

## THE USE OF ANIMATED MOVIES TO ENHANCE NARRATIVE WRITING SKILLS OF GRADE SIX BHUTANESE ESL STUDENTS

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### ABSTRACT

The objectives of this study were to examine the effectiveness of animated movies in enhancing narrative writing skills and to investigate the learning satisfaction of Grade Six Bhutanese ESL students on the use of animated movies in learning narrative writing. The mixed methods of quantitative and qualitative were employed to gather the required data. The instruments used to gather the quantitative and qualitative data were achievement tests (pretest and posttest) and semi-structured interview respectively. The quantitative data were analyzed using Wilcoxon signed ranked test in the computer program and qualitative data were analyzed using content analysis.

Wilcoxon signed ranked test analysis showed that every participant scored more in the posttest than in the pretest. It revealed a higher mean score in the posttest (15.10) than the pretest (10.80) with the mean difference of (4.30). The significance (P) value was 0.001 which indicated that the use of animated movies was effective in enhancing narrative writing skills. Similarly, the content analysis on qualitative data showed the positive impacts of the use of animated movies in learning narrative writing. The animated movies facilitated learning, thereby, elevating students' learning satisfaction and motivation for writing.

**Keywords:** Animated movie, ESL, grade six students, learning achievement, learning satisfaction, and narrative writing

## INTRODUCTION

With the introduction of modern education in the early 1960s, English has become a medium of instruction and unofficially official language in Bhutan. Following which, English has been taught as one of the major subjects in all grades (Pre-Primary (PP)-XII) in schools in Bhutan (Singay, 2018). The English curriculum in Bhutan is based on the teaching of the universe of discourse, the theory presented by James Moffit in 1893. The English curriculum consists of four modes of discourses such as Reading and Literature, Writing, Listening and Speaking and Language and Grammar (Royal Education Council [REC], 2008). From the four discourses, recognizing the importance of writing, the strong emphasis has been placed in promoting the English writing skill of Bhutanese students since the adoption of English as a language of instruction (Namyel, 2014; Special Committee for Education, 2016).

Lira (2013) states that writing is the process of using symbols to communicate thoughts and ideas in a readable form. In addition, vocabulary is also necessary, as are correct spelling and formatting or layout. Khoii and Arabsarhangi (n.d.) highlight

writing as indispensable to learners including ESL learners as it plays a critical role in intellectual, social and emotional development.

It is crucial for students to learn to write and improve writing skills at the primary level of education. Their perceptions about writing develop during this period which assist them to build the foundation for their success in writing. If a positive perception grows in their fresh mind, writing becomes joyful for them (Mouri, 2016). As outlined in the Bhutanese English Curriculum, students learn different genres of writing and writing styles at different levels. Formally, the ESL students in Bhutan start writing a descriptive text from grade four and continue to write different types of texts at different levels. The grade six Bhutanese students learn to write narrative text (REC, 2012). However, students face numerous challenges in producing a good piece of writing owing to its complexity, since Bhutanese students learn English as the second language (Wahyuni, 2016).

Therefore, writing activities need to be geared according to the needs and interests of the students. Equally important, all writing activities should be connected to real life situations whenever possible

(Hussain, 2017). The teachers need to choose the most efficient and effective technique that facilitates the specified writing area in the ESL classroom. In other words, teachers need to choose the correct means of teaching writing to ESL students that will encourage the students to learn English with interest (Dahlberg, 2016).

There are many ways through which the writing skills can be enhanced. One effective way of enhancing narrative writing skills can be the incorporation of animated movies in the ESL writing lesson. (Candra, 2011) recommends teachers to use the animated movie as it is an interesting media to teach narrative texts. He stresses that animated movies can also entertain the students and brings relax and fun situation of learning. Consequently, the students become more passionate to learn narrative writing. (Marashi and Adiban, 2017) explain that the animation movie is one of the effective media that can be applied in teaching narrative writing. It can serve the purpose of entertainment, and also help to improve the students' mastery of writing a narrative text. A broader view has been adopted by (Akmala, 2011) who argues that animated movie is very effective in teaching narrative as students can explore ideas, vocabularies, and grammar from the subtitle and narration while they are watching animated movies. Animated movies used for

narrative writing facilitate students' learning, thereby helping them to achieve good scores in the writing. Furthermore, (Natsir and Susilo, 2017) hold the similar view that the animated movie can incite joys in students' mind and can help them improve their learning.

