

THE USE OF ANIMATED FILM BASED ON LOCAL WISDOM TO DEVELOP STUDENTS' IDEAS ON WRITING NARRATIVE TEXT

Arifah Rahmawati Dewantari ¹

Ayu Istiana Sari ²

English Education Department, Universitas Slamet Riyadi Surakarta

arifahrahmawatid3@gmail.com

Abstract : This study was aimed to describing the class condition when the animated film based on local wisdom is implemented in the teaching and learning activity of writing a narrative text and this study also aimed to find out whether the use of animated films based on local wisdom can develop students' ideas on writing narrative text. The research used Classroom Action Research as the method of study. This research was conducted on May until August. The subject of the research was the students of XI F 7 class of MAN 1 Surakarta in the 2024/2025 academic year. This research used qualitative and quantitative methods to collect the data. The qualitative data was collected through questionnaire, observation, and documentation while the quantitative data was collected through pre-test, post-test 1, and post-test 2. The analysis of the qualitative data using the triangulation method by Miles and Huberman, then the analysis of the quantitative data using the students' mean score from the test. The result of the research showed that the animated film based on local wisdom can develop students' ideas on writing narrative texts. The improvement of the students' writing ability can be proven by the improvement of the students' mean score in each test. Not just the mean score, but the class condition has also improved. The class condition became more conducive, and the students also became more active and enjoy during the teaching and learning activity.

Keywords: Writing Skill, Animated Film, Local Wisdom, Classroom Action Research.

Abstrak : Penelitian ini bertujuan untuk mendeskripsikan kondisi kelas saat penggunaan film animasi berbasis kearifan lokal dalam kegiatan belajar mengajar dalam menulis teks naratif dan penelitian ini juga bertujuan untuk mengetahui apakah penggunaan film animasi berbasis kearifan lokal dapat mengembangkan gagasan siswa dalam menulis teks naratif. Penelitian ini menggunakan Penelitian Tindakan Kelas sebagai metode penelitian. Penelitian ini dilaksanakan pada bulan Mei hingga Agustus. Subjek penelitian ini adalah siswa kelas XI F 7 MAN 1 Surakarta pada tahun ajaran 2024/2025. Penelitian ini menggunakan metode kuantitatif dan kualitatif untuk mengumpulkan data. Data kualitatif dikumpulkan melalui kuesioner, observasi, dan dokumentasi sedangkan data kuantitatif dikumpulkan melalui pre-test, post-test 1, dan post-test 2. Analisis data kualitatif menggunakan metode triangulasi oleh Miles dan Huberman, kemudian analisis data kuantitatif dengan menggunakan nilai rata-rata siswa dari tes. Hasil penelitian menunjukkan bahwa film animasi berbasis kearifan lokal dapat mengembangkan gagasan siswa dalam menulis teks naratif. Peningkatan kemampuan menulis siswa dapat dibuktikan dengan peningkatan nilai rata-rata siswa dalam setiap tes. Bukan hanya skor rata-rata nya saja, kondisi kelas juga membaik. Kondisi kelas menjadi lebih kondusif, dan para siswa juga menjadi lebih aktif dan menikmati selama kegiatan belajar mengajar.

Kata kunci : Keterampilan Menulis, Film Animasi, Kearifan Lokal, Penelitian Tindakan Kelas.

INTRODUCTION

In 2018, the government implemented the Revised 2013 Curriculum which requires all subjects, including English, to put an emphasis on character building (Pajarwati et al., 2021; Riadi, 2019; Zein et al., 2020). Then, in 2020, the curriculum already changed to be Merdeka Curriculum. The designation of the Merdeka curriculum as a national curriculum refers to the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 12 of 2024 concerning the curriculum for Early Childhood Education, Basic Education, and Secondary Education. Merdeka curriculum is a curriculum that emphasized that students can learn everywhere, not just always in the classroom. So, as a subject that is included in Merdeka curriculum, English teacher in Indonesia used TEFL (Teaching English as a Foreign Language) as a guide in teaching and applied it to their techniques and methods.

