To Improve the Students' Writing Skill on Narrative Text Through of the Animation Movies of Junior High School

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ABSTRACT

This research aims to improve whether Animation movie media can improve the student's writing skills and to know the students' responses after being taught by using Animation movie media. This research is Classroom Action Research (CAR) which was conducted by applying Animation movie media to the students of SMP GKPI Pamen Medan. As the collaborator, the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of animation movies could be an effective way to help students in writing. It was shown in histogram 4.4, in which the mean score of each test improved. The mean score of the pre-test was 50,37, the formative test was 67,22, and the post-test was 79,25. Those scores showed that the second cycle was better than the first cycle. Besides that, the improvement could be seen from the observation sheet, field notes, and questionnaire. Most of the students were more active and enthusiastic during the process of teaching and learning from the first to second cycle when the media was applied. The percentage of students responses in questionnaire, the students responses in strongly agree is 60(3,75%), agree 79(49,37%), quite agree 18(11,25%), disagree 3(18,75%). The score showed that the student's responses were good and also animation movie media can improve their writing skill in narrative text. In conclusion, animation movie is suitable media to improve students' writing skill because this media gave students a chance more active. As the result, the student's writing score test increased in both cycles after being taught with animation movies and also had a good response toward the learning-teaching process through the application of animation movies.

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A. INTRODUCTION

Writing is one of the language skills the students of secondary schools are supposed to have besides listening, speaking, and reading Hasan & Marzuki, (2017); Rivers, (2018). Writing can help students to express their ideas. According to Suhendra, (2017); Handayani et al., (2020) writing skill is a person's skill to express ideas in an article. It is always considered difficult because people think ideas are easier to put into shape in spoken language. Cheung et al., (2018); şık-Taş, (2018) writing can make the students take out their ideas in their mind and put it into others, another the other people can read and consider about it. It means that every person can share his idea and communicate with others in the written form. There are things that must be considered in writing. To write well students must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing.

Writing can be defined as the way to communicate. Writing is clearly process of human communication that represents language and emotion with signs and symbols. Writing skill has an important role in improving a communicative competence of learning the language, because Writing as one productive skill which is supports the languange user to express the messages through written form. According to Aprianto & Zaini, (2019); Hyland, (2019);Maulidin, (2016) writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally. Students need a lot of practices to master their writing skill in order to produce a good text. Writing cannot be done in short times; it needs some stages in the process of writing. It means that cannot be achieved in one time learning only. Writing needs some components to make it as a good writing and meaningful (Johnson, 2017). .

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Most of students love story especially narrative text because, narrative text tells something imaginative story or something that is just a fantasy and the goal is only to entertain the reader. According to Watcharapunyawong & Usaha, (2013); Zein, Sinar, Nurlela, & Yusuf, (2019), narrative is a piece of text which tells a story and entertains or informs. Narratives can be in the form of a legend, fables, fairy tales, etc. From statement above, it can conclude that narrative text is a text which tells a story of an event and usually arranged in a chronological order, in the order in which they occured in time. According to Dirgeyasa, (2016); Nordin, (2017) narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader.

In general, writing is real action. This means that, when someone wants to write something down, he has already been thinking about what he is going to convey their message, idea, opinion, or information to others, so that the readers can get information and understand the message clearly

The most important problems found by the students in the writing teaching learning process are lack of idea and vocabulary. Students did not know what they wrote and express in writing process. The students are not interested and feel bored in writing, because the teachers are not creative. Students need something different presented by the teacher. It might be a media, new teaching method or something else that supports and helps them in writing. The writer consideres that the use of animation movie to teach writing could help the students to create a good writing composition, since the movies can stimulate them to produce and expand their ideas. Animation movie is one of the media that can be applied in teaching narrative writing (Han & Hiver, 2018). It is not only can entertain, but also can be used to improve the students' mastery of writing a narrative story. It makes lessons more fun, also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable. The functions of animation movies are to educate, entertain, enlighten and inspire the audiences. Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation

According to Bull, (2013); Bus et al., (2020) statws that "animation is an attempt to make a static presentation come alive). In line with research Cajkler & Addelman, (2013); Mann & Walsh, (2017); Ueasiriphan & Tangkiengsirisin, (2019) animation movie is series of image that are projected into a screen and create the illusion of motion in form of animation. The series on animation movie make students easier to memorize.

