

IMPROVING THE WRITING ABILITY OF THE VIII-G STUDENTS BY USING MASHA AND THE BEAR VIDEOS AS A MEDIA AT SMP NEGERI 1 AJUNG-JEMBER IN THE 2015/2016 ACADEMIC YEAR.

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2016*

Abstract

Abstract: Nowadays, English as one of the international languages is used to communicate by many people from all levels in many countries around the world. In Indonesia, English is taught as a compulsory subject from elementary school up to senior high school. The School Based Curriculum/ KTSP 2006 for Junior High School states that the objective of teaching English is to develop the communication includes listening, speaking, reading, and writing as well as two language components covering grammar, vocabulary.

Among the four languages skills, writing is the most problem for students especially in junior high school. Most of the students consider that writing is a difficult skill to master. This of course makes the learning process rigid and discourages students further not to write. So, it is needed for teachers to find a good teaching media in order to improve students' writing ability. In this case the researcher used Masha and the Bear video to improve students' recount text writing ability.

In this research, the general problem which investigated is "Can the use of Masha and the Bear Videos as a media improve the VIII-G students writing ability at SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year?"

The design in this research is classroom action research (CAR). Thereby, the writer plans to teach Writing using Masha and the Bear video at SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year. The subject of the research is the VIII-G students of SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year which consists of 22 students.

The researcher did on 25th May – 02nd June 2016. The data was mainly obtained through writing test. The data was analyzed using formula $E = A/N \times 100\%$. The result of the score analysis, the percentage of the students who got ≥ 73 was 60.5% in the first cycle to 78.9% in the second cycle. It means that more students achieved the target score. In other words, the cycle 2 was successful and the action stopped. It can be concluded that Masha and the Bear can improve the VIII-G students' writing ability at SMP Negeri 1 Ajung-Jember.

Therefore, this research is expected to be useful for both the students and teachers.

Keywords: Writing ability, Masha and the Bear video.

1. Introduction and Theoretical Background

In Indonesia, English is learnt by students as a foreign language. It is a compulsory subject for students from the Junior High School up to the Senior High School. English is taught to the elementary school as local content subject. English has important role in this modern life, one of important function is supporting people can communicate with English in many aspect of their life. Such as to used to exspress felling ideas, opinion, and thought to other in oral or written language. Furthermore, the purpose of teaching English to students in Junior high school level is to make them understanding and to be able develop communication skill in the form of spoken and writen.

According to Heaton (1991:135) writing skills are complex and sometimes difficult to teach, requiring the mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements. It means that teaching writing ability is difficult task because in writing ability, the students not only capable in grammatical and rhetorical devices but also they are able to conceptual their idea and they should to select, organize and order relevant information in their writing. In addition, Harmer (1998:79) states that the reason for teaching writing to the students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right.

In fact, the students usually get difficulties in starting their writing. They may be frustrated with writing as a result of limited vocabularies and grammatical structure to convey what they know and what they want to say (Hughes, et.al.,1983:6). In addition, writing is a complex and material difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual judgemental elements (Heaton, 1991:135). For the above statements, it can be said that is not easy for students to write target language well. The teacher should create activities that motivate the students how to write well when teaching writing.

In the informal interview with the English teacher of SMPN 1 Ajung, the teacher said that there were some problems in teaching learning process of writing faced by the VIII-G students. Those problems are lack of vocabularies, the difficulty in choosing appropriate words during writing process, inability to connect some ideas in the passage and insufficient mastery of basic grammar and structure, and sometimes they can speak what they think, but it will be different as they began writing. So, the strategy on this research are think pair share and open the dictionary. Then, in the informal interview with the students VIII-G of SMPN 1 Ajung proved that they are unmotivated because the teacher teach with monotonous method and the students score were still low that is 55% of the students got 73. Moreover, the teacher only used textbook in the teaching and learning process.

To solve the problems; the researcher can use strategy, technique, method or media. Here, the researcher uses media to stimulate the students' idea. Media is one of the ways to help the teachers in teaching and learning process. Media of education aims to develop systematically students' critical and creative power through analysis and production of media artifact (Goodwyn, 1992:12). It is considered to be very useful especially for the second language learning because it can make the teaching and learning process more interesting. Besides, it also functions as one of the aids to help and facilitate the students' understanding of the materials.

