

CHAPTER II

THE USE ANIMATED FILM TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

A. Previous Research

There are some researches conducted in English writing. One of them is a study by Wiwin Supriyanti (053411264), English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang. Her thesis is The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing (an Experimental Research a Study with VIII G and VIII H students of 8th grade students of SMP 18 Semarang in the Academic Year of 2009/2010).¹ She did this study because she wants to know effective or not of using fairy tale movie to help in teaching narrative writing. The result of the study shows that after the treatment, there is a difference in the students' achievement in writing narrative text between students of experimental class and control class. The two groups are at the same level. Meanwhile, the research shows there were different improvement between two classes. The average score for the experimental class was 71.5 and 65.5 for the control class. This research was successful because there was improvement of students' achievement in writing narrative text.

The similarities between her research and the writer's are on the object of study that is writing, and the data analysis that uses writing test, and calculates the achievement of study. The difference is on media that used in the research of collecting data whereas the writer uses animation film and the previous researcher uses fairy tale movie. The use of research approach is also different, while the writer uses classroom action research and the previous researcher used experimental research.

¹Wiwin Supriyanti, "The Effectiveness of Fairytale Movie as a Medium in the Teaching Narrative Writing: an Experimental Research(a Study with VIII G and VIII H Students of 8th Grade Students of SMP 18 Semarang 2009/2010 Academic Year) 053411264" , (Faculty of Tarbiyah, Walisongo State Institute For Islamic Studies Semarang, 2009), p. 20-21.

Beside that, thesis entitled “The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Students’ Achievement” by Abdul Mufid (3104217). The researcher conducted the research based on the problem that was faced by the students in writing, where they were low in writing skill. The result of the research showed there was a significant difference in their writing skill after teaching by using pictures as a medium in teaches narrative text.² Both the previous researcher and the researcher focused on the teaching of writing narrative text. But they were different in the teaching media. Abdul Mufid focused on the use of picture, while the researcher focused on the use of animated film. Although they were different in teaching media, but both of them gave contribution in teaching writing.

B. Theoretical Framework

1. Writing in Language Learning

a. Definition of Writing

Writing as one of four language skills is considered a difficult skill because the researcher should fulfill some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

“Writing is functional communication; making learners possible to create imagine worlds of their own design”.³ It means that through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. Harmer states that “writing is a way to produce language and express idea, feeling and

²Abdul Mufid, “The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Students’ Achievement(An Experimental Study at Eight Grade Students of MTs Nurul Huda Banyuputih Batang in Academic Year 2008/2009)3104217”,(Tarbiyah Faculty of State Institute for Islamic Studies,2009) p.58

³Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p.172.

opinion”.⁴ It means that writing is one speaking representative through media. “Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be presented in learning activities”.⁵

“Writing is speaking to others on paper or on computer screen”.⁶ Writing is one way to represent speaking through media. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to write and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be presented in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that has a higher value.

b. Process of Writing

Writing as one of productive skill needs a process. Harmer states that “writing process is the stages that a writer goes through in order to produce something in its final written form”.⁷ There are four steps of writing processes:

⁴ Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), p.31.

⁵ Jeremy Harmer, *How to Teach Writing*, p.86.

⁶ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p, 2.

⁷ Jeremy Harmer, *How to Teach Writing*, p.4.

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writer has to consider the content of structure of the piece that is how best to sequence the facts, ideas or argument which they have decided to include.

This stage called by pre-writing process. Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. “Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”.⁸ In prewriting step, we gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before we write.

a) Brainstorming

“Brainstorming is one way to capture thoughts”.⁹

The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writer will use them. Writers’ list can include words, phrases, sentences, or even questions.

⁸Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.

⁹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 6.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines. The steps are:

- 1) Write the topic in the center of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into our mind about the topic in circles around the main circle.
- 3) Connect those ideas to the center word with a line.
- 4) Think about each of your new ideas, and then connect them.
- 5) “Repeat this process until we run out of ideas”.¹⁰

2) Drafting

The first version of writing is called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.¹¹

¹⁰Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

¹¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (US of America: Cambridge University Press, 2000), p. 318

4) Final draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Writing is not easy. It takes study and practice to develop this skill. For new learners English, it is important to note that writing is a process, not a product. If you follow four main stages in writing process, and practice by writing often, you will find it easier to write paragraphs and to improve your writing.

c. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences that discuss a smaller idea. Furthermore, paragraph like an essay, it generally contains an introduction, a body, and a conclusion".¹²

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph.

