

IMPROVING TENTH GRADERS' ABILITY AND MOTIVATION IN WRITING NARRATIVE TEXTS USING SHORT 3D-ANIMATION MOVIES

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Abstract: *The study aimed to improve the ability and motivation of tenth graders in writing narrative text by incorporating short 3D-animation movies in the teaching and learning process. The study, conducted in a vocational high school in Malang, East Java, Indonesia, employed the Classroom Action Research (CAR) design. Thirty-six students of animation major participated in the six-week study conducted in February-March this year. Writing prompts, scoring rubrics, observation checklists, and questionnaires were used to collect data during the implementation and observation stages of the study. Findings showed that the use of short 3D-animation movies motivated the students and facilitated them in obtaining the minimum writing score set by the school. Therefore, it is suggested that English teachers consider using short 3D-animation movies as instructional media during the pre-writing stage to improve students' ability and motivation in writing narrative texts.*

Keywords: *writing ability, motivation, narrative texts, short 3D-animation movies, pre-writing, process writing*

INTRODUCTION

Besides reading, listening, and speaking, writing is one of the language skills in English that students at school should learn. According to Richards and Renandya (2002), writing as a productive skill is considered a difficult skill for second or foreign language learners to master. The challenge is even more significant to those of low proficiency levels. Since writing is a difficult skill to master, it creates many problems for English as a foreign language (EFL) learners.

Based on the preliminary study conducted by interviewing the English teacher of Grade X Animation A class at a vocational high school in Malang, it was found that most of the students in this class had problems in writing. Most of them did not know how to organize ideas and develop them into good paragraphs. Moreover, they had low motivation in writing because they could not write well and had limited vocabulary knowledge. As a result, they preferred to have a conversation with their classmates whenever they should write in class. In addition, they had difficulties in using past tenses in their compositions. These problems were confirmed by the students' writing that showed that most of the students in the Grade X Animation A class got low scores when assessed using the scoring rubric developed by Brown (2007). From 36 students in this class, there were 26 students (72%) who got scores above the school's passing grade in the aspect of idea organization and development, 23 students (64%) got above the passing grade scores in the use of past tense, and 24 students (67%) got scores above the passing grade in the use of diction. The English passing grade in the vocational high school in Malang, East Java, Indonesia, is set to 75.

Due to the problems the students and English teacher experienced in class, a well-thought and well-implemented strategy was needed in teaching writing so that the students can write better paragraphs and are more engaged in the writing activities. To engage learners, teachers need to use relevant strategies and instructional media. According to Roberson (2013), teaching relevant content helps students be engaged and motivated in learning. Moreover, according to Maricimoi (2016), teaching using audiovisual media can help teachers and students create a dynamic, relevant, and attractive class in the learning process.

One of the instructional media that fit the learners' major and can enhance students' writing ability in Class X Animation A is a short 3D-animation movie. When watching the movie using 3D glasses, they will enjoy and understand the story better. Moreover, when listening to the conversation in the movie, they will get new vocabulary, an element needed to develop their ideas in writing easily. It also provides an excellent visual aid to improve students' participation and interest in the learning activity. In addition, Sari (2015) states that there were several instructional advantages of using movies in language learning. First, watching movies motivates students to see and hear real-life situations rather than just following text book's activity. Second, students listen to the language within a visual context that assists comprehension. Third, movies with subtitles can improve students' vocabulary because it helps them see how the words are written in the subtitles or captions. Thus, using 3D-animation movies in teaching writing will help students write narrative texts and make them enthusiastic and motivated to practice writing in a foreign language.

METHOD

The study implemented the Classroom Action Research (CAR) model by Kemmis and Mc Taggart (1988) to improve student's ability in writing narrative texts. It was conducted at a vocational high school in Malang, East Java, Indonesia, with 36 students from Class X Animation A, 21 of whom were female, and 15 were male. The research cycle completed in 6 meetings, from February 7th, 2020 to March 6th, 2020, consisted of four stages: planning, implementing, observing, and reflecting. The process of the classroom action research is further detailed in this section.

In conducting the study, the researcher made the lesson plans, acted as the classroom English teacher, and implemented the teaching writing strategy in class. There was a collaborator involved in this study. The collaborator was the real English teacher of the tenth graders. The collaborator helped the researcher in planning the lesson plan and developing the materials. During the implementation of the strategy, she played the role of an observer who observed the implementation process. She was also involved in the reflecting stage to discuss whether the strategy met the success criteria.

