

Enhancing Writing Skill in Narrative Text through Short Animated Movie “Let’s Eat”

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ABSTRACT

This research aims to improve the writing skills of 11th-grade students in MIPA 4 at SMA N 6 Semarang for the academic year 2023/2024 in writing narrative texts using the short-animated movie "Let's Eat." This research is classroom action research. There are two learning cycles consisting of planning, action, observation, and reflection conducted in this research. The instruments used to collect data are tests and observations. Data analysis is performed by calculating the test scores per cycle, the average student learning outcomes per cycle, and the percentage of learning completeness with an individual standard of 80. From the test results in this research, the scores increased in both Cycle I and Cycle II. In Cycle I, the average score was 74.25, which increased to 80.44 in Cycle II, indicating an increase of 11.14%. This means that teaching writing through mind mapping improves students' writing skills. Improvement also occurred in the results of each sub-indicator of the written test between cycles 1 and 2.

Keywords: *Short Animated Movie, Narrative Text, Writing*

1. INTRODUCTION

In Indonesia, students in schools are taught English as a foreign language. Just like learning their first language, learning a foreign language also aims to achieve proficiency in using that language. Learning a language is crucial for communication and interaction with others. As a means of communication, English is used to communicate with others, especially in the era of Industry 4.0, where knowledge and technology are rapidly advancing, exposing students to various languages from the community. Learning English equips individuals to communicate within their community and beyond. Therefore, students who learn English are expected to master English language competencies at the educational level. When students can use English, their communication skills will flourish. Students can expand their knowledge and potential by mastering English because it

exposes them to new ideas. Thus, it will help them face the future.

Learning English involves listening, speaking, reading, and writing. Students' ability to listen, speak, read, and write effectively must be achieved through various activities and exercises in learning. Writing encompasses a multifaceted process, requiring individuals to not only identify key ideas but also skillfully organize supporting statements, meticulously review their work, and diligently refine their prose (Alsamadani, 2010; Handayani, 2017). This process requires a deep understanding of the subject matter and the need for various sources to support the topic. Students are not only expected to write but also to organize their ideas into a well-structured paragraph, which is a challenging task.

Writing is used when oral communication is not possible in certain situations. Writing transfers ideas so they can be understood by readers. Therefore, to gain the

understanding of others, students must convey their ideas in a well-structured concept and structure. This involves a mix of grammar, diction, vocabulary, and the students' imagination to create good writing. Writing skills are very complex skills, students not only need to express ideas but also need to reveal ideas, concepts, emotions, and desires (Sani & Setiawan, 2020). Writing skills can be regarded as characteristic of educated people and educated nations. In other words, writing is a task that is often required of us, possibly due to circumstances. It not only has psychological effects; it can also lead to issues related to content – what should be said. Losing ideas is a familiar experience for most of us when asked to write. Additionally, some writing points need to be considered, such as spelling, capitalization, word choice, grammar, and coherence in written discourse. Students need to master most of these aspects before producing good writing.

Narrative text was chosen as the type of text to be researched because it is closely related to children's lives and can encourage students to write because narrative texts tell a story contained within the text. Moreover, stories can entertain, educate, explain, and influence. Stories also tell readers how the world and humanity work and how events unfold. Clouse says that "...history textbooks tell the story of our past so that we can better understand the present. We tell moral stories to our children to help them learn important lessons. Storytelling can even have therapeutic value. Psychologists often ask patients to write about events they need to understand and accept" (Clouse, "The SV Writer: Editorial and Review," 2006).

According to Barthes and Duisit(2006), "narratives are found in myths, legends, fables, folktales, short stories, epics, history, tragedy, drama, comedy, pantomime, paintings, stained glass windows, films, news, and local conversations". This will inspire students to write and likely improve their writing skills, especially in narrative texts. The author believes that students want to learn to write

narrative paragraphs because their stories tell something funny.

Based on the characteristics of narrative texts, the author tried to explore and find from various sources what kind of media is suitable for teaching narrative writing. It is said that stories are expressed through visualization. Media that can help students enhance their desire to write should also be something that can be seen or told through visual images.

