The Use of Animated Film to Improve The Second Grade Students' Writing Skill

Muhammad Dwiyan Aditiya
Muhammad.dwiyan7@gmail.com
Informatics and Business Institute Darmajaya, Lampung

ABSTRACT

The article reveals (1) the description of the implementation of learning writing through the animated film; (2) the description of the second grade of science class students' responses in learning writing through the animated film; and, (3) the improvement of the students' writing skills in writing narrative text. The type of this research was classroom action research. The subject of this research was the second grade of science class students. Moreover, the data collecting technique of this research used qualitative and quantitative data. The qualitative data collecting techniques were observation checklists, interview guidance, and documentation; while, the quantitative data collecting technique was a writing test. Besides, the data analyzing technique of this research was the descriptive statistic and descriptive analysis. The results of this study revealed that the implementation of learning writing through the animated film was based on the lesson plan which consists of two cycles in which both the animated film and the writing practice was used and conducted. Moreover, the use of the animated film could also improve the students' responses such as the students were not sleepy when teaching and learning through the animated film was conducted, the students paid attention to the animated film, the students answered the researcher's question and the students could focus on writing. Furthermore, the use of the animated film could also improve the students' mean score which was seen from preliminary research (66.5), post 1 (78.3), and post test 2 (83.0).

INTRODUCTION

English nowadays is considerably used by people in communicating. Due to a large number of human populations who communicate each other by using English in entire of earth, English turns to be completely an international language. Further, the several studies state that English is widely taught in almost entire States as the chief foreign language. Crystal (2003, p. 5) mentions, "English is now the language most widely taught as foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools."Brewster, Ellis and Girard (2004: 1) add, "Pressure to introduce early English learning comes from parents who strongly believe that having English as a tool will benefit their children greatly by giving them opportunities to gain economic, cultural or educational advantages."

Those statements can give the pictures that English is widely taught as the chief foreign language. The several factors supporting English to be taught in several States are the presence of school which is aware that English is the language that everybody uses in the global communication and the students' parents who give the moral support to the students because English can give them the opportunities to gain economic, cultural and educational advantages.

Knowing that English is very important in entire of earth and can give the opportunities to its users, English learners must learn even master English language skills. One of English skills that the learners have to master is writing. The learners have to master English writing skill because English writing skill is very essential used in a written communication. A written communication is essential because a written communication is a provider of information which is needed by society who is thirsty toward information nowadays. Another reason which makes a written communication valuable is a written communication provides reliable, valid, and authentic information which originates from factual data and genuine sources. Based on those descriptions above, therefore, the learners should not only understand how significant a written communication, but the learners also learn to write deeply until they master the nature of writing skill.

Although English and writing skill are undoubtedly important, there are several learners who get some difficulties in mastering both of them. It was seen from the results of this preliminary research. The results of this preliminary research were that: (1) the students' interest toward teaching learning English was low. It was seen that several of the students were passive and seem to wait all of teacher's instruction. (2) The students' motivation to learn English was deficient attested by some of them admits that English was not important. (3) The atmosphere of the class became perfectly boring. (4) Lastly, the students' average score was under passing grade score.

Those problematical facts were due to (1) the inappropriate teaching strategy, (2) the teaching media, and (3) the teaching material brought by the teacher in the classroom. The inappropriate teaching strategy that the teacher did was still focused on teacher-centeredness. The teaching media which was used by the teacher still relied on book not supported by interesting teaching aid. The use of interesting media to support teaching learning process such as audio visual media was still rare to use so that it caused the atmosphere of the class becomes boring. Further, the teacher still made the inauthentic teaching material in the process of teaching learning English so that English skills that they were possessed was not nearly as natural as those of English native possess.

Based on these problems and the causes, the researcher proposed animated film as the solution to deal with the problems. According to Wieland (2009: 79), the animated film was a natural tool for imparting knowledge to the students and a good way to teach the lesson. In addition, Lowe (2004) said that the animated film made the level of the students' attention, engagement, and motivation improve. Furthermore, Mishan (2004: 216) explained that movies (including the animated film) were able to be considered as authentic material and they provided the learners with genuine input. Moreover, Stoller (in Ruusunen, 2011: 7) mentioned that the animated film also enhanced English language skill development since they brought variety, reality, authenticity, and flexibility into the EFL classroom. Therefore, it was concluded that the animated film was not only considered as the natural and authentic learning material to impart knowledge and provide to learners and as the ggod way to teach lesson with genuine input which benefitted to make the level of the students' a attention, engagement, and motivation improve

In view of some benefits of this animated film for the teaching and learning, the researcher willingly carried it out in the writing class to describe the implementation of learning writing through the animated film; to describe the students; response in learning writing through the animated film; and to describe the improvements on the students' ability after they have learnt through the animated film.

