

**THE USE OF SHORT ANIMATED MOVIE OF FOLKTALE IN
TEACHING WRITING NARRATIVE TEXT**

AN ARTICLE

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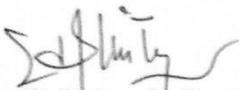
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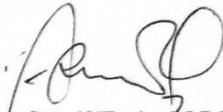
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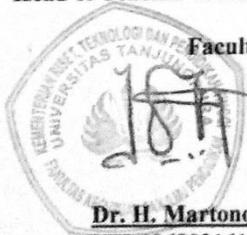

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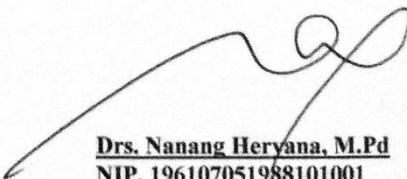
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Abstract

The aim of this research was to find out the effectiveness of short animated movie of folktale in teaching writing narrative text to eleventh grade students of SMAK Abdi Wacana Pontianak in academic year 2018/2019. This research used Pre Experimental in one group pre-test and post-test design. The researcher took the sample by using cluster random sampling to determine the participant of research which consisted of 26 students. The data was collected by using measurement technique in form of writing test. Through written test, it can be revealed that short animated movie of folktale increased students' achievement in writing narrative text. The findings showed that the effect size of the treatment was 1.1. It was categorized as a very strong effect ($ES > 0.8$). To conclude, short animated movie of folktale has a very strong effect to increase the ability in writing narrative text.

Key Words: Short Literacy Movie, Narrative Text, Writing

INTRODUCTION

One of the important skills that must be mastered in English is writing. Many people use writing to study, communicate each other and to fulfill job demands. By writing, people can express their ideas, opinions, feelings and thoughts. Thus, writing has the function to support students to increase their knowledge such as to make the understanding and to be able to produce a written form.

Unfortunately, writing is a complicated skill to be acquired. It is not easy to generate ideas of what to write in order to make the ideas visible and concrete through their writing. Students must shape their thinking as the foundation of writing because thinking is the central of learning.

During doing the observation in class 11 IPA, the English teacher taught writing the texts only focus on the textbook as the learning material source. As a result, not all students focus on learning writing because they thought that writing was boring and not interesting. It was approved by the researcher who asked directly to the students who were

not focus on study especially in writing section. Besides, not all students have their prior knowledge about writing the texts.

Based on those problems, the English teacher needs an alternative source of materials for teaching writing, one of them was using short movie in the classroom. According to Hanley and Herron (as cited in Kabooha, 2016), movie can help in developing writing skills through providing interesting and motivating clues, assisting in comprehension and production of foreign language input and output. Supported by Kabadayi (2012), a short movie is a movie production type which makes effort to achieve the theme, it addresses in a short time and therefore arranges its structure in an impressive way. The researcher inspired by visual learning style in this modernization era because it can help the students to capture the picture in their head and they start to write their ideas.

Furthermore, the researcher tried to conduct using short movie in order to help

students' writing narrative. Short movie was chosen to make it do not take a long duration for the students to watch the movie and they have enough time to have writing session. In short movie, the researcher took the theme of animated of folktale for the students. So, the researcher entitled short animated movie of folktale and it was expected to be the one of the alternative media to help students to concern in the situations that happen in the story then they tried to written on a piece of paper. The researcher chose narrative text in order to be specific to use this media in writing.

Narrative is one of the texts that learned by the students in the senior high school. According to Pardiyono (2007, p.67) narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways. The Purpose of narrative text is to amuse or to entertain the reader with a story. In narrative text, there are some types of story that students will be learn such as, fairytale, folktale, science fiction, mysteries, horror, romances, fables, myths and adventure.

Furthermore, the students were demanded to be able to master the narrative text especially in folktale story. It was shown in syllabus number 3.9 and 4.15 in Curriculum 2013. In addition, the students were required to understand and make a folktale story cohesively based on the generic structure, vocabulary and language mechanism of the text.

By watching a short animated movie students can understand and know about the story is presented through a movie directly, beside that the students will find a lot of ideas to write a story. These are some advantages according to Harmer (2001): The first, seeing language-in-use is the main advantages of movie that students do not just hear a language but they see it too. For example, in the narrative text, the students could find a general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus the students can get the valuable meaning clues and help them to interpret the narrative text about what they

listening to; The second, the power of creation is when the students watching the movie they are given the potential to create something memorable and enjoyable. After they watched the movie, the students could remind or remember about the plot of the movie and they generate their own ideas in writing the narrative text also they still enjoy with that short animated movie; and the last, give the students motivation to increased the level of interest when they have a chance see a language in use as well as they hear it, and when this is couples with the interesting tasks. When the teacher showed the movie, the students' attention could be caught while the teacher gives them a chance to create their ideas.

