

**THE EFFECTIVENESS OF GIVING FAIRY TALE GENRE IN
ANIMATION MOVIE FOR STUDENTS' WRITING NARRATIVE SKILL
AT ENGLISH DEPARTMENT STUDENT OF MUSAMUS UNIVERSITY
ACADEMIC YEAR 2021/2022**

JOURNAL



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The Degree of Bachelor in English Department**



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**The Effectiveness Of Giving Fairy Tale Genre In Animation
Movie For Students' Writing Narrative Skill At English
Department Student Of Musamus University
Academic Year 2021/2022**

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ABSTRACT

Raesita Tamara (NPM 2015 88203 008). *The Effectiveness Of Giving Fairy Tale Genre In Animation Movie For Students' Writing Narrative Skill At English Department Student Of Musamus University Academic Year 2021/2022*, Dibimbing oleh Dr. Martha Betaubun S.Pd., M.Hum dan Dr. Dra. Seli Marlina Radja Leba, M.Hum

This objective of this research is to find out the effect of Giving Fairy Tale Genre In Animation Movie In Students' Writing Narrative Skill in students' grade fourth At English Department Student Of Musamus University Academic Year 2021/2022. The method of the research used pre-experimental. Where in this study obtained data from pre-test and post-test to students. The sample is 24 students in the Department of English Education Musamus University. The results of the study proved that the use of fairy tale genre in animation movies is effectiveness in learning writing narrative text. The calculation results obtained the average value on the pre-test 42.89% and the average value of the post-test 58.68%. In addition, based on data analysis Sig. (2-tailed) is $0.000 < 0.05$. SPSS output results if the value of Sig. (2-tailed) < 0.05 , then there is a significant difference. This means that the use of fairy tale genre in animation movie is effectiveness in the teaching and learning process of writing narrative text for students of the English Education Department at Musamus University for the 2021/2022 Academic Year.

Keywords : Animation Movie, Fairy Tale Genre, Writing Narrative Skill.

ABSTRAK

Raesita Tamara (NPM 2015 88203 008). *Pengaruh Pemberian Genre Dongeng Pada Film Animasi Terhadap Kemampuan Menulis Narasi Pada Mahasiswa Jurusan Bahasa Inggris Universitas Musamus Tahun Ajaran 2021/2022*, Dibimbing oleh Dr. Martha Betaubun S.Pd., M.Hum dan Dr. Dra. Seli Marlina Radja Leba, M.Hum

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Pemberian Genre Dongeng Pada Film Animasi Terhadap Kemampuan Menulis Narasi Pada Mahasiswa Semester Empat Jurusan Bahasa Inggris Universitas Musamus Tahun Ajaran 2021/2022. Metode yang digunakan dalam penelitian ini adalah penelitian pra eksperimental. Dimana dalam penelitian ini diperoleh data dari pra-tes dan pasca-tes kepada mahasiswa. Sampel sebanyak 24 mahasiswa di Jurusan Pendidikan Bahasa Inggris Universitas Musamus. Hasil penelitian membuktikan bahwa penggunaan Genre Cerita Dongeng pada Film Animasi efektif dalam pembelajaran menulis text narasi. Hasil perhitungan diperoleh nilai rata-rata pada pre-test 42,89%) dan nilai rata-rata post-test 58,68%. Selain itu berdasarkan analisis data Sig. (2-tailed) adalah 0,000 <0,05. Hasil keluaran SPSS jika nilai Sig. (2-tailed) <0,05, maka terdapat perbedaan yang signifikan. Artinya, penggunaan Animation Movie efektif dalam proses belajar mengajar menuulis text narasi bagi mahasiswa Jurusan Pendidikan Bahasa Inggris di Musamus University Tahun Ajaran 2021/2022.

Kata Kunci : Film Animasi, Dongeng, Menulis Narasi.

INTRODUCTION

There are four skills in English, "Writing, Speaking, Reading, and Listening. Writing is one of the language skills that is important to be improved in academic setting. It can be inferred that writing is a means of indirect communication. According to Halliday (cited in Nunan, 1991:84), "writing is functional communication; making learners possible to create imagine worlds of their own design". It means that through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. Therefore, the teacher may need to adjust the methods with student' needs and create a particular

strategy to improve student' writing skill ability. One of the probable strategies in teaching writing is audio visual aid particularly, movie. The use of movie is expected to develop students' narrative writing skill. Using movie as teaching media can build student' prior knowledge, support students to understand the material, help teacher to teach material effectively and interest student' motivation (Heinich et al,1982; Raiser and Dick, 1996).

