

**IMPLEMENTING ANIMATED SHORT MOVIE IN TEACHING WRITING  
SKILL OF NARRATIVE TEXT AT BASIC CLASS ENGLISH CONVERSATION  
CLUB IN DARULLUGHOH AL-INJILIZIYAH ACADEMIC YEAR 2021/2022**

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**ABSTRACT**

*This research method uses Classroom Action Research (CAR) to identify and solve problems with members' abilities in writing narrative texts. Research hold in English Conversation Club in Darullughih Al-Injiliziyah Dormitory on 14 students of class basic done in two cycles with stages of planning, implementing, observing, and reflecting. This research begins with conducting interviews with teachers who teach writing classes and conducting a pre-test on members first with the number of members. Researchers use qualitative research methods to obtain data. Researchers used three instruments to obtain data, including: observations which included pre-test and post-test, interviews, and documentation.*

***Keywords: Writing Skill, Narrative Text, Animated Short Movie***

## **ABSTRAK**

Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) untuk mengidentifikasi dan memecahkan masalah kemampuan anggota dalam menulis teks naratif. Penelitian yang diadakan di English Conversation Club Asrama Darullughih Al-Injiliziyah pada 14 siswa kelas dasar dilakukan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini diawali dengan melakukan wawancara dengan guru yang mengajar kelas menulis dan melakukan pre-test pada anggota terlebih dahulu dengan jumlah anggota. Peneliti menggunakan metode penelitian kualitatif untuk memperoleh data. Peneliti menggunakan tiga instrumen untuk memperoleh data, antara lain: observasi yang meliputi pre-test dan post-test, wawancara, dan dokumentasi.

**Kata Kunci: Keterampilan Menulis, Teks Narrative, Animasi Cerita Pendek**

### **A. Introduction**

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). What is meant by this opinion is that assistance is very important in the process of learning to write a student. This is a teacher's difficulty in teaching writing skills to students because elements such as grammar, vocabulary, organization, punctuation and spelling are included in writing skills. Therefore, a teacher must provide enthusiasm in the form of learning motivation and provide interesting teaching as possible by using media or supporting tools to

attract students' interest in learning in writing skill material. Broadly speaking, Indonesian students are non-native-language.

ECC (English Conversation Club) is one of the dormitories located in the Darussalam Putri Utara Islamic boarding school which is specifically for learning English in depth. This hostel is an English dormitory using the test method as an entry requirement in this hostel. This dormitory has three grade levels that are tailored to students' abilities, namely basic, intermediate, and advanced classes. As for those who are allowed to register in this dormitory, such as high school students to 7th semester students with any study program, so of course this consists of various grade levels so that there is no possibility of the ability of every student who is already qualified to learn English. When the researchers made observations at the English Conversation Club Course, the researchers found the problem that English Conversation Club students felt it was difficult to write narrative text. Why are members still difficult to write narrative text? Before the teacher has given a learning topic for writing narrative text, but when students start to write the topic that has been given, they find it difficult to develop their imagination and come up with their ideas.

In addition, according to the researcher's observations when conducting a preliminary study, the researcher found that students still had problems in writing narrative texts. First, most of them find writing difficult, they have to deal with grammar, it is also known from their writing from their assignments, it shows that their grammar is still low. In addition, they still have a lack of vocabulary. Second, students not only feel lacking in vocabulary, but also lack ideas. They admit that they are confused about making new sentences in narrative texts. The reason is that they don't

find any ideas in their minds. Furthermore, the effect of the above problem, makes it difficult to arrange sentences. In short, they need ideas to make sentences to improve their skills in writing narrative texts. Third, when students write down their thoughts, they feel hopeless and insecure. Mostly, they worry when they will write a sentence in a paragraph. In short, students need a lot of motivation and practice in writing narrative texts. Fourth, students did not enjoy getting the researcher's explanation using traditional teaching at the first meeting in the preliminary study. When researchers teach them using traditional teaching, most of them don't pay much attention to the researcher's presentation. Fifth, students find it difficult to write narrative texts because they rarely practice writing. Moreover, these problems make students unable to achieve the maximum score criteria (SKM). The problem with the conditions in the ECC Course mentioned above is evidenced by the researcher's observations when the researcher conducted a preliminary study. this is also evidenced by checking the score on the researcher's PPL Finding. This shows that there are still many students who get scores below the maximum criteria, while the minimum completeness criteria for success (SKM) is 73, on the other hand there are students who get 55, meaning that students have not achieved this, it is proven. when the researcher conducts a preliminary study. Because of the problems above, the most appropriate media must be applied by the teacher. And video is one of the media that is expected to solve the students' problems in writing narrative texts. This is supported by the Lestyaningsih (2017:3) video concept which can be applied to transfer material related to the topic. This is also supported by Fatmawati (2017:2). "There are reasons to believe that videos

will help” based on these concepts, videos are believed to be effective for transferring knowledge when teaching and learning in the classroom.

