

THE USE OF ANIMATED VIDEO TO TEACH WRITING NARRATIVE TEXT

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Untuk menguasai Bahasa Inggris, ada empat keahlian yang wajib untuk dipelajari khususnya bagi pelajar, ada empat jenis keahlian yaitu, mendengar, berbicara, membaca dan menulis. Menulis adalah salah satu keahlian yang sulit untuk dikuasai dan salah satu keahlian yang penting untuk dikuasai. Menurut Byrne (1982) keahlian menulis sangatlah penting dan secara ironis, kita hanya bisa meningkatkan kebahasaan berbicara kita melalui menulis. Untuk bisa menulis dengan baik para murid diharuskan mengutarakan ide mereka kedalam bentuk teks dan tentunya teks itu wajib mempunyai struktur kebahasaan yang baik, disini guru dituntut untuk mengajar dengan berbagai cara, salah satunya adalah dengan mengajar menggunakan media untuk membangkitkan ketertarikan dan minat murid untuk menulis. *Animated Video* bisa menjadi media yang cocok untuk mengajar menulis narrative text. Di penelitian ini akan menjelaskan kegunaan dan menjelaskan tanggapan siswa terhadap media ini. Di penelitian ini pengarang menggunakan penelitian dengan deskripsi kualitatif. Untuk mengumpulkan data penulis menggunakan field note, observasi checklist, respon dari siswa dan tugas menulis siswa. Penelitian dilakukan dua kali di SMP Ulul Albab Sidoarjo dengan subject penelitian adalah siswa kelas 9 pada kelas IX-C. Hasil dari penelitian ini bahwa animated video pada saat proses belajar dan pembelajaran dapat meningkatkan ketertarikan murid pada pembelajaran menulis narrative teks. Media ini membantu menciptakan suasana menyenangkan pada proses pengajaran, dari respon yang didapat melalui lembar quissionaire dapat diketahui bahwa kegunaan media ini diproses pembelajaran mendapatkan respon positif dari siswa karena media ini dapat membantu siswa untuk menyelesaikan masalah dalam membuat karangan narrative text.

Kata Kunci: isi, format, artikel.

Abstract

As to master English, there four skills that should be learned by the students, they are listening, speaking, reading and writing. Writing is one of the most difficult skills and important skill, which needed to be mastered. According to Byrne (1983) writing is important and paradoxically, we can only improve our spoken language by writing. To be able to produce a good writing the students need to express their ideas into a form of text and the text need to be well-organized. In here the teacher need a unique variations in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing. To solve the problem above, *Animated Video* can be a media that suitable in teaching writing narrative text. This research explains the use of *Animated Video*. Also the researcher describes the students' responses towards the use of the media to write narrative text. In this research, researcher uses descriptive qualitative research. To gather the data researcher used field note observation checklist, questionnaires and student writing assignments. The researcher conducted the observation twice and it was done at SMP Ulul Albab Sidoarjo for the subject of the study was the students from ninth graders in IX – C. The result showed that animated video in teaching learning process could increases the students interest in writing narrative text, *Animated Video* helped to create pleasant atmosphere in teaching and learning process also they get more enthusiastic in the classroom, the students' responses showed that they have a positive responses towards the use of *Animated Video* because the media could help them solve their problems in writing narrative text. Further more for the result of students' writing assignment in term of the generic structure most of the students' got excellent. According to the result above, it can be concluded that the use of *Animated Video* could overcome the students' problems in writing narrative text especially in the term generic structure and stimulate their ideas. So they could compose good writing.

Keywords: *Animated Video, Teaching Writing, Narrative Text*

INTRODUCTION

Nowadays English has become a very important language in the world, English has been an international language since long time ago. People agree to use English as an international language because of some considerations. English has important role in this modern life, one of the important functions is supporting people to communicate with English in many aspects of their life, it can be used to express feeling, ideas, opinions, and thoughts to other in oral or written language. Both of them have equal function in supporting people to increase their knowledge, especially to get a job, to absorb in modern and technology life. the purpose of teaching English to student in junior high school level is to make them understanding and to be able develop communication skill in the form of spoken and written to solve some problem in daily activity.

