

IMPLEMENTING ANIMATED SHORT MOVIE IN TEACHING WRITING SKILL OF NARRATIVE TEXT

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Abstract

This research method uses Classroom Action Research (CAR) to identify and solve problems with members' abilities in writing narrative texts. Research hold in English Conversation Club in Darullughih Al-Injiliziyah Dormitory on 14 students of class basic done in two cycles with stages of planning, implementing, observing, and reflecting. This research begins with conducting interviews with teachers who teach writing classes and conducting a pre-test on members first with the number of members. Researchers use qualitative research methods to obtain data. Researchers used three instruments to obtain data, including: observations which included pre-test and post-test, interviews, and documentation.

Keywords: *Writing Skill, Narrative Text, Animated Short Movie*

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Introduction

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). What is meant by this opinion is that assistance is very important in the process of learning to write a student. This is a teacher's difficulty in teaching writing skills to students because elements such as grammar, vocabulary, organization, punctuation and spelling are included in writing skills. Therefore, a teacher must provide enthusiasm in the form of learning motivation and provide interesting teaching as possible by using media or supporting tools to attract students' interest in learning in writing skill material.

Broadly speaking, Indonesian students are non-native-language.

ECC (English Conversation Club) is one of the dormitories located in the Darussalam Putri Utara Islamic boarding school which is specifically for learning English in depth. This hostel is an English dormitory using the test method as an entry requirement in this hostel. This dormitory has three grade levels that are tailored to students' abilities, namely basic, intermediate, and advanced classes. As for those who are allowed to register in this dormitory, such as high school students to 7th semester students with any study program, so of course this consists of various grade levels so that there is no possibility of the ability of every student who is already qualified to learn English. When the researchers made observations at the English Conversation Club Course, the researchers found the problem that English Conversation Club students felt it was difficult to write narrative text. Why are members still difficult to write narrative text? Before the teacher has given a learning topic for writing narrative text, but when students start to write the topic that has been given, they find it difficult to develop their imagination and come up with their ideas.

In addition, according to the researcher's observations when conducting a preliminary study, the researcher found that students still had problems in writing narrative texts. First, most of them find writing difficult, they have to deal with grammar, it is also known from their writing from their assignments, it shows that their grammar is still low. In addition, they still have a lack of vocabulary. Second, students not only feel lacking in vocabulary, but also lack ideas. They admit that they are confused about making new sentences in narrative texts.

The reason is that they don't find any ideas in their minds. Furthermore, the effect of the above problem, makes it difficult to arrange sentences. In short, they need ideas to make sentences to improve their skills in writing narrative texts. Third, when students write down their thoughts, they feel hopeless and insecure. Mostly, they worry when they will write a sentence in a paragraph. In short, students need a lot of motivation and practice in writing narrative texts. Fourth, students did not enjoy

getting the researcher's explanation using traditional teaching at the first meeting in the preliminary study. When researchers teach them using traditional teaching, most of them don't pay much attention to the researcher's presentation. Fifth, students find it difficult to write narrative texts because they rarely practice writing. Moreover, these problems make students unable to achieve the maximum score criteria (SKM). The problem with the conditions in the ECC Course mentioned above is evidenced by the researcher's observations when the researcher conducted a preliminary study. This is also evidenced by checking the score on the researcher's PPL Finding. This shows that there are still many students who get scores below the maximum criteria, while the minimum completeness criteria for success (SKM) is 73, on the other hand there are students who get 55, meaning that students have not achieved this, it is proven. when the researcher conducts a preliminary study. Because of the problems above, the most appropriate media must be applied by the teacher. And video is one of the media that is expected to solve the students' problems in writing narrative texts. This is supported by the Lestyaningsih (2017:3) video concept which can be applied to transfer material related to the topic. This is also supported by Fatmawati (2017:2). "There are reasons to believe that videos will help" based on these concepts, videos are believed to be effective for transferring knowledge when teaching and learning in the classroom.

