

AN UNDERGRADUATE THESIS

**THE USE OF ANIMATION MOVIES
TO IMPROVE WRITING SKILL IN RECOUNT TEXT
AMONG THE EIGHTH GRADE
OF JUNIOR HIGH SCHOOL 1 PUNGGUR
IN THE ACADEMIC YEAR 2018/2019**

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
METRO LAMPUNG
1440 H/ 2019 M**

THE USE OF ANIMATION MOVIE
TO IMPROVE WRITING SKILL IN RECOUNT TEXT
AMONG THE EIGHTH GRADE
OF JUNIOR HIGH SCHOOL 1 PUNGGUR
IN THE ACADEMIC YEAR 2018/2019

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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METRO LAMPUNG
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ABSTRACT

**THE USE OF ANIMATION MOVIE
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By:

RIS SETIA WATI

Writing is one of the most difficult language skills that should be mastered by students in learning English. In writing there are several kinds of text such as narrative, descriptive, argumentative, recount and persuasive. Recount text is one of the texts which has to be mastered by the eighth grade students of Junior High School. But, there are some problems that faced by the eighth grade students of Junior High School 1 Punggur Lampung Tengah in writing recount text. So it caused the result of learning is low. Therefore, to increase the recount writing skill among the students, the writer used Animation Movie in learning process. Animation Movie is one of the methods that is used in teaching writing by means to stimulate students' ideas. The goal of this research is to know whether Animation Movie method can improve the writing skill in recount text among eighth grade students at state Junior High School 1 Punggur, Lampung Tengah.

This research was classroom action research (CAR) which involved 25 students in class VIII 4 and was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing recount text. Furthermore, the writer used observation technique to get the data about students' learning activities. The writer also used the documentation method to support the information concerning on the learning English. This research was conducted with an English teacher of Junior High School 1 Punggur Lampung Tengah.

The result of this research shows that Animation Movie method has positive role in increasing the skill of writing the recount text among the eighth grade students of State Junior High School 1 Punggur Lampung Tengah. It can be proved by the students' average score from pre test and post test. The average score in pre test was 57,16, in post test 1 was 64,88 and the post test 2 was 74,68. It can be inferred that Animation Movie can improve the writing skill in recount text among the eighth grade students at Junior High School 1 Punggur Lampung Tengah.

Keywords: *Recount text, Animation Movie, Writing Skill.*

ABSTRAK
PENGUNAAN FILM ANIMASI
UNTUK MENINGKATKAN KETERAMPILAN MENULIS TEKS
RECOUNT
SISWA KELAS VIII SMP N 1 PUNGGUR
TAHUN AJARAN 2018/2019

Oleh:

RIS SETIA WATI

Menulis adalah keterampilan berbahasa tersulit yang harus dikuasai oleh siswa didalam pembelajaran bahasa inggris. Di dalam menulis terdapat beberapa jenis teks, salah satunya adalah narasi, deskripsi, argumentasi, *recount* dan persuasi. Teks *recount* merupakan teks yang harus di kuasai oleh siwa kelas delapan sekolah menengah pertama. Namun, terdapat beberapa masalah yang dihadapi oleh siswa kelas delapan SMP N 1 Punggur Lampung Tengah didalam menulis teks *recount*. Sehingga itu menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan keterampilan menulis teks *recount* pada siswa, penulis menggunakan metode Film Animasi dalam proses pembelajaran. Metode Film Animasi adalah salah satu teknik yang digunakan dalam pembelajaran menulis yang bertujuan untuk merangsang ide- ide siswa. Tujuan penelitian ini adalah untuk mengetahui apakah metode Film Animasi dapat meningkatkan keterampilan menulis teks *recount* siswa kelas delapan SMP N 1 Punggur Lampung Tengah.

Penelitian ini adalah penelitian tindakan kelas yang melibatkan 25 siswa kelas VIII 4 dan telah dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data di ambil dari tes menulis untuk mengetahui pengetahuan siswa dalam menulis teks *recount*. Selain itu, penulis menggunakan teknik observasi untuk memperoleh data tentang aktifitas pembelajaran siswa. Penulis juga menggunakan metode dokumentasi untuk mendukung informasi yang berkaitan dalam pembelajaran bahasa inggris. Penelitian ini dilaksakan dengan guru mata pembelajaran bahasa inggris SMP N 1 Punggur Lampung Tengah.

Hasil dari penelitian ini menunjukan bahwa metode film animasi memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas delapan SMP N 1 Punggur Lampung Tengah. Hal ini dapat di buktikan berdasarkan nilai rata-rata siswa dari pre test menuju post test. Nilai rata – rata siswa pada saat pre test adalah 57,16, post test 1 adalah 64,88 dan post test 2 adalah 74,68. Ini dapat disimpulkan bahwa metode film animasi dapat meningkatkan keterampilan menulis teks *recount* siswa kelas delapan SMP N 1 Punggur Lampung Tengah.

Kata Kunci: *teks recount* , *film animasi* , *keterampilan menulis*



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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munasqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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APPROVAL PAGE

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RATIFICATION PAGE

No: B-2335/11-28-1/D/PP-00-9/07/2019

An Undergraduate Thesis entitled: **THE USE OF ANIMATION MOVIE TO IMPROVE WRITING SKILL IN RECOUNT TEXT AMONG THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR IN THE ACADEMIC YEAR 2018/2019**

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Name : Ris Setia Wati

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States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the pharaphrases which refer to the bibliography mentioned.

Metro, Juli 2019

The Writer,



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Yang Menyatakan,



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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ
الصَّابِرِينَ.

*“O Ye who believe, make patience and pray as your helper,
truly God for those who are patient”*
„

(Q.S. Al-Baqarah: 153)

*“Believe in yourself and all that you are. Know that there is something inside you
that is greater than any obstacle.”*

(Christian D. Larson)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr. Parso (Alm) and Mrs. Martini, to my lovely husband and to my truly understanding friends, to those who love me and those whom i love.

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The use of Animation Movie to Improve Writing Skill in Recount Text at the Eighth Grade of Junior High School 1 Punggur in the Academic Year 2018/2019.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyahand Teacher Training Faculty IAIN Metro.
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6. Headmaster, Teacher, staff and students of the SMP N 1 Punggur, who gives permission to the writer to conduct the research in this school.
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8. Mr. Parso(Alm) and Mrs. Martini, as my parent and all of family, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, 2019

The Writer,



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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language to be learned because it becomes an international language. Almost elementary school up to high school need compulsory subjects. It means that English has an important position so the Indonesian students need to learn English as well as possible. English influences our daily life, many sectors need English as the prerequisites. For example, English is widely used in mass media and oral communication as means of exchanging information including science, education and technology reasons. In Indonesia, English is the first foreign language. It is taught from elementary school as an alternative.

Moreover, there are four important skills that students have to master in English. They are listening, speaking, reading, and writing. Furthermore, the students have to master English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum, writing is the most difficult subject in English.

Writing is universally acknowledge is insparable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include in sending message, making shopping note and sending letter. In addition, writing is one of the urgences in the term of skill representing the knowledge of writer through various textual media.

Concerning with the importance of writing, every English teacher expects the student to be a good learners . Nevertheless, not all agree on the way of the teacher to teach for example the method and strategy that is implemented. The students need an easy and acceptable strategy or methodso the students can follow the learning activity calmly. The effectiveness of a learning process depends on how the teacher can manage the class.

In line with the problem on the ineffectiveness of learning process in writing, using an innovative method and strategy for teach writing became a necessity to do. Example using audio visual method to teach writing espescially on recount text. It will give useful contribution to solve the students' difficulties. The students will feel so interest with the lesson when the teacher uses an innovative method. Using suitable method will help the students to understand learning material easily.

Referring to the benefit of using an innovative method, the researcher starts to look for the best wayto increase writingskill of the students. The researcher finds that one way that helps the students on the teaching writing process is using animation movies, it is example of audio visual method . Audio visual method is method that use a pictures and sounds . It means that use the animation movies in the learning process espescially on writing can help the students to develop ideas and makes easy to retelling the story or text on recount text .

The researcher would like to implement this method to increase the students' writing skill . It would be hold at the eighth grader of Junior High

School 1Punggur in Academic Year 2017/2018. The researcher choose class VIII.4. The researcher had done the pre-survey on May03 , 2018. In the class VIII.4 of Junior High School 1Punggur consisted of twenty five students. The result of pre-survey as follows:

Tabel 1

Pre survey Data of Students' English Writing Recount Text Score

No	Name	English Learning Achievement	
		Score	Category
1	A	65	Incomplete
2	B	42	Incomplete
3	C	70	Complete
4	D	42	Incomplete
5	E	50	Incomplete
6	F	50	Incomplete
7	G	65	Incomplete
8	H	78	Complete
9	I	50	Incomplete
10	J	78	Complete
11	K	73	Complete
12	L	65	Incomplete
13	M	60	Incomplete
14	N	65	Incomplete
15	O	50	Incomplete
16	P	62	Incomplete
17	Q	65	Incomplete
18	R	55	Incomplete
19	S	55	Incomplete
20	T	60	Incomplete
21	U	63	Incomplete
22	V	65	Incomplete
23	W	73	Complete
24	X	70	Complete
25	Y	78	Complete
Total Average		1549 = 61,96	Poor

Table 2: The Score of the Result on the Daily Writing test

No	Category	Frequency	Percentase (%)	Category
1	>70	7	28 %	Complete
2	<70	18	72 %	Incomplete
Total		25	100 %	

*Source : Ledger of the English Teacher of Junior High School 1 Punggur ,
taken on May, 03rd2017.*

The English Minimum passing grade in this school is 70. It means that the students who get score more than 70 pass the examination. On the contrary, the students who get score under 70 do not pass the examination. Based on the table above, it could be seen that only 7 students pass the examination or 28.00%, and 18 students do not pass the examination or 72.00%.

The pre-survey above shows that many students have difficulties in writing skill. As the result, the students who pass the examination are less than the students who do not pass the examination. From this fact, the researcher should help the student to overcome or to minimize the problem. The researcher choose animation movies to solve this problem. Because of these reason, the researcher would conducts the classroom action research. It hopes that the result of English teaching and learning process would be better. Moreover, the students' writing skill would be increase.

B. Problem Identification

Based on the preliminary observation conducted in Junior High School 1 Punggur students in particular, there were some problems :

1. The students can not fill the requirements of writing such as grammar, spelling, vocabulary, sentence and text organizations, and punctuation.
2. The students confuse that they lack knowledge of those aspects in writing.
3. The student spent a relatively long time to write a single sentences.They are stuck and really have no idea what and how to write on papers.
4. The students also confuse of what to write and how to begin writing because they hardly write in English.
5. The students do not get the chance to experience the process of generating their ideas that made them unable to express their thoughts on papers.

