

STUDENTS' PERCEPTION ON ANIMATED FILM AS A MEDIA TO TEACH WRITING NARRATIVE TEXT

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ABSTRACT

This study aimed at identifying students' perception on the use of animated film as a media to teach writing narrative text and finding out the reasons why the animated film can help the students to write a narrative text. The subjects of the study were the tenth grade students at one of the state senior high schools in Tabanan Regency, Bali. This study involved 121 students which were selected using quota sampling from the total 172 students. The researcher collected the data of the study using closed ended and open ended questionnaires. The collected data were analyzed both qualitatively and quantitatively. The qualitative data were analyzed using interactive data analysis while the quantitative data were analyzed using descriptive statistics. The results of the study showed that the students had positive perception toward the use of animated film as a media to teach writing narrative text. There were various reasons why the animated film can help the students to write a narrative text. First, the animated film helps the students to collect the needed vocabulary. Second, animated films could help the students get an idea of to be developed as a narrative text. With animated films, students could see the story's characters directly, which makes them easier to understand the story. By understanding the story better, the students could get an idea of what they would write. Third, the students did not get bored quickly by using animated films because it was quite interesting for them.

Keywords: *animated films, narrative text, teaching media*

INTRODUCTION

In this global era, it is crucial to master English. Richards and Schmidt (2010) state that English is a language that must be learned to compete globally. English is the language that is used as a communication tool between people from different countries (Pour-Mohammadi et al., 2012). As an international language, English will touch all aspects of human life (Preiss et al., 2014). Thus, the purpose of the English subject at schools is to make the students know how to use English properly and correctly in real life (Mushtaq & Zehra, 2016).

In studying English as a foreign language, the students usually need to master the four language skills. Those four language skills are listening, speaking, reading, and writing (Richards & Schmidt, 2010). Writing becomes an essential skill in this digital era because our world has been driven by text and numerical data more than before (Hyland, 2003). According to Kellogg (2008), the writing skill was to reinforce students' grammatical understanding, improve their vocabulary, and assist the other language skills such as reading, speaking, and listening. Furthermore, writing skills, especially argumentative writing skills, can predict students' success at higher education levels (Preiss et al., 2014). Writing is a process that improves students' critical thinking and a form of efficient learning (Incirci & Parmaksiz, 2016). In other

words, writing skill is crucial for students because it was a useful skill for their daily life, their study, and vital for improving their English mastery.

However, writing is the most challenging skill for the students who learn English as a foreign language (Motallebzadeh et al., 2018). Writing is a complex process, and the students have to make more effort than writing in their first language (Rao, 2019). Common problems that the students face in writing include difficulty getting an idea, diction, spelling, cohesion, coherence, and grammar (Tuan, 2010). Thus, the writing complexity makes the students get bored quickly, and this condition is getting worse when the teachers apply a monotonous teaching strategy (Kartawijaya, 2018).

From the result of the observation at SMA N 1 Kerambitan, it was found that the students in that school have the same problems as the problems mentioned above. During the teaching and learning process, the English teachers only used texts in the book as learning media. The teachers directly taught about the generic structure in narrative text. The media provided by the teachers did not attract the students' attention and did not help the students to produce their writings. The interview with the English teachers about the students' problems also confirms that there are several problems students face in writing class. First, the students cannot develop ideas due to a lack of vocabulary. Second, they make many grammatical mistakes and have many spelling problems. Third, the English teachers also admitted that the students sometimes feel bored when they have a writing class.

Considering the importance of writing skills and the common problems that the students face in writing class, this study implemented animated films to teach writing skills. There are some reasons why the researcher chooses animated films as media for teaching writing skills. First, cartoon movies or videos similar to animated films can make the teaching and learning process more interesting (Pitriana & Syahrudin, 2013). The use of video will attract students' attention to focus on the learning materials and avoid boredom (Abuzahra et al., 2016).

Second, in this study, animated films were be used as media for teaching writing a narrative text. Therefore, the animated films can be examples for the students in writing a narrative text since the animated films are provided with English subtitles. In other words, animated films were built students' prior knowledge and vocabulary. Students were producing better writing by having enough prior knowledge from good examples (Al-Issa & Dahan, 2008). Furthermore, the video's subtitles can help students build their vocabulary and understand the grammatical structure of a narrative text (Talaván, 2007). In other words, theoretically, animated films have indications to help students in writing class.