Teaching English as a Foreign Language (TEFL) is the teaching method that the teacher used to teach English for students that whose first language or their mother tongue are not English. Indonesian government already implemented TEFL as the one of the method for teaching in Indonesia and TEFL also become the one of the most effective method for teaching English as the foreign language in Indonesia. The history of Teaching English as a Foreign Language (TEFL) itself, included in Indonesia, has been characterized by a search for more effective way of teaching second or foreign language (Salinas, 2006).

In Teaching English as a Foreign Language (TEFL), there are four skills that the teacher taught to the students. They are speaking, reading, writing, and listening. Those skills are all important, but, the researcher finds out that the most difficult skill for students to learn is the writing skill. From the researcher observation, the researcher found out the problem that the students' faced in writing are the students still faced some difficulties on selecting the right and proper grammar for their writing, the students still faced some difficulties in arranging some words into a sentence or some sentences into a paragraph, and the students still faced some difficulties in making some sentences and paragraphs because they are still lack in vocabulary mastered. Eric Gould (1989:18) state that writing is a creative act, the act of writing is creative because it requires interpreting or making sense of something: an experience, a text, and an even. Besides that, based on Haerazi (2020), writing is a process of communication that uses a conventional graphic system to convey a message to a reader. Thus, writing is a complex skill for students because the students should to comprehend spellings, grammar, sentences, vocabularies, and structures as the units in writing. So, to help students in learning writing skill, teacher should make some activity that can help students and make the students to be able to have some ideas then develop it into a topic and paragraph for their writing.

In teaching and learning activity, the teacher should give a fun and interesting method and media in order to make the students will enjoy on learning. An example of the fun and interesting media that the teacher can use is animation film. Ngatifudin Firdaus (2022) state that using animation as an educational tool is a means to enhance the learning experience for students, making it more engaging and providing a novel environment within the learning process. To make it easier for the students, the teacher can use animated film that based on local wisdom. In the context of the Merdeka Curriculum, learning based on local wisdom strongly supports the achievement of Profil Pelajar Pancasila (Haromain et al., 2023). Therefore, using local wisdom as a topic and

media for learning English especially in learning writing skill, it can also implemented the Profil Pelajar Pancasila in Merdeka Curriculum. Besides that, using local wisdom also can help the students to developing their ideas to write a narrative text because they write something that related for them and there is or happened around them in real life, so the researcher believe that they can developing their ideas on writing a narrative text easily by watching the animation film based on local wisdom. Through local wisdom, students can love the surrounding environment, such as being aware of utilizing natural resources (N. D. R. Kurniasari et al., 2020).

The objective of this study is to determine whether the use of animated film based on local wisdom can develop students' ideas on writing narrative text. Based on the identified and limited problems from the subject, the researcher formulates the research questions :

1. How is the class condition when animated film based on local wisdom implemented in teaching writing in narrative text at the eleventh grade of MAN 1 Surakarta in the 2024/2025 Academic Year?
2. Can the use of animated film based on local wisdom develop students' ideas on writing narrative text at the eleventh grade of MAN 1 Surakarta in the 2024/2025 Academic Year?

METHODS

Research Participants

The research carried out on the eleventh grade students of MAN 1 Surakarta in the 2024/2025 academic year. The subject of this research was the XI F 7 class of MAN 1 Surakarta. This class consists of 35 students with fourteen boys and twenty-one girls.

Data Collection Method

This research study used a classroom action research as the method. To collect the data, this research study was used qualitative data and quantitative data. The qualitative data was collected through questionnaire, observation, and documentation while the quantitative data was collected through pre-test, post-test 1 on cycle 1, and post-test 2 on cycle 2. So, this study was conducted in two cycles.

Data Analysis

This research used qualitative and quantitative analysis. The qualitative data was analyzed using the triangulation method by Miles and Huberman (1994). This method was analyzed by the data collection. Is it from the data display, data resolution, and conclusion. Besides that, the quantitative data was analyzed using the method from Arikunto, et. al (2010:150) by calculating the mean score of the students' pre-test and post-test.