The use of short animated films for teaching is a learning resource that helps teachers convey information to students more easily. The use of short animated films for learning will motivate students to participate in class. Hamalik (in Arsyad 2002:15) believes that the use of teaching media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even have psychological effects on students.

Aguina (2003:1-4) explains that the use of animated films in learning activities can improve the quality of the learning process and its results. This strengthens the fact that the use of short animated films in teaching English plays a crucial role and makes it easier for students to write narratives.

The animated film "Let's Eat" is part of a short-animated film. This animated film is broadcast on YouTube and is easily accessible. "Let's Eat" is intended for all ages, so everyone can enjoy it. Therefore, the author believes that "Let's Eat" has an impact on English teaching, especially in subjects related to writing.

Based on the above background, the author wants to conduct a research titled "Enhancing Writing Skill in Narrative Text through Short Animated Movie *Let's Eat* (A Classroom Action Research on Grade XI Science 4 Students at SMA N 6 Semarang)."

2. METHOD OF THE RESEARCH

Classroom action research is an effort to improve or improve the quality of learning (Fitria et al., 2019). Class action research is a model of professional development in which teachers learn how

students learn is linked to the teaching style of teachers, so that teachers can correct shortcomings in teaching to improve student learning.

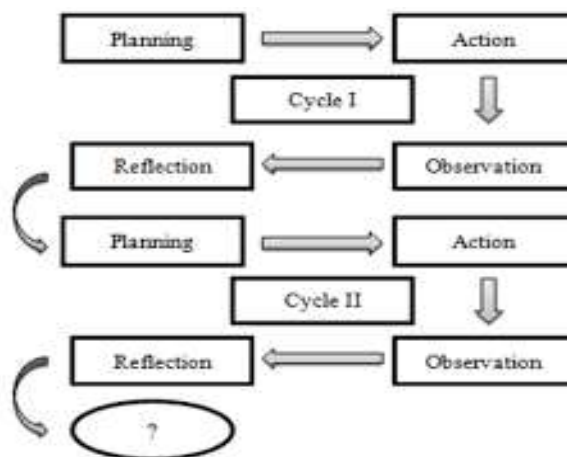
Classroom Action Research can be used to enhance teacher self-reflection, enhance learning progress, and foster a culture of professionalism among educators. Therefore, classroom action research is the development of teacher professionalism, where teachers can conduct action research in the classroom, called teacher science activities to develop new learning changes, such as using communication methods and strategies to improve professional skills.

The main objective of classroom action research is to improve the effectiveness of the teaching learning process in the classroom. By conducting classroom activity research practices, teachers can better understand the learning process taking place in their classroom, find solutions to the problems they face, as well as implement and evaluate the efficacy of new learning strategies or methods.

Classroom Action Research involves a recurring cycle, namely planning, action, observation, and reflection. The teacher will first plan the action to be taken, then implement the action, observe the outcome, and carry out reflections to evaluate the effectiveness of the action. Based on the result of the reflection, the teacher can then plan the next action in the next cycle. This cycle is repeated until the desired result is achieved. The study was conducted in the month of August-September 2023. The subject of the study was students XI MIPA 4 of SMAN 6 Semarang in the year of study 2023/2024 with a total of 36 students.

The master plan in Class Action Research covers four stages, namely the stage of action planning, the phase of action implementation, the observation phase and the framework phase, which describes the phases of analysis and reflection (Nurani & Prihatni, 2023). These four steps form a recurring cycle according to the success rate of dealing with the problem that has been selected for the problem addressed. In this study, the writer used a two-cycle

Kemmis and Taggart class action research design.



data collection activities so that the activities are systematic and facilitated by them. There were some instruments that were used by the writer in this study. They were tests, observations and interviews.

Test

The test instruments used in this study were pretest and posttest. The form of the test in this research was a test of writing skills using media picture series.

Indicators of success of this research will be calculated and evaluated based on several criteria, namely the criteria of evaluation of the process and learning outcomes of students. These criteria are considered fulfilled when the level of accuracy of the learning content of students on narrative text material in class XI MIPA 4 reaches above 75%.

