

**THE STUDENTS' ABILITY IN WRITING NARRATIVE PARAGRAPH
THROUGH WATCHING CARTOON MOVIE**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

AYU LISTARI
NPM. 0802050180



**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2012**

ABSTRACT

Listari, Ayu. “The Students’ Ability in Writing Narrative Paragraph through Watching Cartoon Movie”. Thesis. English Department of Teacher Training and Education, UMSU. Medan. 2012.

This research deals with The Students’ Ability in Writing Narrative Paragraph through Watching Cartoon Movie. The subject of this thesis was the students of SMP Swasta PAB 3 Saentis jl. KaliSerayu on the 8th grade students at 2012/2013 academic year. The total number of population were 268 students, consisted of seven parallel classes. From the whole population, the sample of this research was 25% of the population becomes 77 students which were chosen randomly. The data collected were analyzed by descriptive quantitative method. The test was a teacher made test focused on writing narrative paragraph through watching cartoon movie. The finding show that 61 students or 79% of the sample were able in writing narrative paragraph through watching cartoon movie. And 16 students or 21% was unable students in writing narrative paragraph through watching cartoon movie. The difficulty faced by the students was language use. They were lack of vocabulary so that they were difficult to write paragraph.

ACKNOWLEDGEMENTS



In the name of Allah SWT, the most beneficent and the most merciful. Price to Allah, firstly, the researcher would like to thanks to Allah, the most Almighty who has given her the opportunity in finishing and completing this study. Secondly, peace be upon to the prophet Muhammad SAW, who has brought us from the darkness to the brightness.

This research is entitled “*The Students’ Ability in Writing Narrative Paragraph based on Comic Strips*”. In writing this study, there were many difficulties and problems faced by the researcher and without any helps from the following people, it may impossible for her to finish this study.

Therefore, the researcher would like to deliver her thanks to Alm. Asnan Nasution and Almh. Retni Olani Br Sitompul, her beloved parents who always give her more supports, materials and prayer during, before and after her academic year in completing her study in UMSU and the people mentioned below:

- Dra. Hj. Nur’ain Lubis, M.AP., her respected Dean of FKIP UMSU, who has encouraged her along her education in FKIP.
- Hj. Dewi Kesuma Nasution, S.S., M.Hum and Erlindawaty, S.Pd., as the head and secretary of English Education Program for their administration help.
- Dra. Diani Syahputri, M.Hum., and Rita Harisma, S.Pd., M.Hum., her experienced supervisors, for showing her how to write scientific writing well and giving her useful knowledge.

- All the lectures of FKIP UMSU, especially those of English education program who have given the valuable thought and instruction as the information in teaching English during her academic year in completing her study in UMSU.
- Drs. Adi wiharto, SE., MM. as the Headmaster of SMP PAB 3 Saentis, who has allowed her to perform the research in the school.
- All her family, her sister Alm. Yossiyanna Nasution, and all her little sisters for supports and prayer given to her in finishing the research.
- All her best friends especially, Ramlah, Warda, Ayu Listari, Mimi, Dinda, and Bhindu and all her friends in VIII-H Morning of English education program, who have cared and supported each other in finishing this research. May Allah SWT bless them all, and all people that could not mentioned in this study, thanks for everything and helping. May Allah SWT bless them all.

Medan, September 2012

The Researcher

AYU LISTARI

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I : INTRODUCTION	1
A. The Background of the Study.....	1
B. The Identification of the Problems.....	3
C. The Scope and Limitation	3
D. The Formulation of the Problems.....	3
E. The Objectives of the Study	4
F. The Significance of the Research.....	4
CHAPTER II : REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
1. Ability	5
2. Definition of Writing	8
2.1 Writing Process	10
2.2 Characteristics of Writing	11
3. Description of Paragraph	12
3.1 Types of the Paragraph	17

4. Narrative Paragraph	19
5. Definition of Cartoon Movie	21
6. Writing Narrative Paragraph through Watching Cartoon Movie.....	22
B. Conceptual Framework	22
CHAPTER III : METHOD OF RESEARCH	23
A. Location	23
B. Population and Sample	23
C. Research Design.....	25
D. Instrument of the Research	26
E. Technique of Data Analysis	30
CHAPTER IV : DATA COLLECTIONS AND DATA ANALYSIS	31
A. Data Collection	31
B. Data Analysis	33
C. Finding	39
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	40
A. Conclusions	40
B. Suggestions	40

REFERENCES

APPENDIXES

LIST OF TABLE

Table 3.1	The Population of Research.....	23
Table 3.2	The Sample of Research.....	25
Table 3.3	The Degree of Students' Ability.....	30
Table 4.1	The Result of Writing Sentences.....	31
Table 4.2	The Students' Ability in Writing Narrative Paragraph Through Watching Cartoon Movie	34
Table 4-3	The Students' Ability in Writing Narrative Paragraph Through Watching Cartoon Movie	37

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as a foreign language in Indonesia has a quite similar condition and facts as presented above. It means that, an Indonesia learner, as a non-native speaker, needs to master English vocabulary with similar consideration as above. In Indonesia the system of education, English has been placed at a very important position because it is taught in all levels of our formal schools. It is learned as a permanent subject. It means that it is a must for the student to master it, as it is demanded in the education curriculum. In short sentence, English has to be mastered by students. As the effect, they have to master all the aspects of language consisted in English, including writing.

In the effort to study a language well, the four language skills namely listening, speaking, reading, and writing should be well mastered by the learners. Writing as one of the four skills is very important especially for students, because writing connects people to communicate with each other. To communicate means to share information, experiences, ideas, and thoughts. Something in one person's mind is put into written symbols so that others can share it. Students may find writing is difficult because they have to think in English and they must know what to write, think of the vocabulary, tenses, and also writing involves the use of the punctuation marks.

So, there are some reasons in writing this thesis. The researcher choose this title because studying writing too important to students, the students are so hard to write a group paragraph, the student must be able to write narrative paragraph.

Since writing and writing paragraph is not easy, teacher should try to find ways of making it interesting and enjoyable. Writing should be practiced. Zinser (1995: 8) states “Writing isn’t a skill that some people are born with and others aren’t, like a gift for art and music”. Writing is thinking on paper. If a person can think clearly, or think about the things s/he know and care about, s/he can write confidence.

