

Using Animated Short Story for Joyful and Effective Classroom Writing at the Second Grade Students of SMA Ulul Albab Makassar

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Abstract

The research was aimed at finding out whether or not using animated short story was effective to improve the students' achievement, to create students' joyfulness in writing classroom and whether or not students' joyfulness have a correlation with students' writing achievement. The research was carried out under the quantitative paradigm with quasi experimental design. Class VIII/1 and Class VIII/2 were chosen as the samples of this research obtained through cluster sampling technique from the population that consisted of 56 students. The data of the students' writing ability were collected by using writing test and questionnaire. The data collected were then analyzed through descriptive and inferential statistics through SPSS 20.0 program. The research result showed that using animated short story was more effective than unanimated story in improving the students' writing achievement. It's seen from the significance t-test result that reveals the significance value is lower than the significance.

Keywords: Animated short story, writing, joyfulness.

INTRODUCTION

Writing considered the domain of productive skills has become an emotional tool for learners when they want to compose academic essays, letters, or messages. Through writing, the learners can express ideas so people can get information by reading the writer's messages. Furthermore, it is now recognized that writing plays an important role in conveying information and transforming knowledge to create new knowledge, it is for central importance to students in academic programs. One of the main features of the writing program is writing activity. Students get opportunities to communicate through writing task. Byrne (1990) stated that writing provides various activities in classroom, besides oral works. At the same time, it increases the amount of language content through work that can be set out of the class.

However, writing skill needs learner's knowledge of producing letters to be words, words to be sentences, and sentence to be paragraphs. In short, writing needs to share idea from our brain. Therefore, writing is considered more complex and complicated for the learners to master in the sense that the learners need to

spend more time and energy on cognitive activities to produce written language and requires skills or ability to combine vocabulary to enlarge a paragraph that is grammatical, well organized and coherent. The difficulties in building up a paragraph, as a part of writing, are caused by some reasons, such as: writing skills is a mixture of learner's knowledge of grammar, idea, vocabulary, and also spelling, mechanics.

Walisda (2015) stated that the complexities that the students deal with in their writing have been appeared for years. Most students got stuck and could not continue to accomplish their writing task because of their grammar and vocabulary are limited. So they cannot put down their idea on paper. Moreover, the students have a lot of ideas in their minds but they are worry and difficult to start and even they do not know how to develop their idea. Not only the students as beginner but also an advance writer faced this difficulty.

Commonly, many researchers have found that the problems faced by the students in writing English is not only caused by the complexity of the writing itself, but also are influenced by the uninteresting and unsuitable teaching techniques in their writing class. For example, teachers ask the students to write a paragraph directly without giving them an example. So, the students feel difficult to write.

Regarding to the problem above, English teachers should make efforts with providing various techniques in order to encourage the students' learning writing skill effectively. In addition, they have to be more creative to make the writing class more interesting, exciting and enjoyable. To accomplish these needs the teachers have to get right material and right technique that suitable on the students' level. In the classroom activities the teachers have a role in applying interesting teaching methods. They should know how to build the learners' interest during the class, design suitable materials which were easy and enjoyable to understand. Thus, learning writing becomes interesting thing to learn.

Concerning with the phenomenon about teaching writing, the researcher is interested to recover students' problem in writing by using animated short story as media to be used in teaching writing. Animated short story are more interesting than picture series, or comics because they are moving picture, so students will see the actions of characters. Meanwhile, animated short story is almost the same movie in their moving pictures. However, animated short story is simpler and have lesson duration than movie. They do not contain too much dialog so that students can catch the content easier. In addition the language used in animated short story is easier and more familiar for junior high school students. Furthermore there are many short animated story in the internet that students can download. The stories

are in duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. So in teaching and learning process especially in writing narrative texts, a short animated story is more effective than other media.

In addition, based on the personal experience, learning from watching is a pleasure. People will enjoy the story and get information in the same time. Watching is a favorite activity. The researcher finds that watching is a joyful way to teach. The researcher decided to choose animation video as the joyful treatment because there are many short stories in animation films.

The animation is an attractive media to tell a short story. For example, the famous short story about the mouse and the lion. The mouse helped the lion by biting the net that caught the lion. There are audio, visual, and motion on it. The music, color, and the story entertain the students. Based on Dales' in Azhar (2007) said that learning is gained from the concrete experience watching the animation video will help students to get their learning concrete experience in the joyful way. Regarding of the fact that, the researcher conducted a research concerning with the use of animation video to stimulate the students' writing skill by using animated short story.

From current explanation, the researcher conducted a research on using animated short story for joyful and effective writing classroom. The researcher formulated the problem statement as follows; Is the use of animated short story effective to improve students' achievement in writing? Is the animated short story effective to create students' joyfulness in writing? Is there any correlation between students' joyfulness and their writing achievement on the use of animated short story?

