THE DIFFERENCES BETWEEN THE STUDENTS' ABILITY IN BUILDING UP RECOUNT TEXT BY USING ANIMATED MOVIES AND PICTURE BOOK AT MADRASAH ALIYAH TAHFIZHILQUR'AN MEDAN

THESIS
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By :

SITI KHAIRANI NST

NIM.34.14.3027

DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH

SCIENCE AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY

OF NORTH SUMATERA

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ABSTRACT

Siti Khairani Nasution (34143027).THE DIFFERENCES BETWEEN THE STUDENT'S ABILITY IN BUILDING UP RECOUNT TEXT BY USING ANIMATED MOVIES AND PICTURE BOOK AT MADRASAH ALIYAH TAHFIZHIL QURAN MEDAN IN ACADEMIC YEARS 2017/2018

Key Word : Writing Recount Text, Animated movies and Picture book.

This research aimed to find out whether there is significant differences between the student's ability in writing recount text by using animated movie and picture book in 2015/2016 academic year. The population of the research was the X grade student that amount 80 students consist of two classes. The research methodology was an experimental research, which conducted the experimental class (XIPA -1) and control class (XIPA-2) as sample. The data collection methods of this research is test. The formula that was used to analyze the data was t-test. After the data had been collected, it was found that the pre-test mean score of the experimental class was 73,625 and control class 68. It was found that t-test was (15,5), whereas the t-table was (1,994) for $\alpha= 0,05$. The t-test score was lower than the t-table (15,5 >1,994). It was mean that Ho was accepted while Ha was rejected. It could be concluded that both of X_1 and X_2 had non differences achievement early. While, the post-test mean score of the experimental class was 81,6and control class was 76,1.Based on the computation, it can be seen the coefficient of t count = 6,17, with the level α=0,05, dk= n1+n2-2. So, dk=40+40-2=78, which the real level of t table = 2,00. It was found that the value of t count(15,5) is higher than the value of t table (1,994). It can be seen as follows:15,5 > 1,994. This result showed that null hypothesis was rejected, the hypothesis formulated as "there is significant differences between of using animated movie and picture book on the students' abilityat writing recount text.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the Name of Allah the Most Gracious and the Most Merciful

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The skripsi: "**The Differences betweenThe Students' Ability in Building up Recount text by using Animated Movies and Pictures Book at Madrasah Aliyah Tahfizhil Qur'an Medan** " is a simple and small creation was created by the researcher to fulfill the assignment and to complete the requirement for S-1 Program (S.Pd.) at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2018.

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Medan, Mei 2018
The researcher

Siti Khairani Nst
NIM. 34143027

TABLE OF CONTENT

THE LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the Study

English as one of the subject in school has an important role bec ause English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journal, or articles about knowledge, and technology. Therefore, in order to be able to develop science, knowledge, technology and to communicate with people from other countries. English is taught in Indonesia as a foreign language from high schools until universites.

Text is the original words of something written of printed , as apposed to a paraphrase, translation, revision, or condensation. The main body of matter in a manuscript, book etc, as distinguished from notes, apendixes, ilustrations, etc.[1] Based on oxford dictionary text is a book or other written or printed work, regarded in terms of its content rather than its physical form : a text which explores pain and grief .[2]

Recount text is text that retell about a story, experience and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past even and use adverbs of time, for example when, one day, once upon a time, last holiday, after, before and other. Its very easy to different recount text

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[1] RHK Webster College team ,2010, *Random Huose Kenerman Webster's College Dictionary* , Random..P,28

[2] *Oxford Dictionary* 2003 . Oxford University Press. New York .P,359

from another text you can make recount text from your story. Usually in recount text, the subject is I, or he name of human .

Writing , in particular is important to learn due to several reasons. First of all, writing is a communicative activity in which students can communicative their ideas, opinion, experiences and feelings. Second, writing skill is one of the skills measured in the English curriculum in Indonesia. Writing texts is practiced in the classroom and the texts are graded by the teacher.

In writing, students have a problem in finding ideas quickly. Here students will typically begin to write after five or ten minutes after they are being assigned. They will say that they do not know what to write about while ideas are the most important thing in writing. They say like *"Miss, please help me, I do not know what to write " I have no inspiration at the moment"*. Those expression show that students sometimes could not find and organize ideas easily. This is also in line with a study conducted by Supriyanto showing that students got difficulties in "finding" their own ideas. The study futher says that the students also got difficulties in expressing their ideas and organize them logically.[3]

Furthermore, students also have a problem in using the right tense or grammar structure in a text well. Having a good understanding of grammar is important in writing to ensure the writer 's intended meaning and to avoid communicative misunderstanding.[4] In reality, however, writing in a foreign

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[3] Supriyanto as cited in Adi Suyanto, The Effectiveness of Mind mapping in Improving Students' Writing Skill Viewed from their IQ, IJEE (Indonesian Journal of English Education), Volume2,Number 2, 2015, pp. 103.

[4] Lush and Larsen-Freeman as cited in WalaipunPuengpipattrakul, The Use of Journals to Develop Grammatical Accuracy in Writing, *Manusya: Journal of Humanities Regular* 12.2, 2009, pp. 91.

language like English can be difficult because of its grammar that is different from students' grammar in their native language. Moreover, based on the writer's experience during her teaching internship, students are still confused particularly with the use of irregular verbs and simple past tense. Some mistakes such as "buyed" instead of "bought" can be found in their texts. This particular problem may be caused by teachers' unclear explanation about grammar, students' little concentration and attention in studying grammar, and the lack of grammar exercises.

Based on the writers ' observation, it was found that there are many students still have less ability in writing practice. The inability to write a full developed piece is also caused by the lack of writing practice. Students cannot write a good piece because they are not accustomed to writing it. Additionally, writing is a skill and it requires many and frequent practices to be good at it. Despite the importance of practice, students still have very few opportunities to practice their writing as they only write in their English classes for few hours in a week.

Futhermore, students have a problem in writing recount text. They fell difficult and do not understand how to write recount text, many students do not understand how to well and correctly, especially to write recount text, they do not understand the structures of contents in the text. In writing recount text, diary is considered as one of suitable media that could be applied in teaching recount text because diary and recount text have the similarity in their generic structures, retelling past events, and using past tense. The students also have problem in writing recount text by using diary, they are confuse between write recount text

and diary. They are think that recount text and diary different. They do not understand about generic stuctures of recount text, it can seem that when the teacher ask them to write recount text by using diary, they asked about differences about recount text and diary.

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To solve this problem, researcher choose a different technique, such as wrirte picture book and watching animation of movie. It's hoped by using technique can be increased the students' ability in writing recount text. Because this technique can involve all the students teaching learning process. Diary is manuscript or typescript kept on a more or less regular basis by individual recording daily events, thoughts and opinion, the weather or almost anything else.

Animation movie as a kind of media adds a special extra dimension in learning experience. Because it allows the students to hear and see language. Movie is a means motivate students will have enthusiasm in teaching and learning activity. Animation movie was applied to teaching recount text especially for student's pre-writing activity.[5] On the other side that it will train the students'mindset toward asingel point, which is the focal point of the study. If the students are able to focus on the study, they will concentrate in learning so they have the skills eventually experiences to recount text.

Based on the reason above ,that 'why researhers wanted to conduct a research with the title " **The Diferences Between The Students'Ability in Building up Recount Text by Using Animated Movies and Picture Book at Madrasah Aliyah Tahfizil Qur'an Medan**

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[5] Hamer, J. (2001). The Practice of English language teaching. Harlow. London : Longman.

B. Statement of the Problem

Based on the background of the study mentioned above, some problem are identified as follow:

1. The students lack of ideas to write.

2. The students lack of understanding in grammar particularly in simple past tense.

3. The students lack of writing practice.

4. The students have problem in writing recount text

C. Research Question

1. How is the student's ability in building up recount text by using animated movies?

2. How is the student's ability in building up recount text by using picture book?

3. Is there any difference in student's ability in writing recount text when taught using animated movies and picture book?

D. Purposes of the Study

1. To know the student's ability in writing recount text by using picture book.

2. To know the student's ability in writing recount text by using animated movies

3. To know differences in student's ability in writing recount text by using animated movies and picture book.

E. Significances of Study

1. The English teacher of as the English teaching media that suitable to students situation and the material of study that can building up the students'ability expecially in writing recount text.

2. The students can build up their writing ability in writing recount text.

3. The other researchers or reader , to provide information for those who are interested in conducting a depth reseach related to this study.

F. Limitation of the Study

Through this research, the writer would like to limit the problems on the students lack of ideas to write, the students lack of writing practice and the students have problem in writing recount text. The diary and animated movie, hopefully can solve those three particular problems. The research, morever will focus on getting emperical evidence of the diferences between the students'ability in building up recount text by using animated movie and picture book at Madrasah Aliyah Tahfizul Qur'an Medan.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoritical Framework

A.1 The Defenition of Ability

Ability is skill or power.[6] This theory means the power to learn, it can see from the result of learning it self ,some students know it better than the other .

