

Chapter Two

Literature Review

This chapter presents the definition of writing, narrative text, short animation movie and the previous studies related to the effectiveness of using short animation movie on students' narrative writing skill. The theoretical framework and hypothesis of this study is also presented in this chapter.

Writing

Writing is an important skill for second language learners. Zulfadlan & Arifin (2013) identified that writing as one of the most important skill in English and they also identified writing as a productive skill that should be achieved by students in order to be able to communicate in written form. It is supported by Huy (2015), writing is one of the most important skills in studying English, but also writing has important skill to encourage into any career and to be successful in college or university. Thus, writing is the most essential in an academic setting.

Writing is a difficult skill because writing needs some aspects to master. Barkaoui (2007) stated that writing is a challenging skill for language learners because writing requires the mastery of variety of linguistic, cognitive and sociocultural competencies. It can be inferred that a writer should master the linguistic competencies to have a good writing. Nunan (1998) specified that writing is complex activity because writing requires the mastery of content, spelling or formation text to make a sentence or paragraph that clear and connected. Thus, in writing a writer needs several aspects to master.

Writing is producing new ideas and making it in a sentence. In other words, the students should know a basic skill in writing process to be mastered. As stated by Nunan (1998), writing is a process to discover new ideas, sentences and words as plans and first drafts. Moreover, Palmer (1994) as cited in Fitriana (2011) described that writing is a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. Hence, in writing activities the students have many processes to write down their subjects such as discovering, organizing, reshaping and revising. Then, those basic skills can help the students in writing process to be successful.

Aspects of Writing

In writing process, there are some aspects that should be concerned by a writer to write well. These are organization, content, vocabulary, syntax and mechanics (Brown, 2004).

Organization. Related of the organization of the composition of the text, the students should organize thought, argument and logical well. The shape of the text should be clear in order to show the controlled adequacy of organization skills.

Content. In writing a text, the students should consider about what is being discussed. The content should include the clarity, the relevance and adequacy to the task set and also the originality. Thus, the content should be clear and sequences.

Vocabulary. Vocabulary is important aspect in producing piece of writing. It means that vocabulary and word choice should deal with the way of the students in using the adequate word to succeed the text meaning presentation.

Syntax. In making a paragraph the students need to make sure that they have written a correct sentence. This grammar accuracy is mostly related to the tense used in particular genre text.

Mechanics. In mechanics, the more accurate the punctuation and spelling the better text will be. It was because this aspect shows an important role in producing writing.

In line with Harmer, Raimes (1983) identified that writing has nine aspects. They are content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax. Those aspects are explained here.

Content. This aspect focuses on relevance, clarity, originality and logic. It means that each sentence in writing has to connect with the next sentences. It also has to be clear, original or made by the writer and logic. So that it can be accepted by the reader.

The writer's process. This aspect comprises getting ideas, getting started, getting drafts and revising. It means that in writing process the writer has to get some ideas for their writing. Therefore, they also can start to write a draft and revise the drafts.

Audience. In this stage, audience means the readers who read the writers' writing. So, the writer has to make the readers understand about the writers' writing.

Purpose. A writer should understand the purpose of his or her writing. It is because the readers should know the topic that will be discussed in the writing. So, it can help the readers more understand about the contents.

Word choice. It includes vocabulary, idiom and tone. A writer must understand in selecting a correct vocabulary, idiom and tone. Furthermore, the word choice is important aspect in writing because make the readers comprehend the writing.

Organization. This aspect is focused on paragraphs, topic and support, cohesion and unity. A writer has to manage paragraphs so that the paragraphs have topic and supporting sentences that connect each other.

Mechanics. Mechanics is simple things, but it make some mistakes in producing of writing. It means that a writer has to pay attention on handwriting, spelling, and punctuation.

Grammar. Grammar is important aspect in producing piece of writing. It means that a writer has to pay attention on rules for verbs, agreement, articles and pronunciation in the writing.

Syntax. Syntax means gathering of word or sentence to deliver what need to be delivered. It means that writer has to pay attention on sentence structure, sentence boundaries and stylistic choices so that it will be understood by the readers.

