The Application of Folktale Film to Improve Teaching Writing Narrative Text by Using Discovery Learning for Grade X MIPA-B Semester 2 at SMA Negeri 1 Probolinggo Year 2019/2020

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ABSTRACT
Writing in English is not easy for the students. They sometimes face difficulties to make writing in English so they feel bored and consider that the writing activities are not interesting and difficult. Therefore, the use of film can give advantageous for them especially in teaching writing. Therefore, the writer tried to use folktale movie viewing in teaching narrative texts for Grade MIPA-B Semester 1 at SMA Negeri 1 Probolinggo. In this study, the researcher used an action research design. Action research is a specific type of applied research, its purpose is to solve a specific classroom problem or make a decision at a single local site. The Result of Students’ Narrative Writing in Term Content of The First Cycle from 32 students are 2 students get excellent, 30 students get good level, four students get fair level, and no students get poor level. The Result of Students’ Narrative Writing in Term Organization of The First Cycle are 2 students get excellent, 36 students get good level, 1 student gets fair level. And no students get poor level. Based on the questionnaire filled by students in X MIA-B that consists of 32 students, The result of students’ responses to the application of using folktale film to teach narrative text in writing skill can be described that 64 % students get interesting to the film and 75% students are able to write well, Folktale Film Viewing In Teaching Narrative Text, the researcher concluded that this film can be used as an alternative in improving teaching narrative text and the researcher should continue to the second cycle in order to get the students improvement in writing ability.
INTRODUCTION

The students are expected to be able to use language effectively, appropriately, and accurately in a variety of settings and also to create English discourse ‘grammatically’ as well in daily communication activities. Students can use spoken language to relay messages to each other. They also can use written language to convey information or to read the vast accumulation of knowledge found. Writing itself is an important skill for the learners. Writing is one of medium to communicate (Petty and Jensen, 1980:361) writing is an important medium for self-expression for communication and the discovery meaning to used to give signal or information to the other.

Writing is one of the languages skills which should be mastered by the students as the way to communicate (Byrne, 1979:1). Narrative is one of a text learnt by students in the first grade of Senior High School presents a story by showing sequence of events. It needs specific detail information to be convincing because narrative text tells about the process of story, moving from beginning to end, from first event to the last. In general, it has a characteristic to entertain the readers because it is a fiction or an imaginative story. In addition, it usually tells about one’s experiences or a short story, which states a conflict and resolution of problem. Narrative presents in storybook, autobiography, fable, fairy tales, etc.

For the students, writing in English is not easy. They sometimes face difficulties to make a written in English. There are some factors can influence it. Such as when they are writing, they have mastered the vocabulary and structure. They have to compose meaningful sentences into paragraph, the use of certain sentences structures to create a good construction of writing. They have to focus on not only the word choices but also the grammar uses. They have to involve several skills at once such as find ideas and vocabulary, grammar, general knowledge, and spelling, etc. and most students cannot do it in the same time. At Bell and Burnabi (in Nunan, 2014:6) point out: Writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once. At the sentences level, they include control of contents, format, sentence structure, the vocabulary, pronunciation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Sometimes, they feel bored and consider that the writing activities are not interest and also difficult. In addition, the researcher found the difficulties that students face at SMAN 1 Probolinggo as explanation above according to explanation of the teacher in that school.

One important thing which the teacher must do is to make students interested in writing activity. According to Allen (1978:1), human beings are motivated to do which gives them pleasure; they avoid experiences or activities that lead to tension or anxiety. In the foregoing curriculum, the teachers are given autonomy to create their own teaching technique, teaching materials and teaching methods.

Therefore, the characteristic of Senior high school students are unique. Curtain (2016:20) states that the learners at this age like to explore the limits of the real world; they will show high interest in the unusual and the extremes in the real world. Therefore, the use of film can give advantageous for them especially in teaching writing. Film can stimulate interest or motivate students in process learning English. As Lonergen (1988:62) states that the use of video can improve students’ motivation hence it bring an air of reality into the classroom. Film is part of audiovisual media because it
presents sound and picture to the audience. Harmer (2003:209) also explains that film can enhance simulation and build students creative ideas.

In this case, film can be a narrative story because it also states sequence of events and a conflict. A media can use both film and storybook as to present material especially in narrative writing. Many previous studies observed the application of film in teaching writing (Dion, 2007 or using folktales for the improvement of the students’ summary (Ferianika, 2015). In this study, the writer wants to combine using folktales and film (movie) in teaching writing. The reason using folktales is caused this story is famous in senior high school students. Most students have been familiar with this story. This story is also easy to understand and have the good message in each the story, which also gives good education moral to the students. That is why the writer tried to use folktales viewing in improving teaching narrative texts for Grade X MIPA-B Semester 2 At SMA Negeri 1 Probolinggo.