Ability is to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.

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Meaning : "And Allah has extracted you from the wombs of your mothers not knowing a thing, and he made for you hearing and vision and intellect that perhaps you would be grateful" (QS. An-nahl: 78)

The verse also emphasis what has been elaborated above that actually ability in the integrated capacity not only in physical but also mental that is showed in the verse, "hearing, vision, and also intelligence." That Allah has blessed to be owned by every human.

Ability is the quality or state of being power to perfrom,whether physical ,moral,intellectual, conventional ,or legal capacity. Skill or competence in doing: sufficiency of strenght,skill, resources,etc: in the plural , faculty talent.[7] This

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[6] Victoria Bull,Oxford Learner's Pocket Dictionary ,(New York:University Press,2009) p.1

[7] Farlex, Defenition of Ability, accessed November,11,2013

theory means capacity of human's ability at doing their lifeactivities which comes from their physical, moral, and thought.

According William Stern said in Mardianto's book, ability is someone able to adapt himself to new necessity that use tools of think appropriate to rich goal. Ability relate to human level intelligence, whether it is the ability physically or non physically.[8]

According to Altman, the ability is "special natural powerthat manifest the simultancous operation of several factors. Most researcher agree that ability is a power to do something well as a physical or mental"[9]

Based on the theories stated above,it can be conclude ability is power or skill to perfrom whether physical or mental that manifest the simultaneous operation of several factors of component attitudes.

A.2 Writing

A.2.1 The Defenition of Writing

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. However, many experts have different perspectives about the definition of writing itself.

(http//www.thefreedictionary.com.)

[8] *Ibid,* P.98

[9] Atman*, Organizational Behavior, theory and practice*, (London:Academic press,1985),p.233

As-Sya'bi Rahimullah said

Meaning : "Whenever you hear something of science, write it eventhough on the wall.

Writing is an act of discovery,of communication, of joy. It connects us to work,to culture to society,to exisitng knowledge, and to the meanings of our lives. Writing skills is one of the four English language skills in addition to listening,speaking and reading. Writing skills include productive or produce other than speaking skills. Writing can take many forms it can be a note to a firend, a move review an employment application or a formal college essay. [10]

A.2.2 Types of Writing

Writing includes various kinds of text types. According to Scholes and Comley, there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis.[11]

1. Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

2. Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

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[10]Prentice hall,writing and grammar communication in action ruby(United State of America 2001).p.14

[11] *Ibid,* p. 7-8

3. Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

4. Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader do something.

5. Analysis

Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so as to understand how the object of analysis works.

6. Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.

A.2.3 The Process of Writing

There are number of stages of writing process such as:

1) Pre–Writing experience helps students tap into background knowledge and experiece and develop the need to desire to write. Pre –writing activities involve students in collecting a resource pool of posible writing ideas,vocabulary,and language structure.

2) Drafting

In drafting, the students can jot down their thoughts using scribbles, drawing,letters or more conventional writing. The purpose here is to get ideas and thoughts down on paper.

3) Sharing and responding to writing

Students share their writing with a patner,group,or taecher. They can do so informally,collaboratively, or as a part of writer's conference. Students respond to writing in supportive and helpful ways by modeling positive responses and thoughful questions.

4) Revising writing

Student incorporate feedback from responses and make corrections, additions to their writing. This stage concerns itself with both cpntent the flow and communication of thought and mechanics.

A.3 Text

A.3.1 Defenition of Text

A text is very common in our life since we always produce it whenever we want to communicate with others. As it is used in everyday life, occurs as a text.[12] In addition, Macken, M. et al also state that the term "text" is a way of talking about any meaningful piece of language, which is made coherent by the social context in which it is produced.[13]

There are two types of text; oral and written text. Oral text is a text used in face to face situations, where the speakers jointly construct the meanings. Because

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[12]Bilqis. 2011. *The Quality of News Item Texts(in Developing English Competencies Textbook for the Tenth Grade of Senior High School Published*. by Pusat Perbukuan Departemen Pendidikan Nasional). P. 16

[13] *Ibid,* p.17

they are in a shared context, there is often no need to conclude specific information in the conversation. On the other hand, written text is a text used in the written communication such as a letter or document. In the written text, all the information has to be in the text itself because the readers are usually distant in time and space and cannot ask for clarification or extra details from the writer.

A.3.2 Kinds of Text Types

There are some types of genre: Descriptive, Narrative, Recount, Report, Procedure, Anecdote, Analytical Exposition, Hortatory Exposition, Explanation, Discussion, Reviews and News Item. Distinctive generic structure and major grammatical patterns through which the social function of the genre is realized characterize each type.

Based on the School Based Curriculum, there are five kinds of text types they are Recount, Narrative, Procedure, Description, and News Item. However, in this final project, researcher will just analyze one kind of texts which are found in the textbook that is Recount text.

A.4 Building up Recount text

Building up is not designed to grade students from 1 to 30 in aclass but rather utilises an adaptive learning engine that is able to accurately profile the knowledge state ofeach student.[14] Building up then uses this information deliver personalised content to each student based upon their own unique learning needs. Building up recount text more important because there are many difficulties that they face writing arecount text.The first one is

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[14] https://en.m.wiktionary.org

thestudents have difficulty to find a good idea and tell their past experiences or events by using past tense. The second one is the studentshave difficulty to arrange the events based on the time. The third one isthe student get difficultyto write the paragraph coherently by using suitable conjunction. Due to the problem above, solution for solving theproblem in teaching writing a recount text is using strategi by animated movie and writing diary.

A.5 Recount text

A text is something that we often write. We live in a world full of words. The wordrs ae then arranged into text to communicate a meaning. We create texts when we speak or write and we interpret them for meaning when we listen and read. To create a good piece of text,we have to make the right choices of words, sentences, processes, and features. These choices, in addition will reflect our purpose and context.

The purpose of the text ,futhermore, might be to persuade or inform or a combination of both while the content might be influenced by our culture and situation. Text according to Anderson and Anderson ,can be categorized into two main categories-literary and factual. The formal includes movie scripts, novels and song lyrics,those that appeal to our imagination and emotions. The letter, on the other hand, includes advertisements, announcements, and recipes, those that present information and ideas to show ,tell or pesuade us.[15]

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[15] Mark Anderson and Kathy Anderson,*Text Types in English 3*,(Australia: Macmillan Education Australia PTY LTD,1998),PP 2

In addition to text categories , text can be futher divided into different text types such as descriptive text,narrative text,explanation text, recount text and more. These text types, moreover,are used to communicate for a particular purpose. The research,however, will just focus on one of the texts, recount text .

A.5.1 The Defenition of Recount Text

Recount text is one of the texts that the eighth grade students learn at school. Recounting itself is an activity where we are telling people about something that had happened in our lives. It might be about what we did at the weekend or about exciting things that happened on our holiday last year.

Anderson and Anderson define a recount text as a piece of text that retells past events, usually in order in which they happened.[16] From this defenition ,it can be seen that a recount text consists of past events that are ordered chronollogically. It futher means that we cannot write the events randomly as there are orders to folllow that will make the text understandable.

Futhermore, recount text can also be defined as a text tht is basically written to make report about an experience of a series of related event. [17] These events are then be sequenced completed with characters in a particular set of time and place. This shows that the information about characters, time and place, are crucial in writing a good recount text.

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[16] Mark Anderson and Kathy Anderson,*Text Types in English 1,*(Australia: Macmillan Education Australia PTY LTD,1998),PP 2

[17] Peter Knapp and Megan Watskin,*Genre,TEXT,Grammar* (Technologies for teaching and Assessing Writing),(Australia: University of New South Wales Press,2005),pp 220-224.

A.5.2 Generic Structure Recount Text

There are three generic Structures of recount text namely, orientation,record of events and re-orientation. First, orientation is an introduction of events or experience. It provides basic information about the story such as who was involved, what happened, where this events took place ,and when it happened, so the readers understand the text easily.[18] In addition, settings and characters are introduced.

Second,record of events is called as the body of text. The record of events is usually written in chronological order of sequences. It begins from the first event,followed by the second event to the last events.[19] The sum of events depend on the creativity of the writer. This stage includes how problem deals with, how characters within the text feels about the events,and how the events old in detail.

Third, re-orientation is starting a personal comment of the writer to the story or concluding the texts. In this stage,the writer summarize the events but it is optimal based on the writer. In this stage, the sequence of events is ended and any issues and problems are completely resolved by characters. [20]

A.5.3 The language Feature of Recount

There are language features which must be used in recount text

1. Simple past tense to locate events in relation to the speaker's or writer's time Noun and Pronoun to identify people,animal, or things involved.

