# TEACHING WRITING BY USING CARTOON MOVIES FOR TEENAGERS IN SALUMAKARRA

*A Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education*

**IAIN PALOPO**

**By:**

**MUZAYYANAH KASO**
16.0202.0040

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

**THESIS APPROVAL**

This thesis entitled **"Teaching Writing by Using Cartoon Movies for teenagers in Salumakarra"** Which is Written by **Muzayyanah Kaso, Reg. Number. 16.0202.0040,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 9th of April 2021 M,** coincided with **26th Syakban 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

<u>Palopo, Friday, 9th of April 2021 M</u>

**26th Syakban 1442 H**

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2. Dr. Magfirah Thayyib, S.S.,M.Hum      Examiner I      (....................)

3. Yuyun Ruqiyyat Said, S.Pd.,M.Pd      Examiner II      (....................)

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# NOTA DINAS PEMBIMBING

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Di-

Tempat

*Assalamu 'AlaikumWr. Wb*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama         : Muzayyanah Kaso

NIM          : 16.0202.0040

Prodi         : Pendidikan Bahasa Inggris

Fakultas      : Tarbiyah dan Ilmu Keguruan

Judul         : "Teaching Writing by Using Cartoon Movies for Teenagers in Salumakarra"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu 'AlaikumWr. Wb*

|  |  |
|---|---|
| **Pembimbing I** | **Pembimbing II** |
| **Dr. H. Rustan S., M.Hum.** | **Andi Tenrisanna Syam, S.Pd., M.Pd.** |
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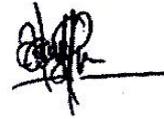
# HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul Teaching Writing by Using Cartoon Movies for Teenagers in Salumakarra yang ditulis oleh Muzayyanah Kaso Nomor Induk Mahasiswa (NIM) 16 0202 0040, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari jumat, tanggal 19 maret 2021 bertepatan dengan 19 rajab 1442 hijriyah telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

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Penguji II      tanggal: 09 April 2021

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Pembimbing I/Penguji      tanggal: 09 April 2021

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Pembimbing II/Penguji      tanggal: 09 April 2021

# HALAMAN PERNYATAAN KEASLIAN

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Fakultas  : Tarbiyah dan Ilmu Keguruan

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Bilamana di kemudian hari pernyataan ini ini tidak benar, maka saya bersedia menerima sanksi administratif atas perbuatan tersebut dan gelar akademik yang saya peroleh karenanya dibatalkan.

Demikian pernyataan ini dibuat untukdipergunakan sebagaimana mestinya.

Palopo, 10, januari 2021

Yang membuat pernyataan

**Muzayyanah Kaso**

NIM: 16 0202 0040

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# ABSTRACT

**Muzayyanah Kaso**, 2021 *" Teaching Writing By Using Cartoon Movies For Teenagers in Salumakarra.* English Study Program Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo. Supervised by; (1) Dr.H.Rustan S., M. Hum. (2) A. Tenrisanna Syam, S. Pd., M. Pd.

Keywords: Teaching Writing, Cartoon Movies,Narrative Text.

The purpose of this research was to find out whether the use cartoon moviesmedia improves writing skills for teenagers in Salumakarra. This research applied the pre-experimental method, the research was carried out in one class, and the population of this research was teenagers ($16^{th}$-$18^{th}$) at Salumakarra. The samples of this research were 10 teenagers ($16^{th}$-$18^{th}$) at Salumakarra. The sampling technique in this research was the total sampling technique. The instrument of this research was the writing test. The researcher gave a pretest and posttest to the teenagers ($16^{th}$-$18^{th}$). The data was analyzed by using SPSS20. The result of this research showed that the use of cartoon movies media improves writing skills.It could be seen from the result of a calculation that teenagers score in the post-test was higher than teenagers score in the pre-test. The mean score in the post-test was higher than the mean score of the pre-test ($0.000 < 0.05$). It means that there was a significant difference between teenager's score in teaching writing narrative text by using cartoon movies for teenagers ($16^{th}$-$18^{th}$) at Salumakarra.
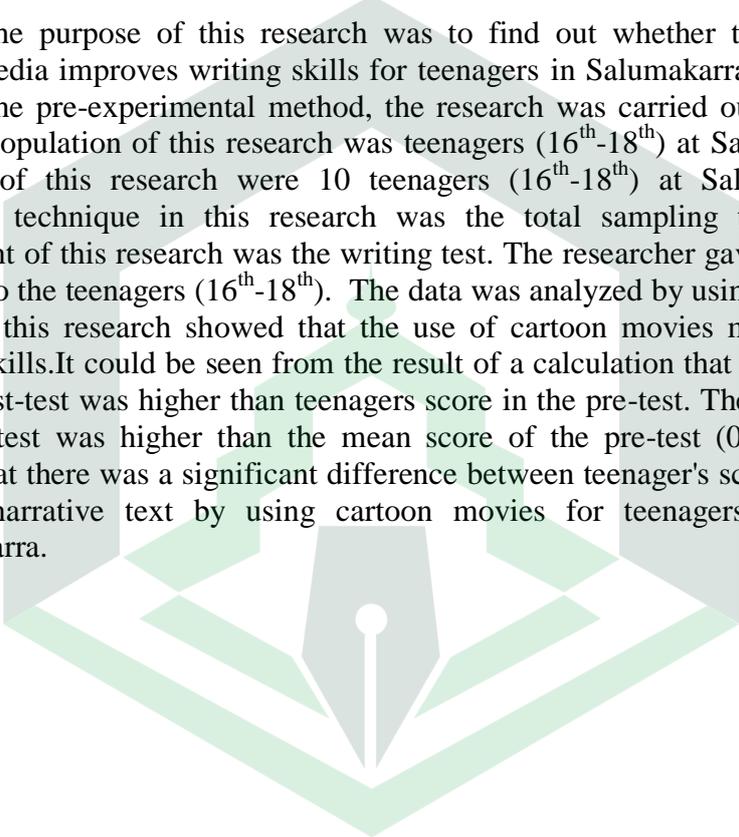
# CHAPTER I

# INTRODUCTION

## A. Background

Writing is one of language skills that more complex and difficult than others because the students must master grammar and vocabulary. The students must have concept in writing not only in their brain but they also have to translate it in writing language. The writing skill becomes very important in the education field. Therefore, students need to be exercised and trained in order to have a good writing skill. Writing is a complicated process of problem solving which involves controlling the text, reaching the purpose of writing the thought in the text, planning-arranging the thoughts and collecting data for the target Writing is a process that requires making choices. How to decide what we want to communicate and how to express the thoughts, and what combination of words and sentence structures will best convey those thoughts. So, writing is how human beings communicate his thoughts and feeling by visible signs, understandable not only to himself but also to all other persons.[1]

Based on observations and interview in Dusun Salumakarra, Kecamatan Noling, Kabupaten Luwu the researcher finds problems in learning English is difficult to understand writing especially in learning narrative text. The difficulties are: (1)The students cannot develop their idea, it is about coherence and unity of the text. In addition, they cannot use grammar language correctly; (2) The

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[1]J Ignace Gelb, "*Journal of Physical Organic Chemistry*", (Chicago: University of Chicago Press, 1963), 47.

students cannot organized their idea and information well; (3) The students do not know how to make the reader easy to understand the text. Therefore, the researcher assume that the students have problems on writing. According to Anderson narrative text is a piece of text which tells a story to inform or entertain readers or listener[2]. According to Knapp and Watkins stated that narrative has social role as a medium for entertainment and changing social opinions and attitudes[3]. That's why narrative text will give the students challenge to write completely as a simply they can.

There are some techniques to solve the problems of teaching English writing. One of them is the use of audio visual media. Audio visual media is a media which produce visual and audio elements together in a process of conveying the message. audio visual media is divided in to two kinds, they are: (1) Pure audio visuals both sound elements and image elements come from a single source such as video, cassette, and television. (2) Impure audio is the sound elements and the image element comes from different sources.

Sadiman and Raharjo (2007) view, "Movie is a motion pictures or film that produce to entertainment and tells a story''.[4]

In addition, Asyhar (2011) states, "Movie can interest students attention because contain of interest picture and familiar story''.[5] It means that cartoon

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[2] Anderson, *"Text Type in English",* (New York: Macilan, 1997), 2.

[3] Peter Knapp and Megan Watkins, *"Technologies for Teaching and Assessing Writing",* (University of New South Wales Press Ltd:2005), 220-221

[4] Sadiman and Raharjo, *"Media Pendidikan",* Jakarta: PT.Raja Grafindo (2007:69), 83.

[5] Asyhar, *"Kreatif Mengembangkan Media Pembelajaran"*, Jakarta: Gaung Persada Press (2011: 45), 96.

movie is the use of audio visual media types into an integrated application or presentation to deliver the material in teaching and learning process. This media is complete visual media that can help to explain complicated topic in teaching and learning process. By combining text, pictures, sound and video in teaching narrative text writing students are easier gain the ideas and information. Thestudents can see the concrete sample from what will be displayed in the power point, for instance a specific place, person, or thing. Thus, the students are able to see clearer narration about what they have to write.

Found that cartoon movie can improve the students' writing. The researcherinterested in conducting research entitled *"Teaching Writing by using Cartoon movies for teenagers in Dusun Salumakarra Kecamatan Noling Kabupaten Luwu"*.