Those aspects are used for producing a good writing. The writing aspects that have explained above can be seen in the diagram below:

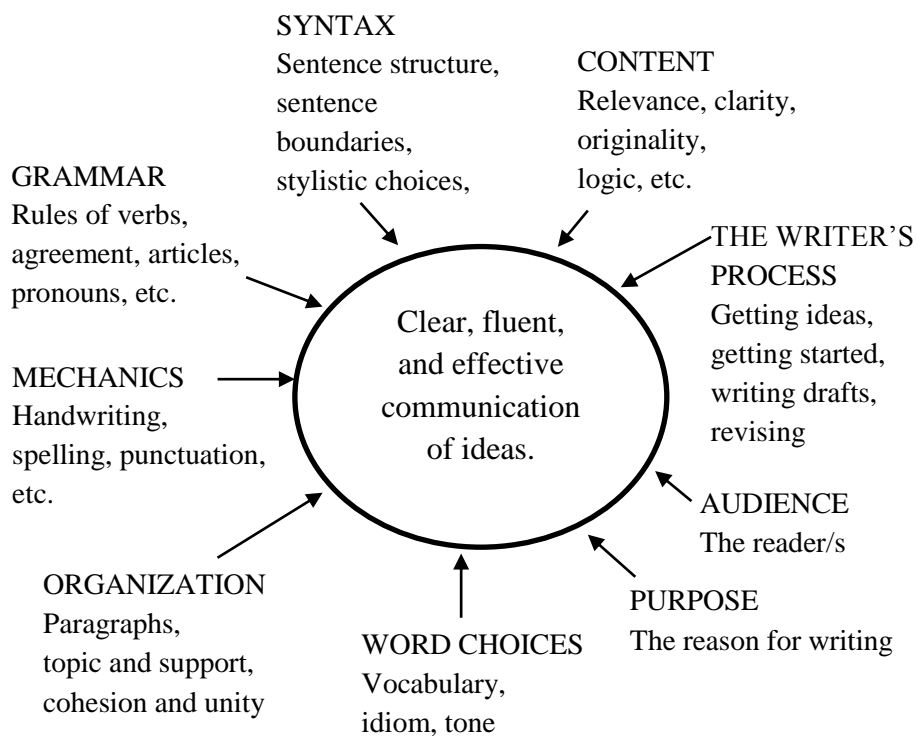


Figure 2.1 Producing Piece of Writing, taken from Raimes (1983)

As a result, it can be concluded that the students should follow the writing process and pay attention to the language features. The students must deal with those aspects above to produce a piece of writing. If all the aspects of writing are submitted by the students, it can be stated that the students is good in writing skill.

Process of Writing

Writing is the creative process because it is a process of delivering out one's thought and discovering them. The writing process comprises four main stages which are planning, drafting, editing and final version (Harmer, 2004, p. 4).

Planning. Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing. This may involve making detailed notes.

Drafting. The first version of a piece of writing is as a draft. Drafting is the process of putting all ideas and thoughts generated in the planning as a guide. This stage needs an editing for checking the text. For example, teacher asks students to make a draft about Snow White story. Then, ask students to write down about generic structure in the Snow White story.

Editing. In this stage, the students should edit or revised the draft that has been written. Once the students has produced a draft, she or he then usually reads through what she or he has been written, whether it is ambiguous or confusing.

Final version. Final version is the end product of a piece of writing. Once the students has been edited their draft (s), making the changes if any necessary and in other to produce the final version. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

From the explanation above, it can be assumed that writing process should have four basic writing stages including planning, drafting, editing and final version. Thus, the students should master the stages of writing process in order to produce good writing.

Types of Writing

Writing is one of the productive skills which produces language in a written form. Brown (2004, p. 220) argues that writing has four categories of written performance which are imitative writing, intensive writing, responsive writing and extensive writing. Here are explained as followings.

Imitative writing. In this type, learning writing is the beginning level. Students focus in basic tasks of writing such as letters, words or sentences. It is a level form to master the students in writing process.

Intensive writing. This type is also called as controlled writing. Students can share their capability to produce in writing skill such as vocabulary, grammar and sentences construction. Moreover, this type is focused on students' grammar performance.

Responsive writing. This type is focused on students' assignment creatively to respond in writing process. It is because this type asks the students to connect sentences into a paragraph and create a logically connected sequence of two or more paragraphs. The sample tasks of this type are narrative or description, short reports, summaries, essay and responses from several kinds of text or more.

Extensive writing. This type of writing focuses more on students' organization and developing ideas logically by using details to support or illustrate ideas. A lexical variety was shown in this type. Then, the students asked to choose a topic, length or style of writing. The examples of this type are essay, paper, project report and theses.

From the explanation above, the researcher chooses *responsive writing* to be examined in this research. It was because the students focus in writing creatively to connect sentence into a paragraph and their grammar competencies are also being considered. Moreover, the researcher asked the students to make one of the texts belong to responsive writing which was narrative writing. So, those competencies involved in short animation movie.

