The Effectiveness Of Using Short Animation Movies As Media In Teaching Writing Narrative Text To The Tenth Grade Students

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Abstract

This research tried to find out the effectiveness of Short Animation Movies as media in writing narratives. It applied a quasi-experimental design that involved 50 tenth-grade students of SMAN 1 Bati-Bati. The control class was taught by using Picture Series while the experimental class was using animation movies. The data were the result of students' writings, observations, and documentation. The analysis of the data was carried out by using Paired Sample T-test. The findings showed that there was a significant effect on students' writing skills after being taught by using short animation movies. Additionally, the students' interest in the media was high which made them motivated to learn and pay attention more to the teaching-learning process. The study concluded that the short animation movies were an effective media to help students in the teaching-learning process. Based on the result, it is suggested that the teacher utilizes this teaching media. Students are also recommended to watch short animation movies to improve their English skills. Finally, it is suggested to other researchers to expand further this research by completing the missing elements in it, they also can conduct studies on the animation movies with other English skills, or compare them with other media.

Keywords: writing, writing ability, narrative text, animation movie, short animation movie

INTRODUCTION

Writing is a difficult skill to master, especially if you learn it in a foreign language class; "writing in any language is a difficult skill to acquire" (Swick, 2009, p. vii). It means that if a person wants to be a good writer, he needs to keep practicing. Especially, if he is not writing in his native language, he needs extra effort to refine his writing. One of the traits that make the writing skill difficult to learn is it needs to be learned consciously, not like speaking which can be acquired subconsciously (Harmer, 2004,).

Regardless of its difficulty, writing skill is essential for students that learn English subject. (Harmer, 2007), divides writing into two, they are writing-for learning and writing-for writing. In writing-for learning, writing is being used as supplementary to help the students in the process of learning, it means that writing is used as an aide-memoire or practice tool to help students exercise and refine, the language they have been studying. While the other one, writing-for-writing is directed at developing the students' skills as writers. The writing that is taught in Indonesia is writing-for learning which means writing is viewed as an aid for the students to learn more about the language.

Because of the difficulty to learn writing, the teachers need a way to overcome this situation. One of the solutions is by incorporate Media to make the learning more interesting. (Arsyad, 2002), implied that integrating media as support in the teaching and learning process can establish conditions that enable learners or students to acquire knowledge through the exciting process. This was further support by (Spada and Lightbown, 2013, p. 32), they said that any difficulty in academic tasks is not due to restricted language skills but other factors, for example, lack of motivation. Additionally, (Jumariati and Febriyanti, 2020) suggest that teachers need to make students interested in learning writing. They should implement an appropriate strategy that attracts students' attention and guide them in producing writings. This study proposes the use of animation video as teaching media in teaching narrative text. Therefore, making the students' motivation to learn writing high by implementing the media in the teaching and learning process can overcome the difficulty that students faced to learn this subject.

In the curriculum 2013 and the syllabus of senior high school in Indonesia, one of the first writing topics that they encounter in their early year is Narrative Text. The narrative text is a text that tells the reader about the past event in the form of a story. According to (Kirszer and Mandell, 2015), Narrative text needs to be written as sequences of events with the following features: Orientation, complication, resolution, and evaluation. Therefore, the teachers need to find the media that can represent the sequences of events in narrative text, some media that have this trait are Picture Series and Animation Movies.

(Wright, 1990), implied that the role of pictures in teaching media is to give students motivation, to represent the context within the language, to describe occurrences that happened in the narrative, to stimulate their curiosity, and characterize information in the story. In teaching writing, teachers can include pictures to make the activities more interesting. The teaching and learning conditions can be adjusted by using pictures. (Wright, 1989), mentions that pictures are suitable for teachers who have: 1. Any kind of students of all ages and levels; 2. Easy to prepare; 3. Less cost needed to make or sophisticated media; 4. Less time is needed to be adaptive with Syllabus. One of the media that used the picture as the main point is Picture Series. In teaching writing, many fascinating activities can be formed by using picture series. Such as by asking the students to write a story and use picture series as clues for the events that happen in the story, by doing that it will enable them to write a well-organized story based on the sequences of the picture. Thus, it will stimulate the students to be creative writers. This kind of media is called picture series. In narrative text, picture series can represent a clearer context for each sequence of events in the story.