C. Problem Limitation

Based on the problem identification above, there are several student problems. In this research, the researcher focused on the students also confuse of what to write and how to begin writing because they hardly write in English and the student spent a relatively long time to write a single sentences.

D. Problem Formulation

Regarding to the problem limitation above, the writer would like to identify the problem formulation that is “Can the implementation of animation movies increase the students’ writing skill in recount text and their learning activity among the eighth grade of Junior High School1Punggur ?

E. Objectives of the Study

The object of the study is to improve students' writing recount text by using animation movie among the eighth grade of Junior High School 1 Punggur.

F. Benefits of the Study

The benefits of the study in this research are:

1. For the Students

As an effective way to improve students writing skill and their learning activities.

2. For the Teachers

As information for the english teacher on how to teach recount text writing as well to improve the students writing skill.

3. For the Headmaster

As a support for the students for the school in English Learning process by preparing teaching instrument and give motivation to make further research about the use of method.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Ability

1. The Concept of Writing

a. Definition of Writing

Writing is functional communication, making learners possible to create imagined worlds of their own design.¹ It means that, through writing, learners can express thought, ideas, experiences, feeling ,etc. The purpose of writing is to give some information. Meyers said that writing is an action.² This means that when the learners first write something down, learners have already been thinking about what learners are going to say it.

After the learners are finished writing, the learners have to read over what the learners have written and make corrections and changes. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, the learners must use correct grammatical rules, consider the coherent and cohesion and choose appropriate vocabulary. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce

¹Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

²Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.”³

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.⁴ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions. White states that writing is an act of sharing new ideas or old ideas with a new perspective with the human community.⁵ Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lies in graphic for writing instead of auditory signals for speaking.⁶ So writing is closely related to speaking not only in such item of content, organization of ideas, and vocabulary but also the relationship of the ideas or the coherent with the other sentence.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea,

³M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142.

⁴J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

⁵Fred D White, *the Writer’s Art. A Practical Rhetoric and Handbook*, (New York: Wadsworth Publishing Company, 1986), p. 12.

⁶H. Douglas Brown, *Teaching by Principle*, (San Francisco: Longman, 2001), p. 335.

organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. The Process of Writing

There are several process to make a writing well. For this section, according to Harmer Jeremy defined the writing process as follow:⁷

1) Planning

Planning is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, is they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writer has to think of the audience who read their writing. For example, it is formal or informal. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

⁷Jeremy Harmer, “*How to Teach Writing*”, (England: Longman Pearson Education Limited, 2004), Page 40.

2) Drafting

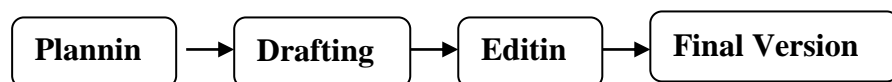
Drafting is a row of strategies designed to compose and develop a sustained piece of writing procedure to conclude whether the information you discover while planning can be established into a successful piece or not.

3) Editing (Reflecting or Revising)

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writers have asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

4) Final Version

The writer produced the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the audience.



Based on the diagram above, there are four the process of writing, they are planning, drafting, editing, and the last is final version or final draft.

c. The Characteristic of Good Writing

According to Cynthia A Boardman explain that there are three characteristic of writing well, they are:⁸

1) Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

2) Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence.

3) Unity

The last characteristic of a well written paragraph is unity. The entire supporting sentences must relate to the topic sentence. Based on the explanation above, the writer concludes that the characteristic order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order

⁸Natanael Saragih, et al, "The Effectiveness of Using Recount Text to Improve Writing Skill", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, (www.iosrjournals.org), Volume: 19, February 2014, Page. 57.

as direction. Thus order chronological steps to express the idea the written form.

d. The Types of Writing

There are several types of writing, in this section the writer has been taken from Thomas S. Kane Books. He said that the types of writing as follow:⁹

1) Descriptive

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. It makes a spoken or written account of a person, object, or event.

2) Expository

Expository paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They explain, analyze, define, compare, illustrate. The term paragraph has no simple definition.

Related to explanation of the types of writing above, the writer chooses writing descriptive text as the particular thing to do in research. The goal of this research is to know the students are able to make writing descriptive text in the phase.

3) Persuasive

⁹Thomas S. Kane, *"Essential Guide to Writing"*, (New York: Oxford University Press, 2000), Page 7.

Persuasive, is a piece of work in which uses words to convince the reader that the writer's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

4) Argumentative

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

5) Narrative

Narrative text is a meaningful sequence of events told in words. A straightforward movement from the first event to the last constitutes the simplest chronology.¹⁰ However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

6) Recount

¹⁰*Ibid.*, Page. 9.

Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways. Recount is a kind of genre used to retell events for the purpose of informing or entertaining. Here, the writer focuses in recount writing.

e. Teaching Writing

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.¹¹ It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied. When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text.

Teaching writing for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to seventeen years old. "Adolescence interpreted as a transition-period from children to adult including change of biological, cognitive and emotional-social".¹² "They are so much less motivated,

¹¹Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 31-32.

¹²John W. Santrock, *Adolescence*, (Jakarta: Erlangga, 2003), 6th Ed., p. 26.

and they present outright discipline problems”.¹³ Based on the statement above, the writer concludes that the teacher’s role is very needed to motivate students in teaching learning process while students in transition-period.

Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language. There are some characteristics of adolescent’s learner, they are;

- 1) They seem to be less lively and humorous than adults,
 - 2) Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher,
 - 3) They would be much happier if such problems did not exist,
 - 4) They may be disruptive in class
 - 5) They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.¹⁴
- Therefore, adolescents are a period of change, new experiences learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere.

Teacher’s job is to provoke intellectual activity by helping them to

¹³Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 3rd Ed., p. 38.

¹⁴Ibid., p. 38-39

be aware of constructing ideas, which they can resolve by their own thought still with the teacher's guidance.

f. The Task of Teacher in Teaching Writing

Teacher has a number of crucial tasks that must be performed in order to help students to be good writers. Students often feel reluctance to write either in their own language or in second language. So, teacher must stimulate students to write by performing his tasks in the classroom. The teacher tasks are not only during the writing class, but also before and after writing class. According to Harmer, there are five tasks that teacher can perform in the class. Those are demonstrating, motivating and provoking, supporting, responding, and evaluating.¹⁵

1) Demonstrating

Teacher must tell the students about the material and demonstrate it in front of class. This task can be an effective way to warm up students' knowledge about the material.

2) Motivating

When students find difficulties in writing like "lost for word", teacher can help by provoking the students into having ideas, enthusing them with the value of the task, and persuading mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:¹⁶

¹⁵ Jeremy Harmer, op.cit., p. 41-42.

¹⁶ Douglas H Brown, "*Language Assessment Principles and Classroom Practice*", (New York: Longman University Press, 2007), Page 244.

Table 3
The Measurement Rubrics of Writing

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	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
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	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 errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-

			ons, deletions, meaning confused or obscured. ¹⁷
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2. The Concept of Recount Text

There are many references to define what recount is, such as ;definition, social function, generic structure and significant lexicogrammatical features or language features.

¹⁷*Ibid.*,Page. 245

a. Definition of Recount

Recount is a piece of text that retells past events, which is usually told in order in which they happened.¹⁸ From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences.

Recount is one of text genres which has to be mastered by students of Junior High school grade VIII. Based on the preliminary observation, it was found a fact that students still have difficulties in composing recount texts. The evidences were found from the confessions told by some students during interviews that writing recount was difficult because they did not know what to write and how to write it properly. Moreover, they also rarely did the activities of writing in the classroom. The teacher of English as a part of the research collaborator also told her difficulties in teaching the students the recount texts and in asking them to write. The research is taken based on some considerations made by the collaborator and the researcher based on the theories suggested by some eminent experts on DJW which is found to be a beneficial tool to improve the student's writing skills especially on recount texts.

b. Social Function of Recount

¹⁸Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p. 49.

The social function of recount is to retell events for the purpose of informing or entertaining.¹⁹ It means that the purpose of recount is to give the reader a description of when and where an event occurs.

c. Generic Structure of Recount Text

There are some steps for constructing a written recount, they are :

- 1) Orientation : information on the context of the recount.
- 2) Events : a record of events in a temporal sequence.
- 3) Re-orientation : closure of events.
- 4) Coda :comment on events (optional stages in schematic structure).²⁰ From the statement above, the writer concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation or coda.

d. Significant Lexicogrammatical or Language Feature of Recount

The significant lexicogrammatical or language features of recount are:

¹⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 194.

²⁰Jenny Hammond, *et. al.*, *English for Social Purposes*, (Sydney: Macquarie University, 1992), p. 88.

- 1) Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
- 2) Use of action verbs to refer to events. For example; go, help, etc.
- 3) Use of past tense to locate events in relation to speaker's or writer's time. For example; Rina went to Jogja, I was there, etc.
- 4) Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.
- 5) Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.
- 6) Use of adjective to describe nouns. For example; beautiful, soft, black, etc.²¹

B. The Concept of Animation Movie

1. The Concept of Animation

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

²¹Ken Hyland, *Teaching and Researching Writing*, (Britain: Pearson Education Limited, 2002), p. 99.

involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It teaches students about history, science, human behavior and any other subjects. The researcher uses animation movie with title “Valentine’s Mr. Bean”. It is appropriate for the students in junior high school because it is interesting for them and has a simple story.

Beside that, the film has a moral value and the language is easier to be understood. Movie can be an effective media in writing teaching. It provides students in an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

2. The Concept of Movie

a. Definition of Movie

Based on oxford advanced learner’s dictionary, film is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.²² The meaning of movie is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.²³ Based on definitions above, the writer can conclude that movie is same with film. But in this study, the writer will use movie because it is more appropriate for the

²²A.S Hornby, *Oxford Advanced Learners’ Dictionary of Current English*, (NY:Oxford University Press, 1987)., p. 473

²³Ibid., p. 833

title of this study. There are some advantages and disadvantages of movie as a medium in teaching learning process.²⁴

b. Elements of Movie

The analyze movie the first thing is to understand the elements of it. There are five elements of story, they are: ²⁵

1) Setting

The setting is the time and place in which it happens. Authors often use description of landscape, scenery, building, seasons, and weathers to provide strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of story or other literary work. There are two characters of story:

- a) Protagonist, the protagonist character is the central character or the hero, also called as good guy.
- b) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot

A plot is series of events and character action that relied of the central conflict; it is the sequent of events in a story or

²⁴M Basyirudin Usman Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.95-96

²⁵ibid., p. 25

play. The plot is planned, logical series of events having a beginning, middle, and end. There six essential parts of plot:

- a) Introduce, the beginning of story character, and the setting is revealed.
- b) Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.
- c) Climax, this is highest point of interest and the turning point.
- d) Falling action, the events and complication begin to resolve themselves.
- e) Denouement, this is final outcome or untangling of events of the story.
- f) Conflict The conflict is the struggle between two people or things in a story. There are two types of conflict:
 - (1) External, a struggle with a force outside one's self.
 - (2) Internal, a struggle within one's self: a person must make some decisions, overcome pain, etc.

