CHAPTER 1

INTRODUCTION

A. Background

All the teacher come from different background with the unique personality, culture, interests and attitude towards teaching. Teacher is trying as hard as they could to meet students' needs in their learning. Teaching language is complicated task for teacher and the right technique and strategies are needed to the deliver the affective language learning especially in english.

English language is one of the main language widely used all over the world. It is very important for teacher to be able to teach and arouse student interest in following the lesson in the classroom. Language has been also believed to hold certain power, not only as a means of conveying what in minds, but also as a way of communicating certain feeling of its users that can cause definite impact.[1] Every feature of language can be an object of intellectual interests.

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[1] Made Iwan Indrawan Jendra, *Sociolinguistics The Study of Societies Language*, (Yogyakarta: Graha Ilmu, 2010), 4-5.

From the previous observation i have done in Junior High School of Al-Khairiyah Pipitan, Based on the writer's observation with teacher the student got the low score in writing test. On the writing test, the student were asked to write a recount text based on topic that the teacher given. The score of the students writing was bad. It means the score of the student in English under the KKM. That was happened because of some factors. The first factor was student haven't to able to create their idea to make a recount text because they was confuse to what they had to do. Second, the student were lack vocabularies. It made the student difficulty in a writing recount text, because the teacher just asked the student to write recount text without media and they could not sit down quietly and talking with their friends about they assignment. Most of them not confidences with their ability, honestly their know the familiar vocabulary but their not confidence so they asked the same repeatedly. And the last problem was student cannot understand the explanation completely because the teacher used the old method such as explain material by him self without give the student oppurtunity to explore their ideas in writing comprehesion witout media.

The writer will focuses on writing recount text with the animation movie, the first step the writer will explain several aspect about recount text like social function, generic structure and example of recount text in daily life which are produced by the eight grade student of junior high school in their writing result. And than, the student will make the recount text with the animation movie.

To make students motivated and enjoyable to learn, the teacher should use interesting teaching methods and choose an appropriate technique or strategy to make the student be able to write English to improve student's to deliver what their thought, feels, emotions, actions, or ideas through the new language they learn. And use the good media to help them in teaching writing. Hamalik as quoted by Arsyad states that the use of instructional media in teacing and learning can generate new desires and interest, generating motivation and simulation of learning activity, and even bring psychologial influences students.[2]

Animation movie is one of the media that can be applied in teaching Recount writing. It is not only can entertain, but also can be used to improve the students' mastery of writing a recount story. With

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[2]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2008), 15.

this media, the students will not easily get bored because most of the young learners love to see the animation movie. The other good side is this movie does not have any violence and pornographic elements, therefore it is suitable for the students. The conversation and speech in the movie can easily remembered and understood because it provides the daily conversation language which is often heard by the students.

The media used in the observation was movie. Movie is an art even student with low level proficiency fel confident watching a film and describing what they like or dislike about it. Student can actively know who the good and the bad guys are in the movie what they wear, say, or do or what others say about them.[3]

Because of the reasons above, the writer would like to analyze **"Using Animation Movie in Writing Recount Text"(An Experimental Research at the Eight grade students of Mts Al-Khairiyah Pipitan).** This study wants to know how animation movie giving effectively contribution toward the improvement of students' writing skill. From explanation above, the writer hopes that this study

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[3]Dupuy Jun Fluitt, "*Teaching Argumenative Writing Through Film"*, TESOL Jurnal, 2001, 10.

can help teachers find best media to teaching English, especially writing Recount text by using animation movie as media.

B. Identification of the Problem

According to the background above, some problem can be identified as follows:

1. How is the student writing ability on recount text?

2. How is the effectiveness of using animation movie in recount text?

C. Limitation of the Problem

Based on the background and identification of the problem, the writer would like to limit the scope of the study. The writer want to know that Shrek movie as the media can improve the students writing recount text. The recount movie limits with title "***SHREK***". This study was conducted in the Eight Grade Students' of Mts Al-Khairiyah Pipitan in the academic year 2018/2019.

D. Statement of the Problem

Based on he background, the problem of the study can be formulated as follows:

1. How is the student ability before using animation movie in writing recount text at the Eight grade students'of Mts Al-Khairiyah Pipitan in the academic year 2018/2019?

2. How is the effectiveness of using the animation movie in writing recount text at the Eight grade students' of Mts Al-Khairiyah Pipitan in the academic year 2018/2019?

E. Objectives of the Research

Based on the statement of the problem above, the objectives of the study are as follows:

1. To find out students' writing ability before using animation movie in writing recount text at the Eight grade students'of Mts Al-Khairiyah Pipitan in the academic year 2018/2019.

2. To identify of the effectiveness of using animation movie in writing recount text at the Eight grade students' of Mts Al-Khairiyah Pipitan in the academic year 2018/2019.

F. Importance of the Research

The benefits of this research are expected to be useful as follow:

1. For the Reseacher

The finding of the research will be useful for the researcher to improve the knowledge about how to teaching English writing attrectively especially on recount text.

2. For the Teacher

The findings of the research method can be used as a consideration in selecting the appropriate method or ways to teaching recount text.

3. For the students

The finding of the research is hoped to improvetheir ability in writing recount text which is helped by Shrek movie as a teaching media.

They will be easy to understand the lesson and memorable, and hopefull they will learn English more enjoyable.

G. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variable which can be tested through an experiment.[4] This research is to answer the question about whether yes or no the effectiveness of using animation movie in teaching writing recount text can improve the ability of students' writing recount text.

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[4]David Nunan, *Research Method in Language Learning*, (Cambridge:Cambridge University Press: 1992), 230.

To get the answer of the question, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

(Ho) There is no significant effect of using animation movie in writing recount text toward students' writing ability.

(Ha) There is significant effect of using animation movie in writing recount text toward students' writing ability.

H. Organizing of Writing

In order to make the report of research easily, the script is composed into five chapters as follow:

The first chapter is Introduction, the writer explains the background of the research, the identification of the problems, the limitation of the problem, the statement of the problems, the objectives of the research, the importance of the reseach, hypothesis, previous study, and the organizing of writing.

The second chapter is Theoretical Framework, discusses the definition of writing, the purpose of writing, the step in the writing process, the assesing writing, the definition of recount text, the kinds of the recount text, the general structure of recount text, the language

features of recount text, the definition of animation movie, the Shrek and Tangled movie, and animation movie in teaching recount text.

The third chapter is Research Methodology, it contain method of research, the place and time, the population and sample, the research instrument, the technique of data collecting, and the technique of data analysis.

The forth chapter is Result of the Research, consist of description and analysis of data.

The fifth chapter is Conclusion and Suggestions, in this part, the writer describe conclusions from the result of research and gives the suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing Recount Text

1. Definition of Writing

Writing is one of four language skills in learning English, the skills are listening, speaking, reading and writing. It is one of the important skills to be mastered, especially by the students in junior high school. One of them is writing skills.

