

THE INFLUENCE OF ANIMATION MOVIES TOWARDS STUDENTS WRITING SKILL IN NARRATIVE TEXT AT TENTH GRADE OF SMKN 1 WARUREJA TEGAL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan film animasi signifikan untuk meningkatkan kemampuan menulis siswa dan perbedaan antara kemampuan menulis siswa sebelum dan sesudah diajar dengan menggunakan film animasi dalam pembelajaran teks naratif. Metode penelitian ini menggunakan desain penelitian eksperimental. Jumlah siswa yang terdaftar 72 siswa dalam kelompok eksperimen dan kelompok kontrol dengan teknik cluster random sampling. Teknik pengumpulan data menggunakan tes. Hasil penelitian menunjukkan adanya peningkatan yang lebih besar dalam menulis siswa. Hal ini dapat dibuktikan dengan nilai rata-rata post-test kelompok eksperimen sebesar 70,97 dibandingkan dengan nilai pretest sebesar 51,67. Uji-t independen menghasilkan nilai sig 2-tail sebesar $0,003 < 0,05$. Hal ini menunjukkan adanya peningkatan yang signifikan dalam meningkatkan kemampuan menulis siswa. Selain itu, ada perbedaan yang signifikan dalam keterampilan menulis siswa sebelum dan sesudah diajar dengan menggunakan film animasi dalam pembelajaran narasi. Hal ini dapat dilihat dari data yang menunjukkan bahwa nilai sig 2-tail sebesar $0,000 < 0,05$ dengan menggunakan *paired* uji-t sampel. Jadi, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hal ini menunjukkan bahwa pengaruh penggunaan film animasi secara signifikan meningkatkan kemampuan siswa dalam menulis teks naratif pada setiap aspek.

Kata kunci: Film Animasi, Kemampuan Menulis, Teks naratif

Abstract

The purpose of the research is to find out whether the use of animation movies is significant to improve students' writing skill and the difference between students' writing skill before and after being taught using animation movie in learning narrative text. The method used an experimental research design. The total students enrolled 72 in experimental and control groups with cluster random sampling technique. The data collection technique used test. The result of study indicated a greater improvement in students' writing. It can be evidence in the mean post-test experimental score is 70,97 compared to pretest score of 51,67. The independent t-test resulted in a sig 2-tail value of $0,003 < 0,05$. It promoted significant to improve students' writing skill. Additionally, there is a significant difference in students' writing skill before and after being taught using animation movies in learning narrative. It can be seen from the data that sig 2tailed was $0,000 < 0,05$ value using paired sample t-test. So, null hyphotesis [H_0] was rejected and alternative hypothesis H_a was accepted. It showed that the influence of using animation movies gave significantly to improve on students' writing of narrative text on set of aspects.

Keywords: Animation Movies, Writing Skill, and Narrative text

1. INTRODUCTION

On sub-discipline English, some skills have to be mastered. As stated by Brown (2000), there are two parameters of language skills; listening and reading as receptive skills, and speaking and writing as productive skills. Writing as a productive skill considered complicated by most language learners since it requires some other language aspects that students should understand. Aspect of writing need to integration of all component such as content, organization, vocabulary, language expression, and mechanism (Agusta, 2015). Writing is the process of delivering meaningful ideas. For the reason that writing is a part of productive skill, students have to enhance their ability to tell good storyline into texting. Students need to train their writing abilities for a long time, and it takes an effort to overcome difficulties before becoming masters.

In KURMER, there are many types of text to study English language, such as descriptive text, procedure text, narrative text, analytical exposition text, recount text, and report text. Ahsin (2016) explained that narrative text is a text that contains various aspects of story telling in the form of meaningful. Then, Aprelia et al. (2019) explained that narrative text is the same as descriptive experience, but narrative text explains an arrangement by some actors and a period of time in a story. The purpose of narrative text is to amuse the reader with the story. Shortly, narrative text is a text that provides some aspects such as necessary character, period of time, and moral value. The narrative text aspects represent an experience through reflection, and it is made with attraction and fun that is able to make the reader feel amused.