The present study was designed to evaluate the effectiveness of the animated movies in narrative writing and learning satisfaction of the Bhutanese grade six ESL students.

## RESEARCH OBJECTIVES

1. To examine the effectiveness of animated movies in enhancing the narrative writing skill of grade Six Bhutanese ESL students.

2. To investigate the learning satisfaction of grade six Bhutanese ESL students on the use of animated movies in learning narrative writing.

## RESEARCH SCOPE

### Research Population

The population of the study consisted of 40 Grade Six ESL students studying in one of the primary schools in Bhutan. The students were distributed into two sections and each section consisted of 20 students. The students were within the age range of 11-14 years.

### Sample

The researcher used an intact sampling involving one section of the Grade Six 20 students (13 males and 7 females). The students were within the age range of 11-14 years old with mixed abilities.

### Location of the Study

The study was carried out in one of the primary schools in Wangdue Phodrang district in the western part of Bhutan. The school included grades from PP to VI.

### Time Frame

The study was conducted in the period of one month from the first week of August to the fourth week of August in the Academic Year 2019.

## CONCEPTUAL FRAMEWORK

The research's conceptual framework was formed based on the theoretical reviews

and the theories of the research. The research was conducted in one of the primary schools in Bhutan because the students were found to have a low ability in narrative writing. To enhance the students' narrative writing skills, the researcher used four animated movies. Animated movies were useful to increase the students' ability to write narrative texts, because animated movies facilitated learning by presenting them with appropriate vocabularies, tenses and the sequence of the story for the students to gather the idea of what they wanted to write.

This study consisted of two variables; independent and dependent variables. The independent variables were animated movies and dependent variables were enhanced narrative writing skills and students' learning satisfaction.

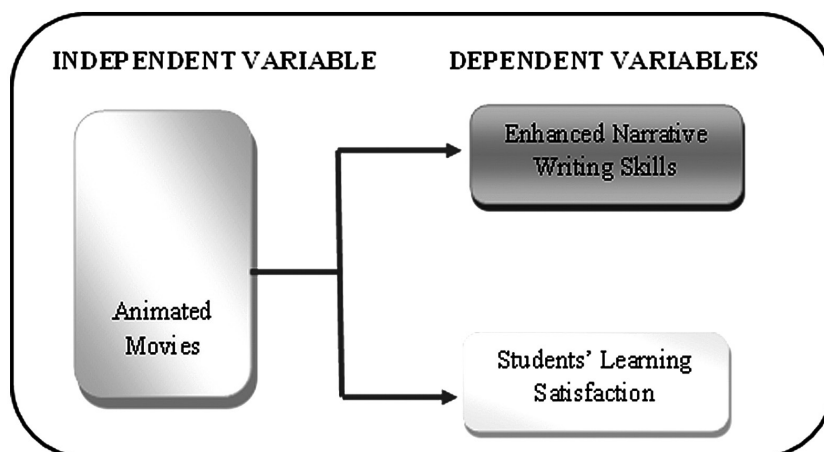


Figure 1 Independent and dependent variables

#### ANIMATED MOVIES AS AN APPROACH TO TEACH NARRATIVE WRITING

An animated movie is an interesting media that facilitate language development. It contains sound, recording a series drawing or manipulating in animated object one frame in one time (Yatimah, 2014). Animated movies can be used to increase students' motivation in learning writing. It is considered to be effective media for teaching narrative writing because students not only hear the voice but they also see the situations that happen in the story, and then they will be more interested and motivated using animated movies in the class (Anggraeny and Fahr, 2015)

Appropriate animated movies used in the teaching narrative writing can be very beneficial to both the teachers and the learners. Therefore, it is necessary to be

guided by selection criteria that they help to achieve learning objectives. The criteria like the content, age and learners' interest, length of the animated movies, graphics, language proficiency and clarity of the message in the animated movies are some of the important criteria (Bello, 1999; Guo, Kim & Rubin., 2014; Lopez, 2016; Stoller, 1988).

