate data that can represent the experiment group and the control group.
	7. Finding out the significant relation to get the result of the experiment using an appropriate technique.

According to Best (1981: 68-81), there are three categories of experimental design.

1. True Experimental Design

In a true experiment the equivalence of the experiment and control groups is provided by random assignment of subjects to experiment and control treatments. In discussing experimental designs, a few symbols are used:

R = random selection of subjects

X = experimental variable

C = control variable

O = observation or test

There are three models of true experimental designs:

1. The posttest-only, equivalent-groups design

|  |
| --- |
|  R X O1 R C O2 |

This design is one of the most effective in minimizing the threats to experimental validity. Experimental and control group are equated by random assignment. At the conclusion of the experimental period the difference between the mean test scores of the experimental and control groups are subjected to a test of statistical significance, a t test, or an analysis of variance. The assumption is that the means of randomly assigned experimental and control groups from the same population will differ only to the extent that random sample means from the same population will differ as a result of sampling error. If the difference between the means is too great to attribute to sampling error, the difference may be attributed to the treatment variable effect.

2) The pretest-posttest equivalent-groups design

|  |
| --- |
|  R O1 X O2 R O3 C O4 |

X gain = O2 – O1 O1 O3 = pretest

C gain = O4 – O3 O2 O4 = posttest

This design is similar to the previously described design, except that pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period. Gain scores may be compared and subjected to a test of the significance of the difference between means. This is a strong design, but there may be a possibility of the influence of the effect of testing and the interaction with the experimental variable.

3) The Solomon four-group design

|  |
| --- |
| R O1 X O2R O3 C O4R X O5R C O6  |

The design is really a combination of the two group designs previously described, the population is randomly divided into four samples. Two of the groups are experimental samples. Two groups experience no experimental manipulation of variables. Two groups receive a pretest and a posttest. Two groups receive only a posttest. It is possible to evaluate the main effects of testing, history, and maturation. A two - way analysis of variance is used to compare the four posttest scores, analysis of covariance to compare gains in O2 and O4. Since this design provides for two simultaneous experiments, the advantages of a replication are incorporated. A major difficulty is finding enough subjects to randomly assign to four equivalent groups.

2. Quasi Experimental Design

These designs provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlike. There are two categories of quasi-experimental design:

1) The pretest-posttest nonequivalent-groups design

|  |
| --- |
|  O1 X O2 O3 C O4 |

O1 O3 = pretests

O2 O4 = posttests

This design is often used in classroom experiments when experiment and control groups are such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O1 and O2 scores and the difference between the mean of the O3 and O4 scores (main gain scores) are tested for statistical significance. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously.

2) The equivalent materials, pretest, posttest design

|  |
| --- |
|  C X MA O1 O2 MB O3 O4 |

MA = teaching method A MB = teaching method B O1 and O3 are pretests O2 and O4 are posttests.

Another experimental design, using the same group or class for both experiment and control groups, involves two or more cycles. The class may be used as a control group in the first cycle and as an experiment group in the second. The order of exposure to experiment and control can be reserved-experiment first and control following. Essential to this design is the selection of learning materials that are different, but as nearly equated as possible in interest to the students and in difficulty of comprehension.

3. Pre- Experimental Design

The least effective, for it either provides no control group, or no way of equating groups that are used. The models of pre-experimental designs areas follow:

1. The one-shot case study

|  |
| --- |
| X O |

This experiment is conducted without any control group and without any pretest. With this model, the researcher has a simple purpose. The purpose is to know the effect of other factors.

2) The one-group, pretest-posttest design

|  |
| --- |
| O1 X O2 |

O1 = pretest O2 = posttest

This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.

3) The static-group comparison design

|  |
| --- |
| X OC O |

This model is similar to the last two rows of the Solomon’s model. The use of this model is based on the assumption that both the experiment and control groups are absolutely equivalent,

To know the effectiveness of movies toward the students’ competencies in narrative writing, the writer conducts the research by giving treatment to the experimental class in which she used movies as the media in teaching narrative writing. The result was compared to the result of the control class, which didn’t get movie as the media. In this case the writer applied the formula of true experiment.

* + 1. **Place and time of the research**

The research is conducted at SMA 1 Petarukan at the class ten or the first grade.

* + 1. **Population and Sample**

**3.1. Population**

Sutrisno Hadi defines the population as a total number of a group consisting of subjects which have homogenous characteristics or features. Another definition comes from Arikunto Suharsimi, he said that population is a set or collection of all elements possessing one or more attributes of interest. Based on these definition we can conclude that population consists of individuals, object, or event where researcher may obtain the data. The writer takes the first year students of SMA 1 Petarukan, academic year 2010/2011

Table 3.1

The population of the research

|  |  |
| --- | --- |
| Class | Number |
| X1 | 40 |
| X2 | 40 |
| X3 | 41 |
| X4 | 40 |
| X5 | 39 |
| X6 | 40 |
| X7 | 40 |
| X8 | 40 |
| X9 | 41 |

**3.2. Sample**

Sample is a part of the population being studied (Arikunto, 1996:177) he recommends that if the population of the research consists of more than 100 subjects, it is enough to take sample 25 % - 30 % of the population. Since there are 280 students of the first grade (class ten) in SMA 1 Petarukan, so the writer takes 80 students of the population as the sample. The writer takes class 10.1 as the experiment class and class 10.2 as the control class

**3.3. The sampling**

Sampling is the technique in obtaining the sample. In this case, the writer uses random sampling where all individuals have the same opportunity to be selected as sample of study whether individually or collectively. According to Gay (1987:104) random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other words, every sample has the same probability of being selected and selection of one individual will not affect selection of another individual. Furthermore, he says:

In general, random sampling involves defining the population, identifying each member of the population, and selecting individuals for the sample on completely chance basis. One way to do this is to write each individual’s name on a separate slip of paper, place all the slips from the container until the desired number of individuals is selected (1987: 104).

