

**“THE INFLUENCE OF USING CARTOON FILMS TOWARDS STUDENTS’  
ABILITY IN WRITING NARRATIVE TEXT AT FIRST SEMESTER OF THE  
EIGHTH GRADE AT SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2018/2019”**

**A Thesis**

**Submitted as a Partical Fulfillment of  
the Requirements for S-1 Degree**

**By**

**APRISKA PARANCANA P**

**NPM 1411040216**

**Study Program : English Education**

**Advisor : Meisuri M.Pd**

**Co – Advisor : Nunun Indrasari M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG**

**2019**

## ABSTRACT

By:  
Apriska Parancana Putri

This research is conducted based on the phenomena taking place in school that the students considered writing as the most difficult skill. The students did not know whether their writing was right or not because the students had to evaluate and revise by themselves; the students did not know the part that have to be revised. In addition, the students were lack of motivation in learning writing because the class condition was less interesting. The students' narrative text writing score was still below the criteria minimum mastery (KKM) at SMPN 25 Bandar Lampung. Therefore, this research discusses the influence using cartoon films in revision stage of teaching writing, especially for students' ability in writing narrative text. The objective of the research is to know whether or not there is a significant influence of towards students' ability in writing narrative text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the students at the first semester of the eighth grade. The total sample in this research was 63 students that were taken from two classes, VIII<sub>E</sub> and VIII<sub>G</sub>. In collecting the data, the researcher used writing test, there were pre-test and post-test. After giving the post-test, the researcher analyzed the data by using independent sample  $t_{test}$ .

From the data analysis, it was found that the result of independent sample t-test was 0.013. This result is consulted to the score of the value significant generated Sig. ( $p_{value}$ )  $< \alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research had known that cartoon films can influence the students' ability in writing narrative text. It can be concluded that there is a significant influence of using cartoon films towards students' ability in writing narrative text.

**Keywords:** Narrative Text, Quasi Experimental Design, Writing Ability.

KEMENTERIAN AGAMA



UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : THE INFLUENCE OF USING CARTOON FILMS TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**Student's Name : APRISKA PARANCANA PUTRI**

**Student's Number : 1411040216**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung**

**Advisor**

**Co-Advisor**

**Meisuri, M. Pd**  
**NIP. 198005152003122004**

**Nunun Indrasari, M. Pd**  
**NIP. 198707272015032006**

**The Chairperson,  
of English Education Study Program**

**Meisuri, M. Pd**  
**NIP. 198005152003122004**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

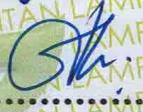
Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

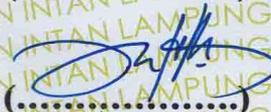
A Thesis entitled: **“THE INFLUENCE OF USING CARTOON FILMS TOWARDS STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT FIRST SEMESTER OF THE EIGHTH GRADE AT SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, By: **APRISKA PARANCANA P, NPM:1411040216, Study Program: English Education**, was tested and defended in the examination session held on: **Tuesday, February 26<sup>th</sup> 2019.**

**Board of Examiners:**

**The Chairperson** : **Bambang Irfani, M.Pd** (.....) 

**The Secretary** : **Sri Suci Suryawati, M.Pd** (.....) 

**The Primary Examiner** : **Nurul Puspita, M.Pd** (.....) 

**The Advisor** : **Nunun Indrasari, M.Pd** (.....) 

**The Dean of  
 Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Chairul Anwar, M.Pd**  
**NIP. 195608101987031001**

## DECLARATION

Hereby I declare that this thesis entitled “The Influence of Using Cartoon Films Towards Students’ Ability in Writing Narrative Text at the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2018/2019” is completely finish by myself, Iam fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



2019 Bandar Lampung,  
Declared by,

Apriska Parancana Putri  
NPM. 1411040216

## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أقرَأْ وَرَبُّكَ  
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Proclaim! (or read) in the name of thy Lord and Cherisher, Who created (1) Created man, out of a (mere) clot of congealed blood (2) Proclaim! And my Lord is Most Bountiful (3) He Who taught (the use of) the pen (4) Taught man that which he knew not (5)” (Q.S. Al-Alaq: 1-5)<sup>1</sup>



<sup>1</sup> Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.1672-1673.

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Wawan Parancana Yaman and Mrs. Tati Muliawati Ningsih who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved sister and brother, Febriani Parancana Putri and Muhammad Fadilah Latif who always give me spirit and suggestion for my success.
3. My beloved friends who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The researcher's name is Apriska Parancana Putri. Her nick name is Priska. She was born in Bandar Lampung, on April 8<sup>th</sup>, 1995. She is the second child of Mr. Wawan Parancana Yaman and Mrs. Tati Muliawati Ningsih. She has one older sister and one younger brother namely Febriani Parancana Putri and Muhammad Fadilah Latif.

The researcher studied at elementary school of SD Negeri 1 Gulak Galik in 2001 and graduated in 2007. Then, she continued at Junior High School of SMPN 4 Bandar Lampung in 2007 and graduated in 2010. After she graduated from Junior High School in 2010, she continued her study at Senior High School at SMAN 3 Bandar Lampung in 2010 and graduated in 2013. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

While being a college students, the researcher was a member of ESA (English Students Assosiation). In the seventh semester, the researcher had her student Study Service (KKN) in Candipuro, South Lampung. After having KKN, she had her field Teacher Training (PPL) in SMPN 21 Bandar Lampung.

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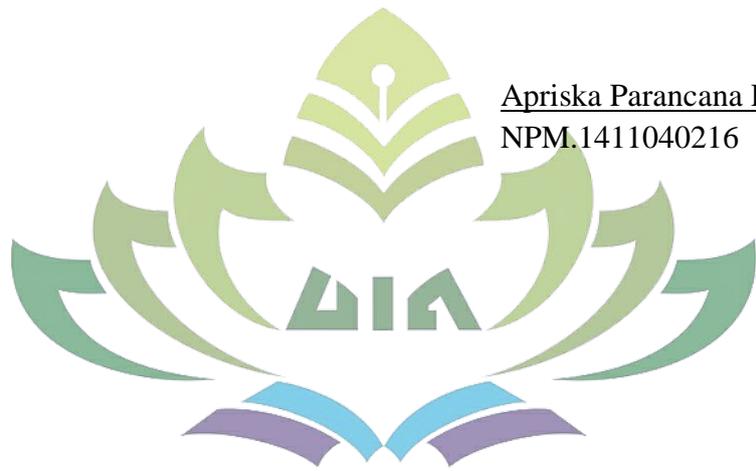
1. Prof. Dr. H. Mukri, M.Ag, the Rector of Raden Intan State Islamic University of Lampung.
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9. The researcher's tutor; Ridho and Suhaidi thank you for your advice given to researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful

for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung,  
2019  
The Researcher,



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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Teaching and learning activity in writing need some skills for the students to master.<sup>1</sup> Writing is frequently useful as preparation for some other activity.<sup>2</sup> It is process of discovering and organizing ideas, putting them on papers, and revising them. Writing allows the students to express our ideas well; however, to get the meaning strong, interesting, and clear for the reader, this skill must be improved by practicing alot. The importance of writing can be seen in people daily activities when they need to write personal letters, invitation, formal letters, book, and other product writing activities.

Writing is one of the important skills in English, that must be mastered by the students because it is one of the forms of communication that must be developed. According to Ur, writing is the expression of idea.<sup>3</sup> It means that when students are able to write, they can express their feelings, ideas, thoughts and their opinions to other people. According to Walters writing is the last and perhaps most difficult skill students learn. We can conclude that writing is not easy or spontaneous it requires concious mental effort.

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<sup>1</sup>Jeremy Harmer, *How to Teach Writing*, (Edinburg Gade: Longman, 2007), p.33.

<sup>2</sup> *Ibid*

<sup>3</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1986), p163.

Unlike speech, writing has to be taught through formal instruction. The organization framework for our ideas in written communication has to be mastered. All these difficulties make learning to write a sophisticated process that combines many interrelated components. Besides, in writing the students have to produce and arrange their own ideas. According to J S, the purpose of education divided into three parts, such as; cognitive domain (intellectual capability, knowledge, or think), affective domain (feelings, emotions, behavior, and attitude), and psychomotor domain (manual and physical skills).<sup>4</sup> In each of the three domain Bloom's Taxonomy is based on the premise that the categories are ordered in degree of difficulty. An important premise of Bloom's Taxonomy is that each category or level must be mastered before progressing to the next. In this study, the researcher focuses on all domain of Bloom's Taxonomy because after the student understand the material, they was able to write the narrative text correctly.

Narrative is a text which contains a story ordered chronologically. In this study, the researcher focuses on narrative text in several aspects of generic structure, social function, and language features which are produced by the eighth grade of students junior high school with their writing. In understanding the narrative text there are source difficulties faced by the student. The problem mostly caused of some factors such as; the students felt bored in learning it

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<sup>4</sup>Atherton J S, *Learning and Teaching Bloom's taxonomy*, Retrieved from <http://www.learningandteaching.info/learning/bloomtax.htm>, on March 11<sup>st</sup> 2015

because they did not understand what the teacher explained, the students have problem due to lack of vocabularies, they did not know how to write narrative text well, they lack of ideas and confidances. The students stated that they got difficulties to remember the English vocabularies when found unfamiliar words.<sup>5</sup>

When the researcher did her preliminary research in SMPN 25 Bandar Lampung by interviewing the English teacher, students' achievement in writing, especially in writing narrative text is still very low.<sup>6</sup> The main factors that make students had many problems in writing narrative text are lack of vocabularies, less motivation, many students find some difficulties in making good writing there are content, organization, vocabulary, language, and mechanics, and also students are still difficult in developing their ideas in writing.<sup>7</sup>

From the result of interview, the researcher found that most of the students at the eighth grade of the school still found difficulties especially in writing narrative text. The students felt so difficult to learn and also they have less motivation in learn. The students' score of writing narrative text can be seen in the table below:

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<sup>5</sup>Observation at the Eighth Grade Students of SMPN 25 Bandar Lampung, in Oct 24<sup>th</sup> 2016, Unpublished.