Literature Review

1. Definition of Writing

In English there are four skills that must be mastered by students. namely speaking, listening, writing, grammar. As for writing is one of the important skills and must be learned by students. because by writing can provide important and useful information for others who need or who do not need it. Writing is a student's productive skill, because by writing students can express their thoughts and imaginations freely, which can be in written form. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and

reading (Nation, 2009:113). In this case, if students have strong knowledge of reading, listening and speaking they will easily master and develop their writing skills.

2. Types of Writing Performance

- a. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a: sentence. Menippid.
- c. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

3. Designing Assessment Task: Intensive (Controlled) Writing

4. Dictation and Dicto-Comp

Dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening. Because of its response mode, however, it deserves a second mention in this chapter.

a. Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-filler techniques and slot substitution drills, the practice of making grammatical transformations; orally or in writing-was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical competence.

b. Picture-Cued Tasks

A variety of picture-cued controlled tasks have been used in English classrooms around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses.

c. Vocabulary Assessment Tasks

Most vocabulary study is carried out through reading. A number of assessments of reading recognition of vocabulary were discussed in the previous chapter: multiple choice techniques, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context, etc.

d. Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence. Here is the way the item format appears.

e. Short-Answer and Sentence Completion Tasks

Some types of short-answer tasks were discussed in Chapter 8 because of the heavy participation of reading performance in their completion. Such items range from very simple and predictable to somewhat more elaborate responses.

5. Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments. Narrative text are usually told by a story teller (Anderson and Anderson in (Akmala, 2011: 17)).

6. Teaching Writing Narrative Text

One of the reasons that people can operate within sociocultural rules is because they know about different styles and recognize different written and spoken genres (Harmer, 2007:247). We know that writing is complicated skill, because writing has a lot of composition that to be mastered by the students. The spelling, grammatical errors, vocabulary, punctuations, the generic structures and the language features of the types of text are the big problems that should be solved by the teacher. It is the project for the teacher to solve their students' problem. Giving the motivation, the interesting media or may be giving the stimulation to the students so that it can improve their writing skills.

7. Media

A medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact (Buckingham, 2003:16). Media is important to use in teaching learning process, it can transmit the information from the teacher to the students. According to Heinich et al (2005:9) said that media are a means of communication and source of information. The purpose of media is to facilitate communication and learning. Teaching media is everything that can use to deliver message from sender to receiver. Teacher can create the new atmosphere and make the interesting class by using the media.

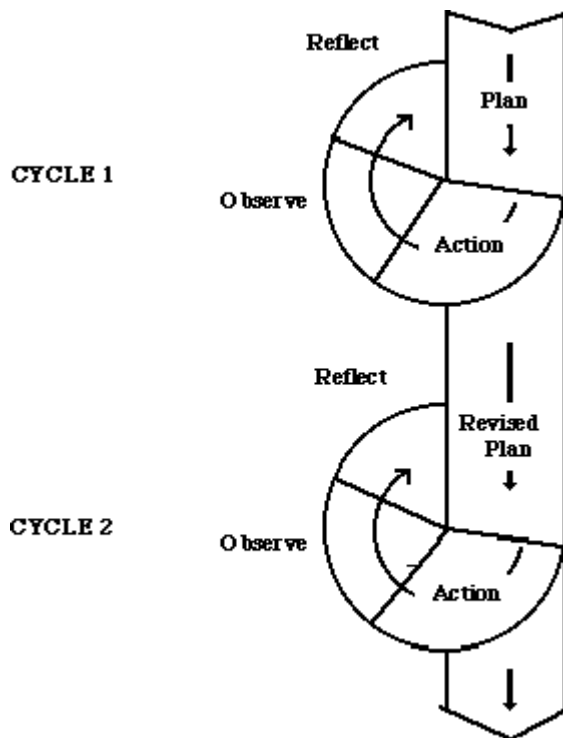
8. Animated Short Movie/Film

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmla, 2011:25). Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest to watch it, they did not feel bored and they get stimulate to express or share their opinion in their writing.

