

ANIMATED STORIES IN THE TEACHING OF WRITING

Henny Rahmawati ¹⁾ Kurniasih ²⁾

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang

Email : hennyrahma@unisma.ac.id ¹⁾

Email : kurniasih_suherman@yahoo.com ²⁾

Abstract: This study is aimed at investigating the benefits of animated stories in the teaching of writing as suggested by Cahyono, Hidayati, & Zen (2014). This study is, say, a literature review study in which the researcher reviews the material related to the issue and observes the students as well to strengthen the validity of this study. The data obtained from both literature and observation are then analyzed qualitatively showing that the animated stories are not only interesting for the students in writing class but also enable them to learn based on their learning style.

Key words: animated stories, teaching writing

INTRODUCTION

Teaching writing becomes more influential for especially English Department students. In line with its importance, more shortages are also found in the process of teaching writing. To cope with the problems, the teacher must be creative in using any media when teaching. Deciding the appropriate media, the teacher has to not only pay attention to its effectiveness and efficiency but also consider the condition of the students, themselves. Any media used must accommodate the students' way of learning in order that the students feel enjoy to learn in the class.

In this case, Gardner (2011) in his book *Frames of Mind* posited a theory namely *Multiple Intelligences* or the so-called *Human Potentials* by which the individuals cope with problems they encounter. In his theory, each individual differs in such a way from one to another when facing difficulties. That is the different intelligence which makes them distinctive. In the educational realm, this theory has a pivotal part affecting the students in terms of the way they learn new knowledge. The students who have different characteristics simply vary when in absorbing the new material given. It is the teacher's job to facilitate them by creating conducive environment. The more detailed elaboration pertaining to the theory of *Multiple Intelligences* is depicted in the following subtitle.

LITERATURE REVIEW

Multiple Intelligences

Gardner (2006) in his book *Multiple Intelligences: New Horizons* defines *Multiple Intelligences* as "a set of abilities, talents or mental skills," somewhat possessed by all normal human being with the distinctive degree and natural combination of skill. Undoubtedly, he asserts that MI theory has a pivotal effect to the academic world especially when the potentials of each individual are regarded as the possible aspect used to improve the quality of teaching and learning process. Furthermore, he then divides the MI theory into different kinds of intelligences those are linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and naturalist intelligence, each of which has its own characteristics.

Since proposed in 1983 by Gardner, the MI theory has been widely spoken in many disciplines including academic affairs. In a book entitled *Teaching English by Using Animated Stories*, Cahyono, Hidayati, and Zen (2014) use different terms, of course, with the same essence; linguistics intelligence as word smart, musical intelligence as music smart, logical-mathematical intelligence as number smart, spatial intelligence as picture smart, bodily-kinesthetic intelligence as body smart, intrapersonal intelligence as self smart, interpersonal intelligence as people smart, and naturalist intelligence as nature smart. In the academic affairs, each of those intelligences affects the students in terms of the way they learn knowledge. The students can presumably be successful learners as long as the way to learn knowledge is in line with their smartness otherwise they cannot. The followings are the more comprehensive explanation of each competences especially used in the academic world, to some extent.

First, linguistics intelligence or word smart is a smartness pertaining to the production of word or sentences; one who possesses this intelligence has an ability to produce grammatically correct sentences both written and spoken. Students who are considered intelligent in linguistics seem to be successful learners in studying second or foreign language for they mature in reading ability, writing production, note taking, and comprehending lectures (Cahyono, Hidayati, and Zen: 2011).

Second, musical intelligence or music smart refers to ability, by which someone has an advanced reactions to particular sound even before s/he knows what sound is. The students with this intelligence can best absorb knowledge using music as a learning medium. The activities that can be used are like listening to music while studying, filling the blank spaces based on the music heard, singing a song, composing stories based on audio-visual music given and the like.

Third, logical-mathematical intelligence or number smart talks about an ability to deal with numbers, solving complicated problem. Students with this certain intelligence can do their best in giving analytical and logical reasoning, and without doubt they are expert in solving a complex mathematical problem.

Fourth, spatial intelligence or picture smart relates to the ability in picturing spaces in mind. The students with this intelligence have a superior visual memory by which they possibly explain in detail the visual and spatial images they are exposed to beforehand. When learning, they tend to excel in, say, describing pictures, identifying new location, picturing their idea visually, and so forth.