Many students feel confuse on how to begin to write a paragraph or get stuck on constructing certain genre of the text. There is no better way for students to hold the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their every day life. This , everyday writing is "writing to get things done".[5]

Based on Browne, writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to

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[5]Ann Raimes, *Techniques in english writing*, (New York: Oxford University Press, 1983), 83.

others.[6]

The writer can defined that writing is skill which expresses the ideas, feeling, and also thinking process in getting ideas and arrranging ideas, but it was not easy to write what the students think and understandable for the audiences.

2. The purpose of Writing

When people write something they must have the purpose that they want to share in their writing. The purpose of writing based on Penny Ur, "the purpose in writing, in principle, is the expression of ideas, the conveying of a message to the reader."[7] It can be concluded that the purpose of writing is to deliver the writer's idea and message to the reader.

3. Step in the Writing Process

Writing as one of productive skill needs a process. Based on Donald Freeman points out that the process of writing is a on linear, exploratori, and generative processs whereby writers discoverand reformulate their ideas as they attempt to approximate meaning.[8]

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[6]Ann Browne, *Teaching and LearningCommunication*, *Language and Literacy*, (London: Paul Chapman Publishing, 2007), 81.
[7]Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press: 1996), 163.
[8]Donald Freeman and Jack C. Richards, *Teacher Learning and Language Teaching*, (New York: Cambridge UniversityPress, 1996), 15.

The writing process is:

a. Planning (Pre-writing)

In this important first step, the student should be encourage their thought and ideas to prepare to write. In the classroom, pre-writing can be as simple as a drawing activity, or it can be move into a discussion between the teacher and the learners.

In pre-writing steps, student gather ideas to write about taking note in one of way to gather ideas. There are several ways to warm up before write, they are brainstorming and clustering.

b. Drafting

At the drafting stage, the writer are confused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

c. Responding

Responding to student writing by the teacher has a central role to play in the successful implementation of process writing. Responding

intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first drafts and just before they proceed to revise.

d. Revising

Student review their texts on the basis of the feedback given in the responding stage. Student re-examine what was writtrn to see how effectively they have communicated their meanings to the reader so that the ideas are logcal and flow together. Revising is not merly checking for language errors (i.e., editing). It is done to improve globalcontent and the organization of ideas so that the writer's inent is made clearer to the reader.

e. Editing

At this stage, student are engaged in tidying up their texts as they edit their own or their peer's work for grammer spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations and examples.

f. Evaluating

In evaluating student writing, the scoring may be analytical. Student may be encouraged to evaluate their own and each other's texts

once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing.[9]

The post-writing stage is a platform for recognizing students' work as important and worthwhile. It may be used as a motivation for writing as well as to hedge against student finding excuses for not writing. Student must be made to fel hat they are writing for a very real purpose.

4. Assesing Writing

Student writing needs writing scoring. It helps teacher to know student ability and also as gift for their effort. Weigle states that scoring profile based on Jacobs *et al*. 's (1981) as follow: Content (13-30), Organization (7-20), Vocabulary (7-20), Language (5-25), and mechanics (2-5).[10]

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[9]Jack C, Richards & Willy A, Renandya, *Methodology in Language Teaching*, (New York:Cambridge University Press, 2002) 316-319.
[10]Sara Cushing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2002), 116.

a. Content

Level	Criteria
30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
26-22	GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development, inadequate development of topic.
21-17	FAIR TO POOR: Limited knowledge of subject, little substance, inadequate development of topic.
16-13	VERY POOR: Does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.

b. Organization

Level	Criteria
20-18	EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
17-14	GOOD TO AVERAGE: somewhat choppy, logical but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	FAIR TO POOR: Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9-7	VERY POOR: Does not communicate, no organization, or not enough to evaluate.

c. Vocabulary

Level	Criteria
20-18	EXCELLENT TO VERY GOOD: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	GOOD TO AVERAGE: Adequate range, occasional errorsof word/idiom form, choice, usage but meaning not obscured.
13-10	FAIR TO POOR: Limited range, frequent errors of word/idiom form, choice, usage.
9-7	VERY POOR: Essentially translation, little knowledge of english vocabulary, idioms, word form or not enough to evaluate.

d. Language Use

Level	Criteria
25-22	EXCELLENT TO VERY GOOD: Effective complex consrtuction, few errors of agreement, tense, number, word/function, articles, pronouns, prepositions.
21-18	GOOD TO AVERAGE: Effective but simple construction, minor problem in complex consructions several errors of agreement, tense, number, word/function, articles, pronouns, reposition.
17-11	FAIR TO POOR: Mayor problems in simple/complex constructions, frequent errors negation, agreement,

	tense, number, word function, articles, pronouns preposition.
10-5	VERY POOR: Virtually no matery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

e. Mechanics

Level	Criteria
5	EXCELLENT TO VERY GOOD: Demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraph.
4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraph.
3	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, poor handwriting.
2	VERY POOR: No mastery of conventions, dominted by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.

5. Recount Text

a. Definition of Recount Text

Recount is the one of the kind text of English to tells back the stories in the past, personal experience, the experience of the group or any stories specific written in English. According to Anderson, a recount is a piece of text that retells past events usually in order in which they happened.[11] Purpose of recount text is to give information or to entertain the readers without conflict and focus to one particular occasion. For example, the holiday experience yesterday in Raja Ampat while 10 days then you tell is the order scene for 10 days in there. Even itf it turns out before you had also been to the Raja Ampat it cant you mix into the stories you made, because it is considered two events in different away.

b. The Social Function of Recount Text

The social function of Recount text is to tells back event in the past or to give information and to intertain the readers.[12]

c. The Generic Structure of Recount Text

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[11]Mark Anderson and Ketty Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), 48.

[12]Suhaimi, "Teaching Writing Skill on Recount Text Based on Brainstorming in the Classroom", *A'dib*, Vol. XIX, No. 1, (Juni 2016), 27.

It is very important to know the generic structure as it make you easier to understand and produce the spoken or written texts. The generic structure components of Recount are:

1. Orientation

    Identification is to provide information about who, where, and when the events or activities that occours in the past. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

2. Events

    Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

3. Reorientation

    Reorientation is a closing statement that may include elaboration. Some recount text also have a concluding paragraph. In this

concluding paragraph, the writer can gives his/her personal comment or statement, but it is optional one.[13]

d. The Language Features of Recount Text

1. Use of Nouns and Pronouns to identify People, Animals, things involved.

2. Use of Action Verbs to refer to events, such as: Went, Slept, Run, Brought etc.

3. Use of Past tense to locate events in relation to speakers or writers time.

4. Use of Conjunction and Time Connectives to sequence of events, such as: And, But, The, After that,Yesterday, Last month etc.

5. Use of Adverb and Adverbial phrase to indicate place and time, such as: Yesterday, at my house, Slowly, etc.

6. Use of Adjective to describe nouns. [14]

Language features of Recount text   used the action verb to describe if the writer do something to have experience to write until could be the recount text.