Planning the Action

The researcher used short 3D-animation movies as the instructional media during the three-phased technique in the planning stage. It was the chosen technique used to help the students learn about narrative texts easily. The researcher and the English teacher designed the lesson plan based on the syllabus of vocational high school in Malang, East Java, Indonesia.

Two criteria of success were set to indicate whether or not the strategy being implemented was successful. The first criterion of success is about the students writing motivation. The goal of the strategy implementation was for 80% of students to like the strategy of using 3D-animation movies in the pre-writing stage of narrative text writing activities. The second criterion was concerning the students' writing ability. The set goal is that all students get a minimum score of 75% in writing narrative text.

Implementing the Action

In order to implement short 3D-animation movies, the researcher developed the stages of the writing into six stages which can be seen in Table 1. The implementation of the action was completed in 6 meetings, from February 7th, 2020, to March 6th, 2020. The short 3D-animation movies were designed to be used in the pre-writing stage.

Table 1. Implementation Schedule

No.	Date	Activities
1.	February 7 th , 2020	<ul style="list-style-type: none"> - The students were introduced to the narrative text and the structure, namely social function, generic structure, and language features. - The students were introduced to a short 3D-animation movie entitled “<i>Timun Mas</i>.” Afterwards, the students were asked to answer a comprehension question and identify the movie's generic structure and language feature.
2.	February 14 th , 2020	<ul style="list-style-type: none"> - The students were asked to watch “<i>Timun Mas</i>” once again and asked to pay attention to the language use, more specifically the use of past tenses. After that the students were asked to do the exercise.
3.	February 21 th , 2020	<ul style="list-style-type: none"> - The students were instructed to watch the movie entitled “<i>Timun Mas</i>” again and asked to pay attention to the language use, namely indirect and direct speech, and do the relevant task.
4.	February 26 th , 2020	<ul style="list-style-type: none"> - The students were asked to write an outline based on the 3D-animation movie and draft a short narrative text. After that, the students exchanges feedback.
5.	February 28 th , 2020	<ul style="list-style-type: none"> - The students wrote their final writing and submitted it.
6.	March 6 th , 2020	<ul style="list-style-type: none"> - The students were asked to watch the 2nd 3D-animation movie entitled “<i>Bawang Merah and Bawang Putih</i>” and asked to do a comprehension task and write an outline.
7	March 13 rd , 2020	<ul style="list-style-type: none"> - Students wrote a narrative text entitled “<i>Bawang Merah and Bawang Putih</i>” as a post-test.

Observing the Action

The researcher prepared several instruments to be used in the observation stage of the study. To be able to have access to students' writing scores, several instruments were used in this study, i.e., a writing prompt and a scoring rubric used to assess students' writing adapted from Brown (2007). In addition, an observation checklist was used to obtain information on whether or not the teaching and learning process in the class is following the lesson plan or not. The checklist was filled by the English teacher, who acted as the observer. The last instrument was a questionnaire consisting of 8 questions. It was used to obtain information on the students' motivation.

Reflecting the Action

In the reflecting stage, the researcher and collaborator analyzed the data collected from the observation stage. The data resulted from students' writing and questions on their motivation during the implementation of the strategy. At the end of the research cycle, the data analysis results showed that the two success criteria were met. Thus, it can be said that the use of short 3D-animation movies improved the writing ability and motivation in writing narrative texts of grade tenth Animation A class in vocational high school in Malang, East Java, Indonesia.

FINDINGS

Implementation of Short 3D-animation Movie in Teaching Writing

Based on the lesson plan made by the researcher and the English teacher, the stages of using short 3D-animation movies were elaborated within the three-phased technique, namely pre-writing activity, while-writing, and post-writing activity. In addition, the researcher used four stages model in writing in the writing process, namely pre-writing, drafting, revising, and editing.

The first step was pre-writing—this step successfully helped the students write better narrative texts. They got sufficient information on how the story goes from the 3D-animation movie, got new vocabulary, and understood the use of past tense from the subtitles. Then the following stage was drafting. The students did not really experience significant difficulties in drafting because they already had enough information to write about from the pre-writing activity. The third stage was revising. At this stage, the students worked in groups consisting of 4 people to receive feedback from their classmates. Finally, after the students got feedback, they edited their writing. In conclusion, the most critical stage in helping the students to write better is the pre-writing activity. The students did the pre-writing activities and got much information to conduct the following writing stages until they could finally write the final writing much better.

