THE IMPLEMENTATION OF PROCESS GENRE BASED APPROACH (PGBA) USING CARTOON MOVIE (CARMOV) TO IMPROVE STUDENTS' SKILL IN WRITING NARRATIVE TEXT

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Abstract

The purpose of this paper is to describe the implementation of Process Genre Based Approach (PGBA) using cartoon movie to improve students' skill in writing a narrative text. The main activities of the teaching and learning process were (1) building knowledge of the field related to the narrative texts and their features (including grammar theory of Past Tense, Direct & Indirect Speech), (2) modelling of the narrative text, (3) joint construction of the text (collaborative writing with group and pairs), and (4) independent writing as the writing test. This study involved 8 students of English Department of STKIP Al Hikmah Surabaya who attended Literal Writing course. Two indicators of success were set previously, namely process (students' participation and involvement) and product (students' achievement in narrative writing). The conclusion of this study indicates that the implementation of PGBA assisted with cartoon movie has successfully improved students' skill in writing a narrative text.

Keywords: PGBA, Cartoon Movie (Carmov), Students' Writing Skills, Narrative

INTRODUCTION

Writing is one of the four language skills which learners must acquire in order to demonstrate their competence in the use of English language. Hovever, students consider it as one of the most difficult skills for it requires the application of the knowledge of the other skills. Consequently, even though writing is an important skill, most students are not interested in it, and their performance on writing is, therefore, unsatisfactory. There are many reasons why writing is regarded as difficult, such as students' low interest in English, particularly writing skill, the monotonous teaching strategy, the students' limited vocabulary and grammar mastery, and the absence of instructional media. Among these factors, the teaching strategy was considered the most urgent problem since teaching writing requires the implementation of a certain approach which involves a number of steps that guide the students in producing a good composition.

To examine students' proficiency in writing, the researcher conducted a preliminary study on the students of English Department who attended Literal Writing course. The researcher asked each of the students to write a short narrative text, and analysed it based on the scoring rubric of writing. The researchers found that the students' writing ability of narrative texts was unsatisfactory, indicated by their average score that was only 52.5.

In line with the statement above, the researcher also distributed questionnaires and conducted interviews with the students in order to find out their perception of writing ability. From the questionnaire instruments, the researcher identified students' difficulties in writing. The result showed that 66.6% of the students had difficulties starting their writing process because of lack of ideas; 88,8% of them were stucked in transforming ideas into a written form; 66.6% of them always found difficulties transforming ideas into good paragraphs; 77,7% had problems choosing appropriate words; 77.7% found difficulties composing correct sentences, and 30% of students had problems with spellings and punctuation.

Prior to the research, the writing class was described as inactive. The students' attitude and motivation toward writing was low. Students were not active and enthusiastic to ask questions about writing to the teacher. They were shy and afraid to present their writings in front of the class. They did not want their writings being read or known by other friends in the class.

Based on the result of the preliminary study, the researchers found that the students really need an effective teaching strategy and instructional media which can help them write better narrative texts. Therefore, the researchers chose process genre based approach to help the students improve their ability in writing, especially writing a narrative text. This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. These steps developed students' awareness of different text types and of the composing process. The different activities included in this approach ensure that grammatical and

vocabulary items are taught not in isolation, but in meaningful, interactive situations and are derived from the particular genre. According to Badger and White (2000), the teaching procedure for the process genre approach is divided into the following six steps: (1) preparation, (2) modeling, (3) planning, (4) joint constructing, (5) independent constructing, and 6) revising. A short description of what occurs during the six steps will also illustrate how elements of the process and genre approaches work in unity. Furthermore, this approach retains the basic stages in process writing as the central framework of instruction. It provides guided stages for the learner, encouraging him to investigate and consider the types of content knowledge he/she needs to acquire, inclusive of the various genres as input material, at the pre-writing stage. The main aim is to help the learner consider a variety of genres, and not only one type as introduced by the teacher in the genre-based approach. This serves to eliminate the weakness in the genre approach, with its over-emphasis on form in writing. As a result, the written text to be produced in this approach is not preconceived.

