

USING ANIMATED FILM AS TEACHING MEDIA TO IMPROVE THE STUDENTS' NARRATIVE TEXT WRITING SKILL OF THE TENTH GRADERS OF SMA EL SHADAI MAGELANG IN THE SCHOOL YEAR 2016/2017

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Abstract

Writing is important for the high school students. The students do not reach the standard score of writing. There are several factors which may cause it less than minimum standard. The most prominent problems identified are the students have low motivation in learning English and the teacher uses monotonous technique in teaching writing. Therefore, the writer conducted a research to overcome the problem by using Animated Film as a teaching media. There are two objectives of the study. The first is to describe the use of animated film as a teaching media increases the students' learning motivation of the narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017. The second is to explain the improvement of the narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017 taught by using animated film as a teaching media is. The writer conducted classroom action research which was divided into Pre-Cycle, Cycle I and Cycle II. To collect the data, the writer used non-test (observation, questionnaire, and documentation) and test technique. The data were analyzed using quantitative and qualitative data analyses technique. The writer took XC class of SMA El Shadai Magelang as the subject of the research because it has low average score of the writing test. Based on the data analysis, it shows that there are some changes in the students' learning motivation after the writer taught using Animated Film as a teaching media.

Keywords: Writing, Narrative, Film

Introduction

English is one of compulsory subjects at school that is taught in school. Learning a foreign language is an integrated process that the learners should study the four basic skills. They use English language to understand the world through listening and reading and to communicate feelings, needs, and desires through speaking and writing. By having more knowledge of language skill they have much better chance of understanding or being understood and getting what they want and need.

Based on the 2006's curriculum (KTSP), the purpose of English teaching in senior high school is to develop the students' ability to communicate using the target language both in oral and written forms that involve the four language skills; they are listening, speaking, reading, and writing. Among the four skills, writing is difficult to be mastered because it is the most complex skill that has a lot of points to acquire. The students should be able to pay attention to the content, organization, style, grammar, and mechanism as well as to construct the sentences which would bring meaning. Besides, writing is also useful to help them to stimulate their thinking on the certain topic and to probe the knowledge and experiences they have stored in their subconscious mind. Narrative text is one of the text types which should be mastered by the tenth graders of SMA El Shadai Magelang.

Based on the writer's observation the students writing ability is low. The above condition indicates that there are two factors which may cause the students average score, less than minimum standard. They are internal and external factors.

The internal factors may come from the students' themselves. The students have low motivation in learning process especially in writing skill. They do not have willingness to pay attention, raise questions, and give responses. It can be proved that the students cannot answer the questions based on the given text. In addition, they also do not understand the narrative text well. The students are still confused to the organization of writing especially narrative text. They do not comprehend the structure of the text. Some of students do not know the generic structure, the mechanics and the language features of recount text. Besides, they are unable to distinguish the narrative text from other kinds of texts. They have difficulties to choose the appropriate word in constructing sentences because of the limited vocabulary. That's why it is a burden for them to organize their ideas in a good paragraph.

The external factors come from facilities which do not support them in learning English. There is no creative media which is used by the teacher. The teacher only uses the English text book for teaching and learning process. The teacher only explains the material and asks them to do exercise. Even though the school has provided all the devices that support the teaching learning process, such as LCD projector, computer, and sound system the teacher does not apply variety technique in teaching writing. It makes the students feel bored and do not concentrate on the lesson in the learning process.

Based on the above problem, the objectives of the study are as follow.

1. To describe the use of animated film as a teaching media increases the students' learning motivation of the narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017 or not.

2. To explain the improvement of the narrative text writing skill of the tenth graders of SMA Elshadai Magelang in the school year 2016/2017 taught by using animated film as a media is.

There are some definitions of motivation proposed by some experts. Jones (2000) illustrates motivation as physical forces that determine the direction of a person's behavior a person's level of effort and person's level of persistence in the face of obstacles. While Dornyei (2001:56) defines motivation is why people decide to do something, how long they are willing to sustain the activity and how they are going to pursue it. Brown (2001:160), states that motivation is probably the most frequently used catch-all term or explaining the success is in any task is due simply to the fact that someone is motivated. In second language learning, learning will be successful with the proper motivation. In addition Pintrich (2002:4) states that motivation as the process whereby goal directed activity is instigated and sustained, in which motivation is to start and keep the activity toward the goal.

Kern (2000:172) defines "writing as functional communication making learners possible to create imagine worlds of their own design." It means through writing, learners can express thought, feeling, ideas, and experiences to convey a specific purpose. The purpose of writing is to give some information process that allows the writer to explore thoughts and ideas. While, Brunner and Clark (2008: 4) defines that "writing is a process of gathering the symbols of communication and transfer it into a text that can deliver the thought and opinion. It shows that writing is a result of the writer's activity in gathering those symbols into a sentence or text.

Brown (2004: 218) states writing is a convention for recording speech and for reinforcing grammatical and lexical features of language. According to Meyers' idea (2005:02) writing is an action. This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Al-Saleem (2008: 77) assumes that writing is an essential component of classroom activities as it reinforces grammatical structures and vocabulary.

