THE USE OF FAIRYTALE FILMS
IN TEACHING NARRATIVE WRITING

Fauzia Rachmawati
Indonesia University of Education
f.rachmawati94@gmail.com

Abstract

This study entitled "The Use of Fairytale Films in Teaching Narrative Writing" was aimed to know whether or not the use of fairytale films can help the students improve their writing and to find out their responses to the teaching program. This study employed a quasi-experimental research design in which two classes of grade eight students in one junior high school in Bandung were chosen as experimental group and control group. Two types of test (pretest and posttest) and questionnaire were used as data collection techniques. Utilizing Jacob's scoring rubric (1981), the students' tests were graded and calculated using IBM SPSS 17.0. The result revealed that the experimental group that was given fairytale films shows significant improvement compared to the control group. The result from the questionnaire also showed that the students displayed excitement in learning when the treatment was given.

Keywords: narrative; fairytale film; teaching narrative writing

INTRODUCTION

Writing is a process of discovering and organizing your ideas, putting them on a paper, reshaping and then revising (Palmer, 1994, p.5). Writing is one of the most complex activities in which children and adult engage, that is why it needs more time and strategies to develop it (Troia, 2003; Indriyani, 2015, p.14).

According Steffens and Dickerson in Pitart (2011, p.2) the process of writing is as critical to study of history of reading, because:

a. Writing is a fundamental intellectual activity. It means that it doesn't communicate what one has learned, but it causes someone to learn.

b. Writing helps to learn history. We learn as an active participant, not as passive recipients through lecture and textbook.

Graham and Perin (2007, p.3) state that writing well is not just an option for young people, along with reading comprehension, writing skill is a predictor and indicator of a person's academic success and a basic requirement for a person's participation in global economy.

Writing has so many type of genre and one type of genre in writing is narrative text. Olstain (2000, p.151) states that narrative usually personalized or individualized to tell about the events which is related to a person.

According to Nafisah and Kurniawan (2007, p.64) narrative text usually has a beginning, middle and also ending. Gerot and Wignell (1994, p.204) state that narrative text is used to amuse and to deal with actual experience in different ways. It is in line with Wiratno (2003, p.13) who states that narrative is the media to reconstruct past experience which is commonly used to amused others.

Derewianka (1990, p.42) states that there are six linguistic features of narrative which are:

1. Specific, often individual participants with defined identities. Major participants are human or sometimes animals with human characteristics

2. Mainly action verbs (material processes), but also many verbs which refer to what the human participants said, felt or thought

3. Normally past tense

4. Many linking verbs to do with the time
5. Dialogue often included, during which the tense may change to the present or future
6. Descriptive language chosen to enhance and develop the story.

In narrative, the writer can make the plot suspense as he/she evaluate the complication (Akmala, 2011, p.20) and it can become complex if more than one complication is included in the story before the situation is resolved (Djauhari, 2007, p.41).

Neo (2005) in Fitriana (2011, p.17) states that a narrative has a structure or a pattern. It can be represented graphically in this way:
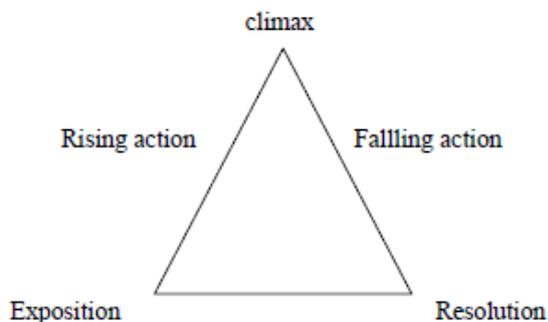
Figure 1. The Freitag Triangle

Riyatun (2006, p.20) states that narrative are divided into imaginary narrative and factual narrative. Imaginary narratives includes fairy stories, mysteries, science fiction, horror stories, adventure stories, romances, parables, fables and moral tales, myths and legends, historical stories. Factual narratives include autobiography and biography. This study will use one type of narrative which is fairytale.