In this study the sample was taken by random sampling because the population was considered as groups. In this case, class was considered as unit of group. The steps to take the sample were as follows:

1. Grouping the existing English classes of the first semester students:

**Table 3.2**

**Writing Classes and Scores**

|  |  |  |
| --- | --- | --- |
| Class | Total Number | Average Score |
| X1 | 40 | 67 |
| X2 | 40 | 67 |
| X3 | 41 | 67 |
| X4 | 40 | 65 |
| X5 | 39 | 65 |
| X6 | 40 | 70 |
| X7 | 40 | 65 |
| X8 | 40 | 67 |
| X9 | 41 | 67 |

1. Documenting their previous writing scores of first daily quiz in order to find out which classes had similar average of writing scores.
2. Deciding which class would be used as the sample purposively. The decision of taking the class was based on the similar number of students and similar average writing score of first daily quiz.
3. Two classes were taken to determine which class would be given animation movie and without animation movie in teaching narrative writing. Class X1 would have animation movie and class X2 would not have it.
	* 1. **Research Variable**

Suharsimi Arikunto (1997 :99) says that the variable is the object or things of the research that will become the centre of research. There are two kinds of research variable namely dependent and independent variable. Dependent variable is a variable which is intentionally manipulated in order to know its effect to the independent variable. Whether independent variable is a variable which is caused of dependent variable’s effect or it’s a responding of dependent variable. In this research, the independent variable is the use of movies and the dependent variable is the students’ competencies in narrative writing.

* + 1. **Research Design**

The writer uses the control group pretest-posttest design which can be seen from the table below:

**Table 3.3**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Observation | Treatment | Observation |
| Experiment | RO1 | X | O2 |
| Control | RO3 |  | O4 |

From the table above, there are two groups involve in this research, the first group is the experimental group which was given the treatment (X) using animation movies in teaching writing, while the second group is the control group which didn’t get treatment using animation movie in teaching writing. Both groups was given pretest before they get treatment and post test in the end of treatment.

There were some steps in designing the research. They were:

1. Take one institution as the place to conduct the experiment.
2. Design the instrument for pre test
3. Try out the instrument before it is used in order to get the validity and reliability
4. Conduct the experiment for six weeks.
5. The last step was administering the post test of both groups
6. The elements of the research were given in the following explanation:
7. The time of experiment
8. The experiment started on September 2010 – November 2010
9. The material used in the experiment

The teaching material which were used in teaching both group are essay narrative texts which were relevant to basic and standard competence of writing for senior high school students at class ten. The materials were as follows:

* + Writing Environment
	+ Essay type

The students had to write their compositions on the narrative mode as the given topic.

* + Essay topic

The students are required to write on one topic: the story of Cinderella.

* + Essay length

The students are asked to write composition of about 150 words, which was the usual length of essay for both classroom practices

* + Writing duration

Time allotment was for about sixty minutes to the students for completing the whole writing task.

* + 1. **Instrument of Research**

There are many kinds of instrument that can be used as the measurement of a research, one of them is test. Test it self, can be defined as several questions, exercises or other tools that is used to measure the skill, knowledge, intelligence, achievement, or attitude of individual or group (Arikunto, 1997: 139). In this study, the writer used two kinds of instrument in order to identify whether or not it was an effective way to teach narrative writing by using animation movie to the first year senior high school students. They were an essay test and questioner as the type of research instruments to measure the effectiveness of movies towards the first year students’ competencies in narrative writing

**Tests**

Referring to en.wikipedia.org/wiki/Test(students’ assessment) (2007) in its article, it said that In education, certification, counseling, and many other fields, a test or exam (short for examination) was a tool or technique intended to measure students' expression of knowledge, skills and/or abilities. A test had more questions of greater difficulty and requires more time for completion than a quiz. It was usually divided into two or more sections, each covering a different area of the domain or taking a different approach to assessing the same aspects.

 In completing this study, the essay test was delivered to both control and experiment groups as the measurement of students’ writing narrative achievement, and the result of the test would be used as the data. In order to get an enough data the writer conducting the test into two stages: they were pre test and post-test. The purpose of giving the classroom tests was to check the students’ achievement as an indicator of progress toward educational objectives set for the students. According to Arikunto (2006: 150-151), it was the reason why the role of pre and post-test was important in this study that it would determine whether the use of animation movie was effective or not to apply to the first year senior high school students.

**Questionnaire**

Oxford university press (2007) in its article said that a questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they were often designed for statistical analysis of the responses, this was not always the case. Arikunto (2006:151), questionnaire could be in the form of multiple choice, essay, check-list and rating-scale so respondents would only select one of the provided answers in it. In this study, the writer distributed questionnaire after conducting post test in the last activity. The purpose was to answer the questions about the students' achievement in receiving the material from the writer. In this questioner, the respondents only selected one of two provided answers (by crossing (A or B ) in each question).

* + 1. **Try Out of Instrument**

**Validity of the Test**

In order to get the valid data, the research instrument must have certain requirements. One of these important requirements is the validity of the instruments. As Brown states that, the most complex criterion of a good test is validity, the degree to which the test actually measured. So how do we establish the validity of the test? We can measure validity of the instrument by seeing content and construct test.

There are two kinds of validity measurement, external validity and internal ones. Pearson offers a standard method by using statistical correlation with other related measure, and it has to be relevance to a particular objective to particular curve objective. Based on the explanation above, to get the content validity, the researcher uses the product moment formula. Here is the formulation:



rxy = Correlation between variable X and Y

x = the score of experiment group

y = The score of other criterion

x2 = Quadrate number of X

y2 = Quadrate number of Y

xy = Number of product from variable X and Y

n = number of respondent

**Reliability of the Test**

Reliability of the test shows the stability of the test score when the test is used. To have confidence in measuring the instrument the researcher need to make sure the reliability of the writing test, the writer use the technique of single test double trial by using the Spearman Brown formula. Based on this technique, the writer uses one type of writing test but it is applied twice to the same students. The first trial, she notes the students’ score and on the other time, she conducts the second trial and notes the results. Then she formulates both first and second result by using product moment procedure. Here is the formula





**The Try-Out**

The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in another class. I carried out a try out to 40 students of the year X of SMA Negeri 1 Petarukan in the academic year 2010/2011.

