



**THE USE OF AN ANIMATED FILM ENTITLED
“GARFIELD THE MOVIE” TO IMPROVE THE STUDENTS’
ABILITY IN WRITING NARRATIVE TEXTS
(An Experimental Study of the Year Eleven Students of SMA NU 01
Al – Hidayah Kendal in the Academic Year of 2008/2009)**

**a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English**

**by
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THE USE OF AN ANIMATED FILM ENTITLED “GARFIELD THE MOVIE” TO IMPROVE THE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXTS (An Experimental Study of the Year Eleven Students of SMA NU 01 AI – Hidayah Kendal in the Academic Year of 2008/2009)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik diperoleh dari sumber kepustakaan atau sumber lain, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penelitian karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang, 20 June 2009

Yang membuat pernyataan,

Sitti Ummi Hanik

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The importance of everything is not only to know something but
to carry out what is known
(Anonymous)

To my late grandmother and aunt

ABSTRACT

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Key words: animated film, Garfield the movie, writing narrative texts, SMA, experimental study.

This final project is an experimental study to answer the question of how an animated film entitled “Garfield the Movie” is used in teaching writing narrative text. In the research, the subject of the study was the eleventh year students of SMA NU 01 Al-Hidayah Kendal in the academic year of 2008/2009. There were two groups used in the research; the experimental group and the control group. The two groups were given different treatments. The experimental group was taught by using an animated film entitled “Garfield the Movie” while the control group was taught without using an animated film entitled “Garfield the Movie”.

The objective of this research is to describe the use of a film entitled “Garfield the Movie” in improving the students’ ability in writing narrative text. To achieve the objective of the study, a quantitative method was used. The result of the research showed that the mean score of pre-test from the two groups were nearly the same. The mean score of pre-test for the experimental group was 67.18, and the mean score of pre-test for the control group was 67.59. The very slight difference between the two groups indicated that the two groups were homogeneous. After both, the experimental and control groups were given the different treatments, the score of the two groups increased, where the mean score of post-test for the experimental group was 84.47, and for the control group was 72.69. Since $t \text{ value} > t \text{ table}$, it means there was a significant difference between experimental group and control group on the post-test. The mean score of experimental group was higher than the control group. The significant difference between the two groups showed that the use of an animated film entitled “Garfield the Movie” in teaching writing narrative text was effective.

The conclusion taken from the research is that an animated film entitled “Garfield the Movie” give contribution in teaching writing narrative text to the year eleven students of SMA or Senior High School. The film can attract the students’ attention in learning something. The students also will not get bored in learning activity because they do not use a conventional way anymore. It is suggested that in teaching writing narrative text to the eleventh year students of Senior High School teachers use an animated film to attract the students’ attention.

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I realize that this final project is still far from being perfect; therefore, I heartily welcome any suggestions and constructive criticism from all the readers for the improvement of the final project.

Semarang, June, 2009,

Sitti Umami Hanik

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CHAPTER I

INTRODUCTION

This chapter talks about the general background of the study, the reasons for choosing the topic, the research question, the objectives of the study, the significance of the study, and the outline of the study.

1.1 General Background of the Study

As one of international languages, English plays an important role in the world. It is used as a means of communication among nation in the world.

People share their information, knowledge, idea through language. People need language to communicate with others, both spoken and written. Spoken language is the use of language by saying the ideas through speaks up directly. On the other hand, written language is the use of language by writing.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing activity produces written products. One of the products is a *narrative* text. Narrative text is one of genre of texts. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2004:4).

For some years ago, students learnt narrative or other kinds of stories only through a text which is put on a paper. Some of us and students found it as a boring lesson, because we only study narrative by reading the story from a piece of paper or just listen to the teacher.

Multimedia in Education has been extremely effective in teaching individuals a wide range of subjects. The human brain learns using many senses such as sight and hearing. While a lesson can be extremely informative, a lesson that integrates pictures or video images can help an individual learn and retain information much more effectively. Using an interactive film (in CD ROM's) can be extremely effective in teaching students a wide variety of disciplines, most notably foreign language (www.google.com)

Learning is often viewed as information transfer from one person's head (an instructor or teacher) into another's (the learner). Learners are thought to obtain information from a teacher and add it to their own memory. It conceives of learners as passive receivers of information and doesn't provide guidance for designing effective learning environments. In fact, teachers who hold this view of learning often design learning environments that may not include elements critical to effective learning, such as meaningful interaction, feedback, and the ability to learn over time. A contrasting view is that learning requires people to personally integrate and make sense of new information while they are applying it in their daily lives. In this view, learning requires struggling to understand how new information meshes with existing knowledge and how to integrate into complex

skills and abilities, not just remembering isolated facts or procedures (www.learningpeaks.com).

In this study, the writer tried to find out what method as really good for teaching writing to the students of Senior High School especially in writing narrative texts. So, the writer tried to find out how good the motivation of the eleventh year students of SMA NU 01 AI – Hidayah in learning narrative texts using “Garfield the Movie” film.

1.2 Reason for Choosing the Topic

The writer chooses the topic because of some reasons, such as:

- a. To help the students write a narrative text well since they have difficulties to write a narrative text.
- b. To introduce a new method in teaching narrative for Senior High School through film.
- c. To make writing classes more interesting, enjoyable with film as a material.

