

Enhancing Students' Narrative Writing Skills through Folktale Films

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Abstract

This research aimed to improve the writing skills of ninth-grade students at a junior high school in Yogyakarta, Indonesia. The study used a Classroom Action Research (CAR) design, incorporating folktale films as a learning tool. Twenty-eight students (Class A) participated, with collaboration from an English teacher. Data were collected through observations, interviews, and tests, employing a triangulation method. The research consisted of two cycles, following the action research phases: plan, action, observation, and reflection. Results showed a significant enhancement in students' writing skills with the use of folktale films. These films increased confidence and participation in English writing, leading to effective narrative text creation. The students actively engaged in lessons, positively impacting their overall writing abilities, as observed and reflected in improved test scores. The paper concludes with practical implications based on the study's findings.

Keywords: Improving, Writing Skills, Folktale Films

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INTRODUCTION

In the dynamic global communication landscape, both oral and written expression skills are crucial. This importance is particularly highlighted in the high school English curriculum in Indonesia, as outlined by the curriculum 2013 (K13). The curriculum emphasizes the development of communicative competence, recognizing the significant role of writing in conveying thoughts, ideas, and information. Writing goes beyond a personal pastime. It is a vital skill for students' future endeavors, including their professional pursuits, academic engagements, and personal interactions.

For ninth-grade students, the curriculum specifically highlights the importance of acquiring specific text types—descriptive, recount, and narrative—as integral components of effective writing. Writing proficiency is not just an academic requirement but also a crucial tool for socialization. It empowers individuals to articulate ideas, feelings, and information. However, challenges persist, particularly in the school under study, where a traditional teaching approach hampers students' English writing proficiency. Recognizing the need to address this issue and create a more engaging learning environment is the foundation for this research.

This research primarily aims to assess the effectiveness of using folktale films as a teaching tool to enhance English writing skills among ninth-grade students in a junior high school. The study is crucial as it addresses observed shortcomings in writing

proficiency within this specific context. By exploring innovative teaching methods, especially incorporating culturally rich folktale films, the research seeks to improve not only writing skills but also student engagement and motivation.

The significance of this study lies in its potential to provide valuable insights into overcoming challenges faced by students in mastering English writing, thereby creating a more dynamic and effective learning environment. The inclusion of multimedia elements, such as folktale films, represents a novel approach to alleviate student boredom, aligning with Harmer's idea (1998) that effective teaching relies on capturing students' interest. Consequently, this research aims not only to address the gap in English writing proficiency but also to advance pedagogical practices in language education.

METHOD

This study adopts a classroom action research framework, following the model developed by Arikunto (2006), employing a four-stage approach: planning, action, observation, and reflection. The population under study is clearly defined, with outlined sampling methods to ensure transparency in participant selection. The instrumentation section provides a detailed description of tools and materials, emphasizing their relevance to the research objectives. Procedures, including frequency, duration, and specific conditions of experiments, are outlined, along with a clear time frame for each research stage.

Data were collected from a junior high school in Yogyakarta, Indonesia. Data collection techniques encompass qualitative approaches such as observation and interviews, alongside quantitative data gathered through pretests and posttests. This enables a comprehensive assessment of students' writing skills. The analysis plan outlines a step-by-step process, addressing both qualitative and quantitative data. Rigorous measures are implemented to ensure the validity and reliability of findings, with acknowledgment and mitigation of potential biases.

RESULT AND DISCUSSION

This section provides a discussion of the research findings observed from the first cycle to the second cycle. The research results indicated notable improvements, as illustrated in Tables 1, 2, 3, and 4 below.

Table 1. Descriptive Analysis of Pre-Test and Post-Test of Experimental and Control Groups

Description	Group			
	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Mean	57.96	77.65	59.28	71.44
Median	58.00	77.50	60.00	70.00
Mode	58.00	82.00	58.00	70.00
Standard Deviation	7.64	6.62	6.55	5.11
Minimum	44.00	64.00	44.00	62.00
Maximum	70.00	89.00	70.00	85.00
Mean Difference	19.69		12.16	

(SPSS 22.0)

The findings demonstrated positive advancements in both students' writing skills and their attitudes toward writing in the classroom. These improvements were further explored in connection with findings from previous studies. To delve into each finding in more detail, the following sections present a detailed discussion.

