



THE USE OF *KUNG FU PANDA FILM SERIALS* TO ENHANCE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

Tsalits Muhammad Nugroho✉

English Department, Faculty of Languages and Arts, State University of Semarang, Indonesia

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Abstract

This final project is about the use of films as learning media to improve the writing skill of narrative text at eleventh grade students of SMA N 1 Banjarnegara in the academic year of 2013/2014. This study aimed at knowing the difficulties faced by the students and the extent of the Kung Fu Panda Film Serials implementation on the improvement of their writing skill in creating narrative text. To achieve the objectives, an action research was designed and carried out through preliminary observation, formative observation, and post observation. The subject of this research was 34 students of class XII social 2 of SMA N 1 Banjarnegara. I used writing tests, observation checklist, and questionnaire as the instruments for collecting the data. There were six meetings in this research. First meeting was used for conducting pre-test, second, third and fourth meeting were used to conduct cycle 1 and formative test, and fifth and sixth meeting were used to conduct cycle 2 and post-test. The results of the study, after analyzed and described qualitatively, showed a significant improvement of the students' achievement. The students' writing skill improved in all writing aspects: grammar, vocabulary, mechanic, relevance, and fluency. The result of the observation sheet showed that after learning narrative texts using Kung Fu Panda Film Serials, the students became more cooperative, active, and the class become more joyful. The analysis of the questionnaire showed that the students gave positive responses towards the use of Kung Fu Panda Film Serials as media in their learning. Based on the results of those research instruments, it can be concluded that the use of Kung Fu Panda Film Serials as learning media contributes to the improvement of students' writing skill in narrative texts.

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✉ Correspondent Address:

B3 Building, FBS Unnes

Sekaran, Gunungpati, Semarang, 50229

E-mail: tsalitsnugroho@gmail.com

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INTRODUCTION

As an obligatory subject taught at school, English is sometimes seen as a difficult subject to teach and learn. Students are supposed to master four language skills at the same time; listening, speaking, reading and writing. On the other hand, teachers also struggle with students' reluctance to engage in English learning activities. One skill considered as a difficult task to teach is writing. Heaton (1988:135) states that "writing skills are more complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements."

In fact, although some students are happy to have a go at writing in English, other can be less keen. This unwillingness may derive from anxieties they have about their writing, their spelling, or their ability to construct sentences and paragraphs. This can also happen because they rarely write even in their own language, so the activity of writing feels alien for them.

Besides those reasons, another difficulty comes from various genres of text in English such as narrative, descriptive, recount, spoof and many more. Each text has different purpose, characteristic, and structure or grammatical feature. Harmer (2004:17) says that "without knowledge of genres, a communication would have a little chance of success." In fact, students are usually difficult to differentiate genres. Therefore, it will be a challenge for the teacher to find out the way to develop students' ability of writing and seek for interesting method and media to teach writing.

After collecting information through interview with the English teacher and some students in SMA N 1 Banjarnegara, I find that the difficulty of writing narrative exists in the students of eleventh grade of this school. From initial interviews with them, it is inferred that the students are confused when they are asked to write a narrative story. They say they do not know what and how to write. After checking their assignments in previous semester, I conclude that their writing are not satisfactory enough. The vocabulary used and the way they connect ideas

still need to improve. Another problem is the structure of narrative text that has not been understood by the students. They write down their own ideas but they fail to relate them well. This may be caused by their unfamiliarity with the structure of narrative text. As a result, their works are not easy to comprehend and make it less interesting, although actually their ideas are interesting enough to read.

The English teacher in SMA N 1 Banjarnegara said that the problem emerged because of the students' lack of confidence in writing. Students said that they had 'nothing to say' when they were given a writing task. The teacher has tried to extend the writing activities but the students were unable to complete the tasks successfully. As a result, the student's attitude to writing is likely to become more negative.

Considering these difficulties and facts, teacher needs an improvement in his writing class. The teacher should find a better method or medium to deliver the material of writing. The improvement should be initialized by analyzing the students' needs. From the problems stated before, it seems that the students need something enjoyable, attractive, and worthwhile. In this study, I offer film as an alternative way that meet students' needs to improve the learning process of writing. It offers enrichment of vocabulary, language use in contexts, and enjoyment to watch. Film prevents students from the boredom of learning and set the class free of excessive explanation.