Teaching Writing

There are a lot of techniques that can be applied to teach writing. Sometimes, those techniques are also supported by using some kinds of media such as video games, song and music and picture series. Those are explained as followings.

Using video games. Bing (2013) identified that video games is a way to teach writing. Teaching writing by using video game technique is writing a pre-experience journal. The example activities of using video games which are ask students to play video games around three week. Throughout the three week, students write their experiences around playing the video games. After three week, students gave same questions with the previous study to measure the improvement in writing. Finally, students are written a final journal entry to give of their experience with the game and their opinions of their own writing ability.

Using song and music. Mishan (2005) clarified that song and music is a way to teach writing. Teaching writing by using song and music technique is remembering activities. Song and music is very useful because with the song and music the learners can more interested in learning process. In addition, this is the example activities of using song and music. With hearing the music in second language, students can remember more about vocabulary and students can apply the vocabulary in the communications activities such as their writing skill and speaking skill. Therefore, by using song and music helped students in writing process because they reminded a lot of vocabularies in song and music.

Using picture series. Gutiérrez, Puello, & Galvis (2015) indicated that picture series is a way to teach writing. Teaching writing by using picture series technique is describing activities. The example activities of using picture series which are: first, students read the text and identified those elements in the picture to get verbs, adjectives, nouns and characters among others. Second, students brainstormed the vocabulary (verb, noun, adjective and connectors) to use by observing the picture series. Third, students organized and planned what they are going to write. Thus, with all the data, students have to write a draft.

From those media above, the researcher used short animation movie technique. This research focuses on students' narrative writing skill by using short animation movie to know the effectiveness from this media in teaching writing.

Narrative Text

Narrative text is a kind of text that tells imaginative stories with a purpose to entertain the readers. Dymock (2007) identified that narratives are story. It means that narrative are story that generally tells 'what happened' and who did what to whom and why. In addition, narrative text is describing a sequence of events, usually in chronological order (Pumamawati, 2011). It means that narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. So, narrative is complicated story about person or group reacts to experiences, explore social or culture values to get and retain the attention of the readers or listener of the story.

Kinds of Narrative Text

Narrative is to tell a story. According to Avraamidou and Osborne (2010), narrative is not only describing human, but narrative story also as of plants or animals are the subjects. The kinds of narrative are described as a follow.

First, fable is a kind of narrative text that tells the animals that have behavior like humans. Second, fairy stories is kind of narrative text which the story are fantastic, filled with wonders. Third, myth is kind of narrative text that tells which are events that are not true, just a fictional stories. Fourth, romance is the favorite kind of narrative text that most of the humans like, because it tells the romantic story. Fifth, a legend tells a history that is not forgotten for every people in the world. The last, personal experience is kind of narrative text that tells our experiences and then write the story in past.

Based on kinds of narrative text above, the researcher used fairy stories genre with the title “Snow White” story. The researcher asked students to make a paragraph related the topic.

Functions of Narrative Text

There are several functions of narrative text in pedagogical. The functions are narrative text will make school chemistry including narrative text can be a useful tool to communicate and narrative text also to retell some story (Avraamidou and Osborne 2010, p. 1702). Those functions are described here.

Firstly, narrative text will make school chemistry become more meaningful to the students in classroom activities. It is because narrative text tells

stories that imaginative and interested. It means that narrative text is suitable for the students in learning writing.

Secondly, narrative text can be a useful tool not only in the hands of teachers, but also for students as well as means to communicate their understandings of some stories or experiences. Therefore, the students should remember their story or experience in the past. Thus, it is very interesting for students to remember it.

The last, the function of narrative text is to retell some story from our life. So that the students to find out some experiences in the past. The students also find out new ideas and developed their ideas. Moreover, narrative is not just from books or text, but in our experience in past can be used and it makes chemistry more meaningful in learning process for the students. So, the students are easier in learning writing.

As a result, the function of narrative text is enabling the students to be more imaginative to think new ideas and can develop their ideas. Thus, the students are more creative in writing activity.

Components of Narrative Text

There are several components of narrative text such as a story, described as sequence of events and the existents that are the characters or items of setting (Noris, Guilbert, Smith, Hakimelahi, and Philips, 2005) as cited in (Avraamidou and Osborne, 2010, p. 1693). Here are explained as followings.