## B. Research Question

Based on the background above, the researcher states the research question as follows:

Is the use of cartoon movies effective in improving writing skill for teenagers in Salumakarra?

## C. Objective of the Research

The objective of the research will determine whether cartoon movies is effective in improving writing skill for teenagers in Salumakarra.

**D. Significances of the Research**

This research has theoretical and practical benefits:

1. Theoretically, this research is to support the theory about cartoon movie which is stated that it can improve students' writing skill.

2. Practically, the result of this research is beneficial:

    a) For the English teacher, the result of this study hopefully can provide her with information on which technique is more effective to be used in teaching than can improve the writing ability of the students.

    b) For the students, the media will make them more interested and motivated to learn and to write English.

    c) This thesis as a reference for the future researcher.

**E. Scope of the Research**

By discipline, this research is under English Language Skills. By content, this research discusses about narrative text. By activity, the researcher will apply cartoon movies story. The researcher will assess the students' content, organization, vocabulary, language use, mechanic. The cartoon movies entitled, Aladdin, Pinocchio, Beauty and the beast, The golden bread, Little mermaid.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

## A. Previous of Related Research Findings

In this research, there are some reviews of related research findings from previous researcher, this media had ever been used by some research. Here the researcher present previous researches.

Yunita Widyawaty conducted research entitled "The Use of Dora the Explorer CartoonMovie to ImproveVocabulary Mastery". This study is focused on the method of teaching vocabulary by using Cartoon Movie to improve students' vocabulary mastery. The method of research used in this study is action research. From this study, Researcher concluded that there was a significant difference between pretest and posttest. The mean of posttest is greater than the mean of pretest both in cycle I and cycle II. In cycle I is 5.6 and cycle II is 7.6. Both of them is greater than t-table with n =31 is 2.04.[6]

The different between Widyawaty's research and this research is the method of research. She used classroom action research and this research uses Pre-experimental method. She taught vocabulary mastery as instrument while in this research, the researcher teaches writing skill.

NafikFitriani (2010) conducted research entitled 'The Use of Animation Movies Student's Writing Skill of Narrative text''. She found that there was improvement of the students' mean score in the writing test. The mean score had the advancement from the pre-test to the post-test 2. In the pre-test the student got

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[6] Widyawati,*"The Use of Dora the Explorer Cartoon Movie to Improve Vocabulary Mastery"*, (Salatiga: STAIN), 86.

63.38, while in the posttest 1 they got 70.94 and in the post-test 2 they got 77.88. In the pre-test, they were only 47.36 % students who reach the passing grade 63.0. In the post-test 1 there were 94.73 % students who reached the passing grade. After the research that was in posttest 2, there were 100 % students who reach the passing grade.[7]

The different between Fitriani's research and this research is the method of research. She used classroom action research and this research uses Pre-experimental method.

Ahmad Qomaruddin (2012) conducted research entitled "the use of cartoon movies for students` writing skill of narrative text in eleventh grade students of SMA Sultan Agung II. The object of the research was to find out the students` ability on writing by using cartoon movies. The research used experimental research and the researcher uses experimental class and control class. By conducting this research, there was an improvement between before and after given the cartoon movies as media. This study shows the improvement of the result from pre-test to post-test.[8]

The different between Ahmad Qomaruddin's research and this research is the method of research. He used experimental research and the researcheruses experimental class and control class and this research uses Pre-experimental method without control class.

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[7] Nafik Fitriani, "*The Use of Animation Movies Students' Writing Skill of Narrative Text",*(Surakarta: Sebelas Maret University), 92.

[8] Ahmad Qomaruddin, "*The Use of Cartoon Movies for Students` Writing Skill of Narrative Text in Eleventh Grade Students of  SMA Sultan Agung I*", (Kudus: Universitas Muria Kudus), 72.

Ramadhani (2010) conducted research entitled "the use of Pinocchio cartoon to improve students' narrative text writing skill". The object of the research was to find out the students' ability on writing by using Pinocchio cartoon movie. The research used classroom action research. By conducting this research, there was an improvement between before and after given the Pinocchio cartoon film as media. This study shows the improvement of the result from pre-test to post-test.[9]

The different between Ramadhani᾽s research and this research is the method of research. She used classroom action research and this research uses Pre-experimental method. She just focused on Pinocchio movie other while this research uses different movie in every meetings.

## B. Writing Skill

### 1. Definition of Writing

Writing is trying to put on the paper. This means that when you try to write something to you must have some idea and this idea will be one interesting topic. Writing is the activity or occupation of writing for instance book, stories and article.[10]

Writing can be defined by it is both a process and product. The researcher imagines, organizes, drafts, edits, reads and reads. This process of writing is often cyclical, and sometimes disorderly, ultimately what the audience sees. Whether it

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[9] Sry Ramadhani, "*The Use of Pinocchio Cartoon Film to Improve Student's Narrative Text Writing Skill",* (Semarang: Universitas Negeri Semarang, 2010), 61.

[10] Mantir Manser, *"Oxford Learners Pocket Dictionary*", (New York University Press, 1998), 502.

is an instructor or a wider audience is a product of essays, letters, stories or research reports. [11]

The actual writing conventions which are necessary for the student to master relate chiefly (at the elementary stages) to punctuation and spelling. However, in punctuation there are many areas in which personal judgments are required, and tests of punctuations must guard against being too rigid by recognizing that several answers may be correct. Unfortunately, tests of punctuation and spelling have often tended to inhibit writing and creativity.

Greater importance in the teaching and testing of writing are those skills involving the use of judgment. The ability to write for particular audiences using the most appropriate kind of language is essential for both native-speaking andforeign students alike. The use of correct registers becomes an important skill at advanced levels of writing. Failure to use the correct register frequently results in incongruities and embarrassment. Whereas native speakers learn to make distinctions of registers intuitively, students of foreign languages usually experience problems in mastering this complex area of language. The various kinds of registers include colloquialisms, slang, jargon, archaic words, legal language, Standard English, business English, the language used by educated researchers of English, etc. The purpose of writing will also help to establish a particular register.

A piece of continuous writing may take the form of narrative, description, survey, record, report, discussion, or argument. In addition to the subject and the

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[11] David Nunan, "*Practical English Language Teaching",*(California: University of California, 1991), 88.

format, the actual audience (e.g. an examiner, a teacher, a student, a friend) will also determine which of the various registers is to be used. Consequently, the use of appropriate registers in writing implies an awareness not only of a writing goal but also of a particular audience.

After the purpose of writing and the nature of the audience have been established, judgment is again required to determine the selection of the material which is most relevant to the task at hand (bearing in mind the time available).[12]

Writing is one of the language skills, as a process of communication, which requires an entirely different set of competencies and uses rhetorical conventions. Byrne(1988) stated that writing is graphic symbol, just as speech more than production. The symbol will be arranged according to certain conventions, to form words, and words arranged to from sentences. Writing is means of developing thinking. Thinking is characterized by ability to record the factors involved, to classify or otherwise to order than.[13]

In teaching writing is expecting as a communicative activity between the teacher and his or her student. In learning English writing is the same as learning other skill (reading, speaking, and listening). The students should practice and doing many drills of exercise, continually and seriously. Studying language

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[12] J.B. Heaton, "*Writing English Language Test*", (London and New York: Longman, 1991), 135.

[13] Donn Byrne, "*Teaching Writing Skills New Edition*",(London: Long man 1984), 1.

students means that he or she learns how to communicate with another by using language. [14]

## 2. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, Language use, and mechanics.[15]

a. Content

The content of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There at last think that can be measure in connecting with component, the composition should contain one central purpose only should have unity, coherence, continue, and should be adequately developed.

b. Organization

In organization of writing contents with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing materials. In writing involves coherence order of importance general to specific general chronological order of which happened from the beginning to the end.

c. Vocabulary

Vocabulary is one of components of writing to express ideas, we always deal with vocabulary. The luck of vocabulary makes some one fails to compose what they are going to say, because she/ he feels difficult to choose what

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[14] Brown, *"Written Products are Often the Result of Thinking, Drafting, and Revising Procedure that Requires Specialist Skills",*(2001:334), 127.

[15] J.B. Heaton,*"Writing English Language Test ( new edition)",* (Longmaninc. New York, 1998), 135.

appropriate will help the researchers to compose that writing and also make readers easy to understand.

d. Language use

Grammar in writing description and other from writing involves correct language and point of grammar. A adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate function and also grammar can help students improve the use of formal languages.

e. Mechanics

There are at last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish betweenparticular and thing second it use us first word in quotations a formal statements and proper adjectives, etc.[16]

## 3. Kinds of Writing

There are kinds of writing, that is:

a. Narrative is text that narrate an world events, which can have the character of informative or entertaining

b. Recount is text that content sequence of activity or events in the past.

c. Description is text that content description object

d. Exposition is text that content an argument, point of views; a problem or particular thing.

e. Procedure is text that content the way of sequence action to something.[17]

This research focuses only in teaching writing narrative text at the teenagers in Salumakarra.