Fifth, bodily-kinesthetic intelligence or body smart points the ability of one's body to do something in an expected way even in the first experience. The students with this intelligence may enjoy learning when they are exposed to the activities engaging body movement such as doing games, exercises physically, partial-body movement and so on.

Sixth, intrapersonal intelligence or self smart is about the ability to know thoroughly one's own mood, desires, motivations, and intentions as well as strengths and weaknesses. Students with this certain intelligence are excellent in learning autonomously instead of in group.

Seventh, interpersonal intelligence or people smart is about the ability to apprehend other people's moods, desires, and intentions. They can possibly be successful learners in group work, discussion, debate, cooperative learning, and etc. in which they work with others to complete the task.

The last is naturalistic (nature) intelligence or the so-called nature smart. People with this particular intelligence tend to have an ability do identify and differentiate distinct types of plants, animals, and weather formations found in natural world. Accordingly, they can easily solve problems pertaining to the nature and environment. The activities that may be conducted for the students with this intelligence are like doing teaching and learning activities outdoor, benefitting the environment as either a conducive atmosphere or even as a media to learn.

Based on above-mentioned elaboration, the students may, or say, must possess one or more than one intelligence; they tend to have different characteristics which picture the different intelligences as well. In the educational realm, the teacher must provide various creative ways of teaching enabling the students to enjoy learning in order to promote a successful process of teaching and learning English, in particular. Among the massive use of media in English Language Teaching (ELT), this study exposes the use benefits of stories to teach English by which the students' characteristics are the most beneficial aspect concerned. The following subtopic explains the use of stories in ELT in a more detailed one.

The Use of Stories in ELT

Among practitioners, stories as learning media have already been well-known in terms of its benefits. There have been a lot of studies conducted related to the use of stories in ELT which is considered as both interesting and motivating media to transfer knowledge.

In line with this issue, stories can be used as learning media by which students are taught, entertained and explained (Richard-Amato: 2003) in the appropriate way in which they are interested and pleased (Macon, Bewell and Vogt: 1991) since the media can be easily conducted in various classroom activities which can then facilitate each students to learn in appropriate demanded situation (Wright: 1995).

Furthermore, in some cases, stories are simultaneously implemented with other media like story maps (Khoiriyah: 2011), stick puppets (Rachmajanti: 2011), and big books (Fitriani: 2011). The results got from all of those studies show positive outputs. In a nutshell, the benefits of stories in

English language teaching have been empirically tested, so much more attention should be addressed to the proceeding possible advantages.

Animated Stories

Talking about stories, recently, there can be found, say, the more developmental stories with moving pictures which are greatly known as animated stories. These animated stories can be found massively in the internet especially in You Tube which are published in a collection of stories like “Aesop’s Fables,” “Bookbox,” “Disney Animated Storybook,” “Grandma Stories in English,” “Kids Animation,” “Kids Animation Stories,” “Living Books,” an “Moral Stories.” These providers provide a lot of interesting stories, to some extent, appropriate to the students’ level. The same stories may possibly be published by the different provider; it is the teacher’s job to select the stories from the above providers in order to match to their aim in terms of the difficulty level and the duration of the stories. The following table contains some selected animated stories suggested by Cahyono, Hidayati, and Zen (2011).

Table 1 Selected Animated Stories

No	Title	Provider	Size MB	in	Duration
1	Abdul Kalam: Failure to Success	Bookbox	13.8		6:00
2	The Ant and the Dove	Aesop’s Fables	10.8		4:21
3	The Fox and The Grape	Grandma Stories	11.6		4:40
4	The First Well	Bookbox	24.8		6:26
5	The Greatest Treasure	Bookbox	18.5		5:47
6	Kiran Bedi, Thanks Mr. Secretary	Bookbox	11.1		4:49
7	The Devoted Mother	Moral Stories	5.0		2:01
8	The Little Pianist	Bookbox	18.5		6:08
9	Red Peacock	Moral Stories	11.9		5:22
10	The Golden Goose	Moral Stories	11.6		7:22
11	The City in Tears	Grandma Stories	10.6		2:37
12	Ramesh Goes to Market	Grandma Stories	7.54		2:16
13	Grandfather	Grandma Stories	18		4:16
14	The Jackal and The Magic Spell	Moral Stories	12.6		4:16
15	Treasure in the Field	Moral Stories	15.8		7:07
16	Lazy Donkey	Moral Stories	15.3		6:23
17	Blind and Crippled	Moral Stories	14.4		6:41
18	The Earth Broke into Two	Moral Stories	12.3		4:25
19	The Proud Lioness	Kids Rhymes	17.9		5:13
20	Jack and the Beanstalk	Magic Box	29.9		5:55
21	Fox and the Crane	Moral Stories	12		5:33
22	Truth will never Die	Magic Box	18.1		3:06
23	The Bear and the Bees	Aesop’s Tales	17.4		5:01
24	Honest Woodcutter	Grandma Stories	15.8		7:01
25	Goldilock and the Three Bears	Kidstories	9.62		2:33

