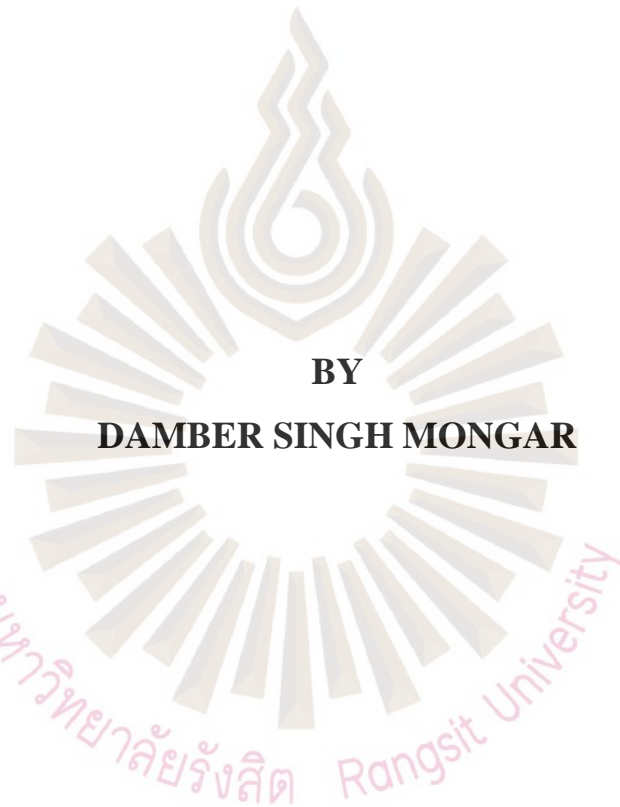# THE USE OF ANIMATED MOVIES TO ENHANCE NARRATIVE WRITING SKILLS OF THE GRADE SIX BHUTANESE ESL STUDENTS

**BY**

**DAMBER SINGH MONGAR**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
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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 spelt out the positive impact of animated movies uplifting not only students' learning satisfaction, but also motivation and confidence in writing.

(Total 139 pages)

Keywords: Animated Movie, Narrative Writing, ESL, Learning Achievement, Learning Satisfaction and Grade Six Students

Student's Signature:………………………….. Thesis Advisor's Signature:………………………...

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# ABBREVIATIONS

| Abbreviations | Meanings |
| --- | --- |
| BCSEA | Bhutan Council for School Examination and Assessment |
| CAPSD | Curriculum and Professional Support Division |
| ICT | Information Communication Technology |
| ESL | English as a Second Language |
| IOC | Index of Item Objective Congruence |
| MOE | Ministry of Education |
| NAPE | New Approach to Primary Education |
| PP | Pre-Primary |
| REC | Royal Educational Council |

# CHAPTER 1

# INTRODUCTION

This chapter presents the background and the rationale of the study, research objectives, research questions, research hypotheses, scope and the limitations of the study. It also provides the conceptual framework, definition of terms, and the significance of the study.

## 1.1 BACKGROUND AND RATIONALE OF THE STUDY

In the 21st century, English has undeniably acquired the status of a global language and the world's major lingua franca (Sung, 2014). In other words, English is considered as a universal language. It is used as the language to communicate in politics, economy, tourism, and education amongst many other fields (Bekdaş, 2015). About 70 countries in the world today have English as an official language and most of the books and subjects are printed in the English language. English has also become the language of instruction in the classroom to prepare students to thrive in the modern world (Reddy, 2016).

In Bhutan, it was the wise decision of the third King Jigme Dorji Wangchuck (1952-1972), who decided to embrace the world by giving up the self-imposed policy of isolation and integrate the modern approach to socio-economic development by using the system of English education (Namgyel, 2003). English has become unofficially official language in Bhutan with the introduction of the modern education system in the early 1960s. 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

comprises 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). Similarly, Lhamu (2016) argues that the quality of education in Bhutan is gauged based on students' performance in the written examination.

Writing is a vital skill that supports language production. However, it is considered as one of the complex skills, mainly in English as a second language (ESL) setting in which students encounter numerous challenges in writing their thoughts and ideas (Fareed, Ashraf, & Bilal, 2016). A study of the grade ten students' learning achievement in English and Mathematics literacy conducted by Bhutan Council of School Examinations and Assessment [BCSEA] (2013) reveals that almost an equal number of the students encountered difficulties in speaking and writing skills compared to listening and reading. Bhutan Education Blue Print 2014-2024 also highlights the major gaps in the levels of understanding that led to a high proportion of children completing primary cycle without learning fundamental skills in literacy and numeracy (Ministry of Education [MOE], 2014a). In addition, the result analysis of grade twelve students on written examination in two compulsory subjects shows that, from a total of 625 candidates who could not secure the passing mark (40%) in the compulsory subjects, the number of students who failed in English was 496 and Dzongkha was 129. Comparatively, the number of students who were not successful because of failing in English was more than those who were not successful in Dzongkha (BCSEA, 2019).

The existing Bhutanese English Curriculum emphasizes on enhancing all four language skills of the students. It entails a modification in which students are assessed, shifting from an old paradigm of examination-based approach to informal or alternative assessment. In a whole academic year, the time allotted for writing activities for the Grade Six Bhutanese ESL Students is 40 hours. The students'

assessment of writing is done in the form of portfolio and two-term end examinations. Students' writing includes journal writing and well-written pieces chosen by the students on teachers' supervision, based on good writing rubrics. Moreover, the Grade Six Bhutanese ESL Students must learn to write narrative texts. It is a requirement for students to learn narrative texts in the form of composition in two terms examinations, in addition to the other genres of writing (REC, 2014).

Narrative texts tell story, entertains and informs the reader or listener. It is a basic genre of text to be learned among ESL learners which has a positive influence in enhancing students' abilities in writing stories (Adam, 2015; Nurhidayah, 2014). This view is supported by Kurniadi (2016) who states that the purpose of narrative texts is to enthuse readers with real or fantasy in numerous forms. Narrative is associated with some problems which leads to the climax and then turn into a solution to the problem. The narrative texts create story, introducing characters and setting of events. It includes the sequences of events that occur from the beginning to end in in the story. In addition, Panjaitan (2017) states that narrative text has three essential generic structures such as 1) orientation, which in the opening paragraph introduces setting of the story. 2) complication, where the problems in the story are developed and 3) resolution, where the problems in the story are resolved.

Teachers in classroom can use a variety of teaching approaches to teach narrative writing. However, so many teaching approaches used by teachers have not been very effective in teaching narrative writing to students. For instance, from the researcher's experience of teaching narrative writing to the Bhutanese ESL Students, leaving students to write on the particular topic in the writing classes has not proven to be a successful one. With the traditional approach followed, the students were found to have difficulties in what to write and how to organize the ideas in their writings. The same practice of writing for a long period time has led students to lose interest in the writing and most of their performance in writing were found to be unsuccessful, which resulted them to repeat in the same grade. Thinley (2013) cautions that failing to use effective writing approach not only affects students' writing in English subject but it

can eventually deter the students' performance in other subjects. Subsequently, it may degrade the quality of education in Bhutan more than ever.

According to Fitriana (2011), the problem in writing emerges from not using appropriate teaching media and the teaching approaches in teaching the narrative writing lessons. The teacher-centered approaches dominating the classroom practice make students passive and less engaging in the writing assignment given to them. It is critical for teachers to look for the best teaching approaches that enhance active learning in the classroom. Usually, the teachers use text books and the printed materials to teach writing to the students. It is monotonous and less interactive. Zulfadlan and Arifin (n.d.) accentuate the integration of stimulating media in the writing lessons so that students enjoy writing as much as other language skills. The role of a teacher should be that of the facilitator rather than acting as the source of information. In conformity, Megawati (2012) suggests English teachers to focus on the media they use, as it plays a vibrant role in engaging students in writing lessons.

With the advancement in the use of technology, many teaching-learning materials have been developed that can be implemented to develop the narrative writing skills of the students. Ahmadi (2018) points out that technology can be used to make English language learning ambience more comprehensible and productive in the classroom. Technology empowers teachers to reframe classroom activities, which supports language learning process. Thus, the adoption of new approaches or teaching-learning media has been deemed necessary to support the students' narrative writing skills in the ESL classroom.

According to Phuntsho (2017), the Ministry of Education and teachers also wanted to use modern technology in the schools to bring up-to-date knowledge of the modern world and foster learning in the students. Thus, Bhutan has introduced the use of information and technologies in the curriculum to improve the quality of education since 2001. Consequently, the Ministry of Education initiated the Chiphen Rigphel Project to empower teachers and students on the use of ICT in their daily teaching-

learning process. Bhutan also developed a 5-year eGov Master Plan in 2012, committing to provide the teachers with ICT based professional programs and introduce ICT curriculum in primary grades (MOE, 2014b). Notwithstanding the fact of adopting substantive teaching strategies, inclusive of the ICT curriculum, due to lack of internet connectivity in most of the schools and unsteady internet connectivity in some urban schools, access to online instructional resources has been seen as one of the daunting challenges. In the light of the aforementioned challenges, an approach that ESL teachers can adapt to enhance students' learning in the context of teaching narrative writing skills is animated movies downloaded from YouTube and other reliable sources.

An animated movie is an exciting media that assists students to learn the language. It contains sound, recording, and a series drawing or manipulating in animated object (Yatimah, 2014). The use of animated movies is supported by William and Lutes (2007) who elucidate that animated movies can present the information even without access to the internet that cannot be available in the classroom owing to various impeding factors like locations, classroom size, and financial constraint. Furthermore, Anggraeny and Fahr (2015) claim that animated movies stimulate students' motivation for learning. Animated movies are considered as influential media for teaching narrative writing because it facilitates perceptual learning. Students can hear the voice and see the situations that occur in the story. Moreover, animated movies help to draw students' attention and motivate them to learn narrative writing skills.

The study conducted by Marashi and Adiban (2017) on the use of animated movies in teaching narrative writing skills attempts to shed light on the area of the use of animated movies as an alternative media that can improve students' narrative writing skills. They explain that the animated movie is effective media that can be used in teaching narrative writing. It can not only entertain students, but also help students to improve the mastery of writing narrative texts. A broader view has been adopted by Akmala (2011) who argues that animated movie is very effective in

teaching narrative writing 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 facilitates students' learning, thereby helping them to achieve good scores in the writing. In addition, Natsir and Susilo (2017) hold the view that the animated movies can incite joys in students' mind and can help them improve their learning.

This study aims to examine the effectiveness of animated movies in learning narrative writing skills and investigate the learning satisfaction of Grade Six Bhutanese ESL Students after using animated movies. Wahyuni (2016) asserts that there are positive impacts of using animated movies in teaching and learning narrative writing skills. He recommends English teachers to use animated movies to teach narrative writing so that students' concentration in learning and understanding of the narrative texts becomes better which support them to produce a quality narrative writing. Until recently, there has been no reliable evidence about any study conducted on the use of animated movies to enhance the narrative writing skills of Bhutanese ESL students. Therefore, the researcher is interested to examine the effectiveness of animated movies in ESL classroom learning. It is assumed that this study will propose animated movies as alternative teaching tools to enhance the narrative writing skills of Grade Six Bhutanese ESL Students.

## 1.2  RESEARCH OBJECTIVES

1.2.1 To examine the effectiveness of animated movies in enhancing the narrative writing skills of Grade Six Bhutanese ESL Students.

1.2.2 To investigate the learning satisfaction of Grade Six Bhutanese ESL Students on the use of animated movies in learning narrative writing.

## 1.3  RESEARCH QUESTIONS

1.3.1 Could the use of animated movies help to enhance the narrative writing skills in Grade Six Bhutanese ESL Students?

1.3.2 Were students satisfied using animated movies in the narrative writing?

## 1.4  RESEARCH HYPOTHESES

1.4.1 The Grade Six ESL Students' narrative writing skills would be enhanced by using animated movies.

1.4.2 There would be satisfaction in Grade Six Bhutanese ESL Students after using animated movies in narrative writing.

## 1.5  SCOPE OF THE STUDY

### 1.5.1    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.

### 1.5.2    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.

### 1.5.3  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 has grades from PP to VI.

### 1.5.4  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.

Table 1.1 Timeline

| Activity | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Literature Review | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Research Proposal | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | |
| Data collection | | | | | | | | ■ | | | | |
| Data Analysis | | | | | | | | ■ | ■ | | | |
| Report Writing | | | | | | | | | | ■ | | |
| Final Defense | | | | | | | | | | | ■ | ■ |

### 1.5.5 Content of the Study

The researcher conducted two classes in a week for a period of one month, which comprised of the eight sessions. The lessons began from the first week of August and ended in the fourth week of August. The four lesson plans were designed to administer animated movies in teaching narrative writing skills to the sample group of students. The narrative writing activities were developed as prescribed in the

REC's syllabus guidelines, where the Grade Six Bhutanese ESL Students were primarily focused on learning narrative writing. The animated movies were selected based on the criteria recommended by Bello (1999); Guo, Kim, and Rubin (2014); Lopez (2016); Stephens et al. (2012); Stroller, 1988; Xiao (2013).

Table 1.2 Content of the Study

| Lesson Plans | Topics | Timeline |
|---|---|---|
| (Pretest) | Narrate about 'Cinderella' fairytale of about 150-200 words in their own words. | August 08, 2019 |
| Lesson Plan 1 | Session 1: Watch the animated movies on 'Snow White and Seven Dwarves' and prepare for the narrative writing activity. | Week 1 August 12, 2019 |
| | Session 2: Narrate the story of 'Snow White and Seven Dwarves' of about 150-200 words incorporating all the features of narrative texts. | |
| Lesson Plan 2 | Session 3: Watch animated movies on 'Rapunzel' and prepare for the writing activity. | Week 2 August 16, 2019 |
| | Session 4: Narrate the story of 'Rapunzel' incorporating all the features of narrative texts. | |
| Lesson plan 3 | Session 5: Watch animated movie on 'Sleeping Beauty' and prepare to write the narrative texts. | Week 3 August 21, 2019 |
| | Session 6: Narrate the story of 'Sleeping Beauty' incorporating all the features of narrative texts. | |
| Lesson Plan 4 (Posttest) | Session 7: Watch animated movies 'Cinderella' and prepare to write narrative texts. | Week 4 August 28, 2019 |
| | Session 8: Narrate about 'Cinderella' fairytale in their own words. | |

The topics were chosen judiciously to meet the writing objectives and aligned with the major themes in English: Reading & Literature, Grade VI (REC, 2014).

## 1.6  CONCEPTUAL FRAMEWORK OF THE STUDY

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 to gather the ideas 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.
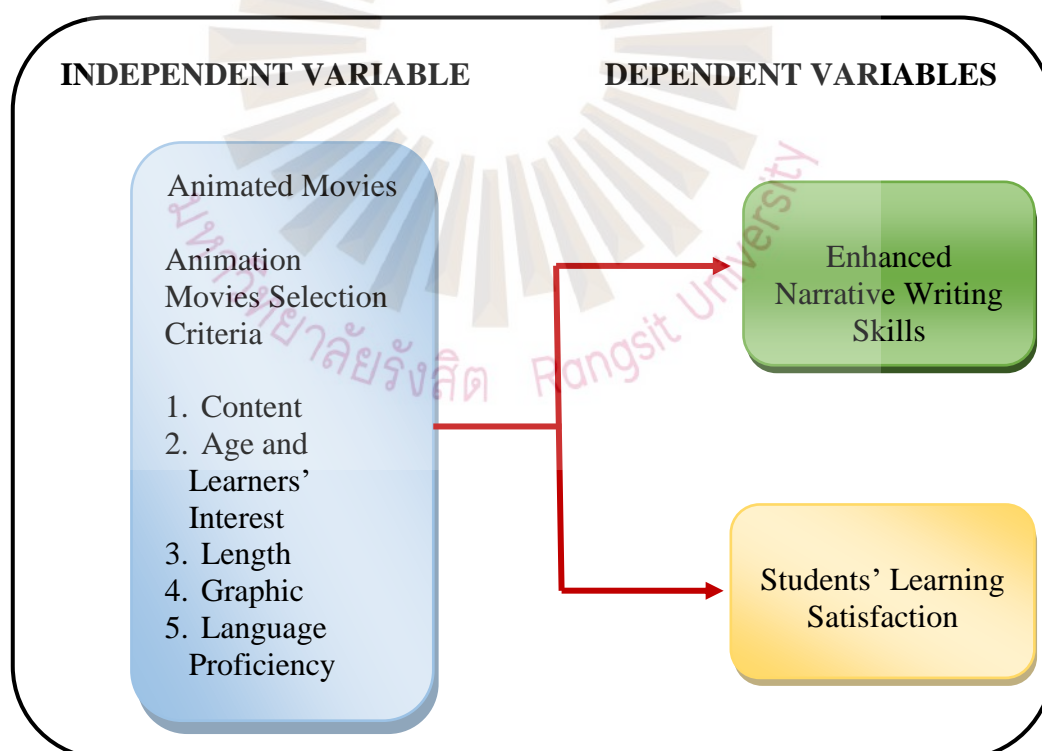
Figure 1.1 Independent and dependent variables

## 1.7   LIMITATION OF THE STUDY

1.6.1 The study was carried out only in one section of Grade Six Bhutanese ESL Students in one of the primary schools in Bhutan. Therefore, the finding cannot be generalized to all the Grade Six Bhutanese ESL Students.

1.6.2 The research might yield different data if it was carried out in a longer period of time.

## 1.8   DEFINITION OF TERMS

**Animated Movie** is a movie produced by photographing a series of gradually changing images and drawings which gives the illusion of movement when the series is projected rapidly. It is the movie that support narrative writing.

**Narrative Writing** is the form of writing of about 150-200 words that tells a story through the use of animated movies in Grade Six Bhutanese ESL writing lessons.

**ESL** stands for English as a second language. English as a second language refers to the learning of English by non-native speakers in a predominantly English-speaking context or society.

**Learning Achievement** is referred to the scores of research participants in the achievement tests (pretest and posttest).  It is also referred to the learning achievement of the sample group who learned narrative writing using animated movies.

**Learning Satisfaction** is students' positive responses towards using animated movies in writing narrative texts.

**Grade Six Students** are the research participants of this study, studying in Grade Six at the research school in the academic year, 2019.

## 1.9  SIGNIFICANCE OF THE STUDY

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

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

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

1.9.4 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.

1.9.5 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.

# CHAPTER 2

# LITERATURE REVIEW

This chapter presents the literature review of the historical overview of the Bhutanese Education System, Bhutanese English Curriculum and the theoretical background of the study. It also shares the result of the previous studies that are related to the study.

## 2.1 HISTORICAL OVERVIEW OF BHUTANESE EDUCATION SYSTEM

To a substantial extent, education in Bhutan has been shaped by its history. From the eighth century AD to the early twentieth century, monastic education was the predominant system of education in Bhutan (Dukpa, 2016). Modern education began to be developed in Bhutan in 1961, with the country's First Five-Year Plan (Tshering, 2014).

With the launch of the first Five Year Plan (1961-1965) for developmental activities, the considerable emphasis was placed on the establishment of more modern schools across the country, subsequently, leading to unparalleled growth in education. Public schools based on Indian models of western education were set up with the adoption of English as a medium of instruction. Since then, English has been integrated into the Bhutanese curriculum as the major language for the instruction of other subjects like Mathematics, History, Geography, Science and Social Studies at all levels (Denman & Namgyel, 2008; Thinley & Maxwell, 2013). During those days, Bhutan lacked teachers and many teachers were recruited from India. They brought the traits of "vessel filling" teacher-centered styles of teaching, which was dominant in the Anglo-Indian schools in India at the time (Gyamtsho & Maxwell, 2005).

Moving away from the traditional education system, Bhutan has come a long way defining and re-defining its educational policies and strategies. The introduction of more flexible and up-to-date academic curricula have shaped education system which is more appropriate and acceptable to the daily lives of the general Bhutanese population (Subba et al., 2019). Today, the education system in Bhutan has three main aspects, namely general education, monastic education, and non-formal education. The general education is by far the biggest and is now commonly seen as the formal educational structure (MOE, 2018).

