

IMPROVING STUDENTS' SKILL IN WRITING NARRATIVE TEXT THROUGH ANIMATION MOVIES

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Abstract: The objectives of the research are: (1) to identify whether or not animation movies can improve the students' writing skill at the eighth grade of SMPN 2 Klego and (2) to describe the class situation. The research findings show that the use of animation movies can improve students' writing skill and class situation. The improvement of students' writing skill includes: (1) the students organized their ideas coherently using appropriate generic structure of narrative; (2) the students used more appropriate vocabularies; (3) the students wrote their narratives in grammatically correct sentences; (4) the students used spellings and punctuations correctly in their composition. The class situation also improved : (1) students were active and creative, they paid attention to the teacher's explanation; (2) they did all exercises given by the teacher. Finally, it could be concluded that the use of animation movies could improve the students' writing skill and the class situation.

Keywords: writing comprehension, animation movies

Based on *Kurikulum Tingkat Satuan Pendidikan 2006*, learning writing in Junior High School is aimed at making the students able to express ideas in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth graders, it is limited on narrative, descriptive, and recount. In writing narrative texts, the eighth grade students are expected to be able to write a simple narrative text correctly. They should be able to make sentences in the form of past tense and develop main idea into short narrative text. In this case, the students should know the sequences of events in the story and the problem (climax). It is easier for them to get the ideas, use the appropriate vocabulary, and expand the ideas to become a chronological story.

In fact, the students' writing skill is still low. Most of them are unable to fulfill those requirements because of several factors. Based on the pre-research conducted on the eighth grade of SMP Negeri 2 Klego and the pre-test conducted in the class VIII D as the subject of this research, the writer found some problems dealing with the eighth grade students' writing skill, such as ; the students had difficulties in applying language use, using appropriate vocabulary, using correct spelling and organizing the idea.

A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. (Harmer, 2001: 282)

Allen and Gomery (1985: 136) state that movie is an art which portrays man's

interpretation of life. Movie as an art movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movies as entertainment media is to entertain the viewers. Meanwhile, the goal of movie as an art is to give particular messages to the viewers. Since movie gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art.

Another opinion about movie is given by Hornby (1995: 434). He defines film or movie as story, recorded as a set of moving pictures to be shown on television or cinema. Motion pictures are recorded using specially designed cameras that capture the images on rolls of film. After being processed and printed, the film is run through a projector, which shines light through the film, so that the images are sparked on a screen. Most movies have accompanying sound. The fuction of films are to educate, entertain, enlighten and inspire the audiences, and in this case the writer tried to use movie in the teaching learning process of writing narrative text. Movie can also be used as alternative media in teaching writing narrative texts, because the students will get a new experience in their class that is quite different from their experience.

From the definition above, it can be concluded that movie is a motion pictures recorded using specially designed cameras to be shown on television or cinema in order to give particular messages to the viewers.

Based on the evidence above, the writer decides to use animation movies to improve students' writing ability, especially in writing narrative texts. Visual aids has an important function that the teacher can use in teaching and learning process. Visual aids can also give the students an opportunity to extend their ability and also to explore their talent. By using animation

movies, the students are able to distinguish each kind of text from another. The writer can develop the students' ability of writing in using appropriate grammar and vocabulary, using correct spelling and also organizing the ideas well. He also finds out an interesting method or visual aid to teach writing, so the students will be interested in writing class. The writer hopes that by using animation movies, the students in class VIII D of SMP Negeri 2 Klego of 2011/2012 academic year are able to improve their English writing ability and achieve the score of their English writing skill at least 74 as the minimum required score or *Kriteria Ketuntasan Minimal (KKM)*. The writer sets the objectives of the study are: 1) To identify whether or not animation movies can improve students' writing skill. 2) To describe the class situation when animation movies are implemented.

RESEARCH METHODS

This action research was conducted at SMP Negeri 2 Klego-one of the state Junior High Schools in Boyolali. It is located in Kalangan, Klego, Boyolali. The subject of the study is the students of the eighth grade of SMP Negeri 2 Klego.

The writer applied Classroom Action Research. Classroom Action Research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn; to answer questions or solve problems about teaching and learning; to improve the rationally and justice of their own social or educational practices, their understanding of these practices, and the situations (and

institutions) in which these practices are carried out; and to take a self-reflective, critical, and systematic approach to explore your own teaching context. The procedures of Classroom Action Research are as follows. 1) *Planning*. The writer prepared lesson plans, materials, observation sheet that would be used to observe teaching and learning process, instrument aids, and test instrument. 2) *Acting*. This part the researcher applied animation movie technique in teaching and learning process to deliver the material for the students step by step. 3) *Observing*. The writer observed the students during teaching process whether or not animation movie technique can improve their writing comprehension and class situation. 4) *Reflecting*. He evaluated the result of observation of implementing animation movie in the class, both of the improvement in writing comprehension and class situation.

