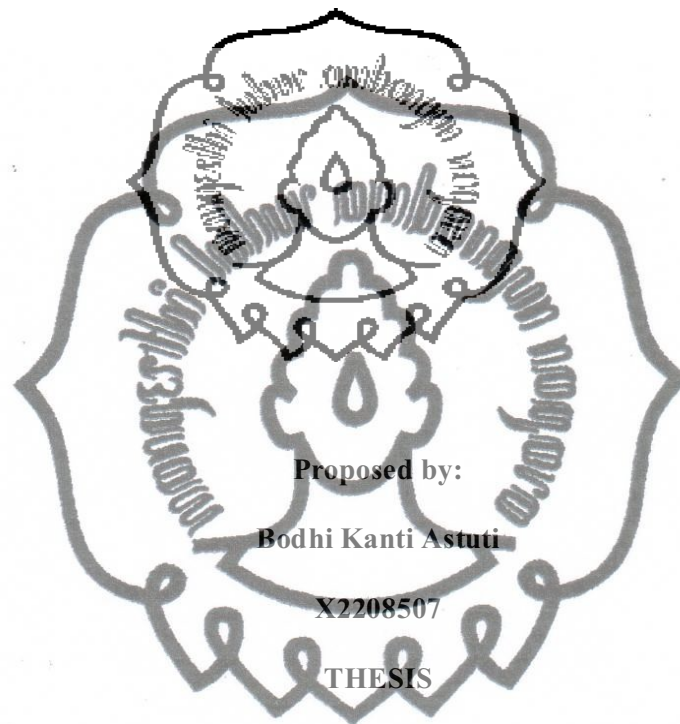


**IMPROVING WRITING SKILL BY USING CARTOON FILM
AT THE EIGHTH GRADE STUDENT OF SMPN 1 AYAH KEBUMEN
IN 2009/2010 ACADEMIC YEAR**



**Submitted to Teacher Training and Education Faculty of
Sebelas Maret University to Fulfill One of Requirements for Achieving the
Undergraduate Degree of English Education**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2011

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ABSTRACT

Bodhi Kanti Astuti. X2208507. **"IMPROVING WRITING SKILL BY USING CARTOON FILM AT THE EIGHTH GRADE STUDENT OF SMP NEGERI 1 AYAH KEBUMEN IN 2009/2010 ACADEMIC YEAR"**. Thesis, Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2011.

This research is a classroom action research. It is aimed at finding out whether cartoon film can improve the students' ability in writing recount texts and overcome the students' difficulty in writing recount texts.

The approach used in this research is classroom action research. The subject of this study is the Eight grade students of SMP Negeri 1 Ayah. The action research was conducted in two cycles. Each cycle consists of four steps: planning, action, observation, and reflection. In collecting the data, the researcher used qualitative and quantitative method. In qualitative method, the researcher used observational and non-observational technique. Observational technique consists of observation, field notes, and photographs, while non-observational technique consists of interview, questionnaires and documents. In quantitative method, the data were obtained from the test. The tests were pre-test and post-test. Then, the researcher analyzes the mean scores of the tests. The test is used to find out the improvement of the students' writing after the research is conducted.

The result of the research shows that there are positive improvements in both student writing skill and the class situation during the teaching learning process. It can be seen from the result of the test which improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action. The means scores of the result are 62.8 for the pre-test, 68.7 for the post- test in cycle 1, and 70.9 for the post-test in cycle 2.

Some strengths of using cartoon film in teaching writing were: the students were more motivated in joining the writing class, the film presents the attractive moving pictures and sounds so that they got feeling of relax before they wrote their story; they paid much attention when the films were played; they were also more confident when they were asked to write individually. However, a weakness of using short films in writing class was a few students still got difficulties in finding appropriate words with the correct spelling.

ABSTRAK

Bodhi Kanti Astuti.X2208507. **“MENINGKATKAN KETERAMPILAN MENULIS DENGAN MENGGUNAKAN KARTUN FILM DI SISWA KELAS 8 SMP NEGERI 1 AYAH KEBUMENTAHUN AKADEMIK 2009/2010”**.Skripsi, Surakarta : Fakultas Ilmu Pendidikan dan Keguruan, Universitas Sebelas Maret , 2011.

Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini bertujuan untuk mengetahui kartun film dapat meningkatkan kemampuan menulis teks recount dan tehnik menggunakan kartun film dapat mengatasi kesulitan siswa dalam menulis recount teks teks.

Pendekatan yang digunakan dalam penelitian ini adalah tindakan kelas. Subjek dari penelitian ini adalah siswa kelas 8 SMP N 1 Ayah. Penelitian tindakan kelas dilakukan dalam 2 siklus. Setiap siklus terdiri dari empat langkah : perencanaan, tindakan, pengamatan dan refleksi. Dalam pengumpulan data peneliti menggunakan data kualitatif dan kuantitatif. Dalam metode kualitatif, peneliti menggunakan teknik observasi dan non observasional. Teknik pengamatan terdiri dari pengamatan, catatan lapangan dan foto, sementara non observasional teknik terdiri wawancara, kuesioner dan dokumen. Dalam metode kuantitatif, data didapat dari tes. Tes pre test dan post test. Kemudian , peneliti menganalisis nilai rata-rata tes. Tes digunakan untuk mengetahui peningkatan penulisan siswa setelah penelitian.

Hasil penelitian menunjukan bahwa ada peningkatan positif baik dalam keterampilan menulis siswa atau situasi kelas selama proses belajar mengajar. Hal ini dapat dilihat hasil tes yang meningkat, dari perbandingan antara pre test sebelum dilakukan test dan setelah dilakukan post test. Nilai hasil 62,8 untuk pre test, 68,7 untuk post test siklus 1 dan 70,9 untuk post test disiklus 2.

Beberapa kelebihan menggunakan kartun film dalam mengajar menulis dapat meningkatkan sikap siswa terhadap menulis adalah siswa akan lebih termotivasi untuk ikut dalam kelas menulis, film menyajikangambar bergerak dansuara yang menarik sehingga mereka mempunyai perasaan rilek sebelum menulis cerita, mereka memperhatikan film ketika film diputar, mereka juga lebih percaya diri ketika mereka diminta menulis secara individual. Namun,kelemahan menggunakan kartun film di kelas menulis adalah beberapa siswa masih mempunyai kesulitan dalam menemukan kata-kata yang sesuai dengan ejaan yang benar.

APPROVAL


This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On :

By :




First Consultant,


Drs. Sujoko, MA.

NIP. 19510912198003 1 002

Second Consultant,


Teguh Sarosa, S.S., M. Hum

NIP. 19730205200604 1 001

APPROVAL OF THE EXAMINERS

This thesis has been examined by the board of thesis examiners and approved as a Fulfillment of the requirements of obtaining graduate degree in English Education.

On :

Date :

Board of Thesis Examiners:

1. Chairman : Endang Setyaningsih, S. Pd., M. Hum
NIP. 19800513 200312 2 002
2. Secretary : Drs. Martono, M. A
NIP. 19600301 198803 1 004
3. Examiner 1 : Dr. Sujoko, M. A
NIP. 19510912198003 1 002
4. Examiner 2 : Teguh Sarosa, S.S., M. Hum
NIP. 19730205 200604 1 0

Signature

(.....)
(.....)
(.....)
(.....)



Teacher Training and Education Faculty
Sebelas Maret University

Prof. Dr. M. Furqon Hidayatullah, M.Pd

NIP. 19600727 198702 1 001

MOTTO

Keep moving forward.....
Trust yourself & don't give up
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

(Writer)

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DEDICATION



This thesis is dedicated to:

- ❖ *My wonder mom and father for their never ending struggle, love and spirit for me.*
- ❖ *My little son.*
- ❖ *My brother.*
- ❖ *All my best friends in English Department of 2008.*

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Thanks to God. Praise is to God the Almighty who has given His blessing so that the writer can finally finish this thesis as a partial fulfillment in achieving the Undergraduate Degree of English Education. This study can not be from other people's help and guidance. Therefore, the writer wants to express her gratitude to those who helped her in completing this assignment. She would like to reveal her special gratitude to:

1. The Dean of Teacher Training and Education Faculty who has given approval and permission to the writer to write her thesis.
2. The Head of English Department of FKIP UNS who has given permission to the writer to write the thesis.
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6. Wagiman, S. Pd as the English teacher of eight grades who has helped the writer in doing the study.
7. Her beloved mother, father, and brother who have been giving her sincere love, support, and care.

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8. The eight grade students of SMP Negeri 1 Ayah Kebumen who have gave help and opportunity to the writer.
9. The big family of '08 English Department for the courage and motivation to finish the thesis.

The writer also thanks to everyone who gave their help and support. The writer realizes that this thesis still has any mistakes. Therefore, the writer accepts gratefully every suggestions, criticism, and comment from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for who are interested in the similar study.

Surakarta, 2011

Bodhi Kanti Astuti

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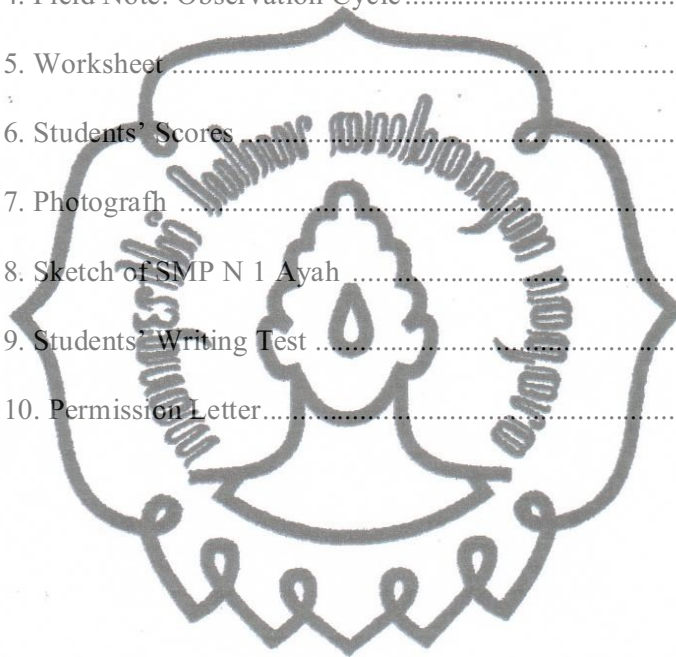
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CHAPTER I

INTRODUCTION

A. Background of Study

English in Indonesia becomes the first foreign language which has to be taught in schools as a compulsory subject. Unlike Indonesian and Javanese, English is a new language for Indonesian students and most students consider it as a difficult subject. English learning objectives among others are to develop communicates skill in oral and written form, to develop learning skills through varieties media, and to analyze film, poem, book and other media. To achieve these goals, school required an effort to include innovative teaching methods, school facilities are adequate to support the learning process and teachers who are competent in teaching. Therefore, the result of English learning should be given more and more attention. How far students succeed in learning is reflected in their achievement. Students usually want to get as high achievement as possible.

English is taught at Junior High Schools from the first to the third year, and one of its goals is to develop oral and written communication competence in the four language skills namely listening, reading, speaking and writing. One of the goals of teaching English is to develop students' written communicative competence. Writing skill is introduced to the students' from the first to the third year. The students of each year are expected to master the basic competences in writing as listed in *Standar Isi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama* (SMP). The basic competence for the first second and third year students

are among other the ability to make simple but sensible descriptions and narratives. The indicators of the basic competences for the second year are to: (1) write texts in the forms of narrative, recount and descriptive, (2) write personal letters covering a particular type of text or interactive Email.

According to Raimes (1983: 3) writing also helps students learn. It benefits the reinforcement of grammatical structures, idioms, and vocabulary they have learned.

Through writing, the students have a chance to be adventures with the language, beyond what they have just learned to say, and to take risks. Furthermore, they become involved with the new language, try to express ideas and use eyes, hand, brain, constantly as a unique way to reinforce learning. So, writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing and refining language ability.

