

## **THE EFFECTIVENESS OF USING ANIMATED VIDEO TO INCREASE THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT**

**Risa Sulfarida Arini<sup>1</sup>, Gusti Nur Hafifah<sup>2</sup>, Linda Mayasari<sup>3</sup>**  
Muhammadiyah University of Surabaya,  
risha.arini@gmail.com

### **ABSTRACT**

Writing skill is considered to be more complex and difficult to learn. Students's skill in writing is still low. The students get difficult to develop their ideas because based on the research, most of the students do not have any vocabularies to write and they cannot develop the contents of the story. So, it is very important to help them in increasing their ability in writing. The objective of this research is to find out wheter using animated video as medium in writing narrative text is effective or not. This research is conducted at SMPN 1 Tarik Sidoarjo. The researcher used experimental design. The sample of this research was the eighth grade students with total number was 68 students. The subject were VIII-C as the experimental class and VIII-D as the control class which each class consist of 34 students. It was gotten by random sampling. The data collection used test (try out, pre-test, and post test) as instrument to measure the the output of the students. From the data output that was accounted by using T-Test ( $\alpha= 5\%$ ), the result of data analysis is  $t_{count} = 5.424$  and  $t_{table} = 2.032$ , so  $t_{count} > t_{table}$ , it means that  $H_0$  is rejected and  $H_1$  is accepted. From this research, it can be concluded that there is significant difference between the students who are taught by using animated video and those who are not taught by using animated video.

Keywords: effectiveness, animated video, writing narrative, narrative text

In the process of formal teaching of four basic language skills namely listening, reading, speaking and writing in school, writing tends to be considered as the most important skill to master. Byrne (1983) assumes that writing skill is important and paradoxically to learn, we can only improve our spoken language by writing. To make a good writing is not easy for students. Besides that, writing also can be a tool for students to express their feeling, ideas, or opinion. So, students can make the best writing based on own feelings and ideas.

Writing skill is more complex and difficult to teach, not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing the researcher need visual aid to help solving the problem. As a means of communication, language consists of form and meaning. Forms of language can be divided into some elements, such as words, phrases, clauses, sentences, paragraphs, and even at a higher level called discourse or text. To make a good writing students need to go to through several such as prewriting, planning, writing and revising drafts, and go to the final writing. It takes time to compose a piece of writing. According to Hedge (2000), writing is a gradual activity and the methods how to make a good writing must involve stages like setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Therefore, students require process, practice and some steps to be able to write and become a good writer.

For the reason, variations in teaching writing in needed. The teachers should find a method or effective media to encourage students' interest and to build their self confidence in writing. Lynne (2001) believes that one of the main factors of English that can achieve the goal of teaching learning is students' interest. Therefore, animated video is used as medium to

help the teacher to increase students' motivation in learning writing. Animated video allow the students a look at situations far beyond their classrooms. Students not only can hear language but also can see the situation that happens in the story, so students try to rewrite the story in the video. Reyes (2011) believes that visual aid like movies or videos are a break the norm and it can give students authentic listening practice.

## 2. Formulation of the Problem

This research is conducted in order to answer the following questions:

1) Is there any significant difference in the students' ability of writing narrative text between the students who are taught by using animated video and the students who are taught without using animated video?

## 3. Method

This present research employed a quantitative approach design. This research was to identify the effectiveness of animated video to increase students' ability in writing narrative text. The researcher used an experiment method. It typically involves two classes: an experimental and control class with receives the different treatment. This research used design pre test-post test. According to some linguists, they are Louis Cohen, Lawrence Manion and Keith Morison and also Arikunto (2004: 125). They have same opinion that the design of the experiment can described as follows:

Experimental	01 (pretest)	X (treatment)	02 (posttest)
Control	03 (pretest)	Y (without treatment)	04 (posttest)

Then, the whole design of this quantitative research was conducted since the research designed which consist of the clear background of the research, the relevant supporting theories, data collections, data analysis, and the conclusions.

## 4. Theoretical Overview

Writing tends to be considered as the most important skill to master. According to Walters (1983: 17), he states that writing is one of skills that is the most difficult and last skill to learn for the students. If the students cannot transfer their idea from their brain, we can consider that they cannot make a good writing. There are many considerations that should be taken on how to teach and what to teach writing. According to Kreidler (1965: 1) states that one of factors that can be useful to the language teacher is visual aid because it can create situations which are outside the classroom walls, introduce the students to unfamiliar cultural aspects, give reality to what might be misunderstood verbally by the students, change situations quickly and easily in a drill and also provide decoration for the classroom. In another opinion, he said that:

Using any kind of method has goal to give the students the opportunity to express their own idea, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way

to enables them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

Hedge (2000), writing is a gradual activity and the methods how to make a good writing must involve stages like setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Therefore, students require process, practice and some steps to be able to write and become a good writer.