Based on the facts stated above, teacher needs various techniques to help the students in organizing and creating their ideas in writing. Media are very important in teaching learning process. One of the media that can be used in teaching English writing is animation movie. The use of animation movie in a classroom can guide the students' activities in an interesting way. Watching animation movie make it easy to understand the story, see the conflict of the story clearly, see the action, and hear the sound. Students will be successful in learning English if they enjoy the process. Animation movie is one of the visual media that can make them more fun in learning English.

B. METHODS

1. Research Design

Research design is how the writer conducts the research. In this reasearch the writer uses classroom action research (CAR) Kunlasomboon et al., (2015) to find out the application of Animation Movie of SMP Swasta GKPI Pamen Medan in the Academic Year of 2020/2021. The data of this study are qualitative and quantitative data. The quantitative data will be collected by using observation sheet and field notes.

According to Creswell, (2014) describes a worldview as a 'general orientation about the world and the nature of the research that the researcher holds'. According to Hendricks, (2017); Mertler, (2019) action research is a process of research conducted in such a place and the aim is to understand, to evaluate, and to change, in order to improve the educational practice. In the other hand action research can be defined as a way to reflect on what the teacher and students do in school. According to Suzuki et al., (2019) action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. Based on the definition above, the writer concludes that designed classroom action research can help teachers to find out what is going on in their classroom and changing something to be better to get real effect on this situations.

2. The Location and Time of the Study

The subject of this study is the eight grade students of SMP Swasta GKPI Pamen Medan in the Academic Year of 2020/2021. There are two classes of the eighth grade students. The subject of the study is class VIII-1 which consist of 27 students, 13 females, 14 males. The reason for choosing this class is because students in the class still get lack of vocabulary and get a bad mark in English subject especially in writing skill.

3. The Instruments for Collecting Data

The instrument in this study is both qualitative and quantitative data. According to Touchette et al., (2015); Sihvonen & Partanen, (2017) qualitative indicates the relationship between theory and research and usually emphasizes on how theories were generated. The quantitative data are obtained from the students' pre-test, formative test, and post-test on writing skill. They are used to measure students' writing skill.

The qualitative data are obtained from field notes, questionnaire, and observation sheets. They are used to describe the situation during the learning teaching processes of writing narrative texts and the students' responses towards the learning teaching processes of narrative texts through the application of Animation Movie.

4. Test

The writer uses tests as an indicator to see the result of teaching writing in narrative text after they are taught with animation movie. According to Lan & Fan, (2019);Bachman & Dambӧck, (2018) test is a method of measuring persons ability, knowledge, or performance in a given domain. More over Harding, (2014) says that tests are commonly used to measure the outcome of instructional program. Tests may be used to guide the development of instructional programs. By doing a test the teacher might check the development of the programs that have been done to the students. The tests are divided into three test, namely pre-test, formative test, post-test. The pre-test will be given to the students before the treatment. The formative test will be given to the students after Animation Movie applied in cycle 1 and the post-test will be given to the students at the end of cycle 2. The test is created by some resources such as students' book exercise and internet.

5. Field Notes

The writer uses field notes to record activities during the teaching and learning the process. The writer also makes notes to see how the students response and reaction to the learning and how the students behave during the learning teaching process.

6. Questionnaire

The writer uses questionnaire to know the students interest during learning teaching process. According to Arikunto, (2014), questionnaire is a written statement that is used to obtain information from respondents in terms of personal or reports about things that he knows. The writer give the questionnaire to the students, and the writer used checklist questionnaire. It means that the respondents answered the questions by giving the ($\sqrt{}$) to the right column of the list. The questionnaire is conducted by using likert scale degree of agreement involving strongly agree, agree, quite agree, disagree, strongly disagree.

C. RESULT AND DISCUSSION

In the data analysis, there are two types of data which were analyzed to find out of the research findings. They are qualitative and quantitative data.

1. The Quantitative Data

The quantitative data were taken from the test result of pre-test, formative text and post-test. The complete result of the students' scores in every test can be seen from the Table 1 and the histogram of score interval and frecuency.