From the fact presented, it can be summarized that writing is a difficult task but the ability in writing can be improved. To improve the students’ writing, a teacher can apply many kinds of approaches, techniques, methods and strategies.

In this study, the reseacher intends to conduct a study on the application of cartoon movie. Cartoon movie are made by joining together a series of drawings, each drawing is little different from the one before. It is a application that is applied to improve students’ ability in writing, particulary in writing narrative paragraph.

However, still many students are not able to write narrative paragraph. They still don’t understand how to make sentences grammatically and their vocabulary are very poor. In writing sentences, they are still inferred by the pattern of Indonesian. So. The researcher tries to encourage them able to write narrative paragraph through watching cartoon movie as the various of teaching.

B. The Identification of the Problems

The problems of this research are identified as the following.

1. The students' ability to write narrative paragraph through watching cartoon movie.
2. The students' difficulty in writing narrative paragraph through watching cartoon movie.

C. The Scope and Limitation

This research was focused on the students' ability to write narrative paragraph through watching cartoon movie. It was limited on the 8th grade students of SMP Swasta PAB 3 Saentis at 2012/2013 academic year.

D. The Formulation of the Problems

Based on the background previously stated, the problems of this research are formulated as the following.

1. Are the students able to write narrative paragraph through watching cartoon movie ?
2. What are the students' difficulties to write narrative paragraph through watching cartoon movie ?

E. The Objectives of the Study

In relation to the problems, the objectives of this study are

1. to find out the students' ability to write narrative paragraph through watching cartoon movie.
2. to find out the students' difficulties in writing narrative paragraph through watching cartoon movie.

F. The Significance of the Study

The findings of the study are expected to be useful for

1. Teacher
 - a. This research will give some contribution to the teacher in teaching english as a foreign language to choose the suitable methods in their jod.
 - b. The teachers in Junior High School in programming the teaching materials and develop learning materials, to reach the best target in English
2. Students
 - a. Assisting the students to conduct the knowledge which they have got in their real life, and
3. School
 - b. Increasing and carrying out some methods for teaching writing in order to improve quality of teaching.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories will be needed to be implemented and explained so that the concepts or terms applied can be clearly understood. Some terms will be used in this study and they need to be explained. In the following part, theoretical on the terms used will be presented.

1. Ability

According to Richard (1992: 221) “able” means a quality of being to do something, physical, mental or legal power to perform. And ability related with power of capacity to act physically, mentally, legally, morally, financially, etc. from the discussion above “Ability” can be defined that a person has an ability to do something, it is mean that someone can do that right now, and this case of research, the ability is referred to the capability in constructing or using the idiom and lexical meaning in context. In addition, ability is a present poser to do something.

Ability is related to the effort something into our cognitive system. The ability is the result of learning process which involves teachers with students which is reflected from the knowledge to the students has. The ability in which achieved by students, they are realized in the form of score so that it will be acknowledge the certain position of a student in the class because the scores they

have reflect their ability in the learning process. Further more, the ability is certain proof of success or the ability of a student in doing their learning activities which based on their level of class.

Hornby (1987: 2) says “The term “ability” defined as (1) potential capacity or power to do something physical mental. (2) special Natural power to do something well”. The ability must be expressed in their real potential by doing something concrete and measurable.

Ability also called as learning achievement and refers to the students’ ability, the ability is the result of learning process which involves teachers with the students which is reflected from knowledge of the students have. The ability in which achieved by the students are realized in a form of score. It will be acknowledge the certain position of students in the class because the scores they have reflect their ability in their learning.

Another definition of ability is stated by Merriam (1998: 44) that “Ability is related to the effort of getting something into cognitive system”. Based on the quotation above, the ability is the result of learning process which involve teacher and students which is reflected for the knowledge to the students’ possession of the qualities required to do something necessary, skill, competence or power. They are realized in the form of source so that it will be acknowledge that certain position of a students in the class because the scores have reflect their ability in learning process.

When the students have the ability, it implies that they have physical and mental power to do assignment, which can be regarded as a text. This ability must

express their real potential by doing something concrete, measurable, operationally; ability is indicated by score of the last test obtained by the students.

From the quotation above, it can be inferred that ability is one's capability of doing something and that of making a certain physical or mental response. In this thesis, the students' ability means that students who can identify contextually meanings in English text.

The word ability is derived from the adjective 'able', which has the similar meaning as 'can'. Hasan (1995: 620) says "Ability is the skill or competence of doing something the meaning of this word is the situation being able". It is also a potential capacity or power to do something physical or mental.

Hasan (1995: 64) says "In human basic potential there are three factors that can make the student ability increasing more". They are:

a. The original ability (natural ability)

The original ability is a set of basic ability and it is called fitrah ability (basic ability that can be developed automatically). The basic ability will develop by integral that can move all of its aspects. So that, all of the aspects can influence each other to get special aims mechanically. Some factors that can improve original ability are talent, instinct, hereditary, intuition and human characters. It means that human beings have the original ability that they have got since they were born. Commonly this ability to have a talent will show when we were babies, in which the ability to have a talent will show when we were interest in something and soon.

b. Thinking ability

Hasan (1995: 64) says “In the structure of human body there is used to think of something”. Thinking as a sign of soul that can make correlation between incidents that has done. There are three processes in thinking ability to form inner ability namely: form sense, form of thinking, and form of decision. This ability needs along process from experience. The experience could be in the form of learning from our surroundings or from our learning process. Some people may have this ability by learning process or informal situation.

c. Ability derived from willingness

Hasan (1995: 64) says “Willingness as a sign of soul, describes one active of feeling as an effort of individual soul, Willingness is an effort to someone to raise something in us”. Ability derived from willingness can be seen from sign as follows: drives, wishing, interest, inclination and willingness.

This ability comes from the inside of humans’ brain. People may have some interest that may develop into a good ability in along process.

2. Definition of Writing

Olson (1992: 18) says “Writing is drafting to give ideas shape and form in the symbols of written language”. It is one of man’s most useful inheritances form the past. It makes it possible for the man to communicate with each other across great distances. To communicate means to share information, experiences, ideas and thoughts. It also enables man to leave records of their accomplishments for future generation. Writing is a skill of writer to communicate information to a

reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language. She/he is writing to transfer the information she has in her or his mind to the readers effectively. Writing becomes a vital task in all discipline and professions. For the students writing is useful as an aid to train their critical thinking, understanding, and also to improve their communications skills.

