Using Fairy Tale as a Movie to Enhance Learners' Writing Skill in Teaching Narrative

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Abstract

This study aims to describe use fairytale as a movie to enhance learners' writing skill and this study was conducted by experimental method. The observation was conducted to find out students' response towards the use of fairytale as a movie in teaching writing narrative text. The post-test result indicates that there was significant different with pre-test result. It was statistically supported by t-test calculation in which the result shows that the null hypothesis was rejected. The results indicate that there were positive responses that fairytale as a movie in writing class was effective both in arousing students' motivation and in improving their writing ability. From the results, using fairytale as a movie in writing classroom was expected to be a new contribution for helping teacher to conduct an effective and interesting learning in the classroom.

Keywords: Fairytale, movie, writing skill, narrative text.

1. Introduction

Most of people considered that communication usually occurs in spoken ways but actually, communication can be created through written languages and it is called technical communication. Some people thought written language to be spoken language put into written form. Although the purpose of both written and spoken language is for communication, but actually written language is not always the same as spoken language. Writing is a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising. And then writing is one of the most complex activities in which children and adult engage, that is why it needs more time and strategies to develop it. According Steffens and Dickerson in Pitart (2011) the process of writing is as critical to study of history of reading, because; writing is a fundamental intellectual activity. It means that it doesn't communicate what one has learned, but it causes someone to learn and writing helps to learn history. We learn as an active participant, not as passive recipients through lecture and textbook. Writing has so many type of genre and one type of genre in writing is narrative text. Olstain (2000) states that narrative usually personalized or individualized to tell about the events which are related to a person, narrative text usually has a beginning, middle and also ending. Gerot and Wignell (1994) state that narrative text is used to amuse and to deal with actual experience in different ways. According to Fani

Lastianti Tiarasari *et al* (2018) writing is a productive and expressive activity, meaning that writing can produce a work in writing. Writing is also said to be an act of communicating opinions, ideas, thoughts, feelings, which are written in writing to others with a medium that has been understood together without having to face to face. Writing skills are not obtained naturally but must go through the process of learning and practicing. This exercise is necessary so that learners are able to produce good and interesting writing, so that can be understood by the reader. Writing is the one of the skills in English.

Writing is also important for us and it is the most difficult than the other skills. Heaton (1975) stated that writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, the writer can conclude that writing is a very important subject because in writing we must share idea from our brain and it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar, so it is normal if the students think that writing is a difficult subject because they must pay attention to many things. Writing skill needs practice. With writing a lot, the students will establish good writing. If writing has become their ability, so they will be able to write every writing material they

like. In this way, they can enlarge their knowledge, opinion and ides trough writing to solve that problem. A teacher must find out how to make them able to distinguish each kind of texts from another. The teacher must try to develop the ability in writing, grammar, and structure of the students, and they also must find out an interesting method to teach writing, so that they will be interested in writing class.

Visual aid can be useful to the language teaching. First, they create situation which are outside the classroom wall. Second is to introduce the students to unfamiliar cultural aspect. Third, give reality to what might be understood, verbally by the students, fourth, change situations quickly and easily in a drill, provide decoration from the classroom. Basically, the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aids for the teaching learning process is how the effectiveness of using visual aids, and many more questions, related to visual aids, any kinds of visual aids that lecturer uses must make the students comfortable with the material or the class so they can easily understand the lesson. Movie or video is one of visual aid which has story and the story in a movie or video can improve students' interest in learning writing. For example, story in movie is highly motivating and entertaining. Movie can enable learners to acquire new experiences in writing class. Based on the explanation above, the writer can conclude that visual aid has an important function that the teacher can use in teaching and learning   process, visual aid can also give the students an opportunity to extend their ability and also to explore their talent.