Table 2. The result of Normality Test of Experimental Class

Tests of Normality				
Group	Kolmogorov-Smirnov ^a			Decision
	Statistic	Df	Sig.	
Pre-test of Experiment	.645	26	.800	Normal
Post-test of Experiment	.800	26	.461	Normal

(SPSS 22.0)

Table 3. The Result of Normality Test of Control Class

Tests of Normality				
Group	Kolmogorov-Smirnov ^a			Decision
	Statistic	Df	Sig.	
Pre-test of Control	.913	25	.682	Normal
Post-test of Control	.375	25	.741	Normal

(SPSS 22.0)

Table 4. The Result of ANCOVA Test

Source	Type III Sum of Squares	Df	Mean Squares	F	Sig.
Corrected model	1605.152 ^a	15	107.010	6.130	0.000
Intercept	31877.516	1	31877.516	1826.030	0.000
Group	524.460	1	524.460	30.043	0.000
Pre-test	1113.040	14	79.503	4.554	0.000
Error	611.005	35	17.457		
Total	286099.000	51			
Corrected total	2216.157	50			

(SPSS 22.0)

IMPROVEMENT OF STUDENTS' WRITING SKILL

The enhancement of students' writing skills in this research encompassed five key aspects, outlined as follows:

1. The improvement of students' writing skills in content aspect

Students demonstrated an ability to compose stories with more developed ideas, crafting longer paragraphs enriched with sufficient supporting details. Their inspiration for writing narrative texts was drawn from the folktale film, allowing them to explore creative language and develop their imaginative skills. The folktale films served as a stimulus for producing a variety of written pieces beyond mere entertainment. The films

proved to be a valuable and highly motivational teaching tool, stimulating both speaking and writing, as highlighted by Bahri (2019), Silvani (2020), and Wahyuni (2017).

In this context, the teacher played a crucial role in assisting students in extracting information from the folktale film, serving as a medium. When learning media communicates more information, the teacher can devote more attention to the human aspect of education, encouraging students to utilize the available information from educational media. Ultimately, students found it easier to memorize detailed events from the folktale film, facilitating the process of translating them into written form on paper.

2. The improvement of the student's writing skills in the organization aspect

In this aspect, students demonstrated an improved ability to express ideas with clarity, organize thoughts more effectively, employ logical sequencing, and create cohesive and coherent texts. The folktale film played a crucial role in guiding them towards well-organized storytelling by presenting a systematic storyline from beginning to end. The students easily envisioned the plot of the story from the movie, as it was not only attractive but also well-understood by them. Writing the entire story based on the folktale film became an effortless task.

The film selection process considered various factors, as outlined by Morgan and Bowen (1982). These factors included aligning the lesson purpose with the scheme of work and the syllabus, addressing scientific objectives, considering class characteristics (age, sex, educational background, and language learning motivations), anticipating communication challenges within the group, planning the lesson, and utilizing available visual and audio resources. Moreover, the students demonstrated the ability to identify and differentiate the generic structure of a narrative text, recognizing components such as orientation, complication, and resolution inspired by the folktale film. They also effectively incorporated transitional words or time conjunctions (e.g., after that, then, before, after, at night, finally) to ensure systematic and logically sequenced storytelling.

The finding above suggests that cartoon films or animation movies often present simple, easy-to-follow stories. Similarly, folktale stories typically have straightforward plots suitable for classroom use (Bahri, 2019; Permatasari et al., 2020). Following the movie's simple storyline facilitated the students' understanding of text organization, enabling them to produce well-organized, cohesive, and coherent written narratives.

3. The improvement of the student's writing skill in the vocabulary aspect

Students demonstrated proficiency in using the appropriate word order in their sentences and employed a variety of words to express their ideas effectively. They also expanded their vocabulary, mastering more words featured in the folktale film. This outcome aligns with findings from previous studies by Merita (2013), Sari and Aminatun (2021), and Simamora and Oktaviani (2020), which highlighted the effectiveness of using movies as a method for enhancing English vocabulary and providing opportunities for language practice.