<sup>6</sup> Mrs. Dra. Fristi Susi, *The English Teacher at Junior High School 25 Bandar Lampung*, An Interview February 13<sup>th</sup>, 2018

<sup>7</sup>*Ibid.*

**Table 1**  
**Students' Score of Writing Narrative Text at the Eighth Grade of**  
**SMPN 25 Bandar Lampung in the Academic Year 2017/2018**

No	Class	Students' Score		Number of Students
		<75	≥75	
1	VIII A	18	12	30
2	VIII B	20	10	30
3	VIII C	21	13	34
4	VIII D	10	26	36
5	VIII E	22	12	34
6	VIII F	21	11	32
7	VIII G	19	19	38
8	VIII H	16	21	37
9	VIII I	18	15	33
<b>Total</b>		<b>165</b>	<b>139</b>	<b>304</b>
<b>Percentage</b>		<b>54%</b>	<b>46%</b>	<b>100%</b>

*Source : SMPN 25 Bandar Lampung in the Academic Year 2017/2018*

From the table above, it could be said that the total number of students who got difficulty in writing narrative text were 165 or 54% from 304 students. In the other hand, just 139 students or 46% who achieved the criteria minimum mastery score (KKM).

Based on explanation above, the researcher found that students' writing ability is still low because the teacher is difficult to find the new way in teaching writing. Teaching English especially in teaching writing, is necessary to use interesting media, so that students do not get bored.

To motivate students to learn, the researcher used an interesting media to motivate the students in learning process. One of media that can be used in teaching is by using media. The researcher used the media in teaching writing of

narrative text, because media offered different situation which increase students' motivation in learning process. Media can be used by both teachers and students. It gives more detail information and focuses students on the material and skill that is being taught. The use of media also allows students to be involved in teaching and learning process. It gives the teacher and students opportunity to do activity together. Then the teacher know the appropriate media for the students.

One of media which is used in teaching writing is cartoon films. Cartoon films is process of giving the illusion of movement to drawings, models, or animate objects. Cartoon films, as audio visual media, gives students an opportunity to extend their understanding and to explore their talent. Most of audio visual media make students to understand easily, it makes students enjoy in the learning process on writing. By using cartoon films it is effective to students in learning process, the students was feel something new and different from what they usually get in their class.

One of the main function of cartoon films is that can be used to increase students' motivation in learning writing because students do not just hear the voice but they will see the situations that happen in the story and then they was more interested and motivate using cartoon films in the class. Lavery argues that film and video are effective ways in motivating and helping students to understand language. So, they was enjoy to study the writing narrative text, and they can improve their understanding on writing narrative text well.

Based on the previous research by Qomaruddin at the eleventh grade of SMA Sultan Agung II Jepara by applying cartoon films as a media to improve the students' writing ability of narrative text showed that teaching writing used cartoon films can improve the students' writing ability significantly.<sup>8</sup> Besides that Dewi also applying cartoon films in students' writing narrative text at seventh grade of SMP N 1 Sidoharjo Sragen that made the students' writing score improve well and made students active in learning process.<sup>9</sup> It can be concluded, this media make significant influence on students' writing ability.

When the students are using cartoon films, most students show an increase level of interest when they have chance to see language in use as well as hear it can motivate students' in process teaching learning.<sup>10</sup> Based on the statement above, the researcher conducted a research about the students' writing ability in narrative text and the title of the research is: The Influence of Using Cartoon Films Towards Students' Ability in Writing Narrative Text at The First Semester of The Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2018/2019

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<sup>8</sup>Ahmad Qomaruddin, *The Use of Cartoon Movies for Students' Writing Narrative Text in Eleventh Grade of SMA Sultan Agung II Jepara*, 2013

<sup>9</sup>Vivit Kumala Dewi, *The Use of Cartoon Films to Improve Students' Writing Skill in Narrative Text of Eighth Grade at SMPN 1 Sidoharjo Sragen*, 2015

<sup>10</sup>Jeremy Harmer, *How to Teach English* (Edinburg Gate: Longman,200),p.282

## **B. Identification of Problem**

Based on the background above, the researcher can identify the problems as follows :

1. The students got difficulties in developing ideas in learning writing narrative text.
2. The students' motivation was still low.

## **C. Limitation of Problem**

Based on the identification of problem above, the researcher focuses on the influence of using cartoon films towards students' ability in writing narrative text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

## **D. Formulation of the Problem**

Based on the limitation of problem above, the researcher formulated the problem as follows:

“Is there a significant influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade at SMPN 25 Bandar Lampung in the academic year of 2018/2019?”

## **E. Objective of the Research**

The objective of this research was to know whether there is a significant influence of using cartoon films towards students' ability in writing narrative text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

## **F. Uses of the Research**

From the statement above the researcher expected the result of the research can be use:

1. To give information to English teacher about using cartoon films can give significant influence towards students' ability in writing narrative text.
2. To give information to English teacher about the important of using cartoon films, especially to develop ideas in learning writing narrative text.

## **G. Scope of the Research**

### 1. Subject of the Research

The subject of the research was students at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

### 2. Object of the Research

The object of the research was the use of cartoon films and students' ability in writing narrative text.

### 3. Place

The research was conducted at the SMPN 25 Bandar Lampung

### 4. Time of research

The research was conducted at first semester in the academic year of 2018/2019

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theory

##### 1. Teaching English as a Foreign Language

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.<sup>1</sup> According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching method.<sup>2</sup> It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), p.7

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

is being learned.<sup>3</sup> It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that s/he uses as her or his mother tongue, nor the second language which s/he uses in her or his daily life for communication that influenced by ideas on the nature of English and learning conditions.

## 2. Writing

### a. Definition of Writing

According to Raimes, "Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand".<sup>4</sup> When we write, our mind gets an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing.

According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge.<sup>5</sup> As a result, writing is a result that is got by a process to construct some aspect of writing like

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<sup>3</sup> D. A Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher, 1980), p.26

<sup>4</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

<sup>5</sup> Ken Heyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

grammatically writer knowledge or experience. Additionally, Emelie says that process writing gives students the opportunity to use both expensive writing and to use writing as a tool for learning and thinking. Let the students think with a pen in their hand.<sup>6</sup> It means, when someone writes obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing.

McKay says writing is both a process and product.<sup>7</sup> Thus, writing as process involves the planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece prewriting. In this case, there are two forms of writing, for instance printed book and in electronic form (e-mail, e-book, mobile phone text, and so forth). It is determined by different purposes, audiences and context, such as letters, narratives, shared books that children produce in the classroom, illustrated sentences, and so on.

According to Harley is often characterized as a hierarchically organized, goal directed, problem solving process. Writing is a recursive process.<sup>8</sup> Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing as a process to produce written product that will be used for readers.

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<sup>6</sup> Ahslén Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararthogkolah: Stockholm Institute of Education, 2007), p. 7

<sup>7</sup> Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p. 245

<sup>8</sup> Harley James, *Academic for Writing and Publishing A practical Handbook*, (New York: Library Congress Cataloging, 2008), p.10

Based on theories above we can conclude that writing is both of process and product. To produce a good product of writing, the writer must do it in some stages that is called as a writing process that must keep attention by writer. They are planning, drafting, editing revising and final version. Beside that the writers form should be unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can read by readers.

### **b. Aspect of Writing**

Writing is one of skill to be achieved in English language learning. Writing has always formed part to the syllabus in teaching of English.<sup>9</sup> When writing, students frequently have more time to think than they do in oral activities. They can go through what they known in their mind even consult dictionaries, grammar book, or order reference mastery to help them.

These tips can help improving writing ability that includes:

1. Use acceptable grammatical systems (e.g. tense, agreement, patterns, and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.

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<sup>9</sup> Jeremy Harmer, *How to Teach Writing*, New York: Longman, 2004. P.86

6. Appropriately accomplish the communicative functions of written texts according to form and purpose.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.<sup>10</sup>

Based on the statement above, it can be concluded that there is no better way to consistently improve students' work and knowledge of the craft than by adopting good writing ability. These abilities strengthen students writing through study, practice, observation, and self-reflection. And writing is an important means of indirect communication that refers to the productive and expressive activity since in writing the students are expected to be able to express their ideas, feeling, and thoughts in written language.

There are some components that are used in scoring writing ability. According to Tribble, the criteria to scoring writing are; Content, organization, vocabulary, language, and mechanic.

- a. Content : The substance of writing ideas express (unity),

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<sup>10</sup> Ibid, p.31

- content relevant to the topic.
- b. Organization (form) : Ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).
- c. Vocabulary : the section of words that suitable with the content.
- d. Language : the employment of grammatical forms and Syntactical pattern.
- e. Mechanics : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).<sup>11</sup>

Based on the statement above writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer they are task fulfillment or content, organization, vocabulary, language, and mechanic. It has been widely admitted that writing is the most complex and difficult skill compared to the three other skills, it is clear that writing has purpose and can product something in many different forms by students written that writing is a way to produce language that comes from thought. And the researcher concludes that writing ability is activity in teaching learning process in which the students are able to express their ideas, opinions, feeling, and organized them in simple sentences or writing text well.