2. Introducing spesific participants :my friend,he,etc.

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[18] Pardiyono.2007. *Pasti Bisa*. Andi:Yogyakarta p.70
[19] *Ibid*.
[20] *Ibid.*

3. Action verb : spent,visited,decided,etc.[21]

b. The Example of Recount Text

As mentioned earlier,recount text can have several examples with different formats such as newspaper reports,television interviews,letters,diaries andso on. The following example of recount text is taken from Anderson and Anderson in a form of a postcard. [22]

The example of Recount

A postcard

1th paragraph, the orientation

Dear Nan,

We are having a great holiday here on the Gold Cost.

Yesterday we went to Movie World.

2-4th paragrahs,the events

When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie world. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman.

About one o'clock we got a light shower of rain but it cleared up soon after

5th paragraph, the conclusion

It was a top day. See you when we get back

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[21] Pardiyono.2007. *Pastibisa!Teaching Genre-Based Writing :MetodeMengajar WritingBerbasis Genre Secara Efektif.* Yogyakarta:C.V.Andi Offiset pp,39

[22] Anderson and Anderson Third Edition,*op*.cit.,pp.25.

A.6. Movie and Animated Movie

A.6.1 Defenition of Movie

Motion picture is a series of images that are projected into a secreen to create the ilusion of ,otion futhermore,motion picture are also called movies,film or cinema,are one of the most popular forms of entertainment,that have people to immerse themselves in a imaginary world for a short period of time.

But movies or film also teach people about history, science, human behavior and any other subjects. Some movies combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as business,and those who make motin pictures take great pride in their creation.[23]

Movie is astory tellin medium complete with audio and visual. It centers only on one central theme which last between one to three hours. According to F.I.L.M project, movies are truly modern-day storytelling instrument. They have the power to reach massive audiences,which is why they should and do, matter so much to society.[24]

Based on the statements above, it could concluded that movies is a series of images which consists of story and projected into a screen to create the illusion of motion. It functions not only to entertain, but also to inspire and educate the audience.

A.6.2 Types of movie

1. Romance : Films dramatic or comedic in mood,which focus on the love story and relationship between peoples.

   Examples (titanic, fireproof, A walk to remember.etc)

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[23] http//www.encharta.msn com Saturday 15.00
[24] http//www.movie.com

2. Animation : Films which are exclusively por primarily animated.

Example : (Barbie, Finding nemo, Tom and Jerry,Mickey Mouse etc).

3. Thrilles : Design to commence in intens fear,whether induced bg supernatural forces.

Examples : (conjuring,mama ,insidious,etc)

4. Heroic : (The last Man Stabnding,LONE Survivor,

5. Science Fiction : Film take place in the future or involve the influence of futuristicor extraterrestial forces impacting on the present

Example : (battelship,man in black, Avatar, the matrix, transformer)[25]

A.6.3 Animated Movie

Animation comes from the words' animate means to live motion' means to move or to cfreate the motion illusion from stup picture to a picture which not only can move but also has emotion,characteristic,and conflict in environtment like animate things. Animation movie is a process to picture a character using the ability tov draw and imagine. There are three kinds of animation, they are animation 2 dimension animation technique, and stop motion or clay animation is animation technique which uses doll and candle [26]

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[25] http://www.townkids.com
[26] http://www.yourdictionary .com/media

A.7 Picture Book

A.7.1 Defenition of Picture Book

The phrase 'picture book' is commonly used to describe a book, most often written for children, in which the content is conveyed through pictures alone.[27] A picture book differs from illustratted book in that the pictures it contains from an essential part of the structure of the book.

Picture book are relatively new form of book originating in the early twentieth century.

Picture book is a highly developed, widely avaible art from for children and families. Since its appearance in the 18th century,it has evolved from a medium of saccharine entertainment and moralistic instruction to a complex interactive art with its own requirments and structures.

A.7.2 Types of Picture Book

1. Board Books

Board books are meant for the youngest readers. Board books have cardboard pages to withstand wear and tear from little fingers and mouths. Age : Birth-2 years

Example :   Yummy Yucky by Lesile Patricelli

Banyard Dance by Sandra Boynton

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[27] Barder Barbara,*American Picturebooks Noah's Ark to Beast Within*. SeaStar Books.2000 P,167

2. Easy Readers

   Easy Readers books, also known as beginning readers use a limited vocabulary and are structured as chapter books. Text blocks are bigger and the included images function more as illustrations than as essential elements in the story. Some representative easy readers imprints are I Can Read, Ready to Read and Easy to Read.

   Age : 4-8 years and novice reader

3. Concept Books

   Concept books introduce children to a theme such as the alphabet, counting, colors or shapes.[28] Some can be as simple as " A is for apple."Others are more complex like the "Miss Blindergarten" series, where each sentence uses a letter of the alphabet to tell a Kindergarten story. Age :suggested for ages 2-8

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[28] Ibid P.168

B. THINGKING FRAMEWORK

Based on the literature about recount text by using diary and animated movie, also based on the related study above,it can be seen that diary and writing can be used as an alternative way in teaching and learning recount text.

Picture book Writing can be an alternative way in learning recount text because it has the same characteristics as recount such as it talks about past events and experiences therefore the use of picture book writing help students in understanding the recount text more deeply.

Media is a tool that used to simulate thinking, attention, felt, abilit orskill'sstudents in order that can encourage learning process become effecient. Media is a tools that used by teacher in learning process to transferring knowlede to the students.

The writer, finally,believes that by writing a diary and animated movie at the class, students can be more accustomed to writing arecount text. It also allows them to express their ,ideas,thoughts and feelings,more freely which will make their writing more creative and fluent.

C. Hypothesis

Hypothesis for this research are

Ha : there is a significant different between the students'ability in building up recount text by using animated movies and picture book.

Ho : there is no significant different between the students'ability in building up recount text by using animated movies and picture book

CHAPTER III

RESEARCH METHODOLOGY

This chapter present the place and time of the research, the research design, the population and sample of the research,the content of the intervention, the instruments of the research, the technique of data collection,and the technique of data analysis.

A.Research Design

1 Research Design

The research design used as follows:

O_1	X	O_2
O_3		O_4
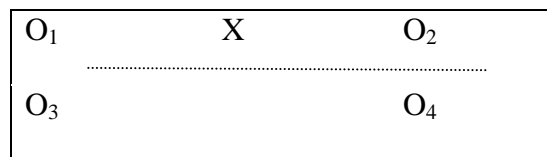
Figure 3.1. Paradigm *non equivalent control group*

Source : Sugiyono

Explanation**:**

O1 and O3	: Measurements before treatment is given
X	: Treatment
O_2	: The results of the measurement of half the group given treatment
O_4	: The result of measuring half of the untreated group

2 Operational Defenition

To avoid misinterpreted of terms and to focus on the variable pf this research,here will provide the meaning of terms used in this study that:

a. Student't ability

Students'ability is the power of skill students that its need to do something. In other word it can said as a competency can be achieved by the students after learning activities designed and implemented by teacher. Students'ability means here is the abilities in making recount text.

b. Picture Book

Picture book is commonly used to describe a book, most often written for children, in which the content is conveyed through pictures alone.[29] A picture book differs from illustratted book in that the pictures it contains from an essential part of the structure of the book. Picture book is a highly developed, widely avaible art from for children and families.

c. Animated movie

Animation comes from the words' animate means to live motion' means to move or to cfreate the motion illusion from stup picture to a picture which not only can move but also has emotion,characteristic,and conflict in environtment like animate things. Animation movie is a process to picture a character using the ability to draw and imagine.

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[29] Barder Barbara,*American Picturebooks Noah's Ark to Beast Within*. SeaStar Books.2000 P.41

B.The Population and Sample of the Research

1 Population

According Endang Mulyatiningsih, Population is a collection of people,animals,plants or objects that have certain characteristic to be studied.[30]

Population of the research was the eleven grade students of Madrasah Aliyah Tahfizhil Qur'an Medan in academic year 2017/2018. There are four classes in total from XI^1 to XI^4 with 36 students in each class. The population of this research is all of students in four classes with total 136 students.

2 Sample

According to Endang Mulyatiningsih," Sample is a Snippet or part of the population.[31]"

According to Sugiyono, Probability Sampling can be defined as follows: "Probability Sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected into sample members.[32] In selecting the sample, the researcher used probability sampling technique. This technique is used to determine the sample with certain consideration. Based on defenition above the researcher uses all members of the population as a sample it is two class X-IPA ^{1} and X-IPA ^{2} with 80 students. Those classes were considered homogenous which had the same knowledge and characteristics. The two classes, morever were then randomly assigned by using a dice into the control and experimental class. The result was $X-IPA^1$ as control class and $X-IPA^2$ as the experimental one. .