4) Theme

The themes are the central idea or believe in a story. The statement above can be conclude that in the story, there are five elements of a story, which we have to know and understand when watching a film or reading story, because these are part of the story. If we don't know about that, we will not understand in

crevice a story, and what we can take from the story. By using movie to teach recount text writing, students can find out elements of film easily because the students watch the story directly. It can make students more understand than read the recount text only.

The title of this movie is “Valentine’s Mr. Bean”. This movie’s synopsis is an example of recount text.

Valentine’s Mr. Bean

Orientation

It's was valentine's day on last month, Mr. Bean went to Irma to gave her a Valentine card. Irma worked at a library, where she flirts with a man who works there. Mr. Bean got jealous, and goes with Irma on a date.

Event I

Mr. Bean tries to be romantic but his idea of what that means was different to Irma. However, another man also tries to be romantic with her and Bean disables her from him. Right when Irma daydreams about a perfect date with champagne and fireworks, Mr. Bean got her to a park, and gave her a snack. Irma got mad and rushes away, to a place full of Valentine's day booths. She wanted to try out everything, to the dismay of

Mr. Bean, but when he saw the guy who flirted with Irma, he rushes with Irma in a fortune-teller booth.

Event II

In the Valentine funfair, after they are went the fortune teller, Bean and Irma went to the Raffle of Love and pick a ticket numbered 77 (according to the fortune teller). The fortune-teller showed them that they will win two tickets for a special Valentine's Day cruise. Mr. Bean rushes to bough a ticket to win the cruise for Irma's happiness.Unfortunately, Bean slips and the wind blows the ticket away until it lands at the restaurant.

Reorientation

After a long trip Bean successfully retrieved it, he got back the ticket,but it was too late. The initial winner of the Raffle of Love is number 77 but when no one responds, the man picked another ticket. The lucky winner was number 76, which the other man has picked, and thus Irma chooses the other man.

Coda

Bean goes back to the funfair and discovered it was too late. And at least, Mr. Bean got his tyrannosaurus back as they learned a lesson.

c. Advantages of Movie as a Medium in Teaching Learning Process.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.²⁶

- 1)Movie can describe process.
- 2)Movie can arouse impression of room and time.
- 3)The pictures are three dimensions.
- 4) The sound can arouse reality of pictures in form of nature expression.
- 5) Movie can tell expert's voice while watching his/ her appearance.
- 6) Color movie can add reality of object, which is practiced.
- 7) Movie can show scientific theory and animation.

d. Disadvantages of Movie as a Method in Teaching Learning Process.

- 1) During playing movie, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students cannot understand the movie well if it is played too fast.
- 3) It is difficult to repeat what is gone except playing it once more.
- 4) The equipment is expensive. A good movie can fulfill students' need in relation to the material studied. The writer can use all of advantages to support in process of writing.

²⁶Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 19.

e. The Use of Animation Movie in Teaching Recount Text

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are boring with the lesson. The writer applies movie or film as alternative media in teaching recount and the topic was students' interesting experiences. It is supporting point that interesting experiences are really close with teenager life, because it tells story that event in the past. Movie is one of teaching media. By using movie during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of movie is colorful film which can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can arouse students understanding in plot of story.

f. The Principle of Animation Movie

a. Animation Movie as Visual Aids

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them. Harmer (2001 : 282) argues that :

A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class.

There are many lots of methods of teaching that can be applied in teaching and learning process such as using pictures, song, card, games, film, drama and more methods that the teacher can use. This method can help the students and teacher in teaching and learning process. The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation, it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

b. Animation Movie as a Teaching Media

Lonerger (1988:2) also states that four or five minutes of film material can easily provide enough stimulating input for one hour is teaching. There has consequently been a move away from twenty-minutes or half-hour programs, towards programs, which can be conveniently subdivided into sections of only a few minutes. To figure the problems out, films of recount text can be used in teaching written cycle. Students can feel more relaxed in learning writing and it will be easier for them to produce a recount text.

C. Applying Animation Movie in the Teaching of Recount Writing

Movie is one of the audiovisual media that can help students manipulate motion of picture in writing. Brown states that motion pictures fulfill a variety of purposes in instruction and training. They communicate information, change, or strengthen attitudes, help to develop skills, interest, raise problem, invoke mood, and emotionalize learning. Sometimes they can be used in large group situation to test abilities students reproduce or interpret what they have learnt or to apply familiar principles to novel problems.

On some occasions, sound may be turned off providing opportunity for the instructor or students to commentary or simply allowing the picture alone to carry the message.²⁷ In the process of teaching, teacher can use media in order to stimulate students' interest. One of the media is movie. The main use of movie in the teaching of recount writing is to help students catch and express their idea in writing. From the movie, students will get an overall description of movie such as setting, plot, character, moral value, and others. Movie can be more effective than other instructional media for relating someone's idea to another, building a continuity of thought, creating dramatic impact.

The overall description of movie is in line with recount texts which contain generic structures and linguistic features. Movie can be used for rewriting or retelling a story. Teacher can begin the lesson by showing the

²⁷Brown, *Audio Visual Instruction: Technology, Media and Methods*, (New York: Mc Graw, Hill Book Company, 1997), p. 243.

movie and let students watch it. Before that, teacher can begin the lesson by warming up students' mind with the simple questions that are related to the movie, like: Do you know the story of Valentine's Mr.Bean? What is kind of the story? Do you ever watch the movie? While they watch the movie, teacher guides students to make notes related to the movie such as setting, character, and others. While the movie is played, teacher should explain that students are not allowed to interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the movie ends.

After that, teacher asks students to discuss together about the overall description of movie by connecting recount text material that consists of

the generic structure and linguistic features and asks students to analyze the movie together. The last, teacher asks students to write a recount after they watch the movie. It means that students must share their idea, feeling, or anything that exist in their mind after they watch the movie and focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar. By using movie, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing.

D. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “By using Animation Movies it can improve the students skill in Writing Recount Text among the Eighth Grade of Junior High School 1 Punggur”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable and dependent variable. Independent is a variable beleived of affect the dependent variable. This is the variable which selected, manipulate and measured by the researcher. Independent variable is variable that probably cause, influence, or affect outcomes.²⁸

1. Independent Variable (X)

Independent variable is the major variable which is hoped to investiged. It is variable which selected , manipulates, and measured by the writer. Independent variable of this research is using Animation Movie as the method which can be defined as a tool to help students easier to write the recount text.

In addition, this research variable indicator is the students of Junior High School 1 Punggur can perform writing skill. In this case how to measure this variable using the observation sheet and the score is 0-100 star to asses and measure students performance by giving students a text recount, marked word and draw a blank line instead. The indicator of this variable is that students can write well correctly in terms of word selection and grammar to improve their writing skill on recount text.

²⁸Creswell, J.W, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative.Fourth Edition*, (USA:Pearson Education, Inc,2012).p.15.

2. Dependent Variable (Y)

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Writing Recount Text as the dependent variable defined as built from the writing skill of someone that has to develop or practice on the classroom.

B. The Research Setting

In research, the writer used Classroom Action Research (CAR), because classroom action research was one of the efforts to improve the teaching program quality in all education levels intended for the eighth grade at Junior High School 1 Punggur in Academic Year 2018/2019. The English Class is every Wednesday and Thursday. Therefore, the actions of the research were conducted two times a week. This preliminary study was conducted on May 03, 2018.

C. The Subject of Research

Subject of the study of this research is class VIII.4 at the eighth grade of Junior High School 1 Punggur. Based on pre-survey that is done on May 03rd 2018, the total of students in class VIII.4 are twenty-five students. It consists of twelve females and thirteen males. The researcher chooses this class because most of the students in this class have low scores than the other classes. Below the data of class X Accounting of Junior High School 1 Punggur.

Table 4

The Whole Data of Class X Accounting of Junior High School 1 Punggur

Class	Sex	
	Male	Female
X Accounting	13	12
Total	25	

D. Classroom Action Research

According to Arikunto et al (2006: 110), there are three major characteristics of classroom action research; inquiry reflective, collaborative and reflective.

1. Inquiry Reflective Conducting classroom action research (CAR) should be based on the real problems are faced by the teachers in teaching and learning process. Inquiry reflective means that a research that is conducted by the teachers in order to overcome or solve the problems in teaching learning process. The teacher might initiate an action research concerning the classroom's problems during the teaching and learning process. The results of this research are aimed at finding the solution on how the process of teaching and learning should be carried out. The solution might be on the use of media, teaching strategy, the improvement of classroom management and so on.
2. Collaborative One of the characteristics of CAR is a research can be conducted collaboratively with other teachers. The teachers can share

about their problems in teaching together with others and find the appropriate solutions concerning the problems faced. In the process of research, all the participants/researchers can work together to conduct a research based on the problems identification they have from participants in the same or different schools. In other word, CAR can be conducted together to find out the solutions on the problems faced in teaching and learning process.

3. **Reflective** One of the characteristics of CAR is different from other kinds of research is in its efforts to find out a solutions on teaching continuously. The focus of this research is on the reflections on the process and the results of the research. A research will not be stopped if the results are not significantly change the conditions occurred before the research. Some reflections might be done by identifying some aspects that affect the results of research.

There are major characteristic of CAR according by Jean Mc Niff

1. Action Plan

This research is classroom action research. According to Jean McNiff, action research is a name for certain way of researching your own learning.²⁹ It means that action research is a one of way to look at your own practice in teaching process in order to examine whether it is must be done or not. In addition, Suharsimi states that, classroom action research is the inquiry about teaching and learning activity in a form of action in the

²⁹Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: RoutledgeFalmer, 2002), second edition, p.15

class.³⁰ It means that classroom action research is an inquiry to investigate and evaluate the condition and situation in the class. From those explanations, it can be concluded that classroom action research is the research by doing the action directly, which is done to examine the problem in learning and teaching process in the class.

This research is collaboration research. Suharsimi explains collaboration research is a research which is done in a pair.³¹ Collaborator research is recommended because it can alleviate subjectivities in a research. The classroom action research needs a teacher and collaborator who work together to find out the problem in teaching and learning process. Then, they solve the problem so that the teaching and learning process will run more effectively. In this research, the researcher has a role as a teacher. The researcher asks permission to Helmi Wijayanti, S.Pdas English teacher at Junior High School 1Punggur became the collaborator for this research. The researcher also asks Retno Evi Yanti the students of StateInstitute for Islamic Studies Metro Lampung to help the researcher in this research.