Based on the above definitions, the writer concludes that writing is a process of making sentence or even text by a good organization, vocabulary, grammatical structure, and mechanism to produce a language in order to reach the goal of good writing

Narrative stories are a wonderful source of material for understanding culture and discovering examples of knowledge and learning stories are used to teach, explain, and entertain as a means of education (Snowden 2001:4). Derewianka (1995:17) says that narrative is a kind of text deals with events that are problematic and which lead to a crisis or turning point of some kind. Aspect of setting, details about character and situation are important for orienting the reader or listener. In similar point of view, Gerot and Wignell (1994:196) defines narrative is a kind of text that is used to amused, entertain, and to deal with actual or vicarious past experience in different ways; narrative deals with events that are problematic events and which lead to a crisis or turning point of some kind, which in turn finds a resolution. Based on the above definitions, it can be concluded that narrative is a kind of text that is used to amused, entertain, and to deal with actual or vicarious past experience in different ways.

Animated film is great device that can amuse the audience with imaginary world powerful characters. It means that animated films can stimulate students' feeling and imagination, attract students' interested, and entertain the students (Barthes, 1993:3). Moreover, William (2007:8) states that animation movie is a process to picture a character using the ability to draw and imagine. In similar point of view, Stewart (2006:3) defines that films are ideas. In addition Arsyad (2006:29) says that films can transfer media. It means that by watching animated films, the students can interpret the story directly, see the conflict of the story clearly, see the action, hear sound, and imitate expressions.

Based on the above definitions, the writer can conclude that an animated film is one of kind of movies which uses the technique by creating the illusion of inanimate things.

Methodology

The type of research was classroom action research (CAR). It functioned to improve the existing classroom condition of writing skill. The principle of carried out this research was to collect and interpret 10 data and involves a clear, repeated in cycle of procedure. The writer carried out this research to know whether using animated film as a teaching media had a positive influence on teaching and learning process of narrative writing text or not. The subject of this research was the tenth graders of SMA EL Shadai Magelang in the school year 2016/2017. The writer took XC. The total number of the students in this class is involved 22; it consisted of 8 girls and 14 boys. Based on the writer's observation, all of the students had different abilities in English and they mostly come from the families that have low motivation in learning English

The techniques of analyzing data that are used quantitative data and qualitative data.

1. Quantitative Data

To analyze the quantitative data and calculate the mean of the scores, the writer uses formula as follow:

$$M = \frac{SS}{R}$$

Explanation:

M = Mean of the score

SS = Total number of students' score

R = Total number of respondent

The result of analyzing data was compared with score of Pre-cycle Test, Cycle I, and Cycle II. The result of this research gave description about the average of improving the students' reading skill using Give One Get One technique.

After collecting the quantitative data, the writer begins to collect qualitative data of non-test: they are observation, questionnaire and documentation. The result of qualitative data analyzing is use to know students' behavior change in learning process Pre-Cycle, Cycle I, Cycle II, and it is also to know the improvement of students' motivation of narrative text reading skill by using Give One Get One technique.

Based on Millis and Huberman (1994: 10) the step analyzing qualitative data as follows:

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions; data display is organized, compressed assembly of information that permits conclusion drawing and action. In designing the display what to make are the rows and columns of a matrix of a qualitative data, in which from, should be entered in the cells; Conclusions are also verification may be as brief as a fleeting second thought crossing the analyst's mind during reading, with a short excursion back to field notes.

Finding(s) and Discussion

The result of test consists of Pre- Cycle, Cycle II, Cycle III test and also non-test that consists of observation, questionnaire and documentation, as follows.

In pre-cycle it can be summarized there are 6 students belong to good category. There are 14 students have the score belong to fair category and 2 students belong to poor category. The average score of pre-cycle test is 65.18. It belongs to fair category. This result indicates that the students' writing skill is low.

The students' average score in Cycle I is 72.90 and it belongs to good category. There are 17 students or 78% in a good category. There are 5 students or 22% in fair category. Meanwhile, no one belongs to very good, poor, and very poor category in this cycle.

The result of Cycle II test shows that there are 4 students belonging to very good category or 18%. There are 18 students belonging to good category or 82%. The average score of Cycle II test is 82.63 and it belongs to good category. The result of the Cycle II above shows that the students successfully attained the mastery learning grade of 75. The writer stopped the cycle.

Conclusion

Based on the data analyses in Pre-Cycle, Cycle I, and Cycle II, the writer concluded as follows.

1. The use of animated film as a teaching media can increase the students' learning motivation of the narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017. In Cycle I, the students have not be ready to join the learning process by using animated film, but some of them have a good enthusiasm and participation in teaching learning process. Besides, the students also showed positive

responses toward using animated film media to improve the writing class. In cycle 2 were success, the students have been ready to join the activity and more interested in the writing class. In this cycle, the students also have better participant and spirit to join the teaching learning activity.

2. There is a great improvement of the students' narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017 who are taught using Animated Film. It could be seen from the students' mean of score in Pre-cycle is 65.18. It increased in Cycle I became 72.90. Finally in Cycle II the students' mean of score became 82.63. It has reached the minimum requirement standard score of writing in SMA El Shadai Magelang which is 75 and more than 75% of the students got score 75 in writing class.

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