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<sup>11</sup> Christopher Tribble, *Language Teaching Writing*, London: Oxford University Press, 1996, p.130

### c. Process of Writing

Writing is a never one-step action. Writing as one of productive skills need a process. This process asks 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>12</sup> There are four steps in writing processes:

#### 1. Planning

At this stage, writers must think about three main issue. Those are the purpose, the reader, and the content structure. The purpose of writing will influence not only the type of the text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think the reader. The reader will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content sructure of the piece. It means that the writers have to consider how best to sequences the fact, ideas, or argument in their writing. This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write.

#### 2. Drafting

After you have finished in planning, you can continue to the step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to:

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<sup>12</sup> Jeremy Harmer, *How to Teach Writing*. (Edinburg Gate: Longman, 2004), p. 4

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea
- b) Stick the topic does not include information that does not directly support the main idea
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected

### 3. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, dictation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

### 4. Final Version ( Final draft)

In this stage, they have produced the final version from their writing result. They can submitte their writing result to their teacher. <sup>13</sup> The students might decide to represent these stage in the following way:<sup>14</sup>

Planning → Drafting → Editing → Final Version

Source: Jeremy Harmer, *How to Teach Writing*, (Edinburg Gate: 2004),

<sup>13</sup> *Ibid*, pp. 43-45

<sup>14</sup> Jeremy Harmer, *Op.cit*, p.5

**Figure 1**  
**Process of Writing**

From those statements the researcher concludes that writing process is a process to order something in form of written language. Furthermore, writing process is an activity to produce a good written that suitable based on the rule of writing. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version.

**d. Teaching Writing**

Teaching writing is teaching students to gather ideas, organize them, and arrange them into a good composition, the teacher offers guidance in helping students to engage in the process of composing the word. The teacher should encourage the student to develop their ideas by using own thought. Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form.

According to Harmer, students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.<sup>15</sup> It means that the teacher should be able to train and supports the students to write correctly. Not only learning about how to make good writing, but also the students should have

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<sup>15</sup> Jeremy Harmer, *Op. Cit*, p.55.

to know how to make their writing better than before. Besides, according to Hyland as EFL/ESL writing teachers, the main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience.<sup>16</sup> It means that the teacher needs suitable technique to help the students in learning writing.

Based on those statements, the writer concludes that teaching writing is a process of instruction on how to organize the ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text from the basic level to the advanced level. Therefore the teacher should be creative in teaching learning process. The teacher not only be given a materials, but also the teacher should be as motivator for them how to write a good written text.

### 3. Text

#### a. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>17</sup> It means that text is a number of words to give a message to somebody in written or spoken.

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<sup>16</sup> Hyland, *Op. Cit*, p.1.

<sup>17</sup> Mark Anderson and Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997), p.1.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>18</sup> Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>19</sup> It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.<sup>20</sup> According to Emilia that a text has texture and good characteristic, as follow:

#### 1. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

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<sup>18</sup> Ken Hayland, *Teaching and Researching Writing* (2<sup>th</sup> Edition) (Edinburgh Gate: Pearson, 2009), p.8.

<sup>19</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

<sup>20</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

## 2. Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.<sup>21</sup>

### b. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:<sup>22</sup>

- 1) Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining
- 2) Spoof is a kind of genre used to retell events with a humorous twist
- 3) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena
- 4) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps

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<sup>21</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

<sup>22</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

- 5) Description is a kind of genre used to describe a particular person, place, or thing.
- 6) Narrative is a text that focusing specific participant for the purpose to tell stories, to amuse, and to entertain the reader.

Based on those explanations, it can be concluded that there are many kinds of text such as spoof text, recount text, report text, procedure text, descriptive text, and narrative text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the researcher only focused in narrative text as the form of writing that had been investigated because this kind of writing form was concluded as the material that should be learned by the students for the eighth grade at the first semester. Moreover, the students have already learned about it, so that the writer has easier to find out the influence of using cartoon films towards students' ability in writing narrative text.

#### **4. Concept of Narrative Text**

Mc Crimmon says that narration is a story told, which makes a point. It can be used in abbreviated form to introduce or illustrate a complicated subject that is writers often use narration to lead into the body of their writing or in an extended form to provide detailed, personal account of what happened.<sup>23</sup> According Siahaan, narrative is a text containing five components: orientations, evaluation, complication, resolution, and re – orientation by which a writer

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<sup>23</sup> James M. Mc Crimmon, *Writing with Purpose*, Houghton Mifflin Company, (New York, 1984), p. 70

amuses or entertain. There are several things which we need to know about narrative text, they are social function, generic structure, and significant grammatical features.<sup>24</sup>

#### a) Sosial Function

To amuse, entertain, and to deal with actual or vicarious experiences in different ways, narrative deal with problematic events which lead a crisis or turning point of some kind, which in turn finds a resolution.

#### b) Generic Structure

Narrative text has generic structure, they are:

1. Orientation: sets the scene and introduces the participants
2. Evaluations: a stepping back to evaluate the plight
3. Complication: a crisis arises
4. Resolution: the crisis is resolved, for better or for worse
5. Re – orientation: (optional) summarizes the moral value taken from the story

#### c) Dominant Grammatical Aspect

Narrative text has dominant grammatical aspect, they are:

1. Focus on specific and usually individualized participants
2. Use of materials processes (and in this text behavioral and verbal processes)
3. Use of relational conjunctions and temporal circumstances
4. Use of past tense

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<sup>24</sup> Sanggan Siahaan and Kisno S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

According to definitions above, it can be concluded that narrative text is used to tell story with the climax and the turn into a solution to the end of the story by different ways and have sosial function and it should have one main topic, coherence, and unity, it consists of five parts, they are orientation, evaluation, complication, resolution, and re – orientation. Narrative is the paragraph that is usually used to tell about the story. The purpose is to amuse or entertain and impose a moral or lesson to the readers. Narrative text is a text that has one or more elements of a story such as setting, characters, conflict, rising action, and resolution.

Kinds of narrative text namely:

- 1) Fable is a story that teaches a lesson, often using animal characters that behave like people. For example: (Mouse, deer, and crocodile)
- 2) Legend is a story that is based on fact but often includes exaggerations about the hero. For example: (Malin Kundang)
- 3) Fairy tale is a humorous story that tell about impossible happenings, exaggerations the accomplishment of the hero. For example: (Cinderella, Snow White, Pinocchio, etc)
- 4) Folk tales, an old story that reveals the customs of a culture
- 5) Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in

the world we know. For examples: (To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke)

According to the explanations above, narrative is a text which retells the story or previous the experiences. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Based on those explanations and syllabus, the researcher will use fable. Fable is text about something fun and using fable make students interested in teaching learning process.<sup>25</sup>

### 5. Narrative Text Writing Ability

According to Harmer, writing ability is the skill of writing to express ideas, issue, feeling, events, or thinking to others written form especially in narrative text.<sup>26</sup> Narrative text is one of the kind text contains about any kind of stories and its plot consists of climax of story then followed by resolution.<sup>27</sup> A narrative text is a text amuses, entertain, and deal with actual or vicarious experience in different ways.

The reseacher determined some indicators that can show students' writing in narrative text. The first using correct rhetorical structure, it means that the students understand the function of each part of narrative text, they can compose narrative text in good arrangement. The second is using correct grammatical

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<sup>25</sup> Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p. 94

<sup>26</sup> Jeremy Harmer, *How To Teach Writing*, Longman, England, 2005. P.3.

<sup>27</sup> Sanggan Siahaan and Kisno S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.75

pattern, it means that students can use the grammatical pattern correctly based on the function of each grammatical pattern in the paragraph. For instance, they can choose pronoun to be used in the paragraph well, use the time conjunction, use part tenses correctly, and use other grammatical pattern correctly. Finally, the researcher concludes that the narrative text in writing is the ability of the students to produce or compose a narrative text correctly that can be shown by the narrative text made by them, which fulfill, such criteria of a good narrative text as the correct use and assessed from five aspects in the assessment of written, they are content, grammar, organization, vocabulary, and mechanics.

## 6. Cartoon Films

### a. Definition of Film

Film is one of media to develop writing material. According to Harmer film is a visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class.<sup>28</sup>

Film is a series of moving pictures recorded with sound that tells a story. Film can be optional tool to foster students' critical thinking.<sup>29</sup> It help students integrate the audio and motion video then write them into a story movie. In line with that, Sand states that film brightens up classroom and brings more variety,

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<sup>28</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge : Pearson Education Limited, 2001), p. 282.

<sup>29</sup> M Geddes & G Sturtridge, *Video in Language Classroom*, (London: Heinemann Educational Books, 1982)

enjoyment and interest in language learning.<sup>30</sup> Film can bear vocabulary, historical dates, formulas, or any subject matter that can be learned via watching. Furthermore, Harmer states that students can respond to a writing activity by film, they can describe what they see in the film. They can write about what they get in film.<sup>31</sup> To understand the way of the film use, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good writing, they have to think it in an abstract way, too. Both of them will be easier for them learning process if the teacher can use film.

