

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Language as a common knowledge is the medium of communication through which we express our ideas, emotion, feeling and thought to our fellow people. Thousands of languages are spoken in this world; however, English has been placed in the highest position to be used in communication by many people. In other words, English is an international or a universal language.

In Indonesia, English as foreign language has been taught formally from the primary level up to university level. In the process of teaching and learning English, there are four language skill that must be achieved and competence by students, namely listening, speaking, reading, and writing.

Writing is one of language skills holds an important role in a daily situation. Every day we use writing form simple to complex one such as writing letters, notes, shopping lists, etc. through writing we can express our experiences, events, and ideas. So writing is the central to our personal experiences and social identities. Therefore, writing involves active-idea thinking. The idea is developed to be a good and interesting writing. Writing is very important because it helps us to communicate with others more efficiently.

Writing is one of the difficult in language learning. Since writing is the most difficult process in language, students have to study hard to be able to write effectively. According to Nunan (2003:88), writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Writing is initially perceived as the transformation of predetermined ideas onto paper in accordance with the ruler that different pattern of organization require, it is now considered a communicative skill which requires problem solving and the construction and evaluation of ideas (Galbraith and Rijlaarsdam, 2010:2). Then, Ayda (2013:23) states that writing skill is the most important and needs to be separated and special attention because writing is considered as the most difficult and the biggest challenge for many student. Weight (2002:2) writes that writing skill also is considered as the skill that has close relationship with high education

It indicates that the ideas and make them into good paragraph. There are some reasons which make writing difficult. Firstly, writing requires good grammar. A non-native spoken of English should be able to remember a large number of rules in structure which are quite different from their own language. Secondly, people are often knownto spend less time to write than to listen, to speak and even to read. Thirdly, when usually have question in their mind whether what they have written is correct or incorrect. Therefore it can be conclude that writing is the most difficult skill that learners of any foreign may face. The students at second grade in senior high school have to able to write various type of genres, especially narrative.

A narrative is a time-order text that is used to narrate events and to create, enterrain and emotionally move an audience. Other social purposes of narrative writing may be to inform. To persuade, and to socialize. The main structural components of a narrative are orientation, the complication, and the resolution. The function of a narrative is amuse, enter and to deal with actual or variousexperience in different way. It deals with the problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution (Pardiyono, 2007:93).

Animated Film are ones in which individual drawings, paintings, or illustration are photographed frame by frame. Usually, each frame differs slightly from the one preceding it,

giving the illusion of movement when frames are projected in rapid succession at 24 frames per second. The earliest cinema animation was composed of frame by frame, hand drawn images. When combined movement, illustrator's two dimensional static art came alive and created pure and imaginative cinematic images-animals and other inanimate objects could become evil villains or heroes.

Animation are not a strictly-defined genre category, but rather a film technique, although they often contain genre like elements. Animation, fairy tales, and stop-motion films often appeal to children, but it would marginalize animations to view them only as "children's entertainment." Animated films are often directed to, or appeal most to children, but easily can be enjoyed by all.

According to Furoidah (2009:15), the media animation is a media that contains a collection of images in the series in such a way as to impress life and store messages learning. Animation media can be used as a teaching tool that is ready whenever used to deliver learning materials.

Studying use animated film, it is will help in improving their skills in writing. The use of animated film will also help writer to make a paragraph.

Based on Teaching Training Practice (PPL) in SMP HKBP Pardamean Medan, found that the students were not be able to formulate ideas from their mind into written language. It is proven that most of the student cannot write simple paragraph in writing narrative text and as a result they get low score in writing. It caused that students don't know what the element for narrative text.

Technological and linguistic progress, especially English is very influential towards the preparation and implementation of learning. Through these advancement teachers can use various media in accordance with the needs and objectives of learning. By using animation not

only simplify and streamline the learning process but can make process learning more interesting.

The research can conclude the animated film is so important that the teacher can use it in teaching and learning process. It also gives the students and opportunity to extend their ability and explore their talent. By using animated film the learning process will be much more interesting and fun. So the writer chooses the title “The Effectiveness of Using Animated Film in Teaching Writing Narrative Text” by using animated film the students will be motivated to study English well.

## **1.2 The Problem of the Study**

In relation to the background of the study, the problem of this study is “is the animated film significantly effective in teaching writing narrative text?”

## **1.3 The Objective of the Study**

The objective in this study is to find out whether or not animated film significantly effectiveness the writing narrative text achievement.

## **1.4 The Scope of the Study**

There are many texts in English one of them is narrative text. Writing narrative text is difficult to learn by most students. Animated film is the way of teaching writing in order to improve the students’ writing narrative text achievement. This research deals to know the effectiveness of using animated film on students’ writing narrative text achievement to the students.

## **1.5 The Significances of the Study**

The finding of the study will be expected to be significant in two ways, they are theoretically and practically:

1. Theoretically

1. This research expects by using animated film, the research can find out where the student fault so that teacher can give motivation. In addition to being a motivation teachers can be a source of students to find new ideas.

2. Practically

The findings of the study are expected to be useful for:

1. English teacher can apply this learning media as one teaching way to the effectiveness to the student in teaching writing narrative text by using animated film.
2. The students' will be interested to writing narrative text enjoyable and enrich their vocabulary easily and they can be more motivated to writing what they like.
3. Other research who conduct the similar research can use this research result as reference.