Students' perceptions have a vital role in determining the success of the teaching-learning process. The study conducted by Shavelson and Towne (2002) found that students' perceptions of ICT influenced the success of studying using ICT. A similar study was also done by Cohen et al., (2005) who found that students' perceptions of the use of social media for the teaching and learning process also influence the success of the instructional process. In addition, Brown (2001) also confirmed that students' perceptions of e-learning also affected the success of e-learning implementation. Therefore, considering the importance of students' perceptions, this study aimed to find out the student's perceptions of using animated film as a medium to teach writing a narrative text. Besides, this study also identified why the students have a particular perception of using animated film as a medium to teach writing a narrative text.

METHOD

This study was a survey conducted at State Senior High School Number 1 Kerambitan. The population of the study was the tenth grade students, thus the population was 172 students. The number of samples of the study was decided using Slovin formula and based on the formula, the appropriate number of the sample was 121 students. Those samples were selected using quota sampling.

The researcher collected the data by distributing questionnaire. Since the questionnaire consisted of open ended and closed ended questionnaire, the data of the study were in the form of quantitative and qualitative data. The quantitative data were analyzed using descriptive statistics. While the qualitative data were analyzed using interactive data analysis model that consisted of three steps: data reduction, data display, conclusion drawing/verification (Miles et al., 2014).

To categorize the results of the questionnaire, the researcher used the theoretical ideal reference assessment theory to create the category's criteria. First, the results of the questionnaires were quantified to get the total score for each indicator. Then, it was classified based on the criteria created by using the theoretical ideal reference assessment theory adopted from (Richards & Renandya, 2020). The criteria can be seen in Table 1.

MI = $\frac{1}{2}$ (ideal maximum score + ideal minimum score)

SDI = $\frac{1}{6}$ (ideal maximum score - ideal minimum score)

Table 1. The Theoretical Ideal Reference Assessment Theory

Criteria	Category
$MI + 1.5 SDI \leq \text{max score}$	Very positive
$MI + 0.5 SDI \leq x < MI + 1.5 SDI$	Positive
$MI - 0.5 SDI \leq x < MI + 0.5 SDI$	Somewhat negative
$MI - 1.5 SDI \leq x < MI - 0.5 SDI$	Negative
$\text{Min score} < MI - 1.5 SDI$	Very negative

FINDING AND DISCUSSION

Students' Perception toward Animated Film for Teaching Writing Narrative Text

The first classification is the students' general responses toward animated film as a medium to teach writing a narrative text. The second classification is the students' specific responses for each aspect of writing. The explanation of these two classifications is produced below.

Students' General Responses toward the Used of Animated Film

This study identified students' responses toward animated film for teaching writing narrative text using a questionnaire. Since the questionnaire aims to collect data about students' responses toward the use of animated film as a medium to learn narrative text, the researcher used problems in writing and the benefits of using animated video for teaching. By using those theories, the researcher can identify

whether or not the implementation of animated films as teaching media helps the students solve their problems in writing a narrative text and whether or not animated films have all of the benefits to support students learning as the theories stated.

From those theories, the questionnaire is designed by considering the aspects of students' problems in wiring and the benefits of animated videos as teaching media. Students' problems in writing are lack of ideas, weak structure organization, grammar, vocabulary, punctuation, capitalization, prior knowledge, writing anxiety, and boredom. While the aspects of the animated videos' benefits as teaching media make the learning process more enjoyable, attract students' attention, and provide prior knowledge and vocabulary. Most of the students had very positive responses, and some students had positive responses. Those data were analyzed using descriptive statistics to have the detailed results, as shown in Table 2 below.