## 2.2 ENGLISH CURRICULUM IN BHUTAN

Beginning from the early 1960s till the mid-1980s, Bhutanese students learned English through the curriculum imported from India and it was mostly taught by Indian teachers. From the mid-1980s, then the Education Department started Bhutanizing the education system to channelize teaching and learning to achieve national goals and aspirations. The change in curriculum gave birth to the New Approach to Primary Education (NAPE) project, which focused on activity-based learning (Gyamtsho & Dukpa, 2005). However, the NAPE approach of teaching English was phased out in 2008 when the Ministry of Education and Curriculum and Professional Support Division (CAPSD) introduced a new English curriculum for grade PP to XII, to address the widespread speculation about the deteriorating quality of education in Bhutan (Wangmo, 2018).

The existing English Curriculum from the grade PP to twelve is "theme based" and the contents are organized in as per the themes (REC, 2008). It is based on the Canadian Curriculum, which consists of the four modes of the discourse. The four modes of discourse aligned in the English curriculum as mentioned by Singay (2018) are reading and literature, writing, listening and speaking, and language and grammar. Furthermore, Thinley and Maxwell (2013) emphasize that the new Bhutanese English curriculum is also designed in line with the philosophy of Gross

National Happiness to inculcate the necessary Bhutanese culture and values in students.

## 2.3 TEACHING AND LEARNING WRITING IN ESL CONTEXT

Learning any language needs mastering its different skills, and writing is the most significant skills among other, because it is the clear evidence of being in control of the foreign language (Al-Mukdad, 2019). As defined by Lira (2013), writing is the process of using symbols to communicate thoughts and ideas in a readable form. To write clearly, it is essential to know the fundamental system of a language. In English, writing consists of grammar, punctuation and sentence structure. Vocabulary is also necessary, as are correct spelling and formatting or layout. Moreover, Khoii and Arabsarhangi (n.d.) highlight writing as indispensable to learners' intellectual, social and emotional development and it plays a critical role in learning everything, including an ESL.

Writing is an important skill for language production. Conversely, it is considered as a difficult skill, particularly in ESL context where students encounter many challenges in writing (Fareed et al., 2016). Students need to personally get involved in writing assignments to make the learning experience valuable. In the ESL classrooms, students' motivation is also enhanced by explaining the steps involved in effective writing (Santangelo & Graham, 2015). The writing activities must be geared towards fulfilling the needs and interests of the students. Equally important, all writing activities should be connected to real life situations whenever possible (Hussain, 2017).

In a nutshell, writing is the process of communication through which ideas and opinions are expressed in the written form (Purba, 2018). In ESL classroom the teachers need to choose the most efficient and effective method that facilitates the specified writing area. 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).

## 2.4 IMPORTANCE OF WRITING

English is a language of intercultural communication among different people around the world. To realize this intercultural communication, writing in English plays an important role. This appears apparently in the need of English writing for different purposes within the overall aim of realizing intercultural communication. It is regarded as a requirement especially in the present era which is characterized by what has been recently termed as globalization (Nasser, 2018). Additionally, Koura and Zahran (2017) assert that through writing, a person can communicate a great number of messages to different kinds of readers. Students need regular opportunities at school to write in all subjects. Following a consistent approach to the writing process in all subject areas and explicit instruction in writing will help students become better writers.

Writing skill helps the students to become independent, logical, fluent and creative, which forms the basis for their abilities to put their thoughts in a meaningful form and to tackle the message in an appropriate way (Ariana, n.d.). Writing skill plays a pivotal role to improve students' exposure and competency for the purpose of communication and interaction (Javed, Juan, & Nazli, 2013).

Mouri (2016) asserts that primary education is crucial for students to learn to write and to improve this skill. At this period of learning, students' perceptions regarding writing develop that is incredibly vital for their success in writing. If they understand the purpose of writing, writing becomes valuable and exciting for them. Therefore, students need to develop a positive perception of writing at this level. Student's positive perception for writing facilitate them to be a successful writer. As outlined in the Bhutanese English Curriculum, students are mandated to explore and learn different genres of writing and writing styles at different levels. Formally, the

students in Bhutan starts learning to write a descriptive writing from grade four and continue to write different genres of writing at different levels. The Grade Six students learn narrative writing (REC, 2012).

## 2.5 NARRATIVE WRITING

A narrative writing is one of the genres of writing. It tells story often in words of something that happened (Purba, 2018). This section discusses about the narrative writing in detail.

### 2.5.1 Definition of Narrative Text

Purba (2018) states that the narrative text retells often in words of something that happened. The narrative is not the story itself, but rather the telling of the story, which is why it is often used in phrases such as written narrative and oral narrative. It is a story that is created in a constructive format that describes a sequence of fictional and non-fictional events. Nurhidayah (2017) accentuates that when we write a narrative text, we are essentially telling a story, whether we are relating a single story of several related ones, and we can tell it in the first person and third person. Through narration, we make statements clear by relating in detail something that has happened. We can develop the story in chronological order.

### 2.5.2 Generic Structure of Narrative Text

According to Sulistyo (2013) generic structure of the narrative text is divided into five elements, they are:

2.5.2.1 Orientation (introduction)

In this part, the characters of the story and place are introduced to the students. It is used to produce an atmosphere so that students are influenced to follow

the story. In other words, the orientation of the narrative text tells who the characters were, where it happened and when it happened.

### 2.5.2.2 Sequence of Events (complication)

This part tells the sequence of the story and the problem faced by the character. The complication makes the story more interesting because the character has to overcome the problems to reach his or her wants.

### 2.5.2.3 Resolution

It tells the readers about how the problem was solved. A satisfying narrative will give the best resolution of the problem.

### 2.5.2.4 Re-orientation

It draws the conclusion with moral values and messages. Those elements must exist in narrative text. It provides more explanation so as to form a story clear and comprehensible. But generally, students notice over more than one complication and resolution.

### 2.5.2.5 Evaluation

This part can be joined in the orientation part. It contains the narrative to begin. Those elements must exist in narrative text. It elucidates more to make the story clear and comprehensible. But typically, students notice over more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in the scheme (p. 172).

### 2.5.3 Linguistic Features of Narrative text

Sarinten (2010) states that in learning to write narrative text, the students must know the structure of the text, the plot of the story, when the crisis arises and what the resolution is. That is why the teacher must also focus on how to develop the text becoming a good sequential story. There are also some grammatical features of narrative text that students must understand to produce good narrative writing as follow:

1) Focus on specific participants

2) Use of action verbs

3) Use of linking and mental verbs: was, were, though, felt

4) Use of noun phrase: big tree, wide pool

5) Use of past tenses: made, went, ate

6) Use of temporal conjunctions: sometimes later, then, after that, after a moment, suddenly.

7) Use of adverb of place: in the forest, there, on the tree

8) Use of adverb of time: once upon a time, one day, long time ago (pp. 53-54).

### 2.5.4 The Example of Narrative Text

Narrative text tells stories or past events and entertains the readers. This is the example of narrative text that is fun and interesting.
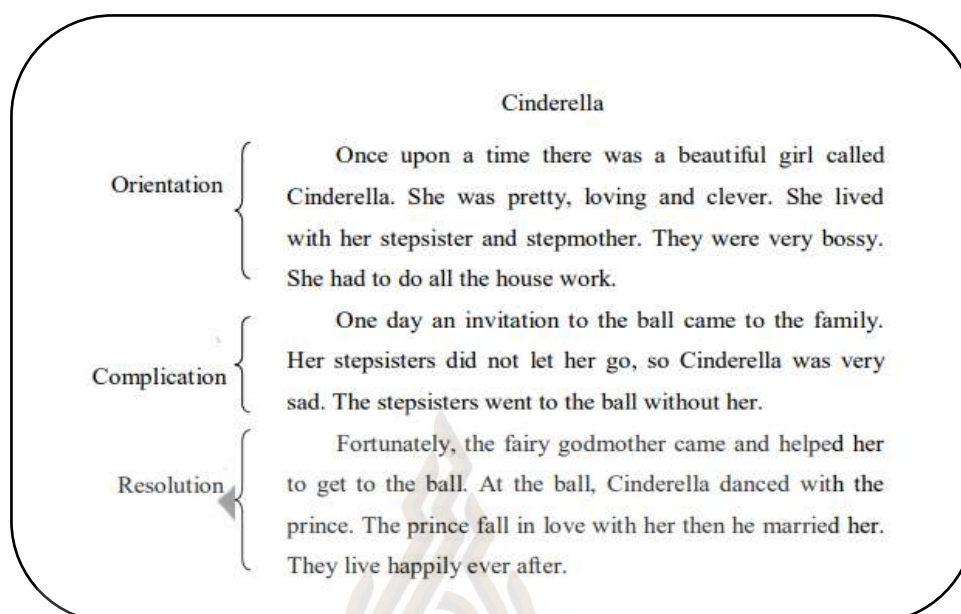
Figure 2.1 Cinderella story
Source: Fitriana, 2011

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

The swift technological revolution of day-to-day life has necessitated a rethinking of teaching literacy pedagogy. What it means to be literate in the 21st century is being reshaped to include not only traditional literacies, that is, reading and writing in print-based environments, but also the knowledge, skills, and strategies needed for comprehending and communicating via new technologies (Zheng, Yim, & Warschauer, 2018). Herman (2013) and Ryan (2004) stress that instructors must provide ample learning opportunities for learners by using several modalities in their teaching. Animated movie is one of the approaches that the instructor can use to teach narrative writing in their ESL classroom.

It is supported by Tveresky, Morrison, and Betrancourt (2002) that animated involves other aspects of communication situations, especially interactivity which is known to benefit learners on their own. Using animated movies as teaching media can

build students' prior knowledge, support students to understand the material, help teacher to teach the material effectively and interest students' motivation (Heinich et al., 1982; Raiser & Dick, 1996, as cited in Aziz & Fathiyyaturrizqi, 2017). Thus, Students' writing ability can be enhanced by nurturing their interest, motivation, and enjoyment for writing, through technology (Graham & Perin, 2007).

## 2.7 DALE'S CONE OF LEARNING EXPERIENCE

Dale's Cone of Learning Experience is a visual model that incorporates numerous theories related to instructional design and learning processes. It is a tool that helps teachers to make decisions about resources and activities. Edgar Dale posited that students remember more information by what they do as opposed to what is heard, read or observed (Anderson, n.d.). It also entails the dual-channel learning which has been supported by Marshall (2002, as cited in Cruse, n.d.) that learners normally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see.
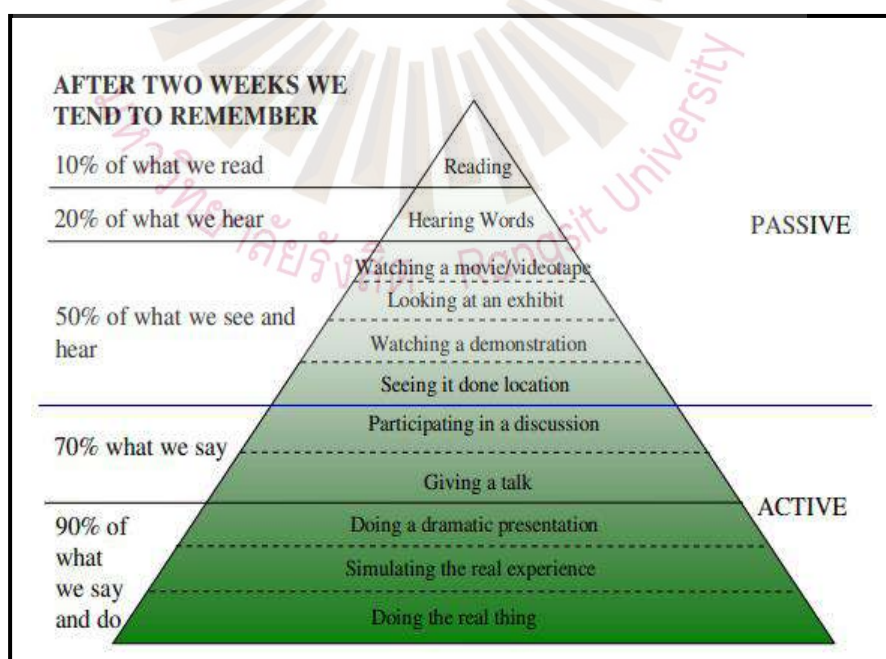


Figure 2.2 Dale's Cone of learning experience

Source: Duru, 2010

The figure 7 illustrates the types of mediated learning experiences giving a progression from the most concrete at the bottom of the cone to the most abstract at the top. In other words, it explains the average retention rate in using different methods of teaching. Anderson (n.d.) states that as it advances down the cone, the better the learning and the more information is possible to be retained. It proposes that while teachers choose an instructional method, it is necessary to take into account the students' involvement in the process that reinforces knowledge retention. It declares that learning by doing technique results in up to 90% retention. Students are believed to learn better when they are exposed to perceptual learning styles. Perceptual learning styles are sensory-based. The more sensory channels feasible in interacting with a resource, the better chance that many students can learn from it.

Dale's Cone of Learning Experience supports the use of animated movies in enhancing narrative writing skills of the students. When students use animated movies in narrative writing, they see moving objects and hear the sounds that support the comprehension. Most importantly, writing activity after watching animated movie gives students hands-on practice to learn the sequences of the story, grammars and vocabulary. Pramudanti, Winarsih, and Sarwanti (2018) highlight that by watching animated movies, students can interpret the story directly, see the conflict of the story clearly, see the action, hear sound, and imitate expressions. Consequently, it involves them in writing activities which facilitate learning by doing and helps them to retain more information and enhance their learning.

## 2.8 BENEFITS OF USING ANIMATED MOVIES IN ESL CLASSROOM

There are multiple benefits of using animated movies in teaching ESL learners. Some of them are as follow:

### 2.7.1 Language Development

Animated movies create a realistic target language world for the learner that assures learner-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). The visuality of animated movies can be an invaluable language teaching tool for learners. It permits learners to understand better by inferring the language in a full visual context to support the learners' comprehension. Then, it assists them to listen to language exchanges as well as to see visual such visual supports like facial expressions and gestures which facilitate verbal message and a focus of attention (Donaghy, 2014).

Ouda (2012) points out that the animated movies can enrich students' mastery of diverse subject matter. Through varied lessons, educators and students can use simple animated movies to create visual, animated representations of numerous concepts. Animated films facilitate students to solidify their understanding of abstract ideas.

### 2.7.2 Seeing Language in Use

One of the main benefits of the animated movies is that students do not just hear the language, they see it too. This greatly aids comprehension, where the general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus, learners can see and observe how intonation can match facial expression. All such paralinguistic feature provides valuable meaning clues and helps viewers to visualize beyond what they are paying attention to, and thus interpret the text more deeply (Raya, 2016).

### 2.7.3 Incidental Learning

Incidental learning is learning without the intent to learn. It can occur through observations, conversations with friends, movies, predictions and familiarizing with new situations. A responsive aspect of incidental learning happens in the middle of a task completion action when there is little time to think (Ahmed, 2017). Animated movies designed with the subtitles and correct use of language play a crucial role in language acquisition incidentally or intentionally. They facilitate learning of language features such as the right choice of the words, appropriate use of grammar and meaning. Subtitles let people enjoy movies from different cultures of the different countries, but for language learners, subtitles might provide a new means to learn the language and comprehend the meaning (Ebrahimi & Bazaee, 2016).

Gorjian (2014) proclaims that audio-visual media like animated movies or videos can be used in language classrooms as they help to display the content, to deepen comprehension and to enhance lexical and grammatical learning. Teachers are recommended to implement multimedia tools such as audios or animated movies in language classrooms because they seem to be more convenient, entertaining, and most of the time very handy. Therefore, the students' engagement in animated movies intended to teach narrative writing supports them in learning language aspects such as grammar, vocabulary, and spelling more naturally and incidentally.

### 2.7.4  Motivation

Motivation makes students do things. It means motivation makes them put real effort and energy into what they do. The motivation of the students is an important factor in learning a language. Considering the diverse learning styles in a language, using multimedia devices like animated movies can contribute to the motivation level of students in a positive way because all different learners can find something attractive in the language learning process (Akbas, Kayaoglu, & Ozturk, 2011).

**2.7.5 Improvement in Attention Span**

Learning is a process that requires attention. If learners have to learn better, capturing the attention of the students is therefore critical. According to Lopez (2016), people usually remember 10% from the reading, 20% from the hearing, 30% from seeing and 50% from hearing and seeing. Brand (2010) claims that animated movies provides an audio-visual presentation to help to capture one' attention to concentrate on the sustained period of time.

According to Wang (2015), one of the goals of animated movies is to facilitate the development of ESL learners' language skill. It means that the animated movies can provide a lot of information for the learners, get their attention to focus on the material in the movies, and improve their comprehensive linguistic competence.

**2.7.6 Improvement in Learning**

The use of animated movies in education in the technology era is a need in order to enhance the teaching and learning process efficiently. Moreover, this strategy will help teachers to accelerate the students' understanding during the learning process (Daud, Fuad, Ibrahim, Jamaludin, & Mahadi, 2018). Animated movies play a vital role in improving the learning process, particularly in promoting a thorough understanding of the subject matter (Mayer & Moreno, 2002).

People with a variety of learning styles are reached, especially visual learners. The old saying 'a picture is worth a thousand words' holds true for the application of video in education. By using animated movies, the reality is brought into the classroom and authenticity added to the learning context (Droux, Harari, & Liniger, 2014). Johnson (2006) emphasizes that young people like animated movies, therefore, it is very reasonable if they are used in an educational context because they might also create an interest in learning.

## 2.9 SELECTION CRITERIA FOR ANIMATED MOVIES

To authenticate and make the best use of time and effort in animated movies assisted ESL learning, it is necessary to choose the appropriate animated movies for ESL learners. It is crucial to adopt a set of criteria in ESL learning and teaching which will provide an informed basis in selecting appropriate movies for ESL students (Kwon, 2015). Some of the standards need to take into consideration while choosing animated movies for students are discussed below:

### 2.8.1 Content

Animated movies should be chosen with educational objectives in mind. The theme and content should not prove to be purely entertainment for the students. It should be rich in content while being enticing and motivating for the students to watch (Stephens et al., 2012). This view is supported by Xiao (2013) that animated movies as a complementary learning approach always stimulates students' interest in learning. The important point is to integrate the animated content into the teaching activities and learning process. Moreover, Bello (1999) insists that the content of animated movies should match the instructional goals.

### 2.8.2 Age and Learners' Interest

The media chosen for the instructional use must be interesting to the student and help stay motivated to learn. Learners' interest depends on their age. For instance, media liked by the 12 years would not be liked by the 40 or 50 years old. The appropriate media can enhance interest and foster learning. Therefore, the right choice is essential depending on the students' age (Lopez, 2016).

### 2.8.3 Length of the Animated Movies

The average engagement time for the students to watch animated movie is close to 100% when the length of the media is less than five minutes and it drops with the lengthening of media. An average engagement time with 9-12 minutes is about 50% and 12-40-minutes media is about 20% (Guo et al., 2014).

### 2.8.4 Graphics

Visual aspects in media are vital as the picture supports the understanding and serve the purpose of scaffolding. Therefore, the image in the media must be clear and comprehensible (Lopez, 2016).

### 2.8.5 Language Proficiency and Clarity of Messages

The language proficiency level of the students and the comprehensibility of the media need to be taken care of while choosing animated movies. The media must be sufficiently accessible so that students can complete the language linked assignment and that the teachers do not have to put more effort in order to help the students to understand the language. The comprehensibility of the movie is not determined only by the degree of difficulty but also by the specific demands made on the students by the assignments. Moreover, it is important that the students gain confidence and feel in command of the medium (Stoller, 1988).

## 2.10 FRAMEWORK FOR USING ANIMATED FOR TEACHING NARRATIVE WRITING

The teacher can use the animated movies in language learning contexts to support a text. It is supported by Scrivener (2008), there are some steps of using the animated movie in teaching students' narrative writing which are previewing

activities, viewing activities post-viewing activities (pp. 352-353). Those aspects are explained below:

### 2.9.1   Previewing Activities

Stoller (1988) emphasizes that the pre-viewing activities prepare students for real viewing. The pre-viewing activities might be student polls, interviews, problem-solving discussions of the title of the animated movies, brainstorming activities, information gap exercises, and dictionary or vocabulary exercises and so on. Pre-viewing is important in order for the students to be able to follow the animated movies and understand the storyline and characters. Pre-viewing can make it easier for the low performing students to benefit from the animated movies and its many beneficial aspects.