Good writing is when the reader can understanding the message and can make conclusion from the writing itself. It means that, if the teacher can not understand the message in the written from, we can not say that it is a good writing. To write a good writing the writer should be considered for five aspects, they are content (relevance to the topic), organization (good logical order), vocabulary (choice of words), mechanics (punctuation and capitalization), and language use (grammar).

Hairson (2011) says “Writing is deliberate. Conscious process which should be planned and organized, when writing begins purpose must be achieved. When people write, they engage in a process that is in exact, essay, sometimes unpredictable, and frequently tedious”. It means that when the students start writing his mind will pour out the idea in an irregular path.

For instance, when the students write the first sentence, the next will be determined by what the mind produces. It is difficult to predict what the sentence is coming next except that is logically related to the first one.

According to Lineman (1982: 11) says “Writing is a process of a communication which uses a conventional graphic system to convey a message to

the reader by means of written language”. In writing someone can express his ideas, feeling and experiences to the other.

Bridges (1987: 7) states “Writing is the stage in which the writer produces a rough draft of the paper, the writer should concentrate on actually writing the ideas”. The writer should not be concerned with such matters as finding exactly the right word. Restricting sentences or paragraph or correcting errors in spelling or punctuation to much attention to these matter may constrict or stop the flow of ideas but the free flow of ideas is essential during this writing stage, from the quotation indicates that writing focuses to the ideas.

Writing is a process of expressing ideas, wants, hopes and thought from someone to the others. His one of the four language skills

The writing process is a reflection of one’s natural thinking process using the writing process will enable to people call up the ideas. The two quotations, indicate that every writer needs ability which is related to three major stage: prewriting, writing and revising.

2.1 Writing process

According to Joyce (2001: 15) “The writing process will be divided into three stages : planning, drafting and revising”.

a. Planning

Planning is a any orderly procedure use to bring about a desire result. As the first stage in writing process, planning is series of strategies, designed to find and procedure an information in writing.

b. Drafting

Drafting is a procedure for drawing up preliminary speech as the second stages in the writing process, drafting is a series of strategies designed to organized and develop a substance piece of writing.

c. Revising

Revising is a procedure for improving and correcting a work in process, as the third stage in writing process. Revising is a series of strategies designed to reexamine and re-evaluate. It has created a piece of writing.

In order words, writing can be defined as a tool of language that describe to someone about the message by visual writer symbols. It is clear that every writer also needs the ability in mastering the sentences the control of content, formal, sentence structure vocabulary, punctuation, spelling and letter formulation. Then at beyond the sentence every writer needs to be able to structure and integrate information into cohesive, coherent and writing paragraph.

2.2 Characteristic of Writing

According to Joyce (2001: 17), each of writing should have a characteristic, and characteristics of good writing are :

1. Significant
2. Clear
3. Unfilled and well organized
4. Economical
5. Adequately develop

6. Grammatical

Haston (1998: 134) defines “Skills of writing in the components or main ideas”. Such as :

a. Language skill

The ability to write correctly and appropriate sentences.

b. Mechanical skill

The ability to use those convention poculiar in writing correctly.e.g
puctuation, spelling.

c. Treatment of content

The ability to think creatively and develop thoughts excluding all
irrelevant inform.

d. Stylistic skill

The ability to manipulate sentences and paragraph, and use the
language effectively.

e. Judgement skill

The ability to write in an appropriate manual for a particular purpose
with a particular audience in mind together with an ability to selects,
organize and order relevant information.

3. Description of Paragraph

A text may be spoken and written from that deals with a certain subject
who includes many types of topics. Sentence combines in many different ways to
form paragraph, and paragraph follow on form another in different ways

according to whether they are developing. In this case Halliday (1993: 2) says “A text is a unit of language in use”.

Mc. Crimon (1984: 199) says “Paragraph is a set of restated sentences that work together to express and develop an idea”. A though it may stand on its own and in some writing situation a writer needs but a single paragraph fulfills his or her purpose a paragraph is usually a unit in a complete piece or writing.

A paragraph provides an explanation and support a main idea about particular topic. A complete text may consist of a single paragraph but on the whole paragraph belong to a large text type such as an essay or report. Paragraph is a group of sentences has main idea then it has supporting sentences and concluding sentences. At the least paragraph, there is a thesis statement that repeats or review statement about central idea in that paragraph. A paragraph has three major structural parts, they are: a topic sentence, supporting sentence and a concluding sentence. Topic sentences state that main idea of the paragraph. Supporting sentences that explain the topic sentences. The concluding sentence a signal the end of the paragraph and leave, the reader with important points to remember.

Oshima and Hogue (1999: 16) says “A paragraph is a basic unit of organization in writing which a group of related sentences develop one main idea”. A paragraph can be as short as one sentence or as long as to sentence, the number of sentences is unimportant: however, the paragraph should be long enough to develop the main idea clearly. From all of those quotation can be

concluding that a paragraph is a group of sentences that develops one main idea in other words a paragraph develops a topic.

Oshima and Hogue (1999: 16) says “A paragraph is made up of three major structural parts: topic sentences, supporting sentences and concluding sentences”.

1) Topic sentences state a main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Mc. Crimon (1984: 199) says “By beginning a paragraph with topic sentences you immediately signal to your readers the main idea that you will develop in that paragraph”. The reader can then follow the movement of paragraph easily, for he or she will expect that all the remaining sentences help to explain and expand the idea. But not all paragraphs begin with topic sentences. However, at times a writer will place a topic sentence in mid paragraph, where it often serves as a succinct commentary on (or provides specific meaning for) the sentences that come before and after it in the paragraph. Finally, a paragraph is said to be organized from the particular to the generally, the reverse of this arrangement is where the supporting details come first and the topic sentences last.

2) Supporting sentences develop the topic sentence that is they explain the topic sentence by giving reason, examples, facts, statistics and quotations. Flemming (1986: 135-138) says “To make supporting sentences to be effective, they

should provided the specific illustration and explaining that can prevent misinterpretation or confusions on your readers part”. Supporting sentences in a paragraph fall into two groups:

- a. Major supporting sentences directly develop the controlling idea: they provide details, example, or reasons that further explain it.
- b. Minor supporting sentences develop the major ones, the provide additional information about a though introduced in previous sentences.
- c. Concluding sentences signal the end of the paragraph and leaves the reader with important points to remember.