1.3 Research Questions

In this final project, the writer limits the discussion by stating the following:

How to use an animated film entitled “*Garfield the Movie*” to improve the students’ ability in writing narrative texts?

1.4 Objectives of the Study

The objective of this study is to describe the use of a film entitled “Garfield the Movie” in improving the students’ ability in writing narrative text.

The objectives of the study can be stated as follows:

- a. To identify students’ competency to produce a narrative text.
- b. To know the improvement of the students’ ability in writing narrative text using “Garfield the Movie” film as the media.

1.5 Significance of the Study

This study gives some advantages in learning process, both for the teacher and students. By using this kind of media, the teacher can transfer knowledge and information in easy way. It also can realize the teacher about how important a media such as a film that can be used to succeed learning process. And for the students, they get a new way to learn narrative. Film can attract the students’ attention in learning something. The students also will not get bored in learning activity because they do not use a conventional way anymore in learning narrative. Film as a media also can encourage learners to actively process and integrate rather than receive passively.

Film as a pedagogical tool has the ability to capture the attention of students in a way that theoretical lessons can never achieve. Films also help students visualize hypothetical concept or decontextualize a familiar situation so as to see things from different points of view (Tan, 2007: 56).

And the writer also hopes that the students' achievement in writing narrative text will be improved by the use of "Garfield the Movie" film.

1.6 Outline of the Report

The outline of the study is as following:

Chapter I is an introduction. It consists of the general background of the study, the reasons for choosing the topic, the research question, the objectives of the study, the significance of the study, and the outline of the study.

Chapter II is the review of the related literature. It discusses the literature that relates to the topic of discussion.

Chapter III is the method of investigation. It consists of the research that will be conducted to gather data, the object of the study, the method of the data collection, and the method of analyzing the data.

Chapter IV is the data analysis. It discusses the analysis of the data taken from the research.

Chapter V is a conclusion and suggestion. It consists of the conclusion of the study and the suggestion from the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of the references which are used by the writer. The writer took the sources from books and also internet about film, general concept of writing and narrative.

2.1 Review of the Previous Studies

There have been a number of previous studies about teaching English by using a film as a media, such as Bayu Candra Wijaya (2007) conducted a research on The Use of English Cartoon Film to Improve the Students' Mastery in Vocabulary. Adib Noor Hamid (2008) also conducted a research on The Use of "Dora" Film in Teaching Pronunciation in the Fifth Grade of "SD N PERUMNAS KRAPYAK" SEMARANG in the Academic Year 2007/2008. The other researches are The Use of a Cartoon Film as a Media in Teaching Vocabulary to Elementary School Students was researched by Triana Pujiastuti in the year 2006, The Use of " Barbie as the Princess and the Pauper" Film to Develop Students' Speaking Skill at Junior High School by Hima Pramesti in the year 2006, Using an Animated Film "Kungfu Panda 2" to Help Learners Improve their Ability in Writing Narratives was researched by Lilik setyabudi in the year 2009, The Use of English Animated Film as an Alternative Technique in the Teaching Narrative Writing was researched by Tun Wahyuni in the year 2007, Using Animated Films (Fairy Tales) as a Means of Teaching Narratives was researched by Sri

Wahyuningsih in the year 2007, *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts* was researched by Retno Ayu Murwani Puspitasari in the year 2007.

In this study, a film entitled *Garfield the Movie* has never been researched yet. Here, the writer tries to research the Use of a Film Entitled "*Garfield the Movie*" to Improve the Students' Ability in Writing Narrative Texts. This research is included in an experimental research.

2.2 Review of the Theoretical Background

In this section I would like to talk about three areas of studies i.e. (1) Film (2) General Concept of Writing (3) Narrative.

2.2.1 Film

Film, as we know, is a kind of entertainment that we can watch on Television or in the form of VCD or DVD.

2.2.1.1 Definition of Film

The origin of the name "film" comes from the fact that photographic film or film stock is the primary medium for recording and displaying motion pictures. Many other term exist for an individual motion picture, including picture, picture show, photo-play, flick, and most commonly movie. Traditional films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a

second after the source has been removed. This phenomenon is called beta movement (www.wikipedia.com)

According to Tan (2007: preface) “a film is a series of moving pictures that has been recorded and made available for viewing”.

Movies (also known as films or motion pictures) are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn new ideas) (<http://simple.wikipedia.org/wiki/movie#genres>).

