

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Writing

###### a. Definition of Writing

Writing is productive language skills that enable a language user to express idea and communicate them to others. Celce and Murcia said that “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place”.<sup>1</sup> The writer, in other words, communicates his or her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their meanings.

Caroline stated: “Writing is a combination of process and product”.<sup>2</sup> The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to writers.

According to Hyland, “writing is problem solving”.<sup>3</sup> Writing requires complex thinking because the process of writing involves problem solving and decision making.

Harmer adds that “writing is a process and that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities”.<sup>4</sup>

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<sup>1</sup>M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142.

<sup>2</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Cambridge University Press, 2005), p.98

<sup>3</sup>Ken Hyland, *Teaching and Researching Writing*, (New York: Pearson Education, 2002), p.

From the definition above the researcher 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 our mind. It is written on a paper or computer screen. Beside that the writers use invention strategies and extensive planning to resolve the rhetorical problem that each writing task presents. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities.

#### **b. Purpose of Writing**

When a person writes something, he or she has purpose for writing. According to O'Malley and Pierce, there are three purposes of writing that describe the kinds of students writing.<sup>5</sup> Those are:

##### **1) Informative Writing**

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationships.

##### **2) Expressive or Narrative Writing**

Expressive or Narrative Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

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<sup>4</sup>Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p. 86

<sup>5</sup>Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 137-138

### 3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

The writers have to decide what the primary purpose, before writing something. They have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize develop that information.

### c. Types of Writing

Among the many different kinds of types of writing, there are two major of types of writing:<sup>6</sup>

#### 1) Practical or factual writing

This type deals with facts. We can find it in writing of letters (personal, business), reports and editorials.

#### 2) Creative or imaginary writing

These types usually exist in literature. Such as romance, science, novels, short stories, jokes, drama, poetry, etc.<sup>7</sup>

Determining the type of writing you will be used is important. It will help you determine you topic (subject), purpose (why you are writing), and style (how you should write).

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<sup>6</sup>Mary Finocchiaro, *English As a Second Language: From Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 86

<sup>7</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to language Pedagogy*, (NY: Longman, 2001), p. 302

#### **d. Processes of Writing**

Writing as one of productive skills needs a process. This processes writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.<sup>8</sup> There are four processes of writing:

##### **1) Planning**

When planning, writers have 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 product, 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, writers have to consider the content structure of the piece- that is how best to sequence the facts, ideas or argument which they have decided to include.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is technique used to generate and collect ideas for writing; it's a way to produce many ideas from a group for the purpose of simple enjoyment or problem solving.<sup>9</sup> The purpose of

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<sup>8</sup>Jeremy Harmer, *op.cit*, p. 4.

<sup>9</sup>Barbara C. Palmer and Mary L. Hafner, *Developing Cultural Literacy Through the Writing Process*, (America: Allyn and Bacon, 1994), p. 54

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

There are five steps that must be done by writers to brainstorm:<sup>10</sup>

- a) Writers must begin with a broad topic.
- b) Writers must write down as many ideas about the topic as writers can do in five minutes.
- c) Writers can add more items to their list by answering the questions what, how, when, where, why, and how.
- d) Writers group similar items on the list together.
- e) Writers can cross out items that do not belong.

Clustering is another pre-writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.

There are five steps that must be done by writers to cluster:

- a) Writers must write the topic in the centre of blank place of paper and draw a circle around it.
- b) Writers can write any ideas that come into their mind about the topic in circle around the main circle.
- c) Writers must connect these ideas to the centre word with a line.
- d) Writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them.
- e) Writers repeat the process until they run out of ideas.

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<sup>10</sup>Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education Inc., 2003), p. 41-42

## 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 the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

Editing is an 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”.<sup>11</sup>

## 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.

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

## 2. Narrative Text

### a. Definition of Narrative Text

Narrative is a kind of text that is taught by English teacher to the students. Narrative text is a writing that tells about a story. Rudi Hartono explains that a narrative text is the text that has purpose to amuse, entertain to deal with actual or various experience indifferent ways.<sup>12</sup> Narrative deal with problematic events which lead to a crisis or turning point of some kind and turn in finds a resolution.

Mark Anderson and Kathy Anderson state that narratives are usually told by a story teller.<sup>13</sup> To make it interesting, a good story must have interesting content. It should tell about an event or audience would find engaging. We might event 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 researcher can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain, or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work at school, when you tell someone a joke.

