

IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS USING SHORT ANIMATED STORIES AT CLASS VIII C OF SMP PGRI 30 JAKARTA TIMUR

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Abstract: This research was aimed at improving the writing ability of students of VIII C of SMP PGRI 30 Jakarta Timur. The problem was that they had low writing ability. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 28 students of class VIII C of SMP PGRI 30 Jakarta Timur and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, interviewing the students of class VIII C and the English teacher, holding a discussion with the collaborator and taking figures and recording videos. Meanwhile, the quantitative data were acquired through the pre-test, the progress test, and the post test. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity. The research findings showed that the use of short animated stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increased their learning motivation. It can help the students understand the story better as the video content visual or moving images that can help imagining the real situation in the story. The students who just gained 58.8 in the pre-test, were able to increase their score up to 76.1 in the post test. It indicated that they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar and mechanics.

Keyword: *Writing Narrative Text, Short Animated Stories*

INTRODUCTION

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007:265) states as follows "...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the

term for speaking and writing, skills where students actually have to produce language themselves.”

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002: 30) state that “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with these idea, Brown (2004: 218) states as follows

“We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.”

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002: 316) states as follows:

“Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

The facts above frequently happen in many schools. Based on the observation in a school SMP PGRI 30 Jakarta Timur at class VIII C, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually

students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

In teaching narrative texts, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Based on the background of the study above and the observation in the field, it could be found that there were some problems in English teaching and learning especially in teaching and learning writing skill at class VIII C of SMP PGRI 30 Jakarta Timur. They came from students and teacher's factor.

According to Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

Definition of Skill

Skill an ability to do activity a skill is a type of work activity which requires special training and knowledge. In my opinion the skill is a person ability to do something that is focused and dynamic. Which takes a certain time to learn it and can be proven. Any skill can be learned but requires strong dedication. To study the science of need spirit of time and sometimes money motivation.

According to Suprpto (2009:135) Skill is the ability to use reason, thoughts and ideas and creativity in working, changing things become more meaningful resulting in an outcome of the outcome. There is also another understanding skill is an ability to translate knowledge into in practice the desired work result. Here are various opinions about skill according to the experts, namely:

- a) According to Gordon, skill is the ability to operate his work is easy and careful.

- b) According to Nadler, skill activities that require practice or can be defined as the implications of the activity.
- c) According to Higgins, skill is the ability in action and.
- d) According to Iverson, skill is the ability to do the job easily and precisely.

Definition of Writing Narrative Texts

According to Sudaryanto (2001:64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion.

Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Definition of Media

According to Sugeng (2010: 154) says that a medium (plural form = media) is a means by which something is expressed or communicated. A medium in the teaching learning process is a tools to match the learning objective and the learning product. It means that in selecting media the teacher should consider the learning objective and the learning product.

Definition of Animated Story

Meanwhile, Wright in Sulaiman (2012: 1) states that the word animate comes from the Latin verb *animare*, meaning "to make alive or to fill with breath." In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie.

METHOD

The research conducted here was classroom action research. According to Burns (2010: 2) action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Furthermore, Elliot in Burns (2010: 5) defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tried to get the way to improve the quality of the activities. According to Kemmis and McTaggart in Burns (2010: 7), action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.

RESEARCH FINDINGS AND DISCUSSION

Findings of Cycle I

After reflecting on the implemented actions and scoring the students’ writing, the researcher and the collaborator concluded the findings of Cycle I. There were some successful actions during the implementation in this cycle. In summary, the result of the changes of the students’ writing ability after the action in Cycle I was presented in the table below.