Alwasilah in *The Tapestry of English Language Teaching and Learning in Indonesia* says:

Among the four language skills (listening, reading, speaking, and writing), writing has been considered the most neglected one in Indonesian schools. There are several possible reasons for the neglect as follows. First, in my opinion, in Indonesian culture, literacy is traditionally defined as “ability to read”, rather than “ability to read and write”. Second, the teaching of writing has been part of the duties of non-professional teachers or lecturers who teach more theories than skills in writing. It has been reported that so called “composition classes” in high school are dominated by teacher’s explanation about grammar and rhetoric. The focus is on sentence and paragraph structures, thus leaving the impression that writing is about applying rules rather than communicating ideas (2000: 99)

Based on interviews with the English teacher of the second year of SMP Negeri 1 Ayah, the researcher could identify the real problems faced by the students in teaching learning process especially writing skill.

The problems faced by the students in writing recount include difficulties in exploring and expressing their idea, vocabulary, tenses, making good sentences, and starting writing. These problems emerge because the writing activity is considered the most difficult one to do. The difficulty faced by the students is reflected in their inability to express their idea in written form. In writing, they have to master some language aspects such as grammar, vocabulary, mechanic, and organization. The students are not able to write a good paragraph. There are several possible causes of the problems, namely: (1) the teacher does not give a model to write a paragraph that makes the students know what to do for writing; (2) the students had difficulty in finding the ideas in writing, (3) no media is used by teacher to support or guide and motivate the students in writing; and (4) the students are not motivated as the results of the previously mentioned stated problems. To conclude, the problems may be caused by the fact that there is no model, and no media used in the teaching and learning process.

In writing activities, a cartoon can be used in building students' creativity in arranging sentences in the text. The advantages of using cartoon films in English language learning are the students can more easily understand the contents of the story, can enrich the vocabulary and can make the class livelier.

Wittch and Schuller (1953: 138) say that the humor in cartoon has great stimulative benefit, even for students with limited ability. Cartoons elicit great interest, build vocabulary and confidence in using it. It stimulates conversation and generally pupil participation. At the best in many subjects, cartoons can open up a whole range of worth while learning activities.

Based on the description above, the writer is interested in carrying out a study under the title **"Improving Writing Skill by using Cartoon Film at the Eighth Grade Student of SMP Negeri 1 Ayah Kebumen in 2009/2010 Academic Year"**.

B. Problems Statement

In line with the background of the study, the problems can be formulated in the following questions:

1. How can the students' ability in writing recount texts be improved by using cartoon film?
2. Can the technique of using cartoon film overcome the students' difficulty in writing recount texts?

C. The Objectives of the study

The objectives that will be achieved in this research are:

1. To know whether the students' ability in writing recount texts can be improved by using cartoon film.

2. To know whether the technique of using cartoon film can overcome the students' difficulty in writing recount texts.

D. Benefits of the Study

The research result is expected to be able to give some benefits. First, it is hoped that this study can help the students to improve their ability in writing recount texts. The second benefit is that this study will enrich the teachers teaching techniques to be implemented in the classroom. A third benefit of this study is that this research is expected to be able to give practical contributions to the researcher on how to improve the students' ability in writing recount texts by using cartoon film.

CHAPTER II

THEORITICAL REVIEW

A. The Review of Writing Skill

1. The Definition of Writing Skill

Writing is one of the four language skills. Writing is productive skill (Harmer, 1983: 6). Productive skill means to produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, two or three sentences, or more sentences put in order and linked together forming a coherent whole called as text (Byrne, 1997: 1).

Writing has close relation with reading skills. The students who read more fluently. What they write is a natural follow up what have been read (Cross, 1995: 268). Nevertheless, writing skill is different from speaking. Speaking is natural activity that physically and mentally normal people learn to speak a language. Yet, all people have to be taught how to wrote (While, 1982 : 2 in Nunan, 1989: 36).

Halliday (1985 b) in Nunan (1991 : 84) states that writing has evolved societies as a result of culture changes creating communicative needs which can not be easily met by the spoken language. The emerges of culture based on agricultural rather than hunting and gathering, there developed a need for permanent records which could be referred to over again.

There are some definitions of writing. The first, writing can be said to be an act of forming graphic symbols, or marking marks on flat surface of some kind.

Graphic symbols are the combinations of letters which related to the sounds the people make when they speak. These symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences (Byrne, 1979: 1)

The second, Bell and Burnaby (1984) in Nunan (1989: 36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables. It means that writing skill requires cognitive activity in which there are a number of variables.

The third, the view of writing is an act of communication that requires an interaction process which takes place between the writer and reader via the text (Murcia, 1991: 234). In other words, writing is activity that requires communicative or interactive process between writer and reader.

From some definitions above, the writer conclude that writing is the act of forming graphic symbols into the words forming sentences in paragraph that required a complex cognitive activity involving control of a number variables and communication between writer and reader.

2. Teaching Writing in SMP

Based on the 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs, the approach, method, and strategy of teaching to achieve the standard

of competence largely depend on the teacher himself regarding the ability and the available sources. It means that the approach, method, and strategy used by the teacher are flexible. However, in implementing them in the classroom, the teacher should keep on the steps of lesson plan in order to achieve the instructional objective. In other words, the key of the teaching and the learning success depends on the planning of the whole linking and comprehensive process.

According to the 2006 *Kurikulum Tingkat Satuan Pendidikan for SMP and MTs*, the time allotment recommended for the teaching of English at the junior high schools is totally 160 minutes for a week. This time allotment is used for teaching the four language skills and their components.

According to the 2006 *Kurikulum Tingkat Satuan Pendidikan for SMP and MTs*, the program of teaching and learning English as a foreign language focuses on objectives to develop students' skills in listening, speaking, reading, and writing.

The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report.

a. Description

Description is a kind of paragraph in which the writers draw their ideas and thoughts vividly based on their sense on the objects they see. According to Tomkins (1994: 111) writing a descriptive paragraph is like painting a picture

with words. Writers use specific techniques in descriptive writing to create vivid, multi-sensory word pictures. First the writer should add specific information and details by identifying specific activities and behaviors, naming the characters, identifying the setting, and listing attributes. Second, they should create sensory images. Third, they should make comparisons. Good comparisons go beyond the conventional use of words.

Moreover, description focuses our attention on the characteristic features of a particular thing. The subject might be a person, e.g. Grandpa; a place; e.g. our house; or a thing, e.g. my favorite toy. It might be impressionistic/imaginative, e.g. a description as a poem or part of a narrative, or an objective description, e.g. of a robbery suspect. Description can occur as ('stand alone') texts, often part of a longer text such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

1. Generic structure of descriptive text

Descriptions are usually organized to include:

- a) An introduction to the subject of the description.
- b) Characteristic features of the subject for example: physical appearance, qualities, habitual behavior, significant attributes.

2. Language features of descriptive text

Common grammatical patterns of a descriptive text include:

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- a) Use of particular noun, for example: my teacher, the Opera house, my pet, my mother.
- b) Use of detailed noun groups to provide information about the subject for example: It was a large open rowboat with a tall front and a tall back (like a Viking boat of old), and It was of such a shining sparkling glistening pink color.
- c) Use of variety of types of adjectives, for example: describing, numbering, classifying
- d) Use of relating verbs to provide information about the subject for example: My mum is really cool.
- e) Use of thinking and feeling verbs to express the writer's personal view about the subject, for example: Police believe the suspect is armed. Or to give an insight into the subject's thoughts and feelings, for example: My friend Amanda adores chocolate ice cream.
- f) Use of action verbs to describe the subject's behavior, for example: Our new puppy nips at our heels and wrestles with our slippers.
- g) Use of adverbials to provide more information about the behavior, for example: Our new puppy always nips play at our heels.
- h) Use of similes, metaphors and other types of language, particularly in literary descriptions, for example: but Mulga Bill, as white as chalk.

Example:

My pet

Introduction I have a pet. It is a dog, and I call it Brownies.

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Description

Brownies is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it the fur feels soft Brownies doesn't like bones. Everyday it eats soft food like steamed rice, fish or bread.

Every morning I give her milk and bread. When I am at school, Brownies plays with my cat. They get along well.

b. Recount

Based on English K-6 Modules for SMP, recounts "tell what happened". The purpose of actual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount is to tell a sequence of events it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

1) Generic structure of recount text

As a kind of text, recount has its own structure; Orientation which gives information about what, who, where and when an event happen, Event, it gives a report about an event chronologically. The last is Re-orientation which maps the chronological order of the event.

2) Language features of recount text

Common grammatical patterns of a recount include: a) Use of nouns and pronouns to identify people, animals or things involved. b) Use of action verbs to refer to events. c) Use of past tense to locate events in relation to speaker's or writer's time. d) Use of conjunctions and time connectives to

sequence the events. e) Use of adverbs and adverbial phrases to indicate place and time. f) Use of adjectives to describe nouns.

Example:

Going to Restaurant

<i>Orientation</i>	Last night we went to a restaurant with my family. It was my Dad's birthday.
<i>Event</i>	We ate a pizza and salad then ate some ice cream with chocolate sauce.
<i>Re-orientation</i>	After dinner at the restaurant we went home.

c. Narrative

This text is usually used to tell about autobiography, somebody's experience, story in short story and novel. One detail follows the next detail based on the chronology. The signals of time such as after that, then before, when etc often support this text.

1) Generic structures of narrative text

- a) Orientation: this stage 'alerts' the listener and/ or reader to what is to follow, usually by introducing the main character in the setting of time and place.
- b) Complication: in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.

- c) Resolution: the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character has changed as a consequence of the experience.
 - d) Coda: this stage is optional. It makes explicit how the character has changed and what has been learned from the experience.
- 2) Language features of narrative text
- a) Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
 - b) Use of adjectives to build noun groups to describe the people, animals or things in the story.
 - c) Use of conjunctions and time connectives to sequence events through time.
 - d) Use of adverbs and adverbial phrases to locate the particular incidents or events.
 - e) Use of past tense action verbs to indicate the actions in a narrative.
 - f) Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Example:

Cinderella

Introduction of figure: Once upon a time there was a girl called Cinderella.

She lived with her stepsisters. They were very bossy. She had to do all the housework.

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Conflict development : One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

Conflict solving : Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her and then he married her. They lived happily ever after.

d. Procedure

This text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior.

a. Generic structures of procedure text

- i. The goal of the activity
- ii. Any materials needed to achieve the goal
- iii. Step to accomplish the goal

b. Language features of procedure text

Common grammatical patterns of a procedure text include:

- i. The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
- ii. The use of action verbs, for example: 'turn', 'pick up', 'don't term'.
- iii. The use of practice vocabulary, for example: 'whisk', 'lukewarm'.

- iv. The use of connectives to sequence the actions in time, for example: 'then', 'while'.
- v. The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

Example:

How to Make a Cheese Omelet

Ingredients

1 egg, 50 g cheese, $\frac{1}{4}$ cup milk, 3 tablespoons cooking oil, 3 pinch of salt and pepper.

Utensils

frying pan, fork, spatula, cheese grater, bowl, plate.

Method

1. Crack an egg into a bowl
2. Whisk the egg with a fork until it is smooth
3. Add milk and whisk well
4. Grate the cheese into the bowl and stir
5. Heat the oil in a frying pan
6. Pour the mixture into the frying pan
7. Turn the omelet with a spatula when it browns
8. Cook both sides
9. Place on a plate: season with salt and pepper
10. Eat while warm.

e. Report

This text gives information about something in reality as a result of analysis. The material may describe natural environment, human creatures or

social environment. The general statement gives the information about the subject and its classification, and then the description of this text can be a general conclusion.

a. Generic structure of report text

Information reports are usually organized to include:

- i. A general statement identifying the subject of the information report, perhaps defining and classifying it.
- ii. Description ('bundles' of information relating to, for example, features, behavior, or types).

b. Language feature of report text

Common grammatical patterns of an information report include:

- i. Use of general nouns, for example 'hunting dogs', rather than particular nouns, for example 'our dog'.
- ii. Use of relating verbs to describe features, for example 'Koalas are marsupials'.
- iii. Some use of action verbs when describing behavior, for example 'Emus cannot fly'.
- iv. Use of timeless present tense to indicate usuality, for example 'Koalas eat eucalyptus leaves'.
- v. Use of technical terms, for example 'Spiders spin their webs out of silk thread'.
- vi. Use of paragraphs with topic sentences to organize bundles of information.
- vii. Repeated naming of the topic as the beginning focus of the clause.

Example:

Cheetahs

General Statement Cheetahs are big cats

Description They run fast

They have sharp teeth.

They have black spots.

They have furry skin

3. The Purpose of Teaching Writing

For most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required.

