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**APPLICATION CARTOON MOVIE TO IMPROVE STUDENTS' ABILITY IN WRITING  
NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS AT SMP  
Sw. DHARMA BHAKTI SIBORONGBORONG IN ACADEMIC YEAR 2020/2021**

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**Simamora Julentika. NIM : 170502013 Application Cartoon Movie to Improve Students' Ability in Writing Narrative Text at the Eighth Grade Students of SMP Sw. Dharma Bhakti Siborongborong in Academic 2020/2021. A Thesis FKIP of University Sisingamangaraja XII Tapanuli.**

This study was focused to improve students' achievement in writing narrative text through cartoon movie. It was conducted by applying classroom Action Research with two cycles and eighth meetings. The subject of this study is grade VIII students of SMP Sw. Dharma Bhakti Siborongborong, and consisted of 30 students. The instrument for collecting data used writing test for quantitative and used diary notes, observation sheet, and interview for qualitative.

The mean of the test shows the improvements of the students score, in cycle I test was (63.1) and the mean in the cycle I was (80.13). Based on the data above, it can be concluded that cartoon movie is significant improved students' writing achievement especially in narrative text.

**Keyword: Cartoon Movie, writing narrative text**

## CHAPTER I INTRODUCTION

### 1.1 Background Of The Study

English nowadays has a very important role in our daily life. English is one of the international language is used in countries throughout the world, including Indonesia. As the first language, English is taught as a compulsory subject from the junior high school up to senior high school in today's Indonesian educational system.

English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world.

English as a foreign language considered to be one of the most difficult lessons. In our country, "students are usually afraid of joining foreign language classes".<sup>2</sup> They say that they feel unable to studying English. Many factors can make the students bored and unmotivated to learn English.

There are four language skills in English namely listening, speaking, reading, writing. The students have to master the four of language skills so they can use English both actively and passively (Brown, 2001: 232). Writing becomes difficult to be mastered as long as the students, especially young learners, still have limited vocabulary to build their ideas in a piece of writing.

Based on some previous studies (Hasanah: 2008, Aisah, Ratnasari: 2010), the ability of the second year students of junior high school in writing paragraphs was still unsatisfactory. The students were unable to express their ideas in a good paragraph. The made number of mistakes in their writing in terms of content, language use, and coherence. To overcome this problem, teachers have to find appropriate media in teaching writing narrative text for the eighth graders.

According to Byrne (1980: 24), cited in Aisah (2010), writing is very important as one of the media in communication that can help people to have a good socialization, express their ideas, feelings, and opinions so that people can have a good interaction with their society. Along with this statement, James

(2010) also said that through writing, people can communicate with others across places and time. Main objective was to make the writing become easier to learn.

However, students, inability to communicate through written language appears to be problematic at school. The reason is because writing is a mixture of idea, vocabulary and also grammar. When students read textbooks at school to improve their writing skills, they get frustrated in writing (Huang:2009). Moreover, Huang explained that writing skill is more complex and difficult to teach, require, and master not only in terms of grammatical and rhetorical devices but also in terms of its concept and judgment.

Achmad (2011) on his journal explains that there are at least three benefits in using picture as media. The first one is that pictures cartoon create the enjoyment in the writing process. It is an interesting way for the students. When the students' environment is fun, they will be freer and more confident to share their feelings, ideas, and thoughts in writing. Then, the results of the students' writing will be better when they use pictures series as their guide in writing their narrative story. The second one is that picture cartoon develop students' creativity in writing. In line with this statement, James (2010) also said that pictures could develop students' creative thinking skill and help students to develop stories freely based on pictures series they seen. Furthermore, they were able to write good stories with longer good sentences to develop their narrative composition. In this case, students can learn how to write stories in complete sentences and to develop their ideas better in describing the pictures series. Consequently, they will be able to produce meaningful stories.

The last one is that picture cartoon can increase students' vocabulary. In writing activity, the biggest problem for the students is their limited vocabulary. By using pictures cartoon, students learn how to use their new vocabulary in writing. When the students have more vocabulary, their ideas in writing will be easier to be developed.

