

**IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXTS
BY WATCHING CARTOON MOVIES AT THE EIGHT GRADE OF SPM
WUSTHA DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR
2021/2022**

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ABSTRACT

This research method uses Classroom Action Research (CAR) to identify and solve problems with members' abilities in writing narrative texts. The study was conducted in English class 2 B Wusta for 7 students and was completed in two cycles with the stages of planning, implementing, observing, and reflecting. This study began by conducting interviews with teachers who teach writing classes and pre-testing the members first with the number of members. Researchers used qualitative research methods to obtain data. Researchers used three instruments to obtain data, including: observation which included pre-test and post-test, and interviews.

Key words: Writing Skills, Narrative text. Cartoon movie

ABSTRAK

Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) untuk mengidentifikasi dan memecahkan masalah dengan kemampuan anggota dalam menulis teks naratif. Penelitian diadakan dalam bahasa Inggris kelas 2 B Wusta pada 7 siswa dan selesai dalam dua siklus dengan tahapan perencanaan,

pelaksanaan, pengamatan, dan refleksi. Penelitian ini dimulai dengan melakukan wawancara dengan guru yang mengajar kelas menulis dan melakukan pre-test pada anggota terlebih dahulu dengan jumlah anggota. Peneliti menggunakan kualitatif metode penelitian untuk mendapatkan data. Peneliti menggunakan tiga instrumen untuk memperoleh data, meliputi: observasi yang meliputi pre-test dan post-test, dan wawancara.

Kata kunci: Keterampilan Menulis, Teks Narasi, Film kartun

A. Introduction

SPM Wustha is one of the school units in the Darussalam Islamic Boarding School Blokagung Banyuwangi Regency. SPM Wustha is a new unit that was established in 2020 and this unit is equivalent to a junior high school but based on the salaf book. The strategic location of the Wustha SPM Unit building is above the eastern ndalem kesepuhan garage for girls and for boys in the madrasa building in front of the back gate.

Writing is one of the four language skills that are very important to learn. Writing is one of the language skills, has given an important contribution to human work. Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduaten (Klimova, 2014:02). There are so many records of recent activities that can be read today, which can also be read in the future. Recently, there is much new information which has been transferred by using a discourse of article from the newspaper, magazine, or internet. This means that writing plays a very important role in modern society.

Writing is one language skill that can be a measurement of literacy development in a country (Akmala 2011:2). Through writing, many people

can communicate with one another over long distances and periods Allah decrees in the Holy Qur'an:

ن وَالْقَلَمِ وَمَا يَسْتُرُونَ

Meaning: Nun, *for the sake of the pen and what they write* (QS. Al-Qalam ayat 1).

And

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

Meaning: *And all (affairs) small and large are written* (QS Al-Qamar ayat 53).

From the verse above, the research can conclude that writing has an important role in human life. Developing students writing skills in English Approach Writing is one of the four skills LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function (Durga & Rao, 2018:01). Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements. Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. Writing is a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). It means that the students need guidance to practice their writing because writing has some of the elements (vocabularies, grammar, organization, punctuation, and spelling).

Writing is one of the productive skills that must be mastered by the students besides the other language skills. The purpose of teaching writing is to improve students' ability to function effectively in such written context.

Writing skill is one of the media to communicate with the others in which through writing the students can convey some information, express their ideas, thoughts, feelings, and opinions in writing form. Moreover, Writing is the communication of content for a purpose to an readers.

Writing is important because it's used extensively in higher education and in the workplace Walsh (2010). If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Many people cannot write. They feel confused when they have to write because they do not even know how to get started writing (Elbow,1998). Rigg (2011:24) also stated that getting started to write can be very difficult. Similar to Rigg's statement, Doucette (2009:33) also found that getting started is the hardest part of writing.

Narrative text is a piece of text tells a story and in doing so, entertains or inform the reader or listener (Anderson,1996:8). Narrative text is a piece of text which tells a story and it aims to inform the reader and listener. There are several examples of narrative text, such as folktales, myth, legend, and etcetera. The students can write by their imagination but in addition, the students felt difficult to write it (Abdia, 2016:3). The students have no idea and are confused to start their writing. It is because the teacher established the topic and sometimes the topic is strange for them, they had never imagined it earlier. In this case, the teacher must help their students to improve their ideas in writing. The teacher can use the appropriate, imaginative, fun, familiar, and effective media to teach writing in the class to make the students are not bored and confused.