Trying out the test, according to Mouly (1967:371), is necessary since the result is used to make sure that the measuring instrument has such characteristics validity and reliability. Since the test was made by herself, The writer tried out it before it was used to collect the data. It was tried out to class X4 chosen from the population randomly. In this case, I took 1 class for the try out group and other 2 classes were the experimental and control group. After scoring the result of the try-out, I make an analysis to find out the validity, reliability of the try out. To get the valid and reliable test items, the writer conducted the try out at September 23 rd 2010 in a different class.

**B**. **Data Analysis**

**1. Technique of Collecting Data**

To collect the data, the writer gave an essay test to the students who become the sample of the research. In this study the writer gave them pre-test and post test. Firstly, she gave pre-test before the two groups get the different treatment. By giving them pre-test, the writer would be sure that the members of those two groups were under the same ability. Whether post test was given after the writer taught the narrative writing to those groups by applying the different treatment. She gave post test to the sample in order to measure the effect of certain treatment. In this case the use of animation movie in teaching learning process.

* + 1. **Technique of Analyzing Data**

After gathering the data, the writer computed the data by using a statistical formula which is called t-test. Here are the steps of using t-test:

 **Mean**

Mean X1 =

Notes :

X1 = mean

Σx = total score

n = number of sample

**Deviation standard**

sd **=**

Notes:

sd = deviation Standart

(x1 – x)2  = Deviation of Quadratic mean

n = number of sample

 **United Varian**

s1 = Deviation Standard of group 1

s2 = Deviation Standard of group 2

n1 = number of sample of group 1

n2 = number of sample of group 2

 **t-test**

***t* =**

Notes:

s = Varians

x1 = mean of the first group

x2 = mean of the second group

n1 = Sample amount of the first group

n2 = sample amount of the second group

* + 1. **Scoring the Data**

Scoring the students’ work is a step to obtain quantitative information from each student. One of the ways to scores or to evaluate the students’ achievement in writing is rating scale. In using rating scale, the scorer can make a rank order of the results of the students’ work, based on a given categories to know which students have the high scores and which have the lowest scores.

In giving scores to the essay test, we need a long time to analyze it. The difficult thing is that essay assumed as a subjective test which has a relative correct answer. There are several answers in the paper that is different between one to other students, but perhaps the answer is correct as long as relevant with the wish of the teacher.

Therefore scoring for essay test needs such a particular guiding about how the scores consists of several correct answers which is considered as suggested answer.

**Table 3.4**

**Scoring Rubric Essay**

| **No** |  | **Maximum score** | **Actual score** |
| --- | --- | --- | --- |
| 1 | **Format - 5 points**Title centered (2),first line of each paragraph indented (1), margins on both sides (1), text double-spaced(1) |  5 |  |
| 2 | **Mechanics – 5 points**Punctuation: periods, commas, semicolons, quotation marks (3). Capitalization (1), spelling (1) | 5 |  |
| 3 | **Content – 20 points**The essay requirements of the assignment. (5)The essay is interesting to read (5)The essay shows that the writer used care and thought (10) | 20 |  |
| 4 | **Organization – 45 points**The essay follows the outline, and it has an introduction, a body, and a conclusion.Introduction : it ends with the thesis statement (5)BodyEach paragraph of the body discusses a new point and begins with a clear topic sentence. (5)Each paragraph has specific supporting material: facts, examples, quotation, paraphrased or summarized information, etc. (10)Each paragraph has unity. (5)Each paragraph has coherence. (5)Transitions are used to link paragraphs. (5)Conclusion: The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer’s final thought on the topic. (5) | 45 |  |
| 5 | **Grammar and Sentence Structure – 25 points**Estimate a grammar and sentence structure scoreGrand Total | 25100 |  |

The scoring is based on the analytic method. This method is better than holistic method since for classroom instruction, holistic scoring provides little wash back into the writer’s further stages of learning. Primary trait scoring focuses on the principal functions of the text and therefore offers some feedback potential. Class room evaluation of learning is best served through an analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weakness and to capitalized on strengths. This method is much better of making when we want to inform our students about their achievement (Heaton,1979: 109).

Here is the another analytical scoring profile suggested by Jacobs et all as quoted by Brown (2003,p 246) : Content 30, Organization 20, Vocabulary 20, Syntax 25, Mechanics 5. By doing so, it will be obtained the rating scale from 1-100.

 In this case, the writer takes the analytic scoring suggested by ESL since she needs to acquire more meaningful numerical data. Since here are 10 items and each is score 5 then the maximum score are 50. By doing so, it will be obtained the rating scale from 1-100. Thus take an example for student who gets 50 of raw score, it scores will be multiplied by 2 and at means that she gets 100, for student who gets 35 the scores x 2 and s/he gets 70 and so on. Then, the processed scores could be used as a basic to make decisions. If all students, scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group. The measurement of the students' achievement that is suggested by Harris (1969: 134) could be interpreted with the following table.

**Table 3.5**

**Students' achievement**

|  |  |  |
| --- | --- | --- |
| **No** | Criteria of mastery | Grade |
| 1 | 91-100 | Excellent |
| 2 | 81-90 | Very Good |
| 3 | 71-80 | Good |
| 4 | 61-70 | Fair |
| 5 | 51-60 | Poor |
| 6 | Less than 50 | Very Poor |

* + 1. **Statistic Hypothesis**

After the writer analyzes the data by using t-test technique, she consults the result to t-table to know whether the formulated hypothesis of the research is accepted and the null hypothesis is rejected.

**CHAPTER IV**

**RESULT OF THE INVESTIGATION**

* + - * 1. **Findings**
	1. **The Pretest**

The pretest was conducted on 22th September 2011. Both of groups were given the same narrative text and they were asked to rewrite it in their own words. The result of the pretest can be seen in appendix .

* 1. **The Experimental Treatment**

After conducting the pretest, the writer conducted the experimental treatment. The writer taught three times a week for experiment group by using animation movie as the media of teaching narrative. On the other hand, the control group was taught without using movie. Here was the treatment procedure between experiment and control group.

* 1. **The Posttest**

After the experiment was conducted, the writer conducted the posttest. It was conducted on 2nd November 2011.The writer conducted the same essay test. The students were asked to rewrite the story in 60 minutes. The result of the posttest can be seen in appendix .

