

INCREASING WRITING MOTIVATION AND NARRATIVE WRITING ACHIEVEMENT OF ELEVENTH GRADERS OF SMAN 5 PALEMBANG BY USING ENGLISH ANIMATION FILMS

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Abstract: In accordance with the problems faced by the eleventh graders in SMA Negeri 5 Palembang, this study is intended to increase the students' writing motivation and narrative writing achievement by using English animation films as the instructional media. In this study, writing English narrative test and questionnaire were utilized as the research instruments. From 330 the eleventh graders, 66 of them were selected by using purposive sampling and divided into 2 groups; Experimental and Control. Based on the data analysis, the result showed that the use of English animation films significantly increased the students' writing motivation and writing narrative texts achievement.

Keywords: *writing ability, writing motivation, narrative text, English animation films.*

Writing is one of the English language skills. As one of the language skills, writing is a process to get product and involves many aspects such as grammar, spelling, vocabulary, idioms and culture (Allen & Valet, 1977, p. 217). According to Chirst and Carline (1978, pp. 111 - 112), writing gives the writer a better chance to use the words effectively in explanation than speaking.

As one of the genres taught at eleventh grade students of SMA and MA in Indonesia, narrative is usually told by a story teller (Andersons, 1997). According to Murcia (2000, p. 151), narrative is structured around the chronological development of events and is centered on a person or hero. The social function of narrative is to entertain, amuse and deal with actual or vicarious experience in different ways (Indonesian National Education Department, 2003) and the generic structure of narrative is only orientation, complication, resolution (Indonesian National Education Department, 2003). Furthermore, the study of this paper is limited with the narrative definition and its generic structure. This will

hopefully help the eleventh grade students of SMA Negeri 5 Palembang from getting confused of what to do in writing English narrative assignment.

However, writing in general is considered to be the most difficult language skill to master. Richards & Renandya (2002) state that the difficulty of writing lies not only in generating and organizing of ideas, but also in translating these ideas into readable texts. This could also be proven by the fact that writing is one of the four English skills considered to be one of the difficult lessons for the eleventh grade students at SMA Negeri 5 Palembang. The writer had observed that the eleventh grade students' ability in writing English was low and led to be unmotivated in writing. Considering that learning of English writing in senior high school is more complex and difficult than junior high schools, and thinking that this is the grade in which the students start their learning English writing more intensively after studying in the tenth grade, the writer has decided to have them as the research subject. Based on the interviews with the some of eleventh grades of SMA Negeri 5 Palembang, it

was found that the teacher of English still taught her students by using the text book and no other resources. The writer had already asked directly to the teacher why she never used electrical devices such as laptop or LCD projector as the media in the process of teaching and learning process, she said that she could not operate laptop or LCD projector well. In addition, the teacher said that she did not want to learn further because she thought it would be useless as she would retire in the next year. This fact is contradictory with the availability of LCD projector, internet connection, and other supporting media of teaching and learning processes is accordance with the label “*Sekolah Unggulan*” attached to this school based on the Letter of Palembang’s Major number 1514 in 2010. In addition, several researchers (Knobel & Lankshear, 2003; Larson and Marsh, 2005; Livingstone and Bovill, 1999) have noted that a great many visual activities take place in students live outside of the classroom, such as televisions, DVDs, computers, handheld computers, mobile phones and console games (Larson & Marsh, 2005, p. 70).

Dealing with the condition that writing is considered difficult to master, the English teacher should apply appropriate, fun, and effective media in teaching and learning English writing. According to Heaton (1975, p. 138), writing skills generally are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices, but also conceptual and judgment. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.

Zhan (2000) points out that there is variety of choices in teaching materials such as written text, audio and multimedia materials. By using the written text, the students tend to focus their imagination to realize the possible situation and the meaning only (Lee, 2009). On the other

side, there has been considerable interest in using multimedia materials in recent years (Fast, 2010).

As one of the multimedia that could be used in teaching and learning writing, animation film is often used by the classroom teacher who is typically not a speaker of the foreign language (Rhodes & Puhfahl, 2003). Using animation film could bring new atmosphere for the students in teaching and learning process (Huifen & Dwyer, 2010).