#### 1. Research Problem and Objective of the Research

Based on the background above, this study is arranged to answer this question. How is the implementation of animated short movie in teaching writing narrative text at Basic Class English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Academic Year 2021/2022?. Based on the background above, this study arranged to answer this question. Is To describe how the implementation of animated short movie in teaching writing text at Basic Class English Conversation Club in Darullughoh Al-Injiliziyah Dormitory Academic Year 2021/2022?.

#### 2. Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments.

### **B. Literature Review**

#### 1. Definition of Writing

In English there are four skills that must be mastered by students. namely speaking, listening, writing, grammar. As for writing is one of the important skills and must be learned by students. because by writing can provide important and useful information for others who need or who do not need it. Writing is a student's

productive skill, because by writing students can express their thoughts and imaginations freely, which can be in written form. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009:113). In this case, if students have strong knowledge of reading, listening and speaking they will easily master and develop their writing skills.

## 2. Types of Writing Performance

- a. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Menippid.
- c. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

## 3. Designing Assessment Task: Intensive (Controlled) Writing

### a. Dictation and Dicto-Comp

dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening.

Because of its response mode, however, it deserves a second mention in this chapter.

b. Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-filler techniques and slot substitution drills, the practice of making grammatical transformations; orally or in writing-was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical competence.

c. Picture-Cued Tasks

A variety of picture-cued controlled tasks have been used in English classrooms around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses.

d. Vocabulary Assessment Tasks

Most vocabulary study is carried out through reading. A number of assessments of reading recognition of vocabulary were discussed in the previous chapter: multiple choice techniques, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context, etc.

e. Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence. Here is the way the item format appears.

f. Short-Answer and Sentence Completion Tasks

Some types of short-answer tasks were discussed in Chapter 8 because of the heavy participation of reading performance in their completion. Such items range from very simple and predictable to somewhat more elaborate responses.

4. Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments. Narrative text are usually told by a story teller (Anderson and Anderson in (Akmala, 2011: 17)).

5. Teaching Writing Narrative Text

One of the reasons that people can operate within sociocultural rules is because they know about different styles and recognize different written and spoken genres (Harmer, 2007:247). We know that writing is complicated skill, because writing has a lot of composition that to be mastered by the students. The spelling, grammatical errors, vocabulary, punctuations, the generic structures and the language features of the types of text are the big problems that should be solved by the teacher. It is the project for the teacher to solve their students' problem. Giving



the motivation, the interesting media or may be giving the stimulation to the students so that it can improve their writing skills.

#### 6. Media

A medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact (Buckingham, 2003:16). Media is important to use in teaching learning process, it can transmit the information from the teacher to the students. According to Heinich et al (2005:9) said that media are a means of communication and source of information. The purpose of media is to facilitate communication and learning. Teaching media is everything that can use to deliver message from sender to receiver. Teacher can create the new atmosphere and make the interesting class by using the media.

#### 7. Animated Short Movie/Film

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmal, 2011:25). Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest to watch it, they did not feel bored and they get stimulate to express or share their opinion in their writing.