### 2.9.2   Viewing Activities

Khan (2015) recommends that anytime during the presentation of the movie, reduce the volume and have the students restructure the dialogues based on what they are watching. Teachers can also let the students identify a specific actor by the lines of their dialogue, like a quote or phrase, when they ate watching a particular scene.

### 2.9.3   Post-viewing Activities

The students should follow every stage in the movie. In this activity, the students discuss, interpret and personalize the movie to relate to the narrative writing task. For all stages of the activities, it can be concluded that the students discussed events in the story. Therefore, they learned a new language such as grammar, spelling or new vocabularies by reviewing animated movie story and conversation. Thus, students can write a sentence or paragraph (Asfinarti, 2016). The previewing of the activities is very important to keep the students on track. Reviewing, clarification of

complex points, discussion of events, retelling, roleplaying, describing the scene, and completing the exercises are some of the activities involved in this stage (Cakir, 2006).

## 2.11 ERROR ANALYSIS OF NARRATIVE WRITING

Error analysis can be defined as steps to rectify, define and explain learners' errors. It deals with rectifying errors and comprehending the reason for occurrence of errors (Amir & Puteh, 2017). ESL learners make many errors in their writing which form the basis for learning second language learning skills. To assist the learners to successfully acquire writing skills, the analysis of errors and the understanding of the sources of errors are necessary. Phuket and Othman (2015) stated that "errors are considered as the important mark of the language development in language learning" (p.99).

Choironi (2017) explains that the error analysis carried out for writing can be beneficial for both teachers and students. It creates the opportunity for the students to learn from their mistakes and master language. It also helps them to show them in what aspect of language is difficult for them and explain the source or the cause of the error. It also helps students to avoid same errors repeatedly to master the language. For teachers, errors help to identify the students' progress targeted to achieve the learning goal. In addition, Hikmah (2017) highlights that error analysis in terms of different aspects such spelling, vocabularies and usage of appropriate grammar are very essential part of writing. And teachers must rectify the errors and give the constructive feedback to students on their writing so that their leaning is enhanced. This in turn, assists students to recognize their own problems in writing and look for the better learning strategies to improve their writing skills.

Therefore, it is crucial for the teachers to understand the errors learners make in their writing. Subsequently, it helps teachers to rectify problems in the students' writings and gives wide array of opportunities to help students to acquire writing skills.

## 2.12 RELATED LEARNING THEORIES

Learning theories describe how individuals learn and retain any given information and underlying learning principles. Different learning theories provide varying expositions about learning and specify the link between what is learned and the conditions under which learning occurs (Mugisha, Christopher, & Mugimu, 2014). There are many language learning theories which act as a framework to guide the teachers and learners in the second language acquisition. The three theories namely the Cognitive Theory of Multimedia Learning, the Theory of Multiple Intelligence and the Constructivist Theory of Learning, which support the use of animated movies in enhancing narrative writing skills of learners are discussed below:

### 2.12.1 The Cognitive Theory of Multimedia Learning

According to Mayer and Moreno (2003), the principle of Cognitive Learning Theory of Multimedia learning believes that meaningful learning happens when learners engage with visual and audio than from aural alone. This theory has three underlying assumptions.

The first assumption is the dual-channel processing assumption. There is the existence of two distinct channels for processing information exist. The channels are auditory and visual. Within the dual-channel assumption, people use separate channels to process visual and auditory information independently (Chen, Chun, She, & Wang, 2009).

The second one is limited capacity assumption. The limited capacity assumption holds that individuals are limited in the amount of information, or load, that can be processed in either of the dual channels at one time (Mariano, 2014).

The third assumption, active processing assumption is within the active-processing assumption, people engage in active learning by paying attention to

relevant incoming information, organizing selected information into coherent mental representations, and integrating mental representations with other knowledge (Chen et al., 2009).
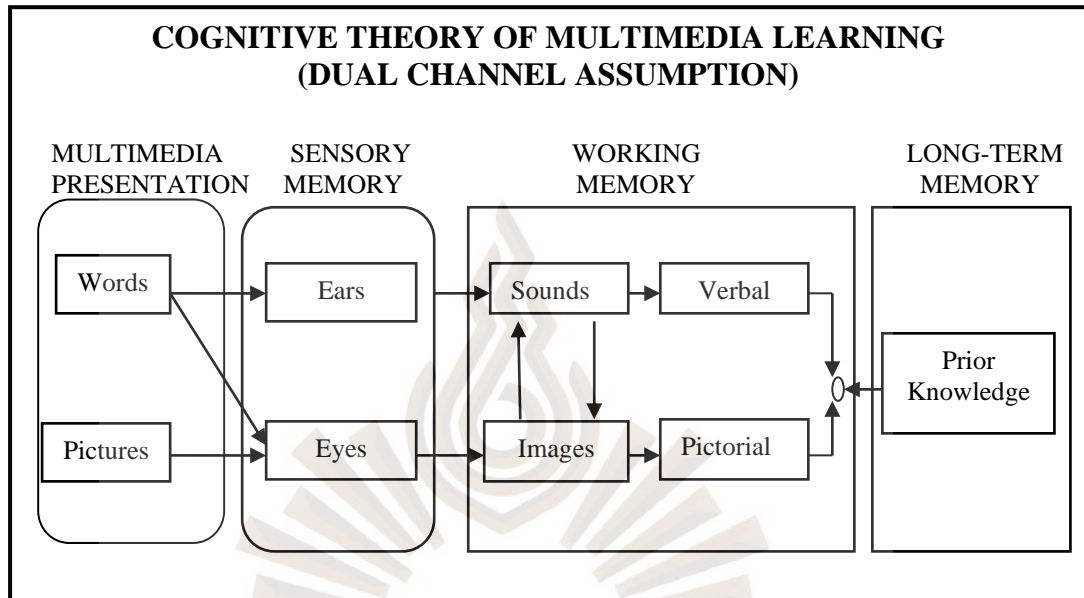


Figure 2.3 Illustration of Cognitive Theory of Multimedia Learning
Source: Mayer & Moreno, 2003

The Cognitive Theory of Multimedia Learning incorporates several principles based on these three assumptions (Mayer, 2005). These principles focus on how to design instruction in multimedia environments that take into account what is known about the cognitive processes and limitations of working memory, in order to promote meaningful learning (Mayer, 1997, 2005).

### 2.12.2 Theory of Multiple Intelligence

Multiple Intelligence Theory was developed in 1983 by Gardner (Ahmed, 2012). 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, incorporation of teaching-learning strategies that take care of different types of intelligence are must for better and meaningful learning. The nine intelligences are verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily/kinesthetic intelligence, naturalistic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and existential intelligence.

### 2.12.2.1 Verbal/linguistic intelligence

Linguistic intelligence refers to one's sensitivity to the sounds, rhythms, and meanings of words; and sensitivity to different purposes of language. Everyone is believed to have this intelligence at some level. Poets, authors, orators, speakers, and attorneys show great linguistic intelligence. Teachers can advance their students' linguistic intelligence by allowing them to say and see words, read books together, and by encouraging discussion. Tools include computers, word games, multimedia, books, tape recorders, and lecture (Lunenburg, F., & Lunenburg, M., 2014).

### 2.12.2.2 Logical/mathematical intelligence

Cherry (2019) challenges that the people who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems. These people have a tendency to think abstractly about numbers, relationships, and patterns. The strengths in people with logical/mathematical intelligence are analyzing problems and mathematical operations.

### 2.12.2.3 Visual/spatial intelligence

Our visual-spatial intelligence is the ability to understand all the elements such as form, shape, line, space, and color. Many students understand that

visual teaching aids such as charts, pictures, drawings, slides, posters, and movies help to learn English better (Arnold & Fonseca, 2004).

### 2.12.2.4 Bodily-kinesthetic intelligence

Bodily-kinesthetic intelligence refers to skills to manage one's body movements and to handle objects skillfully, like a dancer or a surgeon. These individuals like movement, making things, and touching. Teachers can encourage growth in this field of intelligence through physical activity, hands-on learning, acting out, role-playing, and physical relaxation exercises. Tools include equipment and real objects (Lunenburg, F., & Lunenburg, M., 2014).

### 2.12.2.5 Musical intelligence

Musical Intelligence is one of the intelligences which is usually connected to arts. It refers to the sensitivity to rhythm, pitch, tone, timbre, and melody. It involves one's aptitude to sing, compose music and play musical instrument. Musical Intelligence is believed to be the appreciation of the forms of musical expression and the capacity to recognize and produce particular musical pitches, rhythms, and tones. The development of musical intelligence may be based on practicing singing, humming, whistling, tapping feet, clapping hands or listening (Peters, 2015).

### 2.12.2.6 Naturalistic intelligence

Azhiri and Modirkamene (2012) declare that personal differences have been more effective than an educational program. Instruction congruous with various scopes of learning motives could extensively establish a sense of belonging, motivation, competence and enjoyment for the learners. To this end, the significant aim of the researchers on individual differences was to foresee which learners would succeed in the learning (p. 1013).

2.12.2.7 Existential intelligence

This type of intelligence is related to ultimate issues, what Gardner considers to be the ability to find oneself with existential features of the human condition such as the meaning of life and death and the fate of both the physical and psychological worlds. Every individual possesses all nine kinds of intelligence, albeit to different degrees. Therefore, they are not mutually exclusive. They are used simultaneously, complementing each other as people develop skills to solve problems (Helena & Sreenidhi, 2017).

2.12.2.8 Intrapersonal intelligence

Intrapersonal intelligence possesses access to one's emotional life as a method to recognize oneself and others exhibited by individuals with correct views of themselves. The teacher can use activities that involve emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, centering practices, meta-cognitive techniques (Pelayo & Galang, 2013).

2.12.2.9 Interpersonal intelligence

Hershcovis and Reich (2011) defines interpersonal intelligence as the potential for working with others, as used in understanding people, leading and organizing others, communicating, resolving conflicts, and selling.

### 2.12.3 Constructivist Theory of Learning

Jean Piaget (1896-1980) can be considered as the founder of the theory of constructivism (Aljohani, 2017). Piaget (1970) stated that learning is an active process whereby learners are believed to be the creator of knowledge using their prior knowledge. He added that learners construct their own meaning rather than being the passive recipient of knowledge.

Hattie (2009) states that "constructivism is not a theory of teaching, but a theory of knowing and knowledge and it is important to understand the role of building constructions of understanding" (p. 26). In addition, constructivist practice is a better way for English language teaching when compared to the traditional teaching method of the English language as evident from Nikitina (2010) who found noticeable evidence that when the students were allowed to do constructivist activities such as using visuals and preparing a movie project with teamwork, they learned a foreign language better. She indicates that the students liked the activity and considered it beneficial.

## 2.13 RELATED RESEARCH

Several studies have been conducted to examine the effectiveness of animated movies in enhancing the narrative writing skills of students. This section provides the review of the related research done on the use of animated movies in enhancing narrative writing.

Puspitasari (2007) carried out a case study on the use of animated movies to develop students' writing skill of narrative texts using animated movies at eleventh grade students of SMA Negeri 10 Semarang in year of 2006/2007. He found that the students' achievement in writing narrative text was improved significantly after using the animated movies. It was evident from the significant result of the writing draft I that was lower (64. 3%) than the writing revision II (72. 9%). He justified that the main factors influencing the students' achievement were the students' interest in the animated movies and narrative text. The students said that they liked to write interesting stories of a narrative text using animated movies.

From the classroom action research conducted by Akmala (2011) at the 10th grade of Madrasah Aliyah Negeri Pemalang in the academic year 2010/2011, he recommended English teachers to use the animated movies as a teaching tool to stimulate students' interest in writing. He declared that the writing skill of the

students was enhanced and the students' perceptions about narrative writing were also improved considerably. He concluded from the mean of the pre-cycle test, which was 46.2. The mean score in cycle 1 was 50.8, 63.3% for cycle 2 and 70.7% for cycle 3. The animated movies presented in the lesson fostered self-directed learning for the students.

Astiti (2012) carried out an action research, aimed to enhance the narrative writing skills of XI IPA 1 students of MAN 2 Yogyakarta in the academic year 2012/2013 using animated movies. The data collection instruments used were observation checklist forms, observing the teaching and learning process, interviewing the English teacher and students, taking photographs, collecting documents, and scoring students' writing. In analyzing data, the researcher used qualitative and quantitative methods. The results showed that the use of the animated movie was able to improve students' writing skills of narrative in terms of ideas, grammatical features, and organization. Based on qualitative data obtained from the research, the students were able to generate ideas well, apply correct grammatical features, and organize the paragraphs well. The use of animated movies made the students enthusiastic and motivated to take part in learning.

Another related study comes from Ismaili (2013) who conducted research on the use of movies in the EFL classroom at South East European University. The aim of this study was to elaborate and analyze the effects of using movies in the EFL classroom on the development of the students' language competence and performance in academic settings. The results of the study have revealed that there were significant differences between the experimental and control group of students who were taught using animated movies and without using animated movies respectively. The study concluded that movies attract students' attention, the present language in a more natural way that found in course-books. Thus, movies are more important to offer a visual context aid which helps students understand and improve their writing skills.

Gusparia, Refnaldiit, and Zainil (2014) conducted action research on Improving Students' Writing Skill of Narrative Texts by Using Animated Video at Grade XI Science 2 Program of SMA N1 Teluk Kuantan. From the study, they concluded that animated movies have successfully improved the students' writing skill of narrative texts at grade XI science 2 programs of SMA N 1 Teluk Kuantan. Based on the findings, the researchers suggested English teachers to incorporate the animated movies in the classroom teaching and learning process. Since animated movies can be used by the students independently, the researcher recommended teachers and students to use it as alternative media for writing class to improve writing skills.

Wahyuni (2016) conducted research to examine the effectiveness of animated movies on students' ability to write narrative text at Class X Mia 5 of SMAN 9 Kendari. The instrument used in the study was writing the task in the narrative genre. The criteria for assessing students' writing were assessed from five aspects of writing, namely content, organization, vocabulary, language use, and mechanic. The data were obtained by using two essay writing tests from pretest and posttest. The data of the pretest and posttest were analyzed by means of descriptive and inferential statistics. After the data were tested and found to be normal, the hypothesis was tested using the analysis of paired sample test. The result showed that there was a significant effect on students' writing ability after teaching by using animated movies. From the hypothesis testing using the paired sample test, it was found that the mean score of pretests was 61.92 and mean score posttest was 75.63. Likewise, as a result, the probability value of 0.000 (p-value) was lesser than the level of significant (p < .05). Therefore, it can be concluded that using animated movies gives a significant effect to enhance students' ability to write narrative texts.

Kabooha (2016) conducted research on "Using Movies in EFL classroom," to study the opinion of Saudai English as a Foreign language (EFL) learner as well as teachers towards the incorporation of movies in their lessons as a tool to develop students language skills. The finding of the study revealed that both the students and

teachers had positive attitudes and suggested that appropriately chosen movie materials could improve the students learning language through motivation.

Pramudanti et al. (2018) conducted action research on using animated movies as teaching media to improve the students' narrative text writing skill of the tenth graders of SMA El Shadai Magelang in the academic year 2016/2017. The study concluded that there was a significant improvement in the narrative writing skills of the tenth graders of SMA El Shadai Magelang in the school year 2016/2017 who were taught using animated movies. It could be seen from the students' mean score in pre-cycle was 65.18. It could be seen from mean scores of cycle I, that was 72.90 and mean scores in Cycle II was 82.63. It had reached the minimum requirement standard score of writing in SMA El Shadai Magelang which was 75 and more than 75% of the students got score 75 in writing class. Besides, the students also showed positive responses towards using animated movies to improve the writing class.

All the studies discussed above have demonstrated highly commendable results. The studies undertaken by different researchers around the world on the use of animated movies to enhance the narrative writing skills of the students were successful. On the other hand, the studies have also mentioned some limitations and suggested to focus on some areas of improvements in the studies which help to create awareness among future researchers. They also presented the result of their studies in the different grades which were the basis of the studies. Some of them suggested the ESL teachers and researchers to carry out the research at different grades. They encouraged to use the results from the study to draw the best conclusions and make the best use of animated movies in teaching narrative writing skills.

From all the information and related studies explored by the researcher, it can be concluded that animated movies can be used as one alternative teaching technique to teach narrative writing skills to students. While using animated movies as an alternative teaching tool, it is the duty of teachers to channel the students' enthusiasm in a direction that has a constructive influence on learning objectives. The learning

activities should also be driven towards achieving the objectives that will have great potential in enhancing ESL learning.

Since writing is one of the productive skills, teachers must be aware of how best students can learn using the techniques suitable for them. Thus, in the world of learning dominated by the use of technology and multiple benefits it brings in the learning, the use of the appropriate media has been deemed necessary to stimulate learning and keep the students' motivation for learning upbeat all the time. The choice of the topic for the study has also come a long way, referring to many previous studies and drawing analytical inferences, consulting the experts and deciding on the suitable methods to collect data, deciding on how to implement the animated movies in the real classroom teaching setting in Bhutan. Unlike in the most of the curricula used in different countries, the Bhutanese curriculum is formed using Canadian Standard Curriculum, the narrative writing is mandated to be taught as early as in grade six. And the researcher's experience over five years of teaching the Grade Six Bhutanese ESL Students has encouraged to explore beyond the traditional approach and adopt a new approach as alternative teaching media to enhance narrative writing skills. The researcher has also drawn inspirations to choose the title for the research based on the recommendation made by different researchers to explore the use of animated movies in primary grade students.

# CHAPTER 3

# RESEARCH METHODOLOGY

This chapter discusses the research design, population and the sample of the study, the validity of the research instruments, data collection procedures and data analysis.

## 3.1 RESEARCH DESIGN

According to Pandey, M., and Pandey, P. (2015), the research design is the framework or plan used as a guide in collecting and analyzing the data. It is a roadmap followed in completing a study. In this study, the researcher used a mixed methods research design of quantitative and qualitative research approaches.

Mixed methods are research approaches where researchers collect and analyze both quantitative and qualitative data within the same study (Guest & Fleming, 2015; Shorten & Smith, 2017). The adoption of the mixed method has been emphasized by McKim (2017) who states that the mixed-methods provide a better, broader and in-depth understanding of the complex phenomenon and enhance confidence, improve accuracy and completeness and contribute to the overall validity.

The study was administered with one group pretest-posttest quasi-experimental design to gather quantitative and qualitative data from the sample group. The pretest-posttest intervention was employed to collect quantitative data and to determine students' enhanced narrative writing skills. On the other hand, a semi-structured interview was conducted to obtain qualitative data to find students'

learning satisfaction after using animated movies in narrative writing. Figure 3.1 shown below describes the research design of the study.
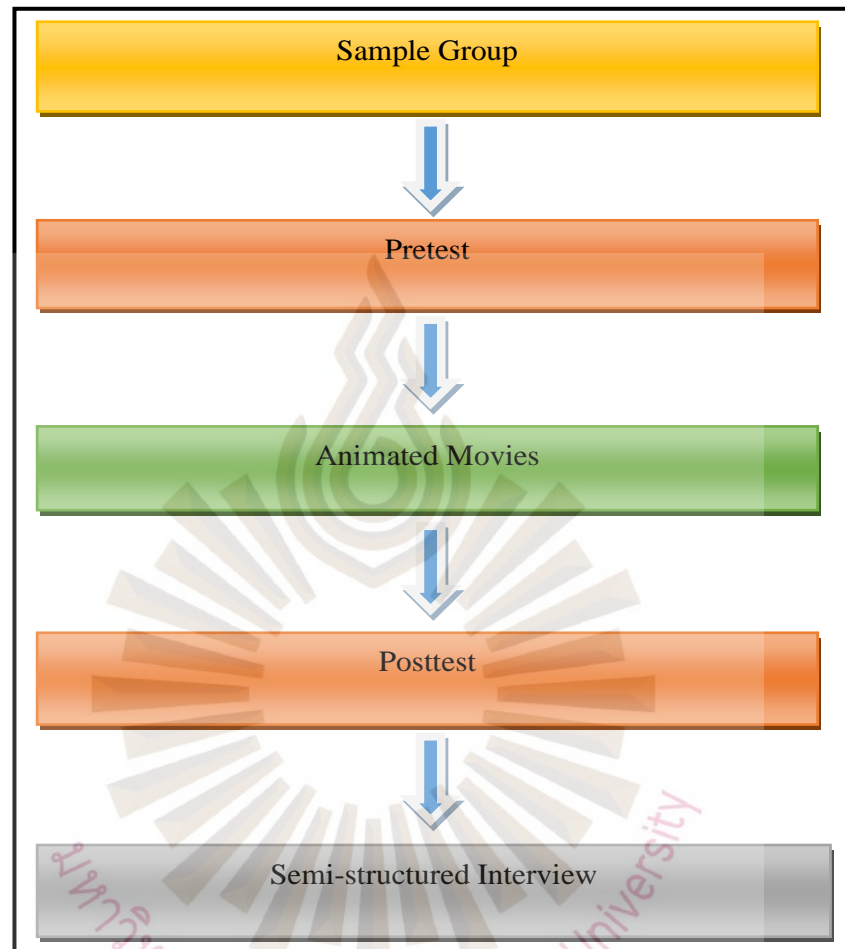


Figure 3.1 Illustration of research design

## 3.2 POPULATION AND SAMPLE

### 3.2.1 Research Population

The population of this study consisted of 40 Grade Six Bhutanese ESL Students distributed into two sections. Each section consisted of 20 students with mixed genders and abilities. The age range of students is from 11 to 14 years.

