

The Implementation Of Animation Video Media To Improve Students' Abilities In Writing English Narrative Text At VIIIth Grade At MTS Al-Khairaat Tuwa

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ARTICLE INFO

ABSTRACT

Volume: 2

KEYWORD

Animatoin video media, writing english, narrative text, foreign language, content, organization.

This research Focuses on the efforts of teachers English to improve students' writing skills by using modern media. In general, many teachers just used book as a media to teach students'. Without any modern media as additional media other than books. So, it will difficult for students to achieve teaching and learning target. The use of animation video can be used as a teaching media to help teacher in teaching. This research used quantitative. The method of the research was pre-experimental. Data obtained from the results pre-tes and post-test of class VIIIth students'. The test was used to know students' ability in writing English narrative text before and after implementing animation video. The research instrument was a test, students' write a narrative text based on the video according to the research explanation and answer some questions based on the video. The findings indicated that the implementation of animation video was significant to improve the students writing English narrative text. The ability students' writing achievement was proved by the mean score in pre-test and post-test. Which experienced an increase after implementing learning using animated videos.

1. Introduction

English as a foreign language considered to be one of the most difficult lessons. in our country. Students are usually afraid of joining foreign language classes . (Tarwiyah, 2008). English also is a global language and included as one subject of national examination in many school. English has been taught from junior high school up to university. Studying English is not a new thing for junior high school students. However, they still get many difficulties in teaching-learning process. They need to master four language skills and the language components as well. In teaching-learning English, the English teacher should develop English skill for the students by fun technique based curriculum of junior high school. Surely, it can give a positive point and motivation for the development of teaching-learning English. There are four English skill listening, speaking, reading and writing.

In writing, there are some components that should be mastered by the students. Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic from on a piece of paper, it involves at least five components they are content, organization, grammar, vocabulary, and mechanic. (Otong Setiawan Djuharie ; 2009). And also the students mush know how to arrange the words become sentence, how to arrange sentence become paragraph, and also how to use the punctuation correctly in writing. Learning to write fluently and expressively is the most difficult of the four macro skills for all languages users regardless of whether the language in question is a first, second or foreign language

¹ Sinta Arista is a Student Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presenter datthe 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

(Nunan ; 1989). It is clearly stated above that the writing is considered as one of the most difficult skills for students. Writing encourages students to produce new ideas creatively. Learning how to write in English is important for many English learners. Heaton said that writing skill are more complex and difficult to teaching, requiring and mastery not only gramatical and rhetorical devices but also conceptual judgment because of diffuclt of writing, some efforts have been done to solve the problem (John Briant Heaton ; 1998)

There are 4 factors caused students Mts Al-Khairaat Tuwa are not interested English specially in writing because writing skills are difficult for them. First according initial observations, ability in writing English specially students of class VIIIth MTS Al-Khairaat Tuwa from year to year is still relatively low. This is indicated by the lack of ideas, vocabulary, concept, experiences, and summarizing opinions into short English texts in written from still relatively below the standard for the size of their level. As well as the students' lack of courage and motivation to write English. It is necessary to emphasize here the importance of involving students to actively construct meaning more critically and openly to other people's views. Students need to be given the widest opportunity to build new ideas interactively and openly, and not easily has been developed for a long time. (Kemdikbudristek ; 2018)

The second factor is the modern era where students are required to be able to keep up with the times, especially in education, even though the location is in rural areas. Especially in MTS Al-Khairaat Tuwa, the English teacher in this school only use text book as media in learning process. Without any modern media. The researcher also thinks that learning especially for class VIIIth is more complex to train students to be more creative, take an active role, have broad insight and think logically learning will be more successful if students actively do hands-on and relevant exercises with learning goals that have been set. (Dick and Carey, ed Dr. Yuberti, M. Pd ;2015) So that modern media is needed as a support.

The third factor is writing as one of the four language skills that must be mastered by students, Jeremy Harmer state that writing as one of the four skills has always been used as a means of reinforcing language that has been taught. (Jeremy Harmer :2004) MTS Al-Khairaat Tuwa in the initial observations the writer found that in the learning process students were not yet familiar when faced with learning to write. In fact is that for grade VIIIth students, they have learned how to arrange text. One of them is compiling narrative text and it has been included in the material taught at school.

The fourth factor is MTS Al-Khairaat Tuwa uses curriculum 2013 which is expected for grade VIIIth students to be able to create and convey meaning in functional texts (narrative, spoof, hortatory and exposition) and the students class IXth still feel difficult to make and convey written meanings contained in the text they read. Because less vocabulary and do not understand the text. So that students are not interested in writing.