According to Halliday in Nunan (1998: 84), written language is used for: action (for example, public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), information (for example, newspapers, current affairs magazines, advertisements, political pamphlets), and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space.

Since the purpose of teaching writing in schools should be based on curriculum, the teachers then should match their teaching purpose according to the syllabus of 2006. Kurikulum Tingkat Satuan Pendidikan for SMP and MTs. The expected learning outcomes for the students in the first, second, and third years on the writing skill are as follows.

a. First year

The students are able to (1) write simple functional sentences, (2) write simple messages, short and simple announcement, and cards, (3) produce texts in the form of a procedure, and a descriptive.

b. Second year

The students are able to (1) write among others texts in the forms of a narrative, a description, and recount. (2) Write personal letters, post card, invitation card, leaflet, and announcement.

c. Third year

The students are able to (1) write texts in the form of a narrative, procedure, and report. (2) Write short message, letter, advertisement, and announcement

4. The Process of Writing

According to cooper (2000), the process of writing is developed as a major procedure for helping students learn to construct meaning through writing. The process of writing approach becomes the foundation for writing instruction today. It is a multi step process through which students gather and organize

ideas, write rough drafts, and refine and polish their writing before publishing it.

While McCrimmon (1984: 10) says that there are three essential steps of the writing process, namely planning, drafting, and revising.

a. Planning

Planning is also called pre-writing. In this step, learners are expected to be able to formulate the purpose, and then organize the message. Selecting something to write about is very much needed, because most of the learners often spend their time before doing activity. It is better for them to make planning in order that they can write easily. In the pre-writing step, the learner begin digging for the basic raw materials they need. First, they must look into their mind about the subject that becomes a topic because selecting the topic is very important for giving the first description of what to write. In pre-writing, the learners experiment with all kinds of ideas. They only concern to find subject that is going to be written.

b. Drafting

Drafting is a procedure for determining whether the ideas which have been discovered during planning, can be shaped into a successful piece of writing. It enables the students to experiment with possible arrangements of one topic. In this stage the students have to examine the ideas, arrange, and rearrange them in order that they can shape them into a coherent first draft.

The first draft is also called discovery draft because the students will discover something new about the subject, audience, and purpose. The

discoveries will help the students to learn more about what they want to say and how they will say it. Then, the students construct a formal outline.

The formal outline is an exact plan of organization that breaks the topic into major units and subdivides these major units into minor units (McCrimmon, 1984: 10). The best way to construct the formal outline is to layout the major divisions before worrying about the various subdivisions. After examining the formal outline then, the students should revise it.

c. Revising

The last step in writing is revising. Revising is the process of seeing again, or discovering a new division for the writing the students produce during planning and drafting. There are two steps in revising. In the first stages, the students should employ various reading strategies to help them rethink, reorder, and rewrite substantial portions of what they have been written. In the next stages, the students should fix the sentence, phrases, and words.

5. Developing Paragraph

According to Bram (1995: 13), a paragraph is a group of sentences which contain relevant information about one main or central idea.

Meanwhile, according to Prof. Francis Christensen in Wishnubroto Widarso (1993: 7) paragraph is defined as follows:

Sekelompok kalimat yang dihubungkan satu sama lainnya dengan koordinasi dan subordinasi. Kalau kalimat pertama dari suatu paragraf adalah kalimat

topik, kalimat kedua sangat mungkin adalah komentar atas kalimat pertama tadi, atau perkembangan darinya, dan dengan demikian adalah subordinat kalimat pertama itu. Kalimat ke tiga mungkin adalah koordinat kalimat ke dua atau subordinat kalimat ke dua itu.

Besides, Tri Wiratno (2000: 145) defines paragraph as a unity of organization in a written text. It is macro structure which reflects a sum of ideas in groups.

It can be concluded that a paragraph is a unit of sentences which include some information about one main idea in written text.

Paragraph is a foundry core idea in an essay. In a paragraph contained one unit of the ideas are supported by all the sentences in these paragraphs, sentences ranging from identification, topic sentences, explanatory sentences, to the concluding sentence. The set of sentences are interrelated in a series to form an idea. Paragraphs can also be regarded as a most short essay. With this paragraph, we can distinguish where an idea starts and ends.

a. Kinds of Paragraph

Based on their characters and aims, paragraphs can be distinguished as introductory paragraph, connecting paragraph and closing paragraph. (Gorys Keraf, 2001: 63)

1) Introductory paragraph

Every kinds of text have a paragraph which open the text and bring the main idea of-the text it self. So, this paragraph must be interesting. It must prepare the reader's mind for the material which is discussed later.

The short introductory paragraph will be better to avoid the reader's boredom.

Example:

There are many reasons for both sides of the question, "Should we have printed advertisement?" Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.

2) Connecting paragraph

Every paragraph of this kind exists between the introductory and closing paragraph. The main point of the text is stated in these parts, so the relationship among these paragraphs should be organized logically.

Example:

Here are some reasons why we should have advertisements in newspapers and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. Another reason is that advertisements promote business.

In other hand, some people argue ads should not be put in newspaper and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto printer. Also some people don't like finding junk mail in their letterboxes. People may also find the ads not very interesting.

3) Closing paragraph

This paragraph contains conclusion of the material discussed in connecting paragraphs. A short closing paragraph is better. But the most essential thing is that this paragraph should be an integrated conclusion to end the discussion. Besides, it must accumulate a big impression for the reader.

Example:

In summary, although ads provide people with information, they cost a lot of money to print. Therefore I think we should not have printed advertisements.

b. Criteria of A Good Paragraph

According to Gorys Keraf, a good paragraph must have certain criteria, unity, coherence, and cohesive.

1) Unity

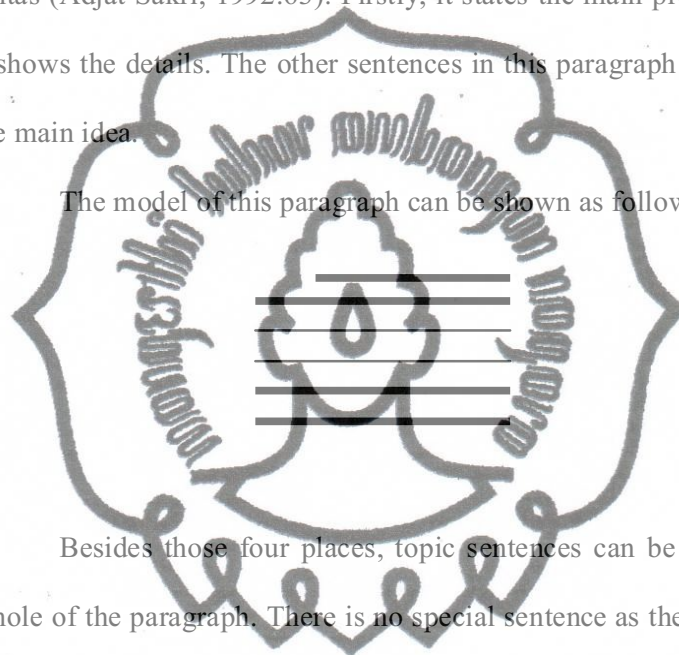
It means all of the sentences showed a certain topic clearly. The term 'unity' here may not be defined that it only has one thing. Keraf says:

Sebuah alenia yang memiliki kesatuan bisa saja mengandung beberapa hal atau beberapa perincian, tetapi semua unsur tadi haruslah bersama-sama digerakkan untuk menunjang sebuah maksud tunggal. Maksud tunggal itu yang ingin disampaikan oleh penulis dalam alenia itu (2001: 671)

There are four ways to place the main idea in a good paragraph: at the beginning of the paragraph, at the end of the paragraph, at the beginning and the end of the paragraph and in the whole of the paragraph.

If we place the main idea at the beginning of the paragraph, it can be the first or the second sentence. By placing the main idea at this position, the central idea will get the natural stressing. This paragraph is usually called as deductive paragraph (Gorys Keraf, 2001:70) or paragraph lantais (Adjat Sakri, 1992:63). Firstly, it states the main problem, and then it shows the details. The other sentences in this paragraph have to support the main idea.

The model of this paragraph can be shown as follow:

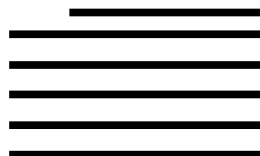


Besides those four places, topic sentences can be included in the whole of the paragraph. There is no special sentence as the topic sentence.

This model is usually used in descriptive and narrative text.

Sukar sekali untuk mencari sebuah kalimat topik dalam paragraf deskriptif dan naratif, karena seluruh kalimat bersifat deskriptif dan naratif tidak ada kalimat yang lebih penting dari yang lain semuanya sama penting, dan sama-sama membentuk kesatuan dari alenia tersebut. . (Gorys Keraf, 2001: 74)


The model of this paragraph can be shown as follow:



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2) Coherence

Coherency will be appearing if the relationships among the sentences, which build the paragraph, are natural and easy to understand. The reader will follow the writer's brain mapping easily without confusion about the leaps of idea.



Jika sebuah alenia tidak memiliki kepaduan itu, maka tampaknya seolah-olah pembaca hanya menghadapi suatu kelompok kalimat yang masing-masing berdiri lepas dari yang lain, masing-masing dengan gagasannya sendiri, bukan suatu uraian yang integral. Pendeknya sebuah alenia yang tidak memiliki kepaduan yang baik akan menghadapkan pembaca pada loncatan-loncatan pikiran yang membingungkan, menghadapkan pembaca dengan, urutan-urutan waktu dan fakta yang tidak teratur, atau pengembangan gagasan utamanya dengan perincian-perincian yang tidak lagi berorientasi kepada pokok utama tadi. (Gorys Keraf, 2001: 75)

While Bram (1995: 21) says that coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally.

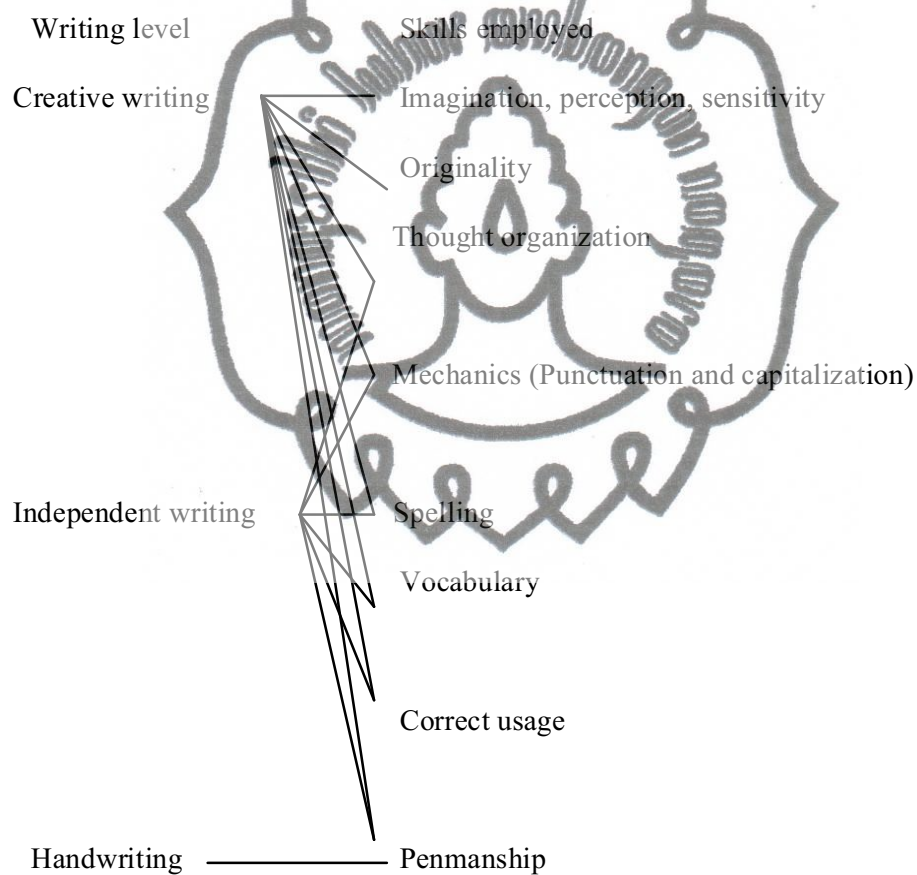
3) Cohesive

It means that the writing doesn't contain of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

6. The Levels of Writing

There are many levels of writing skills. According to Petersen and Hayden (1961: 189), writing is a complex and difficult task involving numerous skills and abilities, the number and type of which are dependent upon the level of writing.