According to (Wright, 1990), pictures have some roles as teaching media. First, the students can get encouraged by pictures, it will make them want to pay attention and take part in the learning process. Second, since pictures provide the background in which the language is being used, it is beneficial for the learners. Next, pictures can be defined objectively, or construed, or replied to subjectively. Then, through controlled practices, pictures can prompt replies to queries or cue replacements. Lastly, in discussion or storytelling, pictures can kindle and offer information to be referred to as its background. Constructed by this statement, it can be concluded that pictures can be used as media because it passes the requirements of the characteristics and functions of teaching media.

While picture series is shown as a good media, the animation movie is a very potential media too. A movie is one of the assistances that can be used in teaching. It creates a more exciting environment in the teaching and learning process. It also can be used to create a situation that makes a teacher explain the

material easier. By controlling students' interest in the material that is taught, it shapes the process of learning to be more functional.

According to (Hornby, 2006), a series of pictures in motion recorded with a sound that expresses a story, shown on compatible electronic devices is called a movie. A movie or film is a title that incorporates specific motion images. The setting of the movie as an art form, and the motion pictures industry. The way to produced movies usually by recording images from the world with cameras, or by creating images using animation techniques or special effects.

A short animation movie is a kind of movie that is full of animation features. It usually provides a simple line of story; so, the viewers would be easy to follow the story. The story is fully represented in a form of moving animation pictures. (Harmer, 2001), Claimed that there are some explanations why a movie (film) can be used in language learning. The benefits of using movies are explained as follows: Seeing language-in-use, Cross-cultural awareness, The power of creation, and Motivation.

The following are studies about animation movies. The first is a study by (Akmala, 2011), who found out that by using animation movies the tenth-grade students at MAN Pemalang can catch idea easier because they watch and know the plot. The second is a study by (Hartina, 2015), which showed that the eleventh-grade students at MAN 1 Banjarmasin that being taught by using animation movies have an improvement in their writing score. The last is a study by (Ramadhan, 2016), in his research he used animation movie and photo slide as media in teaching writing, the result showed that there is an improvement in the score of tenth-grade students of SMKN 2 Banjarmasin which means that using media affects students' achievement.

By the background above, the researcher becomes attracted to conducting a study with animation movies as teaching media. The researcher wants to provide additional information on this topic. The researcher hopes that by further researching animation movies, the teaching media that the teachers can use in their teaching process will more be varied. Therefore, the researcher considers conducting a study to find out the effectiveness of short animation movies as media in teaching narrative text to the tenth-grade students of SMAN 1 Bati-Bati Academic Year 2019/2020.

METHOD

Research Design

This study applied a quantitative approach with a quasi-experimental design. "in quantitative research, the analyzer relies on statistical analysis (mathematical analysis) of the data, which typically in numeric form" (Creswell, 2014, p. 19). By using the short animation movies, the researcher wanted to find the effectiveness of teaching writing; therefore, the quantitative method was suitable as the approach of this study since the data were in numerical form.

Respondents

Population and Sample

The population of the study is a group of people that have the same features who have been decided to be observed by researchers (Creswell, 2014). Henceforth, the population of this study refers to the pupils of the tenth grade of SMAN 1 Bati-Bati. "A subgroup of the target population that the researcher plans to study for generalizing about the target population" (Cresswell, 2014, p. 142); hence, a sample is the subgroup of the population, the researcher needs to divide the students into subgroups because it is nearly impossible to lists all individuals of the target population, it will be easier to pick individuals in naturally occurring clusters or groups; this kind of sampling can be achieved by using Cluster Sampling (Ary, Jacobs, Razavieh, & Sorensen, 2010). Thus, the sample of this study refers to the students writing scores of narrative texts in 10-MIA 1 class and 10-MIA 2 class, SMAN 1 Bati-Bati. At first, the researcher wants to use whole students in both classes as a sample but some students were absent, which means their scores will be invalid. Therefore, the researcher used SPSS 26 to randomly select the available data left between those two classes, the result is 25 students from both classes were accepted as per a suitable study's sample. The role of experimental class and control class was planned to be selected through testing, but it was nearly mid-test; therefore, it was denied. In exchange, the teacher gave the researcher the overall score of both classes, based on the score provided by the teacher it is found out that X-MIA 1 had a lower overall score than X-MIA 2, therefore X-MIA 1 was chosen as an experimental class. This kind of situation was called intact groups, it is when the availability of the participants or the setting prohibited forming artificial groups (Creswell, 2011).