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Meanwhile, Azhar defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically<sup>32</sup>. So, film can support the students to learn. It cannot only help the students to get ideas more realistic in understanding the narrative text but also in constructing ideas to create it.

It is clear in learning process of English, students must get good motivation to learn English so that material will be easier to understand and it does not make students feel bored. Teaching writing using film is one of ways or techniques that is mastering writing. By using film the students will be interested in expressing their ideas.

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<sup>30</sup> Lester Sand B, *Audio Visual Teaching Procedure*, (New York: The Ronald Press, 1956)

<sup>31</sup> Jaremy Harmer, Op. Cit, p.33

<sup>32</sup> Arsyad Azhar, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2011), p.49.

Film is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still representing scenes in motion. Some people have been familiar with film. We can find film easily, such as in internet, television, mobile phone, etc. Arsyad states that “Generally, film used to entertainment, documentation, and education. Film can provide information, process, and teach some skill, etc.”<sup>33</sup> From the explanation above, the researcher concluded that film is one of the audio visual media that can be used in teaching writing. It makes something more interesting for students. It also can be used in creating situation for writing class more clearly.

Based on explanation above, film is a series of moving pictures recorded with sound that tells a story. Film can be optional tool to foster students’ critical thinking. Teaching writing using film is one of ways or techniques that is mastering writing. By using film the students will be interested in expressing their ideas.

#### **b. Kinds of Film**

Films are made in different kinds and different purposes. According to Bordwell and Thompson, kinds of film are broken down into:

1. Cartoon Films. They generally consist of drawing and paintings by artist called cartoon.
2. Documentary Films. Documentary films present information on many subjects. They show men life and work throughout the world. They explain

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<sup>33</sup> Arsyad Azhar, *Op. Cit*, p.48

events in science and processes in technology, and illustrate various aspects of life in nature.

3. Experimental and Avant - Garde Films. Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas.

In this case there are so many films can be used to help teaching learning process. We have to choose the best film which is related to material in order to students more understand the material in the teaching learning process. The researcher will use cartoon films to the research because cartoon films is one of the best interesting media and it can motivate students in teaching learning process.<sup>34</sup>

### c. Cartoon Films

Cartoon Films as an audiovisual media can motivate students in learning process, especially in writing English. Cartoon Films also have significant advantages in teaching learning process especially in writing . Kemp states that “When such audiovisual materials as slides, filmstrips, overhead transparencies,

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<sup>34</sup>Bordwell and Thompson, *Film Art: An Introduction Volume 3*, (Mcgraw- Hill Company Inc, 1997), p. 50

and motion pictures (film) are carefully prepared, they can: increase understanding; add interest to a subject; and teach a skill effectively.”<sup>35</sup>

According to Wittich and Schuller cartoon film is a great interest to create something memorable and enjoyable, and also the humor in cartoon has great benefits to stimulate students in teaching learning process, such as: making students feel relax and enjoyable in class, and also making students paid attention to the story of cartoon films.<sup>36</sup>

According to Lynne the students' motivate is one of the main factors to achieve the goal of teaching learning English.<sup>37</sup> For that reason, cartoon films is a medium that can be used to increase students' motivation in learning writing. Cartoon films is expected to be effective media for teaching narrative writing because based on Wright cartoon video or film contain some elements of narrative such as, characters, dialogues, plots, and climax therefore the students can understand the generic structure of narrative text because it shows real images and simple story or plot<sup>38</sup>. According Vukoja the use animation videos or films in pre writing activity, students can explore the structural devices of the story (plot lines, character development, setting, and theme).<sup>39</sup> From the

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<sup>35</sup> Jarrold E Kemp, *Planning and Producing Audiovisual Materials*, (California: Chandler Publishing Company, 1963)

<sup>36</sup> Wittich. Walter Arno and Schuller. Charles Katchen, *Cartoon Films for Teaching*, (Francais, 1999)

<sup>37</sup> Cameron Lynne, *Teaching Language to Young Learners*, (Manchester: Cambridge University Press, 2001)

<sup>38</sup> Andrew Wright, *Visual Materials for the language teachers*, (London: Longman Group L.td, 1976)

<sup>39</sup> Tanya Vokuja, *Cross genre about to short stories*. (Retrieved on March 2013)

statement above we can say that cartoon films is good media in teaching writing in order to improve students' ability in writing narrative text.

Another expert, Poulson says that basically a cartoon is a form of media which uses animation and characters. The characters are shown with simplified features which are still maintaining an ability to be recognized.<sup>40</sup> For example, Mickey Mouse and Bugs Bunny are recognizably a mouse and a rabbit, even if we didn't know their names.

It can be concluded that cartoon films is audiovisual media can motivate students in learning process and a pictorial representation or caricature of a person, idea, or situation by using moving drawings instead of real people and places. Cartoon Films also helped the students to express their idea which should have a good criteria, such as good content and organization, correct grammar and mechanics, and also appropriate vocabulary. Cartoon films is one of the best media in teaching learning process especially in writing narrative text.

#### **d. Purpose of Using Cartoon Films**

According to Harmer, for some people audio visual media or cartoon films is merely a glorified version of audio visual tape and the use of cartoon films in class just wacthing the film. But there are many reason why audio visual media or cartoon films can add a special, extra dimension to learning experience:

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<sup>40</sup>Poulson, 2006, *Cartoon: Its Characteristic and Benefits*. Retrieved from:<http://www.cwrl.utexas.edu/tnelson/309k502/dictionary/poulson/>

- 1) Seeing language in use: One of main advantages of cartoon films is that students do not just hear language, they see it too. This greatly aids comprehension, since for expression, gesture, and other visual clues.
- 2) Cross cultural awareness: Cartoon films uniquely allows students to look at situation far beyond their classroom. Cartoon films is also of great value in giving students a change to see such thing as what kind of food people eat in other countries and what they wear.
- 3) Motivation: For all of the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it and when this is coupled with interesting tasks.<sup>41</sup>

Based on the explanations above, it can be concluded that using cartoon films as a media towards students' ability in writing narrative text has many advantages for the students such as students get greatly aids comprehension by seeing language use, the students gets the experience of cross cultural awereness, the students get the motivation and enjoyable in learning process because they have a chance to see and hear language use which is coupled with interesting task.

#### **e. Advantages using Cartoon Films in Learning English**

There are some advantages of cartoon films, they are:

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<sup>41</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition. (Edinburg Gate: Longman, 2007), p.282.

- 1) When using cartoon films students do not only hear the language, but also they see it too. This greatly aid comprehension. For example: general meaning and moods are often conveyed through expression, gerture, and other visual clues. Students can imitate some expressions or gesture in spoken language.
- 2) Cartoon films uniquely allows students beyond their classroom. This is especially useful they want to see. For example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Cartoon films is also of great value in giving students a change to see such thing as what kind of food people eat in other countries and what they wear. They not only learn about language, but also they learn about culture of other countries.
- 3) When students use cartoon films themselves they are given potential to create something memorable and enjoyable in learning activity. Cartoon films can help them to achieve in understanding the material.
- 4) For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate studentsb in process learning.

Based on those advantages, teaching writing using cartoon films is one of the ways or techniques that is mastering writing. By using cartoon films the students will be interested in expressing their ideas.<sup>42</sup>

#### **f. Disadvantages of using Cartoon Films in Learning English**

According to Harmer, audio visual media or cartoon films have four disadvantages, they are:

- 1) The nothing new syndrome: We have to provide activities that are unique learning experiences and do not just replicate home televising viewing. Students bore easlily, when they watch viewing which have been before.
- 2) Poor quality tapes and disks: We have to be sure that the students can see and hear the film. If all students cannot watch and hear clearly, they will get difficult to catch the information on video.
- 3) Stop and start: Some students become frustated when teacher constantly stop and start the film, only showing little bits at a time.
- 4) The length of extracts: Some people think that more than five minutes of film sends students to sleep, it can be happen when the film is unfamiliar with them.<sup>43</sup>

As a teacher of the English subject, we have to choose the best cartoon films which are related to materials in order that students will be more easy to understand the materials when the teaching learning process in the class.

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<sup>42</sup> *Ibid*

<sup>43</sup> *Ibid*, p. 283

However, it can be concluded that as a teacher, we have to know the ways in solving some disadvantages of using cartoon films in narrative text. For the nothing new syndrome, the teacher will prepare a new best cartoon films in every learning process. So, the students do not bore. For the poor quality tapes and disks, the teacher must choose the best quality tapes and disks. For the stop film, start of film, and length of extract, the teacher have to become an active mediator that gave some short explaining or some interesting questions that are related with material in cartoon film every stopping of film or in length of extract. So the students do not become frustated on feel sleepy.

#### **g. Teaching Writing Narrative Text by using Cartoon films**

Cartoon films is one of the audio visual media that can help the students manipulate of the moving images and sound in writing. In the process of teaching, teacher can use media in order to stimulate students' interest. The main use of cartoon films in teaching of narrative writing is to help students catch and express their idea in writing. In the other hand, cartoon films can fulfill different functions for learners at fiffereent levels of proficiency.

For beginning learners it can provide examples of authentic language use in limited context of use. For higher – level students, cartoon films can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, cartoon films can fulfill the same functions as for native speakers to

provide information and intertainment. At this level, it can be used as a stimulus for discussion and debate.<sup>44</sup>

In this case, using visual aids, chart, pictures, motion picture, television, cartoon films, are all useful as means of creating interest, holding and on living the presentation of new materials.<sup>45</sup> It means that cartoon films can be used for rewriting or retelling story of writing and the students will pay more attention to what the teacher explains. Teacher can begin the lesson by showing the cartoon films and let the students to watch. Before that, teacher can begin the lesson by warming up students' mind with the simple questions that are related to the cartoon films.

