The Use of Short Animation Film to Improve The Students' Narrative Writing Ability of The Eight Grade Students of SMP Negeri 5 Pinrang

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ABSTRACT

This research based on the students' problem related to English teaching especially in students' writing ability. It was caused by the teaching media of the teacher in classroom was not interesting for students. It was also caused by several factors such as the students still take a lot of time to write because they do not know what they will written on their paper. In addition, writing is difficult lesson because in writing, we not only share our ideas from our mind but also we have to choose and combine the vocabulary well to make a writing that is meaningful. And one of the writing texts that have to be learnt in SMP is narrative text. Therefore, the objective of the research was to find out whether there is an improvement students' narrative writing ability after being taught through animation film.

This research applied quasi-experimental design with two groups namely experimental and control class. The population of this research was the eighth grade students of SMP Negeri 5 Pinrang academic year 2017/2018. The sample of this research consisted of 28 students from two classes taken from the population of the eighth grade students of SMP Negeri 5 Pinrang by using purposive sampling technique.

The result of the data analysis showed that the students' narrative writing ability improved. It showed by mean score of pre-test was 41.00 and post-test was 72.21. it showed that the writing ability of the eighth grade student of SMP Negeri 5 Pinrang improved by using animation film. After analyzing the data by using SPSS version 20, the result of probability value in post-test was 0.00 and significance value was 0.05. It means that that the probability value (0.00) was lower than significance value (0.05). Those indicated that H_0 was rejected and H_1 was accepted. It means that the eight grade students of SMP Negeri 5 Pinrang for experimental class was significantly different. In conclusion, teaching writing by using animation film was effective to improve the eighth grade students of SMP Negeri 5 Pinrang of academic year 2017/2018.

Keywords: Writing Ability, Animation Film, Teaching Writing

ABSTRAK

Penelitian didasarkan pada masalah siswa terkait pada pengajaran bahasa inggris terkhusus pada kemampuan menulis bahasa inggris siswa, hal itu disebabkan karena media pengajaran yang diterapkan oleh guru di dalam kelas kurang menarik bagi siswa. Hal in juga disebabkan oleh beberapa factor seperti siswa membutuhkan waktu yang lama untuk menulis karena mereka tidak tahu apa yang ingin mereka tulis di dalam kertas penulisan. Selain itu, siswa mengaku kesulitan dalam menulis, karena dalam menulis kita tidak hanya sekedar mengeluarkan isi pikiran/pendapat kita tapi kita juga harus memilih kata dan penggunaanya dengan baik dan tepat. Dan salah satu teks menulis yang harusnya dipelajari di SMP Negeri 5 Pinrang adalah teks narasi. Maka dari itu, tujuan penelitian ini adalah untuk mengetahui apakah penggunaan *Animation Film* dapat meningkatkan kemampuan menulis siswa kelas 8 SMP Negeri 5 Pinrang.

Peneliti menggunakan desain kuasi-eksperimen dengan dua kelompok kelas yaitu experiment dan kelas control. Populasi dari penelitian ini adalah kelas 8 SMP Negeri 5 Pinrang menggunakan *Animation Film*.

Hasil dari analisis data menunjukkan bahwa kemampuan menulis siswa mengalami peningkatan. Hal tersebut di tunjukkan oleh nilai rata-rata dari pre-test yaitu 41.00 dan post-test yaitu 72.21. Data tersebut menunjukkan bahwa kemampuan menulis berbahasa inggris siswa kelas 8 di SMP Negeri Watang Pulu meningkat melalui penggunaan *Animation Film*. Seteah menganalisis data dengan menggunakan SPSS versi 20, hasil dari nila probabilitas pada post-test yaitu 0.00 dan nilai signifikansinya yaitu 0.05. data tersebut mengindikasikan bahasa inggris kelas 8 SMP Negeri 5 Pinrang untuk kelas experiment dan kelas control secara signifikan berbeda. Sebagai kesimpulan, pengajaran kemampuan menulis bahasa inggris siswa melalui media *Animation Film* efektif dapat meningkatkan kemampuan menulis bahasa inggris siswa kelas 8 di SMP Negeri 5 Pinrang.