To draw maximum benefits from animated movies for narrative writing, teachers must follow some procedures. Following the step by step procedures assist both the teacher and students to focus on the task and achieve the intended objectives. (Scrivener, 2008) recommends three steps of using the animated movie in teaching students' narrative writing which are previewing activities, viewing activities post-viewing activities. In line with previewing activities, (Stoller, 1988) emphasizes that

pre-viewing enables students to follow the movie and understand the storyline and characters. Pre-viewing can make it easier for low performing students to benefit from animated movies and its many beneficial aspects. Similarly, while viewing animated movies, (Khan,2015) suggests teachers to let the students identify a specific actor by the lines of their dialogue, such as a quote or phrase, during a particular given scene. This can be done by anytime during the presentation of the movie, reduce the volume and have the students restructure the dialogues based on what they are watching. During the post-viewing activity time, the students should discuss, interpret and personalize the animated movie to relate to the task (Asfinarti, 2016).

Animated movies create a realistic target language world for the learner that assures learners' involvement. Since the learners are exposed to a realistic use of language, they become a participant of the target language world. This unconscious involvement of learners in the language interaction process helps to acquire the language (Sajana,2018). (Donaghy,2014) states that the visuality of animated movies can be an invaluable language teaching tool which enables learners to understand more by interpreting the language in a full visual

context. It also assists the learners' comprehension by enabling them to listen to language exchanges as well as to see visual such visual supports like facial expressions and gestures which help verbal message and a focus of attention.

The use of animated movies in learning is supported by Cognitive Theory of Multimedia Learning which states that meaningful learning happens when learners are engaged with visual and audio than from aural alone (Mayer & Moreno, 2003). Theory of multiple intelligence is also closely related to learning through animated movies because they incorporate multiple aspects of intelligence, such as visual/spatial, linguistic/verbal, logical and musical and offer greater room to address a broader range of learners' need (Zhou & Brown, 2015). Further constructivism also supports the use of animated for the reason that they provide resources for learners to construct their own knowledge through observation and interaction with animated movies (Woolfolk, 2007).

Animated movies help learners in language development, enable learners to see language being used by the speaker in the right context, motivate learning (Akbas, Kayaoglu, & Ozturk, 2011; Raya, 2016; Sajana, 2018;).

## METHODOLOGY

### Sampling and population

The study was a quasi-experimental study which consisted of one sample group. In total, the participants consisted of 20 mixed ability students (13 boys and 7 girls) who were between the age of 12 to 14. They were selected using an intact sampling from two sections of grade six. The equal number of students (13 boys and 7 girls) were distributed in each section respectively, and they were already formed group with mixed learning abilities. Owing to the limited time of about one month for data collection and the decision of school administration to enable smooth flow of teaching session, without having to form different sample group, the researcher decided to use intact sampling to choose a sample from already formed group. The participants were one section of grade six students in one of the central schools in Wangdue Phodrang district, Bhutan. The pretest and posttest were administered to the sample group to examine the effectiveness of animated movies in enhancing narrative writing skills.

### Data collection Procedure

The procedures of data collection were selecting appropriate materials (animated movies) for the narrative writing, determining population and sample, administering the pretest without using

animated movies and the posttest using animated movies respectively. At the end of the study the semi-structured interview was conducted to obtain the qualitative data. The researcher played a role of a facilitator, guide, resource person and as an expert using animated movies.

### Research Instruments

The study comprised of three instruments: Lesson plans, achievement test (pretest and posttest) and semi-structured interview. Researcher developed 4 English Lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) to teach narrative writing as aligned in grade six Bhutanese standardized English curriculum. The researcher conducted 8 writing tests (2 sessions per week) using four different animated movies in the sample group in a duration of a month. The researcher facilitated the use of animated movies on narrative writing classes and the sample group participants wrote narrative texts using the ideas presented in the animated movies. Similarly, the researcher used semi-structured interview with six questions to investigate the learning satisfaction of the grade six Bhutanese ESL students after using animated movies. The questions were validated by the experts (2 experts from Thailand and one expert from Bhutan). The Item Objective Congruence (IOC) was used to evaluate the

items' correspondence with the objectives based on the score +1, 0 and -1. All the instruments were found congruent and valid with IOC ranging from 0.67 to 1.00.

#### Data Analysis

The pretest and posttest results were analyzed using Wilcoxon signed ranked test to obtain the descriptive statistics, mean rank and test statistics. The Wilcoxon signed-rank test (also known as paired samples Wilcoxon test) is a non-parametric alternative to paired t-test used to compare paired data. It's used when your data are not normally distributed. The researcher used Wilcoxon signed rank test to analyse the quantitative data gathered which also helped to control the variation of results. In addition, to analyze content of narrative texts in terms of content and layout and mechanical and language, the comparative error analysis was carried

out for all the narrative texts written by participants in the pretest and posttest. The analysis of the test scores was presented in Figure 1 and Table 1. The data for the semi-structured interview were analyzed through content analysis.