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[13]Ken Hyland, *Genre and Second Language Writing*, (Ann Arbor, Universityof Michigan Press, 2004), 135.
[14]Ken Hyland, loc.cit.

e. Example of Recount Text

Watched Badminton Match

Orientation :
Last week, my friend and I went to Sea Games. We watched a badminton match between the Indonesian tean and Chinese team.
Event :
At first, Taufik Hidayat, my idol played against Lin Dan in the beginning of the match, i felt worried because Lin Dan led the game. But, then Taufik Hidayat could competed with him. I said "yes" when Taufik started to control the game. He played sp excellent that he could finished the first game quickly.
In the second game, Taufik lost the game. We yalled Taufik...Taufik...Taufik to supported hin to finish the game faster. We finally happy when Taufik ended the game with a winner.
Reorientation :
I felt very relieved when at the end the Indonesian team could beat the Chinese. What a game!! I said happy.[15]

B. ANIMATION MOVIE

1. Definition of Animation Movie

Animation is a widely technique used in the world of film. The Film come from photographyny meanwhile animation come from imageof the graphic design illustration. Animation can be said that the media is born of movies and images. The movie can be used as an idea of communicating for children because it is intertaining as many

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[15]Kristono, Esti Tri Andayani and Ismukoco, "*The Bridge English Competence 3*", (Indonesia: Ghalia Indonesia, 2012), 67.

children, actually the word of "animasi" is adapts from base word "to animation" which means turning on.

In generally, animation is an activity of turning on, moving the object and give the push with emotions and spirit for alive and moving. Since 2000 before masehi the egyptians turned on the images from wrestler image of wall decoration and its continuous until now but not used the wrestler but something different like pictures of flowers, words and picture of animal.

Even though all these early examples may appear similar to a series of animation drawings, the lack of equipment to show the images in motion means that these image series are precursors to animation and cannot be called animation in the modern sense. They do, however, indicate the artists' intentions and interests in depicting motion.

Movie made in the media because to facilitate students in learning, especially English. because without the media students feel that English is difficult to learn. because the researchers tried to help students by involving animation movie that is familiar and often watched by children for the process of learning English through recount text.

2. The Kind of Animation

1. Animation 2D

   This animation is most familiar with our daily life, Commonly also called cartoon movie. The cartoon is owned from "Cartoon", indeed the cartoon film is mostly funny movie.

2. Animatio 3D (Three Dimensional)

   Development of technology and the world od computers make the technique of manufacturing 3D animation growing and fast forward. The 3D animation manufacture is the development of the 2D animation. With the 3D animation the characters shown more and more real, approaching the original form.

3. Clay Animation

   Even the name is Clay, but the use is not a regular clay. This animation uses palsticin, a flexible material such as a gum candy found in 1897. The figures in the clay animation are made by using the framework for its framework. The clay's first film was released in February 1908 entitled, A Sculptor's Web Rarebit Nigthmare. For some time ago, circulated the Clay movie entitled Chicken Run.[16]

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[16]Yunita Syahfitri, "Teknik Film Animasi Dalam Dunia Komputer", *Jurnal SAINTIKOM*, Vol. X, No. 3, (September, 2011), 213-214.

Film is an art medium that appeals to all no matter their background and previous education. Even student with low-level proficiency feel confident watcing a film and describing what they liked or disliked about it. According to Jun Fluitt notes, " student come to the classroom with an almost innate knowledge about what directors are trying to accomplish in their films. Student instinctively know who the good and bad guys are in a movie what they wear, say, or do or what others say about them ".[17]

3. SHREK

a. Definition of Shrek

Encouraged by the success of *Antz*, Dream Works continued its focus toward CG animation with Pacific Data Images, based in Palo Alto, California. Its next CG project would be based upon the 1990 children's book by William Steig,*Shrek*, which the studio optioned in November1995. The film continued the DreamWorks tradition of casting celebrities as voice over talent, with heavy weight comedian Chris Farley as the title character. Farley died of a drug overdose in December 1997, forcing the studio to scrap development work

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[17]Dupuy Jun Fluitt, " *Teaching Argumentative Writing Through Film* ", TESOL Jurnal : 2001, 1.

involving story boards and six recording sessions, work that *Entertainment Weekly* in its June 22, 2001, issue said cost $34 million alone. Farley's replacement was another *Saturday Night Live* comedian, Mike Myers, who initially voiced Shrek with a thick Canadian accent.

But a rough cut screening inFebruary 2000 convinced Myers to rethink his vocal delivery and give Shrek a Scottish brogue. By then a third of Shrek's scenes had already been animated. Tomatch the new line readings, animators would have toredo the character's mouth, expressions, and body ©DreamWorks L.L.C. movements. Reluctantly, Katzenberg acquiesced. Therevisions added three months of production and $4million to a budget of $60 million.

The story team enlivened *Shrek* with outrageous gags unthinkable at Disney. For example: while singing fora bluebird, Princess Fiona's voice becomes so shrill the bluebird pops. She then makes breakfast with its eggs. *Shrek* was an immediate success. Its U.S. opening seta record of $42.3 million, the second-biggest opening for any animated film and the biggest-ever opening DreamWorks, ultimately earning a total U.S. gross of $267.8 million. The DVD release on November 2,2001, saw worldwide sales of 43 million units. Thus *Shrek*

becameDreamWorks' first block buster franchise that has, as of this writing, spawned three sequels anda spinoff property.

On March 24, 2001, *Shrek* won the first Academy Award given for Best Animated Feature. It was nominated in 2001 for a Golden Palm Award at the Cannes Film Festival the first for an animated feature since *The Nine Lives*

Of Fritz the Cat in 1974. It swept the 2001 Asifa-Hollywood Annie Awards as well. The success of *Shrek*, coupled with the success of Disney/Pixar's films and Fox/Blue Sky's *Ice Age*, and the failure of contemporary hand-drawn films (with the exceptionof *Lilo and Stitch*), led to the corporate mindset that hand-drawn animated features were no longer economically viable. Storyboard artist Conrad Vernon, who voiced the Gingerbread Man, became the codirector of *Shrek 2*, in which he voiced the Gingerbread Man, Cedric, the Announcer, the Muffin Man, and Mongo. *Shrek* has interesting, likeable characters, and even Donkey surpasses his roleof annoying sidekick into being a genuinely entertaining fellow. Ironically,*Shrek* Becomes the fairy tale that it parodies.

b. Synopsis of Shrek

In a fantasy world that parodies fairy tales andDisneyland, an ogre helps a tyrant by rescuing an imprisoned princessand they get married in the swamp and they honeymoon and live happily Until they have three daughter and live happily ever after with the cutes Donkey.[18]

4. Previous Study

The writer finds some previous studies od researches in academic research as follows:

1. Paper of Yayah Alawiyah, 2012, " The Influence of Narrative Video on Students' Writing Ability". (An Experimental Research at the Second Grade of MTs Daer Et-Taqwa Cigodeg Petir).[19] It is concluded that by having conducted the research, the writer then concluded that the implementation teaching through video in writing narrative text can be seen from students spirit to study narrative text. And after the writer to do research, many student think that writing can easy study using this media than other media, because they can learning by doing and also learning by playing more interest. After the writer see the result of narrative pre-test and post-test beetween

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[18]Jerry Beck, *The Animated Movie Guide*, (Chicago: A Cappella Books, 2005), 248-249.