Writing is a way of discovering meaning, since it refines thought and empowers students by enabling them to affect their readers (Scarcella, 1992:124) Arapoff (1975:233) states that in writing involves selecting and organizing experience according to a certain purpose. It follows that teaching the student to write is different in a very important way from teaching him to use grammar. A purposeful selection and organization of experience requires active thought. When writing the student must keep in mind his purpose, think about the facts he will need to select that are relevant to that purpose, and think about how to organize those facts in a coherent fashion. The process of learning to write is largely a process of learning to think more clearly

Heaton (1975:138) the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and variant skills necessary for writing good prose into four main areas: (1) grammatical skills: the ability to write correct sentences, (2) stylistic skills: the ability to manipulate sentences and use language effectively, (3) mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. Punctuation, spelling, (4) judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. Rodby (1987:1-2) states that writing in a second language is very hard work. You have to think about many things at once. Such as, find the ideas, vocabulary, grammar, punctuation, and spelling. Not all people can think about all of these problems at the same time. We need to learn how to manage writing problems one by one.

Coffin (1990:1) defines folktales are many types as traditional narrative known to the folk. Mitchell states that all folktales are written for a similar purpose to share the beliefs of the culture and its explanation for things in order to help people live happily and successfully. Folktales have no identified original authors. They have been handed down from generation to generation by words of mouth. It means that people will always keep an interesting story from the past to future time. Moreover, folktales are varieties of traditional narrative/literature, which are passed on from one generation to the next and as a media to explain and understand the natural and spiritual world.

There are many advantages using folktales in language classroom. Carlson (1972 in Norton, 1980:324) identifies that there are nine advantages using folklore to world understanding: (1) an understanding of cultural traditions of the non scientific mind, through folktales that deal with the mysteries of creation, (2) an understanding of the relatedness of story types and motifs among people of the world, through universal tales such as Cinderella, which has variations in many cultures, (3) an aesthetic appreciation for the music, art, literature, and dance of other culture, (4) an understanding about
cultural diffusion, through observation of how different world settings, (5) an increase in knowledge about unfamiliar places around the world, (5) a better understanding of the dialects and languages of other countries, (6) the readers imaginative identification with people in another time and place, (7) an understanding of the conditions of a time and culture, through study of heroes shapes by those conditions, (8) an understanding of inherent qualities of goodness, mercy, courage, and industry which folktales heroes possess and, consequently, an intuitive grasp of the better qualities of the human spirit.

Derewianka (1990:32) has stated that a narrative can be learning through video/movie. Tomalin (in Stempleski and Arcario, 1994:50) also recommend that use of time in viewing video between 30 seconds and 4 minutes. Alternatively, Mc Knight (in Stoller, 1990:64) gives a longer duration between 30-40 minutes. Lonergen (1988:2) also states that four or five minutes of film material can easily provide enough stimulating input for one hour is teaching. There has consequently been a move away from twenty-minutes or half-hour programs, towards programs, which can be conveniently subdivided into sections of only a few minutes. It could be literature reviews description in this section. It suggests to use more reference citations of journal papers than book oriented papers. You may put figures and tables to support the texts. The text is Time New Roman 10 pt.

METHODOLOGY
This research is classroom action research. Classroom action research is research carried out in class to determine the effects of actions applied to research subjects in that class. Class action research is oriented towards implementing actions to improve the quality or problem solving in the group of subjects studied and observing the level of success or consequences of their actions, to then be given further action which is an improvement of the action or adjustment for conditions and situations to get more results good.

RESULT AND DISCUSSION
This chapter presented the result and discussion of the study. There were two cycles. One cycle consisted of two meetings. It means that the researcher conducted this data for two meeting. He also intended to analyze the students’ narrative writing in term of content, organization also respond of the students in order to find out how the students’ narrative writing.

The content of the students’ narrative text that are taught by using folktale film
The data were taken by observing the teaching and learning processes. During the observation, the researcher was acting as the teacher. It meant that researcher directly took a part in the whole teaching and learning processes. Meanwhile, there was also another teacher of SMA Negeri 1 Probolinggo who took a part as a collaborative observer. The researcher observed all of the teaching learning processes and wrote the results in the observation checklist and in the field note. Since there were three cycles of teaching and learning processes, the data will be explain based on each cycle.

The Content of The Students’ Writing (Organization, content, Grammar, Mechanic, Style and Quality of Expression)
The Result of the First Cycle
The first cycle consisted of two meetings. The first meeting was held on January 20th, 2020 and the second meeting was held on February 3rd , 2020. This cycle consists of four steps. Those are planning, acting and observing, and also reflecting.
1. Planning
In this stage, the researcher prepared all of the instruments, material, media, etc which were needed in the teaching and learning process, such as making learning objectives and observational checklist; preparing the material for the class; checking the video and the video player in order to make sure that those were ready to be used.

2. Acting and Observing

These two steps happened in the same time. While the researcher was teaching in front of the class, the other researcher observed all the activities happened in the class. The observer observed all aspects stated in the observational checklist. In the first meeting, to begin the class, the researcher checked the students’ attendance. All of the students, 36 students, completely joined the class. In order to break the strain, the researcher asked the students about their activities in the previous weekend. While listening to the students’ experiences, teacher gave many jokes in order to make them relax in following class.