Media will help students easily to write and channel their ideas. The use of media in the classroom is important for teachers to make the class more interesting and more live. There are many media that are suitable for learning to write narrative texts, and one of the media is cartoon films,

because cartoon films are a combination of moving images and sound, this media is also about audio and visual so that students will find it easy and fun when they learn writing skills with media. this. According to Stempleski and Tomalin quoting in Susanti (2011) stated that children and adults feel interest more quickly when language is experienced live through television and films. Based on this technique, students will not find it difficult to express their narrative texts about the cartoons they watch.

The first film introduced to the United States public was "The Life an American Fireman" (1903). And the film "the Great Train Robbery, which was made by Edwin S Porter in 1903. The film is considered an important cultural art because it has the highest art form, has a source of popular entertainment, and is a strong medium for educating.

According to Effendi (1986:239), film is defined as a cultural product and a means of artistic expression. Film as mass communication is a combination of various technologies such as photography and sound recording, art, both visual and theatrical art, and architecture and music. Effendi (2000:207) argues that the technique of filming, both equipment and settings has succeeded in displaying images that are closer to reality. In the dark atmosphere in the cinema, the audience witnessed a story that seemed to have really happened in front of him.

A movie is a living picture that has a storyline from a certain character made by a producer in a structured way. Movies have 2 types of endings, namely happy endings and sad endings. Movies usually contain mere fiction, but sometimes films also tell a true story. A movie is a motion picture or film made for amusement that tells a tale of one of the visual aids that shows a picture with stereo sound (Nur, 2021:08). A movie is a picture in a frame that is mechanically projected via the projector lens frame by frame so that the images on the screen appear to be alive (Azhar, 2011:17). The movie is a photographic record of an artistic performance, but it is not an art form in and of itself (Jesse, 2007). The writer finds that a movie is a photographic record of history, science, and human activity that is projected

through a projector lens and presented in a cinema or on television, based on the definition of a movie.

1. Research Problem and Objective of the Research

Based on the background above, this study is arranged to answer this question. How is cartoon movie improve students writing skills in narrative text at Eight grade of SPM Wustha Darussalam Blokagung 2021/2022 in academic years? Based on the background above, this study arranged to answer this question. Is to describe How the cartoon movie improve students writing skills in narrative text at Eight grade of SPM Wustha Darussalam Blokagung 2021/2022 in academic years?

2. Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about stories that actually happened or imaginary stories. For example, novels, short stories, folktales, legends, fairytales, vacations, and stories of unforgettable moments.

B. Literature Review

1. Definition of Writing

Writing is one of the important skills in teaching English. It has always occupied a place in a most English language courses. Writing is a way to produce language, which you do naturally when you speak. Writing is communication whit it her in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper, and reshaping them (Meyers, 2005:2).

According to Djago Tarigan (2009:5), writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings, while according to Lado (2009:5) also expresses his opinion about writing, namely putting graphic symbols that represent language that is understood by others. Writing can be

considered as a process as well as an outcome. Writing is an activity carried out by someone to produce an article.

Defines that good writing as that discovered combination of words that allows a person the integrity to dominate his subject with a pattern both “Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer” (Hyland, 2002: 24). On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The writer must choose the best form for their writing-shopping list, notes, a scholarly article a novel, poetry. Each of these types of writing has a different level of the complex, depending on its purposes. And writing is also a process and a product. The writer imagines, organizes, draft, edit, and rereads. This product of writing is often cyclical and sometimes disorderly”.

There are several components of writing according to that are important in a good writing:

- 1) Content : the substance of writing or the ideas expressed.
- 2) Form : the organization of the content.
- 3) Grammar : the placement of grammatical and syntactic pattern.
- 4) Style : the choice of structural and lexical item to give particular tone of writing. (Harris,1990:9)

From definition above the research concludes that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything exist in our mind. Its written on paper or a computer screen. Its influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. It also a process that we write is influenced by constrains of

genre and has to be presented in learning activities. This study will explain the writing performance stages of students writing skills in the narrative text through movies.

a) Writing Process

Writing skill need a process. Harmer stated that writing process involves a series of step to follow in producing a finished piece of writing. There are four main elements.