Students' Writing Scores after the Implementation of the Pre-Writing Strategy

The result of the students' writing the narrative text showed an excellent achievement. Those achievements could be seen in terms of the writing aspects, the number of the students who successfully achieved the standard minimum mastery, which is ≥ 75 , and the average of the total writing scores. The students' writing score result is presented in Figure 1.

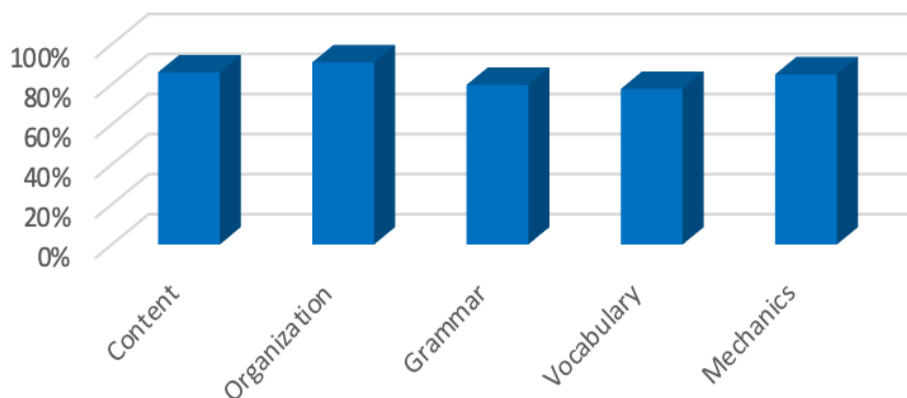


Figure 1. Scores of Five Aspects of Narrative Text Writing (n=36)

Based on the five aspects of writing detailed in the scoring rubric, the students' achievement shows a dramatic improvement in their writing score compared to before writing using the strategy—all of the students scored above the minimum passing grade, which is 75. The highest score in the class was the organization aspect because the researcher asked the students to create an outline before they wrote the draft. Then, the content aspects were high but not as high as the organization aspect because some students did not write details of the story. The mechanic aspect was also high, but some students still forgot to use capital letters at the beginning of their writing. The grammar aspect was also outstanding despite a few who occasionally forgot to use past tenses. The lowest score of the five aspects was the vocabulary aspect of their writing because a few students did not use proper words in

their writing. However, overall, the implementation of the strategy successfully helped all students reached the minimum passing grade and motivated them to practice writing in class.

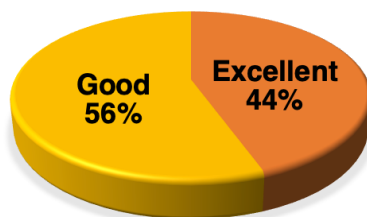


Figure 3. Scores of the Content Aspect of Student Writing (n=36)

In terms of content aspect, the data analysis result shows that the content in the students' writing was good and excellent. No one failed to write good content. We can see from Figure 3 that more than half of the students scored good and the rest excellent.



Figure 4. Scores of the Organization Aspect of Student Writing (n=36)

Regarding the organization aspects, the number of students who got excellent scores was very high, i.e., 64%. The rest of the students also managed to score good in the organization aspects. This means that all students successfully wrote a narrative text which is well-organized. The result is in line with the students' responses toward using a short 3D-animation movie in helping them understand the generic structure of narrative texts presented in Table 2.

Table 2. Short 3D-animation Helps Students Understand the Generic Structure of Text (n=36)

Item	Very helpful		Helpful		Not really helpful		Not helpful at all	
	f	%	f	%	f	%	f	%
Based on your opinion, does the short 3D-animation movie help you to know the character and setting of the story?	30	83.33	6	16.67	0	0	0	0
Based on your opinion, does the short 3D-animation movie help you to know the plot of the story?	32	88.89	4	11.11	0	0	0	0
Based on your opinion, does the short 3D-animation movie help you to know the resolution in a story?	29	80.55	7	19.45	0	0	0	0

The questionnaire result summarized in Table 2 shows that more than 80% of the students found the use of 3D-animation movies extremely helpful in assisting them in comprehending the character and setting of the story, the plot of the story, and the resolution of the story. No one considered the strategy not helpful and useless. The students stated that short 3D-animation successfully provided them with chronological information about the story, which was attractive for them to watch and supported with subtitles. These features helped them easily determine the orientation, complication, and resolution in the story.