The reason why the writer focused on the use of animation films in this study was because animation films proved more productive than other movies because of the socially significant dialogue many of animation films influence the young minds (MacGillivray, 2005). Animation film provided visual, contextual and non – verbal input provide foreign language learners with simultaneous visual and aural stimuli which could make up for any lack of comprehension resulting from listening alone. It could increase students’ motivation, attention and help explaining how things work, (Brett, 1995; Hoven, 1999; Seo, 2002). More specifically, with regard to a suggested connection between film and writing, the research of Kasper (2002) demonstrates how screenings can be used to help develop writing skills. In her study, she sought to help EFL students visualise the written material from three different courses – linguistics, environmental science and anthropology – by screening the following films: *Secret of the Wild Child* (a documentary about a child deprived of language exposure); *Savage Earth: The Restless Planet* (a documentary about earthquakes) and *Inherit the Wind* (a film about the Scopes ‘Monkey Trial’). In this manner, she argued, ‘film facilitates learning in several ways [providing] students with a graphic illustration of relevant content information’ (Kasper 2002, p 52). By studying arguments within the film (e.g. the debate between science and religion in *Inherit the Wind*), students were able to transfer the

knowledge gleaned by the film to their essays in terms of how to argue more effectively within a written academic context.

Related to animation films as the instrument in this study, Lowe (2004, p. 559) states that animation film is generally used in teaching and learning environment. Using animation film in teaching and learning atmosphere strengthens the students' motivation to learn, helps students to understand and cooperate well in teamwork (Bogiages & Hitt, 2008, p. 43).

To know whether the implementation of animation films in increasing students' motivation and writing ability in narrative text, the writer limited his study in three research questions; (1) find out whether or not there was a significant increase in narrative writing of eleventh grade students between before and after they were taught by using animation films, (2) find out whether or not there was significant difference between the eleventh grade students of SMA Negeri 5 Palembang who were taught by using animation films and those who were not, and (3) find out whether or not there was significant increase in writing motivation between the eleventh grade students of SMA Negeri 5 Palembang who were taught by using animation films and those who were not. Then, the writer conducted a research entitled, "Increasing Students' Writing Motivation and Writing Achievement of Narrative Text by Using English Animation Films to the Eleventh Grade Students of SMA Negeri 5 Palembang."

RESEARCH METHOD

Method of the Study

This study applied a quasi experimental research method and the design was a non equivalent control group design where the experiment and control group were not chosen randomly (Sugiyono, 2013, p. 79) since the two had the same number of students, taught by the same English teacher in the same day, and

the students' scores in the previous semester which were under *KKM* (Minimum Criteria of Learning). In addition, the two classes had been approved by the English teacher to be the sample of this study. Based on the English teacher's feedback, the two classes were assigned purposively to experimental group and control groups. The experimental group was the group which got the treatments by applying animation films as teaching media, while the control group was the group which got no treatments from the writer. Both experimental group and control group did the same pre - test and post - test. Pre - test means the test is given before the treatment, while post - test is given after the treatment. There were 10 meetings for giving the treatment. Each meeting took two study periods (2x45 minutes). This course was predicted to be finished not in one month in which the writer thought three times in a week by asking the agreement of English teacher and from the other subject teacher, allowed by the curriculum officer of the school. At the end of the whole meetings, the students were given a post - test to determine the effects of the treatment. Of course, the post - test was the same test given in the pre - test.

Teaching Procedures

In doing teaching procedures or the steps of animation films in the classroom, the writer followed some practical techniques for film implication (Cakir, 2006) which were divided based on the three categories; *Pre - viewing*, *Viewing* and *Post - Viewing*. The techniques were listed below;

1). *Previewing*

Before viewing the animation film, the writer introduced the topic of English Narrative Writing based on the animation films and the students explained what they had known about the topic.

Then the writer explained about how to write English narrative paragraph particularly with narrative generic

structure, its language features and the writing rubric as the measurement. The students were given the chance to write their own English Narrative writing so that they could develop their aural perception of narrative writing. After that the writer analyzed the students' writing based on the writing rubric.