To write English well, the students should master all components of writing skill, namely grammar, vocabulary,

content/ideas, mechanics, and organization. Through writing, the students can restate information that they get from texts or articles as well as information that they listen to. Moreover, it is also a very useful language skill to deliver information through written communication. It is in line with Zhang and Cheng (1989:34) who explained that “in writing activities especially writing in a foreign language, the writer should be able to use grammar, vocabulary, conception, rhetoric, and other elements”. So that, in order to master writing, they have to be hardworking in doing it.

In brief, teaching writing for the students is intended to encourage them how to be able to express both meaning and rhetorical in the form of some texts. Writing narrative text is chosen by the researcher in conducting this research. It is a kind of text, which function is to entertain the reader with complications or problematic events which lead to a crisis or turning point of some kind in turn finds a resolution. Sudarwati and Grace (2007: 154) state “four main organizations; orientation, complication, resolution, and reorientation”. Its characteristics can be seen through its language features, which include noun, pronoun, noun phrase, time connective and conjunctions, adverbs and adverbial phrase, and material processes. It is generally written in simple past tense.

Therefore, the teacher may need to adjust the methods with student’ needs and create a particular strategy to improve student’ writing skill ability. One of the probable strategies in teaching writing is audio visual aid particularly, movie. The use of movie is expected to develop students’ narrative writing skill. Using

movie as teaching media can build student’ prior knowledge, support students to understand the material, help teacher to teach material effectively and interest student’ motivation (Heinich et al,1982; Raiser and Dick, 1996).

The researcher used the fairy tale genre in animation movie as the media. Researcher chose fairy tales because they serve as entertainment, education, and moral values in students. Besides, that using the fairy tale genre can also add to its own attraction for students, this film genre is very popular among children to adults. Because the film is packaged neatly and does not feel bored to anyone who watches it (Shereji, Swemi 2007:154).

a) Effectiveness

Effectiveness always related with the purpose of an organization. The activities of an organization can be said to be effective in accordance with the purposes for which it has been set previously. According to Mardiasmo 2005 : 132 effectiveness is essentially related to the achievement of the objectives or targets. Effectiveness is the relation between the output and the goal to be achieved. An activity is said to be effective in the process if the activities can be achieved the goals that have been set. According to Syahu Sugian 2006 : 76 effectiveness is the rate of realization of activities and the outcome achieved. According to Kamus Besar Bahasa Indonesia 2005 : 284 effectiveness derived from the word effective, that’s means the result, influence and can bring the result. Based on the above definitions, then it can be concluded that the effectiveness is a concept that can provide description of a

situation, which resulted in a success or achievement of an outcome that matches the target. The concept of effectiveness of multidimensional in nature, meaning that the definition of effectiveness can vary in accordance with the underlying fields. Related to internal control, then the effectiveness is how much the implementation of internal control elements, contribute to the achievement of the objectives of internal control.

According to Tim Dirks Movie genres are various forms or identifiable types, categories, classifications or groups of films. (Genre comes from the French word meaning "kind," "category," or "type"). Genres provide a convenient way for scriptwriters and film-makers to produce, cast and structure their narratives within a manageable, well-defined framework (to speak a common 'language'). Genres also offer the studios an easily 'marketable' product, and give audiences satisfying, expected and predictable choices., here there are some common movie genres, namely: action movie, adventure, comedy, crime and gangste, drama, horror, sience fiction , war, and fairy tale.

b) Fairy Tale Movie

A fairy tale is a story which involves folkloric features such as fairies, goblins, princes and princesses. The fairy tales is a sub-class of the folk tale. The oldest fairy tales were told and retold from generations before they were written down. When these stories were studied thoroughly it turned to be that there were more than one, even more than 10 versions of Cinderella story. Each story appeared to have unique telling and cultural elements which

depended on the place and time when the story was told. Nowadays different authors still like to invent and write down new versions of fairy tales (Hallett & Karasek, 2009; Tiberghin 2007; Kready 1916).