1) Planning

Planning is the arrangement conducted to do something. The planning is important because at this stages lies the ideas of the process of writing. But before that, the write must thing about main issues. First, they have to think about the purpose they write. and then, writer has to think about readers they are writing for. And the last writer must be consider the content of structure. This stage is called by pre-writing process.

2) Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stages needs an editing for checking the text. It is assumed as the first version of a piece of writing as a draft

3) Editing

Editing is the way to revise and improve the first draft. Essential part of preparing a piece of writing for public reading or publication is called by editing. Richard and Willy argue that “in editing, writes check the grammar, spelling, punctuation, material such as question, examples and the like”.

4) Final draft

Final draft is the end product of a piece of writing. Once the writer has editing their draft and has made the changes if any necessary in order to produce the final draft.

This may book look considerably different from both of the original plan and the first draft, because many thing perhaps have been changed in the editing process.

And this study, the researcher asked students to write about the text of the film they had seen written on the sheet of paper that had been provided. to measure students' writing ability Researchers classify scores using an analytical assessment rubric written by Brown (2007:352). The assessment technique is based on four components, namely content, vocabulary, grammar, and mechanics.

Picture 2.1 Scoring Rubrics of Writing Skills

Components of Writing	Score	Level	Indicator	Weighting
Content	4	Excellent	Present the information well chosen details across the paragraph.	
	3	Good	Present the information with details in parts of the paragraph.	3
	2	Fair	Present the information with some details.	
	1	Poor	Present no clear information.	
Vocabulary	4	Excellent	Good in vocabulary choice	
	3	Good	Error in vocabulary choice are few and do not	

			interfere with understanding.	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding.	2.5
	1	Poor	Many error in vocabulary choice that severally interfere with understanding.	
Grammar	4	Excellent	Good in grammar	
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding.	2.5
	1	Poor	Many error in grammar choice that severally interfere with understanding.	
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization.	

	3	Good	Error in spelling, punctuation and capitalization are few.	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding.	2
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding.	

2. Narrative text

a) Definition of Narrative Text

Narrative text is one of the oldest genres because it has been used for centuries in the form of folktales, fairytales, and legends (Isra,2011:6). In its development, we recognize other forms of narrative text such as short stories and novels. Actually, recount text and spoof text are other forms of narrative because they have one common generic structure in the beginning, namely orientation which serves to introduce the characters involved in the story, background and so on. However, according to the Genre Based Approach, recount text and spoof text are classified as different types of genres.

3. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other word, writing is a good way for students who learning English.

According to Harmer (2007:261), the teacher needs to deploy some or all of the usual roles when students are asking to write, the ones that are especially important are as follows:

1) Motivator

one of our principal roles in writing task will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit. It's mean that the teacher prompt their students to be a creative student and encourage them by giving the interesting media so that their students will not bored or it can be help them when they learn writing skills.

2) Resources

Especially during more extended writing tasks, we should be ready to supply information and language where necessary. As a teacher giving the suggestion and supply for the students is important. Writing class is different with the other skills, because in this skill the teacher need a long time to make discussion with their students. The students need more and detail explanation from the teacher.

3) Feedback provider

Giving feedback on writing tasks demands special care. The respond from the teacher is important, giving the feedback for what the students have written is the last activity in teaching writing. in this stage, teacher must be focus to give their correction.

C. Method

1. Research Design

This study aims to improve the writing skills of students of grade 2 B Wustha narrative text skills using cartoon film media. In accordance with the problems faced at SPM Wustha Blokagung Banyuwangi,

Classroom action research was conducted to solve the problem. This class action This research was carried out in two cycles where each cycle includes preparation of actions,

implementation of actions, class observations, and reflection actions. If the results of the writing ability test in the first cycle cannot be achieved with a minimum score of 75 or sensuous (minimum completeness criteria) or sufficient category, the action is continued to cycle II. This student design action research is described in the following formula:

In analysis numerical data, the writer find out the average of students writing score per action within on cycle (Sudijono, 2008). It uses the formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

\bar{x} : mean

x_i : individual score

N : number of students

Nest, to know the class percentage which passes the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 75, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total student who passed the KKM

N : Number of students

The last, after mean students score per action is gained, the writer analyzes whether there is or there are no improvement score in writing from pre-test up to post-test score in cycle 1, and cycle 2. The writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