## **I.6 The Hypothesis**

A hypothesis

is needed to show the writer thinking about what outcome of the research will be. The research hypothesis is formulated as follows:

$H_a$  : There is significantly effectiveness of using animated film on students' writing narrative text

$H_o$  : There is no significantly effectiveness of using animated film on students' writing narrative text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presents a review literature and explanation of the relate materials. Some opinions are needed to explain some concepts or terms that applied in the research concern. It is used to avoid misunderstanding between the writer and the readers. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal of the research. It is used to make the writer and the readers have the same perception of the research. So, in order to strengthen the study, the following terms are needed in the study.

## **2.2 Writing**

Writing is the activity in expressing the feeling, idea and opinion in a text which can be used as a remainder to the next time. The other different opinions about the concept of writing are:

Thompson (2003:81) “writing as form of Communication has its own patterns, characteristic and nuances”.

Richards and Schmidt (2002:54-55)“writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form”.

Leo (2007:1) “writing is as a process of expressing ideas or thoughts in words”.

Pardiyono(2007: IX)”writing is the form of language purpose manifestation as a communication media”.

Based on the expert above, the writer concludes that writing is the way of expressing and sharing idea, feeling, experience, and information into written language that can be used as remainder to the next time that has patterns, characteristics and nuances.

### **2.2.1 Teaching Writing**

Teaching writing is the the teaching learning process which focus on written form, that is lean how to write the idea, and experience on the students’ mind.

Harmer (1998:79) “the teaching of Writing focused on the written product rather than on the writing process”.

Byrne (1979:7) "it is possible to learn a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. Based on the expert above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop Students ability in writing process that has an important function and use in the human's life.

### **2.2.2. The Purpose of Teaching Writing**

Teaching writing has

function to make the students able to write easily, and makes the students interest in creating a text freely as their needs and habitual in daily life. According to Harmer (1998:79) there are some purposeof teaching writing, they are:

#### **1. Reinforcement**

People acquire language in a purely oral/aural way, but greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how oral and written language fit together and as an aid committing the new language to memory. Students often find the useful to write sentences using new language shortly after they have studied it.

#### **2. Language Development**

The actual process of writing help people to learn along rather like the process of speaking. The mental activity constructs proper written text is all part of the ongoing learning experience.



### 3. Learning as a Style

Some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think through, to produce language in a slower way, is invaluable. Writing can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

### 4. Writing as a skill

The most important reason for teaching writing is, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written report together, how to reply to advertisements and increasingly, how to write using electronic media. The students need to know some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately.

The other purpose of written language are:

- 1) For action (for example public sign, TV and radio guides, bills, menus, telephone directories, ballot papers, computer manuals)
- 2) For information (for example: newspaper, current affairs magazines, advertisement, political pamphlets)
- 3) For entertainment (for example: comic strips, fiction book, poetry, and drama, film, subtitles).

So based on the purposes above, the writer concludes that the purpose of teaching writing are beside to give action, information and entertainment, it is also used to make the students able to combine one words, one sentence to the other sentences, know the rules and the function and able to create text based on their feeling, idea and experience.

### 2.2.3 Writing Process

In writing, there are the processes, steps and arrangements of writing first, the process of writing is the ways or steps in organizing a written text that is used to complete the whole paragraph, make the content clear, coherence and able to make students interest in learning it. These processes of writing the main text complete.

Harmer (1998:4) in using a writing material, there are a process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. there are for four elements of writing process. They are:

#### 1. Planning

Planning means the writes going to write before starting to write or type. It is used as an outline of what is the writer going to do and write. The writer tries and decides what she is going to say. For some writers, planning may involve making detailed notes. When making a plan, the writer has to think about three main issues, they are, writer has to consider the purpose of writing science to influence the type of the text and the language, the writer has consider information that is chosen to write, and the content structure of the piece that is how best to sequence the facts, ideas, or arguments which has decided to included.

#### 2. Drafting.

The writer can refer to the first version of writing as draft. Draft is often done in the same assumption that it will be amended later. The writing process proceeds into a number of editing, and a number of drafts produced on the way to final version.

#### 3. Editing (Reflection and Revising)

A writer has produced a draft, reads through what she has written, to where it works and where it do not work. Reflecting and revising are often helped by other readers or editors who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revision.

4. Final Version A final  
version takes place when a writer has edited the draft, making soon changes which she considers being necessary, produces the final version.

### **2.3 Genres of Writing**

Learning about writing is learning about genres. According to Sanggam Siahaan and Shinoda (2011:1) there are 13 genres in writing, they are spoof, recount, procedure, hortatory exposition, anecdote, description, report, analytical exposition, explanation, discussion, news, narrative and argument.

#### **1. Spoof**

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for response to another character(s).

#### **2. Recount**

Recount is written out to make a report about an experience of a seres of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to entertain people. Structurally, a

recount is a text which contain three components, they are orientation, events, and the last is reorientation.

### 3. Narrative

Narrative is any

written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative paragraph are orientation, resolution and coda, but coda is optional.

### 4. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is text containing four components, namely, goal, materials, methods, and reorientation by which a writer describe how something is accomplished through a sequence.