**Table 2.1 Necessary Components of a Narrative, taken from Noris et al (2005)
as cited in Avraamidou and Osborne (2010, p. 1693)**

Narrative component	Description of component
Purpose	To help us understand the natural. In the case, narratives help the reader to formulate new object, concepts and some picture of the material objects
Events Structure	Sequences of events that are connected to each other An identifiable structure (beginning, middle, end) where events are related temporally
Time	Narratives concern the past
Agency	Actors or objects cause and experience events. Actors may either material objects who act on each other
Narrator	The teller who is either a real character or alternatively, a sense of a narrator
Reader	The reader must interpret or recognize the text as a narrative

As a result, it shows that components of narrative text are helping us understand the meaning of several components of narrative text. Thus, the students can write a narrative text to be clear and good.

Generic Structure of Narrative Text

In writing process, the generic structure is important to write something because it is a guideline to help the students to achieve the perfect of result of writing. Fitriana (2011) clarified that generic structure of narrative text has three steps which are orientation, complication and resolution. The followings are the steps of constructing a narrative text.

Orientation. It is about the opening paragraph, where and when the story happened and introduces the participants of the story, who and what is involved in

the story. So, the researcher tells the audience who the characters in the story are, where the story is taking place and what the action is happened.

Complication. It is the beginning of the problems which leads to the crisis (climax) of the main participants. It is a series of complication or where the problems in the story developed.

Resolution. Where the problem in the story is solved. The problem may be resolved for better or worse happily or unhappily. So, resolution is the result or outcome about the problems. It is the end of the story.

Language Features of Narrative Text

Narrative text also has language features. According to Fitriana (2011), the language features of narrative text are using simple past tense and using adverbs to indicate time and place in the beginning sentence such as long time ago, once, one or once upon a time. Moreover, using conjunction and times connectives to sequences of events, major participants are human or sometimes animals with human characteristics and dialogue often includes of the actors. On the other hand, Gerot (1994) explained that the grammatical features of narrative which is focusing on specific and usually individualized participants, using past tense, material verbs, relational process, temporal conjunction and temporal condition.

As a result, it showed that language features in narrative text are using simple past tense, temporal conjunction and materials verbs or adverbs. Besides, the language features are focusing on specific participants, temporal condition and including dialogue of the actors.

The Example of Narrative Text

Narrative text tells stories or past events and entertains the readers. This is the example of narrative text that is fun and interesting.

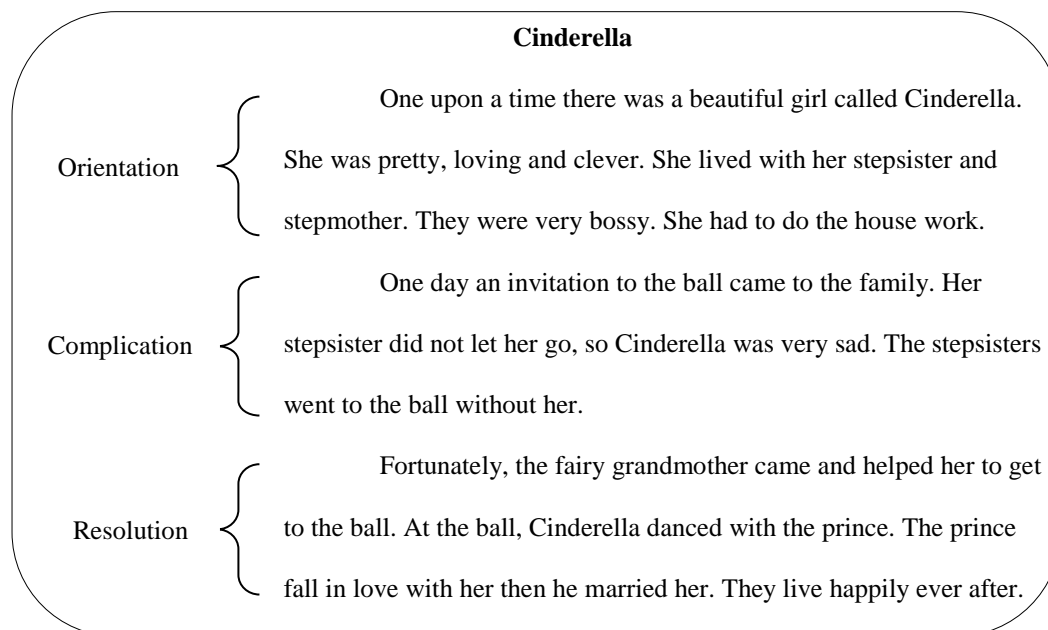


Figure 2.2 Cinderella story taken from Fitriana (2011)

Assessment of Narrative Writing Text

In narrative writing text, there are several criteria's to be assessed in writing process. This is line by some experts on how to assess in narrative writing text. Those are explained as followings.