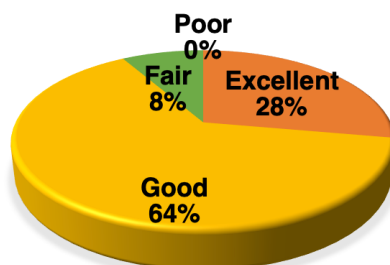


Figure 5. Scores of the Grammar Aspect of Student Writing (n=36)

On the grammar aspect, the analysis result shows that most of the students were able to write with accurate grammar; 28% managed to use the suitable grammatical forms excellently. Furthermore, the result of the students' writing is also supported by their responses toward language used that they learned from the short 3D-animation movie. In addition, the promising finding is supported by the students' opinion toward the use of short 3D-animation movies in helping them understand the grammar used in the narrative text, which is presented in Table 3.

Table 3. Short 3D-animation Movie Helps Students in Mastering Language Features (n=36)

Item	Very helpful		Helpful		Not really helpful		Not helpful at all	
	f	%	f	%	f	%	f	%
Based on your opinion, does the short 3D-animation movie help you to understand the use of past tense?	30	83.33	5	13.89	1	2.78	0	0

From the information presented in Table 3, it can be seen that more than half of the students stated that the short 3D-animation with subtitles contributed to their understanding of the use of past tense. Thus, the strategy successfully improved the students' ability to use proper grammar, especially past tense, in writing because they learned how they are used from the video's subtitle and from what they heard.



Figure 5. Scores of the Vocabulary Aspect of Student Writing

In terms of the vocabulary/diction aspects, the result of students' vocabulary use was good and excellent. The use of video with subtitles exposed them to useful vocabulary in context. This is sustained by the students' opinion toward using a short 3D-animation movie in helping them get new vocabulary shown in Table 4. Only one student considered the strategy not really helpful. The rest found the use of 3D-animation movies very helpful and helpful in allowing them to encounter new vocabulary.

Table 4. Short 3D-animation Movie Helps Students in Using Vocabulary (n=36)

Item	Very helpful		Helpful		Not really helpful		Not helpful at all	
	f	%	f	%	f	%	f	%
Based on your opinion, does the short 3D-animation movie help you to get new vocabulary?	31	86.11	4	11.11	1	2.78	0	0

The questionnaire results presented in Table 4 suggest that almost all students got new vocabulary from the subtitles and audio recording. Others who failed to notice the new vocabulary may focus their attention on the moving pictures instead of the audio and subtitles.

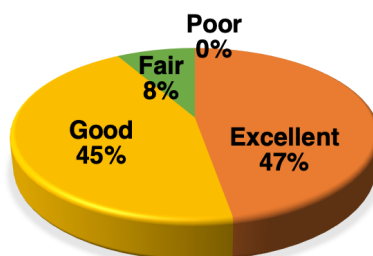


Figure 6. Scores of the Mechanic Aspect of Student Writing

The student's scores on the mechanic aspect of their writing were also satisfactory; only 8% scored fail, and no one scored poorly. In addition, the student's final writing showed that they knew how to use proper mechanics in their writing despite a few who forgot to capitalize the first letter of their paragraph.

Students' Responses toward the Use of Short 3D-animation Movies

To find out the students' responses in learning writing using a short 3D-animation movie, the researcher asked them three questions about their opinion on the use of a short 3D-animation movie. The findings presented in Table 5 show that "very helpful" is the most frequent answer given by the students when asked whether or not a short 3D-animation movie helped them in writing narrative texts. During the implementation, the students were engaged in the learning activities because the movies provided them with excellent and exciting audio-visual content. Two students found the use of 5D animation movies not really helpful, and one found it not helpful at all. The researcher did not cross-examine the information gathered from the questionnaire and the students' writing; thus, it is unexplained why the three students found the strategy not helpful.