* 1. **Questionnaire**

After doing the post-test, the writer distributed questionnaire in the last activity. The purpose was to answer the questions about the students' interest in animation movie, the relevance of the questioner was to establish the relationship between the vivid context offered in the movie and the students’ motivation in developing their writing competence and how the students could improve their writing by seeing movie

To get further information about the questionnaire result, the writer presented the data obtained from the questionnaire in the table as follows:

**Table 4.1**

**The Result of the Questionnaire**

|  |  |  |
| --- | --- | --- |
| **No** | **Positive Answer** | **Negative Answer** |
| 1 | 38 students (96%) | 2 students (4%) |
| 2 | 40students (100%) | 0 students (0%) |
| 3 | 37 students (94%) | 3 students (6%) |
| 4 | 35 students (89%) | 5 students (11%) |
| 5 | 34 students (85%) | 6 students (15%) |
| 6 | 35 students (89%) | 5 students (11%) |
| 7 | 36 students (90%) | 4 students (10%) |

After the data had been completely processed, the writer found that most of the students had positive responses toward the teaching activity and it was supported by the increase of the students’ average that could be seen in the result of the post-test. It proved that the use of animation movie could motivate the students’ interest in learning English as a second language and also helped them to learn and applied easily the generic structure of narrative text. As we knew that such kind of activity could create conducive situation that could reduce the students’ boredom in learning foreign language.

* + - * 1. **Significant Difference between two Means**

In this chapter, the writer would also like to determine the different effectiveness of treatment given to both groups, which was reflected on the means gathered. She would apply the t-test formula to count the difference.

The t-test formula is:

Mx : mean of the control group

My : mean of experiment group

Σ*x*2 : sum of the square of deviation of the control group

Σ*y*2 : sum of the square of deviation of the experimental group

nx : number of sample of the control group

Ny : number of sample of the experimental group

Arikunto (2002:280)

There are three steps in computing the statistical analysis. First is calculating the means scores of the experimental group and the control group. Second is calculating the deviation of each group and finally applying the t-test formula.

For the first step, she tried to find the increase of the score in control group between pre-test and post-test. After calculating the mean of the control group and experimental group, calculated the deviation of the each group. Finally the t test was applied. See the following figure:

**Table 4.2**

**Data Analysis of Both Group**

|  |  |  |
| --- | --- | --- |
| No | Group 1 (Experiment Group) | Group 2 ( Control Group) |
| 1 | N1 = 40 | N2 = 40 |
| 2 | X1 = 79,25 | X2 = 74,00 |
| 3 | SD1= 5,37 | SD2 = 4,46 |
| 4 | United Variants = 2,21 |   |

In processing the data of experiment group, the writer computed the data as follows:

1. Computing Mean (X )
2. Experiment Group

n = 40

x =

 = 79,25

1. Control Group

X =

 = 74.00

* + - 1. Computing Standard Deviation
				1. Experiment Group

SD =

=

=

= 5,37

* + - * 1. Control Group

SD =

=

=

= 4,46

United varians

=

=

=

=

= 2,21

To find t value the writer used the formula

t =

t =

 =

 =

 = 3,34

* + - * 1. **Test of Significance**

To examine whether the difference between the means of the control and experimental group is statistically significant, the t-value obtained should be consulted with the critical value in the t-table. She used the 5% (0.05) level of significance.

The number of subjects from both groups was 80, so the degree of freedom was 78, which was obtained from the formula. For five percent alpha level and 78 degree of freedom, there was no definite critical value in the t-table. It is necessary to find the definite value using interpolation. the t-table was 1,980 . The obtained t-value was 3,34 so the t-value was higher than the critical value .

From the result, it can be concluded that the difference was statistically significant.

* + - * 1. **Discussion**

After conducting the research, the writer found that the students in the experimental group really looked excited with the use of animation movie in teaching narrative. Therefore, they followed the teaching and learning process enthusiastically. The existence of the pictures and sounds helped the students understand the story and get the meaning of certain words. The application ofmovie was appropriate to make the students become active learners in class. It had been reflected by a good response from the students and the better achievement of the experimental group.

The result of this study showed that the students in the experimental group got better average scores than the students in the control group in narrative writing test. The class that is taught by animation movie got better improvement in the average scores than those without animation. It was showed by the result of t test in which for alpha 5 % (0,05) the t value was 3,34 and it was higher than t table. Besides it, the writer also found that there was a significant difference between the mean score of both groups’ pre-test and post-test result. The mean score of experiment group’s pre-test and post-test were 70,45 and 79,25. While for control group were 70.36 and 74,00 . It proved that the use animation movie in teaching narrative writing could improve the students’ narrative comprehension achievement. It had not happened to the control group that got no interest improvement in narrative writing. Consequently, it affected the achievement. The improvement of the student’s achievement in the control group was not too good compare with the student’s achievement of experimental group in the post –test.

In this study, the writer would also discuss about the unit of analysis based on the writing assessment suggested by Brown. They were about the content, organization, vocabulary, syntax and mechanic. The writer took one of students’ post test works, and analyzed it by using the writing rubric

* + 1. **The Description of Students’ Narrative Writing in Terms of Content and Organization**

Data 1 ( Nur Faizah’s paper-experiment group)

The data were taken from the one of student works in the experiment group

*Once there was a young diligent and beautiful girl named Cinderella…..(paragraph 1, sentence 1…see more on appendix)*

In the above sentence, the student tried to add new information about Cinderella by giving the word “young diligent” in which she didn’t do it in pretest, so it meant that the student had succeeded to apply a new adjective phrase and it indicated that her vocabulary mastery was enriched since she had watched the movie. This improvement was showed after she had learnt how movie introduced the character of Cinderella.