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[30] Mulyatiningsih,Endang. 2014. Metopel Terapan Bidang Pendidikan.Bandung: Alfabeta P.9

[31] Ibid.p.10

[32]Sugiyono. 2017. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. P.82

C. The Technique of Data Collection

There were two techniques employed in this research-test and interview. There were pre-test and post test which were done to collect of students'wriiting scores. The scores are crucial in order to see the difference between two groups and to determine the difference of the step to make recount text .

The interview, morever,was also done to collect addtional data about the use of diary and animated movie from the students' perspectives. It was used to find information whether there differences between the diary writing and animated movie to writing recount text. It was done ,futhermore, after the scores in the experimental class were calculated to find the suitable interviewees. Finally ,the result of the interview was useful to make a conclusion and suggestion of this research

1 Research Method

The type of research used in this research is quasi experiment research using non equivalent control group design. A quasi- experiment is a study that takes place in real-life settings rather than in laboratory settings, they are often considered not truly experimental research, but rather correlation research, which involves identifying statistical relationships between two variables rather than causal relationships.[33]

The quasi experimental design itself is used where the rsearchers need to use intact group. Quasi-experiment, morever is used when the researchers cannot artificially create groups for the ezperiment due to the availability of the

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[33] Scott W. Vanderstoep and Deirdre D. Johnston, Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches, (San Fransisco: John Wiley & Sons, Inc., 2009), p. 37.

participants and setting that makes it impossible to form an artificial group. The researcher may use the exiting classes and designate one as experimental group and one as the control group. This present research,therefore, used quasi-experimental design, the procedure begins with the researcher assigning the intact groups the experimental and control, giving a pre test to both groups, conducting experimental treatment activities only to the experimental group, and then giving a post test to asses the differences between two groups. The following table shows the design of this study.[34]

Table 3.1 Quasi Experimental Design

Pre-and Post test Design

Selected experimental Group	Pre-test	Experimental treatment or writing adiary at the class	Post –test
Selected control group	Pre -test	No experimental treatment or using conventional teaching technique	Post –test

In this research, the students in the experimental class were taught by using writing diary and the animated movie . The research was done for five meetings, including giving the pretest, treatment, and posttest. Pretest was done to collect the data by measuring students' performance before they received a

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[34] John W. Creswell, *Educational Research*, (US: Pearson Educational, Inc., 2012), pp.13

treatment. Meanwhile, posttest was done to measure students' performance after a treatment.

There were three variables which involved in this research. They were English writing diary and animated movie as the independent variable and recount text writing as the dependent variable.

2 Research Instruments

The instruments in this research were a written test. The written test was used in both pre test and post test. The pre-test itself was given to know the students'condition before getting the intervention while the post test was given to know whether there was different between both.

a. Pre test

Specially control class, the written test futhermore was 'Panz Book' which was consist of three paragraph with seven sentences each. The test was chosen because it could cover enough the indicators that would be tested to measure students' writing skill.

And the experimental class, the students asked to watching movie "MOANA" after that they will written the story of Moana in book.

b. Treatment

In this treatment, researcher explained about recount text like generic structure, tenses, and the purposes. After that in experimental class researcher play the Moana movie, the students watching moana movie.

c. Post test

In post test the students wrote about Panz book.

The test paper to control class writing about Panz book

Name :
Class :

