

Exploring Animation Film Media for Better Writing Ability in Indonesian Higher Education EFL Context

Hermi Zaswita

zaswitahermi@gmail.com

STKIP Muhammadiyah Sungai Penuh,

Meladina

meladina@fdk.ac.id

Universitas Fort De Kock Bukittinggi

Abstract

This research was oriented by the low ability of students in writing narrative text. For that we need the latest media that can increase students' creativity in thinking in the current technology era so that their writing ability can be better, one of that is animation film. The purpose of this study was to determine the extent to which animated film can make students' writing ability better and what aspects influence the students' ability to write narrative text through the use of animated film. This research is a Classroom Action Research (CAR) which was conducted third semester students of English education Program in STKIP Muhammadiyah Sungai Penuh. The research was conducted in two cycles, the instruments used were writing tests and observation sheets. The results showed that the students' ability in writing showed significant results in the second cycle with an average of 78.9. From the research, it was also obtained four aspects that affect the improvement of students' writing ability, namely classroom management, classroom activities, learning methods, and material aspects.

Keywords: Animation Film, Narrative Text, Writing Ability

INTRODUCTION

Writing is one of course that must be taken by students in English Study Program. In STKIP Muhammadiyah Sungai Penuh, writing courses consists of 4 series: Writing I is taken in second semester, Writing II is studied in third semester. Writing III is taken in fourth semester and the last Writing IV is in learned in fifth semester. As stated in standard of competence for Writing II, with the completion of this course, the students are expected to have acquired: Understanding of ways of developing paragraphs and having ability in writing paragraphs in various topics and texts (Curriculum of STKIP Muhammadiyah Sungai Penuh, 2017). Through Writing II course, the students wished to produce texts using their own language. The texts are narrative, descriptive, recount, etc.

Writing is important for college students. (Zaswita & Ihsan, 2019, p. 2) state that writing requires process and experience in order to gain writing ability. Students who have the ability to write are those who often practice writing activities, as a result they are able to create superior written text. According to (Glazier, 1994)(Nagin & Project, 2006)EFL students' success in **writing** English benefits not **only** English learning, but also **lifelong** career. **As an asset career, nevertheless, writing** in English seems **difficult** for **many** EFL students (Harmer, 1992, p. 53).

They find some difficulties to enhance their writing ability. It is considered as complex ability because writing deals with the mixture of idea, vocabulary and also grammar. Students also are lack of vocabularies and interest in writing. Therefore, students are difficult to express their idea in form of writing.

Writing narrative text is also not easy for the student (Susilawati, 2017). Based on researcher observation as lecturer in Writing II subject, when students were asked write the narrative paragraphs their students seem hard to convey their ideas and construction good narrative paragraphs. From pre-research test of writing narrative paragraphs to the students, it is found that the percentage of students' score in writing test was low. There were only (6,25%) of students got very good score, (28,12%) students got good score, (53,13%) of students got enough score, (12,50%) of students got low score, and no students got failure score. The average of students score was 62,5%. The standard of writing score for students is 85 %. When it is compared with the standard, 62,5% was low. The researcher concluded that students were not successful in producing narrative texts.

Considered to the problem the lecturers should make efforts in teaching to make their class interesting by using various methods, techniques, instruments, and materials in order to stimulate the students to learn English (Salikin & Tahir, 2017). An appropriate media in teaching writing should be applied to make the writing class becomes more effective, interesting, and enjoyable for the students. One of them is teaching writing by using film. As the focus is on improvement of students' ability in writing narrative text, film can be used as audiovisual media in learning writing because it has story (narration), sounds and pictures.

(Anderson & K., 2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. So that, to stimulate students writing a narrative text is by using film, exactly animation film. The animated film also was a natural tool for imparting knowledge to the students and a good way to teach the lesson (Wieland, 2009). Some studies have been done to investigate the use of animation film in learning process. The studies implied that using multimedia such as animations contribute to students' achievement in writing, (Hawkins & Davidson, 2005) (Aditiya, 2018).