The Implementation of Animated Short Movie in Teaching Writing Narrative Text The appropriate and effective media is important in teaching learning process. The teacher must to think the media that she/he want to apply for the students. One of the media is short movie, short movie is suitable media to use in teaching writing narrative text. Films/movies and videotapes are so flexible and motivating, they are most effective as springboards for language production and practice (Stoller, 1988:4). The main idea of short movie helps the students express their idea in writing narrative text easily.

Method

This study aims to improve the writing skills of elementary grade students writing narrative text skills using animated short film media. In accordance with the problems faced at the English Conversation Club Blokagung Banyuwangi, classroom action research is conducted to solve the problem. This class action This research was conducted in two cycles where each cycle includes preparation action, action execution, class observation, and reflection action. If the results of the writing ability test in the first cycle cannot be achieving a minimum of 70% of the total students who get a minimum score of 65 or sufficient category, the action is continued to cycle II This student design Action research is depicted in the following diagram:



The Step of CAR

This study follows the following steps:

- a. Preliminary study: identifying, analyzing, formulating, the problem, and collaborating between the researcher and teacher.
- b. Planning the action: preparing the teaching strategy, determining the lesson plan, preparing instructional material and relevant media, preparing the criteria of success
- c. Implementing the action: the researcher is as practitioner teacher teach reading by using the lesson plan, interview guide, evaluation, reflection, and analysis the collected data, determining whether the action is successful or unsuccessful.
- d. Observation: observing the teaching and learning process, collecting the data, observation forms, observation sheet, and field

notes.

Finding

Based on the analysis of the first cycle, it can be concluded that the first cycle is considered unsuccessful because there are still students who have not received standard scores, considering the minimum completeness criteria (SKM) is 75. And, 22% of students have not succeeded. Moreover, 78% of students are successful. However, based on the results above, the student's score in the first cycle has increased compared to the value in the preliminary study. Furthermore, the researchers found that the use of an animated short film with the title the king frog and snake made them interested in studying narrative texts. Meanwhile, students were still confused about organizing sentences based on the generic structure of narrative texts. In addition, the contents of students' writings are not narrative texts in general, moreover their writings are similar to descriptive texts. In addition, most of them use ordinary dictionaries to solve them so that students use inappropriate word choices in writing their narrative texts.

Revision of the Strategy Implementing in the Cycle 1

Based on the students' scores in the first cycle, the researchers revised the strategy applied in the first cycle. The researcher used an animated short movie with the title the king frog and snake in the second cycle which was different from the video used in the second cycle. I. The difference between the two is that the story from the second video is lighter and less complicated than before. In addition, students can write narrative texts according to the complete video.

Implementation of Action

The researcher provided all instruments were related to teaching and learning in the cycle II, such as

Meeting 1

In this section, the researcher explains and explains about narrative text, the generic structure section, language future, and various forms of narrative text variations. Next, the researcher gave time to the students to ask about the narrative text, then the researcher answered the questions from the students. Furthermore, the researcher asked the students whether the students had understood the material that had been delivered.

After all teaching and learning was done. The researcher provide motivation to students. Then it was closed by reading *alhamdulillahirobbil'alamiin* together which led by the researcher.

Meeting 2

Before implementing animated short movie in teaching writing narrative text in class, the researcher made some preparation. the preparation is in the form of lesson plans containing the instructional objective, instructional material and media, the teaching learning activities. the instructional material of that day was narrative text by using animated short movie

a. Pre activity

The researcher started the teaching by greeting *Assalamualaikum Wr. Wb* to class, and then the researcher continued to lead praying by reading *Bassamallah* together. And continued by saying how are you to students. The next, the researcher asked about the last material that explained in the meeting in the cycle II. And then the researcher also gave the some questions related to narrative text.

b. Main activity

The researcher represented about narrative text material Include all components in narrative text such as the definition of narrative text, the generic structure of narrative text, the language features of narrative text, etc. After the material of narrative text was explained by the researcher to students, the researcher offered a question related to narrative text to students. "*Ok from here,*

anybody has a question" asked by researcher.

c. Post activity

After the presentation of the material was done, the researcher continued to give them the second the king frog and snake video, in this video was a little bit different from the first video, the content of the second video was more lighter and less completed and then before, so they could write narrative to be better than before. Finally, after teaching and learning were done, it was closed by reading *allhamdallah* together.