According to Oshima and Hogue (1999: 26) says “A concluding sentences is not absolutely necessary: in fact a concluding sentences is not customary for every paragraph in a multi paragraph essay”. However, for single paragraph, especially long ones a concluding sentences is helpfull to the reader because it signals the end of the paragraph and because it is a remainder of the important points.

Paragraph is a unit of text that develops one main idea or topic in specific detail. Like a paper, a paragraph has a beginning, a middle and end. The beginning, or the topic sentences, fore casts what the paragraph is going to be about. The middle develops the idea in detail by giving specific support for it, and the conclusion emphasizes the insight you have arrived at.

A paragraph is a many essay: a self containing unit that develops a limited idea similar to the way a larger text develops a more comprehensive subject. A paragraph should be unified, organize coherent and well developed.

James A Reinking and Andrew W Heart (1986: 156) says “A good paragraph should have unity, organization, coherence and development”.

a. Unity

The sentence in a unified paragraph follow the trail blazed by the topic sentence, stated or implied. To ensure unity, edit out stray ideas that don't be long and fight the urge to take interesting but irrelevant side trips they only create confusion about your destination.

a. Organization

Beside displaying unity, effective paragraphs follow some clear pattern of organization.

b. Coherence

Coherent writing flows smoothly and easily from sentence to sentence and paragraph to paragraph, making clear the relationship among ideas and thus allowing the reader to grasp connection, because in coherent writing fails to supply those needed connection, it's forward by fits and starts, confusing and ultimately irritating the reader.

c. Development

It is important that our paragraph is well developed, our paragraph should usually contain four to six sentences. Get to the point quickly. Avoid unnecessary length meaningless words and repetition sentences. Support our paragraph is topic sentence with relevant ideas such as definitions, background, examples and data.

3.1 Types of the Paragraph

According to Carol (2001: 14) there are some kinds of paragraph namely: narrative, descriptive, expository and argumentative.

1. Narrative

Narrative is a form of discourse, which present an event in related series. It tells of action in such away as to give what is popularly recognized as “story”. Its functions is to tell what happened.

2. Descriptive

Descriptive is the form of discourse used in creating sensory and alliance emotion all reaction. Descriptive reproduces the way of thinking, looking, tasting, and hearing. It used to create a visual image of people, place, even of the time days or season.

In addition, Tinambunan (1994: 79) says “A second types of paragraph pattern is one in which something is described. This may be a physical description, as of a person or place, or it may a description or process, a step by step explanation of how something is done”.

3. Expository

Expository is the form of discourse used in giving information, making explanation, and interpreting meanings. Its purpose is to make the reader understand.

Barnet and Stubbs (1983: 119) says “Exposition too maybe permeated by persuasion, because writing that explaining the topic can

be done in several ways, the most common approach to developing an expository paragraph requires using specific details and examples”.

Exposition is often to explain how something work or how to do something just a students read expository prose to gather information for them, they will write expository prose communicate that information to others.

The expository paragraph also gives the information about:

- a. Explaining process: explaining a process means showing how something works or how are accomplishes a particular task.
- b. Explaining a cause and effect relationship: because is an event or condition that produce a result which is known as an effect. A paragraph that explore is cause and effect relationship explain why an event or condition procedure a particular out come.
- c. Comparing and contrasting: an essay may be devoted entirely to a comparison, say of two kinds of tribal organization, but even an essay that is not devoted entirely to a comparison.

4. Argumentative

Argumentative is a form of discourse that functions to persuade the reader to agree, to believe or to take a course of action. In other words, argumentative is used to prove a statement or a position.

Sasmidi Prijambada (1986: 36) says “The word argumentative it self explanatory. The writer is arguing about something and the writer is trying to convince the reader of the soundness of his opinions”.

4. Narrative paragraph

Narrative comes from the word “narrate” which means to tell story. Steve Peha (2003: 5) says “Narrative writing deals with writes accurately and honestly from own experiences”. Interprets events, draws meaningful conclusions, explores life lesson. According to Langan (2001: 195) says “Narrative or narration is storytelling, whether a single story or several related ones is related by the story teller”. Narrative can be understood as stories with beginning, middle, an end that contains a conclusion or some experience of the story teller. Narrative can be used to achieve any aim : to inform or instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotion. It all depends on the uses to which the writer put his/her narration.

According to D’ Angelo (1980: 196) says “Narrative can be found in numerous kinds of writing : the narrative of personal experiences, biographies, autobiographies, journals, diaries, memories, reminiscences, logs, records, genealogies, newspaper stories, magazine advertisement, short stories, novels, ballads, folk songs, movie scripts, travel accounts, chronicles, anecdotes, obituaries, and sermons”.

Many of these forms have their own distinctive purposes, although the same narrative techniques and the same forms can be put to many different uses. Literary narratives such as the novel, or short story usually have an aesthetic aim. Narration in sermons or magazine advertisement has a persuasive aim. Biography usually has an expository aim, which is to set forth a part or the whole of person’s life to explain his or her character, influence on others, or accomplishment. The

aim of autobiography is similar to that biography is an account of a person's life written by someone else, whereas autobiography is written by oneself. Biography is written in the third person : autobiography is written in the first person. If the story is told as "I" or "We", it means the story is written in the first person; if the story recount what "he", "she", or "they" did, it means the story is written in the third person. In addition to identity, person refers to attitude or personality of the narrator. Position is the narrator's closeness to the action in both space and time: the narrator may be participant or an observer and may be telling the story as it happens, shortly there after, or much later.

Wishon (1990: 78) says "Narrative is meant by the form of writing used to relate the story of acts or events". Narrative usually refers to telling of a story, the terms is used here to describe the relating of an experience. Smalley (1992: 25) says "The experience may be in the past, or it may be a typical experience (what people usually do), or it may be going on now.