#### 8. The Implementation of Animated Short Movie in Teaching Writing Narrative Text

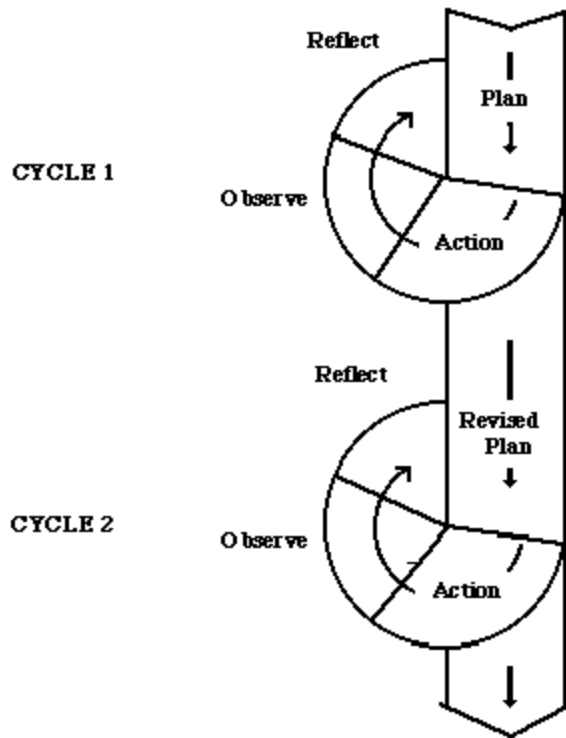
The appropriate and effective media is important in teaching learning process. The teacher must to think the media that she/he want to apply for the

students. One of the media is short movie, short movie is suitable media to use in teaching writing narrative text. Films/movies and videotapes are so flexible and motivating, they are most effective as springboards for language production and practice (Stoller, 1988:4). The main idea of short movie helps the students express their idea in writing narrative text easily.

### **C. Method**

#### **1. Research Design**

This study aims to improve the writing skills of elementary grade students writing narrative text skills using animated short film media. In accordance with the problems faced at the English Conversation Club Blokagung Banyuwangi, classroom action research is conducted to solve the problem. This class action This research was conducted in two cycles where each cycle includes preparation action, action execution, class observation, and reflection action. If the results of the writing ability test in the first cycle cannot be achieve a minimum of 70% of the total students who get a minimum score of 65 or sufficient category, the action is continued to cycle II This student design Action research is depicted in the following diagram:



**The Step of CAR**

## 2. Subject

The subject of the study are basic class of English Conversation Club Blokagung Banyuwangi.

## 3. Procedure

This study follows the following steps:

- a. Preliminary study: identifying, analyzing, formulating, the problem, and collaborating between the researcher and teacher.
- b. Planning the action: preparing the teaching strategy, determining the lesson plan, preparing instructional material and relevant media, preparing the criteria of success

- c. Implementing the action: the researcher is as practitioner teacher teach reading by using the lesson plan, interview guide, evaluation, reflection, and analysis the collected data, determining whether the action is successful or unsuccessful.
- d. Observation: observing the teaching and learning process, collecting the data, observation forms, observation sheet, and field notes.

### **Preparing Teaching Strategy**

preliminary study conducted Sunday 19<sup>th</sup> December 2021 at the English Conversation Club (ECC). This preliminary study is an action taken to obtain original data about English in general, especially writing skills. To obtain the data, the researcher conducted direct class observations. when the researcher did this action the researcher found that there were still some problems with the students' writing skills. the problem is that students feel bored and less interested in the material presented so that students are less focused on the lesson and the average value is below the KKM (Standard of Success). from the data obtained above, the researcher conducts research by following action research procedures starting from planning, implementing, observing, and reflecting. researchers are allowed to observe the actions and results of observations.

Improve the action plan to correct what has already happened. The researcher prepares everything needed in carrying out this action, for example, the researcher discusses the problem and possible topics which are an important stage in this plan. The researcher prepares a lesson plan that will be used in teaching writing class, the material used in carrying out the action and evaluation after taking the action to determine the improvement of students' writing skills.

The first step, the researcher started the teaching and learning process by greeting and checking attendance. List, the second step, the researcher begins by introducing and explaining what narrative text is and showing animated short movie as teaching media. The third step during the afternoon English practice at 04.00 with their peers, the researcher observed the students' performance in writing achievement.

No	stages	Activities
1	Pre-activities	Greet and pray with student's The researcher checks the attendance list The researcher asked the student's condition Give motivation to learn English language
2	Main-activity	Explain about narrative text And use media animation short movie Question and answer session between students and teachers
3	Post-activity	Evaluation The researcher giving motivation The researcher closes the meeting The researcher greet students The researcher leaves the class

## **The Criteria of Success**

The criteria for student success are in accordance with the criteria for success that have been determined by the local course, namely students must achieve a score of 75 and above.

## **Observation**

Observations were made in the classroom during the teaching and learning process. It is focused on observing student activities in the learning process. This observation is carried out in collaboration with tutors and researchers to observe all processes that occur in action or learning. Researchers prepared data collection instruments with observation sheets. In this section the researcher analyzes all student activities starting from the activities carried out in class while teaching, student responses, and the results of the scores from the writing practice carried out by students.