In writing a good paragraph, we should concern to two things. They are:

¹²Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, p, 13.

1) Unity / Cohesion

The unity is synonymous with oneness. It means that a paragraph discusses only one and only main idea from beginning to end and every supporting sentence must directly explain or prove the main idea. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

2) Coherence

The Latin *cohere* means “hold together”. It also plays an important role in writing. It plays crucial role in making a paragraph read well. The movement from one sentence to the next must be logical and smooth. “To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless”.¹³

3) Completeness

“A good paragraph contains enough detail information to explain and prove statements of a topic sentence”.¹⁴

Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:¹⁵

- 1) Content : the substance of writing, the ideas expressed.
- 2) Form : the organization of the content.
- 3) Grammar : the employment of grammatical form and syntactic patterns.
- 4) Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
- 5) Mechanic : the use of graphic conventions of the language.

¹³Sanggam Siahaan, *The English Paragraph*, p. 20-21.

¹⁴Otong Setiawan Djuharie, *Paragraph Writing*, (Bandung: Yrama Widya, 2009), p. 69.

¹⁵Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFY Yogyakarta, 2001), p. 306.

d. Writing ability

The writing ability are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. According to Heaton, the following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas:¹⁶

- 1) Grammatical skills : the ability to write correct sentences.
- 2) Stylistic skills : the ability to manipulate sentences and use language effectively.
- 3) Mechanical skills : the ability to use correctly those conventions particular to the written language, e.g. punctuation, spelling.
- 4) Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to organize and order relevant information.

In this study, the writing ability that will be improved is students ability in writing narrative text especially students class X.5 at MAN Pematang.

e. Teaching Writing for Senior High School Students

“Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught”.¹⁷ In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing

¹⁶Heaton, *Writing English Language Test*, (Longman: Longman Group Limited, 1975), p.138.

¹⁷Jeremy Harmer, *How to Teach Writing*, p. 31-32.

process, the students are demanded to get the knowledge of how to write well.

When writing, Indonesian students who learned English as a foreign language need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing for Senior High School is not an easy job, there is another factor that makes writing is the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more.

Each text has different characteristics. There are social functions, generic structures and language features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

In teaching writing, the teachers are faced on difficulties related to make their students can transfer their ideas. And one of the difficulties in teaching writing is about the low of exciting students in learning writing.

For this reason, it is very important for the teacher to know how to teach writing English enjoyable and can make the students excite and more interest in learn writing, actually writing narrative text. And the alternative ways to teach writing narrative text, in this study the writer offers one of media that used in writing class. It is teaching writing using animated film.

2. Genre in Language Learning

a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.¹⁸

Another definition, genre is a category used to classify discourse and literary works, usually by form, technique, or content. In other hand, genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something.¹⁹

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:²⁰

1) Spoof

It is kind of genre that has social function to retell an event a humorous twist.

2) Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

3) Report

It is a kind of genre that has function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

¹⁸Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4.

¹⁹L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), p.17.

²⁰L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, p.192-217.

4) Analytical Exposition

It is a kind of genre that social function to persuade the reader or listener that something in the case.

5) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

6) Anecdote

It is a kind of genre that social function to share with others or listener an account of an unusual or amusing incident.

7) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

8) Explanation

It is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Review

It is a kind of genre that social function to critique an art work or event for a public audience.

10) Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue.

11) Procedure

It is a kind of genre that social function “to describe how something is accomplished through a sequence of actions or steps”.²¹

12) News Item

It is a kind of genre that social function to inform reader, events of the day which are considered newsworthy or important.

²¹ Rudi Hartono, *Genres of Text*, p. 6.

