TEACHING WRITING NARRATIVE TEXT USING ANIME

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Abstract: This research investigated the effectiveness of using anime entitled “Bakuman” in teaching writing narrative text to year-11 students of SMAN 4 Pontianak in academic year 2015/2016. It was a pre-experimental research which the sample was XI MIA 1. The technique of collecting data was measurement technique. The instruments to collect data were essay tests which were divided into pre-test and post-test. Both pre-test and post-test measured the students’ ability in writing narrative text. Pre-test was administered before the treatment. Meanwhile, post-test was administered after the treatment. The data showed that the mean score of pre-test was 78.88 and post-test was 82.38. The interval between the mean score of pre-test and post-test was 3.5. Based on the data analysis, the effect size was 0.44. It was categorized as “modest effect”. Thus, the researcher concluded that the use of anime entitled “Bakuman” was effective in teaching writing narrative text.

Keywords: Writing, Narrative Text, Anime, Bakuman

The students are required to acquire the four skills well. Brown (2001:232) states that research and practice in English language teaching has identified the four skills that are listening, speaking, reading, and writing as of paramount importance. However, this research was focused on writing skill. It is a skill to produce language or communicate with the reader by written words.
The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 1988:135). In other words, the students in learning writing require mastery not only of the writing aspects that are spelling, punctuation, capitalization, diction, and grammatical accuracy but also of the ability to write for a particular purpose with a particular audience in mind, together with ability to select, organize and order relevant information. All of them should be studied and practiced regularly by the students.

Based on the observation and interview with English teacher in SMAN 4 Pontianak, many students thought that writing a text such as narrative, recount, or report was difficult. They got difficulty in exploring ideas for their writings and organizing the ideas. They got difficulty on producing grammatically correct sentences. Some of them also got difficulty on translating their ideas into English sentences. Moreover, they were not interested and did not participate actively in teaching and learning process because of those problems.

Considering the students’ problems, the teacher should resolve those. One of the ways to solve the problems in developing the ability of writing which are faced by the students is the use of an interesting method or visual aid to teach writing, so they will be interested and motivated in writing class. According to Kreidler (1965:1), visual aids can be useful to the language teacher because (a) they create situations which are outside the classroom wall; (b) introduce the students to unfamiliar cultural aspects; (c) give reality to what might be understood, verbally by the students; and (d) change situations quickly and easily in a drill, provide decoration for the classroom.

There are many visual aids that can be used to help the students in learning writing such as comic, picture, flash card, and film. They also help the students in organizing the ideas and lessen their difficulty in writing activity. In this research, the researcher uses animated film from Japan that is anime. As stated by Gan (2009:1), inside Japan though, the word anime, an abbreviated pronunciation of animation in Japanese has been used widely as an abbreviation for all animation. Outside Japan however, anime is used to refer specifically to animation from Japan.

The researcher chooses anime entitled ‘Bakuman’ to help students in writing narrative text. Anime entitled ‘Bakuman’ tells about a 9th grade student named Moritaka Mashiro, a talented artist who did not know what he wanted to do with his future. After his encounter with Akito Takagi, a boy who invited him to become a comic artist and Miho Azuki, a girl he was secretly fond of, Mashiro finally decided to become successful comic artist.

Anime entitled ‘Bakuman’ can be applied in teaching writing narrative text. The first, it is because anime is a form of entertainment that presents a narrative story as a video. Second, the story is universal so students from different cultures can understand the story. Third, they will get the ideas from the story and learn how to organize the ideas easily based on the story. The fourth, the students can easily comprehend the conversation and speech in the film because the general meaning and moods are often conveyed through expression, gesture, and other visual clues.
Beside those reasons, there is another reason that makes *anime* become suitable for teaching writing narrative text. The reason is that *anime* has been popular among teenage students, so the teaching and learning process become more enjoyable. Students will succeed in learning if they enjoy the process. Moreover, the researcher chooses ‘Bakuman’ because this film has a lot of moral values that can help in building students’ character and give a lot of social education to the students. ‘Bakuman’ also has a simple story which help the students in recognizing the series of events, setting, and characters on the story. The students will get the real example of utterance used by the characters on the film, so they can create and arrange into the paragraphs of narrative text easier with the correct grammar, spelling, conjunction, and variety of vocabularies.

