

The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts at Ninth Grade Students of SMP Negeri 13 Binjai

Netty Alfiani
alfiani_binjai@yahoo.com

Magister of Education - English Department Graduate School
Nommensen HKBP University Medan

Abstract

English is an international language, which is spoken in international events and is used as the medium of transferring information flow on science, technology, and culture as well. As a matter of fact, students should be able to perform language skill such as listening, speaking, reading and writing. But for the students, writing is the most difficult subject. That is why the curriculum 2013 of Junior High School emphasizes more on developing students' writing skill. The objectives of the study are; to know what the students' difficulties in understanding a narrative text and to know to what extent teaching writing of a narrative text can improve students' writing skill. The research will give some useful information about a narrative text and teaching writing by using a film Moana. It will be more interesting for the students to produce a narrative text by listening the dialogue of the film. The techniques of collecting data were by using tests. An interview was also done to know students' difficulties in producing a narrative text faced by the students. The result of the tests shows that the students' scores in the writing draft I were 64, 3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students' achievement reached 72, 9%. It means that the test was successful.

Keywords : writing narrative text text, movie as the teaching media

1. Introduction

In this final project the writer wants to know how well the ninth grade students of SMP N 13 Binjai master the language skills, especially the ability of writing a narrative text. There are two basic problems that the writer wants to discuss, they are; what are the students' difficulties in understanding narrative as one of text types and to what extent teaching writing of a narrative text using a film Moana to improve students' writing skill especially those of the ninth grade students of SMP N 13 Binjai. Since teaching writing of a narrative text by using Moana, a film can help students develop their writing skill, the writer gave them more exercises on writing narrative texts of a film.

In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student. Writing is also one media of communication. According to Byrne (1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that the writer can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Writer can see the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally

in this modern life, people can get money from doing their writing, for example a journalist, novelist or scrip writer. Although, writing is very important for us, it is a difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar, according to Heaton in his book "Writing English Language Test" (1975:138); Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem .The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, the writer can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and it must also be clever to choose and to combine the vocabulary to create something that is meaningful .writer also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides that reason, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicogrammatical features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another. To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting method or visual aid to teach writing, so they will be interested in writing class. According to Kreidler (1965:1) he had an opinion that visual aid can be useful to the language teacher because;

- 1) They create situations which are outside the class room wall,
- 2) Introduce the students to unfamiliar cultural aspects,
- 3) Give reality to what might be understood, verbally by the students,
- 4) Change situations quickly and easily in a drill, provide decoration for the classroom.

Basically the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aid for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kinds of visual aid that teacher uses must make the students comfortable with the material or the class so they can easily understand the lesson. Kreidler (1965; 41) also has another opinion, he said that: Using any kind of method has goals to give the students to express their own idea, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

2.Methodology

research method used in this study is class action research. This research will be conducted in the classroom. This activity contains several cycles. Each cycle has four elements: planning, acting, observing and reflecting. According to Elliot (1996: 70-74) there is a basic cycle of activities. The activities can be elaborated as follows:

(1) Identifying initial idea

The initial idea refers to a state of situation one wishes to change or to improve research the initial idea is thought that there will be a change by narrative text being made.

(2) Planning

Planning is a follow up for identifying the text to find out the solution of the problems. This research is intended to find out the students' response during learning process, the students' improvement of writing by narrative text, the writer will conduct four cycles of research to know the improvement of writing by narrative text. To know students' ability in producing the narrative text, the writer asks the students to produce a narrative text.

(3) Implementing

Implementing is the performing of planned action. The researcher can change the plans after conducting one cycle when they are needed.

(4) Evaluating

After conducting and observing the implementing cycle, the next step that the writer will do is evaluating. The evaluating is a fact-finding about the result of the action. It is an analysis to find out the influence of the narrative text for improving the students in learning writing.

Result

After the writer did an observation in SMP Negeri 13 Binjai, the writer use Moana, a movie as a media in teaching a narrative writing text, and based on the data analysis of writing a revision I, writing the draft II, writing a revision II, and from interview with the students, the writer concluded that using a movie can help the students to develop their ability in the writing of a narrative text.

The students felt teaching writing of a narrative text by using a movie had some advantages, they are:

- a. In the second part, the writer had to explain what a narrative is, the generic structure and lexicogrammatical, it could help the student to understand and master a narrative text, especially in the written cycle.
- b. By using a movie, the students found it easier to get an idea because they only rewrote the story in their word, so they didn't difficult to get the idea.
- c. The students had a lot of words based on the movie, so they only arranged the word into a good story.

3. Conclusion

Based on the result of the analysis in the previous chapter, the writer can conclude that: There are some difficulties faced by the students in the narrative writing class, they are: the students had not known about narrative text before. The students had not known about the generic structure of a narrative text. Most of the students could not apply grammar, especially simple past tense. The students had less of vocabulary lists. The students could not apply the plot of the movie into an interesting story. The students could not share their ideas into a good writing.

The students' progress during the teaching and learning activity by teaching of a narrative text was good. The students' achievement in writing narrative of a text got improved. It was supported by the significance result of the writing draft I that was lower (64, 3%) than the writing revision II (72, 9%). Most of the students said that the activity in writing a narrative text by using Moana, a film could help them in learning writing. The main factors affecting this success are the students' interest in the material (narrative text) given. They said that they like to write an interesting story of a narrative text.

And finally this kind of activity is very necessary for the students and they expected that the program to be regularly and continuously given.

REFERENCES

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian; Suatu Pendekatan Praktek*. Jakarta; PT.Rineka Cipta.
- Arsjad, Masdav. 1987. *Kriteria Penilaian Karangan*. Pembinaan Bahasa Indonesia Th VIII /4; Bhatara
- Best, J. W.1978. *Research in Education*. New Jersey: Prentice Hall, Inc.
- Byrne, Donn. 1980. *Teaching Writing Skill*. London; Longman Group Ltd
- Borbwell, Davis. 1997. *Film Art an Introduction Volume 3*. The Mc Graw-Hill Company Inc.
- Charles, Martin Et Al. 1985. *Exploring American English*. New York; Macmillan Publishing Company.
- Coulson, D. 1978. *The New Oxford Illustrated Dictionary*. Tokyo; Toppan Printing Company.
- Departmen Pendidikan Nasional, 2003. *Pedoman Teknis Pelaksanaan Classroom Action Research (CAR)*. Jakarta; Departemen Pendidikan Nasional.
- Derewianka, Beverly. 1990. *Exploring How Texts Work*; Australia. Primary English Teaching Assosiation.
- Elliot, J.1996. *Action Research for Education Change*. Philadelphia; Open University Press.
- Enre, Fahrudin Ambo.1988.*Dasar-Dasar Ketrampilan Menulis*.Jakarta; Depdikbud.
- Flower.1989.*Writing English Language Test* .New York; Longman. Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application*. Ohio; Merrill Publishing Company. Hannagan.1988. Salinger. New York: Longman.
- Harmer, Jeremy. 2004.*How To Teach Writing*. New York; Longman.