The skills employed at each level of writing are explained as follow:



There are three levels of writing skills:

a. Handwriting

The first level of writing is handwriting. Handwriting is a tool for expressing one's thoughts and idea. The writers can explore their ideas and

thoughts. The utilitarian concept of handwriting is a necessary tool for the expression of thought. The concept recognizes that (1) legibility, (2) reasonable rate of speed, and (3) satisfactory style are there criteria which should determine the quality of handwriting. Handwriting can improve a penmanship's writer.

b. Independent writing

The second level of writing is independent writing which, in addition to penmanship, employs the skills of correct usage, vocabulary, spelling, mechanics of punctuation, capitalization, and thought organization.

Stricland in Petersen and Hayden (1961: 200) states that the steps through which the children achieve the ability to write independently are: (1) dictation (2) dictation with copying, (3) writing with all the help he needs, and (4) writing with increasing independence.

c. Creative writing

Creative writing is interpreted as written self-expression which is characterized by a freshness of approach, an originality of form and content~ sensitivity to mood and feeling, and an active imagination.

7. Students' Problems in Writing

Officially, the teaching of English writing skill should have been given to the students from the early stage that is from the first year of Junior High School.

Nevertheless, the students still encounter a lot of problems in expressing their ideas in written form the 2006 *Kurikulum Tingkat Satuan Pendidikan In Standar Isi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama (SMP) dan Madrasah Tsanawiyah (MTs)*, states that the teaching of writing should be started from the first grade. The curriculums expect students to be able to write simple messages in the first grade to writing simple paragraphs in the third grade. This expectation, however, is not achieved yet. Students still find it difficult to express their ideas in written language especially in foreign language like English. This judgment is based on the fact that too often the students' piece of writing cannot be read and understood well because it contains a lot of errors.

There are some problems that hinder the students' ability in writing. The students' problems in writing are due to some factors: the lack of vocabulary, the lack of understanding on English grammar, and the lack of practice. Another factor is that the teachers provide less time allotment for writing activities compared to the portion given to the learning of the other skills. The other factor is that the teachers' technique of teaching writing is monotonous. It makes the students bored and unmotivated to learn writing.

According to Byrne (1998), the problems that the students face in learning writing encompass three factors: psychological factor, linguistic factor, and cognitive factor. The learners are confronted with a fact that they are required to write on their own, without the possibility of interaction or the benefit of feedback

(psychological problems). Furthermore, when they write, they have to keep the communication open through their own efforts and to ensure the choice of sentence structure as well as the way the sentences are linked together and sequenced, that the text produced can be interpreted on its own (linguistic problems). In addition, writing is a task which is often imposed in students, which can cause a problem in terms of content of what to say.

Being a lost for ideas is a familiar experience to most of the students when they are obliged to write (cognitive problems).

B. Cartoon Film

1. The Definition of Film

Film is a moving pictures which are compiled together to express a certain theme, idea, or story ([http://www.english.uiuc.edu/ ...](http://www.english.uiuc.edu/)). It is in line with Homby's opinion (1995: 434), that film is a story, etc, recorded as a set of moving pictures to be shown on television or the cinema. Allen and Gromery (1985: 136) state that film is an art which portrays man's interpretation of life.

Based on the definition above, it can be inferred that film is an art of moving pictures which are compiled together to express certain them idea, or story which portrays man interpretation of life.

2. Kinds of Film

Films are made differently based on their specific purposes. In the World Book of Encyclopedia (1996: 86-89), kinds of film are broken down into:

a. Feature films

Feature films are entertainment films that usually form the main part of cinema programme.

It deals with such popular subjects, as love stories, historical events, biographies of famous people, science fiction, adventure in exotic setting, etc.

b. Animated Films

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

Others are films recorded by puppets in miniature film sets.

c. Newsreels

Newsreels are short films that report important or interesting events.

d. Documentary Films

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

e. Educational Films

They provide information especially for school and other educational establishments. They present information in clear and simple way by using various techniques, such as animation, moving diagrams, and changes in speed of photography.

f. Television Films

Television films are especially made by film and television companies to provide information and entertainment.

g. Amateur Films

They are made by people not engaged professionally in the film industry. Many people, including teachers and school children make films as hobby.

3. The Definition of Cartoon Films

Cartoon films are, nowadays very popular especially to children. According to Salim (1989) in Arsanti (2000: 9),

Film kartun adalah cerita bergambar dan bersuara yang ditayangkan melalui televisi maupun layar bioskop yang didalamnya terdapat kondisi visual melalui tingkah dramatik, gerak ekspresi dan komunikasi verbal secara dialog, serta musik yang menggunakan irama yang kompleks dan halus.

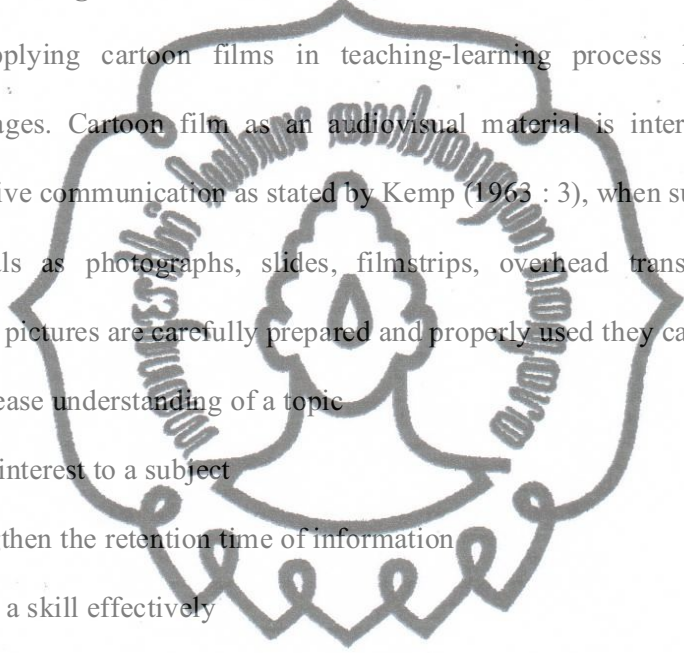
Poulson says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize (<http://www.cwrl.utexas.edu/poulson>).

Based on Oxford Advanced learner's dictionary, cartoon film is a film made by photographing a series of gradually changing drawing, so that they look as if they are moving.

From the definitions above, it can be concluded that cartoon film is an animated film made by photographing a series of gradually changing drawing, so that they look as if they are moving.

4. The Advantages of Cartoon Films

Applying cartoon films in teaching-learning process has significant advantages. Cartoon film as an audiovisual material is interesting and has Purposive communication as stated by Kemp (1963 : 3), when such audiovisual materials as photographs, slides, filmstrips, overhead transparencies, and motion pictures are carefully prepared and properly used they can:

- 
- a. increase understanding of a topic
 - b. add interest to a subject
 - c. lengthen the retention time of information
 - d. teach a skill effectively
 - e. contribute to a desirable attitude
 - f. stimulate people to action
 - g. offer experiences not easily obtained in other ways

In line with the statement above, Wittich and Schuller (1953: 138) state that the humor in cartoon has great stimulative benefit, even for students with limited ability. Cartoon elicits great interest, builds vocabulary and confidence. It stimulates conversation and generally increases pupil participations.

Based on the statements above, it can be inferred that cartoon films gives several benefits to the students, here the children, in learning vocabulary by increasing their motivation, interest, and understanding.

5. Cartoon Film in Language Learning

Learning writing to children is important. It will be the foundation to their language learning. According to Scott and Ytreberg (1998: 6), children have an amazing ability to absorb language through play and other activities that they find enjoyable. One activity that is considered enjoyable and interesting for most children is watching cartoon films. They used to spend their spare time watching cartoon Mm% because cartoon films is fun, humorous, imaginative, interesting, and entertaining especially for children. It matches the children characteristics whose love film and imaginative.

Apart from cartoon aimed at entertaining children, they are also used in educational programmes (Allen, 1985: 26). Cartoon films can be used in language learning, especially to children language learning.

Definition of children especially law legal can we found in Article 1 point (1) of Law Number 23 Year 2002 on Child Protection, and Article 1 point (5) of Law Number 21 Year 2007 on Eradication of Trafficking in Persons , that is: "The child is someone who has not aged 18 (eighteen) years, including the child in the womb".(<http://prabusetiawan.blogspot.com/2009/05/pengertian-anak.html>).

The dynamic moving pictures presented in cartoon film can stimulate the children attention. Thus, the children will be attracted and be easier in understanding the language (Subroto, 1995: 99). According to Marselli (1996) in Arsanti (2000:19), Audiovisual, in this case is cartoon film, conveys the idea by presenting the concrete object. It is helpful, therefore, for the children to understand the vocabulary presented in the cartoon film.

Cartoon film combines motion pictures as visual stimuli and the soundtrack of the film or the narration as the audio stimuli (Lado, 1964: 1).

According to Stempleski and Tomalin (1999: 3), this combination of moving pictures and sound can present language more comprehensively.

From the above statements, it can be inferred that cartoon film matches the children characteristics whose love fun and imagination. It can also be concluded that cartoon film as an audiovisual material presents the combination of audio stimuli and visual stimuli which will help the children understand the language more comprehensively.

6. Teaching Writing by Using Carton Film

Techniques in Teaching Writing by Using Cartoon Film

In the learning writing, cartoon film can be used in building the creativity of the students in composing or summarizing the story in sequence. Advantages of using cartoon film in English language learning are students can more easily understand content of the story, can explore content of the story and make the class livelier.

According to Katchen (1995) in <http://mx.nthu.edu.tw/~katchen/professional/cartoons.html>, short video, especially cartoon films usually tell simple story that easy to follow.

Video has been used in two main ways in EFL: as an alternative to written or audio text, and as a tool for analyzing learners' error (Cooper, 1991:3). There are some techniques to be conducted in teaching writing with videos.

- a. *Sound off/vision on (silent viewing)*: this techniques can be used either to stimulate language activity about what is seen on the screen (rather what is being said) or to focus on what is being said, by a variety of guessing or prediction task.
- b. *Sound on/vision off*: students guess the setting, actions, characters, etc. this can be done by varieties of ways.
- c. *Pause/freeze-frame control*: (to utilize with sound on/off and vision on/off controls as above).
 - 1). With sound on, pausing at strategic points in the plot or action, teacher asks students question about the situation (what was happened/what is going to happen).
 - 2). Pause at suitable moments of characters' facial expression for students to suggest thoughts, feeling, etc.
- d. *Sound and vision on* (viewing comprehension).
 - 1). Students are given a cloze passage of the dialogue or of a

description of the scene and have to complete gaps while/after viewing.

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

- e. *Jumbling sequences*: students view each section of a sequence, presented to them out of sequence. The students have to determine what has happened or what will happen in each case and then fit the section into a correct or plausible sequence.
- f. *Split viewing*: some students see a sequence but do not hear it; others hear but do not see. A variety of activities can then follow based on usual information-gap procedures.

The techniques will be used in this research are Pause/freeze frame control and viewing comprehension. The students are expected to get the main idea and understand the whole story by active viewing and listening to the film.

B. Rationale

Considering the underlying theories above, here the writer tries to relate the characteristics of children to cartoon films in improving students' writing skill. As had been stated before, children are unique and have their own characteristics which are different from adults. Teachers who teach children, therefore, have to take these characteristics into account, and implement the approach or technique that is considered appropriate to these characteristics, so

that the teaching learning process will run successfully and effectively. One technique that is considered appropriate is by using cartoon film.

Cartoon films are very familiar to children. It is based to the characteristics of cartoon films; those are fun, imaginative and entertaining which match the children characteristics. It is, therefore reasonable that most children are interested in cartoon films. Apart from its entertaining side, cartoon film might also be used in education. The combination of audio stimuli and video stimuli presented in cartoon film will help the children to understand the language more comprehensively.

Due to the evidences above, and taking the advantages of cartoon film into account, the writer tries to apply cartoon film as a teaching aid in teaching writing to children. By looking at the theory, all about cartoon film, and relating them to children and writing skill, the writer assumes that by using cartoon film, the writing skill of the students, in this case is the intermediate students, will improve.