Niff defines action research is more than just doing activities, it is a practice form which involves data gathering, reflection on theaction as it is presented through the data, generating evidence from the data, andmaking claims to knowledge based on conclusions drawn from validated

³⁰SuharsimiArikunto et.al., *PenelitianTindakanKelas*, (Jakarta: BumiAksara, 2009), p.3

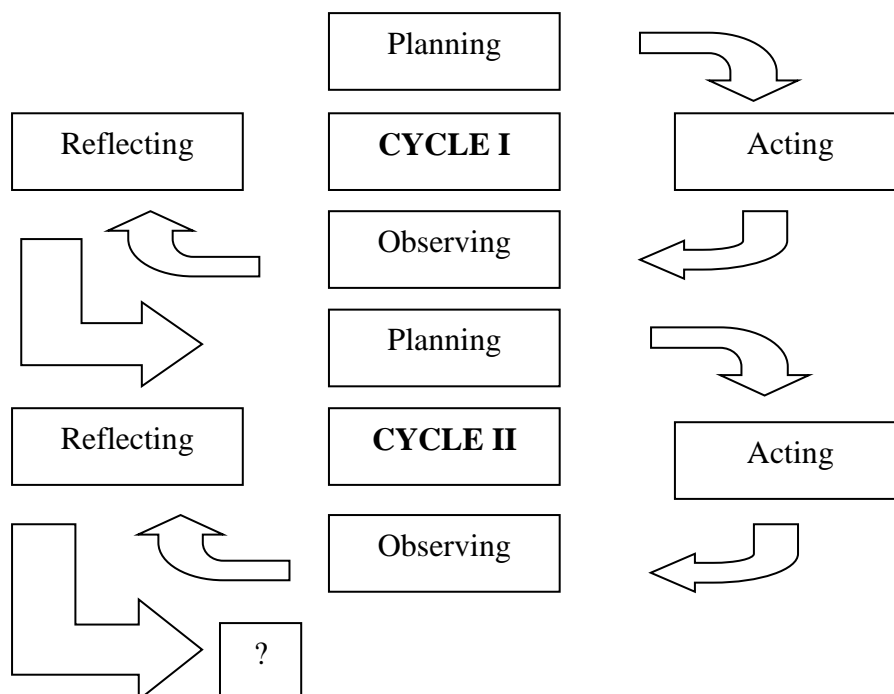
³¹*Ibid.* p.17

evidence.³² It means that action research is a form of practice by doing some activities and processing the data. When someone makes a report of a research, it is not enough if just describe the activities lists, but also it needs explanation of more activities.

Action research involves the direct interaction between a teacher and a group of students. Implementation of classroom action research, one cycle is not enough. It is normal for a research to do two or more cycles in an interactive process. The series of cycles can be described in Figure 1 above:

Figure 1

Classroom Action Research³³



³²Jean McNiff and Jack Whitehead.*Op.cit.*, p.16

³³SuharsimiArikunto et.al.*Op.cit.*, p.16

2. Action Procedure

There are cycles in action procedures. In each cycle consist of four steps; here are four steps of cycles:

a. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.³⁴In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom.

b. Acting

Acting is the realization of planning.³⁵ Acting as the action of teacher must be done appropriate with planning that is arranged before. This activity is implementation of learning activities that have prepare in the planning. It is the realization from the planning that the researcher has made. Without the action, the planning just imagination that never real. At the acting stage, the researcher try to implement some techniques or procedural acts that have formula at planning.

³⁴Ernest T. Stringer, "*Integrating Teaching, Learning, and Action Research*", (United States: SAGE Publications.Inch, 2010), Page 4.

³⁵*Op.cit.*, p.18

c. Observing

Observing is the activity of observer to record the event and action.³⁶

The purpose of observation is to collect the information about learning process.

d. Reflecting

Reflecting is an activity to evaluate some mistake and debility of the teacher.³⁷ This step becomes the reflection for the next cycle.

3. Action Step

a. Cycle I

1) Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.³⁸ In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom. There are the following:

³⁶WinaSanjaya, *PenelitianTindakanKelas*, (Jakarta: Kencana, 2011), p.79

³⁷*Ibid.* p.80

³⁸Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

- a) The researcher prepare the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
 - b) The researcher prepare learning resource for students.
 - c) The researcher determine the method to be applied in acting phase. In this case, the researcher use animation movies to improve students writing recount text.
 - d) The researcher prepare observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
 - e) The researcher and the collaborator design the criteria of success.
- 2) Acting

This activity is implementation of learning activities that have prepare in the planning. It is the realization from the planning that the researcher has made. Without the action, the planning just imagination that never real. At the acting stage, the researcher try to implement some techniques or procedural acts that have formula at planning.

The process follow the sequence of activities contain in the learning scenario. Using a sheet of observation, it use to make some notes the activities in the process of learning Recount text by using problem solving learning strategy. Here is the step in action that the researcher can make in action:

The steps of action that the researcher would do are:

a) Pre – Activity

- (1) The researcher start the lesson by greeting to the students.
- (2) The researcher and students pray together.
- (3) The researcher check students' attendance.
- (4) The researcher inform to the students about the competence, the indicator and the objectives that should be achieved.

b) While Activity

- (1) The researcher applies the lesson plan in teaching process.
The researcher should follow the lesson plan but researcher can do some improvisation of it.
- (2) The researcher ask the students about movie and the teacher write it on the board
“do you know the movie ‘ Valentine’s Mr.Bean ”?
“ do you ever watching it” ? “ do you understand about the story of the movie”?
- (3) The researcher play the movie in front of the class and ask the students to watching it. The movie is without narrator.

(4) Teacher asks students to make notes about the characters of the movie and other information that relates to the movie.

(4) The researcher ask the students to make recount text based on the movie by their own language.

(5) The researcher ask the students to classification the text based on the generic structure of recount text.

c) Post – Activity

(1) The teacher ask the student about they have learnt.

(2) The teacher ask student's difficulties in learning writing Recounttext.

(3) Summarize the material and give reflection to what have been done (self reflection).

(4) Motivate the student to study more about writing Recount text correctly.

(5) The teacher close the meeting by saying Sallam.

After finishing the cycle one, the teacher made evaluation how to successful this method in teaching learning process in the class. If nothing improvement in their skill, the teacher will continue to the next cycle.

3) Observing

Observing is either an activity of a living being, consisting of receiving knowladge of the outside world through the sense, or

the recording of data using scientific instruments. The term may also refer to any data collected during this activity.³⁹ Based on the observing, the researcher decide whether there is anything that the researcher will be increase soon in order that action achieve the aim of the researcher goals. The researcher observe them in every activity.

4) Reflecting

After observation process is done, the researcher and the teacher make a reflection to evaluate teaching learning process and the improvement of students' writing Recount text.

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and is used as the basis for improvements in the next cycle.

b. Cycle II

1) Re-Planning

In the first step, before conducting the action in the next step, the researcher will be repair the problem found in cycle one. It will be explain as follow:

- a) The researcher will analyze the reflection result to obtain the solving problem.

³⁹Jean McNiff and Jack Whitehead, "*Action Research: Principles and Practice*", (London: RoutledgeFalmer, Inch. 2002).Page 35.

- b) The researcher will revise and prepare the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be apply in acting step.
- c) The researcher will rearrange observation format and also reforms the evaluation format to improve the plan indicators that have not been achieve yet in the previous cycle.

2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

a) Pre – Activity

- (1) The researcher start the lesson by greeting to the students.
- (2) The researcher and students pray together.
- (3) The researcher check students' attendance.
- (4) The researcher inform to the students about the competence, the indicator and the objectives that should be achieved.

b) While Activity

- (1) The researcher applies the lesson plan in teaching process.
The researcher should follow the lesson plan but researchercan do some improvisation of it.
- (2) The researcher ask the students about movie and the

teacher write it on the board

“do you know the movie ‘ Valentine’s Mr.Bean”?”

“ have you watching it “ ? “ do you understand about the story of the movie”?”

(3) Secondly, the researcher play the movie in front of the class and ask the students to watching it.

(4) Thirdly, the researcher ask the students to make a note of resume the movie

(5) Fourthly, write recounttext based on the picture of slide the movie by theirown language.

(6) The last, after have done wrote the text , the researcher ask the students to classification the text based on the generic structure of recount text.

c) Post – Activity

(1) The teacher ask the student about they have learnt.

(2) The teacher ask student’s difficulties in learning writing Recounttext.

(3) Summarize the material and give reflection to what have been done (self reflection).

(4) Motivate the student to study more about writing Recount text correctly.

(5) The teacher close the meeting by saying Sallam.

3) Observing

In the third step, the researcher will observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and makes note the overall activities. Furthermore, the researcher will also collect the data from the post test and the result of student's activity.

4) Reflecting

The researcher compares the score of pre-test and post-test. Then, the researcher reviews whether the result of cycle II achieves the indicator of research. The result of it will determine whether the second cycle is enough or it needs to continue to the next cycle.

E. Data Collection Method

The researcher collects the data of this research by using data collection method as follows:

1. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a tap sequence. Mean that observations can be define as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose. In collecting data, the researcher observe students' learning process and put it into the data paper. This data consists of name of the student who are actively involve in the learning process. The data is

made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involve yet.

2. Test

The researcher will conduct the test of writing recount text for the students. The tests consist of two kinds of test those are pre-test and post test.

a. Pre-test

The pre-test would be given in the first meeting before giving treatments by using animation movies to know the students' ability in writing recount text.

b. Post-test

The post-test will be give in the last meeting after finishing the treatments to find out whether the treatments that will be give by the researcher give some contributions for the students'. Besides, to know whether animation movies could increase students' ability in writing recount text.

3. Documentation

Documentation as the data collection method in this research, it is used to collect the data about the school and the students' at Junior High School 1 Punggur.

4. Field Note

The researcher uses field note to collect the data so that the data more accurately. The researcher would do it after finishing learning process.

F. Research Instrument

According to David Colton and Robert stated instrument is a mechanism for measuring, it was used to gather and record information for assessment, decision making, and ultimately understanding.⁴⁰ The research there are three kinds of instrument they are observation sheet, documentation guidance, and test guidance. Furthermore , three kinds of the instrument can be explained as a following :

1. Observation

- a. The students learning activity
- b. The teacher performance in the classroom

2. Documentation Guidance

- a. The picture of process giving pre-test for the sutents
- b. The picture of process giving treatments by the writer
- c. The picture of process giving post-test for the students

3. Test Guidance

There are three of test guidance :

- a. Pre-test

⁴⁰ David colton and robert W.Covert, Designing and Constructing Instrument for Social Research and Evaluation , (san fransisco: Jossey Bass , 2007), p.5.

b. Post-test 1

c. Post-test 2

G. Data Analysis Method

To know the animation movie can develop students' Writing Recount Text Skill, the researcher administers the pre-test before using animation movie and post-test after using animation movie. To analyze the data, the researcher computes data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:⁴¹

$$\overline{X} = \frac{\sum X}{N}$$

Where:

\overline{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

Then, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II.⁴² The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students are successful from Minimum Standard Criteria (MSC), the cycle can be stopped until cycle II.

