

# Students' Perspectives in Writing Narrative Texts Using the Animated Film

**Muhammad Dwiyan Aditiya**

Email: [muhammad.dwiyan@darmajaya.ac.id](mailto:muhammad.dwiyan@darmajaya.ac.id)

Informatics and Business Institute of Darmajaya

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## ABSTRACT

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This article investigated the students' responses to narrative text through the animated film. The place of this study was one of the public schools in Yogyakarta Province. The subject of this study was eleventh-grade students. This study was implemented in three phases, e.g., the reconnaissance process, cycle one, and cycle two. The stages conducted in this study contained four steps: planning, implementation, observation, and reflection. Moreover, the type of data of this study was qualitative data. The technique of collecting data used in this study was the observation checklists and interview guidance. Furthermore, the technique of analyzing this study's data used descriptive statistics and descriptive analysis. The observation showed that the students' perception of the students' interest, attention, activeness, and concentration improved. Besides, the interview result showed that the animated film brought a sense of happiness and a reduced sense of distress among the students during the learning activity. The animated film was also considered a medium to replace conventional teaching methods, e.g., teaching books. The animated film was also a trigger for the students to give their attention during the ongoing class. The animated film was also regarded as an innovation in class activity (including teaching methods, learning ideas, and learning atmosphere) so that the class became alive.

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## Introduction

Writing skill is one of the important English skills that students must use, especially in written communication. Written communication has a value and increasing prominence in education internationally (Cumming, in [Manchón, 2009:215](#)). It is because any piece of writing essentially functions to communicate something: that the writer has a goal or purpose in mind; that he has to organize his material; that he does this through the use of specific logical and grammatical devices; and that he has to establish and maintain contact with his reader ([Byrne, 2002: 14](#)). In particular view, writing also creates critical thinking and improves efficient learning among the students ([Incirci and Parmaksiz, 2016](#)).

Students easily acquire writing skills when they bring and show positive responses during

their learning. Bennett (1975) mentions that a response is something said or done in answer, reply, or reaction. Besides, Paulina (2002) also explains that a response is a behavioral act coming from the entry of stimulus into the same mind with the sense of someone. Therefore, a response is a behavioral act that is said or done in an answer, reply, or reaction due to the entry of stimulus into the same mind with the sense of someone.

In raising positive responses among the students during writing activities, the animated film is the medium that is appropriately used in the teaching and learning process to promote the students' positive responses. Wieland (2009) says that animated film is the medium to provide knowledge and is an excellent method to teach the lesson to the students. Besides, Lowe (2004) also mentions that the animated film helps improve the students' attention, engagement, and motivation. Moreover, Mishan (2004) also states that movies (animated films) are authentic material and genuine input for a learning activity. Accordingly, it is seen that the animated video/film is the natural medium to provide knowledge and teaching process to the students to improve the attention, engagement, and motivation of the students.

Many studies presented the animated video/film as a proper medium to raise the students' positive responses in learning English. Puspa and Syahrial's (2017) found that the students responded positively to the video project in the EFL classroom because the students were aware of the valuable project. In addition, Wieland (2009) also stated that the film's teaching process raised the students' interest because of the attractiveness. Also, Clark (in Ouda, 2012) explained that the animated film created a positive attitude among the students due to the novelty in the classroom.

An animated film was also able to promote and improve the attention among students. Utami (2021) noted that the animated movie made the learning process more enjoyable, attracted students' attention, and provided prior knowledge and vocabulary during writing narrative text. Moreover, the animated film was also able to guide the audience's attention, understanding, and inference (Bordwell and Thompson, 2001: 184). Moreover, Ganges (in Ouda, 2012) also said that moving texts and pictures or transitions among visual tableaux effectively caught the attention in the learning process. Besides, Baratta and Jones (2008) also mentioned that a film was often a reliable tool to be an opening to grab attention. Furthermore, multimedia (including animated films) could capture the attention in the middle of this growing technology and education (Armstrong, in Ouda, 2012).