Meanwhile, using media in teaching writing is very crucial. There are many media that can be used in teaching writing. One of them is audio visual media. Kumaladewi (2012:7) states that audio visual media are very important in teaching learning process. They serve as a means of communication to convey the message more concretely and also motivate the students in learning English. Furthermore, she suggested cartoon movies as teaching media to improve students' skill in writing narrative texts. Cartoon movie as an audio visual media can motivate students in learning process, especially in writing English. Cartoon movie also has significant advantages in teaching- learning process especially in language teaching. Kemp (1963: 3) states when such audio-visual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared, they can: increase understanding, add interest to a subject, lengthen the memory of information, and teach a skill effectively. Cartoon, according to Wittich and Schuller (1953: 138), elicits great interest, and builds confidence. The humour in cartoon has great benefits to stimulate students in teaching learning process, such as: making students feel relaxed and enjoying the class; making students pay attention to the story of cartoon movies. In addition, Rahutomo (2011:8) states that cartoon movie is suitable for young learners. The dynamic moving pictures presented in cartoon movie can stimulate children's attention. Thus it will help the students understand the language more easily.

Furthermore, Fitriana (2011:5) concluded that cartoon movie is chosen because it has many advantages to apply in teaching writing for students in grade 1-12. It can be applied for the narrative, descriptive, expository, report, persuasive forms of writing and etc. Cartoon movie combines entertainment with instruction that makes the learning process more enjoyable. Students will be success in learning if they enjoy the process. Cartoon movie can make them have fun in learning English. The series of events on the cartoon movie make students memorize better. The actors, setting, and plot in it will inspire ideas for writing. Students will get the real example of past tense utterances used by characters on the movie, so they can create and arrange them into the paragraph of a narrative text more easily, with the correct grammar, spelling, conjunction and diversity of vocabularies.

Based on these and other similar studies and arguments, the researcher came to a conclusion that using cartoon movie in the process genre based approach was considered a positive contribution to the teaching of English writing. More importantly, related to the problems faced by the second semester students of English Department in preliminary study, this approach answers their need of a motivating instructional media and a very effective strategy to help them compose better narrative texts. Therefore, the researchers conducted a study on the use of cartoon movie in Process-Genre Based Approach (PGBA) to improve the ability of the second semester students of English Department in writing narrative texts.

METHOD
The study is a Collaborative Classroom Action Research which focused on a particular group of students in a certain classroom. The setting and subject of this research was in STKIP Al Hikmah. The subjects of this research were second semester students of English Department of STKIP Al Hikmah who attended Literal Writing course. The research was conducted with the following steps: (1) preliminary study, (2) research stage, covering 1) Planning, 2) Implementation which consists of several steps namely Building Knowledge of the Field (BKoF), Modelling of Text (MoT), Join Construction of the Text (JcoT) dan Independent Construction of Text (IcoT) in which cartoon movies were incorporated , 3) Observing dan 4) Reflecting.

FINDINGS AND DISCUSSIONS

1. **Findings of Cycle 1**

The findings of the study include the students' involvement, their final product, and their responses to the implementation of using cartoon movie through PGBA in writing narrative texts. The findings in the first cycle had not met the criterion of success; therefore, the researchers and the observer decided on the revision of the strategy for the cycle which followed.

1.1. The Students' Involvement in the Teaching and Learning Process

To identify the students' involvement in the implementation of using cartoon movie through PGBA, the observer used an observation checklist and field notes. The students' activities during the teaching and learning process using cartoon movie through PGBA during the first cycle had not resulted in the expected outcome.

The Students' Involvement in the Teaching and Learning Process

Meeting	Number of activities	Focus	% of students' involvement	Intepretation
1	7	Explanation of Past Tense and introduction to cartoon movie followed by modelling on the writing process using cartoon movie.	57	Fair
2	6	Collaborative writing part 1, writing a narrative text using cartoon movie in group.	69	Good
3	6	Collaborative writing part 2,writing a narrative text using cartoon movie assisted by the teacher	75	Good
4	2	Writing Test	75	Good

1.2. The Students' Responses to the Use of Cartoon Movie through PGBA in Writing Narrative Texts

In relation to their response toward the implementation of strategy, the students expressed their opinion through questionnaire showing that most of them were interested in writing using cartoon movie. However, they still faced difficulties in transferring their ideas into a narrative text, especially in terms of grammar, vocabulary, and mechanism.