METHOD

Short story

A short story refers to a work of fiction that is usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and over a short period of time in Hayati (2015) A short story is fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1.000 to 20.000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and

themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation that is using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious and downright annoying, in a novel, but they may work well in a short story.

Moreover, Maley (1989: 11) says that a short story is a simple narration; it aims at producing one single vivid effect; it has to seize the attention at the outset, and gather it together more and more until the climax is reached. The limits of the human capacity to attend closely therefore set a limit to it: it must explode and finish before fatigue sets in. Although the short story did not reach the height of its popularity until the beginning of the present century. Besides, Hismanoglu (2005) indicated that “short story can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students’ writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style.

Moreover, short story has their origins in oral story telling tradition and the prose anecdote, a swiftly-sketched situation that comes rapidly to its point. With the rise of comparatively realistic novel, the short story evolved a miniature, with some of its perfectly independent examples in the tales of E. T. A. Hoffmann and Anton Chekov.

The reason, that short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196) listed four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes).”

Pardede’s (2011) study at Christian University of Indonesia revealed that the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that only 0,37% of the responses went into “Disagree” criterion; and 18,4%, “Neutral”, the other 81,5% went into the criteria of “Agree” and “Strongly Agree”.

In language learning short story can be applied in four language skill: listening, speaking, reading and writing. In the curriculum, it helps to train in the skill of reading, and perhaps a little in listening, speaking and writing (Liando et al.,

2022). A student listens to literature read aloud by the teacher (or on records or tapes) and to the discussion that literature always stimulates in the class. He speaks when he acts in plays, when he reads poems and when he takes an active part in discussion, because literature is interesting, he wants to talk about it and it can provide plenty of interesting opportunities for writing too.

Literature does not concentrate on a particular area of knowledge, as for example does Chemistry or History language. Literature we can say with some reasons, is concerned with all aspects of man and the universe in their entirety. Certainly every work of literature is about something, often about many things, and the more persons read, the better stocked will his mind be with knowledge is a complex conception, and the way it is acquired from literature, in a number of ways. There are, for example, the facts that are actually encountered and explained in the work of literature. There are also the facts that people are implied to discover from other sources in order to understand particular situations or problems that occur in literature (Liando, Tatipang & Lengkoan, 2022). Which comes to all sooner or later, that the facts worth knowing are not only the answer to such questions as: What are human beings like? What can be expected of them? Why do they behave as they do? How do they get on together? What is my own aim in life?

Animated Story

Gartenbergin Miller (2003: 1) defines animation as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”. In line with the definition, Gonzales in Betrancourt (2005: 287) defines animation as “a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”. Meanwhile, Wright in Sulaiman (2012: 1) states that the word animate comes from the Latin verb *animare*, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie. From the definitions, it can be concluded that animated stories are stories which are presented in the form of animation. It means that the stories are displayed in moving pictures to help the viewers understand the stories.

In Teaching and Learning According to a module brochure of VIA University College in Denmark entitled “Animation as a Learning Tool”, children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage

and develop children's learning is not only fun but effective. It means that the students will enjoy the teaching learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills competencies in storytelling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem- solving and innovative aspects. From the statement, it can be said that animation is a good choice to develop students' competence. So, it can be seen that in story telling in the form of written language, animated stories are the most interested media for young students or junior high school students.

A booklet about animation entitled "Teaching with Animation" (2005) states that animation has the following advantages:

- 1) Animation is popular among children
- 2) With animation no after-editing is necessary
- 3) Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyze.
- 4) Animation can be included in a regular teaching situation because it does not take up a lot of space.
- 5) Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils.
- 6) Animation makes "moving in time" easy.
- 7) An animation production can combine the physical and the virtual worlds.
- 8) Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation, it can be concluded that animation is very helpful for teachers to motivate students in learning and to improve students' imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use.

Joyful

Joyful means "experiencing well-being, success, or good fortune." Joy, according to the Oxford English Dictionary, is described as a vivid emotion or feeling of pleasure. The adjective of joy is joyful which also describes a kind of feeling, expressing and causing great pleasure. The "Joyful learning" is a kind of learning experience which could make learner feels pleasure in the learning scenario/process.

Media

According to Li-Ling KUO (1991: 1), media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for the purpose of teaching. Meanwhile, Sugeng (2010: 154) says that a medium (plural form = media) is a means by which something is expressed or communicated. A medium in the teaching learning process is a tool to match the learning objective and the learning product. It means that in selecting media the teacher should consider the learning objective and the learning product.

Sugeng (2010: 165) summarizes types of media as follows:

- a) Printed media can be books, story books, newspapers, magazines, and other printed materials such as manuals and recipes.
- b) Still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards.
- c) Audio media can be the radio, audio tape, telephone, and natural sounds.
- d) Visual media can be OHT/OHP, slides, photos, and film strips.
- e) Audio-visual media can be the TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes.
- f) Real-object media can be real objects, specimen, and models.
- g) Simulated media can be games and quizzes, role plays, and simulations.