Data 2 ( still from Nur Faizah’ paper)

 *Cinderella was poor because her step mother and step sister treated her badly. She had to do all the housework alone. She only could sit for a moment near the cinders in the evening. That’s why everybody called her Cinderella…….(paragraph 1, sentence 7, 8, 9)*

From data 2, the writer found the improvement of Nur’s competence in paraphrasing sentence, Nur tried to construct her sentences by telling information about the history why the poor girl in the story was called Cinderella. Nur didn’t mention it before in her pretest work because she hadn’t known yet about it. In this data, the writer also found that student succeeded in building the old and new information to the readers. It can be seen from linking of the sentences in the paragraph. We could see that the sentences flew smoothly and tied together. Nur also succeed in applying coherence in this paragraph, it can be seen from the use of transition signal which has a special meaning. For example: the use of conjunctive adverb *“that’s why”* (see the underlined words) gave guidance to the reader from one idea to the next. In this case, Nur used this conjunctive adverb to explain or to give reason why people called the beautiful girl, Cinderella. This good paragraph organization made readers interest and they could follow the paragraph easily. Besides it, Nur’s paper also fulfilled the requirements of A good writing in which its outline had an introduction, a body and a conclusion.

For the content of Nur Faizah’s paper, the writer found that it consisted of good Word choice. It showed by the use of rich, colorful, precise language that moved and enlightened the reader. The ideas of her paper also made sense in which she knew the topic about Cinderella well, she also had included the most interesting details of the story, and most of all, her paper had a purpose (see the whole paper on appendix). It could be concluded that this work has combined story elements around a controlling idea to reveal a thought-provoking theme.

* + 1. **The Description of Students’ Narrative Writing in Terms of Syntax**

The above students’ narrative writing was excellent in term of grammar. Because her narrative writing effective, complex constructions, few errors of tenses, number, articles, pronouns, prepositions, verbs and adverbials, linking words to do with time, adjectives, specific participants Nur’s paper also showed the improvement of her grammar and structure knowledge. Although she made some mistakes in changing the second form of irregular verb but at least she had already knew the use of simple past tense and past perfect tense in her narrative paper. The knowledge of grammar and structure would support her syntax competence.

As we knew that narrative text was normally written in past tense. Past time is some events or action that happened in a former time as shown in a verb. Nur’s paper showed that she had used past tense correctly. Such as

* + **Past Tense**

• The god mother gave her beautiful dress.

• There was a young diligent and beautiful girl

• Cinderella fitted the glass slippery

• They lived happily forever

* + **Linking words to do with time**

• Once day

• The next day

* + **Pronouns**

• Her steps sister named Anastasia and Gabriella.

• They were the mice

• Her face was very beautiful

 However, the writer also found that the other students still faced difficulties in using past tense, pronouns and linking verbs. They were found still difficult in choosing the correct verb in such tense. Below is the example of students’ general mistake that they made in their papers and the writer also provided the suggested correct sentences that could be seen in the brackets:

Past Tense

• She didn’t had chance to go to the ball

(She did not have enough money)

• The prince falled in love with the owner of glass slippery

(The prince fell in love with the owner of glass slippery)

• Finally, the prince taked she to the palace

(Finally, the prince took she to the palace)

Pronouns and Preposition

• Cinderella cried because she couldn’t go with they.

(Cinderella cried because she couldn’t go with them)

• She left one of she glass slippery

(She left one of her glass slippery)

• She was poor because they treated she like a servant

(She was poor because they treated her like a servant)

They were the examples that the writer took for analysis in this study, the other students also had the improvement after they got movie watching treatment in learning narrative writing. Most of them showed their significant improvement after watching movie because movie led them to enlarge their competence in developing sentences. Movie also provided them a vivid context that would support their writing outline into larger essay.

In summary, for the experiment group, the writer found that there were many students who got good level and few of them got poor level. The summarized could be seen in the table below.

**Table 4.3**

The Result of The Students’ Narrative Writing in Term of Grammar

|  |  |  |
| --- | --- | --- |
| No | Level of Score | Number of Students |
| Pre test | Post test |
| 1234 | ExcellentGoodFairPoor | 59919 | 913128 |

The study showed that students of experiment class had improvement in their narrative competence, or in other words, they were competent enough in narrating the story in written text. It is supported by the findings that the students’ post test papers had delivered the story in their own words, they applied some new vocabulary, they also added new information about Cinderella that they had learnt after watching movie. Most of all, students of experiment group tried to avoid fully plagiarism. It could be seen from the student’s writing above that most of experiment group students used the generic structure of narrative text correctly. It had explained detail. Knowledgeable, relevant to assigned topic, ideas clearly stated/supported, well organized, logical sequencing and fulfilling generic structure of narrative text It begun with orientation, complication, and close with resolution. Besides it, based on unit of analysis, the writer could conclude that the students of experiment group had improved their narrative writing competence since the content, organization, syntax, vocabulary and mechanic of their post test paper were much better than the pretest one.

**E.** **Advantages of Using Animation Movie as a Medium in Teaching Narrative Writing**

A movie is worth a thousand words. The students can ‘read’ the illustrations and understand the story either on her/his own or as an adult reads the words aloud.

Involving the teacher in the process of choosing movie in teaching narrative writing could be an excellent consideration. In this study, the writer found that there were some advantages of using animation movie as a medium in teaching narrative writing

a) The students could understand the whole story better than just using written text.

b) Using animation movie as a medium in teaching narrative reading comprehension, the teacher could give motivation to the students to read because it would be more enjoyable and interesting.

c) Make the teaching and learning process clearer and more communicative.

**F. Disadvantages of Animation Movie as Media in Teaching Narrative Writing**

We all know that every technique has its limitation. It happened to this medium too. The use of animation movie also had its disadvantages that might give a problem to the teacher. The disadvantages were described below:

a) Using animation movie as a medium in teaching narrative reading comprehension may not be economical because the compact disc or dvd was quite expensive. The effective way was by giving the copy version for the students. With this the students still got clear prints and illustrations.

b) It might happen that the students did not understand about the whole story; they just paid attention with the audio visual pictures of the story.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* + - 1. **Conclusion**

The main objectives of this study was to determine whether there was any significant difference in the improvement of student’s narrative writing competence between the class which is taught narrative writing by movie and the class that was taught without using animation movie

To examine whether the difference between the means of the control and experimental group was statistically significant, the t-value obtained should be consulted with the critical value in the t-table. The writer used the 5% (0.05) level of significance.

The number of subjects from both groups was 80, so the degree of freedom was 78, which was obtained from the formula. For five percent alpha level and 78 degree of freedom, there was no definite critical value in the t-table. It is necessary to find the definite value using interpolation. The t-table was 1,980. The obtained t-value was 3,34, so the t-value was higher than the critical value . From the result, it could be concluded that the difference of mean between experiment and control groups was statistically significant.