Instruments

The instruments of this study are Observational Sheets (Ary, et al., 2010), Test (Brown, 2000), and Documentation (Ary, et al., 2010). As to get relevant data, the researcher administered expert judgment validations for the writing prompt task. It helped the researcher to measure the data accurately (Ary, et al., 2010). On the other hand, the researcher hired inter-rater reliability to get reliable scores of the data being measured. Thus, this study had reliable measurement and observation (Creswell, 2012).

Procedures

Data Collection

"Collecting data means detecting and choosing individuals for a study, acquiring their permission to study them, and gathering information by asking people questions or observing their behaviors" (Creswell, 2011, p. 9). It implied that the data collection method was a means for the researcher to explain how he or she got the data. The procedure for acquiring the data was; First, the researcher discussed the lesson plan with the teacher. Next, the researcher conducted the pre-test. Then, the researcher gave treatment for the experimental class. After that, the researcher conducted the post-test. Then, the researcher arranged the data structurally to make it easier to be analyzed. Finally, the researcher calculated the score of the data.

The data was gathered from January 29th to February 12th, 2020. The class that was selected was X MIA-1 as the experimental class and class X MIA-2 as the control class. The experimental class was educated using short animation movies and the control class was taught using picture series. The treatment was done in two meetings. Before the treatment was conducted, the researcher asked the teacher to give the students a pre-test. Both classes were treated similarly during the pre-test. The topic of the pre-test was "The Legend of Malin Kundang". There were three activities in this teaching and learning process namely pre-activities, while-activities, and post-activities. In pre-activities, the teacher introduced the researcher to the students of X-MIA 1 and X-MIA 2 on each day, the pre-test was supervised to those classes. The researcher surveyed the classroom when the lesson in progress. The question-and-answer activity was done by asking the students to discuss the teaching materials. In while-activities, the teacher explained more detail about a narrative text and gave them an illustration by using picture series as media to help her explained the story. The teacher showed the pictures of Malin Kundang and read the story to the students to present the occurrences that happened in the story. Before she read the story, the students were asked to form five groups consist of seven people. After the teacher finished telling it, the learners were ordered to write a draft to help them wrote the summary of the story at the end of the lesson. After discussed the story with the students, the teacher showed the picture again and asked a few students to read the story sequence by sequence. Then, a pre-test was organized by asking the students to rewrite the story of Malin Kundang individually. In post-activities, the students were told to review the lesson of the day. The teacher closed the classroom activity, by saying farewell and left the class.

In the second and third meetings, the treatments started to be implemented the topics for the first treatment was "Snow White" while for the second treatment was "Deer and Crocodiles". The steps of the learning activities were the same as in the pre-test; however, the treatments of each class were different, the experimental class used short animation movies whereas the control class used picture series. From the result of the researchers' observation, the teacher managed the class more freely by using short animation movies. She only needed to press play and the video will play; therefore, she could walk around the class and allowed the students to ask about the topic more personally. Otherwise, by using picture series she needed to stay still and read the story while showing the pictures to the students.

At the last meeting, the post-tests for both classes were conducted. In the experimental class during treatment two, it was raining that day; therefore, the researcher asked the teacher to reschedule the test. Thus, the treatment two and post-test in the experimental class was conducted on the same day on February 11th, 2020. The topic for the post-tests was "Cinderella". The steps were the same as in the treatment phases. After the post-tests were conducted, the data gathering process was concluded. The researcher said farewell to the participants. After that the researcher reviewed the data acquired so far, the researcher found that during each phase some students were absent. Therefore, their tests were invalid and did not include in the data analysis process. Below is the schedule of the research in the experimental class and the control class.

Table 1. The Research Schedule in Experimental Class

No	Date	Class	Material
1	January 29th 2020	X-MIA 1	Pre-Test
2	February 5th 2020	X-MIA 1	Treatment 1
3	February 11th 2020	X-MIA 1	Treatment 2
4	February 11th 2020	X-MIA 1	Post-Test

Table 2**.** The Research Schedule in Control Class

No	Date	Class	Material
1	January 27th 2020	X-MIA 2	Pre-Test
2	February 3rd 2020	X-MIA 2	Treatment 1
3	February 6th 2020	X-MIA 2	Treatment 2
4	February 12th 2020	X-MIA 2	Post-Test

Data Analysis

"Data analysis in quantitative research is deductive; it involves testing hypotheses using numerical data and statistical tests" (Ary, et al., 2010, p. 510). It suggests that data analysis is the final process of the research, it shows how the researcher represents the data to the readers. In this study, the displayed data was the outcome of both classes' pre-test and post-test. To present the data, the researcher evaluated it by the statistics approach (statistical analysis or inferential statistics). The quantitative data of this research was analyzed using statistical computation. The researcher used this technique to find a significant effect in the students' writing after being taught by using short animation movies as media in teaching writing narrative text. To do this, the researcher deliberated the data by using SPSS 26 for windows. The researcher used Descriptive Statistics Analysis to describe the data, then the researcher compared the means of both group tests, the pre-test, and post-test mean scores by using Paired Sample T-test. Then the researcher compared the result of significance with the one in the t-table to find the answer for the research question.