Table 5. Short 3D-animation Movie Helps Scaffold Learning (n=36)

Item	Very helpful		Helpful		Not really helpful		Not helpful at all	
	f	%	f	%	f	%	f	%
Based on your opinion, does the short 3D-animation movie help you in writing a narrative text?	29	80.55	4	11.11	2	5.55	1	2.78

Regarding the role of short 3D-animation movies in improving the students' motivation, most students found their use very interesting (see Table 6). Three students found them interesting and no one give negative responses to the question.

Table 6. Role of Short 3D-animation Movie in Improving Motivation (n=36)

Item	Very interesting		Interesting		Not really interesting		Not interesting at all	
	f	%	f	%	f	%	f	%
Based on your opinion, is writing based on short 3D-animation movies interesting?	33	91.67	3	8.33	0	0	0	0

Students' responses on whether or not the short 3D-animation movies were entertaining (Table 7), most students (80.55%) found them very entertaining, and the rest found them entertaining. No one gave negative responses to the question. Instead, they enjoyed watching the animation with audio and subtitles.

Table 7. Short 3D-animation Helps Students in Improving Learning Engagement (n=36)

Item	Very entertaining		Entertaining		Not really entertaining		Not entertaining at all	
	f	%	f	%	f	%	f	%
Based on your opinion, is short 3D-animation movies entertaining?	29	80.55	7	19.44	0	0	0	0

Overall, the use of short 3D-animation movies during the pre-writing activities resulted in satisfactory outcomes. The students in the study were able to write better narrative texts and all of them passed the minimum passing score for writing. Furthermore, more than 80% gave positive responses to all of the questions in the questionnaire.

DISCUSSION

The researcher and the English teacher collaborated to organize the stages of writing following the three-phased technique, namely pre-writing activity, while-writing activity, and post-writing activity,

to teach the students writing based on the process writing approach that follows a four-stages-of-writing, i.e., pre-writing, drafting, revising, and editing. In this study, teaching writing using the three-phased technique and process writing approach successfully improved the students' scores in writing narrative texts. This is in conjunction with Mapped's (2000) suggestion that while writing is considered a complex skill, teachers can teach the students' writing using process writing to achieve a goal in writing to write well. Considering the first stage in the writing stages, namely pre-writing activity, it can be concluded that students found background knowledge about what they write essential in helping them generate and organize ideas for writing. Accordingly, O'Mealia (2011) states that the first stage in writing, namely the pre-writing stage is beneficial for the students because it gives them students ideas of what to write. The use of short 3D-animation movies in the study allows the students to watch a story, find out what the characters do, how the story goes, how proper grammar is used in the story, and how suitable words are used in the story. These give them sufficient information before they write. After gathering much information in the pre-writing stages, they could easily write an outline and a draft. After writing their first draft, the students worked in groups to get feedback from each other. According to Azhari (2016), students should write drafts based on what they already know from the pre-writing stages because it will help them write easily. In addition, revising is also a good chance for students to review their work and learn from the feedback given by others. After receiving feedback, the students were given a chance to edit their draft to do their final writing. Mapped (2000) states that when students can recheck their writing based on feedback from others, they can produce better writing.

The study results show that by implementing appropriate writing stages and using appropriate instructional media, such as short 3D-animation movies, students' writing performance and motivation improve. As a result, they not only produce better quality writing but also enjoy the whole writing process. This is in confirmation with Astiti's (2012) findings that the advantages of using animation movies are that they are both eye-catching and assist students in understanding the story well.

Students' Writing Achievement

Based on the interview with the English teacher in the preliminary study, the researcher found that the students had problems in several aspects of foreign language writing. The students' problems identified in this study were similar to those recognized in previous studies by Astiti (2012) and Nofitasari (2015). They also found that the problems most commonly faced by foreign language learners are in relation to content, organization, grammar, and vocabulary.

The result of data analysis shows encouraging improvements in the students' writing performance after the implementation of the strategy. The researcher set the success criteria that all students got a score above the minimum passing grade, 75. After implementing the strategy, all of the students achieved a score above the minimum passing grade with a total mean score of 84.03. The result agrees with previous research findings, such as one reported by Astiti (2012), who used animation movies to improve students' writing narrative texts. In both studies, the use of animation movies helps the students understand the content, organization, grammar, and vocabulary easily.

