

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is a tool used by human being to communicate with each other. To communicate means to understand and to express any information, thoughts, feelings, and develop science, culture, and technology. Without language there is no communication. According to Knapp at al (2005: 16) “Language is both natural and cultural, individual and social”. Brown, H.Douglas (2007: 19) stated that “language is a complex, specialized skills, which develop, in the child spontaneously, without conscious effort or formal instruction”. There are several languages that are frequently used by people in this world, English is one of them.

English is an International language which is taught in most countries in the world. The status of English as a universe language and international language has made many people in the world need English. According to Patel and Jain (2008: 11) “English is the language of the global village, It is a language of trade and industry”. Nury Supriyanti (2012) stated” English is put in bold and in bracket. It is because it is only added there.” Therefore it is obvious that English is not to have any adequate attention from the government or other interested parties because to most Indonesian children, it is still a luxury. English is also known in Indonesia, now days the student who come from collage study English by certain media such as: book, newspaper, television, and others.

Our goverment aware how important of English, so they made English be one of the subjects which is taught in junior high school to university. Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school up to university level curriculum in primary school until senior high school using *Kurikulum Tingkat*

Satuan Pendidikan (KTSP). There are four languages skill in teaching English, they are: reading, listening and speaking, writing.

Teaching writing is an activity where the focus is on something such as language practice in expressing our feelings. The purpose of teaching writing is to develop student's skill in writing English effectively. Teachers ask the students to write the dialogues as good possible. Students work to make a dialogues and where possible the teachers goes to help the students in writing. In teaching writing, teacher should introduce the material to the students. One material that learned in Junior High School is genre. Students are expected to be able to write simple text of descriptive, reportt, narrative and recount text. Recount text is one of the text that should be learned by students.

Recount is the kinds of text which tells somebody about something especially on something has experience about a series that is of related events. Recount also is a kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative have a function to tell the activity or event in the past. The difference is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will be ended by a problem solving.

Based on the writer's experience in observation, the writer discovered that most of the students had low abilities in expressing their idea through writing. Most of the students could not construct a good generic structures while writing the recount text where we know that the generic structures of recount text are orientation, events and re-orientation. The other difficulties that students faced in writing process were: limited knowledge about grammar, lack of vocabularies and had a little idea of what should be written. The teacher commonly asked the

students to write recount text before explain them the rules in writing that text. This monotonous ways of teaching made the students get bored and lazy in learning English especially learning writing recount text. The teacher did not use method or some media that can help him to make the learning process be comfortable.

The writer also observed the way of teacher in teaching writing to the students, the teacher read the material about recount text from the text book without explaining it clearly. He then asked the students to write recount text. To improve their writing, teachers and students can implement various, approaches, methods, techniques and strategies. One of them which the writer is interested in applying in the classroom is using animation film. According to Bordwell and Thompson 1997:50, Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages. Due to the explanations above, the writer will conduct study entitled “The Effect of Using Animation Film as Medium into students’ Writing Recount Text at the Second Grade Students at SMP Negeri 28 Medan”.

1.2 Problems of the study

Based on the background, this research is aimed at giving answer the following problems:
Does the use of Animation Film Affect Students’ Writing Recount Text at the Second Grade students of SMP Negeri 28 Medan ?

1.3 The Objectives of the Study

To find out whether or not animation film affect students writing of recount text in the second grade student of SMP Negeri 28 Medan in the academic year 2017/2018.

1.4 Scope of the study

There are many medium in teaching writing such as POWER strategy and using animation film but the writer focusses recount text to know that animation film as the medium can affect

the students in writing recount text. The animation film will use title “ *The Princess Farmer* ”. This study was conducted in the Second Grade students of SMP Negeri 28 Medan in the academic year 2017/2018 which consist of two class based on the teacher choose.

1.5 The Significances of the Study

The findings of this study are theoretically and practically relevant:

1. Thoretically

This study will valuable for next writer who are interested in analyzing the difficulties in writing recount text of second grade students of SMP Negeri 28 Medan. This study is expected to be an additional source for the next researcher.

2. Practically

This study will be practically used for :

- a. The teachers, to help the teachers to know the students’ difficulties in writing recount text.
- b. The students, to help the students to learn their difficulties in writing recount text
- c. The other writer, this study will add their references for who those to conduct a research of difficulties in writing recount text.