⁴¹Donald Ary et al., *Introduction to Research in Education. Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), Page 108.

⁴²Daniel R. Tomal, *Action research for Educator. Second edition*, (United Kingdom: Rowman & Littlefield Publishers, Inc., 2010), Page 109.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:⁴³

$$P = \frac{FN}{N} \times 100\%$$

P : Class Percentage

F : Frequency

N : Number of Student

H. Indicator of Success

The research reputes to be success if 80 % of students got minimum score at least 70 and there is improvement students learning activity in teaching learning process after using animation movie in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

⁴³Timothy C. Urdan, "*Statistics in Plain English*", (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A. Research Result

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at Junior High School 1 Punggur especially for the Eighth grade in class VIII.4 Junior High School 1 Punggur Middle Lampung.

1. The Profile of School

a. The History of State Junior High School 1 Punggur

State Junior High School 1 Punggur is located on Jl. Raya Tanggulangin 2 - Punggur, Middle Lampung. This school was established on 2004 by a society figure of Middle Lampung on the 14.175m² area at Punggur district. At the same time, this school were have 11 local . The establishment of this school based on the NSS/NIS/NPSN 301.12.04.03.001/300110/10806079 and the of certificate/Akta 74/Punggur 1999. The name of State Junior High School 1.

b. Building Condition and School Facilities

State Junior High School 1 Punggur has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 5.
Facilities at SMP N 1 Punggur in Academic Year 2018/2019

No.	Name of Room	Number of Unit	Area
1.	Classroom	18	1348 m ²
2.	Headmaster's Room	1	24 m ²
3.	Vice Principles' Room	1	15 m ²
4.	Administration's Room	1	121 m ²
5.	Teacher's Room	1	121 m ²
6.	CounselingRoom	1	9 m ²
7.	Laboratory		
	A. Science Laboratory	1	116 m ²
	B. Physics Laboratory	-	m ²
	C. Biology Laboratory	-	
	D. Chemical Laboratory	-	
	E. English Laboratory	-	
	F. Computer Laboratory	1	116 m ²
9.	Library	1	72 m ²
10.	Mosque	1	2000 m ²
11.	Student Health Units	1	18 m ²
12.	Toilet	14	84 m ²
13.	Parking	4	2000 m ²
14.	The Ceremony Field	1	3000 m ²
15.	Canteen	3	96 m ²

Source: Documentation of SMP N 1 Punggur in the academic year 2018/2019 on July 16th 2018.

Table 6
The Teacher Education Background at Junior High School 1 Punggur

Higher Education	Male	Female
S3/S2	3	-
S1	8	15
D3/Sarmud	1	-
D2	-	-
D1	-	-
SLTA	-	-
SLTP	-	-
SD	-	-

Table 7

The Teacher and Functional Formation at Junior High School 1 Punggur

No	Academic Subject	Total
1.	Islam Religion	1
2.	Civics	1
3.	Indonesian	3
4.	English	3
5.	Biology	2
6.	Mathematics	4
7.	Physics	3
8.	Chemistry	2
9.	Geography	1
10.	Economy	2
11.	Art and Culture	3
12.	Computer Science	2
13.	Accountancy	1
14.	Physical Science	2
15.	History	2
16.	Sociology	1
17.	Counseling	3

Source: Documentation of SMP N 1 Punggur in the academic year 2018/2019.

c. Total of The Students at State Junior High School 1 Punggur

Total of the students divided some classes that can be identified as follows:

Table 8

The number of students at Junior High School 1 Sekampung in academic year 2018/2019

No.	Class	Sex		Amount
		Male	Female	
1.	VII 1-7	87	113	200
2.	VIII 1-6	83	97	180
3.	IX 1-5	62	78	140
Amount				520

Source: Documentation of SMP N 1 Punggur in the academic year 2018/2019 on July 16th 2018.

d. Vision and Mission of State Senior High School 1 Sekampung

Table 9

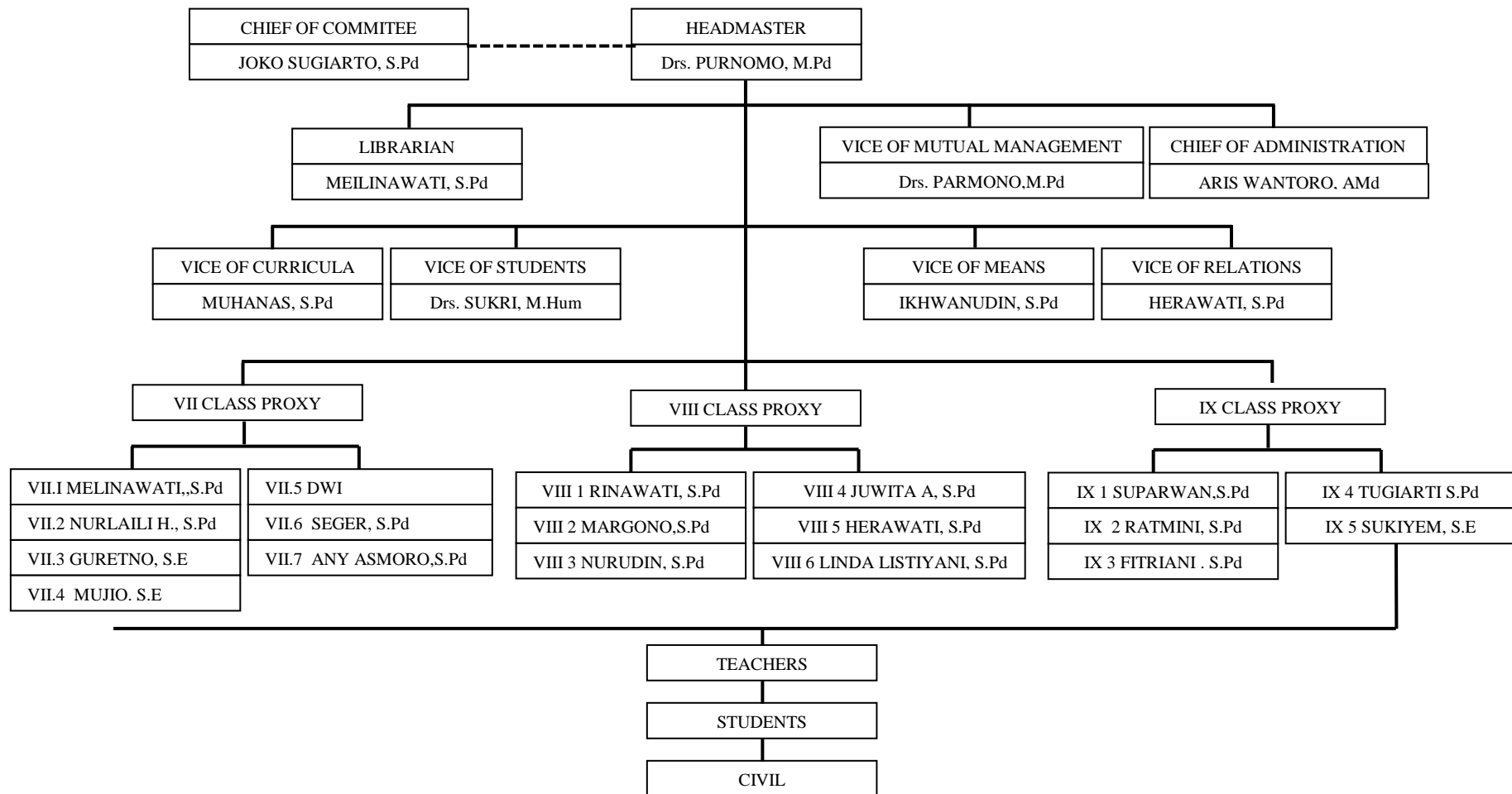
Vision and Mission of State Junior High School 1 Punggur

Vision :	
Discipline, Performance, the Good Manners, and Taqwa	
No	Indicated by
1.	Dicipline at the teching-learning activity
2.	Performing in the intracurricular and extracurricular
3.	Have a good manners in interacting
4.	Taqwa in the religion spiritual
No	Mission
1.	Inure to be diciplin in all things continuously
2.	Sprout up the teachers, staff, and studnets awarenes to do the duty and obigation
3.	Implement the teaching-learning process optimally.
4.	Pushing and improving the teacher and staff professional ability, also the facilities and infrastructure
5.	Assistingand guiding students to recognize they own potential and respectful to the other.
6.	Practicing the religioun activities in the daily life.

Source: Documentation of SMP N 1 Punggur in the academic year 2018/2019 on July 16th 2018

e. The Organizational Structur ofSchool

Figure 2
The Organizational Structure of State Junior High School 1 Punggur in 2018/2019



B. The Description of Research Result

This research was classroom action research, and it was conducted at the Eighth Grade of Junior High School 1 Punggur , which was located in Punggur, Middle Lampung. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing Recount text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Wednesday, April 10th, 2019 at 07.15 A.M until 08.45 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about text recount for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of two topics which had to be completed for 40 minutes.

b. The students' pre-test result

Table 10
The Result of Pre-Test Score of Writing Recount text

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		C	O	V	L	M		
1	AS	13	12	12	12	2	51	Incomplete
2	AR	13	11	10	10	2	46	Incomplete
3	AD	15	15	15	15	3	63	Incomplete
4	AM	13	13	12	13	2	53	Incomplete
5	DT	13	13	12	12	2	52	Incomplete
6	FB	13	12	12	11	2	51	Incomplete
7	FK	13	13	12	12	2	52	Incomplete
8	ID	18	18	16	18	4	74	Complete
9	LN	13	12	11	12	2	50	Incomplete
10	LF	18	17	18	18	4	75	Complete
11	LH	16	15	15	14	3	63	Incomplete
12	LA	13	12	12	12	2	51	Incomplete
13	LP	13	11	10	11	2	47	Incomplete
14	MF	13	13	13	13	3	55	Incomplete
15	NZ	13	11	10	11	2	47	Incomplete
16	PV	13	13	13	12	2	53	Incomplete
17	RN	13	13	13	13	2	54	Incomplete
18	SA	13	13	10	12	3	51	Incomplete
19	SM	13	10	10	12	2	47	Incomplete
20	SI	16	14	14	13	3	60	Incomplete
21	TA	16	14	15	14	3	62	Incomplete
22	VA	17	15	14	16	3	65	Incomplete
23	WA	18	18	18	18	4	76	Complete
24	YD	17	14	17	18	4	70	Complete
25	ZK	17	16	17	17	3	70	Complete
High Score							76	
Lowest Score							46	
Average							57,52	

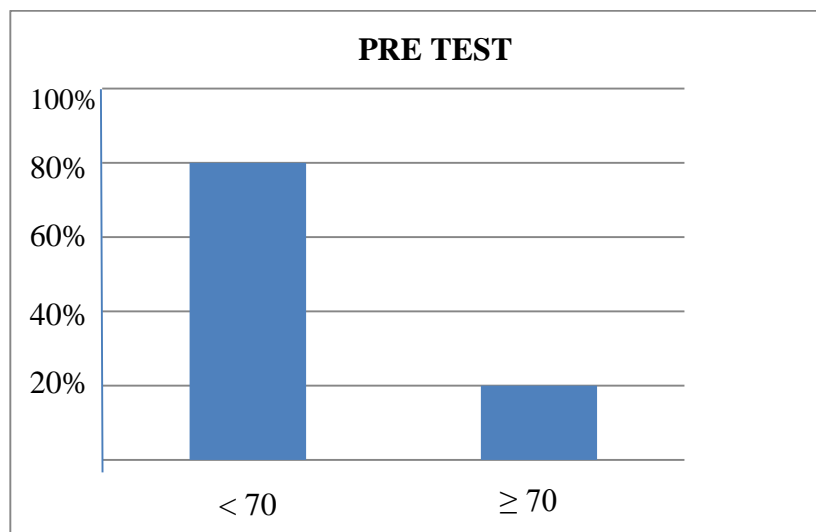
Table 11
Frequency of students' score in Pre-test

	Grade	Category	Frequency	Percentage
1.	≥70	Complete	5	20.00%
2.	<70	Incomplete	20	80.00%

Total	25	100%
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Source: The result score of writing pre test at VIII.4 class of SMP Negeri 1 Punggur on April 10th 2019.