Reyes (2011) believes that visual aid like movies or videos are a break the norm and it can give students authentic listening practice. One scene can be used as the basis for skills practice which includes grammar, listening, speaking, writing vocabulary, and pronunciation.

There are many factors which can make children understand well about the text when they are asked to make a good writing. Animated video as teaching media can be used in writing class. It will give the advantage of writing process in prewriting stages. Prewriting become an important stage because most of students still get difficulties in beginning writing process, which is in the generation of ideas. Animated video can help students to improve their ability in English especially writing. animation. Another aspect of using animations in language classrooms is that they make the language courses suitable for students with different learning styles.

From animation video the students learn some elements of narrative text such as characters, dialogues, plots, conflict and climax. By using animation video, it makes students understand the generic structure of narrative text because it shows real images and plot or simple story and they provide contextual clues to the meaning of written narrative.

## 5. Finding and Discussion

### Calculation of Writing Narrative Text by Using Animated Video of Experimental and Control Class

#### 1) Realibility Test

The researcher used formula the realibility of Cronbach's Alpha by using SPSS 16.00, it shows that the scale of alpha is 0.869. It means that the instrument that was used in this research could be categorized into very reliable instrument.

#### 2) Normality Test

The researcher used to examine the normality of the test is *Kolmogorov-Smirnov* by using SPSS. It was gotten from pre test and post test score that taken from experimental and control class. If index that we get is  $(P) > 0,05$  ( $\alpha$ : 5%), so the data in this research is normal distribution (Nurgiyantoro dkk, 2004: 118). The hypotheses for normality test are:

- a.  $H_0$ : Data is in normal distribution
- b.  $H_1$ : Data is not in normal distribution

Table 1: The resume of normality test result

Class	P	Information
-------	---	-------------

Pretest of Experimental Class	0.142	P > 0.05 = Normal
Pretest of Control Class	0.381	
Posttest of Experimental Class	0.554	
Posttest of Control Class	0.680	

Based on the hypotheses above shows that the data is in normal if  $H_0$  is accepted. In this case,  $H_0$  is rejected if significance value is lower than 0.05 ( $\alpha = 5\%$ ) while  $H_0$  is accepted if the significance value is higher than 0.05.

The table above showed that index which had been gotten from data normality test of pretest from experimental class was  $0.142 > 0.05$  ( $\alpha: 5\%$ ) and  $0.381 > 0.05$  ( $\alpha: 5\%$ ) from pretest of control class. While normality test of post test data in experimental class was  $0.554 > 0,05$  ( $\alpha: 5\%$ ) and  $0.680 > 0,05$  ( $\alpha: 5\%$ ) from post test of control class. Because the calculation of index was  $> 0,05$  ( $\alpha: 5\%$ ). It means that  $H_0$  is accepted and  $H_1$  is rejected. so the conclusion of the data of this research was **normal distribution**.

### 3) Homogeneity Test

In this study, the homogeneity of the test was measured by comparing the obtained score  $F_{count}$  with  $F_{table}$ . So, if the obtained  $F_{count}$  meant that the variance was homogeneous. This following table is the resume of homogeneity of the test based on SPSS 16.00 Independent Sample Test.

Table 2: The resume of homogeneity test result

Class	$F_{count}$	$F_{table}$	P	Information
Pretest of Experimental Class	1.674	2.032	0.159	$F_{count} < F_{table} =$ Homogen
Pretest of Control Class				

Table above shows that  $F_{count}$  that taken from variant homogeneity of pretest from two classes is 1.674. The  $F_{count}$  is smaller than  $F_{table}$  (2.032) so it means that the pretest from two classes is homogeneous. To see a complete calculation, please read the appendix.

### 4) T-Test

The T-Test technique was used to analyze the significant difference of the students' ability in writing narrative text before and after using animated video, the researcher used paired sample T-Test through SPSS 16.00 to analyze the data.

The hypotheses formula of the T-Test are:

- a.  $H_0$ : If the  $t_{count}$  is lower than  $t_{table}$ , it means that there is no significant difference between the students who are taught by using animated video and those who are not taught by using animated video.

- b.  $H_1$ : If the  $t_{count}$  is higher than  $t_{table}$ , it means that there is significant difference between the students who are taught by using animated video and those who are not taught by using animated video.

Table 3: The resume of T-Test calculation from the result of scoring the experimental and control post-test.

Class	Mean	$t_{count}$	$t_{table}$	Df	P
Experimental	76.38	5.424	2.032	33	0.005
Control	60.17				

Based on the hypotheses above shows that  $H_0$  is accepted if the  $t_{count}$  is lower than  $t_{table}$ , it means that there is no significant difference between the students who are taught by using animated video and those who are not taught by using animated video. While,  $H_0$  is rejected if the  $t_{count}$  is higher than  $t_{table}$ , it means that there is no significant difference between the students who are taught by using animated video and those who are not taught by using animated video.