13) Narrative

It is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways.²² It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

c. Narrative Text

1) Definition of Narrative Text

Narrative text is one of genre which is taught at tenth grade students of SMU and MA. Celce and Murcia state that narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, “a narrative is usually personalized or individualized tells about the events related to the person or persons involved”.²³

Mark Anderson and Kathy Anderson state that “narratives are usually told by a story teller”.²⁴ To make it interesting, a good story must have interesting content. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, the writer can conclude that narrative text is a story tells us about something interesting that has purpose to amuse, entertain for the readers or viewers. You are using narrative when you tell a friend about something interesting

²² Rudi Hartono, *Genres of Text*, p.6.

²³ M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York:Cambridge University Press, 2000), p.151.

²⁴Mark Anderson and Kathy Anderson,*Text Types in English*, (Newyork:Macmillan,1997), p. 2.

that happen to you at work or at school, when you tell someone a joke.

2) Characteristics of Narrative Text

a) Social function

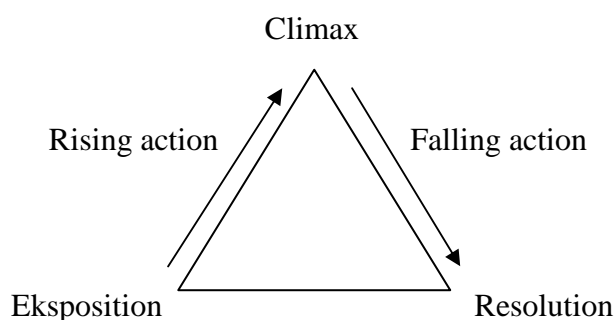
The social function of the text is to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deal with problematic or unusual events.²⁵

b) Generic structures

According to Neo narrative has a structure, a shape or a pattern. It can be represented graphically in this way.²⁶

Figure 1.

Generic Structure of Narrative



That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically include writing. The Freytag triangle that was cited on consists of:

- i. The orientation, it establishes the characters and situation.
- ii. Rising action, it refers to a series of complication leads to the climax.

²⁵ Susan Feez, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 1998), p. 95.

²⁶ Intan Karolina, *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan Pemalang, 2201402513*, (UNNES: Semarang, 2006), p. 27.

- iii. The climax is the critical moment when problem/ conflicts demand something to be done about them.
 - iv. Falling action is the moment away from the highest peak of excitement.
 - v. The resolution consists of the result or outcome.
- 3) Language Features of Narrative

Linda Gerot and Peter Wignell states that language features of narrative are:²⁷

- a) Focus on specific and usually individualized participant
E.g.: *Po, Aladdin, and Shifu*
- b) Use of relational processes and mental processes
E.g.: *Tigress was unhappy, everything was so weird.*
- c) Use of temporal conjunctions and temporal circumstances
E.g.: *A few years ago, sometimes, once upon a time*
- d) Use of past tense
E.g.: *lived, stayed, and was.*
- e) Use of verbal processes
E.g.: *Said, told, and promised.*
- f) Use of material processes.
E.g.: *The bomb exploded*

Narratives are more demanding than recounts because they highlight a complication in the sequence of events. In narrative, the writer makes the plot suspense as she/he evaluates the complications. “Narrative can become complex if more than one complication is included in the story before the situation is resolved”.²⁸

²⁷Linda Gerot and Peter Wignell, *Making Sense Of Functional Grammar*,(Australia: Gerd Stabler,1994), p 204

²⁸Otong Setiawan Djauharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*,(Bandung: Yrama Widya, 2007), p. 41

4) Types of Narrative

A class list of narrative that was cited on Wiwin Suprianti's thesis might include the follows:²⁹

- a) Adventure: a story that includes exciting and dangerous events that characters have to solve; e.g. junior detective stories
- b) Horror story: a story which attempts to scare the reader or listener with frightening events but which usually ends happily; e.g. Dracula
- c) Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end.
- d) Fairy tale: a well-known story from folklore for children which often involves fairies or other magical characters.
- e) Epic: a story which deals with big themes and heroic achievements and events that are 'larger than real life'; e.g. Iliad, Beowulf.
- f) Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.
- g) Myth or legend: stories which belong to a particular ethnic group and which attempt to explain the way of nature and the universe; e.g. Aboriginal legends.