1.6 Hypothesis

This research is to answer the question about whether yes or not the effectiveness of using animation film as the medium in writing recount text. To get the answer of question, the reseacher should propose alternative hypothesis(Ha) and null hypothesis (Ho) as below:

Ha : There is a significant effect of using animation filminto writing recount text.

Ho : There is no significant effect of using animation filminto writing recount text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Teoritycal Framework

In doing research, it is very important to clarify all terms that are related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In the case, the writer is going to elaborate the terms which are important for the purpose of this study. In doing research, it is very important to clarify all terms that are related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In the case, the writer is going to elaborate the terms which are important for the purpose of this study.

2.2 Writing

Writing as one of four language skills is considered a difficult skill because the researcher should fulfill aspect of writing such as content, organization, purpose, vocabulary, punctuation and spelling in balance way. Harmer (2004:31) states that “ writing is a way to produce language and express idea, feeling, and opinion”. It means that is one speaking representative through media. “ Writing is a process that what we write is often heavily influenced by constraints of genres, than these elements have to presented in learning activities.

Writing as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of a reader and effeciently communicates the authors“ message (Hamp, Lynons, Heasley, 2006:11).

According to Siahaan (2008: 215), writing is a psychological activity of the language user to put information in the written text. Such a writing is commonly about a certain topic in which the writer at first collect the data, then elaborate the topic based on a certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.

From the explanations above the writer can conclude that writing is an activity that is formulated and organized some ideas in right words from the learner to deliver and communicate. It describes a message in meaningful written form.

2.3 Process of Writing

Writing as one of productive skills need a process. Harmer (2004:4) states that “ Writing process is the stages that a writer goes through in order to produce something in its final written form”. There are four steps in writing processes:

1. Planning

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

2. Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text. In this process, the text will be good and reader can understand while read that and get the meaning from the text.

3. Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. This process will make the writer complete and fix the incorrect information, spelling, grammar, punctuation and others.

Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy (2002:318) stated that “ in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4. Final Version (Final draft)

One writer has edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and

the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

2.4 Elements of Writing

Richard Walker stated that (1969:68-69) there are five elements of writing, there are:

1. Purpose

Writer need a porpuse before witen to avoid the mistake while write, so this elements is the first important thing before write. After have a porpuse, a writer can be focus to written.

2. Audience

Writer can inform about something new information or news or issue people to feel about the writers feeling

3. Clarity

This elements will make the students better understand the importance of writing for clarity. A good writer must plan the fiction to make the audience feel what the writers feeling.

4. Unity

Like a clarity, unity a writer need a paragraph unity to avoid the ambiguity in the story while audience read. So, a writer must organize what he write to make audience feel what writers feeling.

5. Coherence

The writers story must coherence with the tittle, so the the audience understand the story and can stimulus the audience to make write

2.5 Teaching Writing

Teaching writing is a big challenge for teachers. The teachers must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Many

traditional approaches failed to apply writing process in teaching writing. “For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student’s attention was directed to the ‘what’ rather than ‘how’ of text construction” (Harmer, 2004: 11).

Moreover a teacher, should encourage and guide a student to explore and develop their ideas, involves and provides them with enough language and information to allow them to complete writing task or paragraph successfully.

In addition, in giving material for teaching, teachers should recognize the instruction given. Writing instruction can and should include real-life, interactive tasks.

2.6 Paragraph

Paragraph is a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line.

From link <http://www.uiowa.edu/~itp-writing.htm> (june-2016) “paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.” Paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer’s main idea (most important idea) about the topic.” A paragraph can give information, tell an opinion, explain something, or even tell a short story. Usually one sentence in the paragraph tells what the main idea is. That sentence is called the topic sentence. It is often the first sentence of the paragraph. All the other sentences add about the main idea paragraph may tell how things in a group are like.

The purpose of the paragraph is to show a change of thought or change of the topic. For the reason, each paragraph must be limited to single topic, which is usually the first sentence of paragraph. The other sentence in paragraph develops the main idea of the paragraph. Every paragraph has one main idea, this idea is usually expressed in a topic sentence. Each of the other sentence in paragraph develops a part of that main idea. The main idea of paragraph is usually expressed in a topic sentence. The topic sentence is most likely to come first in the paragraph, though it does not have to. The notion of main idea is somewhat murky among reading specialist. Also referred as the central idea, central focus, controlling idea, or main point. The main idea is usually stated in the topic sentence. This is often, but not necessary, the first sentence of paragraph where the topic sentence is placed depends upon the kinds of pattern the writer chooses to develop paragraph.