Animation film gives some advantages in learning as (Kayaoğlu, N., & Öztürk, 2011); (Mayer & Moreno, 2002) view that using animation is an easy way to integrate computers into a foreign language classroom. Since this type of multimedia system tool give students with learning via malty-sensory channels, it is thought that language learning process can be more fruitful and inspiring for students.

There are some advantages using animation film in learning. (Devi, 2005) mentions six advantages as follow: (1) increasing motivation; (2) removing affective filters; (3) lowering the anxiety level; (4) enhancing contextual comprehension because of the display of caption along with the animation; (5) assisting in the retention of concepts is superior when compared to the use of just text; and (6) fostering visual and verbal literacy. In short, there many advantages of the use of animation film in learning for students.

Furthermore, (Montessari & Indrawadi, 2006) also give the advantages if using a film in learning activity. The first one, as audiovisual media film gives communicative situation and it can be replayed as needed. Second, it shows something detail of motion thing. The third one, film can be fast or slowly and it may be repeated in require part and also can be larger. Next, it

can be compared between two different film in the same time. The last, film can also be used as real presenting of an action, rise a discussion, promote a product, interview, and show the experiment process. Therefore, this study focused on using animation film as media of enhancing students’ ability in writing narrative texts and find out what aspects.

METHOD

The type of this research was classroom action research. The participants of this research were the third semester students of English study program in STKIP Muhammadiyah Sungai Penuh, consists of 32 students. The instruments used in this research were as follows: 1) Test, the test was given at the end of cycles; And 2) Observation sheet, it would be used to check the application of using film in writing narrative text. Observation sheet was referred by the lists of student’s activities and process writing was done. It was made by the researcher and it would be checked by the collaborator during teaching and learning process in each cycle. Procedure of this research was described through the two cycles. The cycles consisted of planning, action, observation, and reflection. In doing the research, classroom procedures are described in the following figure:

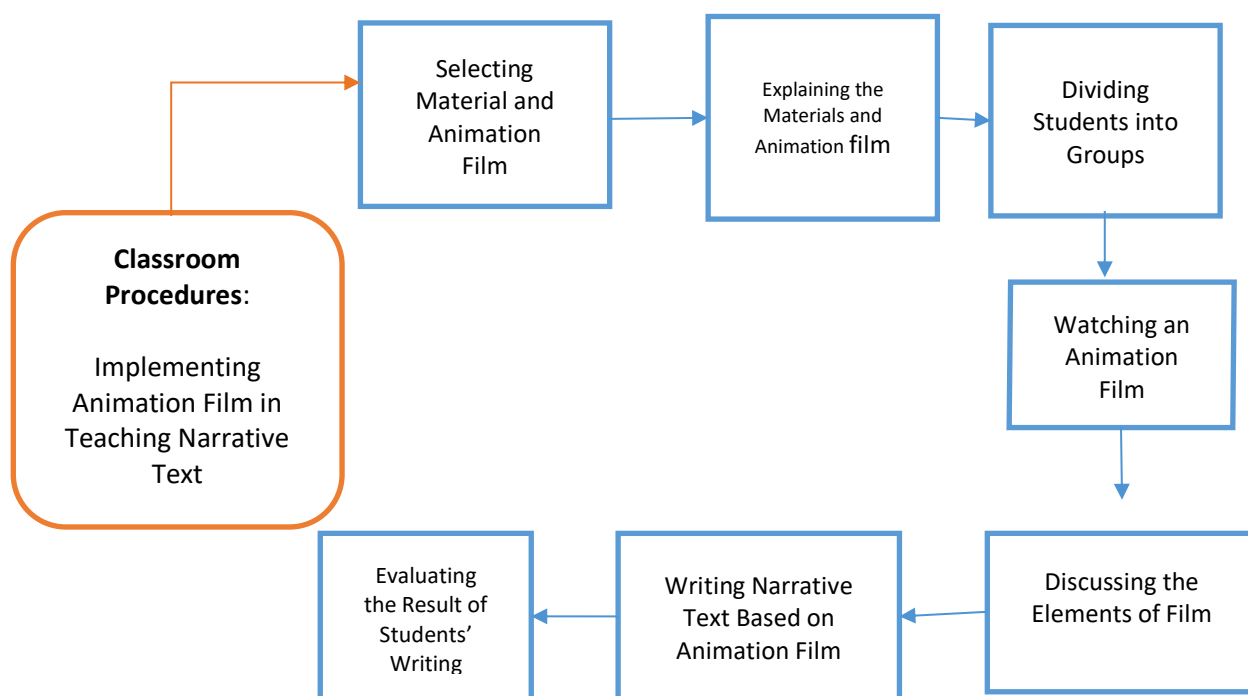


Figure 1. Classroom Procedure

FINDINGS AND DISCUSSION

The purposes of this study were focused on using animation film as media of enhancing students’ ability in writing narrative texts and find out what aspects influence the students' ability to write narrative text through the use of animation film. The study was divided into two

cycles. Each cycle consisted four steps: planning, action, observation and reflection. Each cycle done in three meetings. Then, the test was given to the students to get the data about students' writing ability for the end of each cycle. The researcher conducted this research by collaborating with the English lecturer who also teaches Writing subject in STKIP Muhammadiyah Sungai Penuh.

Cycle I was conducted. The animation film chosen in cycle one was “Cinderella”. The result of writing test in Cycle I can be seen in figure 2:

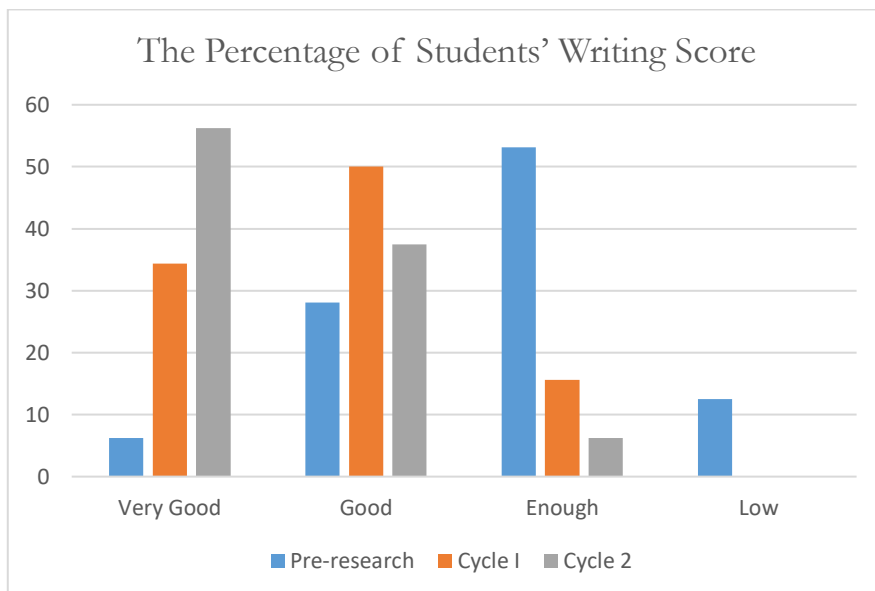


Figure 2: The Percentage of Students' Writing Score

The figure above shows that the percentage of students' writing score in cycle I indicated students had good enhancement. From the result it could be known that there were (34,37%) of students got very good score, (50%) of students got good score, and (15,63%) of students got enough score. There were no students got law and failure. It could be concluded that after implementing the animation film as media in writing narrative text, there was an improvement even it was not excessive. The average of students' writing score in cycle I 72,9 %. It was indicated that the implementation of using media in writing narrative text was not success enough in cycle I.