Graph 1
Percentage of Students Recount text Writing Pre-Test Score



Based on the result of student's Recount textwriting pre-test score, it can be inferred that 20 students (80,00%) were not successful and 5 other students (20,00%) were successful. The successful students were those who got the minimum mastery criteria at SMP Negeri 1 Punggur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 57,52 , so the result was unsatisfactory. It indicated that the result of students writing recount text was still low. It was the reason why the researcher used Animation Movie to improve students recount text writing. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Wednesday, April 17th 2019 at 07.15 until 08.45 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list. Teacher can begin the lesson by showing the movie and let students watch it.

Before that, teacher can begin the lesson by warming up students' mind with the simple questions that are related to the movie, like: Do you know the story of Valentine's Mr. Bean? What is kind of the story? Do you ever watch the movie? While they watch the movie, teacher guides students to make notes related to the movie such as setting, character, and others. While the movie is played, teacher should explain that students are not allowed to interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the movie ends.

After that, teacher asks students to discuss together about the overall description of movie by connecting recount text material that consists of the generic structure and linguistic features and asks students to analyze the movie together. The last, teacher asks students to write a recount after they watch the movie.

2) The second meeting

The second meeting was conducted on Thursday, April 18th 2019 at 09.15 until 10.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test was essay which consisted one animation movie by the title " Valentine's Mr.Bean ". The result of the students' test in post test 1 was better than test in pre-test before.

Table 12
Students' Post Test 1 score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AS	13	13	13	13	2	54	Incomplete
2	AR	13	13	13	13	2	56	Incomplete
3	AD	18	17	16	17	3	71	Complete
4	AM	15	13	14	15	3	60	Incomplete
5	DT	15	15	14	14	2	60	Incomplete

6	FB	15	14	14	15	2	60	Incomplete
7	FK	14	15	14	14	2	59	Incomplete
8	ID	19	18	18	18	4	77	Complete
9	LN	15	14	15	15	3	62	Incomplete
10	LF	23	19	20	20	4	86	Complete
11	LH	17	17	17	17	3	71	Complete
12	LA	15	14	15	15	3	62	Incomplete
13	LP	14	13	12	13	3	55	Incomplete
14	MF	15	15	14	14	2	60	Incomplete
15	NZ	13	12	12	12	2	51	Incomplete
16	PV	15	15	14	15	3	62	Incomplete
17	RN	15	15	15	15	3	63	Incomplete
18	SA	15	15	13	14	3	60	Incomplete
19	SM	14	12	13	14	2	55	Incomplete
20	SI	18	15	15	15	3	66	Incomplete
21	TA	18	16	17	16	3	70	Complete
22	VA	18	17	16	17	3	71	Complete
23	WA	22	19	19	19	4	83	Complete

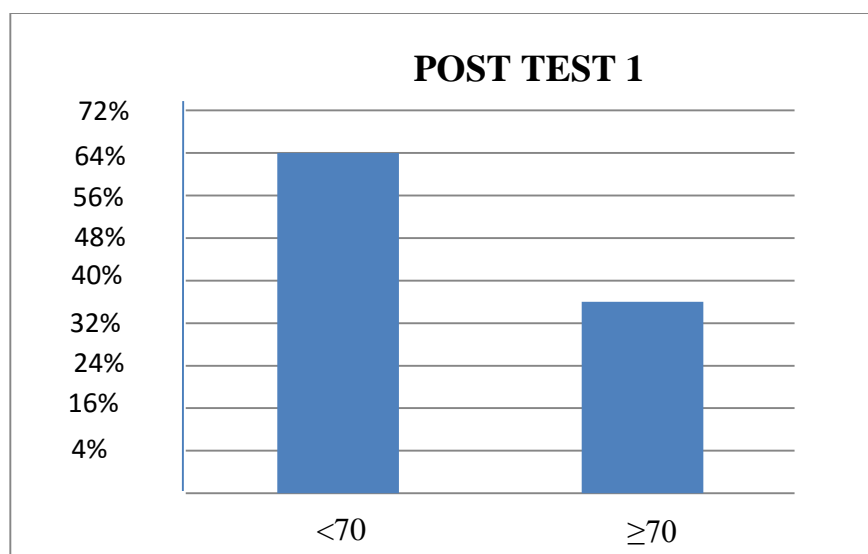
24	YD	19	17	19	19	4	78	Complete
25	ZK	18	18	18	18	3	75	Complete
High Score							86	
Lowest Score							54	
Average							65,08	

Table 13
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	9	36%
2.	< 70	Uncomplete	16	64%
Total			25	100%

Source: The result score of writing post test 1 at VIII4 class of SMP N 1 Punggur on Aril 18th 2019.

Graphic 2
The Result of the Students' Score f the Post-test 1



Based on the result above, it could be seen that 9 students (36.00%) got score up to the standard and 16 students (64.00%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score ≥ 70 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to make a recounttext in writing lesson. The researcher explained the Animation Movie to the students. The students confused about what they should do and got the difficulty to write a text of recount.

In the second meeting, the researcher explained Animation Movie before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 9 of 25 students got good score. Although only 9 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- 1) The students watch the movie seriously.
- 2) The students understand the meaning of the movie.
- 3) The students make a note of resume the movie.

- 4) The students write recount text with coherence, cohesion and unity.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 14
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS		√	√		2
2	AR		√	√		2
3	AD	√	√		√	3
4	AM	√		√		2
5	DT	√		√		2
6	FB		√	√		2
7	FK	√	√			2
8	ID	√	√	√	√	4
9	LN	√	√	√		3
10	LF	√	√	√	√	4
11	LH	√	√	√		3
12	LA	√	√			2
13	LP	√	√			2
14	MF	√		√		2
15	NZ	√	√			2
16	PV	√		√		2
17	RN		√	√		2
18	SA	√		√		2
19	SM		√			1
20	SI	√	√			2
21	TA	√		√		2
22	VA	√		√	√	3
23	WA	√	√	√	√	4
24	YD	√	√		√	3
25	ZK	√		√	√	2
Total		20	17	17	7	61

Percentage	80%	68%	68%	28%	
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Table 15
Student's Learning Activities at Second Meeting in Cycle I

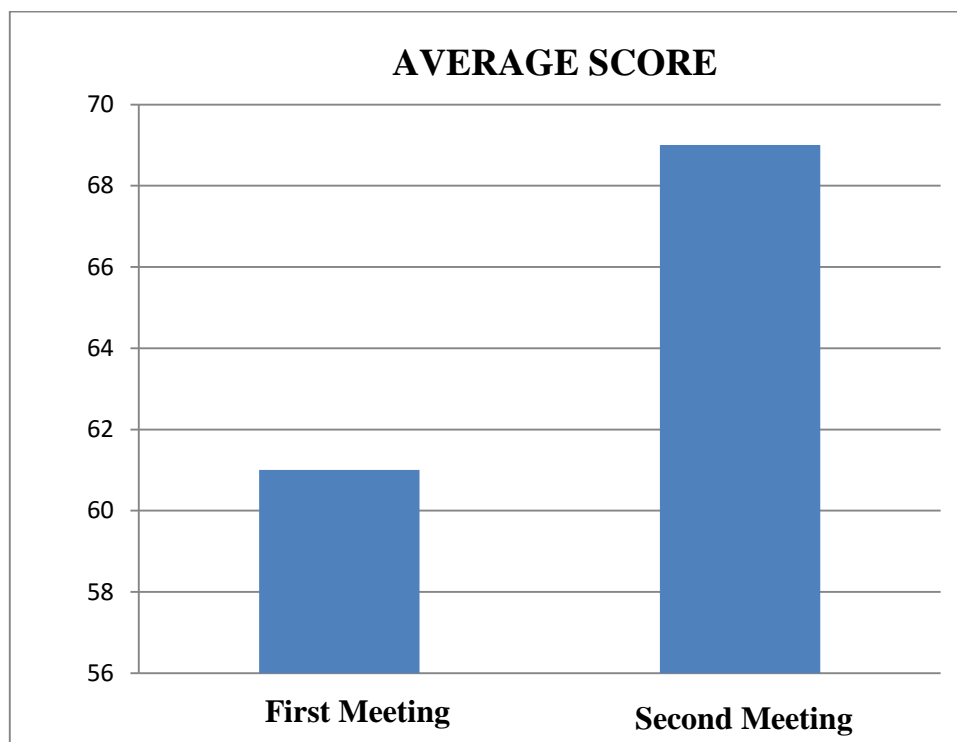
No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS		√			1
2	AR			√		1
3	AD	√	√	√	√	4
4	AM	√	√	√		3
5	DT	√		√		2
6	FB	√	√			2
7	FK	√		√		2
8	ID	√	√	√	√	4
9	LN	√		√	√	3
10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√	√			2
13	LP	√	√			2
14	MF	√	√	√	√	4
15	NZ	√	√			2
16	PV	√	√	√	√	4
17	RN		√	√		2
18	SA	√	√			2
19	SM	√	√			2
20	SI	√	√	√	√	4
21	TA	√		√		2
22	VA	√	√	√		3
23	WA	√	√	√	√	4
24	YD		√	√	√	3
25	ZK	√	√	√		3
Total		21	20	18	10	67