Table 1. The Result of the Changes of the Students’ Writing Ability in Pre- Action and Cycle I

No	Problems	Pre - Action	Cycle I
1.	The Students’ Attitude	a. There were many student who were likely to play and chat with their friends instead of doing the tasks. b. Most of them had claimed that English was one of the most difficult subjects. c. They thought that the lesson was monotonous and uninteresting.	1) As the video required them to listen and watch at the same time, they were showing positive attitude by not having too much conversation with their friends except it was to comment the story in the video. 2) The video was successfully able to get their attention to engage them to the lesson. However, there was a

	The students' writing AbilityContent	a. They did not provide adequate supporting details. b. They found a great difficulty to get ideas to write the text. c. It took them a very long time to write one story they know because they had no ideas. d. The students were not	1) Although they still had some difficulties in expressing their ideas, the results showed that it was better than in the pre action. 2) Some of them made quite short narrative texts.
	a) Organization	a. They did not write the narrative text the story in the perfect order. Sometimes they jumped and made the story confusing. b. They did not know about the generic structure of narrative text.	1) Most of them already understood about the generic structure of narrative text. However, there were some of them who still could not be able to write texts with orientation, complication, and resolution. 2) It was somewhat choppy, but the main ideas were clearly stood out.
	b) Grammar and Mechanics	a. Most of them did not use past tense in writing narrative text. b. They wrote sentences with incorrect grammar. c. They often forget to put to be in sentences needed it. For example, they wrote "Her mother very angry with Malin". d. The students wrote "several day" instead of "several days". e. Some of the students did not use capital letter for the first letter at the beginning of the sentence and for some particular words or objects. f. There were so many misspelling words such as "although", "married", etc. g. The students did not put a full stop to indicate the end of the sentence/paragraph.	1) Some students still forgot to change the verbs into past forms. However, the number of the students having this error was decreasing. 2) The students had already got feedback about their spellings and had been aware of putting full stop at the end of every sentence. 3) There were also some students who were not aware of writing capital letters appropriately.

Finding of Cycle II

In Cycle II, the researcher and the English teacher implemented some improved actions. They hope that the teaching and learning process of writing would be more enjoyable and not make students under pressure. In summary, the change results of the actions during the teaching and learning process in Cycle I and Cycle II can be seen in the following table.

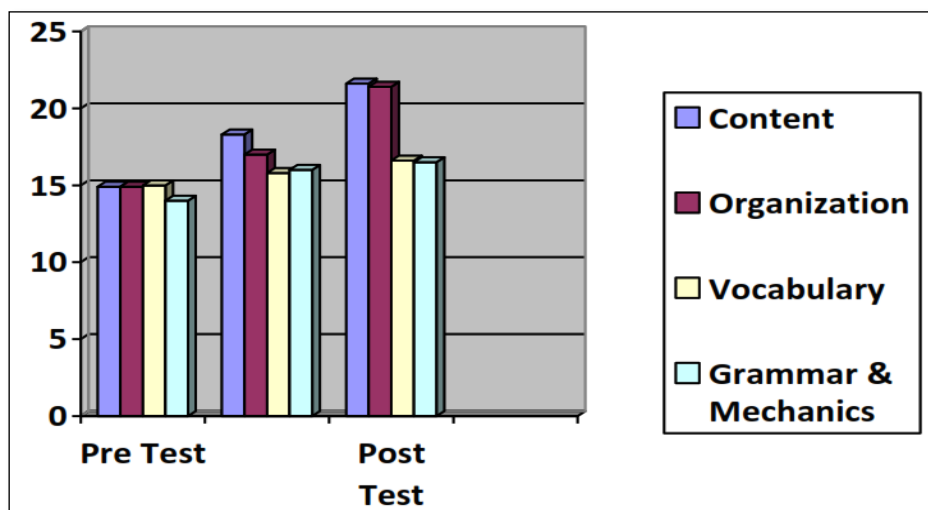
Table 2. The Result of the Changes of the Students during Teaching Writing and Learning Process in Cycle I and Cycle II

No	Problems	Cycle I	Cycle II
1.	The Students' Attitude	a) As the video required them to listen and watch at the same time, they were showing positive attitude by not having too much conversation with their friends except it was to comment the story in the video. b) The video was successfully able to get their attention to engage them to the lesson. However, there was a problem that they always requested to play again the videos.	1) The students showed positive attitude during the teaching and learning process while the researcher and collaborator kept monitoring and guiding the students. 2) They felt relaxed and had fun during the class while watching the videos. 3) They were no longer asking the researcher to play the video over and over again in order to do the task.
2.	The students' writing ability (1) Content	a. Because the videos contain audio and also visual, the students were able to understand the story better. The images helped them imagining the real situation that supported them to comprehend the story. b. Although they still had some difficulties in expressing their ideas, the results showed that it was better than in the pre action. c. Some of them made quite short narrative texts.	1) Most of the students developed their ideas well as the results of their writings in the end of Cycle II as they were able write longer texts. 2) Most of them could provide more details in their texts.