Kosasih (2002: 63) says "A narrative writing is a form of writing which tell a sequence of action, activity or story, there are three main characteristics of narrative writing, they are: actor, action/story, and setting/time". Another definition states a narrative is a constructive format (as a work of speech, writing, song, film, television, video games, photography or theatre) that describes a sequence of non-fictional or fictional events. The word derives from the Latin verb *narrare*, "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled". (Mike, 2012 posted on <http://en.wikipedia.org/wiki/Narrative> accessed on July 20, 2012)

From the definition above, we can conclude that narrative is a broad term that contains words to express a form of writing used to related the story of act or event, or more simply a narrative text is a form of written expression used to tell the readers about the story of acts or events.

5. Definition of Cartoon Movie

Cartoon come from Italian word “cartoone” which is mean paper. At the time, cartoon were used for sketch in paper. It was used for designing or the design for painting in canvas or wall. But nowadays cartoon are the pictures, which have characteristic for humor.

Cartoon movie are made by joining together a series of drawings, each drawing is a little different from the one before. When they are shown one after another at a very fast speed it looks as if the scene is moving.

There are some definition about cartoon :

- a. A drawing as in a newspaper, caricaturing or symbolizing often satirically some event, situation or person of topical interest.
- b. A full-size preliminary sketch of a design of picture to be copied in a fresco, tapestry, etc.
- c. A humorous drawing often with a caption
- d. Animated cartoon is a film made by photography a series of drawings, each showing a stage of movement slightly changed from the one before. So that the figures in them seem to move when the drawings are project in rapid succession.

6. Writing Narrative through Watching Cartoon Movie

Based on the above description, it can be concluded that writing narrative through watching cartoon movie are the process of writing in narrative form, but the central idea should be based on the watching cartoon movie available. It means that the students will be asked to write a narrative in accordance to the story of the cartoon movie.

B. Conceptual Framework

Writing help a person to express something about their self, to explore and explains ideas, and to asses the claim of other people. By formulation and organizing ideas, and finding the right words to present them, the power will be gained. Narrative or narration is storytelling, whether a single story or several related ones is related by the story teller. Narrative can be understood as stories with a beginning, middle, and an end the contains a conclusion or some experience of the story teller. To improve students' ability in writing narrative paragraph, it is not easy task. Many students find difficulties in writing narrative paragraph. Most of them think writing is difficult, and they have no ideas to write well and also they are unable to organize their ideas into a paragraph.

The main purpose of a narrative writing is to make a point by telling your audience story colorful details and interesting events that build up to a point of some kind make narrative writing enjoyable for readers and writer alike. Writing narrative may be to reflect, entertain inform, explain or persuade.

CHAPTER III
RESEARCH METHOD

A. Location

The research was conducted at SMP Swasta PAB 3 Saentis on Jl. KaliSerayu. The reason for choosing the location because the same research had never been conducted yet in this school, and it was accessible in term of fund and time.

B. Population and Sample

1. Population

The population of this research was the students of Grade VIII 2012/2013 academic year at SMP Swasta PAB 3 Saentis. There were seven parallel classes. The population of the research was shown in the table 3.1 below.

Table 3.1
The Population of Research

No	Class	Population
1.	VIII-1	40
2.	VIII-2	37
3.	VIII-3	39
4.	VIII-4	40
5.	VIII-5	37
6.	VIII-6	39
7.	VIII-7	36
Total		268

The table above showed that the total population was spread in seven parallel classes, which totaled students are 268 students. So, the population of the research was all the students in 8th grade of SMP Swasta PAB 3 Saentis which consist of 268 students.

2. Sample

Sugiyono (2008: 118) stated “Sample is a portion of number and characteristic of a population”. The sample of the study is all of the population. This is accordance with Arikunto’s suggestion (2006: 130) “If the subject of the population is less than one hundred, it is better that all the population are taken as the sample and if the subject of the population is more than one hundred, the sample can be taken between 10-15% or 20-25% of population”. Based on the quotation above, the population of the research was more than 100. So, the researcher took some as the representative sample of research, by the consideration of the need of the research. By the need of the research, the researcher took 25% of each class become sample of the research. This research is conducted by using sample random sampling technique in taking the sample. So, the total sample in this research was as the following.

Table 3.2
The Sample of Research

No	Class	Population	Sample (25%)
1.	VIII ¹	40	10
2.	VIII ²	37	9
3.	VIII ³	39	10
4.	VIII ⁴	40	10
5.	VIII ⁵	37	9
6.	VIII ⁶	39	10
7.	VIII ⁷	36	9
Total		268	77

Based on the quotation above, it can be said that this research took 25% of population become the sample of the research. So, the sample in this research was 77 students.

C. Research Design

This research was based on descriptive method, which aimed at gathering data of the students in order to know the students' problems and their abilities in writing narrative paragraph through watching cartoon movie. The researcher gave them writing test; Cresswell (1997: 116) says "A descriptive study describes and interprets what it is". It is concerned with conditions a relationship that exist, opinion that are held processes that are going on, effects that are relevant, or trend that are developing. It is primarily concerned with the present, though it often considers past events and influences as they related to current condition.

Boey (1985: 25) says "Descriptive quantitative describes what something and analyzing the condition that exists". Another quotation added by Nazir (2005: 55) says "Descriptive method is a research methodology which is setting up to

describe about a certain situation, so, this method is only tend to analyze the data”.

Based on the definition about research method, it was concluded that this study will applied by using descriptive method which will analyze the students’ ability in writing narrative paragraph through watching cartoon movie, a case in 8th grade of Junior High School.

D. Instrument of the Research

In this research the data was collected by using a test for using of application cartoon movie. It was in the form of essay test, the researcher asked the students to write a narrative paragraph through watching cartoon movie.

The answer was scored by using Jacob Etal’s theory, based on 5 indicators. They are :

a. Content

The scoring of the content depends on the students’ capability to write their ideas and information in the form of logical sentence.

27 - 30 : Excellent to very poor for the students with some knowledge on subject adequate or range limited development. Mostly relevant to topic sentence but lack the details.

22 - 26 : Good to a average; for students with some knowledge of subject, adequate range limited out, but lack the details.

- 17 - 21 : Fair to average; for the students with some knowledge of subject, little substance in adequate development of subject.
- 13 - 16 : Very poor, when the students does not know knowledge of subject, non substantive, not pertinent to evaluate.

b. Organization

The organization refers to the students' ability to write ideas an information good logical, topic the supporting sentence are clearly stated.