*Anime* can be an effective media in teaching and learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Stempleski and Tomalin (1990:6-7) states, “Video has difference types of purpose, there are: active viewing, vocabulary, grammar, pronunciations, listening and speaking skill, reading and writing skill, cross-cultural concern, and testing.” In other words, *anime* as a video which has many purposes is useful to the language teacher in facilitating the students in learning process. In addition, Maley in Stempleski and Tomalin (2001:1) states, “Film attracts students through the power it has to tell a story. It contextualises language through the flow of images, making it more accessible. Motivation to engage with a narrative, especially one with high affective charge, is enhanced.” Therefore, *anime* will be able to facilitate the students in learning writing narrative through the story. Furthermore, EFL teacher have to guide and facilitate students to get the knowledge of how to write well as well as to comprehend the material about narrative text including social function, generic structure, language feature, and elements of narrative. Teaching writing narrative text also means to teach how to write a story or series of events in chronological order that is written in the past form and it can be based on fact or imagination. Finally, students have to learn all of them, in order to be able writing narrative text well.

In addition, the researcher found out that the similar research had been conducted by Yatimah (2014) which the result of her research showed that using animation film is effective in teaching writing narrative text. The other research was conducted by Nurhayati (2010) which the result showed that the students’ writing skill had been developed by animation movie entitled *Brother Bear*. The previous researchers had implemented the same media which support this research, that is animated film.

Meanwhile, SMAN 4 is one of a senior high school at Pontianak which has applied Curriculum 2013. This curriculum is suggested in the Regulation of the Ministry of Education and Culture, No. 69 Year 2013 about the Basic Framework and Curriculum Structure of Senior High School (Kemendikbud, 2013). Based on the curriculum, in teaching writing narrative text to year-11 students of SMAN 4 Pontianak, there are five steps that the teacher should follow as stated in the Regulation of the Ministry of Education and Culture, No. 65 Year 2013 (Kemendikbud, 2013). They are observing, questioning, associating, experimenting, and communicating.
Based on the reasons above, it was challenging to conduct an experimental research using anime in teaching writing narrative text. The purposes of this research were to find out whether the use of anime is effective and to find out the effectiveness of using anime entitled “Bakuman” in teaching writing narrative text to Year-11 students of SMAN 4 Pontianak in Academic Year 2015/2016. The research was intended to help the teacher to build a good teaching environment and motivate students in writing class.

METHOD

This research was conducted in a Pre-Experimental Research. The researcher applied one group pre-test and post-test design. Pre-test is a test given to students as the target of observation before giving treatment. In the other hand, post-test is a test given after applying the treatment. By analyzing and comparing the scores of pre and post-test, the researcher gets the result whether the treatment influences the students’ ability in writing narrative text or not.

The design of pre-experimental with one group pre-test and post-test design is described as follows:

<table>
<thead>
<tr>
<th></th>
<th>Table 1 The One-Group Pretest-Posttest Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>$O_1$</td>
<td>$X$</td>
</tr>
<tr>
<td>(Pre-test)</td>
<td>(Treatment)</td>
</tr>
</tbody>
</table>

(Adapted from Cohen, 2007:282)

$O_1$ is the pre-test to measure the students’ ability in writing narrative text before doing the treatment. $X$ is the treatment. The researcher uses anime entitled ‘Bakuman’ on episode 1 as the media. $O_2$ is the post-test to measure the students’ ability in writing narrative text after doing the treatment.

The population in this research is the eleventh grade students of SMAN 4 Pontianak in the academic year of 2015/2016. Here, the researcher takes the sample by random sampling that is XI MIA 1 as the sample. It consists of 34 students. According to Cohen (2007:110), “In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population”.

The data was collected by measurement technique. Measurement technique is a technique to collect quantitative data of research in form of score. Marczyk, et al. (2005:153) clarifies that measurement modalities into open-ended questions, close ended questions, and Likert scales. In this research, test in form of open-ended question was used to measure the students’ ability in writing narrative text. According to Harris (1969:71), “There are two kinds of test instrument used to measure four language skills of the students. They are objective test and the essay test.” Hence, the constructed instrument is the most important thing in doing experiment.

The researcher also made a teacher’s note. It was the note which made to write down and list anything happened when the research was being conducted.
Teacher’s note would be useful tools to record the progress in the classroom. It was because essay test was not enough to support the data regarding the learning process.