Tabel 1. Pre-Test Score Interval

Score Interval	Frequency	Percentage
30-36	5	18%
37-43	3	11%
44-50	5	18%
51-57	4	15%
58-64	7	26%
65-71	3	11%
72-78	0	0%
79-85	0	0%
86-92	0	0%
93-100	0	0%
Total	27	100%

Scoring interval was found by applying this following formula:

Scoring interval (P) $= \frac{R}{K} = \frac{Xn - X1}{1 + 3,3 \log\log n}$

Where:

The division of distance (R) = Xn (the highest score) – X1 (the lowest score) in which, Xn = 70 and X1 = 30. The sum of the whole data (K) = 1+3,3 log n. N= The number of data, log27= 1,43. Thus, P= $\frac{70 - 30}{1 + 3,3 \log 27} = \frac{40}{5,72} = 7$

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in Figure 1 below.
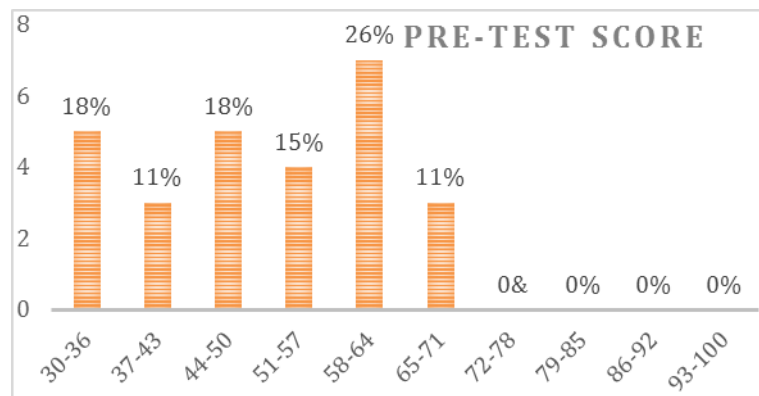

Figure 1. The Histogram of Pre-Test Score

From the histogram of pre-test there are 5 students (18%) who got pre-test score in interval 30-36. There are 3 students (11%) who got pre-test score in interval 37-43, there are 5 students (18%) who got pre-testscore ininterval 44-50. There are 4 students (15%)who got pre-test score in interval 51-57, there are 7 students (26%) who got pre-test score in interval 58-64, and there are 3 students (11%) who got pre-test score in interval 65-71. In addition, there are 0 (0%) students who got pre-test score interval 72-78 and there are 0 (0%) students who got pre-test score in interval 79-85. And the lowest frequency score interval 86-100 are zero. Thus, from the explanation above there are 2 (7%) students who got score ≥70 in the pre-test as Table 2 below.

Tabel 2. Formative Test Score Interval

Score Interval	Frequency	Percentage
50-54	1	4%
55-59	1	4%
60-64	7	26%
65-69	4	15%
70-74	5	18%
75-79	8	29%
80-84	1	4%
85-89	0	0%
90-94	0	0%
95-100	0	0%
Total	27	100%

Scoring interval was found by applying this following formula:

Scoring interval (P) = $\frac{R}{K} = \frac{Xn - X1}{1+3,3\,loglog\,n}$

Where: The division of distance (R) = Xn (the highest score) – X1 (the lowest score) in which, Xn = 80 and X1 = 50. The sum of the whole data (K) = 1+3,3 log n. N= The number of data, log27= 1,43   Thus, P= $\frac{80-50}{1+3,3\,log\,27} = \frac{30}{5,72} = 5$

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in Figure 2 below.
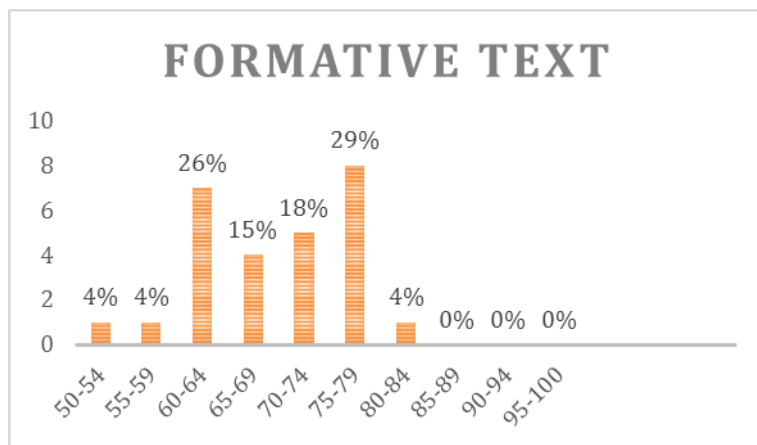