**3.2.2 Sample**

An intact sampling was used to select one section comprising of 20 students. Of the twenty students in the sample group, 13 (65%) were males and 7 (35%) were females as shown in the figure.
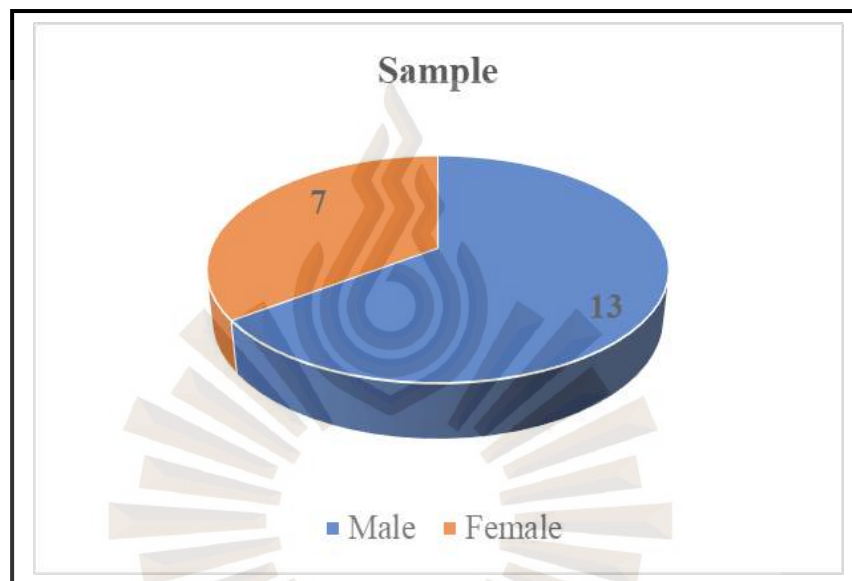


Figure 3.2 Illustration of sample

## 3.3 RESEARCH INSTRUMENTS

The research instruments are the tools for data collection that enable the researcher to obtain relevant and authentic data from the data collection process (Annum, 2018). With the aim to obtain authentic and adequate data, this study administered the following quantitative and qualitative research instruments:

### 3.3.1 Instructional Instruments

#### 3.3.1.1 Lesson Plans

The researcher developed four Lesson Plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating animated movies. The researcher conducted the narrative writing classes (2 sessions per week) in the sample group for the duration of a month and let participants practise narrative writing using animated movies (Refer lesson plans in Appendix H).

3.3.1.2 Intervention Process with Animated Movies in Teaching Narrative writing skills

Table 3.1 Intervention Process

| Intervention Stages | Activities |
|---|---|
| Pre-intervention | The researcher conducted the pretest at the beginning of the instructional period of the study to obtain the pretest result of students' narrative writing. |
| Intervention | The researcher used four animated movies in the entire sessions. After watching each animated movie, the participants were asked to write narrative texts of about 150-200 words as per the requirement of REC syllabus. During the course of the intervention, participants practised four narrative writings after watching different animated movies in each session. |
| Post-intervention | The post-intervention is an evaluation of the outcome of the intervention. The researches kept the record of the students' achievement of each session using writing assessment rubrics. To analyze data, the researcher used the result of only pretest and posttest narrative writings. |

### 3.3.1.3   Writing Assessment Rubrics

The standardized writing assessment rubrics framed by BCSEA (2018) were adopted to evaluate the participants' narrative writing. The narrative writings were assessed out of 20 points based on the following criteria:

(1)   Content and Layout (10 points)

(1.1)   Relevancy

(1.2)   Sequencing

(1.3)   Paragraphing

2)   Mechanics and Language (10 points)

(2.1) Expressions

(2.2) Spelling

(2.3) Punctuations

(2.4) Grammar (Refer Appendix F)

## 3.3.2   Quantitative Data Collection Instruments

### 3.3.2.1   Learning Achievement Tests

The researcher administered pretest and posttest achievement tests before and after the intervention of animated movies to investigate the effectiveness of the animated movies in enhancing the narrative writing skills of the participants. For the learning achievement tests, participants composed a narrative text of about 150-200 words in the beginning and end of the lessons. That was intended to assess the differences between participants' pretest and posttest learning achievement scores and then determine the level of improvement. The selection of topics for the achievement tests was done according to the students' grade and existing English Curriculum guidelines for grade six (REC, 2014).

### 3.3.3 Qualitative Data Collection Instrument

3.3.3.1 Semi-structured Interview

A semi-structured interview is very useful for the purpose of eliciting an in-depth understanding of a phenomenon of interest. It provides the researchers with more flexibility to conduct interview in a more conversational manner and also allows unanticipated understanding to emerge (Lochmiller & Lester, 2017). All the participants were involved in semi-structured interview as recommended by Ryan, Coughlan, and Cronin (2009) that a one-to-one interview is incredibly important in gaining insight into people's perceptions, understanding and experiences of a given phenomenon and can contribute to in-depth data collection. Therefore, the semi-structured interview was carried out at the end of the study after the pretest and posttest were administered (Refer to Appendix G).

## 3.4 VALIDITY OF RESEARCH INSTRUMENTS.

### 3.4.1   Validity

Validity tells whether the test scores are measuring the right things for a particular use of the test (Livingston, 2018). Validity is a test of how well the instrument that is developed measures the particular concept it is intended to measure (Bajpai, S., & Bajpai, R., 2014). The validity of the research instruments was evaluated by three experts (two from Thailand and one from Bhutan). All the instruments were validated based on the Item Objective Congruence (IOC) by Turner and Carlson (2003). IOC result index ranges from -1 to +1. The rating +1 on IOC refers to the accuracy of instruments to the stated objectives, however, rating 0 shows that items are good, but not convincing enough to meet the stated objectives. Further, the rating -1 ensures that items are not clearly congruent in meeting the objectives stated.  The researcher adopted the given formula to compute IOC.

$$IOC = \sum \frac{r}{n}$$

Where r = sum of the scores of individual experts

n= number of experts

For the fair assessment and also to prevent unnecessary bias in marking, an analytic writing assessment rubric was used to evaluate the narrative texts written by the participants. Although it was a standardized rubric formulated by the BCSEA (2018), IOC validation was run on the rubric to make data more authentic and confirm its validity.

The four lesson plans prepared by the researcher were also validated by the experts to ensure their congruence with the stated research objectives. All the lesson plans were rated +1 by the three experts, which gave the average rating of +1, indicating their relevancy to the stated research objectives. Similarly, the semi-structured interview questions were also validated by the experts. However, from the five questions prepared by the researcher, question no. 3 was rated 0 by expert 1 which resulted in the average of 0.67. Rating 0 indicated that the item was good, but not convincing enough to meet the stated objectives. Therefore, the researcher made some modifications in semi-structured interview question no. 3. The question no.3 was split into two questions forming a total of six semi-structured interview questions after considering the feedback and suggestions provided by the expert concerned (Refer Appendix G).

## 4.3 DATA COLLECTION PROCEDURE

To ensure the smooth flow of data collection procedure while conducting the study, the following procedures were undertaken: ethical consideration and data collection.

### 3.5.1 Approval and Ethical Consideration

Ethic is an important characteristic in any research (Mohajan, 2017). Ethical considerations are exceptionally important in educational research and researchers to ensure that research is conducted in the right way (Basit, 2010). Therefore, to conduct this study in the school, an approval to carry out the study in the school was obtained from the Ministry of Education, Bhutan. Approval was also sought from the District Education Office, the research School and the subject teacher concerned. Prior to the study, the participants were briefed about the purposes of the study. The consent form was countersigned by their guardians (warden/matron) since the research participants were below eighteen years. All information and data were treated confidential and the identities of the participants were kept confidential.

## 3.6 DATA ANALYSIS

### 3.6.1 Quantitative Data Analysis

One of the aims of the study was to enhance the narrative writing skills of Grade Six Bhutanese ESL Students using animated movies. In line with this, to determine the level of students' learning achievement, pretest and posttest were administered before and after the intervention of animated movies respectively. Learning achievement scores from pretest and posttest were analyzed using Wilcoxon signed ranked test. Wilcoxon signed ranked test was computed to identify descriptive statistics, mean rank and test statistics for both the pretest and posttest learning achievement scores. 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.

### 3.6.2 Qualitative Data Analysis

Since it was a mixed methods research, a semi-structured interview was conducted to gather qualitative data. The main rationale was to see the students' learning satisfaction in narrative writing using animated movies. Lochmiller and Lester (2017) claim that the prime purpose of qualitative data analysis is to bring order and meaning to the data collected. One of the approaches that can be used to analyze text qualitative data is content analysis because this process involves turning a large set of raw data into practical proof through data reduction methods. Text data can be in verbal, print or in electronics obtained using different qualitative data collection instruments. Accordingly, the researcher engaged in content analysis to analyze the qualitative data obtained from the semi-structured interview.
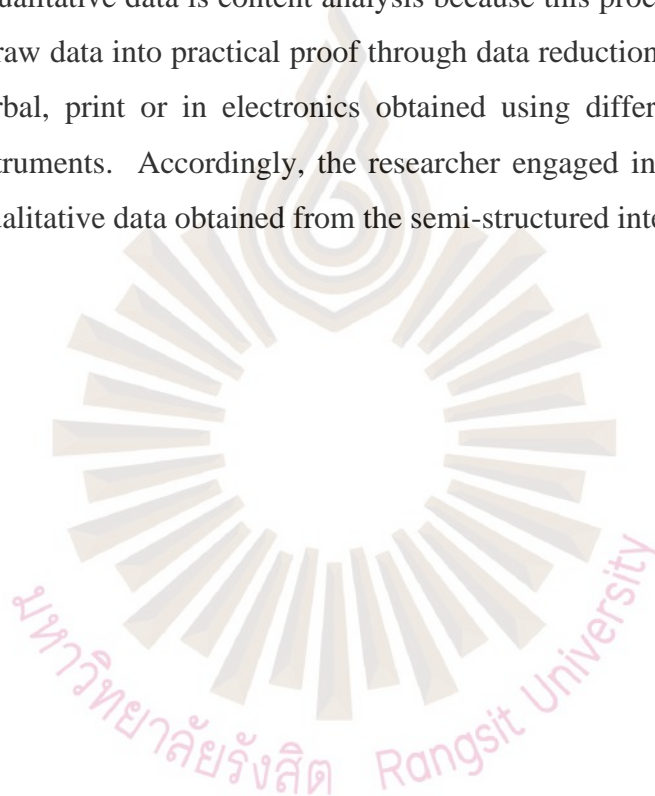
# CHAPTER 4

# RESULTS AND DATA ANALYSIS

This chapter presents the result analysis and findings of the study. The quantitative and qualitative data were analyzed and interpreted using Wilcoxon signed rank test and content analysis respectively. The findings were presented according to the research questions and objectives.

## 4.1 QUANTITATIVE DATA ANALYSIS

The first research question of the study was: Could the use of animated movies help to enhance narrative writing skills of Grade Six Bhutanese ESL Students? To answer this overarching research question, the pretest and posttest were administered to the sample group before and after the using animated movies in the narrative writing. The sample group's learning achievement scores were analyzed using Wilcoxon signed rank test in the computer program to determine the differences between pretest and posttest learning achievement scores. The comparison between the pretest and posttest scores was carried out in terms of the descriptive statistics, mean rank and test statistics.

### 4.1.1 Wilcoxon Signed 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 4.1 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 4.1 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 indicated the effectiveness of animated movies in the students' narrative writing skills.
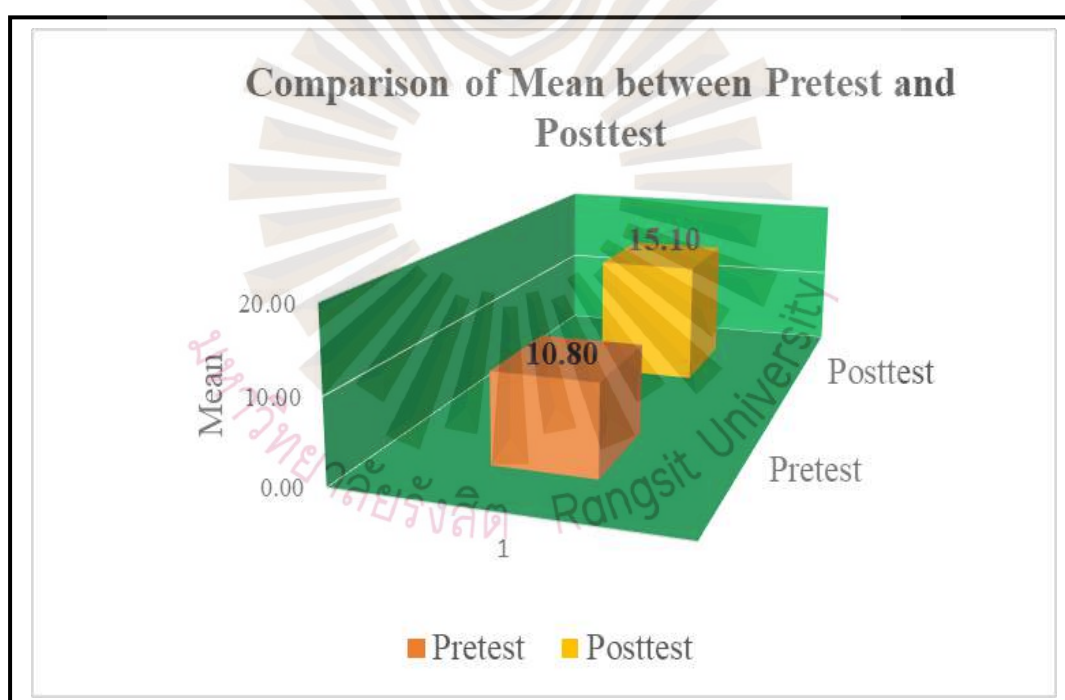


Figure 4.1 Comparison of pretest and posttest mean
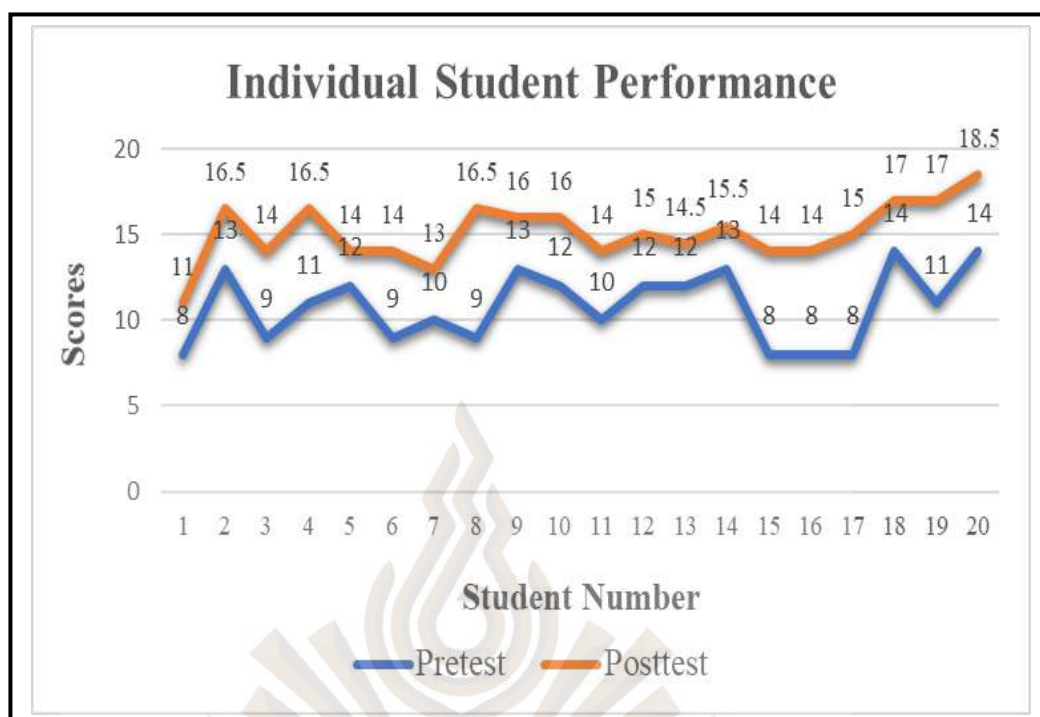
Figure 4.2 Graphical representation of students' learning achievement scores in pretest and posttest.

The blue line and the orange line in figure 4.2 represent the individual student's learning achievement scores in pretest and posttest respectively. As indicated in the line graph, all the students have performed better in the posttest than in the pretest. The dichotomy between the narrative writing with and without using animated movies is therefore visible.

The lowest and the highest scores in the pretest were 8 and 14 respectively whereas the lowest and the highest scores in the posttest were 11 and 18.5 respectively. All the students scored significantly higher in the posttest than in the pretest, which means there was a remarkable improvement in students' narrative writing skills after using animated movies.
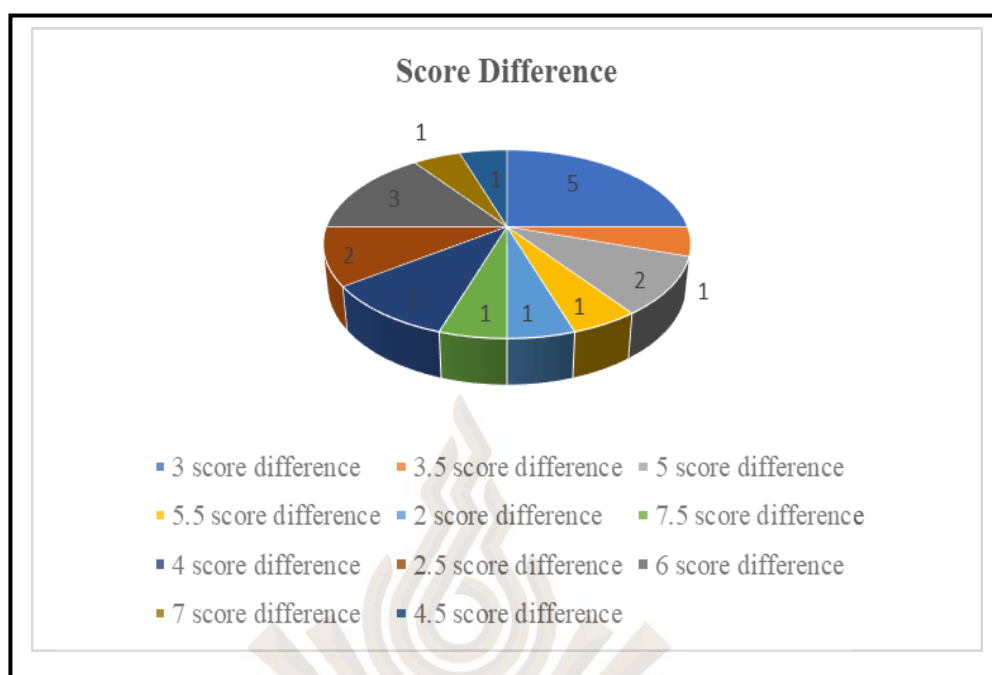
Figure 4.3. Number of students in each score difference

Figure 4.3 is a pie chart illustration representing the number of students in each score difference between the pretest and posttest. Out of 20 students from the sample group, 5 students secured 3 more scores in the posttest than in the pretest. Each student made a positive difference of 3.5, 5, 5.5, 7, 4.5 and 7.5 respectively. There were 2 students with a positive score difference of 5 each. Similarly, there were 2 students each falling in the score differences of 4 and another 2 students with 2.5 score difference, which was followed by 3 students with 6 score difference.