**Procedures of Data Collecting**

The procedures of data collecting was conducted as follows:

1. The researcher chose the eleventh grade students of SMAN 4 Pontianak as the population.
2. The researcher took XI MIA 1 as the sample of the experiment.
3. The researcher gave the pre-test in order to measure the students’ ability in writing narrative text before doing the treatment.
4. The researcher conducted the treatment using *anime* entitled ‘Bakuman’.
5. The researcher gave the post-test in order to measure the students’ ability in writing narrative text after doing the treatment.
6. After conducting the points above, the researcher analyzed the result of the tests. An analysis was done to get the significant data result.
   a) To find out the mean score of pre-test and post-test, the following formula is applied:
   \[
   M = \frac{\sum X}{N}
   \]
   (Kubiszyn, 2003:251)
   Legends:
   \[M\] = students’ mean score
   \[\sum X\] = the sum of students’ score
   \[N\] = number of students
   b) To find out the standard deviation, the following formula is applied:
   \[
   S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}
   \]
   (Kubiszyn, 2003:270)
   Legends:
   \[S\] = the standard deviation
   \[\sum X^2\] = the total sum of squared different score
   \[\sum X\] = the total sum of different score
   \[N\] = the total number of students
   c) To find out the significance between pre-test and post-test, the researcher uses t-test formula. The formula is:
   \[
   t = \frac{\left(\frac{\sum D}{N}\right)}{S \sqrt{\frac{1}{N-1}}}
   \]
   Legends:
   \[t\] = t-test
   \[S\] = the standard deviation for one sample t-test
   \[\sum D\] = the sum of difference score
   \[N\] = the total number of students
d) To find out the effectiveness of the treatment, the following formula is applied:

\[ Es = t\sqrt{1/N} \]

Legends:
- \( Es \) = the effect size
- \( t \) = t-test
- \( N \) = the total number of students

<table>
<thead>
<tr>
<th>Effect size</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21 – 0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51 – 1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt;1.00</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>

Table 2  
The Qualification of the Effectiveness

(Adapted from Cohen, 2007:521)

Based on the agreement between researcher and teacher, the teacher and the researcher had decided the average of passing of students is 77 following the minimum criteria of score in SMAN 4 Pontianak. The students should reach 77 or more to pass.

FINDINGS AND DISCUSSION

Findings

After conducting a research in teaching writing narrative text using \textit{anime} to Year-11 students of SMAN 4 Pontianak in Academic Year 2015/2016, the data were analyzed to answer the research question and test the hypothesis.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score of Pre-test</td>
<td>78.88</td>
</tr>
<tr>
<td>Mean Score of Post-test</td>
<td>82.38</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>7.74</td>
</tr>
<tr>
<td>t-test</td>
<td>2.60</td>
</tr>
<tr>
<td>Effect Size</td>
<td>0.44</td>
</tr>
</tbody>
</table>

Table 3  
The Data Analyzed

The research findings showed that the effect size of teaching writing narrative text using \textit{anime} to Year-11 students of SMAN 4 Pontianak in Academic Year 2015/2016 was 0.44. This effect size was bigger than 0.21 and less than 0.50. It was categorized as modest effect so the use of \textit{anime} was effective in teaching writing narrative text. Therefore, the alternative hypothesis of this research was accepted. In result, Hypothesis B was accepted while Hypotheses A, C, and D were rejected.
Discussion

This research took three meetings. In the first meeting, the teacher gave the students a pre-test for measuring students’ ability in writing narrative text before the treatment. The second meeting was the treatment. The students showed enthusiastic toward the media. In the last meeting, the teacher gave a post-test for measuring students’ ability in writing narrative text after the treatment. After that, the result of pre-test and post-test was analyzed to get the significant data result. The result showed that the mean score of pre-test was 78.88 while the mean score of post-test was 82.38. The interval between the mean score of pre-test and post-test was 3.5. Based on the data analysis, the effect size of using anime in teaching writing narrative text was 0.44 categorized as “modest effect”. The finding showed that the effect given from the treatment for the students in teaching writing narrative text was at modest effect. It means that this media is quite effective in teaching writing narrative text. The students’ ability in writing narrative text also increased.

Considering the effect size that was categorized as modest effect, it can be due to the advantage factors of using anime entitled ‘Bakuman’. The first was that the students comprehended the conversation and speech in the film because the general meaning and moods were conveyed through expression, gesture, and other visual clues of the characters. Thus, the students could observe how intonation match facial expression, see beyond what they were listening to, and interpreted the story more deeply. The second was that the students had a chance to see language in use as well as hear it, so the level of students’ interest increased. The third was that the students learned some new words to enrich their vocabulary from the subtitle of ‘Bakuman’. The fourth was that the story of ‘Bakuman’ was simple by which the students can recognized the series of events, setting, and characters on the story. The fifth was that the students got ideas from the animated film of ‘Bakuman’ for their writing. The sixth was that anime entitled ‘Bakuman’ had same structure as narrative story, so the students were able to distinguish the three parts of generic structure namely orientation, complication, and resolution.

