THE USE OF CARTOON FILMS TO IMPROVE STUDENTS' SKILL IN WRITING NARRATIVE TEXTS

(A Classroom Action Research in the Eight Grade of SMP Negeri 1 Sidoharjo Sragen Academic Year 2011/2012)

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“La tahzan, innallaaha ma’ana”

“Don’t be afraid, Allah is always with us”

(Prophet Muhammad SAW)
DEDICATION

This thesis is proudly dedicated to:

- My beloved father and mother
- My beloved brothers
ABSTRACT


The objectives of the research are: (1) Finding out whether the students’ skill in writing narrative texts can be improved by using cartoon films. (2) Finding out the effectiveness of the teaching and learning process when cartoon films are used in teaching writing narrative texts.

The research was carried out at SMP Negeri 1 Sidoharjo Sragen. The approach used in this research was a classroom action research. It was conducted from April 2012 to June 2012. The subject of the research was the students of class VIIIB of SMP Negeri 1 Sidoharjo Sragen in the academic year of 2011/2012. The researcher collected the data using qualitative and quantitative data. The qualitative data was collected from observations, interviews, while quantitative data was collected from the students’ writing score in pretest and post-test. The research was conducted in two cycles, in which in the first cycle there was three meetings and the second cycle was two meetings.

The result of this research shows that the use of the cartoon films could improve the students’ skill in writing narrative text. The improvement of students’ writing skill was includes: (1) having an abundance of vocabulary and using appropriate vocabulary; (2) using correct capitalizations and spelling; (3) making sentences grammatically; (4) developing their ideas into coherent paragraphs. The effectiveness of using cartoon films in the teaching and learning process shown in: (1) motivating students to write narrative texts more confident; (2) making the lesson more clarity (3) increasing their interest in teaching and learning process; (4) increasing their attention when the learning process was running in class. The students’ mean scores were improved which could be seen from their writing mean score of pre-test (61.77), post-test 1 in cycle 1 (70.66), and also post-test 2 in cycle 2 (74.90). The score in post-test 2 showed that the score was higher than KKM (68.00).

Based on this research, it can be concluded that the use of cartoon films as a media in teaching and learning process is a good choice to teach writing skill. The use of cartoon films can improve students’ skill in writing narrative text. Therefore, the researcher expects that cartoon film can be implemented and used in other writing classes.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, English becomes one of the compulsory lessons at Junior High Schools and Senior High Schools as well as at universities. It is aimed at making the students able to communicate in English both oral and written forms. Based on the Kurikulum Tingkat Satuan Pendidikan 2006 for SMP and MTs, the program of teaching learning English as a foreign language focuses on the aims to develop students’ skill in four language skills namely listening, reading, speaking and writing.

In teaching learning English at Junior High School, there should be language practice in each language skill, including writing skill. Writing will help students master the other skills and of course in mastering English completely. Even Celce-Murcia (2001: 206) states that the major achievement of writing is the ability to express one’s idea in writing in a second foreign language and to do so with reasonable coherence and accuracy; that many native speakers of English never truly master this skill. According to Brown (2001: 335), the criteria of good writing are content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation. It means that writing is an ability to express one’s idea which should have good criteria, such as: good content and organization; correct grammar and mechanics; and also appropriate vocabulary. The ideal condition of writing skill from this research is that the students of eight grades in SMP N 1 Sidoharjo Sragen can produce texts with a good content and organization; correct grammar and mechanical; and also appropriate vocabulary; with reasonable coherence and accuracy.

The researcher did preliminary class observation and pre-test to find the problem in class VIII B SMP Negeri 1 Sidoharjo Sragen. Based on the pre-test, the researcher got the data of the students’ problem. Most of them had difficulties in writing narrative text because:

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1. The students’ lack of vocabulary and the students’ difficulties in using appropriate vocabulary so they could not develop their writing.

2. The students had low skill in using correct capitalizations and spelling. Some of them wrote ‘one upon a time, There lived two best friends’. There was another student who had similar problems. They wrote ‘chity’ instead of ‘city’, ‘merid’ instead ‘marriage’. They were unaware with their own problems.

3. The students could not write correct sentences grammatically. The students’ mastery in using grammar needed some guidance. They were unable to express an idea successfully because they were unable to use correct grammar. Some of them made ‘Malin Kundang is a kind person’ instead of ‘Malin Kundang was a kind person’.

4. The students were not able to develop their ideas into coherent paragraphs. Their paragraphs were not joined together. They also could not organize well their idea into narrative text.

The description that the students’ writing skill in SMP Negeri 1 Sidoharjo Sragen had difficulties in writing narrative texts was also supported by the result of interview. The interview was conducted to know the students’ opinion about writing skill. When they were asked about writing, most of them said that writing was difficult. They also explained why writing was difficult for themselves. It could be seen from the following students’ answer as follows:

“Menulis pake bahasa inggris itu susah, Ribet, Miss”.
“Kalo saya menulis cerita pakai Bahasa Inggris, saya harus nyari bahasa inggrisnya dulu di kamus Miss, jadi lama kalo nulis dikelas”.
“Susah, harus nyari ide dulu baru bisa menulis cerita, Miss”.
“Gak tahu Bahasa Inggrisnya, buat kalimat Bahasa Inggris aja sulit, apalagi disuruh buat menulis cerita, tambah sulit, Miss”.

The interview was also conducted to the teacher in order to know the students’ writing skill. According the teacher, the students’ writing skill was still low as she said:

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“Untuk menulis cerita dalam Bahasa Inggris sendiri, anak-anak sepertinya kurang begitu merespon karena mungkin bagi mereka susah. Mereka cenderung memilih untuk membuat cerita dirumah karena mereka kesulitan jika harus mencari ide cerita di dalam kelas. Mereka juga butuh waktu yang lama jika menulis cerita dalam bahasa Inggris karena mereka harus mencari satu per satu kata yang akan mereka tulis dengan kamus baru menggabungkan kata-kata tersebut menjadi kalimat.”

Some factors caused the students had difficulties in writing narrative texts was the way of teacher taught in class. The class was not interesting as the teacher was not accustomed using interactive media such as picture and sound in his teaching. English writing in class VIII B taught using traditional methods. With a teacher-centered approach, students usually sit, listen and hopefully learn. It seems that the classroom activities in traditional method were listening to the explanations of rules to make a good paragraph with certain topic. When the teacher used inappropriate or monotonous techniques in teaching writing, the students could be bored and unmotivated to learn. It directly influenced the product of students’ achievement of writing. These factors made the unsuccessful of English learning and the students needed to get serious attention.

There is solution to overcome the problems faced by the students in improving their writing skill. The teachers must use interesting media. Media are very important in teaching learning process. They help the teacher as a means of communication to convey the message more concretely and also motivate the students in learning English.

The researcher proposes Cartoon Films as teaching media to improve students’ skill in writing narrative texts. Cartoon Films as an audiovisual media can motivate students in learning process, especially in writing English. Cartoon Films also have significant advantages in teaching- learning process especially in language teaching. Kemp (1963: 3) states when such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared, they can: increase understanding, add interest to a subject; lengthen the
memory of information; and teach a skill effectively. Cartoon, according to Wittich and Schuller (1953: 138), elicits great interest, builds confidence. The humor in cartoon has great benefits to stimulate students in teaching learning process, such as: making students feel relax and enjoyable in class; making students paid attention to the story of cartoon films.

Considering the importance of writing English for the students, both the principal and the English teacher think that some effort are needed to be made to improve the English writing skill. This effort will be able to solve the students’ problem in writing narrative texts.

Due to the way the teacher taught, the students’ problems, and the proposed solution, the researcher wants to conduct a research entitled “THE USE OF CARTOON FILMS TO IMPROVE STUDENTS’ SKILL IN WRITING NARRATIVE TEXTS (A Classroom Action Research in the Eight Grade of SMP Negeri 1 Sidoharjo Sragen Academic Year 2011/2012)”.

B. Problem Formulation

Based on the background of the study above, the statements of the problems are as follows:

1. Can and to what extent the use of cartoon films improve the students’ skill in writing narrative texts?
2. How effective is the teaching and learning process when cartoon films are used to teach writing narrative texts of class VIII B SMP Negeri 1 Sidoharjo Sragen?

C. Objective of the Study

The objectives of the study are aimed at:

1. Finding out whether the students’ skill in writing narrative texts can be improved by using cartoon films.
2. Finding out the effectiveness of the teaching and learning process when cartoon films are used in teaching writing narrative texts.

D. The Benefits of the Study

The result of the study is expected to be able to give some contributions for the teachers, the students, and the researcher. The following are the significant contributions of the study:

1. For the students, by result of the research, the students can realize that writing is an important thing in learning a language and encourage them to be active in learning. So they can enhance their ability in conducting writing not only theoretically but also practically.

