

THE EFFECTIVENESS OF USING ANIMATION FILM IN TEACHING WRITING NARRATIVE TEXT (A Pre-Experimental Study at Class X of MA Terpadu Al Munawaroh in the Academic Year 2021-2022)

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Abstract: The researcher conducted research at MA Al-Munawaroh at tenth grade. This study aims to determine the achievements of students before and after being taught using animation film and to find out whether there is a significant difference between students' achievements in writing narrative text before and after being taught using animation film. This research is a pre-experimental quantitative research design that uses only 1 class to examine. The sample in this study is class X-B which collects 20 students. The sample used is purposive sampling technique. The instrument used is a written test. And for data collection with pretest and posttest which were analyzed using normality test, paired sample t-test with SPSS version 25. The results showed that there was a significant difference between the results of the pretest and posttest. The average score for the post-test was (75.5) above the Minimum Completeness Criteria (KKM) of seventy (70), while the average score for the pretest was below the Minimum Completeness Criteria (KKM).) seventy (70), the score is (57.85), which means the post-test score is higher than the pre-test score. Based on the paired sample test, the results of a comparative analysis using the T-test it is known that sig. (2-tailed) 0.000, while alpha (α) 0.05 ($0.000 < 0.05$) means that H_0 is rejected and H_a is accepted. In other words, the use of animation film media in teaching writing narrative text is effective.

Keywords: Animation Film, Writing, Narrative Text

Abstrak: Peneliti melakukan penelitian di MA Al-Munawaroh pada kelas X. Penelitian ini bertujuan untuk mengetahui prestasi siswa sebelum dan sesudah diajar menggunakan film animasi dan untuk mengetahui apakah ada perbedaan yang signifikan antara prestasi siswa dalam menulis teks naratif sebelum dan sesudah diajar menggunakan film animasi. Penelitian ini merupakan penelitian kuantitatif dengan desain pre-experimental yang hanya menggunakan 1 kelas untuk diteliti. Sampel dalam penelitian ini adalah kelas X-B yang berjumlah 20 siswa. Sampel yang digunakan adalah teknik purposive sampling. Instrumen yang digunakan adalah tes tertulis. Dan untuk pengumpulan data dengan pretest dan posttest yang dianalisis menggunakan uji normalitas, paired sample t-test dengan SPSS versi 25. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil pretest dan posttest. Nilai rata-rata postes (75,5) di atas Kriteria Ketuntasan Minimal (KKM) tujuh puluh (70), sedangkan nilai rata-rata pretes di bawah Kriteria Ketuntasan Minimal (KKM).) tujuh puluh (70), skornya adalah (57,85), yang berarti skor postes lebih tinggi dari skor pretes. Berdasarkan uji sampel berpasangan, hasil analisis komparatif dengan menggunakan uji T diketahui sig. (2-tailed) 0,000, sedangkan alpha (α) 0,05 ($0,000 < 0,05$) artinya H_0 ditolak dan H_a diterima. Dengan kata lain, penggunaan media film animasi dalam pengajaran menulis teks naratif efektif.

Kata Kunci: Film Animasi, Penulisan, Narrative Text

INTRODUCTION

English is a country that has a big influence on the whole world, English has a language that is used as a second language in various countries. According to Nordquist (2020) English as a foreign language (EFL) is a language that is not used in everyday life conversation in some countries but is still learned. One of the countries that learn english is Indonesia, school in Indonesia has English subject as compulsory subject at various school from elementary level to university level.

English language has four aspects that students must master in learning, that aspects are: Listening, Conversation, Reading and Writing. All the aspects are important and also writing is one of the useful skill. Writing has become important to society as well as education and even in business. For example, when we write a letter, we need to understand how to

write it properly. Rae (2020) stated that by the writing will help students acquire succeed in their academics, career, as well as in other relevant aspects of their lives. From writing we can also get money for example from journalist, novel, scripwriter, etc.