c) Definition Of Writing

Generally, writing requires media or tools as supporting material for the author in conveying what's in his mind. According with McDonald and McDonald (2002:7), writing are often described as a step or process that shows changes from time to time that has got to be trained and developed continuously. it's also supported by Fylnn and Stainthrop (2006:54) it's a medium of human communication that can't be conveyed orally. Writing is additionally influenced by genre, and these elements must be present within the activity. Meanwhile Langan (2005:12) He stated that writing involves a series of steps. Writing without practice, people think that writing s difficult. Like Langan, Tangpermpoon (2008: 1-9) writing is understood because the most difficult skill to master for language learners because they have to possess a basic of second language. Because they have to possess various prior knowledge of a second language about rhetorical organization, the right use of the spesific language or lexicon with which they're used they need to deliver to their readers.

d) Definition Of Narrative Text

Anderson and Anderson (1997 : 6) said that narratives are usually told by a story teller. Another definition, Clouse (2006 :185) said that narrative text may be a story which is fictive or realthat contains a series or event during which the story is told during a context that's presented as a

facet of story construction. Which should make the story that's delivered to make the audience more interested. The tenses used are those that show events in the past (Past Tense) Adverbs of time which are commonly used at the beginning of sentences, such as long time ago, once, one, once upon a time. There are snippets of conversation between characters.

The purpose of text narrative is to present an entertaining or informed story for readers and listeners. For example, a fairy tale is a narrative text structure. Narrative text structures should be easy to remember because the structure follows a story with a beginning, middle, and end. In addition, the purpose of the text narrative is to express feeling, or experiences so that the readers can be said as if involved in the story presented. Knapp and Watkins (2005:82) stated that writing is itself a relatively disciplined activity and while discussion and working with peers is important, so are the times to individually reflect on work and independently complete a task.

According to Cohen and Reil (1989:3) stated that writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. writing is usually directed to others for a specific purpose. for students, it can provide the opportunity to express themselves through a written form. writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper. writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language.

According to Harmer (2009 : 145), writing as one of the four basic skills that exist in the English language lesson curriculum. Writing is also used for means of strengthening the order of the language taught. In another word, writing is a good and appropriate way for English learners. They can pour the idea they have in mind into a paper glue according to grammar and vocabulary.

Teaching writing to students is not as simple as teaching like other languages, therefore writing has some rules or steps so that students do not feel difficult during the writing process. Through A Luther (2000:37) by knowing the writing process, students can know the steps of writing well and correctly. Indonesian students who learn English as a foreign language need more time to practice how to write well and correctly. Students are asked to focus more on the ideas they was write with the right vocabulary selection. Teaching writing to students is not an easy thing, there are some factors that are difficult to write the subject. And the other thing is that there are many types of text that exist in English, such as narrative text, descriptive text, recount text, and many others. Each text has a different character. There are social functions, generic structures, characteristics of the language. And in general students can't distinguish the characters in the text, it becomes a challenge for teachers how to find a way for students to distinguish each type of text one and the other. Brown (2003:87) According to PallaIn teaching writing to students, teachers have difficulty related to students who do not understand what the teacher is saying. With the lack of enthusiasm of students in learning to write, teachers must find a way so that their

students can understand the writing lessons they convey. Of course in a fun, interesting, and not boring way for students to write, especially writing narrative text. And then the alternative media used by teachers to teach writing is by using movies.

Through Wikipedia, the word animation is taken from Latin which comes from the word *anima* which means soul, life, and spirit. The word animation itself is an adaptation of the word *animate* in the general English-Indonesia dictionary which means to animate. Literally, animation means to animate or make motion. Animation has a meaning so that objects live / move, in making animations it can be in the form of moving pictures, paintings, hand sketches, dolls, or three-dimensional objects. Animation is simply defined by moving an inanimate object in a sequence to make it seem as if it were alive. A series of still images, which when displayed on the screen create the illusion of a moving image. Due to the increasing importance of visual and media images, Kress defined movie in Chand and Herrero's book that "Films or movies have a great potential in the language classroom, as they bring 'together large variety of modes'. It means films are rich multimodal texts containing linguistic meaning in teaching and learning process. According to Susilana and Riyana stated movie, also called a motion picture, is a series of still images which, when shown on a screen, creates the illusion of moving images due to the phi phenomenon. It shows that motion makes videos and movies unique and life-like and movie is a medium that presents audiovisual message and movement. Therefore,

