

ANIMATION VIDEO TO ENCOURAGE STUDENTS' WRITING A STORY (NARRATIVE TEXT) IN INTENSIVE ENGLISH CLASSROOM

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Abstract

Media is one of excellent sources for helping students in learning. It is related in communication and learning to transfer or deliver messages and it designed by the teacher and educator which should be enjoyable and meaningful for the students. There are many kinds of media that can be used for the teacher in helping the students, such as visual, audio, and audio-visual. Therefore, in order to help the students, the use of media is important. This paper is focused on the use of audio visual media that is animation video in writing a story in Intensive English classroom. The use of animation video offers many advantages for language learning. Animation video is a great medium in teaching, especially in teaching writing. This paper also describes the theory of audio visual media (Animation Video) that can be used for students in writing class. The aim of this paper is to provide several ways of teaching writing a story (Narrative Text) by using animation video that can be used for teacher in Intensive English classroom and to facilitate students' writing skill competence in English.

Key words: Audio Visual Media, Intensive English Classroom, Animation Video, Writing skill

INTRODUCTION

Teaching writing a story or narrative text is one of topics in Intensive English classroom. Students' have to master writing skill that applied in English Study Program of STKIP InsanMadaniAirmolek. The goals of teaching Intensive English are to develop the students' spoken and written language. In the process of writing, the students always face problems that occurred because of some factors affecting their writing. The factor comes from the students' such as lack of background knowledge, limited vocabulary, and lacked grammatical understanding. While come from the lecturer is teaching materials. Usually, the lecturer tends to use textbook guide without any media. The teacher only uses the textbook in learning then let students write alone. Therefore, a good learning process cannot be achieved and the students' achievement on writing skill is still low. These factors can give significance effect to the students' writing skill. As a result, the students have difficulty developing themselves in writing process. Hence, this condition is most important thing to use the effective way of teaching so that the students will be enjoyed in writing class.

The use of media in teaching writing is very popular nowadays. In university level, lecture has to be clever to use media in teaching and learning process in order to encourage students' motivation. In writing skill, English teacher may use audio visual media to help students writing process. This kind of media has several advantages. To contribute to the knowledge on the use of audio visual media in the English language classroom and provide recommendations for language teachers and language educators, this paper provides the use of audio visual media that is animation video in writing class. This paper also describes the

theory of audio visual media (Animation Video) that can be used for students in Intensive English classroom. The aim of this paper is to provide several ways of teaching writing a story (Narrative Text) by using animation video that can be used for teacher and educator in classroom and to facilitate students' writing skill competence in English.

A. Writing a Story (Narrative Text)

Story is a particular kind of narrative that produces a particular kind of pleasure in the listener or reader. According to Denning (2016), "A narrative or story in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account; tale; the telling of a happening or connected series of happenings, whether true or fictitious". It means that a story is kind of a narrative writing that interests reader.

Rebecca (2003:6) states that "a narrative is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors". She, furthermore, states that "a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate". In addition, Grace and Sudarwati (2007: 154) say "narrative text as a 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". It means that narrative is the kind of enjoyable text because it has a purpose to entertain people. Similarly, Benyamin (2011: 192) states that "narrative is a text which has a purpose to amuse, entertain, and deal with problematic events, a crisis or turning point of some kind, which in turn finds a resolution". In the same idea, Knapp and Watkin (2005: 221) state that "narrative text has a powerful social role beyond that of being a medium for entertainment". From opinion above it can be concluded that narrative has a purpose that is to entertain the reader and to be expected to make the reader pleasure, and also it has problematic events that must be solved at the end of story.

Finally in short, it can be concluded that narrative or story is a writing tells us about something interesting that has purpose to amuse, entertain for the readers or viewers. People are using narrative when they tell a friend about something interesting that happen at work or at school, when they tell someone a joke.

B. Teaching Writing of a Story (Narrative Text)

Knapp and watkins (2005: 232) explains five step the teaching the genre: and grammar of narrating. The first step, teacher models a simply story for the class and discuss some of the structural features of stories. Then, ask the class to identify each of the stages of the story and then to identify individual elements within each stage, orientation, complication, and resolution. After that, make a class reading activity to further analyse a narrative for the elements of its structure. Then, ask the students to identify the theme of a story and explain how the theme of a story is its main idea or message. Finally, ask them to scaffold a story using the generic structure and theme. In this step, start with the theme and discuss what sort of main message the story will have, then, point out how each of the categories is interconnected. For example, the characters should exemplify and contrast the issues in the theme orr, the complication stage should be planned to lead into the resolution.