As in the aforementioned-statement, stories can assumedly facilitate the students based on their characteristics in learning. The following are the types of students’ intelligences, say, students’ characteristics which seemingly exist in the selected stories examined by Cahyono, Hidayati, and Zen (2014).

Table 2 Types of Intelligence within the Selected Stories

No	Title	Intelligences							
		1	2	3	4	5	6	7	8
1	Abdul Kalam: Failure to Success	√	√	√			√	√	
2	The Ant and the Dove	√	√	√			√	√	
3	The Fox and The Grape	√	√	√		√			
4	The First Well	√	√					√	√
5	The Greatest Treasure	√	√			√	√	√	
6	Kiran Bedi, Thanks Mr. Secretary	√	√			√	√	√	
7	The Devoted Mother	√	√			√		√	
8	The Little Pianist	√	√		√		√		
9	Red Peacock	√	√	√			√	√	
10	The Golden Goose	√	√	√			√	√	√
11	The City in Tears	√	√					√	
12	Ramesh Goes to Market	√	√	√			√	√	
13	Grandfather	√	√				√	√	
14	The Jackal and The Magic Spell	√	√	√		√		√	
15	Treasure in the Field	√	√	√			√	√	√
16	Lazy Donkey	√	√	√			√		√
17	Blind and Crippled	√	√	√				√	
18	The Earth Broke into Two	√	√	√		√	√		
19	The Proud Lioness	√	√			√		√	√
20	Jack and the Beanstalk	√	√				√	√	√
21	Fox and the Crane	√	√	√				√	√
22	Truth will never Die	√	√	√			√		
23	The Bear and the Bees	√	√	√			√		√
24	Honest Woodcutter	√	√	√		√		√	
25	Goldilock and the Three Bears	√	√	√			√		

Note:

1. Linguistic Intelligence
2. Spatial-visual intelligence
3. Logical-mathematical intelligence
4. Musical intelligence
5. Body-kinesthetic intelligence
6. Intrapersonal intelligence
7. Interpersonal intelligence
8. Naturalist intelligence

One more benefit of stories is the existence on moral value embedded within which the teacher can both teach and educate the students; the latter is much more difficult than the former. Educating students is, say, the soul of every teaching and learning process since it enables the teachers to build the students' characteristics; therefore, the output of teaching learning process can meet with its objective that is being both knowledgeable and educated individual (*Undang-Undang No.20, 2003*). The following table shows us the moral and character value in each selected stories.

Table 3 Moral and Character Value in the Selected Stories (Adopted from Cahyono, Hidayati, and Zen: 2014)

No	Title	Moral Value	Character Value*)
1	Abdul Kalam: Failure to Success	Confidence and hard work persistence will lead to success	5,11,12
2	The Ant and the Dove	Do good to others and God will help you back	13,17