According to Harmer, while the students watch the film, teacher will guides students to makes notes related to the film such as contents of the story, characters, and others.<sup>46</sup> It means while the cartoon films is played, teacher should explain that students are not allowed interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask to the teacher after the film ends. After that, teacher asks students to discuss together about the overall story of the cartoon films by connecting narrative text material that consists of the generic structure and linguistic feature and asks students to identify the cartoon films together. The last, teacher asks the students

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<sup>44</sup> David Nunan and Clarice Lamb, *The Self – Direct Teacher. Managing the Learning Process*, (Cambridge University Press, 1996), p. 193.

<sup>45</sup> Kemps, Jerrold. *Planning and Producing Audio Visual Materials*, New York: Harper and Rpw Inc, 1980. P.22.

<sup>46</sup> Jeremy Harmer, *How to Teach Writing*. (Edinburg Gate: Longman, 2004), p. 46

to write narrative text after they watch the cartoon films.<sup>47</sup> It means that students must share their idea, feeling, or anything that exist in their mind after watch the film and focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar. By using cartoon films. Students will be more interested in learning writing narrative text and they will practice regularly especially in writing.

#### **h. Concept of Teaching Free Writing**

Oshima and Hogue state, “Free Writing is brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will speak another idea. As with listing, the purpose of Free Writing is generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you free write, the more ideas you will have. Do not worry if your mind seems to “run dry”. Just keep your pencil moving.”<sup>48</sup> It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

According to Zemach and Rumisek that when you free write. You write whatever comes into your head about your topic, without stopping. Free Writing help you practice *fluency* (writing quickly and easily). When you free write. You

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<sup>47</sup> *Ibid*, p. 56

<sup>48</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Addison Wesley Long, 1999), p.6

do not need to worry about *accuracy* (having correct grammar and spelling). Do not check your dictionary when you free write. Do not stop if you make a mistake. Just keep writing.<sup>49</sup>

In conclusion, free writing is an activity in which you write freely about a topic because you are looking for specific form. It is a simple process that is the basis for other discovery strategy. Free Writing is all the thought process, not about a product or a performance for a student or a writer. Free Writing ignore about grammar, spelling and function so that Free Writing is a basic form of the basic strategy.

#### **i. Procedure of Teaching Narrative Text by Using Cartoon Films**

In this research the researcher has been happened cartoon films towards students' ability in writing narrative text. The researcher hopes, it will make students more interested in learning English subject, especially in writing narrative text. The most common procedure for using cartoon films in teaching consists of the following steps:

According to Oshima and Hogue steps of Free Writing using Cartoon Films are:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out the ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.

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<sup>49</sup> Dorothy Ez Zemach and Lisa A. Rumisek, *Academic Writing*, (New York: Macmillan, 1999), p.7

3. After you have run out of the ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take each main idea and free writing again.<sup>50</sup>

In addition, there are steps of Free Writing:

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end.
6. The teacher discusses about students' mistakes and then gives them correct ones.<sup>51</sup>

From the statements above, the researcher conducted that the procedure of Free Writing in Narrative text:

1. The teacher gives the topic about narrative text
2. The students asks about narrative text and free writing.
3. After the teacher gives the topic of narrative text, explained the materials and then show or play the cartoon films, and the students write about the topic runs out of ideas.
4. The teacher asks the students reread them written form and circle main idea,

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<sup>50</sup> Alice Oshima and Ann Hogue, Loc. Cit

<sup>51</sup> Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004), p.147

5. After the students circle or underlines main idea, the teacher asks the students do Free Writing again with the main idea.
6. After that, the teacher underlines or circle the students mistakes example: writing construction, grammar, etc.
7. And the last teacher discuss about students mistakes and then gives them correct ones.

From the above points, using Free Writing are the students write the topic of narrative text that given by the teacher. The students write as much as you can from the topic. The teacher asks the students reread your written form and circle the main idea and the last you do Free Writing again with your main idea before. Those steps can help the basic of writer to know how to write first.

#### **j. Strength and Weakness**

Strengths of using cartoon films as a teaching media:

- 1) Film could describe exactly about process of something, and it can be watched repeatedly if necessary.
- 2) Besides arousing and increasing motivation, film may seed positive attitude and other affective aspects.<sup>52</sup>

Weakness of using cartoon films as a teaching media

- 1) When the film is shown, the motion pictures move continuously, so that not all the students can follow the information presented through the film.<sup>53</sup>

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<sup>52</sup> Azhar Arsyad, *Op.Cit.*p. 49-50.

<sup>53</sup> *Ibid.*

## 7. Textbook

### a. Definition of a Textbook

Textbook is a teaching tool (material) which present the subject matter defined by the curriculum. A university textbook is requires to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character.<sup>54</sup>

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.<sup>55</sup> They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

Based on explanation above, the researcher concluded textbook is a teaching tool (material) which present the subject matter defined by the

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<sup>54</sup>Jack Richard, *The Role of Textbooks in a Language Program*, (New York: Cambridge University Press, 1990), p.1

<sup>55</sup> *Ibid*, p.1

curriculum. Teextbook may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction.

### **b. Procedure of Teaching English by using Textbook**

The most common procedure for using textbook in teaching consists of the following steps:

According to Oshima and Hogue steps of Free Writing using Textbook are:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out the ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of the ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take each main idea and free writing again.<sup>56</sup>

In addition, there are steps of Free Writing:

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.

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<sup>56</sup> Alice Oshima and Ann Hogue, Loc. Cit

4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end. The teacher discusses about students' mistakes and then gives them correct ones.<sup>57</sup>

From the statements above, the researcher conducted that the procedure of Free Writing in Narrative text:

1. The teacher gives the topic about narrative text
2. The students asks about narrative text and free writing.
3. After the teacher gives the topic of narrative text, guided the students to open the textbook and explained the materials and then the students write about the topic runs out of ideas.
4. The teacher asks the students reread them written form and circle main idea,
5. After the students circle or underlines main idea, the teacher asks the students do Free Writing again with the main idea.
6. After that, the teacher underlines or circle the students mistakes example: writing construction, grammar, etc.
7. And the last teacher discuss about students mistakes and then gives them correct ones.

### **c. Advantages and Disadvantages using Textbook in Learning English**

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<sup>57</sup> Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004), p.147

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use.

Among principal advantages are:

1) They provide structure and a syllabus for a program.

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2) They help standardize instruction.

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

3) They maintain quality.

If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4) They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5) They are efficient.

They save teachers' time, enabling teachers to devote time to teaching rather than material's production.

6) They can provide effective language models and input.

Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7) They can train teachers.

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8) They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However there are also have five disadvantages of using text book;

1) They may contain inauthentic language:

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2) They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

3) They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

4) They can deskill teachers.

If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

5) They are expensive

Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks needs to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.<sup>58</sup>

## 8. Frame of Thinking

Writing is putting down the ideas by using graphic symbols that represent a language. In the process of learning , it is not too important who owner of the ideas it. The most principal one is how the students are able to write well. They need to practice writing frequently and they also have to know how to write well.

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<sup>58</sup> *Ibid*, p.2

Based on the theories used in the research, it is assumed that using cartoon film in teaching writing will help students' ability in writing narrative text. Cartoon films as a media enables the students to accumulated information that will develop their argument in written form. In addition, a learning teaching process of writing using cartoon films will be work so well, meaning that the students would be interested in teaching writing using cartoon films especially in writing narrative text.

In this way the researcher hopes that students will feel interested in learning English especially in writing using cartoon films. From the explanation above, the researcher concluded that in teaching writing narrative text using cartoon films, students are able to express their idea and arguments in writing narrative text and also students get the motivation and enjoyable in learning process.

## **9. Hypothesis**

Based on the frame of thinking above, the researcher will formulate the hypotheses as follows:

Ha: There is a significant influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade at SMPN 25 Bandar Lampung in the academic year of 2018/2019.

Ho: There is no significant influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade at SMPN 25 Bandar Lampung in the academic year of 2018/2019.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used quasi experimental design. Quasi experimental include assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups experiment. Randomly assigning students to the two groups would disrupt classroom learning. Because educators often use intact groups (schools, colleges, or school districts) in experiments, quasi experimental designs are frequently used.<sup>1</sup>

Based on theory above, quasi experimental design means that we do not have the opportunity for random assignment of participants to group or students to special groups in different conditions. The common term for this type of group of participants is intact. For that, the researcher selected two classes, one is the control class and the other is experimental class. The research design can be presented as follows:

$$G_1 = T_1 \quad X \quad T_2$$
$$G_2 = T_1 \quad O \quad T_2$$

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<sup>1</sup>Jhon W, Cresswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative, Fourth Edition*, (Boston: Pearson, 2012), p.309

Where:

- G1 : Experimental Class
- G2 : Control Class
- T1 : Pre – test
- T2 : Post – test
- X : Treatment by using Cartoon Films
- O : Teaching by using Textbook

The researcher observed the result of the pre-test and post-test, and compare them. The researcher used the control group pre-test post-test design to measure both control class and experiment class achievement. The pre-test was done to both classes before the treatment to know the students' early achievement. Then the treatment was done to the experimental class and control clas. The post-test was done to both classes; the comparision was done between the result of the students' achievement, before the treatment and after the treatment. The resulted give an idea whether the media work or not.