Kata Kunci: Kemampuan Menulis, Film Animasi, Pengajaran Menulis

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INTRODUCTION

One of the texts that should be learnt by students of junior high school is narrative text. The students are required to be able to understand and make a narrative text cohesively based on the social function and generic structure of the text. In reality, the students are still confused if they are asked to write narrative text but the students only know about the generic structure and language features of the kinds of text. To make a good writing the students need several processes such as pre writing, planning, revising draft, and go to final writing. It needs times to arrange piece of writing. Hedge (2000) stated that writing is a gradual activity involving stages like setting goals, generating the ideas, organizing information, selecting appropriate language, making a draft, reading, reviewing it, and then revising editing. Besides that the students have to make writing in English certainly. Therefore, writing is a still nightmare for students and becomes a complex task because the students need processes, more practices, and some steps to be able to make a good writing.

Based on the facts in Hedge (2000), the researcher suggest to teacher to vary the activity in teaching writing. The teachers have to find the media to make students' interested to build their self confidence in writing especially in narrative text. Lynne (2001) assumes that the students' interest is one of the main factors to achieve the goal of the main factors to achieve the goal of teaching learning English.

Accordance to the researcher's experience during teaching-learning process in SMP Negeri 5 Pinrang, generally the students still think that writing is the most difficult language skill to master. In reality, writing lesson has been seen as boring, tiring, and difficult subject for students. In other words, students think that writing is not interesting lesson. Actually writing makes so many difficulties not only for students but also to the teacher. It happens because their lack of wring skill. In addition, it is difficult lesson because in writing we not only share our ideas from our mind but also we have to choose and combine the vocabulary well to make that is meaningful.

Considered of the explanations before, the researcher found about 60% of the students said that they are bored with the media of the teacher, and the data was collected by direct interview. So that, the researcher then decided to implement the animation film with subtitle to improve the students writing skill in narrative text. It has been held at the eighth grade

students of SMP Negeri 5 Pinrang. In that school the researcher found some problems related to writing skill faced by the students. The students were still lack of interest in learning writing ability to express their own idea through writing in narrative text. It is proved after giving pre-test to students, and their mean score was 45. This score was categorized as low achievement based on Dirjen Pendidikan Menengah classification in 2014 which the good score is 62.

Based on the problem about the mean score of the students were still lack based on Dirjen Pendidikan Menengah Classification in 2014, the researcher gave tried to improve the students' narrative writing ability by using media, one of the media that has been choose as a media to treated the students is animation film. Animation film can change the traditional practice, which focuses on the finished work, to a new methodology, in which students are given the experience of going through the process of writing as writers which consists of five interrelated phases: prewriting, writing, revising, editing, and publishing. Animation film is also a medium that can be used to increase students' motivation in learning writing. There are three kinds of media in teaching learning process. They are audio, visual, and audio-visual. Actually film or animation film is a media namely audio visual media. Audio-visual media can be used to teach writing especially narrative writing.

Animation film is expected to be effective media for teaching narrative writing because students can hear the voice but they will see the situations that happen in the story, and then they will be more interest and motivate if using animation film in the class. Lavery (2008) argues that film and video are effective ways in motivating and helping students to understand language. Therefore, with teaching using animation film, students have been interest and easily to re-write the story from the film. Considering these explanations, the researcher was interested in improving the students' narrative writing ability through animation film with subtitle.

MEDIA

This research applied quasi-experimental method with non equivalent design which involves two groups with different treatment, namely experimental group and control group. The data to be collected in this research consist of the scores of the students' narrative writing in pre-test and post-test. The population was eight grade students of SMP Negeri 5 Pinrang.

The sample taken was VIII.A as experimental class consists of 14 students and VIII.E consists of 14 students. The independent variable was the use of animation film as the media and dependent variable was the students' narrative writing ability of the eight grade students at SMP Negeri 5 Pinrang. The instrument imployed in this research were lesson plan and the test of narrative writing ability was used as pre-test and post-test.

Data was collected through pre-test and post-test was 90 minutes (two lesson hours) and each students has 2 to 3 minutes to answer the questions which related to the topic they have chose. The instrument which is the researcher use both experimental class and control class was same, that was writing test. The writing test was a topic. The students were free to choose a topic from the three topics than given by the researcher. The topics were; the ant and the grasshopper, the honest woodcutter, and the last was the fox and the crane.