Therefore, in this final project proposal, the film that I propose as a medium in teaching narrative writing is *Kung Fu Panda Film Serials*. The films talks about heroism, friendship and goodness. They last for about 25 minutes and contain rich vocabulary to learn as well as good example of language use. Moreover, I explore narrative because it is an interesting genre for students to share their idea, imagination and their own experience. This medium will try to attract the students to be willing to invest the time and effort in writing narrative. The product of the study will be the students' own story that will show how far they have understood the narrative text and measure their mastery of writing.

METHODS

This study employed action research design. Elliot (1991:69) says “action research is the study of a social situation with the view to improve the quality of the action in it.” Because the study was conducted in the class, it could be called classroom action research. The total number of subjects involved in this research are 34 students, consists of 21 females and 13 males of XI social 2 class SMA N 1 Banjarnegara in the academic year of 2013/2014. The study started by giving pre-test followed by two cycles of treatments. Pre-test was held on January 8th 2014 with the purpose to find out the students’ prior knowledge and ability of writing a narrative text. Cycle 1 was conducted in three meetings, on January 11th, 15th and 18th 2014. Cycle 2 was held on January 29th and 1st February 2014. There were three instruments used to collect the data: tests, observation checklist, and questionnaire. Three assessment tests were given to measure students’ progress in writing narrative text: pre-test, formative-test, and post-test. The tests were given three times (pre-test, formative test, and post-test) with the purpose of measuring students’ writing ability before and after the action research conducted. Pre-test was held to measure the prior skill of the students before the treatment was implemented. It was given in the beginning of the study. Formative-test was done after the students were given some treatments in cycle 1, whereas post-test was the last test given after students had been taught in cycle 2. After those three tests had been given, the results were compared to find out whether or not there was any improvement in their narrative writing skill.

Observation checklist in the form of behaviour recording functioned to observe the students’ behaviour progress during the teaching learning process. This observation checklist recorded four aspects; they were students’ enthusiasm during learning process, students’ participation in classroom activities, students’ cooperative attitude during the lesson, and students’ activities in group discussion.

The questionnaire was distributed to the students before and after the treatments. It was

used to collect the information about students’ opinion toward writing in English and their perception of using *Kung Fu Panda Film Serials* as media in learning. By the use of questionnaire, the information about the students’ responses toward English subject, writing skill, and the use of *Kung Fu Panda Film Serials* in teaching learning process were collected.

RESULTS

3.1 The Use of Kung Fu Panda Film Serials in Writing Class

Here are the steps in implementing *Kung Fu Panda Film Serials* as learning media in the writing class:

- a) the students were engaged to get deep information related to the topic of narrative text;
- b) the narrative material was explained, consisted of the purpose of the narrative text, its generic structures, and language features;
- c) the students were given vocabulary exercises before watching the film;
- d) the students watched the film attentively;
- e) the students and teacher discussed the film based on its generic structures and language features;
- f) the teacher gave examples of generic structures and language features taken from the film;
- g) the students were taught about using scaffold to construct a narrative text;
- h) the students were given a chance to discuss the films or material with their partner or in groups;
- i) the students wrote their narrative stories based on the films they had watched or they made their own stories;
- j) the students were given homework to enhance their understanding;
- k) the students were given feedback and reinforcement of their writing;
- l) the students were given opportunity to share their difficulties dealing with the activity during the treatments.

The use of films in learning seems very flexible. Teacher may use various methods and

additional instruments to support the learning. In this study, I accompanied the films with crossword and anagram as activities to prepare the students understanding the vocabulary in the films. I also used cooperative learning by giving some tasks to students to work in pair or in groups. To create a joyful situation and a competitive class, I conducted a group competition in the third meeting. It was also one of my efforts to check the students' comprehension of narrative writing before I moved to the second cycle.

3.2 The Improvement of Students' Writing Skill

The improvement of students' writing skill can be seen from the result of tests which consisted of pre-test, formative test, and post-test. The analysis of those tests showed that students' writing skill improved in all aspects of writing: grammar, vocabulary, mechanic, relevance, and fluency. The analysis was done by describing the students' works qualitative one by one. A rubric evaluation was also used, modified from Heaton' grid and categories.