From the summary above, it can be seen that there are many choices for the teachers to match the media with the learning objective and learning product. In this case, the researcher will use one of audio-visual media as a medium to teach writing especially narrative texts.

Narrative Writing

A narrative text is a writing that tells about the story. As Langan (2003: 195) defined that narration is storytelling, where we are relating a single story or several related ones. We use narrative text when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy a diary or journal.

Drajati (2009) stated that narrative is text that tells about a sequence of event. There are two kinds of narrative; short story and autobiography/recount. In addition, Meyers (2005) defined that narration is telling a story which tell about an event. It should be detailed and clear with events arranged in the order in which they happened or in some other efficiency way.

However, Parera (1993) explained that a narrative is one of the forms of developing writing, for example characters told the history of something based on

the development of writing form time to time. Narrative text is also defined as a text which tells activity or event in the past time which shows problematic experience and resolution to amuse and give moral value to the reader.

From the statements above, it can be concluded that narrative text is a text which tells a story of an event and usually is arranged in a chronological order. Sudarwati, Th. M. and Grace, Eudia (2007:154) explains that the purpose of narrative text is to amuse or entertain the reader with a sequence events or story related to factual experience or fantasy. Narrative text is organized by the story. It will be beginning, middle, and the end of the story. To build this story, narrative text is needed plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the readers' attention while they are reading the story. Conflict is the main important elements of the plot. This conflict among the characters will drive the story progress.

METHOD

In this research, the researcher applied quasi experimental design, which involved two groups, control and experimental group. The experimental group was given a treatment using animated short story while control group was given unanimated short story in teaching writing. Quasi experimental design was used when it is not possible to randomly assign individual participants to group, because sometimes to receive permission to use school in a study, a researcher often has to agree to keep existing classroom intact (Gay et al., 2006: 257).

Variable of the Research

There were two kinds of variables in this research, namely independent variable and dependent variables. The independent variable of this research was the use of short story in writing classroom, while the dependent variables of this research were the students' achievement in writing and students' joyfulness in writing classroom.

Operational Definition of Variables

To make clear the terms of variables in this research, the researcher described the operational definitions as follows:

1. Short story as simple narration; the modern prose forms function as entertainment for readers to enrich mental experience. Besides, a story is talking about author expression to anything about life experience concerning with human imagination.

2. Animated story is the story displayed in moving pictures to help the viewers understand the stories.
3. Joyful is a kind of learning experience which could make learner feels pleasure, relax and enjoyment in writing classroom.
4. Writing is a process of transferring or exciting of ideas, thought, feeling and expression into a good form of written.

Population

The population of this research was the eighth grades students of SMP Ulul Albab Makassar in academic year 2016/2017. There were two classe sin this grades which consisted of 28 students for each class and the total number of students was 56 students.

Sample

The sample of this research was the class VIII/I and VIII/II of SMP Ulul Albab Makassar. It was chosen by using cluster sampling technique. Class VIII/1 which consisted of 28 students was the experimental group while VIII/II was control class which consisted of 28 students also, so the total sample of this research was 56 students.

Instrument of the Research

The researcher used two kinds of instruments in this research. They were writing test and questionnaire.

Writing test

The researcher conducted writing test to measure students' achievement on writing skill for both experimental and control groups. It was to know the students' achievement on content, organization, language use, vocabulary and mechanics in writing skill. The test was essay test that was given to the students in pretest and posttest.

Questionnaire

The questionnaire was used to know the students' joyfulness toward the use of animated short story material for the experimental group during the activity in the treatment. It was distributed after posttest to support the data that was taken from the writing test. The researcher constructed the questionnaire adapted from Interest for Writing Questionnaire, and it had been modified to measure the students' joyfulness in learning writing. Moreover, the questionnaire was translated

into Indonesian to avoid students' misunderstanding and misinterpreting. The students were assigned to select the number of responses, namely (1) strongly agree (2) disagree (3) neutral (4) agree (5) strongly agree.

Procedure of Collecting Data

The data of the research was collected by using some procedure of collecting data which consisted of writing test (pretest and posttest) and questionnaire. The procedure of collecting data was state as follows:

Pretest

The researcher conducted pretest in order to know the students' prior knowledge in writing achievement specially in writing narrative text. In this part, the researcher asked the students to write narrative text related to their regency about 90 minutes.

Treatment

The treatment was conducted in six meetings by using materials that to be implemented in experimental group. In providing materials for both experimental and control group was the same, the difference was the researcher used animated short story as materials for experimental group while control group used unanimated short story. Through the treatments the researcher found the students' joyfulness and effective writing by using animated short story.