From the pretest and posttest scores, the highest increase was made by the student no. 8 by scoring 7.5 higher in the posttest than in the pretest. On the other hand, student no. 5 made the lowest increase by 2 scores higher in the posttest than in the pretest. The maximum number of students managed to increase their scores in the posttest from the pretest by 3 and above.

The result of Wilcoxon's descriptive statistics also showed an increase in the mean score of posttests (15.10) from the mean score of the pretest score (10.80). It was

found that the mean score of the posttest was 4.30 higher than the mean score of pretests demonstrating the effectiveness of animated movies in sample group's narrative writings.

### 4.1.2 Wilcoxon Signed Rank Test

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. Essentially, it also shows the level of significance.

Table 4.2 Results of the pretest-posttest score in narrative writing

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

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

From the Wilcoxon signed ranks test analysis, the findings in the table 4.2 show that there was a significant difference between the pretest and posttest scores in narrative writing of the sample group (p=0.001<0.01). The sum of their negative ranks for the sample group participants' scores 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 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.

**4.1.3 Error Analysis on Pretest and Posttest Narrative Writing**

In this study, the researcher carried out an error analysis of students' writings in terms of content and layout and mechanical and language use to find out improvement in participants' narrative writing after animated movies.

While in both pretest and posttest, participants were asked to write 150-200 words narrative texts incorporating all the generic structures of narrative texts. The participants wrote narrative texts on the same topic, "Cinderella" both in the pretest and posttest. Narrative writings were assessed using the BCSEA (2018) writing assessment rubrics and the common written language errors were identified for the analysis. Error analysis was carried out for each individual participant. In order to obtain the valid and authentic results, the pretest and posttest narrative writings were assessed and compared based on the following criteria:

Criteria 1: Content and layout

    (1) Relevancy

    (2) Sequencing

    (3) Paragraphing

Criteria 2: Mechanical and language

    (1) Mechanical errors

        a) Punctuation errors

        b) Spelling errors

        c) Capitalization errors

    (2) Grammatical errors

        a) Tenses & subject-verb agreement errors

        b) The use of article errors

        c) Singular/plural errors

4.1.3.1 Comparison between pretest and posttest narrative writings based on the content and layout

The pretest and posttest narrative writings written by all twenty participants were compared to identify the improvement in participants' narrative writings before using animated movies and after using animated movies. The comparison was made based on the content and layout and mechanical and grammatical errors used in their narrative writings. Table 4.3 presents the differences between the participants' pretest and posttest narrative writings.

Table 4.3 Comparison between the pretest and posttest narrative writings based on the content and layout

| Students | Pretest Narrative Writing | Posttest Narrative Writing |
|---|---|---|
| Student 1 | Paragraphs have no good unity, order, and coherence.<br><br>Sequence of the story repeated.<br><br>No proper layout.<br>Not made proper conclusion. | Paragraphs have a good unity but order and coherence were not very considerable.<br>No repetition of a sequence of the story.<br>Maintained proper layout.<br>Made proper conclusion. |
| Student 2 | No proper sequence or flow of ideas.<br>Insufficient details in each paragraph. | Sequence or the flow of ideas was excellent.<br>Considerable details in paragraphs but did not mention in different paragraphs. |
| Student 3 | No unity and coherence in paragraphs.<br>Repeated ideas.<br>Insufficient details.<br>Not all generic structures of narrative texts were evident. | Unity and coherence in paragraphs were considerable.<br>No repetition of ideas.<br>Fairly sufficient details.<br>All the generic structures of the narrative texts were evident. |

Table 4.3 Comparison between the pretest and posttest narrative writings based on
the content and layout (Cont.)

| Students | Pretest Narrative Writing | Posttest Narrative Writing |
| --- | --- | --- |
| Student 4 | Insufficient details in paragraphs. No unity and orders the paragraphs. No conclusion. Some of the generic structures of the narrative texts were missing. | Sufficient details in paragraphs. Good unity, order, and coherence in paragraphs. Good conclusion. All the of narrative structures of the narrative texts were evident. |
| Student 5 | Presentation of the ideas in the sequence was fairly good. Insufficient details. Sequencing or flow of ideas was not very good. Some of the narrative structure of the narrative texts were missing. | Presentation of the idea was good. Sufficient details. Sequencing or flow of ideas was very good. All the narrative structures of the narrative texts were evident. |
| Student 6 | No unity and coherence in paragraphs. Insufficient details. Repetition of ideas. No good flow of ideas. Some of the generic structures of the narrative texts were missing. | Paragraphing fairly done with unity and coherence. Sufficient details. No repetition of ideas. Good flow of ideas. All the generic structures of the narrative texts were evident. |
| Student 7 | Repetition of ideas. No good order and coherence. Insufficient details. Some of the generic structures of the narrative texts were missing. | Repetition of the ideas reduced. Order and coherence were fairly maintained. Fairly sufficient details. All the generic structures of the narrative texts were evident. |

Table 4.3 Comparison between the pretest and posttest narrative writings based on
the content and layout (Cont.)

| Students | Pretest Narrative Writing | Posttest Narrative Writing |
|---|---|---|
| Student 8 | Insufficient details. Not very good unity and order. The flow of ideas was not very good. Some of the generic structures of the narrative texts were missing. | Sufficient details. Good unity and order. The flow of ideas was good. All generic structures of the narrative texts were evident. |
| Student 9 | Organization of ideas was not in good unity and order. No proper conclusion. Some problem with the flow of ideas. Some of the generic structure of the narrative texts were missing. | Organization of ideas was in good unity and order. Proper conclusion. Good flow of ideas. All the generic structures of the narrative texts were evident. |
| Student 10 | No very fair ordering and the sequence of the ideas. Repeated some ideas. Some of the generic structure of the narrative texts were missing. | Fair ordering and unity in the paragraphs. Less repetition of ideas. All the generic structures of narrative texts were evident. |
| Student 11 | Insufficient details. Flow of ideas not in order. Repetition of ideas. Some of the generic structures of the narrative texts were missing. | Sufficient details. The flow of the ideas in order. Less repetition of ideas. All the generic structures of the narrative texts were evident. |
| Student 12 | No good sequence of ideas. Repetition of some ideas. Most of the generic structures of narrative texts were missing. | Good sequences of ideas. Less repetition of the ideas. All the generic structures of the narrative texts were evident. |

Table 4.3 Comparison between the pretest and posttest narrative writings based on
the content and layout (Cont.)

| Students | Pretest Narrative Writing | Posttest Narrative Writing |
|---|---|---|
| Student 13 | Repetition of ideas. Flow of ideas was not coherent. Some of the generic structures of narrative texts were missing. | Less repetition of the ideas. Flow of ideas was coherent. All the generic structures of the narrative texts were evident. |
| Student 14 | No unity of ideas in paragraphs. Repetition of some ideas. Some generic structures of narrative texts were missing. | Good paragraphing with and unity. No repetition of ideas. All the generic structures of the narrative texts were included. |
| Student 15 | No good flow of ideas. Repetition of ideas. Insufficient details. Some generic structures of the narrative texts were missing. | Good flow of ideas. Less repetition of the ideas. Sufficient detail. All the generic structures of the narrative texts were evident |
| Student 16 | Sequence and the flow of ideas in paragraphs were fairly good. Insufficient details. Some ideas were repeated. Most of the generic structures of the narrative texts were missing. | Good flows of ideas in paragraphs. Sufficient details. Less repetition of ideas. All generic structures of narrative texts were evident. |
| Student 17 | Some problems with sequencing or flow of ideas. Some of the generic structures of the narrative texts were missing. | Sequencing or flow of ideas was good. All the generic structures of the narrative texts were evident. |
| Student 18 | No unity in paragraphs. Problems with flow of ideas. Repetition of few ideas. Some of the components of the narrative texts were missing. | Unity in each paragraph. Flow of ideas was good. Less repetition of ideas. All the components of the narrative texts were evident. |

Table 4.3 Comparison between the pretest and posttest narrative writings based on
the content and layout (Cont.)

| Students | Pretest Narrative Writing | Posttest Narrative Writing |
|---|---|---|
| Student 19 | Repetition of ideas. Some problems with the flow of ideas. Insufficient detail. Some generic structures of narrative texts were evident. | No repetition of ideas. Flow of ideas was excellent. Sufficient detail. All the generic structures of the narrative texts were evident. |
| Student 20 | The flow of idea in some paragraphs were fairly good. Some problems of the ideas in details. Some generic structures of the narrative texts were missing. | Excellent flow of ideas in each paragraph. Good flow of the ideas in detail. All generic structures of the narrative texts were evident. |

Table 4.3 presents the comparative study between the pretest and posttest of the narrative writings of the individual participant and it was based on the content and layout. This comparative study showed a noticeable difference between the pretest and posttest narrative writings. The findings from the pretest narrative writings showed the lack of some sequencing or flow of ideas, insufficient details and repetition of ideas. In addition, the pretest narrative writing also indicated that most of the participants were unaware of the generic structures of narrative texts.

On the other hand, posttest narrative writings using the animated movies showed that there was a noticeable improvement in narrative writing skills. This also means that animated movies were very effective in learning narrative writing skills. The animated movies also helped the participants to remember the sequence of events from the story which enabled them to write with a good flow of ideas. The unity and order of ideas within each paragraph was quite clear. Most of the posttest narrative writings contained sufficient details and the repetition of ideas had reduced

considerably. However, it was noticed that most of the participants could not organize content in good paragraphs. This could be because they lacked ideas to organize writing as per the features of narrative texts.

Although students could not organize content into good paragraphs and layout even during their posttest, they could establish good coherence and flow of ideas in sequences with sufficient details. Concisely, this finding supports the use of animated movies as effective media in enhancing students' narrative writing skills.

4.1.3.2 Comparison between Pretest and Posttest Narrative Writing Based on the Mechanical and Grammatical Errors

Table 4.4 Comparison between pretest and posttest narrative writings based on the mechanical grammatical errors

| Linguistic Errors | | Frequency of occurrence | |
|---|---|---|---|
| | | Pretest Narrative Writing | Posttest Narrative Writing |
| Mechanical Errors | Punctuation | 52 | 47 |
| | Spelling | 79 | 57 |
| | Capitalization | 72 | 43 |
| | Total | 203 | 147 |
| Grammatical Errors | Usage of verbs | 47 | 36 |
| | Singular/plural nouns | 60 | 26 |
| | Usage of articles | 46 | 30 |
| | Total | 153 | 92 |
| Grand total | | 356 | 239 |

Table 4.4 presents the comparison between the pretest and posttest narrative writings based on the error analysis. From the table, it is apparent that the total number of mechanical errors occurrence in the pretest narrative writings was 203,

whereas posttest narrative writings contained 147 mechanical errors only. Compared to the narrative writing in the pretest, the participants had committed fewer mechanical errors in their narrative writing in the posttest.

On the other hand, all the participants together had committed 153 and 92 grammatical errors in their pretest and narrative writings respectively. The error analysis was carried out for each participants' narrative writing (Refer Appendix I).

The overall written language errors committed by the participants in their pretest and posttest narrative writings were 356 and 239 respectively. Apparently, the participants committed more written language errors in their pretest narrative writings than posttest narrative writing. Therefore, it is a clear indication that animated movies in narrative writing have more impact on improving students' mechanic and grammatical skills in writing.

## 4.2 QUALITATIVE DATA ANALYSIS

### 4.1.1 Semi-structured Interview

The second research question of the study was: Were students satisfied using animated movies in narrative writing? This question was used to guide the qualitative data collection process. The research instrument employed to gather qualitative data was the semi-structured interview. It was conducted at the end of the study to investigate students' learning satisfaction after using animated movies. The six interview questions were framed to uncover the students' learning satisfaction after using animated movies in narrative writing. The questions were selected after being validated and accepted by the two experts from Thailand and one expert from Bhutan.

All the 20 sample group participants were involved in a semi-structured interview without any bias and influence of peers. Moreover, the subject teacher was also invited to help the researcher to assist the one-to-one interview. To get the

authentic data, the researcher allowed the students to use Dzongkha to express their opinion according to the interview questions. The interview answer for each question was recorded and transcribed for the content analysis.

The data collected from the semi-structured interview were recorded, transcribed and analyzed through the identification of themes. After an in-depth study on information provided by the participants, the researcher concluded on the following themes for further interpretation;

        1) Animated movies facilitated learning satisfaction

        2) Animated movies enhanced writing skills

        3) Animated movies promoted incidental learning

All the participants were named as student 1 to student 20 according to their serial number followed in the quantitative data collection as that in achievement test.

Theme 1: Animated movies facilitated learning satisfaction

The opinions and learnings experiences shared by the participants during the one-to-one interview session revealed the satisfaction of using animated movies in narrative writing. Participants shared their motivation and improvement in writing using animated movies. For instance:

Student 1 mentioned, "Yes, I enjoyed writing using animated movies. When I wrote narrative texts after watching animated movies, I got all details to write. The animated movies were also interesting. I could also score good marks."

Student 2 said, "Yes, after I watched animated movies, I got all ideas to write the story. I was happy that I could write better narrative texts with the help of animated movies."

Student 11 said, "Yes, I enjoyed writing using animated movies. It helped me gather ideas and make a good plan for writing. I could write narrative texts better than before and I was happy that I could score a good mark."

Similarly, Student 18 remarked, "Yes, I enjoyed writing using animated movies because I liked watching animated movies. After watching movies, I got lots of ideas to write and organize my writing. With all the sequences of events of the story presented in the animated movies, I could organize the writing better than before. That helped me score good marks."

Prior to the study, it was learned that students had perceived writing as a challenging task. After using the animated movies in writing within a span of a month, their attitude about writing had changed drastically. It was evident in the statement made by:

Student 10 stated "Yes, I enjoyed writing using animated movies because I got all ideas to write the narrative texts after watching animated movies. I didn't use any kind of movie in writing before. Animated movies used in writing inspired me to write more."

In addition, student 8 stated, "One good thing about using animated movies was I could concentrate more on animated movies. After watching animated movies, I felt like to write more as I could gather more ideas to write the story. With those ideas of the story, I could write faster and make my writing look better with the content."

The use of animated movies had also brought positive changes in students' attitudes towards writing. They realized that animated movies can be the best media to use in narrative writing and overcome the confusion of gathering ideas and planning for writing. Their achievement in the posttest was also an indication of the

considerable improvement in writing. It has motivated them and boosted their confidence level in writing. It is evident through the following expressions:

Student 13 said, "Yes, I liked writing after watching animated movies because before I used animated movies, I was always confused about what to write when the teacher asked us to write narrative texts on the given topics. After watching animated movies, it was clear to me as the ideas and sequence of the stories were presented in the story. I was confident to use animated movies in narrative writing that helped me to score good marks in narrative writing."

Probing further, student 19 said, "Yes, I enjoyed writing using animated movies because it improved my writing skills. Animated movies made me confident with the content and made writing more of fun."

Theme 2: Animated movies enhanced narrative writing skills

The study found some noticeable improvements in students' writing skills, particularly in terms of content and coherence in paragraphs, the use of appropriate vocabularies and correct spellings. The students shared their opinions on how animated movies helped enhance their narrative writing as in the following statements:

Student 1 said, "Of course, it really helped me improve my narrative writing skills. It helped me use the right words in the writing. It also helped to discuss ideas with friends and generate more ideas to write into good paragraphs."

Student 19 stated, "Yes, it really helped me. I could write better sentences with the help of the vocabularies used in animated movies. Before I used animated movies in writing, I always found writing to be difficult, because I was not sure what to write and it consumed lots of time. But now, I learned that animated movies make writing easier and it helped me score good marks in writing."

Similarly, Student 3 stated, "It helped me improve writing as I got all the ideas to write the story. When I got the ideas, I could organize the content well into paragraphs."

From this study, students also realized that animated movies helped them to gather the good ideas which they never used prior to the study. They learned that it was important to maintain a consistent focus on meaning through accurate sequencing of content in coherent paragraphs. This realization was visible in the following excerpts:

Student 12 mentioned, "I enjoyed writing using animated movies and I never knew animated movies could be used in writing before. After participating in this study, I realized that we could produce a good piece of writing, with the help of animated movies."

Furthermore, student 6 stated, "Yes, it helped me to write a good narrative texts with good sentences and dialogues. I learned that writing was not only about correct sentences, but it also included good content with appropriate vocabularies and spellings. After participating in this study, I learned that animated movies could help us improve writing skills."

Theme 3: Animated movies fostered incidental learning

The use of animated movies in writing is associated with the engagement of the students in animated movies that support learning to write. It requires students to watch and listen carefully which help to create a good piece of writing. In the process, students must learn the art of listening and comprehend the ideas presented in the animated movies in their own words. In connection to this, students remarked that they not only learned how to use animated movies in writing but also learned to use them in any convenient place. They stressed that one easy and fun way to learn

different aspects of language such as spelling, vocabulary, tenses and articles was to watch animated movies. For instance,

Student 3 expressed, "The good point of using animated movies in writing was that it helped me gather the right information for writing. It could be used even at home and libraries. It also helped me to plan my writing in a way far better than before with the generic structures of the narrative text presented in the animated movies. I was confident that I could write better even without the help of the teacher when the teacher played animated movies."

Student 9 mentioned, "After I wrote using animated movies, I realized that animated allowed me to see the people using the English language. I understood more when I saw the characters in the animated movies using correct English. I watched animated movies even at my home and I practiced writing."

Student 15 remarked, "The good point of animated movies was that we can use at any place such as in the library, IT room and home and classroom. Animated movies gave me all the ideas to write the narrative texts and with all the ideas presented, I could write the story better without the help of my friends and teacher.

Student 7 stated, "I came to know many new words, spelling of words, the use of correct tenses and articles through the subtitles used in the animated movies. While learning to write narrative texts, I knew that we can learn spellings, vocabularies and tenses incidentally with the help of animated movies."

Many students stated that writing with animated movies was more fun and it made their writing sessions enjoyable. They learned that among many techniques they learned to write the narrative texts, animated movies could be the one of the best media to improve their writing intentionally and incidentally.

Student 18 stated, "The good point of using animated movies in writing was it was very new to me. I didn't use any kind of movie in my writing before. The animated movies helped me write the story including all the generic structures of narrative texts. Now I could use it even at home."

Student 20 stated, "One good point of using animated movies was that it made writing easy and I could manage writing time, a way much better than before. I got all ideas to write through animated movies, which saved my time. And also watching animated movies was really fun."

Student 5 stated, "When I watched animated movies, apart from writing narrative texts, I also learned new vocabularies, spellings, and grammar."

Through this study, the researcher learned that the use of animated movies in writing was fun for students, which in turn helped students to write the narrative texts with the good quality. Given the opportunity to learn with the help of animated movies, students learning would be more productive. Through their own writings, they realized that writing could be easier using animated movies. In addition, students also realized that animated movies fostered incidental learning. The findings suggest that there was a positive impact of using animated movies in narrative writing. The participants' positive perceptions on the use of animated movies were a clear indication of the students' learning satisfaction. Animated movies must be used in narrative writing to enhance their writing skills.

# CHAPTER 5

# CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the conclusion from the results of data analysis, discussion of the findings and recommendations for practice and future studies.

## 5.1  CONCLUSION

This study on the use of animated movies to enhance the narrative writing skills of Grade Six Bhutanese ESL Students aimed to 1) examine the effectiveness of animated movies in enhancing narrative writing skills of the Grade Six Bhutanese ESL Students 2) investigate the learning satisfaction of Grade Six Bhutanese ESL Students on the use of animated movies in learning narrative writing. To realize the objectives the quantitative data were collected through sample group's pretest and posttest learning achievement and the qualitative data were collected through a semi-structured interview. The following conclusions were drawn after analyzing the data collected through mixed-methods.

