



**THE EFFECT OF USING CARTOON VIDEO ON THE EIGHTH GRADE
STUDENTS' WRITING ACHIEVEMENT AT SMPN 1 AMBULU
IN THE 2010/2011 ACADEMIC YEAR**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at
the English Education Program, Language and Arts Department,
Faculty of Teacher Training and Education,
Jember University

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The Writer

2.3 The Aspects of Writing	9
2.3.1 Content	9
2.3.2 Organization.....	10
2.3.3 Vocabulary	10
2.3.4 Language Use.....	11
2.3.5 Mechanics	11
2.4 Paragraph Writing.....	12
2.5 Types of Paragraph.....	13
2.5.1 Recount Paragraph	13
2.6 Video in Language Learning Classroom	14
2.6.1 The Role of Video	14
2.6.2 Criteria of Selecting Video.....	15
2.6.3 Types of Video	16
2.6.4 The Role of Teacher	17
2.6.5 The Role of Students	17
2.7 Teaching Writing Using Cartoon Video	18
2.7.1 Watching the Video	18
2.7.2 Guided Note-taking	19
2.7.3 Producing Written Work	20
2.8 The Effect of Cartoon Video on Writing Achievement	21
2.9 Hypothesis.....	21
 CHAPTER 3. RESEARCH METHODS	
3.1 Research Design	23
3.2 Treatment.....	25
3.2.1 Watching the Cartoon Video	25
3.2.2 Guided Note-taking	25
3.2.3 Producing Written Work	26
3.3 Area Determination Method	27

LIST OF APPENDICES

A. Research Matrix	45
B. Supporting Data Instruments	46
C. The Eighth Grade English Teacher's Lesson Plan of SMPN 1 Ambulu	47
D. The Score of the Eighth Grade Students' Mid-term Examination	50
E. The Output of Homogeneity Score	52
F. Lesson Plan Meeting 1	53
G. Lesson Plan Meeting 2	66
H. The Samples of the Exercise Result of Control Group Students	76
I. Try Out	80
J. Post Test	81
K. Scoring Guide	82
L. The Score of Post Test	84
M. The Samples of the Way of Scoring	85
N. The Output of Independent Sample T-Test	97
O. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University	98
P. Statement Letter for Accomplishing the Research from SMPN 1 Ambulu	99
Q. The Samples of the Students' Answer Sheets of Post Test	100

SUMMARY

The Effect of Using Cartoon Video on the Eighth Grade Students' Writing Achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year; Kurnia Primasthie, 060210401366; 2011:40; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Writing is one of the language skills that should be mastered well by the students in Junior High School including the students at SMPN 1 Ambulu. As informed by the English teacher, some students were less motivated to learn English especially writing because they thought that writing in English was difficult. Some other students even felt bored during the teaching learning process. This was because the technique or media used by the English teacher was not quite interesting.

The English teacher should apply an interesting media in the writing class that helps the students arouse their ideas into written form. Therefore applying cartoon video can help the students to develop their writing achievement.

This research was an experimental research. The purpose of this research was to know whether or not the use of cartoon video has a significant effect on the eighth grade students' writing achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year.

The area of this research was SMPN 1 Ambulu. It was chosen purposively because the used of cartoon video had never been applied in teaching learning process in this school.

The respondents of this research were the eighth grade students of SMPN 1 Ambulu in the 2010/2011 academic year. The research respondents were determined by cluster random sampling. The total number of the respondents was 66 that consisted of 34 students of VIII D as the experimental group taught by using cartoon

CHAPTER 1. INTRODUCTION

This chapter presents some aspects underpinning the topic of the research. They include the background of the research, the problem of the research, the objectives of the research, the significance of the research, and the operational definition of the terms.

1.1 Background of the Research

English plays an important role since it is an international language used in many different countries. This language turns to become the language of globalization or international means of communication used in commerce and trade, travel, entertainment, hotels, business, educational institution or scholarly discussions, seminars, conferences, and so on. In other words, English is used as a universal language.

In Indonesia, English also has an important role in the education relating to the fact that many references and books of science and technology are written in English. Due to the development of science and technology, the government takes English as one of the compulsory subjects in Junior High School, Senior High School, and university.

The objective of teaching English in Indonesia as stated in the Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) for Junior High School issued by Permendiknas No. 22 Tahun 2006 is that teaching learning process should indicate life skill integration since the skills could not be separated from one another. In this curriculum, it is stated that the objectives of teaching English are: (1) to develop communicative competence, both spoken and written form to reach the level of the functional literacy, (2) to raise awareness of the nature and importance of English as one effort in increasing competition of global nation, (3) to develop comprehension about the relation between language and culture (Depdiknas, 2006:278).

physical and mental activity on the part of the writer. Meanwhile, Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. In writing, the ideas of the writer are transferred wholly into text. The readers do not have a chance to ask the writer about something they do not understand from the writing because readers are often at a distance and may be strangers, with different backgrounds from the writer. So, the writer should take good care of writing in order to make the written message conveys the idea. It means that the writing product must be clear. It can be concluded that writing is a complex skill dealing with transforming thoughts into a language by selecting words and putting them together in a written or printed form that requires both physical and mental activity.

Byrne (1979) says that there are three categories that make writing difficult, namely psychological, linguistic, and cognitive problems. All these difficulties combine many interrelated aspects of writing such as grammar, vocabulary, mechanics, and organization.

Based on the research about writing a narrative paragraph done by Nugraini (2009) at SMPN 3 Jember, it was found that 2.2% of the eighth grade students were in very difficult category, 56.5% were in difficult category, 34.8% were in fair category, 6.5% were in easy category, and 0% were in very easy category. Although this fact cannot be generalized to all of eighth grade students, but it can be regarded as one of evidences how difficult writing is.

To solve such kind of condition above, the teacher can use media as one of teaching aids in teaching learning process especially in teaching writing. Bowker as quoted in Goodwyn (1992:12) says that media of education aims to develop systematically students' critical and creative power through analysis and production of media artifact. Further he explains that this also depends on their understanding of the pleasure and enjoyment provided by the media. The media include television program, film, video, pictures, songs, printed materials, books, comics, magazines, and so on.

1.3 Objective of the Research

The purpose of the research was as follow:

“To know whether or not there is significant effect of using cartoon video on the eighth grade students’ writing achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year.”

1.4 Significance of the Research

1.4.1 For the Writer

Since the result of the research showed a significant effect of using cartoon video in teaching writing, the writer was expected to be motivated to apply cartoon video in teaching writing to increase the students’ writing achievement.

1.4.2 For the English Teacher

The results of this research were expected to become useful information for the English teacher to create an interesting technique and media in teaching learning process especially in writing class. In addition, they were useful as input for the English teacher to apply the use of cartoon video in teaching English as a foreign language.

1.4.3 For the Students

The treatments given were expected to be useful to motivate the students to practice and increase their writing achievement of English paragraph through cartoon video.

1.4.4 For the Other Researchers

It was expected that this research might give benefits to other researcher as information and reference in conducting a further research with a similar problem by applying another research design such as classroom action research, for example improving the students writing achievement by using cartoon video. This research

CHAPTER 2. LITERATURE REVIEW

This chapter highlights the discussion of some related literature with this research. They are the nature of writing skill, writing achievement, the aspects of writing, paragraph writing, recount paragraph, video in language learning classroom, teaching writing using cartoon video, and hypothesis.