Posttest

After doing the treatment, the posttest was given to the students which supplied the same test in the pretests in order to find out the students' writing improvement. The procedures were:

- a) The researcher conducted the posttest after doing the treatment to find out the students' writing achievement.
- b) The researcher collected and examined the students' writing test.
- c) The researcher scored the students' writing ability by examining the result of students' writing test.

Questionnaire

After giving posttest, the researcher distributed the questionnaire at experimental group in order to find out the students' joyfulness in learning

narrative text after the students were given treatment. In this part, the researcher asked the students to finish the questionnaire about 45 minutes.

Technique of Data Analysis

Writing test

To analyze the students' writing achievement from experimental and control group, the researcher used the following statistical procedures:

Scoring students' writing test

Table 3.1 the marking Scheme of the measured five writing component.

Content	
30 – 27	Excellent to very good: Knowledge – substantive – etc.
26 – 22	Good to average: Some knowledge of subject – adequate range – etc.
21 – 17	Fair to poor: Limited knowledge of subject – title – substance, etc.
16 – 13	Very poor: Does not show knowledge of subject – non – substantive, etc.
Organization	
20 – 18	Excellent to very good: Fluent expression – ideas clearly stated – etc.
17 – 14	Good to average: Somewhat choppy – loosely organized but main ideas stand out
13 – 10	Fair to poor: Non-fluent – ideas confused or disconnected – etc.
9 – 7	Very poor: Does not communicate – no organization – etc.
Vocabulary	
20 – 18	Excellent to very good: Sophisticated range – effective word/idiom choice and usage – etc.
17 – 14	Good to average: Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 – 10	Fair to poor: Limited range – frequent errors of word/idiom form, choice, usage, etc.
9 – 7	Very poor: Essentially translation – little knowledge of English vocabulary.
Language use	
25 – 22	Excellent to very good: Effective complex construction – etc.
21 – 19	Good to average: Effective but simple construction – etc.
17 – 14	Fair to poor: Major problems in simple/complex construction – etc.
10 – 5	Very poor: Virtually no mastery of sentence construction rules – etc
Mechanics	
5	Excellent to very good: Demonstrate mastery of conventions – etc.
4	Good to average: Occasional errors of spelling, punctuation – etc.
3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, etc.
2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

(Heaton: 1991: 146)

Then the students' score on pretest and posttest were analyzed by using descriptive and inferential statistics as in the following:

Classifying the Students' Score

There were five classifications in measuring students' score qualities such as content, organization, vocabulary, language use, and mechanics by using the score classification introduced by Depdikbud in follows:

Table 3.2 The Scoring Classification of the Students' Writing Skills

No	Classification	Score
1	Very good	90- 100 (A)
2	Good	75 – 89 (B)
3	Average	60 – 74 (C)
4	Poor	45 – 59 (D)
5	Very poor	0 – 44 (E)

Source: (Depdikbud, 2004 : 79)

Calculating the mean score and standard deviation

The researcher used SPSS program 20. 0 version to analyze the mean score and standard deviation of students skill such as content, organization, vocabulary, language use and mechanics.

RESULTS

Findings of the students' writing ability

Data analysis result description by descriptive statistics

This part covers the students' writing achievement of the experimental and control group before and after learning how to write narrative text. After scoring the students' writing, the researcher analyzed the data based on the five categories proposed by Depdiknas (2005:2) through descriptive statistics, the data analysis results were found and those are described based on the frequency, percentage, mean score and standard deviation as seen in the subsequent section. Description of the students' pretest scores of the experimental and control group.

Table 4.1. The Rate Frequency and Percentage Distribution of the Students' Pretest scores of Experimental and Control Group

No.	Classification	Score Range	Experimental Group		Control Group	
			F	%	F	%
1.	Very Good	86-100	0	0,00	0	0,00

2.	Good	71-85	1	3,57	2	7,14
3.	Average	56-70	10	35,71	9	32,14
4.	Poor	41-55	16	57,14	13	46,43
5.	Very Poor	<40	1	3,57	4	14,29
Total	28	100%	28		100%	

Table 4.1 above displays the frequency and percentage of the students' pretest score of the experimental group before learning narrative text using animated short story. Based on the table, it can be seen that a large frequency and percentage of the students are at poor level. In fact, 16 of 28 students (57.14 %) at experimental group who gain score categorized as poor. Others 1 of 28 students (3.57%) receive score classified as very poor, and none of them could reach very good score in this group. On the other hand, there are only 1 of 28 students (3.57%) who get good score and 10 of 28 students (35.71%) who obtain score indicated to be average.

Like at the experimental group, majority of the students at the control group had poor ability in writing narrative text. The fact shows that 13 of 28 students (40.43%) could only get score categorized as poor, and other 4 of 28 students (14.29%) get score categorized as very poor. Otherwise, there are merely 2 of 28 students (7.14%) who could reach score categorized as good category and 9 of 28 students (32.14%) get average score. Based on the data description above, it can be revealed that students of the two groups have the same ability level in writing narrative text before learning. Both of them were classified as poor. To support or strengthen the data description above, the researcher also exemplified the mean scores and standard deviation of the two groups' pretest scores in the following tables.