movie gives the impression and impressive for viewers. Further, based on book of "Teaching with Movies", The F.I.L.M Project stated movies are the way of telling the story by using modern instrument for people to communicate information and ideas, and they show us places and ways of life we might not otherwise know in this era. Meanwhile, Azhar (2010: 49) said the film as a picture during a frame which frame by frame is projected through the projector lens mechanically in order that the pictures on the screen appear alive. He means film as a series of connected cinematic images projected onto a screen. Sadiman (2009: 67) said that film is additionally an efficient medium in teaching English learning process because it stimulates students both in receptive skills (listening and reading) and productive skills (speaking and writing) by setting the photographs and taking note of the audio.

It can be said that the film is a series of still images that when going through the projector lens mechanically so that the image on the screen appears alive and creates the illusion of a moving image. Film is a modern instrument for students to channel ideas or information that can be after seeing, listening to the film, and then poured in writing.

Writing is one of the useful abilities that must be mastered in a language education. When students are doing productive homework and they don't have the term or language they need, they become quite frustrated. Teachers are supposed to make the teaching-learning process more exciting by using a variety of media. The film is one among the means are often utilized in the

teaching of writing, especially within the writing of narrative texts. consistent with Arsyad (2010: 15), the film or film has some characteristics. it's one thing that movies can pique student interest. The instructor can create a new environment in his class by using the film, and the students was more engaged in the teaching-learning process. Additionally, the visual aid was assist the students in mastering the material that the teacher presents. , the visual assistance might assist pupils in mastering the subject presented by the teacher.

Animation is a very powerful communication tool that captures our attention from the beginning of our childhood; and that is beyond our fascination with its colors and its alternate realities that we can only access through it at the time. The power of animation also lies in how we can see ourselves in the heroes of our favorite shows and go through experiences we wouldn't otherwise go through in real life; we can fly like superheroes, go into journeys to space, and break the rules of our constrictive reality & physics. Furthermore, consistent with Hanley in Ismaili's diary (2013: 121-132), the film can help develop writing skills by providing interesting and motivating clues to accompany written or audio inputs, and thereby help to the understanding and production of inputs or outputs of foreign languages. There are a number of reasons why film is an excellent teaching and learning tool.

1. Visual Stimulation

When we watch animation movies and cartoons, it takes us through a chance to

watch abnormal unique visual experiences that are almost impossible to witness in real life. These experiences are further enhanced by the diversity of the colors, movements of the characters, and imaginative stories that we love and get attached to.

2. Educational Value

Visuals have always acted as a provider for new information and educational values, and that was amplified especially after the invention of televised media when everyone had access to that window in which they can receive new information and open up to new worlds.

3. Character Projection:

We often engage with the content we see and respond to it with emotional reactions as each visual cue triggers an emotion. When watching Batman, Spiderman, Superman, etc., you don't just feel for them in their victory & misery, but you also live through them and the magnificent lives they have.

4. Variety and flexibility

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the language learning classroom by screening

different types of film: feature-length films, short sequences of films, short films, and adverts.

METHOD

According to Sugiyono (2016:74) said that there are three pre-experiment research designs, namely, The One Shot Case Study, One group Pre test – Post test, and Intact Group Comparison. This research design uses one group pre test – post test type pre-experiment design, which is the previous researchers gave a pre-test to the group that would be given treatment.

Pre test	Treatment	Post test
O ₁	X	O ₂

The researcher demonstrated the effectiveness of using fairy tale genre in animation movies in teaching narrative in this study semester grade fourth writing for all students in the English department. Because the data obtained had been numeric and had been evaluated using statistical calculation, the approach adopted in this study had quantitative. It clarified the test's outcome. This study had been carried out in four meetings with the help of a lesson plan and the university's curriculum.

1. Pre-test

Pre-test gave to student by reseacher. To find out the student's ability to write narrative texts without media, and the author ask them to write about fairy tale stoies, for example cinderella, Lion King, Snow White, and etc.