**4. Process of Writing**

The writing process as a private activity may be broadly seen as the writing process as a comprising four main stages: planning, drafting, revising, and editing.

    a. Planning

Planning is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank, page toward generating ideas and gathering information for writing.

    b. Drafting

At the drafting stage, the researchers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the researcher's ability to visualize an audience.

    c. Revising

When students revise, they review their texts on the basic of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for It is done to improve

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[17] Pardiyono, "*12 Writing Clues for Better Writing Competence",* Penerbit Andi, 163.

global content and the writing language errors (i.e., organization of ideas so that the researcher's intent is made clearer to the reader).

d.  Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.[18]

## 5. Concept of Narrative

### 1. Definition of Narrative text

According to Wiranto in Hasan (2006) stated that narration is tell about the real story or fictions. Narrative text tell an event that had happened, so that the from of the tense is used is past tense.[19]

Narrative text is a text that entertains and instructs the readers. It entertains because is deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behavior that are generally highly valued.[20]

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[19] Wiranto, "*Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika"* (Yogyakarta: Pustaka Pelajar, 2006), 5.

[20] Slamet, *"Madu Bahasa Inggris",* (Surakarta: Hayati Tumbuh Subur, 2010), 7.

Narrative text is a story with complication event and it tries to find the resolutions to solve the problems. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. The basic purpose of narrative is to entertain, to gain and hold a reader's interest. However narratives can also be written to teach inform, to change attitudes / social opinions for example, soap operas and television dramas that are used to raise topical issues. [21]

The narrative text short story is telling of composition (along with description, exposition, and persuasion). Narrative differs from exposition, which can also relate a sequence of events in that narration needs not to be factual and may be written from the perspective of a character in the text.

According to Bierce in Hasan, narration or narrative is the use of related stories of acts or events. It is place concurrencies in time and tells what happened according to the nature of time sequence. Types of narrations include short stories, novels and news stories as well as large parts or our everyday social interchange in the form of letters and conversations.

2. Generic Structure of Narrative

a. Orientation introduces the characters, time and place in the action goes on is mentioned. It answers the questions: who, when, what, where.

b. Complication, after the characters and the setting have been introduced the obstacles, usually appear. Then the clash, obstacle, problems or complications in the life of the characters begin.

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[21] Dick King Smith, http://englishonline.tki.org.nz/English-Online/Teacher-nceds/Review L102

c. Resolution, narrative may close in several different ways. The chief actor, after struggles with obstacles, may success in overcoming them and goes on his way rejoicing. In this case we have careful conclusion or sad ending. Sometime, a story finishes but still leaves some questions unanswered. [22]From the definition above, the main ideas and supporting details text can help you understand the points the researchers are stamping to express.

## 6. Elements of Narrative Text

1. Characters In every story, there must be characters that play in it. There are two characters take place within a story. They and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. are main characters. A character is the most important part in the story which will be more focus in it. He or she plays the role of the story.

2. Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, 81 historical fiction or fantasy.

3. The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of

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[22] Bierce, "*Teaching Writing Skill*", (New York U.S.A. American Boor Compani ESL/EFL, (1976), 4.

events toward problem solving.A good researcher 6 will make the reader drown to the plot of the story that he writes. The researcher will be as an actor of the story its self.

4. Conclusion The researcher ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

The Schematic Structures of Narrative Text The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Coda." A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes

a) Orientation that sets the scene (when and where) and introduces participants/character (who).

b) Complication where a crisis arises and something happened unexpectedly.

c) Resolution when the crisis is resolved in which the characters finally sort out the complication.

d) A code which is closing to the narrative (an optional step).

## C. Media for Teaching Writing

Media play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill. According to Smaldino, Lowther, and Russell (2008), media, the plural form of medium, are means of communication. In addition, they state that media are anything that carries information between a source and a receiver.[23] It means that

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[23] Smaldino dkk, *"Instructional Technology and Media for Learning"*.(New Jersey: Pearson Education, 2008), 6.

in teaching and learning process, teachers can explain the materials using the learning media in a more concrete way. In line with this, Newby, Stepich, Lehman, Russell (2000) state that media can serve or facilitate student learning process. Furthermore, they state that media can provide a stimulus-rich environment because they can provide vicarious experiences for students.[24] Based on the statements, it can be stated that media are everything that can transmitlearning materials from the sources based on a certain plan in order to create a helpful learning process so that the receivers can learn effectively and efficiently.

Smaldino, Lowther, and Russell (2008) classify media into six basic categories: (1) *Text*,is alphanumeric characters that may be displayed in any format, for example: book, poster and so on. (2) *Audio*, includes anything that can be heard and it may be live or recorded, for example: teacher's voices, music and mechanical sounds. (3) *Visuals,*are regularly used to promote learning, for example: cartoons and photographs. (4) *Audiovisual / Video*, shows motion, for example: movies, DVD and computer animation. (5) *Manipulatives*, are three dimensional and can be touched and handled by students. (6) *People*, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill.[25]

Some of the instructional media above can be utilized to support the effective teaching of writing skill. Related to this, Onasanya (2004) states that

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[24]Newby dkk,"*Instructional Technology for Teaching and Learning",*(New Jersey:Pearson Education, 2000), 100.

plethora of media offers teachers considerable opportunities to make their teaching more effective and efficient.[26]

Therefore, the teachers need to consider appropriate media in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively. It is also urgent for teachers to know functions of media in a learning process well. This attempt will help the teachers to select relevant and effective media that can be used to teach writing.

The functions of media in a learning process are also stated by Munadi (2008). He states that learning media have some functions:

1. Learning media as a learning resource.

2. Learning media as a semantic function; the media can help the students easily understand the materials easily.

3. Learning media as a manipulative function; the media avoid the borders of space and time and the limitation of senses.

4. Learning media as a psychological function.

5. Learning media as a socio-cultural function; the media avoid constraints among students in a learning process.[27]

There are many examples of media that can be used in teaching of writing skill, as media are various in types and functions. Besides, it has been known that the use of media in learning writing needs to be improved to obtain learning goals.

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[26] Onasanya, "*Selection and Utilization of Instructional Media for Effective Practice Teaching", (*Institute Journal of Studies in Education, Vol. 2No.1, 2004), 55.

[27] Yudhi Munadi, "*Media Pembelajaran*", (Ciputat: Gaung Persada Press, 2008), 36-48.

As a result, teachers need to select appropriate media in order to maintain students' writing process effectively.

The teaching and learning process of writing skill should be done effectively to achieve the objectives in learning writing. Based on a dual coding hypothesis by Paivio (1978) in Arsyad (1997), there are two human memorizing systems. The first system manages verbal symbols and saves in the form of image preposition. The second system manages nonverbal images and saves them into verbal proposition.[28] In other words, learning by using two senses; visual and audio sense will give an advantage. The students will learn materials more extensively than learn materials which are transmitted through one sense, either audio or visual.

Media which present visual and audio senses are audiovisual media. According to Arsyad (1997), audiovisual media or technology are things that are used to produce or transmit materials using mechanics and electronics to present audio messages and visual messages.[29] Besides, Newby, Stepich, Lehman, and Russell (2000) state that audiovisual media present moving images that can be recorded on videotape, videodisc, DVD and computer disk. All these formats offer ways to store and display moving images accompanied by sound. Related to this, the information from audiovisual media will be captured more easily by the students. Therefore, the teaching of writing skill can be done by using audiovisual

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[28] Arsyad, *"Media Pembelajaran",* (Jakarta: Divisi Buku PerguruanTinggi PT Raja Grafindo Persada, 1997), 93.

media, for example: movies, television, and videos. The students can be asked to rewrite a story of a displayed movie or video.[30]

The use of effective media will support an effective teaching and learning process of writing. Rijlaarsdam and Van Den Bergh (2005) state that an effective writing requires that students play different roles.[31]

The use of movie, which also presents oral speech in teaching writing, can be effective to facilitate the students in their writing process to generate contents and focus on what they are learning. In line with this, Rijlaarsdam and Van Den Bergh (2005) state that oral skills and writing are connected to focus on scaffolding content generation and collaborative work where oral speech facilitates writing and awareness rising. The relation among the communicative modes is a means-end relation in most instances: oral activities contribute to content generation or awareness raising; reading facilitates the acquisition of genre knowledge, reader awareness, awareness of coherence etc.[32]

The teaching of writing skill needs to use audiovisual media (movies, videos) because audiovisual media are the unification of visualization, audio, and moves that can present objects, events, and places. All of those aspects are necessary in a writing process. Besides, movies (audiovisual media) will attract

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[31] Rijlaarsdam and Van Den Bergh, "*Effective Learning and Teaching of Writing a Handbook of Writing in Education Second Edition". I(*Boston: Kluwer Academic Publishers, 2005), 6.

the students' motivation better than conventional media and invite the students' arguments or feedback based on the movie story.[33]

Harmer (2001) explains some reason why the use of videos (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use, the students do not just hear language, but they see it too. The second reason is cross-cultural awareness; it allows students look at situations far beyond their classrooms. The third reason is the power of creation; students are given the potential to create something memorable and enjoyable. The last reason is motivation, 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.[34]

Based on some considerations in selecting effective media for writing above, some kinds of movies can be used to help the students write texts grammatically and orderly in their writing process. Media that are used by a teacher should be considered in terms of concreteness or abstractness of experience that is produced by the media. Teachers should be sensitive to teaching situation within the classroom and have alternative media to meet individual differences of the students. Regarding to this, selecting media to teach writing is very important.

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[33] Joseph champoux, "*Adapted from "Film as a Teaching Resource"*, (Journal of Management Inquiry, Vol. 8, No.2, 2003), 47.