Firstly, Gutiérrez, Puello and Galvis (2015) identified that the students' writings were assessed according to five main criteria. The first criteria are transition or logical sequence (use of connectors). Transition or logical sequence refers to how the students use transitional words or connectors to join the events described in the movies. The second criteria are an idea (exposure). These criteria

also are referred to how the students expose the ideas regarding the topic. The third criteria are grammar and syntax (structure). It refers to the structures of sentences (syntax), correct inflexion of verbs and in narrative text uses tenses which is past tenses. Fourth is vocabulary (use of parts of the speech). The students should have a wide range and precise choices language. The last criteria are spelling. In these criteria, the students use accuracy of spelling and the difficulty of the words used. The following table 2.2 shows criteria and the range of score points for the narrative writing text.

On the other hand, National Assessment Program, Literacy and Numeracy (2010) suggest that there are 6 criteria to assess in narrative writing text which are text structure, ideas, vocabulary, paragraph and spelling. First, text structure is the organization of narrative features including orientation, complication and resolution into an appropriate and effective text structure. Second, ideas is the creation, selection and crafting of ideas for a narrative. Third, vocabulary is the range and precision of language choices. Fourth, sentence structure is the production of grammatically correct, structurally sound and meaningful sentences. Fourth, paragraph is the segmenting of text into paragraphs that assists the reader to negotiate the narrative. The last spelling is the accuracy also of spelling and the difficulty of the words used. The following table 2.3 shows criteria and the range of score points for the narrative writing text.

Table 2.2 Assessing rubric of narrative writing taken from Gutiérrez, Puello, and Galvis (2015)

No	Criteria	5	10	15	20
1	Organization	Lack or minimal use of connective and conjunctions	The writer uses small selection of simple connectives and conjunctions	The writer uses connectives words properly	The writer uses connectives words properly and the meaning of the text is clear
2	Ideas	Ideas are not focused on the task and/or are undeveloped	Tells a story with ideas that are minimally focused on the topic and developed with limited details	Tells a story with ideas that are somewhat focused on the topic and are developed with a mix of specific and/or general details	Tells a story with ideas that are somewhat focused on the topic and are developed with a mix of specific and/or general details
3	Grammar and syntax	Do not keep the basic structure of a sentence and most of verbs are not inflexed	Keep the basic structure of a sentence are not wrongly used	Keep the basic structure of a sentence but still misses the distinction between regular and irregular verbs (generalization of the regular case rule for all verbs)	Keep the basic structure of a sentence and distinguishes between regular and irregular verbs
4	Vocabulary	Use of inaccurate language and weak vocabulary	Ineffective use of specific language and vocabulary	Clear use of specific language and vocabulary	Compelling use of specific language and vocabulary
5	Spelling	Numerous errors	Several errors	Few errors	Minimal errors

Scoring Band:
 Poor: 0-25; Low : 30-50; Average: 55-65; Good : 70-85; Very good: 90-100

Table 2.3 *The range score point of narrative writing text adopted from National Assessment Program, Literacy and Numeracy (2010)*

Score	Text structure	Ideas	Vocabulary	Sentence structure	Paragraph	Spelling
1	Minimal evidence of narrative structure and a recount of events with no complication	Ideas are very few, very simple, and appear unrelated	Very short script	Some correct formation of Sentences	Focused on a single idea	Correct spelling of simple words (short vowel single-syllable words)
2	Contains a complication and resolution, where a resolution presents in	Ideas are few, not elaborated or very predictable	Mostly simple verbs, adverbs, and adjectives or nouns	Most simple sentences are Correct	All paragraphs are focused on one idea or set of like ideas and enhance the narrative	Correct spelling of common words (single-syllable words)
3	Contains orientation, complication and resolution is detailed longer text may resolve	Ideas show some development or elaboration	Specific words or words groups (verbs, adverbs, adjectives or nouns)	Simple and compound sentences correct, also some complex sentences are correct		
4	Complete narrative, employing effective plot devices in an appropriate structure, and including an effective ending	Ideas are considerable and effectively contribute to a central storyline	Using specific words to enhance the meaning of their writing	The meaning of sentences is clear		Correct spelling of simple words and some difficult words
5		Ideas are produced, selected to explore a recognize	Specific and effective words, language choice also is well matched to genre	All sentences are correct		Correct spelling of all words at least 10 difficult words

From the figures above, it can be concluded that to assess in narrative writing text should have some criteria's. In the table 2.2 and 2.3 shows that they have similarities criteria which are organization or text structure, ideas, vocabulary, grammar and syntax or sentence structure, paragraph and spelling. Therefore, the researcher uses the rubric from Gutiérrez, Puello, and Galvis (2015) to assess the students' narrative writing. It was because this rubric had several scoring criteria and it helped the researcher easier to give the students' scoring. In addition, the components assessed from the students' writing are organization, ideas, grammar and syntax, vocabulary and spelling.