According to Margie (2012) in her article entitled '*Tips on Writing a Narrative Lesson Plan*', she explains the teaching students how to write a narrative text that will keep the readers entertained. Firstly, teacher explains the purpose of a narrative Essay. In this step, the aspect of narrative must be clear to be explained. Students have to know

what the purpose of narrative and what are the components in narrative. Secondly, teacher let students chooses one event. When asking, students find one event a narrative essay, make sure they know their story should have a clear beginning, middle, and end. Then, students plan to write. Stories should have a beginning, middle, and end. Besides that, story should have a big moment, or climax. Finally, students make ending of story. There is no need to leave their readers wondering what happens next.

In addition, Lindsay (2009) suggests six steps how to teach narrative writing. In the first step, students are asked to read three well-known fairy tales aloud. The ideal fairy tales for this exercise are short stories that the children already know. In the second step, the students identify all of the characters of story. In this step, they write a list of all of the characters from each story on a chalkboard or whiteboard. In the third step, students are asked to identify the beginning, middle and end of each story. In this stage, they write these moments on the chalkboard or whiteboard.

The fourth step, teacher hands out pencils and paper. Here, the teacher gives instructing that each story must have characters and a beginning, middle and end and teacher asks students to write story prompts, if desired. If some of them have a difficult time starting a story, so write a few story starter sentences on the board. The last step, the teacher has to talk to each student about the story and read what she or he had written so far. Some student will start writing immediately, while it may take others a longer time. Ask what each student's characters are and what the beginning, middle and end will be.

C. Animation Video

a. Concept of Animation Video

Video is one of the most popular forms of entertainment containing motion pictures and sounds that make people immerse themselves in an imaginary world for a short period of time. Most people like video because through watching it, they are able to enjoy the story, pictures, characters, or special effects in the video.

In language learning, video can be used as audio-visual media in classroom because there are sound effects and pictures on it. They can also teach students about history, science, human behavior, and any other subjects. In addition, moving pictures and sounds in video clips can improve students' interest in classroom activity. Through watching a video, students rewrite the story into writing form. Therefore, a video helps students develop their ability in English especially writing.

One of video that can be used in teaching writing is animation video. Animation video refers to series of movement of the images that contain story, have conflict, and dialogue and followed by sound. Manser (2000:481) says "animation film or video is sequences of images that provide entertainment to enact a story by sound and illusion of continuous movement". It means that animation film or video are connecting the story with sequence of movement of images and sound.

Sharon et all (2007: 311) say "animated video is made up of a series of photographs, drawings, or computer images of small displacements of objects or images. An object in the animated video is shown on single frame, and then moved a very short distance". It means that animation video is a combination from picture and sound that display an interesting visual media such as cartoon video, fable, or fairy tale video.

Animation video is a great medium in teaching narrative text. This idea is supported by Barthes (1993: 3). He says that "animation video is great device that

can amuse the audience with imaginary world powerful characters". Moreover, Klarer (2004: 54) states that "animated film or video is like a novel". It has narrative technique, plot, and the change the setting and time structure. In short, it can be defined that animation video has complete structures that can amuse and entertain the audience with imaginary powerful characters. It provides setting of the story, conflicts, and characterization which are performed on the media.

Based on the expert's opinion above, it can be conclude that animation video as audio visual that contain story and giving entertainment to the viewers and listeners. It motivates and inspires the audiences. It is very important and useful in teaching and learning process. The students would be happy and enthusiastic in the classroom. Animation video also can help students to be easy to get ideas and to line the story into paragraph.

b. Using Animation Video in Teaching Writing a Story

In the process of teaching, the teacher used stimulates media to stimulate he/her students' interest. In this case, teacher had to think the appropriate and effective media that has been applied in the teaching learning process. In this research, the researcher used animation video. The main aim of video in teaching a story was to help students catch the vocabulary and express their ideas in writing. From video, the students got overall description of video such as setting, character, message, and others.

There are some teaching activities that could be applied in teaching writing a story by using video. Ladd (2011) proposes four activities in the teaching writing process. He used video clip from the film *Steam of Life*. The teaching can be described in the following activities:

First, the teacher shows a story and asks each student to read the text. Then the students discuss what the text about is. Second, each student is given a Natural Story handout by William Labov that identified five common elements that form the structures of well-developed narratives. It consists of orientation, complicating action, resolution, coda, and evaluation. The teacher explains the elements and discusses them from the text given before.

Third, the teacher helps students recognize these common elements of story by using Labov's model. In this part, the teacher shows the video clip "An Elderly Man Tells of Love and Loss" (length 3:17). Student focuses in viewing the video, then the teacher asking them to listen carefully to see if they can recognize any parts of Labov's model in the narrative structure. Lastly, after the students have watched the video, the teacher guides the class to start writing from the beginning of Labov's model narrative structure, orientation, complication action, resolution, coda, and evaluation. Finally, students compose a text individually. In short, the students have to understand first about the part of narrative text itself. Then, they should identify that parts when watching the video and discuss it after watching the video. Finally, the students write final text based on the teacher's guide and their notes in discussing.