2. For the teacher
   The benefit result of the study can be a reference in solving problems related to writing, developing the learning quality, and they can implement this technique in their classroom in order to create interesting and enjoyable situation in learning writing.

3. For the institution, the result of the study can give input in teaching writing in Junior High School. This research can provide an effective method for teaching writing.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Concept of Writing

1. The Definition of Writing

Communication has an important role in human’s life because by doing it, they can express their idea or feeling to other people. Communication can be divided into two ways, written and oral. Written communication needs writing skill while oral one needs speaking skill.

Even Celce-Murcia (2001: 206) states that the major achievement of writing is the ability to express one’s idea in writing in a second foreign language and to do so with reasonable coherence and accuracy; that many native speakers of English never truly master this skill. Hedge in Maley (1998: 5) makes a comparison between writing and speech, which effective writing needs a number of things; a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

While May (1996: 61) says that to be a succeeded in writing usually requires completing the task set with accurate grammar, spelling, and punctuation; adequate vocabulary; suitable layout and clear handwriting; cohesion within a text; and a style appropriate to the context.

Based on some definitions above, it can be concluded that writing is ability how to express one’s idea, develop his idea in detail, and express them in orderly sentences in form of written which needs particular aspects such as vocabulary, grammar, spelling, punctuation, and cohesion within a text.
2. Micro and Macro Skills in Writing

Brown (2004: 220) states that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. The descriptions are follows:

Micro skills:

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

Macro skills:

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

Based on the 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs, the program of teaching learning English as a foreign language focuses on the aim to develop students’ skills in listening, speaking, reading, and writing. The students are expected to achieve competences 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 and also in functional texts in form of memo, notes, notices, postcard, advertisement, brochure, and letter.

There are some approaches in teaching writing; one of them is genre based approach. According to Hartono (2005: 4) the term “genre” is used to refer to particular text types, not to traditional varieties or literature. It means that genre is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes.

However, in this study, the text will be focused on the Descriptive text, Recount text, Narrative text, Procedure text, and Report text.

a. Descriptive Texts

Descriptive texts are a kind of text 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 picture. First, the writer should add specific information and details by identifying specific activities and behaviors, naming the characters, identify the setting, and listening attributes. Second, they should create sensory images. Third, they should make comparisons. Good comparisons go beyond the conventional use of words.

Moreover, descriptive focuses the students’ attention on the characteristic features of a particular thing. The subject might be a person, e. g Father; a place, e. g our school; or a thing, e. g my beautiful doll.
1) Generic structure of descriptive text

Descriptive texts 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:

a) Use of particular noun, for example: my teacher, my pet, my car.
b) Use of adjective and compound adjectives, for example: Debby is brown-skinned.
c) The use of linking verb, for example: Debby is a model from Surakarta.
d) The use of attributive has and have.

b. Recount Texts

Recounts texts tell what happened in the past through a sequence of events. 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 did an event was happen. Event, it gives a report about an event chronologically. The last is Re-orientation, the conclusion of the experience.

2) Language features of recount text

a) The use of nouns and pronouns (For examples: David, we, his)
b) The use of action verb (For examples: went, spend, and played)
c) The use of past tenses (For examples: we went for a trip to the zoo)
d) The use of time conjunctions (For examples: and, but, after, finally)
e) The use of adverbs and adverbs of phrases (For examples: in my house, two days ago, slowly, cheerfully)

f) Adjectives (For examples: beautiful, sunny)

c. Narrative Texts

Narrative texts are usually used to amuse or entertain the readers with actual or imaginary experiences in different ways. Narratives always deal with some problems which lead to climax and then turn into a solution to the problem.

1) Generic structures of narrative text
   a) Orientation: who were involved in the story, when, and where.
   b) Complication: a problem arises followed by other problems.
   c) Resolution: solution to the problem

2) Language features of narratives text
   a) The use of noun phrases
      (For examples: a beautiful princess, a huge temple)
   b) The use of connectives
      (For examples: first, before that, then, finally)
   c) The use of adverbial phrases of time and place
      (For examples: in the garden, two days ago)
   d) The use of simple past tense
      (For example: He walked away from the village)
   e) The use of action verbs
      (For example: walk, sleep, and wake up)
   f) The use of saying verbs
      (For examples: say, tell, ask)
   g) The use of thinking verbs, feeling verbs, verbs of senses
      (For examples: she felt hungry, she thought she was clever, she smelt something burning)

d. Procedure Texts

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

1) Generic structures of procedure text
   a) The goal of the activity
   b) Any materials needed to achieve the goal
   c) Step to accomplish the goal

2) Language features of procedure text
   a) The use of commands
      (For examples: put, don’t mix)
   b) The use of action verbs
      (For examples: turn, pick up, don’t term)
   c) The use of practice vocabulary
      (For examples: whisk, lukewarm)
   d) The use of connectives to sequence the action in time
      (For examples: then, while)
   e) The use of adverbials to express details of time and place, manner.
      (For examples: for six minutes, carefully)

   e. Report Texts

   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 information about the subject and its classification, and then the description of this text can be a general conclusion.

1) Generic structures of report text
   Information reports are usually organized to include:
   a) A general statement identifying the subject of the information report, perhaps defining and classifying it.
   b) Description (bundles’ of information relating to, for example, features, behavior, or types)

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2) Language features of report text
   a) Use of general nouns
      (For example: our cat)
   b) Use of relating verbs to describe features
      (For example: tigers are mammal)
   c) Use of action verbs when describing behavior
      (For example: tigers can not fly)
   d) Use of technical terms
      (For example: Spiders spin their webs out of silk thread)

4. The Process of Writing

Writing is a complex activity. Writing needs a composition as a process of activity in written form and usually breaks it into three stages. McCrimmon (1984: 10) says that the writing process will be divided into three stages: planning, drafting, and revising.

a. Planning
   Planning is also called pre-writing. In 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 learners begin digging for the basic raw materials they needed. 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, 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 (McClimon, 1984: 10). The best way to construct the formal outline is to layout the major division 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 sentences, phrases, and words.

5. The Purpose of Writing

There are many purposes of writing and the following are those stated by McMahan et al. (1996: 8):

1) To express the writers’ feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or love letter. It is what is so called expressive writing.
2) To inform the readers
   The writer intends to give information or explain something to the
   readers. It is a kind of informative writing.

3) To entertain the readers
   The writer intends to entertain the readers through the written form. The
   writer usually uses aesthetical material to entertain the readers. It is called
   literary writing.

4) To persuade the readers
   The writers want to persuade or convince the readers about his opinion or
   concept or idea. It is called persuasive writing.

B. Teaching Writing

Teaching writing has a purpose to develop students’ skill in constructing
sentences and paragraphs. It is also to educate students to arrange short texts. The
responsibility lies on the teachers to improve their students’ writing skill to
express their idea effectively. Nunan (2003: 88) delivers an idea that teaching
writing is the process of delivering ideas and thoughts into sentences and
paragraphs. Thus, the teachers is hoped to enable students to organize the ideas,
sentences, and paragraphs correctly.

For effective teaching, especially in teaching writing, the teacher needs to
create interest and attractive lesson. It is essential that the teacher have some basis
for anticipating the major problems of those they teach. According to Borich
(1992: 22) there are ten teacher behaviors show as an effective teaching. The first
five we will call *key behaviors*, because they are considered essential for effective
teaching. The second five we will call *helping behaviors* that can be used in
combinations to implement the key behaviors. The five *key behaviors* are the
following:

1. Lesson Clarity
   This key behavior refers to how clear and interpretable a presentation
   is to the class.
2. Instructional Variety

This key behavior refers to the variability or flexibility of delivery during the presentation of a lesson. One of the most effective ways of creating variety during instruction is to ask questions.

3. Teacher Task Orientation

This key behavior refers to how much classroom time the teacher devotes to the task of teaching an academic subject. The more time dedicated to the task of teaching a specific topic.

4. Engagement in the Learning Process

This key behavior refers to the amount of learning time devoted to an academic subject.

5. Student Success Rate

This key behavior refers to the rate at which students understand and correctly complete exercises.

The five key behaviors are essential for effective teaching. Without the knowledge and skill to present lessons that are clear, that incorporate variety, that are task oriented, and that are actually engage students in the learning process at moderate- to- high rates of success, a teacher can not be effective in producing desirable patterns of student’ achievement and attitude.

The teacher also needs behaviors to help the teacher implement the five key behaviors in their classroom. These helping behaviors include the following:

1. Use of Student Ideas and Contributions

This behavior includes: acknowledging, modifying, responses to promote and summarizing student’ response to promote the goal of a lesson and to encourage student participation.

2. Structuring

Teacher comments made for the purpose of organizing what is to come, or summarizing what has gone before is called structuring. To an instructional activity or question, structuring can serve as an organizer for students, aiding their understanding and retention of the material to be taught.
3. Questioning

Questing is another important helping behavior.