[19]Yayah Alawiyah, *The Influence of Narrative Video on Students' Writing Ability*, (Serang: English Education Deprtment of IAIN, 2012), 57.

experimental class (using video) and control class (without video), the writer concluded student in experimental class get better score than student in control class . the result showed that t_{table} with level significance 5% = 2,00 and with level significance 1% = 2,65 so $t_{account}$ = 11,52. So, 2,00<11,52>2,65. It means to>tt, and the writer concluded that alternative hypothesis is accepted. It is means that there is significant between using video to improve students' writing English narrative text ability.

2. Paper of Rizki Candra, 2011, "The Effectiveness of Using Movie as a Medium to Improve the Student Writing Skill of Narative Text". [20] It is concluded that based on the finding and discussion in chapter IV, it could bebeconcluded that the used of movie as a medium to mprove the student writing skill of narrative text. Based on the result of he research, the students who were taught by using animation movies got better score in writing narrative text than the students who were taught by using conventional method. The post-test mean score of the students taught by using animation movies was 62.65 while the post-test mean score of the students who were taught using

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[20]Rizki Candra, *The Effectiveness of Using Animation as a Medium to Improve the Student Writing Text*", (Semarang: Faculty Language and Arts Universitas Negeri Semarang, 2011), 75.

conventional method was 53.15. But the improvement of the experimental group who was taught by using animation movies was better than the control group who was taught by using conventional method. The pre-test mean score of the experimental group was 47.74 and the post-test score was 62.65. So the improvement of the experimental group was 14.91. On the other hand, the pre-test mean score of the control group was 46.79 and the post-test score was 53.15. So the improvement of the control group was 6.36. Since the t-test measurement was higher than t-table, it was found that the improvement of the writing achievement of the experimental group was higher than the control group. It means that the using movie as a medium to improve the student writing skill of narrative text was effective than not use movie as a teaching narrative text.

3. Paper of Ratna Juwinta Sari, 2011, "The Effectiveness of Video as Media in Writing News Item Text Toward Students' Writing Skill". (An Experimental Research at the First Grade of MA Al-Hidayah Pandeglang).[21]Based on the data that have been collected from the result of the statistical calculation and test of hypothesis, the writer

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[21]Ratna Juwinta Sari, *The Effectiveness of Video as Media in Writing News Item Text Toward Students'Writing Skill"*, (Serang: English Education Department of IAIN, 2011), 45.

concluded thatthe effectiveness of video in writing news item text is significant. It can be seen from the result of the t_o = 5,60 and the degree of freedom (df) = 50, the result of $t_t$on significant 5% = 2,01 and 1% = 2,68 so t_o>t_t or (2,01<5,60>2,68). It means that hyphotesis research is accepted, or there is a significant effectiveness of video as media in writing news item text toward students' writing skill. The average score ef experimental class was 75,4 and the average od control class was 64,8 . It means that the experiment class was better than control class .

5. Animation Movie in Teaching Writing Recount Text

One way to optimize the learning activity especially teaching writing is a media. Gerlach and Ely state that media are person, material or events that established condition which enable the learners acquire knowledge, skill and attitude.[22] Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media gives some resourceful aids that help both teacher and students in material.

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[22]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2008), 3.

Using media is one way to optimize the learning activity especially teaching writing where some students think taht writing is not easy.

In this study, the researcher uses animation movie in teaching writing recount text. Watching a movie in lesson in quite different from watching television program for killing free time or relaxing at home, where the teacher facilitate the activities and exercise that supports the students to be more attractive and understand the movie.

Using the movie enables student to learn recount text easily and enjoyable. Through the movie they will see sequence of acts which is presented naturally. The writer modifies teaching recount text by using animation movie in the following steps:

1. Explain about recount text, definition of recount text, the kind of recount text, the social function of recount text, the generic structure of recount text, the language features of recount text, and give example of recount text.

2. Let student watch animation movie (Shrek and Tangled (Rapunzel)).

3. Ask some questions to the student about the movie.

4. Let the students to construct sentences according to the movie.

5. Ask the students to write a recount text based on the sentences they

    have constructed from the movie.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

Research is a systematic attemp to provide answer to questions. Such answer may be abstract and general as is often the case in basic research or they may be highly concrete and specific as is often the case in applied research (Tuckman 1978: 1).[23]In conducting this research, the writer uses quantitative approach. This research is using experimental method with pre-test and post-test.

According to Arikunto, experiment is a way to search for a casual relationship (casual relationship) between the two factors that intentionally inflicted by researchers to eliminate or reduce or eliminate other factors that interfere.[24]

According to Johnson, an experiment is designed to establish a cause and effect relationship; that is, the researcher's goal is to be able

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[23]Jonathan sarwono, *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: Graha Ilmu, 2006), 15.
[24]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), 9.

to conclude that observed differences between groups on the dependent variables are attributable to the treatments, not to other causes.[25]

From those definitions researcher can conclude that experiment is a procedure for testing a hypothesis which more strong of the relationship between variable. And the purpose of any experiment is to collect data, which in turn needs to be analyzed or processed to derive inferences.

In this research, the researcher uses the quasi experiment method. Quasi experiment has both pre and post-test and it compares the result of two groups betwen experimental class and control class but no random assigment of subject (Nunan 2010: 146).[26]

The writer applied an experimental and controlled class designed by Arikunto for konducting the result, as follow:

Control group, pre-test, post-test design

E	O_1 X
	O_2
K	O_3 X
	O_4

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[25]Donna M. Johnson, *Approach to Research in Second Language Learning*, (New York: Longman, 1992), 175.

[26]David Nunan, *Research Method IN Language Learning*, (New York: Cambridge University Press, 2010), 146.

E   : Experimental Class

K   : Controlled Class

O1 & O3 : Pre-Test

O2 & O4 : Treatment

These are the steps that will be conduct in this research:

1. Giving the pretest

2. Implementing the treatment

3. Giving the posttest

4. Testing the hypothesis by comparing the outcome of pretest.

B. The Place and Time

In this research the researcher takes the second grade of Mts Al-Khairiyah Pipitan. The place of the research is located on Jln. Ciruas-Walantaka km.2 Pipitan-Serang-Banten, Pos 42183, Telp. (0254) 2577870. This research would be conducted from September1[st] to September 20th 2018.

C. The Population and Sample

1. Population

According to Arikunto, the population is all members of the research subject.[27] In related with this research, the researcher takes population in the second grade student of Mts Al-Khairiyah Pipitan in the academic year of 2018/2019. Population is more than 100 student. There are 6 classes at Eight grade of Mts Al-Khairiyah Pipitan, VIIIA consist of 22 students, VIIIB consist 27 students, VIIIC consist 30 students, VIIID consist 26 students, VIIIE consist 27 students, VIIIF consist 30 students. The total of the Eight grade students are162 students.

2. Sample

Sample is a part of population representative which is researched.[28] The researcher only takes two classes, they are VIII F as an experiment class that consist of 30 students and VIII C as a control class that consist of 30 students.

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[27]Arikunto, Op. Cit., 173.
[28]Ibid., 174.