2.2.1.2 Film Genre

A genre is a recognizable type of movie with a ready made narrative form that is characterized by specific character types and pre established conventions (<http://encyclopedia.jrank.org/articles/pages/3080/Film-Genres.html>)

Taken from <http://simple.wikipedia.org/wiki/movie#genres>, a genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of the two. Here, are some film genres:

a. Animated

These films used to be drawn by hand, one frame at a time, but are now made on computers. Animated movies use childish images like talking pigs to tell a story.

b. Buddy

Buddy movies often involve comedy, but there is also some emotion, because of the close friendship between the ‘buddies’. Buddy movies involve 2 heroes, one must save the other, and both must overcome obstacles.

c. Dramas

They tell stories about relationship between people. They usually follow a basic plot where one or two main characters (each actor plays a character) have to 'overcome' (get past) an obstacle (the thing stopping them) to get what they want.

d. Action

They usually involve 'goodies' and 'baddies', so war and crime are common subjects. Action films usually need very little effort to watch, since the plot is normally simple.

e. Thrillers

Thrillers are usually about a mystery, strange event, or crime that needs to be solved.

f. Comedies

Comedies are funny movies about people being silly or doing unusual things that make the audience laugh.

g. Romantic Comedies

Romantic Comedies are usually love stories about 2 people from different worlds, who must overcome obstacles together. Romantic Comedies are always light-hearted, but may include some emotion.

h. Science fiction

These movies are set in the future or in outer space. These movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships, for example the *Alien* series.

i. Western

These movies tell stories about cowboys living in the western United States in the 1800's. They are usually really Action movies, but with historical costume. They may or may not involve Indians (Native Americans).

j. Horror

Horror films use fear to excite the audience. Music, lighting and sets (man-made places in film studios where the film is made) are all designed to add to the feeling.

k. Documentaries

Documentaries are movies that are (or claim to be) about real people and real events. They are nearly serious and may involve strongly emotional subjects, for example cruelty.

The focus of this study is an animated film entitled Garfield the Movie. This film tells about friendships between the owner and his pets, between pets and other animals. The main character of this film is a cat. His name is Garfield. Garfield is kept by a bachelor named John. John loves Garfield very much, and Garfield is very happy because of that. But, Garfield's life is change when John brings another pet. The pet is a dog named Ody. Garfield really hates Ody because John loves Ody more. Garfiled always tries to put Ody away from John's house. Until someday, Ody is abducted by two stranger men. Garfield then realizes that the lost of Ody is his fault. He keeps fighting to find Ody. He succeeds in finding and saving Ody from the abductors. And for a few minutes later, John find both

Garfield and Ody at the railway station. In the end of this film, Garfield and Ody becomes good friend.

Based on their ages, the students of senior high school should watch a romantic film. But, the students of private school with lower intelligence usually do not like to think hard about the plot and also the story of a film. A romantic film usually contains more complex problems, whether it comes from the parents or the rival. So, the researcher chose this animated film because it is a funny film and easily learned. It means the students do not need to think hard to understand the story of this animated film. Another reason is also because this animated film contains more moral values such as how to keep our pet well, how to respect to another, how to struggle for something, and share love for others.

2.2.2 General Concept of Writing

Writing is a way of getting things done. To get things done, to tell a story, request an overdraft, craft an essay, describe a technical process, and so on, we follow certain social conventions for organizing messages, and these conventions can be described and taught (Hyland, 2004: 5). According to Meyers (2005:2) “writing is speaking to others on paper—or on a computer screen. Writing is partly a talent, but it’s mostly a skill, and like any skill, it improves with practice. Writing is also an *action*—a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.”

Writing is the activities in teaching learning process in which the students are able to express their idea, opinions, and feelings and organized them in simple

sentences or in short paragraph well. Writing can be used as means to express the writer's ideas based on her experience and knowledge. A writer expresses his/her ideas, experiences, thought and feeling through writing for a specific purpose. The purpose of writing is to give some information to other people by writing it down. That is why writing is so important in the society. Writing is used to help students perform a different kind of activity.

2.2.2.1 Steps in Writing

There is a series of actions that should do if we want to write. According to Meyers (2005:3) "any good paragraph or essay goes through many stages before it's finished". Here, the stages:

- Explore ideas: consider the subject, the purpose and the audience

Writing first involves discovering your ideas. So before you sit down to write, let your mind explore freely.

- Pre-write: brainstorming and or clustering and free writing

The second step of the writing process involves writing your thoughts on paper or on the computer screen. Don't worry about grammar, exact word choice, spelling or punctuation, because you'll probably change your mind and your wording later anyway. This step is called pre-writing.

- Organize: select and outline

After you've put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding ideas, and then outlining them.

- Write a first draft: write quickly to records your thoughts and put notes and new ideas in the margin

You've done some pre-writing, selected your best ideas, expanded on them, and arranged them in some reasonable order. Now you can begin the first draft of your paragraph.

- Revise the draft: add or omit material, and move material around

Revising is among the most important steps of writing, especially for people who write in a second language. It's the part of the writing process that may take the most time.

- Produce the final copy: edit copy over or print a clean copy and read for error

After you've finished revising your paragraph, you can begin the final copy.

2.2.3 Narrative

Meyers (2005:52) stated that narration is the one of the most powerful ways of communicating with others. A well-written story lets your readers respond to some event in your life as if it were their own.

Narrative is a kind of stories about an imaginative event that is used to amuse or entertain the reader. The social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Yusak, 2004: 7). The significant Lexicogrammatical features of narrative are the use of temporal conjunctions and temporal circumstances.