[34] Jeremy Harmer, "*The Practice of English Language Teaching",* (England: Pearson Limited Edition, 2001), 282.

Harmer (2001) states that writing processes can be developed through a genre approach. Students are given many inputs in a certain genre in their prewriting phase. In addition, students who are writing within a certain genre need to consider a number of different factors: knowledge of the topic, the conventions, the style of the genre, and the context. Related to this, it can be concluded that the teaching writing based on genres can help the students in their writing process, as it is easier when the students are asked to write a certain type of the genre. Also the students' writing process will be more guided and clearer.[35]

By watching movies, in learning writing the students can understand materials easier because the movies can present a certain genre to study. Hesitation and misunderstanding about the materials can be minimized significantly. Movies as audiovisual media can maintain inspirations and motivations to enhance creativities in expressing ideas into writing. In addition, the students can study certain text types through movie stories which present certain genres and encourage the students to make a guided writing based on questions related to the movie story.

Based on the theories above, the use of movies as audiovisual media in teaching writing can be effective to get the objectives of the study. Movies can be an effective tool, because the media can lend itself freely for distance teaching and learning, including writing skill that can be taught through a distance mode. However, teachers must select movies appropriately so that they are relevantly related to the materials which are taught and the levels of the students.

**D. Cartoon Movies for Teaching Writing**

Writing is an extremely complex cognitive activity, which requires the control of several variables. It includes control of content, sentence, structure, vocabulary, spelling and mechanics. As writing involves many controlling aspects, it is understandable that the students may have difficulties in writing. The difficulties are found when the students generate and organize ideas and also translate the ideas into a readable text. It can be caused by gathering idea, feeling, knowledge, information, fact, and imagination to produce a good writing that is not an easy work to do. In addition, many students make some mistakes in producing texts. It is obvious that writing involves a thinking process in the whole time of its process. In this study, the researcher use cartoon movies as the main media and examined how effective the media are in improving the students' skill in writing. The six selected movies are *''Aladdin'', ''Pinocchio'', "Beauty and the beast", "The Golden Bread", ''Little mermaid''*.

The selection of cartoon movies is derived from movie classifications. The classifications are based on its characters, types and stories. Furthermore, those media are attempted to minimize students' errors in writing narrative texts and help them understand the materials which are provided through movie stories understandably. Also, those media not only can give the language models orally but also the use of the language naturally in a context.

The movie character which is chosen by the researcher to teach writing in this study is cartoon. Sudjana and Rivai (2002) states that a cartoon isan illustration in the form of paintings or caricatures about people, ideas or situations which are designed to influence public opinion. Furthermore, they state that in an

educational field, apparently cartoons are one kind of propaganda instruments which have important potencies on the teaching. Besides, the movies that present/ cartoon characters will be interesting, colorful in showing a story and acceptable for any level of students.[36]

The movies that are selected to teach writing should be communicative. It means that the audio of the movies should include composed music and dialogues of the characters. Also, the visual images of the movies should demonstrate moves and interactions of the characters. The movies are unique media because of its abilities to present the power of sounds and the power of visual images. It means that the movies should present audios which contain communications or dialogues among the characters and composed music. Also, the movies should present visualizations which contain interactions and moves among the characters. As a result, the movies can be communicative and invite students' opinions or arguments related to the movie stories and help the students to easily understand the materials which are presented through the movie stories. In other words, the students will be guided in their writing process in producing qualified outcomes.

In selecting movies that are used as media in teaching writing, the teachers need to select movies which are relevant to the materials taught. In this study, the researcher taught narrative genre in teaching writing by using cartoon movies. In response, the movies should be based on narrative genre that are presented by movies with fantasy story. In this case, movies may present a narrative story because movies with fantasy story state sequences of events or conflicts. Related

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[36] Sudjana and Rivai, *"Media Pengajaran",* (Bandung: Sinar Baru Algesindo, 2002), 58-59.

to this, Harmer (2001: 282) states that teachers can use a short video extract (movie) as media to teach a lesson, including writing, which is used to illustrate topics that are learnt by students and is used to highlight language points. There is no hesitation that communicative cartoon movies may distribute many advantages in accommodating learners in writing narrative texts. short video (movie) sequences of between one and four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating.[37] It can be concluded that the use of movies either can motivate learners to write or give them hints about what to write. In line with this, the benefits of using communicative cartoon movies in teaching writing can be spotted in students' performance.

## E. Conceptual Framework

```
┌─────────────────────────────┐
│    Teaching Narrative Text   │
└─────────────────────────────┘
              │
              ▼
     ┌──────────────────┐
     │  Cartoon Movies  │
     └──────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│  ┌───────────────────────────────┐  │
│  │ 1. Cartoon movie enhance      │  │
│  │    creativity and imagination │  │
│  └───────────────────────────────┘  │
│  ┌───────────────────────────────┐  │
│  │ 2. Cartoon movie make you     │  │
│  │    feel better                │  │
│  └───────────────────────────────┘  │
│  ┌───────────────────────────────┐  │
│  │ 3. Cartoon movie create       │  │
│  │    awareness                  │  │
│  └───────────────────────────────┘  │
│  ┌───────────────────────────────┐  │
│  │ 4. Cartoon movie can lower    │  │
│  │    stress levels.             │  │
│  └───────────────────────────────┘  │
└─────────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│  The Students' improvement in Writing │
└─────────────────────────────────────┘
```
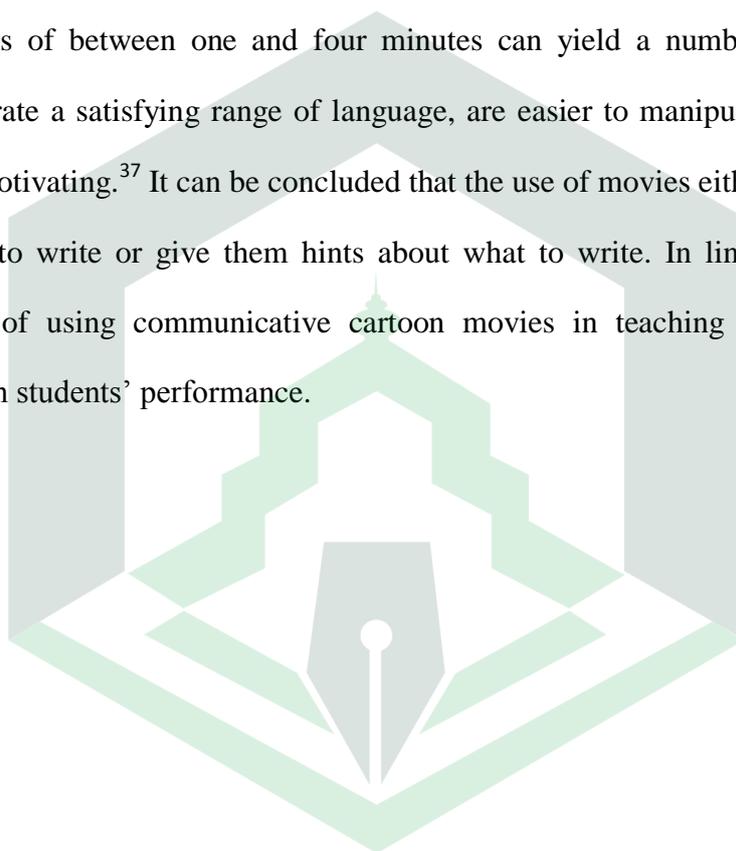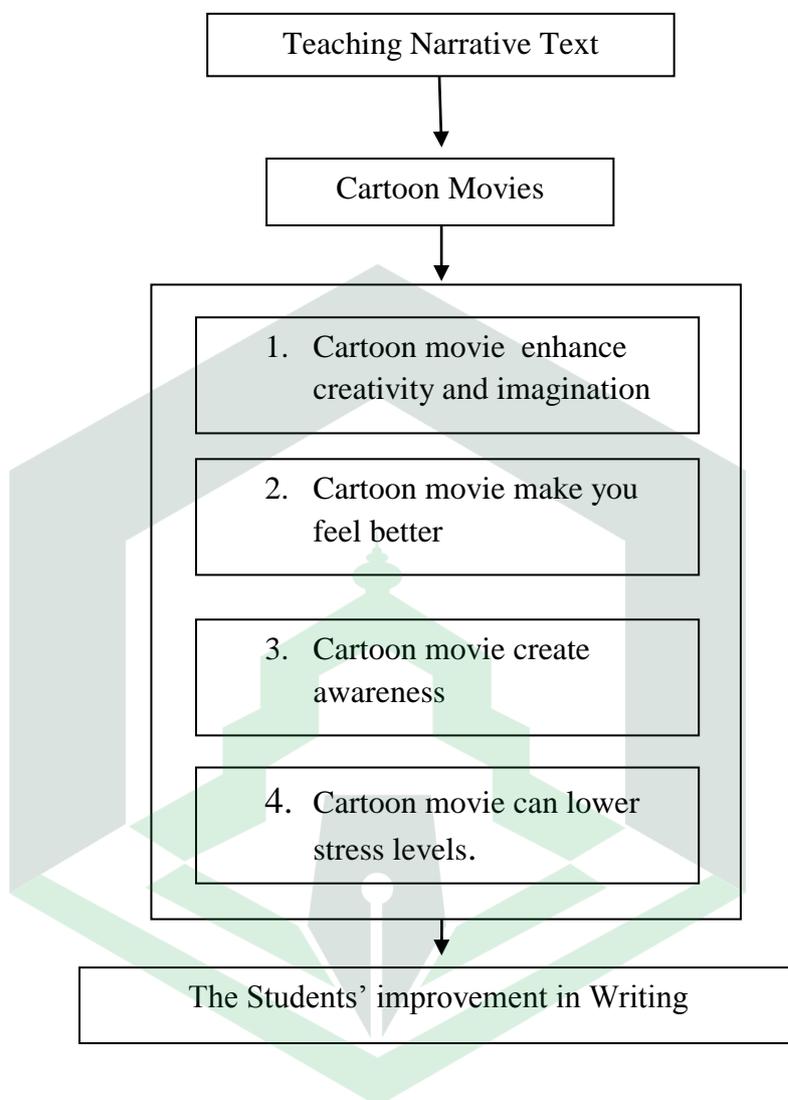
## F. Hypothesis