2. Review of Literature

Writing is one of skill, which is studied everyday in school. Writing is most likely and the most difficult activity among the four basic language skills, because it involves structure, vocabulary coherence and cohesion. Many students think that writing is difficult. They are reluctant to write because they only have little positive experience in writing and they are afraid of using incorrect spellings. They also don't know how to write. Its make them not confident to write in English and we write to be read. It means writing is one of the tools to communicate with others. To solve the problem, the teacher should choose a suitable technique, method, or teaching media which can be used for teaching writing to make the students interest and more enthusiasm in learning writing. There are some media that can be used by the teacher in teaching and learning process, for example: pictures, movie, real object, etc. in order that the teacher gives an explanation to the students that writing is very important in our daily activity. In this research, the writer chooses the fairytale video in teaching narrative text because it will bring a lot of advantages for the students. Fairytale is a story intended for children, often involving some fanciful creature or extraordinary adventure. Because

narrative text is purpose to amuse or entertain the reader or listeners with stories, so fairytale video is appropriate media in teaching narrative text.

2.1 Teaching and Learning

Teaching is meant as a process of transferring knowledge or certain skills to the students. The core of teaching activities based on the formulation above is how to deliver the materials to the students. The purpose of teaching is that the students can master the materials. To reach that purpose, the teacher transfers the materials by explaining it, and the students memorize what have been explained. Brown (2001) defined that teaching is showing or helping someone to learn, providing with knowledge, causing to know or understand, whereas learning is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the statement above, the writer gets a description that teaching learning is a process of transferring knowledge from the teacher to learners in the learning process. The teacher gives the learners guidance, instructions and stimulates them to learn the subject and then understand it.

2.2 Teaching Writing

Writing is a productive and expressive activity. To refine his earlier account, Tarigan says that writing is to derive or represent graphic representations depicting a language understood by someone so that others can read the graphic symbols if they understand the language and graphic picture (Tarigan, 1993). Harmer (2004) stated that teaching writing is entirely different, however, since our objective here is to help students to become better writers and to learn how to write in various genres using different registers. Teaching writing is more than just dealing with handwriting, orthography, and punctuation. It is about helping students to communicate real messages in an appropriate manner. There are many different arguments about the definition of writing. Mayers (2005) stated that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Nunan (2003) said that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. 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. Writing is one of language skills that needs significant thing to be learn, it's not only how to fluent viewing word by word, sentence by sentence accurately. Writing is such an educated speech with significant skill and ability to do because beside the ability of skill, the students should have much knowledge about the context of writing. When they are writing, trying to

mix their English skill and knowledge of the context, they will brainstorm their mind to make the perfect one. Therefore, it is very important things. Heaton (1990) defined the varieties of writing skill into four main ideas; (1) Language use is the ability to write correct and appropriate sentences; (2) Mechanical skill is the ability to use correctly those conventions particular to the written language – e.g. punctuation, spelling; (3) Stylistic skill is the ability to manipulate sentences and paragraphs, and use language effectively; and (4) Judgment is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

2.3 Technique of Writing

Writing as a process, so it needs time and some technique to improve it, Doff (1999) defined that there are four technique of writing: first is Controlled writing, in this technique the students are required to complete the task based on the clues or what are dictated by the teacher. Second is guided writing, in this technique the teacher gives a short reading text and the teacher asks the students to rewrite the text. There is no opportunity for the students to add more information or message. Third is semi guided writing, in this technique the teacher give some question as examples, based on the question, the students are supposed to write a short passage and the students have opportunities to add information of their own. The last is free writing, in this technique the students are free to write what they have in their mind; the teacher just prepares some titles and gives some information about the topics or other clues. In this study, free writing technique is the focuses where the students develop their writing text based on their ideas.