Table 2. Result of Descriptive Statistic of Students' Responses Statistics

Students responses	
N Valid	126
Missing	0
Mean	80.6746
Std. Error of Mean	.30837
Median	80.5000
Mode	79.00
Std. Deviation	3.46140
Variance	11.981
Range	22.00
Minimum	70.00
Maximum	92.00
Sum	10165.00

Table 3. Criteria for the Category of Each Student's Response

Criteria	Interval	Category
$MI + 1.5 SDI \leq \text{max score}$	$76 \leq x \leq 95$	Very positive
$MI + 0.5 SDI \leq x < MI + 1.5 SDI$	$63.3 \leq x < 76$	Positive
$MI - 0.5 SDI \leq x < MI + 0.5 SDI$	$50.7 \leq x < 63.3$	Somewhat negative
$MI - 1.5 SDI \leq x < MI - 0.5 SDI$	$38 \leq x < 50.7$	Negative
$\text{Min score} < MI - 1.5 SDI$	$14 \leq x < 38$	Very negative

The result of the descriptive statistic shown in Table 2 confirmed that, in general, the students had very positive responses toward the implementation of the animated movies for teaching narrative text. It can be seen from the mean score of the questionnaire result that it was 80.67 that categorized as very positive. The data show that the highest score was 92.00, which is categorized as very positive. In contrast, the smallest score was 70.00 that was categorized as positive. None of the students had a negative response toward the implementation of the animated movies.

Table 4. Frequencies of Students' Responses

		Students Responses			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	70.00	1	.8	.8	.8
	74.00	4	3.2	3.2	4.0
	75.00	2	1.6	1.6	5.6
	76.00	7	5.6	5.6	11.1
	77.00	5	4.0	4.0	15.1
	78.00	11	8.7	8.7	23.8
	79.00	21	16.7	16.7	40.5
	80.00	12	9.5	9.5	50.0
	81.00	12	9.5	9.5	59.5
	82.00	14	11.1	11.1	70.6
	83.00	11	8.7	8.7	79.4
	84.00	11	8.7	8.7	88.1
	85.00	6	4.8	4.8	92.9
	86.00	4	3.2	3.2	96.0
	87.00	1	.8	.8	96.8
	88.00	2	1.6	1.6	98.4
	89.00	1	.8	.8	99.2
	92.00	1	.8	.8	100.0
	Total	126	100.0	100.0	

Furthermore, from the frequency of the results of the questionnaire (see Table 4), it was confirmed that most students felt that animated movies help them in writing a narrative text. It can be identified by the fact that there were 118 (93.7%) students who had very positive responses, and 8 (6.3%) had positive responses toward the implementation of animated films for teaching narrative text. Thus, from the result of the descriptive statistics, it can be concluded that all of the students believed that the use of animated movies could help them to write a narrative text.

Students Responses for Each Aspect of the Questionnaire

To get specific information about what aspects that the animated movies help the students write a narrative text, the researcher also analyzed the questionnaire data to see students' responses for each aspect of writing problems. These aspects include lack of idea, grammar, organization, vocabulary, capitalization, prior knowledge, punctuation, writing anxiety, and boredom. In general, the questionnaire results show that the students had positive responses for almost all of the aspects of the writing problems. In detail, the result of students' responses for each aspect of students' difficulties in writing can be seen in Table 5 below.

Table 5. Students' Responses for Each Item of the Questionnaire

Aspects	Item	Total score	Category
Lack of ideas	Animated films help me determine the main ideas of the narrative text that I write	538	Very positive

	Animated films do not help me in determining supporting sentences for each main idea of the narrative text that I write	573	Very positive
Grammar (past tense, direct, indirect speech, preposition, plural, singular)	Animated films do not help me understand the use of past tense in the narrative text that I write	540	Very positive
	Animated films help me understand how to make direct and indirect sentences in the narrative text that I write	532	Very positive
	Animated films didn't help me understand the use of single and compound words	544	Very positive
Weak structure organization	Animated films help me arrange sentences chronologically according to the sequence of stories in the narrative text	521	Very positive
Vocabulary (meaning, spelling, diction)	Animated films help me understand the meaning of the vocabulary I use in writing narrative text	543	Very positive
	Animated films don't help me in knowing the correct spelling of words	585	Very positive
	Animated films help me in choosing the right words to use in writing a narrative text	526	Very positive
	Animated films do not provide sufficient vocabulary to help me write a narrative text	551	Very positive
Capitalization	Animated films do not help me in deciding which words should be capitalized	609	Very positive
Prior Knowledge	Animated films help me in building my initial knowledge of the topics that I will write on my narrative text	514	Very positive
	Animated films provided the knowledge I needed to write a narrative text	522	Very positive
Punctuation	Animated films do not help me understand the use of punctuation in narrative text writing	554	Very positive
Writing anxiety	Animated films helped me reduce my anxiety in writing narrative texts in English	516	Very positive
Boredom	Animated films did not help me get rid of my boredom when	583	Very positive

taking writing lessons in English		
Animated films make learning more interesting	543	Very positive
Animated films motivated me to learn to write a narrative text	533	Very positive
Animated films don't make me focus more on learning	334	Neutral