Then, Cycle II conducted. The animation film chosen in cycle two was “Snow White” The result in the reflection of previous cycle showed some weakness. Dealing with those weakness, the researcher and collaborator did enhancement. As seen in Figure 2, the percentage of students' writing score in cycle II was very good. It could be known from the result that there were (56,25%) of students got very good score, (37,50%) of students got good score, only (6,25%) of students got enough score and there were no students got low and failure. The researcher concludes that there was significant enhancement of students' writing ability after media animation film used in cycle two. Then, the comparison of the average score can be drawn in the following table:

Test	Average
Pre-research	62

Cycle I	72,9
Cycle II	78,9

Table. 1 The Students' Score

The table shows that the average score of tests in cycle I was 72,9 and cycle II was 78,9. It was indicated that the enhancement of average score of tests in cycle I and cycle II was significantly good, after revising the plan which focused on weakness in cycle I.

Thus, using animation film as media in teaching writing ability was successful and the research was finished in cycle II. The researcher had gotten very good result after doing the test in cycle II. The average of students was 78,9%. As stated in the introduction, this research was finished when 85% of students obtained 66 to 100 with good and very good criteria. In cycle II, researcher got very good result there were 93,75% of students got 66 to 100. So, this research was finished in cycle II. It is described in Figure 3:

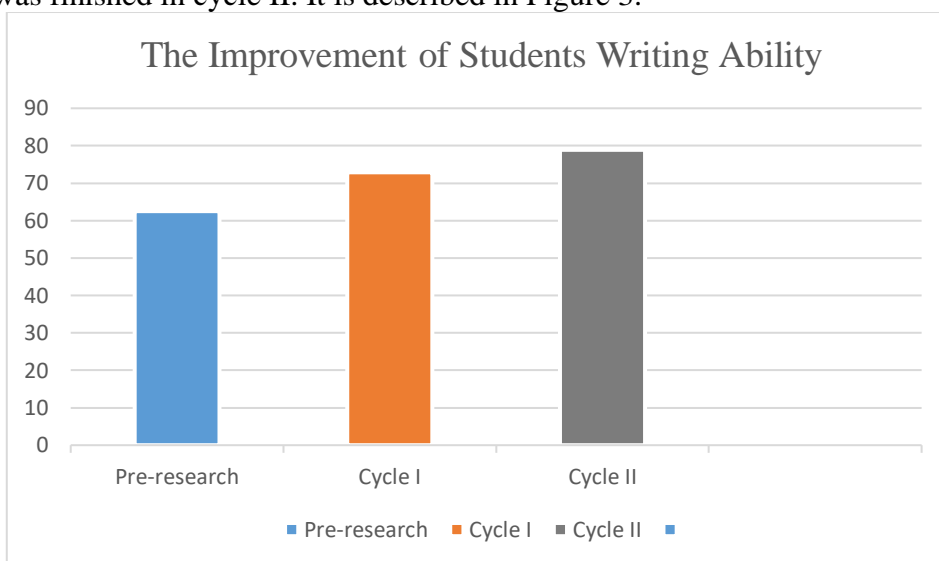


Figure 3: The Enhancement of Students' Writing Ability

Based on the overall process in cycle I, the researcher and collaborator concluded that using animation film was good enough to stimulate students in writing ability. The students enjoyed the film and become more enthusiastic in learning. It could reduce their boredom and made new atmosphere in writing class. They became enthusiasm in following the class activities. The animation film helped them to express and explore their idea, so that they could write the story into narrative text. This in line with research conducted by (Ginting, Syafitri, Nehe, Manullang, & NintaTarigan, 2019) the findings of their research show that watching animation videos was helped the students in their narrative text writing. Moreover, the animation film which was shown not odd for students. Some of students had watched it in their home. The story of film has organized well started with the orientation, complication and resolution (Hawkins & Davidson, 2005). Then, students write the story into written.