2.1 The Nature of Writing Skill

Writing is the act of developing and conveying ideas into written form. White and Arndt (1991:1) explain that through writing we are able to share ideas, arouse feelings, persuade and convince other people. In addition, Davies (1996:120) says that writing is not only to remember things but also to organize our ideas, reflect on experience, communicate with others, clarify ideas, report events, share opinions, entertain, inform, and persuade. It can be said that writing plays role as a means of communication between the writer and the readers.

However, to organize and deliver ideas into written form is not an easy job; the writer usually passes through some steps. These steps are considered as writing process. Lindner (2005: 229) states writing is a process with steps that must be followed. Then, to produce a good writing, the process of writing must be done well. Buscemi (2002:6) confirms that writing process generally consists of four major steps. They are prewriting, drafting, revising the first draft, editing and proofreading. First, prewriting helps the writer to decide on considerations like purpose and audience, to gather information, and to set up a plan for organizing ideas. Second, drafting is a step of expressing the writers' thoughts in the sentences and paragraphs. Third, revising means rewriting the working draft of the text, then rewriting it, and rewriting it some more. Fourth, editing means reading the best of your drafts to correct errors in grammar, punctuation, sentence structure, and mechanics. Proofreading involves the final check for spelling, punctuation, and typographical

achievement is students' achievement of paragraph writing in the form of scores based on the aspects of writing.

In addition, to measure the students' writing achievement, an evaluation is needed. Related to this case, scoring system can be used as indicators to measure the students' writing achievement. In this research, the students' writing achievement will be evaluated by using analytic method. Analytic method is a method that gives different score for different aspect of composition (Heaton, 1991:135). By using this method, each writing aspects can be scored separately. According to Hughes (1996:94), there are three advantages of using the analytic scoring method: (1) able to measure the development of individual's sub skills in writing, (2) compels the scores to consider some aspects of writing that might be often ignored, and (3) the different score given for each aspect makes the score more reliable.

2.3 The Aspects of Writing

According to Heaton (1991:146), there are five aspects in relation to writing. There are content, organization, vocabulary, language use, and mechanics. In this research, the researcher focused on all aspects of writing as the indicator of students' writing achievement. Therefore, the following parts discuss about each aspect in detail.

2.3.1 Content

Content is the ability to use knowledge and understandable subject and information, development of thesis, interrelationship of many details relevance of material and topic (Hughey et. al., 1983:140). Also, Heaton (1991:135) adds that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. It can be inferred that the writer not only has to be able to deliver thoughts creatively based on knowledge and information given, but also keep the writing relevant to the topic discussed.

2.3.4 Language Use

According to Heaton (1991: 135), language use refers to the ability to write correct and appropriate sentences. In other words, language use is same as grammar. Grammatical skill is necessary in creating a good writing. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2004:12). In addition, Fairbairn and Winch (1996:108) state that grammar is a set of rules to help the writer construct sentences that make sense and are in acceptable English. In a paragraph or composition, grammar must be applied correctly in order to make the writing sensible and acceptable. If the writer wants to produce an effective writing, he or she has to master grammatical skill. Besides, the writer has to follow basic rules of grammar to make a good writing.

2.3.5 Mechanics

Mechanics is very essential in writing. It deals with the use of particular conventions in written language. Lindner (2005: 181) states that mechanics are used to determine meaning and to clarify intent. So, the wrong application of mechanical skill may make the readers misunderstood the message in certain writing. According to Heaton (1991: 135), mechanical skill refers to the ability to use correctly those conventions peculiar to the written language (e.g. punctuation, spelling).

Fairbairn and Winch (1996: 81) define punctuation as a variety of devices that is to help the readers understand the meaning of writing. Punctuation helps the readers to comprehend the written language message easily, if it is well used. Harmer (2004: 49) adds that using punctuation correctly is an important skill. Many people judge that the quality of what is written is not just in content, the language, and the writer's handwriting, but also on their use of punctuation. If capital letters, commas, full stops, sentence and paragraph boundaries, etc. are not used correctly, it cannot only make a negative impression but also can make a text difficult to understand.

unimportant; however the paragraph should be long enough to develop the main idea clearly.

2.5 Types of Paragraph

Based on Competence-Based Curriculum, writing can be classified into twelve genre namely narrative, procedure, news item, report, recount, descriptive, anecdote, hortatory exposition, analytic exposition, commentary, discussion, and explanation. These types are divided based on students' grades. The participants of this research are the eighth grade students. According to the institutional curriculum there are three types of paragraph that have to be mastered by the eighth grade students. They are descriptive, recount, and narrative. In this research, the students wrote a recount paragraph.

2.5.1 Recount Paragraph

Recount retells past event or something which happen in the past. The purpose of recount is only to inform or even just to entertain. Based on its types, Derewianka (1990) divides recount into three, namely personal recount, factual recount, and imaginative recount. First, personal recount exposes an event in which the writer or the author got involved or acted in the event himself. Belong to this type among others are daily funny incidents, entries of a diary, etc. Second, factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, etc. The last is imaginative recount; it is an unreal event or story, like reading texts for language lesson, a story about a life of a slave, etc. The type of recount used in this research was personal recount.

Still according to Derewianka (1990), the generic structure of recount consists of orientation, series of events, and re-orientation. Orientation introduces the participants and the setting (time and place). Then, series of events tell what happened, in chronological order. At last, re-orientation tells the writer's comment. It is optional-closure of events. It is also can be regarded as the conclusion.

Video used as a basis for discussion, a model for learners to follow and a visual aid.

It is clear that video is very useful for both the teacher and the learners in language learning activities, especially writing. The teacher is helped by the video as the teaching aid. Then the learners cannot only enjoy the video but also improve their language ability. More interesting the video the teacher shows, it will develop the students interest in learning English especially writing activities.

2.6.2 Criteria of Selecting Video

Selecting video as the media of teaching language is very important. It is useful to scope whether or not the material is too wide. By choosing the suitable video materials to the students, it will help the students to stimulate their learning motivation. Gallacher (2003) stated that there are some criteria of selecting video, as follows:

a. Watchable

It means the video is interesting enough to watch especially for Junior High School students

b. Completeness

The video has a complete story or section. If the researcher uses video clip, the video clip must not be cut in the middle of video. The video must be available in the complete story.

c. Length

The length of the video is very important. It could not be too long, perhaps between 30 seconds to 5 minutes if the video is in the form of video clips. The length of the video is also important to avoid the students' boredom.

d. Level of maturity

It means that the content of the video must be suitable with the age of the students. If it is not, the students will not understand about it. The image that is

Relating to the types of video, in this research, the researcher used cartoon video clips. It was the development of cartoon video. If cartoon video has length more than one hour, cartoon video clip only has length 30 seconds until 5 minutes (*see the definition of video clips 2.6*). It was chosen because of the phenomenon how movie or video can affect their watcher easy to remember the parts of the movie or video. The video used was considered with the course outline or the syllabus of language teaching in the school. The purposes were to make the students interested and enjoying the lesson and easy to comprehend the material.

2.6.4 The Role of Teacher

According to Lonergan (1984:5-6), as in most language-teaching situations, the role of the teacher is a key one. It is the teacher who must harness the power of the video; it is the teacher who has the prime responsibility for creating a successful learning environment. The video is another useful aid for the language teacher. It is not meant to rival or overshadow the teacher, still less replace her or him. Here, both the teacher and the video facilitate the learning activity. In addition, the responsibility of the video content will also lie with the teacher. Besides, the teacher should be confident and competent when handling the video equipment. However, the responsibility for successful language learning does not rest with the teacher alone, but the students must respond to the situation.