Observation, At the observation stage, all data is collected and action is taken observing observers using observation sheets to observe teachers and student's activity. Knowing the results of observations and writing skills of narrative text test in cycle 2, it can be stated that students experienced better improvement in both evaluation of their process (75% of students are actively involved in teaching and learning process of writing) and product evaluation (75% students minimum score of 75). The results of the action in the second cycle have reached the research target. There are 100% of students who get a score above 75. Moreover, based on class observation, at the third meeting as many as 74% of students actively involved in the teaching and learning process, and at the fourth meeting there were is 81.5% of students are actively involved during teaching writing learning process. They ask the teacher some questions, answer the teacher the oral questions given do a great job and they look really good too enthusiastic an give a lot of attention while learning to write process. Because the action in cycle 2 has met the requirements research purposes; Therefore, the action in cycle two is stopped.

Discussion

The material in cycle I is taken from the ECC module and the material in the second cycle is taken from the Indonesian website. Based on the results writing skill test, the percentage of students who got at least 75 increased from 78% to 100%. In

addition, the percentage of active students' participation in the teaching and learning process of writing increased. The following table presents the improvement of students' writing skills understanding skills in cycle I and cycle II.

The category of students' whole test result

Interval	Pre. Study		The I cycle		The II cycle		Category
	Freq	%	Freq	%	Freq	%	
73-100	5	35	11	78	14	100	Passed the SKM
>73	9	65	3	22	0	0	Did not pass the SKM
Total	14	100	14	100	33	100	

According to the table above, it showed that there was improvement of students' score in writing narrative text from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 65 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 78% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that implementing animated short movie improved students' ability in writing narrative text. And it solved students' problem in writing narrative text.

Conclusion

Based on the findings and discussion, the researcher can conclude that the application of task-based learning strategies by making animated short films in the elementary grade ECC courses gives positive results and improves students' writing skills. Both researchers and students always enjoy teaching and learning activities in

class. In addition to several animated short films as a form of learning reflection, students can also complete the tasks given by the researcher properly and responsibly, although this must always be reminded. In short, students can improve their writing skills after applying task-based learning strategies by making narrative texts. The writing achievements obtained by students in writing scores from each cycle are as follows: There is an average of students in pre-study. The achievement is 74.07. There is an average/average student in cycle I. The achievement is 83.78. There is an average student in cycle II. The achievement is 80. On the other hand, after the students' ability in the writing test increases as well as their abilities, they also begin to understand aspects that need to be considered in writing such as grammatical, vocabulary, generic structure, and mechanics in writing. However, they need more time to master these aspects very well. Therefore, the application of task-based learning strategies using animated short films to improve students' writing skills is followed by several steps such as 1). The teacher introduces the animated short movie learning strategy in narrative text learning as the goal of the activity. 2). The teacher explains the general understanding of narrative text 3). The researcher showed an example of an introductory video and asked students to watch it carefully. 4). Each student makes a narrative text with the theme of the video in their own language. 5). The teacher asks students to collect the narrative text in which there are aspects of vocabulary, grammar, mechanics, generic structure, etc. 6). The researcher invited the students to ask about the difficulties and problems they faced related to narrative text. 7). Researchers provide positive feedback so that students are more interested and motivated in learning English, especially writing. 8). Researchers evaluate the results of all activities carried out. So, based on the explanation in the paragraph above, the researcher can conclude that the implementation of narrative text learning by using animated short movie media is able to increase student achievement in writing.

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