The writer used qualitative and quantitative data. The quantitative data were obtained by calculating the mean score of tests and the researcher got qualitative data from class observation, field notes, and interview. To analyze the qualitative data, he used the steps of assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes (Burns, 1999:156-160).

RESEARCH FINDINGS & DISCUSSION

The result of class observation showed that the students had the problems in writing a text because they learnt writing without using a good approach and treatment. The writer found some problems dealing with the eighth grade students' writing skill.

First, the students had difficulties in using appropriate grammar. The result of pre research showed that most of the eighth grade students in class VIII D of SMP Negeri 2 Klego had the problem in using appropriate grammar and they did not understand how to use grammar correctly, especially in using tenses in sentences. It also became the barrier in getting the lesson.

Second, there were many students with limited vocabulary. The students did not really understand what the writer said and what the text meant. Therefore, they had the problem in comprehending the dialogue or text and it affected the students in learning English especially when they were doing the exercises. They did not know the meaning of the questions so that they could not answer correctly.

Third, the students had difficulties in using correct spelling. They thought lightly in applying correct spelling. The students were unaware with their problems. Based on the writer's observation, the sources of this problem are the low habit of the students' in writing and writing.

Fourth, the students had difficulties in organizing the idea, the text the students produced was still in unwell-organized text. It was difficult for them to write down their ideas in a well-organized written work. They did not know actually what they had to write in the beginning of writing itself while they had a very limited time to do their writing. Their ideas were not coherent, sometimes lost their idea and got stuck, so they could not continue their writing.

Besides, the questionnaires and interview result showed that the students' attitude and motivation toward the English lesson especially writing was still low. They did not seem interested in joining the class, the problems might be caused by some

factors. The students were not so interested in learning English especially writing. The teacher did not give adequate time, models, and practices for the students to write. Writing got less attention from the writer. Besides, no media and creative techniques were used in exploring the students' skill in writing narrative text. Therefore, the action research was carried out in four meetings in cycle I, and three meetings in cycle II.

After identifying the problems, the writer conducted a pre-test. The pre-test was done before implementing the teaching learning process using animation movies. The test was used to know the students' writing skill. The mean of the students' score was 68.91. Based on the observation and pre-test result, the writer identified that the students' writing skill was still low because it was below the passing grade (*Kriteria Ketuntasan Minimal/KKM*) for writing English lesson (74), and must be improved and overcome by implementing the teaching media. Therefore, the writer used animation movies as teaching media to improve the students' writing skill and the students' motivation toward English lesson especially in writing narrative text. The improvement

of students' writing skill involved some aspects of writing, namely content, organization, vocabulary, language use, and mechanism.

After analyzing the observation result and the test result in the second cycle. The writer found the students' progress in writing ability. The observation result showed that there were some improvements achieved after doing the action.

Dealing with the improvement of students writing skill¹, the animation movies stimulated the students to make narrative easier because they can imagine about the way of the story in animation movies, then write it down in a paper. The students were able to use past sentences correctly and use appropriate vocabulary. It was shown by the students' exercises in their worksheet which had only fewer mistakes. The students' writing skill got improvement from the first cycle. The test scores in cycle 2 showed the improvement result. The mean score of the pre-test was 68.91, while the mean score of the post-test in cycle 1 was 73.12 and the mean score of the post-test in cycle 2 was 76.71.

Table 1. The Improvement of the Indicators of Writing, Pre-test, Post-test Cycle 1 and Post-test Cycle 2

Problem indicators	Pre-test	Post-test cycle 1	Post-test cycle 2
• The students had difficulties to be able to use good organization.	Students ideas were not coherent, some of them did not use appropriate generic structure of text	Students were able to write paragraph in a good order	Students were able to write paragraph in a good order
• The students had difficulties to be able to use good vocabulary.	Students wrote incorrect word choice when they write writing assignment	Students wrote incorrect word choice when they write writing assignment	Student used appropriate and proper vocabulary in writing
• The students had difficulties to be able to use good language use.	Students made mistakes in applying appropriate structure of past tense in the text	Students still confused to use past tense in writing assignment of narrative text	They made sentence correctly in form of past tense
• The students had difficulties to be able	Students did not use comma in their writing	Students were able to use appropriate spelling and punctuation	Students were able to use appropriate spelling and punctuation

to use good mechanics.	assignment and they wrote incorrect spelling		
Mean score	68.91	73.12	76.71

Related to the improvement of the class situation, the students had more confidence in writing individually after they watched the animation movies. Without being asked many times by the writer, they did their tasks. The students participated actively by giving their opinion freely in the brainstorming stage and asking questions when they found any difficulties. They gave their full attention to the writer's explanation and responded every instruction and question from the writer. They were also brave to express their idea and opinion although they had different opinion.

This section presents the discussion of research findings containing important points from the first cycle to the second cycle as the final reflection. Animation movies can improve students' writing skill especially on narrative text. The writer used animation movies as media to solve the problem low ability in writing. Students learn about narrative text easily and enjoyably each meeting. In the first step, the writer gave building knowledge before going to main activities and tried to make the students enjoyed the class. After that, the writer played the animation movies and asked the student to do the all task related to the animation movies. It made the students know the plot of story and could wrote narrative text better than before.