2.6.5 The Role of Students

Unlike the viewers' role in watching the video for entertainment purposes which tends to be passive, watching video films for language-learning purposes should be an active process. Lonergan (1984:6) says, the support materials made by the teacher or supplied with the video should encourage positive viewing by the students; they must participate so that the output from the video is not just one-way, to an unresponsive audience. Technique for promoting active viewing will be

Video consists of three main elements namely music, recorded voice, and images (clips). In this research, the video that will be used only consists of music and images / cartoons. The cartoon video that will be used is “Angus and Cheryl”. It is produced in 2007 by BRB Internacional-Screen 21-Tuba Entertainment. This cartoon video provides movement of the characters and sound effect without any conversation. The visual information can be used by the students as a clue to the characters’ attitudes. This cartoon video can be regarded as silent cartoon video. The silent cartoon video is suitable for learning writing, because the students can practice to gain, comprehend, and then deliver the message presented by the video into written form. It shows that the students take an active part in watching the video materials. At the same time, active viewing activities can increase the enjoyment and satisfaction gained from viewing, as well as maintain the students’ motivation (Lonergan, 1984:11).

In conclusion, when watching video the students should become active viewers. They do not only watch and enjoy the video, but also comprehend the story and the content of the video presented. It is necessary because if they do not understand well what is presented, they will be unable to produce written work.

2.7.2 Guided Note-taking

Lonergan (1984:11) says that the video has the ability to present complete communicative situations. That is why it is usually difficult for the students to undertake extensive writing tasks while watching the screen. Viewing guide combined with viewing the video sequence is needed to help the students to write; in which writing is the active demonstration of comprehension. The viewing guide can be done through note-taking.

According to Khan (2003), note-taking is condensing the materials into brief note forms that are meaningful and concise and that facilitate recall. Note-taking is a very useful practice as it enables the students not only to preserve relevant information for future use, but also because during the note-taking stage they reach

2.8 The Effect of Cartoon Video on Writing Achievement

Young people like cartoon. Here, young people are referred to the students. Cartoon video does not only give an entertainment which is motivating and interesting, but also communicating. As Lonergan (1984:4) says that an outstanding feature of video is their ability to present complete communicative situations from the combination of sound and vision which are dynamic, immediate, and accessible. Hence, it stands to reason that if cartoon can be used in an educational context, an interest in learning may also be created (Canning-Wilson, 2000).

In watching the cartoon video presentation, it is necessary for the students to take an active part because active viewing can not only focus students' attention on the main idea of the video presentation but also increase their enjoyment and satisfaction (Hemei, 1997). Active viewing brings the students to do transfer activity. Transfer activity refers to the process done by the students in transferring their comprehending of the content of cartoon video watched into the form of written work. The transfer activity consists of three activities namely watching the video, guided note-taking, and producing written work. Here, the students need to explore their ability in comprehending the video content, expressing the message gotten in note-taking activity, and then building up their note into a good writing product. As what has been explained before, in order to produce a good writing, it is essential for the students to master the aspects of writing and writing process.

In short, cartoon video has beneficial value and positive effect for language learning process, especially writing achievement because it lets the students to have an enjoyment and active demonstration of comprehension, which is writing, in their learning experience.

2.9 Hypothesis

Based on the research problem and the literature review above, the research hypothesis was formulated as follows:

CHAPTER 3. RESEARCH METHODS

This chapter presents research methods applied in this research. It covers research design, treatment, area determination method, respondent determination method, data collection method, and data analysis method.

3.1 Research Design

The research design used in this research was an experimental design, because the aim of this research was to know whether there is a significant effect or not to the subject that is given a certain treatment. Because the research subject was human in this case the students, so the researcher could not use true experimental. In this study, the researcher used quasi experimental with the static group comparison design.

Setiyadi (2006:134) states that Random Assignment Posttest or usually called as Posttest Only Control Group is close to the true experiment, because it has control group. The design needed two classes from the eight available classes by using homogeneity test. The first group was treated as the experimental group and the second group as the control group. In this research, the experimental group received treatment on their writing class (X) that was using cartoon video, while the control group used pictures or it was taught in a conventional way.

The design of the research can be illustrated as:

K1	X	T
K2	O	T

Note:

K1 : Experimental Class or Group

K2 : Control Class or Group

X : Treatment

O : Conventional Teaching Writing

T : Posttest

(Adapted from Setiyadi, 2006:43)

- 6) Giving the same post test to the both of the classes to know the result of the treatment given.
- 7) Applying independent sample t-test of 95% confidence interval or 5% significance level by using SPSS (Statistical Package for Social Sciences) to find out the mean difference of both groups. Then comparing both groups to know whether or not there was an effect of using cartoon video on writing achievement.
- 8) Drawing a conclusion from the analysis to answer the research problem.

All of the data collected were analyzed by using computerized statistic (SPSS), so the researcher did not write any formula for analyzing the data collected.

3.2 Treatment

The treatment here dealt with teaching writing by using cartoon video in experimental group. The treatment was given twice. The cartoon video used was Angus and Cheryl which had some episodes. At the first meeting the teacher used the cartoon video of Angus and Cheryl in the episode 'Insomnia'. At the second meeting, the teacher used 'Phone' episode.

Here, the researcher applied the procedure of teaching writing by using cartoon video which was divided into three steps:

3.2.1 Watching the Cartoon Video

The cartoon video was played three times. At first playing, the students were asked not only to watch the cartoon video but also understand the story. Then, at the second playing, the students were asked to watch and comprehend the plot. At the last playing, the teacher asked the students to make note as the activity of guided note-taking while watching the video.

3.2.2 Guided Note-taking

Guided note-taking activity was done by the students while they watching the video at last playing. Here, the teacher led the students to take note on the

3.3 Area Determination Method

This research was conducted at SMP Negeri 1 Ambulu. This area was determined by purposive method since the researcher selected particular elements from the population that would be representative and informative about the topic (McMillan, 1992:76).

This research area was chosen based on two considerations, namely; academic reason and technical reason. Based on academic reason, teaching writing using cartoon video has never been applied by the English teacher in SMPN 1 Ambulu. And for the technical reason, SMPN 1 Ambulu has complete facilities that can support the researcher in doing the research, such as: viewer, sound system, computer, etc.

3.4 Respondent Determination Method

The population of this research was the eighth grade students of SMPN 1 Ambulu in 2010/2011 academic year which consists of eight classes. Each class consisted of 35 students. There were 280 students of grade eight in this school. Arikunto (2002:120) states that if the number of the population is less than 100 persons, we can take all of them. However, if the number of population is more than 100 persons, we can take 10% up to 15%, 20% up to 25% or more of the population as the samples. Cluster random sampling was used to take the sample based on the consideration that it was impossible to take all of the population, because the population was more than 100 persons.

The English score from the English teacher was analyzed by using ANOVA formula to know whether or not the classes are homogeneous. If the result of the ANOVA test was significant ($p > 0.05$) meant that the population was homogenous, the experimental group and control group were taken randomly by lottery but if the population was heterogeneous so the experimental group and control group were taken from two classes that had the closest mean differences.

doing the test is 80 minutes. Before the test was conducted, the experimental group got the treatment. The treatment was conducted twice. They were taught writing by using cartoon video. Differs from the experimental group, the control group was taught writing conventionally. Although both of the experimental and the control group were taught in different way, but the test they had was same.