Based on the review related of literature above the researcher present the hypothesis as follow:

$H_1$: Cartoon movies is effective in improving writing skill for teenagers (16-18)

Ho: Cartoon movies is not effective in improving writing skill for teenagers (16-18)

# CHAPTER III

## RESEARCH METHOD

This chapter deals with research method, research design, time and location of the research, research variable, population and sample, instrument of the research, and technique of data analysis.

### A. Research Method

In this research, the researcher applied a pre-experimental design, because it is no possible to take another class because this pandemic situation. The experimental received treatment by using cartoon movies.

| Pre- test | Treatment | Post-test |
|-----------|-----------|-----------|
| $O_1$ | $X$ | $O_2$ |

Where:

$O_1$: Pre-test

$X$ : Treatment

$O_2$: Post-test
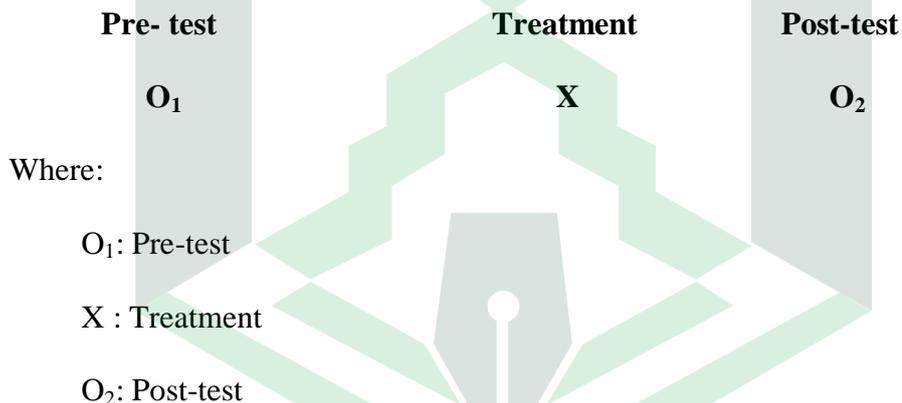
### B. Research Variable

This research consisted of two variables.

1. Independent variable is student's ability in writing narrative text

2. Dependent variable is cartoon movies

### C. Population and Sample

In this research, the researcherchose the teenagers between sixteen to eighteen years old it related to the second class of senior high school at Salumakarra as population and 10 teenagers as the sample of the research.

## D. Instrument of the Research

The researcher gathered the data by using writing test in pre-test and post-test. The pre-test is used to measure teenagers writing before giving treatment and post-test used to measure teenagers after treatment. The instrument in this research is write down narrative text about 60 minutes.

## E. Procedure of collecting data

The data were collected by the researcher described as follows:

## 1. Pre-test

The researcher gave pre-test to teenagers, the researcheraskedthe teenagers to write narrative text. Pre-test was used to know the previous mastery of teenagers writing before giving treatment. The researcher gave 60 minutes to write.

## 2. Treatment

The researcher conducted treatment after pre-test. The treatment was done for five meetings. Every meeting spent 90 minutes, in every treatment, the researcher taught narrative text by using cartoon movies. Every students participated actively to write a narrative text based on the topic every meetings. The steps of treatment were:

1. The first meeting

    a. The researcher explained about narrative text and the generic structures.

    b. The researcher explained that they were going to watch "Aladdin" movie

    c. The researcher played cartoon movie "Aladdin".

    d. The researcher asked the teenagers to make a narrative paragraph based on the movie.

e. The researchergave feedback by discussing the learners' answer

f. The researcher asked the teenagers to find out the generic structures from narrative paragraph.

2. The second meeting

   a. The researcher explained about narrative text and the generic structures.

   b. The researcher explained that they were going to watch "Pinocchio" movie.

   c. The researcher played cartoon movie "Pinocchio.

   d. The researcher asked the teenagers to make a narrative paragraph.

   e. The researcher gave feedback by discussing the learners` answer.

   f. The researcher asked the teenagers to find out the generic structures from narrative paragraph.

3. The Third meeting

   a. The researcher explained about narrative text and the generic structures.

   b. The researcher explained that they were going to watch "Beauty and the beast" movie.

   c. The researcher played cartoon movie "Beauty and the beast".

   d. The researcher asked the teenagers to make a narrative paragraph.

   e. The researcher gave feedback by discussing the learners` answer.

   f. The researcher asked the teenagers to find out the generic structures from narrative paragraph.

4. The fourth meeting

   a. The researcher explained about narrative text and the generic structures.

   b. The researcher explained that they were going to watch "The golden bread" movie.

   c. The researcher played cartoon movie "The golden bread".

   d. The researcher asked the teenagers to make a narrative paragraph.

   e. The researcher gave feedback by discussing the learners` answer.

   f. The researcher asked the teenagers to find out the generic structures from narrative paragraph.

5. The fifth meeting

   a. The researcher explained about narrative text and the generic structures.

   b. The researcher explained that they were going to watch "Little mermaid" movie.

   c. The researcher played cartoon movie "Little mermaid".

   d. The researcher asked the teenagers to make a narrative paragraph.

   e. The researcher gave feedback by discussing the learners` answer.

   f. The researcher asked the teenagers to find out the generic structures from narrative paragraph.

3. **Post-test**

   After giving treatment, finally researcher gives a post-test. This final test intended to know whether the teenagers have an improvement in writing narrative text.

**F. Technique of Data Analysis**

After collecting data by conducting the pre test, treatment, and post test which involve some instrument, then the researcher focus on the data analysis. To analyze the data, the researcher use the program SPSS (statistic product service solution) version 20. The data will collect by the researcher, it would be tabulate into mean score, standard deviation, and error deviation. In analyzing the data which had been collect, the researcher had to determining the scoring classification by including of content, organization, language use, vocabulary, and mechanics. The assessment criteria explain by J.B. Heaton as follow.[38]

**1.1 Scoring uses ULS Composition**

| Criteria | Score | Level |
|---|---|---|
| | 30-27 | **Excellent to very good** |
| Content | | Knowledge, substantive, through development of the thesis, relevant to assigned topic. |
| | | **Good to average** |
| | 26-22 | Some knowledge of subject and adequacy range, limited to development of the thesis mostly relevant but lack detail. |
| | | **Fair to poor** |
| | 21-17 | Limited knowledge to subject little |

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[38] J.B. Heaton, "*Writing English Test*", (New York: long man 1998), 135.

substanceis adequate

development of topic.

**Very poor**

16-13     Does not show the knowledge of subject

on substantive and

not pertinent is not enough to be

evaluated.

Organization    20-18    **Excellent to very good**

Fluent expression ideas clearly

stated/supported sufficiency,

well organized logical sequencing.

17-14    **Good to average**

Somewhat copy, closely organized but

main ideas stand

limited support, logical but incomplete

sequencing.

13-10    **Fair to poor**

Non fluent confused or disconnected

ideas, lack of logical

sequencing and development.

Very poor

9-7    None communicated, no organization,

not enough

evaluating from mastery registrar.

| | | |
|---|---|---|
| Vocabulary | 20-18 | Excellent to very good |
| | | Sophisticated arrange, effective word/ |
| | | idioms from and |
| | | usage word. |
| | 17-14 | Good to average |
| | | Adequate range, occasional errors of |
| | | words/ idiomsfrom |
| | | choice usage but meaning not obscured. |
| | 13-10 | Fair to poor |
| | | Limited range frequent errors words/ |
| | | idioms from choice |
| | | usage, meaning confused or excellent |
| | | obscured. |
| | 9-7 | Very poor |
| | | Essentially translation, lack knowledge |
| | | English vocabulary, |
| | | idioms, word from or enough evaluating. |
| Language Use | 25-22 | Excellent to very good |
| | | Effective complex construction. Few |
| | | errors of agreement, |
| | | tense number, word order/ function, |
| | | articles, pronouns, |

preposition.

