THE USE OF INDONESIAN FOLKTALE MOVIE TO TEACH NARRATIVE TEXT WRITING

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Abstract

The aim of the research is to find out whether Indonesian Folktale Movie is effective or not to teach narrative text writing. The research focused on the tenth grade students of SMK Negeri 1 Pontianak in academic year 2019/2020 by administering a written test about narrative text before and after giving two teaching treatment. The research applied Quasi-Experimental, in which the writer had one class for experimental and one class for control. The sample of this research was X AKL 3 as the experimental group and class X AKL 4 as the control group, which consist of 39 students in each class. The data was calculated and the results showed that the mean score of the experimental group students' pre-test is 59.4, while the post-test is 79.71. The mean of control group students' pre-test is 59.69, while the post-test is 61.79. The t-test was higher than the t-table (5.15> 1.992). The result of the effect size (ES) was 3,34, which was categorized as a modest effect (ES>0.5). It proved that the alternative hypothesis was accepted. It can be concluded that the Indonesian Folktale Movie is modestly effective to teach students'writing narrative text.

Keywords: Indonesian Folktale Movie, Narrative Text, Teaching Writing

INTRODUCTION

Writing is one of the important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success. The teacher must create the subject so that the students can study the subject easily.

For the students at the tenth grade of SMK Negeri 1 Pontianak, learning writing in English writing is important because it helps develop students'critical thinking skills and helps them to understand and to communicate complicated ideas. Among the problems faced by the students in writing are that they have difficulty in organizing ideas and using the right grammar, and vocabulary (words or phrase) to write their sentences and text.

The next problem was students cannot make a good chronological order in writing narrative text because the teacher did not explain how to make a good paragraph in writing narrative text. The students have to express their idea on their mind into a good paragraph or passage.

This task is not as easy as it seems. Students not only have to produce various sentences, but they also have to concern on three basic elements of paragraph structure: unity, clarity, and cohesive while constructing those sentences into a paragraph. It is evidences why writing become the most complicated skill for the students. On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when they write the story.

In this research the media must be used in an integrated way or related with teaching and learning and not only as ice breaker of teaching and learning. The movie is

one of the audiovisual media that can be used by teachers in the teaching learning process. Media which can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process.

A research by Faridl (2013) found that folktale movie was effective to teach students' writing on narrative text. The researcher used pre-experimental study to investigate the effectiveness of folktale movie to teach the tenth grade students on narrative text. Another research by Supriyanti (2010) the purpose of her study are she want to know the effective or not of using fairy tale movie to help in teaching narrative writing.

Based on the statement above about the   previous research, the writer took a Indonesian Folktale Movie as the way to teach writing skill to the tenth grade students of SMK Negeri 1 Pontianak. The writer believes that through Indonesian Folktale Movie, the students can express their ideas to be better. It can help the students not only to get ideas more realistic in understanding narrative text but also in constructing ideas to create it. The focus of this research is to investigate whether or not the use of Indonesian Folktale Movie to teach narrative text in the Tenth Grade Students of SMK Negeri 1 Pontianak in Academic Year 2019/2020 is significantly effective.

Definition of Writing

Writing is one of many ways to communicate to others. According to Langer and Applebee (1987) writing can be a powerful process to discover meaning, not only to transcribe an idea but also to translate writer's mind. Writing also is the way to make writer's thinking visible to the world (Wanger, 2002).

As mention above, the purpose of bringing writer's thinking visible is to make it reliable as a communication tool. paper, students can identify what they don't know or what they are confused on." It means that writing needs some processes like thinking and organizing to be done very well (Boardman & Frydenberg, 2008). Morley (2007, p. 8) writing is an extreme act of attention and memory; it pleads with writer's brain cells to make new connections.

Writing is thinking. By putting your thinking on paper, students can identify what they don't know or what they are confused on. Wagner (2002, p. 90)

Writing (as one of four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English." Harmer (2004, p. 31)

Writing is a process that what students write is often heavily infuenced by the contraints of genres, then these elements have to be present in learning activities. Harmer (2004, p. 86)

Teaching Writing

A teacher has an important role in teaching writing. According to Hammer (2001, p. 261) "three roles of teacher in teaching writing there are motivator, resource and feedback provider." Teacher role as motivator means, teacher will encourage the students to make as much effort as possible in their task. Teacher as resource means, teacher should be ready to give information where necessary and be ready to look at the students progress in writing. And the last teacher as feedback provider means, teacher should respond positively to the students writing. Providing feedback to the students is important because in feedback the teacher shares their knowledge about writing and the requirements of writing to the students to help their writing improve. It can be done through written comments.