#### Result and Analysis

Students' achievement scores from the pretest and posttest were analyzed using Wilcoxon Signed rank test to compute descriptive statistics, mean rank and test statistics. Data gathered through students' semi-structured interview were analyzed using content analysis.

#### Wilcoxon Sign Rank Test Analysis

Table 4.1. shows the result of the analysis for Wilcoxon sign rank test of the sample group's achievement test scores in narrative writing.

**Table 1** Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	20	10.80	2.093	8	14
Posttest	20	15.10	1.706	11	18.5



Table 1 shows the result of the descriptive statistical analysis for the sample group's achievement test scores in narrative writing. The mean scores for the pretest and posttest were 10.80 and 15.10 respectively. The posttest mean score of the sample group was higher than the pretest mean score. There was an increase in the mean score of

the posttest by 4.30 from the pretest. The higher mean score in the posttest was the evidence that indicated the effectiveness of animated movies in the students' narrative writing skills. The figure below shows the comparison of means between pretest and posttest narrative writing scores.

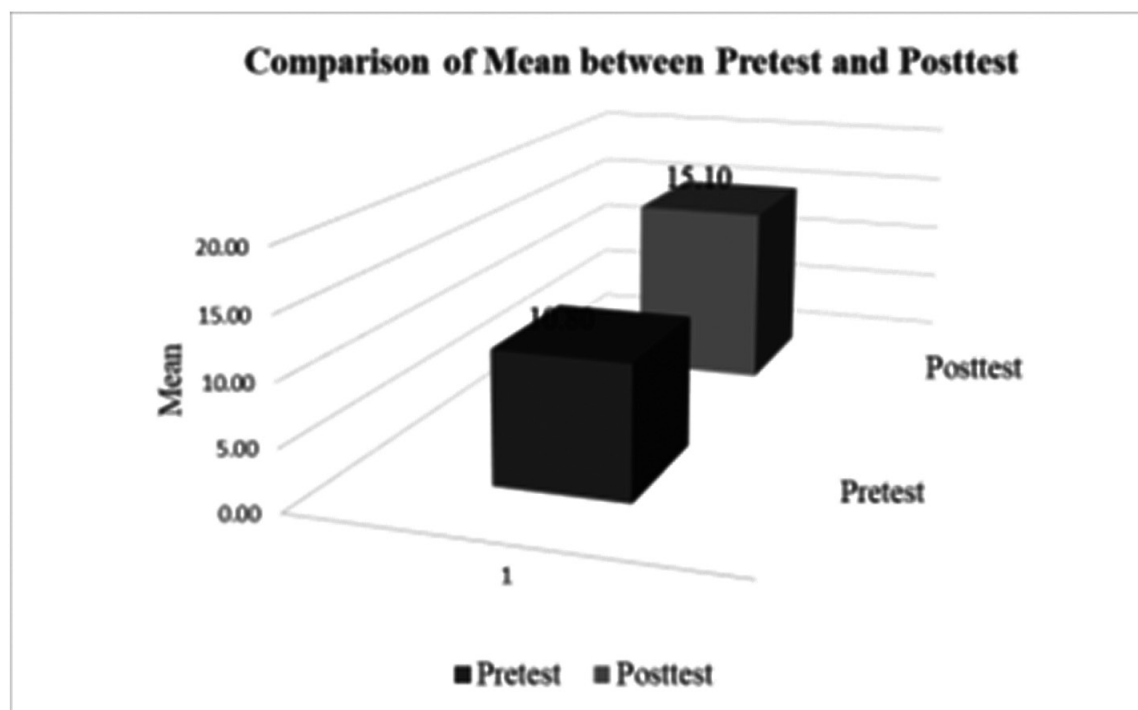


Figure 2 Pretest and posttest comparison

## Wilcoxon Sign Rank Test Result

The Wilcoxon signed rank test analysis shows the positive ranks, negative ranks, ties and the mean rank of the scores in the pretest and posttest. Importantly, it also shows the level of significance.

posttest scores of the sample group. On the basis of the results obtained from Wilcoxon Signed Ranked test analysis, it is evident that the use of animated movies was effective in enhancing the narrative writing skills of the sample group's participants.