2) *Viewing*

There were two kinds of approaches in viewing the animation film; silent with sound and English subtitle text.

(1) Silent Viewing

The writer played the animation film called "*Angry Bird*" without sound for the main idea; then paused with pictures on, to point the location or the name of a character of the film so that the students could answer the simple questions of WH – questions such as *Who? What? Where? When?* and many more of WH – Questions or Problems- Solution / Cause-Effects Questions, for example; the students knew why the bird got mad and to whom his angry was for.

(2) Viewing with sound and English subtitle text.

The writer played the film in thirds; first, the students watched the pause parts of the animation film to give students to answer the questions, shared the answers with a partner and write one simple sentence in which they identified the main idea of the displayed film. Second, the writer played just for the specific part which the students got the mistakes in answering previous questions given by the writer and then the students in this section wrote simple English Narrative Paragraph based on the film they had recently watched. Finally, the writer had students circulate throughout the class, share ideas and questions with other students in the class. The Students were given opportunity to evaluate and comment on the animation film and the associated activities. At this stage the students were requested to reflect and write about the content of the film. The writer, then, reviewed the answer to all the

questions after the last third had been played. The writer compiled a list of the information on the board and questions that remained unanswered.

3) *Post-Viewing*

The writer divided students into small groups of five and asked them to discuss the problems they might find during watching among their own groups, the writer played the other animation film called *frozen fever*, and asked them to write a short one-paragraph narrative summary of what they had watched as individual task. At the end of this stage, the writer checked the students' English narrative writing and gave feedback to the students.

Data Collection

In collecting the data, the writer gave the sample a writing narrative test and a questionnaire. The writing narrative test was given twice; for the pre – test and post – test to obtain the students' writing narrative achievement. The questionnaire was also given before and after the treatment to find out the progress of the students' motivation.

Narrative Writing Test

In this study, the writer applied content validity to make sure that the content of the writing test was relevant with the purpose of the study and syllabus for the eleventh graders. Content validity is used to determine if the content of the instrument contains an adequate sample of the domain of content which is supposed to represent (Fraenkel, et al., 2012, p. 150).

To collect data, the writer gave a writing test to both groups before and after the treatment given. The writing test was focused on narrative generic structure: orientation, complication, resolution, and reorientation (Ministry of National Education of Indonesia, 2003), its language features as stated in the previous page which were in line with what Gerot and Wignell (1995) stated; it focused on specific participant, using past tense. The writing test

was given to both groups as pre and post test, before and after the treatment given.

The writer asked the sample to write an English narrative writing in at least 200 words based on the narrative generic structure, its language features and based on the animation film the students had watched before for the pre – test, but for the post – test, they would write an English narrative writing in also at least 200 words based on the narrative generic structure, its language features and based on one of the animation films selected by the students from the options given by the writer. This was done to guide the sample's capability of writing, not based on their memory about the animation films which they had already watched previously, so the writer gave at least 3 (three) options of animation films they had not watched before; namely *The Book of Life*, *Trolls*, or *Sing*. The writing test was scored based on the writing score; into 5 levels; 86 – 100 (Very Good), 71 – 85 (Good), 56 – 70 (Average), 41 – 55 (Poor), 0 – 40 (Very Poor). Then the writer's scores were analyzed by the raters to be the final writing scores.

To validate the test, the writer, the writer used the experts' judgments. To reliable the test, the writer used the reliability of the results of the students' writing test that had to be checked by giving them (pre - and post - test) to the raters. The results of the first rater were calculated with the results of the second rater. If there were significant correlations, it meant the results of students' writing were reliable. Next, the results could be further analyzed.

Questionnaire

In this study, the questionnaire distributed on July, 28th 2017 for the pre – test and August 30th 2017 for the post - test to experimental group and control groups, consist of ten items. The aim was done to find out students' writing motivation toward the use of animation film in teaching writing. To guide the valid questionnaire displayed in this study, the writer asked his raters' judgments.

Data Analysis

The data obtained were analyzed by using t-test; Paired sample t – test and Independent sample t – test.