PANZ BOOK

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Experimental class the students wrote about Moana movie

```
Name :
Class:
                MOANA

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In this classroom action researcher was the main instrument. Besides, the researcher used other instruments to run this research. The instruments were used as the means to get the data.

In addition to providing clear and explicit instruction, the researcher also provides a detailed scoring key enhance the realibilty of the test. The students'writing test is assessed by using a writing test rubric adapted from Brown and Bailey consisting of five elements. The rubric also has the score range

ranging from 1 as the lowest score to 20 as the highest one.[35]the following table is

the scoring example.

Table 3.3
The Scoring Example

Writing elements	Score
1.Organization	16
2.Content	18
3.Grammar	15
4.Punctuation,spelling and mechanis	15
5.Vocabulary	20
Total	84

D. The Technique of Data Analysis

Data analysis technique used in this research is descriptive statistical

analysis technique. According Sugiyono "Descriptive statistics are statistics used

to analyze data by way of describing or describing the data that has been collected

as is without intending to make conclusions that apply to the public or

generalization".[36]

There are several steps to prove the hypothesis, as the following formula:

There are several steps to prove the hypothesis, as the following formula:

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[35]H. Douglas Brown, language Assessment Principles and Classroom Practies,(California Longman,2003),pp 244-245

[36]Sugiyono. 2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. P.446

1. Normality Test

According to Sudjana, a normality test was conducted to find out the population and the samples in study were normally distributed or not. This test is used by using the Liliefors test. The steps are as follows:

a. Observations X1, X2, X3, ..., Xn are presented raw numbers Z1, Z2, Z3, ..., Zn by using the formula:

$$Zi = \frac{Xi - \bar{x}}{S}$$

with $\bar{X}$ = Average

S = Standard sample deviation

b. For each of these raw numbers using the normal distribution is calculated the probability F (Zi) = P (Z ≥ Zi)

c. Next is calculated the proportion of smaller or equal to Zi. If that proportion states with S (Zi), then:

$$S (Zi) = \frac{Z^1, Z^2, Z^3, ..., Zn + \leq Zi}{n}$$

d. Calculating F (Zi) - S (Zi) then determined the absolute price.

e. Takes the absolute greatest price (L0) to accept or reject the hypothesis, then compare L0 with the critical value taken from the list, for the real level α = 0.05.

By criterion:

if L0 <Ltabel, then the sample is normally distributed

if L0> Ltabel, then the sample is not normally distributed

2 Homogeneity Test

Arikunto, said that homogeneity test is done to test the similarity of variance. The homogeneity test used is the largest variance way compared to the

smallest variance, with the following steps[37]:

    a. Write Ha and H0 in sentence form.

    b. Write Ha and H0 in statistical form.

    c. Find F_{count} by the formula:

$$F_{count} = \frac{greate\ st\ variance}{the\ smallest\ \ variance}$$

    d. Set α to 0.05.

    e. Calculate F_{table} = F (n variance large - 1, n the smallest variance - 1)

    f. Compare F_{count} with F_{table}

    g. Define the test criteria if $F_{count} < F_{table}$ so H_a be accepted (homogen)

    h. Making conclusion.

3 T- test

To test the hypothesis whether the truth is acceptable or not, used in this study with a real level of α is 0,05. The t test formula is as follows:

Alternative selection of t test [38]

    a. If the data comes from a homogeneous population (σ1 = σ2 and σ is unknown), then the t test formula is used:

$$t = \frac{\bar{X}^1 - \bar{X}^2}{S\sqrt{\frac{1}{n^1} + \frac{1}{n^2}}}$$

with

$$S^2 = \frac{(n_1 - 1)\ S_1{}^2 + (n_2 - 1)\ S_2{}^2}{n_1 + n_2 - 2}$$

Information:

t = wide area achieved

[37] Arikunto, S. 2010. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara. P. 32

[38] I*bid.,*pp 34

n_1 = Many students in the experimental group sample

n_2 = Many students in the control group sample

S_1 = Standard deviation experimental group

S_2 = Standard deviation of the control group

S^2 = Combined variance of S1 and S2

$\bar{X}_1$ = Average student scores of the experimental group

$\bar{X}_2$ = Average score of control group students

b. If the data comes from a non-homogeneous population ($\sigma1 \neq \sigma2$ and σ unknown), then the t test formula is used:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{S1^2}{n1} + \frac{S22}{n2}}}$$

Information:

t = wide area achieved

n_1 = Many students in the experimental group sample

n_2 = Many students in the control group sample

S_1 = Standard deviation experimental group

S_2 = Standard deviation of the control group

S^2 = Combined variance of S1 and S2

$\bar{X}_1$ = Average student scores of the experimental group

$\bar{X}_2$ = Average score of control group students

Testing criteria are: accept H_0 so $t_{count} < t_{table}$ with dk = (n_1 + n_2 − 2) with opportunities (1- α) and the real level α = 0,05. For other t prices H_0 rejected or received H_a.

H_0 accepted if price $t_{count} < t_{table}$ and Ha rejected.

Ha accepted if price $t_{count} > t_{table}$ and H_0 rejected.

c. The Independent t test

Participants contributing to the two means come from different groups; therefore, each person contributes only one score to the data. Indenpendent t test singel observation from each participant from two independent groups. The observation from the second group is independent from the first since they come from different subjects. Comparing the difference between two means to a distribution on differences between mean scores.

$$\frac{Ma-Mb}{\sqrt{\left(\frac{\Sigma_{da}{}^2+\Sigma_{db}{}^2}{Na+Nb-2}\right)\left(\frac{1}{Na}+\frac{1}{Nb}\right)}}$$

Ma = the mean score of experiment group

Mb = the mean score of control group

da = the standard deviation of experimental group

db = the standard deviation of control group

na = the total sample of experimental group

nb = the total sample of control group (translated from Arikunto)[39]

[39] Suharsimi Arikunto. 2006. *Prosedur Penelitian Satuan Pendekatan Praktik.* Jakarta: Rineka Cipta. p. 354-356.

G. Research Procedures

The procedures that used in this experimental research were the following:

1. Pre test

   The pretest was done before the learning process to measure students' understanding in learning recount text writing at first, so it was held in the first meeting. Students in experimental class were asked to write a recount text by favorite animated movie . Meanwhile, students in controlled class were asked to write a recount text without using writing favorite book

2. Treatment

   In the treatment, the teacher conducted teaching-learning activity with the students in both of experimental and controlled class in third meetings. In the first meeting of treatment, Researcher explained about recount text and how to write it. Then, in the next second meeting meetings, researcher asked the students to practice to write recount text by using picture book, then third meetings researcher asked the students to wacthed animated movie the titled " MOANA ' and after that researcher asked the students to write recount text based on movie .

3. Post test

   The last is posttest. The posttest was done to know the progression between the experimental and controlled class, after the teacher gave treatments to the students. In this last meeting, researcher gave the test to the students in experimental and controlled class. The way researcher did the test was similar

with the pretest. In analyzing and assessing the students' writing ability, the analytic scale is used as described.[40]

In addition to providing clear and explicit insruction,the researcher also provides a detailed scoring key to enchance the reliability of the test. The students' writing test is assessed by using a writing test rubric adapted from Brown and Bailey consisting of four elements − text organization,content, grammar,spelling and punctuation.