**Table 2** Results of the Pretest-Posttest score in narrative writing

Posttest-		N	Mean Rank	Sum of Ranks	P
Pretest	Negative	0a	.00	.00	
	Ranks				
	Positive		10.50	210.00	0.001
	Ranks	20b			
	Ties	0c	0c		
	Total	20	20		

a. Posttest < Pretest b. Posttest > Pretest c. Posttest = Pretest

From the Wilcoxon Signed-Ranks test analysis, the findings in the table 6.2 show that there was a significant difference between the pretest and posttest scores in narrative writing of the sample group ( $p=.000<0.001$ ). The sum of their negative ranks for the sample group's participants' scores in narrative writing was found to be 0, while their sum of positive ranks was 210.0. Given the sum of ranks for the difference in scores, the observed difference was in favor of positive ranks, or in other words, the

Qualitative Data Analysis result  
(Students' learning satisfaction)

The findings from the semi-structured interview were grouped into three different themes;

1) Animated movies facilitated learning satisfaction

2) Animated movies enhanced writing skills

3) Animated movies promoted self-directed learning

## MAJOR FINDINGS FROM THE STUDY

The data collected from the study using the mix of quantitative and qualitative methods have two major findings as follow:

1) The use of animated movies in the narrative writing was very effective in learning narrative writing. This was evident from the finding from error analysis carried out for the students' writings based on content and layout and mechanical and language use. The comparison of pretest and posttest narrative writing showed that students writings were improved drastically in terms of content and layout as the sequences of the content were found to be more organized with coherence and detail. Moreover, the total number of errors in students' narrative writing in pretest and posttest were 356 and 239. This indicated that the use of animated movies in the narrative writing was very effective.

2) The students were more satisfied using animated movies in learning to write narrative writings. They expressed that instead of relying on traditional methods of teaching writing, it would be more convenient to use animated movies. It motivated them and they were confident about narrative writing as watching animated movies facilitated them to write more clearly and effectively.

## Discussion

The result of pretest and posttest revealed that the use of animated movies was effective to enhance narrative writing skills of the grade six Bhutanese ESL students. The finding was parallel with the finding of (Akmala,2011) who confirmed through his study on the use of animated movies that helped improve narrative writing ability of the students. The study found that animated movies could improve students' writing skills as they assisted students to explore ideas, vocabularies, and grammar. In comparison, it was more evident from the numbers of errors analyzed based on the mechanical errors and grammatical errors in the pretest and posttest narrative writing. The students committed the grand total of 356 errors in pretest and 255 errors in the posttest. The errors in the posttest after using animated movies had reduced drastically. This indicated that their writing in terms of mechanics and grammar aspects after using animated movies had been improved considerably.

There were different factors that possibly influenced the improvement in narrative writing skills of the grade six Bhutanese ESL students. The first factor could be because of the selection criteria followed by the researcher in accordance to the

recommendation made by (Guo, Kim and Rubin ,2014; Lopez,2016; Stoller,1988; Stephens, et al. 2012; Xiao,2013). All the criteria followed had served the best purpose of the narrative writing and motivated the students' learning. Furthermore, it was supported by Soe, Rachmawaty, and Huzzin states that the selection of animated movies regarding all its quality is a very essential factor in determining the learning outcomes.

The second possible the factor for the better performance in the narrative writing in the posttest could be due to the correct procedure followed by the researcher in implementing animated movies in the narrative writing sessions. To draw maximum benefits of animated movies and enhance narrative writings skills of the students, the researcher followed correct procedures which include pre-viewing, viewing and post-viewing) as recommended by (Asfinarti,2016; Cakir,2006; Khan ,2015; Stoller,1988).

The third possible factor that evoked a remarkable increase in the participants' achievement scores were the use of animated movies that enabled participants to engage themselves completely. It is supported by Mayer and Moreno who explained through Multimedia Learning Theory that meaningful learning happens when learners engage with visual and audio than from aural alone. It was further supported by She, Wu, Wang, and

Chen who stated that people engage in active learning by paying attention to relevant incoming information, organizing selected information into coherent mental representations, and integrating mental representations with another knowledge. Therefore, when the participants were given opportunities engaged with both audio and visual materials, it gave them more opportunities to explore ideas from the animated movies to use in narrative writing. The finding of the study was supported by Sanjaya, Raja, and Sukirlan (n.d) that animated movies offer the opportunity to identify the elements of generic structure and language features of narrative text. Students can acquire the aspect of writing through animation movies as it presents real images, simple story and the dialogue that can be used to learn grammar and vocabulary aspects.