FINDINGS AND DISCUSSION

Research Findings

The purpose of this study was to find out whether using short animation movies as media in teaching narrative text was effective or not. Two media were used in this research, they were picture series and short animation movies. In the experimental class, the teacher requested the students to write a summary constructed from the story that they watched in the video. While in control class, the students were being asked by her to write a summary based on the story told by her with the help of picture series to signify the sequences of events. To represent the effectiveness of the media, the researcher needed to compare both tests result. Additionally, the researcher also used an observational sheet to report whether there was a technical issue, problem, or other information related to the media.

The Result of Pre-Test and Post-Test in Experimental Class

The researcher asked the teacher to give pre-test and post-test to both classes. The pre-test had been given to the experimental class on January 29th 2020 and the post-test had been given on February 11th 2020. The purpose of the pre-test was to find out the students' knowledge before they got the treatment. Meanwhile, the purpose of the post-test was to find out the students' abilities after they got the treatment, which will represent the effectiveness of the media. The class consisted of 35 students but only 25 students that being used as subjects of this research. The result was presented as follow:

Table 3**.** The Result of Pre-Test in Experimental Class

Score	Category	Number of	Percentage
90 - 100	Excellent	0	0%
80 – 89.99	Very Good	0	0%
70 – 79.99	Good	6	24%
60 – 69.99	Fair	6	24%
50 – 59.99	Poor	12	48%
<50	Very Poor	1	4%
Total		25	100%
Mean Score		60.8	

Based on the table above, no student got excellent and very good score. There were 6 students (24%) who got good score, 6 students (24%) who got fair score, 12 students (48%) who got poor score, and 1 student (4%) who got very poor score. It can be concluded that students' ability in writing pre-test from the experimental class were in poor category. The result was displayed in the table below:

Table 4**.** The Result of Post-Test in Experimental Class

Score	Category	Number of	Percentage
90 - 100	Excellent	0	0%
80 – 89.99	Very Good	3	12%
70 – 79.99	Good	17	68%
60 – 69.99	Fair	5	20%
50 – 59.99	Poor	0	0%
<50	Very Poor	0	0%
Total		25	100%
Mean Score		72.96	

Based on the table above, no students got excellent scores, 3 students got very good scores, 17 students got good scores, 5 students got fair scores, no students got poor scores and no students got very poor scores. It can be concluded that students' ability in writing post-test from the experimental class improved from poor to good category.

The Result of Pre-Test and Post-Test in Control Class

The pre-test was given on January 27ᵗʰ 2020 and the post-test was given on February 12ᵗʰ 2020. The purpose of the pre-test was to find out the students' knowledge before they got the treatment. Meanwhile, the purpose of the post-test was to find out the students' abilities after they got the treatment, which will represent the effectiveness of the media. The class consisted of 35 students but only 25 students that being used as subjects of this research. The result was displayed in the table below:

Table 5**.** The Result of Pre-Test in Control Class

Score	Category	Number of	Percentage
90 - 100	Excellent	0	0%

80 – 89.99	Very Good	0	0%
70 – 79.99	Good	2	8%
60 – 69.99	Fair	8	32%
50 – 59.99	Poor	15	60%
<50	Very Poor	0	0%
Total		25	100%
Mean Score		59.48	

Based on the table above, no student got excellent score, no student got very good score, 2 students got good score, 8 students got fair score, 15 students got poor score and no student got very poor score. It can be concluded that students' ability in writing based on the pre-test from the control class was in poor category. The result was displayed in the table below:

Table 6. The Result of Post-Test in Control Class

Score	Category	Number of	Percentage
90 - 100	Excellent	0	0%
80 – 89.99	Very Good	0	0%
70 – 79.99	Good	7	28%
60 – 69.99	Fair	8	32%
50 – 59.99	Poor	9	36%
<50	Very Poor	1	4%
Total		25	100%
Mean Score		62.28	

Based on the table above, no student got excellent score, no student got very good score, 7 students got good score, 8 students got fair score, 9 students got poor score and 1 student got very poor score. It can be concluded that students' ability in writing post-test from the control class slightly increased towards fair category.