RESULT

This study used an action research approach. The students as the sample was the eleventh grade students in F 7 class of MAN 1 Surakarta. The total students in this class were 35 students with 14 boys and 21 girls. The research aimed to increase the teaching and learning activity, especially the teaching and learning writing. This research was conducted in two cycles. On the first cycle, it was consist of two meetings and the second cycle also consist of two meetings. On

the each cycle, it was consist of planning, action, observation, and reflection. In each cycle, the students also were given some tests in order to collected the data of the students. On the first meeting, the students were given a pre-test. On the second meeting of the first cycle, the students were given a post-test 1. Then, on the second meeting of the second cycle, the students were given the post-test 2. Besides the students' results from the test, the data also obtained from the observation and questionnaire. The data result showed the improvement of the students' writing skill and the class conditions.

Aspect	Pre-test	Post-test 1	Post-test 2	Explanation
Organization	13,45	15,8	16,94	IMPROVE
Content	13,25	14,71	16,51	IMPROVE
Grammar	12,28	13,68	15,94	IMPROVE
Mechanics	12,27	13,71	15,45	IMPROVE
Style	12,85	14,42	16,62	IMPROVE

Figure 1 students mean score in every aspects of assessment

From the organization aspect, the students' scores have been improved significantly. In the pre-test, the students' mean score on the organization aspect was 13.45. So, after the researcher implemented cycle 1, the students' first post-test mean score was 15.8. It has increased 2.35 points from the pre-test to the post-test 1. Then, when cycle 2 was completed, the students' mean score reached 16.94, so it increased 1.14 points from the previous post-test.

The students' mean score of the content aspect shown on the table above also has been improved. The students got 13.25 for their mean score in pre-test. Then, it increased 1.46 points on the post-test after cycle 1 was implemented. The students' mean score in the post-test was 14.71. At the end of cycle 2, the students got 16.51 for their mean score in post-test 2, and it has increased 1.8 points.

The students also made some improvements in grammar. Their grammar mean score in pre-test was 12.28, and it improved 1.4 points after the post-test was implemented. The students' grammar mean score in post-test 1 was 13.68. After that, the researcher implemented cycle 2, and the students' mean score reached 15.94. This score has improved 2.26 points.

On the mechanics aspect, the students' mean scores also showed improvements. From the pre-test, they reached 12.27. After cycle 1, their score improved 1.44 points into 13.71. In post-test 2, after cycle 2 was implemented, their mean score reached 15.45, and it has been increased 1.74 points.

The students' mean score of the style aspect shown on the table above also has been improved. In pre-test, they have got 12.85, and it has increased 1.57 points after cycle 1 was implemented. Their post-test 1 mean score reached 14.42. After cycle 2 was implemented, they got the mean score 16.62, and it has increased 2.2 points.

According to the improvement of students' mean score in every aspect of writing, it can be concluded that the action that the researcher took is influenced and accepted by the students in the XI F 7 class of MAN 1 Surakarta 2024/2025 academic year.

Pre-Test	Post-Test 1	Post-Test 2	Explanation
64.22	72.34	81.48	IMPROVE

Figure 2 students mean score in pre-test and post-test

According to the table of the comparison of the students' mean score on each cycle above, it can be concluded that there is an improvement from the pre-test to the post-test on cycle 1. In the pre-test, the students' mean score was 64.22, and it has increased 8.12 points in their post-test. So, the students got 72.34 for their mean score in post-test 1. But, because the post-test on cycle 1 not achieve the Minimum Criteria of Mastery Learning or KKM that ≥ 75 . So, the researcher did the post-test on cycle 2. After implementing the second cycle, the result of the mean score from post-test on cycle 1 and the post-test on cycle 2 also improved. From the students' mean score in post-test 1, which was 72.34, they have improved their score into 81.48 in their post-test 2. The students' mean score has increased 9.14 points from their previous post-test. Because on this cycle the students, score already achieved the Minimum Criteria of Mastery Learning or KKM that ≥ 75 , so, the researcher took this cycle as the last cycle.