Concerning with the scoring method, this research used analytical scoring. Hughes (1996:91) defines analytical method is a method is a method of scoring which require a separate score for each number of aspects of a task are said to be analytic. It means that each aspect is scored separately based on the criteria. In this case there were five aspects which consist of content, organization, vocabulary, language use, and mechanics as discussed in Chapter II. The scoring guide used in this research was adapted from Heaton (1991:146) that can be seen on Appendix K. At the scoring guide, the division of maximum point for each aspect was not the same. The highest point was for content that was 30 and the lowest point was for mechanics that was only 5. Actually the different division of scoring in analytic scoring became necessary at the various levels. As Heaton (1991:148) says that if the analytic scoring is employed, it is essential that flexibility is maintained. At the various levels it may become necessary to change either the divisions themselves or the weighting given to them. In this case, the researcher focused on content and language use, that was why those aspects had higher points than other aspects.

Furthermore, there are two kinds of scoring a composition test which are intra-rater and inter-rater scorer. Hughes (1996:19) explains that the writing test can be scored by two different scorers (inter-rater) or one person scoring the same test paper on different occasions (intra-rater). In this research, the writing test used the inter-rater. According to Wang (2009) inter-rater reliability refers the degree of similarity between different scorers which can be two or more scorers without influencing one another. It means that the researcher and the English teacher(s) collaborated on scoring the writing test. It is aimed to decrease the subjectivity of the scoring.

- 1) Find out which row to read from, here the researcher needs to look at the large column labeled Levene's Test for Equality of Variances. This is a test that determines if the two conditions have about the same or different amounts of variability between scores. There are two smaller columns labeled F and Sig. If the value of Sig column is greater than 0.05, it means the variability of experiment and control groups are about the same. Consequently the scores in experimental does not vary too much more than the scores in the control group. In this condition, the researcher had to look at the first row of independent sample t-test table. If the value is less than 0.05, it means the variability in are similar. Consequently, the scores in experimental group vary much more than the scores in the control group. In this condition, the researcher had to look at the second row.
- 2) After determining which row was going to read, the researcher needed to look at the large column labeled t-test for equality means. Here, if the value of sig column was greater than 0.05, the researcher could conclude that there was no statistically significant difference between experimental and control group or there was no significant effect between those two groups. If the value of sig column was less than or equal to 0.05, the researcher could conclude that there was statistically significant difference between experimental and control group or there was a significant effect between those two groups.

4.2 The Results of Supporting Data

The supporting data were obtained through interview and documentation. These data were used to support the main data.

4.2.1 The Result of Interview

The interview was conducted informally with the English teacher of the eighth grade students on May 14th and 19th 2010. According to the teacher, English is taught twice a week. The English curriculum used in the eighth grade of SMPN 1 Ambulu is Institutional Level Curriculum. The teacher taught writing achievement by delivering jumble sentences and asking the students to arrange them into good paragraph, asking students to do gap-filling paragraph, and also asking the students to do free writing about certain topic given.

In teaching learning English, the teacher uses a compulsory book that was “*Smart Steps for Grade VIII Junior High School*” and a workbook that was “*Buku Pendamping Materi BIMA kelas VIII*”. The teacher never used cartoon video in teaching writing achievement. He said that he sometimes only used pictures as media which support students to write. It was emphasized by the lesson plan of the teacher that never used video as the media in teaching English (*see Appendix C*).

4.2.2 The Result of Documentation

a. The Total Number of Respondent

The documentation was used to get the data about the number and the names of the respondents. The data were gained on May 19th 2011. The total number of the eighth grade students of SMPN 1 Ambulu in the 2010/2011 academic year 271 students consisting of 8 classes (the distribution of the students can be seen in Table 4.2)

4.3 The Description of the Treatments

As had been explained in Chapter III, the experimental group (VIII D) received treatment on their writing class, while the control group (VIII E) received no treatment. The description of the treatments had been explained in the lesson plan enclosed, while the schedule of administering the treatments can be seen in table 4.3

Table 4.3 The Schedule of Administering the Treatment

No.	Treatment	Experimental Group	Control Group
1.	Treatment I	23 rd May 2011 10.00 – 11.20 WIB	26 th May 2011 07.00 – 08.20 WIB
2.	Treatment II	25 th May 2011 10.00 – 11.20 WIB	28 th May 2011 08.20 – 09.40 WIB

The activities in the control and experimental group were adjusted with the schedule of English subject in the school.

4.4 The Result of Try Out

Before administering the post test, the try-out test was administered on Wednesday, 25th May 2011 at 08.20 up to 09.40. It was tried out to VIII B class as the sample of try-out because this class had nearly the same mean score with the experimental and the control group. In this research, the purpose of conducting the try-out test was to know whether the time given in writing a recount paragraph was enough or not and to know whether the instruction of writing test was clear or not for the respondents.

Based on the result of try-out, the time given to write a recount paragraph was enough and the instruction was clear enough for the students to do the writing test. Therefore, there was no revision for the time and the instruction of the post test.

shows that the mean score of the experimental group (VIII D) is higher than that of the control group (VIII E).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NILAI	Equal variances assumed	3.786	.056	2.516	64	.014	4.6599	1.85179	.96054	8.35931
	Equal variances not assumed			2.542						

From the table above, the value of significant column of Lavene's test for Equality of Variances is 0.056. It is higher than 0.05 (standard error). Consequently, the row that must be read is the first row of t-test column. In T-test column, the value of significant (2-tailed) is less than 0.05 that is 0.014. It means that there is statistically different between the experimental and control groups. Manually the formula to get degree of freedom is $df=(N_1+N_2)-2$, and the result $df = (34+32) - 2 = 64$. So the result of degree of freedom is 64.

4.6 The Hypothesis Verification

After analyzing the post test scores, the null hypothesis was verified to prove whether it is rejected or accepted. Based on the output of Independent sample t-test by using SPSS program, the value of Lavene's Test of Equality variances was 0.056 it meant the variability of the experimental and control group was about the same. If

attention on the main idea of the video presentation but also increase their enjoyment and satisfaction. In short, the students paid more attention to the lesson, because they felt interested and motivated on it.

In addition, the students could write the recount paragraph better than what the students in control group did. It was because on the cartoon video the chronological events presented clearly. It was strengthened by a finding from the studies by educational researchers that say approximately 83% of human learning occurs visually, and the remaining 17% through the other senses - 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch (OSHA, 1996). In other words, by cartoon video the students were helped much to learn, because they got the material visually. Those were the reasons why they could make the recount paragraph easily.

It was different with control group which had no cartoon video as media on their writing class. Consequently the students in the control group could not enjoy and absorb the material as well as the experimental class. It was because the students in control group were taught conventionally. The students in control group only got pictures as the media then they were asked to write a recount paragraph based on the pictures. They still needed to think about what they had to write, because they should imagine the chronological events in good way.

In conclusion, the use of cartoon video in teaching English especially teaching writing achievement plays an important role to increase students' writing achievement. The evidence was that teaching writing achievement by cartoon video had a significant effect on writing achievement among the eighth year students' class VIII D at SMPN 1 Ambulu in the 2010/2011 academic year.

5.2.1 The English Teacher

It is suggested that the English teacher of SMPN 1 Ambulu uses cartoon video as the teaching media especially in teaching writing achievement. And, it is suggested to the English teacher of SMPN 1 Ambulu to join some workshops related to the use of multimedia in teaching and learning activities.

5.2.2 The Students

It is suggested that the students of SMPN 1 Ambulu should actively involve themselves in the teaching and learning process by practicing their English by using video or the other media.