2.4 The Process of Writing

There are several stages in writing process; Brown (2001) introduced three stages in writing process namely pre-writing, drafting, and revision. Pre-writing stage encourages writers to generate ideas, which can occur in various ways, for example reading a passage, skimming and or scanning a passage, conducting some research, brainstorming ,listing, clustering, discussing a topic and free writing, drafting stage deals with the process of transforming the ideas into form of paragraph. Brown, Douglas. H The purpose of this stage is to discover how the writers can express their ideas in the clearest manner, so that the readers will receive the same message, with the same impact that the writers intended. The last stage is revising which is related to the corrections process of writing such as, scratching out unnecessary or irrelevant information, squeezing ideas or making some additions. Another opinion comes from McCrimon (1984) divided into three stages: planning, drafting, and revising. (1) Planning is only orderly procedure used to bring about a desired result. As the first stage in the writing process,

planning is a series of strategies designed to find and produce information in writing. (2) Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled to identify several subjects and encouraged to gather information those subjects from different perspectives, that need to determine what they can best in accomplish in writing. (3) Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

2.5 Genre Based Approach in Teaching Writing

Beside the process of writing, approach also needed in teaching writing, such as genre based approach, in detail, the genre approach is one of suggested approaches that can be used in teaching writing since it presents some examples for students who have only limited exposure to authentic English writing. Gerot and Wignell (1994) identified that genre as particular text type. Furthermore, a genre is defined as a culturally specific text type which results from using language to accomplish something. In relating to genre as specific text type, Gerot and Wignell have categorized a particular characteristic of genre. First, it has a particular purpose, for instance: the social purposes. Second, it employs particular stages: distinctive beginning, middle and ends, the whole stages are usually called in terms of generic structures. The last it applies particular linguistic features. Since the genre focuses on the broad social purposes of communication, the labeling and classification of genres may vary. In some instances, writing genre are defined in terms of familiar broad categories such as spoof, recounts, reports, news item, anecdote, narrative, procedure, description, expository, argumentation and review. Lin (2006) categorizes 'genre' based on what the discourse seeks to achieve or to do socially, for example, to tell a story narrative or to argue an opinion; argumentation some typologies and exposition in others. It can be concluded that genre based approach is a teaching approach that explore how specific genre serve specific purposes, and how genre can be identified by examining the structural organization of a text, as well as the linguistic feature within it.

2.6 Narrative Text

Since narrative is the most frequently occurred and exposed in language teaching, so the writer choose this genre to be discussed. There are some perceptions of narrative. Mc Crimon (1984) defined that narrative is a story told to make a point. It can be used in an abbreviated form to introduce or illustrated a complicated subject that is writers often use narrative to lead into body of their writing or in an extended form to

provide a detailed, personal account of what happened. An affective narrative has a plot. It is arranged according o meaningful and dramatic sequence of action, which may or may not follow the order in which events actually happened. Usually it focuses on some tension or conflict within the writer, or between the writer and others or the writer and the environment. While Anderson (2007) presented that narrative's social function is proposed to amuse and to deal with actual or vicarious experience in different ways, narrative also deal with problematic events which lead to a crisis or turning points of some kind, which in turn finds a resolution. There are many types of narrative. Generally it could be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both; (a) a fictional narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairytales, folklore, of folktales, horror stories, fable, legends, myths, and science fiction; (b) a nonfictional narrative presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life and personal experience.

2.7 Generic Structure of Narrative

The generic structure of narrative text focuses on a series of stages that proposed to build a story. In narrative text, the generic structure include: a. Orientation is the introduction of the characters who involve in the story, time, and the place where the story take place. b. Complication is a series of events in which the main character attempts to solve the problem. c. Resolution is the ending of the story containing the problem solution. There are some features that writers should recognize in narrative text. First is plot explained what is going to happen. Second is setting explained where the story will take place and when the story will take place. Third is characterization explained who are the main characters and what do they look like. Fourth is structure explained how will the story begin and what will be the problem, how is the problem going to be resolved, and the last is theme explained what is the theme the writer is attempting to communicate.