DISCUSSION

From this study, we know that animated films based on local wisdom can develop students' ideas on writing a narrative text at the eleventh grade students of MAN 1 Surakarta 2024/2025 academic year. The results show a significant improvement in students' scores from the first post-test on cycle 1 to the second post-test on cycle 2, with the 83% of students that can achieve the Minimum Criteria of Mastery Learning or KKM of ≥ 75 . So, animation film is an effective technique for teaching narrative text. This statement is also related to the research conducted by Irwan Adi Putra (2015) that the result of t-test showed that there was a significant difference between students who were taught narrative text writing using animated films and students who were taught narrative text writing without animated films, so its means that animated films as a technique for teaching narrative text was effective.

The study examines the use of animated film based on local wisdom as a teaching media at the eleventh grade of MAN 1 Surakarta during the 2024/2025 academic year. This research reveals that animated film based on local wisdom was beneficial in developing students' ideas on writing a narrative text based on the film that they watched. The class condition became more active, conducive, and fun. The students also became more enjoy on teaching and learning activity and the students also became more active on answering the teacher's questions. The students were also more active in participating in the teaching and learning process. Animated film based on local wisdom helped students to develop their ideas when they watched the animated film and produced it into a narrative text. This study concludes that animated film based on local wisdom is a valuable learning media that can help both the teachers and the students to achieve the learning goals and also that social media and technology can be used to support the teaching and learning activities.

CONCLUSION

The classroom action research was conducted in two cycles by implementing the animated film based on local wisdom to develop students' ideas on writing narrative text at the eleventh grade of MAN 1 Surakarta. The use of the animated film based on local wisdom to develop students' ideas on writing narrative text has proven successful. It can be seen from the students' scores have been significantly improved from the pre-test to post-test 1 then it improved again from the post-test 1 to the post-test 2. On the Cycle 1, the pre-test average scores of the students was 64.22, which increased to 72.34 in the post-test 1. On the Cycle 2, the average score from 72.34 on the previous post-test increased to 81.48 on the post-test 2. Based on the explanation above, it can be concluded that the average scores in each cycle has been improved, and it could achieve the Minimum Criteria of Mastery Learning or KKM. This study also proves that the use of animated film based on local wisdom is an effective, fun, and interesting technique that can be used in teaching and learning activity.

REFERENCES

- Agus, A. R., & Syahputra, I. (2023). The Effect of Using Animation Movies on Students' Listening Skill in narrative Text at State Senior High School 3 Pekanbaru. *Journal of English and Arabic Language Teaching*.
- Alifah, A. N. (2022). Students' Perception of Using Youtube to Learn Speaking in Autonomous Learning at English Language Education Study Program in Academic Year 2022/2023. UIN Raden Mas Said Surakarta.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Gould, E. (1989). *The Act of Writing*.
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering Preservice Teachers' Writing Skills through Genre-Based Instructional Model Viewed from Creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234–244.
- Haromain, H., Hariawan, R., & Tsamara, N. (2023). Implementasi program kearifan lokal untuk penguatan profil pelajar Pancasila di SMKN 3 Mataram. *Jurnal Visionary: Penelitian dan Pengembangan dibidang Administrasi Pendidikan*, 11(1), 122-131.
- Kurniasari, N. D. R., Sigit, D. V, & Komala, R. (2020). Correlation Between Local Wisdom Knowledge with Ecoliteracy and Green Behavior of Students of Adiwiyata School, Bandung, West Java. *International Journal of Multicultural and Multireligious Understanding*, 7(4), 411-416.
- Pajarwati, D., Mardiah, H., Harahap, R. P., Siagian, R. O., & Ihsan, M. T. (2021). Curriculum Reform In Indonesia: English Education Toward The Global Competitiveness. *Indonesian Journal of Research and Educational Review*, 1(1), 28–36
- Salinas, C., Franquis, M. E., & Guberman, S. (2006). Introducing historical thinking to second language learners: Exploring what students know and what they want to know. *The Social Studies*, 97(5), 203-207.