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[40] Arthur Hudges, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 104

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Description of Data

The writer conducted field research, the writer collected the data from student's pre-test and post test of experimental and control classses. This research applied a writing test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental class.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Table IV
The Score of Pre Test and Post Test of Experimental Group

No.	Name of Student	Pre Test	Post Test
1	AS	80	90
2	A S P	50	80
3	A A K	70	85
4	A P N Srg	70	85
5	BA P	80	85
6	C F N I	75	80
7	D R D	70	75
8	F H	75	80
9	F B	85	90
10	F M	70	75
11	H N S	90	95
12	H A	90	80
13	H B	90	95
14	I A Srg	80	85
15	INH P	75	80

No	Name of Student	Pre Test	Post Test
16	K L	50	60
17	Ki	70	75
18	Mhd R P	80	85
19	M GSrg	75	80
20	M H	85	95
21	M RA	75	85
22	M IP	70	85
23	NY	65	90
24	N F	70	75
25	N A	75	80
26	N M	80	85
27	P HH	60	80
28	R Y	70	80
29	R P	70	75
30	RM	85	90
31	R NA	60	85
32	S W	70	85
33	S Y S	85	90
34	S	80	85
35	S R	80	85
36	SA	75	80
37	W M	65	70
38	Y P S	65	70
39	Y N T	65	75
40	W A	50	60
Total		$\sum = 2945$	$\sum = 3265$
Mean		73.625	81.625

Based on the table above, the student's ability in writing recount text in experimental group showed the lowest score of pre-test was 50, and the highest score of pre-test was 90 and the mean of pre-test was 73.625. On the other hand the lowest score of post-test was 60, and the highest score of post-test was 95 and the mean of post-test was 81.625

Table V
The Score of Pre Test and Post Test of Control Group

No.	Name of Students	Pre Test	Post Test
1	A P	50	55
2	A F R	60	65
3	A R	65	75
4	A A R	80	85
5	ASR	65	70
6	AS	70	75
7	A G	75	85
8	C A N	55	65
9	D A	80	85
10	D Q	80	85
11	D F U	70	80
12	F M	60	75
13	F F	60	70
14	F F	80	85
15	H S	75	85
16	IM	50	60
17	KS	60	70
18	L	60	75
19	M	60	70
20	M T P	70	75

21	M U	75	80
22	M A	75	80
23	M I H	65	75
24	M	70	75
25	M J	80	85
26	NA	75	80
27	N F S	80	85
28	N S	70	80
29	N	70	80
30	N T	70	80
31	O Q	65	75
32	P M	65	70
33	R	65	70
34	R D P	80	85
35	S A R	75	85
36	T R	60	75
37	UR	65	80
38	WP	65	75
39	Y	70	75
40	Z F	55	65
Total		$\sum = 2720$	$\sum = 3045$
Mean		**68**	**76.125**

Based on the table above, the student's score in writing recount text in control group showed the lowest score of pre-test was 50, and the highest score of pre-test was 80 and the mean of pre-test was 68. On the other hand the lowest score of post-test was 55, and the highest score of post-test was 85 and the mean of post-test was 76.125.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (73.625) and the score in post-test (81.625). The total score of the mean score in experimental and control group showed that there was different ability writing recount text of student's score between pre-test and post-test.

B. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

a. Normality Testing of Experimental Group

Table VI.
Frequency Distribution of Pre Test in Experimental Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	50	3	150	2500	7500
2	60	2	120	3600	7200
3	65	3	195	4225	12675
4	70	10	700	4900	49000
5	75	7	525	5625	39375
6	80	7	560	6400	44800
7	85	5	425	7225	36125
8	90	3	270	8100	24300
Total		40	2945	42575	220975

Based on the data above, the result of $F_iX_i^2$ is 220975 and F_iX_i is 2945. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\overline{X} = \frac{\sum Fi\ Xi}{\sum Fi}$$

Where:

$\overline{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\overline{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$= \frac{2945}{40}$$

$$= 73.63$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{40 \times 220975 - (2945)^2}{40(40-1)}$$

$$= \frac{8839000 - 8673025}{40(39)}$$

$$= \frac{165.975}{1560}$$

$$= 106.39$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{106.39}$$

$$= 10.31$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing skill can be seen in the following table:

Table VII
Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2.29	0.011	0.075	-0.064
2	50	-2.29	0.011	0.075	-0.064
3	50	-2.29	0.011	0.075	-0.064
4	60	-1.32	0.0934	0.125	-0.0316
5	60	-1.32	0.0934	0.125	-.0.0316
6	65	-0.84	0.2005	0.2	0.0005
7	65	-0.84	0.2005	0.2	0.0005
8	65	-0.84	0.2005	0.2	0.0005
9	70	-0.35	0.3632	0.45	-0.0868
10	70	-0.35	0.3632	0.45	-0.0868
11	70	-0.35	0.3632	0.45	-0.0868
12	70	-0.35	0.3632	0.45	-0.0868
13	70	-0.35	0.3632	0.45	-0.0868
14	70	-0.35	0.3632	0.45	-0.0868
15	70	-0.35	0.3632	0.45	-0.0868
16	70	-0.35	0.3632	0.45	-0.0868
17	70	-0.35	0.3632	0.45	-0.0868
18	70	-0.35	0.3632	0.45	-0.0868
19	75	0.13	0.5517	0.63	-0.0783
20	75	0.13	0.5517	0.63	-0.0783
21	75	0.13	0.5517	0.63	-0.0783
22	75	0.13	0.5517	0.63	-0.0783
23	75	0.13	0.5517	0.63	-0.0783
24	75	0.13	0.5517	0.63	-0.0783
25	75	0.13	0.5517	0.63	-0.0783
26	80	0.62	0.7324	0.8	-0.0676
27	80	0.62	0.7324	0.8	-0.0676
28	80	0.62	0.7324	0.8	-0.0676
29	80	0.62	0.7324	0.8	-0.0676
30	80	0.62	0.7324	0.8	-0.0676

31	80	0.62	0.7324	0.8	-0.0676
32	80	0.62	0.7324	0.8	-0.0676
33	85	0.91	0.8186	0.93	-0.1114
34	85	0.91	0.8186	0.93	-0.1114
35	85	0.91	0.8186	0.93	-0.1114
36	85	0.91	0.8186	0.93	-0.1114
37	85	0.91	0.8186	0.93	-0.1114
38	90	1.59	0.9441	1	-0.0559
39	90	1.59	0.9441	1	-0.0559
40	90	1.59	0.9441	1	-0.0559
Total	**2945**	**Lo = 0.0005**			
Mean	**73.63**	**Lt = 0.14**			

a. **Finding Z score**

Formula: $Z_i \ 1 = \frac{Xi - \bar{x}}{s}$

$Z_i \ 1 = \frac{50 - 73.63}{10.31} = -2.29$

$Z_i \ 2 = \frac{60 - 73.63}{10.31} = -1.32$

$Z_i \ 3 = \frac{65 - 73.63}{10.31} = -0.84$

$Z_i \ 4 = \frac{70 - 73.63}{10.31} = -0.35$

$Z_i \ 5 = \frac{75 - 73.63}{10.31} = 0.13$

$Z_i \ 6 = \frac{80 - 73.63}{10.31} = 0.62$

$Z_i \ 7 = \frac{85 - 73.63}{10.31} = 0.91$

$Z_i \ 8 = \frac{90 - 73.63}{10.31} = 1.59$

b. **Finding S(Z$_i$)**

$S(Z_i) = \frac{F \ Kum}{N}$

$\frac{3}{40} = 0.075$

$$\frac{5}{40} = 0.125$$

$$\frac{8}{40} = 0.2$$

$$\frac{18}{40} = 0.45$$

$$\frac{25}{40} = 0.63$$

$$\frac{32}{40} = 0.8$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or L_o = 0.0005 with n = 40 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.14. It is known that the coefficient of L_o (0.0005) < L_t (0.14). So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

Table VIII
Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	60	2	120	3600	7200
2	70	2	140	4900	9800
3	75	6	450	5625	33750
4	80	10	800	6400	64000
5	85	12	1020	7225	86700
6	90	5	450	8100	40500
7	97	3	285	9025	27075
Total		40	3265	44875	269025

Based on the data above, the result of $F_i X_i^2$ is 269025 and $F_i X_i$ is 3265.

Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\overline{X} = \frac{\sum Fi\ Xi}{\sum Fi}$$

Where:

    $\overline{X}$ = Mean of variable x

    $\sum F_i X_i$ = Total number of score

    $\sum F_i$ = Number of sample

So,

$$\overline{X} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$= \frac{3265}{40}$$

$$= 81.63$$

b. **Variant**

Where:

    S^2 = Variant

    N = Number of sample

So,

$$S^2 = \frac{n \sum FiXi^2 - (\sum FiXi)^2}{n(n-1)}$$

$$= \frac{40 \times 269025 - (3265)^2}{40(40-1)}$$

$$= \frac{10761000 - 10660225}{40(39)}$$

$$= \frac{100.775}{1560}$$

$$= 64.60$$

c. **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{64.60}$$

$$= 8.04$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writingskill can be seen in the following table:

Table IX
Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	-2.69	0.0036	0.05	-0.0464
2	60	-2.69	0.0036	0.05	-0.0464
3	70	-1.45	0.0735	0.1	-0.0265
4	70	-1.45	0.0735	0.1	-0.0265
5	75	-0.82	0.2061	0.25	-0.0439
6	75	-0.82	0.2061	0.25	-0.0439
7	75	-0.82	0.2061	0.25	-0.0439
8	75	-0.82	0.2061	0.25	-0.0439
9	75	-0.82	0.2061	0.25	-0.0439
10	75	-0.82	0.2061	0.25	-0.0439
11	80	-0.20	0.4207	0.5	-0.0793
12	80	-0.20	0.4207	0.5	-0.0793
13	80	-0.20	0.4207	0.5	-0.0793
14	80	-0.20	0.4207	0.5	-0.0793
15	80	-0.20	0.4207	0.5	-0.0793
16	80	-0.20	0.4207	0.5	-0.0793
17	80	-0.20	0.4207	0.5	-0.0793
18	80	-0.20	0.4207	0.5	-0.0793
19	80	-0.20	0.4207	0.5	-0.0793
20	80	-0.20	0.4207	0.5	-0.0793
21	85	0.42	0.6628	0.8	-0.1372
22	85	0.42	0.6628	0.8	-0.1372