D. The Research Instrument

1. Interview

Interview is the elicitation of data by one person from another through person to person encounters. [29] The main elements in organizing an interview are:

a. Identifying key topics (the researcher may have more than one question for some of these);

b. Framing questions (around five to ten is about right);

c. Checking that these questions are genuinely *open*, i.e. that they let the interviewee determine the answer and don't indicate a preferredanswer, deciding on *prompts*: things you may need to remind the interviewee about (for example, "what about financial support?"); the use of *probes*: getting the interviewee to tell you more about a particular topic ("i'm not quite clear about that", and anything else.);

d. Recording the interview (taking *verbatim* notes stalls the whole thing in involves on-the-spot selection that may be doubtful; and writing up afterwards can also miss key elements);

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[29]David Nunan, *Research Method in Language Learning*, (Victoria: Cambridge University Press, 1992), 231.

e. Keeping the thing moving: which means having all the above working effeciently.[30]

2. Test

Test can provide a whealth of information about the general ability of the students. Test used to know students competence before and after the experiment run. There are two kind of test. They are pre-test and post-test. Pre-test used to know students capability about writing before treatment. Post-test is used to know students achievements in learning writing after treatment.

E. The Technique of Data Collection

1. **Interview.** According to Arikunto, interview is dialogue done by interviewer to get information from interviewer. [31] The writer interviews the English teacher and the students to know the effectiveness of animation movie in writing recount text. In analyzing the interview, the result of the interview is transscribed and summarized.

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[30]Bill Gillham, *Case Study Research Methods*, (New York: Continnum, 2000), 67.
    [31]Arikunto, Op. Cit., 198.

2. **Test.** Test is a set of stimuli presented to individual to order to elicit responses on the basis of which a numerical score can be assigned.[32] The writer takes the objective test as one of the instrument used. It was the question that is used to measure the student achievement before and after the study. To know more the details of the test accomplished, the researcher put in plain words below:

a. **Pre-Test.** This test can be called as pre-test before the treatment of this research. The pre-test is aimed to know the students mastery in writing materials before the treatments carried out. In the testing process, the students have to write a recount text themselves based on the animation movie. This result of the test become the evaluation before the used of animation movie in writing recount text is applied in the class.

b. **Post-Test.** Post-test is done after the students get different treatments (VIII Fclass is taught by animation movie and VIII C is taught without animation movie). From the score of this test the researcher is intended to find out the effectiveness of using animation movie in teaching recount text. The result of the scoring then is compared with pre-test. In this case, the researcher knows

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[32]Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2011), 138.

how far is this effectiveness of using shrek movie in teaching writing recount text.

F. Technique of Data Analysis

1. Data Analysis of the Test

Analyzing data use product moment formula, there are several steps in analyzing the result of the test:[33]

a. Investigating students' worksheet gives describe score in table

b. Determine mean variable X_1 with formula:

$$M_1 = \frac{X1}{N1}$$

c. Determine mean variable Y_1 with formula:

$$M_2 = \frac{Y1}{N2}$$

d. Determine deviation score variable X_1 with formula:

$$X_1 = X_1 - M_1$$

e. Determine deviation variable X_2 with formula:

$$X_2 = X_2 - M_2$$

f. Analyzing the result by using calculation of the t-test as follow:

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[33]Supardi & Darwyan Syah, *Pengantar Statistik Pendidikan*, (Jakarta: Diadit Media, 2009), 135.

$$t_o = \frac{M1 - M2}{\sqrt{\frac{\left(\sum X_1^2 + \sum Y_1^2\right)(N1 + N2)}{(N1 + N2 - 2)N1.N2}}}$$

The explanation:

t_o : t observation

M_1 : the average score of the experiment class

M_2 : the average score of the control class

X_1 : Sum of the squared deviation score in experiment class

Y_1 : Sum of the squared deviation in control class

N_1 : Number of students of experiment class

N_2 : Number of students of control class

2   : Constant Number

Df   : Degree of Freedom (df = N_1 + N_2 - 2)

2. Data Analysis the Interview

In analyzing the interview, the result of interview is transcribed and summarized.

CHAPTER IV

RESEARCH FINDING

A. Description of Data

The writer analyzed the data to know the effectiveness of animation movie in writing recount text toward student's writing skill. The writer conducted experimental research. The experiment was done at the Eight grade of Mts Al-Khairiyah Pipitan. The writer got data from pre-test and post-test. Pre-test was given to both of control and experiment class, in order to measure how the condition of two classes before treatment. Both of classes got same pre-test, namely write a recount text about their holiday. After doing the pre-test the researchet conducts the experiment treatment. The researcher taught the experiment class by using animation movie and taught control class without animation movie. At the end of learning proces, the researcher gave the post-test to the two classes. They have to write the recount text again, it was conducted in order analyze how far is students get understand about the text.

In analyzing the data from the result of both pre-test and post-test, the writer uses statistical calculation of "t" test, it is more easily used

from formula can be know the different means of pre-test and post-test resulth and the effectiveness of the treatment.

To know whether using animation movie in writing recount text is effectiveness in teaching of writing, the writer make the table of the student's scores for each data of both pre-test and post-test can be seen at the following table:

1. **Experimental Class**

The researcher describes the result of pre-test in the experiment class by the table as follow:

Table 4.1

The score of pre-test of experiment class

No	Respondent	C	O	V	L	M	Score
Criteria
1	AA	15	14	10	11	3	53
2	ANF	20	13	13	15	3	64
3	AO	20	15	10	15	4	64
4	DI	17	13	9	10	3	52
5	FB AS	13	9	10	15	3	50
6	HU	17	15	13	15	3	63
7	HO	20	10	10	15	3	58
8	IF	16	10	10	11	3	50
9	JS	20	13	13	17	3	66
10	LAP	16	13	13	17	3	62
11	MT	15	10	10	11	4	50
12	NAF	20	13	13	17	3	66
13	NKD	17	15	13	15	3	63

No		C	O	V	L	M	Score
14	SP	13	9	9	15	3	49
15	SR	15	14	10	11	3	53
16	SF	20	10	10	11	4	55
17	SIS	16	10	10	11	3	50
18	SM	17	13	13	10	3	56
19	SN	15	14	10	11	3	53
20	UA	20	17	10	11	3	61
21	BG	16	10	10	11	3	50
22	IU	16	10	10	11	3	50
23	RGW	16	10	10	10	4	50
24	LGS	16	14	13	11	3	57
25	FI	20	15	10	11	3	59
26	MM	20	13	13	15	3	64
27	YS	17	10	13	10	4	54
28	RMD	15	10	10	11	4	50
29	WN	13	10	9	15	3	70
30	ZAH	16	13	13	17	3	62
N = 30	**TOTAL**						**$\sum$ X =1704**
	AVERAGE						**M = 56,8**

Table 4.2
The score of post-test of experiment class

Criteria							
No	**Respondent**	**C**	**O**	**V**	**L**	**M**	**Score**
1	AA	20	16	13	18	3	70
2	ANF	22	17	18	20	3	80
3	AO	20	15	13	15	4	67