4. Probing

Probing refers to teacher statements that encourage students to elaborate upon an answer either their own student or another student’s.

5. Teacher Affect

Enthusiasm is an important aspect of a teacher’s affect. It is related to student achievement and is believed to be important in promoting student engagement in the learning process. The teacher convey enthusiasm to students in many ways, the most common being vocal inflections, gestures, eye contact, and animation.

Besides ten behaviors which essential for effective teaching, there also some approaches that teacher can apply in their writing class. Raimes (1983: 3) presents some approaches to teaching writing as follow:

1. The controlled–to–free approach

This research emerged firstly in the 1950s and early 1960. Because of the influence of Audio Lingual Method, which gave much stress on the mastery on grammatical and syntactic form, this approach suggests activity that the teachers can give to their students. The students are first given to statement, then paragraph to copy or manipulate the sentences by exercises in the form of sentences, present to past, or plural to singular. Those activities are aimed to make error correction essay. After the students have reached an intermediate level of proficiency, they can try some free composition. So, it can be concluded that this approach emphasizes accuracy rather than fluency or originality.

2. The free-writing approach

It is different from the control - to –free approach, this approach gives stress more on writing quantity not quality. The teacher gives topic and the students are free to write without being worry about grammatical accuracy and organization. The free – writing approach emphasizes on
context and fluency rather than on accuracy and form. The teachers here are only give comments on students’ writing.

3. The paragraph – pattern approach
   This approach emphasizes on the organization. The activities can be copying paragraph or imitating model passages, arranging jumbled sentences and choosing to invent an appropriate topic sentence or inserting or deleting sentences. The underlying principle is that people with different culture background construct and organize communication with other in different ways.

4. The grammar–syntax–organization approach
   This approach stresses on simultaneous work on more than one composition feature. In writing, the students are train to pay attention to the organization while they also work on the necessary grammar and syntax. The underlying principle is that writing is a means conveying messages.

5. The communicative approach
   Communicative approach stresses on the purpose of writing and the audience of the writing. Students must know why they write and who will read their texts. The teachers or their friends in class will read the text they made.

6. The process approach
   This approach is one that is widely used recently. The emphasizing is in the students’ writing process. Students must know how they will write their composition and how they will start their writing activity.
   In this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas. The activities include giving time for the students to tray ideas and feedback on the content of what they write in their drafts. In this approach, students discover new ideas and new language forms to express them. The teachers give responsibility for and ownership of
the students’ own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

The teaching writing approach which is conducted in this research is based on teaching free writing approach. The students’ writing was emphasized in content of the story, and only little correction in grammar. The students were expected to be able to express their ideas, generate the ideas fluently and organize them into good composition.

1. Type of Scoring Writing

According to Ganee and Upshur (1981: 236) 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 categories.

Table 2.1 The Scoring of Writing Based on ESL Composition Profile

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>Good to Average: Some knowledge of subject. Adequate range. Limited Development of Thesis. Mostly relevant to topic, but lacks detail.</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>Fair to Poor: Limited knowledge of subject. Little substance. Inadequate development of topic.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>Very Poor: Does not show knowledge of subject. Non-substantive. Irrelevant to topic. Or not enough to evaluate.</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-22</td>
<td>Excellent to Very Good: Effective complex construction. Few errors of agreement/tense, number, word order/function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td><strong>Good to Average:</strong> Effective but simple construction. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td><strong>Fair to Poor:</strong> Major problems in simple/complex construction. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td><strong>Very Poor:</strong> Almost no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

**Mechanics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Excellent to Very Good:</strong> Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Good to Average:</strong> Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Fair to Poor:</strong> Frequent errors of spelling, punctuation, capitalization, paragraphing. Poor handwriting. Meaning confused or obscured.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Very Poor:</strong> No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.</td>
</tr>
</tbody>
</table>
C. Cartoon Films

1. The Nature of Media

a. The Definition of Media

According to Sumantri (2001: 153), “Media Pengajaran atau Pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan –bahan instruksional dalam proses belajar mengajar sehingga memudahkan mencapai tujuan pengajaran tersebut.” So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives of the teaching learning more easily.

Furthermore, Sadiman (2002: 6) says his opinion about media: “Media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan.” Media can be regarded as a mean to deliver the message from the sender to the receiver.

From the definition above, media can be defined as a means of communication used to convey the information from the sender to the receiver. Related to teaching and learning process, media is meant as a communication tool that is used in the teaching learning process to deliver the information such as teaching materials from the teacher to the students to reach the objectives of the lesson.

b. Kinds of Media

So many kinds of media have been invented in this modern life. They can be used for helping the teacher convey the materials easier to the students in teaching learning process.

Arsyad (2004:29) says that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by the development of technology. Arsyad tries to classified the media based on technology development into some kinds.

“Berdasarkan perkembangan teknologi tersebut, media pembelajaran dapat dikelompokkan ke dalam empat kelompok, yaitu (1) media hasil
teknologi cetak, (2) media hasil teknologi audio-visual, (3) media hasil teknologi yang berdasarkan komputer,(4) dan media hasil gabungan teknologi cetak dankomputer” (Arsyad, 2004:29)

According to Arsyad, it can be concluded that teaching media can be classified into four kinds; those are printed media, audio-visual media, computer media, and printed-computer media.

In addition, Seels and Glasgow in Arsyad (2004:33-34) classified media into two categories:

1) Traditional Media
   a) Projected Visual (OHP, slides, filmstrips)
   b) Un projected Visual (picture, poster, photograph, chart, graphic, diagram)
   c) Audio
   d) Multimedia presentation (slide with audio, multi-image)
   e) Dynamic Projected Visual (film, television, video)
   f) Printed media (text book, module, workbook, magazine, handout)
   g) Games (crossword, board)
   h) Real thing (model, specimen, manipulative-mannequin)

2) Technology Media
   a.) Telecommunication-Based Media
   b.) Microprocessor-Based Media

c. The Advantages of Media

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. Celce- Murcia (2001:461) states about the advantages of using media in language learning:

a) Media serves as an important motivator in the language teaching process.
b) Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d) Media provides a way of addressing the needs of both visual and auditory learners.

e) By bringing media into the classroom, teachers can expose their students to multiple input sources.

f) Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g) Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

2. Cartoon Film as Teaching Media

   a. The Definition of Film

       Basically, film and movie is the same thing. Unwin and McAleese (1978: 571) state that movie is originally a slang term for cine film, moving pictures, now often used to describe equipment and materials used by amateur film maker. Then, Hornby (1995: 434) defines films as a story recorded as a set of moving pictures to be shown on television or the cinema. Meanwhile, Allen and Gomery (1985: 136) state that film is an art which portrays man’s interpretation of life. From that definition about film above, it can be concluded that film is a set of moving pictures which express a certain theme, idea, or story based on man’s interpretation of life.

       Film is a term associated to the art of making motion pictures. When we say film, we refer to a motion picture usually projected through big screen as in the cinemas for the purpose of public viewing whether to educate, provide information or entertain.
Films are made in different kinds and different purposes. According to Bordwell and Thompson (1997: 50), kinds of film are broken down into:

1) Animated Films

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

2) 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.

3) Experimental and Avant-Garde Films

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

b. The Definition of Cartoon

Not surprisingly, young people like cartoons. Cartoon, according to Wittich and Schuller (1953: 138), elicits great interest, builds confidence. The humor in cartoon has great benefit to stimulate students in teaching learning process. For this reason, it stands that cartoon can increase the students’ interest and motivation in class.

Wittich and Schuller (1962: 135) say that cartoon is a pictorial representation or caricature of a person, idea, or situation that is designed to influence public opinion. While cartoon, in Oxford American Word Power Dictionary (1998), is a movie or television program that tells a story by using moving drawings instead of real people and places.

Another expert, Poulson says that basically a cartoon is a form of media which uses animation and characters. The characters are shown with simplified features which are still maintaining an ability to be recognized. Mickey mouse
and Bugs Bunny are recognizably a mouse and a rabbit, even if we didn’t know their names.

Canning-Wilson (2000) notes that visuals, including cartoons, used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point. According to some definition above, it can be concluded that cartoon is a pictorial representation or caricature of a person, idea, or situation by using moving drawings instead of real people and places that provided the visual works in a positive way to enhance or supplement the language point.

Harmer (2007: 118) states that cartoons can offer a wealth of possibilities. Teacher can ask the students to write description of one of a group of cartoons; their classmate then have guess which one it is. The aim of this activity is to get the students’ writing freely in an engaging ways.