Based on the opinion above, it can be concluded that the teacher should be able to make the students write their ideas well and motivate the students to make as much effort as possible in their task. The teacher should consider the aspect of teaching writing skills in order to support the students learning includes strategy, technique, material and media.

Narrative Text

Narrative text is one of the types in writing. Narrative text is a text type that is used to tell a story using spoken or written language. Anderson and Anderson (1997)

Narrative is a kind of text which is learn in Vocational High School. Based on the syllabus of teaching learning for Vocational High School level, narrative text is to give motive for readers or listeners.

Narrative text is a story in written text form that tells an interesting event that has purpose to amuse or entertain the readers. It can be conclude that narrative is to tell a story or a short story taken from personal experience.

The purpose of narrative text is to present of the world that entertains or informs the readers or listeners. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure. Anderson and Anderson (1997)

Movie as a Teaching Media

Movie as one of entertaining the device that become people favorite nowdays. Movie is a recording of moving images that tells a story and that people watch on a screen or television. It can be used in a lesson and can makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class (Harmer, 2001, p.282). According to Susilana and Riyana (2008, p.19) stated that movie also called a motion picture, is a series of still image which, when shown on screen, creates the illusion of moving images due to the phenomenon. It shows that motion makes movies become unique and life. Meanwhile, Sadiman, et. al (2009, p.67) said that movie was an effective media in teaching learning process because it can stimulate student skill such as receipting skill (listening and reading) and productive skills (speaking and writing) by seeing the pictures and listening the audio.

Folktale Movie as a Teaching Media

Folktale movie is one of the media used in teaching and learning process. Based on Claire L. Malarte-Feldman (as cited in Haase, 2008, p.2), argue that "Folktales have

been adapted for a variety of genres and media, including theatre, cartoons and comics, illustrations, animation, movie and video, poetry, television, the graphic novel, and so on". It means the folktale movie is a popular thing that will be used as a teaching media. Many people like watching movie and sometimes the movie make them join in the situation of the events of the movie, it makes them remember and understand about the story talking about and if we use the story in teaching and learning process it can make the students more interested in studying especially in teaching narrative.

Folktale movie has been one of the most popular teaching media because it can give combination between the cultural tradition of folk life and modern sounding visualization presented as source of idea in studying English. it is not just popular because of it appearance but also it can make the students watch this involved in the situation of events in the movie. Consequently, it can make the students understand more about the material.

METHOD

The writer used a quasi-experimental study to conduct this research. In quasi-experimental study subject are divide into two groups, control groups and experimental group. the experimental group is exposed to infuence of the factor under consideration; the control group is not. Where both experimental group and control group received pre test and post test and experimental group received the treatment and control group did not receive the treatment Best & Khan (2006, p. 166). The design of this method is as follows:

Table 1. Pre-Test and Post-Test

Pre-test	Treatment	Post-test
T1	X	T2
T1		T2

A population is the total of all the individua ls who have certain characteristics and are of interest to the writer. Creswell (2008, p.142). The population of this research is the tenth grade students of SMK Negeri 1 Pontianak in academic 2019/2020. The number

of population is 11 learning groups that consist of 424 students.

A sample is a subject of the population that is selected for a particular study. According to Cohen (2005, p.92) "sample is the smaller group or subset of the total population as representative of the total population".

The sample was choosed the tenth grade students of class X AKL 3 consisting of 39 students becomes of the experimental and X AKL 4 consisting of 39 students becomes of the control group in SMK Negeri 1 Pontianak located on Jalan Danau Sentarum, Sungai Bangkong, Pontianak Kota. Which consists of 78 students as the sample of the research.

Procedure of the research

There are some steps in the process of conducting this research (Cohen, 2007) as follows: (1) Defining the population.The population of this research is all of the students in tenth grade of SMK Negeri 1 Pontianak. (2) Taking the sample. The sample of this research is two class. X AKL 3 as the experimental group and X AKL 4 as the control group. (3) Administering the pre-test. The writer gave pre-test to the class to measure characteristics of the students before they receive the treatment. Then, the writer analyzed the result. (4) Giving treatment. The treatment was given to experimental group in two meetings before the post-test. The first meeting was introducing what narrative text and Indonesian folktale movie about. The second meeting was practicing to write narrative text writing. (5) Administering the post-test. The writer gave post-test to the sample class to measure the characteristics of the students after receving the treatment. (6) Organizing and analyzing the data. The writer organized the data and analyzed the result from the post-test and compared it with post-test.The data scored and analyzed based on analytic scoring rubric. To classify the data, the writer provides the table as follows:

Table 2. Qualification

Mean Score	Qualification
80-100	Good to Excelent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

Taken from: J.B Heaton (1988)

Implementation of Research

The implementation of research went through the following steps: (1) The pre-test was given before the treatment. It was given on October 21th, 2019 in both classess X AKL 3 as the sample of experimental group and X AKL 4 as the sample of control group. Pre-test is conducted for obtaining the first's students precondition in narrative text before treated with Indonesian folktale movie. (2) The first treatment was held on October 28th, 2019 in both classess. In experimental group, the teacher was showed the Indonesian folktale movie with title Timun Mas and the students were asked to watch the movie. In control group, the teacher also gave explanation about the narrative text, the generic structure, language feature and the purpose.

The second treatment was held on November 4th, 2019 in both classess. In the second treatment, the teacher found that the students in experimental group were active in discussing the generic stucture and finding the information from the movie and in contol group, the teacher gave an example of narrative text, then the teacher explained the organization and language feature of the narrative text and encouraged the students by helping them how to express some ideas into English. (3) The post-test was held on November 11th, 2019 in both classess. The teacher asked students in both experimental and control group to write a narrative text from the story.

RESULT AND DISCUSSION
Result

This research was conducted to get accurate data about the different scores between pre-test and post-test. The writer

showed the findings after conducting the research as follows:

Table 3. Result of Pre-test and Post-Test Experimental Group

	Pre- Test	Post- Test	Difference (D)
Total	2317	3109	792
Mean	59.41	79.71	20.3

Table 4. Result of Pre-test and Post-Test Control Group

	Pre- Test	Post- Test	Difference (D)
Total	2328	2410	86
Mean	59.69	61.79	2.2

The Result of Pre-Test

The pre-test was held on October 21th, 2019 in both classess X AKL 3 as the sample of experimental group and X AKL 4 as the sample of control group.Pre-test for experimental group the score was from 39 students in class X AKL 3 range from 52 to 73. Pre-test for control group the score was from 39 students in class X AKL 4 range from 49 to 72.The computation of students' mean score of pre-test can be seen as follows :
Pre-test mean score of experimental group

$$M= \frac{\sum x}{N}$$
$$M= \frac{2317}{39} = 59.41$$

Pre-test mean score of control group

$$M= \frac{\sum x}{N}$$
$$M= \frac{2328}{39} = 59.69$$

Based on the analysis above, the students' mean score of experimental and control group pre-test was 59.41 and 59.61 and categorized as poor to average.

The Result of Post-Test

The post-test was held on November 11th, 2019 in both classess X AKL 3 as the sample of experimental group and X AKL 4 as the sample of control group. Post-test for experimental group the score was from 39 students in class X AKL 3 range from 72 to 89. Post-test for control group the score was from 39 students in class X AKL 4 range from 50 to

75.The computation of students' mean score of post-test can be seen as follows :
Post-test mean score of experimental group

$$M= \frac{\sum x}{N}$$
$$M= \frac{3109}{39} = 79.71$$

Post-test mean score of control group

$$M= \frac{\sum x}{N}$$
$$M= \frac{2410}{39} = 61.79$$

Based on the analysis above, the students' mean score of experimental and control group pre-test was 79.71 and 61.79 and categorized as average to good
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Interval Score of Pre-test and Post-test

The writer found the students' interval of score of pre-testand post-test mean score by using the following formula:
Mean deviation score of experimental group

$$M_X = \frac{\sum(\text{post test} - \text{pre test})}{N}$$
$$M_X = \frac{\sum(3109 - 2317)}{39}$$
$$M_X = \frac{792}{39} = 20.30$$

Mean deviation score of control group:

$$M_X = \frac{\sum(\text{post test} - \text{pre test})}{N}$$
$$M_X = \frac{\sum(2410 - 2328)}{39}$$
$$M_X = \frac{82}{39} = 2.10$$

Based on the results of the calculation above, it was found that there was an increasing score between the student's mean score of the pre-test and post-test.The mean score of the post-test was higher than the mean score of the pre-test.