Picture cartoon can fulfill the needs of the students. Picture cartoon let the students become more creative/ interested in every lesson especially in writing. Because they can study the lesson by picture cartoon especially

in writing narrative text. They will be more focus in the lesson. That is the reason why the writer chooses implementation of picture cartoon to improve students ability in writing narrative texts as the title of the research.

### 1.2 The Problem Of The Study

Based on the background mentioned above, the researcher would like to state the problem as follows:

1. Does the application of cartoon movie improve students ability in writing narrative text?

### 1.3 The Scope Of The Study

According to Pardiono 2007 : generic structure and language feature dominantly used texts are divided into thirteen types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. In this proposal the writer only discuss writing narrative text with media cartoon movie focus on one episodes.

### 1.4 The Objective Of The Study

The objective of the study is:

1. Whether the application cartoon movie improve students ability in writing narrative text.

### 1.5 The Significance of the study

The study on application cartoon movie in teaching on students' achievement in writing narrative texts is expected to give information to teachers as well as learners and especially to English teachers. It is useful in increasing students' ability in writing narrative texts. The last is to provide preliminary information for those who are interested in the same study.

## CHAPTER II

### LITERATURE REVIEW

#### 2.2 Definition of cartoon

Collin English Dictionary defines cartoon as follows:

1. a sketch or drawing, usually humorous, as in a newspaper or periodical, symbolizing, satirizing, or caricaturing some action, subject, or person of popular interest.

2. a full-scale design for a picture, ornamental motif or pattern, or the like, to be transferred to a fresco, tapestry, etc.
3. preparatory designs, drawings, or paintings (such as for frescoes)
4. a simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one in a newspaper or magazine.
5. a motion picture using animation techniques to photograph a sequence of drawings rather than real people or objects.

### 2.3 Definition of movie

Dictionary.com defines the word “movie” as follows:

1. a recording of moving images that tells a story and that people watch on a screen or television
2. a showing of a motion picture especially in a theater
3. a sequence of consecutive still images recorded in a series to be viewed on a screen in such rapid succession as to give the illusion of natural movement; motion picture.
4. a story, event, or the like, presented in movie

#### 2.3.1 Definition of Narrative Text

Narrative text is one of genre which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

#### 2.3.2 The Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes :

- **Orientation** : The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.
- **Complication** : The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.
- **Evaluation** : a stepping back to evaluate the plight, usually to make the story more interesting.
- **Resolution** : In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.
- **Re-orientation** : it is an optional closure of event.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### 3.1 Research Design

The research of this study is conducted by using an action research. Action research is an observation of an activity that appears consciously in a class. This is why the term ‘action’ was used for this method of research. It is very focus on individual or small group professional practice and it is not concerned with making general statement.

According to Kemmis and Mc Taggart, as quoted by Wallace (1998) that action research has three must be exit action research has three must be exit. Action research is a dynamic process in which these four steps complete in themselves, but rather as a moment in action research spiral of planning, acting, observing and reflecting.

These phases were applied to each cycle. If the result for the first cycle failed, it

was continued to the next cycle by renew the previous steps to find out the problem solving. The new cycle should improve the result of the teaching. If the new planning increased young learners' writing achievement, the cycle had to stop. If it would not increase the young learner's writing achievement, the cycle will be continued on the next cycle until the result determined is reached.

### 3.2 Population and Sample

The population of the research is the eighth grade of SMP Sw. Dharma Bhakti Siborongborong. There is one class of the eighth year there, that consist of 30 students. Based on Arikunto (1999:44) if the subject or population less than 100, it is better for researcher to take of the population as the sample. In this case the writer. was taken all the population as sample, namely 30 students.

### 3.3 The Instrument of Data Collection

The data were collected by quantitative data, the writer conducted written test. The quantitative data would be collected by using writing test that would be made by the teacher. The qualitative data would be used to describe the situation during the teaching process. The qualitative data were achieved from observation sheet, diary notes and interview sheet.