2.7 Types of Paragraph

In paragraph concept explain about the kinds of the text and the differences every purpose and stucture technique or rhetorical structure. Genre can be recognized from three rhetorical structures, they are social function, generic structure, and lexicogrammatical features.

According to Siahaan (2014:1-114), there are twelve types of paragraph, namely :

1. Spoof

In writing, a spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters. They can be human and non human characters. It introduces the relationship among the characters. The relationship is realized by their communicative interaction in the events.

2. Recount

Recount is text which tells somebody about something especially that he/she has experience of a series of related events. Recount also is a kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative have a function to tell the activity or event in the past. The different is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will be ended by a problem solving. The second, the tenses in recount text is past and in narrative the tenses is present. In generic structure, recount text have 3 structure which orientation, events, and re-orientation.

3. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

4. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step.

5. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades people that something should or should not be the case.

6. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

7. Description

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

8. Report

A report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described.

9. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In the case, it is just to persuade them to believe it. However, the purpose does not include a persuasion to influence the readers in order to take a certain course of action related to the truth of the fact of the object.

10. Explanation

Explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural or sociocultural phenomena. The example of the text is information about a place, the ingredients etc.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue.

12. News

New item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

2.8 Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates it from narrative (<http://understandingtext.blogspot.com/2016/3/8/what-is-recount.html>).

Based on the Competency Based Curriculum (CBC 2004, 2004: 1), the term 'recount' has a purpose to describe an event which happened in the past time, for example, an accident, report of event, etc.

Recount is similar to anecdote if it is seen from its purpose that is to explain a past event through the main difference which said that anecdote has a funny and pleasuring aspect. Because of this difference, recount and anecdote use the different generic structure and lexicogrammar (CBC 2004, 2004: 1).

Peter Knapp and Megan Watkins (2005:223) state that recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.

Pardiyono (2007:63) says that recount is one of type which have a function to retell or inform an event or activity in the past. Recount almost has the same with narrative because both recount and narrative have a function to retell the activity or event in the past. The different is recount tells the activity or event just to give the information to the readers, but narrative tells the

activity or event not only to give information but also to give moral lesson by presenting a the problematic experience and then will be finished by a problem solving. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

2.9 Elements of Recount Text

In Curriculum 2013, recount text is a subject of junior high school, especially VIII grade student. Recount text included in narration text genre. In communication context, sometimes we want to tell other people about some points or activities that we have done in the past, for instance about activities in vacation, seminar, weekend, etc. So in simple word, Recount text a text genre which is made in order to inform about acitivity in the past time.

According to Hyland (2009:87) recount means ‘telling what happened’ the purpose of the literary or story recount is to tell a sequence of events, so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events. Then, Pardiyono (2007:64) states that there are some aspects that should be noticed, namely:

1. Social Function of Recount Text

Social function can be called as a purpose. The social function of recount is to retell events for the purpose of informing and entertaining.

2. Generic Structure of Recount Text

Generic structure or rhetorical structure is a package of events in a text. This generic structure will explain how the stages move through to reach the purpose. Every genre has its generic structure and also in recount. The generic structure of recount text are:

Orientation : Introducing the participant, place and time.

Events: Describing the series of event that happened in the past.

Re-orientation: The summary of events or stating of personal comment of the writer to the story.

3. Language Features of Recount Text

Language features are about general grammatical patterns to form the information, messages and idea in effective sentences, especially in this case.

Languages of recount text are :

- a. Introducing participant : I, my, our, etc.
- b. Using chronological connection : then, first, etc.
- c. Using linking verb : was, were, seem, etc.
- d. Using action verb : go, walk, run, etc.
- e. Using simple past tense : went, travelled, walked, etc.
- f. Using active and passive : is made, is played by...
- g. Using past continuous tense : I was standing, I was going

According to Hyland (2009:87) also states that a good recount has to consist of social purposes, generic structures and language features. More described as follows:

1. Social purpose

The purpose of recount is to tell sequence of event in order to entertain the reader.

2. Generic Structure

Recounts are organized to include :

- a. An orientation providing information about 'who', 'where' and 'when';
- b. A record of events usually recounted in chronological order;

- c. Personal comments and/or evaluative remarks, which are interspersed throughout the record of events.