Table 6. The Criteria for the Category of the Result of Each Indicator

Criteria	Interval	Category
$MI + 1.5 SDI \leq \text{max score}$	$504 \leq x \leq 630$	Very positive
$MI + 0.5 SDI \leq x < MI + 1.5 SDI$	$420 \leq x < 504$	Positive
$MI - 0.5 SDI \leq x < MI + 0.5 SDI$	$336 \leq x < 420$	Somewhat negative
$MI - 1.5 SDI \leq x < MI - 0.5 SDI$	$252 \leq x < 336$	Negative
$\text{Min score} < MI - 1.5 SDI$	$126 \leq x < 125$	Very negative

Table 5 shows that from nine aspects, there was only one aspect indicator that got neutral category. That indicator was about whether or not the students focus on learning more after using animated movies. This indicator is one of the indicators for boredom aspect. While for the other two indicators, the student gave positive responses. The students believed that the use of animated movies makes the learning process becomes more interesting and can reduce their boredom. However, they focused more on the animated movies than the teachers' explanations. Since the other two indicators of boredom had positive responses, it still can be said that animated movies can make students more interested in studying and reducing their boredom during the instructional process.

For the other indicators of other aspects, the study found that the students gave very positive responses. In other words, the students felt that animated movies could help them face writing narrative problems. Animated movies helped the students to get an idea to be developed into a narrative text. They provided sufficient vocabulary and helped the students understand the vocabulary to use them in their narrative text. The animated movies provided the students with examples of sentences with appropriate grammar and structure for writing a narrative text. Besides, the animated movies also provide examples of how to use capitalization and punctuation correctly. Thus, from the questionnaire results related to the indicator of writing problems analysis, it can be understood that the animated movies help the students in writing a narrative text by providing things that can help the students to face the writing problems. To get a clearer picture of the result of the questionnaire for each indicator of the writing problems, the researcher also analyzed the questionnaire results for each indicator using descriptive statistics. The result of the descriptive statistics can be seen in Table 7 below.

Table 7. The Result of Descriptive Statistic for Each Item Score

Statistics		
item score		
N	Valid	19
	Missing	0
Mean		534.7895
Std. Error of Mean		12.59411

Median	540.0000
Mode	543.00
Std. Deviation	54.89645
Variance	3013.620
Range	275.00
Minimum	334.00
Maximum	609.00
Sum	10161.00

Table 7 shows that the mean score for each item of the questionnaire was 534.79. If we categorize the score based on the score category in Table 4.8, that score is categorized as very positive. This finding confirms that the students felt that the animated movies could assist them in writing a narrative text by helping them solve the problems in writing class. Even most of the students had very positive responses for the questionnaire related to aspects and the indicators of writing problems. The mode score shows that it was 543, which was categorized as very positive based on the category.

The Students' Reasons How Animated Film Help the Students Produce a Narrative Text

The second objective of this study is to find the students' reasons for how animated films help the students produce a narrative text. Specifically, it clarified the reasons why animated film can be an excellent example to help them write a narrative text and why animated film helps them to increased students in writing a narrative text. Based on the open-ended questionnaire, this study found that the reasons why animated film can be an excellent example to help the students because os some reasons. First, the use of animated films provided the students with an example of the main idea. Second, the animated film also provided the students with appropriate vocabulary to write a narrative text. Third, the animated film also provided the students with good sentences that used proper tenses for a narrative text. Fourth, it also supplied the students with examples of direct and indirect sentences. Fifth, it also gave the students correct examples of punctuation and capitalization in writing a narrative text. In other words, it can be concluded that animated films can be an excellent example of narrative text because they provided the students with a good example of the main idea, vocabulary, sentence structure, and punctuation.