In addition, there were two previous studies that using movie in their classroom. This media had been used by Miftah Faridl (2013) in his thesis "The effect of using folktale movie on students' ability in writing narrative text at the second year of MAN Tembilahan in Pre – Experimental Research." He found that the use of folktale movie increase the students writing ability from good to very good score. Another previous researcher was Champoux (2007), he found that the students can take the knowledge from the movie they were watching as their experience.

This research would be different from the previous study in terms of method and procedure. The researcher took the short animated movie of folktale in order to have specific theme and have short duration. The researcher chose the folktale as the theme of material that students will be learn. Folktale will be taken from England named "Jack and the Beanstalk" in purpose to help students to learn the content of the narrative writing. By using the movie from the native English speaking countries, the students will be more easily to get the new words or phrases, but also the students enjoy the movie at the same time. (Baggio, 2018)

Through short animated movie, it can open students mind, inspire them to learn more, provide a bridge to better understanding major issues of twenty first

century concern, and compel us to make a difference. Watching short animated movie can be a good media in writing especially in narrative text because it will process the students' visualization in writing. According to Cooper and Dancyger (2005) declares that writing the short screenplay of 30 minutes' length or less will define a story as any narration of events or incidents that related to something happened or occurred to someone. Moreover, the researcher used the quantitative research which was formed in pre experimental study.

The purposes of this research are to find out whether or not the use of short animated movie of folktale to teach writing narrative text and to find out how strong the effectiveness of short animated movie of folktale to teach narrative text. There are three activities to teach students writing narrative text that adapted from Stoller (as cited in Ruusunen, 2011): (1) pre-viewing, first of all, the researcher explained about the narrative text. Then, the researcher shown the movie and gave the Questions and Answers activity; (2) viewing, in the viewing stage during the movie, the students focus on movie for information gathering to help the students to get the specific issues based on their point of view and the teacher do the movie interruption to know whether the students understand or not about the plot of the story in the movie; (3) post-viewing, the last stage of the activity. In this stage the students extract their ideas, concepts or issues of the movie, since the small details may have been missed, and it is essential to understand the main points of the movie.

In conclusion, involving this media in learning process may let the teacher facilitate the students. The researcher would provide the guidance or support to students to fulfill their need in writing narrative text. The researcher believes that teaching process would be effective if the teachers use this media.

METHOD

The research of this study was using pre-experimental design. The researcher used

pre-experimental design which using "one group pre-test and post-test design" where the researcher did a treatment in a single group. In order to know the effectiveness of using short movie in writing learning, the researcher was using the comparative technique in order to analyze and compare the students' score before and after being taught. Also, this design is used to measure an outcome after the treatment is implemented. Cohen, Manion and Morrison (2005) represented the one-group pre-test post-test design as follows:

Table 1: One Group Pre-Test and Post-Test Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

In order to have the target class of this research, the population and sample is needed in this research. According to Creswell (2012, p.142) argues "a population is a group of individuals who have the same characteristics". The population for this research was the all eleventh grade students of SMAK AbdiWacana Pontianak in Academic Year 2018/2019. There are 3 classes. The number of student in each learning groups are 25-26 students.

After the researcher got the population, this research needs a small group as the sample of the research. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). The sample was taken by using cluster sampling of three classes. Scott & Usher (2011, p.78) state that cluster sampling is selecting a specific number of group and testing all groups in the selected group by the researcher.

Table 2: The Population of grade 11

Class	Students
11 IPA	26 students
11 IPS 1	25 students

11 IPS 2	25 students
Total	76 students

These classes have the same criteria of having the same time allocation and being taught by the same teacher. Therefore, the researcher did a lottery to take the sample of this research. After that, the researcher got XI IPA class that consists of 26 students.

In this research, the researcher used measurement technique to measure students' writing narrative text. The measurement was done for both pre-test and post-test. The researcher used statistical data to measure the result of both pre-test and post-test. Then, the researcher presented the result of students' outcome and effect size toward the treatment.

The data was gained by using written test which was conducted in pre-test and post-test. The test was about to write a narrative text about students' watching experience. Then, the researcher gave two treatments for the students with same activities (watching short animated movie of folktale). After that, the researcher assigned the post-test. The students' result of pre-test and post-test score was compared to show the outcomes after the treatment.