The animated films improved the way to concentrate among students since the flow of the stories within the film made the students compliant into the lessons because of the provided film (Wieland, 2009). It was also because the films (including the animated movie) contained entertainment to be involved in language learning (Champoux, 2007). Moreover, the animated

film also improved English skill development since they brought variety, reality, authenticity, and flexibility into the EFL classroom (Stoller, in Ruusunen, 2011). Zahroh (2014) mentioned that the animated film as a visual medium gained the students' enthusiasm and helped them achieve writing and listening skills during learning activities.

The students' active performance and participation in the class toward the provided subject raised and improved due to the existence of the animation (Bates, in Ouda, 2012). Besides, the film promoted the active participation of the students from the beginning of the lesson (Stoller, in Ruusunen, 2011). In addition, the language of the film also had authentic language to encourage the students to participate actively in film-related activities (Ruusunen, 2011). Moreover, in his study, Shafirova and Cassany (2019) also said that the animated cartoon allowed the students to develop digital identities and helped them improve their English language skills. Furthermore, Diehm, Wood, Puhlman, and Callendar (2019) also mentioned that the animated video presented to the students brought higher quantity and quality of language within a story. In addition, Seargeant and Chapman (2019) also informed that the animated video in the form of a short story of Shakespeare created an interactive experience for students, thus mixing the traditional with the cutting-edge in English language pedagogy.

Regarding these fruitful advantages of this animated film in enhancing English skills, it was worthwhile to use the animated film/video as a learning aid to achieve and improve the students' writing skills during their learning. Besides, it was also essential for the teacher, as a class facilitator, to gain sustainably positive responses among students so that their writing skills were rising. Furthermore, the animated film was also able to be a medium to integrate the teaching process led by teachers and the learning activity experienced by the students into a conducive and fruitful atmosphere so that the objectives of teaching and learning writing skills were reached. For this reason, the objective of this study was to investigate the students' responses in writing narrative text through the animated film seen on the students' view. Therefore, this study contributes to the relevant literature regarding the students' views during the learning activity, especially in writing narrative texts. Particularly, this study attempted to answer the following research question: How were the students' responses towards the use of animated film in writing narrative texts?

## Method

This study comprised three phases, e.g., the reconnaissance process, cycle one, and cycle two. The steps involved in each phase of this study were planning, implementation, observation, and reflection. The place of this study was one of the public schools in Yogyakarta Province. The subject of this study was eleventh-grade students. The type of data of this study was qualitative

data. The data collecting technique used in this study was the observation checklists and interview guidance. Furthermore, the data analyzing technique was the descriptive analysis and the descriptive statistic. The descriptive analysis was obtained from the result of the qualitative data, and the descriptive statistic was obtained from the result of the quantitative data. The data of this study was qualitatively analyzed through categorizing/inductive coding and analyzing talk. Categorizing/inductive coding was focusing on the data by analyzing opinions and views of people who were engaged in the research; whereas analyzing talk was the way to get the data through analyzing the recordings as well as transcripts that the researchers obtained from deep listening during data collection activity (Burns, 2010: 107).

This study was initially conducted through the reconnaissance process to find the preliminary data. The data of this reconnaissance process was obtained from the observation checklists and interview guidelines. The observation checklists showed that some of the students were sleepy during the learning process, a few students paid attention to the provided lesson/explanation, a few students answered the teachers' questions, a few students focused on writing the paragraph, and a few students were writing the paragraph confidently. Moreover, the interview was also done on the same day after the reconnaissance phase. Two of the interview results taken from the students on the teacher were outlined below.

"It is quite fun, but he always teaches in a similar way during the English class so that there is no something new in the class." (student1)

"The teacher always uses a book during the teaching time." (student14)

The interview result was also carried out with the class teacher as it was outlined below.