The generic structures of narrative are:

- a. Orientation : sets the scene and introduce the participants
- b. Evaluation : a stepping back to evaluate the plight (details condition of the characters)
- c. Complication : a crisis arises
- d. Resolution : the crisis is resolved, for better or worse
- e. Re-orientation : optional closure of events

2.3 Review of the Theoretical Framework

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When we write, it means that we produce something in the form of writing on paper. Writing is one of the skills that have to be mastered by English learners especially the students of Senior High School in this case. So many genres of texts that should be taught to the Senior High School students, one of the most interesting to be learnt is narrative text. Narrative is an interesting and a good text which can entertain us as readers. To teach this interesting text, we as a teacher can use several media so that our students are more attracted. A media such as a film can encourage our students to actively process rather than receive passively the material given.

CHAPTER III

METHODS OF INVESTIGATION

In this chapter I would like to explain seven points, they are (1) Subject of the Research, (2) Variables of the Research; (3) Hypothesis, (4) Instrument, (5) Research Design, (6) Method of Collecting Data and (7) Method of Analyzing Data.

I used quantitative research in this study because I got the data from the form of numbers rather than words. In order to get the data required in this study, I used the following methods:

3.1 Subject of the Research

To do a research, a researcher needs a subject. Anyone or anything can be a subject of a research. In this case, I conducted the research in a SMA. It is SMA NU 01 Al – Hidayah Kendal. A subject is involved the following things:

3.1.1 Population

The first thing that we should do is to determine the population that we will use in our research. A population is a group of people or items from which the data are collected (Arikunto, 1998:115). The population of this study was the year eleven students of SMA NU 01 Al – Hidayah Kendal in the academic year of 2008/2009.

3.1.2 Sample and Sampling Technique

After determining which school or things that we took as a population, we take a sample from that population. We can use all population if it is possible.

But, if it is too many, we can take a group of people or things as the sample. According to Arikunto (1998:117) sample is a part of population and a good sample is the one that represents population from which it is selected. In determining the size of sample, Arikunto (2002:112) explains that if the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 %, or more than 25 % of the population based on the capability of the researcher.

The sampling technique used in this research is random sampling. Due to the fact that there is some limitation in this research, it is impossible to observe all the samples in this research because the total number of the year eleven students in SMA NU 01 Al – Hidayah Kendal were 114, so the researcher were only took class XI A which were consisted 37 students and class XI B were consisted 37 students that were used as the sample. This sampling technique was based on the same ability of the two classes, the same lesson, the same schedule and also the same total number of the students for each class.

3.2 Variables of the Research

Beside the subject of the research, we also have to pay attention to the variables of the research. Variable is a research object or what which as point of attention in a research (Arikunto, 1998: 91). In order to conduct this research, the researcher has 2 variables. The independent variable is the media of teaching

writing by using a film entitled “Garfield the Movie”. The dependent variable is the students’ achievement of writing test in the form of test score.

3.3 Hypothesis

In this study, there is a hypothesis to answer statistically at the end of this final project.

The hypothesis presented below is:

The students’ achievement in writing narrative can be improved by using “Garfield the Movie” film $\rightarrow M1 > M2$

For the purpose of the study, the above working hypothesis is changed into the null hypothesis, which says:

The students’ achievement in writing narrative can not be improved by using “Garfield the Movie” film $\rightarrow M1 = M2$ or $M1 < M2$

Where:

M1 = mean of experimental group

M2 = mean of control group

3.4 Instrument

An instrument was used in the research to gather data. To collect the data needed in this study, the writer used rating scale for the pre-test and post-test. Some of the data were gained from the pre-test and post-test which were conducted at the beginning and the end of the experiment. The aims of using pre-test and post-test were to see the students’ initial abilities in writing before treatment and to see their writing progress.

3.4.1 The Criteria of the Test

To see whether a test that we made was good or not, we should follow these rules below:

3.4.1.1 Validity of the Test

Validity is the extent of which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment (Brown, 2004:22). In this study, I used content validity that is *expert judgment*.

3.4.1.2 Reliability of the Test

An instrument can be said reliable if that instrument is stable, suitable and can be believed as the instrument. In this study, I used *the reliability of panellist*.

3.4.2 Scoring Technique

In this study, the researcher took the scores based on the written production of the students to measure their progress. The aspect that was assessed concerned on organization, content, grammar, punctuation, and style and quality of expression. If we are marking a students' writing, we might use the following scale:

Table 3.1
The analytic scale for rating composition tasks

Aspect	Score	Criteria
1. <i>Organization:</i> Introduction, Body, and Conclusion	20 – 18 17 – 15	Effective introductory paragraph, topics is stated and leads to body, conclusion logical and complete. Introduction, body, and conclusion of essay is acceptable but some evidence may be lacking.