Brown (2001), he explained that writing is a thingking process of thoughts; experience and feelings in written form. It means that writing is communicating a message that reader can read and analyze. To develop writing ability, people need ideas or sources from newspapers, websites, blogs, magazines, etc.

Writing skill is not an easy skill. According to heaton as cited in Rachmawati et al., (2017) he said that writing skill are more complicated and not easy to teach, in writing must master not only a grammatical and rhetorical devices but also must pay attention to word choices and punctuation. Besides that, Nasruddin (2020) stated that the students almost do not understand all the content in their book, so when their teacher asked them to write, they do not know what they have to write because their writing is still lack. Also, after the researcher interviews with an English teacher at MA Terpadu Al-Munawaroh, the researcher concluded that the students in second grade getting difficulties in English subject especially in writing. When the sudents want to write they feel hard to express their imagination and sometimes they have no ideas, confused, and feel less motivated. Thus the students need to be guided by the teachers to always be motivated and able to learn write easily.

Based on the problem, it becomes a challenge to the teacher to find a best way or best media that can help student to learn easily. According to Miarso (2004), he states that media can be interpreted as all things that is use to transfer messages and can get ideas, feelings, attention, and willingness to learn. One of the media that match to use in learning writing is animation film. Lavery as cited in Nasruddin (2020) also claimed that films and videos are an effective way to motivate and help students to understand the language easily. The animation film media has an credible and variety language, it make this media effective tu use in learning language. By teaching using animation films, the students watch a cartoon or short animation film, and listen to the dialogue on the screen,the students trying to write back the stories from the films, at the same time they will feel comfortable and focused, thus the students easier to understand the language. Based on the existing competency standards in Indonesian schools, , there are several texts in English writing lesson for example: narrative text, recount text, report text, procedure text, etc. The researcher interested in taking narrative text material for research.

From the explanation above, the researcher is interested in improving students' abilities in writing narrative text in tenth grade with the title research **“THE EFFECTIVENESS OF USING ANIMATION FILM IN TEACHING WRITING NARRATIVE TEXT (A Pre-Experimental Study at Class X of Ma Terpadu Al- Munawaroh in the Academic Year 2021-2022)”** this study focuses on the following:

1. How is students' achievement in writing narrative text before being taught using animation film?
2. How is students' achievement in writing narrative text after being taught using animation film?
3. Is there any significant difference between students' achievement in writing narrative text before and after being taught using animation films?

METHOD

Research Design

This research aims to determine the effectiveness of using animation film media in increasing writing ability in students. This research used pre-experimental design. According to Sugiyono (2014), pre-experimental is a design research that consist of pre-test and post-

test design is given in only one group or class. Where one group or class has been given pre-test then did treatment and then given post-test, that is to know the differences of the result in the pre-test and post-test and to see is there any significant between the result of pre-test and post-test.

Population

In this research population that used is from all students at X class of MA Terpadu Al- Munawaroh that consist of four classes.

Sample

This study used a purposive sampling technique. According to Notoatmodjo (2010) purposive sampling technique is sampling based on certain considerations such as population characteristics or previously known characteristics. The class that will used in this research is X- B class which has 20 students.

Data Collection Procedure

This research is pre experimental, that only uses one class for reseach. The instrument used in this research is written test. Below are some step in giving a test as a technique used in collecting the data :

1. Pre-Test

The researcher asked to students to write a narrative text by their own ideas without animation film as media in teaching and learning. This test aims to determine the students' writing achievement in narrative text before using animation film.

2. Post-Test

After students given teaching using animation film media, in the end students are given a written test, they are asked to write a narrative text based on the movie they have watced. It aims to find ou students writing achievement in writing narrative text after using animation film.

So that the questions to be tested on students are valid and unambiguous, the test is validated by two lecturers first.