5.2.3 The Other Researchers

It is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using a different language skills and component, in different research area or research design to improve the students' writing achievement.

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Research Matrix

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Cartoon Video on the Eighth Grade Students' Writing Achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year	Is There Any Significant Effect of Using Cartoon Video on the Eighth Grade Students' Writing Achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year?	1. <u>Independent Variable</u> Teaching Writing Using Cartoon Video 2. <u>Dependent Variable</u> Writing Achievement	<ul style="list-style-type: none"> • Silent cartoon video • Guided note-taking Content Organization Vocabulary Language use Mechanics	1. <u>Respondent</u> The Eighth Grade Students of SMPN 1 Ambulu 2. <u>Informant</u> The English teacher of SMPN 1 Ambulu 3. <u>Documents</u>	1. <u>Research Design</u> Post Test Only Control Group 2. <u>Area Determination Method</u> Purposive Sampling 3. <u>Respondent Determination Method</u> Cluster Random Sampling 4. <u>Data Collection Methods</u> a. Primary data: Writing Test b. Supporting data: Interview Documentation 5. <u>Data Analysis Method</u> • T-test that was counted by using SPSS (Statistical Package for Social Sciences)	There is a significant effect of using Cartoon Video on the Eighth Grade Students' Writing Achievement at SMPN 1 Ambulu in the 2010/2011 Academic Year

Appendix C

The Eighth Grade English Teacher's Lesson Plan of SMPN 1 Ambulu

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 12.2)

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII (delapan) / Genap (2)

Standar Kompetensi

12 Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

Indikator

12.1 Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah retorika yang benar

Alokasi waktu : 4 x 40 menit (2 x pertemuan)

A. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat:

- Menulis teks esei pendek dan sederhana dalam bentuk *recount* dengan langkah retorika yang benar

1. Menjawab pertanyaan terkait dengan surat
2. Membahas kosakata yang diperlukan dalam teks
3. Membuat surat secara singkat dan sederhana tentang rekreasi
4. Menulis surat pribadi tentang rekreasi

3. Kegiatan Penutup

- Menanyakan kesulitan siswa dalam memahami writing tentang rekreasi
- Menyimpulkan materi
- Menugaskan siswa membuat surat sejenis

E. Sumber Belajar

1. Buku teks yang relevan
2. Buku cerita bahasa Inggris
3. Gambar-gambar terkait cerita

F. Penilaian

- Teknik : tes tulis
- Bentuk : tes rumpang, tes tulis dalam bentuk surat

Mengetahui

Kepala Sekolah

.....
NIP

.....

Guru Mata Pelajaran

.....
NIP

22	F	98	F	78	F	84	M	88	M	55	F	78	F	53	F	71
23	F	78	F	53	F	81	M	90	M	65	F	77	F	45	F	87
24	F	93	M	40	F	73	M	88	F	55	M	82	F	38	F	86
25	F	80	F	65	F	60	F	65	M	45	M	79	F	27	M	86
26	F	83	F	73	F	62	F	35	M	73	M	83	F	32	F	79
27	M	85	F	63	F	45	F	50	M	73	F	80	M	86	F	82
28	M	85	F	63	M	47	F	43	M	75	F	87	M	57	M	67
29	M	95	F	60	M	47	F	78	F	60	F	80	F	50	M	76
30	F	85	F	63	M	50	M	75	F	53	M	63	F	44	M	88
31	F	95	M	43	F	33	F	65	F	90	M	69	M	50	M	85
32	F	50	M	65	M	37	F	65	F	63	F	71	M	50	F	85
33	F	90	M	73			M	55			M	71	F	33	F	69
34	F	63	F	63			F	53			F	71	M	40		
35	F	78									M	61				
36	M	83														
37	F	85														

Appendix F

Meeting 1

LESSON PLAN

School : SMPN 1 Ambulu
Class / Semester : VIII / 2
Time : 2 x 40 minutes
Genre : Recount
Skill : Writing
Theme : Someone's Experience

A. Standard Competence

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Indicators

1. Identifying the content of a simple video in the form of recount entitled Angus and Cheryl Insomnia episode
2. Identifying the generic structure of a simple video in the form of recount entitled Angus and Cheryl Insomnia episode
3. Writing a good short recount paragraph entitled Angus and Cheryl Insomnia episode

D. Objectives

1. Students are able to identify the content of a simple video in the form of recount entitled Angus and Cheryl Insomnia episode
2. Students are able to identify the generic structure of a simple video in the form of recount entitled Angus and Cheryl Insomnia episode
3. Students are able to write a good short recount paragraph entitled Angus and Cheryl Insomnia episode

<p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p> <p>2.10</p>	<p>paragraph given</p> <p>Showing the cartoon video of Angus and Cheryl “Insomnia” and asking the students to understand the content</p> <p>Asking the students to do exercise 1 by answering the questions shortly</p> <p>Checking together the students’ work on exercise 1</p> <p>Showing the cartoon video of Angus and Cheryl “Insomnia” again and asking the students to understand the story plot</p> <p>Giving the students’ worksheet to prepare note-taking</p> <p>Introducing unfamiliar words that may be needed by the students to write</p> <p>Asking the students to do note-taking while watching the cartoon video of Angus and Cheryl “Insomnia” in the third chance</p> <p>Asking the students to do exercise 2 by writing a short recount paragraph of Angus and Cheryl “Insomnia” based on the cartoon video they watched and their note</p>		<p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p>	<p>paragraph given</p> <p>Asking the students to do exercise 1 by answering questions shortly</p> <p>Checking together the students’ work on exercise 1</p> <p>Showing pictures series of Angus and Cheryl “Insomnia” to the students</p> <p>Telling short description about the characters of Angus and Cheryl</p> <p>Introducing unfamiliar words that may be needed by the students to write</p> <p>Asking the students to do exercise 2 by making a sentence for each picture given</p> <p>Asking the students to do exercise 3 by writing a short recount paragraph about Angus and Cheryl “Insomnia” based on the pictures series given</p>	
<p>3.</p> <p>3.1</p>	<p>Closing</p> <p>Reviewing and drawing the conclusion from the material that has been taught.</p>	<p>5’</p>	<p>3.</p> <p>3.1</p>	<p>Closing</p> <p>Reviewing and drawing the conclusion from the material that has been taught</p>	<p>5’</p>

Material

For Experimental Group

Leading questions

1. You have a lot of friends, don't you?
2. What do you usually do with your friends?
3. Have you ever had an unforgettable experience or incident with your friends?

Example of a recount paragraph of someone's experience:

Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbour a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took two hours to get there. When we arrived, we saw many people also joined the contest. After we examined more carefully, we realized that all of the contestants wore red and white costumes. Then, we asked the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colourful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

(Adopted from Scaffolding English for Grade VIII Students)

Questions:

1. What is recount?
2. What are the generic structures of recount?
3. From the text above, mention the orientation, events, and reorientation!

Cartoon video clip of Angus and Cheryl "Insomnia" episode

Exercise 1

Answer the questions below based on the cartoon video you have watched.

Exercise 2

Write a short recount paragraph about the experience of Angus and Cheryl “Insomnia”. The paragraph consists of 8 to 10 sentences.

For Control Group

Leading questions

1. You have a lot of friends, don't you?
2. What do you usually do with your friends?
3. Have you ever had an unforgettable experience or incident with your friends?