²⁹ Wiwin Supriyanti, "The Effectiveness of Fairytale Movie as a Medium in the Teaching Narrative Writing: An Experimental Research (A Study with VIIIIG and VIIIH of 8th Grade Students of SMP 18 Semarang 2009/2010 Academic Year) 053411264", (Faculty of Tarbiyah, Walisongo State Institute for Islamic Studies Semarang, 2009), p. 20-21.

5) Example of Narrative

Timun Mas³⁰

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child.

One night, while they were praying, Buto Ijo a giant with supranatural powers passed their house. He heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said Buto Ijo. The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, Buto Ijo gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripen, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy.

However, the parents were very sad. They knew they had to keep their promise to Buto Ijo the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said father. "What do you mean, Father? I don't understand," said Timun Mas.

Right after that, Buto Ijo came into their house. "Run Timun Mas. Save your life!" said the mother. Buto ijo was angry. He knew the farmers wanted to break their promise. He chased

³⁰<http://www.elraz.co.cc/english-texts/teks-monolog/narrative/76-timun-mas.html>
accessed on 11 January at 16:15 p.m.

Timun Mas away. Buto Ijo was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. Buto Ijo had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt Buto Ijo. However, he was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But Buto Ijo still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste or *terasi*. She threw it and became a big swamp. Buto Ijo was still trying to swim the swamp but he was very tired. Then he was drowning and died.

Timun Mas then immediately went home. The farmers were so happy that they finally together again.

d. Writing Narrative Text

Writing Narrative text is difficult for almost the students of senior high school since they do not know what they have to write and what narrative is about. This study, the writer will give different ways for the students to learn how to write narrative text based on the film that they will be watched.

3. Medium in Language Teaching Learning

a. Definition of Media

The word 'media' derived from Latin *Medias* that means "between" or mediator. In Arabic media is (وسائل) intermediary or mediator a message from sender to receiver message.³¹

According to Gerlach and Ely that was cited on Anny Martya's thesis, "medium is any person, material, or event that establishes condition, which enables learners or students to acquire knowledge,

³¹Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT.Raja Grafindo Persada,2003), p. 3.

skills and attitude”.³² It means that a medium will help to establish the condition for the learners to identify or describe something in order to gain knowledge, skill, or attitude.

In addition, Gagne and Briggs that was cited on Arsyad Azhar’s book said that “medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer”.³³ In other words, “medium is a component of learning source or physical vehicles that consists of instructional material in students’ environment which can motivate students to learn”.³⁴ It means that teaching learning medium is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, teachers should make some strategies as well as medium to make the teaching learning process be conducted well.

b. Classification of Media

According to Anderson that was cited on Listiyaning’s book, teaching media can be classified into three categories. They are:³⁵

1) Visual media

They are media that can be seen. I would captivate visual sense-eyes-mostly. It can be form of picture, moving picture or animation or flash card.

³²Anny Martya Hapsari, “Diary Writing as a Medium to Improve Writing Recount Text Ability: (An Experimental Study of the Tenth Years Class of SMA 1 Sragen in the Academic Year of 2007/2008)”, Thesis of UNNES, Semarang: Library of UNNES, 2008, unpublished, p. 8.

³³Azhar Arsyad, *Media Pembelajaran*, (Jakarta: RajaGrafindo Persada, 2008), p. 4.

³⁴Azhar Arsyad, *Media Pembelajaran*, p. 4.

³⁵Listiyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional Purpose a Handbook*, (Semarang: IKIP PGRI Press, 2007), p. 48-59.

2) Audio media

They are media that can be listened. It means that audio media has sound in which listened by us and to mean

3) Audio-visual media

They are media that have sound and picture. Film is example from audio visual media in teaching.

4. Film in Language Teaching Learning

a. General Concept of Film

“Film is a form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement”.³⁶ “Film in other definition is a sequence of photographs or drawings projected on a screen in such rapid succession that they create the optical illusion (because of the persistence of vision) of moving persons and objects”.³⁷

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing).