3. Language Features

Common language features of a recount include :

- a. Use of nouns and pronouns to identify people, animals or things involved;
- b. Use of action verbs to refer to events;
- c. Use of simple past tense to locate the events in relation to speaker's or writer's time;
- d. Use of conjunctions and time connectives to sequence the events;
- e. Use of adverbs and adverbial phrases to indicate place and time;
- f. Use of adjectives to describe nouns.

In order to get more effective in writing, which text elements have to be exist in writing recount text. Rosyadi in *Learning Material Junior High School* provides the example of recount text which is added with the elements of recount text:

Vacation to Bali

Orientati
on

There are so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stated in Kuta on arrival. He spent the days swimming and surfing on Kuta beach. I contacted some tour agents and selected two hours. The first one was to Singaraja, the was to Ubud.

Introducing personal participant to show who, where and when

Events

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja

Use of the past tense

about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

Events

The second tour to Ubud was very different
not to see the scenery but to see the art and the

Using
chronological
connection

island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next
Celuk, a center for silversmiths and goldsmiths.

Use of
Linking
Verb

that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

Re-orientation

My friend ten-day-stay ended very quickly beside his two
tours, all his day was spent on the beach. He went
or surfboarding every day. He was quiet satisfied.

Use of
Action
Verb

Based on previous chapter, the writer can make conclusion that writing is one of the ways to express our feeling, ideas and thought in a good sentence` In this proposal, the writer focusses in teaching writing the students.

2.10 Film as the Medium

A 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 (Harmer, 2001:282).

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). Film will made the students had a little idea to write and produce a text. This media can affect the students to think, write and their skills in english. Meanwhile, Azhar (2011:49) defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically. So the pictures in the screen looks alive.

2.11 Animation Film

Animation is cartoon that represents an important events in politics or important public figure; the comic strip ; a pictorial design drawn on strong paper as a study for a picture intended to be painted in the same size. In other case, Animation is a process to show the movement of pictures in the right arrangement to create a moving illusion. The pictures can be as hand pictures, computer, and also the object of three dimensions pictures. While according to David (2003), animation is a part of art that is is come from everywhere and produced by someone who works in particular studio company or just an individual project. In addition, we can watch it in the cinema or just in our phone. All in all, the animation is a look like moving in two dimensions or three dimensions form.

Film is motion picture; motion pictures as a form of entertainment or an art; a showing of one more motion pictures (Pei 1976, in Yatimah 2012 : 11).

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997:50) . Animation films do not do continously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It teaches students about history, science, human behavior and any other subjects. Animation Film also is process of giving the illustration of November to drawings, model, or animate object.

In addition, according to *www.wikipedia.com* Animation film is the rapid display of sequence of image of artwork or model positions in order to create an illusion of movement

The researcher uses animation film with title “ The Princess Farmer”. It is appropriate for the students in junior high school because it is interesting for them and has a simple story. Beside that, the film has a moral value and the language is easier to be understood. Film can be an effective media in writing teaching. It provides students in an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

2.12 The Advantages of Film in Teaching Writing

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

Harmer (2002:282) states the advantages of using film in teaching and learning process are:

1. Seeing language-in-use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension , since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how

intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross-cultural awareness

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

3. The power of creation

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

4. Motivation

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, and when this is coupled with interesting tasks. According to Azhar (2011:50), he describes that the disadvantages of using film in teaching and learning process are:

1. Procurement of film generally is expensive and costs a lot of time.
2. When the film is shown, the pictures will keep changing making all students unable to follow the information given through the film.

3. Films not always appropriate with the needs and desired learning objective.

2.13 Film as Audio Visual Aids in Teaching Writing

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

In teaching learning process, teachers are expected to make it more interesting through the medium used. Film is one of the media that can be used in teaching writing, especially in writing narrative text. According to Oemar Hamalik that was cited from Asnawir's book, good movie or film has some features one thing is film can arouse students interest.

By using film, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material.