Short Animation Movie

Animation movie is exciting. It was because animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time (Yatimah, 2013). It means that animation movie is interested media because have components that can help the students in language learning. It is supported by Morisson & Tveresky (2002), animation has involved other aspects of communication situations, especially interactivity which is known to benefit learners on its own.

The researcher uses animation movie with title "Snow White". It was because this movie is familiar for the students. The researcher used short movie because the sequences from authentic video documents such as situation comedies, feature films or documentaries expect students to be interested in other parts of the movie. It is in line by Stempleski (2002) as cited in Richards & Renandya (2002) short movie uses 3 to 5 minutes segments of video thoroughly

and systematically rather than to play a long sequence. It is likely the result in less active viewing on the part of the students. Thus, short animation movie is new alternative media in academic setting because have a lot of aspects that can encourage the students more enjoy and enthusiasm in learning.

Components of Animation Movie

Animation movie has important components that should be included in animation movie. Westfahl (2014) identified that it is supported by the oldest work of literacy criticism, Aristotle's Poetics. Those components are plot, character, thought, diction, song and spectacle.

Plot. An animation movie has a true plot. A narrative has a beginning, middle, and final part to include in the animation stories. As Aristotle specify, a narrative with dynamics like rising action leading to a climax, a narrative that may have subplots, double plots or other complications. In the animation, there might be little more than the initial definition of a situation that is followed by a series of repetitive incidents. After that, it could be continued until the section achieves the suitable length and stops.

Character. An animation movie had some characters-creatures. It means that the audiences got authentic personalities based on the movie. Thus, using this media the audiences are easier to understand the personalities of every character.

Thought. Animation movie should have moral value in those stories. The story of the animation not only focuses on humor but also has to provide the moral value in the story. It was because the story is designed to communicate potentially important statement about human or daily condition.

Diction. Diction in the animation movie has a function to communicate authentic plot, authentic characters and authentic theme. It can be communicated through words, narrative, dialogue or subtitles. Subtitle had a supporting role that was very important to clarify the words that the actors said.

Song. Animation generally has songs. A song helps in the show may help clarify the story. Therefore, song is supported the character or the story of the animation.

Spectacle. In this section, the cartoon maker creates a concept of a background story to emphasize the story. Spectacle can provide an understandable perceptible to the audience related the story that is viewed. Moreover, spectacle encourages the audience easier got a story from the movie.

As the result from Aristotle's concept and Westfahl's statement, these are six elements of animation movie such as a true plot, character, thought, diction, songs or music and the visual spectacle. All things, elements of animation movie also exist in animation movie. So, animation movie is a more fun media to be used in learning process.

Using Animation Movie in Narrative Text Writing

This research uses animation movie as media in teaching and learning writing. Movie can also be used in language learning contexts to support a text (Mishan, 2005). The researcher used narrative text in this research. It was because narrative had same stories with animation movie. Harmer (2001) proposed there are some advantages of using movie in teaching and learning process. The first advantage is motivation, because movie is a result of combining visual and audio.

Then, movie can make the students more creative in creating teaching media such as what they have watched. Thus, movie is good to be used as teaching media in writing.

In writing process, the students should follow some activities that will do. It is supported by Scrivener (2008), there some ways of using animation movie in teaching students' narrative writing which are previewing activities, viewing activities and following-up activities (p. 352-353). Those aspects are explained here.

Preview activities. The teachers gave some instructions for the students before them start in the activities. There were four characteristics in preview activities. First, languages focus on lexis, function of grammar that comes up on the movie. Second, students predict what happened from some given information or pictures. Then, the students discussed a topic that leads into or is connected with the subject on the movie. The last, the students learnt a worksheet that they used when watching the movie. So, based on the characteristics, the students understand step by step what they did in this section such as focus in lexis or grammars, guess what happened, discussed a topic and learn a worksheet that they had to finish.

Viewing activities. The activities in this section entail the student focuses on function, grammar, lexis or spelling. The students also focus on gestures, facial expressions or body language. It means that the students should focus in all stages of the movie, so the students can write or review the movie by using correct grammar, lexis and spelling.