### 5. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should or should not be the case. It is also text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

### 6. Anecdote

Anecdote is the tools of the writer to share with the other account of an unusual or amusing incident. Anecdote is a text five components, they are abstract, orientation, crisis, reaction and coda.

### 7. Description

Description is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or a tree, or a house, or camping. It can be about any topic.

Description is the text containing two components, namely, identification and description.

#### 8. Report

Report is a

kind of the text which can be written out a descriptive technique. It describe an object to readers.

The length of the text depend on the specific details of the object being described.

#### 9. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, an to show the reader about the truth in the human's life reality by proved it with some facts.

#### 10. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or working oa natural or sociocultural phenomena. Explanation is a text containing components, namely, the general statements, and sequenced explanation.

#### 11. Discussion

Discussion is a written English text in which the writer presents some of view about an issue, it contains three components, there are: issue, argument, and conclusion or recommendation.

#### 12. News Item

News item is neither a paragraph nor an essay, instead this conforms to any written English text containing one or more paragraph in which the writer to inform people about events

of the day which are considered newsworthy or important. News item is a text containing three components namely: news worthy even(s), background events and sources.

### 13. Argumentative Text

Argumentative text is written English text in which the writer presents some points of view about an issue. arguments is a text containing three components, the issue, arguments, and conclusion or recommendation.

#### 2.3.1 Narrative

Narrative is

familiar in the human's life. People used the narrative to tell the events, information, stories, experiences and feeling to entertain the other people. Pardiyono (2006:163) said that narrative is a kind of the text that tell about world events, it can be informative and entertaining, and can be in the past world events or presents happenings, the writing focused is the events that happen to the outside of your life, events though the writer has the effect of the event itself. The writer used narrative to amuse, entertain people, and to deal with actual or vicarious in the different ways.

#### 2.3.2 The Elements of Narrative

Narrative is a text containing five components or elements namely: orientation, evaluation, complication, resolution, and reorientation by which the writer amuses, enter is people, and to deal with actual or vicarious experience.

According to Pardiyono(2006:163), there four elements of narrative, they are: orientation, sequence of events, resolution, and coda. Explanation is on the following:

**Table 2.1 The Elements of Narrative**

Text Elements	Example
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<p>Orientation introduce who, where, when and what happened.</p> <p>Sequence of events, contain the sequence of the events, commonly, use past tense.</p> <p>Resolution, contain the climax of the event or the story and the problem solvingCoda. Colling down.</p>	<p>One day, once upon a time, long time ago, a huge snake got in my aunt's living.</p> <p>First, she was very frightened, but she tried to manage herself to be quite. Unfortunately, she failed to do it, so she scream out very loudly and then called some neighbor for some help. After that she ran outand in to try to chase the snake out of the room, but she failed to do so.</p> <p>Some neighbors suggested using slat to chase it away. Then she went to the kitchen to get a cup of salt. Not long after that, the snake slowly began to move its body and through the opened door. It began to leave the room. My aunt was so relieved to see the snake leaving the room without making any harm to anybody.</p>
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### 2.2.3 The Social Function of Narrative Text

The social function of narrative text is to amuse, entertain, and deal with actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning points of some kind, which in turn finds a resolution.

### 2.3.3 The Significant Lexicogrammatical Features

Focus and specific and usually individualized participants, the lexicogrammatical features of narrative text are a follow:

- Use on material process, (and, in this text, behavioral and verbal processes)
- Use of relational processes and temporal processes
- Use of temporal conjunctions, and temporal circumstances
- Use of past tense

### 2.3.4 Kinds of Narrative

Copper and Bronze (2001:77), stated that Narration is writing that tells a story. There are two kinds of narrative, they are: a real events and fiction. A real life is the true story that related to what happened in the lives of our friends and family. A fiction is something that the may teach, or caution, or amaze the listener. Most of stories contain main characters, a setting, a single plot, and a theme or a main message.

## **2.4 Media**

### **2.4.1 Definition of Media**

Media in the communication of the word “mediation” because they are present between the audience and environment. This terms is often used to mention the mass media. According to Briggs (1977:6) “instructional media is physical suggestions for delivering learning material such as books, films, videos and so on”.

The position of instructional media, because the learning process is a communication process is a communication process and takes place in a system, then the learning media keeps the position quite important as a lump of one component of the learning system. Without mediation, communication will not occur and the learning process as a communication process also will not able to take place optimally. Learning media is an integral component of the learning system.

### **2.4.2 The Types of Educational Media**

In line with Rudy Brets (2006), there will be 7 (seven) classification of media, namely :

1. Motion audio-visual media, like: silent film, a movie on TV, TV and animation.



2. Silent audio-visual media, like: slide.
3. Audio semi motion, like: writing moving voice.
4. Moving visual media, like: a silent movie.
5. Silent visual media, like: mute slide, print pages, photos.
6. Audio media, like: radio, telephone, audio tape.
7. Print media, like: books, modules.