In case of the study last two decades using short video animation in the process of learning English to be more affective, this is triggered by the rapid development of technology. So that requires every teacher to adapt with technology that is developing, especially in learning English. Use short animation video in learning English in the classroom make students more focused, develops their ideas, make the learning atmosphere more interactive and fun. The use of animation video media is proved can help students to process of learning English aspecially writing. Writing has several steps " The process of writing has roughly four steps. In the first step create ideas, the second step organize the ideas, the third step write a rough draft. In the final step, polish rough draft by editing. and making revisions. Based on previous research conducted by Iqbal Adnan Anugrah in class X SMA Harapan Bakti Makassar with research title The Use of animation film to improve students' ability in writing narrative text. That animation video is proved can help students to improve their writing skill effectively.

2. Literature Review

2.1 Writing

Writing is an activity of exploring opinions and ideas into words. There is not doubt That that writing is the most difficult skill for all language users: foreign, second, and even for first language. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Such a skills of spelling, punctuation, word choice, and so on. Writing is productive skill that should be mastered well by the students. Writing is functional communication, making learners possible to create imagine worlds of their own design. (Richard Kem ; 2000). Other definition is writing is speaking to others on paper or on computer screen (Alan Mayers ; 2005). Writing is a way to produce language and express idea, feeling and opinion (Jeremi Harmer ; 2004)

Writing as one of productive skill needs a process. Harmer states that writing Process is the stages that a writer goes through in order to produce something in its final written form there are four steps of writing processes: Planning, Drafting, Editing, Final

draft. Writing skill is complex and difficult to be taught since in this Case writing does not only mean putting down graphic form on a piece Of paper. It involves at least five components. They are Content, Organization, Grammar, Vocabulary, and Mechanic (Burhan Nurgiantoro; 2001)

2.2 Narrative Text

Narrative is a description of events, especially in a novel or story, the Act or process of feeling a story (A.S Hornby). a narrative is usually personalized or individualized tells about the events related to the person or persons involved (M. Celce Murcia Elite Olstain ; 2000). Narration is a writer tells the story of something that happened (Jhon Langan ; 1986). Narrative is kinds of text about story of legend and resolution to Amuse and to give entertain to readers (Otong Setiawan ; 2007). Narrative is a story Talk the past activities or events which order to problematic and to Give lesson to readers. (Pardiyono ; 2007).To write the narrative there are four components that shall be care that is orientation, complication, resolution, and coda (Pardiyono ; 2007).

2.3 Animation

Animation is a sequence of frame which when played in a frame with enough speed can present smooth moving images like a movie or video. Animation is also interpreted by turning on the image, so it needs to know for sure every character detail, starting from the front view (front, back, ¾ and side) the face details of the character in a variety of expressions (normal, silent, angry, smile, laughing, upset and other) then the character/ style if carrying out certain activities that characterize the character (Bambang Eka Purnama ; 2013). Animation can be interpreted as a film in the form of a painting circuit or one image with the other, which is only a little different so when playing will move (Depdiknas ; 2008)

3. Methodology

This Paper employed Pre-experimental research design. The kind of pre-experimental design of this research is one group pre-test and post-test. Pre experimental with the use of one group pre test could assist the application by picking the population from the entire population as the final result.(Srinagesh, K ;2006).

This paper was aimed to measure the increase in students' writing skill in content and organization by using the pre-test and post test with integrating and connecting thoughts and rules regarding application of the Pre-experimental research design. The data collected was then analyzed. This ways of analysis were used to ensure rigorousness of the data, consistency and data source.

4. Results and Discussion

Table 1. Comparison Between Pre-Test And Post-Test

Code of sample	Pre test	Category	Post test	Category	Improvement (D)	D ²
ADS	4	Poor	9	Excellent	5	25
DLA	3	Very poor	10	Excellent	7	49
DS	5	Poor	9	Excellent	4	16
FD	4	Poor	7	Good	3	9
FB	4	Poor	9	Excellent	5	25
IYT	6	Fair	8	Good	2	4
MBA	4	Poor	8	Good	4	16
MHF	5	Poor	8	Good	3	9
MHR	4	Poor	9	Excellent	5	25
NTA	5	Poor	9	Excellent	4	16
NSW	4	Poor	7	Good	3	9
NF	4	Poor	10	Excellent	6	36
NRA	4	Poor	10	Excellent	6	36
NRH	4	Poor	9	Excellent	5	25
NRJ	4	Poor	10	Excellent	6	36
NLC	4	Poor	8	Good	4	16

NRH	5	Poor	7	Good	2	4
PTA	4	Poor	9	Excellent	5	25
RFR	6	Fair	10	Excellent	4	16
TR	4	Poor	10	Excellent	6	36
VG	4	Poor	9	Excellent	5	25
Total	91		185		94	458
Mean	4,33	Poor	8,80	Excellent	4,47	21,80

Based on the pre-test results, The researcher can concluded that the lowest score in pre-test is (3) category very poor that is 1 students' (4.76%) and the highest score in pre-test is (6) category fair that is 2 students' (9.52%) and modus is (4) category poor that is 14 students' (66.66%) and the mean score is (4.33) category poor, So, the researcher can concluded that the students' VIIIth grade Mts AlKhairaat Tuwa category poor in writing English narrative text.