## **Descriptive of reading authentic material implementation**

This study was accomplished in two cycles. Further discussion of each cycle is presented in the following.

### **Meeting 1**

This cycle 1 research was carried out for two days on 29<sup>th</sup> December at 04 pm – 05.15 pm then continued on 30<sup>th</sup> December at 04.00 pm – 05.15 pm. with an allocation of 2 x 60 minutes. The activity of the first meeting is to provide an explanation of the topic narrative text, carrying out a narrative text writing test with an animated short movie. In In this meeting, the researcher started by explaining about narrative text, how to write a good narrative text by fulfilling the following aspects: analyzing generic structure, language future, and discussion about narrative text. Then students are asked to observe the short

movie animation and rewrite the animation. And after that the teacher asked the students to hand over the exam paper and ask them to make a narrative text.

## **Meeting 2**

The second meeting in the cycle I was done on Thursday, 30<sup>th</sup> December 2021. There were activities as bellow.

### a. Pre-activity

The researcher started the teaching by greeting Assalamualaikum Wr.Wb to students, and then the researcher continued to lead praying by reading Basmallah together. Furthermore, the teacher checked attendance list. The researcher asked how the students were doing and gave motivation to the spirit of learning. Next, before the researcher explains the material, the researcher provides stimulation that leads to the material to be studied.

### b. Main-activity

At the second meeting, the researcher asked the material that had been taught at the first meeting. Each student answered the question according to their own understanding. and they answered well. Then the students still memorized the meaning of narrative text when the researcher asked the definition of narrative text, when the researcher asked the generic structure of narrative text and language future narrative text, they still memorized it and could answer fluently. Then the researcher said he wanted to show the students an animated short film. then the teacher chose the title "Frog King and the Snake" short movie.

Teacher showed the animated short movie to the students and gave the instruction to make a note that they got from the story, especially about the character, plot and

setting of the story because they are the important part. The teacher gave the explanation also that the generic structure must be complete in their writing and they must use the right language features. After the students watched the animated short movie up twice, the students started to write narrative text of the story from the animated short movie that they watched by using their own language. They spent quite a lot of time (more or less for 45 minutes) to finish their task. When the students did their task, the teacher walked around the students to check and help the student's problem. The teacher allowed to use the dictionary if they needed it. They were very enthusiastic to ask to their teacher when they did not know about something. After they finished their task, the teacher asked to submit it.

a. Post activity

After the post-test is complete, ask some questions such as the meaning of narrative text, generic structure, kinds of narrative text, and language future narrative text.

### **Reflecting**

Based on the analysis of the first cycle, it can be concluded that the first cycle is considered unsuccessful because there are still students who have not received standard scores, considering the minimum completeness criteria (SKM) is 75. And, 22% of students have not succeeded. Moreover, 78% of students are successful. However, based on the results above, the student's score in the first cycle has increased compared to the value in the preliminary study. Furthermore, the researchers found that the use of an animated short film with the title the king frog and snake made them interested in studying narrative texts. Meanwhile, students were still confused about organizing sentences based on the generic



structure of narrative texts. In addition, the contents of students' writings are not narrative texts in general, moreover their writings are similar to descriptive texts. In addition, most of them use ordinary dictionaries to solve them so that students use inappropriate word choices in writing their narrative texts.

### **Revision of the Strategy Implementing in the Cycle 1**

Based on the students' scores in the first cycle, the researchers revised the strategy applied in the first cycle. The researcher used an animated short movie with the title the king frog and snake in the second cycle which was different from the video used in the second cycle. I. The difference between the two is that the story from the second video is lighter and less complicated than before. In addition, students can write narrative texts according to the complete video.

### **Implementation of Action**

The researcher provided all instruments were related to teaching and learning in the cycle II, such as

#### **Meeting 1**

In this section, the researcher explains and explains about narrative text, the generic structure section, language future, and various forms of narrative text variations. Next, the researcher gave time to the students to ask about the narrative text, then the researcher answered the questions from the students. Furthermore, the researcher asked the students whether the students had understood the material that had been delivered.

After all teaching and learning was done. The researcher provide motivation to students. Then it was closed by reading alhamdulillahirobbil'alamiin together which led by the researcher.