	14 – 12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body.
	11 – 6	Shaky or minimally recognizable introduction; severe problems with ordering of ideas; conclusion weak or illogical.
	5 – 1	Absence of introduction or conclusion; no apparent organization of body.
<i>2. Content</i>	20 – 18	The ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought.
	17 – 15	Ideas could be more fully developed; some extraneous material is present.
	14 – 12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	11 – 6	Ideas incomplete; essay does not reflect careful thinking or was hurried written; inadequate effort in area of content.
	5 – 1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
<i>3. Grammar</i>	20 – 18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	17 – 15	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.
	14 – 12	Grammar problems are apparent and have a

	11 – 6	negative effect on communication; run-on sentences or fragments present.
	5 – 1	Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some areas clearly needed.
	5 – 1	Severe grammar problems interfere greatly with the message; reader can’t understand what the writer was trying to say; unintelligible sentence structure.
<i>4. Punctuation, Spelling, and Mechanics</i>	20 – 18	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat.
	17 – 15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14 – 12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11 – 6	Parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	5 – 1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
<i>5. Style and quality of expression</i>	20 – 18	Precise vocabulary usage; use of parallel structures; concise; register good.
	17 – 15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14 – 12	Some vocabulary misused; lack awareness of register; may be too wordy.

	11 – 6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5 – 1	Inappropriate use of vocabulary; no concept of register or sentence variety.

(Brown and Bailey 1984:39)

3.5 Research Design

In the experiment, the research design used is the Static Group Comparison Design. The research design is used for two groups of subjects in which one of them is treated with a treatment. Next, both of the groups are measured with test, and the results are compared.

The procedure of experiment used experimental group and control group. This study used pre-test and post-test. The design of the experiment can be described as follows:

E	01	X	03
C	02	Y	04

Where:

E : Experimental group

C : Control group

01 : Pre-test for the experimental group

02 : Pre-test for the control group

03 : Post-test for the experimental group

04 : Post-test for the control group

X : Treatment using a film entitled “Garfield the movie”

Y : Non-treatment (taught by a conventional method)

3.6 Method of Collecting Data

Research may use methods of data collection such as recording, interview, questioner, or test. It should be noted that all the methods of data collection should be objective. In this investigation, an essay test was used as the instrument for collecting the data. The test was used to obtain the scores of writing narrative text mastery.

The first step that the researcher done was doing an observation to know the total number of the students of SMA NU 01 Al-Hidayah Kendal. From the observation, the researcher also got some information about the students' schedule and how far they got the materials from their teacher. It also gave information that the eleventh year students of SMA NU 01 Al-Hidayah Kendal were familiar with the story of *Sleeping Beauty*.

In conducting the research, before giving the treatment, the researcher conducted a pre-test. It was conducted on writing test. In this test, the researcher asked the students to write/retell a narrative text about *Sleeping Beauty*. On the treatment, the Experimental class was taught by using a film entitled "*Garfield the Movie*"; on the other hand, the Control class was taught by using conventional method. After all, the post-test was done. The post-test was conducted to measure the students' abilities after the treatment. The test contained the same criteria in writing a narrative text as in the pre-test. Besides, it was given to the same experimental and control groups.

The table presented below was the schedule during the research conducted:

Table 3.2**Schedule during the research conducted**

No.	Experimental Class	Date	Control Class	Date
1.	Pre-test	2 April 2009	Pre-test	2 April 2009
2.	Giving a treatment by using Garfield the Movie film	7 April 2009	Telling a narrative story about An Unlucky Fish	4 April 2009
3.	Discuss the result of previous meeting (about retelling Garfield the Movie film)	9 April 2009	More focus on the generic structure of a narrative text	9 April 2009
4.	Giving another film (Garfield 2)	14 April 2009	Telling a narrative story about The Fly and The Bull	11 April 2009
5.	More focus on the narrative structure and the lexicogrammatical features	16 April 2009	Discussing the grammar of the narrative text given	16 April 2009
6.	Review the lesson about narrative	21 April 2009	Review the lesson about narrative	23 April 2009
7.	Post-test	30 April 2009	Post-test	30 April 2009

3.7 Method of Analyzing Data

The researcher analyzed the data by using *t-test* technique. The following are the steps in analyzing the data by using *t-test* technique:

1. Making preparation table.

Table 3.3

T-test Preparation Table Format

No	Experiment Group (E)		Control Group (C)	
	Pre test (X ₁)	Post test (Y ₁)	Pre test (X ₂)	Post test (Y ₂)
1.				
2.				
3.				
-				
-				
-				
-				
40.				
Total				
Mean				
Variance				
Standard deviation				

2. Measuring the data

To measure this data in order to find the mean of pre test and post test of the variable, the researcher uses the formula:

$$\text{The mean of pre test } \bar{X}_1 = \frac{\sum X_1}{N_1} \qquad \bar{X}_2 = \frac{\sum X_2}{N_2}$$

The mean of post test $\bar{Y}_1 = \frac{\sum Y_1}{N_1}$ $\bar{Y}_2 = \frac{\sum Y_2}{N_2}$

3. Finding Variance

Variance from two groups can be found with this following formula:

1) Experiment Group:

Variance of pre test $\alpha_1^2 = \frac{\sum X_1^2}{N_1} - (\bar{X}_1)^2$

Variance of post test $\alpha_2^2 = \frac{\sum Y_1^2}{N_1} - (\bar{Y}_1)^2$

2) Control Group:

Variance of pre test $\alpha_1^2 = \frac{\sum X_2^2}{N_2} - (\bar{X}_2)^2$

Variance of post test $\alpha_2^2 = \frac{\sum Y_2^2}{N_2} - (\bar{Y}_2)^2$

4. Measuring the data using *t-test*

The next step is measuring the data using *t-test*, namely:

t-test for pre test:

$$t_1 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\alpha_1^2}{N_1 - 1}\right) + \left(\frac{\alpha_2^2}{N_2 - 1}\right)}}$$

t-test for post test:

$$t_2 = \frac{\bar{Y}_1 - \bar{Y}_2}{\sqrt{\left(\frac{\alpha_1^2}{N_1 - 1}\right) + \left(\frac{\alpha_2^2}{N_2 - 1}\right)}}$$

5. Measuring Significance

The next step is measuring the significant scale by considering the significance score, they are:

- 1) Identifying the suitable *degree of freedom* (*df*).
- 2) Choosing the *t* crisis rate based on the table.
- 3) Stating the significant.