Highlighting the analysis of each student' writing in the pre-test, it could be drawn a conclusion that their ability in writing was still poor and far from satisfying. The aspect that still needed to improve was the grammar point. Most students failed to use past tense properly and still used present form. Therefore, this aspect, grammar, was given more attention and emphasis on the cycle one.

Meanwhile, the students of XI Social 2 had improved their ability in writing, especially in grammar aspect in this first cycle. Their vocabulary also became wider after being given the treatment in the first cycle. Numerous errors in the previous writings seemed decrease and their stories started easy to enjoy and understand.

However, the problem remained was the way students organized and developed their ideas. Some students' works showed lacks of organization and it made the communication impaired. Students should write more well linked stories to engage the readers' interest, so that their stories would find its goal; amusing the readers. Therefore, the relevance aspect was the focus of

the second cycle and the learning method and media were be re-adjusted to gain a better result.

After reviewing the 34 texts produced by the students in the second cycle, it could be seen that students had successfully improve their writing ability by the assistance of *Kung Fu Panda Film Serials*. Their works were better than the first cycle and fewer mistakes were found in the cycle two. The relevance aspect, which was the concern in this cycle, showed a good progress after given the treatments.

In short, it could be generalized that students' writing ability had improved much better than the first time they wrote. The use of *Kung Fu Panda Film Serials* had given a positive impact to their learning and mastery in writing narrative text. Since the result was satisfying, I thought the media here had been appropriate to use in learning writing. There was no need to continue modifying the media and method due to these positive improvements.

Furthermore, the improvement of students' writing skill was not only showed by the result of the tests but also by the analysis of observation sheet and questionnaire. In the observation checklist, I concentrated on four points during the two cycles. They were students' enthusiasm during learning process, students' participation in classroom activities, students' cooperative attitude during the lesson, and students' activities in doing individual and group assignments given.

Based on the observation checklists, it could be concluded that the students' behavior improved positively. Some students, who were passive in the first meeting, showed greater interest and enthusiasm after given the treatment. Overall, students became more enthusiastic, active, and cooperative during the lesson.

The first indicator was the students' enthusiasm during teaching and learning process. In the first cycle Most students had focused on my explanation and instruction. More than half of the class, there were 22 students, had shown medium and high enthusiasm. Meanwhile, the rest of them seemed not really enthusiastic with the lesson. They still tried to give infrequent response and kept silent, and looked hardly paid

attention to the lesson. It might be because of their unfamiliarity with the method and media.

In cycle two, students had shown an improvement in their focus to follow the lesson. Some of the students even showed that they were really interested in the material. Half of the class, 17 students, had high and very high enthusiasm, while another half was in a medium rank. Everyone paid attention to me and no one looked reluctant to learn English at that time.

The second indicator which was observed was the students' participation. In cycle one, the students' participation was still low. Most of them were in the middle level of participation. There were 12 students in rank 2; meaning low participation, 18 students in rank 3; meaning middle participation; 4 students were in rank 4; meaning high participation, and no student was in rank 5 or very high participation.

The condition changed in cycle two. There was no student in very low and low category; meaning that students' participation in the classroom activities increased. 25 students in medium, 7 students in high, and 2 students in very high category. It indicated that the students had involved in the learning quite well, proved by they confidently asked and answer my questions during the learning.

The third indicator was the students' cooperative attitude during the lesson. Based on the observation in cycle one, there were 8 students who hardly cooperated with me. Most of the students, 19 people, were in medium level, meaning that they cooperated well enough during my teaching. Meanwhile, only 7 students who showed their high cooperative attitude during the cycle one.

The result of the cycle two showed that the number of students who could cooperate well increased. There was no student in low category and 19 students were still in medium level of cooperation. The improvement happened in high and very high category. 13 students were in the high level and 2 students had a very high level of cooperation. It proved that the treatment was useful develop their cooperative attitude toward the teacher and their classmate.