By using the animation movies, they could easily know about social function and generic structure of narrative text. In organizing the text, they could make a story in a good organization and paragraphing according to the generic structure of narrative text. The students could produce writing in well-organized text, which

consists of orientation, complication and resolution. To make their writing systematic from beginning until the end, animation movies can guide the students to write the narrative in good order because they present the systematically description line from beginning, middle, and ending. The students could write the narrative text easily from beginning until the end after watching animation movies.

Animation movies gave them stimulus about certain topics so that they could easily construct and generate the ideas into a narrative story based on the animation movies given. They could also arrange better paragraphs based on the generic structure of narrative text. Students of VIII D SMP Negeri 2 Klego were able to produce narrative text based on animation movies.

According to Sadiman (2002: 76), the message presented in the animation movies can be a fact or fictitious, can be informative, educative, or instructive. It is informative, it means that much information from many experts in this world can be recorded in animation movies tape, so it can be received by the students everywhere they are. Animation movie is also educative and instructive; it means that the message of the animation movies can give concrete experiences to the students, so they can apply it in their daily life. It means that from the animation movies, the students got information and message then applied or wrote it in a paper as a narrative text.

Animation movie as teaching media improves the class situation. The use of interesting media such as animation movies made the students have high motivation and interest. As stated by Woolcott, visual

should provide a source of contextualization, stimulation, and motivation for learners to use language in a meaningful way. Based on the research the students of VIII D SMP Negeri 2 Klego looked happy when they knew that the writer said to play animation movies in English lesson.

Animation movie has interesting visual in teaching learning because animation movies improved their interest and motivation to follow English class especially writing. After the students watched the animation movies, they imagined the plot of the story and wrote to their paper, and started to write narrative text. The writer asked to the students to give their attention when the animation movies was played and after that he asked to them about the content of the animation movies. As what has been said by Stemplesky (1990: 3), children and adults feel their interest quicken when language is experienced in a lively way through television and animation movies. Wright (1989: 17) supports that statement by stating that pictures can motivate the students and make them want to pay attention and want to take part.

CONCLUSION AND SUGGESTIONS

From the research, the writer gets some findings: 1) Animation movies as teaching media improves students' skill in writing narrative text. Animation movies helps the students in getting and developing the idea of their writing also helps the students to make draft and to make generic structure from narrative text (Orientation, Complication, Resolution). Animation movies as teaching media helps the students find the appropriate vocabularies for their writing. The result of this action research shows that the use of animation movies

improves the students' skill in writing especially narrative text.

It is shown from the scores they got in the tests either in the first or second cycle. Based on the first cycle, they got 73.12 and cycle 2 got 76.71; it means that animation movies can improve students' skill time by time. Through animation movies, the students are able to improve their skill in writing narrative text. They can easily generate the idea and develop their writing. It also improves the students in constructing correct sentence structure, choosing appropriate vocabularies, using good punctuation and organizing text structure properly depending on the story of the animation movies. 2) Animation movies as teaching media improves the class situation. Based on the result of the research findings above, some conclusions can be drawn. First, the students' interest, motivation and attitude toward English lesson especially writing narrative text get better after using animation movies. The students are interested in participating and taking part in the lesson and to the media. They got involved actively in every activity during the lesson, it was supported by the writer who made interesting tasks to the students. Most of them were brave to ask questions and express their different ideas. They were very enthusiastic and not reluctant to write and do the tasks. Animation movies in learning English helps them have higher motivation and interest in joining writing class, animation movies is interesting media to apply in English class.

Based on the research findings, some suggestions can be provided to improve the students' writing skill.

To teachers, animation movie is one of effective media that can be used in teaching English writing. The teacher can

download animation movie from www.disney.com, because Walt Disney Pictures is considered to be the best animation movies producer and it has high quality image. Besides, the teacher can modify long movies to be the shorter one by using Movie Splitter or Windows Movie Maker. It can make the teacher manage the activity easily. They must make the situation alive and make the students get involved in the activities during teaching learning process. After or before the lesson, the teacher should give motivation to the students.

To students, most of students still have low motivation when following English lesson, so students should motivate themselves to learn English besides motivation from the teacher. They should get involved actively in the activities during the lesson and finish the task well. They must also pay full attention to their teacher's instruction. They must also do more practices especially for writing English lesson either in school or at home because practices make perfect their skill in English lesson. They should join some organizations either in school or not to improve their skills especially writing. Try to make daily activity using English and make diary and write all about your life using English too, it make our English better. If the students get any problem in English, please ask to their teacher to find the solution.

To other writers, this action is about how to finish the problem of low writing skill. This study discusses the implementation of animation movie as teaching media in English lesson to improve students' skill especially in writing narrative text in Junior High School. It is expected that the result of this study can be used as an additional reference for further researches,

especially researches dealing with the teaching of writing.

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