Observation sheet was used to investigate the situation and the problem found during the teaching and learning process. Diary notes were used to note personal evaluation about the situation of the class while teaching-learning process related to progression achieve. Interview was used to investigate the improvement of teaching and learning process for both teacher and students.

### 3.4 The Procedure of Collecting Data

In collecting the data, writing test was administrated as the instrument. The students were asked to write narrative test. Their writing was about narrative test by Cartoon movie. The procedures of data collection the study were conducted by conducting four steps namely: planning, action, observation, and reflection.

The steps in conducting the research are:

#### 1. Planning

Planning is done to arrange everything that be needed in action that would be presented in front of the class. The arrangements include:

- a. Making lesson plans consist of the steps of the action
- b. Prepared facility and media that would be used.
- c. Prepared the hand book
- d. Prepared observation, interview, and diary notes.
- e. Prepared the test to measure students' writing achievement

#### 2. Action

Action means the process of activity that would be done. Action is the implementation of planning. One the other hand, action is guided by planning that has been made formerly. In action the writer would be taught the students how to writing narrative text by using picture series. Then the picture series would be used for demonstration and discussion. The concept application of cartoon movie to improve students' ability in writing narrative text. the writer would give test about the lesson that they have learned.

#### 3. Observation

Observation is aimed at finding out information that would be used to be evaluated and would be the basic or reflection. Therefore, doing observation must be carefully. In observation the writer would be record every action, comment, and certain behavior that would be appeared during writing narrative text and put on diary note. In this phase, there were some activities done by the collaborator. They were:

- a. Observing the research's steps during the teaching and learning process
- b. Observing the students' activities and participations during the teaching learning
- c. Taking notes on students participations in the activity and on language used during the activity

#### 4. Reflecting

Reflection is the evaluation of the action that has been done. In reflection, the data about process, problem, and difficulties that have been found. It would be continued by reflection toward the effect of action. The arrangements are: Analysis of the situation, the meaning of the process, explanation, summary, next action. It is important to master these four steps before conducting the research. These four steps in action research would from a cycle. To solve a problem, it is possible need more than one cycle. The cycle would be connected and continued to the second cycle to

know and determine the students' value in first cycle is true. Dealing with the purpose of the research to improve students' writing achievement, the writer reflected on everything that she had done and made decision.

#### Cycle II

The teacher did the second cycle because the result of teaching process did not reach the goal determined. The purpose of the second cycle is to improve the data in the first cycle. The second cycle also consists of the four steps such as: planning, action, observation and reflection. There are some activity would be done in the planning: (1) Identifying the new problems in the first cycle based on the result of evaluation and reflection in the first cycle. (2) Revising and improving the scenario of the teaching and learning process (3) Revising the lesson plan, (4) Selecting the suitable materials for the students, (5) Preparing the student's assignment, (6) Designing the observation sheet.

#### 3.5.3 Vocabulary

Vocabulary refers to the students' achievement in using word or idiom to express idea logically. It also refers to the achievement to use synonym, prefix, suffix correctly. The criteria of scoring vocabulary used are:

20-18 Very good to excellent

It is sophisticated range of effective words and using word from mastery and appropriate register.

17-14 Average to good

Adequate range, occasional errors, the meaning is not observed.

13-10 Poor to fair

Limited range, frequent error of words, idiom, form choices usage, the meaning is obscured.

9-7 Very poor

Lack of essential translation, little knowledge of English vocabulary, idioms and word form not enough to evaluate

#### 3.5.5 Mechanics

The criteria of scoring mechanics are given as follows: and writing illegible-or not enough to evaluate.

(5) Very good to excellent

Demonstrated mastery of conventions-few errors spelling, punctuation capitalization writing sentences.

(4) Average to good

Occasional errors of spelling, punctuation, capitalization, writing sentences but meaning not obscured

(3) Poor to fair

Frequent errors of spelling, punctuation and capitalization, writing sentencespoor hand writing-meaning confused or obscured.