The fourth indicator was the students' activities in group discussion. In the first cycle, most students had actively involved in the discussion. 20 students were in medium level and 6 of them were in the high level. However, there were still 8 students who passively participated in the group. They kept silent and just did what his friends decided, without giving much contribution to the group.

In the second cycle, students' activities in their group had shown a good progress. There was no student in low level, meaning no one gave a low contribution in the groups. Most of them, 21 students were in medium level, 12 students were in high level, and one students was very active contributing to his group. Although only one person showed a high activity in group, overall most of the students had ran the group tasks well and actively contributed to the discussion. It meant the treatments I used could improve their willingness to cooperatively learning together in groups.

First questionnaire was given to know the students' opinion towards English lesson at school especially writing skill. This questionnaire was given on Wednesday, 8th January 2014 after they had finished doing the pre-test. To help the students understand the statements, the questionnaire was written in Indonesian and were presented in simple sentences consisted of 10 statements. Each item of the statements provided four options for students to choose.

The first item was given to know whether they thought English lesson was an important lesson or not. The result of questionnaire showed that 73.5% of the students strongly agreed that English is a very important subject to learn. 26.5% of the students thought it is important enough, and no one thought it is unimportant. It meant that basically all of them considered English as an important subject to learn and master.

The second item found out the students' opinion whether learning English gave many benefits or not for them. 58.8% of the students strongly agreed that English brought many benefits for them, while 41,2% also agreed with the statement. It showed that the students

realized that learning English would be beneficial for them.

The next item, number three, sought the students' interest in writing English. 11.8% of the students had a very high interest in it, 55.9% of the students belonged to high category, and 32.3% of the students had a low interest in English writing. It meant more than half of the class was interested in writing, but still several of them did not have a high interest in writing English.

The fourth one questioned the students whether they considered writing in English was difficult or not. 35.3% of the students strongly agreed that writing was a difficult task, 58.8% fairly agreed, and 5.9% less agreed. It indicated that most of the students thought writing in English was not an easy job for them. Only one student believe it was fairly easy task.

The item number five asked the students' opinion with the statement that learning writing in English should be made as interesting as possible. Most of the students, 79.4% strongly agreed and 20.6% agreed with the statement, and no one disagreed. It clearly showed that they needed an interesting way in learning English, not just ordinary way or even a traditional one.

The sixth item asked the students about their recent condition of their English class. One student (5.9%) thought the class did not run well. Meanwhile most of the students thought the English class was in very good condition (11.8%) and good condition (32.3%).

The next item asked the intensity of using audio video media by the English teacher. No one said that the teacher always used audio visual aid. 32.4% of the students said it was often used, 64.7% said sometimes used, and 2.9% said never used it. It showed that the teacher had not used the media maximally to provide students an alternative way of learning. Most students admitted they had ever used audio video media in their English learning, but it was not too often.

The item number eight found out the students' interest in watching film. More than half of them, 61.8% told they had a very high interest, 35.3% had a high interest and only 2.9% said they were not really interested in watching

film. It was a sign that the use of film as media would likely attract students' motivation in learning, so that the purpose of the study could be achieved.

The ninth item asked the students whether they agreed to learn English through film or not. 52.9% extremely agreed, 47.1% agreed, and no one disagreed to learn English by using film. It seemed they were willing to use film as a media to improve their English.

The last statement in the first questionnaire asked them how if the film was used to study writing in English. 35.3% extremely agreed and 64.7% agreed to learn English writing by using film. It was a sign that film would be likely accepted by the students to be part of their learning about writing in English.

From the result of the first questionnaire, I concluded that the students' attitude toward the English learning, especially in writing, still needed to improve. They had realized the importance of learning English and its benefits. However, for writing, they still believed that it was a quite difficult task. Meanwhile, they admitted that the teacher rarely used audio visual aid in English class although the class ran relatively good. Therefore, an alternative way I proposed to improve their writing ability was using films as media. This first questionnaire also showed that the students had a high interest and willingness to study writing English through films as media. By this willingness and motivation, hopefully they could improve their ability in writing, especially in creating narrative story.

The second questionnaire was held on 1 February 2014. After conducting the post-test, the questionnaires were given to the students to know their attitudes after given the media during the treatment. There were ten questions in the questionnaires with four options in each of it.

