

## **THE USE OF ANIMATION FILM IN IMPROVING STUDENTS NARRATIVE WRITING ABILITY**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mendapatkan apakah pengajaran teks narasi dengan menggunakan film animasi bisa meningkatkan kemampuan menulis narasi siswa. Dalam penelitian ini, peneliti menggunakan desain pre-test dan post-test. Hasil penelitian menunjukkan bahwa adanya peningkatan yang signifikan pada kemampuan menulis narasi oleh siswa. Hal ini bisa dilihat dari nilai rata-rata siswa pada pre-test ialah 48.33 dan pada post test ialah 68.33. Pada data ditemukan adanya perolehan peningkatan mencapai 20.0 dari pre-test ke post-test. Dengan nilai signifikansi berada dibawah 0.05 yang berarti terjadi peningkatan yang signifikan. Oleh karena itu, bisa dikatakan bahwa film animasi bisa digunakan sebagai media di dalam pengajaran menulis narasi untuk meningkatkan kemampuan menulis narasi siswa.

The objective of this research was to find out whether teaching narrative writing using animation film can improve students' narrative writing ability. In this research, the researcher used pre-test and post-test design. Based on the data, the researcher found that there were significant improvements in students' narrative writing ability. It could be seen from the mean score of students' narrative writing in pre test was 48.33 and in the post test was 68.33. From the result it was found that there was an improvement and the mean score was 20.0 The data shows that value of two tail significance was 0.000 and the sign  $< \alpha$  (0.000 < 0.05). Therefore, it can be said that animation film can be used as one of the media in teaching narrative writing in order to improve students' narrative writing ability.

**Keywords:** animation film, narrative text, writing, teaching narrative writing

## **INTRODUCTION**

One of the important basic language skills is writing. Writing tends to be considered as the most important skill to master. According to Byren (1983) writing is important and paradoxically, we can only improve our spoken language by writing. Besides that, writing can be used as a media for people to express their feeling, ideas, thinking or opinion. Writing is one of the active skills because the students have to be able to produce or make a written form. The students are demanded to master writing skill based on curriculum in Indonesia. Therefore, the students are expected to know or master writing skill. 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 writing skill.

One of the texts that should be learnt by students of senior 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 because they only know the generic structure and language features of those kind of text.

Based on the facts stated above, teacher need variations in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing. According to Lynne (2001) the students' interest is one of

the main factors to achieve the goal of teaching learning English. For that reason, animation film is a medium that can be used to increase students' motivation in learning writing. Animation film is expected to be effective media for teaching narrative writing because Based on Wright (1976) animation video or film contain some elements of narrative such as, characters, dialogues, plots, and climax therefore the students can understand the generic structure of narrative text because it shows real images and simple story or plot. According Vukoja (2005) the use animation videos or films in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). From the statement above we can say that animation film is good media in teaching writing in order to improve student's narrative writing ability. Based on the background of the problems and theories above the researcher formulates research question as following: " can teaching using animation film improve students' narrative writing ability?".

## **RESEARCH METHOD**

This research employed a quantitative design which was aimed to find out whether teaching using animation film can improve students' narrative writing ability. This research was conducted based on the pre-experimental method. It applied *one group pre test-post test design* modified from the idea suggested by Setiyadi (2006: 131).

In this research, the population was second grade students of SMA Negeri 1 Way Jepara and the sample was XI IPA 3 class. The researcher selected sample

randomly. According to Sugiyono (2010), population are group of people or things involving their characteristics and qualities that becomes research subject.

In order to answer the research question the researcher used pre-test and post test as the instruments of the research. Between the pretest and post test the researcher conducted the treatment. The treatment used animation film in teaching writing to improve students' narrative writing ability.

The procedures of the research in collecting the data were selecting the material for the treatment, determining population and selecting the sample, administering the pre-test, conducting the treatment, administering the pos-test, and then analyzing the data.

To analyze the data the researcher used SPSS computer program. The analysis of the data was aimed to find out whether teaching using animation film improve students' narrative writing ability. Hypothesis of the research were:

$H_0$ : There is no improvement of the students' narrative writing ability after being taught by using animation film.

The criteria is  $H_0$  (null hypothesis) is accepted if alpha level is higher than 0.05 ( $\alpha > 0.05$ )

$H_1$  : There is an improvement of the students' narrative writing ability after being taught by using animation film.

The criteria  $H_1$  is accepted if alpha level is lower than 0.05 ( $\alpha < 0.05$ ).

## RESULTS AND DISCUSSIONS

The researcher used pre-test and post-test in collecting the data as the instruments of the research. The pre-test and post-test was narrative writing test. The researcher scored the students' writing test based on five aspect of writing writing. They are content, grammar, vocabulary, organization, and mechanic. The pre-test was conducted before the treatment and the post-test was conducted after the treatment. The whole students' result of the pre-test was explained in the following table:

**Table 1. The Whole Students' Result of Pretest**

Score	Frequency	Total
35	6	210
40	10	400
45	7	315
50	3	150
55	3	165
60	1	60
<b>Total</b>	30	1300
<b>Mean</b>	43.33	
<b>Maximun</b>	60	
<b>Minimum</b>	35	

The table 1 shows that the mean score in the pretest was 43.33 and the maximum score that students could be reached was 60 and the minimum score was 35. The table above also explains that the students who got 35 were 6 students. The students who got 40 were 10 students. The students who got 45 were 7 students. The students who got 50 were 3 students and who got 55 were 3 students. And the students who got the maximum score or 60 was 1 student.