Percentage	84%	80%	72%	40%	
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Table 16
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students watch the movie seriously.	80%	84%	4%
2	The students understand the meaning of the movie.	68%	80%	12%
3	The students make a note of resume the movie.	68%	72%	4%
4	The students write Recount text with coherence, cohesion and unity	28%	40%	12%
Total		244%	276%	32%
Average		61	69	

Graph 3
The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 61 and second meeting was 69. Based on the result above, it could be concluded that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used animation movie. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

e. Reflection

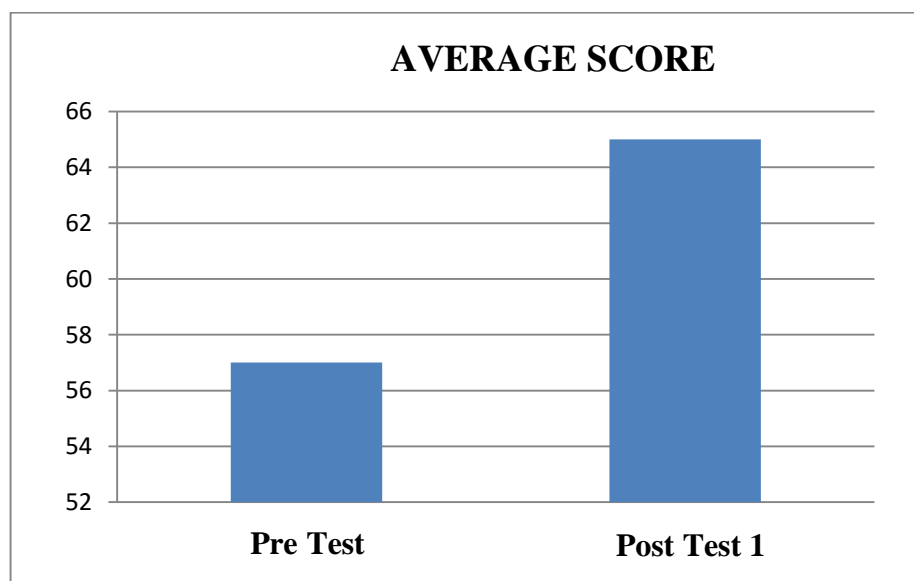
From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 17
The Comparison between Pre-Test and Post-Test Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AS	51	54	3	Improve
2	AR	46	56	10	Improve
3	AD	63	71	8	Improve
4	AM	53	60	7	Improve
5	DT	52	60	8	Improve
6	FB	51	60	9	Improve
7	FK	52	59	7	Improve
8	ID	74	77	3	Improve
9	LN	50	62	12	Improve
10	LF	75	86	11	Improve
11	LH	63	71	8	Improve
12	LA	51	62	11	Improve
13	LP	47	55	8	Improve
14	MF	55	60	5	Improve
15	NZ	47	51	4	Improve
16	PV	53	62	9	Improve
17	RN	54	63	9	Improve
18	SA	51	60	9	Improve
19	SM	47	55	8	Improve

20	SI	60	66	6	Improve
21	TA	62	70	8	Improve
22	VA	65	71	6	Improve
23	WA	76	83	7	Improve
24	YD	70	78	8	Improve
25	ZK	70	75	5	Improve
Total		1438	1627	189	
Average		57,52	65,08		

Graph 4
Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 57,52 and average score of post-test I was 65,08 and the mean improvement score was 7,56 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was

unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

3. Cycle 2

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repara the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing argumentative paragraph. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the

b. Action

1) First Meeting

The first meeting was held on Wednesday, April, 24th, 2019 at 07.15 A.M – 08.45 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Helmi Wijayanti, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition.

Afterwards, the researcher applies the lesson plan in teaching process.

The researcher should follow the lesson plan but researcher can do some improvisation it. Than , the researcher play the movie in front of the class and ask the students to watching it. Next, the researcher ask the students to make notes about the characters of the movie and other information that relates to the movie.

Afterwards, the researcher ask the students to make recount text based on the movie by their own language. Than, the researcher ask the students to classification the text based on the generic structure of recount text. At the last, the reseacher closing the learning process.

2) Second Meeting

The second meeting was conducted on Thursday, April 25th, 2019 at 09.15A.M – 10.45A.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave posttest II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow

Table 18

The Result of Students Recount text Writing Post-Test II Score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AS	15	15	15	15	3	63	Incomplete
2	AR	16	15	16	15	3	65	Incomplete
3	AD	19	18	18	18	4	77	Complete
4	AM	17	16	16	17	4	70	Complete
5	DT	18	17	16	16	3	70	Complete
6	FB	18	17	18	17	3	73	Complete
7	FK	17	16	17	17	3	70	Complete
8	ID	21	20	20	21	5	85	Complete
9	LN	17	17	17	17	3	71	Complete
10	LF	23	20	20	22	5	90	Complete
12	LA	17	17	17	16	4	72	Complete

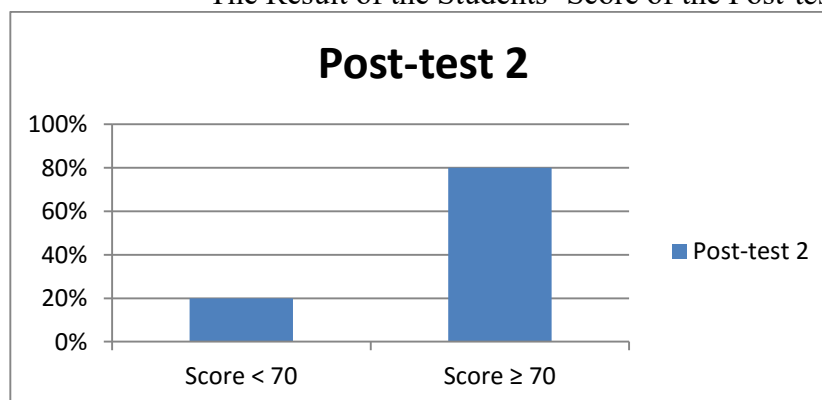
13	LP	16	16	16	16	3	67	Incomplete
14	MF	18	18	18	18	3	75	Complete
15	NZ	17	17	15	15	3	67	Incomplete
16	PV	18	19	18	18	3	76	Complete
17	RN	19	18	18	18	3	76	Complete
18	SA	18	17	17	18	3	73	Complete
19	SM	17	16	16	16	3	68	Incomplete
20	SI	19	18	17	17	3	74	Complete
21	TA	20	18	19	18	4	79	Complete
22	VA	20	19	18	19	4	80	Complete
23	WA	23	20	20	21	4	88	Complete
24	YD	21	19	18	19	4	81	Complete
25	ZK	20	19	20	20	4	83	Complete
High Score							90	
Lowest Score							63	
Average							74,88	

Table 19
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	20	80%
2.	< 70	Incomplete	5	20%
Total			25	100%

Source: The result score of writing post test 2 at VIII.4 class of SMP N 1 Punggur on April 25th 2019.

Graphic 5
The Result of the Students' Score of the Post-test 2



Based on the result above, it could be inferred that 20 students (80%) were successful and 5 other students (20%) were not successful. From the post-test II results, the researcher got the average of 74,88. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 20
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS	√	√			2
2	AR	√	√	√		3
3	AD	√	√		√	3
4	AM	√		√	√	3
5	DT	√		√	√	3
6	FB	√	√	√		3

7	FK	√		√		2
8	ID	√	√	√	√	4
9	LN	√	√			2
10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√		√		2
13	LP	√	√			2
14	MF	√	√	√		3
15	NZ	√	√			2
16	PV	√	√	√		3
17	RN	√	√	√		3
18	SA	√	√			2
19	SM		√	√		2
20	SI	√	√	√		3
21	TA	√	√	√	√	4
22	VA	√	√	√	√	4
23	WA	√	√	√	√	4
24	YD	√	√	√	√	4
25	ZK	√	√	√	√	4
Total		24	21	19	11	75
Percentage		96%	84%	76%	44%	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 21
Observation Result of Students Learning Activity at Second Meeting in Cycle II

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS	√	√	√		3
2	AR	√	√	√		3
3	AD	√	√	√	√	4
4	AM	√	√	√	√	4
5	DT	√	√	√		3
6	FB	√	√	√	√	4
7	FK	√	√	√		3
8	ID	√	√	√	√	4
9	LN	√	√	√	√	4

10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√	√	√	√	3
13	LP	√	√	√		3
14	MF	√	√		√	3
15	NZ	√	√	√		3
16	PV	√	√	√	√	4
17	RN	√	√	√		3
18	SA	√	√	√		3
19	SM	√		√	√	3
20	SI	√	√	√	√	4
21	TA	√	√	√	√	4
22	VA	√	√	√	√	4
23	WA	√	√	√	√	4
24	YD	√	√	√	√	4
25	ZK	√	√	√	√	4
Total		25	24	24	18	90
Percentage		100%	96%	96%	72%	

Note :

≤50% : **Not Active**

≥50% : **Active**

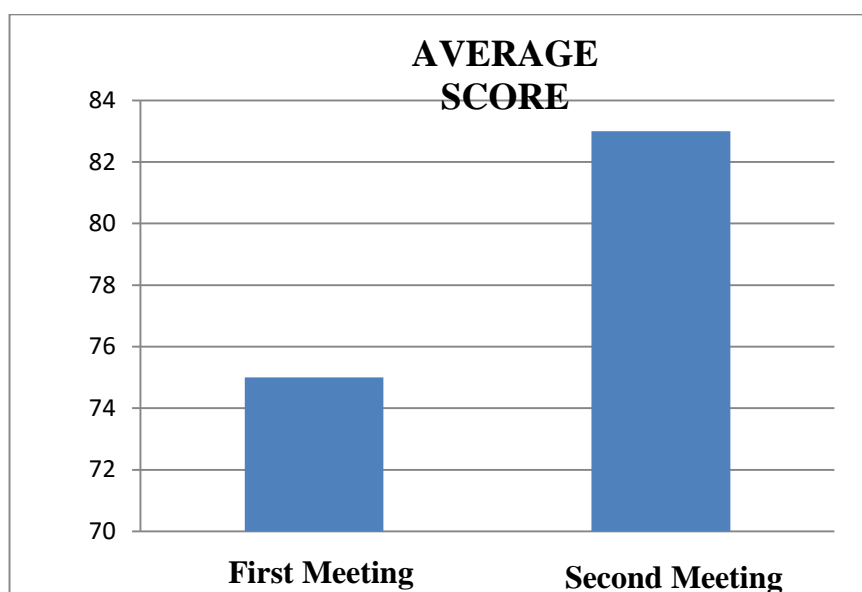
Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow

Table 22
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	The students watch the movie seriously.	96%	100%	4%
2	The students understand the meaning of the movie.	84%	96%	12%
3	The students make a note of resume the movie.	76%	96%	20%
4	The students write recount text with coherence,	44%	72%	28%

	cohesion and unity			
	Total	300%	332%	64%
	Average	75	83	

Graph 6
The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 75, in second meeting the mean percentage was 83 and the mean score both meeting was 74,88 with the improvement percentage was 8. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 23
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AS	54	63	9	Improve
2	AR	56	65	9	Improve
3	AD	71	77	6	Improve
4	AM	60	70	10	Improve
5	DT	60	70	10	Improve
6	FB	60	73	13	Improve
7	FK	59	70	11	Improve
8	ID	77	85	8	Improve
9	LN	62	71	9	Improve
10	LF	86	90	4	Improve
11	LH	71	79	8	Improve
12	LA	62	72	10	Improve
13	LP	55	67	12	Improve
14	MF	60	75	15	Improve

15	NZ	51	67	16	Improve
16	PV	62	76	14	Improve
17	RN	63	76	13	Improve
18	SA	60	73	13	Improve
19	SM	55	68	13	Improve
20	SI	66	74	8	Improve
21	TA	70	79	9	Improve
22	VA	71	80	9	Improve
23	WA	83	88	5	Improve
24	YD	78	81	3	Improve
25	ZK	75	83	8	Improve
Total		1627	1872	245	
Average		65,08	74,88		
Lowest Score		54	63		
Highest Score		84	90		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 63. The average score of post-test II was 74,88. Besides, the percentage of students' successfulness of post-test II score was 80% or 20 students of the total students completed the minimum standard criteria and 20% or 5 students did not complete the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students were given score 70. It indicated that the students' recount text writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that animation movie method could improve students' recount text writing.