D. Hypothesis

Considering the theory above, the hypothesis is teaching writing skill using rewrite story of cartoon film improves students' writing skill of the eight grade students of SMP Negeri 1 Ayah, Kebumen.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research used in this study is an action research. Defined by Cruickshank at all (1999: 300) action research is the process of conducting classroom research to answer questions or solve problems about teaching and learning.

While Burns (1994: 293) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen.

Meanwhile, Ebbut (1985) as quoted by Hopkins (1993: p. 45) states that action research is about the systematic study of attempts to improve educational practice by group or participants and by means of own reflection upon the effects, of those action.

Mills (2000: 6) says that the action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.

According to Burn (1999: 30) there are some characteristics of action research taken from some expert's definition as follow:

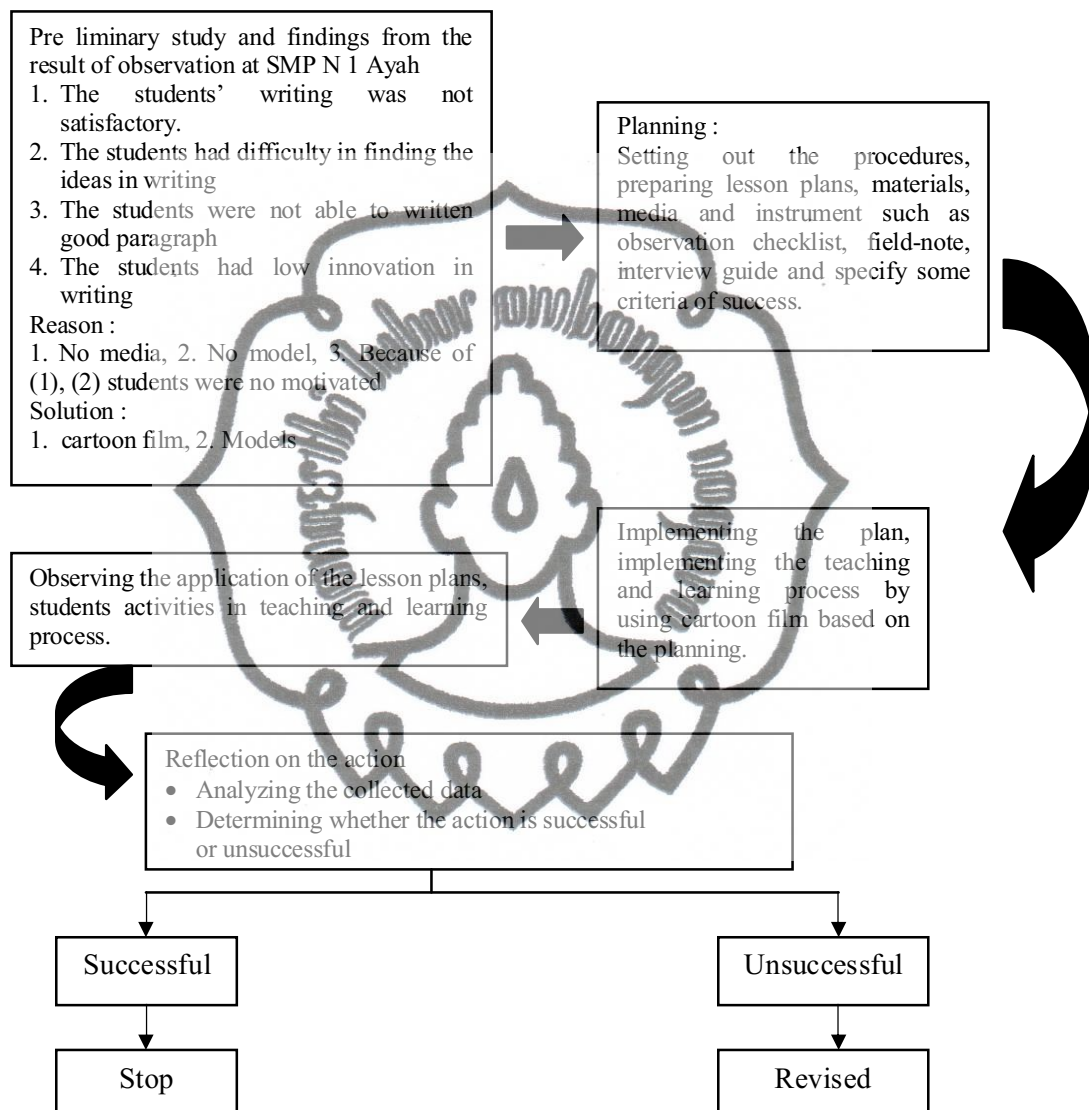
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1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participator as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

It can be concluded that action research is a systematic action done by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment to solve problems or change situation in order to get improvement.

Action research here uses the model developed by Kemmis and McTaggart (1985). According to the model, the implementation of the action research includes four steps namely: planning, implementing the action, observation and reflection.

Based on Hopkins' views (1993: 48) the model of Kemmis and McTaggart can be illustrated as follows:



From the model of Action Research of Kemmis and Mc Taggart, in Anne (1999 :

32) each step will be explained as follow :

1. Step of planning

It is a process to develop a plan of critically informed action in order to improve what is already happening.

2. Step of action

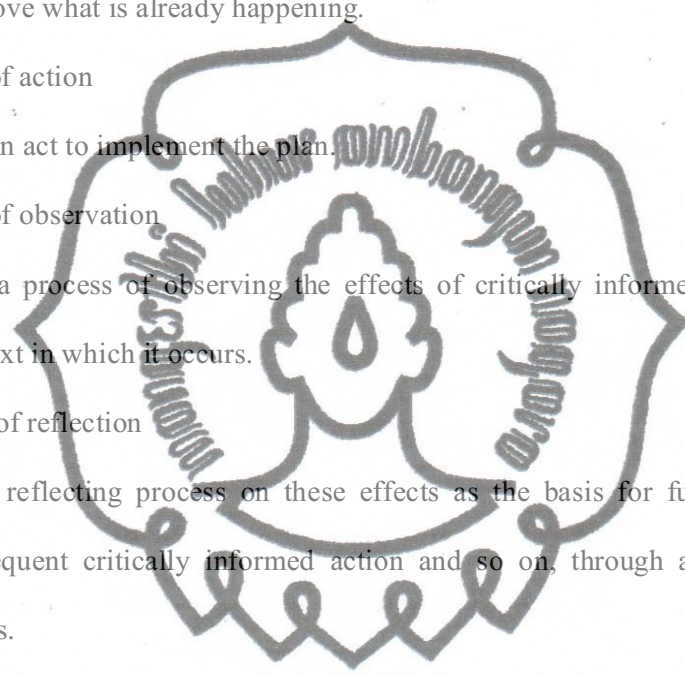
It is an act to implement the plan.

3. Step of observation

It is a process of observing the effects of critically informed action in the context in which it occurs.

4. Step of reflection

It is reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, through a succession of stages.



B. Research Setting

This classroom action research was carried out at SMP N 1 Ayah. It is located at desa Demangsari, Kec Ayah Kebumen. The research used class VIII D and was conducted in October 2010. The researcher conducted the study through teaching and learning process.

C. Research Subject

The subject of this research is the eight grade students of SMP Negeri 1 Ayah. This consists of forty students with average intelligence. There are 22 girls and 18 boys.

D. The Procedures of Action Research

The model of the research above is the framework in undertaking a classroom action research. The action research's procedure includes planning, action, observation, and reflection. They are as follows:

1. Planning

The researcher sets the procedures and prepares everything related to the action that will be implemented, that is, cartoon film.

The forms of the pictures are clipped from books and internet. The topics are recreation, camping and daily activities.

2. Action

- a. Giving pre-test
- b. Teaching writing recount texts by cartoon film.
- c. Asking the students that they face some difficulties or not
- d. Giving post-test

3. Observation

Observation is one of the instruments used in collecting the data. The researcher observes the application of the lesson plans, students' activities in teaching and learning process.

4. Reflection

The researcher analyzes the collected data, determines whether the action is successful or unsuccessful. The result of this step will be basic for the next activity or cycle and also will answer the hypothesis that has been proposed by the writer before the action carried out. The researcher takes scoring data of writing ability from writing test criterion. According to Ganese and Upshur (1996: 207) there are five general categories, which are often used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics. They also proposed numerical scores for each of the above categories as follows:

Table 1.1 The scoring of Writing Based on ESL Composition profile

	SCORE	LEVEL	CRITERIA	DESCRIPTION	COMENTS
CONTENT		30-27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.	
		26-22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail	
		21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic	
		16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate	
ORGANIZATION		20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive	
		17-14	Good to average	Sometimes choppy, loosely organized but ideas stand out, limited support, logical but incomplete sequencing	
		13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development	
		9-7	Very poor	Does not communicate, no organization, OR not enough to evaluate	
VOCABULARY		20-18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register	
		17-14	Good to average	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured	
		13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured	
		9-7	Very poor	Essentially translation, little knowledge of English vocabulary, word form, idioms, OR not enough to evaluate	
LANGUAGE USE		25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	
		17-11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, , run-ons, deletions, meaning confused or obscured	
		10-6	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate	
MECHANISM		5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
		4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
		3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured	
		2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate	
Total Score : Reader : Comments :					
commit to user					

For clearer explanation, the following are the criteria for scoring writing which is used in this study:

1. Content : the agreement with the title chosen, main ideas stated clearly and accurately.
2. Organization : paragraph unity, coherence, and cohesion.
3. Grammar : tenses and pattern, no error (full of complex structure).
4. Vocabulary : the precision of using vocabulary, effective choice of word and use of idioms and words forms).
5. Mechanics : spelling (no penalty for more than one misspelling), punctuation (especially end punctuation), capitalization (notably at the beginning of sentences), paragraphing, and handwriting.

E. The Technique of Collecting Data

The techniques used in his research were observational and non observational techniques.

1. Observational Technique

The observation was done by the researcher as the teacher. Students' behavior and activities were observed during writing class. The observation focused on the development of students' writing ability by cartoon film.

2. Non-observational Technique

Besides collecting the data by using observation technique, non-observation technique was also used to collect them. There were field notes, interviews, photographs, and writing tests.

a) Field notes

Notes or field notes are to record activities happening in the class. It was used to observe students' writing skill development from their behaviors.

b) Interview

This technique is held in the beginning and the end of the research to know the students' view of the teaching-learning process.

c) Photographs

Photographs are to record activities happening in the class. It could give real description about teaching learning process

d) Writing test

The researcher gives test of writing recount text. There are pre-test and post-test which are used to collect the data of the improvement.

F. The Technique of Data Analysis

The process of data analysis is being conducted by the researcher using qualitative and quantitative methods. Interview, field notes, and photographs are

belonging to qualitative method. The qualitative data are analyzed by investigating the field notes that are made regularly in each action implementation. The data will be simplified by making exposition and conclusion. After evaluating the field notes, the researcher can find whether there is any problem in conducting cartoon films in writing class or not and what the teacher should do to conduct better teaching in the next cycle to improve students writing skill.

The quantitative data will support the data from qualitative method and vice versa. The data will be presented in the form of mean score and the result will be used to analyze the teaching and learning process. It is done to compare the students' writing skill before and after each cycle or the result of pre-test and post-test to know whether there is improvement in writing skill or not. The mean of pre-test and post-test can be calculated with the formula as follows:

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

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

In which:

\bar{x} = means of pre-test score

\bar{y} = means of post-test score

N = number of pairs

Finally, by analyzing the observation and test result, the conclusion can be made whether or not cartoon films can improve students' writing skill.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of classroom action research conducted in the eighth grade of SMP Negeri 1 Ayah, Kebumen. The data from the research were described and discussed in the following sub-headings: research findings, discussion of the findings, and hypothesis testing.

A. Research Findings

This research was conducted in the eighth grade of SMP Negeri 1 Ayah, Kebumen for about one month. It consists of two cycles. There are three meetings for each cycle. The research investigates the improvement of students' writing skill by using cartoon film. In this research, the researcher proposes two research questions regarding: 1) How can the students' ability in writing recount texts be improved by using cartoon film? 2) Can the technique of using cartoon film overcome the students' difficulty in writing recount texts?

In the research, the researcher doing some Pre activities. There are interview, observation, giving the test questioner, pre test, cycle1, cycle 2, Giving the last questioner, interview and interview the last action. The schedule of the research can be shown in the following table.