The criteria as follows:

- 18 - 20 : Excellent to very good; where a students is ready to provide fluent expression, ideas clearly stated, sentence were organized logical sequence cohesive.
- 14 - 17 : Good to average; some what choppy, loosely organized but the main ideas stand out.
- 10 - 13 : Fair to poor; non-fluent ideas confused or disconnected, lack logical sequencing and development.
- 7 - 9 : Very poor; does not communicative, no organization, or not enough to evaluate.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically; it also refers to the ability to use synonym, antonym, and prefix. The criteria for scoring the vocabulary will be given bellow:

- 18 - 20 : Excellent to very good; a students' kith sophisticated range effectively word form, immitative appropriate register.
- 14 - 17 : Good to average; adequate range occasionally errors, meaning not obscure.
- 10 - 13 : Fair to poor; limited range, frequent errors of word idiom form, choice, usage, put meaning confuse or obscured.
- 7 - 9 : Very poor; lack of essential translation, little knowledge of English vocabulary, idiom, words, form, or not enough to evaluate.

d. Language use

Language use refers to someone's capability in writing: simple, complex, or compound sentence correctly and logically. It also refers to the ability to use agreement in sentence and some others words, such as noun, adjective, and time signal. The criteria as follows:

- 22 - 25 : Excellent to very good. Effective comply constructions, few errors of agreement, tenses, aliments.
- 18 - 21 : Good to average; some in effective complex construction frequent errors the use of sentence elements.
- 11 - 17 : Fair to poor; major problem in simple complex conduction, frequent errors of negotiation agreement, number, etc.

5 - 10 : Very poor; usually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate.

e. Mechanics

Mechanics refers to the students' ability in using word appropriately; using punctuation correctly, paragraphing, and the text can read correctly. The criteria for scoring the mechanics were given as follows:

5 : Excellent to very good; demonstrated mastery of punctuation, few errors in spelling.

4 : Good to average; occasional errors in spelling, punctuation, capitalization, writing sentence, but meaning not obscured.

3 : Fair to poor; frequent errors of spelling, punctuation, dominated writing sentence.

2 : Very poor; no mastery of conversation, dominated by errors, of spelling, of punctuation, capitalization writing sentence, hand writing not enough to evaluate.

Based on these indicators, then the students' ability in writing narrative paragraph through watching cartoon movie by using chronological order is classified in quantitative and qualitative system the scales are as follows. In the determining the predicate, using Arikunto's (2009: 245) table about predicate of capability.

Table 3.3
The Degree of Students' Ability

Score	Note	Capability
90 - 100	Excellent to very good	Able
70 - 89	Good to average	Able
30 - 69	Fair to poor	Unable
0 - 29	Very poor	Unable

E. Techniques of Data Analysis

The data was analyzed by using descriptive quantitative technique. In this technique, the researcher analyzed the data in term of quantitative analysis. The steps of the techniques were performed as follows

1. giving the test to the students
2. asking the students to answer the question based on the
3. collecting the students' answer sheet
4. finding out correct answer from the students' result
5. calculating the percentage of the students' result to write paragraph by using Sudijono's formula (1999: 321).

$$Q = \frac{X}{Y} \times 100\%$$

Where :

Q : the percentage of able / unable students

X : the number of able / unable students

Y : the number of students

CHAPTER IV

DATA COLLECTIONS AND DATA ANALYSIS

A. Data Collection

The data of this research was taken from the students' answer in writing narrative paragraph through watching cartoon movie. The answers were scored based on the five indicators, they are

Cont : Content

Org : Organization

Vo : Vocabulary

LU : Language Use

Me : Mechanics

Table 4.1
The Result of Writing Sentences

No	Students' Initial	The five indicators for scoring the data					Score
		Cont	Org	Vo	LU	Me	
1	SAP	18	10	12	15	4	59
2	HAN	25	16	15	17	4	77
3	HS	21	19	10	17	3	70
4	MFF	22	16	15	20	3	76
5	AS	23	10	12	17	4	66
6	DM	29	15	10	15	3	72
7	RI	27	19	16	16	2	80
8	RUS	15	18	11	15	4	63
9	RZL	26	15	15	15	4	75
10	HUS	20	16	16	18	4	74
11	BD	21	18	13	15	5	72
12	RS	15	18	10	24	5	72
13	TDA	22	14	19	21	4	80
14	RP	12	9	11	15	2	50

15	IF	20	15	16	15	4	70
16	FDL	20	19	16	20	5	80
17	JUR	18	15	10	10	4	57
18	EP	26	17	18	13	2	76
19	BS	26	10	15	19	5	75
20	ANS	18	13	17	21	3	72
21	NNS	19	18	15	19	2	73
22	KDP	26	17	18	18	5	84
23	UA	28	10	19	24	4	85
24	ARS	16	18	15	20	3	72
25	SEN	17	15	18	15	3	68
26	SD	24	16	18	20	2	80
27	MFS	20	10	17	11	2	60
28	MY	24	17	18	13	3	75
29	DF	28	13	15	15	4	75
30	KS	18	18	17	17	1	71
31	EH	26	17	10	14	4	71
32	IP	18	18	18	22	1	77
33	US	25	10	15	24	4	78
34	IR	22	18	10	10	3	63
35	ST	17	10	18	22	3	70
36	WIN	22	10	12	23	3	70
37	OC	23	18	14	14	4	73
38	INT	20	17	19	17	2	75
39	SS	13	10	15	16	4	58
40	WS	20	15	10	18	3	66
41	ZE	18	15	10	11	4	55
42	AK	19	14	16	20	5	74
43	AL	20	20	15	19	5	79
44	IAR	21	11	15	9	4	60
45	SDN	16	15	14	22	5	72
46	SM	18	15	15	20	4	72
47	ML	26	16	18	18	4	92
48	SMM	23	17	15	18	4	77
49	YR	22	14	14	17	3	70
50	TIO	18	17	16	16	3	70
51	ZR	25	18	18	18	5	94
52	CIN	17	14	14	22	4	71
53	HP	18	11	10	7	4	50
54	WN	22	16	13	16	3	70
55	WT	20	16	14	16	4	70
56	VS	22	16	16	21	4	81
57	NI	26	17	17	17	5	92
58	AW	19	15	15	15	3	67