Through the definition of film and cartoon above, it can be concluded that cartoon film is a set of moving pictures which express a certain theme, idea, or story based on man’s interpretation of life by using moving drawings instead of real people and places provided the visual works in a positive way to enhance or supplement the language point. The researcher used cartoon films with script dialogue in writing class. Cartoon film which contents audio and visual is a suitable media for Junior High School because it increases the students’ interest and motivation in teaching and learning process. By watching cartoon films as teaching media, the students will helped in getting the idea to write and to use an appropriate vocabulary that can be seen through the cartoon film.

c. The Advantages of Cartoon Films in Language Teaching

Cartoon Films as audiovisual media have significant advantages in teaching- learning process especially in language teaching. Kemp (1963: 3) states when such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared they can:
1) Increase understanding
2) Add interest to a subject
3) Lengthen the memory of information
4) Teach a skill effectively
5) Contribute to a desirable attitude
6) Stimulate people to action
7) Offer experiences not easily obtained in other ways

Because Cartoon Films have important benefits, it can be concluded that cartoon films help students to learn more effectively, in this case building their motivation and interest in learning English.

3. Teaching Writing Using Cartoon Films

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

According to Cooper (1991:3), there are some techniques to be conducted in teaching writing with audio visual media.

a. Sound off/ vision on (silent viewing): This technique can be used either to stimulate language activity about what is seen on the screen (rather than what 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 happen)

2) Pause at suitable moments of characters’ facial expression for students to suggest thoughts, 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, feel, etc.

e. **Jumbling sequences:** students view each section of a sequence presented to them out of the 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 viewings:** 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 teachers are free to choose the suitable techniques of using audiovisual media in teaching and learning process. The most appropriate technique which will be used must have the same goal as the objective. This review of literatures which are related to the research, the use of cartoon films to improve students’ skill in writing narrative texts, it is functioned as a guideline in doing this research.

In the writing activity, cartoon film can be used in building the creativity of the students in composing or summarizing the sequence. It can be formed as video, TV commercials, et cetera. Advantages of using cartoon film in language learning are that they are relatively short to be understood easily by the students,

*commit to user*
and most contain a wealth of cultural material which can be exploited with little preparation. They also make the class livelier.

D. Rationale

Writing is one of the language skills which should be mastered by the students. But in fact, writing competence is considered the last language skill taught at school. In some cases, teaching learning process held in a classroom is more concerned at acquiring the other skills. The teachers tend to give the students tasks of making composition as homework to measure the students’ ability since writing is considered as a learning activity which spends much time when it is conducted in a classroom. Teachers spent little or no time teaching the students how to write. It means the students have a little practice in writing at school. That is why the students at school have the difficulties in acquiring this language skill. They have some problems when they are asked to write a composition. The problems which the researcher found in her research were the students have difficulties in generating ideas and organizing it into paragraphs. The students spend too long time in writing a story because they still confused how they should start their writing. Sometimes the students stuck in a point and couldn’t continue their writing. They also seemed to be bored in writing lesson.

To solve the problem teachers can use some media in teaching English writing to help them in delivering the materials more easily. One of the media that can be used in teaching English writing is cartoon film. Cartoon film has some advantages to be used in language learning in classroom. Cartoon films have special characteristics that are close to students’ imagination. It is fun, colorful, and attractive. It provides the subject matter for writing and for speculating about the story beyond the story of the cartoon films. It also provides material that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. In the way, when the students express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. It will be easier for them in learning process if the teacher can
use cartoon films. It can not only help the students to get ideas more realistic in understanding but also in constructing ideas to create it.

So, it is assumed that using cartoon films as teaching aids on students’ writing is effective for developing and promoting students’ English writing skill. By watching the cartoon films, the learners are guided in selecting the topic, so the learners get the ideas about what they are going to write. The main achievement is that the learners are expected to be able to generate ideas into a composition.

E. Hypothesis

Based on the theory underlying writing skill and cartoon films, the hypothesis is that cartoon films can improve students’ skill in writing narrative texts of the eighth grade students of SMP N 1 Sidoharjo Sragen in academic year of 2011/2012.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

1. The location of the research

This classroom action research was carried out in SMP Negeri 1 Sidoharjo Sragen. This Junior High School is located at Jl. Raya Sragen- Solo Km. 8 Purwosuman Sragen, Phone (0271) 96715. The location of the class was in a quiet settlement environment so it conductive enough to study since it was not so crowded. SMP Negeri 1 Sidoharjo Sragen had three grades of class. They were the seventh grade, the eighth grade, and the ninth grade. The seventh grade consist of eight classes of SBI (Sekolah Bertaraf Internasional) and two classes of Acceleration. The eighth grade consist of ten classes of SBI (Sekolah Bertaraf Internasional), and the ninth grade consist of ten regular class.

SMP Negeri 1 Sidoharjo Sragen had many buildings beside the classrooms. They were teacher office, headmaster office, administration office, library, computer rooms, language rooms, laboratories, hall, cafeterias, and mosque. The learning processes were done in six days from Monday up to Saturday. The students started to learn from 07.00 a.m. and they finished the lesson at 13.45 p.m. on Monday, Tuesday, Wednesday, Thursday, and Saturday. While on Friday, they finish it at 11.00 a.m.

2. Time of the Research

This research was carried out since April 2012 – June 2012. This research was conducted from the time the writer did pre-research and the research. After the researcher done the pre- research, she conducted the action in two cycles. Cycle one consist three meetings and cycle two consist two meetings. In the end of cycle, the researcher did tests; there were post-test 1 and post-test 2.
Table 3.1 Research Schedule

<table>
<thead>
<tr>
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<tr>
<td>1</td>
<td>Observation</td>
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<tr>
<td>2</td>
<td>Interview</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Pre-test</td>
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<tr>
<td>4</td>
<td>Meeting 1</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Meeting 2</td>
<td></td>
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<td>6</td>
<td>Meeting 3</td>
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<tr>
<td>7</td>
<td>Post-test I</td>
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<tr>
<td>10</td>
<td>Post-test II</td>
<td></td>
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</tbody>
</table>

B. The Subject of the Research

The subject of the research was the eighth grade of SMP Negeri 1 Sidoharjo Sragen. The eighth grade students of SMP Negeri 1 Sidoharjo Sragen consist of ten classes of SBI classes. Each of classes consists of 31 students. In this research, the writer chooses class VIII B as the subject of the research. This class consists of 31 students: 10 boys and 21 girls.

The students of VIII B came from different social backgrounds. Economically, they were classified into medium to high level. Most of their parents worked in institution and business. Psychologically, the students of VIII B were far from under pressured condition. They were cheerful and free from threatening situation, even though there were some students who were shy to actively participate in teaching and learning process.

The researcher chose class VIII B as the subject of the research because several of the students were clever and very active while the others were very passive in teaching learning process. It means that the students’ motivation in learning was still low because they had low desire in studying English.

C. The method of the Research

The research method used in this study is Action Research. There some definition of action research given by some expert. Mills (2000: 5) propose action research as systematic inquiry done by the teachers or other individuals in
teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn.

According to Cohen and Manion in Nunan (1992: 18), action research is being concerned with the identification and solution of problems in a specific context. McKay (1992) states action research is an effective strategy for engaging educators in the change process. Educators involved in action research think about a specific group in particular setting with the main goal of finding better ways to do their job.

Kemmis in Hopkins (1993: 44) propose that action research is a form of self-reflective inquiry conducted by participants in a social interaction situation (including education) in order to improve educational practice by group or participants and by means of own reflection upon effects of these actions.

Finally based on those definitions, above that action research is a systematic inquiry to overcome educational problems which covers observation, analysis, and adjustment where there the educators involves themselves in action to come into the goal of understanding teaching and learning process in the classroom, and to make improvement in classroom practice.

**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 films. The forms of the cartoon films are taken from internet.

2. Action
   
   a. Giving pre test
   
   b. Teaching writing narrative texts by using cartoon films
c. Asking the students that they face some difficulties or not
d. Giving post test

3. Observation
Observation is one of the instruments 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. In scoring the data of writing ability, the researcher needs help from one who is regarded to have enough capability in scoring writing. It is done to avoid subjectivity of scoring. The grade of writing ability is taken from criteria of writing test. 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 categories.

<table>
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</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*commit to user*
Visually, the steps in action research by Kemmis and Mc Taggart (Hopkins, 1993:48) can be illustrated as follows:

**Figure 1: The Concept of Action Research**

**The Technique of Collecting Data**

In this classroom action research, the researcher collected the data using qualitative and quantitative data. The qualitative data was collected from observations, interviews, while quantitative data collected from the students' writing score in pretest and posttest. They are explained as follows:

1. **Observation**
   - Observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur. During the implementation of interview technique in teaching speaking, the researcher was an active participant teacher and also observer. He observed the process of teaching and learning. The observation itself was done in five times. The result of the observation was written in the form of field notes. Field notes are descriptions and accounts of events in the research context that are written in
relatively factual and objective style. The researcher made note to all activities during the lesson, and noted the students’ reaction and response to the learning.

