

ARTICLE

*The Use of Animation Movie to Teach Students Writing Narrative Text at
the Eighth Grade of SMP N 1 Semen Kediri in the Academic Year
2015/2016*



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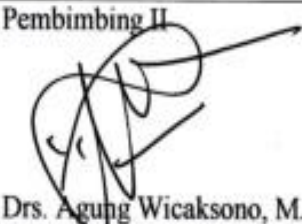

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The Use of Animation Movie to Teach Students Writing Narrative Text at the Eighth Grade of SMP N 1 Semen Kediri in the Academic Year 2015/2016

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ABSTRACT

Organizing an idea in the form of written text is one of the problems faced by junior high school students. Moreover, when they are asked to compose a written narrative text, they were difficult to start writing. It was because they have not experienced to do writing or because they were not interest in the learning process. Therefore, the teacher was challenged to give the students' an interesting way during teaching process by using media. One of media that might be proper in teaching narrative text to the students is animation movie. Animation movie was used because it has the same structure with narrative text.

This research is aimed to describe how is the use of animation movie teach the student's writing skill narrative text of eighth grade SMP N 1 Semen.

This research used qualitative research design of case study. The techniques used to collect the data were observation, interview, and questionnaire. Observation was used by the researcher to get the data during the process of teaching writing narrative text using animation movie in the classroom. Then, interview and questionnaire are only used to strengthen and support the data. The research was done in 2 meetings.

The result of this research was found and it show that animation movie was already motivated them and also explore their idea in re-writing narrative text. Animation movie was chosen by English teacher to help the students' organize their idea in writing narrative text because both animation movie and narrative text have the similar generic structure.

In conclusion, by using animation movie it was easy for them to organize the idea and re-write the story of the movie into paragraph by using correct generic structure of narrative text. After conducting this research, the researcher could suggest that the students should increase their writing skill by using good media or strategy. Then, the teacher should prepare the material because not all of the material can be taught by animation movie. For the researcher, it is suggested that the other researcher who wants to conduct the research in the same title, it is better if they conduct it in other education level or in different text type.

Keyword: Animation movie, Writing, Narrative text.

I. BACKGROUND

Nunan (2003: 88) states “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader”. Then, Byrne (1997: 6) states that in the early stages of a course towards oral proficiency, writing serves a variety of pedagogical purposes. Thus, the statement above clarifies that in writing includes some activities in the process which are inventing ideas, determining the best way to express those ideas, then organizing it into a good statements or paragraph in order to make the reader read understandably what the writer intended to deliver through the words arranged and also the consideration strongly suggests that during early course where teaching still concentrates on aural-oral skills, teachers can make good use of writing as part of an integrated skills approach to language learning.

By knowing that writing includes some processes like inventing ideas, determining the best way to express those ideas, then organizing it into a good statements or paragraph, it is important to know that students should master some elements that build their writing ability. Some elements that needed are vocabularies, grammar, organization,

spelling, and punctuation. In the term of writing, the students are demanded to master writing based on Indonesian curriculum 2006, there are many types of written form that has to be learnt by students. Therefore, they should have experience about how to write a text. In the eighth grade of Junior High School, the basic competence that should be achieved in the writing English subject is the students have ability to develop and produce written simple monologue text, one of them is narrative text when they are in the second semester. It is stated that the students should be able to understand and make narrative text. Based on the basic competence stated in 2006 curriculum, it is said that the second year students should have ability in:

“Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative”.

Because each genre of text has different characterization like generic structure and language feature so that the teacher should lead them to write based on the generic structure owned by a certain text. For example, when the students want

to write narrative text, the teacher should experience them with the generic structure of its text, started from orientation, complication, and resolution. By having this experience, it is hoped they write narrative text orderly and the goal can be reached by the students.

Furthermore, several processes in order to have a good writing text are pre-writing, planning, and revising draft, and go to final writing. It needs a lot of time for English teacher to lead the students having a good writing product in arranging paragraph. According to Hedge (2000) writing is a gradual activity involving stages like setting goals, generating the ideas, organizing information, selecting appropriate languages, making a draft, reading, reviewing it, and then revising editing. Knowing the fact that writing process is not simple and easy to be conducted, it is better if the teacher using innovative media in teaching writing. It may help them to write a good written narrative text. One of the ways is using animation movie. Animation is an illusion of motion. It is the process of creating the illusion of moving images & model by displaying sequential images in rapid succession. The animation fall under two basic categories, namely 2D

Animation & 3D Animation (Debasmita OKFN, India).

