

**THE USE OF ANIMATIONS MOVIE “THE CROODS” IN TEACHING
WRITING OF NARRATIVE TEXT**
**(PENGUNAAN FILMANIMASI “THE CROODS” DALAM MENGAJAR
MENULIS DARI NARATIF TEKS)**

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Abstract

Teaching writing is difficult and complex, requiring, and mastering not only of the grammatical and rethorical devices but also conceptual and judgement (Heaton, 1975:138). Animation movies is one of the media that can be applied in teaching narrative writing. It is not only can entertain, but also can be used to improve the students’ mastery of writing a narrative story. Animation movies is one of the media that can be applied in teaching narrative writing. It is not only can entertain, but also can be used to improve the students’ mastery of writing a narrative story.

Key words : Animations Movie, Writing, Narrative Text.

Abstrak

Pengajaran menulis adalah sulit dan kompleks, membutuhkan, dan menguasai tidak hanya tata bahasa dan retorikal perangkat, tetapi juga konseptual dan penilaian (Heaton, 1975:138).. Film animasi adalah salah satu media yang dapat diterapkan dalam pembelajaran menulis narasi. Hal ini tidak hanya mendapatkan tetrtentu, tetapi juga digunakan untuk meningkatkan penguasaan siswa dari menulis teks narasi.

Kata Kunci : Animasi Film, Menulis, Teks Narasi.

Introduction

Language is the fundamental part of human's communication. It has used to express our feeling and thought through a spoken and written language among human being. This world consist of so many different countries with their own language. Therefore, it will be a problem if people want to communicate with the others from different countries, this situation, English plays essential role in connecting them as International language.

Our government aware how important of English is, so they made English be one of the subjects which is taught in junior high school, senior high school, and universities. Indeed, it is also taught in some elementary school and kindergarten level. Teaching English in Indonesia is based on the system which is called curriculum. The current curriculum, School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) that issued by Department of National Education (*Depdiknas*)

in 2006, stated that the English lesson includes four skills of language that are listening, speaking, reading, and writing. All of those skill are connected each other. If one of them ignored, it will influence other skills. The four skills must be mastered by the students in order to get good competency in using language.

Writing as a part of the language skills must be taught maximally by the teacher to the student. Moreover, writing is very important as one of communication skills that can be help us to express our ideas, feeling, and our opinion so that we can have a good interaction with our society. In fact writing is not an easy and simple activity. Brown (2004:218) defines writing as a difficult and complicated task because of the uniqueness. Writing is a skill with its own features and conversations to make the reader understand what the reader expresses.

In addition, Lado (1964:249) says writing in foreign language is the ability to use the structure, lexical items, and their conventional representation in ordinary matter of fact writing. It means taht the writer should be knowledgeable to use some element in writing such as the words chosen, the coversationsl, the structues, and the lexical items in order to support the meaning and the clarity of message written.

Grammar also plays great deal in writing because naturally language both in oral and written forms is constructed by grammar (Hammer, 2001:12). Implicitly, in writing we have to consider arranging the sentences grammatically. Furthermore, the writers are also demanded to master wide range of vocabulary

because a word has different meaning according to the use context (Hammer, 2001:19). It means that besides the grammatical aspects, the writer also must consider about the word chosen writing.

Teaching writing is seen as difficult since it takes times to manage the composing process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. Teachers realize that the student's difficulty in writing is when they get started. In this case, the role of the teachers is very important in helping the students. Hedge (2008:21) provides a material in which the role of the teacher is come up through brainstorming. Brainstorming is merely. Besides, to deal with the students' difficulty, teachers can help the students to provide ideas in early stages rather than letting them keep writing without early vision of the topic.

English teachers are reluctant to provide materials in teaching English, especially writing. A question might come up is how much of our classroom writing is "real" writing, or how students' works are. Raimes (1991:76), as it is quoted by Hedge gives a way in looking at the authenticity issue, that is by distinguishing between real writing and display writing. Real writing is when the reader does not know the answer and genuinely wants the information. On the other hand, in the context of academic schools, if the writer is the instructor, writing is primarily for the display of a student's knowledge. Display writing are just written exercises, short answer essay, and other writings.

Teaching writing is more than just dealing with handwriting or spelling system, and punctuation but also helping the students to communicate in the real messages of the writing itself (Harmer, 2004:34). Teachers should not pay much attention merely upon the mechanics because, the content of the writing is vital as well. To achieve the goals, teachers must apply good method, approach, and teaching strategy. To attain the instructional goal, teachers must adjust the techniques and strategies to the lesson plan.

From the above explanation, it implies that a good writing must be communicative. In order to make a communicative writing, there are several elements that should be considered by the writer, such as content, structure, vocabulary, discourse, rhetoric development and lexical items. Content refers to the importance of writing. Lado (1977:250), explained that the content consists of the writer ideas, the point of information, the organization and sequence, and the formal signals. Further, Jacob (1981:92) states the content of good writing should reflect the writer knowledge, substantive development of thesis, and the relevancy to assigned topic.

Finding and Discussion.

The findings in this research were found on observation. The observation was done by the researcher for two meetings. The time that was allocated for each meeting was 2x45 minutes.

Conclusion.

Based on the finding and discussion the result of study shows that students writing skill of narrative text is better. It could be concluded that students who are taught by animation movie have better writing skill of narrative text. From the animation movie, the students can understand about the story line. They get new vocabularies, learnt about about how to construct a sentece grammatically and arrange the events in the story.

The students feel enjoyed to analyzed the animation movie because, the pictures of the animation movie is very interested to watch and can to take the moral message. The students in experimnt class are more enthusiastic and more interested in the teaching learning process because the teacher uses animation movie in her explanation. So, the students can write narative text. The student's can studied the moral message of the animation movie.