CHAPTER IV
DATA ANALYSIS

In this chapter, the data obtained from the investigation would be analyzed by using the formula in chapter III.

4.1 Research Finding

The data were obtained from the students' scores achievement of the writing test. They were pre and post-test scores from the experimental and control group.

4.1.1 Try Out Finding

Before conducting a pre-test, a try out was done to another class. The students' scores were marked by two persons; they are the researcher herself and the English teacher of SMA NU 01 Al – Hidayah Kendal.

The result of try out from the first and second rater (panelists) then computed to find out the reliability. In this research, the researcher used the Reliability of Panelist. Here the computation:

Table 4.1
The Result of Reliability of the Panelists

Students	Panelists		T	T ²
	I	II		
1	60	65	125	15625
2	73	75	148	21904
3	70	74	144	20736
4	61	65	126	15876
5	63	62	125	15625
6	62	63	125	15625
7	65	66	131	17161
8	62	64	126	15876
9	63	65	128	16384

10	60	61	121	14641
11	68	65	133	17689
12	71	70	141	19881
13	65	63	128	16384
14	60	61	121	14641
15	60	62	122	14884
16	68	67	135	18225
17	63	64	127	16129
18	65	65	130	16900
19	63	63	126	15876
20	65	65	130	16900
21	67	66	133	17689
22	63	65	128	16384
23	65	63	128	16384
24	61	63	124	15376
25	60	62	122	14884
26	61	61	122	14884
27	60	63	123	15129
28	66	64	130	16900
29	61	62	123	15129
30	60	61	121	14641
31	62	62	124	15376
32	63	62	125	15625
33	62	63	125	15625
34	62	62	124	15376
35	60	63	123	15129
36	61	61	122	14884
37	60	61	121	14641
38	61	62	123	15129
39	60	61	121	14641
40	63	63	126	15876
R	2525	2555	5080	646664
R ²	6375625	6528025	12903650	
n =	40	k =	2	

$$\begin{array}{lcl}
 \Sigma R & = & 5080 \\
 \Sigma T & = & 5080 \\
 \Sigma i & = & 5080
 \end{array}
 \qquad
 \begin{array}{lcl}
 \Sigma R^2 & = & 12903650 \\
 \Sigma T^2 & = & 646664 \\
 \Sigma i^2 & = & 323402
 \end{array}$$

$$S_e^2 = \frac{\Sigma i^2 - (\Sigma R^2)/n - (\Sigma T^2)/k + (\Sigma i)^2/nk}{(n-1)(k-1)}$$

$$S_e^2 = \frac{323402 - 322591 - 323332 + 322580}{39}$$

$$\begin{aligned}
 &= 1.506 \\
 S_s^2 &= \frac{(\sum T^2)/k - (\sum i)^2/nk}{(n-1)} \\
 &= \frac{323332 - 322580}{39} \\
 &= 19.28 \\
 r_{xx'} &= \frac{S_s^2 - S_e^2}{S_s^2} = \frac{17.776}{19.282} = 0.92
 \end{aligned}$$

The average estimation of panelists' reliability as follows:

$$\begin{aligned}
 r_{xx'} &= \frac{S_s^2 - S_e^2}{S_s^2 + (k-1)S_e^2} \\
 &= \frac{17.776}{20.788} \\
 &= 0.855
 \end{aligned}$$

Where:

S_e^2 : variance error

S_s^2 : variance inter-subject

$r_{xx'}$: the average of reliability

$r_{xx'}$: the average estimation of reliability

i : rating score that given by a rater to a subject

T : the total of rating score that accepted by a subject from the raters

R : the total of rating score that given by a rater to all subjects

n : the number of subject

k : the number of rater

Based on the computation above, both the researcher and the English teacher of SMA NU 01 Al-Hidayah Kendal were reliable to be panelists.

4.1.2 Pre and Post-Test Finding

Before the experiment was conducted, the students were given a pre-test. The test was an essay test. After the experiment the students were given a post-test. The data from pre and post-test were obtained from 5 components of writing: organization, content, grammar, punctuation and style. The range of each component score was 20. The student's score was gotten from the sum of total score of those 5 components.