P : percentage of student improvement

y : pre-test result

y_1 : post-test 1

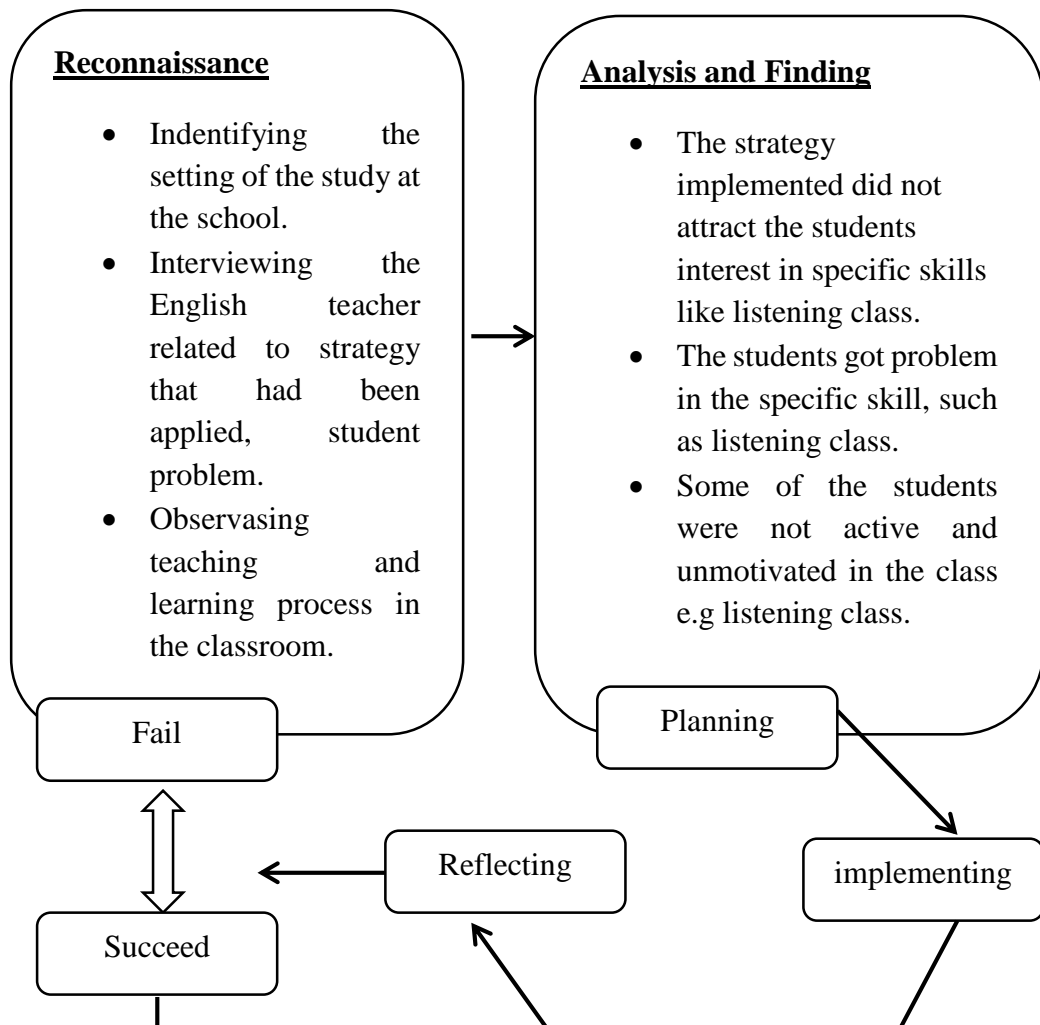
$$P = \frac{y_2 - y}{y} \times 100\%$$

P : percentage of student improvement

y : pre-test result

y_2 : post-test 2

Procedure Action Research Procedure



Adapted from Kemmis & McTaggart (1992).

a) Planning

Planning is the first stage in the classroom action research. Planning is made based on the diagnosed problem faced by students toward writing skill of narrative text taken from interview with English teacher. When the researcher and the collaborator planned the producer in the classroom action research, the researcher prepared the teaching material in the classroom. The write prepared the instruments of the research. The instrument of the research are observation sheet, interview sheet, and test.

b) Observing

this is the second stage in classroom action research. At this stage, the researcher observed the performance of students in the teaching and learning process, especially when students wrote assignments. In this cycle, students asked the researcher about the translation from Indonesian, how to write sentences and film reviews, and the verbs used in writing in the narrative text.