2.14 Review of Previous Research

The writer takes review of related literature from the other graduating papers. One of them is a study by Sri Romadoni (2201403626) in her thesis entitled “*The use of PINOCCHIO cartoon film to improve students narrative text writing skill (The Case of Year VIII Students of SMP 37 Semarang)* English Department, Faculty of Language and Art, Semarang State University. The result of the study was that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35. It is suggested that teachers use cartoon film as an alternative media for teaching narratives. The similarity with this study is that both use Animation Film as

the media. The difference with this study is in the use of genre ie. narrative text. Beside that, thesis entitle “ *The use of animation movies for developing student’s writing skill of narrative text (A case study of teaching English at eleventh grade student’s of SMA Negeri 10 Semarang in the academic year of 2006/2007)* English Department, Faculty of Language and Art, Semarang State University. It was found that since teaching writing of a narrative text by using *Brother Bear*, a film can help students develop their writing skill, the writer gave them more exercises on writing narrative texts of a film. The result of the tests shows that the students’ scores in the writing draft I were 64, 3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students’ achievement reached 72, 9%. It means that the test was successful. The similarity with this study is that both use Animation Film as the media. The difference with this study is in the use of genre ie. narrative text.

In summary, although some empirical studies have proven that the use of animation film can be an effective medium in writing recount text. This studies related to the use of animation film and writing recount text need to be conducted. Therefore, this study would like to investigate the effectiveness of using animation film in writing recount text. By doing this study, it is expected to find out whether using animation film as the medium in writing recount text and to know how far is the effectiveness of using animation film as the medium in writing recount text.

2.15 Conceptual Framework

Writing is one of the basic skill that have to be mastered by the students. In writing people can express their idea, feeling and emotion in the written form. The are some text in writing that will be taught in English lesson. As an English teacher, she/he has to have a good way in teaching a topic in english subject. Can choose the best method, strategy and technique. The

teacher must be able to make the students enjoying the teaching learning process. Like in teaching writing recount text, the teacher should consider what kind of media should be used to make the subject be easily to be understood.

Recount text is a kind of text which tells somebody about something especially that he/she has experience of a series of related events. It has a generic structure that is divided in three parts namely Orientation, Events, and Re-orientation. By using this media in teaching writing, the students are expected to be able to find out the related features, ideas, concept, and questions as many as possible to the topic given. It is different with using animation film, teaching practice is designed where the teacher teaches about the language and the rules as usual, not considering about the result given after teaching.

Figure 1. The Conceptual Framework of Research

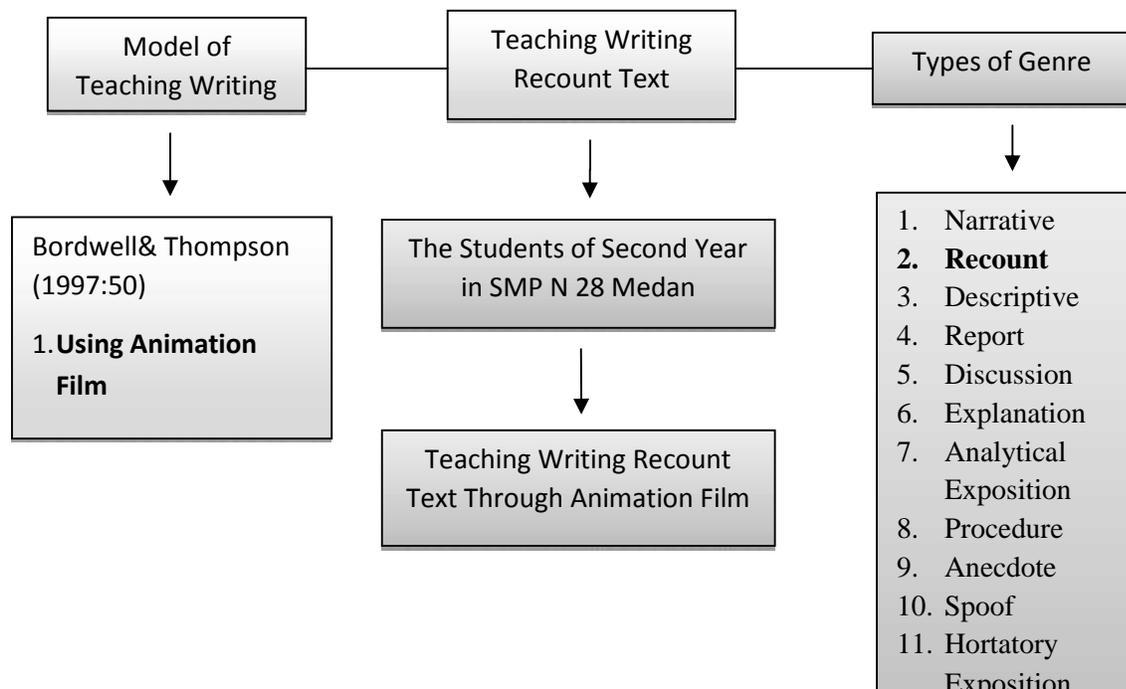


Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	√	Using Animation Film	√
Control group	√	Using Conventional way	√

For both of groups, the writer was give pre-test before giving the treatment in order to analyze the students' writing recount text before treatment. Then, the writer was apply the treatment by using animation filmto the experimental group for several times. After applied the treatment, the writer was give the post-test for both groups.