2. Interview
The researcher made interview to the teacher and the students. In the pre-research, the researcher made interview to them in order to know what problems faced especially in writing. Interview to the teacher was done in the office. Interview to the students was done in the classroom.

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

F. Technique of Analyzing the Data
The classroom action research analyzes the data from qualitative and quantitative. The quantitative data is analyzed using statistic descriptive technique.

1. Qualitative Data
The result of the observation, interview is the qualitative data. The observation and interview describe how the process of teaching in writing narrative texts by using cartoon films runs in the classroom through qualitative methodology. The description shows how cartoon films can influence the students’ skill in writing narrative texts.

2. Quantitative data
In analyzing quantitative data, the researcher used statistic descriptive technique. It was done by describing the tests results. The researcher gives test to measure students’ skill in writing narrative texts by using cartoon films. They are pre-test and post-test. The pre-test is given to the students before each of the cycles of classroom action research and the post-test is given after each of the cycle. The results of pre-test and post-test are analyzed to show the achievement
data. This analysis to find out means can be used to prove whether or not teaching writing using cartoons films can improve the students’ skill in writing narrative texts. The formulas are stated as follows:

The mean of the pre-test and post-test

\[
\bar{X} = \frac{\Sigma X}{N} \quad \bar{Y} = \frac{\Sigma Y}{N}
\]

\(\bar{X}\) : means of pre-test score

\(\bar{Y}\) : means of post-test score

N : the number of sample
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the result of classroom action research conducted in class VIII B of SMP Negeri 1 Sidoharjo Sragen in the academic year 2011/2012. The objectives of the research are: (1) Finding out whether the students’ skill in writing narrative texts can be improved by using cartoon films. (2) Finding out the effectiveness of the teaching and learning process when cartoon films are used in teaching writing narrative texts.

A. Research Finding

The researcher had done some pre-observation by interviewing the English teacher and the students of VIII B of SMP Negeri 1 Sidoharjo Sragen to know their problem in teaching learning English. The researcher also observed the effectiveness of the way the teacher taught while teaching learning process was happening in class. In this pre-observation the researcher found some problems in the way of the English teacher taught in class. The researcher also found that most of students had low skill in writing because the students were lack of vocabulary, and they had low skill in using correct capitalization and spelling. In addition, the students could not write correct sentences grammatically, and the students were not able to develop their ideas into coherent paragraphs. The researcher also found that the class was not interesting as the teacher was not accustomed using interactive media such as picture and sound. The students were passive and the way of the teacher delivered the material was boring. The teacher more concerned with LKS (Lembar Kerja Siswa) and did not use other kinds of media. In writing stage the teacher just asked the students to make a story based on the topic. Most of the students were confused because they did not really understand about the plot of the story and most of them did not have enough vocabulary related to the story that they were going to write. In the organization they also face some difficulties, they wrote only beginning and then ending without the middle of the
story and there were some students who wrote the beginning, middle and without ending. It can be seen that they did not understand enough about the organization of the story.

By interviewing the English teacher, the researcher found some problems that were faced by the English teacher. She stated that only 60% of students in VIII B who passed the exam and the rest failed in writing section. She also stated that the students rarely practice writing and they asked to finish their writing at home. At their home, they did not get enough guidance when they do their task in writing skill.

After the researcher did preliminary class observation, she conducted a pre-test. The pre-test was done to measure the students’ writing skill and to get the data about their score in writing before implementing the action. The mean of the students’ score in pre-test was 61.77. In details, the students’ mean score for each aspect of writing in pre-test presented in Table 4.1

Table 4.1 Mean score of each writing aspect in pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Corrector 1</th>
<th>Corrector 2</th>
<th>Inter-rate Score</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>18.65</td>
<td>18.84</td>
<td>18.74</td>
<td>62.47</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>13.94</td>
<td>13.94</td>
<td>13.94</td>
<td>69.68</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>12.74</td>
<td>12.52</td>
<td>12.63</td>
<td>63.15</td>
</tr>
<tr>
<td>4</td>
<td>Language Use</td>
<td>13.55</td>
<td>12.87</td>
<td>13.21</td>
<td>52.84</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>3.29</td>
<td>3.23</td>
<td>3.26</td>
<td>65.16</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td><strong>62.17</strong></td>
<td><strong>61.4</strong></td>
<td><strong>61.77</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 4.1, the students’ mean score for each aspect of writing was: 18.65 for content, 13.94 for organization, 12.74 for vocabulary, 13.55 for language use, and 3.29 for mechanics. The total score for each aspect was 61.77. This score came from two correctors that was look for it’s inter-rate score. From the result of the pre-test score, it could be seen that the students’ writing score (61.77) was lower than the KKM (68.0). So, it can be identified that writing skill of the eight grade students in SMP Negeri 1 Sidoharjo Sragen was low. They had little motivation and interest in English lesson. It should be improved by implementing the teaching learning process by using some media that can
overcome the problems. In implementing the teaching learning process, the researcher used cartoon films to improve students’ skill in writing narrative texts. The target of this research was the improvement of students’ writing skill which concerns more in the vocabularies, the mechanics of writing, the grammatical system, organize the idea well, and develops the main idea into coherent text.

B. Implementing the Action Research

1. Cycle 1

   a. Planning

   Based on the result of the pre-test, the researcher found that the students have some difficulties in writing. First, the students had low skill in using correct capitalizations and spelling. Some of them wrote ‘one upon a time, There lived two best friends’. There was another student who had similar problems. They wrote ‘chity’ instead of ‘city’, ‘merid’ instead ‘marriage”. They were unaware with their own problems.

   Second, the students also could not write correct sentences grammatically. The students’ mastery in using grammar needed some guidance. They were unable to express their idea successfully because they were unable to use correct grammar. Some of them made ‘Malin Kundang is a kind person’ instead of ‘Malin Kundang was a kind person’.

   Third, the students were not able to develop their ideas into coherent paragraphs. They could not write their idea well. They could not organize their sentences into coherent paragraph and their paragraphs were not joined together. They also could not organize well their idea into narrative text.

   After finding the problems by pre-observation, interview, and also pre-test, the researcher made a plan to teach writing class in cycle 1. The researcher focused the teaching learning process of writing skill on indicators: use the vocabularies related to the cartoon film; use appropriate mechanics in writing; use acceptable grammatical system (past-tense), patterns and rules; link the text cohesively; and also develop the main idea into coherent text.
She prepared materials from internet and relevant books. She planned three meeting in cycle 1. She prepared a lesson plan for three meeting at once. The researcher chose materials which were suitable for the students. She chose a cartoon film entitled “Three Fishes” and “Keong Mas”. The durations of the cartoon film about 5 minutes. It was enough because the researcher used play-pause techniques so the techniques would take a long time. This cartoon film also was familiar, easy to understand and had a good moral value to the students.

b. Action

In this cycle, the researcher implemented the teaching media using cartoon film. There were three meetings in this cycle. She prepared a lesson plan for three meetings at once.

1) The first meeting

The first meeting was conducted on Tuesday, April 17th 2012. She entered the class of VIII B. Firstly; she prepared the equipment that would be used. After five minutes the students sat down on their seat and the researcher started the lesson. She opened the lesson by greeting, checking the students’ attendance list and then introduced the topic that was going to learn. She asked the students about kinds of narrative stories that the students had known before. Most of the students answered Kancil Nyolong Timun but when the researcher asked them to retell that story, they did not know the story well. Then she introduced a cartoon film of narrative story. It was a fable. She introduced the film entitles “Three Fishes” to the students and most of them did not know the film yet. The film was ready to play, she played the film from beginning to the end and all of the students paid attention on it. After that, she asked the students about the story of the film. She asked to them “What is the story about?”, one of the students answered and retold the story in the film using her word but the other students were still confused with the story in the cartoon film. It happened because they sat on the back so they could not hear the film clearly. The teacher asked to them again “Have you ever seen the story before?” they answered “No, Miss”. Next, the researcher played the film using play-pause techniques so the students could more
understand on the story. The students paid attention on it. If they still confused to understand about the story in the cartoon film, they complained and asked the researcher to play the previous part. After all of cartoon film played until the end, the researcher asked them to retell the story in general based on their understanding. The students could answer it but their answer was not detail yet.

The researcher divided the class into six groups consisted of five students. She distributed learning material and students’ worksheet that would be used to help the students to analyze the story in the film. The students’ worksheet consisted of two tasks. The first task was about the groups of some vocabularies related to the film (first indicator: use the vocabularies related to the cartoon film). She played the cartoon film using play-pause technique again and asked all of groups to pay attention. She asked the students to add the vocabularies based on their class words on the table. They used dictionary to find the class words of each words after they watched the film, the researcher went around the class to help the students. After they had finished their work in task 1 then they move to the task 2. The researcher asked them to develop three paragraphs by providing five sentences to create a coherent text based on the cartoon film. After they completed all of exercises in task 2, then the leader of each group read their result of task 1 and task 2 in the front of class and compared with other groups. Then the bell rang and the researcher closed the meeting that day.