(2) Very poor

No mastery of convention-dominated by errors of spelling, punctuation, and capitalization, paragraphing-h

#### 3.6 Technique of Analysis Data

The technique of data analysis of this study was applied by using qualitative and quantitative data. The qualitative data would be analyzed by using observation sheet, interview, and diary note. This data would show the situation or condition during the learning-teaching process. in addition, quantitative data would be analyzed from the score of the students that they got from the writing narrative test by picture cartoon test were content, organization, vocabulary, language use, and mechanics. Therefore, by applying both the data, the implementation of picture series improvement students' ability in writing narrative text.

To know the mean of students' scores in each cycle, the writer applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\bar{X}$  = The mean of the students

$\sum x$  = The total Score

N = The number of the students

## CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING

### 4.1 The Data

This applied qualitative and quantitative data. The qualitative data were taken from observation sheet, diary note, and interview. The quantitative data were taken from the mean of the students' score in taking writing narrative test. This research was conducted in one class with 30 samples. It was accomplished in two cycles. Each cycle consisted of action research (planning, action, observation and reflection).

#### 4.1.1 Data of cycle I Planning

Cycle I had been applied in two meeting by giving two cartoon movie as material to be learn. The first cartoon movie was Moana.

#### Action

The action in this cycle I was accordance the lesson plan. The writer explained the characteristic and the generic structure of narrative text and explained the writing narrative text by using cartoon movie, and then asked them to write narrative text by the topic.

#### Observation

The students' behavior while this cycle I was given showed that the most of them had big motivation to study, they were serious and enthusiastic to follow the activities in teaching process.

It was found that most students difficult to write because they were still confused and didn't know exactly they should write. They were shy to make mistakes while they write in English.

#### Reflection

The result of score of the test and observation showed it was needed to do improvement. It was found the some of students were good in writing in included in vocabulary, content, organization, language use, mechanic, but some were not. More than half of sample was just listen to the writer's explanation.

#### 4.1.2 Data of cycle II

##### Planning

In this cycle II, everything would be arranged based on reflection of cycle I. Cartoon movie was still used to improved students, writing ability. But in this cycle, the teacher learning process more focused on test writing narrative. The writer tried to motivation the students to write narrative texts by cartoon movie (moana).

##### Action

This action was hold to increase students' score result. All students' activities were in group but own responsible to be score. The students' were asked to analyze a cartoon and he or she should be reported to her/his group friends. Each of group arranged what they had discussed to be present in front of the class.

##### Observation

In this cycle they were more focused on the material. They were serious do the task and more students' who disturb their friend. No more students just keep silent and did not care

the lesson. This cycle they seemed have no problems and difficulties anymore.

#### Reflection

After this cycle II had been completed, the students were test to know their achievement in writing and to know their comment about a whole research. The total score in cycle II had increased than cycle I. It meant that this cycle could be stopped because the goal determine had been reached.

#### 4.2 Data analysis

The data of this study consisted of four : they are tasks performance, diary notes, interview, and observation list.

##### 4.2.1 Task Performance

After analyze the cartoon, the writer conducted the test which was answered orally by writing. In cycle I, the writer gave material to the students. After writer gave the action to students by cartoon movie to improve their writing ability. The students were asked to express what they had seen from the cartoon movie. After learning process was over, the students given oral critical question. The students' score of cycle I was still low, it was 1893 and the mean was 63.1.

In this cycle II, the students worked in pairs. The students asked to express the writing narrative based on the cartoon. What she/he had seen would be reported to her/his group and what they had discussed to be present in front of the class. They were given oral test from what they had discussed and the score was 2404 with the mean was 80,13.