Unfortunately, there was also some obstacles during the treatment. The first obstacle was that the students did not take the necessary information as a note while watching the anime. It can be seen when the teacher and students discussed the story of “Bakuman” after watching the anime. Only few students understood the whole story of “Bakuman”, several students partly understood by the picture of the anime, and several students said that they did not understand the conversation in the anime even though they watched carefully and showed enthusiastic toward the anime. This happened because the students could not follow the speed of the conversation and still lacked the vocabulary. To cover this obstacle, the students should enrich their vocabulary and practice in listening English conversation. Therefore, anime is one kind of aids that the teacher can provide to enable students to practice their English.

The second obstacle was some students did not take seriously when they were working in pair-group. Instead, they only played and talked about something out of the subject learnt. Some students worked individually even though they had formed pair groups. As a result, the pair-group became less effective.
However, the researcher found that using *anime* in teaching writing narrative text is modest which has been proved by the score of the effect size, the development of the students’ ability in writing narrative text can be seen from the result of post-test that higher than the result of pre-test. In this research, the researcher found that the use of *anime* can help the students in organizing the ideas and make the students interested, but it cannot cover grammar knowledge especially in form of past tense because the conversation in the *anime* often used present tense. In order to cover it, the teacher had to give the students an exercise to link the story of ‘Bakuman and past tense such as completing sentences.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

Based on the result of the data analysis, the researcher made the conclusions of this research as follows. The effect size (ES) of using *anime* entitled “Bakuman” in teaching writing narrative text is 0.44. It is categorized as “modest effect” because the effect size is higher than 0.21 and less than 0.50. The use of *anime* in teaching writing narrative text improves the students’ ability in writing narrative text. It is supported by the increase in the mean score. The mean score of pre-test is 78.88 and the mean score of post-test is 82.38. It means that the interval of pre-test and post-test is 3.5. Teaching writing narrative text using *anime* helps students in organizing the ideas and make the students interested in teaching and learning process, but it cannot cover grammar knowledge especially in form of past tense because the conversation in the *anime* entitled “Bakuman” often uses present tense. In order to cover it, the teacher have to give the students an exercise to link the story of 'Bakuman and past tense such as completing sentences. The students also understand the story line and get new vocabularies because the conversation in the *anime* was conveyed through expression, gesture, and other visual clues of the characters. Teaching writing narrative text using *anime* can be an alternative choice for teacher in selecting the suitable media for teaching students in writing narrative text. The students are also aware of the use of *anime* not only for entertainment purpose but also for educational purpose. The hypothesis of “The effectiveness of using *anime* in teaching writing narrative text to Year-11 students of SMAN 4 Pontianak in Academic Year 2015/2016 is modest if the effect size is 0.21 – 0.50” is accepted.

**Suggestions**

Based on the data analysis of the research and the conclusions, the researcher would like to give some suggestions as follows. English teacher needs to choose scientific approach with discovery based learning in implementing *anime* in a school which has applied curriculum 2013. The use of *anime* in teaching learning activities should be related to the topic, narrative text, which is learned. In this research, the researcher uses *anime* entitled ‘Bakuman’ which tells a narrative story. In teaching writing narrative text using *anime*, the teacher should consider the use of appropriate *anime* which means the *anime* that is not filled with pornography and other sensitive aspects. As in this research, the researcher
uses ‘Bakuman’ which considered as *anime* for teenage students and the genre is romantic comedy. As the *anime* can be both educating and entertaining, the choice of genre could affected the result greatly. When using *anime*, it is suggested that the teacher should give clear explanation during the process of learning from the media. The researcher also suggests giving clear instructions while leading the students in learning from the media to avoid the students from misunderstanding over what was aimed for in the learning process. The conversation in *anime* entitled “Bakuman” often used present tense so in order to cover grammar knowledge especially in form of past tense, the teacher have to give the students an exercise to link the story of ‘Bakuman and past tense such as completing sentences. *Anime* is one kind of aids that the teacher can provide to enable students to enrich their vocabulary and practice in listening English conversation. This media can be applied but it is required to pay attention to the time management, classroom condition, and class management.

**REFERENCES**