1.3. The Students' Writing Achievement

Based on the result of the writing test at the end of Cycle 1, the researcher found out that there was improvement on students writing. The mean score of the writing result that was done at the end of the Cycle 1 was 69. 7. It was better than the mean score of the preliminary test which was done before the action, 52.5. In details, the students' mean score for each aspect of writing in the writing test of Cycle 1 is presented in Table below:

The Students' Average Score in Cycle 1

No	Names	ASPECTS BEING ASSESED					
		Content	Organization	Vocabulary	Grammar	Mechanics	Total Score
1	Student 1	3	3	3	3	3	75
2	Student 2	3	3	2	3	2	67,5
3	Student 3	3	3	2	3	2	67,5
4	Student 4	3	3	2	3	2	67,5
5	Student 5	3	3	2	3	3	70
6	Student 6	3	3	3	3	3	75
7	Student 7	3	3	3	3	3	75
8	Student 8	3	3	2	2	2	62,5
9	Student 9	3	3	2	3	2	67,5
	Average						**69,7**

This means that the teaching of writing narrative using cartoon movie in the first cycle had not made a significant improvement yet, especially in terms of grammar, vocabulary, and mechanism. Considering that the findings in Cycle 1 of the present study have not met all the criteria of success, the researcher and observer concluded that the action had to be continued to the next cycle.

Revision of the Strategy Implemented in Cycle 1

In the first meeting, the researcher gave more explanation and examples of materials related to Past Tense and Direct & Indirect Speech. Besides, the teacher provided the exercise that reminded the students to be careful in punctuation.

In the next stage, the students worked in group. Before the researcher played the cartoon movie, he distributed the narrative scaffold and vocabulary list to each group. Then he played the movie using play and pause technique. He asked the students to fill in the scaffold while they were watching the movie. The students were very enthusiastic and could save their time because they did not have to look up so many words spoken in the movie they were watching.

In the collaborative writing part two and writing test, the revision was made. To make the students more motivated, in collaborative writing part 2, the publishing was done by making a compilation from the their writing in the folder and displaying it to the class so that they could see their own writing as well as their friends' anytime. In addition, different from the implementation of collaborative writing part 1, the students in this revised plan were asked to write a narrative text with their pairs.

Meanwhile, in the writing test, the researcher used different technique in playing the movie, accompanied by clearer instruction that reminded the students to be careful in writing, especially with regard to organization, grammar, vocabulary, and mechanism. In order to make the class more efficient, the students also received a list of vocabulary items showing the key words in cartoon movie so that they could save their time and focused on searching the other necessary vocabulary items that would be written in a worksheet from their dictionary.

Findings of Cycle 2

1. The Students' Involvement in the Teaching and Learning Process

Based on the information of observation checklists, it was found that the students were active and motivated during the teaching and learning process. The observer's report from observation checklists indicated that most of the students got involved well in each activity.

The Students' Involvement in the Teaching and Learning Process

Meeting	Number of activities	Focus	% of students' involvement	IIntepretation
1	7	Reviewing Past Tense, Direct & Indirect Speech, and Modelling on how to write a Narrative Text appropriately.	93	Very good
2	6	Collaborative writing part 1, writing a narrative text using cartoon movie in group.	94	Very good
3	6	Collaborative writing part 2,writing a narrative text using cartoon movie assisted by the teacher	100	Very good
4	3	Writing Test	100	Very good

From the field notes, the results were also in line with the observation checklist which showed that the implementation of the strategy brought positive effects to the students' ability in writing narrative text as their response towards the teaching and learning process.

1.1. The Students' Attitude toward the Use of Cartoon Movie through PGBA in Writing Narrative Texts

In relation to the students' attitude which was shown from their response in questionnaire, most of the students gave positive points in response to the effects they felt after experiencing writing narrative process using cartoon movie.

Therefore, their answers in the questionnaire were dominated by item a and item b, meaning that they strongly agreed and agreed that cartoon movie brought positive influences in terms of raising their interest, confidence, and motivation. Related to the writing aspects, most of the students also

showed the same perception for the good effect of cartoon movies in assisting them in writing in terms of content, organization, grammar, vocabulary, and mechanism.