3	The Fox and The Grape	It is easy to despise something that we cannot get	6,18
4	The First Well	If you keep working hard, you will get what you want	5,9,18
5	The Greatest Treasure	Friendship is the greatest treasure	13,17,18
6	Kiran Bendi, Thanks Mr. Secretary	It's important not to waste other people's time by serving them in a time efficient way	5,11,12
7	The Devoted Mother	Safety of children is a mother's first concern	14,17
8	The Little Pianist	You can if you think you can	4,12,18
9	Red Peacock	We should never cheat on anyone. We should not be greedy since being honest and helpful will bring good fortune	2,6,12
10	The Golden Goose	Greed will lead to ruin. Working hard will bring success	1,5,18
11	The City in Tears	Think before you act. We should not trust to conclusion	17,3,9
12	Ramesh Goes to Market	Hands that help are holier than only lips that are praying. Actions speak louder than speaking	1,7,17
13	Grandfather	Respect and treat your parents with care and affection; we will get rewards in turn.	3,17,18
14	The Jackal and The Magic Spell	We should be grateful for what we have	6,13
15	Treasure in the Field	One should always work hard and not to be lazy since hard work lead to success	4,5,18
16	Lazy Donkey	We need to work with honesty and sincerity since laziness will ruin us	4,5,18
17	Blind and Crippled	We need to cooperate with others, help each other and not to quarrel	3,13,14
18	The Earth Broke into Two	We should check the news before believing and doing things	9,13,17
19	The Proud Lioness	It does not pay to be proud	12,13,17
20	Jack and the Beanstalk	We might possibly find good think in a bad thing	9
21	Fox and the Crane	We should not play to other's limitation	13,5,3
22	Truth will never Die	We will pay high for the lies	2,18
23	The Bear and the Bees	Creativity can save one's life	5,18
24	Honest Woodcutter	Honesty is the best policy	2,5
25	Goldilock and the Three Bears	Don't take belongings that are not yours	2,9

*) Note:

(1) religious, (2) honest, (3) tolerant, (4) Disciplined, (5) hard-working, (6) creative, (7) independent, (8) democracy, (9) curiosity, (10) national spirit, (11) love of the country, (12) appreciating achievement, (13) friendship or communicative, (14) love of peace, (15) love of reading, (16) environmental concern, (17) social concern, and (18) responsibility.

As what suggested by Cahyono, Hidayati, and Zen (2014), animated stories can apparently be implemented in various activities like in speaking and writing and improving vocabulary as well. The activities may be like 1) describing scenes for speaking, within which linguistics, kinesthetic, and

interpersonal intelligence exist; 2) matching characters and the places they live for speaking and writing activity (spatial, interpersonal, naturalist intelligence); 3) writing self experience for both speaking and writing (linguistics, kinesthetic, intrapersonal, and interpersonal); 4) telling how to do something for speaking and writing (linguistics, kinesthetic, and interpersonal); 5) writing a poem line for speaking and writing (linguistics, musical, and intrapersonal); 6) predicting through silent viewing for vocabulary and speaking (linguistics and intrapersonal); 7) guessing the end of the story for writing and speaking (linguistics, intrapersonal, and interpersonal); 8) sequencing the story (logical mathematical and interpersonal); 9) creating dialogue through personalizing (linguistics, intrapersonal, and interpersonal); 10) imagining the place (spatial and intrapersonal); 11) completing the missing plot (logical-mathematical and intrapersonal); 12) categorizing scene of the story (spatial, logical-mathematical, and interpersonal); 13) remembering objects for vocabulary and writing (spatial and naturalistic); 14) modifying the story for writing and speaking (linguistics, intrapersonal, and interpersonal); and 15) categorizing words for vocabulary and speaking (visual and kinesthetic). They, however, do not suggest any activities in reading and listening where animated stories are also possible to use.

In reading, the classroom activity could be like answering some questions related to the stories the students watched as well as read beforehand in order to test their comprehension (spatial, intrapersonal and interpersonal). This activity is considered as a reading activity, to some extent, since the students enable to read the stories based on the script embedded, or say, the subtitle; consequently, the teacher must ensure that the stories have their embedded subtitles. In this activity, the visualization of a story may possibly be regarded as both hint and constraint by which reading can be either interesting or hindered in terms of comprehension and speed. The focus of a classroom activity, then, must be informed to the students prior to the implementation to minimize the bias. Furthermore, the teacher must also inform the students the reading strategies in order to meet the objective of this certain activity.

The above classroom activity can also be used in listening with the same intelligences as well. Differently, the teacher must make sure that the stories do not have any embedded subtitle. Finding out the synonymous words based on the stories the students watched as well as heard is another possible activity in which spatial, intrapersonal, and interpersonal intelligences exist. Again, the teacher must inform the focus of the activity, and the ways to be strategic listeners must also be informed clearly.

Though animated stories can be implemented in various activities like in the preceding explanation, the researcher found that those stories benefit more in writing than other activities. The following is the more detailed discussions regarding animated stories implementation in the teaching of writing.

DISCUSSIONS

Animated Stories in the Teaching of Writing

Teaching writing is, roughly speaking, a challenge for teachers in finding the effective way to boost the students' writing performance. Based on the observation, the students tend to get difficulties in finding the idea and in putting their idea in the form of written text. Furthermore, some students may get bored in writing activities for, in some cases, those activities do not interest them.