In this research, the researcher provided detail conceptual definition for each item that was measured. In order to measure the test, the researcher used some criteria that modified from Heaton (1998) as follows;

Table 3: Items of Specification

No	Items to be evaluated	Specification
1.	Orientation	It refers to the students' ability in write the sets of the scene and introduce the participants.
2.	Complication	It refers to what happened in the story and in what sequence.
3.	Resolution	It refers to how the problems resolved.

4.	Re-Orientation	It refers to the moral value from the story.
5.	Vocabulary	It includes the usage of the correct word of function which is categorized by part of speech (verb, noun, adjective, and so forth).
6.	Writing Mechanics	It refers to the use of sentence structure, lexicon, grammar, and mechanics (capitalization, punctuation, and spelling).

Furthermore, the result was obtained using t-test and effects size. The researcher analyses the difference of pre-test and post-test in writing of narrative text to determine the significance after the students being treated using short animated movie by t-test. After obtaining the t-test, the researcher found how significant the difference of pre-test and post-test after being treated by short animated movie by using effect size formula. Then, the result of the ES computation was classified in classification of effect size by Cohen, Manion & Morrison (2007, p.521).

Table 4: Classification Of Effect Size

Value	Categories
0 – 0.1	Weak effect
0.2 – 0.3	Modest effect
0.4 – 0.5	Moderate effect
0.6 – 0.8	Strong effect
> 0.8	Very Strong

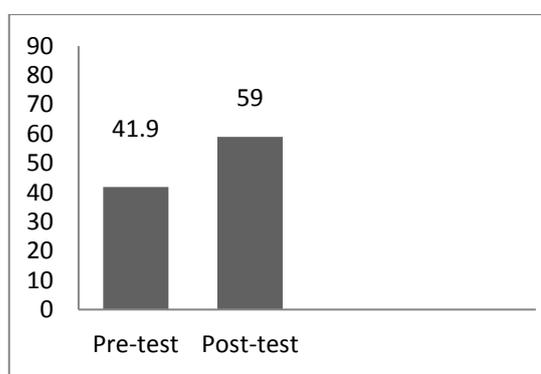
The obtained t-value of this research is 5.734, higher than the critical value of r from the t-table (1.708), while the ES (effect size is 1.1). It indicates that using short animated movie of folktale as a medium was effective

to teach writing narrative text. Moreover, the pre-test mean score (M1) is 41.9 and the post-test mean score (M2) is 59. Regarding to the findings in this research there is significant difference between pre-test and post-test score.

FINDINGS AND DISCUSSION

Findings

There was a significant difference in students' achievement. It is shown by the students' post-test score was higher than the students' pre-test score.



Graphic 1. Students' Mean Score Pre-test and Post-test

Pre-test was the first thing the researcher done before the treatment is given. The purpose of pre-test is to know students' ability in writing skill of narrative text. The students did the test in a written form. They asked to write a narrative text based on their personal watching experience. The students did their individual test based on their own knowledge about writing a narrative text.

After the pre-test was assigned, the next step was implementing the treatment. The treatment was started by giving the explanation about the narrative text and using short animated movie of folktale to help them in writing narrative text. First, the researcher gave an example of a narrative text about personal watching experience in the classroom and explained about it. Then, the researcher played a short animated movie of folktale for them to watch and create their own narrative text. In order to make students understand and get the point of the movie

scene, the researcher gave the subtitle in that movie, then, by stopping the movie. After the students finished their watching, then the researcher asked them to write and create their own narrative text by looking to the notes they had taken during the stopping time. For this treatment, the students were asked to discuss with their friends.

After giving the treatments, the students were asked to create their own narrative text individually about their personal watching experience by watching a short animated movie of folktale played by the researcher. It was their post-test. From the post-test, the researcher compared the score with the pre-test score to find out the effectiveness of the medium. The sum of students' post-test score (O₂) was 1535 with the mean score 59 and the sum of students' pre-test score (O₁) was 1089 with the mean score 41.9 which showed that, there was a significance difference between pre-test and post-test.

The calculation of t-test indicates 5.734. In order to find out how the researcher is to be right or wrong in rejecting the null hypothesis, the researcher needed to set the probability level. As shown in the classification of effect size, the result of ES is 1.1. According to Cohen, et al, (2007) about the criteria, the result obtained is more than 0.8 (ES > 0.8) which is considered as a very strong. It can be concluded that short animated movie of folktale has a very strong effect to increase students' writing narrative text.