2) The second meeting

The second meeting was held on Tuesday, May 01st 2012. The researcher opened the meeting after all the students came to the class and after prepared the material. She greeted them and reviewed about what they have learned in the last meeting. She asked students to join with their previous group and played the same cartoon film to review the previous lesson and asked them to join with their previous group. Then she moved to the next topic about the organization of narrative text. She played a cartoon film again then pause the
film until the introduction or in narrative texts it called orientation, in this stage the students should write the information related to the orientation of the story in the cartoon film. Next the researcher played again the cartoon film and pause it in conflict steps, it was also called complication. In this step the students should discuss about the sequence of events in the story, they should write what did happen and soon. In the resolution they should write about how the problems were solved and what did happen in the end.

The researcher asked the students to do exercises in task 3 and 4. The students arranged the jumbled paragraphs into a good story in task 3. After they finished arranging the paragraph they must wrote it with correct capitalization and punctuation. They discussed their result and compared it with other groups.

Task 4, the researcher played new cartoon film entitled “Keong Mas” and asked students to complete the following paragraph with the correct past tense form (third indicator). After that, the students continued to do the exercise in task 5 to complete paragraph using “and” and “so” (fourth indicator). After all of groups finished to do the exercises, they discussed their result. The researcher explained about past tense rules and conjunction rules to the students by using slides. Because the time was up, the researcher closed the meeting.

3) The third meeting

The third meeting was conducted on Tuesday, May 08th, 2012. The meeting started at 8.30 am. As usual, the researcher prepared the equipment first and then started the lesson. The researcher reminded the students about their discussion result in the last meeting. The researcher told that the students did not have to join with their group because today they would have individual task. After that, she asked the student to pay attention while she played a cartoon film entitled “Three Fishes”.

The researcher asked the students to write a narrative text based on the story in the cartoon film that they have seen before in task 6. The students complained with the task. They felt more confident if they worked in group
but the researcher ensured them to do it by themselves. The researcher asked students to make a draft first to make the students more easily to write a narrative text. As usual, the researcher went around the class to help and guide the students.

The researcher asked them to submit it. The researcher explained to the students more about narrative texts to review what they have learnt. The teacher gave a question whether they are happy or not when learning by using cartoon films. The bell rang and she reminded the students to study at home because next meeting they would have a test of writing. The researcher closed the meeting and said good bye.

c. Observation

1) First Meeting

In the first meeting, there were no students who were absent that day. There were 31 students who attended the class. The students of VIII B participated actively in class. When the cartoon film was played, all of the students paid attention to it. Moreover, the researcher divided the class into groups; most of them chose to sit in the front line so they could see the film clearly. It showed that the students were interested to the cartoon film. When they worked in group, they were very noisy but it was good because they made noise in order to discuss about the story on the film. When they did the exercise in task 2, they felt confused. They felt difficult to develop each main idea into paragraphs with five providing sentences. After they finished the work, they competed to read their answer in front of class. The students and the teacher gave applause to the group that had correct answer. The students were happy and they could know their mistake. After the end of meeting one, the researcher concluded that the students could differentiate vocabularies from the cartoon films in each class words but the students could not develop the main idea into coherent text.
2) Second Meeting

In the second meeting, the students worked in group. Before the researcher played the cartoon film, the students tried to get seat in the front line so they could clear with the screen. In that meeting they faced difficulties about the information that they must write in orientation, complication, and resolution. They asked the researcher to play the cartoon film once again. The researcher played using play-pause techniques while the students were doing their work in task 3 to arrange jumbled paragraph. In task 4, many students got mistakes to complete the paragraph with correct past-tense form. They still faced difficulties in arranging sentences into past-tense form but the students could arrange jumble paragraph with correct punctuation and capitalization.

Based on the explanation above, the researcher concluded that the students were interested to the cartoon film and to the lesson; the students could differentiate narrative text with other genre texts because they knew the generic structure of narrative texts; the students could use the correct capitalization, punctuation in their writing. But most of students still had difficulties to write with correct grammatical in form of past-tense.

3) Third meeting

As usual when the researcher entered the class the students were very noisy. The researcher tried to control the situation and began the lesson. The researcher asked to make a narrative text individually, almost all of the students complained about it. It could be seen that they were still lack of confidence. The students make some draft to help them in arranging the story. They did their work individually. They had known what they were going to write so it did not need a long time to generate their ideas. They could write on time. When the bell rang, they submitted their paper. It cold be concluded that the students paid close attention when the researcher played the cartoon film; the students did not feel confident enough to write a narrative text individually.
d. Reflection

The researcher did reflection after analyzing the observation result in the cycle one. The researcher did reflection in order to evaluate: a) the improvement of students’ skill in writing narrative texts by using carton film, and b) the effectiveness of the teaching learning process she did so far. She found the students’ progress in writing ability. Observation showed that there were some improvements achieved by the students after doing the actions.

1) The Improvement of Students’ Skill in Writing Narrative Texts

Based on the result of the post test of cycle 1, the researcher could see that there was improvement on students writing. The mean score of the post- test result that was done at the end of the cycle one was 70.66. It was better than the mean score of the pre-test which was done before the action, 61.77. In details, the students’ mean score for each aspect of writing in the post- test of cycle 1 is presented in Table 4.2.

Table 4.2: The students’ Mean Score in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Corrector 1</th>
<th>Corrector 2</th>
<th>Inter-rate Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>20.87</td>
<td>20.94</td>
<td>20.91</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>15.42</td>
<td>15.23</td>
<td>15.33</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>14.32</td>
<td>14.65</td>
<td>14.49</td>
</tr>
<tr>
<td>4</td>
<td>Language Use</td>
<td>15.87</td>
<td>15.9</td>
<td>15.89</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>4.03</td>
<td>4.1</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td><strong>70.51</strong></td>
<td><strong>70.82</strong></td>
<td><strong>70.66</strong></td>
</tr>
</tbody>
</table>

There was some improvement in the writing skill especially in organization, vocabulary, and mechanics. In organization, the students could express their idea clearly. The paragraph that they made had connection each other. They could differentiate the information that they should use in orientation, complication and resolution. It meant that they really understood about the generic structure of narrative texts.

In vocabulary, they could choose the word that was suitable with the context in the story based on the cartoon films, the students had an abundance vocabulary to express their ideas. The improvement also could be seen in
generating idea, the students could write the longer story and they could finish their writing on time.

In mechanics, the students could make a narrative text with correct punctuation and capitalization.

2) The Effectiveness of the Teaching Learning Process

Beside the improvements in their products of writing, there was also some effectiveness of teaching and learning process in cycle 1 when cartoon films are used in teaching narrative texts. The students were more motivated in writing while cartoon films used as a teaching media. Their motivation can be seen from their activity during the action; they paid close attention when the researcher played the film, they also more relax and sometime they laugh when watching the film.

Cartoon films also made the lesson more clarity. Cartoon films could be used to establish a positive ability of the students because its’ retain information in the long-term memory than when the information is only read. The students would be easier to write the story of the cartoon films on a paper because they still remembered what they saw and what they heard while the teacher played the cartoon films.

The use of discussion in small groups activities provide opportunity for students to clarify their understanding of the materials’ content to be learned in classroom. The students paid close attention when the researcher played the cartoon film and they focused on the story that they were going to write. The discussion in small groups made students active to present their own opinion in their group and also in other groups. The class situation became lively with their discussion when they were doing their assignment. It indicated that the teaching and learning process by using cartoon films effective to improve students’ skill in writing narrative texts. The improvements of the students’ achievements and learning process at the end of cycle one can be seen in this table 4.3.
Table 4.3. The Improvements of the Students’ Achievements and Learning Process at the End of Cycle 1