The result of this study also showed that the students in the experimental group got better development in the average scores than the students in the control group in narrative writing test. The difference of the development of the average scores was statistically significant at the (0.05) alpha level of significance. It was found that there was a significant difference for those who taught using animation movie and without movie.

The difference was shown by the development of the average scores too. The experimental class got better improvement in the average scores than the control one. It was showed by the difference of the mean score of the result of the pre-test and the post-test of both groups. The mean score of pre-test and post-test of the experimental group were 55,80 and 70.91. While the mean score of the pre-test and the post-test of the control group were 55.51 and 63, 91

From the score, the writer found out that the score differences of the experimental group showed the improvement of reading ability. It can be concluded that teaching narrative by using animation movie as the media gave contribution to the students in reading. Using animation movie as the media was a good innovation since it can stimulate the students’ interest in writing. So, the teaching and learning process would be more enjoyable and interesting

* + - 1. **Suggestion**

In this study, the writer would like to offer some suggestions to the teacher to improve the student’s competence in narrative text in order to get better result.

It is very important that the teacher use appropriate and interesting media to teach narrative writing at school. Usually, writing is such kinds of activities that often bored the students. So, the use of appropriate and interesting media will always give the students fresh and new condition. Hopefully, it can motivate the students and make them interested in writing a narrative text.

The use of animation movie in teaching narrative writing is aimed to give explanation more easily and clearly since the students are keen on the new method the teacher presented.

For further research, she can conclude that using animation movie as a medium is very good to be applied in teaching narrative writing. Students can understand the whole story more easily and clearly.

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**APPENDIX 1**

The Instrument of the research (Narrative essay test)

Pre-Test/Post-Test

School : SMAN 1 Petarukan

Class : X1

Time : 60 minutes

Year : 2010/2011

1. Rewrite the following story of Cinderella in your own words (not more than 150 words)! You may consider of the following points as your writing guidance:
2. Describe the characters and setting of the story
3. Tell the series of problems that occurred along the story
4. Describe how the main characters tried to solve those problem
5. Tell how the story ending.

Cinderella

Once upon a time there was a young girl named Cinderella. She lived with her step mother and two steps sisters. Her step mother and sisters were conceited and bad tempered. They treated Cinderella very bad. Her step mother made Cinderella do almost all works in the house. The two step sisters, on the other hand did not do the housework. Their mother gave them many beautiful dresses to wear.

 One day, the two step sisters received an invitation to the prince’s ball . They were exited about this and spent so much time choosing the dresses they would wear. When the day of the party came, and her step sisters went away for it, Cinderella only could cry because she had to stay at home and couldn’t go to the party. Suddenly her fairy Godmother standing besides her and asked her why she was crying. “Because I really wish to go to the party” said Cinderella. “Well” said the Godmother, “you’ve been such a cheerful, hardworking uncomplaining girl, so I want to see you go to the ball”. Then the Godmother made a beautiful dress for her and the horse cart to take her to the palace.

Cinderella was having a wonderfully good time. She danced again and again with the Prince. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. The Godmother had reminded her that at twelve o’clock, she would change back into a poor girl. In her hurry, one of her glass slipper was left behind.

 A few days later, the Prince proclaimed that he would marry the girl whose feet fit to the glass slippery. Her step sisters tried on the slippery but it was too small and too big for them. At last, the Prince let Cinderella to try on it. And he found that the slippery was fit to her feet perfectly

The Prince was overjoyed to see her again. Finally the price took her to the palace. They were married and lived happily ever after.

**APPENDIX 2**

The pretest and post test score of narrative writing essay for

The students who are given movie in teaching narrative (Experiment group)

| **Pretest** | **Post test** |
| --- | --- |
| No | Name of students | mark | No | Name of students | Mark |
| 1 | Abdul Fauzi | 66 | 1 | Abdul Fauzi | 76 |
| 2 | Afiana Diana lestari | 76 | 2 | Afiana Diana lestari | 88 |
| 3 | Agus Riski Abdul. K. | 70 | 3 | Agus Riski Abdul. K. | 86 |
| 4 | Amar Awalludin | 68 | 4 | Amar Awalludin | 78 |
| 5 | Bagus Bagaskara | 62 | 5 | Bagus Bagaskara | 76 |
| 6 | Bunga Nirmala Yasin | 66 | 6 | Bunga Nirmala Yasin | 74 |
| 7 | Desi Kartika Sari | 66 | 7 | Desi Kartika Sari | 76 |
| 8 | Dwi fitriani puji. A | 80 | 8 | Dwi fitriani puji. A | 86 |
| 9 | Dwi Ina Rosana  | 72 | 9 | Dwi Ina Rosana  | 84 |
| 10 | Eko Mulyo Utomo | 72 | 10 | Eko Mulyo Utomo | 84 |
| 11 | Ella Ayulya | 76 | 11 | Ella Ayulya | 86 |
| 12 | Endri Rizky Alfianto | 66 | 12 | Endri Rizky Alfianto | 76 |
| 13 | Fitri Widiyanti | 68 | 13 | Fitri Widiyanti | 78 |
| 14 | Ghinda Bestiama | 72 | 14 | Ghinda Bestiama | 84 |
| 15 | Hadi Santoso | 56 | 15 | Hadi Santoso | 72 |
| 16 | Inggid Aditis.P | 72 | 16 | Inggid Aditis.P | 86 |
| 17 | Intan Rizki.M | 80 | 17 | Intan Rizki.M | 88 |
| 18 | Kaisah Riski. Z | 72 | 18 | Kaisah Riski. Z | 82 |
| 19 | Lindya Fatkha | 52 | 19 | Lindya Fatkha | 74 |
| 20 | M. Sukron Makmun | 66 | 20 | M. Sukron Makmun | 76 |
| 21 | Mariotama. N | 62 | 21 | Mariotama. N | 78 |
| 22 | Merry Dianawati | 64 | 22 | Merry Dianawati | 78 |
| 23 | Muhamad Aji Bahar | 60 | 23 | Muhamad Aji Bahar | 78 |
| 24 | Nur Avifah | 80 | 24 | Nur Avifah | 82 |
| 25 | Nur Faizah | 78 | 25 | Nur Faizah | 86 |
| 26 | Nur Istikomah | 68 | 26 | Nur Istikomah | 76 |
| 27 | Rahmat Sugandi | 72 | 27 | Rahmat Sugandi | 78 |
| 28 | Rizki Wijayatun P | 70 | 28 | Rizki Wijayatun P | 84 |
| 29 | Saryu Alyani | 66 | 29 | Saryu Alyani | 78 |
| 30 | Sopha Sobrun Jamal | 74 | 30 | Sopha Sobrun Jamal | 80 |
| 31 | Tafriatul Janah | 72 | 31 | Tafriatul Janah | 80 |
| 32 | Tegar Adi putra | 72 | 32 | Tegar Adi putra | 80 |
| 33 | Tia Yuliani | 60 | 33 | Tia Yuliani | 80 |
| 34 | Tiara Annisa Firdaus | 72 | 34 | Tiara Annisa Firdaus | 88 |
| 35 | Tika Yuliana | 62 | 35 | Tika Yuliana | 76 |
| 36 | Tri Murti | 74 | 36 | Tri Murti | 82 |
| 37 | Unun Muhayatun | 70 | 37 | Unun Muhayatun | 82 |
| 38 | Usman Ali Fajri | 72 | 38 | Usman Ali Fajri | 82 |
| 39 | Yuliawan Bagus S | 74 | 39 | Yuliawan Bagus S | 80 |
| 40 | Dian Mei Putri | 60 | 40 | Dian Mei Putri | 72 |