1.2. The Students' Writing Achievement

Based on the result of the writing test at the end of Cycle 2, the researcher could see that there was improvement on students writing. The mean score of the writing result that was done at the end of the Cycle 1 was 76. 7. It was higher than the criteria of success (70). In details, the students' mean score for each aspect of writing in the writing test of Cycle 1 is presented in table below:

No	Names	ASPECTS BEING ASSESED					
		Content	Organization	Vocabulary	Grammar	Mechanics	Total Score
1	Student 1	3	3	3	3	3	75
2	Student 2	3	3	3	2	3	70
3	Student 3	4	3	3	3	2	80
4	Student 4	4	3	3	3	3	82,5
5	Student 5	3	3	3	2	2	67,5
6	Student 6	4	3	3	3	3	82,5
7	Student 7	4	3	3	3	3	82,5
8	Student 8	3	3	3	2	2	67,5
9	Student 9	4	3	3	3	3	82,5
	Average						76,7

The improvement of the students score had met the third criterion of the success. Thus, the researcher and the observer concluded that the action could be terminated.

Discussions

The finding of this study showed that the use of cartoon movie could improve the students' ability in writing a narrative text. The students' improvement on each aspect was gained through the use of cartoon movie and the teacher's guidance during the writing process. The progress in the aspect of content was influenced through the dialog which was clear to listen, supported by the pictures reflecting the action and the comprehension questions during the discussion session.

Meanwhile, the students' improvement on organization was obtained through the scenes of the movie that already represented the chronological order of the story which is considered as a significant part of narrative texts. This is in line with Brown, et al. (1983:294) who state that chronological order is a way of organizing events in the time order in which they take place. Reflecting on the findings and Brown, et al's statement, this study shows that cartoon movies are helpful for students in writing story with appropriate organization since every event or generic structure of narrative text was set in the correct order. Next, the students' improvement on grammar was obtained through grammar task given in modelling stage in which the students were assigned to change the form of verbs into past tense and to change the direct speech sentence into indirect speech sentence. The sentences used in the explanation session were related to the dialog in the cartoon movie presented.

The use of cartoon movie is also considered good in assisting the students in understanding vocabulary since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of the dialog. This is line with Katchen (1995) who stated that cartoon films or animation movies usually tell a simple story that is easy to follow. Cartoon story usually have a simple plot that can be exploited for classroom use.

The result of this study demonstrates that cartoon movie can be an effective medium because not only it is unique, but also it is suitable to present narrative text in a different way since cartoon movies consist of the generic structure of narrative texts, namely orientation, complication, and resolution.

This is supported by Fitriana (2011) and Rahutomo (2011) who stated that the use of cartoon movie is effective to increase the students' writing achievement and stimulate their motivation in writing since it is completed with interesting pictures and chronological order of the story. Moreover, the stories of cartoon movies are regarded as a communicative source for language exposure. This is in line with Harmer (2001) who stated that cartoon movie allows the students not only to hear language, but they see

how it is being used too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed though expression, gesture and other visual clues.

Furthermore, the use of cartoon movie made the students give full attention to the learning process. This affected their motivation and their learning of writing English well. What happened during the teaching and learning process dealing with the use of cartoon movie was in line with Wittich and Schuller (1953: 138), who state that one of the strongest benefits of using cartoon movie in teaching is the ability to motivate students since it brings a cheerful atmosphere into the class. This is also in line with JE Champoux in his journal (2007) who stated that films offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

If the classroom is enjoyable and attractive, the students will learn favourably. Thus, appropriate strategy combined with attractive instructional media is strongly recommended to create this condition. Brown (2007:92), Kasbolah and Latief (1993:34), and Spolsky (2000:158) proposed that a pleasant teaching style or strategy in the classroom can increase students' motivation to learn. This is in line with Harmer (2001) who stated that most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