Paired Sample t - test

According to Ruseffendi (1998, p. 312), the paired sample t-test is commonly used to compare the mean score of sample groups before and after a treatment. In this study, Paired Sample t – test was used to analyze a significant progress in students' writing achievement (writing test) within experimental and control groups; whether or not there is a significant increase in narrative writing of eleventh grade students before and after they were taught by using animation films, and whether or not there was significant difference between the eleventh grade students of SMA Negeri 5 Palembang who were taught by using animation films and those who were not.

In order for the result to be significant, the p-output should be lower than significant $\alpha = 0.05$. If the result was significant, alternative hypothesis (H_a) was accepted while null hypothesis (H_0) was rejected.

Independent Sample t - test

According to Ruseffendi (1998, p. 312), independent sample t-test is used to find out the significant difference in means of two groups. Therefore, it is used to find out the significant difference in mean score between experimental and control group. Specifically, the independent sample t-test was used to find out whether or not there was significant increase in writing motivation between the eleventh grade students of SMA Negeri 5 Palembang who were taught by using animation film and those who were not by using questionnaire as the instrument for collecting the data.

In order for the result to be significant, the p-output should be lower than significant $\alpha=0.05$. If the result was significant, alternative hypothesis (H_a) was accepted while null hypothesis (H_0) was rejected.

RESULTS

Results Of The Narrative Writing Test

The findings were obtained from the result of students' writing achievement and writing motivation questionnaire which were from the pre – test and post – test for the experimental and control groups.

Normality and homogeneity of the data were checked before analyzing the data

statistically. For the descriptive purposest, the data gathered from the pre – test and post – test given to the students were analyzed and presented in this section. The scores from whole sample of experimental (N = 33) and control group (N = 33) were categorized into 5 levels; 86 – 100 (Very Good), 71 – 85 (Good), 56 – 70 (Average), 41 – 55 (Poor), 0 – 40 (Very Poor).

Table 1
The Score Distribution of Students' Writing Achievement

Score Interval	category	Experimental group						Control Group					
		Pre - test			Post - test			Pre - test			Post - test		
		f	%	Mean	f	%	Mean	f	%	Mean	f	%	Mean
86 - 100	Very Good	-	-	9.42	-	-	13.89	-	-	8.69	-	-	12.09
71 - 85	Good	-	-		6	18.8		-	-		4	12.5	
56 - 70	Average	9	25		24	75		8	25		15	43.8	
41 - 55	Poor	23	71.9		3	6.3		19	58.4		14	43.8	
0 - 40	Very Poor	1	3.1		-	-		6	16.6		-	-	
Total		33	100.0		33	100.0		33	100.0		33	100.0	

Based on score distribution presented on the table 1 above, the results of the students' writing achievement in the pretest of control group showed that there were 6 students (16.6%) in very poor category, 19 students (58.4%) in poor category and 8 students (25%) in average category. The highest score was 8 and the lowest score was 6 with the mean score 8.69. Then, the posttest of control group showed that that there were 14 students (43.8%) in poor category, 15 students (43.8%) in average category, and 4 students (12.5%) in good category. The highest score was 18.8 and the lowest score was 7 with the mean score 12.09.

Next, the results of the students' writing achievement in the pretest of experimental group showed that there were 1 student (3.1%) in very poor category, 23 students (71.9%) in poor category and 9 students (25%) in average category. The

highest score was 15 and the lowest score was 5 with the mean score 9.42. Meanwhile, the posttest of experimental group showed that that there were 3 students (6.3%) in poor category, 24 students (75%) in average category and 6 students (18.8%) in good category. The highest score was 19 and the lowest score was 9 with the mean score 13.89.

Based on the mean scores of both groups, it could be seen that the mean score of writing achievement in the experimental group was higher than the control group. So, it can be concluded that the students in the experimental group got better increase in writing than those in the control group. It means that the students who were given the treatment by using animation film had higher scores than the control group which had no given treatment.