Table 2. The Research Schedule

Activities	Date	Purpose
Interview	October, 11 th 2010	Identifying teacher's problems in teaching writing
Observation	October, 14 th 2010	Identifying the problem during teaching learning process
Giving the test questioner	October, 18 th 2010	Identifying students' problem in teaching writing
Pre test	October, 21 th 2010	Identifying students' writing skill
Cycle 1: 1 st meeting 2 nd meeting 3 rd meeting Post test 1	October, 25 th 2010 October, 28 th 2010 November, 1 st 2010 November, 4 th 2010	Implementing the action plan Implementing the action plan Implementing the action plan Measuring the students' writing skill after the action
Cycle 2: 1 st meeting 2 nd meeting 3 rd meeting Post test 2	November, 8 th 2010 November, 11 th 2010 November, 15 th 2010 November, 18 th 2010	Implementing the action plan Implementing the action plan Implementing the action plan Measuring the students' writing skill after the action
Giving the last questioner	November, 22 th 2010	Knowing the students' opinion about the action
Interview after the action	November, 25 th 2010	Knowing the students' opinion about the action

1. Introduction

The researcher conducted pre-observation in class VIII D of SMP Negeri 1 Ayah, Kebumen to know the condition of English teaching learning, the problems faced by the students and the teacher, and the students' writing ability. In this pre-observation, The researcher found that the students' writing ability was still low. The problems faced by the students in writing recount included difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties starting writing. It was shown in their bad marks in the English lesson especially in writing. The students also seemed to feel difficult when they were asked to write their idea. Their submitted papers were usually blank or just with little writing without any elaborations. Besides, the questionnaires and interview result showed that the students' attitude and motivation toward the English lesson especially writing was still low. They did not seem interested in joining the class. The problems might be caused by some factors. The students were not so interested in learning English especially writing. The teacher did not give adequate time, models, and practices for the students to write. Writing got less attention from the teacher. Besides, no media and creative techniques were used in exploring the students' skill in writing.

After identifying the problems, the researcher conducted a pre-test. The pre-test was done before implementing the teaching learning process using cartoon film. The test was used to know their writing skill. The mean of the students' score was 62.8. Based on the pre-observation and pre-test result, the

researcher identified that the students' writing skill was still low because it was below the passing grade (Kriteria Ketuntasan Minimal/KKM) for writing English lesson (6.5), and must be improved by implementing the teaching media. Therefore, the researcher used cartoon film as teaching media to improve the students' writing skill and the students' motivation toward English lesson especially writing. The improvement of students' writing skill involved some aspects of writing, namely content, organization, vocabulary, language use, and mechanism.

2. Implementation of the Research

a. Procedure of the Research

The following part presents about the procedure of the research that starts from pre-research and ends with overall reflections. The summary of the research procedure is presented in Table 3.

Table 3.1 The Summary of Process of the Research

Class	VIII D
Pre-research	The researcher conducted pre-observation, pre-test and interview to find the problems in writing. 1. Pre-observation The researcher observed the teaching and learning process.
	2. Interview The researcher interviewed the teacher and some students
	3. Pre-test The researcher gave pre-test to 40 students
Problem	The problems faced by the students in writing recount included difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties starting writing.

Solution	The researcher used cartoon film as teaching media to improve the students' writing skill and the students' motivation toward English lesson especially writing.
Implementation of Research	Mr. Wagiman and the researcher collaboratively implemented the research that carried out in two cycles. 1st cycle: 3 meetings; 2nd cycle: 3 meetings
Cycle 1	<p>3 Meetings :</p> <p>1) 1st meeting: The researcher told the students about the technique of using cartoon film as teaching media and objectives of lesson. The researcher showed the Film of "Gulliver travel classic cartoon". The researcher explained material about simple past tense.</p> <p>2) 2nd meeting: The researcher reviews the previous lesson about recount text and past tense. The researcher wrote a formula and some example of simple past tense in sentences.</p> <p>3) 3rd meeting: The researcher asked them to do exercise in making paragraph based on generic structure of recount text.</p>
Cycle 2	<p>2 meetings</p> <p>1) 1st meeting: The researcher explained the generic structure of recount text.</p> <p>2) 2nd meeting: The researcher showed to construct good sentences including how to make good past sentences and noun phrases, how to choose vocabularies, and how to organize generic structure of a recount text.</p> <p>4) 3th meeting : The researcher asked the students to write a story of cartoon film based on the film they just have watched individually,</p>
Overall Reflection	The students got improved their writing skill. It is indicated through the reduced intensity of the problem indicators in after research. The students writing competency got improved and so did the writing class.

Summarized in Table the procedure of the research is described in the following section. The research was conducted in the class VIII D of SMP N 1 Ayah, Kebumen. The problem to be concerned is about the students' low writing skill. While the solution, the researcher chose cartoon film to solve the problem. In conducting the research, the researcher did the pre-research and the implementation of the research. In the pre-research, pre-observation, pretest, and interview were done towards the students and the teacher to find the problems in writing. In the implementation of the research, the researcher divided it into two cycles. The first cycle consisted of three meetings and the second cycle consisted of three meetings. In the end of every cycle, the researcher did reflection to know whether the students' writing skill got improved or not. In the following, the researcher presents the summary of research implementation.

It is presented in Table 3.2.

Table 3.2 Summary of Research Implementation

Topic introduce	<ul style="list-style-type: none"> ▪ My holiday ▪ Gulliver travel Classic cartoon (cartoon film)
Class	VIII D
Problem identified	The low students' writing skill
Proposed solution	Cartoon Film
Implementation	In two cycles
Pre-research	<p>The researcher conducted pre-observation, pre-test and interview to find the problems in writing.</p> <p>1. Pre-observation</p> <p>The researcher observed the teaching and learning process.</p> <p>Aim : to identify the students' problem in writing skill and the situation of writing class before research.</p> <p>Result: the students had low writing skill</p>

	and the situation in writing class did not support the teaching and learning process.
	2. Interview
	<p>The researcher interviewed the teacher and some students.</p> <p>Aim: to describe the students' opinion about English generally and writing lesson especially the students' feeling towards the teacher's technique in teaching writing the teacher's technique in teaching writing</p> <p>Result:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The students were not interested towards English lesson. <input type="checkbox"/> The students were not active and most of them did not pay attention to the teacher. <p>The teacher used film</p>
	<p>3. Pre-test</p> <p>The researcher gave pre-test to 40 students.</p> <p>Aim : to know the students' competence in writing</p> <p>Result : the students got 62.8 as their mean score. It was lower than the minimum standard, 65.0.</p>
Cycle 1 planning	<p>3 meetings :</p> <p>The researcher prepared materials, photograph, lesson plans, students' worksheets, cartoon film, post-test, and everything related to the action.</p>
Actions	<p>Meeting 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> The researcher told the students about technique of using cartoon film as teaching media and objectives of the lesson. <input type="checkbox"/> The researcher explained about film especially cartoon film. <p>Meeting 2</p> <p>The researcher reviewed the lesson.</p> <p>The researcher explained about recount text and generic structure of recount</p>

	<p>text.</p> <p>The researcher explained about simple past tense and formula of simple past.</p> <p>The researcher gave some question about regular and irregular verb orally.</p> <p>Meeting 3:</p> <p>The researcher reviewed the lesson.</p> <p>The researcher asked them to do exercise in making paragraph based on generic structure of recount text.</p>
Observation	<p>The observation results of cycle 1 are as follow :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching learning process was better than that previous one. <input type="checkbox"/> The students' motivation also increased better than that of the first teaching learning process. <input type="checkbox"/> The students were happy with the activity when the teacher gave joint construction of field. <input type="checkbox"/> In making sentences, they worked better than that previous one. <input type="checkbox"/> In the end of the lesson, the students had finished their writings and had to submit them to the researcher.
Reflection	<p>The reflections are as follows:</p> <ul style="list-style-type: none"> + Students got less difficulty in exploring ideas. + They were not confused anymore when they were asked to find the details for their text. + In organizing the text, they were good enough. + By implementing cartoon film, the students were better in organizing the text. + They were able to separate and differentiate the generic structure of recount text. + Besides, the students were not ashamed to ask to the researcher about the difficulty they faced. - The students still made mistakes in

	<p>constructing new sentences using simple past tense.</p> <ul style="list-style-type: none"> - They found difficulty in applying the suitable vocabulary to express their ideas. - The researcher during the lesson had to walk around the class to answer students' questions about the meaning of some words because only few of them who brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the vocabulary needed.
Revision	<p>The next cycle focused on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guiding the students how to construct a good sentences using simple past tense to make them understood how to produce a good text. <input type="checkbox"/> Being more interesting in delivering the material to make the students motivated. <input type="checkbox"/> Introducing more new words that are related to the writing assignment to the students.
Cycle 2 Planning	<p>2 meetings</p> <p>The researcher prepared materials, photograph, lesson plans, students' worksheets, cartoon film, post-test, and everything related to the action</p>
Actions	<p>Meeting 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The researcher explained about recount text. <input type="checkbox"/> The researcher wrote on the whiteboard the mini story as an example of recount text <input type="checkbox"/> The researcher explained about language feature of recount text. <input type="checkbox"/> The researcher played cartoon film on LCD projector as a media. <input type="checkbox"/> The researcher asked the students to write a text individually. <p>Meeting 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The researcher revised plan. The revised plans were:

	<p>(a) Teaching the student show to construct good sentences including how to make good past sentences and noun phrases, how to choose vocabularies and temporal conjunctions, and adverbs of time and place appropriately, and how to organize generic structure of a recount text;</p> <p>(b) The researcher should give more interesting cartoon film and be active in engaging the students to get involved in the teaching learning process;</p> <p>(c) The researcher needed to engage the students to find many vocabularies and give the students understanding of the meaning of any difficult/new words; and</p> <p>(d) The researcher should give more time and control for the students to do the tasks.</p> <p>Meeting 3 :</p> <p>The researcher still played the same film. The students still paid attention to the film which was played. In this last meeting, the researcher asked the students to write a story of cartoon film based on the film they just have watched individually, not in group anymore.</p>
Observation	<p>The observations results of cycle 2 are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The students seemed to enjoy the lesson and they could concentrate on the lesson. <input type="checkbox"/> The activity ran well in this meeting. <input type="checkbox"/> As the result their writing still contained mistakes. <input type="checkbox"/> Some students could correct their writings, but some could not. <input type="checkbox"/> The researcher asked whether or not the students got easier and clearer understanding about writing, and they answered “ yes, it helps me very much.” <p>Before closing the meeting, the</p>

	<p>researcher asked to make cartoon film.</p> <p><input type="checkbox"/> She let them to decorate it. They looked so happy doing that.</p>
Reflection	<p>The reflections are as follows:</p> <p>1) The students' motivation in learning English especially in writing.</p> <p><input type="checkbox"/> The students looked enthusiastic when they were asked to write.</p> <p><input type="checkbox"/> They looked confident to write.</p> <p>2) The students' progress in constructing new sentences using simple past tense.</p> <p>3) They made fewer mistakes in applying the suitable vocabularies to express their ideas.</p>
Findings as the whole	<p>The research findings after implemented the research in two cycles are as follows:</p> <p><input type="checkbox"/> The improvement of the students' writing skill</p> <p><input type="checkbox"/> The improvement of classroom situation after cartoon film applied</p> <p><input type="checkbox"/> The improvement of the students' achievement</p> <p><input type="checkbox"/> The improvement of the students' behavior towards English lesson.</p>

In more detail, the procedures of the research are presented as follows.