4	DI	20	13	10	15	3	61
5	FB AS	21	18	13	15	3	70
6	HU	22	15	17	18	3	75
7	HO	22	17	15	17	4	75
8	IF	21	18	18	20	3	80
9	JS	20	15	15	16	4	75
10	LAP	22	17	13	17	3	72
11	MT	21	18	17	16	3	75
12	NAF	20	15	13	18	4	70
13	NKD	22	18	15	16	4	75
14	SP	20	18	17	17	3	75
15	SR	25	17	18	17	3	80
16	SF	20	15	13	13	4	65
17	SIS	22	15	17	13	3	70
18	SM	20	17	13	17	3	70
19	SN	22	17	17	17	3	76
20	UA	22	15	15	18	4	74
21	BG	20	17	13	17	3	70
22	IU	21	18	15	18	3	75
23	RGW	21	17	13	15	4	70
24	LGS	20	15	17	15	3	70
25	FI	22	17	15	17	4	75

26	MM	22	17	18	20	3	80
27	YS	20	16	13	13	4	65
28	RMD	21	18	17	16	3	75
29	WN	20	17	13	17	3	70
30	ZAH	22	17	13	17	3	72
N = 30	**TOTAL**						**$\sum X$ =2177**
	AVERAGE						**M = 72,5**

Table 4.3

The score of pre-test and post-test in experiment class

No	Name	Pre-test (X_2)	Post-test (X_1)
1	AA	53	70
2	ANF	64	80
3	AO	64	67
4	DI	52	61
5	FB AS	50	70
6	HU	63	75
7	HO	58	75
8	IF	50	80
9	JS	66	75
10	LAP	62	72
11	MT	50	75
12	NAF	66	70
13	NKD	63	75
14	SP	49	75
15	SR	53	80

16	SF	55	65
17	SIS	50	70
18	SM	56	70
19	SN	53	76
20	UA	61	74
21	BG	50	70
22	IU	50	75
23	RGW	50	70
24	LGS	57	70
25	FI	59	75
26	MM	64	80
27	YS	54	65
28	RMD	50	75
29	WN	70	70
30	ZAH	62	72
∑		**1704**	**2177**
Mean		**56,8**	**72,5**
Max		**70**	**80**
Min		**49**	**61**

Based on the data above, it was show that the pre-test lowest score is 49 and the highest score is 70. The average of the pre-test result is 56,8. It was shows that the post-test lowest score is 61 and the highest is 80. The average of the post-test result is 72,5. To know the average of students experiment class score with using animation movie:

$$M_1 = \frac{X1}{N1} \qquad\qquad M_2 = \frac{X2}{N2}$$

$$= \frac{2177}{30} \qquad\qquad = \frac{1704}{30}$$

$$= 72,5 \qquad\qquad\qquad = 56,8$$

Note : M_1 = Mean of post-test of experiment class

M_2 = Mean of pre-test of experiment class

X_1 = Student's score (post-test)

X_2 = Student's score (pre-test)

N = Numbers of students

Based on the calculation in table 4.3 of pre-test and post-test assessment at experiment class, it shows that comulative value of assessment result before using animation movie is 1404. The average of the pre-test result is 56,16. Meanwhile, the comulative of assessement result after using animation movie is 1815. The average of post-test result is 72,6. The minimum of experiment class score of post-test is 61, and the maximum score of post-test result is 80.

Determine mean by formula: $M = M_1 - M_2$

$$= 72,5 - 56,8$$

$$= 15,7$$

Note :   M = Mean

M_1 = Mean of post-test of experiment class

M_2 = Mean of pre-test of experiment class

From the calculation of determine mean above, we have known that the average score of pre-test and post-test (at experiment class) increase in amount of 15,7.

Graphic 4.1

The different score of between pre-test and post-test of

experiment class
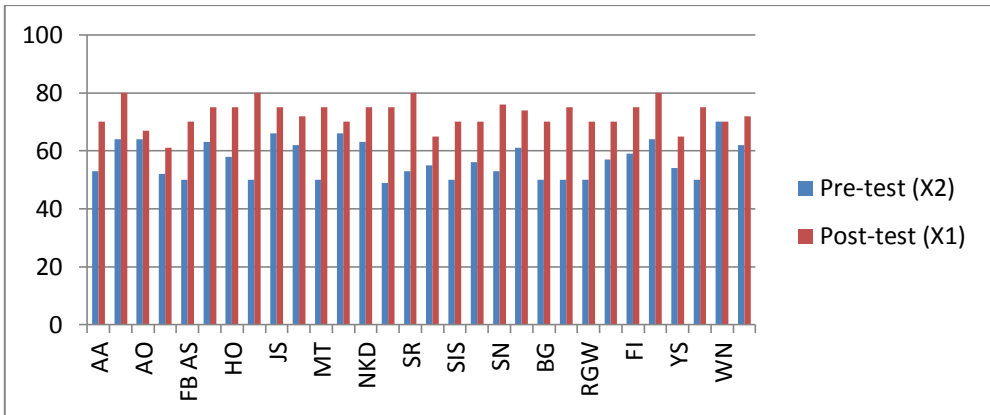
From the graphic 4.1 above showed the result of the students' pre-test and post-test score on the criteria in writing at the experiment class. Data showed that the maximum score in pre-test was 70 and the

minimum was 49. While in post-test the maximum score was 80 and the minimum score was 61.

2. **Control Class**

The researcher describes the result of pre-test in the experiment class by the table as follow:

Table 4.4

The score of pre-test of control class

Criteria							
No	**Respondent**	**C**	**O**	**V**	**L**	**M**	**Score**
1	AS	17	10	10	10	3	50
2	AR	13	14	10	11	3	51
3	AG	16	9	9	10	3	47
4	AA AB	16	9	9	11	3	48
5	AM	20	10	10	11	3	54
6	AH	17	9	10	10	4	50
7	AA	22	10	10	11	3	56
8	AF	16	10	10	11	3	50
9	DN	17	10	9	10	4	50
10	FWM	18	13	9	10	3	53
11	HN	18	13	13	17	3	64

12	HFJ	17	9	10	11	3	50
13	HS	16	9	7	10	3	45
14	IS	13	13	10	11	3	50
15	MFF	16	15	10	11	3	55
16	MIE	13	13	10	11	3	50
17	MNA	20	17	9	17	4	67
18	MRM	17	10	10	10	3	50
19	MRF	20	13	10	17	4	64
20	MZI	16	10	7	5	2	40
21	MRB	16	10	10	11	3	50
22	MSF	17	13	10	17	3	60
23	PR	16	10	13	17	4	60
24	RA	17	13	10	10	3	53
25	RA	16	10	9	10	3	48
26	ESW	20	10	10	11	3	54
27	FN	13	13	10	11	3	50
28	NN	20	17	9	17	4	67
29	WW	17	13	10	17	3	60
30	LH	16	10	9	10	3	48
N = 30	**TOTAL**						$\sum X =$ **1594**
	AVERAGE						**M = 53,1**