Students also play an active role in class. They share their ideas about movies and contract with their friends. However, they are still shy to ask about the material. At this stage, the observer also carried out the teaching and learning process through post-test 1. The results of post-test 1 showed that the average score obtained was 74 where there were

4 students who passed the Minimum Completeness Criteria (KKM) of 74. Following are the details of the test results used in cycle I.

c) Action

Cycle 1 action was carried out on Thursday, March 24, 2022, at 09.10 WIB. This is the first action in the implementation of classroom action research. In this cycle, meetings were held. The author carries out the teaching and learning process based on the lesson plan that has been made by the author. In this phase, the research is teaching in the classroom as an English teacher.

At the first meeting, the researcher taught narrative text. He explained the definition and social function first, then he explained the generic structure and language structure of the narrative text. Then he gave a cartoon entitled "Rilekui Kematian cartoon movie, film of Harry Potter" then the researcher recounted the film to the students but used Indonesian.

At the second meeting, the researcher reviewed the material. The next activity is the same as in the first meeting. She gave a second film entitled "legenda banyuwangi". Students must rewrite or retell the film story on the worksheet.

In the first test, the students were low vocabulary. There were 1 student got 70 score, 3 student got 75 score, and 1 student got score 80. Based on the result, the mean score of students in the first test 70 and percentage of students score 57,14%. The following table show the result of cycle 1.

d) Second Cycle

Cycle 2 is held on Thursday, March 31, 2022 at 09.00 to 10.00, and the last test is Monday 04 2022 at 08.00 to 09. The first meeting, learning narrative text using cartoon films.

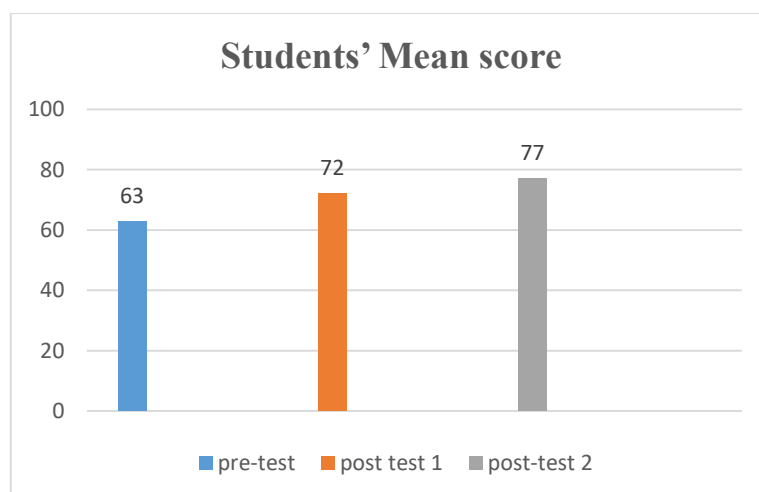
As usual, the researcher checked the condition of the students in the class whether the students were ready to receive the material and also focused on the material and the researcher's explanation. The researcher explained how to make a narrative text using a film to

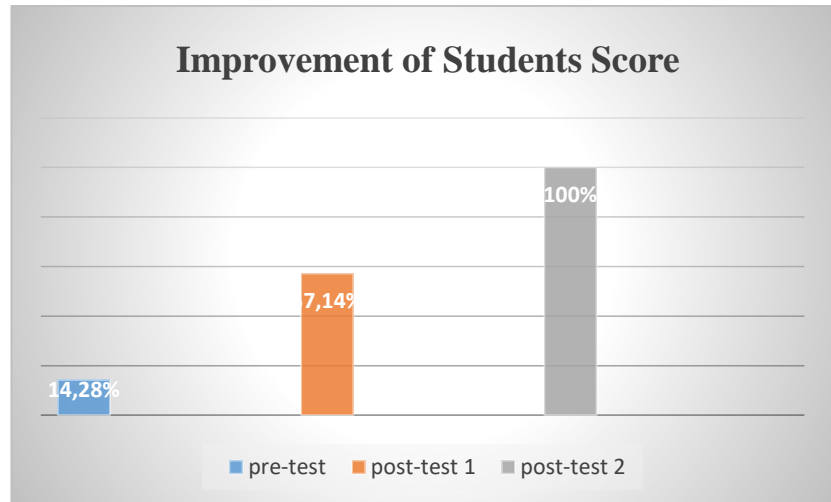
students who were still confused and had difficulty getting a bad score in the writing test. In the first meeting of the second cycle, the researcher re-explained the narrative text material and opened the students' questions. at the second meeting of the second cycle, the researcher also trained students to make narrative paragraphs using films only through two-person group work.