3.2 Population and Sample

The subject of this study would be the second grade of SMP Negeri 28 Medan. Number of all the students at SMP Negeri 28 Medan was 150 students which divided into 5 class from VIIIA to VIIIE. In one class, there are 30 students'. So total of the sample in this case is 150.

3.2.1 Population

Population is defined as all members of any well defined class of people, event and object. Based on the statement the writer concludes that population is a number people that have characteristic and become subject of the research.

In this study, the writer will take the second grade students of SMPN 28 Medan in the academic year of 2017/2018 as the population.

3.2.2 Sample

Sample is a small portion of a population. Determining a sample in doing a study would be easier for the researcher. Since sample is a part of population. The writer was take class VIII-a

which consist of 30 students and VIII-cwhich consist of 30 as the sample of the study. But in this case, the writer was take 10 students form both of class as the spesific sample.

3.3 The Instruments of Collecting Data

Before collecting the data; the writer makes instrument. The instrument is writing test. Usually, a test is used as the instrument to measure the students` achievement in education. In this study, the instrument for collecting the data is a essay test. Test is used for getting data of research result and students activities in teaching learning. There are two tests used in this research as follows:

1. Pre-test is done in control group and experimental group.
2. Post-test is implemented in control group and experimental group.

3.4 The Procedure of Collecting Data

The test is carried out at the SMPN 28 Medan. The test is administrated bothbefore and after the treatment is completed.

3.4.1 Pre-Test

The experimental group and control group was give the pre-test before the treatment. The pre-test is conducted to find out the homogeneity of the samples and the mean score of each group. In this case, the teacher will give the test to students. The kind of test for both of group is essay test, which the writer ask the students make a recount text text as they know.

3.4.2 Teaching Presentation (Treatment)

The experimental group and control group are written by using the same topic but different instruments. In the experimental group, students will write by Animation Filmand in the control group, the students will write without Animation Film.

Table 3.4.2.1 Teaching Procedure for the Experimental Group (Using Animation Film)

Teachers' Activities	Students' Activities
<ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the students 3. Teacher ensures the students already to study 4. Teacher explains about report text. In this case, the teacher applies teaching on Using Animation Film 5. Teacher explains about social function, generic structure and language feature of recount text 6. Teacher practices about Using Animation Film 7. Teacher explains the students how to practice Using Animation Film in some steps by dividing group 8. Teacher gives a topic about "Vacation to Bali" and asks the students to discuss that topic based on generic structure 9. Teacher asks them to make one simple recount text based on their understanding from Animation Film. 10. Teacher asks them to present their writing ability about their task in front of class 	<ol style="list-style-type: none"> 1. Students greets the teacher to open the class (introduction) 2. The students pay attention 3. The students are already to study 4. The students pay attention to comprehend report text from teachers' explanation and follow teachers' instructions 5. The students try to understand teachers' explanation with making note or writing something important from teachers' explanation 6. The students pay attention the teachers' practices 7. The students try to understand teachers' explanation and join the group 8. The students discuss that topic about "Vacation to Bali" based on generic structure 9. The students make one simple recount text based on their understanding from Animatio Film. 10. The students present their task in front of the class

Below table 3.4.2.1 is the table of Teaching Procedure for the Experimental group.