Table 4.2 The Mean Score and Standard Deviation of Students' Pretest Scores at the Experimental and Control Group

Group	Mean Score	Standard Deviation
Experimental	54.42	8.98
Control	53.97	9.73

Table 4.2 shows the mean scores and standard deviation of the experimental group and control group before the students are given a treatment. The table above shows that the pretest mean score of the experimental group is 54.42 which are

categorized as poor category while the pretest mean score of the control group is 53.97 which is also categorized as poor. The data indicate that the mean score of the students' writing skill achievement in pretest is not quietly different. In other words, they have the same ability before they are given treatment. Furthermore, to make the description of the students' ability in writing narrative text before conducting the treatments more clearly, the researcher depicted the data based on the five components of writing which can be seen in the following table:

Table 4.3 The Pretest Mean Score Based on the Components of Writing

Writing Elements	Experimental Group	Control Group
	Mean Score	Mean Score
Content	16.82	17.75
Organization	10.25	10.64
Vocabulary	11.68	12.10
Language Use	13.21	10.82
Mechanics	2.46	2.64

Table 4.3 above shows the mean score of the students' pretest scores based on the five components of writing. The table indicates that the students' pretest mean scores in each component of the two groups are almost same. The fact shows that the students' mean score of the experimental group by content is 16.82 while the students' mean score of the control group is 17.75. By organization, it is found that 10.25 is the mean score of the experimental group and 10.64 at the control group. By the vocabulary, the mean score of the experimental group is 11.68 while the mean score's control group is 12.10. By language use, it is seen that the students' mean score of the experimental group is 13.21 while the mean score of the control group is 10.82. The last is about the students' mean score by mechanic. It is seen that 2.46 is the mean score of the experimental group and 2.64 is the mean score of the control group. Based on this description, it is true that the students' ability of the experimental and control group in writing narrative text are alike.

Description of the students' posttest scores at the experimental and control group

Table 4.4 The rate frequency and percentage distribution of the students' posttest scores of experimental and control group

No.	Classification	Score Range	Experimental Group		Control Group	
			F	%	F	%
1.	Very Good	86-100	2	7,14	0	0,00
2.	Good	71-85	14	50,00	4	14,29

3.	Average	56-70	10	35,71	20	71,43
4.	Poor	41-55	2	7,14	4	14,29
5.	Very Poor	<40	0	0,00	0	0,00
Total			28	100%	28	100%

Table 4.4 above shows the frequency and percentage of the students' posttest scores at the experimental and control group after conducting the treatment. From this table, it is clearly seen that 2 of 28 students (7.14%) at the experimental group could reach very good score while none of the students could reach such a score at the control group. Furthermore, a larger frequency and percentage of the students at the experimental group could gain good score than at the control group. In fact, 14 of 28 the students (50%) are able to reach good score. On the other hand, at the control group there are only 4 of 28 students who could get good score and there are 4 students (14.29%) who still get poor score. Based on the findings, it can be assumed that the students' writing ability of the experimental and control group after conducting the treatments are somewhat different and totally improved. Like the pretest scores previously, the researcher also presents the mean scores and standard deviation of the students' posttest scores in the following table in order that the data as to the students' ability in writing narrative text are more noticeable.

Table 4.5 The mean score and standard deviation of students' posttest scores

Group	Mean Score	Standard Deviation
Experimental	71.71	9.60
Control	64.17	8.08
Difference (D)	7.54	

Table 4.5 shows the mean score and standard deviation of the experimental group and control group. The posttest mean score of the experimental group is 71.71 which is categorized as good while 64.17 is the control group's mean score which is categorized as average category. This indicates that the posttest mean score of the experimental group is higher than the posttest mean score of the control group and the difference is 7.54 points. For more obvious about the students' ability after conducting the treatment, the researcher also provided a table that shows the students' writing ability based on the five components as seen in the following tables.

Table 4.6 The Posttest Mean Score Based on the Components of Writing

Writing Elements	Experimental Group	Control Group
	Mean Score	Mean Score
Content	22.00	19.64
Organization	14.36	12.21
Vocabulary	16.25	13.68
Language Use	15.57	15.50
Mechanics	5.00	3.11

Table 4.6 above shows the mean score of the students' posttest scores based on the five components of writing. The table indicates that the students' pretest mean scores in each component of the two groups are different. The fact shows that the students' mean score of the experimental group by content is 22.00 which is higher than the students' mean score of the control group; $22.00 > 19.64$. By organization, it is found that 14.36 is the mean score of the experimental group and 12.21 is the mean score of the control group which is smaller than the experimental group's mean score $14.36 > 12.21$. By the vocabulary, the mean score of the experimental group is 16.25 while the mean score's control group is 13.68 which is smaller than the mean score of the experimental group; $16.25 > 13.68$. By language use, it is seen that the students' mean score of the experimental group is 15.57 which is greater than the mean score of the control group; $15.57 > 15.50$. The last is about the students' mean score by mechanic. It is seen that 3.54 is the mean score of the experimental group and 3.11 is the mean score of the control group; $3.54 > 3.11$. Based on this description, it is true that the students' ability of the experimental and control in writing narrative text after conducting the treatment group are different in the sense that the students' ability of the experimental group in writing text is better than the students' ability of the control group.