"In this class (IPA 3), their responses are low. So long as I teach, most of them were often not active. When I asked a question, there were a few of the students answered my question. Sometimes, I was confused about that. They wrote a paragraph previously. The result was every sentence was not related to English grammar because their knowledge about grammar was low. The sentences structures written were the same as Indonesia sentences." (teacher)

This study was continued into cycle one and cycle two. The implementation of each cycle referred to the procedure of teaching English writing through the animated film (Patel, Jain, and Bolas, in Aditiya, 2013). The procedures include: (1) teaching-learning process should be initiated by choosing appropriate teaching media and instructional material (teaching media and instruction material are the animated film and LCD Projector); (2) preparing an interesting genre of film which is appropriate to the learners; and (3) the animated film was played in writing class is to be reviewed, to respond to the film by mentioning the characters of that story, and to write

the details of the film into paragraphs. The stages conducted during the implementation of the cycles were planning, implementation, observation, and reflection.

## Results

### Results of Observation

The students' responses were obtained from the observation checklists and the interview result. The results of these observation checklists are presented in table 1 and table 2.

Table 1. Result of observation in cycle one

<i>Number of students (%)</i>	<i>Responses</i>
95.8% of the students	Interest: not sleepy during the class
95.8% of the students	Attention: paying attention to the provided lessons
83.3% of the students	Activeness: answering questions
87.5% of the students	Concentration: focusing on developing a draft to be a paragraph

Table 2. Result of observation in cycle two

<i>Number of students (%)</i>	<i>Responses</i>
96.1% of the students	Interest: not sleepy during the class
96.1% of the students	Attention: paying attention to the provided lessons
84.6% of the students	Activeness: answering questions
88.4% of the students	Concentration: focusing on developing a draft to be a paragraph

According to the table of cycle one and cycle two above, it was found that the students' response points improved as long as both cycles were conducted. These improving response points were seen on interest, attention, activeness, and concentration.

#### a. Interest

The improvement appeared from the students' interest during the learning process through the animated film from the tables above. The number of the students (in percentage) not sleepy during the class in cycle one was 95.8% and improved in cycle two by 96.1%. Hence, it was inferred that the animated film could trigger even improve the students' learning interest so that the lesson was received well by the students.

#### b. Attention

During the learning process through the animated film, it was seen on the table that the number of the students (in percentage) paying attention to the provided lessons in cycle one was 95.8 % and went higher to 96.1 %. From the result of this observation, in other words, the animated film was also able to rise even improve the students' learning attention on the provided lesson.

#### c. Activeness

The tables above also showed the improvement in the students' activeness during the learning process through the animated film. It was seen that the number of the students (in percentage)

answering the provided questions was 83.3% in cycle one and improved to 84.6% in cycle two. Thus, it was inferred that the animated film improved the students' attention during their learning activities.

d. Concentration

From the tables above, there was also an improvement in the concentration of the students during their activity in composing the draft into the paragraph. It was seen that 87.5 % of the students focused on developing a draft into a paragraph in cycle one and improved to 88.4% of the students in cycle two. Thus, it was concluded that the animated film improved the students' concentration in writing a paragraph.

### **Results of Interview**

Furthermore, this study also showed the interview result conducted with the students after the study had been implemented completely. The following result of the interview was seen below.

“I feel happy so that the class is not monotonous because our teacher always leads the class with the same teaching ways.” (student10)

This statement suggested that the students' emotions and reason emerged during the class within the animated film that had been provided. It was because the student mentioned that she was happy, and the class was not monotonous. Moreover, the student gave a reason that the teacher always led the class with the same teaching ways. Therefore, it meant that there should be a different thing – it can be a novel learning method or media that led the students to learn enthusiastically.

“In my opinion, I am not depressed. That film is funny and making laugh. Because that film is short, it does not make sleepy” (student1)

This statement also suggested that the students' emotions and reason emerged during the class within the animated film that had been provided. It was because the student was not depressed. Besides, the student gave the reason that the film did not make sleepy. Thus, the animated film triggered the students to pay attention to the lesson better.

“There must be an innovation in order to make class alive. If the lesson is only explained without another media, we will be bored. Animated film is one of the examples to make class lively” (student 8)

This statement also suggested that the students' reason and emotion emerged during the class within the animated film that had been provided. The student gave a reason that there must be an

innovation to make a class alive. Therefore, the animated film was the innovation that made the class (including teaching methods, learning ideas, and learning atmosphere) lively.