Example of a recount paragraph of someone's experience:

Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbour a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took two hours to get there. When we arrived, we saw many people also joined the contest. After we examined more carefully, we realized that all of the contestants wore red and white costumes. Then, we asked the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colourful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

(Adopted from Scaffolding English for Grade VIII Students)

Exercise 1

Answer the following questions based on the recount paragraph entitled "Wrong Costumes".

1. Who are the characters of the story?
2. When did the story happen? Where?
3. What kind of audition did they join?
4. Why were they excited?

Exercise 3

From the sentences you have made on previous exercise, make them into a short recount paragraph.

wall. After that, he went back to his room to continue his sleep. Then, he heard Cheryl moved a bookshelf. He went out from his room then helped Cheryl to move the bookshelf and arrange the books. Afterwards, Angus went back to sleep at his room, but suddenly they got a short circuit. He heard Cheryl tried to repair a light off. He came outside, and then helped Cheryl to repair the light. Unfortunately, he got a shock because of the electricity. Finally, after finished repairing the light, he went back to sleep, but it was already morning. He could not sleep well last night; he got insomnia.

E. Learning Material

Recount

A recount retells events for the purpose of informing or entertaining.

Generic structure:

- Orientation : provides the setting and introduces participants.
- Events : tell what happened, in chronological order. It also uses time connectives.
- Re-orientation : optional-closure of events. It tells the writer's comment. It is also can be called as the conclusion of the text.

Language features:

- Use of nouns or pronouns to identify people, animals, or things involved
- Use of action verbs to refer to events
- Use of past tense to locate events in relation to writer's time
- Use of conjunctions and time connectives to sequence the events
- Use of adverbs and adverbial phrases to indicate place and time
- Use of adjectives to describe nouns

F. Teaching Method

Three Phase Method

G. Teaching and Learning Activities

No	Experimental Group	Time	No.	Control Group	Time
1.	Introduction	5'	1.	Introduction	5'
1.1	Greeting		1.1	Greeting	
1.2	Giving leading questions		1.2	Giving leading questions	
1.3	Stating the objectives of the lesson		1.3	Stating the objectives of the lesson	
2.	Main Activities	70'	2.	Main Activities	70'
2.1	Giving the students a recount paragraph about someone's experience		2.1	Giving the students a recount paragraph about someone's experience	
2.2	Asking the students to analyze the generic structure of recount		2.2	Asking the students to analyze the generic structure of recount	

3.2	taught. Parting		3.2	taught Parting	
-----	--------------------	--	-----	-------------------	--

H. Media and Source

- a. Media : Series of pictures
Cartoon video clip
Viewer
- b. Source : www.youtube.com

Jember, May 2011

Teacher,

Kurnia Primasthie
NIM.060210401366

5. He felt annoyed to get the phone calling repeatedly. (...)
6. Angus knew who called him. (...)
7. Cheryl called Angus from her home. (...)
8. When the sky was already dark, Angus closed the glass door. (...)
9. Cheryl tried to open the glass door and called Angus. (...)
10. Finally, Angus let Cheryl to come into his house. (...)

Students' Worksheet for note-taking

Students' Worksheet

Fill this worksheet while watching the cartoon video. It will help you to write a recount paragraph about the experience of Angus and Cheryl "Phone".

Vocabulary used:

phone (n)	ring (v)	cloudy (adj)
boxing (n)	close (v)	dark (adj)
door (n)	ignore (v)	repeatedly (adv)
wire (n)	break (v)	heavily (adv)
rain (n)	annoy (v)	

(title)

Orientation : (who)

(when)

(where)

Events : -

-

-

-

Reorientation : Finally.....

.....

Exercise 2

Write a short recount paragraph about the experience of Angus and Cheryl "Phone".

The paragraph consists of 8 to 10 sentences.

For Control GroupLeading questions

1. Do you still remember what did we discuss on the previous meeting?
2. Have you had been annoyed by your friends?
3. Have you annoyed your friends?

Example of a recount paragraph of someone's experience:*Rahman and Rujak*

Rahman went to Ika's house yesterday to do homework. After finishing the homework, Ika made *rujak* for Rahman. Ika knew that Rahman did not like spicy food, nevertheless, she made it very spicy. Rahman was very hungry, so he could not restrain himself from eating it. At that moment he thought that the *rujak* was very tasty, although it was spicy. He ate it too much. The next morning he got stomachache and he could not go to school.

(Adapted from English in Focus for Grade VIII)

Exercise 1

Decide whether the following statements are true (T) or false (F) based on the recount paragraph entitled "Rahman and *Rujak*".

1. Yesterday, Rahman went to Ika's house. (....)
2. Rahman went to Ika's house to make *rujak*. (....)
3. Rahman went to Ika's house alone. (....)
4. Rahman made spicy *rujak* for Ika. (....)
5. Rahman got a stomachache, so he couldn't go to school. (....)

ANSWER KEY

Exercise 1

1. T
2. F → Rahman went to Ika's house to do homework.
3. T
4. F → Ika made spicy rujak for her friend.
5. T

Exercise 2

1. Angus' phone rang.
2. Angus took the phone up.
3. Angus felt fed up because he got a call again.
4. Angus was angry because the phone rang again.
5. Cheryl annoyed Angus at terrace.
6. The sky became cloudy and dark.
7. Angus closed the door while Cheryl was still at outside.
8. Cheryl called Angus from outside.
9. Angus broke the phone wire.

A model answer of Exercise 3:

Phone

Yesterday afternoon, when Angus was playing boxing, he got a phone calling. When he took the phone, it was broken off. The same thing happened three times. Angus felt fed up when he took the third phone calling. Apparently, who was annoying Angus was Cheryl. She stayed at Angus' terrace when she made call to Angus. Several minutes later, Angus closed the glass door, because the rain fell heavily. Then, Cheryl tried to open the glass door and called Angus. But, Angus ignored the phone rang, he just enjoyed listening music. Finally, Cheryl was still at Angus's terrace whereas the rain fell heavily.

2. Name : ERFAN SUJAT MIKO
Class : B E

Exercise 2

The following pictures are pictures of Angus and Cheryl. These pictures are in series. Make a sentence for each picture.

Angus And Cheryl

1. one day, when Cheryl put on her photos, she make noise
2. Angus awake from his sleep because he is trishty
3. then Angus help Cheryl to put Cheryl photos on the wall
4. then Angus After agus help Cheryl he see sleep again
4. ~~Cheryl~~ Cheryl command : Cheryl want need Angus' helps to move the books
5. After finish ^{to move} put on the books in the ~~shelf~~ shelf
6. Angus go back to ~~sleep~~ slept
7. Angus Fery Felt
8. When he want slept, suddenly morning come

Exercise 3

From the sentences you have made on previous exercise, make them into a short recount paragraph.

1 Angus AND Cheryl

one day,

Last night, Cheryl made noise at home while Angus was sleeping, then Angus woke up from his sleep because Cheryl disturb his sleep, then Angus helped Cheryl to put on Cheryl photos on the wall,

After helped Cheryl, Angus slept again.

When Angus slept, Angus awake again, because Cheryl command Angus to moved the books to book shelf, After finished moved the books in the book shelf, Angus back to slept,

Angus felt very tired finally

but, when he want to slept, suddenly morning came,

he so Angry

2. Name : Desy Richa L-K
 Class : VIII E

Exercise 2

The following pictures are pictures of Angus and Cheryl. These pictures are in series.

Make a sentence for each picture.