The Standard Deviation of The Students' Score

Standard deviation score of experimental group:

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}}$$
$$S = \sqrt{\frac{17762 - \frac{627264}{39}}{39}}$$
$$S = \sqrt{\frac{17762 - 16083.69}{39}}$$

$$S = \sqrt{\frac{1678.31}{39}} = 6.55$$

Standard deviation score of control group:

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}}$$

$$S = \sqrt{\frac{874 - \frac{7393}{39}}{39}}$$

$$S = \sqrt{\frac{874 - 189.56}{39}}$$

$$S = \sqrt{\frac{684.44}{39}} = 4.18$$

Analysis of t-test

T_o of the treatment between experimental group and control group:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N1 + N2 - 2}\right]\left[\frac{1}{N1} + \frac{1}{N2}\right]}}$$

$$t = \frac{20.30 - 2.10}{\sqrt{\left[\frac{17762 + 874}{39 + 39 - 2}\right]\left[\frac{1}{39} + \frac{1}{39}\right]}}$$

$$t = \frac{18.2}{\sqrt{\left[\frac{18636}{76}\right]\left[\frac{39}{1521} + \frac{39}{1521}\right]}}$$

$$t = \frac{18.2}{\sqrt{[245.21][0.051]}}$$

$$.t = \frac{18.2}{3.53} = 5.15$$

From the analysis above, it is obtained that the t-test score is 5.15, which mean there is a difference score between mean score in pre-test and post-test.

The Analysis of the Effect Size of The Treatment

Effect size of the treatment

Es

$$= \frac{\text{mean of experimental group} - \text{mean of control group}}{\text{pooled standard deviation}}$$

$$Es = \frac{79.71 - 61.79}{5.36}$$

$$Es = \frac{19.92}{5.36} = 3.34$$

From the analysis above, the effect size of the treatment was 3.34. The result was categorized as a string effect because it is within the category ES > 0.5. Thus, Indoensian Folktale movie is effective to teach narrative text writing for the tenth grade students of SMK Negeri 1 Pontianak in Academic Year 2019/2020.

Discussion

Based on the results above the writer found that Indonesian folktale movie has a contribution to the students' ability in writing narrative text. The contribution of Indonesian folktale movie to teach narrative text writing is in line with the findings in the previous research study. A research by Faridl (2013) about folktale movie was effective to teach students' writing narrative text and a research by by Supriyanti (2010). She found that used of folktale movie was interesting and increasing the students' achivement.

Another researcher finding was in line with Claire L. Malarte-Feldman (as cited in Haase, 2008, p.2), argue that "Folktales have been adapted for a variety of genres and media, including theatre, cartoons and comics, illustrations, animation, movie and video, poetry, television, the graphic novel, and so on". It means the folktale movie is interested thing that was used as a teaching writing. The researcher aslo helped the students when they got in writing their options by giving the linking sentence, keyword, and guided answering.

Indonesian folktale movie helped the teacher to motivate the students' attention. It was indicated by the time the Indonesian folktale movie was shown in front of the class, the students paid attention to it. Moreover, the students' motivation was also shown in discussing the related information about the Indonesian folktale movie in pair. The students were active in exchange the information among students friend that affected their writing achievement.

CONCLUSION AND SUGGESTION
Conclusion

Based on the discussion of this research, there are two conclusion in this research. First, the result showed that the null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. Second, the result showed that the criteria of the effect size is

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strong. It means that the answer of the research problems was proven that the use of Indonesian folktale movie to teach narrative text writing is strongly effective.It also can be concluded that folktale movie helps the teacher in teaching and learning process. First, Indonesian folktale movie helps the teacher to motivate students in learning. Second, Indonesian folktale movie helps students to be more creative in developing their ideas. Third, Indonesian folktale movie helps the teacher in creating an enjoyable teaching learning process which in this research was appeared well in the students' responds the treatment.

Suggestion

Based on the result of this research, the researcher gives some suggestions that can be applied in teaching and learning in the classroom. For English teachers. (1) The teacher should concern about the compatibility of the Indonesian folktale movie for the learning goals of certain text type. (2) It is suggested that the teacher does not spend much time for playing the Indonesian folktale movie, so he or she is still able to get to the main idea of the learning objectives themselves.(3)The teacher should ensure that the Indonesian folktale movie is well-knows among the students, so the students will get the ideas easily from the Indonesian folktale movie itself. (4)It is expected for teachers to ensure that the students get the idea of the Indonesian folktale movie itself by using creative ways.

For Students (1) The students should have high motivation to practice their writing whether in the class or at their home. The students should from a habit of writing by trying to make writing in English frequently. It is because the more they practice, the better their writing will be. (2) In writing, the students should know to whom they write, and in what form that their writing is good. The students should consider the information that they get from the folktale movie (introduction, problem,climax, problem solving,theme, and moral value) in their writing.

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