## **B. Variable of the Research**

According to Arikunto, a variable is the object of the researcher, or what is the focal point of research.<sup>2</sup> In this point, there are two research variables: dependent and independent variable.

Here the researcher classified dependent and independent variable:

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<sup>2</sup>Ssuharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 161

### 1. Independent variable (X)

Independent variables is variable that influence or those to be cause of change the dependent variable.<sup>3</sup> The independent variable of the research will be the cartoon films.

### 2. Dependent variable (Y)

Dependent variable is variable that measures the influence of the independent variable. Referring to the definituon above, the dependent variable in this study will be is the students' ability in writing narrative text.

## C. Operational Definition of Variable

The operational of variable in this research as follows:

### 1. The Independent Variable (X)

The independent variable of this research is cartoon films. Cartoon films is a kind of media that can be used in learning process, and it shows pictures and sound recording at the same time. The cartoon films is used in teaching narrative text.

### 2. The Dependent Variable (Y)

The dependent variable in this research is students' ability in writing narrative text. Students' ability in writing narrative text is the ability of student catching the main part of cartoon films and they can retell in written form. It is indicated by the score achieved in writing test. The measurements of the test are content, organization, vocabulary, language use, and mechanics.

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<sup>3</sup>Sugiono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R D*, (Bandung: Alfabeta, 2010), p.4

## D. Population, Sample, and Sampling Technique

### 1. Population

Population is the region of object or subject that have the characteristic and quality which is specified by the research to study. So, population is not only people but also object and thing. According to Creswell “population is group of individuals who have same the characteristic”.<sup>4</sup> In this case, the population of this research were all students at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

The population can be seen in the table below:

**Table 2**  
**The Students' Number of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year 2018/2019**

No	Class	Gender		Number of Students
		Male	Female	
1	VIII A	16	14	30
2	VIII B	15	15	30
3	VIII C	16	18	34
4	VIII D	16	20	36
5	VIII E	16	18	34
6	VIII F	15	17	32
7	VIII G	12	26	38
8	VIII H	16	21	37
9	VIII I	15	18	33
<b>Total</b>		<b>137</b>	<b>167</b>	<b>304</b>

*Source : SMPN 25 Bandar Lampung in the Academic Year 2018/2019*

### 2. Sample

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<sup>4</sup>*Ibid*, 142

Arikunto states that sample is the part of population which investigated.<sup>5</sup> Here, the researcher takes two classes of eight classes as sample. One class as a control class is 8G and another class as an experimental class is 8E.

### 3. Sampling Technique

In this research the researcher used cluster random sampling technique. Cluster random sampling technique is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the sample the (clusters).<sup>6</sup> The researcher used this sampling because the population is in groups and the researcher will take the sample from group or a class where one class as control class and one class as experimental class. There are three procedures to take the classes as sample:

- a. First, a small piece of papers are prepared and the name of each classes is written in that paper.
- b. Second, these pieces of paper are rolled and put into a box.
- c. After that the box will be shaken and then the researcher takes two pieces of rolled paper. The first paper will be an experimental class is 8G and the second will be a control class is 8E.

### E. Instrument and Data Collecting Technique

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<sup>5</sup>*Ibid*, 174

<sup>6</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Azghar Razavieh, *Introduction Research in Education, Eighth Edition*, (Belmont: Wadsworth, 2010), p.637

The instrument of research is a tool or facility that is used by researcher for collecting data in order to get better result. The instrument used in this research is test. The test was in the form of written test. In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.<sup>7</sup> It can be affective to measure students' writing competence in the material.

In collecting data, the researcher used tests. Futhermore, Lodico says, between pre-test and post-test must be the same. If there is a fear that students will remember items of pre-test, it can be solved by gave longer time between pre-test and post-test implementation.<sup>8</sup> It means that pre-test and post-test is same test but pre-test is given before treatment and post-test given after the treatment.

In this research, the researcher used writing test, the test of pre-test and post-test. The pre-test and post-test are described below:

- 1) Pre-test was done to know the students' ability in writing narrative text before the treatment. The test is about writing narrative text. In this section, the researcher will give the pre-test to experimental and control class. The researcher gave an assignment to write narrative text based on the topic about narrative text.

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<sup>7</sup>H. Douglas brown, *Language Assessment: Particples and Classroom Practices*, (San Fransisco: Longman, 2004), p.3

<sup>8</sup>Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Vougtle, *Methods in Education Research From Theory to Practice*, (San Fransisco: Jossey – Bass, 2006), p. 194

- 2) Post-test was done to know the students' ability in writing narrative text after they are taught the material by using cartoon films. In this section, the researcher gave the post-test to measure the improvements of students' understanding on writing narrative text. The researcher gave an assignment to write a narrative text especially in fable.

## **F. Research Procedure**

In conducting the research, the researcher applied some procedures. The procedures are as follows:

### **1. Finding the Subject of Research**

The subjects of the research were the students' at the first semester of the eighth grade at SMPN 25 Bandar Lampung. One class is experiment class and one class is control class.

### **2. Designing the Instrument of the Research**

The instrument of this research is writing test. The students' had been given the same instruments for both classes in several topics.

### **3. Conducting Readability**

The readability had been given in the first meeting to measure how easy a document is to read and understand to the students.

#### **4. Conducting Treatment**

Treatment had been given in three meetings. In the treatment, the researcher as a teacher taught the students using cartoon films as a media. The students had been given the explanation about generic structure and also aspect of writing narrative text. The students had been given the topic about narrative text. After that the students were discussing about the topic and write the narrative text related to the topic.

#### **5. Administering the pre-test**

The pre-test used to find out the students' initial ability. Here, students assigned to write or rewrite narrative text by choosing one of topics that provided and then the students retell it in 60 minutes based on the topics.

The topics are:

- a. The Deer and Mouse
- b. Fox and A Cat

#### **6. Administering the Post Test**

Post test was conducted after the treatment. By giving the post test, the researcher knew the students' improvement in their writing ability in narrative text. This test is aim to know the students' narrative text in writing ability after giving the treatment. In this test, the students were given the topic. Then the students make the narrative text related to the topic.

## 7. Analyzing the Post Test

In analyzing the result, the researcher is going to compare the result of pre test and post test in both experimental and control class to see whether the post test's score is higher than pre test's score.<sup>9</sup>

### G. Treatment for Experimental Class and Control Class

#### a. Treatment for Experimental Class

In this research, the researcher taught the writing narrative text by using cartoon films as a media in experimental class. The researcher was going to do the treatment in three meetings. One meeting for pre-test, one meeting for treatment, and one meeting for post-test. Each of treatments was conducted twice a week. In the first treatment, the researcher as the teacher explained the students about how to retell a story in narrative text with cartoon films as media. At the second treatment, the students get the explanation about how to retell a story in narrative text, in this case the researcher gave an example the cartoon films and then the students watch the film and retell about it. The third, the researcher gave the students cartoon films the title is *The Wolf and Seven Little Goats* and then the students watch it. Here, the researcher as a teacher gave the explanation about the film and the students retell about the film. Finally, the resulted is collected in front of class and was scored based on the criteria of a good writing.

#### b. Treatment for Control Class

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<sup>9</sup>John W. Creswell, *Op. cit.*, pp. 7 - 11

In control class, English teacher subject in the school was taught by used textbook as a media in control class. This media used by teacher when teaching narrative text. In this method, the teacher explained about narrative text and how to make it in the first meeting. In the second meeting after giving the explanation, the teacher explained more clearly about narrative text and try to given exercise. In the last meeting, the teacher asked the students to make narrative text and collected it.

#### H. Scoring Scale for Evaluating Students' Writing Recunt Text Ability

The following is the blue print of writing test. The score is calculated based on the following scoring systems proposed by Christoper Tribble.

##### a. Task Fulfillment / Content

20-	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-	<b>Good to average:</b> Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
11-	<b>Fair to poor:</b> Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
7-5	<b>Very poor :</b> Inade quate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail
4-0	<b>Inadequate :</b> Fails to address the task with any effectiveness

### b. Organization

20-	<b>Excellent to very good</b> :Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-	<b>Good to average</b> : Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced ( coherence ); some connectives used ( cohesion )
11-	<b>Fair to poor</b> : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow ( coherence ); connective largely absent ( cohesion )
7-	<b>Very poor</b> : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence ( coherence); connectives not used ( cohesion )
4-	<b>Inadequate</b> : Fails to address this of aspect of the task with any effectiveness

### c. Vocabulary

20-	<b>Excellent to very good</b> : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-	<b>Good to average</b> : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-	<b>Fair to poor</b> : limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	<b>Very poor</b> : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register

7-5	
4-0	<b>Inadequate</b> : Fails to address this aspect of the task with any effectiveness

#### d. Language

30-	<b>Excellent to very good</b> : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
23-	<b>Good to average</b> : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
17-	<b>Fair to poor</b> : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
9-6	<b>Very poor</b> : major problems with structures-even simple ones; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
5-0	<b>Inadequate</b> : Fails to address this aspect of the task with any effectiveness

#### e. Mechanics

10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, layout.
1-0	<b>Very poor</b> : : Fails to address this aspect of the task with any effectiveness

$$\text{Final Score} = C + O + V + L + M$$

**Note :**

C : Content	(20)
O : Organization	(20)
V : Vocabulary	(20)
L : Language	(30)
M : Mechanic	(10) <sup>10</sup>

### I. Validity, Readability, and Reliability

To know whether the test is good or not, some criteria should be considered. The test should have validity, readability, and reliability.