“I think the use of the animated film is good, but it is better if the film is longer than before.” (student1)

This statement also suggested that the students' reason emerged during the class within the animated film that had been provided. The student gave a reason that the animated film should have a longer duration. Hence, it meant that the animated film should have a longer time-playing period if it did not rule out the teaching process.

## **Discussion**

This study described the essential findings that showed positive responses among the students during writing narrative text through the animated film. The observation showed clearly that the animated film could trigger even improve the students' responses seen on interest, attention, activeness, and concentration. The animated film enhanced the students' interest by showing that most of the students (96.1%) were not sleepy during the ongoing class activity. From the result of this study, it was clear that the films were quite often used as a light stimulation at the beginning of a lesson or the end of it (Ruusunen, 2011). Furthermore, the students might have a positive attitude toward the medium (the animated film) because of the novelty in the classroom (Clark, in Ouda, 2012). One of the essential points to consider when teaching through film was the idea that the film raised interest among the audience because the film itself was interesting (Wieland, 2009).

The animated film also improved the attention of the students. It was seen on most of the students (96.8%) paid attention to the provided lessons. It was evident that animation was moving texts and pictures or simply interesting transitions among visual tableaux, which could be an effective attention grabber, which laid the necessary foundation for learning (Ganges, in Ouda, 2012). Furthermore, multimedia (including the animated film) could capture the attention of the generations who had grown up with technology and played an increasing role in their lives and education (Armstrong, in Ouda, 2012). Besides, some might think that a film could often rely on an attention-grabbing opening (Baratta and Jones, 2008).

The animated film also improved the activeness of the students. It was also seen on most of the students (84.6%) answering the provided questions related to the film. It was related to the fact that the student's performance was toward the subject matter through using animation that could be enhanced and increased (Bates, in Ouda, 2012). Besides, the film was also the media to promote active participation from the beginning of the lesson for the students to be more than just passive listeners and watchers (Stoller, in Ruusunen, 2011). In addition, the language of the



film also presented more realistic language and motivated the students to participate actively in film-related activities (Ruusunen, 2011). Moreover, this study was in line with Seargeant and Chapman (2019) study that the animated video produced an interactive environment among the students within the English language pedagogy condition.

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The animated film also improved the concentration of the students. It was seen on 88.4% of the students who can focus on developing a draft to be a paragraph. Therefore, it also supported the fact that the film's stories were compelling, and the audience became compliant and learned the lessons (Wieland, 2009). Moreover, animated films also improved English skill development since they bring variety, reality, authenticity, and flexibility into the EFL classroom (Stoller, in Ruusunen, 2011). Moreover, its result was in line with Shafirova and Cassany (2019) study. The animated cartoon allowed the students to develop digital identities and help them improve their English language skills. Furthermore, Diehm, Wood, Puhlman, and Callendar (2019) also said that the animated video introduced to the students resulted in a higher quantity and quality of language exposure.

The interview results also showed that the animated film had longer duration because it did not rule out the teaching process and time allocation. All of this interview result was in line with the fact that the film was fit to be given for the teaching and learning activity with a length of time that should be adjusted with classroom scheduling, equipment availability, course objectives, and students' proficiency level (Stoller, in Ruusunen, 2011).

## **Conclusion**

The students' responses to narrative text through the animated film show a significant enhancement. The students watched enthusiastically and gave their attention to the animated film played during the ongoing teaching and learning process. Moreover, the students could also participate actively and focus on developing the draft to be a paragraph. Besides, the students also



preferred the animated film to the conventional teaching. It was seen on the students' statement that the animated film could be an innovation implemented in their class. In terms of this study, it was expected that this study could be used as a reference and relevant literature for the other study, and this study was able to be developed for further studies. However, wider participants are necessary to get a more comprehensive result, and more various animation movies should be introduced in future studies.

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