Animation movie is chosen by the teacher because the teacher thinks that this media can attract the students' interest in learning writing narrative text. In addition animation movie help the teacher to explain the material about narrative text. In line with the generic structure of narrative text, animation movie also has structure to make a story. The orientation that served in narrative text can be known in the beginning of animation movie which tells about each characters and setting. Then, the complication tells about the conflict of the story which also tells in animation movie. While the solving problem in animation movie is in line with resolution in narrative text. Those things makes the teacher wants to used animation movie in writing class. Because if the students' are familiar to the generic structure of narrative text, it would be easy for them to write narrative text..

All of these facts promote the researcher to conduct a qualitative case study research entitled: "The Use of Animation Movie to Teach Student Writing Ability in Narrative text to the Eight Grade Students of SMP N 1 SEMEN Kediri.

II. METHOD

This research employs a qualitative research design. This qualitative research is carried out in a natural setting and to discover and understand a phenomenon (Miles & Huberman, 1994). Qualitative methods generally aim to understand the experiences and attitudes of patients, the community or health care worker. In this research, the researcher observed the students and teacher behavior in implementing an animation movie to teach writing narrative text. It is in order to describe how an animation movie can be implemented as a media of teaching writing narrative text, conducted by the English teacher. Here, the teacher behavior is the main focus of this research.

In conducting this research, the researcher plays a role as the instrument and the data collector. Researcher is the non-participant. It means that the researcher is only an observer who wants to collect the data. He observed the implementation of an animation movie to teach writing narrative text.

In this research, the data is going to be collected by using the following instruments namely observation, questionnaire, and interview. It is in line with (Van Dalen, 1979) descriptive data are usually collected by interviewing subjects, observing events, or giving questionnaires.

After collecting the data, then the

researcher analyses the data. The data analysis used by the researcher is data analysis that introduced by Miles and Huberman. Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

1. Data reduction. This refers to the process whereby the mass of qualitative data you may obtain – interview transcripts, field notes, observations etc. – is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. At this stage, try and discard all irrelevant information, but do ensure that you have access to it later if required, as unexpected findings may need you to re-examine some data previously considered unnecessary.
2. Data display. To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.
3. Conclusion drawing/verification. Your analysis should allow you to begin to develop conclusions regarding your study. These initial conclusions can then be verified, that is their validity

examined through reference to your existing field notes or further data collection.

III. FINDING AND CONCLUSION

a. Finding

The researcher had done the observation in SMP N 1 Semen Kediri. The observation was conducted for 1 meeting. The researcher observed on how the teacher taught narrative text to the students using animation movie.

There were three steps, to conduct animation movie as a media of the teaching narrative text they were: pre-viewing, viewing and post-viewing.

1. Pre-viewing activity :

In this step, the teacher tried to ask the students about their background knowledge that they had already known, such as the generic structure and the type of narrative text and so on. The purpose of the pre viewing activity was to know their understanding about the previous material. So in this activity the teacher had already given a brainstorming activity which leads their activities in background knowledge of the students about the basic of narrative text which leads them to compose a good narrative text.

2. Viewing activity :

The students were asked to pay attention to their teacher about what they would do after that, she asked the students to take a note of important information which appeared on animated movies. In this activity, the teacher discussed about the character, setting, time and conflict which happened in that animated movie before the students started to watch the movie. The meaning is to get the information before composing a good narrative text; the students should watch the animated movies.

3. viewing activity :

activity the teacher asked to students to compose their own narrative text based on the animated movies that they had already seen. They should make their stories with their own words.

b. Conclusion

By teaching the students using animated movie in writing narrative text the students could increase their motivation to explore their idea in re-writing narrative text. On the other hand, the media of animation movie could not be applied in the school which does not have complete facilities or lack of modern technologies such as LCD, Projector, and speaker.

Therefore, it is hoped that if the school wants to increase their quality, it is better if they facilitated the students' with complete facilities in order to make them easy in comprehending the language learning.

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