Fairy tales are included in magic and wonder tales type of folktales. Fairy tales are well-known story from folklore for children that often involve fairy or other magical character (Riyatun, 2006, p.27).

For this research, the focus is on how fairytale films affect the students' writing in making narrative text and to find out the students' response to the teaching program.

According to Riyatun (2006, p.72) fairytale film contribute significantly to the students' improvement of linguistic features in writing narrative. Fairytale film improve can improve the students understanding to

generic structure of narrative text (Riyatun, 2006, p.72).

According to Wahid (2012, p.62) fairytale film will help the students to improve their understanding about narrative text and it also help the students to improve their skill in narrative writing.

Fairy tales provides a fertile environment for teachers to present both narrative structure and key elements such as plot, setting, characters, the organization of events and the overall message of the story (Massi and Benvenuto, 2001, p.1). Massi and Benvenuto (2001, p.7) also state that fairy tales are an excellent vehicle to improve language and literacy development.

In addition, Bruti (1999) said that fairytale film were rich in inventiveness, imagination and more or less overt the message given to the audience. The students are capable to demonstrate their mastering to the genre and their competence in writing.

Docherty (2014) gave 5 reasons why fairytale film was good for learning:
1. Fairytale film could boost the child's imagination and cultural literacy
2. Fairytale film taught what's right and wrong
3. Fairytale film developed critical thinking skills
4. Fairytale film helped children deal with their emotion
5. Fairytale film is a great fun for learning.

This study aims to find out whether or not fairytale film can help the students to improve their writing in narrative text and to find out the students' response to the teaching program.

METHOD
This study employed a quasi-experimental research design. Quasi-experimental method considered appropriate because of the following reasons. First, quasi-experimental design does not require random sampling, since there is no random sampling, the sample of this research is considered as nonequivalent sample which consist of experimental and control group (Jackson, 2008, pp.318 & 323). Second, Porte (2002 cited in Sitompul, 2013) explains that "quasi-experimental design is appropriate for educational study since many

studies of that field usually involved the use of classes that have already assigned before".

Two classes of grade eight students in one junior high school in Bandung were chosen as experimental group and control group. Both groups have the same level of knowledge but used different methods of teaching in the teaching learning process (Hatch and Farhady, 1982). The first group (E1) as the experimental group will be given a pretest (X1), then the treatment using fairytale film (T), and then provided a posttest (X2). The second group (C2) as the control group will be given a pretest (X1), treatment using text (O), and then provided a posttest (Hatch and Farhady, 1982, p.21).

In order to collect the data for this study, the researcher will use test (pre-test and post-test) and questionnaire to gather the information for this study.

In the test, students are required to write a narrative text. To give score to students; writing score, a scoring rubric is developed based on the scoring guideline formulated by Jacobs, et al. (1981) in Huges (2003), Cezus, J (2004) and Missouri Department of Elementary and Secondary Education (2006) in Karunia (2009, p.28).

The tests on this study include pre-test and posttest. Pre-test is given to know about the initial score of the students' of experimental class and group class. Posttest is given to know the score after the treatment is given. Post-test is also given to know whether or not the teaching program is effective.

Questionnaire is the second instrument to collect the data. The questionnaire will be spread out in the last meeting after post-test is given. The questionnaire is used to know the student responses to the teaching program that is given by the researcher.

The data gained from pretest and posttest would be analyzed using the statistic formula. In computing the data, the researcher will check and analyze the test result before and after the treatment by using fairytale films in experimental group, while in control group, the researcher will check and analyze the test result before and after the treatment using conventional teaching. The criteria for the assessments are: mean test, reliability test, normality test, homogeneity test and also hypotheses test (T-test).

The formula of percentage is used to analyze the questionnaires by the researcher.

The data are interpreted based on the frequency of the students' answer.