This explanation scientifically could be used to answer the research questions

number 1 and 2; (1) find out whether or not there was a significant increase in narrative writing of eleventh grade students before and after they were taught by using animation films, (2) find out whether or not there was significant difference between the eleventh grade students of SMA Negeri 5 Palembang who were taught by using animation films and those who were not.

Result of Paired and Independent t-test of The Experimental and The Control Groups

Paired sample t-test was used to analyze the significant difference of students' writing pretest to posttest in both groups. Meanwhile, the significant difference of students' writing pretest and posttest in both groups was analyzed by using independent sample t-test.

Table 2

The Results of Paired and Independent Sample t-test of Writing Achievement in the Experimental and Control Groups

Groups	Paired sample t-test				Independent t-	
	Mean		Mean difference	t-value and Sig.2	Post	Sig
	Pre	Post				
Experimental (With Treatment / Animation Film)	61.87	73.59	11.72	29.50.000	73.59	0.113
Control (Without treatment)	58.58	71.40	13.30	27.02.000	71.40	

Based on the data above, the result of paired sample t-test showed that there were any significant difference in students' writing achievements in the experimental and control groups in writing English narrative achievement. Furthermore, the result of independent sample t-test in the writing pretest showed that there was no significant difference between the experimental and control groups in students' writing achievement because the significance t-value was 0.113 and the significance value was higher than 0.05.

The Result of Questionnaire

The result of a five point of Likert Type questionnaire from Hsieh et al. (2010), having the options of (1) strongly agree, (2) agree, (3) not sure, (4) disagree, (5) strongly disagree. There were 66 students from both groups answered the 10 items of question which were administered to find

out students' writing motivation of English narrative writing toward the use of animation film in teaching and learning writing narrative before and after the treatment. The ten questions were divided into three sub scales; English writing (question 1 to 3), Narrative Writing (question 4 to 6) and Animation film as the medium in teaching English narrative writing (question 7 to 10).

The Result of Questionnaire Before the application of treatment

In the first time the questionnaire distributed or before the treatment applied in the classroom, there were 66 students (100 % of the sample), answered the questionnaire.

Questionnaire of Experimental Group.**Table 3**

NO.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree	Total Answers	Samples' responses
1	English is my favorite subject to master	0	0	0	10 (30%)	23 (70%)	33	100 %
2	My favorite English skills to study is writing	0	2 (6%)	3 (9%)	15 (45%)	13 (39%)	33	100 %
3	Writing helps me express my ideas and thoughts in English clearly	0	5 (15%)	5 (15%)	10 (30%)	13 (40%)	33	100 %
4	I am motivated to write English Narrative writing well	0	5 (15%)	8 (24%)	15 (45%)	5 (15%)	33	100 %
5	I have already studied English narrative writing since elementary and junior high school	0	0	0	5 (15%)	28 (85%)	33	100 %
6	I know English narrative generic structures and simple past as one of its language features	0	0	2 (6%)	23 (70%)	8 (24%)	33	100 %
7	My favorite kind of English films is animation	5 (15%)	10 (30%)	6 (18%)	7 (22%)	5 (15%)	33	100 %
8	I also study English through watching English animation film	0	2 (6%)	4 (12%)	18 (54%)	9 (27%)	33	100 %
9	I often write English narrative writing about animation film	7 (22%)	6 (18%)	7 (22%)	10 (30%)	3 (9%)	33	100 %
10	Watching English animation film increases my motivation in studying English narrative writing	7 (22%)	2 (6%)	8 (24%)	13 (40%)	3 (9%)	33	100 %
<i>Total answers</i>		19	32	43	126	110		
<i>Total percentages</i>		5,76%	9,70%	13,04%	38,19%	33,34%		

Questionnaire of Control Group:**Table 4**

NO.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree	Total Answers	Samples' responses
1	English is my favorite subject to master	2 (6%)	8 (24%)	6 (18%)	9 (27%)	8 (24%)	33	100 %
2	My favorite English skills to study is writing	2 (6%)	2 (6%)	7 (22%)	15 (45%)	7 (22%)	33	100 %
3	Writing helps me express my ideas and thoughts in English clearly	5 (15%)	5 (15%)	5 (15%)	8 (24%)	10 (30%)	33	100 %
4	I am motivated to write English Narrative writing well	5 (15%)	5 (15%)	5 (15%)	9 (27%)	9 (27%)	33	100 %