Classify media into 10 categories as follows:

No	Media Categories	Example in Learning
1	Audio	Audio tapes, radio, CD, Telephone
2	Print	Textbooks, modules, brochures, leaflets, pictures
3	Audio-Print	Audio tapes that include written materials
4	Proyeksi Visual Silent	Overhead transparency (OHT), film frames (slides)
5	Audio Visual Projection Silent	Film frames (slides) voiced
6	Visual Motion	Silent film
7	Audio Visual Motion	Silent motion film, video/VCD, TV
8	Physical Objects	Real objects, models, specimens

9	Humans and the Environment	Teacher, librarian, laboratory
10	Computer	CAI ( Computer Assisted Instructional = computer-assisted learning), CMI (Computer Managed Instructional)

Seel and Glasgow in Arsyad (2013:35) types of media based on technological developments are divided into forms, they are traditional media and modern media technology.

*a) Traditional Media*

1. Operator visual quietly, example: projector opaqueoverheads, slides, filmstrips.
2. Unprojected visual, example: image, posters, photo, charts, graphs etc.
3. Audio, example: tape, disk recording, etc.
4. Print, example: textbooks, modules, handouts, etc.
5. Games, example: puzzles, simulation, board games.
6. Realia, example: maps, dolls, and the specimen.

*b) Modern Media Technology*

1. Media based telecommunication, example: teleconferencing and distance learning.
2. Media based microprocessor, example: computer-assisted instruction, computer games, intelligent, tutoring systems, hypermedia, interactive, video, video compact disc.

Wati (2016:5-8) states that there are six kinds of media. They are visual, audio visual media, computer, Microsoft power point, internet, and multimedia.

1. Visual media

Visual media is a media which has some elements such as line, form, color and composition in the presentation. Visual media can be showed in two form, they are visual which shows silent picture and visual which shows movement of a picture or symbol. There are some visual media which is used in learning, such as book, journal, map, picture, etc.

## 2. Audio visual

Audio visual media is a media which produce visual and audio elements together in a process of conveying the message.

## 3. Computer

Computer is a device which has interesting applications that can be used by teacher or student in learning process,. The use of computer based media is an activity which uses software as media interact in learning process, whether in the classroom or at home.

## 4. Microsoft Power Point

Microsoft power point is one of application or software which is created specially to handle designing of graphical presentation easily and fast.

## 5. Internet

Internet is one of communication media which is a usually used for interest. In teaching learning, this media is helpful to take students' interest in learning material which is given by the teacher.

## 6. Multimedia

Multimedia is a combinationof some information element forms which is used as a tool to send special purpose. The element information such as text, graph, picture, photograph, animation, audio and video.

Instructional is a learning materials in general consist of knowledge (facts, concept, principles) of skills and attitudes that students must learn in order to achieve a predetermined standard of competence.

Hammer (2007:176-187) states that there are several types of instructional media that be used by teacher:

a) *The Students Themselves*

The students are the most useful resources in the classroom. By using the students themselves, teacher can do many things in the classroom.

b) *Realia*

Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and/or understanding concept of the material.

c) *Pictures*

Pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teachers to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, etc. picture are utilized for several purposes explained that picture can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing.

d) *Coursebook*

Coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.

e) *Boards*

Boards refer to chalkboard/blackboard, whiteboard and interactive whiteboard (IWB), like pictures, boards also are used for several purpose.

f) *Overhead projector (OHP)*

By using overhead projectors, the students can see in front of the class the material which is writer or drawn in a transparent. The transparent will be projected by using projectors.

g) *Flipcharts*

Another instructional media that may be used by the teacher is flipcharts, Flipchart is an instructional media which contains big sheets of paper. It is mostly used to write down some important points in group discussion. Several benefits of flipchart are portable, accessible, and easy to use.

h) *Computer-based Presentation Technology*

Hammer (2007) said that this instructional media has two vital components. They are hardware. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material.

Of the grouping higher than, it may be concluded that medium consists of :

- a. Visual Media: the media will simply be seen, an example would be photos, pictures, posters, cartoons, graphs etc.
- b. Audio Media: media which will simply will simply be heard alone, an example would be audio tapes, mp3, Radio.
- c. Audio Visual Media: media which will be heard in addition as seen, an example would be: silent films, videos, TV, sound slides.

- d. Multimedia: the media will present a wholemedia parts, an example would be: animation. Multimedia is usually synonymous with computers, internet and computer-based learning.
- e. Media reality: the real media that exist within the whole natural environment, whether or not applied to a state of living or preserved, an example would be: animals, specimens, herbarium etc.

## **2.5 Kinds of Media for Teaching Writing**

Media can be divided into three parts, audio, visual, and audio visual. Visual media is term used to include teaching aids which depend on the use visual communication channel. Simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material, according toLevie and Lenz in Nuruljannah (2013:192). Visual media are able to make easily understanding and unifying of remembering.

Media leaning is divided into three, they are:

1. Media Visual
2. Media Audio
3. Media Audio Visual

### **1. Visual Media**

Visual media is a tool or learning resources in which contains information messages, especially subject matter presented in an interesting and creative and applied by using the sense of sight.

## Types of visual

### a. Pictures or photos

Image is one of example of visual media. So, the function of the image media is to facilitate educators and learners in the learning process and also to achieve the goal of learning.

### b. Concepts maps

Concept maps is an image that presents or conveys a meaningful relationship between the concepts of a subject matter of learning and is summarized. Its presentation is usually the subject matter is connected with a connective word so as to form a broader range of propositions about the material. The role of visual media such as concepts maps is to facilitate learners in understanding the material and attract learners to think critically and actively in learning as well as learning does not saturate.