English has four basic language skill which must be mastered and learnt by students in school there are listening, speaking, reading, and writing, here writing skill tends to be considered as the most important skill to master. According to Byrne (1983) writing is important and paradoxically, we can only improve our spoken language by writing. Besides that, writing can be a media for people to express their feeling, ideas, thinking or opinion. 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, the students are expected to know or master writing skill. And also the students are expected to know or master writing skill and ones of the texts that should be learnt by students in junior high school is narrative text, it's stated that the students should be able to understand and make narrative text.

In this society most of the students still think that writing is the most difficult language skill to master. Actually writing is a difficult matter not only for student but also the teacher, It is happens because their lack in writing skills because in writing we need to choose and combine the vocabulary and tenses well to make a writing that is meaningful and can be read for others people.

To make a good writing the students need several processes. They were pre-writing, planning, and revising draft, and go to final writing. It needs a lot of time to arrange a 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. And so because English only a native language that should be learn by the students most the students still have to translate their work to English, so the need more processes, more practices, and some steps to be able to make a good writing.

Based on the facts stated above, teacher need a unique variations in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing. According Lynne (2001) the students' interest is one of the main factors to achieve the

goal of teaching learning English. For that reason, Animated can be used to increase students' motivation in learning writing. Animated Video is expected to be effective media for teaching narrative writing because students can hear the voice but they will see the situations that happen in the story, and then they will be more interested and motivated using Animated Video in the class. Lavery (2008) states that film and video are effective ways in motivating and helping students to understand language.

According to the background of the study, the research questions can be formulated as follows:

1. How is the implementation of Animated Video as a material in teaching writing narrative text in SMP Ulul Albab Sidoarjo
2. How are the students' responses toward the use of Animated Video to write narrative text.
3. How is the students' writing ability in the term of generic structure in writing narrative text after the implementation of Animated Video as media in teaching writing narrative text?

RESEARCH METHOD

In this study the researcher used descriptive qualitative research. The researcher would perform the data in form of words this type of research is supposed to describe in detail of a particular activity or situation.

The subjects of the researcher are the teacher and the students from class IX -C of SMP Ulul Albab Sidoarjo. The class consists of 25 student, 13 female students and 12 male students.

The researcher would present the data in the form of words so this study it's used descriptive qualitative design as the research approach. Mcmilan (1992) stated that descriptive study simply describes about phenomenon. It means this study is designed to describe the observation phenomenon or even activities in the form of words, without any statistical calculation. This type of research is supposed to describe in detail of a particular activity or situation, rather than comparing the effects of a particular treatment like in experimental research. Also in here the researcher used to answer the question of how was the implementation of animated video, the students' responses toward the use of that media and also to describe the result of students' writing assignments which focused on generic structure of narrative text. So it's means that the researcher only focused on observing the teaching and learning process and also the researcher did not take a part in the learning and teaching process.

RESULT AND DISCUSSION

In this part, the researcher will discuss the result of the observation based on theories to answer the research questions.

The Implementation of Animated Video

The researcher had done the observation in Ulul Albab Junior High School twice, in the first observation the teacher did three activities, pre-viewing, viewing and post viewing. In the pre viewing the teacher tried to asks the students about their background knowledge that they already known, such as the generic structure and the type of narrative text and so on. In the previewing activity the teacher asked the students based knowledge about narrative text she also explained the narrative text generic structure, language features and also in the first and second observation the teacher gives the students task which is writing narrative text with their own words based on that media. The activities in which teacher always did was pre-viewing, viewing and post-viewing. In the pre viewing the teacher tried to asks the students about their background knowledge that they already known, such as the generic structure and the type of narrative text and so on, the purpose of the pre viewing activity based on Stoller (1990:12) is to prepare the students for the actual viewing of a video, because comprehension is partially determined by students' knowledge. So in this activity the teacher had already gave a brainstorming activity which lead them activates their background knowledge of the students about the basic of narrative text which lead the to compose a good narrative text.