5	I have already studied English narrative writing since elementary and junior high school	1 (3%)	3 (9%)	5 (15%)	12 (36%)	12 (36%)	33	100 %
6	I know English narrative generic structures and simple past as one of its language features	0	1 (3%)	2 (6%)	9 (27%)	21 (63%)	33	100 %
7	My favorite kind of English films is animation	5 (15%)	7 (22%)	5 (15%)	7 (22%)	9 (27%)	33	100 %
8	I also study English through watching English animation film	1 (3%)	2 (6%)	5 (15%)	10 (30%)	15 (45%)	33	100 %
9	I often write English narrative writing about animation film	5 (15%)	2 (6%)	6 (18%)	8 (24%)	12 (36%)	33	100 %
10	Watching English animation film increases my motivation in studying English narrative writing	1 (3%)	1 (3%)	4 (12%)	17 (51%)	10 (30%)	33	100 %
<i>Total answers</i>		27	36	50	104	113		
<i>Total percentages</i>		8,18%	10,91%	15,15%	31,52 %	34,24%		

The Result of Questionnaire After the application of treatment

Questionnaire of Experimental Group:

Table 5

NO.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree	Total Answers	Samples' responses
1	English is my favorite subject to master	0	0	0	5 (15%)	28 (85%)	33	100 %
2	My favorite English skills to study is writing	0	0	0	15 (45%)	18 (54%)	33	100 %
3	Writing helps me express my ideas and thoughts in English clearly	0	1 (3%)	0	18 (54%)	14 (42%)	33	100 %
4	I am motivated to write English Narrative writing well	0	0	2 (6%)	25 (75%)	6 (18%)	33	100 %
5	I have already studied English narrative writing since elementary and junior high school	0	0	0	2 (6%)	31 (92%)	33	100 %
6	I know English narrative generic structures and simple past as one of its language features	0	0	0	16 (48%)	17 (51%)	33	100 %
7	My favorite kind of English films is animation	1 (3%)	1 (3%)	0	11 (33%)	20 (60%)	33	100 %
8	I also study English through watching English animation film	0	0	1 (3%)	8 (24%)	24 (73%)	33	100 %

9	I often write English narrative writing about animation film	0	0	2 (6%)	20 (60%)	11 (33%)	33	100 %
10	Watching English animation film increases my motivation in studying English narrative writing	0	0	0	8 (24%)	25 (75%)	33	100 %
<i>Total answers</i>		1	2	5	128	194		
<i>Total percentages</i>		0,30%	0,61%	1,52%	38,79%	58,79%		

Questionnaire of Control Group :

Table 6

NO.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree	Total Answers	Samples' responses
1	English is my favorite subject to master	0	1 (3%)	3 (9%)	11 (33%)	18 (54%)	33	100 %
2	My favorite English skills to study is writing	2 (6%)	1 (3%)	7 (22%)	11 (33%)	12 (36%)	33	100 %
3	Writing helps me express my ideas and thoughts in English clearly	1 (3%)	1 (3%)	1 (3%)	8 (24%)	22 (66%)	33	100 %
4	I am motivated to write English Narrative writing well	0	1 (3%)	2 (6%)	15 (45%)	15 (45%)	33	100 %
5	I have already studied English narrative writing since elementary and junior high school	0	0	5 (15%)	13 (39%)	15 (45%)	33	100 %
6	I know English narrative generic structures and simple past as one of its language features	0	1 (3%)	1 (3%)	19 (57%)	12 (36%)	33	100 %
7	My favorite kind of English films is animation	5 (15%)	5 (15%)	5 (15%)	10 (30%)	8 (24%)	33	100 %
8	I also study English through watching English animation film	3 (9%)	8 (24%)	2 (6%)	10 (30%)	10 (30%)	33	100 %
9	I often write English narrative writing about animation film	5 (15%)	5 (15%)	7 (22%)	6 (18%)	10 (30%)	33	100 %
10	Watching English animation film increases my motivation in studying English narrative writing	2 (6%)	3 (9%)	2 (6%)	10 (30%)	16 (48%)	33	100 %
<i>Total answers</i>		18	26	35	113	138		
<i>Total percentages</i>		5,45%	7,88%	10,61%	34,24%	41,82%		