### c. Diagram

Diagram is one used to describe or explain A data to be presented in the form of drawing diagram. So, the presentation of the material in the form of diagrams can make it easier to understand from the content of the material presented. Diagram drawing serves to simplify a complex problem becomes simple and simple, so as to clarify in the delivery of messages.

### d. Graphs

Graphs are learning media in the form of graphics and presentation using point dots to convey statistical information that are interconnected. Graphics as a learning medium that serves to show the comparison of quality and quantity information and does not require a long time in understanding the material and simple so as to facilitate learners in the understanding of the material.

e. Poster

The poster is a visual media in the form of images accompanied by writing and the inscription emphasizes on one or two the main idea so that it can be understood by readers just by looking at it at a glance. In addition, in the delivery of messages through poster will be more easily understood and understood by the government because the poster is very interesting and also able to influence and motivate the behavior of viewers.

f. Map or Globe

Map or globe is visual media which is an image or object that serves to present data of location data. The function map or globe in learning media is easier for educator in showing locator of a province even country with only object or map image).

### **Advantages and Disadvantages in Visual Media**

Advantages:

1. Can be analyzed more easily. In addition, visual media can also facilitate learners in understanding the material and also make learners to understand the material and also make learners more critical and also the material presented by using visual media will be more easily remembered by learners.
2. Can overcome the limitations of knowledge possessed by learners.
3. Can generate new desires and interests to learn
4. Increase the attractiveness of learners to the material presented by using visual media.
5. Easy to apply
6. Durable so the learners can read or see it many times

Disadvantages:



1. Less practical in its use
2. Only in the form of images and writing alone so that this media can not be applied to learners with special needs one of them is blind. This media is not equipped with sound so less interesting.
3. Expensive product costs because before using this medium must print or create and send it before it can be enjoy by leaners.

## **2. Media Audio**

Media audio is one of the hearing media is the type of learning media or learning resources that contain messages or learning materials presented in an interesting and creative and applied by using the sense of hearing just. Because the media is just a sound.

### Kinds of Media Audio

Sadjana and Rivai (2003:129) said that audio media is a medium that can used as a medium of teaching which contains messages inside the form of audio which is useful to be able to stimulate mind, attention, feeling, and also willingness possessed by students so that there will be a teaching and learning process.

#### a) Language laboratory

Language laboratory is an audio media that serves to support the learning process and its application using the sense of sight. This media is usually used to deliver such learning materials like: language Indonesian, Arabic and English. With the existence of this tool can facilitate educators and learners in achieving the goals of teaching and learning.

#### b) Radio

Radio is visual media in the form of objects or tools that can be used to facilitate the teaching and learning process and applied by using the sense of hearing. The function of radio as a learning media is able to provide information contained in it.

c) Magnetic tape recorder

Magnetic tape recorder is an audio-based learning media and is applied using the sense of hearing. The role or function of the magnetic tape recorder in the learning media can be used to record sound or data.

**Advantages and Disadvantages of Media Audio:**

Advantages:

- a) Costs incurred only slightly or the price is cheap
- b) Media easy to carry or move so easy in its use
- c) Material can be played back
- d) Can stimulate the learner's hearing activity and can also develop imagination power like writing, drawing and so on.

Disadvantages:

- a) The media is functioning abstract because it is just a voice only so that on certain things also require visual help.
- b) Because this media is abstract understanding of understanding can only be controlled through words or language and order of sentences.

- c) This media will work if applied to those who already have abstract thinking skills.
- d) This media can not be applied by learners with special needs more precisely for those who can not keep up.

### **3. Media Audio Visual**

Audio Visual is a type of learning media or learning media or learning resources that contain messages or learning materials that are created in an interesting and creative by using the sense of hearing and sight in the form of sound and image.

#### **Kinds of Media Audio Visual**

According to Djamar (2005:125), audio visual media is divided in to two kinds, they are:

1. Pure audio visuals both sound elements and image elements come from a single source such as video, cassette, and television.
2. Impure audio is the sound elements and the image element comes from different sources.

Example of pure audio-visual media:

#### **a. Television**

Television is an electronic system that displays live images and still images accompanied by sound through cable. In addition as a medium of television learning is a source of information for the community. Television plays an important role for learners because educators are helpful in delivering things that can not be brought into the classroom. The students can use the media at home.

#### **b. Video cassette**

Video cassette are tools that can display motion pictures and accompanied by sound. Video cassette is informative and also very suitable for use as a medium of learning. But each has its own advantages, usually the educator shows a learning video in front of the class with the projector. Video cassette have a function to record data. The data can be deleted and reapplied when needed.

c. Movie sound

This film is very useful audio visual media usefulness in teaching and learning process. Because the film can meet the needs of students related to the material being studied. Old form of film are usually mute. The overtime and technological advances have had the sound and thousands of images in separate recording. Both display expressions. By using voiced film students can be motivated to learn and develop interest.

**Example of impure audio visual media:**

a. Soundslide

Sound slide is a composite of slides or images with audio or sound themes. Sound slide form powerpoint, adobe flash, adobe premier, and windows movie maker. Sound slide is very effective for teaching and learning process and make students becomes creative. Because if the difference in the sound made is good then it will improve learning outcomes. Voice slide can be repeated when needed and can be accelerated or slowed down.