Table 3.4.2.2 Teaching Procedure for the Control Group (Direct Instruction Model)

Teachers' Activities	Students' Activities
<ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher begins a lesson with a short review of previous learning. 3. Teacher begins a lesson with a short statement of goals of recount text. 4. Teacher presents new material of recount text in small steps, providing 	<ol style="list-style-type: none"> 1. Students greets the teacher to open the class (introduction) 2. The students pay attention 3. The students listen carefully 4. The students pay attention to comprehend recount text from

<p>for student practice after each step.</p> <p>5. Teacher gives clear and detailed instructions and explanations.</p> <p>6. Teacher provides the text about “Vacation to Bali” for all students.</p> <p>7. Teacher asks a large number of questions, check for student understanding, and obtain responses from all students.</p> <p>8. Teacher guides students during initial practice.</p> <p>9. Teacher provides systematic feedback and corrections.</p> <p>10. Teacher provides explicit instruction and practice for seatwork exercises and monitor students during seatwork.</p>	<p>teachers’ explanation.</p> <p>5. The students try to understand teachers’ explanation and follow teachers’ instructions with making note or writing something important from teachers’ explanation</p> <p>6. The students accept the text about “Vacation to Bali”</p> <p>7. The students answer and respond what questions are given</p> <p>8. The students are already to follow the teacher’s instructions</p> <p>9. The students give feedback</p> <p>10. The students pay attention and listen the instructions carefully.</p>
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Below table 3.4.2.2 is the table of Teaching Procedure for the Control Group.

3.4.3 Post- Test

The post-test was give to the both groups after the treatment is completed. Teacher gives the direction related to the test. Teacher gives post-test. The test items in the post-test are exactly same as those in the pre-test. This post-test was found out the mean score of experimental group and control group.

3.5 Scoring System

It is necessary to know the indicator before give the test. In assessing writing, it is need to decide the criteria of scoring. By deciding the criteria of scoring, it is easy to get information about how far the student’s improvement in writing ability. In scoring the written test, the scores are from 0-100 for all components students are getting 100 point.

As explained in Department Pendidikan Nasional (2012:42), the writer used the formula below to score the students' answer :

$$S = \frac{R}{N} \times 100\%$$

Where :

S = Score of the test

R = Number of correct answer

N = Number of test item

3.6 Using Test of Specification

According to Hyland (2009: 87) recount text has to consist of social purposes, generic structures and language features. Below is more described as a test specification in recount text:

Table 3.6. The Test of Specification in Recount Text

No	Elements of Recount Text	Items/lines	Kinds of test	Score
1.	Orientation	2	Essay	20
2.	Event	6	Essay	60
3.	Re-orientation	2	Essay	20
Total		10		100

Every correct answer has three poin. For Orientation (O) which is consist of 2 items, the correct answer would times to ten. O: $2 \times 10 = 20$. For Events (E) which is consist of 6 items, the correct answer would times to ten. E: $6 \times 10 = 60$. For Re-orientation which is consist of 2 items, the

correct answer would times to ten. R-O: $2 \times 10 = 20$. So, the total of score if the students can write a recount text very well is $10 \times 10 = 100$.

3.7 The Procedure of Analyzing Data

There are some procedures that should be done in analyzing the data of this research:

1. Collecting the data from the scoring of the experimental and control group.
2. Identifying the score of the students who are being treated and who are not.
3. Comparing the students score from control and experimental groups by using T-test as formula bellow:

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \cdot \frac{1}{Nx} + \frac{1}{Ny}}$$

Where:

t = the effect

Mx = mean of experimental group

My = mean of control class

Dx^2 = the deviation square of experimental group

Dy^2 = the deviation square of control group

Nx = the sample of experimental group

Ny = the sample of control group

4. Drawing the conclusion and answer the hypothesis.
5. Writing some findings.

3.8 The Validity and Reliability of the Test

The Validity and realibility determined how well a test is. These two factors should be fullfilled a test before it was used to derive valid data of the research.

3.8.1 The Validity of the Test

Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. Validity is that quality of a data gathering instrument that enables it to measure what is supposed to measure. This study will apply content validity to the test. The validity of the test is used to measure the students' achievement in writing recount text.

3.8.2 The Reliability of the Test

Reliability is one of the characteristics of good tests. It referred to the consistency of the measurement. If the data is appropriate to the fact, the result was the same although it was exercised many times. It means that the reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula of Alpha in Arikunto (2010: 238-240) as the following:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{M(k-M)}{kV_t} \right]$$

Where:

r_{11} : Reliability of instrument

V_t : The variants of total score

k : The number of variants of each item

M : Total of variants

3.9 Technique of Analyzing Data

According to Arikunto (2010: 354-355), to test the hypothesis, the T-test formula used as the following:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

where:

t : The effect

M_x : Mean of experimental group

M_y : Mean of control group

D_x^2 : The deviation square of experimental group

D_y^2 : The deviation square of control group

N_x : The sample of experimental group

N_y : The sample of control groups