The first item asked the students whether learning writing in English was easy or not. Most of students had agreed that writing was easy to learn. 8.8% said it was very easy, 85.3% believed it was quite easy, and only 5.9% said it was quite difficult to learn. It showed that their perception about learning writing English had changed from the earlier before given treatments. Most of

students did not consider writing as a difficult task anymore.

The second item found out the students' opinion toward the Kung Fu Panda film used during the study. All of them liked the media used here. 94.1% extremely liked the film and 5.9% students fairly liked it. It meant the film could attract students' interest and give a joyful stimulus to learn writing in English.

Furthermore, the third item asked whether they could easily understand the film or not. 70.6% students extremely agreed that the film was easy to understand. 29.4% agreed that it was quite easy to comprehend and no one said the film was difficult. It showed that the students did not have a problem with the film they used in improving their writing ability.

The next item asked students' opinion about the necessity of using film in learning writing English. 88.2% of students argued that film was really needed and 11.8% believed it was quite needed to use film as media in learning writing. This told us that students needed various media in learning English, and the film I used in this study was one of them.

The fifth statement asked the students whether the Kung Fu Panda film in the study was helpful in understanding narrative text or not. 76.5% of the students thought that the film was really helpful and the rest, 23.5% said it was quite helpful. No one thought the film was useless. It could be said that the film was beneficial and the students could get the benefits of it.

Item number six questioned the students whether their grammar and vocabulary were improved or not after the study. 70.6% of students really believed their grammar and vocabulary had been improved after given the treatments, while 29.4% believed their grammar and vocabulary was quite improved. It seemed the treatments had succeeded in improving the students' grammar and vocabulary since no one felt his vocabulary was still the same as before having the treatments.

Item number seven found out students satisfaction of their writing after learning by using film as media. The students gave different answers for this question. 35.3% of the students was very satisfied with their work, 61.8% was

satisfied, and only 2.9% was not satisfied with the writing result. It showed most of the students had satisfied with their own result of learning writing English. Only a small part of the class who thought their writing was not satisfying.

The next question, number 8, clarified that the study had improved the students' general ability in English or not. 67.6% of the students believed that the study was very helpful in improving their general English ability, while 32.4% thought it was quite helpful. It meant the treatments I used during the study did not just help the students in improving their writing. It also helped them to increase their ability of English in general.

Then the statement number nine found out the students' motivation to learn English after studying with film as media. All of them said they had high motivation after the study (67.6%) and even very high motivation after it (32.4%). It could be concluded that the treatments used during the study had successfully contributed to the increment of the students' motivation to learn English in general.

The last item asked whether the situation of the English class became more joyful when using film than before or not. 91.2% of the students felt the situation in the class was much more fun than before. Meanwhile 8.8% of the students thought it was quite right that the class situation became more joyful. It meant the treatments and media had successfully created a more convenient situation in the class.

In sum, the study and treatments changed students opinions toward writing, improve their ability, and create more joyful situation in class. The students admitted they had been satisfied with their work and thought their English had been improved. Moreover, they also felt happy to have film as media in learning English, and considered the use of it was quite needed to help improving their ability in general English, especially in writing.

CONCLUSION

Based on the data findings of the tests, observation sheet, and questionnaire, it can be

concluded that the use of *Kung Fu Panda Films Serials* as media in leaning narrative writing brought many benefits for students. The application of *Kung Fu Panda Films Serials* could improve the students' writing skill, particularly it could improve their writing skill in narrative text. Not to mention, the class situation was more enjoyable and the students could write their ideas into paragraphs better. These improvements were supported by the results of the observation sheet, which showed they performed more positive behaviour during the learning, and the analysis of questionnaire that concluded they changed their opinion positively about writing in English.

Moreover, students' writing ability improvement through the use of *Kung Fu Panda Films Serials* as media can only happen if it is well prepared and carefully observed. Teachers should design other supporting activities to ensure the

learning goal is achieved. If teachers fail to do that, the use of films in the class may become a wasteful activity. Therefore, it is advised to them to carefully plan their media and method of teaching. They can use many aids, not just film for writing class, but also other media in improving students' other abilities; speaking, listening, or reading.

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