The whole students' result of the pre-test was explained in the following table:

**Table 2. The Whole Students' Result of Post-Test**

<b>Score</b>	<b>Frequency</b>	<b>Total</b>
60	10	600
65	5	325
70	4	280
75	7	525
80	4	320
Total	30	2050
<b>Mean</b>	68.33	
<b>Maximum</b>	80	
<b>Minimum</b>	60	

This table was the result of post test. The table 2 shows that the the mean score of narrative writing test was 68.33, the maximum score was 80 and the minimum score was 60. In the posttest the students who got 60 were 10 students. The students who got 65 were 5 students. The students who got 70 were 4 students. The students who got 75 were 7 students and the students who 80 were 4 students.

The table 2 shows that there is improvement in students' narratave writing test. The improvement can be seen on the students' score in the pre-test and post-test. Based on the table above the researcher analyze the significance of the improvement from pre-test and post-test using SPSS computer program. The table was as following:

**Table 3. t – test Result of Pretest and Posttest**

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest – Posttest	-25.000	7.987	1.458	-27.982	-22.018	-17.144	29	.000

The criteria is  $H_0$  (null hypothesis) that is accepted if alpha level is higher than 0.05 ( $\alpha > 0.05$ ). From the data above, it could be seen that  $Sig = 0.00 < 0.05$ . Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It meant that there was an improvement of the students in writing of narrative text after the students were taught using animation film.

In order to know whether the hypothesis is accepted the mean scores in each aspect of writing will be described in the table.

**Table 5. The Improvement of Students' Ability in Writing Narrative Text Using Animation Film**

Aspect of Writing	Pretest Score	Posttest Score	Gain
Content	10.17	15.83	5.66
Grammar	6.17	12.33	6.16
Vocabulary	6.50	12.0	5.5
Organization	10.50	14.50	4.0
Mechanics	9.67	13.67	4.0

The data show that there is the improvement in students's writing narrative text in all aspect and grammar got the highest gain or improvement. The improvement can be seen from the mean of pre test and post test score. Subsequently, the research analyzed the result and found that there was an improvement in each aspect of writing. In aspect of content, the score was 10.17 in pre test up to 15.83 in the posttest. For grammar, the score was 6.17 in pre test up to 12.33 in post test. In term of vocabulary, the score was 6.50 in pre test up to 12.0 in post test. For organization aspect, there was 10.50 in pre test up to 14.5 in post test. And mechanic aspect, there was 9.67 in pre test up to 13.67 in post test. The gain grammar was the highest and follows vocabulary in the second. According to my assumption it happened because during the treatment the researcher more focuses on improving their grammar and vocabulary using animation film' subtitle. Intentionally the researcher used the animation film which has English subtitle in order to be able to be used in teaching narrative text with aspects of writing to establish the students' writing ability. For other aspect such as content, organization and mechanic it had been good enough because students had been studying narrative text/teks narasi in Bahasa Indonesia therefore they had understood well about them.

Based on the finding of the research, it can be revealed that teaching animation film can improve students' narrative writing. It is also supported by Wrigth's statement (1976) that animation film or video contain some elements of narrative such as, characters, dialogues, plots, and climax. Therefore, students could understand easier in learning writing aspects (Content, grammar, vocabulary, organization, and mechanic) and write narrative text because animation film



provide some elements of generic structure and language feature of narrative text. Students can learn aspect of writing through animation film because it shows real images and simple story and provide the dialogue that can be used to learn grammar and vocabulary aspect. According to Lavery (2008) argues that film and video are effective ways in motivating and helping students to understand the language. Animation film can be used to teach all of aspects of writing such as grammar and vocabulary because the film provides the language or subtitle. The students can learn from the dialogue or subtitle films' subtitle can help to reinforce acquisition of new vocabulary.

Beside that Vokuja (2005) states that the use of animation film in pre writing activity, students can explore the structural devices of story (plotlines, character development, setting, and theme). For that the reason, it will be easier for students to learn about narrative texts and to write their own story. The statement from Omar Hamalik that was cited from Asnawirs' book , good film or movie has some features, one thing is film can arouse students' interest. By using film, teachers can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teachers give to them. Therefore animation film is one of media that can be used in teaching writing especially in teaching narrative text.

Beside the researchers' data, the researcher found another research from Retno Ayu (2007:107) that the use of animation film or movie (her film's title was Brother Bear) in writing class can develop students' ability in narrative text, especially in content and grammar.

Finally, the researcher can take the conclusion based on the data that was found by researcher and was supported by some theories and another research in which the use of animation film can improve students' narrative writing ability. Consequently, animation film can be used by the English teacher in teaching narrative text in the class room.

## **CONCLUSIONS**

The objective of the research was to find out whether there is an improvement student' narrative writing ability using animation film or not. Based on the research, the researcher got the conclusion that can be drwan as follows:

1. There is an improvement students' narrative writing ability using animation film. It can be seen based on the data that the researcher have got. There was improvement from the mean score of the pretest and posttest. It could be seen that the mean of score pretest was 43.33 and the mean score of posttest was 68.33. It meant that the gain score from pretest and posttest was 25.0. Where the significance was determined by  $P > 0.05$ . t-test proved that the result was significant ( $P = 0.00$ ). Therefore, the hypothesis was accepted.
2. Teaching using animation film can improve students' narrative writing ability in all aspects of writing ability. Therefore teaching narrative writing using animation film could be said that is a suitable technique or media in improving students' narrative writing ability

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