

Improving Students' Skill In Writing Narrative Text Through Animation Movie at The Eleventh Grade of SMK Negeri 3 Bulukumba

Andi Anugrah M¹, Mutmainnah Marzuki²

^{1,2} English Language Education, Universitas Muhammadiyah Bulukumba

Email : andianugrah553@gmail.com¹ , innamuthe88@gmail.com²

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks naratif siswa dalam dua komponen menulis yaitu isi dan penggunaan bahasa pada siswa kelas XI Tkj (Teknik Komputer dan Jaringan) SMK Negeri 3 Bulukumba Tahun Pelajaran 2021/2022. Penelitian ini menggunakan Pre-Experimental desain yang terdiri dari enam pertemuan. Subyek penelitian ini adalah siswa kelas XI khususnya kelas XI Tkj dengan jumlah sampel 23 siswa yang terdiri dari 16 perempuan dan 7 laki-laki. Instrumen penelitian diperoleh dengan menggunakan tes tulis. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada pre test adalah 39,13 dan untuk nilai rata-rata siswa pada post test adalah 61,73 adalah meningkat. Standar deviasi pre test sebesar 12,39 dan standar deviasi post test sebesar 9,84. Untuk taraf signifikansi (α) 0,05 dan $df = 22$. Terbukti ada perbedaan yang signifikan antara hasil pre-test dan post-test siswa dengan nilai tes tabel adalah 3,792, sedangkan nilai dari tes adalah 12,75. Artinya nilai t-test lebih besar dari t-tabel ($12,75 > 3,792$).

Kata Kunci: Keterampilan Menulis, Teks Narasi, dan Film Animasi

Abstract

This research aimed that Improvement of students' skills writing narrative text in term of two component to writing there are content and language use at the eleventh grade from Tkj (Teknik komputer dan jaringan) of SMK Negeri 3 Bulukumba in the 2021/2022 academic years. The research used A Pre-Experimental desain that consist six meeting. This subject of this research is Eleventh Grade especially for XI Tkj that total sample are 23 students consisting of 16 female and 7 male. The instrument of the research obtained by using writing test.

The results showed that the mean score of the students in pre test was 39,13 and to the mean score of the students in post test was 61,73 are improvement. The standard deviation of pre test was 12,39 and the standard deviation of post test was 9,84. For the level of significance (α) 0,05 and $df = 22$. It was proved that there was significant difference between the result of students' pre-test and post-test by the test value of the table is 3,792, while the value of the test is 12,75. It means that the t-test value is greater than t-table ($12,75 > 3,792$).

Keywords: Writing Skills, Narrative text, and Animation movies

INTRODUCTION

In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student.

Writing is also one media of communication. According to Byrne (1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that the writer can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. According to Anderson and Anderson cited in Akmalia

(2011), narrative text is a piece of text which told a story and it aims to inform the reader and listener. And, according Drajadi (2009) states that narrative text that tells about a sequence of event. There are two kinds of narrative, short story and autobiography/ recount. In the learning, the used animation movie as media to taught students' writing skills. A movie is one among of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process.

Animation movie is one of the film types can help the students in learning writing. It is an effective way to motivation and helping students to understanding language. According to Park and Gittleman, (1992:13) refer to animation is a series of graphics that change over time and/or space. Sudjana (1996:56) also says that animation movie or cartoon is description in form of painting or drawing or caricature about the person, concept or situation that designed to influence opinions of society, that means animation movie is one of the media that can be applied in teaching learning process of writing narrative text. It is not only can entertain, but also can be used to improve the students' mastery of writing a narrative story. With this media, the students will not easily get bored because most of the young learners love to see the animation movie.

The research observed through conducting preliminary study in the teaching learning writing in the eleventh grade of SMK Negeri 3 Bulukumba, the research found that many students had difficulty in writing. The students could not write narrative text appropriately and well. The students could not develop an idea in writing paragraph especially narrative text, and therefore the result of learning narrative text is not optimal because the students need an effective teaching learning that made the students interesting and fun for learning.

To solve those problems in developing the ability of writing which is faced by the students, the teacher can use an interesting method or visual aid to teach writing, so they will be interested in writing class. The used animation movie to write narrative text was useful.

The advantages of this study, the implementation animation movie as media in teaching and learning process can improve students' writing skill in narrative text. Also, the students will be easy to understand the material. Based on the background above, the researcher formulated the research question as follows: "How can animation movie improve the students' skill in writing narrative text of SMK Negeri 3 Bulukumba?". The objective of the research is to find out whether or not the use of animation movie in teaching writing improve significantly students' skill in writing narrative text at the eleventh grade of SMK Negeri 3 Bulukumba. The scope of this research was focused an effectiveness of apply animation movie to improve students writing skill in narrative text and research would be focus on teaching writing skill of two component they are content and language use in narrative text.