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Before the Action</th>
<th>After the Action of Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observations</strong></td>
<td><strong>The Effectiveness of TL</strong></td>
<td><strong>The Effectiveness of TL</strong></td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>1. The students were not interested when the learning activity turned in writing time. It showed that they were not well encouraged to be in this section.</td>
<td>1. The students were more motivated in writing while cartoon films used as a teaching media.</td>
</tr>
<tr>
<td></td>
<td>2. The students were busy with the non-academic activities and not focused on their work when the teacher gave time to write.</td>
<td>2. Cartoon films made the lesson more clarity.</td>
</tr>
<tr>
<td></td>
<td>3. The students did not feel confident enough to show the results of their writing in front of the class, it might be they did not do their writing maximally.</td>
<td>3. The students paid close attention when the researcher played the cartoon film and they focused on the story that they were going to write.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>1. The students got difficulties in differentiating narrative text with other genre of text.</td>
<td>1. The students took appropriate vocabulary to arrange their sentences and also they could choose the word which was suitable with the context in their story.</td>
</tr>
<tr>
<td></td>
<td>2. The students often took the inappropriate vocabulary to arrange the sentences.</td>
<td>2. Students had an abundance vocabulary to express their ideas.</td>
</tr>
<tr>
<td></td>
<td>The students were lack of vocabulary to express their idea.</td>
<td>The students could differentiate narrative text with other genre of text.</td>
</tr>
<tr>
<td></td>
<td>3. The students had low skill in using correct capitalizations and spelling.</td>
<td>3. The students could use the correct capitalization and punctuation in their writing.</td>
</tr>
<tr>
<td></td>
<td>4. The students got difficulties in arranging the story and generating their ideas.</td>
<td>4. The students could generate their ideas easily.</td>
</tr>
<tr>
<td></td>
<td>5. The students’ writing of narrative showed many errors in writing process (agreements, verb tense, and word orders)</td>
<td></td>
</tr>
<tr>
<td><strong>Test</strong></td>
<td>The mean score of pre-test was 61.77</td>
<td>The mean score of post-test was 70.66</td>
</tr>
</tbody>
</table>

But, in cycle one, the researcher still found some weakness of the students in writing a story. They had difficulties in grammar and content. It can be seen in their writing result from the pre-test and post-test 1. In grammar, they faced difficulties in form of past tense. They often confused to differentiate the sentence that had verb and the sentence that had not verb and must use to be ‘was/were’. In content, they still faced difficulties to develop the main idea into a paragraph.
They could not write a paragraph systematically. They could not write a story in
details with specific information about the caused of the conflict and also the
solution to amuse the conflict in the story. The students still did not feel confident
to write a narrative text individually.

The solutions to overcome the students’ weakness in cycle 1, the
researcher would focus to teach about past-tense form with give more exercises in
past-tense form to the students in the next cycle. To increase the students’
confidents the researcher had a plan in the next cycle to have a lot of exercises
individually not in group again. The researcher also chose to give interesting
cartoon films to make students more interest and enjoyable to the lesson.

2. Cycle 2
   a. Revised Plan

To solve the weaknesses 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 would more concentrate to teach about
tenses that were used in the cartoon film: simple past-tense. She also gave more
explanation in constructing sentences in past form. The researcher gave more
exercises in making past sentences. The cartoon film that had chosen in this cycle
entitled “Lion and Mouse” with the duration was about five minutes. The
researcher prepared the students’ worksheet, the learning material that was used in
this cycle. A lesson plan was made by the researcher in two meeting at once.

   b. Action

In this cycle, the researcher used the same technique that was using
cartoon film in teaching and learning process. This cycle was conducted in two
meetings.

1) The fourth meeting

The fourth meeting was done on Tuesday, May 22nd 2012. The researcher
came to class VIII B with the English teacher. The researcher opened her teaching
learning process by greeting the students and checking students’ attendance list. At the first time, the researcher did some flashback about the narrative materials which have been discussed in the previous meeting. The researcher made a review about the weakness of the students which still happened. After that, the researcher introduced a new cartoon film to the students. The title of the cartoon film was “Lion and Mouse”. Its duration was about 5 minutes. The researcher gave each student pieces of learning material and students’ worksheet. The researcher played the cartoon film and the students paid attention to the cartoon film. After the cartoon film ended, the students made some noise and discussed about the cartoon film each other. Then the researcher asked to the students to do exercises in their worksheet. The exercises in this meeting were about tenses. In task 1, the students should find some verbs from the cartoon film and make a sentence in form of past-tense from that verb. In task 2, the students should complete the following sentences with the correct tense forms of the verb in parentheses. Some students were being a volunteer to read their answer when all of students finished their tasks.

After all of students finished to do the exercises, the researcher explained about simple past tense to review the students’ memory. Some students had a question about past tense when they felt confuse to understand about the form of past tense. Finally, all of students understood about past tense, the researcher continued the lesson. The researcher asked students to do task 3. In this task the students must write three paragraphs. Each paragraph had their opening sentences and students wrote continued sentences based on the opening sentence.

2) The fifth Meeting

On Tuesday May 29th 2012, the researcher conducted the fifth meeting. First of all, the researcher greeted the students and checked the students’ attendance list as the opening activities. In this meeting, the researcher still played the same cartoon film. The students still paid attention to the cartoon film which was played. The researcher asked the students to write a story of fable based on the cartoon film they just have watched individually. The students seemed confident when they were asked to write individually. They did the exercise
without being asked by the researcher many times. 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 said good bye to them.

c. Observation

1) The Fourth Meeting

The students were more interested in the cartoon film of fable. They paid close attention to the cartoon film and sometimes discussed with their friends beside them. The situation was conducive because there was no noisy outside the class. To solve the weaknesses of cycle 1, the researcher gave some explanation about simple past tense. She gave some exercise about simple past tense to the students. In fact, the students were enthusiastic in joining and responding the lesson during teaching learning process. Based on the learning process in this meeting, the researcher concluded that the students could make past sentences better and were more careful in making past-tense sentences. The students also could develop the main idea into coherent texts systematically.

2) The Fifth Meeting

In the fifth meeting, the students still paid attention to the cartoon film. In this last meeting, the students were confident when the researcher asked them to write individually. After the researcher played the cartoon film in the beginning of the class, they did write a fable about “Lion and Mouse” based on the cartoon film they watch. It could be concluded that the students more confident to write narrative text and felt enjoyed to the cartoon film.

d. Reflection and Evaluation

In the cycle 2, the researcher found some improvements. The students were motivated and interested in teaching learning process. The students were more enthusiastic in joining the class with the cartoon film of fables. The cartoon film stimulated the students to make narrative easier because they could imagine about the way of the story in film, then wrote it down in a paper. They also had
more confidence in writing individually after they watched the cartoon film. Without being asked many times by the researcher, they did their task.

There were also some improvements in students’ skill in writing narrative texts. The students were more able to use past sentences correctly. It was shown by the students’ exercises in their worksheet which had only fewer mistakes.

Moreover, the test scores in cycle 2 showed the improvement result. The mean score of the pre-test was 61.77, while the mean score of the post-test in cycle 1 was 70.66 and the mean score of the post-test in cycle 2 was 74.90. In details, the mean score for each aspect of writing in the post-test of cycle 2 and the improvements of the students’ achievements and learning process at the end of cycle 2 can be seen in table 4.4 and table 4.5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Corrector 1</th>
<th>Corrector 2</th>
<th>Inter- rate Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>23.55</td>
<td>20.55</td>
<td>22.05</td>
</tr>
<tr>
<td>2</td>
<td>O</td>
<td>15.9</td>
<td>15.84</td>
<td>15.87</td>
</tr>
<tr>
<td>3</td>
<td>V</td>
<td>14.52</td>
<td>14.13</td>
<td>14.33</td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>19.9</td>
<td>16.87</td>
<td>18.39</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>4.29</td>
<td>4.16</td>
<td>4.23</td>
</tr>
<tr>
<td>Total Score</td>
<td>78.16</td>
<td>71.55</td>
<td>74.9</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.5 The Improvement of the Students’ Achievement and Learning Process at the End of Cycle 2

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>After the Action of Cycle 1</th>
<th>After the Action of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations, Interviews</td>
<td><strong>The Effectiveness of TL</strong></td>
<td><strong>The Effectiveness of TL</strong></td>
</tr>
<tr>
<td></td>
<td>1. The students were more motivated in writing while cartoon films used as a teaching media.</td>
<td>1. The students were more motivated and confident to write individually after watching the cartoon films.</td>
</tr>
<tr>
<td></td>
<td>2. Cartoon films made the lesson more clarity.</td>
<td>2. Cartoon films made the lesson more clarity.</td>
</tr>
<tr>
<td></td>
<td>3. The students paid close attention when the researcher played the cartoon film and they focused on the story that they were going to write.</td>
<td>3. Some students discussed actively about the cartoon film in their own group.</td>
</tr>
<tr>
<td>Writing Skill</td>
<td>1. The students took appropriates vocabulary to arrange their sentences and also they could choose the word which was suitable with the context in their story.</td>
<td>4. Most students could start their task better without wasting the time and involved in their group actively.</td>
</tr>
<tr>
<td></td>
<td>2. Students had an abundance vocabulary to express their ideas.</td>
<td><strong>Writing Skill</strong></td>
</tr>
<tr>
<td></td>
<td>3. The students could differentiate narrative text with other genre of text.</td>
<td>The students could write a story with more detailed information.</td>
</tr>
<tr>
<td></td>
<td>4. The students could use the correct capitalization and punctuation in their writing.</td>
<td>The students could organize their story better from the beginning and finish their story until the end.</td>
</tr>
<tr>
<td></td>
<td>5. The students could generate their ideas easily.</td>
<td>The students could finish their story until the end on time.</td>
</tr>
<tr>
<td>Test</td>
<td>The mean score of the post-test 1: 70.66</td>
<td>The mean score of the post-test 2: 74.90</td>
</tr>
</tbody>
</table>

From the observation done in this action, the findings can be concluded that teaching learning using cartoon films is an effective media to teach writing skill. The students were more motivated and confident to write individually after watching the cartoon films. They discussed actively about the cartoon film in their
own group and could start their task better without wasting the time. Meanwhile, few students still made errors in using appropriate words.