The researcher analyzed the data by employing the following procedures;

a. To score the students' narrative writing ability, the researcher used the classification introduced by (Wegle, 2002:106) and (Dirjen Pendidikan Dasar dan Menengah, 2005: 28)

b. To find the percentage score, mean score, standard deviation and t-test, the researcher applied SPSS statistics program version 21.0 in which, t-test value is significance value and t-table value is probability value.

FINDINGS

The findings were obtained through writing test at the eighth grade students of SMP Negeri 5 Pinrang in the academic year 2017/2018. The researcher applied all procedures that had been showed in the previous chapter. The researcher gave two terms of the test, they were pre-test and post-test experimental and control class by using SPSS 20. It aimed to find out the significance different of the students from both of classes, the researcher collected data from the test which have given to the students before and after the researcher analyzed the data and the researcher found the students score and it was tabulated in the table. Firstly, the students mean score and standard deviation of writing ability in pre-test.

Table 1 : The mean score and standard deviation of the students in pre-test

Test	N	Mean	Std. Deviation
1. Experimental	28	41.00	3.1
2. Control	28	45.21	10.7

Table 1 shows that the mean score obtained by the students' before giving treatment in both experimental class and control class were almost equal. In experimental class, the mean score was 41.00 and it is categorized as fair achievement. Standard deviation was 3.1. It indicates that each student have different variation in study. Meanwhile, in control class the mean score was 45.21 and it is categorized as fair achievement. Standard deviation was 10.7. It indicates that, the standard deviations of both classes were high and it means that each student have different variation in study. Based on the data obtained, the mean score and standard deviation of the pre-test obtained by the two classes were almost the same before giving treatment.

Table 2 : The mean score and standard deviation of students in post-test.

Test	N	Mean	Std. Deviation
Experimental	28	72.21	1.4
Control	28	67.71	2.4

Table 2 shows that the mean score obtained by the students' experimental class was higher than control class. In experimental class, the mean score was 72.21 and it is categorized as fair achievement. Standard deviation was 1.4. In control class, the mean score was 67.71 and it is categorized as fair achievement. Meanwhile, standard deviation was 2.4. It shows that, the standard deviation of both classes were lower than in post-test. It indicates that after giving treatment through animation film, the writing ability of the students was improved and the way of the students study almost same. Yet, the achievement of writing ability of students in pre-test and post-test was not significantly different. Even though, the writing ability of the students in post-test was improved but it was beyond the expectation because most of students' speaking score were also categorized in fair achievement as same in the pre-test.

Table 3 : The T-test result of the students' post-test in experimental and control class to improve the students' writing ability

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Experim	Equal Variances Assumed	1.772	.195	5.918	26	.000	4.500	.760	2.937	6.063

ental and Control	Equal variances not assumed	**5.918**	**21.444** **.000**	**4.500**	**.760**	**2.921**	**6.079**

Table 3 shows that the probability value (0.00) is lower than the significance (α) = (0.05). The analysis showed that the null hypothesis (H0) is rejected. It means that the eighth grade students' writing ability at SMP Negeri 5 Pinrang of academic year 2017/2018 for experimental class and control class before giving treatment is not significantly different. It means that writing ability of experimental class and control classes have same ability.

Table 4: Gain score of Pre-test and Post-test for Both Experimental and Control Class.

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score Of Experi Mental Class And	Equal variances assumed	**27.67** **0 .000**		**3.195**	**26**	**.004**	**8.714**	**2.727**	**3.108**	**14.321**
	Equal variances not assumed			**3.195**	**15.922**	**.006**	**8.714**	**2.727**	**2.930**	**14.498**

Table 4 shows that the probability value (0.004) is lower than the significance (α) = (0.05). The analysis showed that the null hypothesis (H0) is rejected. It means that the eighth

grade students' writing ability at SMP Negeri 5 Pinrang of academic year 2017/2018 for experimental class and control class before giving treatment is not significantly different. It means that writing ability of experimental class and control classes have same ability.

DISCUSSION

In this part, the researcher explained the research background until the research result obtained. This research is begun after the researcher found some facts when doing observation in SMP Negeri 5 Pinrang, the facts explained some reasons why the researcher conducted this research in it with the aims to increase the students' writing ability.