It indicates that teaching writing narrative text using short animated movie of folktale to Year – 11 IPA students of “SMAK AbdiWacana Pontianak” in academic year 2018/2019 has significantly increased the students' writing achievement. Thus, it proves that the alternative hypothesis (Using animated folktale short movie is significant to teach writing narrative text to Year – 11 students of “SMAK AbdiWacana Pontianak” in Academic Year 2018/2019) is accepted and the null hypothesis (Using short animated of folktale is not significant to teach writing narrative text to Year – 11 IPA Students of “SMAK Abdi Wacana

Pontianak” in Academic Year 2018/2019) is rejected.

Discussion

Based on the finding of using short animated movie of folktale have proven that the students were enjoying their learning delivered by the researcher. They were enjoying in writing the text while they were watching that short animated movie. It is in line with the psychological aspect stated by Young (2012) where movie is interesting in any types because it implies the object or images that has special quality that stimulates the meaning. As the result, they were increasing their writing. From the pre-test and post-test there are significant increased the students’ writing in narrative text that means the differences between before and after the treatment was 17.1 and have 1.1 of effect size.

It should be argued that the students showed their achievement after teaching and learning process of watching short animated movie of folktale in the classroom. It could be seen when the researcher played the movie and made some paragraph about the movie in narrative form, the students were listening and paying attention to the researcher carefully.

However, that short animated movie of folktale was already have the subtitle in English, so the students could easily mentioned the new words and helped them to kept in their mind what did the characters was said. When the researcher asked the students to share their thoughts about the generic structure and language used in that movie, they were could wrote the text even it still have any errors.

Moreover, the finding about the contribution of short movie in teaching is also lined by proven previous study that has been done by Miftah Faridl (2013). He found that the use of folktale movie increase the students writing ability from good to very good score. Besides, another previous researcher was Champoux (2007). He found that the students can take the knowledge

from the movie they were watching as their experience.

Based on the result of another findings in conducting the research using movie, it was explained that, short animated movie of folktale gave good and interesting contribution to the students in learning achievement. This research has the similar result with Miftah Faridl’s research because the media that the researcher used is make the students using short animated movie of folktale get the good score than before. Nevertheless, some of the students still did not understand how to write the story from the movie they have watched. Zemach & Rumisek (2005) stated that writing is easy if the students do practice a lot and express their thoughts in a good way. Supported by Kaiser as cited in (Thurn, 2016), movie is one of the sources that contextually rich of authentic material. As the researcher, revealed that short animated movie of folktale can help students to write their own narrative writing.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the previous discussion, the researcher proposed the agreement toward the use of short animated movie of folktale as the strategy in teaching writing narrative text. Short animated movie of folktale can help student to reflect their work in writing narrative text and to express their critical ideas. Short animated movie of folktale was help students to get the ideas for writing their experience based on the movie they have watched. The students were started to think about what they saw in the movie, then they were trying to write what was on their mind in the form of writing, even though they were still made some mistakes.

From the statement above, it could be conclude that using short animated movie of folktale does not mean always firmly be appropriate and always work well. However, in order to make this strategy work well, those students who got the opportunity to become more engaged in learning process are need someone to guide them in teaching

learning process. In this research, short animated movie of folktale is one of the media that can help students to write narrative text. By using short animated movie of folktale, the students need to be more focus and enjoy during learning process of writing narrative text.

Suggestion

Based on the result of this research, the researcher provides some suggestions to the participant who is potentially influenced toward the using of short animated movie of folktale in writing narrative text.

Suggestion for the teacher; in using short animated movie of folktale as the media, the teacher should control students' attention while watching the short animated movie in the classroom. The students are still need teacher's helps in order to make students understand about what they are going to do. The teacher needs to guide them how to create a good writing by expressing their thoughts about the scene of short animated movie of folktale. In using short animated movie of folktale, the teacher can show the example of narrative text by watching a movie. Suggestion for the students; the students should be able to memorize the related vocabularies from the movie that has been given by the teacher. The researcher also suggests that the students need to take the notes about their interpretation for each part in writing the story based on the narrative structure; it is like the outline of the story. Suggestion for another researcher; short animated movie of folktale can be used for another skill; speaking and listening. This media is about creating the writing text by expressing what they saw. By watching short animated movie of folktale, the students will make the story because they are going to write the story of the movie by themselves. For speaking, the other researcher can ask the students to pronounce the words/sentences or do conversation based on the movie they have watched. For listening, the other researcher can ask the students to listen and apply it in write the sentence or words.

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