| | |
|---|---|
| 21-18 | Good to average |
| | Effective but simple construction minor problem complex constructions, article, pronoun, preposition but meaning seldom obscured |
| | Fair to poor |
| 17-11 | Major problem to simple/complex construction, frequent error of negation, agreement, tenses number, word order/ function, article, pronoun, preposition and fragment, run-one, deletion meaning confused or obscured. |
| 10-5 | Very poor |
| | Virtually no mastery of sentence constructions rules. |

| Mechanics | 5 | **Excellent to very good** |
| | | Demonstrated master of convection, few errors of spelling, |
| | | punctuation, capitalization, paragraph, but meaning not |
| | | obscured. |
| | | **Good to average** |
| | 4 | Occasional errors of spelling, punctuation, capitalization, |
| | | paragraph, but meaning not obscured. |
| | 3 | **Fair to poor** |
| | | Frequent error of spelling, punctuation, capitalization, |
| | | paragraph but meaning not obscured. |
| | | **Very poor** |
| | 2 | No mastery of convention dominated by error of spelling, |
| | | punctuation, capitalization, paragraph meaning obscured.[39] |

The researcher classified the students' pre-test and post-test by using classification score rubric below:

Tabel 1.2 classification rubric score

| A | 90 – 100 | Excellent |
|---|----------|-----------|
| B | 80 – 89 | Good |
| C | 70 – 79 | Adequate |
| D | 60 – 69 | Inadequate |
| E | Bellow 60 | Unacceptable |

(Brown, 2004, p.287)

The data collection analyzed by using analysis quantitative by using *Statistical Produce and Service Solution* (SPSS) ver.20 *for windows*. SPSS 20 is computer software/program for processing, calculating or analysis data of statistics.
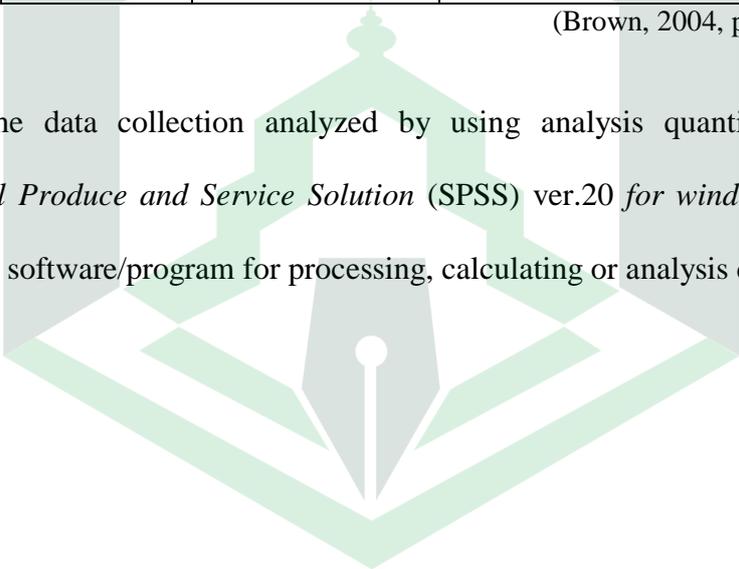
IAIN PALOPO

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSIONS

### A. Findings

In analyzing the data, the researcher explained the data related to Teaching Writing By Using Cartoon Movies For Teenagers in Salumakarra.

**Table 4.1 Teenagers Score in the Pre-test**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 90-100 | 0 | 0% |
| Good | 80-89 | 0 | 0% |
| Adequate | 70-79 | 3 | 30% |
| Inadequate | 60-69 | 4 | 40% |
| Unacceptable | Below 60 | 3 | 30% |

The table shows that there are 10 teenagers observed in this class before giving treatment. There are three teenagers (30%) who gets an adequate score, four students (40%) who gets an inadequate score, three students (30%) who get an unacceptable score.

**Table 4.2 Teenagers score in post-test**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 90-100 | 3 | 30% |
| Good | 80-89 | 6 | 60% |
| Adequate | 70-79 | 1 | 10% |
| Inadequate | 60-69 | 0 | 0% |
| Unacceptable | Below 60 | 0 | 0% |

The table shows that there are 10 teenagers observed in this class after giving treatment. There are three teenagers (30%) who gets a excellent score, six teenagers (60%) who get a good score, one teenagers (10%) who get an adequate score.

a. **Teenagers pre-test and post-test result in writing**

**Table 4.3 Teenagers score in pre-test result term of content**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent to Very good | 27-30 | 0 | 0% |
| Good to Average | 15-26 | 7 | 70 % |
| Fair to Poor | 12-14 | 3 | 30% |
| Very Poor | 9-11 | 0 | 0% |

The table shows that in this class teenagers writing skills in pre-test especially in content criteria most of the students get good to average classification. There are seven teenagers (70%) who get good to average score, three teenagers (30%) who get a fair to poor score.

**Table 4.4 Teenagers score inpost-test result term of content**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent to Very good | 27-30 | 3 | 30% |
| Good to Average | 15-26 | 5 | 50% |
| Fair to Poor | 12-14 | 2 | 20% |
| Very Poor | 9-11 | 0 | 0% |

The table shows teenagers writing skills in the post-test especially in content criteria most of the teenagers good to the average score. There are three teenagers (30%) who get excellent to a very good score, five teenagers (50%) who get good to the average score, two teenagers (20%) who get fair to a poor score.

**Table 4.5 Teenagers score in pre-test result term of organization**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 18-20 | 0 | 0% |
| Good to Average | 14-17 | 7 | 70% |
| Fair to poor | 10-13 | 3 | 30 % |
| Very poor | 1-9 | 0 | 0% |

The table shows that most teenagers get good to averagescore. There are seven teenagers (70%) who get good to the average score, three teenagers (30%) who get fair to poor score.

**Table 4.6 Teenagers score in post-test result term of organization**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 18-20 | 7 | 70% |
| Good to Average | 14-17 | 3 | 30% |
| Fair to poor | 10-13 | 0 | 0% |
| Very poor | 1-9 | 0 | 0% |

The table shows that most of the teenagers get excellent to very good score. There are seven teenagers(70%) who gets excellent to a very good score, three teenagers (30%) who get good to the average score.

**Table 4.7 Teenagers score in pre-test result term of vocabulary**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 18-20 | 0 | 0% |
| Good to Average | 14-17 | 2 | 20% |
| Fair to poor | 10-13 | 7 | 70% |
| Very poor | 1-9 | 1 | 10% |

The table shows that most teenagers get fair to poor score. There are two teenagers 20%) who gets good to the average score, seven teenagers (70%) who get fair to poor score, one teenager (10%) who get a very poor score.

**Table 4.8 Teenagers score in post-test result term of vocabulary**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 18-20 | 7 | 70% |
| Good to Average | 14-17 | 3 | 30% |
| Fair to poor | 10-13 | 0 | 0% |
| Very poor | 1-9 | 0 | 0% |

The table shows that most of the teenagers get excellent to very good score. There are seven teenagers (70%) who get excellent very good score, three teenagers (30%) who get good to average score.

**Table 4.9 Teenagers score in pre-test result term of language use**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 22-25 | 0 | 0% |
| Good to Average | 18-21 | 1 | 10% |
| Fair to poor | 11-17 | 6 | 60% |
| Very poor | 5-10 | 3 | 30% |

The table shows that most teenagers get fair to poor score. There is one teenager (10%) who get good to average score, six teenagers (60%) who get fair to poor score, three teenagers (30%) who get a very poor score.

**Table 4.10 Teenagers score in post-test result term of language use**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 22-25 | 3 | 30% |
| Good to Average | 18-21 | 7 | 70% |
| Fair to poor | 11-17 | 0 | 0% |
| Very poor | 5-10 | 0 | 0% |

The table shows that most teenagers get good to average score. There are three teenagers (30%) who get excellent to very good score, seven teenagers (70%) who get good to average score.

**Table 4.11 Tenagers score inpre-test result term of mechanics**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 5 | 0 | 0% |
| Good to Average | 4 | 0 | 0% |
| Fair to poor | 3 | 5 | 50% |
| Very poor | 2 | 5 | 50% |

The table shows that most teenagers get fair to poor and very poor score. There are five teenagers (50%) who get fair to poor score, five teenagers (50%) who get a very poor score.

**Table 4.12 Teenagers score in post-test result term of mechanics**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent Very good | 5 | 3 | 30% |
| Good to Average | 4 | 6 | 60% |
| Fair to poor | 3 | 1 | 10% |
| Very poor | 2 | 0 | 0% |

The table shows that most teenagers get good to average score. There are three teenagers (30%) who get excellent to very good score, six teenagers (60%) who get good to average score, one teenager (10%) who get fair to poor score.

a. **Teenagers mean score and standard deviation of teenagers pre-test and post-test**

**Table 4.13 The mean score and standard deviation of teenagers pre-test and post-test**

**Report**

| Class | Mean | N | Std. Deviation | Sum | Minimum | Maximum |
|---|---|---|---|---|---|---|
| pre-test | 61.9000 | 10 | 9.96048 | 619.00 | 48.00 | 74.00 |
| post-test | 86.6000 | 10 | 6.36309 | 866.00 | 79.00 | 96.00 |
| Total | 74.2500 | 20 | 15.05735 | 1485.00 | 48.00 | 96.00 |

The table shows that the distinction between the pre-test and post-test mean score and standard deviation. The scores in this class after teaching writing by using cartoon movies show good progress. The standard deviation in this class in pre-test and post-test is 6.36

To know whether there is significant improvement before and after giving treatment, and also to know the acceptability of the hypothesis of this research, the researcher use test analysis and calculates it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

**Table 4.14 The probability value of t-test in post-test**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | 1.753 | .202 | -6.608 | 18 | .000 | -24.70000 | 3.73765 | -32.55250 | -16.84750 |
| | Equal variances not assumed | | | -6.608 | 15.297 | .000 | -24.70000 | 3.73765 | -32.65315 | -16.74685 |

The table shows that the probability value was lower than alpha (α) (0.000< 0.05) which means that there is a significant difference in the post-test. It indicated that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) rejects it shows that cartoon movies media effective to improve teenagers writing and give significantly contribution teenagers writing skill.