3. Pre-Research (Identifying the Problem)

The researcher conducted the pre-observation in class VIII D of SMP Negeri1 Ayah to know the condition of English teaching and learning before the action research was done. In this step, she found that the students had low motivation in English lesson especially in writing although the teacher often gave them exercises in writing. The students tended to make noise when the teacher was explaining. Some of them did not do the assignment given by the teacher. Besides, the students could not answer teacher's questions which were related to the topic for that day. They seemed bored with the teacher's technique in delivering the material. In the pre-observation, the researcher also found that the

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students had low writing skill. When writing, they made mistakes in constructing sentences using simple past tense. They also made mistakes in applying the suitable vocabulary to express their ideas. Besides, they said it is difficult to find ideas to write and organize them in good way. These facts are supported by the result of the pre-test conducted by the researcher on October 21th 2010. The mean score of the students' writing is only 62.8 whereas the minimum score for English is 65.0. Based on the pre-observation and pre-test, the researcher identified that students' writing skill should be improved using a certain technique which is expected to be able to solve the problems. Therefore, the researcher chooses cartoon film to improve students' writing skill, so that the target of the research that was the improvement of students' writing skill that covers some aspects of writing such as content, organization, vocabulary, language use and mechanics can be successful.

a. Cycle 1

1) Planning

After giving the pre-test, the researcher made a plan to teach writing in the class. She prepared the material which was taken from books and the internet. She also prepared the teaching media in the form of cartoon film which were taken from youtube video. She planned three meetings in the first cycle. She also made a lesson plan for each meeting. The researcher chose stories which were familiar but not being used in English handbook and based on several factors: the story plot and the interest and age of the students. That was to make them easy in generating the idea and developing the story. In the first

meeting, she used cartoon film of a story entitled “Gulliver travel classic cartoon”.

Beside preparing the lesson plans, she also made and copied materials, cartoon film, and worksheets for the students to support the process of teaching and learning.

2) Action/Implementation

In this cycle, the researcher started implementing the technique of using cartoon film as teaching media in the class. There are three meetings in this cycle.

a) The First Meeting

On Monday, October 25th 2010, the researcher began her research. She entered class VIII D. The English teacher introduced the researcher to the students. The researcher started her teaching with some pre-activities. She told the students about the technique of using cartoon film as teaching media and the objectives of the lesson. Before she began discussing the materials, she did brainstorming with the students about recount text. In this meeting, she used cartoon film of “Gulliver travel classic cartoon”. Then, she showed the film of Gulliver travel classic cartoon and in the modelling stage, the researcher reviewed simple past tense and gave some examples of simple past sentences related to the cartoon film. The students could easily understand the teacher ‘explanation because they had ever got the materials about past tense before. Then, the students were asked to change present verbs into past verbs. Some of them could easily change, but some others still opened the book. They were also asked to

find more vocabularies related to the cartoon film and made sentences in the form of past tense from those vocabularies. The researcher together with the students checked their works by asking them to write their works on the white board. Most of their works were correct. They made past sentences, but some still did not make good sentences. They seemed confused in constructing a good sentence. The teacher checked and corrected their sentences. Their mistakes were about subject-object agreement and the predicate of the sentence. The teacher gave more reviews and examples of those materials while checking and correcting their writing. After giving exercises about sentences, the students were given task about paragraphs. It was about generic structure of recount text (orientation, series of event, and reorientation). The exercises were to make the students understand more about generic structure (organization) of recount text. The students were given jumbled paragraphs with missing words. The students were asked to fill the blanks with the vocabularies in the box. They were also asked to change the present verbs into past verbs. Before closing the lesson, the researcher asked whether there were still any questions so far and gave the students homework related to constructing good sentences. No student asked any questions. Then, the researcher closed the lesson by saying good bye since the time was up.

b) The Second Meeting

(1) Revised planning

On Thursday, October 28th 2010, the researcher came to class VIII D for the second meeting. She entered the class together with the observer. After the observer took her seat in the back corner of the class, the researcher opened the

class. She greeted the student then checked their attendance and reviewed the previous lesson about recount text and past tense. Based on the first meeting, the researcher realized that there were improvements in students' writing skill, but she still found some problems faced by the students that should be solved soon. Some problems are students still did not make good sentences in simple past tense form and they seemed confused in constructing good sentences. Therefore, the researcher had revised her plan that would be conducted in the second cycle. The plans were: (a) guiding the students how to construct a good sentences using simple past tense to make them understood how to produce a good text, (b) the researcher should be more interesting in delivering the material to make the students motivated, (c) giving the students the equal chance to ask questions, (d) introducing more new words that are related to the writing assignment to the students. For the third meeting the researcher still used it to ask the students to edit their writing of the previous meeting that had been underlined before. Underlining was used to show the mistakes so that the students would know which part they had to revise.

(2) Action

The second meeting consisted of the three steps; opening, main activity, and closing. In the opening step, she greeted the students and checked their attendance. In the main activity, she gave some question orally. She asked "who knows the formula of simple past tense?" one student could answer. The patched cartoon film on the LCD projector as media. The student's works in pairs to solve difficult word as a joint construction of field. Different with the previous meeting,

the situation became better. This activity took place for several times. The students seemed to enjoy, only few student did not bring a dictionary.

They enthusiastically looked for some difficult words in the dictionary. After they got satisfied as the class had mastered vocabulary, she explained about simple past tense. She wrote example of good sentences on the whiteboard. The students paid attention, they also wrote the example on their book. The teacher distributed worksheet one by one. The students did the worksheet. One student raised her hand and asked “sorry Miss, I don’t understand about recount?” the teacher explained about recount text and its features. When time was up, all of the students submitted their worksheet. Before the teacher closed the lesson, she asked “Any difficulties?”. One student answers “I could not differentiate orientation, event and reorientation”. And the others answer together “yes Miss!”. In the closing step, she finally closed the lesson.

(3) Observation

During the meeting, the teaching learning process was better than that the previous one. The students paid attention and they also wrote the example of simple past sentences in their book. The students’ motivation also increased better than that of the first teaching learning process. They were happy with the activity when teacher gave joint construction of field. They enthusiastically looked for any difficult word in the dictionary with their pair.

In making sentences, they worked better than that previous one. Only some students made mistakes. Not all the students, however, actively asked some question.

(4) Reflection

Working in pair could encourage the students to find the meaning of difficult words. The reason of this is that the students are provided with a chance to give a greater focus in understanding difficult word and they could share with their pair. Although there was an improvement in finding the meaning of difficult words and making sentences, still there were some students who were confused.

C) The Third Meeting

The third meeting was conducted on Monday, November 1th 2010. The researcher entered to the class and opened her teaching by greeting the students. The researcher played the same film to the students. Then, the researcher reviewed about the generic structure of story in the film. The researcher concerned more on the parts of recount text. Some students followed actively but the others were passive. Next, the researcher asked the students to work in their own group as what they had done in last meeting. At this time, the researcher asked them to do exercise in making paragraph based on generic structure of recount text. The researcher made 10 groups each group there are 4 students. After the bell rang, the researcher asked them to submit their work and ended the teaching learning.

c. First Post Test

After the students got two treatments, they were tested. The result of the of the intelligibility test was : out 40 students 1 student got score 81-90, 17 students got score 71-80, 15 students got score 61-70, 6 students got score 51-60

and 1 student got score 41-50. The mean score of post test cycle 1 was 68.7. It was improvement from pretest. The mean score of pre test was 67.4.

3. The Second Cycle

a. First Meeting

1) Revised Planning

In cycle 1 still found some weakness. The weakness in cycle 1 are are the students were still lack of vocabulary, the student seemed confused in contraction in good sentences and the student could not differentiate generic structure of recount text. To solve the weaknesses emerged in cycle 1 the researcher made a revised plan to teach writing in cycle 2 based on the observation and reflection from teaching learning process in cycle 1. The researcher gave some materials of vocabulary in this cycle because in the previous cycle the students were still lack of vocabulary. The researcher also gave more exercises about writing sentences with the correct grammar. In this cycle, the researcher planned to conduct three meetings which still focused on writing by using cartoon film. The title of the cartoon film was 'Gulliver Travel classic cartoon with the duration was about 7 minutes. She also prepared students' worksheet. The materials used in this cycle were almost the same with the previous cycle. The difference of both was only in vocabulary. In the materials of cycle 2, the researcher added some vocabulary exercises because in the result of cycle 1 the students were still lack of vocabularies. A lesson plan was made by the researcher for three meetings at once.

2) Action

In the opening, the researcher greeted her students, checked the student attendance. The teacher told story when she holiday in Yogyakarta. All of students heard seriously. Next, one student came forward and told the story when he went to Logending beach. The situation in the class was very noisy, because Rian Saputra was very funny. After that the researcher explained about recount text. She wrote on the whiteboard the generic structure of recount text. She wrote the mini story as an example of recount text on the whiteboard. Those activities were going on several times. Next, the researcher explained about language features of recount. She explained simple past tense again, she wrote some example of regular and irregular verbs. After she felt that the class had understood about recount text, she played cartoon film on the LCD projector as a media. The students worked in pair to look for some difficult words and they could share their ideas with their friend in pair to describe the cartoon film. Next, the researcher distributed worksheet to the student. One student asked” Miss, How about reorientation?” The researcher explained the generic structure of recount text until student could understand. The student did their worksheet and submitted it. In the closing step, she, as usual, closed the lesson.

3) Observation

In the first meeting of cycle two, the students were not really focused on the lesson. They paid attention to the researcher, but some of them in the back rows were still noisy. The students seemed interested in the cartoon film. The interesting media made them try to do the task well. They still lacked of

vocabulary. They also still had difficulty in constructing sentences in past form. Most of their works were still bad. They were able to make past sentences but still unable to make good sentences. They did the tasks still by opening the dictionary and book. No students were brave to raise their hand when they were ordered to write past sentences voluntarily on the board.

4) Reflection

After analyzing the observation result and the test result in the second cycle, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students progress in writing ability. The progress of student writing ability such as the students' progress in constructing new sentences using simple past tense and they made few mistakes in applying the suitable vocabularies to express their ideas. The observation result showed that there were some improvements in writing ability after doing the action. Besides some improvements, the researcher also found some problems faced by the students. They still had difficulties in constructing sentences, making noun phrases, and organizing generic structure of recount text. Moreover, they sometimes made some errors or mistakes in choosing the appropriate temporal conjunction and adverbs of time and place. Those problems arose because the students still had low knowledge about the use of language. It was important to review the materials because some of the students were still confused. The researcher should engage the students to find more vocabularies in brainstorming to enrich their vocabulary mastery. She also motivated and gave more control to

the students because there were some students who were still busy with other activities and disturbed the other students.

b. Second Meeting

1) Revised Planning

Based on the result of the first cycle, the researcher realized that there were improvements of the students' writing skill, but the researcher still found some problems faced by the students. Some students still had difficulties in constructing good sentences, using noun phrases, temporal conjunctions, and adverbs of time and place, organizing generic structure of recount text, and choosing appropriate vocabularies for their writing. There were also some students who were still busy with other activities during teaching and learning process. Dealing with those problems in the first cycle, the researcher revised her plans. The revised plans were: (a) Teaching the student show to construct good sentences including how to make good past sentences and noun phrases, how to choose vocabularies and temporal conjunctions, and adverbs of time and place appropriately, and how to organize generic structure of a recount text; (b) The researcher should give more interesting cartoon film and be active in engaging the students to get involved in the teaching learning process; (c) The researcher needed to engage the students to find many vocabularies and give the students understanding of the meaning of any difficult/new words; and (d) the researcher should give more time and control for the students to do the tasks.

2) Action

In the opening, she greeted the students and checked their attendance. After that, she began the lesson with many questions orally. One student (Juju Farida) came forward and told about her experience when she had a recreation. She looked nervous, but she could speak well. Next, the researcher explained about Juju Farida's story, she classified the text into orientation, events and reorientation. The teacher wrote the classification of the story on the whiteboard. This activity was happening for several times. Next, cartoon film was played on the LCD projector. The students can observe the cartoon film effectively and they can share their ideas with their friends in pair to describe cartoon film. The student very busy with their dictionary. Sometimes, they discussed about difficult word. Next, the researcher distributed worksheet to the students. They seemed interested with cartoon film which was played. The students did their worksheet and submitted it. In closing step, she as usual closed the lesson.

3) Observation

In the meeting, the teaching learning process was different from the previous one. The students seemed to enjoy the lesson and they could concentrate on the lesson. The activity ran well in this meeting. They were quite active in the joint construction stage. Although sometimes they made some mistakes, it did not make them afraid to guess the meaning difficult words.

4) Reflection

There was no significant problem in the meeting. Everything ran well. All of the students were very active. The students showed a development in made

sentences, vocabularies and generic structures of recount. This time, the treatment could be categorized as a successful treatment because it showed progression.