23	85	0.42	0.6628	0.8	-0.1372
24	85	0.42	0.6628	0.8	-0.1372
25	85	0.42	0.6628	0.8	-0.1372
26	85	0.42	0.6628	0.8	-0.1372
27	85	0.42	0.6628	0.8	-0.1372
28	85	0.42	0.6628	0.8	-0.1372
29	85	0.42	0.6628	0.8	-0.1372
30	85	0.42	0.6628	0.8	-0.1372
31	85	0.42	0.6628	0.8	-0.1372
32	85	0.42	0.6628	0.8	-0.1372
33	90	1.04	0.8508	0,93	-0.0792
34	90	1.04	0.8508	0,93	-0.0792
35	90	1.04	0.8508	0,93	-0.0792
36	90	1.04	0.8508	0,93	-0.0792
37	90	1.04	0.8508	0,93	-0.0792
38	95	1.66	0.9515	1	-0.0485
39	95	1.66	0.9515	1	-0.0485
40	95	1.66	0.9515	1	-0.0485
Total	**3265**	**Lo = -0.0265**			
Mean	**81.63**	**Lt = 0.14**			

a. Finding Z score

Formula: $Z_i\ 1 = \frac{Xi - \bar{\chi}}{s}$

$Z_i\ 1 = \frac{60 - 81.63}{8.04} = -2.69$

$Z_i\ 2 = \frac{70 - 81.63}{8.04} = -1.45$

$Z_i\ 3 = \frac{75 - 81.63}{8.04} = -0.82$

$Z_i\ 4 = \frac{80 - 81.63}{8.04} = -0.20$

$Z_i\ 5 = \frac{85 - 81.63}{8.04} = 0.42$

$Z_i\ 6 = \frac{90 - 81.63}{8.04} = 1.04$

$Z_i\ 7 = \frac{95 - 81.63}{8.04} = 1.66$

b. **Finding S(Z$_i$)**

$$S(Z_i) = \frac{F\ Kum}{N}$$

$$\frac{2}{40} = 0.05$$

$$\frac{4}{40} = 0.1$$

$$\frac{8}{40} = 0.2$$

$$\frac{10}{40} = 0.25$$

$$\frac{20}{40} = 0.5$$

$$\frac{32}{40} = 0.8$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or L$_o$ = -0.0265 with n = 40 and at real level α= 0.05 from the list of critical value of Liliefors table L$_t$ = 0.14. It is known that the coefficient of L$_o$ (-0.0265) < L$_t$ (0.14). So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

b. Normality Testing of Control Group

Table X
Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	FiXi	Xi^2	FiXi^2
1	50	2	100	2500	5000
2	55	2	110	3025	6050
3	60	7	420	3600	25200
4	65	8	520	4225	33800

5	70	8	560	4900	39200
6	75	6	450	5625	33750
7	80	7	560	6400	44800
Total		**40**	**2720**	**30275**	**187800**

Based on the data above, the result of $F_i X_i^2$ is 187800 and $F_i X_i$ is 2720. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\bar{x} = \frac{\sum F_i \ X_i}{\sum F_i}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i \ X_i}{\sum F_i}$$

$$= \frac{2720}{40}$$

$$= 68$$

b. **Variant**

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$= \frac{40 \times 187800 - (2720)^2}{40(40-1)}$$

$$= \frac{7512000 - 7398400}{40(39)}$$

$$= \frac{113600}{1560}$$

$$= 72.82$$

c. **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{72.82}$$

$$= 8.53$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing skill can be seen in the following table:

Table XI
Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2.11	0.0174	0.05	-0.0326
2	50	-2.11	0.0174	0.05	-0.0326
3	55	-1.52	0.0643	0.1	-0.0357
4	55	-1.52	0.0643	0.1	-0.0357
5	60	-0.94	0.1736	0.275	-0.1014
6	60	-0.94	0.1736	0.275	-0.1014
7	60	-0.94	0.1736	0.275	-0.1014
8	60	-0.94	0.1736	0.275	-0.1014
9	60	-0.94	0.1736	0.275	-0.1014
10	60	-0.94	0.1736	0.275	-0.1014
11	60	-0.94	0.1736	0.275	-0.1014
12	65	-0.35	0.3632	0.475	-0.1118
13	65	-0.35	0.3632	0.475	-0.1118
14	65	-0.35	0.3632	0.475	-0.1118
15	65	-0.35	0.3632	0.475	-0.1118

16	65	-0.35	0.3632	0.475	-0.1118
17	65	-0.35	0.3632	0.475	-0.1118
18	65	-0.35	0.3632	0.475	-0.1118
19	65	-0.35	0.3632	0.475	-0.1118
20	70	0.23	0.591	0.675	-0.084
21	70	0.23	0.591	0.675	-0.084
22	70	0.23	0.591	0.675	-0.084
23	70	0.23	0.591	0.675	-0.084
24	70	0.23	0.591	0.675	-0.084
25	70	0.23	0.591	0.675	-0.084
26	70	0.23	0.591	0.675	-0.084
27	70	0.23	0.591	0.675	-0.084
28	75	0.82	0.7939	0.825	-0.0311
29	75	0.82	0.7939	0.825	-0.0311
30	75	0.82	0.7939	0.825	-0.0311
31	75	0.82	0.7939	0.825	-0.0311
32	75	0.82	0.7939	0.825	-0.0311
33	75	0.82	0.7939	0.825	-0.0311
34	80	1.41	0.9207	1	-0.0793
35	80	1.41	0.9207	1	-0.0793
36	80	1.41	0.9207	1	-0.0793
37	80	1.41	0.9207	1	-0.0793
38	80	1.41	0.9207	1	-0.0793
39	80	1.41	0.9207	1	-0.0793
40	80	1.41	0.9207	1	-0.0793
Total	**2720**	**Lo = -0.084**			
Mean	**68**	**Lt = 0.14**			

a. **Finding Z score**

Formula: $Z_i\ 1 = \dfrac{Xi - \bar{x}}{s}$

$Z_i\ 1 = \dfrac{50 - 68}{8.53} = -2.11$

$Z_i\ 2 = \dfrac{55 - 68}{8.53} = -1.52$

$Z_i\ 3 = \dfrac{60 - 68}{8.53} = -0.94$

$Z_i\ 4 = \dfrac{65 - 68}{8.53} = -0.35$

$$Z_i \, 5 = \frac{70 - 68}{8.53} = 0.23$$

$$Z_i \, 6 = \frac{75 - 68}{8.53} = 0.82$$

$$Z_i \, 7 = \frac{80 - 68}{8.53} = 1.41$$

b. Finding S(Z$_i$)

$$S(Z_i) = \frac{F \, Kum}{N}$$

$$\frac{2}{40} = 0.05$$

$$\frac{4}{40} = 0.1$$

$$\frac{11}{40} = 0.275$$

$$\frac{19}{40} = 0.475$$

$$\frac{27}{40} = 0.675$$

$$\frac{33}{40} = 0.825$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or L_o = -0.084 with n = 40 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.14. It is known that the coefficient of L_o (-0.084) < L_t (0.14). So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

Table XII
Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	FiXi	Xi^2	FiXi^2
1	55	1	55	3025	3025
2	60	1	60	3720	3720
3	65	3	195	4225	12675

4	70	6	420	4900	29400
5	75	11	825	5625	61875
6	80	8	640	6400	51200
7	85	10	850	7225	72250
Total		**40**	**3045**	**35120**	**234145**

Based on the data above, the result of $F_iX_i^2$ is 234145 and F_iX_i is 3045.

Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$\bar{x} = \frac{\sum F_i \ X_i}{\sum F_i}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_iX_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i \ X_i}{\sum F_i}$$

$$= \frac{3045}{40}$$

$$= 76.125$$

b. **Variant**

Where:

S^2 = Variant

N = Number of sample

$$= \frac{40 \times 234145 - (3045)^2}{40(40-1)}$$

$$= \frac{9365800 - 9272025}{40(39)}$$

$$= \frac{93.775}{1560}$$

$$= 60.11$$

c. **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{60.11}$$

$$= 7.75$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing can be seen in the following table:

Table XIII
Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	55	-2.73	0.0032	0.025	-0.0218
2	60	-2.08	0.0188	0.05	-0.0312
3	65	-1.44	0.0749	0.125	-0.0501
4	65	-1.44	0.0749	0.125	-0.0501
5	65	-1.44	0.0749	0.125	-0.0501
6	70	-0.79	0.2148	0.275	-0.0602
7	70	-0.79	0.2148	0.275	-0.0602
8	70	-0.79	0.2148	0.275	-0.0602
9	70	-0.79	0.2148	0.275	-0.0602
10	70	-0.79	0.2148	0.275	-0.0602
11	70	-0.79	0.2148	0.275	-0.0602
12	75	-0.15	0.4404	0.55	-0.1096
13	75	-0.15	0.4404	0.55	-0.1096
14	75	-0.15	0.4404	0.55	-0.1096
15	75	-0.15	0.4404	0.55	-0.1096
16	75	-0.15	0.4404	0.55	-0.1096
17	75	-0.15	0.4404	0.55	-0.1096
18	75	-0.15	0.4404	0.55	-0.1096

19	75	-0.15	0.4404	0.55	-0.1096
20	75	-0.15	0.4404	0.55	-0.1096
21	75	-0.15	0.4404	0.55	-0.1096
22	75	-0.15	0.4404	0.55	-0.1096
23	80	0.5	0.6915	0.75	-0.0585
24	80	0.5	0.6915	0.75	-0.0585
25	80	0.5	0.6915	0.75	-0.0585
26	80	0.5	0.6915	0.75	-0.0585
27	80	0.5	0.6915	0.75	-0.0585
28	80	0.5	0.6915	0.75	-0.0585
29	80	0.5	0.6915	0.75	-0.0585
30	80	0.5	0.6915	0.75	-0.0585
31	85	1.15	0.8749	1	-0.1251
32	85	1.15	0.8749	1	-0.1251
33	85	1.15	0.8749	1	-0.1251
34	85	1.15	0.8749	1	-0.1251
35	85	1.15	0.8749	1	-0.1251
36	85	1.15	0.8749	1	-0.1251
37	85	1.15	0.8749	1	-0.1251
38	85	1.15	0.8749	1	-0.1251
39	85	1.15	0.8749	1	-0.1251
40	85	1.15	0.8749	1	-0.1251
Total	3045	Lo = -0.0218			
Mean	76.125	Lt = 0.14			

a. **Finding Z score**

Formula: $Z_i \, 1 = \dfrac{Xi - \bar{\chi}}{s}$

$Z_i \, 1 = \dfrac{55 - 76.125}{7.75} = -2.73$

$Z_i \, 2 = \dfrac{60 - 76.125}{7.75} = -2.08$

$Z_i \, 3 = \dfrac{65 - 76.125}{7.75} = -1.44$

$Z_i \, 4 = \dfrac{70 - 76.125}{7.75} = -0.79$

$Z_i \, 5 = \dfrac{75 - 76.125}{7.75} = -0.15$

$$Z_i \, 6 = \frac{80 - 76.125}{7.75} = 0.5$$

$$Z_i \, 7 = \frac{85 - 76.125}{7.75} = 1.15$$

b. **Finding S(Z$_i$)**

$$S(Z_i) = \frac{F \, Kum}{N}$$

$$\frac{1}{40} = 0.025$$

$$\frac{2}{40} = 0.05$$

$$\frac{5}{40} = 0.125$$

$$\frac{11}{40} = 0.275$$

$$\frac{22}{40} = 0.55$$

$$\frac{30}{40} = 0.75$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or L_o = -0.0218 with n = 40 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.14. It is known that the coefficient of L_o (-0.0218) < L_t (0.14). So it can be concluded that the data distribution of the student's ability in writing is **normal.**

2. **Homogeneity Testing**

a. **Homogeneity Testing of Pre Test**

$$F = \frac{Highest \quad varians}{lowest \quad varians}$$

$$= \frac{106.39}{72.82}$$

$$= 1.46$$

