SECONDARY STUDENTS' EXPERIENCES iN WRITING NARRATIVE TEXT ASSISTED BY ANIMATION MOVIE

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Abstract

Many of the students have difficulty in the ability to write good and correct English. The difference between English and mother tongue leads to an inability to choose words in the writing process. Furthermore, due to the lack of student motivation, students' interest in writing, specifically in writing narrative texts, is relatively low. Therefore, the use of film animation media can be applied to assist students in writing narrative text in English classes. This research uses a qualitative method, data collection is collected by interview that aims to find out students' experiences in the process of writing narrative texts that are assisted by animated movie media. The study participants were 11th graders from a public school in Karawang who were selected about 18 students. The results revealed that students feel the use of animated film media is an effective medium for teaching and learning to write narrative text. In addition, most of them are happy and motivated during the learning process.

Keywords: Writing Skill, Narrative Text, Animation Movie

INTRODUCTION

Since English is an international language widely used by people to communicate in most countries around the world, it plays an essential role as one of the school subjects in Indonesia. In Indonesia, English is taught as a foreign language from high school until university. Learning English as a foreign language means that students have acquired four basic language skills: listening, reading, speaking and writing (Harmer, 2001: 16). Writing should be learned as one of the language skills, as students need effective writing skills to meet their learning needs. Writing is a very complex cognitive activity, the writer needs to demonstrate his ability to control variables simultanously (Nunan, 1991). Furthermore, because writing is the hardest ability to acquire, students who are studying it must learn how to uncover ideas and convey them in writing (Widiati and Cahyono, 2016: 139).

Teaching writing in secondary students has some problems, especially in writing narrative texts. Most students do not understand how to write narrative texts. They have a problem in expressing their thoughts, opinions, and feelings when they started to write. They can not write stories in English due to their limited background of knowledge. Then teacher often find some mistakes when students write simple sentences. The students also often have difficulty determining generic structures in narrative text such as orientation, complication, and resolution. Students also get tired of being systematic in building text, the steps of making brainstorming and how the paraghraps are coherent with each other. For this reasons, students rarely write stories in English because they have to follow some rules that thay consider monotonous teaching techniques, so students are less motivated to write a narrative text.

Regarding efforts to improve writing skills, it is necessary to learn proper techniques on how to get students interested in writing. Media is a tool that may be utilized to deliver messages

throughout the learning process (Azhar, 2007). Books, tapes, recorders, cassettes, video cameras, films, images, and television are all examples of teaching media. When it comes to writing problems, strategies for using animated movies in teaching narrative text are an alternate way to solve them. Animated movies are a combination of moving pictures and audio that encourages students to think critically and understand teaching materials more efficiently (Trisnani, Purwanti, and Mustofa, 2021). Animated movies are useful for students to understand English. Moreover, animated films are fun shows because students are very familiar with animation or cartoons.

Various studies have been conducted on the use of animation movies in writing narrative text. According to Marashi and Adiban (2017), animated films are one of the most appropriate medium for teaching narrative writing. This medium aims to entertain, and can also help students' ability to write narrative texts. According to Rinda, Natsir, and Susilo (2017), animated films can engage students' ideas and help them improve their writing abilities. Animated films are highly useful in teaching narrative because students may explore ideas, grammar, and vocabulary through subtitles and narration while watching animated films. The animated film is used to assist students to write narratives, allowing them to achieve better writing results (Akmala, 2011).

Several learning media, such as audio, storybooks, or flashcards, have often been used to improve students' writing skills. but there are not many studies that use animated film as a tool to help students learn to write. The goal of this study, on the other hand, is to explore how students experience the process of writing narrative texts using animation movie medium. Writing abilities are a person's capacity to convey his ideas and feelings in written language so that the reader may understand the message (Sudaryanto, 2001: 64). Writing is a cognitive process that results in communicative written language. Feelings play a crucial part in communicating thoughts in written language so that the product is clearly understood and accepted by the reader. Brown (2001) argues that there are five aspects needed in writing skills: content, organization, vocabulary, grammar, and mechanics. The writing process is divided into four stages: planning, drafting, editing, and final product (Harmer, 2004).

According to Pardiyono (2006:163), narrative is a type of text which tells about events or experiences, this text is informative and entertaining. It can be in the form of past events or just a fictitious or mere composition. A narrative, according to Anderson and Anderson (1997: 8), is a text which tells a story and so entertains and informs the readers. A narrative text generally tells a true story or an imaginary story. For example, novels, short stories, folklore, legends, fairy tales, myths, etc. The narrative text is a type of text that purpose to amuse or entertain the reader, that deals with actual and various experiences differently, It is also focused on the problematic events that led to the crisis or any turning point from which to come up with a solution. Anderson & Anderson (1997: 8) describe the stages involved in creating a narrative text as follows: orientation, complication, a sequence of events, resolution, and coda.