### b. Generic Structure of Narrative Text

Based on curriculum, the characteristic of narrative is conflicts and resolution factors that happen in the story. Narrative text aims to entertain the listener and the reader with real and imagination experience. The number of complications and resolutions may be one or more. Narrative text consists of five generic structures. They are

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<sup>12</sup>Rudi Hartono, *Genres of Texts*, (Semarang: UNNES, 2005), p. 6.

<sup>13</sup>Mark Anderson and Kathy Anderson, *op.cit*, p. 2.

orientation, complication, sequence of event, resolution and coda.  
According Mark Anderson and Kathy Anderson, the generic structure of narrative text is:<sup>14</sup>

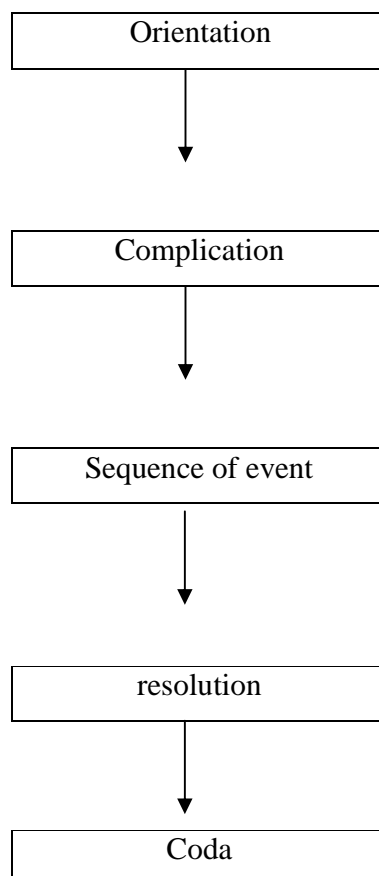


Figure 1. The generic structure of narrative text

From the diagram above, a narrative text consist of five parts: Orientation, Complication, Sequence of Event, Resolution and Coda.

1) Orientation

An orientation (can be paragraph, a picture or opening chapter) in which the narrator tells the audience about *who* is the

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<sup>14</sup>Ibid, p. 8.



story, *when*, the story is taking place and *where* the action is happening. In this part the writer or narrator used to produce atmosphere so that make the readers or listeners are persuaded to follow the story. In other word, it functions as the stimulus to the readers or listeners to read or listen the narrator' literature by reeling the orientation of the text.

## 2) Complication

A complication sets off a chain of events that influences what will happen in the story. In this part the crisis arises. The problem begin to arise that lead to the crisis.

## 3) Sequence of Events

The characters reach to the crisis or climax. Climax is the description of the real life and tells the readers or listeners that every issues or problem can be solved.

## 4) Resolution

The characters finally sort out the crisis or climax. Generally, the resolution is the place in the end of narration, but sometimes the narrator will place other issues or complication of the problem. It is used to make the story does not come to the end.

## 5) Coda

The last part of narrative text is coda. Coda provides a comment or moral based on what has been learned from the story. On the other hand, the narrator briefly tells again what he or she has narrated. Coda is an optional part in the narrative text.

The researcher concludes that narrative gives entertainment to reader and listener with true story, imagination or with problematic events which lead to a crisis or turning point some kind, which in turn find a resolution.

### c. language Features of Narrative

Beside that, a narrative also has some language features. Linda Gerot and Peter Wignell states that language features of a narrative are as follows:

- 1) Focus on specific and usually individualised participant  
e.g.: Cinderella, Aladdin, and Snow White.
- 2) Use of relational processes and mental processes  
e.g.: Alison was unhappy, everything was normal.
- 3) Use of temporal conjunctions and temporal circumstances  
e.g.: a few years ago, sometimes, for three months now
- 4) Use of past tense.<sup>15</sup>  
e.g.: lived, was, didn't care, and had been arguing
- 5) Use of verbal processes (saying verb)  
e.g.: said, told, and promised.<sup>16</sup>
- 6) Use of material processes.  
e.g.: The bomb Exploded, Mr. Setiawan yawned.<sup>17</sup>

Texts has generic structure and language features according communicative purpose of the text it self. However, there are certain similarities within the texts with the same purpose. The generic structure of narrative of text should be mastered by the students for learning the genre. Because genre is tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts.<sup>18</sup>

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<sup>15</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p.204

<sup>16</sup>Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta, 2004), p. 59

<sup>17</sup>Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2008), 2 Ed., p.15

<sup>18</sup>Ken Hyland, *Genre and Second Language Writing*, (US, University of Michigan Press. 2004). P. 43

#### d. Types of Narratives

There are many types of narratives. According Annandale states that types of narrative consist of:

##### 1) Adventure

A story which includes exciting and dangerous events that characters have to solve; e.g. junior detective stories.