In teaching narrative text, animation movies as media role might support the writing class to be more enjoyable (Aflahatun & Prihatin, 2018). Animation movie has both model audio and visual. Animation movie can make students interested because animation movie produces picture motion. Students watched features like the side of character or personality in each action. Following to the statement, animation movie can help the students' trouble to focus learning writing skill. So, teacher uses the animation movie to make students pay attention to learn writing on narrative text. But, teacher also must pay attention to duration of the animation movies of this study because long duration might make students bored in the classroom. Teacher plays

the animation movie with approximately 3 - 18 minutes.

Ginting et al. (2019) explained that the use of animation movies can help students to develop creativity idea of writing skill because the animation movies produce picture, text, and audio to facilitate students. So, the use of animation movie can make students' engaged in learning writing skill. In addition, teacher can teach students easier and save time in teaching writing skill. Ginting et al. (2019) found that the use of animation movie is significant to improve students' writing skill, particularly on narrative text.

Based on the pre-observation in the tenth grade, the author found that students lack of writing exercise, students did not comprehend the material about narrative text, and students felt confused and tended to copy on Google when students wrote a narrative text. So, the research carried out writing narrative text by watching animation movie which aims to make the influence of learning narrative text at tenth grade of SMKN 1 Warureja Tegal.

2. METHODS

The present method is categorized as quantitative research with quasi-experimental design. In KURMER, tenth grade is categorized as phase E. The total population of this research in tenth grade is 107 students. The sampling techniques used cluster random sampling by considering characteristic and select randomly the sample from the groups.

The research sample consists of two classes; they are Class X BSN 1 and Class X BSN 3 with the total 72 students. The researcher selected Class X BSN 3 students as the experimental group. This research conducted in six session. In the first meeting, the researcher implemented pre-test to primarily assess students' writing skill. The text used is narrative texts. From second meeting to the fifth meeting, researcher had given treatment by using animation movies in the experimental group. In treatment process, the researcher played animation movies in front of class. The animation movies were related to animals character. After that, a post-test is conducted to know the result of students' writing skill in learning narrative text.

The data collection technique of this research are test and documentation. The test is divided into pre-test- and -post-test. The test is conducted in both experimental group and control group. The pre-test is conducted before the treatment. After the treatment, the post-test is done to assess the

students' achievement in writing skill. The experimental group receives the treatment using animation movies in learning-narrative text. But, the control group does not use any treatment. To comprehend the instruments, it can be seen from validity- and -reliability. Both validity and reliability can be truly measured to find out to what extent the instrument is reliable and useful. Documentation is a systematic procedure while carrying out the teaching and learning process. It is essential to collect data on students' progress. The researcher relied on photo, video, and and notes. These documents were taken from first – sixth meetings. The documents were to find out the difference between students' writing skill before and after being taught using animation movie in learning narrative text.

Table 1. Indicators of Writing skills in Narrative text

Set of Aspects	Indicators
Content – Topic details	Able to provide comprehending ideas that related the pictures
Organization	Able to write correctly the structure
Vocabulary	Able to use correct spelling or express ideas
Language Expression	Able to implement the grammar structure
Mechanism	Able to recognize the symbols

3. RESULT AND DISCUSSION

The study was taken at the tenth grade students of SMKN 1 Warureja Tegal. The study findings was presented as follows :

A pretest considered to measure students' writing skill. Then, the researcher conducted the pretest and posttest to know students' writing attainment before being treatment and after the treatment.

In addition, The researcher used descriptive statistic of pre and post test in experimental and control to get information about min, max, mean, and std. deviation. It could be seen as follows:

Table 2. Descriptive Statistics Pre and Posttest in the Experimental and Control Groups

Descriptive Statistics				
N	Min	Max	Mean	Std. Deviation

PretestExp	36	35	75	51.67	10.000
PosttestExp	36	55	95	70.97	9.623
PretestCon	36	30	75	53.61	11.687
PosttestCon	36	35	85	61.94	11.667
Valid N	36				

Based on the table above, the pre and post test data has differently score on each groups. The result showed before and after taught by watching animation movie in learning writing narrative text. The lowest score in pretest experimental groups was 35 and the higher was 75 with the mean score of 51.67. In the std. deviation of experimental group was 10.000. After given the treatment, there was significant improvement score in posttest with the lowest of 55 and the higher of 95 with the mean score of 70.97. In the std. deviation of experimental group was 9.623. Whereas in pretest of control group, the lowest score was 30 and the highest score was 75 with the mean score of 53.61 and std. deviation was 11.678. In posttest of control group, they got the lowest score of 35 and highest score of 85 with the mean score of 61.94. The std. deviation of this group was 11.667.