Figure 2. The Histogram of Formative test Score

From the histogram of formative-test there are 1 students (4%) who got formative-test score in interval 50-54. There is1 student (4%) who got formative-test score in interval 55-59, there are 7 students (26%) who got formative-test score in interval 60-64. There are 4 students (15%) who got formative-test score in interval 65-69, there are 5 students (18%) who got formative-test score in interval 70-74. In addition, there are 8 students (29%) who got formative -test score in interval 75-79, there are 1 (4%) students who got formative-test score interval 80-84 and there are 0 (0%) students who got formative-test score in interval 84-89. There are 0 students (0%) who got formative-test score in interval 90-94. And the lowest frequency score interval 95-100 are zero. Thus, from the explanation above there are 14 (52%) students who got score ≥70 in the formative-test as Table 3 below.

Table 3. Post-test score Interval

Score Interval	Frequency	Percentage
65-68	2	7%
69-72	3	11%
73-76	6	22%
77-80	7	26%
81-84	0	0%
85-88	4	15%
89-92	5	19%
93-96	0	0%
97-100	0	0%
Total	27	100%

Scoring interval was found by applying this following formula:

Scoring interval (P) = $\frac{R}{K} = \frac{Xn - X1}{1+3,3\,loglog\,n}$

Where:

The division of distance (R) = Xn (the highest score) – X1 (the lowest score) in which, Xn = 90 and X1 = 65. The sum of the whole data (K) = 1+3,3log n. N= The number of data, log27= 1,43 Thus, P=$\frac{90-65}{1+3,3 \ log \ 27}$=$\frac{25}{5,72}$= 4

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in Figure 3 below.
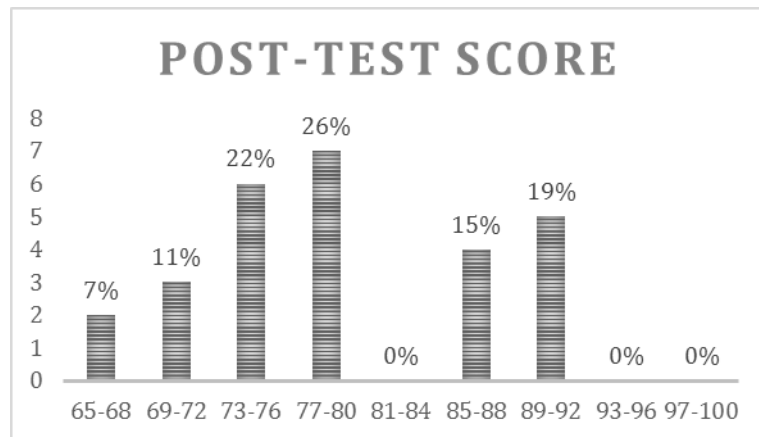
POST-TEST SCORE

Figure 3. The Histogram of Post-test Score

From the histogram of post-test there are 2 students (7%) who got post-test score in interval 65-68. There are 3 students (11%) who got post-test score in interval 69-72, there are 6 students (22%) who got post-test score in interval 73-76. There are 7 students (26%) who got post-test score in interval 77-80, there are 0 students (0%) who got post-test score in interval 81-84, and there are 4 students (15%) who got post-test score in interval 85-88. In addition, there are 5 students (19%) who got post-test score interval 89-92. And the lowest frequency score interval 93-100 are zero. Thus, from the explanation above there are 25 (93%) students who got score ≥70 in the post-test as Table 4 below.

Table 4. Quantitative Data

Component	Pre-test	Formative test	Post-test
Mean	50,37	67,22	79,25
Median	50	70	80
Mode	60	75	80

To find out students' mean score in each test, the writer applied the following formula:
$=\frac{\sum x}{N}$ (1) $\overline{X}$

From the formula above, the result of the students' mean score could be seen as follows:

a. In pre-test, the total score of the students is $\frac{1360}{27}=50,37$

b. In the formative test, the total score of the students is $\frac{1815}{27}=67,22$

c. In the post-test, the total score of the students is $\frac{2140}{27}=79,25$

To find out the percentage of the students' improvement score, the writer applied the following formula: $P = \frac{y1-y}{y} \ x \ 100 \ \%$.