2.8 The Use of Media in Teaching Writing

Media defined as device used by teacher in teaching learning process that makes students understand the material given. Media provide an excellent source for discovering a' new place and make students competent more culturally. Media which are designed by teacher should be enjoyable and meaningful for the students. Gerlach (1980) defined that media is the graphic, photographic, electronic or mechanical means for arresting, processing and reconstituting visual or verbal information. A lot of media of teaching have been use by teacher in teaching writing, for examples, series of pictures, authentic material, visual aid, and audio visual

aid. All defined that all of the media bring fun and interesting classroom activity especially in writing process. Movie is another useful audio visual aid for the language teacher because it can improve students' interest and create fun learning. Harmer (2001) stated that by using movie, the lesson will become more fun, and it can create situation for writing classes clearly and students more enthusiasm in writing class. Meanwhile, movie can be optional device in improving students' writing skill. By watching movie, the students can write the story from the movie. Moreover, the students will have good response if the movie or video that is used as a medium is related to their interest. Based on the explanation above, the writer conclude that movie is used in this study to create new experience in teaching learning process and improve students' interest in writing narrative text.

3. Method

In this study, the writer will used the experimental one group pretest-posttest design. McMillan (2001) defined that one group pretest-posttest is distinguished from the one group posttest-only design by a single difference-the addition of observation that occurs before the treatment condition was experienced (pretest). Brown (1994) defined that a variable is an observed or quantified representation of a construct that is the actual underlying characteristic or ability of human being. There are two types of variable that uses in this research. They are independent variable and dependent variable. In this research, the independent variable is fairytale video, while dependent variable is teaching writing. The population of this research is the first semester of Department English Education, and a sample is a group in research study on which information is obtained; a sample in a research study refers to any group on which information in obtained. The sampling technique that used in determining the research sample is cluster sampling. This technique is used by raffling the group in population then takes one group the sample of the study. The instrument of this research is intended to capture and elicit the whole relevant data, the instrument of this research the writing composition test and observation. The writing performance test carried out for the purpose of this study is in the form writing test to make a narrative text. It is employed to the group in the first meeting of instruction (pretest) and in the last meeting (posttest). The last instrument is observation. Observation is a technique of collecting the data by closely watching and noticing classroom or as observer of another teacher's observation. It is employed to investigate the students' ability in learning writing. Procedure of teaching is pretest or first writing performance test was administered to a group at the beginning of the research. The test is proposed to obtain the data of the students' basic writing skill and to ascertain that the students from one group has the same capability and the same English proficiency

before they receive the treatment, the treatment using fairytale as a movie used as the media in teaching writing narrative text in this research. The writer explained the material about narrative text to the students and guides them to do the exercise or treatment of the simple narrative text by using fairytale movie. At the end of the research, the writer administered the post-test. This test is distributed to the group to find out the result of the whole treatment. The procedure of doing post-test is similar to pre-test. The purpose of this test is to find out whether or not there any differences the score of pre-test where the students have not get the treatment after the score of post-test where the students had got the treatment. After collecting the data, the writer needs to analyze the data gained. Processing the data analysis is conducted on the pre-test and post-test score. Data from final test scores is used to find out the students improvement in learning narrative text by using fairytale as a movie in teaching writing narrative text after treatment. After collecting the data, then the researcher analyzed it. The process of data analysis was conducted on the pre-test and post-test.

4. Result and Discussion

4.1 Result

They are pre test result, post test result and observation result. Each section is presented in detailed as follow; the pre-test is aimed to discover the equity of groups before administering treatments by using t-test procedure. The students were assigned to make a narrative text, and the scoring of the students' writing adopted from Jacob (1981) scoring of the students' writing performance testis based on ESL Composition Profile. In assessing students' writing, this study assesses five aspects of writing namely, content, organization, vocabulary, language use, and mechanics. The observation is aimed to find out deeper information, in relation to the advantages of using fairytale as a movie perceived by the students. The aim is also to reveal students' perception when they utilized fairytale movie when writing. The interpretation of the observation are divided into four categorized. First are students' difficulties in writing English text. Most of students in class felt difficult in writing English text. In this case there are some factors; they are lack of vocabularies, arranging words into English sentence. In this case, most of students difficult to arrange into sentence. Although they have known what words will be used from the text and teacher's explanation, but when writing they considered that writing in English has its own difficulties. Indonesian structure and English structure are different. They usually write in Indonesian structures not in English. First, they wrote the narrative text in language then translated into English. Second is students' perception toward fairytale movie in writing narrative text. In this case there are positive response that showed by students. First, creating challenging atmosphere, in this case