Based on the above information, it is known that Masha and the Bear videos as a media has some advantages to the writing ability of the students, which can be used to overcome the students' problem in learning English. The researcher is going to make a research entitled "Improving Students' Vocabulary by Using Masha and the Bear videos as a media at SMPN 1 Ajung Jember in the 2015 / 2016 Academic Year"

1.1 Masha and the Bear Video

Masha and the Bear is an animated television series based loosely on the Russian folk tale, "Masha and the Bear". The series focuses on the adventures of a girl named Masha and an bear.

Masha is depicted as a precocious, happy, kind, and mischievous little girl, while the bear is a grandfatherly retired circus performer that tries to keep Masha out of trouble but often ends up the unintended victim of her mischief. There are a number of supporting characters in the series, including Masha's cousin, a penguin adopted by the Bear, a tiger that worked with the bear in the circus, and a female bear that is the object of the bear's affections, along with a rabbit, a squirrel, and two wolves who live near the bear's house.

In this research, the researcher chooses 4 episodes. They are: "How they meet", "Egg of Penguin", "Laundry Day", and "Jam Day".

1.2 Teaching Writing By Using Masha and the Bear video

1. In the process of teaching, teaching writing uses media to stimulate students' interest. In this research, video is used as media in teaching learning process especially animated film. The use of video in teaching of narrative text aims to help the students express their ideas in writing. Bolas (2009:23) states that video can stimulate children in writing. It means that by watching an animation video, students can evoke their emotion to write the story of it. They will get overall description of video such as plot, character, moral values and others. The overall description of video is in line with narrative texts which contain generic structures and linguistic features.
2. The reseracher and the English teacher giving the introduction in 10 minutes by Greeting the students, Checking the students 'attendance list, Checking students' readiness , Asking some leading questions which are related to the topic. And the researcher and the English teacher distributing the education video to the students. Asking to the students to answer whose are the character in the video. Giving example how to write the video to the whole class and asking the students to watch. Giving example how The lesson is started by giving question related to the video that will be watched. Then giving questions based on the video that will be easily to understood by the students. After that, the students are given a chance to watch it. The video will be played two chance before they start to write a narrative text, the students are guided to make notes related to the video. Thus, the students are able to make summary about a narrative text. If the students find difficulties in vocabulary, they can ask to the teacher after the end of video or they can open the dictionary.

1.3 Writing Ability

Writing is one of the four competences that should be mastered when learning a foreign language. Writing is the process of sharing information or knowledge in written form. It helps students develop their knowledge of language at the time and they develop their ideas or thoughts. Raimes (1983:3) says that there are some reasons of why teaching writing is very necessary for EFL students. First, writing helps students learn. Students' grammatical structures, idioms, and vocabulary will be reinforced through writing. Second, writing can also give students chance to be adventurous with language. Last, when the students write, students will become involved with the language. The students can get opportunities to write and learn at the same time from the task given by the teacher in writing activity. For those reason, it can be said that writing gives significant influence to the students in the process of learning English as a foreign language.

Writing is a productive skill that can be learned through some processes. However, the degree to which writers draft and edit their work into a final product depends, as we have seen, on the kind of writing they are doing (Harmer, 2004:11). In the process of writing, there are some important points that can lead the writer to construct a good writing. It can be an approach to make a writer understand what he/she has to write and develop the idea into a good writing.

Based on the experts' statement above, it can simply be said that writing is a complex activities, in which not only elaborate the main sentence or topic, but also have to consider some writing process and aspects. Thus, it cannot be done in a short time process.

As previously mentioned, writing process is needed to make the students able to produce good writing. Harmer (2004; 4-5) States that "writing process is the stages that a writer goes through in order to produce something in its writer forms". Writing is a process of imitating what other writers do in their writing. So, during writing, we need some reference to be elaborated. While Oshima and Hogue (2007:15) state that writing is never a one-step action; it is an on going creative act. First when you write something, you have already thinking about what you say and how to say it. Then after you have finish writing, you read over what you have written and make changes and corrections. You write and review and write and review again until you are statiesfied that your writing expresses exactly what you want to say. It means that the process of writing not enough in short steps.