Table 4.5
The score of post-test of control class

Criteria							
No	Respondent	C	O	V	L	M	Score
1	AS	20	17	15	17	3	72
2	AR	22	17	10	17	4	70
3	AG	22	15	15	15	3	70
4	AA AB	16	17	13	17	3	66
5	AM	20	13	13	18	3	67
6	AH	21	15	10	10	4	60
7	AA	20	17	13	20	3	73
8	AF	16	15	10	11	3	55
9	DN	22	9	17	15	4	67
10	FWM	16	15	13	18	3	65
11	HN	20	17	17	20	3	77
12	HFJ	20	17	17	17	3	74
13	HS	21	15	10	15	4	65
14	IS	15	15	17	10	3	60
15	MFF	20	17	13	17	3	70
16	MIE	16	17	13	17	3	66
17	MNA	20	17	13	17	3	70
18	MRM	15	15	10	17	3	60
19	MRF	20	17	13	17	3	70

20	MZI	21	15	10	15	4	65
21	MRB	20	13	13	11	3	60
22	MSF	20	15	15	17	3	70
23	PR	20	17	13	17	3	70
24	RA	20	17	17	17	3	74
25	RA	17	15	15	16	4	67
26	ESW	20	13	13	18	3	67
27	FN	15	15	17	10	3	60
28	NN	20	17	13	17	3	70
29	WW	20	15	15	17	3	70
30	LH	17	15	15	16	4	67
N = 30	**TOTAL**						**$\sum X = 2017$**
	AVERAGE						**M = 67,2**

Table 4.6

The score of pre-test and post-test in control class

No	Nama	Pre-test (Y_2)	Post-test (Y_1)
1	AS	50	72
2	AR	51	70
3	AG	47	70
4	AA AB	48	66

5	AM	54	67
6	AH	50	60
7	AA	56	73
8	AF	50	55
9	DN	50	67
10	FWM	53	65
11	HN	64	77
12	HFJ	50	74
13	HS	45	65
14	IS	50	60
15	MFF	55	70
16	MIE	50	66
17	MNA	67	70
18	MRM	50	60
19	MRF	64	70
20	MZI	40	65
21	MRB	50	60
22	MSF	60	65
23	PR	60	70
24	RA	43	74
25	RA	48	67
26	ESW	54	67

27	FN	50	60
28	NN	67	70
29	WW	60	70
30	LH	48	67
Σ		**1594**	**2017**
Mean		**53,1**	**67,2**
Max		**67**	**77**
Min		**40**	**55**

Based on the data above, it was show that the pre-test lowest 40 and the highest score is 67. The average of the pre-test result is 53,1. It was shows the post-test lowest score is 55 and the highest score is 77. The average of the post-test result is 67,2. To know the average of students' control class score without using animation movie:

$$M_1 = \frac{Y1}{N1} \qquad\qquad M_2 = \frac{Y2}{N2}$$

$$= \frac{2017}{30} \qquad\qquad = \frac{1594}{30}$$

$$= 67,2 \qquad\qquad = 53,1$$

Note : M_1 = Mean of post-test of control class

M_2= Mean of pre-test of control class

Y_1 = Student's score (post-test)

Y_2 = Student's score (pre-test)

N = Numbers of students

Based on calculation in table 4.6 of pre-test and post-test assessment at control class, it shows that the comulative value of pre-test is 1594. The average of pre-test result is 53,1. Meanwhile, the comulative value of post-test is 2017. The average of the post-test result is 67,2. The minimum of control class score of post-test is 55, the maximum score of post-test result is 77.

Determine mean by formula: $M = M_1 - M_2$

$$= 67,2 - 53,1$$

$$= 14,1$$

Note :   M = Mean

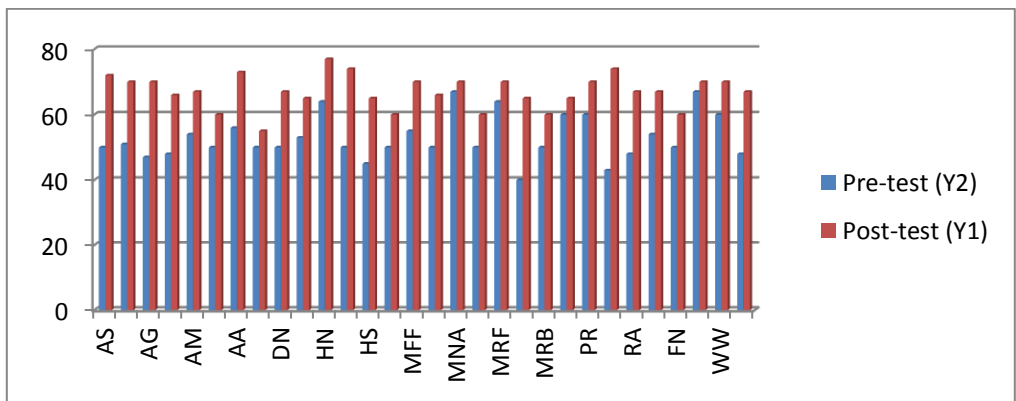M_1 = Mean of post-test of control class

M_2 = Mean of pre-test of control class

From the calculation of determine mean above, we have known that the average score of pre-test and post-test (at control class) increase in amount of 14,1.

Graphic 4.2

The score of pre-test and post-test in control class

From the graphic 4.2 above showed the results of the students' pre-test and post-test score on the criteria in writing at the control class. Data showed that the maximum score in pre-test was 67 and the minimum score was 40. While in post-test the maximum score was 77 and the minimum score was 55.

Based on graphic above the writer can see comparative between the result of test in experiment and control class before and after giving test without treatment. Low score of pre-test for students experiment

class is 49 and after using animation movie the score increase, low score of post-test for students experiment class is 61. Low score of pre-test for students control class is 40 and low score of post-test is 55 without using animation movie.

From those evidence are conclude that the used of animation movie in writing recount text on experiment class is more effective than contol class that only usual teaching.

B. Analysis of the Data

Table 4.7

The result calculation of pre-test at the experimental (X_2^1) and the

control class (X_2^2)

No	Score		X_1	Y_1	X_1^2	Y_1^2
	x_1	y_1				
1	70	72	-2,6	4,68	6,76	21,9024
2	80	70	7,4	2,68	54,76	7,1824
3	67	70	-5,6	2,68	31,36	7,1824
4	61	66	-11,6	-1,32	134,56	1,7424
5	70	67	-2,6	-0,32	6,76	0,1024
6	75	60	2,4	-7,32	5,76	53,5824

7	75	73	2,4	5,68	5,76	32,2624
8	80	55	7,4	-12,32	54,76	151,7824
9	75	67	2,4	-0,32	5,76	0,1024
10	72	65	-0,6	-2,32	0,36	5,3824
11	75	77	2,4	9,68	5,76	93,7024
12	70	74	-2,6	6,68	6,76	44,6224
13	75	65	2,4	-2,32	5,76	5,3824
14	75	60	2,4	-7,32	5,76	53,5824
15	80	70	7,4	2,68	54,76	7,1824
16	65	66	-7,6	-1,32	57,76	1,7424
17	70	70	-2,6	2,68	6,76	7,1824
18	70	60	-2,6	-7,32	6,76	53,5824
19	76	70	3,4	2,68	11,56	7,1824
20	74	65	1,4	-2,32	1,96	5,3824
21	70	60	-2,6	-7,32	6,76	53,5824
22	75	65	2,4	2,68	5,76	7,1824
23	70	70	-2,6	2,68	6,76	7,1824
24	70	74	-2,6	6,68	6,76	44,6224
25	75	67	2,4	-0,32	5,76	0,1024
26	80	67	7,5	-0,2	56,25	0,04
27	65	60	-7,5	-7,2	56,25	51,84