From those data results, the mean score of the post-test in the experimental class was 10.27 points higher than the mean score of the control class. The experimental class had a better result than the control class. From the data, it was proven that using short animation movies as media gave better results on the students' ability in writing narrative text. It can be seen in the mean score between the two classes in the pre-test and post-test. The result of both classes can be seen in the figure on the next page:
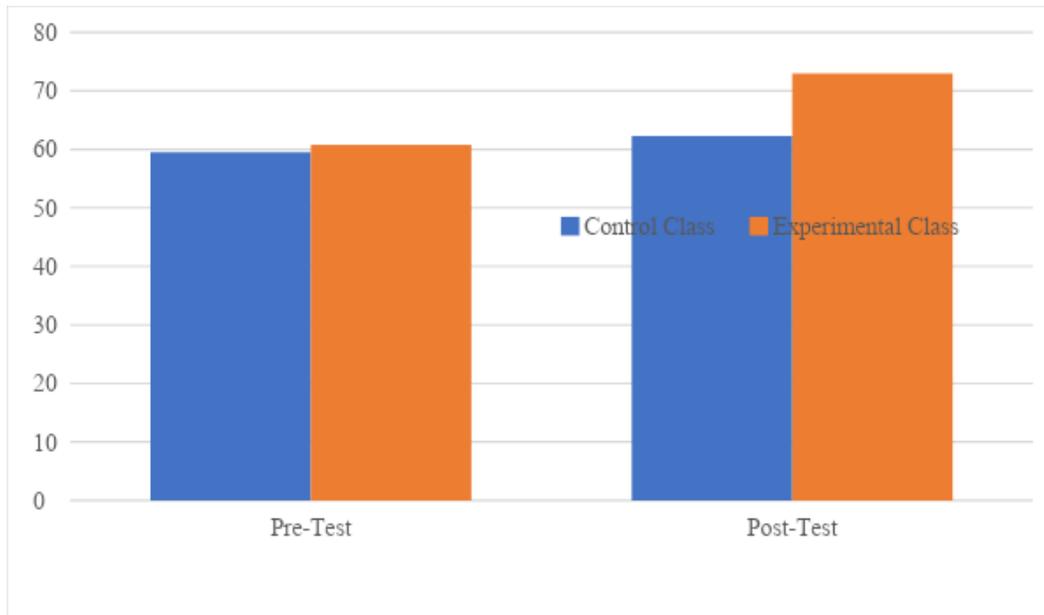
Figure 1**.** The Tests Result of Experimental Class and Control Class

Hypothesis Testing

In this research, the researcher has two hypotheses:
1.   Null hypothesis (Ho)

there is no significant effect on the use of short animation movies compares to picture series to the

students' ability in writing narrative text.

2.   Alternative Hypothesis (Ha)

there is a significant effect on the use of short animation movies compares to picture series to the students' ability in writing narrative text.

The results were analyzed to see the significant effect between the class that is taught with short animation movies (Experimental) and that being educated using picture series (Control). If the t-values of the experimental class and control class are higher than the t-table, then Alternative Hypothesis (Ha) can be accepted if the t-value of the experimental class is higher than the control class; but if the control class has a higher t-value than the experimental class then Null Hypothesis (Ho) is acceptable.

To find out which hypothesis was true, the researcher calculated the data by using paired samples t-test in SPSS 26. The results were on the table below:

Table 7**.** The Result of Paired Samples t-test

Class	df	t-values	Mean Differences
Pre-test and Post-test Control Class	24	1.687	2.8
Pre-test and Post-test Experimental Class	24	6.363	12.2

From the result, the researcher found that the df was 24 therefore score of the t-table was 2.06390 From the table above the control class had a mean difference of 2.8 and a t-value of 1.687 while the experimental class had a mean difference of 12.2 and a t-value of 6.363.

It is shown that the control class t-value was lesser than the t-table whereas the experimental class t-value was higher than the t-table. Therefore, the alternative hypothesis (Ha) in this study was accepted; which mean that there was a substantial effect on the students' aptitude in writing narrative text amongst the students who were educated by using short animation movies and those who were educated by using picture series at tenth grade of SMAN 1 Bati-Bati.