**Table 4.1**

No	Students'	Score Cycle I	Score Cycle II	Differences Score Cycle I and Cycle II
1	Albou Panjaitan	57	76	19
2	Boy Panjaitan	63	86	23
3	Daniati Sitanggang	76	85	9
4	Dame Simanjuntak	55	79	24
5	Davit Siagian	53	80	27
6	Derwin Simanjuntak	43	78	35

7	Dewi Panjaitan	59	87	28
8	Dian Sinaga	52	74	12
9	Dortana Sihotang	60	75	15
10	Elprita Panjaitan	59	80	23
11	Fitri Napitupulu	75	88	13
12	Firta Panjaitan	77	86	9
13	Juliana Panjaitan	64	87	23
14	Julita Panjaitan	73	90	17
15	Lamtiar Simanjuntak	50	72	22
16	Maldro Sinaga	58	71	13
17	Magdalena Panjaitan	79	83	4
18	Martin Simanjuntak	46	75	29
19	Mayangsari Sinaga	75	82	7
20	Perronika Simanjuntak	69	76	7
21	Piter Panjaitan	70	79	9
22	Priska Simanjuntak	67	80	13
23	Riandi Panjaitan	52	75	23
24	Robecca Simanjuntak	64	76	12
25	Rogeta Malau	78	83	5
26	Ranudur Panjaitan	71	80	9
27	Santi Sinaga	56	87	31
28	Wenny Simajuntak	69	82	13
29	Veni Simanjuntak	53	70	17
30	Yenni	60	79	19

	Sihotang			
	<b>Total</b>	<b>1893</b>	<b>2404</b>	<b>510</b>
	<b>Mean</b>	<b>63,1</b>	<b>80,13</b>	

From the table above, it can said that:

1. The highest and the lowest of cycle I were 79 and 43 points
2. The highest and the lowest scores of cycle II were 90 and 70 points
3. The total score of cycle I was 1893 and cycle II was 2404. So that, the total score of the cycle II was higher than cycle I

The students' score had improved for each student from cycle I to cycle II.

- a. Students who got increasing score about 35-20 points
  1. Derwin 43 to 78
  2. Dewi 59 to 87
  3. Martin 46 to 75
  4. Santi 56 to 87

The got improvement in each meeting. They were so active students while the running class they always asked what ever they did not understand yet and paid attention. They were serious studying in class. Although in cycle I they had low score, but in cycle II they tried to give their best.

- b. Students who got increasing score about 27-20 points
  1. Davit 53 to 80
  2. Dame 55 to 79
  3. Boy 63 to 86
  4. Elprita 59 to 82
  5. Juliana 64 to 87
  6. Lamtiur 50 to 72
  7. Reandi 52 to 75

They got improvement in each meeting. They always asked what ever they did not understand yet. They could follow the lesson well, although some of them were not as the students who got 31-38

- c. Students who got increasing score about 19-12 points.
  1. Albou 75 to 76
  2. Dian 62 to 74
  3. Dortana 60 to 75
  4. Fitri 75 to 88
  5. Julita 73 to 90
  6. Maldro 58 to 71
  7. Priska 67 to 80
  8. Robecca 64 to 76
  9. Wenny 69 to 82
  10. Veny 53 to 70
  11. Yenni 60 to 79

During the teaching learning process all of them paid attention to the teacher's explanation. They got improvement each meeting. They had good ability in writing but most of time rarely to write.

- d. Students who got increasing score about 11- 4 points.
1. Daniati 76 to 85
  2. Firta 77 to 86
  3. Magdalena 79 to 83
  4. Mayang 75 to 82
  5. Peronika 69 to 76
  6. Piter 70 to 79
  7. Rogeta 78 to 83
  8. Ranudur 71 to 80

To show the increasing of students' score in writing could be seen from the mean of the students in each cycle. To know the mean of the students' scores in each cycle the writer applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\bar{X}$  = The mean of the students

$\sum x$  = The total Score

N = The number of the students

In cycle I, the students, total score was 1547 and the number of students was 30. So the mean was:

$$X_1 = \frac{1893}{30} = 63.1$$

In cycle II, total scores was 2192 and the number of students was 30. So the mean was:

$$X_2 = \frac{2404}{30} = 80.13$$

From the data above, it could be said the mean of the students writing ability increased from 63.1 to 80.13. Based on the data analysis, it could be concluded that all of the students got improvement on their score. There were high improvement and also low improvement.