- One day heard the ring phone
 Angus take phone up but nothing answer at there
 Suddenly more ring phone Angus feel fed up because nothing answer at there
- Angus Angry, because his phone ring again.
 - Apparently, Cheryl disturb the Angus
 - Suddenly the cloud become cloudy
 Angus going to closed the door
 - Cheryl become afraid, she's called Angus again, because the rain was thick
 - Angus was broke the phone

Exercise 3

From the sentences you have made on previous exercise, make them into a short recount paragraph.

One day heard the ring phone. Then Angus take phone up but nothing answer at there. Suddenly more ring phone Angus feel fed up because nothing answer at there and Angus become angry because his phone ring again. Apparently, Cheryl disturb the Angus. Suddenly the cloud become cloudy, Angus going to closed the door. Cheryl call Angus again because she at outdoor and the rain was thick finally Angus broke phone cable.

Appendix J

POST TEST

Subject : English
Class/ Semester : VIII / 2
Skill : Writing
Text : Recount
Time : 2 x 40 minutes

Read the instruction carefully!

Write a short recount paragraph about “My Unforgettable Experience”. The paragraph consists of 8 to 10 sentences.

The aspects that will be evaluated are:

1. Content
2. Vocabulary
3. Grammar
4. Organization
5. Mechanics

- 21 – 19 *Good to Average* : effective but simple constructions – etc.
- 17 – 11 *Fair to Poor* : major problems in simple/complex constructions
– etc.
- 10 – 5 *Very Poor* : virtually no mastery of sentence constructions
rules – etc.

5. *Mechanics*

- 5 *Excellent to Very Good*: demonstrates mastery of conventions – etc.
- 4 *Good to Average* : occasional errors of spelling, punctuation – etc.
- 3 *Fair to Poor* : frequent errors of spelling, punctuation,
capitalization – etc.
- 2 *Very Poor* : no mastery of conventions – dominated by errors
of spelling, punctuation, capitalization,
paragraphing – etc.

SCORE = *Content + Organization + Vocabulary + Language use + Mechanics*

(Adapted from Heaton, 1991:146)

Appendix M

THE SAMPLES OF THE WAY OF SCORING FOR EXPERIMENTAL GROUP

1. The Highest Score

Name : Bahtiar Arifin
Class / No. : VIII D / 8
Score : 90

"Basket ball Competition"
Last week my friend and I watched
basket ball match at MU 3 Jember. I went with by
bus, arrived there, basket ball match of SPASA
and SPADA Jember started.
We were so nervous when SPASA's score
go far and far. We gave support for SPASA club
with scream sportive.
Finally SPASA's club won score 78-60
I were very proud of SPASA, because SPASA
~~month~~ felt got the ~~third~~ third of winner.

THE FIRST RATER

A. Content = 27

His content got 27 because he had very good knowledge on what he had written. He presented his idea well, so his writing was easily to understand by the reader. Also he did not present irrelevant information in his writing.

B. Organization = 17

His organization got 17 because he loosely organized his ideas but it does not influence the comprehension. All the sentences were still related to the main idea although they were somewhat choppy.

C. Vocabulary = 18

He got 18 for vocabulary used because he was able to choose effective words in his writing.

His language use was very good. He could use Simple Past tense consistently. That is why he got 23.

E. Mechanics = 4

He got 4 for his mechanics because there was a little error in punctuation (commas and full stops) but it does not influence the comprehension. So far his mechanics was good.

Score: 28+17+19+23+4 = 91

Total score: $\frac{\text{score from 1}^{\text{st}} \text{ rater} + \text{score from 2}^{\text{nd}} \text{ rater}}{2} = \frac{88+91}{2} = 90$

2. The Middle Score

Name : Amalia Novia Sari

Class / No. : VIII D / 4

Score : 69

Together ness With
Best Friend

I ever had a friend. her name is Adaw. I ever quarrel with her. the problem is, her money a lost. her Judd for me. I has programe for her. I will make party birthday. I invited every body. We will happily. this is amazing. Finally, I story's about problem. I tell this problem not serious. Suddenly, he think this money put in table. As soon her give me 600. she received my prize. Finally, I back to home.

THE FIRST RATER

A. Content = 19

She only got 19 on the content because it had little substance. It was not understandable. She made the reader confuse reading her writing. She did not present her ideas well.

She got 20 for the content because it was not easily understood. She frequently made the reader confuse with her ideas.

B. Organization = 16

Her organization got 16 because she had loosely organized ideas. Fortunately the main idea was still appear. She could not connect the sentences well. She should use some transition words to make better coherence.

C. Vocabulary = 15

She had lack of vocabulary used. She made errors of word form, choice, and usage occasionally. But fortunately, her writing still can be understood. That is why she got 15.

D. Language Use = 16

She got 16 for the language use. She had many problems in language use. She was unable to make good construction of sentences. Luckily, her writing still can be understood because her problems did not change the meaning.

E. Mechanics = 3

Her mechanics got 3 because she was careless on spelling, punctuation, and capitalization.

Score: 20+16+15+16+3 = 70

Total score: $\frac{\text{score from 1}^{\text{st}} \text{ rater}}{2} + \frac{\text{score from 2}^{\text{nd}} \text{ rater}}{2} = \frac{68+70}{2} = 69$

3. The Lowest Score

Name : Dimaz Hasby Fauzan

Class / No. : VIII D / 12

Score : 55

Moment Ngamen when do not has money

One day, when I do not has money for played PS. I ngamen in hour's sidodadi when I meet with pengamen's. I quarrell. The problem lost some money. Finally this pengamen went close a hour's Area sidodadi.

- "... went close a hour's Area Sidodadi." should be "... went close to Sidodadi housing area."

"A" on "area" should be non-capitalized.

Score: 18+12+12+12+3 = 57

THE SECOND RATER

A. Content = 17

His content got 17 because he had limited knowledge of subject. So his writing looks like unfinished yet.

B. Organization = 10

His organization was poor. He could not organize the ideas and sentences well. That is why he got 10 on the organization.

C. Vocabulary = 12

He got 12 for his vocabulary because his vocabulary was weak. He was unable in using good and appropriate vocabulary. It influenced the meaning.

D. Language Use = 11

He had lack of grammar mastery. He made many errors of language use. Unfortunately, it influenced the meaning of his ideas. That is why he only got 11 for the language use.

E. Mechanics = 3

His mechanics got 3 because he made errors spelling, punctuation, and capitalization. It sometimes makes confusing for the reader.

Score: 17+10+12+11+3 = 53

Total score: $\frac{\text{score from 1}^{\text{st}} \text{ rater} + \text{score from 2}^{\text{nd}} \text{ rater}}{2} = \frac{57+53}{2} = 55$

- "... and we stopped eate meat balls in the seam street." instead "... and we stopped to eat meatballs at roadside."
- "... I just know it turned exchanged my sandals ..." instead "... I just knew that I got accidentally exchanged my sandals ..."

D. Language Use = 20

She got 20 in language use because she made simple construction. Actually she applied past tense but she was not consistent. Luckily, it does not influence the comprehension.

E. Mechanics = 4

His mechanics got 4 because he made errors on spelling, punctuation, and capitalization occasionally.

- "orther" should be "other"
- "final we back to home together." instead "Finally, we went back to home together."

Score: 24+17+15+20+4 = 80

THE SECOND RATER

A. Content = 24

She got 24 for content because she knew the subject of her writing enough. The information given was relevant with the topic she told.

B. Organization = 19

His organization got 19 because she kept the main idea stand out in her writing. She could keep the ideas flown logically and smoothly. Her organization was quite good.