Table 4.2

Data of Narrative Writing Test of Experimental Group

No	Subject	Experimental Group					
		Pretest			Post test		
		1	2	Average	1	2	Average
1	E-01	66	67	66.5	86	88	87.0
2	E-02	65	66	65.5	88	89	88.5
3	E-03	65	65	65.0	81	80	80.5
4	E-04	64	66	65.0	83	82	82.5
5	E-05	65	65	65.0	82	82	82.0
6	E-06	67	66	66.5	81	82	81.5
7	E-07	65	67	66.0	83	85	84.0
8	E-08	75	74	74.5	89	89	89.0
9	E-09	66	65	65.5	81	82	81.5
10	E-10	66	67	66.5	85	88	86.5
11	E-11	65	67	66.0	80	82	81.0
12	E-12	67	65	66.0	85	87	86.0
13	E-13	66	68	67.0	84	87	85.5
14	E-14	66	65	65.5	80	82	81.0
15	E-15	65	66	65.5	81	83	82.0
16	E-16	66	65	65.5	80	82	81.0
17	E-17	65	67	66.0	81	83	82.0
18	E-18	67	66	66.5	83	84	83.5
19	E-19	64	67	65.5	85	87	86.0
20	E-20	73	72	72.5	87	89	88.0
21	E-21	67	70	68.5	80	82	81.0
22	E-22	65	66	65.5	82	81	81.5
23	E-23	71	75	73.0	90	92	91.0
24	E-24	67	65	66.0	83	85	84.0

25	E-25	67	66	66.5	80	82	81.0
26	E-26	72	75	73.5	85	89	87.0
27	E-27	66	67	66.5	84	87	85.5
28	E-28	63	65	64.0	80	82	81.0
29	E-29	67	70	68.5	85	87	86.0
30	E-30	67	65	66.0	83	87	85.0
31	E-31	63	65	64.0	81	82	81.5
32	E-32	64	66	65.0	84	88	86.0
33	E-33	69	68	68.5	85	87	86.0
34	E-34	65	67	66.0	83	87	85.0
35	E-35	66	67	66.5	82	87	84.5
36	E-36	67	69	68.0	86	87	86.5
37	E-37	78	77	77.5	93	95	94.0

Table 4.3

Data of Narrative Writing Test of Control Group

No	Subject	Control Group					
		Pretest			Post test		
		1	2	Average	1	2	Average
1	C-01	68	66	67.0	72	75	73.5
2	C-02	69	68	68.5	71	73	72.0
3	C-03	65	66	65.5	71	70	70.5
4	C-04	70	69	69.5	74	72	73.0
5	C-05	72	70	71.0	76	75	75.5
6	C-06	64	66	65.0	71	70	70.5
7	C-07	71	69	70.0	73	74	73.5
8	C-08	69	67	68.0	72	75	73.5
9	C-09	68	66	67.0	70	72	71.0
10	C-10	64	65	64.5	71	70	70.5
11	C-11	67	66	66.5	71	71	71.0
12	C-12	67	66	66.5	73	74	73.5
13	C-13	68	67	67.5	74	72	73.0
14	C-14	67	65	66.0	71	70	70.5
15	C-15	66	65	65.5	73	72	72.5
16	C-16	69	67	68.0	74	75	74.5
17	C-17	67	66	66.5	73	74	73.5
18	C-18	70	68	69.0	76	75	75.5
19	C-19	68	69	68.5	70	73	71.5
20	C-20	66	67	66.5	72	74	73.0
21	C-21	66	65	65.5	71	72	71.5
22	C-22	72	70	71.0	74	73	73.5
23	C-23	66	67	66.5	72	71	71.5

24	C-24	67	68	67.5	71	72	71.5
25	C-25	70	69	69.5	73	74	73.5
26	C-26	68	67	67.5	70	73	71.5
27	C-27	67	66	66.5	72	70	71.0
28	C-28	67	68	67.5	73	72	72.5
29	C-29	68	66	67.0	74	72	73.0
30	C-30	65	65	65.0	71	70	70.5
31	C-31	67	66	66.5	74	73	73.5
32	C-32	66	67	66.5	73	72	72.5
33	C-33	75	74	74.5	85	80	82.5
34	C-34	72	71	71.5	74	73	73.5
35	C-35	68	69	68.5	72	71	71.5
36	C-36	67	68	67.5	73	74	73.5
37	C-37	66	66	66.0	71	70	70.5

Then those results above were computed to find out the total score and variance. Here the calculation:

Table 4.4

Data of the Gaining of Narrative Writing Test

Experimetal Group					Control Group				
No	Code	Pre test	Post test	Gain	No	Code	Pre test	Post test	Gain
1	E-01	66.5	87.0	20.5	1	C-01	67.0	73.5	6.5
2	E-02	65.5	88.5	23.0	2	C-02	68.5	72.0	3.5
3	E-03	65.0	80.5	15.5	3	C-03	65.5	70.5	5.0
4	E-04	65.0	82.5	17.5	4	C-04	69.5	73.0	3.5
5	E-05	65.0	82.0	17.0	5	C-05	71.0	75.5	4.5
6	E-06	66.5	81.5	15.0	6	C-06	65.0	70.5	5.5
7	E-07	66.0	84.0	18.0	7	C-07	70.0	73.5	3.5
8	E-08	74.5	89.0	14.5	8	C-08	68.0	73.5	5.5
9	E-09	65.5	81.5	16.0	9	C-09	67.0	71.0	4.0
10	E-10	66.5	86.5	20.0	10	C-10	64.5	70.5	6.0
11	E-11	66.0	81.0	15.0	11	C-11	66.5	71.0	4.5
12	E-12	66.0	86.0	20.0	12	C-12	66.5	73.5	7.0
13	E-13	67.0	85.5	18.5	13	C-13	67.5	73.0	5.5
14	E-14	65.5	81.0	15.5	14	C-14	66.0	70.5	4.5
15	E-15	65.5	82.0	16.5	15	C-15	65.5	72.5	7.0
16	E-16	65.5	81.0	15.5	16	C-16	68.0	74.5	6.5
17	E-17	66.0	82.0	16.0	17	C-17	66.5	73.5	7.0
18	E-18	66.5	83.5	17.0	18	C-18	69.0	75.5	6.5