2. The Implementation of Masha and the Bear Videos

2.1 Subject of the Study

I chose Class VIII-G students of SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year which is consists of 22 students. Based from the data that I took from the English Teacher that Class VIII-G students had some problems in teaching learning process of writing faced by the VIII-G students. Those problems are lack of vocabularies, the difficulty in choosing appropriate words during writing process, inability to connect some ideas in the passage and insufficient mastery of basic grammar and structure, and sometimes they can speak what they think, but it will be different as they began writing. So, the strategy on this research are think pair share and open the dictionary. Then, in the informal interview with the students VIII-G of SMPN 1 Ajung proved that they are unmotivated because the teacher teach with monotonous method and the students score were still low that is 55% of the students got 73. Moreover, the teacher only used textbook in the teaching and learning process.

2.2 The class

The observed students attend the VIII-G students of the junior high school level. They are between 12-14 years of age. At this phase of their studies all the students – 22 in total. They have a 80- minute English lesson in a week.

3 Results and Discussion

3.1 Discussion of Improving Writing Ability through Masha and the Bear video

After the implementation of the action in the first and second cycle, that was teaching narrative writing ability by using Masha and the Bear video as media, it could be said that the use of Masha and the Bear video as media was able to improve students' narrative writing ability.

The first cycle failed because the researcher used more English language in explaining material, the researcher chose the title of Masha and the bear video not too interest for students, many students forget to bring dictionary, So they had difficulties when they wanted to translate some words. The students also did not understand the generic structure and grammar of Masha and the bear narrative text, such as arrange the sentences and the generic structure. So student write randomly when they write main characters of Masha and the bear video, and some students did not pay attention and make noisy. So, the teacher decided to do a new way to make the students understand about narrative text by using Masha and the bear video. The teacher used more Indonesian than English language in explaining about narrative text by using a Masha and the bear video with title How they meet. Then the teacher showed Masha and the bear video, remind them about the generic structure of narrative text. After finishing it, the students were asked to write narrative paragraph about Masha and the bear video. They can open dictionary when they had difficulties to translate some words. It can be proved by scoring of writing test after applying the Masha and the bear video. Based on the result in chapter IV showed that the percentage score is 78.9% (see appendix 16). It showed that Masha and the Bear video can improve students writing ability. Media of education aims to develop systematically students' critical and creative power through analysis and production of media artifact (Goodwyn, 1992:12). Media provides a quick thinking when you forgot about the structure of narrative text. It also suggests that your paper will get well organized. In addition Lowe (2004:2) says that animated films are intended to support students' cognitive processes that make them understanding the subject matter.

In scoring the students' work of writing test, the researcher used scoring system of Hughes (2003:101-102). There are 5 aspects scored analytically, they are grammar, vocabullary, organization, mechanism, and content.

The finding of the previous researcher are important support the action and are made as references. First, a classroom action research conducted by Akmala (2011) proved that "Animated film can improve the tenth grade students' narrative writing ability at Madrasah Aliah Negeri Pemalang in the academic year of 2010/2011". The similarity between the previous researcher is in the text type that they used, that is narrative text. The differences between the previous researcher and this research is the tittle of animated film. Meanwhile, Augusta (2015) said that the students who give short animated story had better score in writing ability then those who did not given short animated story. This statement was made after doing a research entitled "Improving students' ability in writing narrative texts using short animated stories at class VIII C of SMPN 2 Sanden, Bantul in the academic year of 2013/2014".

In this research found that Masha and the Bear video also can use as media in teaching listening because the students need to listen carefully in order to understanding the story in

video. It is showed when the students write the text, the students who listen carefully get easier in write the text than who are not listen carefully.

By considering of the result, it could be said that teaching writing ability by using Masha and the Bear video can improve students' writing ability. The result of this action research in two cycles had verified the action hypothesis that the use of Masha and the Bear videos can improve the VIII-G students writing ability at SMP Negeri 1 Ajung-Jember in the 2015/2016 academic year.

4. Conclusions

Based on the results of this research and discussion, It can be concluded that of masha and the bear video can improve VIII-G students' narrative writing ability at SMPN 1 Ajung Jember in the academic year 2015/2016 by leading question, explaining of narraive text, showing a masha and the bear video and describing of the main characters of masha and the bear video by their own words. The improvement of students after the taught by masha and the bear video are they can organize their cognitive before beginning to write by guided explanation with clear structure of narrative text in Indonesian language, helped by dictionary and the students' also develop their narrative writing base on masha and the bear video that had been watched.

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