Based on the post-test result, the researcher can concluded that the lowest score in post-test is (7) category good that is 3 students' (14.28%) and the highest score in post-test is (10) category Excellent that is 6 students' (28.57%) and modus is (9) category excellent that is 8 students' (38.08%) and the mean score is (8.80) category excellent, So, the researcher can concluded that the students' VIIIth grade Mts AlKhairaat Tuwa category excellent in writing English narrative text after applying the animation video as a media was better than before.

According to the table analysis comparison between pre-test and post-test above, the researcher found that there was an increase after implementing animation video as a media in writing English narrative text, this is proven by the average pre test score that is (4,33) category poor become (8,80) category excellent in post test and improvement (4,47) with percentage (50,79%). So, the researcher can concluded that video animation can help students in improving their ability in writing English narrative text.

Table 2. Data Analysis Improvement Content and Organization

Code Sample	Content		Improvement	Organization		imptovement
	Pre Test	Post Test		Pre Test	Post Test	
ADS	2	5	3	2	4	2
DLA	2	5	3	1	5	4
DS	3	5	2	2	4	2
FD	2	3	1	2	4	2
FB	2	5	3	2	4	2
IYT	3	5	2	3	3	-
MBA	2	4	4	2	4	2
MHF	3	4	1	2	4	2
MHR	2	4	2	2	5	3
NTA	3	5	2	2	4	2
NSW	2	4	2	2	3	1
NF	2	5	3	2	5	3
NRA	2	5	3	2	5	3
NRH	2	4	2	2	5	3
NRJ	2	5	3	2	5	3
NLC	2	4	2	2	4	2
NRH	3	4	1	2	3	1

PTA	2	5	3	2	4	2
RFR	3	5	2	3	5	2
TR	2	5	3	2	5	3
VG	2	5	3	2	4	2
Total	48	96	50	43	89	46
Mean	2,28	4,57	2,38	2,04	4,23	2,19

According to the previous table, the researcher can concluded that the improvement content (2,38) in writing English narrative text higher than organization (2,19). So, the researcher can concluded that video animation as a media can improve writing English narrative text in organization and content, but significant in content.

The table Showed that the students improvement in content score as the result calculating the pre-test and post-test of the students' ability in writing English narrative text by use animation video as media. Where the students' score in pre-test (2,28) was different from the post-test (4,57). It means that there were improvement (50,1 %) of the students ability in writing English narrative text after taught by using animation video as a media.

The table Showed that the students improvement in organization score as the result of calculating the students pre-test and post test at the students' ability in writing English narrative text by using animation video as a media. Where the students' score in pre-test (2,04) was different from the post test (4,23) it means that there was improvement (51,77%) of the student' ability in writing English narrative text after taught by using animation video as a media.

To know the level of significance of the pre-test and post-test, the researcher used T-Test analysis on the level of significance (p) = 0,05 with the degree of freedom (df) = N-1 where N = number of subject (21 students) then the value of T- table is 2,086, the T-Test statistical, analysis for independent sample was applied the following table shows the result of T-Test calculation.

Table 3. T-Test of The Students' Ability in Writing Narrative Text.

Writing English Narrative Text	T-Test	T-Table	Comparison	Classification
	20.34	2.086	T-Test > T-Table	Significantly different

5. Conclusion

The use of animation video was effective to be used as a media in teaching writing narrative because there was a significance difference between the progresses in writing of the students when they were taught using animation video video as a media and when they were not. By using the media, the students can express their ideas and easy to understand. The students' attitude of the eigh grade students' of MTS Al-Khairat Tuwa in learning English writing as positive and more interested to learn by using animation video as a media. It was proved that there was significant difference between the result of students' pre-test and post-test by the value of t-test was greather than the value of t-table (20.34 >2.086). And the last is video animation can motivate the students' to learn English lesson especially in learning narrative text. Learning writing English narrative text is not easy since the students did know they what they must write. Using animation video can be a new atmosphere for the students' who have not been taught using animation video before.

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