Firstly, based on the direct interview that researcher found that most of the students chose writing as the most difficult skill in English. Rosmawati (2013) explained that writing is one of the skills in language competence that is very complex activity, it makes the students can convery their mind by organizing them into a paragraph, Siburian (2013) also stated that writing is very important capability for being owned by students. Writing need to study because it is very important since English is International language. Meanwhile, when someone wants to master in English, they should able to write English with good grammar. Muslim (2014) denied that writing is a kind of communication; this has led them to focus on the subject itself. Meanwhile, Hornby (1995:1382) stated that writing is an activity of creating letters, words, sentences, or even other symbols on a surface.

Secondly, the researcher found a fact that the students were bored on the teaching media because the media used by the teacher was never being varied. The media that teacher used in teaching English writing is still conventional media such as; teacher examplizing, whiteboard and books. Meanwhile, the students just sit down and listened to what was explained by their teachers. English teachers should try to use an interesting media in order to motivate the students to become more active in teaching and learning process of writing ability or create fun activities.

Thirdly, the students' writing ability was still low. It was prove by the observation result of writing test of pre-test where the mean score of the student' speaking ability was 42. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C- where the predicate

standard of the good score is B- or 62. Consequently, the researcher implement animation film as the media to improve the writing ability of the eighth grade students at SMP Negeri 1 Watang Pulu.

Improving writing skill is not only about creating letters or symbols, yet it is also about using them to hold communicative events. In this research, the researcher used several components to assess the speaking ability of students. There are several assessment of speaking skill explained by some experts in the previous chapter. Those are reinforcement, language development, learning style, and writing as a skill. Firstly, reinforcement is written form provides them with the example of how the construction of letter, words, sentences and paragraphs fits well.

Second is language development, it is requires a mental activity in constructing proper written texts. It means that, writing can help them to be engaged in the ongoing language learning experiences in order to improve their language mastery. In learning style, the researcher assesses by concerning how the students express their ideas and get more time to produce the language.

Therefore, writing can give advantages for such learners' style of learning. The last is writing as a skill, the researcher assesses the student by concerning how the students know how to write letter, reports, how to reply to advertisement and so on.

Before giving treatment, the researcher conducted pre-test for both experimental and control class to know the students in writing ability. The pre-test was a test then it gave before the treatments applied to measure the students' initial writing skills before implementing the action. Pre-test gave for all the students by using 90 minutes (2 lesson hours) for each class; they were experimental class and control class. The mean score of the students before the researcher gave the treatment was only 41. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C-.

The students' pre-test in experimental class and control class were different but not too different. There was no students got very good and good classification for both classes. Yet, after seeing the data most of the students' in experimental class got fair classification.

Meanwhile, in control class most of them got poor classification. Even if so, their ability for both classes was not too different.

After conducted the treatment, the researcher held the post-test. Post-test was the last procedure in this process. Post-test was held after all treatments were conducted. This test was used to measure students' ability after they were given treatments. The allocation time for post-test was 90 minutes (2 lesson hours) for all the students in experimental class and control class. The mean score after used Peer Instruction method was 45. This score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 score with predicate C-.

The students' post-test in experimental class and control class was almost same. There was several students got good classification for both classes. The rest of students got fair classification and only one student still stuck in poor classification and it was from student in control class. Those scores indicated that there was improvement of students' writing ability. Even if before and after treatment was given the majority of students were in fair classification, the students still undergo the improvement. It can be seen on the percentage of students that were in good (0%) fair and poor (100%) classification comparing before treatment was given, that none of them able to be in good classification. Yet, even though there was significant different of the students' writing ability before and after giving the treatment but it was still beyond of expectation because most of the students' writing score still in fair achievement as same as in the pre-test.

In this research, the researcher applied animation film with subtitle as the media for experimental class and for the control class the researcher applied animation film without subtitle as the media to the eighth grade students at SMP Negeri 1 Watang Pulu. Animation film is a new technique to approaches for producing computer animation by using software. (Kushwaha, 2015). The students in experimental class were taught writing through animation film with subtitle. Days before the treatment, the researcher informs the students about the film that they will be watch in the first meeting and gave little explanation of how the animation film will be applied as the media in teaching and learning process.

The first meeting, the researcher began with explain about narrative text, and the reason of why the researcher used animation film as the media in process learning and

teaching and what they will do during the lesson. The title of the first film is The Ant and The Grasshopper, before the film stars, the researcher divided the students in some pairs, and then gave instruction to pay attention with the film because they should be answer the questions. After that, the researcher divided the paper to the students to answer the questions which both the answer already showed in the film. Then, the researcher played the film to the students about 3 times which the duration of film is about 5minutes, so the students should pay attention during the film started. After that, the researcher gave 15minutes to the students to answer the questions.