Dealing with overall observation during teaching and learning process in each cycle researcher obtained some factors that influence the changes of students writing ability by using animation film. In material aspect, First, the animation film could be an assist tool in

stimulating students' mind. Usually, when writing class students ordered to write a story by provided topic or make their own without stimulating their mind. So, an animation film can be media in stimulating it. Secondly, animation film helped students to explore their imagination. When watching animation film, students' mind indirectly wanted to know more about the story in film. Thirdly, students were able to express their ideas clearly in writing, because they already had the concept of story. Then, they developed it into their writing by using their own word. Finally, most the story of an animation film has organized well, begin with the orientation, complication, and resolution. Therefore, students' not necessary to arranged back the story into writing.

In classroom management aspect, using animation film made students became more concentrated and did not feel bored during watching the film. They look interested and enjoyed the film. It was made the class disciplinary, and students had one direction and focused to the learning. In classroom activities, using animation film made most of students became active. It can be known when researcher asked them to discuss the story of film after watching, they looked active to discuss in their group. Animation film could help teacher do the approach to the students in conveying the learning material. Usually, lecturer only give the narrative text in kind of paragraph, text and storytelling. After using animation film, teacher could give the example of narrative text completely in visual and verbal.

CONCLUSION

Using media animation film can enhance students' writing ability in narrative text. It could be known from students' writing score that significantly had enhancement in every cycle. In cycle I there were eleven students got score 80-100 with very good criterion. In cycle II, it increased become eighteen students who got 80-100. The average of students in cycle I (72,9) became (78,9) in cycle II. There were some aspects that influenced the change of students' writing ability by animation film as follows: (a) classroom management (b) classroom activities, (c) learning method, and (d) material.

REFERENCES

- Aditiya, M. D. (2018). The Use of Animated Film to Improve. *ADJES (Ahmad Dahlan Journal of English Studies)*, 103-112.
- Anderson, M., & K., A. (2003). *Text Types in English 3*. London: Macmillan.
- Devi, V. A. (2005). Using animation for teaching phrasal verbs: A brief Indian experiment. *Language In India*
- Ginting, K. V., Syafitri, D., Nehe, C. R., Manullang, N. P., & NintaTarigan, S. (2019). Improving Students' Skill in Writing Narrative Text through Animation Movie. *Linguistic, English Education and Art (LEEA) Journal*, 230-237.
- Glazier, T. (1994). *The Least You Should Know about English Writing Skills*. USA: Harcourt Brace College Publishers.
- Harmer, J. (1992). *The Practice of English Language Teaching*. London: Longman.
- Hawkins, L., & Davidson, M. (2005). Animations: Engaging English, Literacy, Media and Art Curriculum Outcome. *Journal of Arts, Science & Commerce*.
- Kayaoğlu, M., N., D. A., & Öztürk, Z. (2011). A small scale experimental study: Using animations to learn vocabulary. *Turkish Online Journal of Educational Technology*, 24-30.

- Mayer, R. E., & Moreno, R. (2002). Animation as an aid to multimedia learning. *Educational Psychology Review*, 87-99.
- Montessari, M., & Indrawadi, J. (2006). *Buku Ajar; Kurikulum dan Bahan Ajar*. Padang: UNP Press.
- Nagin, C., & Project, N. W. (2006). *Because writing matters*. Sanfransisco: ohn Wiley & Sons, Inc.
- Salikin, H., & Tahir, S. Z. (2017). The Social Media-Based Approach in Teaching Writing at Jember. *International Journal of English Linguistics*, 1-12.
- Susilawati, F. (2017). Teaching Writing of Narrative Text. *Journal of English and Education*, 103-111.
- Wieland, J. A. (2009). *A Role for Film in Writing Pedagogy (Master's thesis)*. USA: Indiana University.
- Zaswita, H., & Ihsan, R. (2019). he Effectiveness of Pairwork Activities Technique on Writing Ability of Students in Vocational School. *Indonesian TESOL Journal*, 53-60.