Next, the researcher stimulated the students by asking kind of text based on the students’ stories. The researcher asked them to view the short story “Clever Son”. By several minutes, the researcher together with the students made a short discussion about the content of the text including the difficult words, what the text about, the tenses used, the structure of the text, etc.

Then the researcher gave more complete explanation about the use of grammatical focus used in the text. To check the students’ understanding of related explanation, researcher asked the students to make groups of two and identify the language uses of “Clever Son” text.

In the last part of the first meeting, the researcher asked the students about the difficulties faced during the class. If there were questions, the researcher gave short explanation related to the students’ questions. Before the researcher ended the class, the researcher gave homework for the students to write the text in form of fairy tale or legend.

In the second meeting, the researcher started the class with the same way such as asking the students’ condition and checking the attendance. In this meeting, all of the students completely joined the class. Because the researcher would show a film to the students, the class was held in a multimedia class since the class was facilitated with television, VCD and DVD player, computer, and speakers. Then the researcher gave some questions to the students related to the material given in the previous meeting.

In order to make the students relax, the researcher told them that they were going to watch a film. The students seemed very happy and they became very noisy. But before the teacher played the film entitled “Clever Son”, the researcher gave many questions related to the topic.

After the first play of the film, the researcher asked the students’ opinion about the content of the film. The responds were good enough since all of the students knew and had information about ‘Clever Son’. But, when the researcher asked more specific parts of the film, the students could not answer it since they did not take any notes from the film.

Then the researcher played the film again and let the students to take notes. The researcher still played the film with sound of the narrator and translation text was viewed. The purpose was the students could gather complete information from the film. After the second viewing of the film, the teacher held short discussion about more specific content of the film and most of the students could answer it.

Based on that visualization, the teacher asked the students to write a narrative writing text. This activity was held until the end of the class. During writing, the students were very noisy. They tried to ask help and complete their information.
about the film. Viewing this condition, the teacher tried to help each student. But he
did not give complete answer. He just helped the students by stimulate them to
sequencing each part of the video. When the time was up, the teacher asked them to
collect their writing.

3. Reflecting
In this step, both the researcher and the collaborative researcher worked together in
order to discuss the results of the observation checklist, note fields, and gave score to
the students’ writings. There were two kinds of students’ scores; the score of each
component and the final score. In this part, the researcher explained the results of
observation checklist completely, whereas the complete results of the scores of each
component and final scores would be showed in the next sub chapter.
Here are the scoring results of students’ writing in the first cycle entitled “Clever
Son”.

Table 1. Number of students in each component and criteria in the first cycle

<table>
<thead>
<tr>
<th>Component Criteria</th>
<th>excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mechanic</td>
<td></td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Style and Quality of</td>
<td></td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2. Final scores of students’ writings in the first cycle

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13-25</th>
<th>26-36</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL SCORE</td>
<td>37</td>
<td>61</td>
<td>81</td>
<td>41</td>
<td>37</td>
<td>45</td>
<td>87</td>
<td>57</td>
<td>52</td>
<td>60</td>
<td>90</td>
<td>68</td>
<td>78</td>
<td>68</td>
</tr>
</tbody>
</table>

Based on the observational checklist, field notes, and students’ compositions’ results,
there were many points which had to be developed to the next cycle. Those were: (1)
mostly, the organization of students’ compositions was poor since no one of the
students could reach good and excellent criterion and based on the observation checklist
and the note field, the teacher rarely reminded the students about the importance of
organization, (2) teacher should give more complete explanation about language used in
the text. Even the teacher had given interesting explanation, the students still faced lots
of difficulties in applying the right grammar in the compositions, (3) teacher rarely
introduced new vocabularies related to the topic, therefore the students found
difficulties in expressing their ideas, (4) the teacher should give more explanations
related to the topic of the video before playing the video. It was important in order to
prepare the students in following the sequences of the film, (5) the researcher should
continue to the next cycle since the indicator stated had not been reached yet that 95% of
all of the students have reached the average score (≥80). There were only 2 students
(17%) who got score ≥80. (Student 3 and 11).

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spacing before all section headings, and single spacing after section headings. Flush
left all paragraphs that follow after section headings. List may be presented with each
item marked by bullets and numbers.
CONCLUSION
After collecting a study related Folktale Movie Viewing In Teaching Narrative Text, the researcher concluded that this film can be used as an alternative in teaching narrative text. Based on his research, the results were: (1) folktale film can help the content of the students’ narrative text, and (2) folktale film is able to guide the organization of the students’ narrative text and good respond from the students of X MIPA B SMAN 1 Probolinggo.

Folktale film could help the students to the content of writing and become the media to the students’ narrative writing especially in terms of content, organization. It can be seen from the result of their narrative writing. There were significant results in the number of those who got “Good” and “Excellent” level in terms of content, organization, and students’ responses. Most of the students expressed their ideas, thoughts and knowledge clearly to the generic structure of narrative text after they view folktale film. They also used the language feature of narrative text and use vocabulary appropriately to the context.

REFERENCES