C). The Third Meeting

The researcher conducted the three meeting on Monday, November 15th 2010. As soon as she entered the class, the researcher opened the class and reviewed the previous lesson. In this meeting, the researcher still played the same film. The students still paid attention to the film which was played. In this last meeting, the researcher asked the students to write a story of cartoon film based on the film they just have watched individually, not in group anymore. The students seemed confident when they were asked to write individually. They did the exercise without being asked by the researcher many times. They asked each other, didn't open the dictionary, and even asked to the researcher and their English teacher. The researcher guided them in constructing a story. After the time was over, the students submit their work and the researcher announced that in the next meeting there would be post test. Finally, she closed the meeting with said good bye.

c. Second Posttest

After they passed the second meeting, the test could give to them. The result of the intelligibility test was: out of 40 students, 4 students got score 81-90, 13 students got score 71-80 and 23 students got score 61-70. There was an

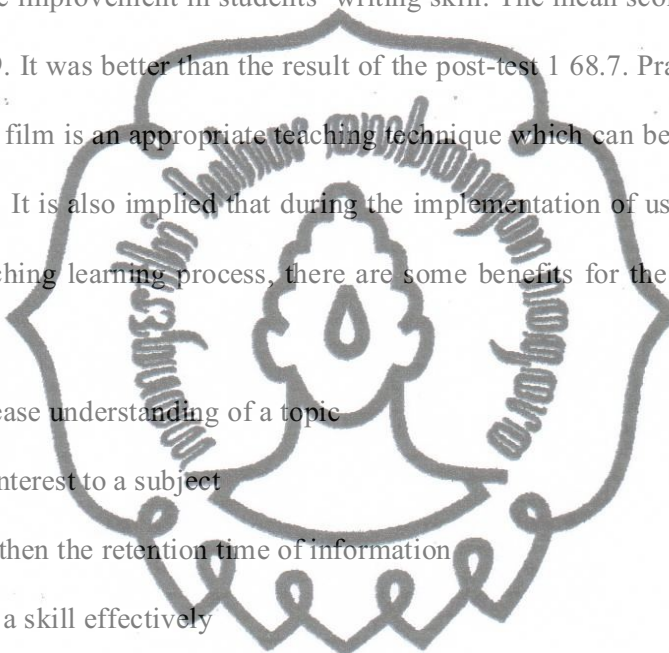
improvement from pre test and post test 1. The mean score of the post test cycle 1 was 68.7 and the mean score of pre test was 67.4.

B. Discussion

Overall, the result of the research showed that there were some improvements. The findings of the results show the positive improvements in students' writing skill and students' attitude towards writing in class. By doing more practices in writing using cartoon film the students' writing skill has improved. They could write a story with more detailed information based on the cartoon film; they produced longer paragraph with sufficient supporting details. The students could get the ideas and inspirations to write a recount text after they had watched a cartoon film. The cartoon film gives them a stimulus so that they could have something to write in their paper. They could also make a story in a good organization and paragraphing according to the generic structure of a recount text. The students could produce writing in well-organized texts consist of orientation, events, and reorientation. They could use the word transition (time conjunction) to make their writing systematic from beginning until the end of the story. The cartoon film could guide the students to write the story in good order because they present the systematically story line from the beginning, middle, and ending. The cartoon film contain simple story so that they can be easily understood by the junior high school students. By watching the cartoon film which contains simple stories, the students can easily write a story until the end. Besides, the students could apply the appropriate tense in their writing. In this action researcher gave

enough opportunity to write, the teaching learning focused more on writing skill. Through this action, the students could have more practices in writing recount texts using cartoon film. They could create a better writing than before including in constructing the past sentences by using simple past tense. Some cartoon film present the narrator in past tense, so that it can help the students to use the appropriate tenses in their writing by actively viewing and listening to the cartoon film. By the action, the students could also be able to use appropriate vocabulary. The students wrote correct spelling of the meant word in their writing. The students could also change the verb1 into verb2 in correct forms. It could be seen in the students' worksheets in which the mistakes were fewer than before. The improvement of the class situation was the students were more motivated and confident when they were asked to write individually by watching the cartoon film first. They did their writing without being asked many times and did not complain anymore. By watching the cartoon films, the students could spend shorter time when they were asked to write and most of the students could finish their writing on time. It is because the cartoon film could help them by presenting certain topic which can be written down. Besides, the positive improvement can be seen in the activeness of the students during the teaching learning process. Some students discussed actively about the cartoon film in their own group after they watched the cartoon film. The students also asked questions to the researcher and their teacher in joint construction session. In other words, the students' attitude towards writing during teaching learning in the class was improved. The results of the test also support the positive improvements; the mean score of the

post-test done in the end of cycle 1 was 68.7. It increased 62.8 points from the mean score of pre-test which was conducted before the action. It could be said that there was an improvement in students' writing skill. The researcher also conducted the post-test 2 at the end of the cycle 2. The result of the post-test 2 showed the improvement in students' writing skill. The mean score of the posttest 2 was 70.9. It was better than the result of the post-test 1 68.7. Practically, the use of cartoon film is an appropriate teaching technique which can be implemented in classroom. It is also implied that during the implementation of using cartoon film in the teaching learning process, there are some benefits for the students, which are:

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- b. increase understanding of a topic
 - b. add interest to a subject
 - c. lengthen the retention time of information
 - d. teach a skill effectively
 - e. contribute to a desirable attitude
 - f. stimulate people to action
 - g. offer experiences not easily obtained in other ways.

Based on the discussion of the findings, the researcher constructs some theories related to the findings. The theories are presented as follows:

1. Cartoon film is able to improve student' writing skill in the aspect of generating ideas and organizing the story

According to Katchen (1995) in <http://mx.nthu.edu.tw/profesional/cartoons.htm>, short video, especially cartoon

films usually tell a simple story that is easy to follow. Cartoon story usually has a simple plot that can be exploited for classroom use. By following the videos with this simple story line from the beginning into the end, the students can get easily understand about the organization of the text. On the other words, the use of short videos in classroom can stimulate the students about simple story that can be generated by them onto a paper in order to make a well-structured writing.

2. Cartoon films give several benefits to the students, here the children, in learning vocabulary by increasing their motivation, interest, and understanding.

According to Wittich and Schuller (1953:138) state that the humor in cartoon has great stimulative benefit, even for students with limited ability. Cartoon elicits great interest, builds vocabulary and confidence. It stimulates conversation and generally increases pupil participations

This section presents the discussion of the research findings concerning with the students' responses toward the cartoon film, the students' ability in writing recount text during the research and the problem faced by researcher during the researcher.

1. Test Analysis

The result of the students' writing ability shows that using cartoon film can improve the students' ability in writing recount text significantly. It can be conclude by analyzing the result of pretest, posttest cycle 1, posttest cycle 2 and combined posttest. There is difference between the three test results. It can be said that there is an improvement of the students' writing ability.

Table 1: The comparison between pretest, posttest cycle 1, posttest 2 and posttest

No	Name	Pre test	Post test 1	Post test 2
1.	Ahmad Fauzi	69	74	77
2.	Ahmad Mutolib	69	72	73
3.	Alif Eko Riyadi	75	83	68
4.	Allisa Tri Mariana	70	72	74
5.	Ana Isthikanah	57	60	65
6.	Andy Swantika N	73	75	74
7.	Anjas Hengki Hendri	67	75	85
8.	Ardi Suhartono	62	70	75
9.	Aris Rusman	62	66	77
10.	Danang Setyo Pambudi	67	75	68
11.	Dedi Pujiyanto	62	64	66
12.	Defi Gita Ariyani	69	79	67
13.	Dhiyaul Affifah Wahyuni	58	65	66
14.	Ida Maerani	66	69	65
15.	Indah Setyo Putri	51	49	71
16.	Jammaludin	70	71	76
17.	Juju Farida	61	60	80
18.	Linatun Shoilihah	62	66	70
19.	Melinawati	66	60	63
20.	Mindriani	62	72	65
21.	Muh. Rizki Esanov	69	69	64
22.	Nur Halizah	65	66	69
23.	Pipit Dewi Susanti	62	59	83
24.	Puji Utami	57	75	68
25.	Purnama Bayu Ardi	68	73	65
26.	Reni Tri Wahyuni	63	69	61

27.	Rian Saputra	58	75	79
28.	Riswanto	55	73	61
29.	Rudi Purwanto	50	69	66
30.	Sepko Firdosiswantoro	51	59	69
31.	Siti Nursyamsiayah	66	60	64
32.	Sulastri	64	75	65
33.	Tohid Riyadi	46	74	66
34.	Tohiroh	57	59	67
35.	Tri Puji	62	68	74
36.	Unsta Nur Martimah	54	72	79
37.	Viqi Kurnianto	68	62	66
38.	Wita indah Cahyani	63	65	79
39.	Yudi Saputra	69	70	82
40.	Yuni Kurniati	68	79	83
	The average of the test	62.8	68.7	70.9

2. Observation

Cartoon film as a media given to the students could create good situation in learning of writing recount text. Before and after the process of treatment, the researcher interviewed 10 students to know the process of teaching and learning and also to know the problems in writing lesson.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study conducted by the researcher that is about improving writing skill using cartoon film.

A. Conclusion

Based on the result of the research findings, some conclusions can be drawn. First, the result of this action research shows that the use of cartoon film improves the students' skill in writing recount text. It is shown from the scores they got in the tests either in the first or second cycle. Through cartoon film, the students are able to improve their skill in writing recount text. They can easily generate the idea and develop their writing. They also improve their sentence structure, choose appropriate vocabularies, and organize text structure properly depending on the story. Besides, the students' motivation and attitude toward English lesson especially writing get better. The students are interested in participating and taking part in the lesson and to the media. They got involved actively in every activity during the lesson. Most of them were brave to ask questions and express their different ideas. They were very enthusiastic and not reluctant to write and do the tasks. Cartoon film, as interesting media, helps them to have higher motivation and interest in joining writing class.

B. Implication

In teaching writing in Junior High School, it is important to use any media which can attract the students' attention and interest. The use of appropriate media in conveying the materials during the teaching and learning process will make the students have high motivation and interest in joining the lesson. It can also help them receive and understand more the materials. The use of cartoon film in teaching writing has proven an effective way to improve the students' skill in writing recount text. The research result shows that there are some improvements in the students' writing skill and motivation after implementing the research. The use of cartoon film in teaching and learning process can help the students develop their imagination and give them visualization of the story. They can get the structure of the story from the cartoon film. The students will easily get the idea of their writing and develop the idea into a good writing. The use of cartoon film can also attract the students' motivation and interest. They were more interested, enthusiastic, and active during the teaching learning process.

C. Suggestion

Based on the research findings, some suggestions can be provided to improve the students' writing skill.

1. To teachers

English teachers should enhance their knowledge and their ability in teaching. They should use an interesting way or strategy to attract students' attention and interest. They should also use any media in teaching. Cartoon film is one of effective media that can be used in teaching writing. Teacher can find any

authentic cartoon film from any sources or make it by them selves. They then bring it into the class and use it as teaching media collaboratively with any interesting techniques and activities. They must make the situation alive and make the students get involved in the activities during teaching learning process.

2. To students

Writing is, of course, not easy, but it is less difficult than what many students imagine. To improve their writing skill, all the students have to do is practicing writing as much as possible, since, once more to say, writing is a skill gained by practicing. Practicing writing does not mean that they have to write something scientific. They can start by writing simple composition about anything. The students should not be afraid of making errors and mistakes in the use of language because making errors and mistakes is part of learning. The students should not be afraid of making many mistakes in writing. They learn by doing. Nevertheless, meaningful writing is not apart from the aspects of writing skill. Therefore, students should read much from the writing of the more proficient writer in order to get the examples of good writing. The more they read, the more they understand about the way how they write. Students should motivate themselves to learn English. They should get involved actively in the activities during the lesson and finish the task well. They must also pay full attention to their teacher's instruction. They must also do more practices especially for writing English lesson either in school or at home because practices make perfect. They should join some organizations either in school or not to improve their skills especially writing.

3. To other researchers

This study discusses the implementation cartoon film as teaching media to improve students' skill in writing recount text in Junior High School. It is expected that the result of this study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing.

4. To institutions

Education institutions should encourage English teachers to improve the quality of their teaching. They should provide organizations of institutions or events in which students can have more practices of what they have learned such as wall magazine, school magazine, writing journal, and writing contest. They should also facilitate various media and materials supporting the teaching and learning process. Cartoon film can be a kind of teaching media that should be provided for either teachers or students. It should be provided in library or in classroom. It must also be available to be used both by teacher and students.