However, the data findings above are not enough to generalize to the entire population and have not been able yet to confirm the hypothesis formulated previously by the researcher. Hence, to confirm the hypothesis and simultaneously answer the first research question, the data were analyzed through inferential statistics as seen in the following section.

Data analysis result description obtained through inferential statistics

After examining the data through normality test to determine whether the data have to be tested through parametric or nonparametric, the researcher analyzed t-test for independent sample test. This significance aimed to know the

significant differences between students' written achievement of experimental and control group.

After analyzing the data using SPSS version 20.0, the researcher found the data as can be seen in the Table 4.7:

Table 4.7 The p-value of t-test of the students' score on experimental and control group

Variables	P-value	(α)	remarks
Pretest of Experimental and Control Group	0.197	0.05	Not Significantly Different
Posttest of Experimental and Control Group	0.000	0.05	Significantly Different

Based on the result of the data analysis in the t-test hypothesis in Table 4.7 above, the researcher found that p-value at pretest of experimental and control group is 0.197, while the p-value at posttest of experimental and control group is 0.00 with degree of freedom is 54. It means that the p-value at pretest of both group is greater than the level of significance which is 0.05, so that alternative hypothesis (H_0) is accepted and null hypothesis (H_1) is rejected. In other words, there is no significance differences between the students' writing achievement before the treatments were applied.

Meanwhile the result of the data analysis on posttest of experimental and control group shows that p-value is 0.00. It is smaller than the level of significance which is 0.05 ($0.00 < 0.05$). It means that alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. Therefore, it can be concluded that the use of animated short story significantly develop the students' writing achievement.

Data description of the students' joyfulness

Table. 4.8 The rate percentage of the students' joyfulness

No	Classification	Range of Score	Frequency	Percentage (%)
1	Very High	85 – 100	12	42.86
2	High	69 – 84	10	35.71
3	Medium	52 – 68	6	21.43
4	Low	36 – 51	0	0.00
5	Very Low	20 – 35	0	0.00

Total	28	100
Mean Score	86.64 (Very High)	

Based on the table 4.8, it can be seen that a large frequency and percentage of the students at the experimental group have very high joyfulness in learning how to write narrative text using animated short story. In fact, 12 of 28 students (42.86%) are categorized as strongly motivated, 10 of 28 students (35.71%) are indicated to be enjoyed and there are 6 of 28 students (21.43%) who is strongly unenjoyed. The findings are also supported by the mean score of the students that is 80.0 which is categorized as high joyfulness.

In addition, after tabulating the students' writing achievement and the students' joyfulness, it was found that the students who had high joyfulness in learning how to write narrative text using animated short story also had high joyfulness in their writing. In fact, most of the students who were categorized as high and very high joyfulness level had high score in their post test. In contrast, the student who was strongly unenjoyed also had low achievement in writing.

The Correlation between Students' Joyfulness and Writing Achievement

Correlation measure how variables are related, in this case the researcher measured the variables of students' joyfulness and students' writing achievement by *bivariate correlation* with Pearson method which is known as *Product Moment Pearson*. The result were shown in Table 4.9 as follows:

Table 4.9 The correlation between students' joyfulness and writing achievement in experimental group

		Writing Achievement	Joyfulness
Writing Achievement	Pearson Correlation	1	.966 ^{**}
	Sig. (2-tailed)		.000
	N	28	28
Joyfulness	Pearson Correlation	.966 ^{**}	1
	Sig. (2-tailed)	.000	
	N	28	28

^{**}. Correlation is significant at the 0.01 level (2-tailed).

The table 4.9 above shows that the Pearson's r for correlation between students' joyfulness and students' writing achievement is 0.966. This score stands at range 0.66-1.00 which means the correlation between variable X and variable Y is strong or high. This score is also very close to 1. For this reason, the researcher could conclude that there is strong relationship between joyfulness and writing achievement. The sig. (2 tailed) value is 0.00 which is less than 0.05 indicated that there is a statistically significant correlation between the two variables. The Pearson's r value of 0.966 was positive. The score is positive because SPSS did not put a negative sign in front of it. So, positive is the default. Because the data is positive, it can be stated that when the joyfulness of students increases (the first variable), the students' writing achievement (the second variable) also increases. Overall, there was a strong significant and positive correlation between joyfulness writing achievement.