C. Discussion

Overall, the result of the research showed that there were some improvements. The findings of the results showed (1) the improvement of students’ skill in writing narrative texts by using carton films, and (2) the effectiveness of the teaching learning process when cartoon films are used in teaching narrative texts.

1. The Improvement of Students’ Skill in Writing Narrative Texts by Using Cartoon Films

By doing more practices in writing using cartoon films, the students’ writing skill has improved. The students’ had an abundance of vocabulary and they used appropriate vocabulary in their writing. They could write a story with more detailed information based on the cartoon film and used correct capitalization and spelling; they produced longer paragraph with sufficient supporting details. The students could get the ideas and inspirations to write a narrative text after they had watched a cartoon film. The cartoon films give them a stimulus so that they could have something to write in their paper.

The students could also make a story in a good organization and paragraphing according to the generic structure of a narrative text. Based on the discussion of the findings, the researcher constructs a theory related to the findings. Katchen (1995) states that 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 cartoon films 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 cartoon films 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. It can be concluded that the students could produce writing in well-
organized texts consist of orientation, complication, and resolution. They start their writing with opening sentences in various ways in the beginning of the story, such as; “One upon a time, there was a son called Malin Kundang.”; “A long time ago, there lived a fisherman. His named Sahala.”, etc. Cartoon films could guide the students to write the story in a good order because they present the systematically story line from the beginning, middle, and ending. The cartoon films contain simple story so that they can be easily understood by the Junior High School students. By watching the cartoon films which contain 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 narrative texts using cartoon films. They could create a better writing than before including in constructing the past sentences by using simple past tense. 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 results of the test also support the positive improvements. This table consist of the improvement the students’ achievement for each aspect.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Score</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>20.91</td>
<td>18.74</td>
<td>22.05</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>O</td>
<td>15.33</td>
<td>13.94</td>
<td>15.87</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>V</td>
<td>14.49</td>
<td>12.63</td>
<td>14.33</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>15.89</td>
<td>13.21</td>
<td>18.39</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>4.23</td>
<td>3.26</td>
<td>4.07</td>
<td>4.23</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td></td>
<td>61.77</td>
<td>70.665</td>
<td>74.9</td>
</tr>
</tbody>
</table>

2. The Effectiveness of The Teaching Learning Process When Cartoon Films are Used in Teaching Narrative Texts.

The teaching learning process of writing skill before the action research was described as some students were busy with themselves, especially the students at the back. They did some other activities when starting their writing such as talking with other students; operate their phone cell to send a message.
The effectiveness of the teaching learning process of writing skill after the action research by using cartoon films showed that the students were motivated and confident when they were asked to write individually by watching the cartoon films 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 films could help them by presenting certain topic which can be written down. Some students discussed actively about the cartoon film in their own group after they watched the cartoon film.

Cartoon films also made the lesson more clarity. Cartoon films could be used to establish a positive ability of the students because its’ retain information in the long-term memory than when the information was only read. The students would be easier to write the story of the cartoon films on a paper because they still remembered what they saw and what they heard while the teacher played the cartoon films.

The use of discussion in small groups activities provide opportunity for students to clarify their understanding of the materials’ content to be learned in classroom. The discussion in small groups made students active to present their own opinion in their group and also in other groups. The class situation became lively with their discussion when they were doing their assignment. It indicated that the teaching and learning process by using cartoon films effective to improve students’ skill in writing narrative texts. In other words, the students’ attitude towards writing during teaching learning process using cartoon films in the class was improved.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the findings of the results show the positive improvements in students’ writing skill. The findings are as follows:

1. The Improvement of Students’ Skill in Writing Narrative Texts by Using Cartoon Films

   The improvement in students’ writing skill, such as; the students’ had an abundance of vocabulary and used appropriate vocabulary in their writing; the students could write a story with more detailed information and used correct capitalization and spelling; the students could make longer paragraph with sufficient supporting details; the students could organize their story better from the beginning, middle, and ending; the students could finish their story until the end on time; the students could make some opening sentences in various ways better; the students could make past sentences better and were more careful in constructing past sentences; the students could change the verb1 into verb2 in correct forms and were able to use appropriate vocabulary better. In short, the students could write a narrative text well.

   Based on the research findings above, the researcher concludes that teaching writing by using cartoon films can improve students’ skill in writing narrative texts. They got easier in generating and organizing the ideas when they write. The cartoon films that they watched could give the students certain topics. They could write scene by scene on the cartoon films so that they would produce systematic writing from beginning until the end. The improvement of the students’ skill in writing narrative texts is shown by the improvement of their mean score. The mean score of pretest was 61.77. In the post-test 1 and post-test 2, the students’ mean score showed the improvement. In the post-test 1, the students’ mean
score was 70.66 and in the post-test 2, the students’ mean score was 74.90.

2. The Effectiveness of The Teaching Learning Process When Cartoon Films are Used in Teaching Narrative Texts.

There is some effectiveness in teaching learning process using cartoon films. By using the cartoon films in the writing class, the students were more motivated in classroom. The students were more confident when they were asked to write the story of narrative texts individually. Cartoon films present attractive moving pictures and sounds so that they got feeling of relax before they write their story. They paid much attention when the cartoon films were played. The students always interest in the cartoon films while the researcher played the cartoon films.

Cartoon films also made the lesson more clarity. Cartoon films could be used to establish a positive ability of the students because its’ retain information in the long- term memory than when the information was only read. The students would be easier to write the story of the cartoon films on a paper because they still remembered what they saw and what they heard while the teacher played the cartoon films.

The use of discussion in small groups activities provide opportunity for students to clarify their understanding of the materials’ content to be learned in classroom. The discussion in small groups made students active to present their own opinion in their group and also in other groups. The class situation became lively with their discussion when they were doing their assignment. It indicated that the teaching and learning process by using cartoon films effective to improve students’ skill in writing narrative texts. In other words, the students’ attitude towards writing during teaching learning process using carton films in the class was improved.
B. Implication

Based on the result’s observation which is aimed to improve the students’ skill in writing narrative texts by using cartoon films, the researcher concludes that teaching writing by using cartoon films can improves the students’ skill in writing narrative texts. The use of cartoon film is an appropriate and effective media which enables the students to share their feeling and opinion about a certain topic. Especially in writing, cartoon films help the students in generating ideas and organizing paragraphs more easily. They can get something to say in their paper by watching the cartoon films. The cartoon films give them stimulus about certain topics to brainstorm the students so that they can write with detailed information as what is presented in the cartoon film. By using this media, the students can easily imagine about a story which will be written down in a paper. The students can also learn more by the guidance of their teacher.

Using cartoon films in teaching writing can also improves the students’ interest toward the lesson. Cartoon films provide interesting moving pictures and sound which is presented in harmony. The choosing of cartoon film is very important, suited by the subject of the viewer. With the suitable cartoon films, the students will be interested in joining the lesson. In the classroom, the students were eager to join activities and actively involved in teaching learning process. So, by using cartoon films in teaching writing, the students’ skill in writing narrative texts can be improved.

C. Suggestion

The writer would like to give some suggestions related to this research for teachers, students, institution of education, and other researchers. The suggestions can be put forward as follows:

1. To the Teachers

The English teacher, especially the teachers who teach in Junior High School, should create an enjoyable situation in teaching learning process in
class. They should be creative in selecting media. They can use cartoon film in teaching writing in order to maintain the students’ interest toward the lesson.

Teaching writing using cartoon films can be a good choice as a media which can be implemented in the writing class. By using cartoon films, the students are motivated in joining the class and are not easy to feel bored in teaching learning process.

2. To the Students

The students should have a high motivation from themselves when they want to learn English. The motivation which comes from their self will lead them to be successful in studying English. Beside that, the students should also involve actively in English class and practice the English frequently. They can see cartoon film in their home to practice their English skill.

3. To the Institution of Education

The Education Institution should provide facilities and media which can support the teaching learning process. By using appropriate facilities and media in class, teaching learning process can run effectively.

4. To the Other Researcher

The implementation of the use of cartoon films in improving students’ skill in writing narrative texts is expected that the result of this study can be used as additional reference for further research in other language skill in order to create a better teaching learning process. They should also do the research further to find out the weakness which still happened.
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