METHOD

Type of this research was an action research. Kemmis and McTaggart (in Cohen, et al, 2000: 277) suggested that action research was concerned equally with changing individuals, on the one hand, and, on the other, the culture of the groups, institutions and societies which is defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group.In addition, Burns (2010: 2) also argued that the central idea of the action

part of AR was to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.The design of the classroom action research was based on Kemmis and McTaggart(in Cohen et al, 2000: 227). According to Kemmis and McTaggart (in Cohen et al, 2000: 227), implementing action research should begin with planning, acting, observing, and reflecting more carefully, more systematically, and more rigorously than one usually did in everyday life. The design of action research by Kemmis and McTaggart was illustrated below.
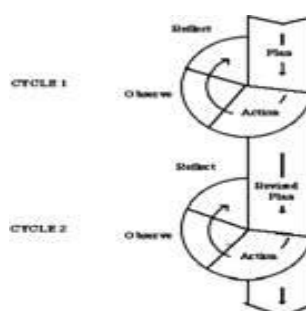

Figure 1. *The Design of Action Research*

The subject of this research was the second grade students of science class in one of the Public Senior High Schools in Bantul. This research was carried out in the second semester of the academic year of 2012/2013. The indicator to measure the success of this research was based on the tangible and intangible aspects. Intangible aspect of this research was the students' responses. The students' responses were passable if the students showed good responses. On the other hand, the success of tangible aspect of this research was seen from 75% of the students who obtained score by 75 or more as the passing grade score. The instruments of this study were observation, interview, documentation, and post-test.

The data of the research were collected by doing observation, conducting interview, having the documentation and giving pre-test and post-test. Burns (2010: 135) said that there were two types of data that were readily analysed by the researcher. These were qualitative and quantitative data. Burns (2010: 107) suggestedthat the research data was able to be analysed qualitatively by usinga categorising/inductive coding and analyzing talk. Categorising/inductive coding referred to look at data recursively from the perspectives of people closely involved in the research and analysed their opinions and views Moreover, analysing talk was also one way to analyse the data through using recordings also transcripts based on what the researcher was listening deeply to what the researcher were hearing.

In quantitative data, the researcher uses descriptive data analysis (Burns, 2010: 121). To examine the trustworthiness and validity of the data collection instruments, Griffee (2012: 132) suggests to the researchers to use triangulation.

Moleong (2007: 332) states that triangulation can be done by the researcher with the following requirements; (1) the researcher proposes the various questions, (2) the researcher checks out those of several questions through the existing source of data, (3) the researcher uses various method in order to be able to check the trustworthiness of data.

DISCUSSION

1. The Implementation of Learning Writing through Animated Film

   The implementation of this research was conducted on the second grade students of science class at semester two. The implementation of this research was done in two cycles. Every cycle had three meetings so that the total of these meetings of each cycle were six meetings. The implementation of this research involved the preparation before teaching i.e., understanding the English syllabus, making the lesson plan, making the student exercises, preparing the chosen animated film downloaded from Youtube, and preparing the test for the final meeting of each cycle.

   The implementation of the first meeting in cycle one was conducted through planning the lesson plan, teaching aids which included laptop, the animated film "crazy carrot", and the audio speaker. The process of action was carried out by explaining the definition of narration, characteristics of narration and generic structure of narration, playing "crazy carrot" film three times, giving the task which asked the students to write *past verbs* and *to be* based on the provided paragraph. The observation was done during the teaching learning in progress. The reflection was done after teaching learning was finished. The implementation the second meeting was done by playing the "crazy carrot" film once. The researcher asked the students to fill the blank with correct *pronouns* and the researcher led the students to discuss it together. The observation was done during the teaching learning in progress. Reflection step was done after teaching learning was finished. The implementation the third meeting was conducted by giving the preparation test before the students had the post-test in the next meeting. The researcher played "crazy carrot" once and asked the students to make a draft and write a paragraph based on the film. The observation was done during the teaching learning in progress. Reflection step was done after teaching learning was finished. The fourth meeting was the first post test. The students were asked to write paragraphs based on their own.

   The implementation the second meeting in cycle two was done through planning the lesson plan, teaching aids which included laptop, the different animated film "big catch", the audio speaker, and LCD projector. The researcher explained the inappropriate sentences which were previously written by the students in the first post test and showing the example of

narrative paragraph, playing "big catch" film twice, giving the task which asked the students to write passive voice in past tense. The observation was done during the teaching learning in progress. The reflection step was carried out after teaching learning was finished. The implementation the second meeting was done by playing the "big catch" film once. The researcher asked the students to arrange the jumbled sentence in past tense. The observation was done during the teaching learning in progress. The reflection step was done after teaching learning was finished.The implementation the third meeting was conducted by giving the preparation test before the students had the post-test in the next meeting. The researcher played "crazy carrot" once and asked the students to make a draft and write a paragraph based on the film. The observation was done during the teaching learning in progress. Reflection step was done after teaching learning was finished. The fourth meeting was the first post test. The students were asked to write paragraphs based on their own.

The implementation of these two cycles showed that the researcher was able to conduct the teaching steps based on the teaching scheme viewed from understanding the English syllabus, making the lesson plan, making the student exercises, preparing the chosen animated film downloaded from Youtube, and preparing the test for the final meeting of each cycle. The students were also enjoying the class through the animated film. Therefore, the implementation of this research was successfully conducted.