59	WN	23	15	16	18	4	76
60	SR	20	16	16	19	4	75
61	UM	26	17	18	18	5	93
62	WIL	21	17	15	17	4	71
63	WE	16	13	13	11	2	55
64	TY	27	18	19	22	4	90
65	IMA	23	15	14	17	4	73
66	TR	20	15	16	16	3	70
67	UT	22	15	14	17	3	70
68	DS	21	16	14	17	4	71
69	MTA	22	15	15	15	3	70
70	KH	23	15	16	18	4	76
71	MD	27	18	19	22	4	90
72	LP	15	10	9	9	3	46
73	BN	22	16	15	17	4	74
74	RR	28	10	19	24	5	95
75	DIO	25	17	18	22	4	86
76	FJI	16	14	15	21	4	70
77	APR	23	16	15	18	3	76
	TOTAL	1640	1162	1117	1330	278	

B. Data Analysis

The following table was used to show the students' ability in writing narrative paragraph through watching cartoon movie. The standard ability is used as the criteria to determine the level of the students competence work on the test correctly. It has been explained in the previous chapter that the students score was classified into qualitative system. Based on these qualifications, to determine the standard ability for an individual in writing was used 70% as the lowest standard score. If the students get 70% or more, it means the students was classified as able and if the students get less than 70%, it means the students was classified as unable.

The students' ability in writing narrative paragraph through watching cartoon movie can be seen from the table below.

Table 4.2
The Students' Ability in Writing Narrative Paragraph
Through Watching Cartoon Movie

No	Students' Initial	Quantitative Ability	Qualitative Ability	Ability
1	SAP	59	Fair to Poor	Unable
2	HAN	77	Good to Average	Able
3	HS	70	Good to Average	Able
4	MF	76	Good to Average	Able
5	AS	66	Fair to Poor	Unable
6	DM	72	Good to Average	Able
7	RI	80	Good to Average	Able
8	RUS	63	Fair to Poor	Unable
9	RZL	75	Good to Average	Able
10	HUS	74	Good to Average	Able
11	BD	72	Good to Average	Able
12	RS	72	Good to Average	Able
13	TDA	80	Good to Average	Able
14	RP	50	Fair to Poor	Unable
15	IF	70	Good to Average	Able
16	FDL	80	Good to Average	Able
17	JUR	57	Fair to Poor	Unable
18	EP	76	Good to Average	Able
19	BS	75	Good to Average	Able
20	ANS	72	Good to Average	Able
21	NNS	73	Good to Average	Able
22	KDP	84	Good to Average	Able
23	UA	85	Good to Average	Able
24	ARS	72	Good to Average	Able
25	SEN	68	Fair to Poor	Unable
26	SD	80	Good to Average	Able
27	MFS	60	Fair to Poor	Unable
28	MY	75	Good to Average	Able
29	DF	75	Good to Average	Able
30	KS	71	Good to Average	Able
31	EH	71	Good to Average	Able
32	IP	77	Good to Average	Able

33	US	78	Good to Average	Able
34	IR	63	Fair to Poor	Unable
35	ST	70	Good to Average	Able
36	WIN	70	Good to Average	Able
37	OC	73	Good to Average	Able
38	INT	75	Good to Average	Able
39	SS	58	Fair to Poor	Unable
40	WS	66	Fair to Poor	Unable
41	ZE	55	Fair to Poor	Unable
42	AK	74	Good to Average	Able
43	AL	79	Good to Average	Able
44	IAR	60	Fair to Poor	Unable
45	SDN	72	Good to Average	Able
46	SM	72	Good to Average	Able
47	ML	92	Excellent to Very Good	Able
48	SMM	77	Good to Average	Able
49	YR	70	Good to Average	Able
50	TIO	70	Good to Average	Able
51	ZR	94	Excellent to Very Good	Able
52	CIN	71	Good to Average	Able
53	HP	50	Fair to Poor	Unable
54	WN	70	Good to Average	Able
55	WT	70	Good to Average	Able
56	VS	81	Good to Average	Able
57	NI	92	Excellent to Very Good	Able
58	AW	67	Fair to Poor	Unable
59	WN	76	Good to Average	Able
60	SR	75	Good to Average	Able
61	UM	93	Excellent to Very Good	Able
62	WIL	71	Good to Average	Able
63	WE	55	Fair to Poor	Unable
64	TY	90	Excellent to Very Good	Able
65	IMA	73	Good to Average	Able
66	TR	70	Good to Average	Able
67	UT	70	Good to Average	Able
68	DS	71	Good to Average	Able
69	MTA	70	Good to Average	Able
70	KH	76	Good to Average	Able
71	MD	90	Excellent to Very Good	Able
72	LP	46	Fair to Poor	Unable
73	BN	74	Good to Average	Able
74	RR	95	Excellent to Very Good	Able
75	DIO	86	Good to Average	Able
76	FJI	70	Good to Average	Able
77	APR	76	Good to Average	Able

Table 4.2 above shows that

- a. There were 7 students who were categorized as Excellent to very good
- b. There were 54 students who were categorized as Good to average
- c. There were 16 students who were categorized as Very poor

From the result obtained above, we can see that there were 61 students out of 77 students as the sample were categorized as able to write narrative paragraph and there were 16 students out of 40 students as the sample were categorized as unable. The whole percentage can be computed by using the formula as follows

$$Q = \frac{X}{Y} \times 100\%$$

Where :

Q : the percentage of able / unable students

X : the number of able / unable students

Y : the number of students

$$Q = \frac{X}{Y} \times 100\%$$

$$= \frac{61}{77} \times 100\%$$

$$= 79\% \text{ (able)}$$

$$Q = \frac{X}{Y} \times 100\%$$

$$= \frac{16}{77} \times 100\%$$

$$= 21\% \text{ (unable)}$$

From the computation above, the students who were categorized as able were 61 students or 79%. Meanwhile, the students who were categorized as unable were 16 students or 21%. From the data obtain above, it may be concluded that the students of SMP Swasta PAB 3 Saentis on Jl. KaliSerayu 2012/2013 academic year, especially on the 8th grade students were able to write narrative paragraph through watching cartoon movie.

The following table was used to show the students average score to find out their difficulties in writing narrative paragraph.