C. Interpretation

Recount text writing would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by using Animation movie method can improve students recount text writing. By using animation movie the students learn recount text writing easier because the students more interesting. So, it has proved that Animation movie method could be one the interesting method to teaching recount text writing.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 90 minutes. It was done on Wednesday, April 10th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 57,52, it showed that most of the students have not passed yet in achieving the Minimum

Standard Criteria (MSC) at least 70. In this phase, only 5 students out of 25 students completed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' Recount text writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Thursday, April 18th, 2019. Based on the table 12 the students' average was 65,08. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 9 students out of 25 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 36% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Wednesday, January 31th, 2019. Based on the table 17 the students' average were 74,88, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 20 students out of 25 or 80% students completed of the minimum standard criteria and the research was successful.

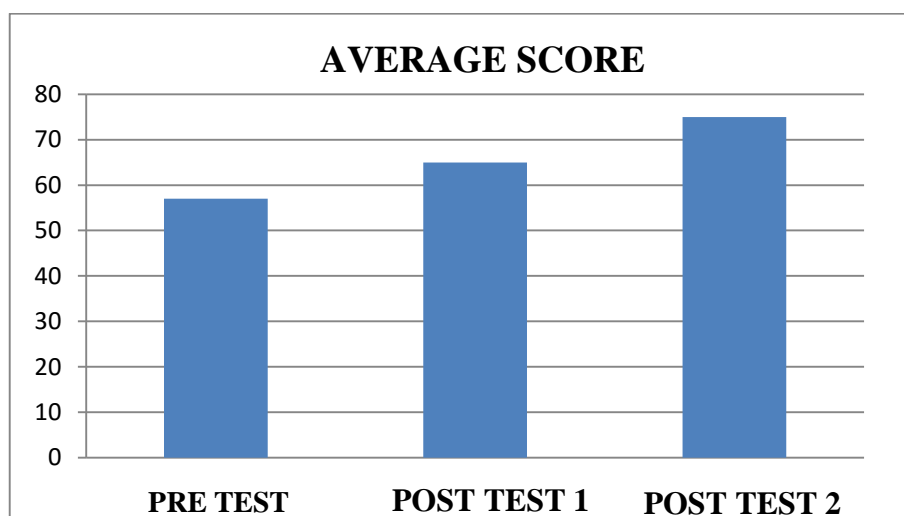
d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 23
The Comparison of Pre-Test Score,
Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	51	54	63
2	46	56	65
3	63	71	77
4	53	60	70
5	52	60	70
6	51	60	73
7	52	59	70
8	74	77	85
9	50	62	71
10	75	87	90
11	63	71	79
12	51	62	72
13	47	55	67
14	55	60	75
15	47	51	67
16	53	62	76
17	54	63	76
18	51	60	73
19	47	55	68
20	60	66	74
21	62	70	79
22	65	71	80
23	76	83	88
24	70	78	81
25	70	75	83
Total	1438	1627	1872
Average	57,52	65,08	74,88

Graph 7
The Average Score of Students Writing Recount Text in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 57,52 to 65,08. There is improving about 7,56 point. Then from the cycle II have progress average score from 65,08 to 74,88 , there is increasing about 9,8 point.

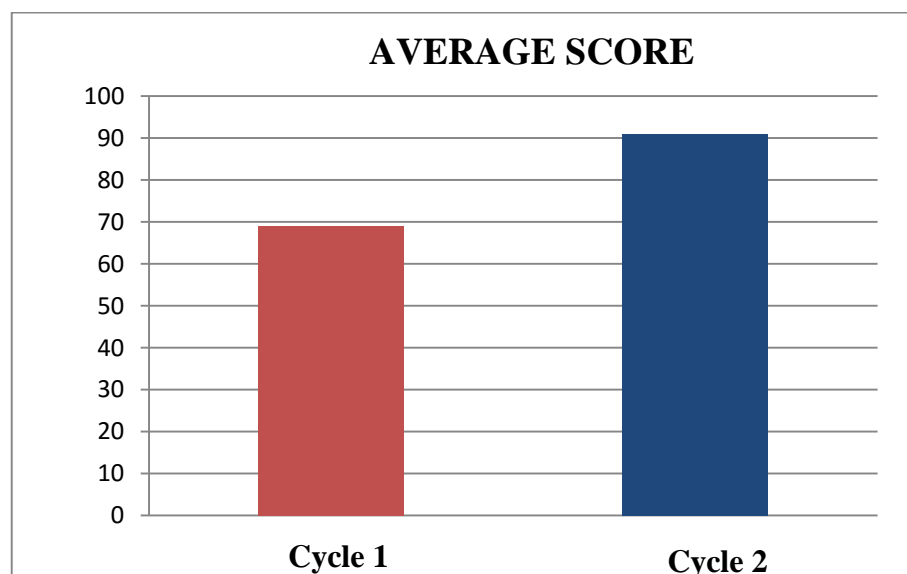
2. ObservationResult of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 25
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	The students watch the movie seriously.	84%	100%	16%
2	The students understand the meaning of the movie.	80%	96%	16%
3	The students make a note of resume the movie.	72%	96%	24%
4	The students write argumentative paragraph with coherence, cohesion and unity	40%	72%	32%
Total		276	364	88
Average		69%	91%	22%

Graph 8
Percentage of Students Activities at Cycle I and Cycle II

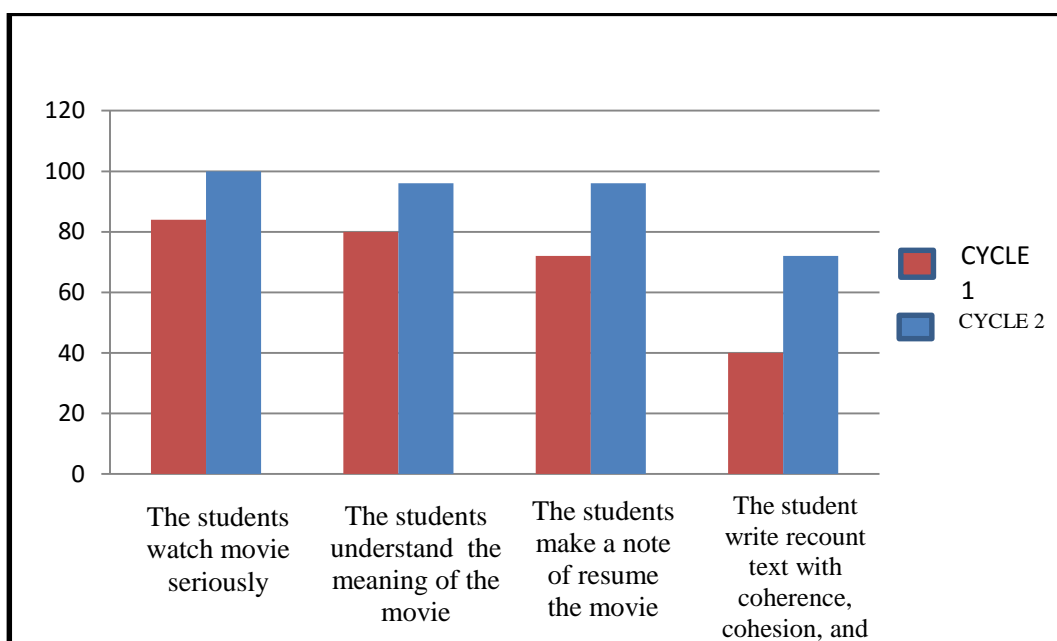


Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities watch the movie seriously at cycle I was 84% become 100% at cycle II and the improvement percentage was 16%. The students' activity to understand the meaning of the movie from cycle I to cycle II improved by the percentage at least 80 % in cycle I become 96% in cycle II and the improvement percentage was 16%.

Then the students' make a note of resume the movie improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 72% and in cycle II 96% by the improvement percentage was 16%. The percentage of students' write recount text with coherence, cohesion, unity in cycle I was 40% and in cycle II was 72% by the improvement percentage was 32%. It would be conclude that this activity was improved also.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying animation movie to teach Recount text writing from cycle I to cycle II by the mean percentage consecutively from 32% to 64% in which the mean percentage was 32%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:

Graph 9
The Result of Students' Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the problem solving technique can improve the students' recount text writing at eighth grade of SMP Negeri 1Punggurand this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was $\geq 70\%$ from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' writing score at the eleventh grade of SMP Negeri 1 Punggur in pre-test was 57,52 post test 1 was 65,08 and in post test 2 was 74,88. As a result, by implementation of Animation movie, the students' recount text writing abilities at the eighth grade of SMP Negeri 1 Punggur could be improved. The students who gained the score at least 70 in post test 2 were 20 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the eighth grade of SMP Negeri 1 Punggur cycle I was 32% and there was an improving in cycle II, it was 64%. As a result, Animation movie could improve the students' activities in teaching learning process at the eighth grade of SMP Negeri 1 Punggur.

B. Suggestion

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

1. It is suggested to the teacher to use Animation Movie as the teaching learning technique because it could improve the students's abilities in writing recount text.
2. It is suggested to the English teacher to include Animation Movie in teaching process. The teachers should be creatively used Animation Movie in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or reading as well as involve different subjects and also different text.

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Metro, 20 Juni 2019
Kepala Perpustakaan

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