Then the coefficient of $F_{obs} = 1.46$ is compared with F_{table}, where F_{table} is determined at real level $\alpha = 0.05$ and the numerator df = N = 40 and the denominator dk = 40. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.69$

So $F_{obs} < F_{table}$ atau (1.46 < 1.69) so it can be concluded that the variant from the data was homogenous.

    b. Homogeneity Testing of Post Test

$$F = \frac{High\ est\ varians}{lowest\ varians}$$

$$= \frac{64.60}{60.11}$$

$$= 1.07$$

Then the coefficient of $F_{obs} = 1.07$ is compared with F_{table}, where F_{table} is determined at real level $\alpha = 0.05$ and the numerator df = N = 40 and the denominator dk = 40. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.69$

So $F_{obs} < F_{table}$ atau (1.07 < 1.69) so it can be concluded that the variant from the data was homogenous.

3. Hypothesis Testing

Table XIV
Mean of Post-Test – Pre-Test in Experimental Group

No	Score of Post-Test	Score of Pre-Test	Decrease
1	85	70	15
2	95	90	5
3	85	70	15
4	90	80	10
5	85	80	5

6	80	75	5
7	75	70	5
8	80	75	5
9	90	85	5
10	75	70	5
11	80	50	30
12	80	90	10
13	95	90	5
14	85	80	5
15	80	75	5
16	80	75	5
17	75	70	5
18	85	80	5
19	60	50	10
20	95	85	15
21	85	75	15
22	85	70	15
23	80	70	10
24	75	70	5
25	80	75	5
26	85	80	5
27	80	60	20
28	90	85	5
29	75	70	5
30	90	85	5
31	85	60	25
32	85	70	15
33	90	85	5
34	85	80	5
35	85	80	5
36	80	75	5
37	60	50	10
38	70	65	5
39	75	65	10
40	70	65	5
$\square$			350
Mean			**8.75**

Table XV
Mean of Post-Test – Pre-Test in Control Group

No	Score of Post-Test	Score of Pre-Test	Decrease
1	85	75	10
2	65	60	5
3	85	80	5
4	75	65	10
5	70	65	5
6	75	70	5
7	55	50	5
8	65	55	10
9	85	80	5
10	85	80	5
11	80	70	10
12	75	60	15
13	70	60	10
14	85	80	5
15	85	75	10
16	60	50	10
17	70	60	10
18	75	60	15
19	70	60	10
20	75	70	5
21	80	75	5
22	80	75	5
23	75	65	10
24	75	70	5
25	85	80	5
26	80	75	5
27	85	80	5
28	80	70	10
29	80	70	10
30	80	70	10
31	75	65	10
32	70	65	5
33	70	65	5
34	65	55	10
35	s85	75	10
36	75	60	15

37	80	65	15
38	75	65	10
39	75	70	5
40	85	80	5
$\sum$			**325**
Mean			**8.13**

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{\Sigma_{da}{}^2 + \Sigma_{db}{}^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$= \frac{8.75 - 8.13}{\sqrt{\left(\frac{2.27 + 0.78}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{0.62}{\sqrt{\left(\frac{3s.05}{78}\right)(0.05)}}$$

$$= \frac{0.62}{\sqrt{(0.04)(0.05)}}$$

$$= \frac{0.62}{\sqrt{0.002}}$$

$$= \frac{0.62}{0.04}$$

$$= 15.5$$

From the computation above, it can be seen that $t_{observed} = 15.5$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 78 (df = N + N - 2) at the level of significant 0.05 that the critical value is 1.994. So it can be seen that $t_{table} = 1.994$.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed} > t_{table}(\alpha = 0.05)$ with df 78

$15.5 > 1.994$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there are different between the students'ability in writing recount text by using animated movies and picture book.

C. Discussion

There was a significant difference on students' ability in writing recount text by using animated movie and picture book . The students that were taught by animated movie have higher score than were taught by picture book.

It was explained in Chapter II that Animation movie is a process to picture a character using the ability tov draw and imagine. There are three kinds of animation, they are animation 2 dimension animation technique, and stop motion or clay animation is animation technique which uses doll and candle. Picture book is commonly used to describe a book, most often written for children, in which the content is conveyed through pictures alone.

From the calculation above it found that $t_{observed} = 15.5$ whereas the $t_{table} = 1.994$. It shows that students' ability in writing recount text was significant at 0.05. From the result, the researcher found that there was significant of the students' ability in writing recount text by using animated movie . This means that the students' ability in writing recount text that were taught by animated movie strategy was better than taught by picture book.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The use of animated movie can increase student's ability in recount text. It can be seen from the data of post test in experimental class (81,6) higher than pre test in experimental class (73,62). So can get conclusion that using media animeted movie movie helps the students to develop their ideas in writing recount text and can increase student's ability writing recount text at first grade Madrash Aliyah Tahfizhil-Qur'an Medan.

2. The use of picture book can increase student' class post test in control class (76,1) higher than pre test in control class class (68). So can get conclusion that using media picture book can helpful for students in making connection to the topic and but somtimes the students felt bored and lazy to read book can at first grade Madrash Aliyah Tahfizhil-Qur'an Medan.

3. There was differences in student's ability in writng recount text by using animated movie between using picture book. Writing recount text using animated movie helps the students to develop their ideas in writing recount text. In writing recount text, it was commonly found that this technique helpful for students in making a connection to the topic given so that the students can think more creative.It was prove (in experiment class was taught by using animated movie) that the method was helpful especially for the students who had no courage or comfortless to learn and ask

4. individually. The experimental class got higher score in post-test by using animated movie than the post test using picture book. The control class got low score in post test by using picture book because the student felt bored and lazy to read the book.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use animated movie in their teaching learning process in order to improve the students' writing ability.

2. The researchers who are interested in doing a research related to this study should try to apply using animated movie on different level of learners through different genre to prove the effectiveness of picture book on students' writing ability.

Finally, the resarcher considers that this study still need validity from the next researcher that has the similar topic with this study.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there was a significant difference on the students' ability in writing recount text between student's ability using animated movie and student's ability using picture book . Moreover, this research implies that the use animated movie and picture book was needed in teaching writing .

Considering the conlusion drawn above, it implies that the use of animated movie is capable to promote the students' ability writing recount

text in which it can be seen from the progress of the students' writing scores after given treatment using animated movie. The implies that the use of picture book is can increase the students' ability writing recount text in which it can be seen from the progress of the students' writing scores after given treatment using picture book . It is expected that the English teachers are highly recommended to using animated movie and picture book on the teaching of writing recount text in order to affect students' ability in writing skill .

Students are motivated and relaxed in learning writing process when they are taught using animated movie . Therefore, it implies that the use of animated movie can keep students' interest and help them to understand the meaning of the text in the easier way.

In summary, the use of animated movie and picture book during the research can affect the students' ability in writing recount text. Therefore, the application of animated movie and picture book needs to be applied continuously in teaching writing . It is because the use of animated movie can increase student;s ability in writing recount text

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APPENDIX IX

Instruments
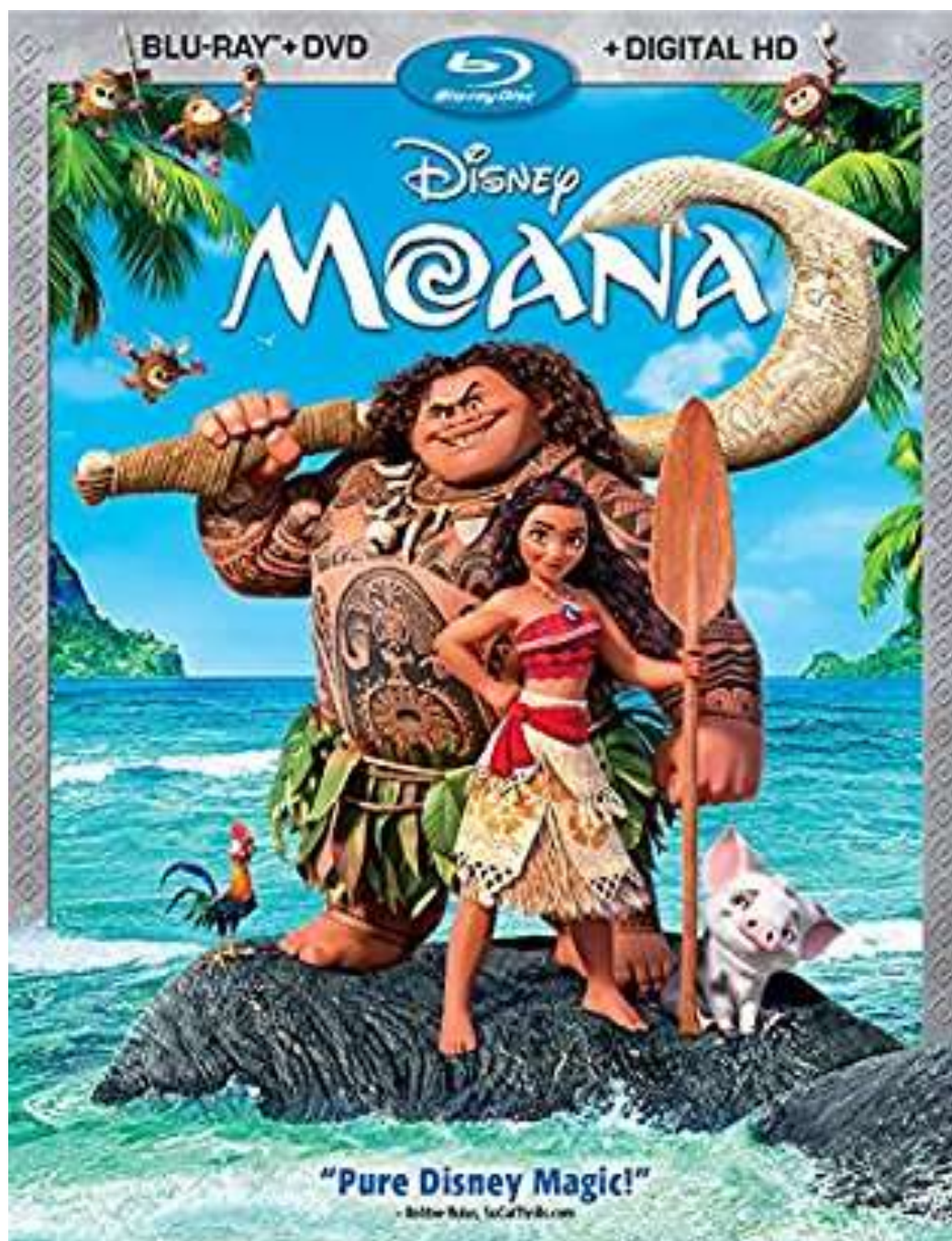
APPENDIX X

Wacthing Moana Movie in X IPA 1

The students watching Moana movie

The students reading Panz book