19	E-19	65.5	86.0	20.5	19	C-19	68.5	71.5	3.0
20	E-20	72.5	88.0	15.5	20	C-20	66.5	73.0	6.5
21	E-21	68.5	81.0	12.5	21	C-21	65.5	71.5	6.0
22	E-22	65.5	81.5	16.0	22	C-22	71.0	73.5	2.5
23	E-23	73.0	91.0	18.0	23	C-23	66.5	71.5	5.0
24	E-24	66.0	84.0	18.0	24	C-24	67.5	71.5	4.0
25	E-25	66.5	81.0	14.5	25	C-25	69.5	73.5	4.0
26	E-26	73.5	87.0	13.5	26	C-26	67.5	71.5	4.0
27	E-27	66.5	85.5	19.0	27	C-27	66.5	71.0	4.5
28	E-28	64.0	81.0	17.0	28	C-28	67.5	72.5	5.0
29	E-29	68.5	86.0	17.5	29	C-29	67.0	73.0	6.0
30	E-30	66.0	85.0	19.0	30	C-30	65.0	70.5	5.5
31	E-31	64.0	81.5	17.5	31	C-31	66.5	73.5	7.0
32	E-32	65.0	86.0	21.0	32	C-32	66.5	72.5	6.0
33	E-33	68.5	86.0	17.5	33	C-33	74.5	82.5	8.0
34	E-34	66.0	85.0	19.0	33	C-34	71.5	73.5	2.0
35	E-35	66.5	84.5	18.0	33	C-35	68.5	71.5	3.0
36	E-36	68.0	86.5	18.5	33	C-36	67.5	73.5	6.0
37	E-37	77.5	94.0	16.5	33	C-37	66.0	70.5	4.5
Σ	=	2485.5	3125.5	640.0	Σ	=	2501.0	2689.5	188.5
n_1	=	37	37	37	n_2	=	37	37	37
\bar{x}_1	=	67.18	84.47	17.30	\bar{x}_2	=	67.59	72.69	5.09
s_1^2	=	9.4474	10.1381	4.9508	s_2^2	=	4.3311	4.6854	2.0811
s_1	=	3.07	3.18	2.23	s_2	=	2.08	2.16	1.44

4.2 Interpretation

Based on the result of investigation, the result of the try out was shown that the eleventh year students of SMA NU 01 Al – Hidayah Kendal were familiar with the story of *Sleeping Beauty*. It could be proved by the students' scores from try out.

From the investigation, it also was found that there was a significant difference in writing narrative achievement between students taught by using a film entitled "Garfield the Movie" and those taught by using conventional method (telling story). The writing narrative achievement of the experimental group was

higher than the control group shown. It could be proved by the average of the students' scores; they are 84.47 for the experimental class and 72.69 for the control class. $M1 > M2$ (the mean of experimental was higher than the mean of control group) that means the treatment worked, and the hypothesis fulfilled the use of an animated film entitled "*Garfield the Movie*" in improving the students' ability in writing narrative texts.

There are some advantages for using a film as media in teaching writing narrative texts:

- 1) By using this kind of media, the teacher can transfer knowledge and information in easy way.
- 2) The students get a new way to learn narrative. The students will not get bored in learning activity because they do not use a conventional way anymore in learning narrative.
- 3) Film as a media also can encourage learners to actively process and integrate rather than receive passively.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion will be given by the writer.

5.1 Conclusion

Based on the investigation and discussion in chapter IV, it was concluded:

- 1) The students are able to write a narrative text. We can see it from the table of the students' score of narrative writing test. We can see that the mean score of pre-test for the experimental group is 67.18, and the mean score of pre-test for the control group is 67.59.
- 2) The mean score of post-test for the experimental group is 84.47 and the mean score of post-test for the control group is 72.69. If we compare the result of pre-test and post-test from the two classes, we can see that the score of the two groups increase. The improvement of the students' writing is caused by the use of an animated film entitled "Garfield the Movie".

Since the t-test measurement was higher than t-table, it was found that the increasing line of the writing achievement of the experimental group was higher than the control group.

5.2 Suggestion

Based on the conclusion above, it was suggested:

- 1) Teacher should realize that a media such film can be used to succeed learning process.
- 2) Teacher can use film as a media in learning process to teach writing narrative texts.
- 3) Students should encourage the materials to actively process and integrate rather than receive passively.
- 4) Students should practice English writing as often as possible, especially in writing narrative texts.

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