##### 2) Horror story

A story which attempts to scare the reader / listener with frightening events but which usually ends happily; e.g. “Dracula “, the missing mummy etc.

##### 3) Romance

A story which deals with romantic love. There are often some obstacle in the way but ‘true love ‘usually wins out in the end. E.g.: lockie Leonard, Human Torpedo.

##### 4) Fairy tale

A walk-known story from folk lore for children which often involves fairies or other magical characters. E.g.: Cinderella & snow white.

##### 5) Epic.

A story which deals with big themes and heroic achievement and events by characters that are larger than real life; e.g. Horner’s “Iliad “ or star wars “.

##### 6) Humour

A humorous narrative is one that aims to make the audience laugh as part of telling a story. E.g.: misery Guts.<sup>19</sup>

There can be a combination of narratives within each of these different types. And adventure narrative could include humour and

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<sup>19</sup>Annandale, *A Genre-Based Approach in Teaching Writing years 3-6*, (Australia: National Library of Australia, 1990). P. 6

romance. Similarly, a horror story could include romance and adventure. In this study, the researcher uses a fairy tale story, because it is a good story and appropriate types or narrative by using flash animation.

#### **e. Teaching Writing of a Narrative Text**

As an international language, English is also taught in Indonesian as a foreign language. One of the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. Many students find writing to be the most difficult lesson since they have to write in English to produce an English text. They have to write down what they think of in their mind and state it on a paper using correct procedure.

To figure the problems out, the researcher tries to use a flash animation in narrative text in teaching written cycle. Students can feel more relaxed in learning writing and it will be easier for them produce a narrative text.

#### **f. Types of Media in Teaching Writing Narrative Text.**

There are several media that can be used in teaching writing narrative text:

##### **1) Diary**

Diary is kind of personal writing. The word *diary* comes from the Latin *diarium* ("daily allowance," from *dies* "day"), found more often in the plural form *diaria*.<sup>20</sup> Diary proposes to develop learners' skills in their performance of writing by reporting what they saw in their daily life. Diary is actually an individual work that is given to

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<sup>20</sup> Wikipedia, Free Encyclopedia, "*Diary*", <http://en.wikipedia.org/wiki/Diary>, on Juny 26 2009, 09.10 pm.

the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure.

Diary writing is recommended as a medium in teaching writing narrative text because through diary, students will be easier to understand how to write a narrative text. Writing diary becomes a part of people's life. It is usually done everyday that makes students more familiar in writing a story. Students usually write down on a paper when they experienced an unusual event, such as a funny, happy, or sad story

## 2) Picture

Hamalik says that pictures are concrete.<sup>21</sup> It is implied that students are able to see and understand something abstract easily through pictures. Hamalik also mentions that picture overcomes time and space. Therefore, by using pictures, teacher will be able to presents something which is likely impossible to bring at class.<sup>22</sup> Teacher do not need to draw picture by themselves, but can found in newspaper, magazine, book, internet and poster.

In teaching narrative text, the teacher can use picture as an aid to make easy in understanding narrative text. By showing the picture, students can make paragraph easily.

## 3) Wall Magazine

Wall magazine is magazine that all of contents adhered on the wall. The reader read it stand up. The contents are the same with other magazine, i.e. various writing and opus.<sup>23</sup> Wall magazine is usually used in educational institution that has purposes as a place for

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<sup>21</sup> Oemar Hamalik, *Media Pendidikan*, (Jakarta: Depdikbud, 1993), p. 81

<sup>22</sup> Ibid.

<sup>23</sup> Atar Semi & Ngusman, *Bagaimana Membuat Kliping dan Majalah Dinding*, (Bandung: Titian Ilmu, 1993), p. 31.

students to express their creativity. Students can post their writing, drawing, pictures.

In teaching writing narrative text, the teacher can use wall magazine as a medium to attract their interest to write narrative text. By using wall magazine students will more care about the quality of their writing, including the contents, vocabulary and lexicogrammatical of narrative text.