Animated stories—describing characters and places (spatial, intrapersonal and interpersonal)—simply assist them in writing especially descriptive texts. They find writing descriptive text is much easier than before. The visualization of the stories is one positive side of animated stories which enables the students to easily find the idea and then put the idea to the written form especially for those who have spatial intelligence. In addition, most of the students are greatly interested more in the activity than without using animated stories. Moreover, the students with intrapersonal intelligence are the most benefited when they are asked to do tests individually. Doing a group discussion like doing peer editing or proof reading in which the students can ask their friends may facilitate the student with interpersonal intelligence. Another benefit to use animated stories is that the students are exposed to some moral values from which the students can learn.

Yet, this activity may result a great depression for those with linguistics intelligence since they are not allowed to write using their own idea which is possibly better. To lessen this negative side, the teacher may let the students to choose the idea either based on the animated stories given or on their

own idea. Besides in terms of time allocation, the teachers need more time to implement this media. The teachers must be rigid in allocating the time needed for both watching the animated stories and writing the text itself.

CONCLUSION

Based on the above elucidation, the researcher draws some conclusions stated in the following.

1. The use of animated stories in the teaching of writing benefits the students since these stories can facilitate the students with the different intelligence. In this sense, the teacher of course must be selective in choosing the appropriate stories for their students based on their ways of learning. In this particular case, the teacher must identify their learning style before selecting the materials. In identifying their learning style, the teacher can use a questionnaire asking about the activities they like much when learning.
2. In addition, using animated stories has a great advantage in building the students' characteristics since animated stories contain some moral value. The teacher, in this case, must have highly consideration in choosing the appropriate moral values for their students.

Above all, the implementation of this media, or any media, may result strengths and weaknesses. Teachers, then, must identify the strengths and weaknesses; the strengths should be enriched, and the weaknesses should be minimized. The teacher's creativity is a must in the teaching and learning process.

BIBLIOGRAPHY

- Cahyono, B.Y. 2011. Making the Most of Students' Multiple Intelligences in English Language Teaching. In B.Y. Cahyono & S.R. Kusumaningrum (Eds.), *Practical Techniques for English Language Teaching* (pp.163-166). Malang: State University of Malang.
- Cahyono, B.Y. 2011. Making the Most Stories from YouTube for Classroom Interaction. In B.Y. Cahyono & Yanuar (Eds.), *Englises for Communication and Interaction in the Classroom and Beyond* (pp.467-490). Malang: State University of Malang Press.
- Cahyono, B.Y. & Hidayati, M., Zen, E.L. 2014. *Teaching English by Using Animated Stories*. Malang: State University of Malang Press.
- Fitriani, I. 2012. *The Effectiveness of Implementing Big Book and Narrative Scaffold on Students' Ability in writing Narrative Text*. Unpublished Undergraduate Thesis. Malang: State University of Malang.
- Gardner, H. 1983. *Frames of Minds: The History of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. 2006. *Multiple Intelligences: New Horizons*. New York: Basic Books.
- Gardner, H. 2011. *Frames of Minds: The History of Multiple Intelligences*. New York: Basic Books.
- Khoiriyah. 2011. Teaching Narrative Text of Various Kinds in English. In B.Y. Cahyono (Ed.), *Teaching English by Using Various Text Types* (pp.1-2). Malang: State University of Malang.
- Macon, J.M., Bewell, D., & Vogt, M. 1991. *Response to Literature*. Newark, DE: International Reading Association.
- Rachmajanti, S. 2011. Shadow Puppets for Multicultural Story Telling. In B.Y. Cahyono (Ed.), *Teaching English by Using Various Text Types* (pp.301-304). Malang: State University of Malang.
- Richard-Amato, P.A. 2003. *Making it Happen: From Interactive to Participatory Language Teaching* (3rded). White Plains, NY: Pearson Education.
- The Components of MI. *MI OASIS*. Retrieved October 26, 2017, from <http://multipleintelligencesoasis.org/about/the-components-of-mi/#box-8>
- Undang-undang Republik Indonesia No. 20 Tahun 2003. *Sistem Pendidikan Nasional Indonesia*. Retrieved October 26, 2017, from <https://kemenag.go.id/file/dokumen/UU2003.pdf>