The pretest and post test score of narrative writing essay for

The students who aren’t given movie in teaching narrative (control group)

| **Pre test** | **Post test** |
| --- | --- |
| No | Name of students | Mark | No | Name of students | Mark |
| 1 | Ade Irma. M | 55 | 1 | Ade Irma. M | 70 |
| 2 | Alip Santoso | 68 | 2 | Alip Santoso | 72 |
| 3 | Afif Rosani | 82 | 3 | Afif Rosani | 82 |
| 4 | Andika Nur setiaji | 76 | 4 | Andika Nur setiaji | 76 |
| 5 | Ayu lestari | 66 | 5 | Ayu lestari | 72 |
| 6 | Den Slamet | 72 | 6 | Den Slamet | 78 |
| 7 | Devi Laely | 74 | 7 | Devi Laely | 72 |
| 8 | Eka Fitriani | 68 | 8 | Eka Fitriani | 68 |
| 9 | Firda Safira Amalia | 76 | 9 | Firda Safira Amalia | 76 |
| 10 | Fitri Mutisari | 74 | 10 | Fitri Mutisari | 78 |
| 11 | Frinindita Ovelia | 72 | 11 | Frinindita Ovelia | 70 |
| 12 | Indra Darmawan | 68 | 12 | Indra Darmawan | 74 |
| 13 | Irva Kurniawan | 66 | 13 | Irva Kurniawan | 66 |
| 14 | Isma Sabila | 74 | 14 | Isma Sabila | 72 |
| 15 | Izza Ruhbana | 82 | 15 | Izza Ruhbana | 84 |
| 16 | Lukman ChaerulAnam | 68 | 16 | Lukman ChaerulAnam | 72 |
| 17 | Lukman Purnomo Aji | 72 | 17 | Lukman Purnomo Aji | 74 |
| 18 | Maslahah | 74 | 18 | Maslahah | 74 |
| 19 | Mela Aerofika.W | 68 | 19 | Mela Aerofika.W | 62 |
| 20 | Muhamad Mukromim | 60 | 20 | Muhamad Mukromim | 76 |
| 21 | Muhamad Fariz | 64 | 21 | Muhamad Fariz | 70 |
| 22 | Muhamad Iwan.S | 68 | 22 | Muhamad Iwan.S | 72 |
| 23 | Nadiyah Ika Rahmah | 74 | 23 | Nadiyah Ika Rahmah | 76 |
| 24 | Normalia Giafita | 70 | 24 | Normalia Giafita | 72 |
| 25 | Novi Kinasih | 66 | 25 | Novi Kinasih | 72 |
| 26 | Oktavia Wulandari | 66 | 26 | Oktavia Wulandari | 72 |
| 27 | Ralesy Dynuvisasela.C | 70 | 27 | Ralesy Dynuvisasela.C | 72 |
| 28 | Rinami | 70 | 28 | Rinami | 72 |
| 29 | Risna Nur Annisa | 70 | 29 | Risna Nur Annisa | 74 |
| 30 | Satrio Wiguna | 68 | 30 | Satrio Wiguna | 76 |
| 31 | Senni Imarta Sari | 72 | 31 | Senni Imarta Sari | 72 |
| 32 | Shofatun Khasanah | 70 | 32 | Shofatun Khasanah | 78 |
| 33 | Siti Ulfatul Ma’munah | 68 | 33 | Siti Ulfatul Ma’munah | 78 |
| 34 | Steffi Rosanah | 66 | 34 | Steffi Rosanah | 62 |
| 35 | Tiara Indah D.P | 74 | 35 | Tiara Indah D.P | 76 |
| 36 | Rizky Rizaldi | 68 | 36 | Rizky Rizaldi | 72 |
| 37 | Yogi Puja Sakti | 68 | 37 | Yogi Puja Sakti | 78 |
| 38 | Rihat Nur Hidayah | 70 | 38 | Rihat Nur Hidayah | 74 |
| 39 | Tiara Nur Alif | 72 | 39 | Tiara Nur Alif | 78 |
| 40 | Titi hendrawati | 70 | 40 | Titi hendrawati | 76  |