Table 4. The Normality Result

The Normality Test				
		Kolmogorov-Smirnov ^a		
Classes		Statistic	Df	Sig.
The Result of Writing Narrative Text	Pretest Control	.131	36	.125
	Posttest Control	.131	36	.122
	Pretest Exp	.131	36	.126
	Posttest Exp	.134	36	.098

Based on Table 4 the result of normality test showed that in the control group got 0,125. Whereas, the result of normality test on experimental group got 0,226. For the posttest, control group score was 0,122 and the experimental group's score was 0,098. The results indicated that the data are higher than the significant of value 0,05. The data distributed normal.

Table 5. The Homogeneity Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
The Result of Writing Narrative Text	Based on Mean	.701	3	140	.553
	Based on Median	.490	3	140	.690

The table 5 provided information about the homogeneity test of X BSN 1 and X BSN 3. The Levene Statistic indicated a significant difference based on the mean of 0,553. It was noticeable that the result of data was homogenous because the sig value was higher than 0,05.

Table 6. Independent Samples T-test

Independent Samples Test				
		Levene's Test for Equality of Variances	t-test for Equality of Means	
The score of writing narrative text - Posttest	Equal variances assumed	Sig.	T	Sig. (2-tailed)
		.969	3.028	.003

The table 6 provided information about this study that was by using Independent t-test. The program statistic used IBM Statistic version 26. Before analyzing the results of independent, there is check homogeneity of variances in Lavene's test. The previous data indicated a significant difference of level value. It can be explicitly seen on sig (2-tailed). The data showed $p=0,003$, which is lower than the significant level (α) is $<0,05$. In conclusion, tenth grade students of SMKN 1 Warureja Tegal who are taught by using animation movies got higher score.

Table 7. Paired Sample T-test

Paired Samples Test		
		Sig.(2-tailed)
Pair 1	PretestExp - PosttestExp	.000

The table above provides information about pretest and posttest in the experimental group. The program employs IBM Statistic version 26. It shows sig (2-value tailed) value is $0,000 < 0,05$. The data value explains that there is a difference

in students' writing skill before and after being taught using animation movies in learning narrative text. So, the H_{a2} (Alternative hypothesis) is accepted and H_{02} (Null Hypothesis) is rejected.

4. CONCLUSION AND SUGGESTIONS

Conclusion

The main purposes of this research is to determine whether the use of animation movies is significant to improve students' writing skill in learning narrative text and the difference between students' writing skill before and after being taught using animation movies in learning narrative text.

The result from the mean score of posttest experimental group after implementing the treatment was 70,97. It was higher than the mean score pretest before the treatment, which was 51,67. Moreover, the data analysis showed that in sig. 2-tailed ($p < \alpha$, or $0,003 < 0,05$). It means that null hypothesis (H_{01}) was rejected and alternative hypothesis (H_{a1}) was accepted. In other word, this hypothesis can be accepted.

There is a difference in students' writing skill before and after being taught using animation movie to learn narrative text. The results from the pre and post-test were analyzed using a paired t-test, which showed a significant different ($0,000 < 0,05$). Therefore, the null hypothesis (H_{02}) was rejected and alternative hypothesis (H_{a2}) was accepted. The conclusion is also supported by the note. So, it can be concluded there was the influence between students who are taught and not taught by using animation movie.

Suggestion

Based on the conclusion elaborated above, several suggestions are given for English teachers and future researchers. For teachers, the use of animation movies can be a tool for supporting students in form of content, organization, language expression, vocabulary, and mechanism. Teacher can apply this teaching media to improve students' writing skill. Then for future Researcher, there are some aspects, which can be analyzed about students' motivation, focused to learn writing narrative text, and self-confidence. The output of this study can be used as early information to conduct further researches.

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