METHOD

This research used pre – experimental research with pre-test and post-test design. This design consisted of one sample. The sample was teaching by using animation movie to improve students' writing narrative text at the eleventh grade of SMK Negeri 3 Bulukumba. The variable was an object of study that becomes important elements in research. There were two variables that used of research such as; independent variable and dependent variable. the independent variable was used of animation movie as media and the dependent variable was the students' writing skill.

The instrument of this research was a writing test. The aim of the test was to measure the students' knowledge about narrative text. In the research, there are two tests were used to measure the students' namely; *Pre-test* and *Post-test*.

The population of this research was the eleventh grade of SMK Negeri 3 Bulukumba. There are 6 majors such us; Nautika Kapal Penangkap Ikan (NKPI), Agribisnis Perikanan Air Payau dan Laut (APAPL), Teknik Audio Video (TAV), Teknik Komputer dan Jaringan (TKJ), Teknik Instalasi Tenaga Listrik (TITL), and Teknik Kendaraan Ringan (TKR) that consisted of 124 students. The researcher used purposive sampling to choose one class as the sample of this research. So, the total sample was 23 students of the Eleventh grade from TKJ.

RESULT

The classification of the students' result of the test after computing can be seen in the table below:

Table 4.1 The rate percentage and frequency of students' writing narrative text in Pre Test

No	Classification	Score	Frequency	Percentage
1	Excellent	85 – 100	-	-
2	Good	70 – 84	-	-
3	Fair	55 – 69	2	9%
4	Poor	40 – 54	13	56,52%
5	Very Poor	0 – 39	8	34,78%
Total			23	100%

(Data source: The rate percentage and frequency in pre test)

From the table above, it can be seen that the rate percentage in pre test of the students' writing narrative text from the total students' followed by 23 students. It demonstrated that there were two students (9%) got fair score, thirteen students (56,52%) got poor score, eight students (34,78%) got very poor score and none of the students got excellent and good score. It can be concluded that most of the students obtained low score.

Table 4.2 The rate percentage and frequency of students' writing narrative text in Post Test

No	Classification	Score	Frequency	Percentage
1	Excellent	85 – 100	-	-
2	Good	70 – 84	9	39,13%
3	Fair	55 – 69	7	30,43%
4	Poor	40 – 54	7	30,43%
5	Very Poor	0 – 39	-	-
Total			23	100%

(Data source: The rate percentage and frequency in post test)

The result above reflects that there were nine students (39,13%) got good score, seven students (30,43%) got fair score, seven students (30,43%) got poor score and none of the students got excellent and very poor score. Based on the table above, showed that the rate percentage and frequency in post test of the students' score in writing narrative text were most of the students' got high score after treatment using animation movie as media.

The result of the calculation in the T-test value obtain 15,73. It indicates that there was significant different between the result of the students' pre test and post test and the value of the t-test was higher than the value of the t-table (15,73) > t-table (3,792).

Table 4.3 The T-Test value and T-Test table in the test significance

T-Test value	T-Test table
15,73	3,792

(Data source: The test significance)

a) The Hypothesis

To find out the degree of freedom (df), the researcher used the Formula in following:

$$Df = N-1$$

$$Df = 23-1$$

$$Df = 22$$

For the level of significance (α) 0,05 and $df = 22$. And the test value of the table is 3,792, while the value of the test is 15,73. It means that the t-test value is greater than t-table ($15,73 > 3,792$). It can be concluded that the students' writing skill in narrative text is significant improve after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It suggests that applying of animation movie able to improve the students' writing skill in narrative text.

CONCLUSION

The previous section discusses the students' skills in writing narrative text that has improved using animation movie as media in teaching-learning process. It is effective to apply that media for the students at SMK Negeri 3 Bulukumba especially from eleventh grade from TKJ. The students' writing skill in narrative text after giving the treatment by using animation movie has improved significantly.

The students' result of the test before treatment by using animation movie showed that there were two students (9%) got fair score, thirteen students (56,52%) got poor score, eight students (34,78%) got very poor score and none of the students got excellent and good score. the rate percentage and frequency in pre test of the students' score in writing narrative text were most of the students' obtain low score. For the rate percentage in post test of the students' writing narrative text followed by 23 students. It showed there were nine students (39,13%) got good score, seven students (30,43%) got fair score, seven students (30,43%) got poor score and none of the students got excellent and very poor score. It concludes most of the students got high score after treatment.

The standard deviation of pre test was 12,39 and the standard deviation of post test was 9,84. For the level of significance (α) 0,05 and $df = 22$. It was proved that there was significant difference between the result of students' pre-test and post-test by the test value of the table is 3,792, while the value of the test is 15,73. It means that the t-test value is greater than t-table ($15,73 > 3,792$).

It can be concluded that the students' writing skill in narrative text is improved significantly after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It mean that the applying of animation movie able to improve the students' writing skill in narrative text.

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