2. The Students' Responses in Learning Writing through Animated Film

The research obtained the students' responses data from observation and interview result. The responses obtained from the students were as follows:

Table 1. *The observation result of the first cycle*

Number of students (%)	Response Points
23 of 24 or 95. 8%	Not sleepy when teaching learning conducted using animated film
23 of 24 or 95. 8%	Paying attention to teaching learning implemented
20 of 24 or 83. 3	Answering the researcher's questions
21 of 24 or 87. 5%	Focus to develop a draft to be paragraph
21 of 24 or 87. 5%	Confident to write

Table 2. *The observation result of the second cycle*

Number of students (%)	Response Points
25 of 26 or 96. 1%	Not sleepy when teaching learning conducted using animated film
25 of 26 or 96. 1%	Paying attention to teaching learning implemented
22 of 26 or 84. 6%	Answering the researcher's questions
23 of 26 or 88. 4%	Focus to develop a draft to be paragraph
23 of 26 or 88. 4%	Confident to write

In the first cycle, the number of the students who were not sleepy when teaching learning was conducted using animated film improved from 95.8 % of the cycle one to 96.1 % of the cycle two. While, the number of the students who paid attention to teaching learning which was implemented also improved from 95.8 % of the cycle one to 96.8 % of the cycle two. The number of the students in answering the question also improved from 83.3 % of the cycle one to 84.6 % of the cycle two. Besides, the number of the students who focused to develop a draft to be paragraph improved from 87.5 % of the cycle one to 88.4% of the cycle two. The students were also confident to write from 87.5 % of the cycle one to 88.4 % of the cycle two. From the interview result, it was seen that the students felt happy and were not under pressured to learn writing in the class.

Therefore, the students' responses improved because the use of the animated film is regarded as a trigger of stimulation (Ruusunen, 2011: 14). Moreover, the use the animated film also worked in grabbing attention, interest, and attitude of most of the students in the classroom. It was because the moving images of the film made the students' interest engaged to them and created good attitude (Armstrong & Clark, in Ouda, 2012: 15).

3. The Students' Writing Skill Improvement

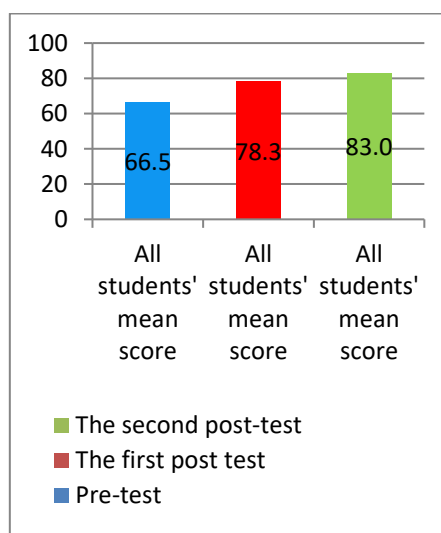The result of pre test, the first post test, and the second post test score showed that:

Figure 2. *The improvement of all students' mean score*

In the pre-test result of writing narrative paragraph without giving any treatment showed all of the students' mean score was 66. 5. After the researcher conducted the action in cycle one by using treatment, the mean score of all the students was 78. 3. Moreover, the researcher also had to conduct the cycle two because some of the students had not achieved the

passing score in cycle one. Giving once more treatment in the first meeting and doing the second post-test in the second meeting of the cycle two, the mean score of all students improved to 83. The result of pre-test, the first post-test and the second post-test showed the improvement significantly in the students' writing skills and achieved the passing grade criteria.

Therefore, films are suitable to be used as springboards for instance for discussion or writing, not as the main point of the lesson (Stoller, in Ruusunen, 2011:88). In addition, Stewart (2006) also argues that films can also serve as the basis for writing assignments especially when they are combined with the diverse film resources now readily accessible on the Internet.

CONCLUSION

The use of animated film is the most effective media in improving the students' responses.In the first cycle, the number of the students who were not sleepy when teaching learning was conducted using animated film improved from 95.8 % of the cycle one to 96.1 % of the cycle two. While, the number of the students who paid attention to teaching learning which was implemented also improved from 95.8 % of the cycle one to 96.8 % of the cycle two. The number of the students in answering the question also improved from 83.3 % of the cycle one to 84.6 % of the cycle two. Besides, the number of the students who focused to develop a draft to be paragraph improved from 87.5 % of the cycle one to 88.4% of the cycle two. The students were also confident to write from 87.5 % of the cycle one to 88.4 % of the cycle two.In the pre-test result of writing narrative paragraph without giving any treatment showed all of the students' mean score was 66. 5. After the researcher conducted the action in cycle one by using treatment, the mean score of all the students was 78. 3. Moreover, the researcher also had to conduct the cycle two because some of the students had not achieved the passing score in cycle one. Giving once more treatment in the first meeting and doing the second post-test in the second meeting of the cycle two, the mean score of all students improved to 83. The result of pre-test, the first post-test and the second post-test showed the improvement significantly in the students' writing skills and achieved the passing grade criteria.

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