**Advantages and Disadvantages of Audio Visual Media:**

Advantages:

1. Usage is not bound by the time

2. Very practical
3. The price is relatively inexpensive because it can be used many times.
4. Saving time and videos or movies can be played back.

Disadvantages:

1. If the movie is playing too fast, the students can not follow.
2. For the media the sound frame should require a dark.
3. For the television media can not be taken anywhere because it tend in certain places.
4. Require special skills and skills in presenting or creating audio visual learning media, because this media is a sound and images, both moving and silent images. Therefore the manufacture of these media tend to be more complicated than the visual media and audio media.

So, the three media in the learning of writing are both have different disadvantages and different advantages but the third function of the media remains the same that is to facilitate and facilitate teaching and learning activities in order to achieve learning objectives and also can improve the quality of teaching and learning.

## **2.6 The Purpose of Using Instructional Media**

There are several goals using instructional media, such as:

1. Facilitate the teaching-learning process
2. Improve the efficiency of the teaching-learning
3. Maintaining relevance to the learning objectives
4. Help students concentrate
5. Component of learning resources that can stimulate students to learn
6. Everything that can stimulate students' learning process

From the opinion can make conclude that the learning media is anything that can channel the message, can stimulate the mind, the feeling, and the willingness of learners so as to boost the creation of learning process in the learners themselves.

## **2.7 Animated Film**

Based on the facts stated above, teacher have variations in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing.

Animation film is a media tool that is accompanied by sound and images that are used as learning in teaching media tools by a teacher in the class room and learning activities that aim to achieve a good and interesting learning process.

Lynne (2001:1)said that the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, animation film is amedium that can be used to increase students' motivation in learning writing. Animation film is expected to be effective media for teaching narrative writing because based on Wright (1976:1) animation video or film contain some elements of narrative such as, characters, dialogues, plots, and climax therefore the students can understand the generic structure of narrative text because it shows real images and simple story or plot. According to Vukoja (2005:5) "the use animation videos or films in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme".

## **2.8 Previous Research**

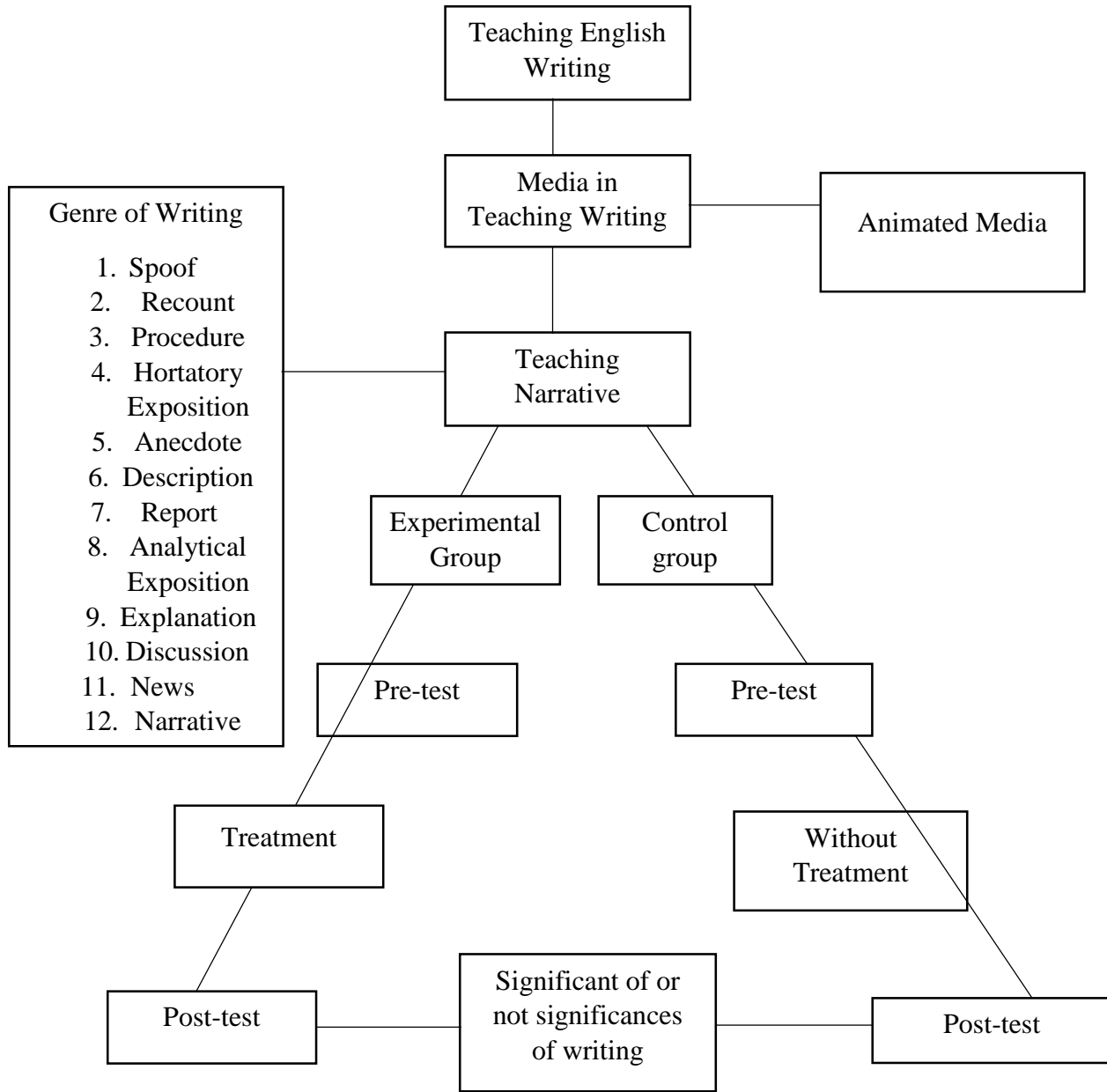
This media had ever been used by some research. Here the writer present 2 previous researches.