#### 1) Validity of Test

Brown states that, "criterion of good test is validity, the degree to which the test actually measures what it is intended to measure".<sup>11</sup> It means that, the test measures what is supposed to be measure. To measure whether the test is has good validity, the researcher used content and constuct validity. Content validity was found by relating the material of the test with curriculum of SMP/MTs. Construct validity concerned with whether the test is actually in line with theory. Construct validity focused on the kind of the test that used to measure the mastery. It means that, the item should really test the students whether they have be mastered the narrative text or not.

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<sup>10</sup>Christopher Tribble,1996, *Language Teaching Writing*, Oxford, Oxford University,p.130.

<sup>11</sup> H. Douglas Brown, *Principles in Language Learning and Teaching*, (New: Jersey: Prentice Hall, 1980), p. 254

a) Content validity

Content validity concerns whether the tests are good reflection of the materials that need to be tested or not. Content validity refers to instrument that are parallel with the matter that was measured. Because in this research the test intended to measure students' writing ability especially in narrative text which is based on what they learn before based on school curriculum. To get the content validity, the test adapted with students' book. The test suitabled with the material being taught to the students.

b) Construct Validity

Construct validity referred to assumption, showing the measurement used contains correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generation that need to be defined so clearly that can measure and be examined. Construct validity focused on kind of the test that will be used to measure the ability.

## 2) Readability of Test

Readability tests were indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics is solid predicators of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher follow Kouame's research. The participants evaluated the instructions and the

understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>12</sup> The questions were individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>13</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text had mean under 4.46, the instrument was quite readable and understandable by the readers or test takers.

### 3) Reliability

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>14</sup> A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher used inters rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are teacher and the researcher.

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<sup>12</sup> Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended For Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p. 133 available on journals. sfu.ca (Accessed on Januari 13<sup>rd</sup>, 2017)

<sup>13</sup> Jack R. Frankael and Norman E. Wallen, *How to Design and Evaluation Research in Education* (New York: McGraw-Hill, 2009), p. 154

<sup>14</sup> Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

To estimate the reliability of the test, the researcher used rank order correlation as follows:<sup>15</sup>

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note :

- $\rho$  = The number of rank order correlation (Rho)  
 $6$  &  $1$  = Constant number  
 $D$  = Difference of rank correlation ( $D = R_1 - R_2$ )  
 $N$  = Number of students

To know degree or level of the reliability of writing test, the researcher also used the criteria of reliability as follows:<sup>16</sup>

- a. 0.800 – 1.000 = very high
- b. 0.600 – 0.800 = high
- c. 0.400 – 0.600 = medium
- d. 0.200 – 0.400 = low
- e. 0.000 – 0.200 = very low

## J. Data Analysis

### 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions

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<sup>15</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2012), p.232

<sup>16</sup> Suharsimi Arikunto, *Op. Cit*, p.319

underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test.

#### a. Normality Test

The Normality is used to know whether the data, in experimental and control class, had the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed.

#### b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher was done the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

c. Hypothetical test

After the researcher knows that the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. The researcher used SPSS (Statistical Program for Social Science) to process the data in normality test, homogeneity test, and Independent Sample t – test.

While the criteria acceptance or rejection of hypotheses test are:

Ha is accepted if  $\text{sig} < \alpha = 0.05$

Ho is accepted if  $\text{sig} > \alpha = 0.05$

The hypotheses namely:

Ha : There is a significant Influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade at SMPN 25 Bandar Lampung in the academic year of 2018/2019

Ho: There is no significant Influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade at SMPN 25 Bandar Lampung in the academic year of 2018/2019



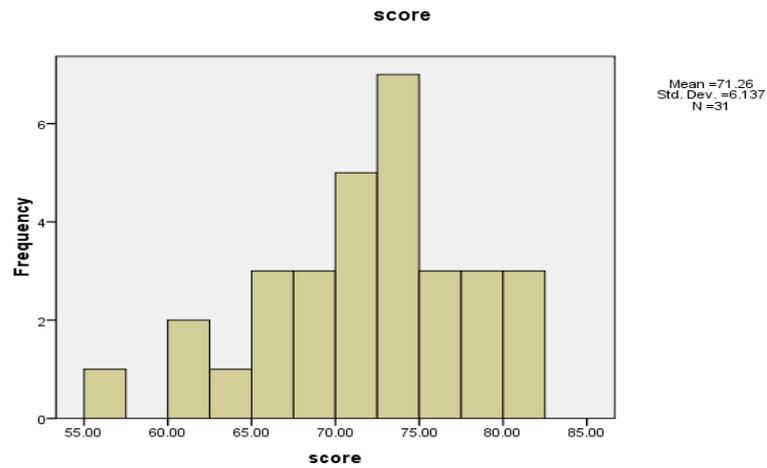
## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of the Research**

The research was aimed to know whether there was any significant influence for the students' writing ability in narrative text after they were given treatment by using cartoon films as a media. The research was conducted of the first semester of the eighth grade of SMPN 25 Bandar Lampung. The number of population was 282 students of the first semester. Two classes as sample of research, they were VIII E and VIII G. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in narrative text.

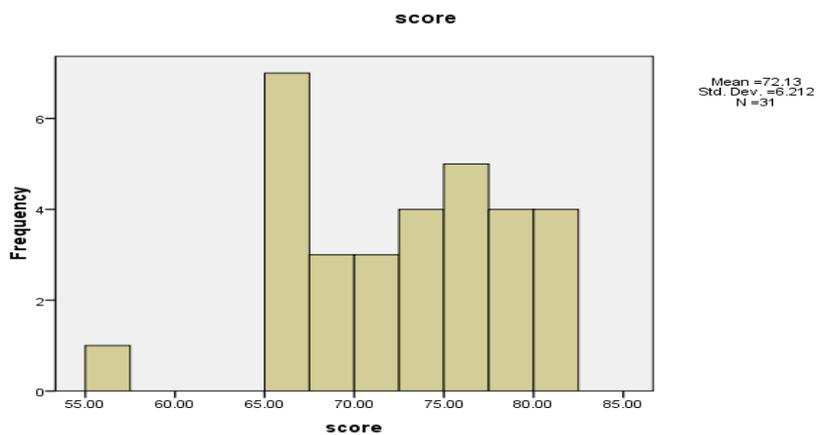
#### **1. Result of Pre-Test**

The pre-test was conducted in order to know students' writing ability in narrative text before the treatments given. The researcher conducted the pre-test in control class at 10.25 on Thursday day, July 26<sup>th</sup>, 2018. While in experimental class was at 8.50 in the same day. The score of the students' writing ability that were tested could be seen in Figure 2 and 3.



**Figure 2**  
**The Result of Pre-test in Control Class**

The result showed that the mean of pre-test in control class was 71.26, standard deviation was 6.14, N was 31, median was 73.00, mode was 71, variance was 37.67, minimum score was 57, and maximum score was 81. (see appendix 8A)

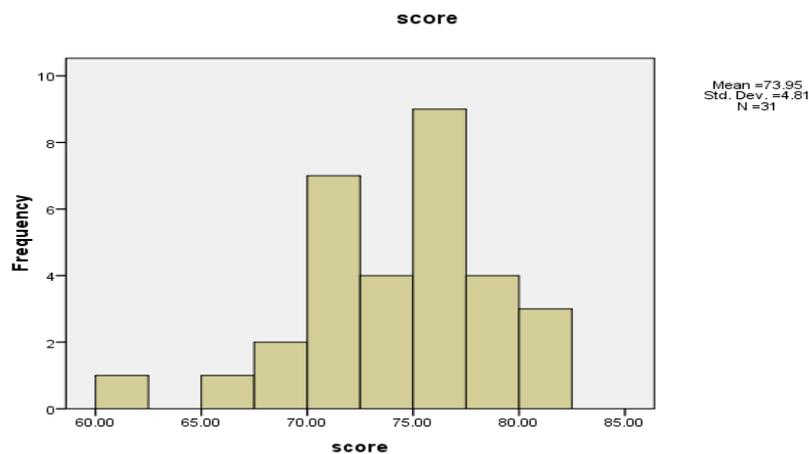


**Figure 3**  
**The Result of Pre-test in Experimental Class**

The result showed that the mean of pre-test in experimental class was 72.13, standard deviation was 6.21, N was 31, median was 73.00, mode was 65, variance was 38.58, minimum score was 55, and maximum score was 81. (see appendix 8B)

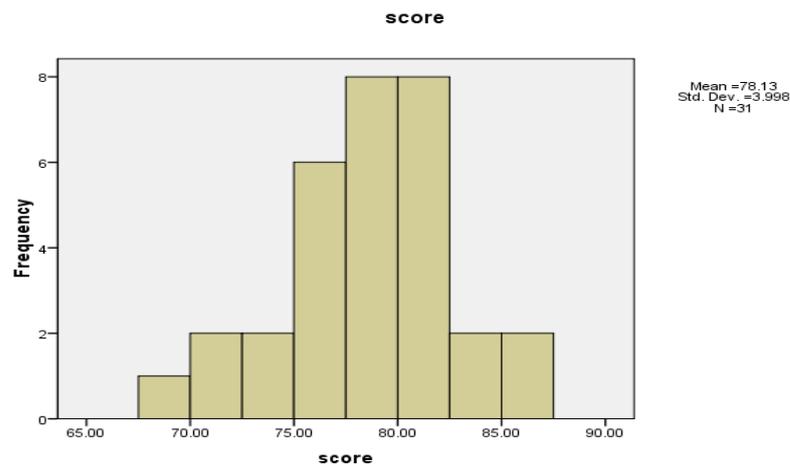
## 2. Result of Post-test

The researcher administered the post-test in order to know the students' writing ability after the treatments given. The post-test was conducted in the control class at 7.30 on Thursday, August 9<sup>th</sup>, 2018. While for the experimental class was at 10.25 in the same day. The result of post-test was showed in Figure 4 and figure 5.