The result showed the improvement of students' score from cycle I until cycle II . there were four students or 13.3% of students had increased 35-28 points, seven students or 23.3% students had increased 27-20 points, twenty students or 36.6% students has increased 19-12 points, and three students or 26.6 students had increased 11-4 points.

#### 4.2.2 Observation Sheet

The researcher observes and investigates the students, the situation and problems or

obstacles found during teaching and their achievement. The observation is done in the classroom while the teaching learning process done, It is about the attitude and all activities while giving the action. The writer gave much chance for students asking their question or giving their comments. The students seemed more comfortable work in pair with friend and make discussion in their own sit. It was students feel comfort in informal situation.

In one particular situation, the writer often used found voice while managing a discussion when the writer wanted students to be quiet or stop doing something useful. Before start the activity, the writer tried to get students' attention of what happened. The result of the observation is put on observation sheet and the complete data.

#### 4.2.3 Diary Notes

Diary notes were write up by the researcher in every meeting during conducting the research. Diary notes were used described writer's feeling and though about the teaching and learning process including reflections and evaluation of the implementation of picture series in writing narrative text. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process.

#### 4.2.4 Interview Sheet

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The writer just interviewed the students In the first session, the writer interviewed about the students' problem in writing narrative text, While in the second session, Writer interviewed about students' comments or responds about the use of media in teaching narrative text.

#### 4.3 Research Findings

From all the data result that had analyzed, it was found that the students' score increased from cycle I to cycle II. From to cycle conducted, it was found the students score kept improving. In the cycle 1, the score was sill low, and it needed to do cycle II. Then after giving actions in cycle II, the result of the score has increased significantly from cycle I. meant the action which done successfully increased students' speaking ability through picture, it was supported the fact mean of score in cycle II had increased, the mean of the first

cycle was 5156 and the mean of the second cycle was 73.06.

The qualitative data taken from interview, diary notes and observation sheet showed that students' achievement of speaking ability improved in this study. Such as from the diary notes, it can be concluded that the students were very interested and enthusiastic to participate in task performance of presentation in cycle II. They were serious in discussion about the material and they were more active in answering questions. The information of the interviewed was found that using pictures successfully applied to improve students' writing ability. From the observation, it was found that the class was effectively run. They can lean more independent in formal context but in informal situation because of the discussion class was arranged for task performance to enlarge students' talking time. It meant that they can show their ability themselves intelligibly, reasonably, accurately and without too much hesitation while analyzing and evaluation.

The students were directly motivated to share their understanding and opinion to others. It implied that the use of cartoon movies to improve students' writing ability was effective as it could widen their analytic power to they had power to writing it meant their writing ability was automatically improved.

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusions

After doing the research analyzing the research, it was obtained the conclusion that cartoon movies had given valuable contribution that it could create and improve writing skill. It was found out those students' score increased from the first cycle until the second cycle. It can be seen from the increasing the mean from 63.3 to 80.13. It meant that by using cartoon movies significantly improved students' writing ability.

The students' writing ability in narrative text after using cartoon movies is improved in each aspect. The student could develop the contents of the story or organized is based on the generic structure. They also used the proper vocabularies. The implementation of cartoon

movies in teaching narrative text is effective to use because it can attract the students and motivate them in writing and through cartoon movies.

### 5.2 Suggestions

The result of this study shows that the use of media could improve students' writing narrative text. The following suggestions are offered:

- a. To English teachers, it is better to use picture series in teaching writing narrative texts to improve the students' writing ability. So that, it is suggested that the English teacher ought to give more chance for students in writing their ideas. The teacher should know to create and to find out the up-to-date material for his students. So, it can attract students to study and to know more and more.
- b. To students, it is suggested that they use relevant topics to conduct further research by using cartoon movies.
- c. The readers, it is suggested that the readers should explore the knowledge to enlarge their understanding about how to improve writing ability and search other references for conducting them who interest for further study related to this research.

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