3. FINDINGS AND DISCUSSIONS

The data analysis in this study uses quantitative descriptive analysis of the learning process acquired and the student's learning outcomes pretest and posttest; then comes from the results of interviews and class observations at the time of learning using a model or material that has been planned previously; and reflects on the planning, implementation and observation stages.

Cycle I

In the first planning phase, the writer prepared the essential requirements that would be implemented in the action phase. First, the writer designed a lesson plan for three meetings with the English teacher. Next, the writer prepared the materials and equipment for watching the short-animated film "Let's Eat," such as a laptop, projector, "Let's Eat" film, and student worksheets. Another requirement was to create observation sheets to monitor the learning process during the action research implementation. Finally, the writer prepared tests to determine the improvement in students' narrative writing skills from the pretest to post-test 1. Students were instructed to watch the short-animated film "Let's Eat" and rewrite its story by completing the orientation, complication, and resolution. **Plan**

The planned learning activities are then implemented in cycle I. The implementation of cycle 1 is carried out in meetings for 2 hours of lessons with a time allocation of 2 x 45 minutes. This cycle will be held on Wednesday, August 23, 2023 at the third and fourth lessons at 08.30-10.15 WIB. The submitted material is "Narrative Text (Legend)" attended by 36 students in classes XI MIPA 4. The learning activities can be viewed in the attached teaching module. In the first class, the writer played a fun "whisper game" with the students to break the ice. They learned about narrative texts through a legendary animated film. The students were divided into groups and wrote down the story from the film. After that, they reviewed the narrative structure and language features. Each group then rewrote the story. The writer explained and rewarded the students who did well. Finally, they concluded the class with a prayer. **Do**

In observing activities, the observation performed by the writer in the cycle I is that the writer has made the teaching module well. The teaching modules has been made according to the Learning Achievement according to phases. In this cycle I, the writer began to implement the use of short-animated film "Let's Eat,". During the learning, the writer had tried to focus their attention on

students XI MIPA 4 in order to create a conducive learning atmosphere.

Implementation of use of the media short-animated film "Let's Eat," in the learning material narrative text (legend) to students of grade XI MIPA 4 SMAN 6 Semarang is aimed at improving the writing skills of students, especially on narrative texts. In this cycle I, the writer prepared LKPD or students' worksheet for the discussion process as well as test instruments with some instructions, namely developing in their own language without changing the original character in the story and paying attention to the linguistic elements of the text.

Based on the results, it can be seen that there was an improvement in student writing skills based on the post-test scores obtained by students. In pre-cycle activities there were 26 students who had not reached KKM, whereas in cycle I there were 18 students who have not achieved KKM scores (need more improvement).

Observe

Based on the test results, it was found that there was an improvement in the number of students who met the minimum passing grade (KKM), with 36 students meeting the criteria. The average score obtained was 76.38%. However, this improvement can still be further enhanced as there are students who have not yet reached the minimum passing grade. According to the researcher's observations, some students who didn't meet the KKM did so because they did not pay full attention to the explanations and instructions provided by the researcher. The researcher approached and provided guidance to those students who were struggling and needed more attention compared to others. **Reflection**

Cycle II

After completing the first cycle, many students did not pass the minimum competency level (KKM), so the writer proceeded to the second cycle. In this planning phase, the writer collaborated with the English teacher to create a new plan for the next three lessons in the second cycle. The new lesson plan still focused on using short animated films as a teaching

medium for narrative texts. The new lesson plan was designed to address the unresolved writing issues that students faced in the first cycle. These issues included vocabulary spelling errors, punctuation use in writing texts, grammar use (especially tense), and occasional misunderstandings about the structure of narrative texts. This became the writer's focus in the second cycle.