Technique of Data Analysis

To analyze the data the researcher used statically calculation of the test to determine the final calculation of the research test. The data obtained from research result is the results of student's test that were analyzed quantitatively. Quantitative analysis was done using statistics which is called statistical analysis or inferential statistics. The quantitative data of this research in analyzed using statistical computation. This technique was used to find the significant difference on the students' writing after being taught by using animation film as medium in teaching writing narrative text. To analysing the data, the researcher used SPSS version 25.0 for windows with formula t-test. The researcher used paired sample T-test formula in order to computing the different data between pre-test and post-test.

FINDINGS AND DISCUSSION

Findings

The students achievement before using animation film (pre – test)

In the pretest, many students got scores below the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) seventy (70). 19 students is still below the KKM and only 1 student has reached the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) seventy (70). After the calculation through SPSS the results showed that N = 20 (total students). The minimum score is 50 and the maximum score is 70, the sum is 1157, the mean score is 57,85, and std. Deviation is 4,826. It can be concluded that that many students get scores below the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) seventy (70), which means that students' writing skill in this pretest are still considered weak.

The students' achievement after using animation film (post – test)

The results of this post test showed that all students get scores past the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) seventy (70). After the calculation through SPSS the results showed that N or the total sample is 20 students. The minimum score is 70, the maximum score is 87, the sum is 1510, and std. Deviation is 4,323. From the explanation of the results of the posttest data above, it can be said that the value of a total of 20 students has passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) seventy (70). After compared the data from the pretest and posttest results, it can be concluded that the value of the total 20 students has increased.

Significant difference between students' writing ability before and after being taught by using animation film

Because from the normality test the data showed normally distributed then the next test is the paired sample t-test to find out the significant difference between pre – test and post – test.

Table 4.6 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	upper			
Pair 1								
Pretest	-	1.814	.406	-18.499	-16.801	43.503	19	.000
Posttest	17.650							

The table 4.6 showed mean pretest and posttest (17,650), standard deviation (1,814), mean standard error (0,406). the lower different (-18,499), while upper different (16,801), the result t = (43,503) with df =(19) and significance (0,000). From the data result above, it is known that the value of sig. (2-tailed) $0.000 < 0.05$. then, it can be concluded that there is

a significant difference between the result of the pre-test and post-test. It means the animation film is effective to use in teaching writing at MA Terpadu Al- Munawaroh.

Discussion

The students at the school of MA Terpadu Al- Munawaroh had difficulty in writing lessons because they get difficulties in finding ideas for writing, and often felt bored, so they could not fully concentrate on learning. Therefore learning activities did not run well. So the researcher tried to do research at the school class X by using animation film media to teach writing for the material narrative text.

By teaching using animation film media and applying teaching steps according to the theory above, teaching and learning activities in writing narrative text are going well. during the activities students were more motivated to learn, they gave a good response and seemed enthusiastic in listening to the stories in the film. Sometimes they follow the conversation in the film. This is supported by Lavery (2008) who argues that films and videos are an effective way to motivate and help students to understand language. Because animation film are effective in motivating students in learning activities and helping students understand the language in the film, students who learn by using this media will be motivated in learning. Students learning motivation is needed in learning activities, such as the statement by Zuhriyah & Fajarina (2021) which stated that learning success is most influenced by students' self-motivation. By having high enthusiasm, students will be happy to take part in ongoing classes so that learning goals will be achieved.

The researcher made discussion groups in learning activities using this animation film, each group consist of 4-5 people, it aims to exchange information that had been obtained from the film. During the discussion activities the researcher observed the students' movements towards their discussion partners, the researcher concluded that they were actively discussing in expressing their opinions about the stories they captured and they were compact and organized. The researcher helped explore their ideas by asking a piece of the story in the film, and students answered each other correctly. This method makes students more active in learning activities, this statement is also quoted in the research of Nurizmawati et al., (2020) in their research, by using animated videos in the learning steps in the form of discussions, students are more active and confident to answer the questions given by the teacher based on the story in the film.