Where: P: Percentage of students' improvement Y_1: Formative test result   Y: Pre-test result. The percentage of the students' improvement score from pre-test to formative test is:

$P = \frac{y1-y}{y} x\ 100\ \%$ $P = \frac{67,22-50,37}{50,37} x\ 100\%$ $P = \frac{16,85}{50,37} x\ 100$ P= 33,45 %. Thus, the percentage of the students' improvement score from the pre-test to formative test is 30,20% $P = \frac{y2-y}{y} x\ 100\ \%$.

Where: P: Percentage of students' improvement Y_2: Post-test result Y: Pre-test result. The percentage of the students' improvement score from pre-test to post-test is: $P = \frac{y2-y}{y} x\ 100\ \%$ $P = \frac{79,25-50,37}{50,37} x\ 100\%$ $P = \frac{28,88}{50,37} x\ 100$ P= 57,33 %.

Thus, the percentage of the students' improvement score from the pre-test to post-test is 57,33%.. From the table of quantitative data, the writer presented the data of quantitative in Figure 4 below.
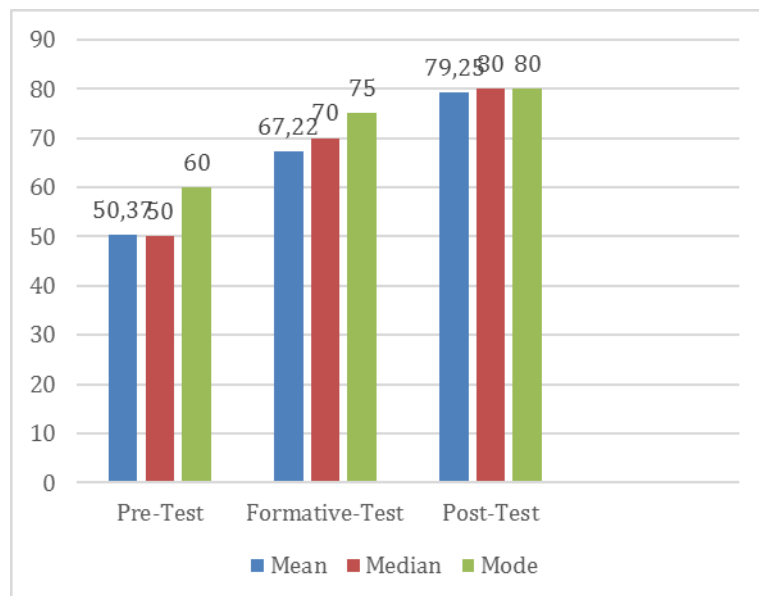

Figure 4. The Histogram of Quantitative Data

From the histogram result of quantitative data, it can be concluded that the students' mean score increased. The data showed that in pre-test, the students' mean score is 51,72 while the students' mean score in the formative test is 67,34 and in post-test is 79,06. Then the mode and median of the students' score in post-test are higher than formative test. It means that there is improvement of the students' writing skill after using animation movie.

In this study if 70% students got ≥70 on their test, it means that using animation movie was effective to improve students' writing skill. The percentage of the students' achievement in writing skill was presented in Table 5 below.

Table 5. Percentage of Students Achievement who Got Score ≥70

Test	Students Who Get Score 70	Percentage
Pretest	2	7%
Formative test	14	52%
Post test	25	93%

To categorize the students who got score ≥70 or pass the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal* (KKM)) in the pre-test, formative test and post-test the following formula was applied: $p = \frac{R}{T} x\ 100\ \%$.

Where, P = The percentage of students' who get the point ≥70, R = the number of students who get the point above ≥70 , T = the total number of students'

a. In the pre-test the total number of the students who got ≥70 is $\frac{2}{27} \; x \; 100 \;\%$= 7 %

b. In the formative test the total number of the students who got ≥70 is $\frac{14}{27} \; x \; 100 \;\%$= 52 %

c. In the post-test the total number of the students who got ≥70 is $\frac{25}{27} \; x \; 100 \;\%$= 93%