In this cycle, the writer continued to use group work as students found it easier to grasp the lessons and were motivated by their peers when working in groups. Additionally, the writer provided more examples and practical tasks for the students. This time, students were asked to practice writing narrative texts step by step, starting from the orientation, complication, and resolution. This was done to provide more guided and structured writing guidance for the students. **Plan**

In this class, the students and the writer communicated well, with many students feeling comfortable expressing their thoughts and asking questions. Some students maintained a bit of distance but still participated actively and helped their peers. In subsequent classes, the students showed progress, engaging in discussions and expressing their opinions. They concluded the third meeting on a positive note, and although their enthusiasm varied, they tried to encourage each other.

Table 3.1. The result of two cycles

Analysis Aspect	Cycle	
	I	II
Ketuntasan klasikal minimal 80%	50 %	83%
Rata-rata klasikal minimal 70	76.38	80.44

The results of this study are the result of data processing carried out over the course of two cycles. The research was carried out in two cycles to measure the effectiveness of the application of media short-animated movie in improving student writing skills in narrative text material Chapter I (legend) in class XI

The promised rewards weren't grand but were appreciated by the students. Later, a post-test was conducted to evaluate the students' writing abilities. Some students initially felt they had learned enough, but they were encouraged to give their best in the test. This post-test occurred after the third meeting in the second cycle, on September 11, 2023. **Do**

From the results of Cycle 2, out of 36 students in the 11th grade of MIPA 4 class, the average score was 80.44. The number of students who achieved a passing score of 74 or higher was 30 students, which means that only 83% of students passed. Meanwhile, there were more students who did not pass compared to those who passed the minimum score, with 6 students or 16%. Based on these results, it's evident that there has been an improvement in writing skills from Cycle I, where the average score was 76.36, to 80.44.

Reflection

This research is a Class Action Research using media short-animated film "Let's Eat," approach to improve student writing skills in English language material Chapter I (legend) Class XI MIPA 4 SMAN 6 Semarang academic year 2023/2024. Learning on this research utilizes a variety of technology-based learning media such as power points. The results of this study can be found in the following table:

MIPA 4 SMAN 6 Semarang school year 2023/2024.

At the beginning of Cycle I, the classical level of accuracy was only 50%. This may be due to several factors, such as the student's lack of experience in writing stories using media Short animated movie which in it covers several aspects like content, vocabulary, grammar and

mechanics. Besides, some students are still quite hesitant in developing the story path that they have to pour into the worksheet. With instruction, they can develop stories using their own language without changing the elements in the story.

In cycle II, there was a significant increase in average values, reaching 100% at 83%. This increase could be due to several factors. Firstly, because the students have discovered the shortcomings in the texts that they organize by doing assessment for learning, that is to say, independently reflecting on their learning outcomes. There were some students who forgot to include the element of direct speech in the story. Then, they applied picture series to their worksheets that were initially on cycle I only displayed through lcd projectors. In addition, the motivation of students is also increased by seeing the results of their evaluations in the first cycle. Teachers remain active in accompanying students well by doing guidance before and at the time of performing narrative text writing activities.

Based on the data on learning improvement can be obtained from the pre-cycle to cycle II. At the end of cycle II, the data showed an achievement rate of %, which is above the success indicator threshold of 83%. It can be concluded that the classroom action research to enhance the writing skills of the eleventh-grade students of XI MIPA 4 SMA Negeri 6 Semarang was successful.

4. CONCLUSION

Based on the results of research and discussion presented in the previous chapter, it is possible to draw the conclusion that the use of media short animated film "Let's Eat" had a positive impact on the narrative writing skills students of grade XI MIPA 4 High School State 6 Semarang in English language material (legend). The test results showed remarkable progress from the pretest to post-test 1 and post-test 2. Only 44% of students passed the minimum competency level (KKM) in the pre-test, with an average score of 74.25. In post-test 1, 50% of students achieved the KKM, and the average score improved to 76.38.

The most significant advancement was observed in post-test 2, where 83% of students passed the KKM, and the average score reached 80.44. This data, supported by qualitative insights, led to the conclusion that the utilization of the short animated film "Let's Eat" effectively enhanced the students' narrative writing abilities in XI MIPA 4 SMA N 6 Semarang.

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