The folktale film offered a rich vocabulary related to its theme, providing students with the opportunity to learn new words and giving them more options for expressing themselves. Students acquired the meaning of challenging vocabulary by connecting it to the visuals or the context of the story in the film. The correct spelling of certain words was also available in the film's subtitles, aiding students in writing with

appropriate vocabulary, correct order, and accurate spelling. The folktale film served as a tangible example of the proper use of vocabulary in storytelling.

4. The improvement of the student's writing skill in the grammar/language use aspect

Students exhibited an improvement in constructing sentences with better grammar and a reduction in errors. Lever (2009) suggests that pictures, cartoons, and comic strips can enhance language lessons by pleasing the eye, relaxing the body, and stimulating writing production. Using a folktale film as a starting point facilitated the development of grammar and conversational skills in writing, sparking imagination and fostering creative language production, as noted by Mushtaq and Zehra (2016).

In crafting narrative texts, students demonstrated an understanding of the need to use the simple past tense. They became more meticulous in constructing past tenses, successfully transforming verbs into the correct past forms. The emphasis on writing skills in the teaching-learning process provided ample opportunities for them to practice and enhance their understanding of narrative storytelling derived from the folktale film. As a result, students produced better-written narratives than before, effectively applying the use of past tense in their writing.

5. The improvement of the student's writing skill in the mechanics aspect

Students successfully showcased proper conventions and reduced errors in spelling, punctuation, and capitalization. They exercised care in applying correct punctuation, capitalization, and spelling of words. Upon completing their writing, students engaged in a self-review process, reading their work to check for accuracy in mechanics, tenses, and story content. When peers shared their writing on the board, others actively participated in revising and correcting the work. Throughout this research, the activity was consistently guided. The test results indicated that the majority of students made only a few mistakes, providing evidence of the effectiveness of their mechanical skills in writing.

IMPROVEMENT OF THE CLASS SITUATION OF THE NINTH-GRADE STUDENTS

The improvement of the class situation at the ninth A grade students in this research covered the following focuses:

1. The improvement of the students' seriousness during the lesson

The students' level of seriousness noticeably evolved through the implemented actions, evident when comparing their attitudes from the pre-research phase to the first and second cycles. In the pre-research stage, there was noise during the teaching and learning process. During the first cycle, some students occasionally engaged in side conversations.

However, by the second cycle, they exhibited a heightened focus on their tasks and actively posed questions to the researcher during the teaching-learning process. This development in the students' seriousness could be attributed to various activities structured around the folktale film. Watching the film captivated the students' interest in the story, making it easier for them to comprehend the information presented (Putriani et al., 2013). Consequently, when assigned tasks related to the folktale film, the students approached the work with enthusiasm and completed it earnestly.

2. The improvement of the student's involvement and activeness during the lesson

The students' engagement and activeness were evident through their behavior in class. During the lesson, they frequently asked questions to the researcher when encountering difficulties, responded promptly to the researcher's questions, and swiftly followed instructions. Actively participating in group activities, they freely shared their ideas and provided comments or feedback to other groups. Furthermore, they confidently expressed their opinions in class without waiting for prompts, showcasing increased participation compared to the previous condition. The use of folktale films played a crucial role in encouraging students to be active learners.

3. The improvement of the student's confidence in doing the activities during the lesson

The research findings indicated a notable improvement in the students' confidence when presenting their work in front of the class (Martono et al., 2014). They displayed courage by reading their discussion results aloud and willingly wrote their writing on the board, expressing happiness and enthusiasm in the process. They not only gave comments or feedback on their peers' work but also confidently shared their ideas, even when their opinions were not always precisely correct.

While occasional mistakes still occurred, the students demonstrated a commitment to rectify their work, carefully checking grammatical aspects, content, and mechanics in their stories as a preparation step before receiving or giving feedback. The increased confidence observed in the students was attributed to the implementation of the folktale film. The film provided them with a tangible example of a well-organized narrative story, making it easier for them to construct their own stories in a similar fashion. Having memorized the plot systematically, they developed a belief in the quality of their writing. Consequently, they were able to present their work confidently in front of the class.