## B. Discussion

Based on the problems that the researcher got in Salumakarra, the researcher observed that students at Salumakarra were less enthusiastic in learning, especially English because they thought that English was difficult to understand. Students at Salumakarra still lack understanding in writing. So that researcher apply cartoon movies to arouse their enthusiasm in learning. This is supported by the theoryHarmer (2001) states that teachers can use a short video extract (movie) as media to teach a lesson, including writing, which is used to illustrate topics that are learnt by students and is used to highlight language points.[40]Cartoon movies can improve the students writing skills.In this case, movies may present a narrative story because movies with fantasy story state sequences of events or conflicts.

The researcher formulates this research using five items of writing assessment, the researcher to analyze the data namely content, organization, vocabulary, language use, and mechanics. Before teaching the researcher prepare cartoon movies, list vocabulary, words about cartoon movies so that the teenagers in Salumakarra can easily write a narrative text.

After preparing for the class, the researcher began to explain to teenagers about narrative text and how to write good and correct paragraphs. After that, the researcher explained the rules before giving cartoon movies. The first step was the researcher sharing the theme of the movies and almost every student knew about the movies, the second step the researcher give time to teenagers to watch cartoon

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[40] Jeremy Harmer, "*The Practice of English Language Teaching*", (England: Pearson Limited Edition, 2001), 282.

movies. After watching the movies, the student have to write their narrative text based on the movie they had watch.

The teenagers are interested to watching cartoon movies because they feel easier to understand the story completely, because they can visualize the story. However, teenagers have difficulty at the writing stage because they do not understand how to write good writing and the lack of vocabulary that is known to teenagers. The researcher applied cartoon movies that teenagers can be helped in learning.

Based on the research results above that the researcher has applied, the researcher concludes that cartoon movies is effective in improving teenagers writing skills. This is supported by theory Nafik Fitria (2010) who had conducted her research 'The Use of Animation Movies Student's Writing Skill of Narrative text''.She found that there was improvement of the students' mean score in the writing test. The mean score had the advancement from the pre-test to the post-test 2. In the pre-test the student got 63.38, while in the posttest 1 they got 70.94 and in the post-test 2 they got 77.88. In the pre-test, they were only 47.36 % students who reach the passing grade 63.0. In the post-test 1 there were 94.73 % students who reached the passing grade. After the research that was in posttest 2, there were 100 % students who reach the passing grade.This indicates that cartoon movies is effective to increase the ability of students.[41]

The reason why teenagers got low scores during the pre-test was that these teenagers were still low in vocabulary and even their understanding of the

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[41] Nafik Fitriani, *''The Use of Animation Movies Students' Writing Skill of Narrative Text'',*(Surakarta: Sebelas Maret University), 92.

narrative text was very low. Therefore, students got a low score during the pre-test. As for the post-test, teenagers could got high scores because they were able to write narrative text used the correct generic structure and one of the aspects in writing narrative text by using cartoon movies, the teenagers increased their vocabulary more by watched cartoon movies.

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

### A. Conclusion

Based on the results of research,researcher concluded that the use of teaching writing by using cartoon movies for teenagers (16-18) years Old. Based on the data analysis it can conclude that teach narrative text by using cartoon movies is effective. This related to the advantages are cartoon movie enhance creativity and imagination the teenagers in writing, cartoon movie can make the teenagers feel better in writing narrative text. It can be proved from the movies that the researcher gave on the treatment such as, Aladdin, Pinocchio, Beauty and the Beast, The Golden Bread, and The Little Mermaid.

Based on the findings and discussion most of the teenagers found learning English writing movies could be improved. It shows that the probability value was lower than alpha ($\alpha$) ($0.000 < 0.05$) which means that there is a significant difference in the post-test. It indicated that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) rejects it shows that cartoon movies media effective to improve teenagers writing and give significantly contribution teenagers writing skill.

Based on research conducted by researcher, the relationship between writing, narrative text, and cartoon movies, was that teenagers learnt to write a narrative text for teenagers who could understand and interpret the narrative writing in a story and understand the writing procedures or generic structure of the narrative text. Therefore, the researcher used cartoon movie media in the teaching process

of teenagers. So that teenagers could enjoy in learning English, especially in writing narrative text by using cartoon movie as media.

## B. Suggestion

Based on the conclusion of the research, the researcher suggests for the following parties:

1. For a teacher must be creative to design and implement strategies, in the teaching process so that learning becomes more efficient and fun in the classroom. Teacher have to tryto used cartoon moviesmedia in teaching to encourage and increase the understanding of teenagers in the process of writing narrative texts.

2. For the students, they must remain more active in learning to write. Teenagers are expected to pay attention to the teacher to understand and be able to understand writing ability.

3. For the next researcher, this research can be used as a reference for anyone who wants to used cartoon movies media. And this research can be used as a comparison for further research.

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# APPENDICES

a. The student lower score in pre-test



AGE : 16 year old

NAME : ARENI RISKA NURFAHDILA

No. ④

Long time ago a ~~happy~~ a village ~~family~~ all ~~day~~ day and she name bawang putih and she have step sister and step mather wicked. ~~~~ ~~~~ ~~~~ ~~~~ father bawang putih always go far away, until Very wicked for bawang putih.

one upon a time bawang putih go to

C → 14
O → 12
V → 10
L → 10
M → 2

→ 48

b. The student high score in pre-test

No. (5)
Date

Name: Khairunnisa
umher : 18 thn

Once upon a time there was a happy family with
father, mother an their daughter. Their daughter was
so beautiful and had a kind heart with name
bawang putih. But some body day her mother is so
sick and after that se was finally married again
with window. that also had one daughter with
name bawang merah.

Bawang putih's father always go far away
from his family and when he is in the home,
the step mother and step sister always kind and
good for bawang putih. step mother and step sister
is like to ask bawang putih to do many things.
like cooking, washing and many job and they
only relax and lazy. and someday

and someday when after before bawang putih
washing her step mother and her step sister clothes
she back to her sister home and she is so shocked
when she see shawl op bawang merah washed away
in the river.

C → 24
O → 17
V → 15
L → 15
M → 3
→ 74

c. The student lower score in post-test



Cinderella                          Kls : XI  ⑥

NAMA: ZAIDA Rizky                   Umur: 17 tahun

Once there a rich Man whose wife was Sick,
and when she ~~two and~~ ~~sickness~~ ~~were~~ felt her and
drawing near, She called her only daughter Cinderella
to come close to her bed. said Mother Cinderella "
" Dear child, when I'm gone, be good and Pious, and God
will always take care of you, and will look down
upon you from the heaven, and will be with you."
And she closed her eyes and died. Cinderella
the Maiden went every day to her Mother's grave and
cried. ~~Cind~~
       Cinderella's father used to travel a lot for work.
He decided to marry so that he could get someone
to take care of Cinderella. He got married to a widow
who had two young daughters. Cinderella lived
with her wicked stepmother and two unkind stepy
Sister they streated Cinderella very badly. She grew
up being their servant, doing all the house chores.
       one day, Cinderella was Sweeping the Flour
Her two sister were sitting on the Sofa & greadily
eating Fruits. After eating, one of the sisters threw the
Peels on the floor. The stepmother came into the drawing
room and saw the unclean on floor. Cinderella clean the
floor Neatly, you lazy girl. can't you do a single
thing Properly? Yes mother. I will do it now. Sorry
Cinderella respon. Cinderella was made to cook and
do the dishes. ~~was Ungratefulvane~~ ~~trnud~~ ~~to cook, reputting~~
~~Everydramaderasha~~. She w every night she cried and
Slept in hunger. looking at cinderella, the little
rats and the bird felt bad for her. and become
Friend with her.

d. The student high score in post-test

Name : A. Dirzah . Age 16

"Cinderella"

One day there lived a very happy family, they had a little daughter named Cinderella, his father was a hard worker, every time he came home from work he always brought something for Cinderella. Not long after that his mother fell in, before he died he told Cinderella to continue to do good and eventually died. Every year she and his father visit her mother's grave. Because no one has taken care of the house for a long time and Cinderella is also an adult, her father married a women who has 2 (dua) daughters who happen to be the same age as cinderella. Cinderella hopes that her stepmother and sister can get along, but it is difficult for Cinderella because they are very evil, even after her father died she was made a maid and was insulted. When cinderella very sad and exhausted she went to the forest and accidentally she met a Prince. When the prince wanted to meet Cinderella again but he did not know where Cinderella came from, he finally held a dance party in the palace and everyone was invited. When Cinderella wanted to go to the palace her mother forbade her to go and Cinderella ran away crying and met a fairy. The Fairy helped her made a cart out of pumpkins and mice. She also changed Cinderella's clothes and made her glass slipper

but the condition was that the magic time only lasted until 12 at nigh. In the palace no one knows Cinderella apart from the prince. She danced with the prince and walked the streets of the palace but cinderella could not remember the time. She also ran out of the palace and her glass shoes fell and were taken by the prince. After that the prince looked for Cinderella by using any method suitable for wearing the glass slipper to became the prince's wife and the king also died. All woman have worn it but nothing is suitable but cinderella, they are married in the palace and Cinderella lives happily and also forgives her stepmother and step sisters.