In addition, the process writing proposed by Badger and White (2000) applied in this study also assisted the students in improving their writing ability. Having experienced the stage in process writing, the students became more confident in writing because they had opportunities to revise and edit their texts. Another opinion is proposed by Sun and Feng (2009) stating that process writing allows a writer to get closer to perfection. One important point to agree in teaching EFL/ESL writing is that good product depends on good process. In relation to the stage of process writing, it is noted that cartoon movies played an important role in prewriting activities. In this stage, the students were equipped with a topic in the form of story to get ideas which later on were put in a narrative scaffold as the outline in developing their narrative composition. Reflecting on the fact that prewriting stage is the first step to encourage the generation of ideas, the use of cartoon movie in this present study successfully showed that it was very influential in assisting the students to write appropriately in terms of content and organization. This is in line with Brown (2007:404) who states that brainstorming is the frame of writing process before the students face the core of process writing, namely drafting and revising. This means that the students with clear ideas or concept before writing have a lot of opportunities to write well since they know what they have to tell in their composition.

Regarding the importance of brainstorming stage, the researcher has conducted the teaching procedure in two ways, individually and collaboratively. This strategy is supported by Brown (2007:404) affirming that brainstorming can be done independently, and by Hyland (2003:12) who agrees that group discussion is one of the effective ways for the teacher in writing class to guide the students in generating ideas. Moreover, the implementation of Genre Based Approach (Puskur, 2006) in the teaching of writing made the students understand comprehensively what text type they were writing as well as its social function, since in Building Knowledge of the Field and Modelling of the Text stages, the students' background knowledge about narrative texts including the definition, the generic structure, and the language features was activated. In relation to Modelling of the Text, the students got meaningful language exposure from reading texts, writing outline, and grammar exercise. These activities were significant for the students since the teacher gave error feedback in the form of oral conferencing on their accuracy in discussion session (Pan, 2010). The stage of Genre Based Approach in this study also gave the students more chances to practice producing a narrative text cooperatively within their groups or pairs. As a result, they were ready to produce the writing independently.

CONCLUSIONS AND SUGGESTIONS
CONCLUSIONS

The use of cartoon movie through Process-Genre based Approach can improve the students' ability in writing a narrative text particularly in aiding the students to generate and organize ideas and select more appropriate grammar, vocabulary, and punctuation. The procedures of conducting the present study to improve the writing ability were generally divided into some stages (taken from the result of Cycle 2). Firstly, the students' background knowledge about a narrative text and its language features was activated by analyzing a model text given. Secondly, the students were given a task as a practice to convert the forms of verbs from the verb 1 into the verb 2, and to change the direct speech in the cartoon movies into Indirect Speech. Thirdly, the students were asked to watch cartoon movie and filled out the

narrative scaffold. After that, they were asked to make sentences based on information in narrative scaffold. Next, the students arranged the sentences into a narrative text. At last, the students revised, edited, and wrote the final writing products before publishing it in the class. During the writing process, the students worked in three ways, collaborative writing in group, collaborative writing in pair, and individual writing.

The result of the use of cartoon movie for composing narrative texts through writing process in this study showed that the students' writing ability improved during the cycles conducted. Besides, the mean scores of each aspect of writing; content, organization, grammar, vocabulary, and mechanism also improved. Furthermore, the students' attitude towards writing activities had improved. They were more confident in writing and felt that the use of cartoon movie was helpful for them in writing a narrative text.

SUGGESTIONS

Based on the research findings, some suggestions are made in order to improve the quality of the English teaching and learning process in the future. For the English lecturers of STKIP Al Hikmah Surabaya, the result of the study is one of the solutions for the teaching problems related to improving the students' writing ability, especially of narrative texts. Other English lecturers at other universities can also take advantage of this research for developing strategies to enhance the students' ability in writing. It is also suggested that teachers be selective in choosing the appropriate movies for the students based on their educational and proficiency levels as well as their interests. In addition, teachers should be more selective in choosing the most appropriate technique in playing the cartoon movie because it is also one of the important factors that determines the result of the research.

Meanwhile, for future researchers, the findings of this study can be used as valuable sources to conduct further research to improve the students' ability in writing sentences or paragraphs using certain grammatical structures. The findings can also be used as a reference to conduct further research using different strategies in the implementation phase or a different research design, or language skill, or even genres.

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