The whole percentage of the students' achievement in reading comprehension is presented in the following Figure 5 below.
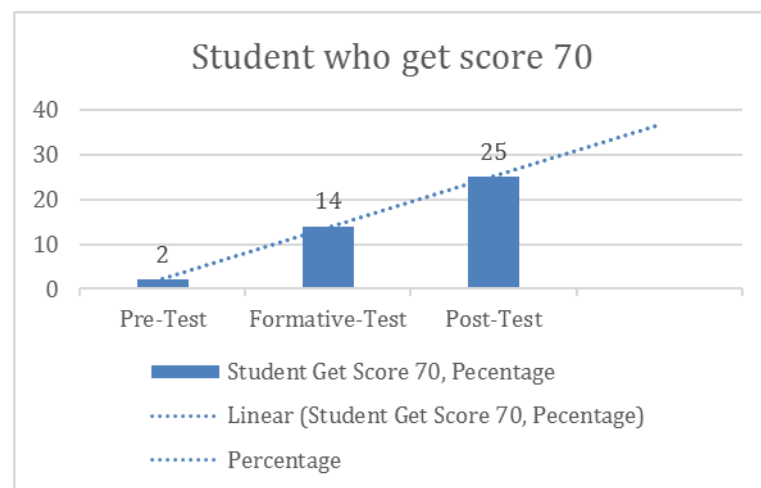

Figure 5. The Histogram of the Percentage of Students Achievement who got score ≥70

In the pre-test, there are 2 students (7%) who got score ≥70 and in the formative test there are 14 students (52%) who got score ≥70, whereas in the post-test there are 25 students (93%) who got score ≥70. From the pre-test to post-test, there are significant developments of students' writing skill from 7% to 93%. Thus the percentage improvement of students who got score ≥70 from the pre-test (7%) to post-test (93%) is 86%. It can be concluded that animation movie could help students in improving their writing skill.

2. **The qualitative data**
    The qualitative data were taken from observation sheet, field notes, and questionnaires. Field notes were used to collect the data of students' activity during the teaching learning process. The writer wrote down the field notes in every meeting during the research was conducted. The detail of the process could be seen in the following explanation.

    Animation movie media was applied to improve the students' writing skill of the eighth grade students of SMP Swasta GKPI Pamen Medan. As the collaborator, the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of animation movie could be the effective way to help students in writing. It was shown in histogram 4.4, in which the mean score of each test improved. The mean score of pre-test was 50,37, formative test was 67,22, and post-test was 79,25. Those scores showed that the second cycle was better than the first cycle. Besides that, the improvement could be seen from the observation sheet, field notes, and questionnaire. Most of students were more active and enthusiastic during the process of teaching and learning from the first to second

cycle when the media was applied. The percentage of students responses in questionnaire, the students responses in strongly agree is 60 (3,75%), agree 79 (49,37%), quite agree 18 (11,25%), disagree 3 (18,75%). The score showed that the students responses were good and also animation movie media can improve their writing skill in narrative text.

In conclusion, animation movie is suitable media to improve students' writing skill because this media gave students a chance more active. As the result, the students' writing score test increased in both of cycle after being taught with animation movie and also had good response toward the learning teaching process through the application of animation movie.

D. CONCLUSION AND SUGGESTIONS

After analysing and discussing the data, the writer drew the following conclusions animation movie can improve students' writing skill. It was found that the process of teaching writing skill by using Animation Movie could improve the students' skill in writing narrative text. The students' mean score, increased from pre-test to post-test. The students' mean score of pre-test is 50,37, formative test is 67,22, and post-test is 79,25. Meanwhile, the students' score percentage continuosly increased in each test. Therefore, it is concluded that animation movie can improve students' writing skill. Based on the analysis of qualitative data, it was found that the students' responses towards the use of animation movie to improve their writing skill is very positive. The found that animation movie helped them improve their skill in writing.

Based on the research findings, the authors would like to provide some suggestions to consider as follows: The author suggests the English teacher to apply animated films to improve students' writing skills. Teaching writing through animated films can motivate students to practice writing more. Teachers should be more creative in applying animated films to maximize writing skills learning so that students become active and interested in writing skills.

Students must be active in the teaching and learning process and not afraid to write in English. Students must also have high motivation and desire to improve their writing in narrative texts. They can use animated films as a medium to help them improve their writing skills in expressing their ideas orally when they write. The results of this study are expected to provide them with valuable information on how to improve students' writing skills by using animated films.

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