The use of animation film in teaching and learning activities creates a pleasant atmosphere, could minimize a monotonous or boring atmosphere. This statement was proven because during learning by using animation film in class X of MA Terpadu Al-Munawaroh, students are actively involved in learning, they gave a pleasant response, and laugh out loud when there are funny scenes, besides that they also note important things from the film such as unfamiliar vocabularies, storylines, characters in films, etc. When the students watch the film, the researcher deliberately paused the film and asked the students how far they understood the story, then they answered and told briefly about the film. In addition, the researcher asked students about the vocabulary used in the conversation in the film, some students answered correctly, while others were still unfamiliar with the vocabulary so that it could be a source of learning for students who did not know the meaning of the vocabulary. From the explanation of the process of learning activities above, it can be concluded that fun class will make students not bored studying in class. this explanation is

similar to the research findings from Fitriana (2018) which stated that learning to write English using animation film can make students enjoy in these learning activities. If students feel happy in the classroom, the learning goals can be achieved optimally.

When students were assigned to make narrative stories by using animation film, they did not seem as confused as before being taught by using this media. Instead, they seem easy to understand and focus on their assignment, the researcher checked the students one by one and asked about the problems that they got when compiling the text and they did not get any difficulties. It can be said that using this media succeeded in helping students overcome problems in writing lessons. As Puspitasari (2018) said in her research, after screening an animation film students can imagine the story in the film and are also helped by the choice of words in the conversation in the film. Therefore, when they were asked to write a narrative text, they seem easy to write and did not get any difficulties.

Agusta (2015) made observations at SMPN 2 Saden, Bantul in the second grade, and she found that students thought English is a difficult subject, moreover, they have to master four skills (listening, speaking, reading, and writing). When they tried to write, they could not express their ideas and they make a fuss. Therefore, she tried to solve the problem by using animation film media to teach the writing class with classroom action research techniques (CAR) and after the results of the research in cycles 1 and 2 the students changed, the students did not make a fuss, and when doing the task given by the researcher they did not seem confused anymore. This problem is also same as Akmala (2014), she find problem in learning writing activities on narrative text material, students did not listen to what is the teacher explained, and their writing skills were still weak. Therefore, she tried to use animation film media to solve the problem, she used the classroom action research technique (CAR). In the first cycle the students changed a little, they no longer ignored the teacher's explanation, in the second cycle, they wrote better than before using animation film. And in the third cycle, the student's abilities and interest in writing lessons increased. From the two studies to the current research, there are similarities and differences. In previous studies, the students made noise and felt difficult to express ideas in writing. Same as this study, students in the class complained that they did not know the story given by the researcher, so that they felt difficult in making the story based on the generic structure and feature language of the narrative text. The previous research used the classroom action research technique (CAR). While this study used pre-experimental technique. From the three studies, it was concluded that by using animation film media, there was a change, students felt easy to make a stories, during learning activities students attitude were more positive, they no longer made a noise, instead, they seem enjoyed the activities.

The results and related comparison shows that animation film have a positive impact which can create a pleasant classroom atmosphere that make students joyful to participate in learning activities. In addition, teaching steps that focus on improving writing skill is successful. it can be concluded that using animation film media to teach writing narrative text in class X- B of MA Al-Munawaroh in the academic year 2021-202 is effective.

CONCLUSION

Conclusion

1. The mean of the pre-test is (57,85). The highest score for this pre-test is (70) and the lowest score is (50). the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal*

- (KKM) for English materials is seventy (70). It can be seen that the mean score before being taught using animation films, students' writing skills based on five aspects of writing assessment (content, vocabulary, organization, grammar, and mechanics) were still below the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM).
2. The mean of the post-test is (78,58). The highest score for this pre-test is (90) and the lowest score is (70). the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) for English materials is seventy (70). It can be seen that the mean score after being taught using animation films, students' writing skills based on five aspects of writing assessment were above the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM).
 3. The paired sample t-test showed Sig. (2-tailed) 0.000 less than 0.05 ($0.000 < 0.05$), meaning that that H_0 is rejected and H_a is accepted. It can be said that there is significant differences between pre-test and posttest. So using animation films in teaching writing narrative text at MA Terpadu Al Munawaroh is effective.

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