### 5.1.1 The Result of Pretest and Posttest Data Analysis

The first objective of the study was to examine the effectiveness of animated movies in enhancing the narrative writing skills of the Grade Six Bhutanese ESL Students. To determine this objective, the researcher used the achievement test (pretest and posttest) as an instrument to gather the required quantitative data. Subsequently, the result of the pretest and posttest were analyzed using Wilcoxon signed rank test to compare the difference between the sample group's learning achievements. The findings from the achievement test are presented as:

1) The Wilcoxon's descriptive statistics analysis of achievement scores revealed a higher mean score in the posttest (15.10) than the pretest (10.80) with the mean difference of (4.30). The standard deviation of the pretest and the posttest of the sample group was 2.093 and 1.706 respectively. The mean score of the posttest was higher than the pretest. The higher mean of the posttest indicated the positive impact of animated movies in the improvement of participant's narrative writing skills.

2) The lowest and the highest scores out of 20 scores in the pretest were 8 and 14 respectively and on the other hand, the lowest and the highest scores in the posttest were 11 and 18.5 respectively. Through these different scores in pretest and posttest, it can be understood as the lowest score of the posttest was relatively higher than the lowest score of the pretest by 3 scores. Likewise, the highest score of the posttest was higher than the pretest by 4.5 scores.

3) The majority of participants, 18 out of 20 participants from the sample group advanced to score 14 scores and above in the posttest, but only 2 students scored 14 and above in regard to the pretest.

4) All the participants managed to score higher in the posttest. Among 20 students, student no. 8 made the highest increase by scoring 7.5 scores higher in the posttest than in the pretest.

Above mentioned positive findings from the quantitative data analysis showed a substantial increase in all the students' posttest achievement scores. Therefore, the findings were evident to consider that using animated movies was an effective strategy to enhance the Grade Six Bhutanese ESL Students' narrative writing skills.

**5.1.2 The Result of Error Analysis of Students' Narrative Writing**

The error analysis was carried out to curtail the research bias. From the error analysis carried based on the frequency of the occurrences of the mechanical and grammatical errors, the study concluded with the following two major findings:

1) Participants' pretest's narrative writings exhibited weaknesses in the mechanics and grammar of the written language.

2) The animated movies have more impact on improving students' mechanics and grammatical errors.

**5.1.3 The Result of the Semi-structured Interview Data Analysis**

The second objective of the study was to investigate the learning satisfaction of Grade Six Bhutanese ESL Students on the use of animated movies in learning narrative writing. To gather the required qualitative data and obtain the required answers for the research question, the researcher employed a semi-structured interview in the study.

All the participants in the sample group were given the opportunity to participate in the interview at the end of the study. The interview data were recorded, transcribed, interpreted and analyzed using a thematic approach to content analysis. The finding concluded that students showed great satisfaction in using animated movies on their narrative writings. The participants' satisfaction in using animated movies in narrative writing can be comprehended better through the following expressions:

1) All the students claimed that they were able to produce better narrative texts with the help of animated movies, which were evident in their remarkable improvement in their posttest achievement scores.

2) The majority of the students felt that animated movies can facilitate learning as it presents them with explicit ideas to write such as the narrative structure of the story and vocabularies, grammar and spellings. Further, they explained that animated movies assisted them in generating and organizing new ideas and information in coherent paragraphs without losing the focus while writing narrative texts.

3) With the high achievement scores, students were motivated and expressed their excitement to use animated movies even at the library, IT laboratory and home. Besides that, some of the students also expressed that animated movies can be also used in other subjects like Science, Mathematics and Social Studies.

## 5.2  DISCUSSION

As mentioned above, the study has two major findings. The first finding was that the use of animated movies was effective in learning narrative writing skills for the Grade Six ESL Students. And the second finding was that the use of animated movies in narrative writing garnered immense learning satisfaction to the Grade Six Bhutanese ESL Students. The following discussion intends to present the findings in detail and explain how they answered the research questions proposed in this study.

### 5.2.1 Students' Learning Achievement

The results of the study showed that the use of animated movies was effective in teaching and learning narrative writing skills. The findings from this study were also reassuring, with all the students scoring 11 and above in the posttest out of the total score of 20. The mean score of the posttest (15.10) was 4.30 higher than the pretest (10.80). Moreover, the most striking findings of the present study were the distinct score difference achieved by student number 8. He scored 9 in the pretest and 16.5 in the posttest, creating a huge difference of 7.5. Therefore, a drastic improvement in students' achievement scores entails that the use of animated movies

was effective in learning narrative writing. Thus, all the above-stated findings serve as credible answers to the first research question.

The finding was parallel to the findings of Pramudanti et al. (2017). They found that there was a significant effect on students' narrative writing skills after teaching using animated movies. The finding was also supported by the study carried out by Wahyuni (2016) to examine whether there was a significant effect of animated movies on students' ability in writing at SMAN 9 Kendari, Indonesia. The study found that the mean score of the pretest was 61.92 and the mean score posttest was 75.63. There was a significant increase of 13.71 in the mean score of the posttest from the pretest. Moreover, as a result, the probability value of .000 (p-value) was less than the level of significance (p<.05). The study confirmed that there was a significant improvement in students' writing using animated movies.

This study accounts for four possible factors that contributed to the participants' remarkable improvement in learning achievement scores. The first factor could be that the students could see the correct language being used in animated movies. Consequently, students were actively engaged in watching animated movies, which apparently assisted them to generate adequate ideas to use in their narrative writings. The use of animated movies in narrative writing also facilitated them to choose the appropriate vocabularies, tenses, singular and plural nouns, articles and spellings. This enabled the participants to obtain higher scores in posttest than pretest. It was associated with the study carried out by Akmala (2011) on the use of animated movies to improve narrative writing ability of the students. The study found that animated movies improved students' narrative writing skills as animated movies facilitated the students to explore ideas, vocabularies, and grammar. It was also 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 239 error in the posttest. The errors in the posttest after using animated movies had reduced drastically. This

indicated that their narrative writing in terms of mechanics and grammar aspects had been improved considerably.

The second factor that possibly influenced the improvement in narrative writing skills of the Grade Six Bhutanese ESL Student could be because of the selection criteria followed by the researcher in accordance to the recommendation made by Guo et al. (2014); Lopez (2016); Stephens et al. (2012); Stoller (1988):; Xiao (2013). All the criteria followed had served the prime purpose to achieve the research objectives to enhance writing skills and motivated the students' learning. Furthermore, it was supported by Soe, Rachmawaty, and Huzzin (2018) that the selection of animated movies regarding all its qualities are a very essential factor in determining the learning outcomes.

The third possible 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 lessons. To draw maximum benefits of animated movies and enhance narrative writings skills of the participants, the researcher followed correct procedures which included pre-viewing, viewing and post-viewing as recommended by Asfinarti (2016); Cakir (2006); Khan (2015); Stoller (1988).

The fourth possible factor that evoked a remarkable increase in the participants' achievement scores was the use of animated movies that enabled participants to engage themselves completely. It is supported by Mayer and Moreno (2003) who explained through Multimedia Learning Theory that meaningful learning happens when learners engage with visual and audio than from aural alone. It is further supported by Marshall (2002, as cited in Cruse, n.d.) that learners normally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see. Moreover, Anderson (n.d.) declares through the Dale's Cone of Learning Experience that learning by doing technique results in up to 90% retention. Students are believed to learn better when they are exposed to perceptual

learning styles. Perceptual learning styles are sensory-based. The more sensory channels feasible in interacting with a resource, the better chance that many students can learn from it. The use of animated movies in narrative writing facilitated learning by doing and encouraged in making the best use of the resources.

Therefore, when the participants were engaged with both audio and visual materials, it created more opportunities for them 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 structures and language features of narrative texts. Students can acquire the aspects of writing through animated movies as it presents real images, simple story and the dialogue that can be used to learn grammar and vocabulary aspects.

The considerable increase in the performance of the students in the posttest 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 previous 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 implementation of animated movies in narrative writing supported students with diverse skills.

### 5.2.2 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 animated 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 the 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 had 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 lacked ideas to write. With the introduction of animated movies, they could write easily as the ideas were presented in animated movies. It was similar to the finding of Ismaili (2013) who concluded that animated movies help to 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 et al. (2014) found that animated movies could be used by the students independently. The animated movies gave a wide array of opportunities to learn and fostered incidental leaning. The researcher recommended teachers and students to use it as alternative media to improve writing skills. In line with the findings and opinions sought from the participants, it can be concluded that animated movies fostered incidental learning, which could be more fun learning than learning with traditional methods.

Secondly, almost all the students expressed their satisfaction in narrative writing 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) and Kabooha (2016) that the use of animated movies motivated students 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 fun learning rather than dreading it as a daunting task. Thus, with all positive opinions expressed by almost all the participants, the researcher concluded that animated movies were very effective in teaching narrative writing and Grade Six ESL Students were satisfied using animated movies. They were confident to use animated movies in narrative writing.

## 5.3  RECOMMENDATIONS

### 5.3.1 Recommendation for Practice

Based on the findings of the research which positively indicated the positive impacts of implementing animated movies in teaching narrative writing, the researcher would like to recommend the following important points for classroom practice that can be useful:

5.3.1.1 English teachers should use animated movies to enhance students' narrative writing skills. Animated movies can help writers to develop ideas related to the topic. It will also be useful to reduce writing anxiety in young writers.

5.3.1.2 English teachers should employ animated movies to teach other forms of writing and also with the different levels of students.

5.3.1.3 Dzongkha teachers are also recommended to encourage their students to practice writing using animated movies to improve learning achievement.

5.3.1.4 Bhutanese teachers may also try to implement animated movies in other subjects like Social Studies, Dzongkha, Mathematics and Science to improve learning achievement.

**5.3.2 Recommendation for Future Study**

5.3.2.1 The study was limited to a section of 20 Grade Six Bhutanese ESL Students. For further studies, similar research can be conducted with a larger sample size and different grades in Bhutanese schools. A longer period of time is required to have more reliable and significant results for future studies.

5.3.2.2 Further research may be initiated to investigate the effectiveness of animated movies in promoting other forms of writing like descriptive, argumentative and expository.

5.3.2.3 A similar study can be also carried out in other subjects like Science, Mathematics and Social Studies.

The findings from the study provide sufficient evidences that the use of animated movies was not only effective in enhancing narrative writing skills but they were also helpful to motivate students' learning. The participants' responses from the semi-structured interview spelt out that animated movies used in narrative writing with correct procedures and guidance of the teacher could yield the better results in the form of better learning achievement. The study would also guide teachers to use animated movies in narrative writing lessons and enable them to explore more effective teaching writing methods going beyond the use of traditional methods of teaching writing to the ESL students.

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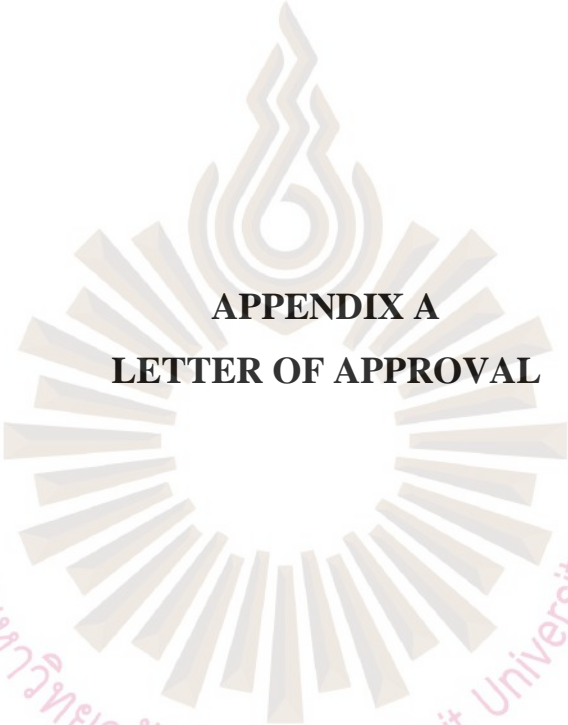
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# APPENDICES

**APPENDIX A**
**LETTER OF APPROVAL**

The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 2 July 2019

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

Suryadhep Teachers College for the M. Ed. Program in Curriculum and Instruction would like to request your permission for ten M. Ed. candidates to collect data in Bhutan in the period of 29 July 2019 – 1 September 2019. The details of the candidates are shown below:

| Sl. No | Name | Research Title | Research School |
|--------|------|----------------|-----------------|
| 1 | Chhimi Dorji | The Use of Project-based Learning on Understanding Scientific Concepts of Grade VI Bhutanese Students | Tencholing Primary School, Wangduephodrang |
| 2 | Buddha Singh Tamang | Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students | Punakha Central School, Punakha |
| 3 | Cheki Wangmo | The Use of Numbered Heads Together (NHT) on the Learning Achievement of Bhutanese 6th Grade Students in Science | Tongmijangsa Primary School, Trashiyangtshe |
| 4 | Damber Singh Mongar | The Use of Animated Movies to Enhance Narrative Writing Skills of Grade 6 Bhutanese ESL Students | Gaselo Central School, Wangduephodrang |
| 5 | Lhadon | The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students | Trashiyangtshe Lower Secondary School, Trashiyangtshe |
| 6 | Namkha Wangdi | Motivation Among ESL learners: An Investigative Study of Grade 12 Students in Bhutan | Karmaling Higher Secondary School and Orong Central School, Samdrupjongkhar |
| 7 | Norbu Kezang | The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science | Udzorong Central School, Tashigang |
| 8 | Pema Wangzom | The Use of Graphic Organizers in Teaching History to Grade Seven Students in Bhutan | Dekiling Middle Secondary School, Sarpang |
| 9 | Tenzin Jamtsho | The Effect of Using Games Incorporating Manipulatives in Geometry for Grade 6 Students in Trashiyangtshe, Bhutan | Trashiyangtshe Lower Secondary School, Trasgiyangtshe |
| 10 | Tshering Denkar | Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary Students in Bhutan | Paro district |

Thank you for your kind consideration.

Truly yours;

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Suryadhep Teachers College
Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND
Tel +662-997-2222 ext. 1275, 1276    Fax +662-997-2222 ext. 1277

དཔལ་ལྡན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

**Ministry of Education**
**Department of School Education**
**School Planning and Coordination Division**

ཤེས་རིག

DSE/SPCD/SLCU(2.1)/2019/ 1645

August 2, 2019

The Principal
All the Participating School(s)

Subject: Approval to conduct research and collect data for M.Ed. Theses

Dear Sir/Madam,

The following group of teachers are currently undergoing M.Ed Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. As part of the study program, they will be collecting data from the students and teachers for their research project from August 5 through September 30, 2019.

| SL NO | NAME | RESEARCH TITLE | RESEARCH SCHOOL |
|---|---|---|---|
| 1 | Chhimi Dorji | The Use of Project-Based Learning on Understanding Scientific Concepts of Grade 6 Bhutanese Students | Tencholing Primary School, Wangdue Phodrang |
| 2 | Buddha Singh Tamang | Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students | Punakha Central School, Punakha |
| 3 | Cheki Wangmo | The Use of Numbered Heads Together (NHT) on the Learning Achievement of Bhutanese 6th Grade Students in Science | Tongmijangsa Primary School, Trashiyangtse |
| 4 | Damber Singh Mongar | The Use of Animated Movies to Enhance Narrative Writing Skills of Grade 6 Bhutanese ESL Students. | Gaselo Central School, Wangdue Phodrang |
| 5 | Lhadon | The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students | Trashiyangtse Lower Secondary School, Trashiyangtse |
| 6 | Namkha Wangdi | Motivation Among ESL Learners: An Investigation Study of Grade 12 Students in Bhutan. | Karmaling Higher Secondary School and Orong Central School, SamdrupJongkhar |
| 7 | Norbu Kezang | The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science. | Udzorong Central School, Tashigang |
| 8 | Pema Wangzom | The Use of Graphic Organizers in Teaching History to Grade 7 Students in Bhutan | Dekiling Middle Secondary School, Sarpang |
| 9 | Tenzin Jamtsho | The Effect of Using Games Incorporating Manipulatives in Geometry for Grade 6 Students in Trashiyangtse, Bhutan | Trashiyantse Lower Secondary School, Trashiyangtse |
| 10 | Tshering Denkar | Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary students in Bhutan | Paro Dzongkhag Schools |

In this regard, you are kindly requested to facilitate them to collect data as per their schedule with minimal disruption to instructional time of the school.
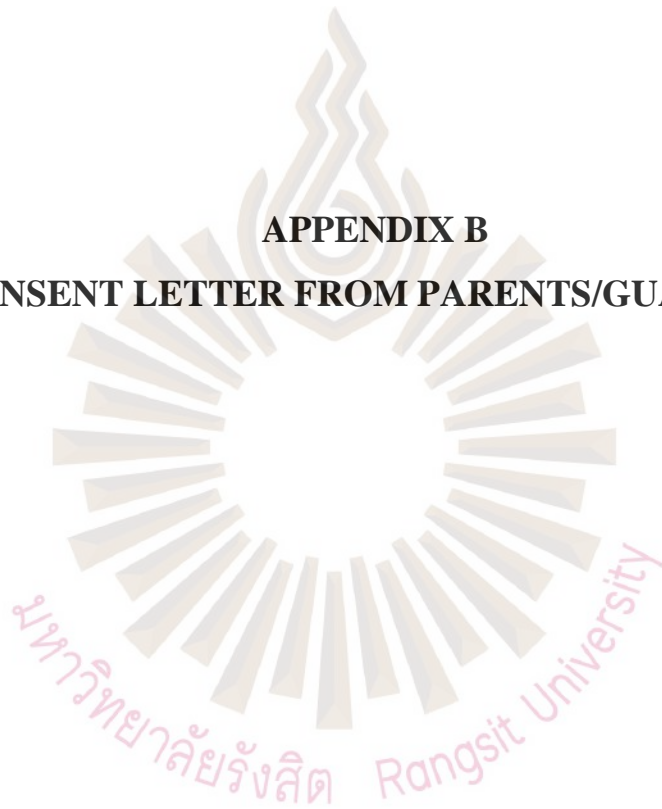
Thanking you

Sincerely yours,

(Kinley Gyeltshen)
**Chief Program Officer**

Copy to:
1. Chief DEO, Dzongkhag Administration, for kind information.

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325325, www.education.gov.bt

**APPENDIX B**
**CONSENT LETTER FROM PARENTS/GUARDIAN**
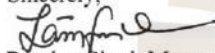
6th August, 2019

**TO WHOM IT MAY CONCERN**

Dear Parents,

I am pursuing the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. As a requirement for my Master's degree, I am undertaking a research on, **The Use of Animated Movies to Enhance Narrative Writing Skills of Grade Six Bhutanese ESL Students** in Gaselo Primary School. The research study will involve the students in narrative writing using animated movies during the school hours for a period of 4 weeks in the month of August. The study requires the participation of students in narrative writing activities and interview towards the end of the study. All other consents from Ministry of Education, District Education Sector and School Administration were sought for the study. The contents of the study are prepared according to the syllabus of the Royal Education Council, Bhutan. Further, the data collected will be confidential and it will be used only for this research study.

Therefore, I would like to seek your consent to let your children participate in this study. Their names and school will not be reflected in the final paper or presentation. I assure you that all the information provided by your children will be confidential. The confidentiality of your children's identity will be maintained through the use of numbers or pseudo names. So, if you agree to let your child participate, please sign the form below.

I greatly appreciate your support in this research study.

Sincerely,

Damber Singh Mongar
Student
Rangsit University

I have read the letter provided by Mr. Damber Singh Mongar and I acknowledge that the content of this research study has been thoroughly explained to the best of my understanding. Therefore, I consent my child (_____) to participate in all the activities pertaining to the aforementioned research study.

Signature:-....................................