The first research was done by Irana D. Wati (2016) whose the title is the use of visual media in teaching writing. She did her

research at the eleventh grade students of SMA MUHAMMADIYAH Kediri with the sample are 32 students. To get the data she did observation, interview, questionnaire, and checklist.

The second was done by Sri Wahyuni (2016) whose title is The Effect of Animated Film on Students' ability to Write Narrative Text at class MIA 5 of SMAN 9 Kendari with the sample 40 students. The study was an experimental research. To get the data she use application software SPSS.

Those previous researchers have already showed that method can improve students' writing, that's why the writer uses the same method to solve that happened in other school. The problem are: the first, in English learning, many students who learn English can't write good because they don't know what is the generic structure of narrative text or the student don't have willingness to writing something in their life and or the vocabulary there is low. Because it, they don't motivated to writing what they like. It's found from the writer's experience in semester 7, when she did her PPL. She found that students weren't brave to writing. Because why, the writing is very boring lesson, consequently to describe the idea is low. For that, by using animated film in teaching writing narrative text students can be re-motivated like, by using English songs, films, comics, etc makes learning English is more fun.



**Figure 2.1 Conceptual Framework of Effectiveness of using Animated Film in Teaching Writing Narrative Text**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

There were general used categories of classified educational research were: classroom action research, experimental research and descriptive research. This research was conducted by used experimental method. Sugiono (2010:72) stated that experimental research method was a research method that was used to found the effect of treatment specific against manageable condition. This research was intended to determine whether there was result of an imposed on the subject of educational. In other words, experimental study tried to examine whether there was casual relationship by compared one of experimental group which gave treatment. In experimental group the narrative text was taught by used animated film as media and control group were though without animated film as media.

#### **3.2 Population and Sample**

##### **3.2.1. Population**

According to Sugiono (2010:117) population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The whole of research subject (Arikunto, 1990:115). The population of this study was two classes of eleventh grade student of SMA Imelda Medan. There were 60 students.

### **3.2.2. Sample**

Sampling is constitute to choose some of individual process in research so they or individual as voluntary. The total sampling was used some of individual to get information about population. To get sample the first the research have to determine the sample was to found out some of the population in the school. And then in each classes there were 30 students, then the sample research examine were 60 students. So, it was the way to took the sample.

### **3.3The Instrument for collecting the Data**

The instrument of the data was a writing test. The criteria of the text was minimal 200 words. The students were asked to start write individually.

### **3.4 The Procedure of the Study**

The test was carried out at the second year students of SMA Imelda Medan. The test was administrated both before and after the treatment was completed.

#### **3.4.1 Pre-Test**

The experimental group and control group could gave the pre-test before the treatment. The pre-test was conducted to found out the homogeneity of the samples and the mean scored of each group. In this case, the teacher could gave the writing test to students. The

teacher could asked the students to write a narrative text about “experience”. After the students have finish, their answered’ sheet could collected.

### 3.4.2 Teaching Presentation (Treatment)

The

experimental group and control group were write by used the same topic but different instruments. In the experimental group, students could write by used animated film and in the control group, the students could write without animated film.

**Table 3.1 The Treatment of Experimental Group**

Meeting	Teacher Activities	Students Activities
I  P  R  E  T  E  S  T	Opened activity a) Teacher Greeted the students	The student responded the teacher’s greeted
	a) Teacher gave a warm up to the students by asked their experience.	The students listened to the teacher’s instruction and answered it.
	b. Teacher asked the student to wrote down a narrative text based on the topic gave by the teacher.	The students wrote down a narrative text.
	Close Activity: a) Teacher closed the class	The students responded the teacher
II  T  R	. Opened Activity: a) Teacher greeted the students.	The students responded the teacher’s greeted.
	Main Activity: a) Teacher explained the material about animated film.	The students listened to the teacher’s explanation.