Discussions

The result of this study exhibited that there was a substantial effect on the students' ability in writing narrative text by using short animation movies as media at the tenth grade of SMAN 1 Bati-Bati Academic Year 2019/2020. Additionally, the mean difference between the pre-test and post-test in the experimental class was higher than the one in the control class. It means that the use of short animation movies can aid learners to understand the material easily. added, the story that was showed by using short animation movies was got more attention rather than the one that using picture series. From the researcher's observation during lesson progress, the teacher was required to put more effort when using picture series. In consequence, the teacher needed to explain more about the story to the students when she used picture series because they could not quite catch much of the context of the story by only using the picture. Furthermore, the teacher could manage the class more when using short animation movies compare to when she was using picture series. This happened because in the control class the teacher needed to tell the story when she used picture series; therefore, she could not manage the class freely. By contrast, when she used the short animation movies, she only needed to press the play button on the video and let the students watch it until the video ended. As a result, she could move around when the video was started.

Even though short animation movies had advantages over picture series, it was not a viable choice in some conditions. For instance, when the school lack requirements to be able to use the animation movie; in that case, the use of picture series was preferable because the teacher can prepare it much easier. Add to that, the short animation movie that based the story on Indonesian sources was hard to find; on the other hand, the picture series can overcome this by adapting the story directly from the Indonesian language. In short, the teacher needed to be adaptive when he/she used certain media to support their teaching and learning process to get the desired result.

The finding of this study was in link with the former studies from (Akmala, 2011), (Hartina, 2015), and (Ramadhan, 2016). The previous study from (Akmala, 2011), showed that by using animation movies as media, the writing aptitude in the narrative text of tenth-grade students of MAN Pemalang was improved from 46.2 to 70.7 by the end of the research. Then, the previous study from (Hartina, 2015), showed that the writing ability in the narrative text of eleventh-grade students of MAN 1 Banjarmasin was improved. In her study, the control class got an average score of 73.21 in the pre-test and 80 in the post-test; the

experimental class got an average score of 72.68 in the pre-test and 81.21 in the post-test. Based on her result, the experimental class displayed slightly better development than the control class. Finally, the research from (Ramadhan, 2016), showed that the writing aptitude in the narrative text of tenth-grade students of SMKN 2 Banjarmasin was improved, the control class that used photo slide got an average score of 75.30 in the pre-test and 79.40 in the post-test; the experimental class that used animation movie got average score 75.65 in pre-test and 80.45 in post-test.

In summary, short animation movies could give better results on students' ability in writing narrative text. The result showed that the students could write narrative text effectively; because when the video was shown to them, they would be able to grasp the context of the story. It was also much more attractive for them to learn narrative text through video; because of that, the learners were much enthusiastic in the lesson process. These findings were reflected with what (Harmer, 2001), had stated; by using movie the students were able to understand the language in use much better because they watch the characters' interaction within the movie, they also will get cultural awareness from the movie because the movie showed the background of the western kingdom and gesture when the people interact with noble in Cinderella story; lastly, the students were able to create something memorable and enjoyable during the teaching and learning process which will motivate them to learn more about it. Additionally, the result of this study was related to the function of teaching media that was told by (Arsyad, 2002), that media as learning sources, semantic function, manipulative function, and psychology function.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result, it resolved as follow, there is a significant effect in students' ability in writing narrative text between the students who are taught using short animation movies as media and those who are taught using picture series at tenth grade of SMA Negeri 1 Bati-Bati academic year 2019/2020. It can be seen from the paired sample t-test result, the experimental class showed a higher t-value of 6.363 with a mean score of 72.96; on contrary, the control class only had a t-value of 1.687 with a mean score of 62.28. The mean score difference between the two classes was 10.68. Therefore, the alternate hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected in this research.

Suggestions

The teacher can consider applying short animation movies as an alternative teaching media since it has a positive effect on students' writing skills. It also can make them more interested in the teaching and learning process. Therefore, the researcher suggested the use of short animation movies as an alternative tool for training the learners in writing a narrative text, if there is a facility available that can support the use of this media of learning.

Although the result showed that the students have a better ability after the teacher used short animation movies, it does not mean their ability will be increased permanently. Therefore, the students can try to use the media by themselves at home, to study and practice their writing skills regularly, thus they can maintain and refine their writing skills.

Even though, this study had many deficiencies because of the technical problems in the data-gathering phase. The researcher still hoped this study beneficial as a basis for references if other researchers desire to lead similar fact-finding. Additionally, the researcher suggested for future researchers to complete this study by adding the normality test and homogeneity test during the evidence gathering process and add another instrument like an interview or questionnaire. The other option is to conduct a similar study of short animation movies on other English skills for example listening and speaking skills or they can also compare it with other teaching media.

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