The End.

C → 20
O → 18
V → 20
t → 22
M → 15
→ 96

**LESSON PLAN (First Cycle)**

**Subject**          **: English**

**Grade**          **: X**

**Time**          **: 1 x Meeting**

**Subject Matter**          **: Narrative Text**

**Learning Identity**

A. **Learning Objectives**
   The students are able to write  the orientation, complication, and resolution  of the narrative text at the end of the lesson.

B. **Learning  Materials and the Strategy of the Lesson.**
   1. Learning Materials :
      Watching Cartoon movie with the title ''Aladdin".
      Explanation of social function, generic structure, and language features of narrative text. Narrative text is an imaginative story to entertain people.

      1) The generic structure of narrative text are (a) Orientation: it is about the opening paragraph where the characters of the story are introduced. (b) Complication: where the problem in the story developed. (c) Resolution: where the problems in the story is solved
      2) The language features of narrative text are: (a) The use of past tense, (b) the use of conjunction and time connectives to the events (c) action verb.
      3) Task : Asking the students to write a draft of narrative text based on  cartoon movies and monitoring
   2. Strategy of the lessons
      a. Theory          : Cognitivism
      b. Approach          : Scientific Approach
      c. Model          : Discovery Learning
      d. Method          : Combined  (Speech and Question and Answer)
      e. Technique of the lesson : Problem Solving
      f. Instrument or  learning logistics : Media (Laptop, White board, marker, and worksheets)

C. **Assessment**
   a. Test
   b. writing

**LESSON PLAN (Second Cycle)**

**Subject**          : English

**Grade**           : X

**Time**            : 1 x Meeting

**Subject Matter**   : Narrative Text

**Learning Identity**

A. **Learning Objectives**

   The students are able to write the orientation, complication, and resolution of the narrative text at the end of the lesson.

B. **Learning Materials and the Strategy of the Lesson.**

   1. Learning Materials :

      Watching Cartoon movie with the title ''Pinocchio''.

      Explanation of social function, generic structure, and language features of narrative text. Narrative text is an imaginative story to entertain people.

      1) The generic structure of narrative text are (a) Orientation: it is about the opening paragraph where the characters of the story are introduced. (b) Complication: where the problem in the story developed. (c) Resolution: where the problems in the story is solved

      2) The language features of narrative text are: (a) The use of past tense, (b) the use of conjunction and time connectives to the events (c) action verb.

      3) Task : Asking the students to write a draft of narrative text based on cartoon movies and monitoring

   2. Strategy of the lessons

      a. Theory          : Cognitivism
      b. Approach        : Scientific Approach
      c. Model           : Discovery Learning
      d. Method          : Combined (Speech and Question and Answer)
      e. Technique of the lesson : Problem Solving
      f. Instrument or learning logistics : Media (Laptop, White board, marker, and worksheets)

C. **Assessment**

   a. Test
   b. writing

**LESSON PLAN (Third Cycle)**

Subject          : English

Grade            : X

Time             : 1 x Meeting

Subject Matter   : Narrative Text

**Learning Identity**

**A.  Learning Objectives**

The students are able to write  the orientation, complication, and resolution  of the narrative text at the end of the lesson.

**B.  Learning  Materials and the Strategy of the Lesson.**

1. Learning Materials :

Watching Cartoon movie with the title ''Beauty and the beast''. Explanation of social function, generic structure, and language features of narrative text. Narrative text is an imaginative story to entertain people.

1) The generic structure of narrative text are (a) Orientation: it is about the opening paragraph where the characters of the story are introduced. (b) Complication: where the problem in the story developed. (c) Resolution: where the problems in the story is solved

2) The language features of narrative text are: (a) The use of past tense, (b) the use of conjunction and time connectives to the events (c) action verb.

3) Task : Asking the students to write a draft of narrative text based on  cartoon movies and monitoring

2. Strategy of the lessons

a.  Theory          : Cognitivism

b.  Approach        : Scientific Approach

c.  Model           : Discovery Learning

d.  Method          : Combined  (Speech and Question and Answer)

e.  Technique of the lesson : Problem Solving

f.  Instrument or learning logistics : Media (Laptop, White board, marker, and worksheets)

**C.  Assessment**

a.  Test

b.  writing

**LESSON PLAN (Fourth Cycle)**

**Subject** : English

**Grade** : X

**Time** : 1 x Meeting

**Subject Matter** : Narrative Text

**Learning Identity**

**A. Learning Objectives**

The students are able to write the orientation, complication, and resolution of the narrative text at the end of the lesson.

**B. Learning Materials and the Strategy of the Lesson.**

1. Learning Materials :

Watching Cartoon movie with the title ''The golden bread''.

Explanation of social function, generic structure, and language features of narrative text. Narrative text is an imaginative story to entertain people.

1) The generic structure of narrative text are (a) Orientation: it is about the opening paragraph where the characters of the story are introduced. (b) Complication: where the problem in the story developed. (c) Resolution: where the problems in the story is solved

2) The language features of narrative text are: (a) The use of past tense, (b) the use of conjunction and time connectives to the events (c) action verb.

3) Task : Asking the students to write a draft of narrative text based on cartoon movies and monitoring

2. Strategy of the lessons

   a. Theory : Cognitivism

   b. Approach : Scientific Approach

   c. Model : Discovery Learning

   d. Method : Combined (Speech and Question and Answer)

   e. Technique of the lesson : Problem Solving

   f. Instrument or learning logistics : Media (Laptop, White board, marker, and worksheets)

**C. Assessment**

   a. Test

   b. writing

# LESSON PLAN (Fifth Cycle)

**Subject** : English

**Grade** : X

**Time** : 1 x Meeting

**Subject Matter** : Narrative Text

## Learning Identity

### A. Learning Objectives

The students are able to write the orientation, complication, and resolution of the narrative text at the end of the lesson.

### B. Learning Materials and the Strategy of the Lesson.

1. Learning Materials :

Watching Cartoon movie with the title ''Little Mermaid''.

Explanation of social function, generic structure, and language features of narrative text. Narrative text is an imaginative story to entertain people.

1) The generic structure of narrative text are (a) Orientation: it is about the opening paragraph where the characters of the story are introduced. (b) Complication: where the problem in the story developed. (c) Resolution: where the problems in the story is solved

2) The language features of narrative text are: (a) The use of past tense, (b) the use of conjunction and time connectives to the events (c) action verb.

3) Task : Asking the students to write a draft of narrative text based on cartoon movies and monitoring

2. Strategy of the lessons
   a. Theory        : Cognitivism
   b. Approach      : Scientific Approach
   c. Model         : Discovery Learning
   d. Method        : Combined (Speech and Question and Answer)
   e. Technique of the lesson : Problem Solving
   f. Instrument or learning logistics : Media (Laptop, White board, marker, and worksheets)

### C. Assessment
   a. Test
   b. writing

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**INSTITUT AGAMA ISLAM NEGERI PALOPO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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## SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

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menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

| | | |
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| Alamat/ No. HP | : | 085226212882 |

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Palopo, 3 December 2020

a.n. Dekan
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**PEMERINTAH KABUPATEN LUWU**

**KECAMATAN BUPON**

**KELURAHAN NOLING**

---

**SURAT KETERANGAN PENELITIAN**

**Nomor : 735 / KN / SK / IX / 2020**

Yang bertanda tangan dibawah ini Lurah Noling :

| | |
|---|---|
| N a m a | : **IHSAN S.AN** |
| Jabatan | : **Lurah Noling** |
| Alamat | : **KEL. Padang Subur KEC. Ponrang Kab. Luwu** |

Dengan ini menerangkan bahwa :

| | |
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| Nama | : MUZAYYANAH KASO |
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| Jenis Kelamin | : Perempuan |
| Alamat | : Desa Lamunre Kec.Belopa Utara Kab. Luwu |
| Pekerjaan | : Pelajar/Mahasiswa |
| NIM | : 16 0202 0040 |

Yang bersangkutan benar-benar mengadakan penelitian di lingkungan Salu makarra sehubungan dengan penulisan skripsi yang berjudul " Teaching Writing By Using cartoon Movies For Teenagers (16-18) Years old In Salumakarra ".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Noling, 17 September 2020

Lurah Noling

IHSAN S.AN

NIP: 19761222 200901 1 002

## Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muzayyanah Kaso

Nim : 16 0202 0040

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 21 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

CURRICULUM VITAE

The researcher, Muzayyanah Kaso was born on May 01st 1998 in Salumakarra, Kecamatan Noling, Kabupaten Luwu. She is the eighth child from four sisters and four brothers. Her father's name is Kaso and her mother's name is Jumiati Ladu. The researcher finished her study at MI Istiqamah Salumakarra, she graduated in 2010 and then she continued her study at MTS Salumakarra, she graduated in 2013. Next, she keeps going to continue her education at MA Al Wataniyah Belopa, she graduated in 2016. She continue her study at the State Institute for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished his study in 2021.

In the end of study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled **"Teaching writing by Using Cartoon Movies for Teenagers in Salumakarra".**