The use of animated movies was also supported by the Multiple intelligence theory of Howard Gardner. (Zhou and Brown,2015) concede that Gardener's theory of multiple intelligence believes that human beings are capable of nine different types of intelligence and it challenges the earlier view of intelligence is fixed to one throughout their entire life. It is believed that every individual is intelligent and capable in their own ways and differ in their learning styles. Therefore, the

incorporation of animated movies in narrative writing helped students with diverse learning abilities

### STUDENTS' LEARNING SATISFACTION

The use of animated movies in narrative writing was perceived as fun learning, exciting and joyful. It was learned that animated movies motivated and developed the participants' confidence in narrative writing. The contents of animated movies such as dialogues, rich vocabulary, good pronunciation and involvement of audio-visual senses attracted participants' attention to learning. The content of the movies with rich vocabulary, graphics and appropriate use of language eased students to remember the narrative structure of the story.

From the qualitative data obtained from semi-structured interview, the participants' views, and expressions upheld high regard for the animated movies. Therefore, the researcher concluded that Bhutanese grade six ESL students have immense satisfaction using animated movies in their narrative writings. From the semi-structured interview, the researcher had made two conclusions:

Firstly, students expressed that writing has become much easier after using animated movies in comparison to their initial

writing without using animated movies. They remarked that before the study writing had always been a daunting task for them where they lack ideas to write. With the introduction of animated movies, they could write easily as the ideas were presented in animated movies. It is similar to the finding of (Ismaili,2013) who concluded that animated movies captivate students' attention, the present language in a more natural way. Thus, animated movies offer a visual setting that facilitates students' understanding and improves their learning skills. Furthermore, the study carried out by (Gusparia, Refnaldiit, and Zainil,2014) found that animated movies can be used by the students independently. The animated movies gave a wide array of opportunities to learn and fostered self-directed learning. The researcher recommended teachers and students to use animated movies as alternative media to improve writing skills. In line with the findings and opinions sought from the students, they claimed that they could also use that animated movies independently to learn, which would be more fun in learning than learning with conventional methods of learning.

Secondly, almost all the students expressed their satisfaction in writing essays using animated movies. Their high level of learning satisfaction could be attributed to

their higher scores in writing after using animated movies. Certainly, animated movies had helped students overcome difficulties in writings. It was supported by findings by (Astiti,2012) (Kabooha,2016) that the use of animated movies made the students enthusiastic and motivated to join the teaching and learning process, both in terms of the material presented and in the writing stages. It also motivated them to perceive writing as a fun learning rather than dreading it as a daunting task. Thus, with all positive opinions given by almost all the participants, the researcher concluded that animated movies are very effective in teaching narrative writing and grade six ESL learners were satisfied with the use of animated movies and they are confident to use animated movies in writing.

## CONCLUSION AND RECOMMENDATIONS

The study concluded that the use of animated movies was very effective in enhancing narrative writing skills and it clearly indicated that the grade six Bhutanese ESL students had great satisfaction in using animated movies in narrative writing. Thus, the researcher suggested that the use of animated movies in Bhutanese ESL classroom was suitable for Bhutanese English teachers

to improve narrative writing skills of the students and suggested that this study would serve as a reference for the future researchers to carry out a similar study in the fields.

The study was limited to a section of 20 grade Six Bhutanese ESL students. For further studies, similar research can be conducted with larger sample size and different grades in Bhutanese schools. The further study can be conducted with other grade levels of ESL learners to investigate the effectiveness of animated movies to enhance narrative writing skills.

Further research may be initiated to investigate the effect of animated movies in promoting other forms of writing like descriptive, argumentative and expository. The researcher used animated movies to enhance narrative writing skills of grade six Bhutanese ESL students. Similar study can be carried out to improve descriptive, argumentative and expository writing skills.

### Significance of the Study

1) The study would give more information related to animated movies and the benefits of animated movies on the narrative writing process.

2) The study would give more information on how to implement animated movies in the narrative writing lessons.

3) The result of this study may help the teachers to select appropriate media to teach narrative writing to the ESL students.

4) This study offers basics in the teaching writing and gives more information for future researchers interested on the topic or areas of the research with different methodologies.

5) The positive evidence produced by this study may possibly urge Bhutanese curriculum designers and educators to include the animated movies in the English Curriculum to provide more student-centered strategies for the Bhutanese teachers to integrate into the teaching.

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