The researcher will search for the mean score by using a formula. The formula is:

$$P = \frac{f}{n} x \, 100\%$$

In which
$P = Percentage\ of\ students\ answer$
$f = frequency\ of\ students\ answer$
$n = total\ students$

Hypotheses

$H_0 : \mu_1 = \mu_2$ (There is no difference between the use of fairytale films and conventional technique in teaching narrative writing)

$H_1 : \mu_1 > \mu_2$ (There is difference between the use of fairytale films and conventional technique in teaching narrative writing)

The signification (α) is 0.05. The criterion for the test is; if the signification value (2-tailed) > (α) = 0.05 it means that H_0 is accepted or if the signification value (2-tailed) < 0.05 it means that H_0 is rejected.

FINDINGS AND DISCUSSIONS

This study found that the experimental group that was given fairytale films as a treatment shows better improvement compared to the control group who did not received fairytale films as a treatment.

Pretest mean for experimental group was 54,26 and posttest mean for experimental group was 78,22. Meanwhile, pretest mean for control group was 54,5 and posttest mean for control group was 71,06.

Furthermore, the data statistic of pretest scores suggested that the data in both group were normally distributed. Although the variances of their scores were heterogeneous, the result of the independent t-test computation for pretest scores in both group indicated that there was no difference between the use of fairytale films and conventional technique in teaching narrative writing. It also can be seen from the pretest mean scores of experimental group and control group. The mean score for experimental group was 54,26 and the mean score for control group was 54,5. It can be said that both experimental

group and control group have equal initial ability in writing narrative text.

Moreover, the computation result for the students' posttest scores showed that the data distribution for both experimental group and control group was normal and the variances of the score are homogenous. Then, the result of independent t-test computation for posttest indicated that there was difference between the use of fairytale films and conventional technique in teaching narrative writing. The experimental group received fairytale films as the treatment, while the control group did not received fairytale films as the treatment. The posttest mean score for experimental group was 78,22 and the posttest mean score for control group was 71,06. It can be concluded that the experimental group has a better improvement by giving fairytale films as the treatment in teaching narrative writing.

Based on the result above, it can be said that the use of fairytale films as the treatment in this research was proven to be successful to help the students' ability in writing narrative text. These findings were in line with Winwin Supriyanti (2010) who has been said that fairytale films can improve students' ability in writing narrative text.

The findings of this research are similar to the result of the studies conducted by Mariyatul Qibtiyyah (2011), Maria Palmira Massi and Adriana Marcela Benvenuto (2001), Riyatun (2006), Silvia Bruti (1999), and Brown (2000). According to Brown (2000), using variety of media, such as audio-visual media, will increase the probability that the students will learn more about what they have learn.

Furthermore, Massi and Benvenuto (2001) reported that fairytales are an excellent vehicle to improve narrative writing because fairytales provides fertile environment for the teachers to present both narrative structure and key elements such as plot, setting, characters, organization of the events and the overall message of the story. Nur Wahid (2012) also stated that teaching narrative through fairytale technique can improve the students' skills in writing narrative.

In addition, Riyatun (2006) explain that teaching linguistic features characterizing narrative text using fairytale film contributes significantly to the students' improvement in writing narrative. The teaching of narrative generic structure using fairytale film contribute significantly in improving the students' knowledge about the generic structure of narrative text (Riyatun, 2006)

Bruti (1999) stated that fairytales were rich in inventiveness, imagination and less overt messages to the audience. The students' could demonstrate the capability of mastering the genre and their competence in written language. Akmala (2011) also stated that using film can improve the students' ability in writing narrative text especially in exploring the ideas, using organization, vocabulary and also grammar.

In summary, the previous studies suggested that using fairytale film as teaching media give positive effects to the students. The result of this research also supported the result from the previous studies. The use of fairytale films was proven to be successful to help the students to improve their ability in writing narrative text. In other word, fairytale film was effective to be used in teaching narrative writing.

Students' Response to The Use of Fairytale Films in Teaching Narrative Writing

The second instrument of this research was questionnaire. This instrument was aimed to find out the students responses to the teaching program, using fairytale films to teach narrative writing. The questionnaire was given to the experimental group after the group had been given the treatment and also posttest. There are 11 statements given to the students and the result from the students answer was analyzed using the following formula:

$$P = \frac{f}{n} x\ 100$$

From questionnaire number one, 63% students stated that they are disagree that writing is difficult skill for them, it is in contrary with what Indriyani (2015) stated, she said that writing is one of the skills which have high difficulty that the other skills, and it need more time and strategies to develop. However, 6% of the students are agreeing with the statement stated by Indriyani (2015, p.14).