E A M E N T	b). Teacher explained the material about narrative text briefly.	Students listened to the teacher's explanation carefully
	c) Teacher gave the example of narrative text.	The students explored the example
	d) Teacher gave time to the students to asked about the material that taught.	The students asked some question
	e) Teacher introduced the topic very clearly.	The students responded the teacher in introduced the topic
	f) Teacher gave the students a time limited to solve the problem.	The students done the teacher's instruction
	g) Encourage the students to share any idea, no matter how odd, that was related to the problem. Reminded then not to cite each other's idea in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.	The students done encourage shared their idea
	h) Wrote down their idea as any offer them.	The students wrote down their ideas
	i) The teacher instructed the students to complete their write based on the idea.	The students did the teacher's instruction
	Closing Activity: a) The teacher closed the class.	The students responded the teacher.
III  P O S	Opened activity a) Teacher greeted the students	The students responded the teacher's greeted
	Main activity a) Teacher asked the students to wrote down a narrative text based on the topic gave by the teacher.	The students wrote the narrative text

T E S T	<p>Closing activity</p> <p>a) The teacher closed the class</p>	
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**Table 3.2 Control Group**

Meeting	Teacher's activities	Student's activities
I  P R E T E S T	<p>Opened activity</p> <p>a) teacher greeted the students</p>	The students responded the teacher's greeted
	<p>Main activity</p> <p>a) Teacher gave a warm up to the students by asked their experience</p>	The students listened to the teacher's introductions and answered it.
	<p>b) Teacher asked the student to wrote down a narrative text based on the topic gave by the teacher.</p>	The students wrote down a narrative text.
	<p>Closed activity</p> <p>a) teacher closed the class</p>	The students responded the teacher.
II	<p>Opening activity</p> <p>a) teacher greeted the students.</p>	The students responded the teacher greeted
	<p>Main activity</p> <p>a) The teacher explained the material about narrative text briefly</p>	The students listened to the teacher's explanation carefully
	<p>b) Teacher gave the example of narrative text</p>	The students exploredthe example

	c) Teacher gave time to the students to asked about the material that thought.	The students asked some question
	d) Teacher asked the students to wrote a narrative text based on topic gave.	The students wrote the narrative text.
	Closed activity a) the teacher closed the class.	The students responded the teacher.
III  P  O  S  T  E  S  T	Opened activity a) Teacher greeted the students	The students responded the teacher's greeted.
	Main activity a) Teacher asked the students to wrote down a narrative text based on the topic gave by the teacher.	The students wrote the narrative text.
	Closed activity a) The teacher closed the class.	The students responded the teacher.

### 3.4.3 Post-Test

After taught presentation both the experimental and control groups, the teacher gave a post-test to taught each students in both experimental and control groups, in order to knew their mean score of experimental group and control group after received treatment.

### 3.5 Scoring of the test

In writing assessment there was same important component and this below was a way to score wrote test for ESL based on Jacob theory in Ganbari, Barati, and Moinzadeh ( 2012:94):

**Table 3.3 Scoring Writing Narrative Text**

Score	Level	Criteria Comment
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Content (social function)	30-27 26-22 21-17 16-13	Excellent to very good; knowledgeable, substantive development of thesis, relevant to assigned topic. Good to average; sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail. Fair to poor; limited knowledge of subject, little, substance, inadequate development of topic. Very poor; does not show knowledge of subject, non-substantive, or not enough to evaluate.
Organization (goal)	20-18 17-14 13-10 9-7	Excellent to very good; fluent expression, ideas clearly stated/supported, succinct, well-organized logical sequencing, cohesive. Good average; somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Fair to poor; non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Very poor; does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18 17-14 13-10 9-7	Excellent to very good; sophisticated range, effective words/idiom choice the usage, word form mastery, appropriate register. Good average; adequate range, occasional errors of words idiom form, choice, usage but meaning not obscured. Fair to poor; limited range, frequent errors of work/idiom form choice, usage, meaning confused or obscured. Very poor; essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.
Language use	25-22 21-18 17-11 10-5	Excellent to very good; effective, complex compound contractions, few errors of agreement, tense, number, word other/function articles, pronouns, preposition. Good to average; effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, words order/function, article, pronouns, prepositions, but meaning seldom obscured. Fair to poor; virtually no mastery of sentence constructions rules, dominate by errors, does not communicate, or not enough to evaluate. Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
Mechanics	5 4	Excellent to very good; demonstrates mastery of convention, few error spelling, punctuation, capitalization, paragraphing. Good to average; occasional errors of spelling, function,

	3	capitalization, paragraphing, but meaning not obscured. Fair to poor; frequent errors of spelling, function, capitalization, paragraphing, poor handwriting, meaning composed or obscured.
	2	Very poor; no mastery of conventions dominated, by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not.

Based on analytical scale for ESL wrote above, it could summed up that the total score was 100 which describe the followed table:

**Table 3.4 Total Score**

NO	Aspect of Writing	Score
1	Contents	30
2	Organization	20
3	Vocabulary	20
4	Language/ use/ Grammar	25
5	Mechanics	5
Total		100

### 3.6 The Procedure of Analyzing Data

There are some procedure that could done in analyzed the data of this research:

1. Collecting the data from the scoring of the experimental and control group.
2. Identifying the score of the students who are being treated and who are not.
3. Comparing the students score from control and experimental groups using T- test as formula bellow:

$$t: \frac{m_x - m_y}{\sqrt{\frac{D_x^2 + D_y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where: t : the effect

M<sub>x</sub> : mean of experimental group



$M_y$  : mean of control class

$Dx^2$  : the deviation square of experimental group

$Dy^2$  : the deviation square of control group

$N_x$  : the sample of experimental group

$N_y$  : the sample of control group

4. Drawing the conclusion and answer the hypothesis.

5. Writing some findings