Fazey (1999:24) states "three parts of using animation film or video in teaching; pre-watching, while-watching, and after-watching". First, in pre-watching, the teacher discusses new vocabulary from animation video in order the student can acquaint with unknown or new vocabulary. Second, in while-watching part, the teacher is observing the students while watching animation video. It aimed to see the students' reaction and understanding about the story in the video. Third,

in after-watching part, the teacher should clarify the complex point of the video given. Then, the teacher should check the students' understanding and discussing the content of video after the viewing animation video. In short, the teaching by using animation film or video should set appropriate activities in pre-watching, while-watching, and after-watching to help the students in writing final text.

Moreover, Reil (2012:1) describes how to use animation film or video in the classroom. They are; choose film or video that is relevant, accurate, appropriate to the students, and discuss the content of film or video. Then, the teacher asks the students to take a note about plot, characters, setting, themes, and the scenes that were included or added and finally the students have to retell the story". In short, the teacher should consider the appropriateness, accuracy, and activities of animation film or video on students.

Based on the entire expert' explanation above, it is clear that teacher should concern what kinds of video that suitable for students and give several activities in using that video in the classroom; pre-watching, while-watching, and after-watching.

Before the students watched the animation video, the teacher distributed questions based on the animation video that would be watched by the students to a story. The teacher explained that students are not allowed to interrupt while the video was playing because it could disturb students' concentration. The teacher controlled the class when she played the animation video. After watching, the teacher asked the students to answer the questions provided before. Then, the teacher discussed the answer together with the students. Here, the teacher corrected the students' answer. The students started to generate ideas after discussion. Finally, the students wrote text based on their results' discussion and their notes. Here, the teacher went around the class to control and assist the students in writing a story. She serviced them well by assisting, monitoring, and solving their problems.

By using animation video, students are expected to be more interested and motivated in learning writing, it can help them to generate idea, and the students can write story text well. Besides that, they have to practice regularly in order the students can make progress in writing a story.

c. The Advantages and Disadvantages of Using Animation Video

Teaching English is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher must bring all components into classroom and apply them well.

Sharon et al (2007: 315) explain that there are several reasons why video can be used in language learning. The first reason is motion. One of the main advantages of video is moving image that allows students do not just hear language, they see it too. Moving image also can portray a concept in which motion is essential to learning (such as motor skill). The second reason is skill learning. Through video, students can view a performance over and over again for emulation. They also can observe video performance of their performance for feedback and improvement. Next, video can create an affective learning. Video can be useful in shaping personal and social attitudes because some of video have great potential for

emotional impact. For example, documentary video has often been found to have an impact on audience attitudes.

The fourth reason is video can establish community. By viewing the video together, a disparate group of students in the classroom can build up a common base of experience to discuss an issue effectively. The last reason is video can creating a motivation. For all reasons so far mentioned, most students shown an increased level of interest when they have chance to see the language in use as well as hear it, and when this is coupled with interesting tasks.

Beside the advantages, use video as a medium also has several disadvantages. The first disadvantage is during playing video, teachers cannot explain any material because it can disturb students' concentration. Here, the teacher does not have any activities when the students focus on video. The second disadvantage is the students cannot understand the video well if it is played too fast. The third disadvantage is if the listening equipment has bad quality, the students cannot listen the sound of the video satisfactory. This thing would become a problem for the students in learning the lesson. The last disadvantage is generally, the equipment is expensive. The teacher should concern this thing to apply video in the classroom. Sometime the school does not have any equipment to play video in the classroom.

Sharon et al (2007: 316) also point out the limitations in using video. Firstly, it creates fixed pace. Although video can be stopped for discussion, this is not usually done in group showings. Because the program runs at a fixed pace, some viewers may fall behind while others are waiting impatiently for the next points. Secondly, although video is advantageous for concepts that involve motion, it may be unsuitable for other topics where detailed study of a single visual is involved (e.g., a map, a writing diagram, or an organization chart). The last, video is poor at presenting abstract, non-visual information. The preferred medium for words alone is text.

CONCLUSION

The use of animation video is one of media that can be applied in teaching writing of a story. The implementation of animation video can help students to generate ideas and to get vocabularies as many as possible before writing. Perhaps, it becomes new consideration for English teachers to use this teaching media. The author is also eager to invite every English teacher and also every English student in whatever level to be familiar with using animation video in teaching writing a story.

There are so many advantages using video in teaching writing, one of main advantages is moving image that allows students do not just hear language, they see it too. Moving image also can portray a concept in which motion is essential to learning (such as motor skill). Another reason video can create an affective learning. Video can be useful in shaping personal and social attitudes because some of video have great potential for emotional impact. For example, documentary video has often been found to have an impact on audience attitudes. It also increases students' motivation in the classroom. Finally, by using animation video as a media is expected to be useful to encourage students' motivation and help them in writing activities especially in writing a story.

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