Table 4-3
The Students' Ability in Writing Narrative Paragraph
Through Watching Cartoon Movie

Indicators	Content	Organization	Vocabulary	Lang. Use	Mechanic
Total Average	1640	1162	1117	1330	278
Average of each Sample	21,30	15,10	14,51	17,27	3,61

To find out the average score of each sample, was measured by using the following formula:

$$\text{Average of Each Sample} = \frac{\text{Total Average}}{\text{Total Sample}}$$

Based on the table above shows that:

1. In the Content indicator, the students average score is 21,30; its means that their ability is fair to average. Several difficulties mostly because students have major problem. In the topic of paragraph and development thesis is

mostly relevant. But, the problems are lacks detail and limited development of thesis.

2. In the organization indicators, the students 15,10; it means that their ability is in the level good to average. Students mostly have limited support logical, but in complete sequencing. In order words their organization is loosely even the main ideas is stand out.
3. In the vocabulary indicators, the students average score is 14,51; it means that their ability is in the level of good to average. Where, mostly students using appropriate words and idioms to show the idea in the paragraph so that the meaning can be observe.
4. In the language use indicator, the students average score is 17,27; it means that their ability is in the level fair to poor. Several difficulties mostly because students have major problem is constructing and using the tenses, word order function, article, pronoun and preposition. Therefore, its make the meaning confused or obscured.
5. In the mechanics indicators, the students average is 3,61; it means that their ability is good to average. The problem faced for this indicator is caused by few errors or spelling, punctuation and capitalization; these make the meaning confused or organization obscured.

C. Findings

After analyzed the data, the findings of the research are.

1. out of 77 students, there were 16 students or 21% were categorized unable to write narrative paragraph trough watching cartoon movie.
2. out of 77 students, there were 61 students or 79% were categorized able.
It means that the 8th grade of SMP Swasta PAB 3 Saentis were able to write narrative paragraph trough watching cartoon movie.
3. The difficulty faced by the students was that they have was lack of language use so that they were difficult to write paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Having analyzed the data, the conclusions can be drawn as follows

1. Based on the result of the students' ability in writing narrative paragraph through watching cartoon movie. It is found that 77 students, there were 16 students or 21% were categorized unable to write narrative paragraph through watching cartoon movie.
2. out of 77 students, there were 61 students or 79% were categorized able. It means that the 8th grade of SMP Swasta PAB 3 Saentis were able to write narrative paragraph through watching cartoon movie.
3. The difficulty faced by the students was that they have was lack of language use so that they were difficult to write paragraph.

B. Suggestions

In relation to the conclusion, suggestion are staged as follow

1. The teacher should understand about their difficulties in English lesson to make the students easier to write narrative of paragraph. Teacher should concern to the students who are unable grammar and structure of English as generally in order to ease the students in increasing their writing narrative ability. It is expected that the teacher give some motivation,

explanation, and examples that can be understood by the students so that can receive the lesson easily.

2. The teacher of English should give a variant of method in teaching English especially in writing aspect, as a stimulus to the students in order to facilitate the students in comprehending a story through watching cartoon movie.
3. The students must be able to motivate the students to like English subject especially in English vocabulary in order to ease them receive English lessons and the students should pay more attention with English structure.
4. The students who were still in the status of poor should learn more diligently especially in mastery the English writing of paragraph by having practice, reading grammar and asking to their teacher and attend the out of school our activities.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Boey, Limkiat. 1985. *An Introduction to Linguistics for Language Teacher*, Singapore: University of Singapore Press for Regional English Language Centre
- Carol, J. A. 2001. *Writing and Grammar*. New Jersey: Prentice Hall Inc.
- Cresswell, John W. 1997. *Research Design Qualitative and Quantitative Approach*. London: Sage Publications
- D'Angelo, F. J. 1980. *Process and Thought in Composition*. Cambridge: Winthrop publishers, Inc.
- Hairson. 2011. "Successful Writing"
http://www.informaworld.com/content.posted_on_2008, accessed on 12th April 2011
- Hassan, Chalijah. 1995. *Dimensi – Dimensi Psikologi Pendidikan*. Al-Ikhlâs: Surabaya
- Hornby. AS. 1987. *Oxford Advanced Learnr's Dictionary of Current English*. Great: Britain: Oxford University Press
- Kosasih, E. 2003. *Ketatabahasa dan Kesusastraan*. Bandung: Yrama Widya
- Langan, J. 2001. *College Writing Skills with Reading*. New York: Mc. Graw Hill Companies
- Mc. Crimon, J. 1984. *Writing With a Purpose*: Boston Houghton Mifflin
- Merriam, Webster. 1998. *Dictionary of English Language*. New York: Mufflin Company
- Mieke. 2012. Narrative Text. <http://en.wikipedia.org/wiki/Narrative> accessed on July 20, 2012
- Olson, C. B. 1992. *Thinking Writing: Fostering Critical Thinking Through Writing*. New York: Harper Collins Publishers
- Oshima, A and Hogue, A. 1999. *Introduction to Academic Writing*. New York: Addison Wesley Company

- Oshima, A and Hogue, A. 1999. *Writing Academic Skills: Writing and Sentence Structure Work Book for International Students*. New York Addison Wesley
- Peha, Steve. 2003. *Assessing Writing*. Cambridge: Cambridge University Press
- Reinking, James A. 1986. *Strategies for Successful Writing*. Prentice – Hall. New Jersey
- Richard, JC. Platt, S and Platt, H. 1992. *Dictionary of Language and Applied Linguistics*. London: Longman
- Sasmidi, P. 1986. *Writing Modul 6-9. Departemen Pendidikan dan Kebudayaan*. Universitas Terbuka
- Sudijono, Anas. 1999. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo
- Smalley, Regina L. 1992. *Refining Composition Skills*. New York: Macmillan Publishing
- Nazir, Mohammad. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia
- Smalley, Regina L. 1992. *Refining Composition Skills*. New York: Macmillan Publishing
- Sudijono, Anas. 1999. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo
- Sugiyono. 2008. *Metode Penelitian Pendidikan: “Pendekatan Kuantitatif, Kualitatif dan R&D”*. Bandung: Alfabeta
- Wishon, George E. 1990. *Let’s Write Business English*. USA: American book Company
- Zinser, W. 1995. *On Writing Well: An Informal Guide To Writing Non Fiction (5th Ed)*, New York: Harper Collins College Publisher