In pairing session, after the students answers both the questions that have given by researcher, each pairs will be correct of the answers of their pairs. Besides, this session was very interactive because all the students would try to correct the answer of the film. After this session, the researcher gave instruction to the students who want to review the story of the film by read the answer of their pairs. In fact, there was several students change their answers, this was because of their answers were wrong. After that, the researcher gave the students reward to the students who have reviewed their answers and the students were excited. At the last, the researcher told the students for the next film in the next meeting. It was The Honest Woodcutter to the second meeting. The next meeting until the fifth meeting was the same with procedures in the first meeting. In last meeting, the researcher told to the students for next meeting that the researcher would take their score as a post-test in this research.

The students in control class were taught writing through animation film. The first meeting, the researcher divided some paper to the students to answer the questions of the film. And then, explained about the material of narrative text. After that, the researcher begun with shoed the film, and the title of film is "The Ant and The Grasshopper", after showed the film about 3 times. The researcher gave construction to rewrite the narrative text of the film such as; the definition of narrative text, generic structures, genres, grammar used in narrative text, and the some example of that. The, the students have given time about 15 minutes in finished their work. After that, the students collected their work to the researcher. At the last, the researcher closed the first meeting and told to the students about the next film that will be showed in next meeting. All of the steps in each meeting were still same.

Before giving treatment, the researcher conducted pre-test for experimental and control class or knowing the capability of the students' writing ability. It was showed that the writing ability for both the classes was still poor. It is provided by the percentages and

frequencies were still fair and poor. The ways of pre-test and post-test in both of the classes as follows:

1. Pre-test

The pre-test was a test when it gave. Before the treatments were applied to know the students writing ability before conducting the treatment. Pre-test gave for all the students by using 90 minutes (2 lesson hours) for each classes, they were experimental and control class.

2. Post-test

Post-test was the last procedure in this process. It gave to the students after giving treatment four times, and then the students would have a test. The researcher saw the students' real ability in writing ability. The allocation time for post-test was 90 minutes (2 lesson hours) for all the students in experimental and control class.

After seeing the result, the data in pre-test showed that the percentages and frequencies between experimental class and control class almost same. Most of the students' score for both classes was still in fair classification. Meanwhile, after the researcher has given some treatments for both of the classes. The percentages and frequencies in experimental class were better than in control class. It can be conclude that the use of animation film with subtitle as the media was able to improve the writing ability of the eighth grade student of SMP Negeri 5 Pinrang And, it is different result of Nur (2015) in her dissertation "Developing YouTube Based-Listening Materials for University Students" stated that field test proved the result that the both the students and the lecturers had very good perception towards the materials. The similarities of this research and the dissertation of Nur (2015) were used the media to improve and develop the students' ability in English. The media that has been used of her was YouTube and the media that has been used by researcher was Animation Film with subtitle.

In conducting the research, the researcher used several methods which have been combines with animation film as the media. Those methods promoted by some experts which have explained in the previous chapter. These methods had been successful used by some experts in order to improve the writing ability of students. Those are discussion, and pairs. In discussion session, the students have been attractive to answer the questions during learning process, and in the pair's session, the students can showed their ability in corrected the answer of their partner.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion of the study, it can be concluded that the use of animation film as a media was able to improve the students' narrative writing ability of the eighth grade students of SMP Negeri 5 Pinrang. It is proved by the significant differences of independent test result between experimental and control. Based on the conclusion, the researcher give some suggestions as follow: For English teacher, using animation film in narrative text is recommended as an alternative way for English teacher, especially for junior high school to attract the students' interest and motivation in learning English. For the students, Writing is important subject to be learn, but most of the students have difficulties in producing written text. Therefore, students have to be serious and pay attention to teachers' explanation in teaching and learning process to improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text. For the researcher, the researcher can develop her knowledge in English teaching. The animation film is not only one of the media in improve the students writing skill. But, there are many media that we can use in teaching learning process. For the other researcher, the result of this research can be a reference for another researcher who wants to conduct a research about teaching writing especially in narrative text.

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