Follow-up activities. The students should follow every stage in movie. In this activity the students should discuss, interpret and personalize the movie such as ‘What would you have done? Or ‘Has this ever happened to you?’ For all stages of the activities, it can be concluded that the students discussed with others. Therefore, they learnt new language such as grammar, spelling or new vocabularies by reviewing the movie story and conversation. Thus, the students can write a sentence or paragraph.

From the explanation above, the researcher concluded that previewing activities, viewing activities and following up activities are beneficial for the students in narrative writing skill. It was because those three activities had several steps that helped the students in writing process. The examples are structure in writing process such as grammar, lexis or spelling and also identify the characteristic of the actor in the movie. In addition, the students were discussion, interpretation and personalization to review the story after watching the movie.

Review of Related Study

This research is supported by review of related study. In conducting the data, the researcher observes some research that relates to discuss in this research. Fitriana (2011) conducted a research entitled “*The Use of Short Animation Movies to Improve Students’ Writing Skill in Narrative Text in eleventh grade at SMA N 1 Teras*”. The purpose of this study was to identify how short animation movie can improve writing skill and to identify the class situation when animation movie is implemented in the writing class. This study was conducted at SMA N 1 Teras, Boyolali. The participant of this study was 38 students consisting of 27 girls and

11 boys. This study used action research design. The data collected in this study were qualitative and quantitative data. The improvement of students' writing skill showed that the students were able to explore the ideas to write a story, could make longer paragraph, could produce the sentences with the better construction and minimize the mistake in English grammar.

Another previous study comes from Ismaili (2013) conducted a research entitled "*The Effectiveness of Using Movies in the EFL Classroom: A Study Conducted at South East European University*". The aim of this study was to elaborate and analyze the effects of using movies in the EFL classroom on the development of the students' language competence and performance in academic settings. This study was conducted at the South East European University in the academic year 2011/2012. The participants in this study were pre-intermediate and intermediate level of students, aged 18-25. The study was conducted on a sample of two groups: an experimental and a control group. The results of the study have shown that there was significant differences between experimental and control group of students on integrated skills of using video incorporated in the teaching material. The study concluded that movies attract students' attention, present language in a more natural way that found in course-books. Thus, movies are more important to offer a visual context aid which helps students understand and improve their learning skills.

The last previous study comes from Ouda (2012) conducted a research entitled "*The Effect of Using Animation on 6th Graders' attitudes and Comprehension of Short Story in Gaza Governmental Schools*". The study

investigated the effectiveness of animation films in developing Gaza Governorate schools sixth graders' reading comprehension skills particularly scanning, skimming and inference of short stories. The sample of the study consisted of 62 female students from Jaffer Ibn Abi Taleb School in Gaza. This study used experimental design. The experiment lasted for 6 weeks. The tools used to collect the data were pre and post achievement tests. This result reflects the effectiveness of using animation films in developing reading comprehension skills. Moreover, strategy training alone was useful but the rate of progress was not significant and the traditional method was not very effective in that.

The present study which was done at SMA Muhammadiyah 4 Yogyakarta had several differences from Fitriana's, Ismaili's, Ouda's research. Firstly, the aimed of this research to identify the effectiveness of using short animation movie to give statistically significant differences on students' narrative writing skill before and after the treatment. Secondly, this research used quasi-experimental design. The researcher had eight meeting in around a month. This researcher used two classes containing 30 students (experimental group) and 30 students (control group) and also this research used quantitative method. The last differences, in the results the researcher needs to see the effectiveness of short animation movie on students' narrative writing skill.

In addition, from the several differences above, there was the similarity of Fitriana's, Ismaili's, Ouda's research and this research was similar of using movie as a technique in teaching-learning process. The researcher also wants to use short

animation movie in this study. However, the researcher focuses on the effectiveness of using short animation movie on students' narrative writing skill.