## **Meeting 2**

before implementing animated short movie in teaching writing narrative text in class, the researcher made some preparation. the preparation is in the form of lesson plans containing the instructional objective, instructional material and media, the teaching learning activities. the instructional material of that day was narrative text by using animated short movie

### a. Pre activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to class, and then the researcher continued to lead praying by reading *Bassamallah* together. And continued by saying how are you to students. The next, the researcher asked about the last material that explained in the meeting in the cycle II. And then the researcher also gave the some questions related to narrative text.

### b. Main activity

The researcher represented about narrative text material Include all components in narrative text such as the definition of narrative text, the generic structure of narrative text, the language features of narrative text, etc. After the material of narrative text was explained by the researcher to students, the researcher offered a question related to narrative text to students. "*Ok from here, anybody has a question*" asked by researcher.

### c. Post activity

After the presentation of the material was done, the researcher continued to give them the second the king frog and snake video, in this video was a little bit different from the first video, the content of the second video was more lighter and less completed and than before, so they could write narrative to be better than before. Finally, after teaching and learning were done, it was closed by reading *allhamdallah* together.

#### **D. Result**

Observation, At the observation stage, all data is collected and action is taken observing observers using observation sheets to observe teachers and students activity. Knowing the results of observations and writing skills of narrative text test in cycle 2, it can be stated that students experienced better improvement in both evaluation of their process (75% of students are actively involved in teaching and learning process of writing) and product evaluation (75% students minimum score of 75). The results of the action in the second cycle have reached the research target. There are 100% of students who get a score above 75. Moreover, based on class observation, at the third meeting as many as 74% of students actively involved in the teaching and learning process, and at the fourth meeting there were is 81.5% of students are actively involved during teaching writing learning process. They ask the teacher some questions, answer the teacher the oral questions given do a great job and they look really good too enthusiastic an give a lot of attention while learning to write process. Because the action in cycle 2 has met the requirements research purposes; Therefore, the action in cycle two is stopped.

## E. Discussion

the material in cycle I is taken from the ECC module and the material in the second cycle is taken from the Indonesian website. Based on the results writing skill test, the percentage of students who got at least 75 increased from 78% to 100%. In addition, the percentage of active students participation in the teaching and learning process of writing increased. The following table presents the improvement of students' writing skills understanding skills in cycle I and cycle II.

**The category of students' whole test result**

Interval	Pre. Study		The cycle I		The cycle II		Category
	Freq	%	Freq	%	Freq	%	
73-100	5	35	11	78	14	100	Passed the SKM
>73	9	65	3	22	0	0	Did not pass the SKM
Total	14	100	14	100	33	100	

According to the table above, it showed that there was improvement of students' score in writing narrative text from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 65 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 78% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that implementing animated short movie improved students' ability in writing narrative text. And it solved students' problem in writing narrative text.

## **F. Conclusion**

Based on the findings and discussion, the researcher can conclude that the application of task-based learning strategies by making animated short films in the elementary grade ECC courses gives positive results and improves students' writing skills. Both researchers and students always enjoy teaching and learning activities in class. In addition to several animated short films as a form of learning reflection, students can also complete the tasks given by the researcher properly and responsibly, although this must always be reminded. In short, students can improve their writing skills after applying task-based learning strategies by making narrative texts. The writing achievements obtained by students in writing scores from each cycle are as follows:

1. There is an average of students in pre-study. The achievement is 74.07.
2. There is an average/average student in cycle I. The achievement is 83.78. There is an average student in cycle II. The achievement is 80. On the other hand, after the students' ability in the writing test increases as well as their abilities, they also begin to understand aspects that need to be considered in writing such as grammatical, vocabulary, generic structure, and mechanics in writing. However, they need more time to master these aspects very well.

Therefore, the application of task-based learning strategies using animated short films to improve students' writing skills is followed by several steps such as 1). The teacher introduces the animated short movie learning strategy in narrative text learning as the goal of the activity. 2). The teacher explains the general understanding of narrative text 3). The researcher showed an example of an introductory video and asked students to watch it carefully. 4). Each student makes a narrative text with the theme of the video in their own

language. 5). The teacher asks students to collect the narrative text in which there are aspects of vocabulary, grammar, mechanics, generic structure, etc. 6). The researcher invited the students to ask about the difficulties and problems they faced related to narrative text. 7). Researchers provide positive feedback so that students are more interested and motivated in learning English, especially writing. 8). Researchers evaluate the results of all activities carried out.

So, based on the explanation in the paragraph above, the researcher can conclude that the implementation of narrative text learning by using animated short movie media is able to increase student achievement in writing.

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