#### 4) Flash animation

A flash animation or flash cartoon is a film which is created using Adobe Flash and often distributed in the \*.swf (small web format) file format.<sup>24</sup> In teaching writing narrative text, Flash animation can affect both teachers' teaching and students' writing skill. As a teacher, teacher can use flash animation to help him explain the narrative text. To the students, flash animation helps students learn and memorize better because the teachers' explanation in facilitated audiovisual media. The use of flash animation as an alternative medium for teaching writing narrative texts hopefully can help students improve their narrative writing.

In this study, the researcher using flash animation as a medium in teaching writing narrative text. By using flash animation, it can motivate the students to learn and pay attention to the material given.

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<sup>24</sup> Tim Divisi Peneletian dan Pengembangan, *Macromedia Flash MX 2004*, (Yogyakarta: C.V Andi Offset, 2005), p. 2

### 3. Media

#### a. Definition of Media

Media are very important in teaching and learning process. They can help students to understand the material correctly. By using media, teacher can convey the material effectively. Gerlach and Ely in Arsyad book, state that the media is person, material or events that established condition which enable the learners acquire knowledge, skill and attitude.<sup>25</sup> While NEA Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can effect the effectiveness of instructional program.<sup>26</sup> Media enable students to acquire knowledge, skills, science, and attitude easily.

Based on definition above, media is a tool for language learning or teaching. Media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context.

#### b. Classification of Media

There are many kinds of media. Kemp, which is cited by Arsyad, states that media can be classified into eight groups.<sup>27</sup> Those groups are:

##### 1) Printed Media

Printed media consist of materials, which is prepared on papers. The materials will be used for instructional and informational purposes.

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<sup>25</sup> Azhar Arsyad, MA, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), P. 3.

<sup>26</sup> H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.

<sup>27</sup> Azhar Arsyad, *op.cit.* P. 37.

## 2) Display Media

Most of display media are used by instructor to transmit the message or information in front of small class or audience. These categories include chalkboard, flip chart, cloth board, and bulletin board. Chalkboard is the simplest of display media. Chalkboard is always found in the classroom. With good planning from teacher like using colors chalk, chalkboard can be an effective media in teaching and learning process. Flip chart is an advantageous display media if it is used to present visual information such as chart, diagram, and others. Bulletin board is usually used to present three dimensions of visual. It will be placed in the strategic place where every people can see it.

## 3) Overhead transparencies or projector (OHP)

Transparencies are popular form of instructional media. Overhead transparencies are a visual form of word, sign, picture, or chart which is prepared to be projected in a screen or wall by a projector. Overhead Transparencies are designed to be used in front of class where all students can see.

## 4) Audio Tape Recording

Audio material is an economical way to provide certain type of informational and instructional content. Recording may be prepared for group or individual. Audio tape recording is closely related with the students' skill especially in listening.

## 5) Slide Series and Film Strips

Slides are a form of projected media, which are easy to prepare. The slide size is 35 mm with 2x2 inch of frame. The frame is made from cardboard or plastic. Slides series and filmstrips frequently serve as the starting effort in a media production program.



#### 6) Multi Image Presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing.

#### 7) Video and Motion Picture

Video and film are both “media of motion” in a frame, where the frame is projected by a projector lens mechanically. Video and film can be more effective than the other instructional media for relating one idea to another, building a continuity of thought, creating dramatic impact.

#### 8) Computer Based Instruction

Computer based instruction refers to any application of computer technology to the instructional process. Computer based instruction will be used to present information from teacher to students, stimulate a process, manipulate data to solve the problems. The use of computer in educational field is well known as Computer Assisted Instructions (CAI). It has developed with the various forms such as drills and practice, tutorial, simulation, game, discovery, and others. One of the functions of computer in a teaching learning process is to stimulate students to do some exercises or activities in the laboratory because in computer contains of animation chart, music, and others.

In this study, the researcher using video and motion picture classification. The motion picture media named flash animation as the interaction media, because by using flash animation, it can motivate the students to learn and pay attention to the material given.

### c. The Function of Media

Media gives some resourceful teaching aids that help both teacher and students in material. Media has important role in teaching and

learning process. The followings some functions of media in teaching and learning process; media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in certain way. And media provide various kinds of teaching methods and techniques, so learners are not bored with the monotonous teaching and learning process.