Second, students like writing activity. Seventy three percent of the students are agree with the statement and 10% of the

students are strongly agree with the statement.

Third, interactive media help the students to improve their writing skill. Eighty percent of the students agree with statement and 10% of the students are strongly agree with the statement. The result is in line with Brown (2000, p.1) and Nunan (1996, p.200) who stated that interactive media can improve the students' performance and help to supplement the input provided.

Fourth, using fairytale film in learning narrative motivates the students in learning narrative. Eighty four percent of the students are agree with the statement and 16% of the students are strongly agree with the statement. The results are in line with Harmer (2002, p.282) who stated that one of the advantages in using film in teaching was that it will give the motivation to the students to learn. According to that, the researcher can conclude that fairytale films could give motivation the students.

Fifth, fairytale film in learning narrative writing is interesting. From 30 students, 22 students are agreed with the statement and six students are strongly agreed with the statement. It is in line with Oemar Hamalik in Asnawir (2002, p.95) who stated that movie or film has some features that can arouse the students' interest. Champoux (2007) also stated that film is comfortable and familiar medium to the students that can keep the students' interest. However, two students are less agreed with the statement.

Sixth, learning narrative using fairytale films are fun. Eighty seven percent of the students agree with the statement and 10% of the students strongly agree with the statement. This result was in line with Docherty (2014), she said that fairytale film were great fun for the learners to learn about narrative.

Seventh, fairytale film helps the students to understand more about the character, setting, and plot in a story. From 30 students, 26 students agree with the statement and four students strongly agree with the statements. It is in line with Massi and Benvenuto (2001, p.1) who stated that fairytale provide fertile environment for the teacher to present the character, setting, and plot in a story.

Eight, fairytale film helps the students to understand more about the generic structure of a story. Although 16% of the students are

less agree with the statement, 81% of the students agree about the statement and 3% of the student strongly agrees about it. It is in line with Riyatun (2006, p.72), she stated that fairytale film can improve the students understanding to generic structure of narrative. Additionally, Massi and Benvenuto (2001, p.1) also stated that fairytale provide fertile environment to present both narrative structure and key elements of narrative.

Last, fairytale film is a suitable media to teach narrative. Although four students are less agree with the statement, 22 students from 30 students are agree with it and four students strongly agree with the statement. The result however is in line with the statement from Akmala (2011, p.28) and Massi and Benvenuto (2001, p.7). According to Akmala (2011, p.28), film is one of the media that the teacher can used in teaching, especially in narrative writing. Supporting the idea that Akmala stated, Massi and Benvenuto (2001, p.7) stated that fairytale films are a great media to improve language and literacy development.

CONCLUSION

This study investigates about the use of fairytale films in teaching narrative writing in one of junior high school in Bandung. Two research questions were employed for this research. This research was intended to know whether or not the use of fairytale can help the students to improve their narrative writing. This research also intended to know about the students' responses to the teaching program using fairytale films to teach narrative writing.

The conclusion of this research was based on the research questions, the result of the study and also from the interpretation from the previous chapter. The result of the study revealed that fairytale films as media could help the students to improve their writing skill in narrative text, the students also gave a great responses to the teaching method.

Though the differences between the mean score of the students in pretest and posttest, the experimental group have showed better improvement rather that control group. The average pretest score for both experimental group and control group are in range of 54. However, the posttest score for

experimental group are 78,22 and the posttest score for control group are 71,06. By looking at the differences between the means, it can be concluded that fairytale films as media can help the students to improve their narrative writing ability.

From the responses that were given by the students, it can be concluded that the students gave positive responses to the teaching program, using fairytale films to teach narrative writing. Though the responses from the students it can also be concluded that fairytale films as media are suitable to be used in teaching learning activity, especially in teaching narrative writing.

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