**Score List of Experiment Class**

| **No** | **Name** | **Mark** | **Deviation**  | **Quadrate Deviation** |
| --- | --- | --- | --- | --- |
| 1 | Abdul Fauzi | 72 | -7,25 | 52,5625 |
| 2 | Afiana Diana lestari | 88 | 8,75 | 76,5625 |
| 3 | Agus Riski Abdul. K. | 86 | 6,75 | 45,5625 |
| 4 | Amar Awalludin | 78 | -1,25 | 1,5625 |
| 5 | Bagus Bagaskara | 72 | -7,25 | 52,5625 |
| 6 | Bunga Nirmala Yasin | 74 | -5,25 | 27,5625 |
| 7 | Desi Kartika Sari | 76 | -3,25 | 10,5625 |
| 8 | Dwi fitriani puji. A | 86 | 6,75 | 45,5625 |
| 9 | Dwi Ina Rosana | 84 | 4,75 | 22,5625 |
| 10 | Eko Mulyo Utomo | 72 | -7,25 | 52,5625 |
| 11 | Ella Ayulya | 86 | 6,75 | 45,5625 |
| 12 | Endri Rizky Alfianto | 76 | -3,25 | 10,5625 |
| 13 | Fitri Widiyanti | 78 | -1,25 | 1,5625 |
| 14 | Ghinda Bestima | 84 | 4,75 | 22,5625 |
| 15 | Hadi Santo | 72 | -7,25 | 52,5625 |
| 16 | Inggid Aditis.P | 86 | 6,75 | 45,5625 |
| 17 | Intan Rizki. | 88 | 8,75 | 76,5625 |
| 18 | Kaisah Riski. Z | 82 | 2,75 | 7,5625 |
| 19 | Lindya Fatkha | 74 | -5,25 | 27,5625 |
| 20 | M. Sukron Makmun | 72 | -7,25 | 52,5625 |
| 21 | Mariotama. N | 78 | -1,25 | 1,5625 |
| 22 | Merry Dianawati | 78 | -1,25 | 1,5625 |
| 23 | Muhamad Aji Bahar | 78 | -1,25 | 1,5625 |
| 24 | Nur Avifah | 82 | 2,75 | 7,5625 |
| 25 | Nur Faizah | 86 | 6,75 | 45,5625 |
| 26 | Nur Istikomah | 72 | -7,25 | 52,5625 |
| 27 | Rahmat Sugandi | 78 | -1,25 | 1,5625 |
| 28 | Rizki Wijayatun P | 84 | 4,75 | 22,5625 |
| 29 | Saryu Alyani | 78 | -1,25 | 1,5625 |
| 30 | Sopha Sobrun Jamal | 72 | -7,25 | 52,5625 |
| 31 | Tafriatul Janah | 80 | 0,75 | 0,5625 |
| 32 | Tegar Adi putra | 80 | 0,75 | 0,5625 |
| 33 | Tia Yuliani | 80 | 0,75 | 0,5625 |
| 34 | Tiara Annisa Firdaus | 88 | 8,75 | 76,5625 |
| 35 | Tika Yuliana | 72 | -7,25 | 52,5625 |
| 36 | Tri Murti | 82 | 2,75 | 7,5625 |
| 37 | Unun Muhayatun | 82 | 2,75 | 7,5625 |
| 38 | Usman Ali Fajri | 82 | 2,75 | 7,5625 |
| 39 | Yuliawan Bagus S | 80 | 0,75 | 0,5625 |
| 40 | Dian Mei Putri | 72 | -7,25 | 52,5625 |
|  | Total | 3170 |  | 1125,5 |

**Score list of Control Group**

| **No** | **Name** | **Mark** | **Deviation**  | **Quadrate Deviation** |
| --- | --- | --- | --- | --- |
| 1 | Ade Irma. M | 70 | -4 | 16 |
| 2 | Alip Santoso | 72 | -2 | 4 |
| 3 | Afif Rosani | 82 | 8 | 64 |
| 4 | Andika Nur setiaji | 76 | 2 | 4 |
| 5 | Ayu lestari | 72 | -2 | 4 |
| 6 | Den Slamet | 78 | 4 | 16 |
| 7 | Devi Laely | 72 | -2 | 4 |
| 8 | Eka Fitriani | 68 | -6 | 36 |
| 9 | Firda Safira Amalia | 76 | 2 | 4 |
| 10 | Fitri Mutisari | 78 | 4 | 16 |
| 11 | Frinindita Ovelia | 70 | -4 | 16 |
| 12 | Indra Darmawan | 74 | 0 | 0 |
| 13 | Irva Kurniawan | 66 | -8 | 64 |
| 14 | Isma Sabila | 72 | -2 | 4 |
| 15 | Izza Ruhbana | 84 | 10 | 100 |
| 16 | Lukman ChaerulAnam | 72 | -2 | 4 |
| 17 | Lukman Purnomo Aji | 74 | 0 | 0 |
| 18 | Maslahah | 74 | 0 | 0 |
| 19 | Mela Aerofika.W | 62 | -12 | 144 |
| 20 | Muhamad Mukromim | 76 | 2 | 4 |
| 21 | Muhamad Fariz | 70 | -4 | 16 |
| 22 | Muhamad Iwan.S | 72 | -2 | 4 |
| 23 | Nadiyah Ika Rahmah | 76 | 2 | 4 |
| 24 | Normalia Giafita | 72 | -2 | 4 |
| 25 | Novi Kinasih | 72 | -2 | 4 |
| 26 | Oktavia Wulandari | 72 | -2 | 4 |
| 27 | Ralesy Dynuvisasela.C | 72 | -2 | 4 |
| 28 | Rinami | 72 | -2 | 4 |
| 29 | Risna Nur Annisa | 74 | 0 | 0 |
| 30 | Satrio Wiguna | 76 | 2 | 4 |
| 31 | Senni Imarta Sari | 72 | -2 | 4 |
| 32 | Shofatun Khasanah | 78 | 4 | 16 |
| 33 | Siti Ulfatul Ma’munah | 78 | 4 | 16 |
| 34 | Steffi Rosanah | 62 | -12 | 144 |
| 35 | Tiara Indah D.P | 76 | 2 | 4 |
| 36 | Rizky Rizaldi | 72 | -2 | 4 |
| 37 | Yogi Puja Sakti | 78 | 4 | 16 |
| 38 | Rihat Nur Hidayah | 74 | 0 | 0 |
| 39 | Tiara Nur Alif | 78 | 4 | 16 |
| 40 | Titi hendrawati | 76 | 2 | 4 |
|  | **Total** | **2940** |  | **776** |