Their group work determines themselves, while the number of students is 7, so there is one group consisting of 3 people. in group work when they write narrative text, they all have to write on their own paper. Thus, students who still do not understand the material can understand the material because they can ask for an explanation from their friends. The researcher gave students the film " in ancient times (movie is English version)" to find ideas and rewrite the story.

e) Reflecting

In this reflecting phase, the writer was helped by the English teacher to collect all the instruments used in the learning process by comparing the result of observation sheet from cycle one until cycle 2. The data from that observation sheet showed that students had some improvement in responding the writer, acting in the group work, and upgrading the narrative text knowledge





f) **Implanting**

After analysis the result of the tests, the writer triangulated the data obtained from the interview guidelines and the observation sheet.

a) **The Result of Post-Interview**

The researcher conducted a structured interview with the English teacher after completing the CAR. It discusses the teacher's perspective of watching cartoons in learning to write narrative texts.

According to the teacher, he agreed that making innovations and utilizing the surrounding media in the teaching and learning process is something that is needed in an era where students are easily bored if learning only focuses on teachers and textbooks. He said, watching movies is something close that we rarely know about its existence and benefits. He was also surprised that watching movies is something fun so that students can learn and enjoy lessons in them without feeling serious.

In addition, students will not get lost in the story because this film inspires them to use their imagination and previous experiences to write with the right writing (Marashi & Adiban, 2017).

b) **The Result of Student Interview**

Based on the interview, the research conclude that they felt enjoy and enthusiast in learning narrative through movie. They were motivated because movie could help them to understand the material easily. They also could write that narrative test easily because they

had the idea from the movie. They thought that they did not have to think hard to put their idea on the paper and also could increase their writing score by using cartoon movie.

D. Discussion

After doing the research, the writer found that writing narrative text for grade 2 B Wustha students can be improved through narrative films. Interview guidelines and observation checklists supported by test results; pre-test, post-test 1, and post-test 2. The results of the study revealed that the film succeeded in improving students' writing skills in narrative texts. This is indicated by the results of the research in the cycle that students' writing skills are still poor. In this cycle, it can be seen from the average score of only 13.48% of students from pre-test to post-test 1. In the post-test, only 4 students or 57.14% passed the KKM. In this cycle, students need to improve their scores in writing through cartoons.

Researchers also discussed that there was an increase in students' narrative text writing scores. In cycle 2, students experienced an increase of 42.86% for pre-test to post-test 2 in cycle 2. All students 2 B Wusta or 100% who passed the KKM. In addition, the results of student interviews showed that students improved their narrative text writing skills because they enjoyed learning while watching movies. And there are also other factors, namely students are more diligent in opening English dictionaries because of the emphasis from researchers who involve them little by little knowing about vocabulary in English.

From this explanation, the researchers decided to stop the research because the implementation of the use of film had been going well, which can be seen in the explanation above.

E. Conclusion

Based on the analysis and interpretation in the previous chapter, it can be concluded that the process of students' writing skills in narrative text through cartoon movie for eight grade of SPM Wustha Blokagung improved. It could be seen from the process of improving students writing in every cycle and could be seen from the increase students' mean score

among preliminary study, first cycle and the second cycle in chapter four. The students writing score achieve the target of the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimum* (KKM) which is categorized as high level in cycle two.

For further researchers who want to conduct similar research, I suggest taking the discussion method, because in the research that the researcher uses, students tend to ask the researchers. students must be able to solve problems through discussion groups so that students learn independently. If students still do not understand the material being discussed, students may ask the researcher. Researchers also suggest using the discovery method, namely to study the material as a whole, it takes the activeness and independence of students in searching, understanding, and finding the essence of the material being studied.