Media are very important in teaching learning process to help students become affective and enhance their interested in learning process. The function of media is needed to reach the purpose of teaching and learning.

#### **4. Flash Animation**

##### **a. Definition of Flash Animation**

Animation is motion pictures. According to Macromedia flash MX 2004 guide book, animation is making objects to move so that it is looked live.<sup>28</sup> The objects of animation can be pictures or letters. Cartoons on television are one example of animation. There are many software applications that enable you to create animations that you can display on a monitor. Such as: computer, mobile phone, and laptop. Flash animation is one of the animations that are made by a computer program named Adobe Flash.

A flash animation or flash cartoon is a film which is created using Adobe Flash and often distributed in the \*.swf (small web format) file format.<sup>29</sup> We can play flash animation using adobe flash player or web browser that has been installed with flash plug in. Flash animation is like cartoon, but it is simple. We can make it by ourselves or

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<sup>28</sup> Tim Divisi Peneletian dan Pengembangan, *op.cit.* p. 2

<sup>29</sup> [http://en.wikipedia.org/wiki/Flash animation](http://en.wikipedia.org/wiki/Flash_animation) 18,2009,12.45

download it from internet. The amount of flash animation file flash is small, so it does not need a long time to download.

**b. The Function of Flash Animation in Teaching Writing Narrative**

Flash animation is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. Flash animation 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.

Flash animation can affect both teachers' teaching and students' writing skill. As a teacher, teacher can use flash animation to help him explain the narrative text. To the students, flash animation helps students to express their ideas not only based on their imagination but also reality. The function of flash animation was actually meant to help them learned and memorized better because audiovisual is easier to be memorized. The use of flash animation as an alternative medium for teaching writing narrative texts hopefully can help students improve their narrative writing.

**c. The Application of Flash Animation in Teaching Writing Narrative**

In the process of teaching, teacher can use media in order to stimulate students' interest. One of the media is a flash animation. The main use of flash animation in the teaching of narrative writing is to help students catch and express their idea in writing. From the flash animation, students will get an overall description of film such as setting, plot, character, moral value, and others. Flash animation can be more effective than other instructional media for relating one idea to another, building a continuity of thought, creating dramatic impact. The

overall description of flash animation is in line with narrative texts which contain generic structures and linguistic features.

Flash animation can be used for rewriting or retelling a story. Teacher can begin the lesson by showing the film and let students watch it. Before that, teacher can begin the lesson by warming up students' mind with the simple questions that are related to the film, like: Do you know the story of Jack and the Beanstalk? What kind the story is? Do you ever watch its film?

While they watch the film, teacher guides students to make notes related to the film such as setting, character, and others. While the film is played, teacher should explain that students are not allowed to interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the film ends. After that, teacher asks students to discuss together about the 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 together. The last, teacher asks students to write a narrative after they watch the film. It means that 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 flash animation, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing.

## **B. Previous Research**

Writing is interesting field for research. Many researches were conducted about writing. Related to this study, researcher chooses some literature about previous research which relevant to teaching narrative texts.

Sri Wahyuni (2007) studied the use of animated films (fairytales) as a means of teaching narratives. The final project mainly aimed to find out the effectiveness of using animated films as a means of teaching narratives. The result showed that there was a significance difference in the achievement between the students who were taught narratives using an animated film as media and students who were taught narratives without an animated film as a media. It was proved by the significance difference of the average scores of the experimental group: 11.54 (pre-test) and 40.02 (post-test). The average scores of the control group was 11.36 (pre-test) and 12.48 (post-test).

Tun wahyuni (2007) studied the use of English animated films as an alternative technique in teaching narrative writing. The objective of the study was to find out the effectiveness of using English animated film to teach narrative writing. The result showed that there was a significant difference in the achievement of students' writing before and after using English animated film. It was proved by the significant difference of the average scores before using animated film (pre-test) 10.58 and after using animated film (post-test) 11.18.

The similarity between their research and the researcher are on the material of study that is about narrative text and the object of study that is writing. The differences are on the research approach that their research is experimental and the researcher is action research.

### **C. Action Hypotheses**

In conducting the research, the researcher proposes the hypotheses. "There was some improvement of students' narrative writing at tenth grade of SMA Negeri 13 Semarang in the academic year of 2009/2010 after being taught using flash animation".