	(2) Organization	a. Most of them were already understood about the generic structure of narrative text. However, there were some of them who still could not be able to write texts with orientation, b. complication, and resolution. c. It was somewhat choppy, but the main ideas were clearly stood out.	1) The students had already orientation, complication, and resolution parts in their texts. 2) They could provide more supporting details in writing the narrative texts. 3) They had logical sequencing and cohesive text.
	(3) Vocabulary	a. They still had difficulties when there were unfamiliar verbs for them, especially in finding the past form of them. However, they were allowed to open their dictionaries. b. There were some students who often did mistakes in terms of word choice.	1) The students had better vocabulary mastery as they had memorized some words after getting exposure of narrative through watching videos and reading stories. 2) They seldom did mistakes in term of word choice and the correct form of the words.
	(4) Grammar and Mechanics	a. Some students still forgot to change the verbs into past forms. However, the number of the students committing this error was decreasing. b. The students had already got feedback about their spellings and had been aware of putting full stop at the end of every sentence. c. There were also some students who were not aware of writing capital letters appropriately.	1) Most of the students were aware of using past tense in writing narrative texts. 2) They paid more attention to the correct spelling and using full stop properly.

The table above showed the changes on the students' score which increased significantly. The students, who just gained 58.8 in the pre - test were able to increase their score up to 76.1 in the post test. It indicated that they were successful in making considerable improvement. In conclusion, the use of short English animated videos was proven to be effective to improve the students' speaking ability.

The improvement of students' writing ability during the implementation of the actions can be seen in the following chart.



Picture 1. Chart The Mean Scores of the Students' Performance on the Four Aspects of Writing Skills during the Implementation

CONCLUSIONS

This research was implemented to the eight grade students of SMP PGRI 30 Jakarta Timur. It started on 5th June, 2021, during the second semester. This action research was successful to improve the writing ability of class VIII C students at SMP PGRI 30 Jakarta Timur by using short animated videos. The research was carried out in two cycles and it was successful in improving the students' writing ability in several aspects, they were content, organization, vocabulary and grammar and mechanics. The actions consisted of the use of videos as modeling of the input text combined with the implementation of some supporting actions such as providing narrative reading texts, providing vocabulary and grammar exercises and giving feedbacks to them.

After implementing the two cycles, the researcher found some good ways to improve the writing ability of VIII C students at SMP PGRI 30 Jakarta Timur by using short animated stories. First, the action on using a video of short animated stories could attract students' attention and motivation in the teaching and learning process. The use of animated stories also made the atmosphere in the classroom more relaxed and fun so that the students were interested in writing the story as their idea into a narrative text. This way was quite good to make them more confident. Second, the students could have better understanding about the story as there were also the visual effects that contained moving images. It could help the students comprehend what the content of the story was. Third, they also got many new words to add their vocabulary mastery. Furthermore, they could understand the new words and how they were used in real context as what the videos had shown them. The combination of the use of the video and the use of some actions,

such as providing narrative reading texts, vocabulary and grammar exercises were able to make the students have better understanding about the nature of narrative texts such as the generic structure and the tense use. Those are very important in order to write good narrative texts. The feedbacks given by the researcher and their friends were able to make them aware of their mistakes and they did not repeat them. As the result, their scores were going up significantly. The students who just gained the mean of 58.8 in the pre-test, were able to increase their score up to the mean of 76.1 in the post test. It indicated that they made considerable improvement in some aspects of writing skills such as content, organization, vocabulary and grammar and mechanics.

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