DISCUSSION

The discussion deals with further interpretation of the research result based on the findings of the students' writing achievement above. In addition, it also deals with the description of the students' joyfulness data of the experimental group toward the use of animated short story as media in learning how to write narrative text.

The interpretation of the test result

By comparing the frequency, percentage, mean score, standard deviation of the experimental group and control group, it was found that the students' ability of the experimental and control group in writing narrative text before conducting the treatment was alike in which their ability was at poor level. However, after conducting the treatment, the researcher found a significant difference in the students' ability to write narrative text between the experimental group using animated short story as media and the control group by conventional method (written short story). In this case, the students' ability of the experimental group using animated short story was at good level after learning. On the other hand, the students' ability of the control group to write narrative text was at average level. Certainly, it can be concluded that the use of animated short story was more effective in improving the students' writing ability usual method.

The conclusion above is supported by the significance t test result taken from the inferential statistical data. It was found that significance value is 0.000 that is smaller than the significance level (α ;0.05); $0.000 < 0.05$. Based on this

calculation/analysis result, it can be concluded that the null hypothesis that declares the use of animated short story is not effective in improving the students' ability of SMP Ulul Albab Makassar in writing narrative text was rejected. On the other hand, the alternative hypothesis that states the use of animated short story is effective in improving the students' ability of SMP Ulul Albab Makassar in writing narrative text was accepted.

Furthermore, the detailed information about the students' ability in writing based on the writing components; content, organization, vocabulary, language use, and mechanic, before and after conducting the treatment is also included. Without a doubt, the implication of using animated short story media in helping the students to build up a narrative text is also clearly seen from the five components of writing.

Content

Based on the findings, the students' writing ability of the two groups in terms of content was categorized as fair to poor before learning to write narrative text that was applied by the researcher. In fact, the content of the students' writing shows limited knowledge. In other words, the topic is not well discussed by the students in their writing. Otherwise, after learning animated short story, the students' writing ability of the experimental group significantly improved. It changed from fair to poor to good to average level. This finding is based on the students' content in that the topic is discussed through adequate range and the content is quite clear for the reader. For these findings, it can be concluded that animated short story as a media significantly improved the students' writing in terms of content in the sense that animated short story can help the students develop their ideas. Otherwise, the students' writing ability by content of the control group was still at fair to poor level. In other words, there is no improvement in their writing ability after learning through conventional method. Therefore, it can be inferred that the students' writing at the experimental group by content was better than the control group after learning.

Organization

Organization is not the easy one. The organization of writing narrative text must be in sequence of ideas, picturing out the object clearly, and consists of identification and description part. Based on the students' writing at pretest or before they learned through the methods implemented by the researcher, organization seems extremely difficult for the students. In fact, most of the students had confused or disconnected ideas in which the ideas are not structured

or organized well based on the generic structure of narrative text. As a result, the reader got confused as well to understand the students' writing. For this evidence, the students' writing in terms of organization was only categorized as fair to poor.

However, after conducting the treatment, the researcher found that the students' writing of the experimental group by organization moved from fair to poor to good to average level. In fact, the organization idea has been well structured or somewhat choppy-loosely organized but main ideas stand out. By contrast, the students' writing by organization of the control group was still at fair to poor level or the students' writing by organization indicated to fair to poor at pretest are stagnant at fair to poor level. In fact, the students' organization ideas were still confused and not based on the generic structures of a narrative text. Based on this explanations, it can be concluded that the students' writing at the experimental group by organization was better than the control group after learning. In other words, animated short story significantly improved the students' writing ability by organization.

Vocabulary

The basic problem faced by the second year students of SMP Ulul Albab Makassar in writing is the vocabulary issue. It is seen from their writing test result of the two groups at pretest that most of them could not write longer and the paragraph they wrote tend to be short. Consequently, the students' writing in terms of vocabulary was categorized as fair to poor.

To overcome this problem, the researcher tried to build up the students' vocabulary in the first till the last meeting at the experimental group by showing a picture related to the animated short story that given and by asking the students to say some words or sentences related to the picture as often as possible. As a result, after having some meeting with the students by animated short story, finally the students' vocabulary mastery increased in every meeting and the vocabulary found at the students' writing at posttest were greater than at pretest and finally it can be categorized as good to average level. While at the control group, the students' vocabulary was still at fair to poor level in the sense that there is no significant improvement in the students' vocabulary of the control group.

Language use

In term of language use, the researcher found that the students' ability in terms of the language use at posttest seems better than at pretest. Based on the posttest writing result, it was found that the students in experimental group are able to make well-formed and complete sentence after learning through animated

short story. In fact, they put subject, verb, object or complement in good order. In addition, they also used appropriate tense that usually occurs in narrative text such as simple present (Hammond in Mursyid, 2012:5) and (Liando et al., 2022). The use of to have and to be (am, is, are) in their sentences became better than before having the treatment. Therefore, the students' ability in writing in term of language use is classified as fair to poor.