In this study, the first aspect that benefits from the use of short 3D-animation movies is content. After completing the pre-writing activities, the students were asked to write an outline so that they can write more organized paragraphs containing good content. According to Brown (2007), a piece of writing has good content when it contains a good topic that is complete and clear, and the details are concerning the topic. Furthermore, the use of a short 3D-animation movie gives the students ideas to write narrative texts since they get the story's content from the characters, characters' voice, gestures, setting, and plot.

Like the content aspect, the organization aspect of the students' writing also benefits from using 3D-animation movies in the pre-writing stage of narrative writing activities. By watching the movies, the

students get much information for their outline. Outlining helped the students in the study wrote their stories chronologically. According to Tardif and Brizzie (2010), making an outline helps learners organize the plot of a story.

The students also learn the use of past tenses from watching 3D-animation movies. In the process writing, the students were given a chance to watch an animation movie with subtitles. Thus, they had the opportunity to learn the use of past tenses from the movies by listening to the audio and reading the subtitles. Similarly, the improved vocabulary aspect of the students' writing was due to the audio and subtitles.

In conclusion, all students achieved the desired outcome in all aspects of writing, namely content, organization, grammar, vocabulary, and mechanics. Thus, this study successfully met the criteria of success set, i.e., all students get a minimum score of 75 in all of the writing aspects. This study corresponds to previous research conducted by Astiti (2012) that the use of animation movies results in improvements in students' narrative writing performance in terms of ideas, grammatical features, and organization.

Students' Responses to the Strategy Implementation

Students' responses to the questionnaire items indicate that the use of short 3D-animation movies in the pre-writing stage of narrative writing successfully helped them write narrative texts and improved their motivation in practicing writing. Grade X vocational high school students involved in the study stated that they were interested and motivated to watch short 3D-animation movies as part of pre-writing activities. According to Khotimah (2018), motivation is important because it is categorized as an internal drive that gets someone moving and working to achieve something. To improve the students' motivation using short 3D-animation movies, the researcher chose engaging videos relevant to the student's major and that contain good content. The researcher chose movies with straightforward plots and exciting stories and are colorful so that the students can enjoy watching and be motivated to be engaged in the sequences of writing activities. Purnama (2020) states that using interesting videos containing good colors as instructional media will change students' mood because colors in the video are what they see the first time they watch them.

For the pre-writing activities, the researcher prepared a worksheet containing some comprehension questions, a list of vocabulary items, and notes on the language used. After the students completed the worksheet, the last pre-writing activity they did was reviewing the story. For this last activity, the researcher gave oral questions to the students to review their understanding of the story. What the researcher did successfully improved the students' motivation in learning writing. The stages mirrored those used in previous research by Muktamir (2017), who also reported similar success stories. Roberson (2013) suggests that teaching relevant content helps students to be engaged and motivated in learning. Thus, the relevant content is more interesting, engaging and potentially enhances the students' motivation. In addition, because the students in the present study majored in animation, the researcher used animation movies for the pre-writing activities.

CONCLUSIONS

The use of short 3D-animation movies successfully helped the tenth graders studying in a vocational high school in Malang, East Java, Indonesia, write narrative texts better. The researcher used short 3D-animation movies to help them understand the content and organization of the story better because the stories were presented chronologically. From the subtitles and audio recordings, the students learned relevant vocabulary items and learned the use of past tense in the story. As a result, the students could develop their ideas better, write longer paragraphs, use correct grammar forms, minimize writing errors, master the vocabulary items used in the 3D-animation movies, and use

appropriate punctuation, capitalization, and spelling. The short 3D-animation movies were used in conjunction with the implementation of the three-phased technique, namely (1) pre-writing activity, where the students watched short 3D-animation movies for the purpose of information gathering and ideas development and organization, (2) while-writing, where the students completed some writing tasks, and (3) post-writing, the students review the lesson in each meeting.

The use of short 3D-animation movies motivated almost all of the students to participate in the class's teaching and learning activities. They were interested in learning writing using relevant media, such as short 3D-animation movies. Therefore, they paid attention during the teaching and learning process. Moreover, they enthusiastically performed the writing activities. The student's ability to write narrative text met the minimum requirements of all the writing aspects, namely content, organization, vocabulary, grammar, and mechanics. All of them scored more than the minimum passing grade set by the school. More importantly, more than 80% of the students gave positive responses to the use of 3D-animation movies in the pre-writing stage of narrative story writing.

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