Conceptual Framework

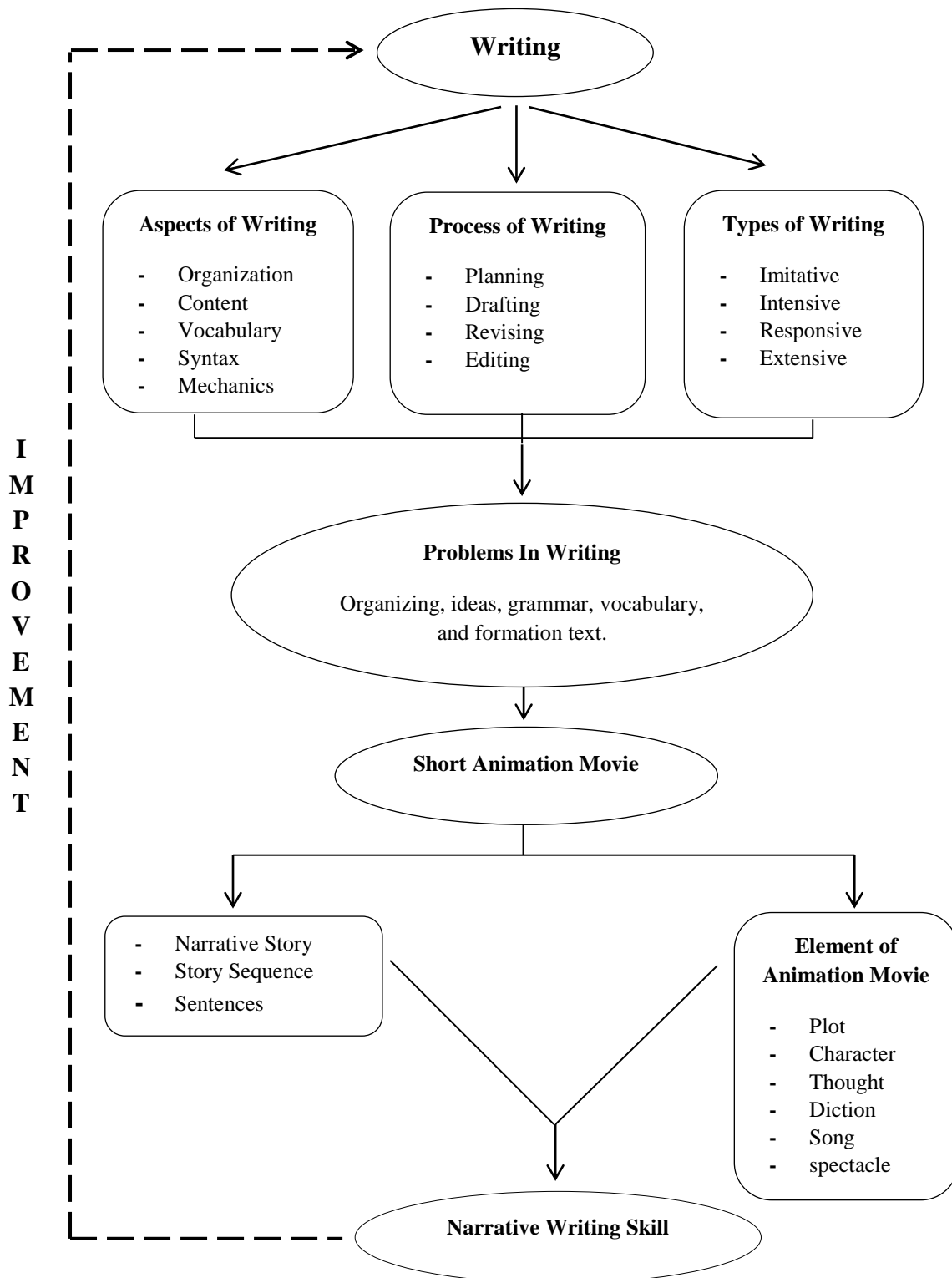
Writing is important to the students' success in school. Through writing, the students are not only able to demonstrate their knowledge, but also to gather, remember and share what they learn. Writing is also an essential skill that many students will use after their school careers. So, there are several stages that should be considered in writing skill. Writing process also needs several aspects to master. Those aspects are organization, content, vocabulary, syntax and mechanics. Process of writing is also important stages in writing skill. Moreover, these are several processes in writing such as planning, drafting, revising and editing.

The researcher implemented responsive writing because responsive writing use to know the students' competence in ordering sentence into a logical paragraph focuses on the sentence or paragraph organization and the grammar uses to considering is this research. The kind of text was narrative text. So, the facility in teaching writing that can be used by the teacher is short animation movie.

Short animation movie is one of media in teaching writing. The teacher uses this medium to identify the effectiveness of using short animation movie on students' narrative writing skill. Animation movie has a lot of components to help the students in narrative writing which are plot, character, thought, diction, song and spectacle. Thus, the researcher wants to see the influence of using short

animation movie even the result increased or decreased. Moreover, the conceptual framework is presented in the diagram below:

Figure 2.3 Conceptual Framework



Hypothesis

Based on the literature, the hypothesis of this research as stated as follow:

Null Hypothesis (H_0). There is no statistically significant difference of students' narrative writing skill before and after the implementation of short animation movie on students' narrative writing skill.

Alternative Hypothesis (H_a). There is a statistically significant difference of students' narrative writing skill before and after the implementation of short animation movie.