This study also identified why the animated film can help the student write a narrative text. Animated films can improve students' writing skills for three significant reasons. First, the animated film helps the students to collect the needed vocabulary. It is because the animated films were added with subtitles. Second, animated films could help the students get an idea of to be developed as a narrative text. With animated films, students could see the story's characters directly, which makes them easier to understand the story. By understanding the story better, the students could get an idea of what they would write. In addition, the students did not get bored quickly by using animated films because it was quite interesting for them.

DISCUSSION

This study found several outstanding findings which can be a base of the discussion. Those several findings are: 1) there are several problems faced by students in composing narrative text, such as, lack of ideas, weak structure

organization, grammar, vocabularies, punctuation, capitalization, prior knowledge, writing anxiety, and boredom; 2) students got the benefits by learning through animated movies, such as, learning became more enjoyable, animated movies attract their attention, and animated movies provide the students prior knowledge and vocabularies; 3) all students had positive responses towards the implementation of animated movies for teaching narrative; where mostly, the gave very positive responses and some gave positive responses towards the questionnaire given. None of the students gave negative responses and the believed, learning narrative through animated movies help them write narrative text better; 4) learning narrative through animated movies made the students get broaden ideas and develop it to narrative text; 5) students understood the use of vocabularies better by learning through animated movies; 6) animate movies showed how to use capitalization and punctuation correctly; and 7) students were helped in composing narrative text because animated movies gave them example of main idea, appropriate vocab, good sentences and proper tenses, direct and indirect sentences, and punctuation and capitalization.

There are several problems faced by students in composing narrative text, such as, lack of ideas, weak structure organization, grammar, vocabularies, punctuation, capitalization, prior knowledge, writing anxiety, and boredom. The finding is in line with the theory stated by (Ariyanti & Fitriana, 2017; Rao, 2019; Tuan, 2010) that there are common problems faced by students in composing narrative writing, such as, difficulty in getting ideas, diction, spelling, cohesion, coherence, and grammar.

The present research, in fact, explains that the use of animated movies made the students understand vocabularies better and the use also showed how to use capitalization and punctuation correctly. The present research also emphasizes the fact that students got the benefits by learning through animated movies, such as, learning became more enjoyable, animated video attract their attention, and animated video provides the students prior knowledge and vocabularies. The finding proves that animated video implementation in narrative writing teaching in the present research have solved the problem stated by Kartawijaya (2018) underlining that the students' boredom due to the monotonous teaching strategy. The findings of (Anh, 2019; Mthethwa, 2018; Silfia et al., 2018; Ulfa et al., 2017) also are in line with the present research which underlines the students' vocabularies improvement through learning using animated movies. The present research also found that learning narrative through animated movies made the students get broaden ideas and develop it to narrative text. This is in line with the finding where it says that animated movies provide them with prior knowledge about what the narrative text is and its structure. Also, it makes the learning meaningful by concerning on students' focus and the materials they are studying (Baglama et al., 2018; Barak et al., 2010). The animated movies stimulate the students' brain into broaden imagination since the animation movies can be heard and seen, attract students' attention, and the movies provide the students with creative arts (Abuzahra et al., 2016).

The common problems in composing narrative writings, such as, difficulty in getting ideas, diction, spelling, cohesion, coherence, and grammar (Ariyanti & Fitriana, 2017; Rao, 2019; Tuan, 2010) drive the students to face writers' block, where it is very difficult for them to compose a writing even though they want to. But, in the present research, the researcher found that the students are easier to compose narrative writings since they learned through animated movies. The students also were helped in composing narrative text because animated movies

gave them example of main idea, appropriate vocab, good sentences and proper tenses, direct and indirect sentences, and punctuation and capitalization. These findings are caused by the focus improvement the students faced, the enjoyable situation of the learning they got through animated movies, and the prior knowledge about the text structure and vocabularies. This is a similar finding that have been found by Mushtaq and Zehra (2016) who underline that animated movies increase the students' level of understanding in grammar thus resulted on the speed of understanding as well.

CONCLUSION

This study confirmed that the students have positive perceptions toward the implementation of animated films for teaching writing narrative texts. The animated film helped the students to collect the needed vocabulary. It could help the students get an idea of to be developed as a narrative text. Besides, students could see the story's characters directly, which makes them easier to understand the story, so that they could get an idea of what they would write. The students also stated that the animated films were quite interesting for them. Since this study only a survey study to identify students' perception, a further study is needed to identify the effectiveness of the films for teaching writing narrative texts.

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