2. Treatment

The treatment has been conduct in twice. In the third and fourth meeting, the researcher explained about writing narrative text and gave several examples. The researcher gave a treatment through movie with the title is Alladin And Peter Pan to students, to creating narrative text from their idea. The researcher applied the movies in instructing learning proses.

3. Post-test

The researcher administered a post-test, which have the same outcome as the pre-test. Students are gave the task of watching movie with the title Beauty And The Beast and they must writing a narrative piece based on a film.

After all the data collect, the next step in this research is analyzing data. The researcher will classify the data based on the result of the research obtained. The researcher arranged the description of the data. They are the data of pre-test, treatment, and post-test. The researcher describe and discuss the finding of the reasearch in form of systematic clasification.

RESULT AND DISCUSSION

The pre-test revealed that the value contained in the pre-test was very low. At the time of the pre-test, the 24 research students found that their results were 42.89%. Because, in this test, students do not get an overview of the narrative framework itself. Apart from being accurate, students also experience difficulties in complete vocabulary that they will use for narrative text. However, most of the students when doing their pre-test used the simple present tense. According to Trimantara (2005:45), there

are several causes of non-achievement the objectives of learning to write are, low level of mastery words as a result of low interest read, mastery microlanguage skills, such as use of language signs, writing rules, use word group, clause arrangement and sentences with the same structure right, until the preparation of paragraphs, difficulty finding methods appropriate writing lessons with conditions and abilities students, as well as or limited learning media effective writing.

To overcome this problem, the researchers used animated short films that were popular among students so that they were interested and motivated in learning activities and students also wanted to use animated short films to do writing assignments. Sardiman (2006: 25) who argues that film is a very powerful media in helping the teaching and learning process. Researchers provide treatment using the fairy tale genre in animation movie. The use fairy tale genre in animation movie as a learning media can help students become more interested and pay attention and become more active in the learning process. In teaching learning process fairy tale animation seems that can help to form the learners writing framework, the initial words used and also the grammar they should use in the narrative text. The media genre of fairy tale in animation movie is given so that students are more interested and do not feel bored during the learning process.

The researcher conducted a post-test to measure the results they achieved after being given the treatment. Astuti (2014:261) conclude the use of film media animation is very influential on students' narrative writing skills. Before the

treatment, students could only get 42.89% and it was proven by the use of the fairy tale genre in animation movie as a media for writing narrative text that it could increase to 58.68%. It is also supported by Agina (2003:1-4) which explains some of the advantages of using animated films in education, namely increasing skills and abilities, interactivity, flexibility and security, increasing motivation, eliminating frustration, practicality, consistency, attracting and focusing attention, displaying prototypes. design to design objects that do not yet exist in reality, and are capable of displaying processes or relationships usually not visible. According to Lowe (2004:117) stated that the use of animation seems to be used to fulfill affective function, namely to attract attention, involving students, and maintain motivation. with media, learning materials will be clearer meaning so that it can be better understood by the students.

CONCLUSSION

Based on the research finding, the researcher concludes that the use of animation movie fairy tale genre can be effectiveness writing mastery at semester 4th in English Student Department University. It is supported bu the result of the pre-test (42,89%) that is lower than the result os the post-test (58,68%)

Based on the writing, most of the students said that use of media movie could help them to increas their interest in teaching and learning process. The researcher also find that movie makes students can memorize in their idea esily. In teaching and learning process, when the researcher uses animation movie, the

students were enthusiastic and enjoy, they were confident when they wrote down.

It means that the media movie can be effectiveness students' writing mastery in fourth grade semester English Department student of Musamus University. In addition students become more active and show their interest during the teaching and learning process.

SUGGESTION

Based on the conclusion above, the researcher would like to offer some suggestion, they are: the researcher should explain what a narrative text first before asking the students to produce a narrative text writing. The researcher should make sure that the students understand about grammar, especially simple past tense. The researcher should explore the students' ideas. In teaching writing of a narrative text by using movies in Musamus University, the researcher should be active to involve his students in teaching learning process and should be able to attract students' interest by giving interesting motivation such as movie. The researcher hopes that there will be many researchers who are interested in studying some other methods in teaching narrative writing effectively in the future.

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