After that the viewing activity, the teacher always reminded the students to pay attention to the media, she also asked the student to take a note of important information which appeared on *animated video*. In this activity the teacher discussed about the character, setting, time and conflict which happened in that animated video. Stoller (1990:13) said that the purpose of reviewing activity is to facilitate the actual viewing of video. The meaning is to get the information before composing a good narrative text; the students should watch the *animated video*.

The last one was in the post viewing activity the teacher asked to students to compose their own narrative text based on the *animated video* that they already seen. They should make their stories with their own words. After that the teacher asked them to collect their work to teacher desk.

After the implementation of the media, its resulted the *animated media* can help the students to develop their idea and imagination into narrative text because *animated video* can bring a good atmosphere in the classroom. The teacher also can reach the goal in teaching and learning process.

The Result of Students' Responses

From the analysis of the students' response toward the use the media, the researcher can conclude that most of the student feels that the media could help them to compose their narrative text, it's based on the result of the questionnaire above.

According to Stemplski and Tomalin (1990:3) a video is able to present language in a comprehensive ways than the other media. the questionnaire results, in the end of the observation the researcher got the positive responses from the students toward the use of that media based on the questionnaire result which already answered by the students'.The students also liked the implementation of *animated video* in teaching and learning process, especially in writing narrative subject with English as their subject.

The Result of student's writing assignment

It's important to know the result of students' writing assignment in the term of generic structure. The researcher in here would explain about the result of the students writing assignment especially during the implementation of animated video in teaching and learning activity. During the implementation of *animated video* which happened in two meeting, the students also have two assignments to write a narrative text based on the *animated video* that they already watched, the assignment was evaluated by using scoring rubric narrative essay that focused on the generic structure. The rubric consists of the orientation, complication and resolution. The result of the students' assignments in the first observation showed that some of the students made incomplete and unclear composition. In the second observation most of the students already aware with their error especially in constructing the generic structure and the language features, and in the end most of students can complete and make a good narrative composition. So from those discussion above, it can be conclude that the use of animated video in teaching and learning process can stimulate the students' ideas in writing narrative text and it's also can improve the students ability especially in the term of generic features of narrative text.

Conclusion

The use of animated video as a media to teach narrative text which implemented by the teacher could stimulate ninth grader students' motivation in writing narrative text. The result also showed that the teacher did three activities to implement media they were pre - viewing, viewing and post viewing activity. During the implemented of the media teacher also need to remind the students to take a note while they focused on the animated video, teacher also give the students' an assignment which in the first observation the students

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should makes an alternative ending based on the animated video they watched on the second observation the assignment was to make an narrative text based on the animated video, in the end the media can help the students to develop their idea and imagination into narrative text because *animated video* can bring a good atmosphere in the classroom. The teacher also can reach the goal in teaching and learning process.

We can conclude that after we gathered the questionnaire, it resulted that the researcher got the positive responses towards the use of animated video in teaching and learning process. Most of the students also answered that the implementation of animated video in learning process would be greet choice especially in writing narrative text. And so for the result of the students' writing assignments, the first and second observation showed an improvement especially in the term of the generic structure, the result showed that the students' could express their idea and imagination in developing their story and so the students' had a good composition and organization to their story. To conclude that after the implementation of animated media as teaching and learning material in learning writing process the students can compose their narrative text in a good sequence of generic structure.

Suggestion

A suggestion for teacher, Animated video can be an affective media which can be used to teach in all aspect, animated video can bring the students and learner interest to learn narrative text. This media can also help the students to arouse their imaginative skill to compose narrative text, beside that the animated video can bring the cheerful and joyful atmosphere during teaching and learning process, also in choosing animated video the teacher should consider the genre which suit the student age and the material. Also the teacher should be more creative in creating activities which can engage the students to the lesson given. Those suggestions are important to do succeed the teaching and learning process by using animated videos as media to teach narrative text.

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