28	75	70	2,5	2,8	6,25	7,84
29	70	70	-2,5	2,8	6,25	7,84
30	72	67	-0,5	-0,2	0,25	0,04
∑	2177	2017	2	1	627,5	741,4

Note : x_1 = Score post-test (experiment class)

y_1 = Score post-test (control class)

X_1 = x_1 - M_1 (Mean of post-test experiment class)

Y_1 = y_1 - M_2 (Mean of post-test control class)

X_1^2 = The squared value of X_1

Y_1^2 = The squared value of Y_1

df = $N_1 + N_2 - 2$

= 30 + 30 -2

= 58

df = 1,67

$$t_o = \frac{M1 - M2}{\sqrt{\frac{\left(\sum X_1^2 + \sum Y_1^2\right)(N1 + N2)}{(N1 + N2 - 2)N1.N2}}}$$

$$= \frac{72,5 - 67,2}{\sqrt{\frac{(627,5 + 741,4)(30 + 30)}{(30 + 30 - 2)30.30}}}$$

$$= \frac{5,3}{\sqrt{\frac{(1368,9)(60)}{(58)900}}}$$

$$= \frac{5,3}{\sqrt{\frac{82134}{52200}}} \quad = \frac{5,3}{\sqrt{1,57}} \quad = \frac{5,3}{1,25}$$

$$t_o \qquad = 4,24$$

In general, score of post-test in experiment class wass better than post-test in control class, it can be seen from the total amount of the score of post-test in experiment class was 2177 and pre-test was 1704, and average of post-test was 72,5 and pre-test was 56,8. Meanwhile, the total amount of the score of post-test in control class was 2017 and pre-test was 1594, and average of post-test was 67,2 and pre-test was 53,1.

Based on the result of the statistic calculation it is obtained that score of t_o is = 4,24 degree of freedom is 5% the value of 60 is mentioned in table about 1,67 (as degree of significance).

To prove the hypothesis, the data obtained from experiment class is calculated by using t-test formula with assumption as follow:

If $t_{observation} > t_{table}$ the alternative hypothesis is accepted. It means there is significance effect between learning using animation movie in writing recount text.

If $t_{observation} < t_{table}$ the alternative hypothesisi is rejected. It means there is no significance effect between learning using animation movie in writing recount text.

C. Interpretation of the Data

The analysis is aimed to know the effectiveness of animation movie to increase writing in recount text. Using animation movie in writing recount text gives the experience in studying English with different atmosphere. As writer know, writing is very difficult for student. So the researcher can use animation movie to make them interest in writing ability. The research has already known that the mean score pre-test of experiment class is 56,8 and score post-test is 72,5. But the mean score pre-test of control class is 53,1 and score post-test is 67,2. Seeing calculation above, the experiment class get increase on score 15,7 point. The score of experiment class in using animation movie is better than the control class without using animation movie get increase on score 14,1 points.

Before deciding the result of hypothesis, the writer proposes interpretation toward to with procedure as follow:

$H_a = t_{observation} > t_{table}$, it means there is significant effect using animation movie inwriting recount text at Eight grade of Mts Al-

Khairiyah Pipitan. It means that, student who learning writing is using animation movie gets more significant increase in average score that students by other method.

H_o = $t_{observation}$<t_{table} , it means there is no significant effect of using animation movie in writing recount text at Eight grade of Mts Al-Khairiyah Pipitan. It means that, students who learning writing is using animation movie does not getmore significant increase in average score than students by other method.

According the data, the value of $t_{observation}$ is higher than t_{table}. $t_{observation}$ = 4,24>t_{table} = 1,67 (5%) of $t_{observation}$ = 4,24>t_{table} = 2,39 (1%), so the H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is a significant influence of using animation movie method as a technique teaching writing.

From the result above, the writer gives opinion that using animation movie in writing recount text in experiment class is quite effective in teaching writing ability at Eight grade of Mts Al-Khairiyah Pipitan. It is because most of the students who learning by using animation movie can get better score than students taught by usual method.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research about Using Animation Movie in Writing Recount Text at Eight grade of Mts Al-Khairiyah Pipitan. The writer can take conclusion as follow:

1. The students' writing skill which is taught before using animation movie get low score. It can be prove by pre-test mean of experiment class and pre-test mean of control class (56,8 and 53,1). It could happen because the writer uses traditional method when the writer is explaning the materials by verbal explanation, so that most of the students are in their own business because they feel bored in the classroom and if their see their friend in the different class already out the class their focus out the control. The students are not enthausiastic in learning process.

2. The students' writing skill which is taught by using animation movie (experiment class) shows significant effect. As the finding the result shows in post-test mean of control class and post-test mean of experiment class (67,2 and 72,5). The student of experiment class

are more enthusiastic and more interested in the teaching learning process because the researcher uses the animation movie in her teaching. From the animation movie the student can understand about the line of event. They get new vocabularies and every learning always repeat about vocabulary their learning before, learn about how to construct a sentence grammatically and arrange the event in the story. In other word, using animation movie makes the students learn English easily cause their know what the recount text, how to make recount and its make their easy and enjoy to learning English also share their ideas in the form of writing.

From the interview i have done to all the student, the half of the student like writing than speaking or reading. Because they could express what their feel and what they think and the problems are exactly vocab, cause their can't write what their think if they does't know what the meaning that word. So be sides learning recount text the students also learn many vocabulary they see before.

3. The result shows that almost all students involved in this research by using animation movie are commonly good. Based on the data that have been collected from the result of the statistical calculation and her test of hypothesis, the writer concludes that the effectiveness of

animation movie in writing recount text is significant. It can be seen from the result of the t_o is = 4,24 and the degree of freedom (df) = 60, the result of t_{table} on significant 5% = 1,67 and 1% = 2,39 so $t_{observation} > t_{table}$ or (1,67<4,24>2,39). It means that hypothesis research is accepted, or there is significant using animation movie in writing recount text. The average score of experiment class was 72,5 and the average of control class was 67,2. It means that the experiment class was better than the control class.

B. Suggestion

After conducting a research at Eight grade of Mts Al-Khairiyah Pipitan and making analysis data, the writer tries to give some suggestions. The writer hopes that these can useful for the English teachers, students, researcher and other researchers. There are as follow:

1. For English Teachers

   The teacher should be familiar with varieties of teaching English, especially writing. The writer suggests that they use animation movie in teaching writing recount text as an alternative ways for English teacher, especially for junior high school teacher to attract the students' interest and motivation in learning English.

2. For Students

   Writing is important subject to be learnt. But, most of student have difficulties in producing written text. The students should be more confident to share their ideas into writing even though they nake

many mistakes. They have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the Researcher

Researcher can develop her knowledge in English teaching. Using animation movie in writing recount text is not only the one method to improve students writing skill.

4. For another Researcher

The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing.

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