From the distribution of questionnaire above, it was seen that the both groups did not really differentiate each other since the

students did not have different treatment. It finally became different significantly after the treatment applied in the classroom of

experimental group. At first, the control group seemed different but not significantly since the students only had a better understanding after the teacher's explanation in the class. In the following meetings, the students seemed to have increase skills in writing narrative. The questionnaire of before and after the treatment also showed that the control group had similar answer for each item of sub scales. This might happen when the students felt bored with conventional treatment and they were eager to have new atmosphere of teaching and learning as the experimental group had.

This distribution of questionnaire also showed that there was a significant increase of the students' writing motivation after the treatment of the animation films was given.

INTERPRETATION

Based on the findings of the study, some interpretation could be drawn. First, based on the results of paired sample t-test, it can be inferred that the students of the experimental group gained significant increase on their writing achievements after they were taught by using the treatment of animation films. This is in line with MacGillivray (2005) who said that animation film proved more productive than other movies because of the socially significant dialogue many of animation films influence the young minds.

Next, from the results of independent sample t-test, it can be inferred that there were significant differences in students' mean score of writing achievements between the students who were taught by using animation films and those who were not taught by using animation films. This fact indicated that the use of animation films in teaching writing to the students had increased the students writing achievements, although it was not satisfactory yet since most of the students' scores were still below the school standard for English subject. However, it was proved that usage of animation films was effective to increase students' writing achievements. The writer

assumed that this might happen because the students were familiar with animation films since many TV stations displayed them every day. The usage of animation films proved to be a new treatment in teaching and learning English, particularly in teaching writing English narratives. This is supported with the statement that students' learning outcome could bring new atmosphere for the students in teaching and learning process (Huifen & Dwyer, 2010). The students also gained increase because they had more time to practice and discussed mistakes they had made to their teacher and class mates so they not only got increased by their own mistakes, but also learning from their friends' mistakes.

In addition, from the results of the independent sample t-test, it is showed that there was significant difference in both experimental and control groups' posttest mean scores, in which the experimental group mean score was higher than the control group. The writer assumed that it could be happened because at the same time when the writer did the research, the students in the control group also studied the same material so the results from both groups were in the similar range. However, the total score of experimental group was still higher than the control group.

The last, the result of distribution of questionnaire showed the animation film increased the students' motivation in studying and learning, particularly in writing english Narrative. It was in line with Seo (2002) who stated that animation film could increase students' motivation, attention and help explaining how things work. The writer finally interprets that the students who were given the treatment by using animation films had higher scores than the control group which had no given treatment.

CONCLUSIONS AND SUGGESTIONS

This section of conclusions and suggestions is made on the basis of the findings of the study in the previous sections.

Conclusions

Based on the findings in the previous chapter, it can be concluded that the English animation films were quite effective to increase students' English narrative writing achievements of the eleventh graders of SMA N 5 Palembang in academic year 2017 - 2018. It could be seen from the significant increase they got after the treatment. The data showed that the English animation films had successfully increased the students to have better writing achievements and motivation to write English narrative writing than those who were not taught by using the treatment.

Suggestions

Based on the results and due to the weaknesses, the writer offers some suggestions to the EFL teachers, students and also the future researchers.

For EFL teachers, using the treatment of English animation films can be considered as one of the strategies which could increase students' both writing English narrative achievements and writing motivation.

For students, they need more practice to develop their English writing skill to be better especially for Narrative writing by considering its generic structure and its aspects.

For future researchers, the results of English animation films are not limited to the writing skills and its writing motivation. It is also helpful for other English skills. Thus, the researcher of the study thinks that further research is needed to investigate the impact of using the English animation films in other English skills such as speaking and listening comprehension and more deeply concern about the aspects being increased.

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