4. The improvement of the student's enthusiasm and interest during the lesson

The students exhibited high levels of enthusiasm and motivation during the writing class's teaching-learning process, particularly in response to the use of folktale films as a learning tool. They displayed significant interest in the media employed, focusing closely on the story presented in the film. The film's storyline was carefully chosen based on their age and interests, specifically addressing topics like love and struggle, which resonated with their experiences and heightened their enthusiasm for the narrative.

The students paid keen attention to the researcher's instructions regarding activities in the writing class involving folktale films. Their enthusiasm extended to actively participating in all writing-related activities. They systematically extracted information from the film's story, organized it into drafts, and eventually crafted their own narrative stories.

The introduction of folktale films effectively drew the students' motivation and interest in the teaching-learning process, introducing a novel medium to support their learning. The use of folktale films became particularly intriguing for the students, as it involved a series of drawn, painted, or modeled scenes produced through computer techniques. Harmer (2001) further emphasized the value of movies as visual aids in writing classes, making lessons more enjoyable and creating clear situations for writing. The students' significant enthusiasm during the teaching-learning process in the writing

class underscored the positive impact of incorporating folktale films as a new and engaging learning medium

5. The improvement of the student's attitude during the lesson

Initially, during the pre-research phase, the students exhibited a negative attitude towards writing. However, after the implementation of actions, a positive transformation occurred. The students actively engaged in the writing class, paying attention to the teacher and responding positively. There was a noticeable shift from boredom and noise to a cheerful atmosphere during writing activities. Additionally, the students became more efficient in their writing, completing tasks within the allocated time. This improvement suggested that the introduction of new media, specifically folktale films, contributed to an increase in productive learning time.

The observation results, supplemented by interviews with the students of IX A, revealed significant differences in their attitudes before and after the implementation of folktale films. After the completion of the last cycle, the researcher conducted interviews with the students to gather their opinions on the teaching and learning process. A majority of the students expressed that the use of folktale films in the writing class was not only interesting and attractive but also enjoyable, making them actively engage in the lesson. They demonstrated increased attention, participation, and enthusiasm during writing activities. Furthermore, they exhibited greater confidence in presenting their work in front of the class. Overall, the teaching and learning environment became conducive, facilitating the students in easily crafting narrative texts.

The use of folktale films emerged as a suitable alternative medium for teaching writing, supported by the students' mean scores in tests. The students' active participation in various writing activities further endorsed the effectiveness of incorporating folktale films to enhance writing skills. The research findings affirmed that the use of folktale films had a positive impact on both writing skills and attitudes toward writing, particularly among ninth-grade students in the junior high school where the study was conducted.

CONCLUSION

This study has explored how effective it is to use folktale films as a teaching tool to improve the English writing skills of ninth-grade students in junior high school. One of the main findings highlights that the integration of folktale films into the writing class has yielded noteworthy improvements in students' writing skills and their overall enthusiasm for writing. Notable enhancements include the ability to articulate and develop ideas, construct more elaborate narratives, and minimize grammatical errors. Students exhibited improved proficiency in word order, expanded vocabulary acquisition from animated films, and demonstrated clarity and coherence in their written expressions. Beyond academic progress, the positive dynamics within the classroom were evident, characterized by increased focus, active participation, enhanced confidence in presenting work, and heightened enthusiasm for writing class activities. To address potential challenges, we recommend encouraging active student participation, utilizing group dynamics for effective classroom management, and embracing folktale films as an engaging medium for writing instruction. In essence, while folktale films significantly contribute to the improvements observed, a holistic approach, encompassing teacher-student interactions and fostering a positive classroom

environment, is essential for optimizing the impact on both writing skills and student attitudes towards writing.

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AUTHOR CONTRIBUTION STATEMENT

PRY served as the primary contributor to this work, leading the research design, data collection, analysis, and presentation of the findings. He played a pivotal role in drafting and revising the manuscript. DTA provided feedback that enhanced the clarity and coherence of the manuscript. Both authors have reviewed and approved the final version, with PRY primarily responsible for the research aspects and PRY and DTA for the manuscript's written content.

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