C. Vocabulary = 15

Her vocabulary got 15 because she occasionally made errors on word choice and word form. It seemed that she had poor vocabulary knowledge. Luckily, it does not change the meaning, her writing is still understood.

D. Language Use = 17

Her language use was not good. She made some errors in the sentence construction. There was also a sentence that was not understandable. She did not master the language use. She could not apply past tense properly. That is why she got 17 on the language use.

E. Mechanics = 4

She got 12 for vocabulary used because she was unable to make words variety in her writing. She also missed some vocabulary to use. Despite of these weaknesses, the comprehending was not disturbed.

- She frequently used “*went*” and it was too often.
- “*Last year I holiday in Bali.*” instead “*Last year, I spent my holiday at Bali.*”

D. Language Use = 17

She got 17 in language use because she made simple construction but she often missed the formula of past tense. Luckily, it does not influence the comprehension.

- “*In Kuta beach are any people.*” instead “*There were many people at Kuta beach.*”
- “*I very happy holiday in Bali.*” instead “*I was very happy spending holiday at Bali.*”

E. Mechanics = 3

Her mechanics got 3 because she often missed on putting punctuation and capitalization properly.

- “*Last year I holiday in Bali.*” instead “*Last year, I spent my holiday at Bali.*”
- “*Kuta beach*” should be “*Kuta Beach*”

Score: 20+16+12+17+3 = 68

THE SECOND RATER

A. Content = 18

She got 18 for content because actually she knew the subject of her writing enough. The information given was relevant with the topic she wrote. Nevertheless, the knowledge of subject was limited. She could not develop her ideas well.

B. Organization = 14

Her organization got 14 because although she could keep the main idea stood out in her writing but she could not develop the sentences. Her writing was monotonous.

C. Vocabulary = 12

Her vocabulary got 12 because she did not make variety on using vocabulary.

D. Language Use = 13

Her language use was not good. She did not master the language use well. She could not apply past tense properly. That is why she got 13 on the language use.

E. Mechanics = 3

Appendix N

Output of Independent Sample T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Experimental class	34	69.4412	8.61708	1.47782
	Control class	32	64.7813	6.13680	1.08484

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NILAI	Equal variances assumed	3.786	.056	2.516	64	.014	4.6599	1.85179	.96054	8.35931
	Equal variances not assumed			2.542	59.696	.014	4.6599	1.83326	.99249	8.32737

Appendix P



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 AMBULU
Jl. Kotta Blater No. 05 Ambulu – Jember Telp. (0336) 881583

Nomor : 800 / 137 / 422.13 / 205.239.49 / 2011.
Lampiran : -
Perihal : **Pemberian ijin Penelitian**
a/n. **Sdri. Kurnia Primasthie**

Kepada

Dekan FKIP Universitas Negeri Jember
Jalan Kalimantan 37 Tegalsar
Di.
JEMBER

Berkaitan dengan surat nomor : 246/ H25.1.5 / PL.5/2010 tentang ijin penelitian a.n:

N a m a : **Kurnia Primasthie**

N I M : **060210401366**

Tema / Judul : **" The Effect of Using Cartoon Video on the Eight Grade Student' Writing Achievement at SMP Negeri Ambulu In the 2010 / 2011 Academic Year"**

Subyek penelitian Kelas VIII.D dan VIII.E Jadwal Penelitian Tanggal 14 Mei 2011 s/d 21 Mei 2011 bahwa Saudari tersebut di atas, benar-benar telah melaksanakan penelitian sesuai dengan jadwal pelaksanaan, pada SMP Negeri 1 Ambulu – Jember.

Demikian surat ini kami buat, untuk digunakan sebagaimana mestinya.



Ambulu, 27 September 2011

Kepala

Drs. Bambang Setyonohadi, M.M

Np. 19600820 198803 1 008

Name : Amalia Novia Sari
 Class : VIII D
 No : -01.

POST TEST

Subject : English
 Class/ Semester : VIII / 2
 Skill : Writing
 Text : Recount
 Time : 2 x 40 minutes

Read the instruction carefully!

Write a short recount paragraph about "My Unforgettable Experience". The paragraph consists of 8 to 10 sentences.

The aspects that will be evaluated are:

1. Content
2. Vocabulary
3. Grammar
4. Organization
5. Mechanics

Togetherness With
Best Friend

I ever had a friend, her name is Adaw. I ever quarrel with her. The problem is, her money is lost. Her Judd for me. I have programme for her. I will make party birthday. I invited every body. We will happily this is amazing. finally, I story's about problem, I tell this problem, not serious. Suddenly, he think this money put in table. As soon her give me 600. she received my! prize. Finally, I back to home.

content	: 19	20
organization	: 16	16
vocabulary	: 14	15
lang-urg	: 16	16
mechanics	: 3	3
	<u>68</u>	<u>70</u>

69

Name : Affina Desi wulandari
 Class : VIII E
 No : 3

POST TEST

Subject : English
 Class/ Semester : VIII / 2
 Skill : Writing
 Text : Recount
 Time : 2 x 40 minutes

Read the instruction carefully!

Write a short recount paragraph about "My Unforgettable Experience". The paragraph consists of 8 to 10 sentences.

The aspects that will be evaluated are:

1. Content
2. Vocabulary
3. Grammar
4. Organization
5. Mechanics

Exchange of sandals

Last evening, I and my friends back from swimming pool - and we stopped eat meatballs in the seam street. Then, my friend alone back her home. After pay a meatballs, I and my friends the orther back to home. When will back to home, I just know it turned exchanged my sandals with my friend Property I inted to back and I left my sandals there. But it turned my friend returned and was exchange her sandals. final we back to home together.

content	= 24	24
organization	= 17	19
vocabulary	= 15	15
lang. use	= 20	17
mechanics	= 4	4
	<u>80</u>	<u>79</u>

80

Name : Virliana Yuniar
 Class : 8E
 No : 16

POST TEST

Subject : English
 Class/ Semester : VIII / 2
 Skill : Writing
 Text : Recount
 Time : 2 x 40 minutes

Read the instruction carefully!

Write a short recount paragraph about "My Unforgettable Experience". The paragraph consists of 8 to 10 sentences.

The aspects that will be evaluated are:

1. Content
2. Vocabulary
3. Grammar
4. Organization
5. Mechanics

<input type="checkbox"/>	
<input type="checkbox"/>	My aunt Pina is an actress. she must
<input type="checkbox"/>	be at least thirty-five years old. In spite
<input type="checkbox"/>	of this, she often appears on the stage
<input type="checkbox"/>	as a young girl. Pina will have to take
<input type="checkbox"/>	part in a new play soon. This time, she
<input type="checkbox"/>	will be a girl of seventeen. In the play, she
<input type="checkbox"/>	must appear in a bright red dress and long
<input type="checkbox"/>	black stockings. Last year in another play
<input type="checkbox"/>	, she had to wear short socks and a
<input type="checkbox"/>	bright, orange-colored dress. If anyone ever
<input type="checkbox"/>	asks her how old she is, she always answers
<input type="checkbox"/>	"My dear, it must be terrible to be grown up!"
<input type="checkbox"/>	??
<input type="checkbox"/>	recount
<input type="checkbox"/>	content
<input type="checkbox"/>	organization :
<input type="checkbox"/>	vocabulary : — 50
<input type="checkbox"/>	lang. use :
<input type="checkbox"/>	mechanics :
<input type="checkbox"/>	