After calculating the data based on the calculation of SPSS 16.00 above, the  $t_{count}$  is 5.424. After being consulted by  $t_{table}$  in significant level 5% and df (33) is 2.032, the  $t_{count}$  is higher than  $t_{table}$  ( $5.424 > 2.032$ ). It means that  $H_0$  is rejected and  $H_1$  is accepted. From this case, the researcher can conclude that there is significant difference between the students who are taught by using animated video and those who are not taught by using animated video.

## Discussion

In this part, the researcher analyzed the data that had been collected and then described the result of the research. In the first meeting of the two classes, the researcher gave try out test, then a pre test for students without any explanations about narrative text. Almost of the students found it difficult to write on the blank paper and said that they did not have any ideas.

In the second meeting (treatment process), the researcher gave different learning process to the two classes. The control class was taught without animation video. So as usual, almost of students could not focus and pay their attention to the researcher's explanation. They felt bored because the researcher used traditional method to explain the story. The researcher only used lecturing method and presentation by using LCD as media of slide presentation in teaching. On the other hand, the experimental class (it was taught by animation video medium) the students were more enthusiastic and more interesting in learning process. They were happy in studying because there were new learning process.

In the last meeting, after the treatment was given, the students of experimental class were easier to write than control class in doing the post test. It happened because animation video's medium could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class.

After doing this research, the researcher has conclusion that using animation video as medium to increase students ability in writing narrative text can motivate students to engage

in language learning. One of famous linguist, Harmer (2001: 282) has an opinion that video is one of visual aids that can be used in writing class. It can make the students feel happy when the are studying in the class. It also has another advantages, it can also be used to create situation for writing classes more clearly, that the students have big motivation and enthusiasm in teaching learning process in writing class.

In a short time, the animation video medium is good method in developing writing narrative text. It is proven that the writing achievement in the experimental class is increased.

## 6. Conclusion

Based on the finding and discussion in chapter IV, it could be concluded that the use of animated video as medium in the teaching writing narrative text was effective. It was proved by the obtained score of t-test. The  $t_{count}$  is higher than  $t_{table}$  ( $5.424 > 2.032$ ). It meant that  $H_0$  was rejected and  $H_1$  was accepted. And the conclusion is there was a significance difference in the achievement between students in class VII-C who were taught by using animated video medium and students in class VII-D who were taught without using animated video as a medium. The average score of experimental class was 76.38 and the average score of control class was 60.17. It meant that the experimental class (class VII-C) was better than the control class (class VII-D).

The students in experimental class are more enthusiastic and more interested in the teaching learning process because the researcher used animation video medium in her explanation. After using the animation video medium, the students can understand about the story that is delivered by the researcher. They get new vocabularies, learnt about how to construct a sentence grammatically and arrange the events in the story. Different from control class, the researcher finds that there is no significant improvement of students' writing skill in class which does not taught by using animation video. It can be proved by pre test to post test mean of control class (46.02 to 60.17). It could happen because the researcher used traditional method when explaining the materials by verbal explanation, so that most of students were in their own business and they did not pay attention to the researcher because they felt bored in the classroom. The students were not enthusiastic in learning process.

In other word, the use of animation video medium makes students can write easily. The students feel happy and enjoy in learning process and they can share their ideas enthusiastically in the form of writing.

## REFERENCE

- Ambarwati, Mega, Desi. 2014. *The Application of Socio-Drama Method in Teaching Reading*. Surabaya: University of Muhammadiyah Surabaya.
- Ary, D. 1985. *Introduction to Educational Research*. New York: CBS College Publishing.
- Arikunto, Suharsismi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik* (Edisi Revisi VI). Jakarta: PT Rineka Cipta.
- Arikunto, Suharsimi. 2009. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. 2011. *Media Pembelajaran*. Jakarta: Rajawali Pers
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language pedagogy*. New York: Longman.

- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press
- Harmer, Jeremy. 2001. *The practice of English Language teaching 3rd Ed.* Pearson Education. Longman:
- Harmer, Jeremy. 2004. *How to Teach Writing*. London: Longman.
- Hornby. 1974. *The new Grolier Webster internatioanal dictionaryof current English*. New York: oxford University Press.
- Hornby, AS. 1995. *Oxford Advanced Learners Dictionary*, Oxford University Press: Great Britain.
- Kreidler, Carol, J. 1965. *Visual Aid for Teaching English to the Speakers of Other Languages*. Washington D.C : Center For Applied Linguistics.
- Perkasa, Aria, Ganda. 2014. *Teaching Reading Comprehension By Using Flash Media Animation in The Eihghth Grade At Elkisi Junior High School Mojokerto*. Surabaya:University of Muhammadiyah Surabaya.
- Puspitasari, Retno Ayu Murwani. 2007. *The Use of Animation Movies Developing for Students' Writing Skill of Narrative Texts (A Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year 2006/2007*. Semarang: UNNES .
- Setiawan, Darma. 2011. *Using Animated Video to Teach Writing Narrative Text to the Eighth Grade Students of SMP 1 Dasuk*. Surabaya: UNESA