students first semester of Department English Education have good responses that learning environment more joyful since the learning environment was not anxious for the students. In addition, various learning activities and visual media such as fairytale movie which were integrated during the teaching learning process made the students enjoy the learning environment. They felt fascinated and challenged by the fairytale video they watched since they had to guess the main character, setting of place, conflict and overall story shown; Second, increasing student's motivation fairytale as a movie increase students' motivation on writing narrative text, since the media were relatively new and interesting for them. It could make them focus to find the main character of the story, setting of place or conflict of the story. Thus the students felt challenged to create new story or rewrite the story. The last is inspiring students to write. Fairytale movie can helped students write as it gave much inspiration. By using fairytale video can developed students' imagination in writing. Third is students' difficulty in writing narrative using fairytale movie, in his case native speaker language utterance. The students felt that they only comprehended the dialogues partly because of the native speaker's speaking is relatively fast for students for their level. However, the acting and the gesture demonstrated by the characters in the video could help them guessed the content of the story, such as the characters of the story, the setting of place and overall the story. The last is student's response toward the advantages of using fairytale movie. Most of students affirmed that their writing skills improved after learning used fairytale movie. The improvement covers ideas, text's structure and vocabularies. First, finding and generating idea the student's response that fairytale video enables them to inspire the ideas they wanted to write. The students' improvement in finding ideas could be seen from their post-test writing. Moreover, fairytale video challenged the students to generate the ideas they found since the show just fragments. As a result they had to think hard to generate the ideas into good narrative. Second, comprehending the structure of narrative text, in this case fairytale as a movie helped them improve knowledge about structures of narrative which include premise of the story (act 1) similar to orientation, the middle (act 2) the same with complication which drives the story further and usually ends with dramatic climax, and the last is act 3 which describes the possibility of the ending of the story (complication). It is clearly seen that fairytale video and narrative have similar aspects. Both of them have three steps in presenting story: orientation, complication, and resolution.

4.2 Discussion

This research was aimed to find out whether or not the use of fairytale video significantly improved students' writing skills especially in narrative text and to investigate the students' response toward the using of fairytale

movie in teaching writing. Therefore, in conducting this study, two kinds of instrument were used. They are writing test and observation. Writing test was conducted in pre-test and post-test which have been administered to the students to find out the students' writing ability before and after the treatment. The result on pre-test indicated that there was no significant value or very lower. It means that, the alternative hypothesis was rejected. Having received the treatment, the post-test was administered to the students. This test was measure whether fairytale movie can help improving their writing skill especially in narrative.

In this research, the writer also found different argument. Heaton (1975) stated that writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students. After doing the research, the writer has same argument with the Heaton's statement. Choosing the right technique and media, teaching writing would be easier and interesting to teach. In this case after doing the research by using audio visual media it means fairytale movie, teaching writing became easier and more interesting for students and teacher in teaching learning process. Teaching writing using audio visual media has some advantages. Harmer (2004) stated using audio visual media (fairytale movie) students does not just hear language, they see too. This greatly aids comprehension, for example general meaning and moods are often convoyed through expression, gesture, and other visual clues.

Conclusion

Firstly, fairytale movie in teaching writing narrative text has been proven can improve students' narrative writing. This result was encouraged statistically by t-test calculation in post-test scores which shows that the alternative hypothesis was not rejected. The post-test computation result showed that different significant with pre-test. Furthermore, based on students' writing product, it can be seen that students' understanding of elements within narrative writing such as generic structure are improve. Second, there are some factors influencing students' writing result when using fairytale video in teaching writing narrative text. The first one is related to students' interest and motivation to engage in writing activity. While, the second factor is the technique and media used in presenting the material. Based on the treatment given, fairytale movie can arouse students' interest and motivation. As the result, the students are more interested and easier in comprehending the materials. Students also need more practice to help them to be able to write correctly, and for further students, the writer suggest for using fairytale movie in learning various genres, since the video or movie can be applied in well preparation.

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