**Figure 4**  
**The Result of Post-test in Control Class**

The result showed that mean of post-test in control class was 73.95, median was 75.00, mode was 70.00, variance was 23.14, standard deviation was 4.81, minimum score was 60, maximum score was 82. (see appendix 9A)



**Figure 5**  
**The Result of Post-test in Experimental Class**

The result showed that the mean of post-test in experimental class was 78.13, median was 79.00, mode was 80.00, variance was 15.98, standard deviation was 4.00, minimum score was 68, maximum score was 86. (see appendix 9B)

### 3. The Result of Normality Test

Normality test is used to know whether the data in experimental class and control class was normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis for the normality test were formulated as follows:

$H_a$  : the data are normally distributed

$H_o$  : the data are not normally distributed.

The criteria of acceptance or rejection of hypothesis for normality test were as follows:

$H_a$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_o$  is accepted if  $\text{sig.} < \alpha = 0.05$

Based on result that the researcher got, it could be seen that Sig. in the table of Kolmogorov-Smirnov was 0.20 and  $\alpha = 0.05$ . It means that  $\text{Sig} > \alpha$  and  $H_a$  is accepted. The conclusion was that the data in experimental class and control class were normally distributed. (see appendix 10)

#### 4. The Result of Homogeneity Test

After getting the result of normality test, the researcher did the homogeneity test in order to know whether the variance of the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employed Levene's Test.

The hypotheses for the homogeneity test were formulated as follows :

$H_a$  = The variances of the data are homogenous

$H_o$  = The variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for homogeneity test were as follow:

$H_a$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_0$  is accepted if  $\text{sig.} < \alpha = 0.05$

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that  $\text{Sig } 0.26 > \alpha = 0.05$ . It demonstrated that  $H_a$  is accepted because  $\text{Sig} > \alpha = 0.05$ . It means that the variance of the data was homogenous. (see appendix 11)

### 5. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests were satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses were formulated as follows :

$H_a$  : There is a significant influence of cartoon films towards students' ability in writing narrative text at the first semester of eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

$H_0$  : There is no significant influence of cartoon films towards students' ability in writing narrative text at the first semester of eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

The criteria of the test are as follows:

$H_a$  is accepted if  $\text{Sig.} (p_{\text{value}}) < \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig.} (p_{\text{value}}) > \alpha = 0.05$

Based on the results obtained in independent sample t-test, that the value of significant generated *Sig.* ( $P_{\text{value}} = 0.01 < \alpha = 0.05$ ). It means that,  $H_a$  is accepted and  $H_o$  is rejected. (see appendix 12) Based on the computation, it could be concluded that there was significant influence of using cartoon films towards students' ability in writing narrative text at the first semester of eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019

## **B. Discussion**

Based on the finding of the research, it was found that the students who were taught by cartoon films as a media had increased their ability in writing narrative text. Based on the result of the pre-test before cartoon films as a media was implemented, the ability of students to write narrative text was lower than after it was applied. After getting the treatments and post-test was conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 71.26 and in the post-test was 73.95, while the mean of pre-test score of experimental class was 72.13 and in the post-test was 78.13. It means that the significant enhancement was happened in experimental class.

In this research, the students were taught through cartoon films as a media in experimental class and textbook as a media in control class. The material was three topics of narrative text for three treatments. Before applying cartoon films as

a media, the researcher explained to the students what is cartoon films was and the procedure of cartoon films. At the first meeting, cartoon films as a media was not optimally applied because the students were very interested, so the class hectic not accustomed to follow it. The second treatment was slightly better than the first one because the students had felt the enjoyment of using cartoon films as a media in teaching learning process. They were interested to watched the cartoon films and made it as a guide to write down the narrative story. In the third treatment, the students felt accustomed in teaching learning process through cartoon films as a media. Moreover, students were active in the classroom; more quickly respond to what the teacher said and better at responding the lesson. The students could understand the material and instruction as well. In addition, students felt easily to express their ideas in written text especially in narrative text. It had been supported by expert Harmer in his book “The Practice of English Language Teaching” where he said that using cartoon films or audio visuals media is one of the ways or techniques that is mastering writing and by using cartoon films in teaching learning process will be interested in expressing the ideas.<sup>1</sup> So, in the final meeting after treatment, they were given post-test by the teacher to measure the improvement of narrative text writing ability in both classes after treatment done.

Based on the analysis of the data and test of hypothesis, the result of the calculation was found that null hypothesis (Ho) was rejected and alternative

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition. (Edinburg Gate: Longman, 2007), p.282.

hypothesis ( $H_a$ ) was accepted. From those analysis, the researcher knew that the students who got high frequency of using cartoon films as a media got better score. It was proved by the average score in both classes. The average score of post-test in experimental class was 78.13 and the average score of post-test in control class was 72.13 it means that cartoon films as a media can improve the students ability in writing narrative text.

Cartoon films as a media develop each aspect of students' writing, in content, organization, vocabulary, language, mechanics so students were able to create the story more effective. The students were able to seen language in use as well as hear it can motivate students' in process teaching learning. It had been supported by Ahmad Qomaruddin in his previous research about The Use of Cartoon Movies for Students' Writing Narrative Text, where the result showed that using the cartoon films as a media highly contributed to improve the students' writing ability of narrative text showed that teaching writing used cartoon films can improve the students' writing ability significantly and helped them increase awareness that story elements are interrelated. Therefore, cartoon film does not only help students in generating, sorting, arranging and organizing ideas to be developed their writing but also it motivates students to produce better writing.

Because the hypothesis alternative was accepted, the researcher concluded that there was any influence of using cartoon films towards students' ability in

writing narrative text at the first semester of eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, the researcher concluded that there was a significant influence of using cartoon films as media towards students' writing ability in narrative text. The result could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample T-test table where the Sig. (2-tailed) was 0.01 was lower than  $\alpha = 0.05$ . It indicated that the alternative hypothesis ( $H_a$ ) was accepted. Because of that, teaching writing using cartoon films could give a significant influence towards students' writing ability in narrative text.

Moreover, cartoon films as a media in teaching learning process could motivate the students to increase their writing ability. It was supported by the students' scores which were higher after the researcher gave the treatments using cartoon films. Therefore, cartoon films had significant influence in students' ability in writing narrative text at the first semester of the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

#### B. Suggestion

Based on the result of this research, the researcher would like to give suggestions as follows:

- 1. For the teacher**

- a. The teacher should give much practice and motivation to the students because giving so much knowledge without giving any practice will be unless.
- b. In this research the researcher finally knows that cartoon films can be used to develop students' ability in writing narrative text. The teacher can help students to increase narrative text writing ability by using other effective and relevant media or instruction.
- c. The teacher should not be afraid to use media in teaching learning process as a reason that the students will be difficult to be controlled. Where as the students can be more relaxed, motivated, and active.

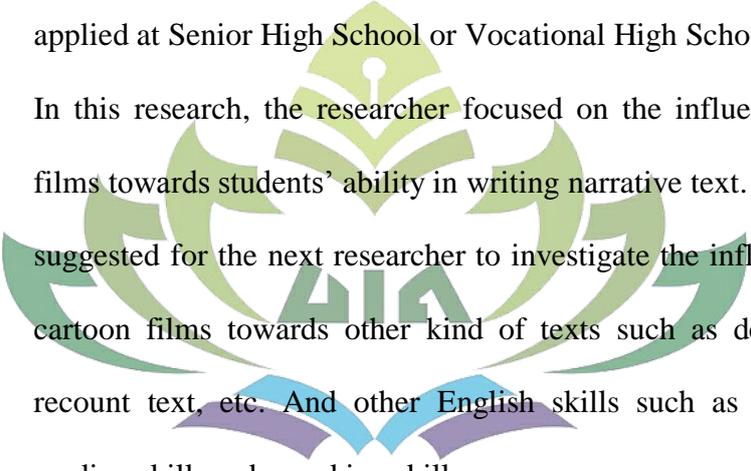
## **2. For the students**

The students should increase their writing ability and must be more confident, especially in writing narrative text, because writing is also one of skills in English that hold many parts of students' activity. By practicing day by day, it will help the students to be more creative for developing their idea in written form.

## **3. For the School**

The school should emphasize that the existing after school program like English club and debate club are very useful for the students to enhance their skill.

#### 4. For other researchers

- a. In this research, the treatments were held in three times of meeting. The next researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.
  - b. In this research, the researcher used cartoon films as a media to help students of Junior High School, especially in writing ability. The next researcher can conduct it on different level of students. It can be applied at Senior High School or Vocational High School.
  - c. In this research, the researcher focused on the influence of cartoon films towards students' ability in writing narrative text. Therefore, it is suggested for the next researcher to investigate the influence of using cartoon films towards other kind of texts such as descriptive text, recount text, etc. And other English skills such as listening skill, reading skill, and speaking skill.
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