Name:.....Kinley Zangmo................. Date:.....6|8|2019.........
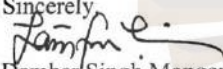
Matron

6<sup>th</sup> August, 2019

**TO WHOM IT MAY CONCERN**

Dear Parents,

I am pursuing the Master of Education in Curriculum and Instruction at Rangsit University, Thailand. As a requirement for my Master's degree, I am undertaking a research on, **The Use of Animated Movies to Enhance Narrative Writing Skills of Grade Six Bhutanese ESL Students** in Gaselo Primary School. The research study will involve the students in narrative writing using animated movies during the school hours for a period of 4 weeks in the month of August. The study requires the participation of students in narrative writing activities and interview towards the end of the study. All other consents from Ministry of Education, District Education Sector and School Administration were sought for the study. The contents of the study are prepared according to the syllabus of the Royal Education Council, Bhutan. Further, the data collected will be confidential and it will be used only for this research study.

Therefore, I would like to seek your consent to let your children participate in this study. Their names and school will not be reflected in the final paper or presentation. I assure you that all the information provided by your children will be confidential. The confidentiality of your children's identity will be maintained through the use of numbers or pseudo names. So, if you agree to let your child participate, please sign the form below.

I greatly appreciate your support in this research study.

Sincerely,

Damber Singh Mongar
Student
Rangsit University

I have read the letter provided by Mr. Damber Singh Mongar and I acknowledge that the content of this research study has been thoroughly explained to the best of my understanding. Therefore, I consent my child (_____) to participate in all the activities pertaining to the aforementioned research study.

Signature:-.........................................

Name:.....Tshering Penjor.................Date:..26.6/08/19.............

Warden

**APPENDIX C**

**CONFIRMATION LETTER FROM RESEARCH SCHOOL**

 དགར་སེ་ལོག་སློབ་གྲྭ་ཆུང་བ།

**Gaselo Primary School**

Wangdue Phodrang

Ref. No.: GPS/ 20/2019/                                      31st August, 2019

The Dean,

Faculty of Education

Rangsit University

MuangAke, Paholyonthin Road

Lakhok, Pathum Thani 1200, Thailand

**Subject: Completion of Data Collection for M.Ed Thesis**

Sir/Madam,

The administration of Gaselo Primary School is pleased to inform you that Mr. Damber Singh Mongar bearing student ID No: - 6105773 has successfully completed his data collection in this school. He joined the school for data collection from 5th August, 2019 and completed his data collection on 31st August, 2019 as per the letter number DSE/SPCD/SLCU(2.1)/2019/1645 dated August 2, 2019 from the Ministry of Education, Thimphu.

We wish him good luck for the successful completion of his studies.

Thanking You
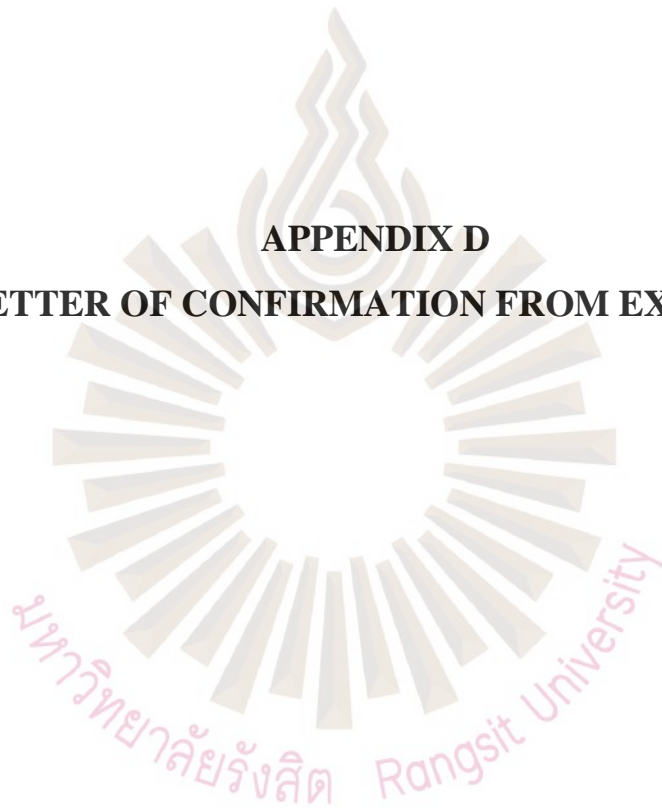
Sincerely.

Sangay Jamba

Principal

PRINCIPAL

Gaselo Primary School

Wangdue: Bhutan

Copy to
1. Office
2. Person concerned

**APPENDIX D**

**LETTER OF CONFIRMATION FROM EXPERTS**

Date: 17$^{th}$ July, 2019

Dear Damber,

This is to confirm you that I have read all the research instruments that you have developed for the research titled **The Use of Animated Movies to Enhance Narrative Writing Skills of the Grade Six Bhutanese ESL Students.** The lesson plans, rubrics for narrative writing, questions items for the interview for quantitative and qualitative data are all valid. I have suggested you some necessary changes in your interview questions. For your reference, all the comments and suggestions are attached with the instruments.

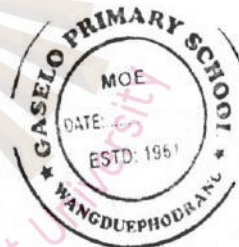Wishing you good luck for your research endeavor.

Thanking You

Tandin Bidha
VICE-PRINCIPAL
GASELO CENTRAL SCHOOL
WANGDUE PHODRANG
Gaselo Primary School

Wangdue Phodrang: Bhutan

**APPENDIX E**

**IOC FOR LESSON PLANS**

## Item- Objective Congruence for Lesson Plans by Experts

For this study, a total of four lesson plans of 100 minutes each have been developed. Lesson plans will be prepared in line with the content of the study. One lesson plan is meant for two sessions. IOC result index ranges from -1 to +1. So,

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

| Sl. No | Attributes | Rating by Expert 1 | Rating by Expert 2 | Rating by Expert 3 | IOC Average | Congruence |
|---|---|---|---|---|---|---|
| 1 | Lesson Plan1 Session 1&2 | +1 | +1 | +1 | +1 | Congruent |
| 2 | Lesson Plan 2 Session 3&4 | +1 | +1 | +1 | +1 | Congruent |
| 3 | Lesson Plan 3 Session 5&6 | +1 | +1 | +1 | +1 | Congruent |
| 4 | Lesson Plan 4 Session 7&8 | +1 | +1 | +1 | +1 | Congruent |

**APPENDIX F**

**IOC WRITING ASSESSMENT RUBRICS**

# Writing Assessment Rubrics

## Total Marks: 20 (Content & Layout: 10, Language: 10)

| Mark range for content and layout | Content & layout | No. of errors | Mark range for language | Mechanic & Language Use |
|---|---|---|---|---|
| 9 - 10 | -Very relevant materials<br>-Good sequence of ideas<br>-Good details and description<br>-Good paragraphing | 0<br><br>1-2 | 10<br><br>9 | - Excellent use of language and expressions |
| 7- 8 | -Relevant materials<br>-Ideas fairly sequenced<br>-Adequate details and descriptions<br>- Paragraphing fairly done | 3-4<br><br>5-6 | 8<br><br>7 | - Good use of language and expressions<br>- Some minor errors |
| 5-6 | -Some relevant materials<br>-Some problems with - sequencing or flow of ideas<br>-Very little details or descriptions<br>-Paragraphs evident | 7-8<br><br>9-10 | 6<br><br>5 | - Problems with spelling and punctuations<br>- Limited choice of words<br>- Grammatical errors |
| 3-4 | -Few relevant materials<br>-Ideas not sequenced well<br>-No details or descriptions | 11-12<br>13-14 | 4<br>3 | - Many problems with language |
| 1-2 | - Irrelevant materials<br>- No sequence<br>- No detail or descriptions | | 1-2 | - Major problems with the use of language<br>- Writing not sensible |

(Adapted from BCSEA, 2018)

# Item Objective Congruence for Narrative Writing Assessment by Experts

**Direction:**

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

| Sl. No | Attributes | Rating by Expert 1 | Rating by Expert 2 | Rating by Expert 3 | IOC Average | Congruence |
|--------|------------|--------------------|--------------------|--------------------|-------------|------------|
| 1 | The rubric has a clear list of criteria to be rated. (Content, layout, language, expressions, spelling and punctuations) | +1 | +1 | +1 | +1 | Congruent |
| 2 | The scales describe how each band of the task is performed. | +1 | +1 | +1 | +1 | Congruent |
| 3 | The language used to describe the differences in the performances level under each band makes scoring easy. | +1 | +1 | +1 | +1 | Congruent |

**APPENDIX G**

**IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS**

# Semi-structured Interview Questions

| Sl. No | Learning Satisfaction Questions |
| --- | --- |
| 1 | Did you enjoy writing using animated movies? Why? |
| 2 | Which activities from the lessons did you like the most? Why? |
| 3 | Which activities from the lessons did you dislike the most? Why? |
| 4 | Did animated movies help you enhance your narrative writing skills? How? |
| 5 | Could you give the good points of using animated movies in narrative writing? |
| 6 | Could you give the weak points of using animated movies in narrative writing? |

**Item-Objective Congruence for Semi-structured Interview Questions Validation**

**Directions:**

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

| Sl. No | Learning Satisfaction Questions | Rating by Expert 1 | Rating by Expert 2 | Rating by Expert 3 | IOC Average | Congruence |
|---|---|---|---|---|---|---|
| 1 | Did you enjoy writing using animated movies? Why? | +1 | +1 | +1 | +1 | Congruent |
| 2 | Which activities from the lessons did you like the most? Why? | 0 | +1 | +1 | 0.67 | Congruent (Edited) |
| 3 | Which activities from the lessons did you dislike the most? Why? | 0 | +1 | +1 | 0.67 | Congruent (Edited) |
| 4 | Did animated movies help you improve your narrative writing? How? | +1 | +1 | +1 | +1 | Congruent |
| 5 | Could you give the good points of using the animated movies in narrative writing? | +1 | +1 | +1 | +1 | Congruent |
| 6 | Could you give the weak points of using the animated movies in the narrative writing? | +1 | +1 | +1 | +1 | Congruent |

**APPENDIX H**
**LESSON PLANS**

**Lesson Plan 1: (Session: 1 & 2)**

| | | |
|---|---|---|
| **Subject:** English | **Grade:** Six | **Class Strength:** 21 Students |

**Time:** 100 Minutes          **Date:** August 07, 2019

**Topic:** The Snow White and the Seven Dwarfs

**Students' Background Knowledge:** The students know about narrative writing styles.

**Teaching and Learning Strategy:** Animated Movie and Whole Class Presentation

**Teaching and Learning Materials:** Laptop, LCD Projector, Animated Movie Clips and Handouts

**Lesson Objectives:** By the end of the lesson, each student should be able to:

➢ Identify at least three narrative structures of narrative writing (viz. orientation, complication and resolution) of the narrative text.

➢ Write a short narrative composition after watching an animated movie.

| Lesson Stage and Duration | Teacher's Activity | Students' Activity |
|---|---|---|
| **SESSION 1**<br><br>**Introduction**<br>**(15 Minutes)** | • Greet the students.<br><br>• Tell the students about the mission and objectives of the study.<br><br>• Ask the students about the types of writing they have learned in term I and in the previous classes. | • Greet the teacher.<br><br>• Introduce themselves to the teacher.<br><br>• Share briefly about the types of writing they have learned in term I and in the previous classes. |
| **Lesson** | • The teacher plays the animated movie 'The Snow | • Students watch the animated movie |

| | | |
|---|---|---|
| **Development**<br><br>**Activity I**<br>**(35 Minutes)** | White and the Seven Dwarf' using laptop, sound speaker and LCD Projector (*Link of the animated movie is attached below*). | carefully.<br>• Ask the help of teacher if they do not understand the story. |
| **SESSION 2**<br>**Activity III**<br>**(40 Minutes)** | • Tell students to narrate the animated movie (The Snow White and the Seven Dwarf) using narrative structures. | • The students will write the narrative composition after watching animated movie. |
| **Assessment and Evaluation**<br>**(5 Minutes)** | • Provide constructive feedbacks.<br>• The BCSEA, 2018 rubrics for grade VI narrative essay writing will be used to assess and evaluate the students' narrative writing.<br>• The rubrics is attached with the lesson plan. | • Each member from the group will present their discussion to the whole class.<br>• The other group members give feedbacks and suggestions. |
| **Lesson Closure**<br>**(5 Minutes)** | • The teacher asks the following questions:<br>1) What is a narrative text?<br>2) What are the three important structures of the narrative writing?<br>3) How did the main character in the story solve the problem? | • The students take turn to answer the questions. |
| **Animated Movie Link** | • https://www.youtube.com/watch?v=SkRYlNu_W7g | |

**Lesson Plan 2: (Session: 3 & 4)**

| Subject: English | Grade: Six | Class Strengths: 21 Students |
|---|---|---|

**Time:** 100 Minutes                    **Date:** August 14, 2019

**Topic:** The Sleeping Beauty

**Students' Background Knowledge:** The students know about narrative structures of the narrative writing.

**Teaching and learning Strategy:** Animated Movie and Whole Class Presentation

**Teaching and learning Materials:** Laptop, LCD Projector, Animated Movie Clips and handouts

**Lesson Objectives:** By the end of the lesson, each student should be able to:

  ➢ Tell all the narrative structures from the animated movie.

  ➢ Write a short narrative composition using the structure of narrative writing.

| Lesson Stage and Duration | Teacher's Activity | Students' Activity |
|---|---|---|
| **SESSION 3**<br><br><br>**Introduction**<br>**(10 Minutes)** | • Greet the students.<br><br>• Review the previous lesson.<br><br>• Ask students about the previous lesson using the following questions:<br>1) What do you remember from the story learned in the previous class?<br>2) What did you learn in the last class?<br><br>• As students tell the answers, note them on the board. | • Greet the teacher.<br><br>• Respond to the questions posed by the teacher. |

| | | |
|---|---|---|
| **Lesson Development** <br><br> **Activity I** <br> **(15 Minutes)** | • The teacher plays the animated movie about 'The Sleeping Beauty' using laptop and LCD Projector (*Link of the animated movie is attached below*) to introduce the topic. <br> • Replay the animated movie if students ask to do so, as it helps students to focus on what they have missed. | • The students watch the animated movie carefully. <br> • The students may ask to replay the animated movie again if they are not clear with the story. |
| **Activity II** <br> **(25 Minutes)** | **Prewriting** <br> • Ask the students to discuss the idea from the animated movies. <br> • Replay the animated movie if students ask to do so. | **Prewriting** <br> • Take a note for the narrative writing. <br> • Discuss with the friends about the animated movie. <br> • Ask teacher to replay the animated movie if they want go back to what they have not understood. |
| **SESSION 4** <br><br> **Activity III** <br> **(40 Minutes)** | **Writing Activity** <br> • Tell the students to narrate the story using ideas they gathered in the activity I. <br> • Remind them to use the generic structure/ chronological order to make | **Writing Activity** <br> • Each student will write the narrative composition employing all the narrative structures. |

| | | |
|---|---|---|
| | the story interesting. | |
| **Assessment and Evaluation (5 Minutes)** | • Let students read the narrative text they have written to the whole class.<br><br>• Give constructive feedback.<br><br>• The BCSEA, 2018 rubrics for grade VI narrative essay writing will be used to assessed the students' narrative writing.<br><br>• The rubrics is attached with lesson plan. | • Student read their narrative text to the whole class.<br><br>• The other group members may give their feedbacks. |
| **Lesson Closure (5 Minutes)** | • Teacher asks the following questions:<br>1) Who is the main character in the story?<br>2) What is the problem in the story?<br>3) How did she solve the problem? | • Students take turn to give the answers. |
| **Animated Movie Link** | • https://www.youtube.com/watch?v=4qzHJfHTva4 | |

**Lesson Plan 3: (Session: 5 & 6)**

| | | |
|---|---|---|
| **Subject:** English | **Grade:** Six | **Class Strengths:** 21 Students |

**Time:** 100 Minutes             **Date:** August 21, 2019

**Topic:** Rapunzel

**Students' Background Knowledge:** The students know about narrative structures of the narrative writing.

**Teaching and learning Strategy:** Animated Movie and Whole Class Presentation

**Teaching and learning Materials:** Laptop, LCD Projector, Animated Movie Clips and handouts.

**Lesson Objectives:** By the end of the lesson, each student should be able to:

➢ Identify all the narrative structures from the animated movies.

➢ Write a short narrative composition using all structure of narrative writing text.

| Lesson Stage and Duration | Teacher's Activity | Students' Activity |
|---|---|---|
| **SESSION 5**<br><br>**Introduction (10 Minutes)** | • Greet the students.<br><br>• Recapitulate the previous lesson.<br><br>• Ask students about the previous lesson using the following questions:<br>1) Do you remember what we have learned in the previous class?<br>2) Who was the main character in the story?<br>3) What was the problem in the story?<br>• As students tell the answers, note them on the board. | • Greet the teacher.<br><br>• Tell the answers for the questions posed by the teacher. |

| | | |
|---|---|---|
| **Lesson Development**<br><br>**Activity I**<br>**(15 Minutes)** | • The teacher will play the animated movie, 'Rapunzel' using laptop and LCD Projector (*Link of the animated movie is attached below*) to introduce the topic.<br><br>• Replay the animated movie for the let the students grasp the best out of the animated movies.<br><br>• The replaying the animated movies will help the students to focus on what they have missed. | The students will watch the animated movies carefully.<br><br>• Students may ask to replay the animated movie, if they are not clear with the story. |
| **Activity II**<br>**(25 Minutes)** | **Prewriting**<br>• Ask the students to discuss the ideas from the animated movie.<br><br>• Replay the animated movie if students ask to do so. | **Prewriting**<br>• Take a note for the narrative writing.<br><br>• Discuss with the friends.<br><br>• Ask the teacher to replay the animated movie if they want to get the missing part. from the movie. |
| **SESSION 6** | **Writing Activity**<br>• Tell the students to narrate the story in their own words with the ideas they have gathered | **Writing Activity**<br>• Each student will write the narrative composition |

| Activity III (40 Minutes) | from the activity I. <br><br> • Remind them to use the generic structures/ chronological order of the story to make it interesting. | employing all the narrative structures. |
|---|---|---|
| **Assessment and Evaluation (5 Minutes)** | • Let the students read the narrative compositions they have written to the whole class. <br><br> • The BCSEA, 2018 rubrics for grade VI narrative essay writing will be used to assessed the students' narrative writing. <br> • The rubrics is attached with lesson plan. <br><br> • Give constructive feedbacks. | • The student read their narrative composition to the whole class. |
| **Lesson Closure (5 Minutes)** | • The teacher asks the following questions: <br> 1) Who is the main character in the story? <br> 2) What is the problem in the story? <br> 3) How did the main character in the story solve the problem? | • The students take turn to answer the questions. |
| **Animated Movie Link** | • https://www.youtube.com/watch?v=6U3ZrAZhxGE | |

**Lesson Plan 4: (Session: 7&8)**

| | |
|---|---|
| **Subject:** English | **Grade:** Six | **Class Strengths:** 21 Students |

**Time:** 100 Minutes                    **Date:** August 28, 2019

**Topic:** Cinderella

**Students' Background Knowledge:** The students know about narrative structure of narrative writing.

**Teaching and learning Strategy:** Animated Movie and Whole Class Presentation

**Teaching and learning Materials:** Laptop, LCD Projector, Animated Movie Clips and handouts

**Lesson Objectives:** By the end of the lesson, each student should be able to:

➢ Write a narrative text about Cindrella of about 150 words with the help of the animated movies.

| Lesson Stage and Duration | Teacher's Activity | Students' Activity |
|---|---|---|
| **SESSION 7**<br><br><br><br>**Introduction (10 Minutes)** | • Greet the students.<br><br>• Recapitulate the previous lesson.<br><br>• Ask the students about the previous lesson using the following questions:<br>1) What did you learn in the last class?<br>2) What was the problem in the story?<br>• As students tell the answers, note them on the board. | • Greet the teacher.<br><br>• Tell the answers for the questions posed by the teacher. |
| | • The teacher will play the animated movie using laptop and | • The students will watch the animated carefully. |

| | | |
|---|---|---|
| **Lesson Development**<br><br>**Activity I**<br>**(20 Minutes)** | LCD Projector and sound speaker (*The link of the animated movie is attached below*).<br>• Make sure that the students are ready before the animated movies is played and remind them that they will write narrative texts after watching the animated movie. | • Ask the teacher to replay the animated movie clip if they do not understand.<br><br>• Student may ask teacher to tell the meaning of the new vocabularies or refer dictionary if they do not know the meaning. |
| **Activity II**<br>**(20 Minutes)** | **Prewriting**<br>• Let the students think and prepare the plans to write the narrative text using all the narrative structures. | **Prewriting**<br>• The students note down the ideas to write the story.<br><br>• Note down some important vocabularies use in the animated movie. |
| **SESSION 8**<br><br><br>**Activity III**<br>**(40 Minutes)** | **Writing Activity**<br>• Provide the students with the worksheets to write the narrative composition.<br><br>• Tell the students to write a narrative composition with the ideas they gather in the activity I.<br><br>• Remind them to use the generic structures/ chronological order to make | **Writing Activity**<br>• Each student will write the narrative composition employing all the narrative structures of the narrative writing. |

| | | |
|---|---|---|
| | the story interesting. | |
| **Assessment and Evaluation (5 Minutes)** | • Let the students read the narrative text they have written to the whole class.<br><br>• The BCSEA, 2018 rubrics for grade VI narrative writing will be used to assessed the students' narrative writing.<br>• The rubrics is attached with lesson plan.<br><br>• Give constructive feedbacks. | • The student read their narrative composition to the whole class. |
| **Lesson Closure (5 Minutes)** | • Teacher asks the following questions:<br>　1) Who is the main character in the story?<br>　2) How did the main character in the story solve the problem? | • The students take turn to answer the questions. |
| **Animated Movie Link** | • https://www.youtube.com/watch?v=NtZjU-d7crs | |

**APPENDIX I**

**PRETEST SAMPLE NARRATIVE WRITING**

## ๓ Cinderella

Once a upon a on time, there lived a beautiful girl called cinderella. She lived with her father, stepmother and two stepsisters. After her fathers dead, the cruel mother and the two step sisters keept cinderella like a slave and let her do all the household chores.