Unlike the students' ability in writing narrative text by language use at the experimental group, the students' ability of the control group in writing such a text by language use was still at very poor which means that there is no significant improvement on their writing ability. Based on this statement, it can be concluded that the language use of the experimental group using animated short story was better than the control group's language use through written short story (conventional method).

Mechanics

Based on the writing test result, the researcher found that the students' writing of the experimental group in terms of mechanic also improved from very poor to fair to poor. This can be seen from the students' writing test result before and after conducting the treatment. Before conducting the treatment, the researcher found that the students' writing in terms of mechanic is still dominated by errors of spelling, punctuation, capitalization and paragraphing. However, after conducting the treatment, it was identified that the errors of using punctuation, capitalization, and spelling made by the students decreased.

Unlike the students' ability in writing narrative text by mechanic at the experimental group, the students' ability of the control group in writing such a text in terms of mechanic was still at very poor category. This means that there is no significant improvement at the students' writing ability of the control group in terms of mechanics. After comparing the two groups' writing ability by the mechanic, it can be assumed that the students' writing ability in terms of mechanic aspect of the experimental group treated through animated short story was better than the students' writing ability in terms of mechanic aspect of the control group by written short story (conventional method).

Certainly, the statistical result above tells us that the students' writing achievement of SMP Ulul Albab Makassar significantly improved or was affected by the use of animated short story as media in teaching narrative text. In addition, the students who were taught by using animated short story seem to be active learners in the classroom. All of the students participated actively during the process of

teaching and learning. Hence, most of the students can develop their ideas about what they are going to write and they can organize their ideas into a paragraph. This research finding supports Harmer's theory that animated short story is useful to use in teaching and learning process because the students can be active learners if they are firstly engaged, exposed to language, and given chances to use the language in the classroom (Harmer, 2001:24).

This research result seems to be consistent with a research finding found Fitriana (2012) proved that animation movies could improve the students' writing skill of narrative texts and the class situation. 1) The improvement of the students' writing skill included:(a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization. 2) The improvement of class situation included: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.

Another research finding which also supports this research finding is a research conducted by Kayaoglu, et al (2011) conducted a small scale experimental study about using animations to learn vocabulary in Turkey. The finding of the research shown that using multimedia such as animation contribute to students' achievement in vocabulary learning. Besides, the teachers' observation and students' opinions indicate that there were relatively positive attitudes towards using such kind of animations in vocabulary learning. The result of the study expressed that multimedia applications can be integrated into language classes not as an alternative way but as an additional way to contribute positively to the atmosphere of classes and motivation of students.

The students' joyfulness

Regarding to the finding about the joyfulness of the students in experimental group, the researcher analyzed that the students were enjoyed in writing narrative text by using animated short story. The result (table 4.9) showed

that most of students had high and very high joyfulness during the learning process in the classroom. The finding is also supported by the mean score of the students' joyfulness that shows the students' joyfulness is categorized as high joyfulness. So it can be inferred that the students had high joyfulness to learn how to write narrative text through animated short story.

The students' joyfulness level in learning through animated short story seems to be in line with the students' writing achievement in that the students' writing achievement improved after learning through animated short story and the students had high joyfulness to learn. Based on the finding it is found that students who are joyed tend to have high achievement in their writing and vice versa. On the other hand, we can say that the higher the students' joyfulness, the better the students' joyfulness.

Joyful and writing achievement have strong relationship. The Pearson's r for correlation between students' joyfulness and students' writing achievement is 0.966 with the sig. (2 tailed) value is less than 0.05 and the positive value indicates that there is strong relationship between joyfulness and writing achievement variables. When the joyfulness of students increases, the students' writing achievement also increase. Overall, there was a strong significant and positive correlation between joyfulness and writing achievement. Increases in joyfulness were correlated with increases in rating of writing achievement.

In assume in this research, the joyfulness of the students was considered as output because they were expected to have joyful category through using animated short story in writing English. It can be seen that joyful has an important role in writing ability. In order to write more, it is needed to build the writing joyfulness first. The aim of narrative animated short story is in lined with the statement that someone joyfulness can be stimulated by a visual object such as combination of visual and auditory like animation short story. This means that there was a good applicable material in enhancing student' writing skill.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher gives conclusions of the findings in effectiveness the students' writing ability as follows: The second grades students' writing achievement of SMP Ulul Albab Makassar was significantly improved after learning to write narrative text using animated short story. This finding indicates that using animated short story is effective in improving the students' writing achievement, especially in writing narrative text. The second grades students who are taught writing narrative text using animated short story had high joyfulness. The result proves that the use of

animated short story is effective to create the students' joyfulness in learning writing. The research finding shows that there is a high and positive correlation between students' joyfulness and students' writing achievement. In other words, students who had more joyfulness had more achievement in writing.

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