In fact, film can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, video can provide variety, interest, stimulation and help to maintain motivation. “For advance students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate”.³⁸

³⁶ <http://dictionary.die.net/film> retrieved on 16 August 2010 at 19.30 pm

³⁷ <http://www.yourdictionary.com/film> retrieved on 16 august 2010 at 19.35pm

³⁸ David Nunan and Clarice Lamb, *The Self-Direct Teacher. Managing The Learning Process*, (Cambridge: Cambridge University Press), p.193.

b. Types of film

Bordwell and Thompson that was cited on Retno Ayu's thesis defined the types of movie or film as follow;³⁹

1) Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are;

a) Compilation films; produced by assembling images from archival sources.

b) Direct cinema; recording an on going event 'as it happens' with minimal interference by the filmmaker.

2) Fictional film

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

3) Animated film

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

³⁹Retno Ayu Murwani Puspitasari, "The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts (A Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year of 2006/2007), 2201402525", (Semarang: UNNES, 2007), p. 25-26.

4) Experimental film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it.

Experimental films are made for many reasons, they are;

- a) The filmmakers want to express personal experience or view point
- b) The filmmakers may also want to explore some possibilities of the medium it self,
- c) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

c. Animated Film

Animated film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This film uses computer graphics in creating animated images.

In this research, the researcher uses animated film. The animated film that will be given is appropriate with the age for the students of senior high school. This study, the writer as the researcher chooses animated film that has characteristic funny, so it can make teaching and learning process more cheerful. Film can be an effective media in writing teaching because it provides students an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

d. The Advantages and Disadvantages of Film

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching-learning

process, a teacher must bring all components into classroom and apply them.

Harmer states that there are many reasons why video (film) can be used in language learning:⁴⁰

1) Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through thought expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language ‘when inviting someone out, or how American speaks to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding them doing new things in English.

⁴⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 282.

4) Motivation

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

Beside the advantages, use film as a medium also has several disadvantages. There are:

- 1) During playing film, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students cannot understand the film well if it is played too fast.
- 3) If the listening equipment has bad quality, the students can not listen the sound of the film.
- 4) The equipment is expensive.

e. Film as Audio Visual Aids in Teaching Writing

Writing is one of productive skills that must be learnt in a language classroom. Learners engaged in a productive task can be come very frustrated when they do not have the word or the grammar they need to express themselves.

In teaching learning process, teachers are expected to make it more interesting through the medium used. Film is one of the media that can be used in teaching writing, especially in writing narrative text. According to Oemar Hamalik that was cited from Asnawir's book, good movie or film has some features, one thing is film can arouse students' interest.⁴¹ By using film, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them.

⁴¹Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 95.

1. Applying Animated Film in Teaching Writing Narrative Text

In the process of teaching, teacher can use stimulate media to stimulate her/his students' interest. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher uses film especially animated film. The main aim of animated film in teaching of narrative text is to help the students catch and express their ideas in writing. From animated film, the students will get overall description of film such as setting, plot, character, moral values and others. Film can be more effective than other instructional media relating one idea to another, building a continuity of thought, creating dramatic impact. The overall description of film is in line with narrative texts which contain generic structures and linguistic features.⁴²

Animated film can be used for rewriting or retelling a story. Teacher can begin the lesson by giving question related to the film that would be watched. After that, lets the students watch it.

Before the students watch the film, teacher guides students to make notes related to the film such as setting, character, and others. The teacher gives questions based on the film that will be eased the students to make a narrative text by arranging the answer of the question. Teacher should explain that students are not allowed to interrupt while the film is playing because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the film ends or they can open the dictionary. After they have done with the text, teacher asks students to discuss together about overall description of film by connecting narrative text material that consists of the generic structure and linguistic features and asks students, to analyze the film

⁴²Muamalatul Fitroh. "Improving Students' Narrative Skill through Flash Animation (An Action Research with Tenth Grade Students of SMA N 13 Semarang in the Academic Year of 2009/2010), 053411182". (Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang), p.26-27.

together. It means that the students must share their idea, feeling, or anything that exist in their mind after they watch the film and focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar.

By using animated film, students will be more interested in learning writing. Beside that, they will practice regularly especially in writing.

C. Action Hypothesis

Based on the review of related literature above, the action hypothesis of this classroom action research can be stated that ‘Animated film can improve students’ ability in writing narrative text.