According to Sugeng (2010), audio-visual media is a medium that combines both audio and pictures, allowing people to hear and see at the same time. This is more complete than just using one of the media from audio or visual only. Movies or films are an example of audio-visual media. Movies, according to Ismaili (2013), are a source of enjoyable entertainment and language acquisition. The film is an appropriate medium for increasing students' interest and making it much easier for them to write and share their thoughts. Students can develop a new vocabulary from the movie rather than reading only from the book since the movie provides them with illustrative phrases. They may see and hear the speakers' dialogues in the video.

METHOD

In this research, the researchers used a qualitative approach, it contains interviews to have a deeper understanding of the students' experiences. Creswell (2012) argued qualitative research is an appropriate approach to solve a research problem in a real situation and needs to be explored. The basic goal of qualitative research, according to Kumar (2011), is to comprehend, describe, investigate, discover, and clarify circumstances, feelings, views, behaviors, ideas, values, and experiences. The participants in this study were eleventh-grade students from one of the high schools in Karawang, West Java. The researcher took 18 students who were taken from one class. The instrument of this research use written test and interview. With the use of animation films as a medium, the researcher will observe all of these activities in writing narrative text and also use corrective feedback in the assessment. Then, the researcher will investigate how the student's experiences in writing narrative text are assisted by animation movies.

RESULTS AND DISCUSSION

Results

The result of this study have been discovered by the researcher. The results of interviews were included in the research findings. Observation documents and student interviews revealed that almost all of the 18 students in one class were satisfied with their experience learning to write narrative texts using animated movie medium.

Table 1. Number of students experiences from interview

Student's experiences	Number of students
High	11
Medium	4
Low	3
Total	18

It can be seen from table 1. There are three of the respondent were not interested in using film as a medium of learning. R01 said he did not like learning to use films because he did not like the title of the movie. then R02 gave an opinion regarding the use of film as a medium "I'm not interested in animated films, I'm more interested in live-action films". Furthermore, R03 has no interest in learning writing. Then there are 3 students gave medium responses. R04, R05, R06, almost among of them have the same opinion that learning to write narratives using films as learning media helps them to understand the stories better than through text. "I am able to write the story text according to the order of the stories that I have watched, so I don't have too much difficulty in determining the order of the stories". then there were 11 students who expressed the positive experiences they got while learning to write narrative texts using animated film media. R07, R08, R09, R10 thought "animated films are very fun, I enjoy learning to write with the help of film media" then R11, R12, R13, almost have the same opinion, they really like animated films, learning to write narrative texts using film media is very helpful for students In determining the plot and structure of the story, giving feedback by the teacher is also very helpful for students to continue to develop in their writing results.

In the first writing activity, students start writing stories after they watch an animated film, the initial result of their text is still free writing, they have not been able to determine the order of the text structure (orientation, complication, resolution). then at the next meeting they were able to sort the structure of the text, and their text resembled a narrative form of text, the score they got in this writing task was an average of 69, then they experienced an increase because they were given corrective feedback by the teacher, and revised the text again. Then in the final writing, their text results have increased. their writing results have improved in the use of tenses, vocabulary selection, and the structure of the order of the text is better. their final average score is 86, it can be seen as a significant difference in the results.

Discussion

The use of animated films as a medium helps students to develop students interests and abilities in understanding the material and making texts. Knowing that they can write and develop their ideas by first thinking about it and then writing it down. Due to inadequate pre-writing abilities, these students initially had difficulty creating and elaborating ideas. In the first activity in writing, the students had a little difficulty sequencing the stories. then they also write too many paragraphs that are not important, so the story is getting out of order. Therefore, corrective feedback was given to help students improve their text. Then in the next meeting, students have experienced an increase, they improve the order of stories and are able to determine the appropriate vocabulary. However, they were able to overcome the writing difficulties once they figured out the structure and plot based on the films they had previously seen. When compiling stories based on films, their writing ideas began to emerge. As a result, animated films are an excellent medium for stimulating creativity and pushing students to come up with new ideas for their unique storylines.

CONCLUSION

This study explores students' experiences with using animated movies in narrative text writing. Teachers can explore utilizing the great qualities provided by movie media to stimulate and foster students' creativity in writing abilities, given the more positive responses of students to the implementation of animated films as aids in writing narrative texts. Participants agreed that animated films are an effective medium for helping their writing abilities. Student involvement is seen when writing stories with the help of other media such as online dictionaries and discussing with other friends. They are also often seen discussing the stories in the film, they discuss their thoughts and feelings with their classmates in order to generate new ideas for writing and choosing suitable vocabulary. However, it is essential that they must be taught and guided by the teacher during the pre-writing activities. Teaching students pre-writing techniques is crucial, according to Graham and Perin (2007), who suggest that teenage students be taught about preparing, rewriting, and editing their writings. The quality of writing may need to be highlighted in future experimental designs and longitudinal studies on the impact of animated films on students' writing skills, despite the fact that the scope of this research is limited since it only analyzes the experiences of students utilizing animated films as a medium in learning to write narrative texts.

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