One day, the royal messenger announced that the royal ball would take place and all the ladies are invited.

"I will wear my red gown." said the eldest sister.
"I will wear my wedding green gown." said the youngest sister

the The day of the ball arrived and the step mother and step sister dressed up and went to the ball.

Cinderella stood near the window and watch them go.

"I wish I can also go to the ball." cinderella said sadly and there the fairy godmother appeared before her and said why are you crying my dear, Do you want to attend the royal ball?

"Yes, but how could I do dress with rag?" Wiep your tear and bring me a pumkin and 6 mice and cinderella obeyed. then cinderella bought a pumkin and 6 mice, than fairy god mother toched the pumkin.

## Cinderella

Once upon a time there lived a beautiful girl called Cinderella. She lived with her father, step-mother and two step-sisters. After the death of her father, the cruel mother and sisters began to treat Cinderella like a slave. They made her do all the household chores and never made her feel part of the family. Cinderella used to feel very lonely.

One day, the royal messenger announced that the royal Ball would take place and all the young ladies were invited.

"I'll wear my red wedding gown!" said the eldest sister happily. "I'll wear my green wedding gown" said the youngest step sister. The day of the Ball arrived. The step-mother and her daughters dressed up and went to the ball. Cinderella stood near window and watched them go. "I wish I too could go to ball" she thought sadly. Suddenly the fairy god-mother appered before her.

"Why are you crying my dear? Do you want to attened the ball?" she asked kindly. "Yes, but How can I go to the Ball dressed up in rag?" Cinderella asked to fairy god mother. "Wipe your tears bring me a pumpkin and six mice and rat. When fairy god mother touche with her wand to pumpkin.

**APPENDIX J**

**POSTTEST SAMPLE NARRATIVE WRITING**

## Cinderella

Once a upon time there lived a beautiful girl called cinderella she lived with her father, stepmother, and two stepsisters after her father's death the stepmother and two stepsisters tretrifed her like a slave and let her do the household chores. one day the royal massenger announced that a royal ball is going to be held and only young ladies ware invited.

"I will wear my red wedding gonwn." said the eldest.
"I will wear my green wedding gown." said the youngest."

The day of the Ball arived, the step mother and her daughter dressed up and went to the royal ball and cinderella watche them go sadly. "I wish I cancould go to the ball. to." than fairy god mother apperaed and said, "why are you crying my dear? Are you crying beacuse you did not kiad a chance to attend the rayal ball? How can I attend with this clothes.

wipe your teat and bring me a pumkin, 6 mices and a rat cindrerella obayed at once than the fairy god mother touched the pumkin and changed it into a do coach and and 6 mice into 6 horse and the rat into a coach man d and change her rag into a beautiful gown she had ever seen before.

Then the fairy god mother warned her when it is might night you should go out off of there.

than she went and arrived at the ball all the people where suprised. she rembered the fairy god mothers warning "I must go, I must go," said cinderella, don't bve me alone then the prince saw a glittering it was cinderella's glass slipper. the next day the royal massenger went from place to place and arrived at cinderela the glass slipper perfectly and then prince and cinderella got married.

Thank You

Roll No. 20

## Cinderella

Once upon a time there lived a beautiful girl called Cinderella. She lived with her father, step-mother and two step sisters. After the death of her father, the step mother and two step sisters began to treat Cinderella like a slave. They do all the house hold chores and never made her feel part of the family. Cinderella used to feel very lonely.

One day, the royal messenger announced that the royal ball would take place and all the young ladies were invited. "I will were my red wedding gown" said the youngest step sister. "I will were my green wedding gown" said the eldest sister happily. The step mother and her step daughter dress up and went to the royal ball. Cinderella stood at window and watched them go. I wished I could go to the ball, she thought sadly. A fairy god mother appered before her.

"Why are you crying my dear? Do you want to attend the royal ball" she asked kindly. "Yes" Cinderella said. but how can I go dressed up with rag. wipe your tests, bring me a pumpkin and six miced rot. when god-mother touch the pumpkin with her wand, it tuarn to coach and and. she touch the six rat with her wand it turn to six horses. Now you need a beautiful dress. when fairy god mother touch Cinderella dress. she changed into a princess when Princess Cinderella sat on the coach, the fairy god mother waned Cinderella that when it is midnight the magic will be over. "I will" promised Cinderella. when she reach to

the ball. All the people gazed at her. "what a beautiful girl" said They whispered. "what a beautiful dress" said the eldest sister. The prince looked at her beauty. Cinderella danced with prince long time. The minester went to Cinderella house. Minester put slipper on Cinderella's foot. The prince and Cinderella married and they lived happily ever after. The end.

**APPENDIX K**

**TRANSCRIPTION OF ERROR ANALYSIS**
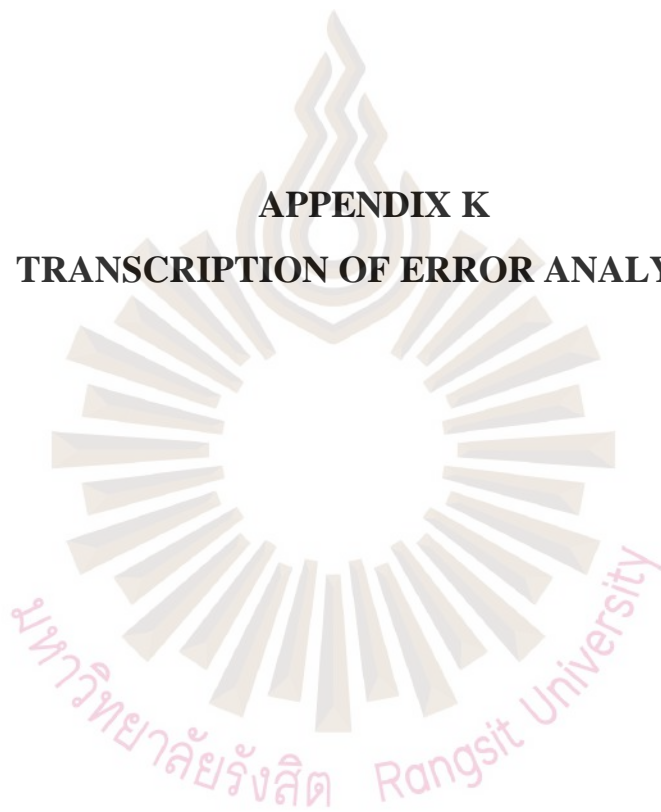
**Error Analysis for the Pretest Narrative Writing**

| Students | Mechanical Errors | | | Grammatical errors | | |
|---|---|---|---|---|---|---|
| | Frequency of occurrence | | | Frequency of occurrence | | |
| | Punctuation | Spelling | Capitalization | Usage of verbs | Singular/ plural nouns | Usage of articles |
| Student 1 | 4 | 8 | 3 | 4 | 3 | 2 |
| Student 2 | 6 | 4 | 4 | 3 | 7 | 0 |
| Student 3 | 2 | 3 | 3 | 3 | 4 | 2 |
| Student 4 | 1 | 8 | 4 | 2 | 1 | 3 |
| Student 5 | 4 | 4 | 5 | 3 | 2 | 2 |
| Student 6 | 4 | 6 | 7 | 2 | 6 | 4 |
| Student 7 | 3 | 4 | 4 | 2 | 6 | 1 |
| Student 8 | 2 | 4 | 4 | 2 | 3 | 1 |
| Student 9 | 2 | 4 | 2 | 2 | 5 | 3 |
| Student 10 | 2 | 3 | 3 | 1 | 3 | 2 |
| Student 11 | 4 | 4 | 4 | 2 | 2 | 3 |
| Student 12 | 3 | 2 | 3 | 2 | 2 | 3 |
| Student 13 | 3 | 2 | 3 | 3 | 1 | 3 |
| Student 14 | 2 | 1 | 3 | 3 | 3 | 4 |
| Student 15 | 2 | 2 | 3 | 3 | 1 | 3 |
| Student 16 | 2 | 3 | 4 | 3 | 2 | 2 |
| Student 17 | 1 | 6 | 4 | 2 | 2 | 2 |
| Student 18 | 1 | 6 | 4 | 2 | 3 | 3 |
| Student 19 | 2 | 3 | 4 | 1 | 2 | 3 |
| Student 20 | 2 | 2 | 1 | 2 | 2 | 0 |
| Total | 52 | 79 | 72 | 47 | 60 | 46 |
| | 203 | | | 153 | | |
| **G/Total** | **356** | | | | | |

**Error Analysis for the Posttest Narrative Writing**

| Students | Mechanical Errors | | | Grammatical errors | | |
|----------|-------------------|--|--|--------------------|--|--|
| | Frequency of occurrence | | | Frequency of occurrence | | |
| | Punctuation | Spelling | Capitalization | Usage of verbs | Singular/ plural nouns | Usage of articles |
| Student 1 | 3 | 6 | 2 | 3 | 0 | 2 |
| Student 2 | 6 | 3 | 2 | 2 | 2 | 0 |
| Student 3 | 2 | 3 | 2 | 1 | 0 | 1 |
| Student 4 | 3 | 5 | 2 | 2 | 1 | 1 |
| Student 5 | 2 | 1 | 1 | 2 | 0 | 2 |
| Student 6 | 4 | 1 | 2 | 2 | 2 | 1 |
| Student 7 | 3 | 6 | 2 | 3 | 1 | 1 |
| Student 8 | 3 | 5 | 2 | 2 | 1 | 0 |
| Student 9 | 2 | 2 | 2 | 2 | 1 | 2 |
| Student 10 | 2 | 2 | 2 | 1 | 1 | 1 |
| Student 11 | 0 | 2 | 2 | 1 | 1 | 1 |
| Student 12 | 3 | 2 | 4 | 2 | 2 | 2 |
| Student 13 | 2 | 1 | 2 | 2 | 1 | 1 |
| Student 14 | 1 | 3 | 3 | 1 | 2 | 2 |
| Student 15 | 2 | 2 | 2 | 2 | 2 | 2 |
| Student 16 | 2 | 3 | 3 | 2 | 2 | 4 |
| Student 17 | 2 | 3 | 3 | 1 | 4 | 5 |
| Student 18 | 2 | 2 | 2 | 2 | 0 | 2 |
| Student 19 | 2 | 4 | 1 | 1 | 2 | 0 |
| Student 20 | 1 | 1 | 2 | 2 | 1 | 0 |
| Total | 47 | 57 | 43 | 36 | 26 | 30 |
| | 147 | | | 92 | | |
| G/Total | **239** | | | | | |

**APPENDIX L**

**WILCOXON SIGNED RANK TEST RESULT ANALYSIS**
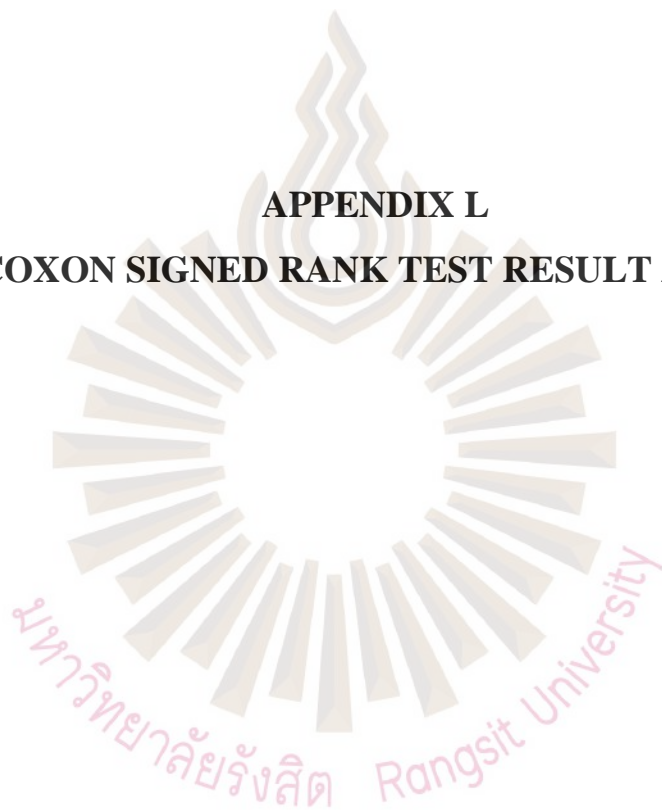
**Wilcoxon Signed Rank Test Result Analysis**

| Students No | Pretest Score | Posttest Score | Score Difference | Rank of Wilcoxon | Positive Rank | Negative Rank |
|---|---|---|---|---|---|---|
| 1 | 8 | 11 | 3 | 1 | 1 | - |
| 2 | 13 | 16.5 | 3.5 | 9 | 9 | - |
| 3 | 9 | 14 | 5 | 13.5 | 13.5 | - |
| 4 | 11 | 16.5 | 5.5 | 15 | 15 | - |
| 5 | 12 | 14 | 2 | 1 | 1 | - |
| 6 | 9 | 14 | 5 | 13.5 | 13.5 | - |
| 7 | 10 | 13 | 3 | 6 | 6 | - |
| 8 | 9 | 16.5 | 7.5 | 20 | 20 | - |
| 9 | 13 | 16 | 3 | 6 | 6 | - |
| 10 | 12 | 16 | 4 | 10.5 | 10.5 | - |
| 11 | 10 | 14 | 4 | 10.5 | 10.5 | - |
| 12 | 12 | 15 | 3 | 6 | 6 | - |
| 13 | 12 | 14.5 | 2.5 | 2.5 | 2.5 | - |
| 14 | 13 | 15.5 | 2.5 | 2.5 | 2.5 | - |
| 15 | 8 | 14 | 6 | 17 | 17 | - |
| 16 | 8 | 14 | 6 | 17 | 17 | - |
| 17 | 8 | 15 | 7 | 19 | 19 | - |
| 18 | 14 | 17 | 3 | 6 | 6 | - |
| 19 | 11 | 17 | 6 | 17 | 17 | - |
| 20 | 14 | 18.5 | 4.5 | 12 | 12 | - |

**APPENDIX M**
**INSTRUMENT VALIDATORS**

## Experts Who Validated the Instruments

| SL. No | Name | Position Title | Institution |
|:---:|---|---|---|
| 1 | Dr. Kowit Rapeepisarn | Assistant Professor | Rangsit University |
| 2 | Dr. Usaporn Swekwi | Associate Professor | Rangsit University |
| 3 | Ms. Tandin Bidha | Head of Department (English). Master degree in Leadership and management | Gaselo Primary School, Bhutan |

**APPENDIX N**
**LOCATION OF THE RESEARCH SCHOOL**

138
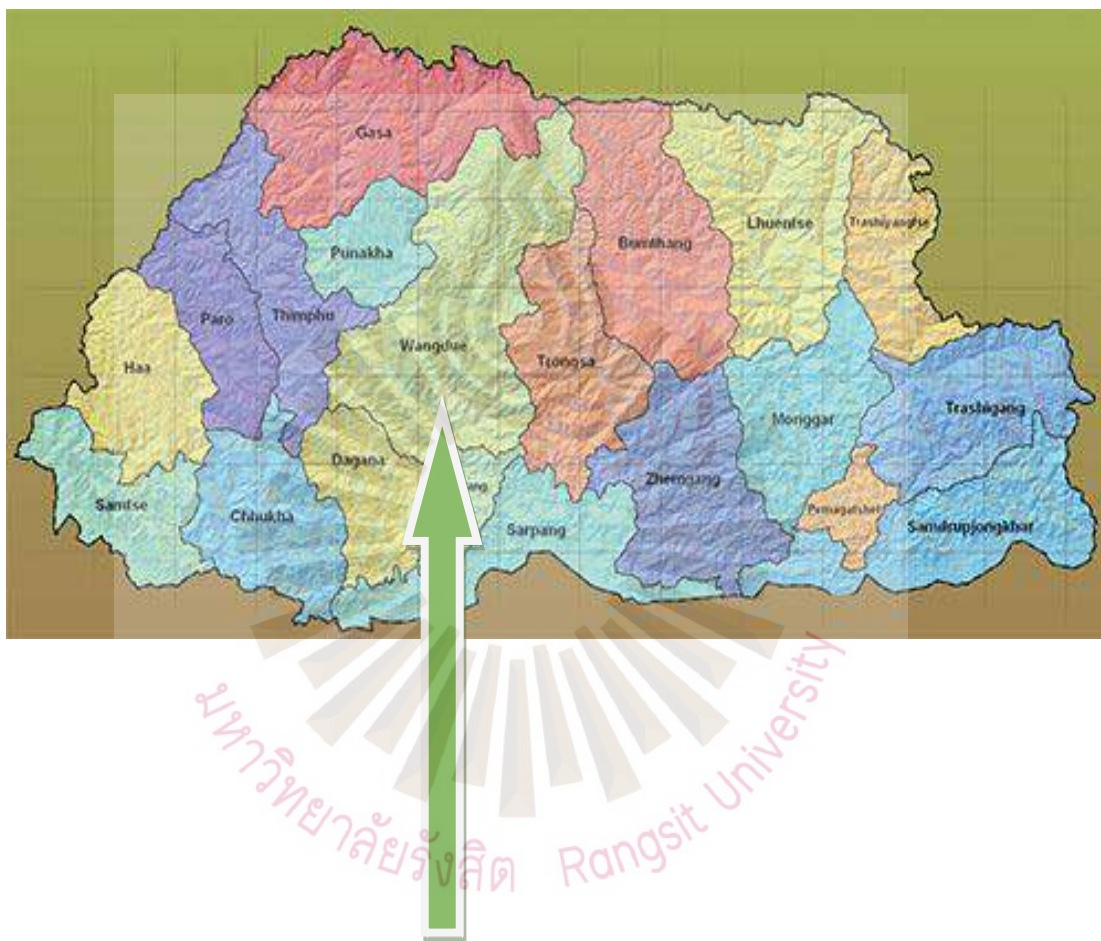


Research School

# BIOGRAPHY

| | |
|---|---|
| Name | Damber Singh Mongar |
| Date of Birth | April 24, 1989 |
| Place of Birth | Chhukha, Bhutan |
| Institution attended | Paro College of Education, Bhutan |
| |    Bachelor of Education, 2012 |
| | Rangsit University, Thailand |
| |    Master of Education in Curriculum and |
| |    Instruction, 2019 |
| Scholarship | Thailand International Cooperation Agency |
| | (TICA) scholarship, 2018 |
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| Position and Office | Ministry of Education, |
| | Education and Training Services, |
| | Teaching Service, |
| | Position:Teacher II |