

The Effectiveness of Animated Video Towards Students' Ability in Writing Narrative Text

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Abstract

This study was aimed to know students' ability in writing narrative if there is significant different before and after being taught using animated video on second grade students at SMKN 1 Rejotangan. This study was quantitative approach pre-experimental research. During the research, researcher collected data by giving pre-test, activities in experiment, and post-test. The data was an essay writing. In the first meeting students was given pretest to measure their ability in writing before being taught with animated video. Then, researcher give posttest after taught using animated video. Due to pandemic of Covid-19, Researcher did the experiment by online through zoom meeting and google form. Some problem that faced by the students in writing is hard to find ideas to write. Animated video as teaching and learning media, it can help students to get ideas after watching the animated video. The mean score of pre-test was 11.43 and the mean score of post-test was 16.86. The significant different of both scores indicated that the method is effective to improve students' skill in writing *narrative*. *The conclusion from the research is animated video can be used as media to help students writing better and succeeded teaching and learning process.*

Keywords: animated video, writing skill, narrative text.

INTRODUCTION

It is generally known that English is an international language. English has an important role as international communication language that can relate people from different country. English is used by people to communicate with other people in difference country. As a result, using English as international communication is effective to connecting people to communicate. In Indonesia, English is foreign language, and used as academic purpose, career, and traveling abroad. Remind that English is important, many parents prepare their children to learn English from an early age. English also has been input into curriculum as compulsory subjects in school. English education in Indonesia, teaches the students about the use of English academic even teaching English if they will be an English teacher.

English as a Foreign Language (EFL) is learning English in a non-English speaking nation. English learners must master four type skill of language (listening, speaking, reading, and writing). Four types of communication have different process involved. Writing and speaking are productive skill different to reading and listening skill they are a receptive skill. In productive skills, learned need to be produce words, phrase, sentences and also paragraph especially in writing and receptive skill they receive information. So, both are must be compared.

Writing skill is a skill to express ideas into writing. In writing need a language skill to constructing sentences, so that readers can understand the information easily. In English there are four types of communication skill that must be mastered they are speaking, listening reading and writing. Listening and reading is a receptive skill because both skills receive spoken or written information.(N. Archana & K. Somasundaram, 2017). While speaking and writing skill is called productive skill because learners need to produce words, phrase, sentences and also paragraph. (Golkova & Hubackova, 2014). These four aspects of skill are intertwined despite their own level difficulty. Nowadays, we can find easily teaching media that can improve students' ability in writing. An audio-visual media is needed to help students in understanding the subject.(Ashaver, 2013). The example of audio-visual media is animated video. The use of media in classroom activity makes the atmosphere of class being fun. Due to an interesting media can makes students happy and pay attention more with the lesson. One of media that can get student interest is animated video.

Based on the observation in SMKN 1 Rejotangan, students thought that English is difficult especially in writing. They use search engines to find ideas even text to complete their writing assignment. They cannot solve it by themselves just silent in a blank piece of paper and said there were no ideas. These problem preventing students from being creative in writing. Based on the background above the writers conducted a research entitled: The Effectiveness of Animated Video Towards Students' Ability in Writing Narrative Text.

METHOD

The participant of this research were the second grade students of SMKN 1 Rejotangan. The writer used class XI TKRO 4 that consist of 40 students as sample. In this research, the data that researcher obtained was from students' writing test of narrative text. For the first, researcher conduct a pretest to students to measure how familiar of them with narrative text. After giving the pretest, the researcher gives a treatment to the student by giving an animated video by the title "Snow White" as the learning media of writing narrative text. The post-test were given to the students to measure their writing level after learning writing with animated video. The students' response before and after learning writing by using animated video were determined in the questionnaire. To calculate the data researcher used SPSS 16 for normality test, homogeneity test, find the hypothesis, checking the validity and reliability. In order to make the data more objective.

FINDING AND DISCUSSION

Finding

The findings of the research were based on the result of the data analysis. The pre-test was given to find students' ability in writing a narrative text before being taught using animated video, and the post-test was given to know their ability in composing a narrative text after being taught using animated video as learning media.

Table 4.4 The Descriptive Statistics of Pre-test and Post-test

Statistics		Pretest	Posttest
N	Valid	21	21
	Missing	0	0
Mean		11.43	16.86
Std. Error of Mean		.695	.652
Median		13.00	18.00
Mode		13 ^a	18
Std. Deviation		3.187	2.988
Variance		10.157	8.929
Range		11	10
Minimum		4	10
Maximum		15	20
Sum		240	354

a. Multiple modes exist. The smallest value is shown

After gathered the data, researcher processed the data by using SPSS. In SPSS researcher found in pretest data, the mean of the data is 11.43, the standard deviation is 3.187 and the standard error mean is 0.695. Then the posttest data, researcher found the mean is 16.86, the standard deviation is 2.988, and the standard error of mean is 0.652.

From the data above, it known that, there is a significant different score of the data of pretest and posttest. The posttest mean score is higher that pretest. It can be concluded if there is an increase of students writing ability in composing narrative text.

Table 4.8 Hypothesis Using Wilcoxon Test SPSS

Test Statistics ^b	
	Post Test - Pre Test
Z	-4.065 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The hypothesis above has been tested using SPSS and processed with Wilcoxon test. Based on the table above it shows that, the result of sig (2-tailed) is less than 0.05. So, the result of hypothesis data can be concluded that animated video is significantly effective on students' writing ability in composing narrative text.

Discussion

Based on the data that gathered by researcher, it can be found the students' score of pretest and posttest. In the process of pretest, the students faced some difficulties in composing a narrative text. After the pretest, the students were given a treatment. In this process, the student watched an animated video as a material to write a narrative text. After they watched the animated video, they do the posttest by composing a narrative text based on the animated video they have watched.

Then the researcher processed the data by using SPSS. It is done to find out the significant differences that occur after treatment. From the data, it can be found that there is an increase from the score of the pre-test to post-test. While using SPSS, researcher found the result of paired t-test is 0.000 which less than 0.05. it means the animated video is significantly effective in students writing ability.

The conclusion of this method is effective if applied to improve students' ability in writing. This method not only suitable for improve writing ability, but also listening and speaking ability. This method is quiet fun to make a new atmosphere in class or independent study at home, especially in this pandemic era.

CONCLUSION

The use of animated video as a media of teaching and learning of writing narrative can be applied to encourage students' interest and motivation in composing a narrative text. In the implementation of animated video as teaching media, student must pay attention on what they watched to get the point of the story. The researcher also gives the explanation of narrative text's material as a foundation of writing narrative. So, the use of animated video as media can support the teaching and learning effectively. At the first of observation researcher asked the student to made a narrative text based on their imagination. But they got some difficulties in writing because they hard to find ideas. Second, researcher gives a treatment using

animated video in teaching writing narrative text. In this process, students can get the point of the story due to there is a plot of story on it. After the treatment, researcher gives posttest in order to measure the students' ability after given the treatment. The result, students can write imaginatively after watched animated video. They can develop their imagination, creativity, and composed it into a good paragraph of narrative text. In the response of questionnaire that gathered by the researcher, many students agree with the use of animated video as media in learning narrative text. Majority give the positive response in questionnaire. So, we can conclude that, the use of animated video is effective as teaching media because it can give more ideas and imagination, and encourage their motivation in learning writing narrative text.

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