IMPROVING STUDENTS’ WRITING ACHIEVEMENT IN NARRATIVE TEXT THROUGH ANIMATION MOVIE AT THE FIRST GRADE OF SMKS BM SINAR HUSNI 1

M meningkatkan Prestasi Menulis Siswa pada Teks Naratif Melalui Flim Animasi pada Siswa Kelas 1 SMKS BM Sinar Husni 1

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Abstract: This research was motivated by the fact that some of the teachers still used this method to teach. The use of animated film media can be used as a teaching medium for teachers, especially in learning to write narrative text. This study aims to answer the following questions: (1) How is the implementation animation movie in teaching narrative text at class X AK 1 students of SMKS BM Sinar Husni 1 Helvetia?, (2) How is the ability of X AK 1 students SMKS BM Sinar Husni 1 Helvetia in writing narrative text before and after using animation movie?, (3) How can animation movie improve students’ achievement in writing narrative text?

Keywords: Writing Narrative Text, Animation Movie Technique

1. INTRODUCTION

The Background of the Problems

Language is very important because it was used by people around the world to communicate each other. Now a days, English has become a global or international language therefore english is very important in human activities. In this globalization era which is an era that full of challenges and competition where proficiency in speaking and writing in
English is mandatory.

In English, writing is considered as one of the most necessary skill, because it categorized as productive skill that makes students should be able to produce their ideas and put it to written form. One of necessary aspect in teaching language is teaching writing to students because we know that writing has purpose to deliver a message or any kinds of information that transfer from taught into a language.

Writing skill is considered as one part of language that is difficult to master by students. Students faced many troubles in writing, and one of them is creating their opinion and ideas. Therefore, this is one of the reason why teachers should teach in the right way, it because teachers need to give students understanding about how to organize their ideas into written form. To achieve this goals, students should be given a lot of practice in writing.

Based on the writer’s observation at the state Senior High School (SMK BM Sinar Husni Helvetia) and after interviewing the English teacher, it was revealed that the students of tenth grade faced difficulties in writing. Most of students said that English class was boring and made them confused. Based on the problem, it could be stated that the teachers did not teach writing well so the students did not know how is the strategy to write well.

**The problem of the Research**

The researcher formulated the matter as follows: “Does the use of animation movie significantly improve the achievement of tenth grade students in writing narrative paragraph?

**The objective of the Study**

This study has an objective to find out whether the application of animation movie can improve the achievement of tenth grade students in writing narrative paragraph.

**The Scope and Limitation of the Research**

In teaching English, there are some media which can be used by teachers. Related to its function that media can be an effective way to teach English since it can give much information which can motivate students to master some language skills, one of those skills is writing. The researcher focused the study only on the application of animation movie in teaching writing narrative paragraph to X grade students.

**The significance of the study**
The researcher expects findings of the research can give benefits to readers both theoretically and practically. Theoretically, the research results are expected to:

1. Expanding the horizon on theories of language learning
2. Adjusting the theories on second language learning
3. Future researcher can use this research result as a reference if they want to conduct a research associated with English writing.

Practically, the research findings give benefits for:

1. Providing new information about the application of animation movie in teaching writing a narrative paragraph.
2. While writing narrative text this research expected can improve students’ achievement and gave motivation to students so they would not be passive students in writing class.

2. REVIEW OF LITERATURE

Theoretical Description

According to Hyland (1996: 9) he said that writing is a way of sharing personal learnings and writing courses that emphasize the power of the individual to construct his or her own views on a topic. Meanwhile, Woodman and Adler state (1985: 7) explained that writing is where the dynamic process between thoughts and words.

Text type

According to Feez (1999), text is a variety of languages brought together cohesive through meaning. Meanwhile, Anderson (1997: 1) states that text was created when sentences are put together to become a meaning. Choices about which words to use and how they can be put together into a meaning.

Narrative

Definition of Narrative

According to Knapp and Watkins (2005: 221) because narrative genre has become a popular genre, therefore the genre of narration is one of the most generally read, it easy to understand, event there is a reliance that write naturally when they write narrative paragraph.

Dirgeyasa (2014) also adds the function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different way.
Narrative scaffold

Here is the narrative scaffold which has function a guide to forming a narrative text. Derewianka (1990: 32) states that to build a narrative is:

1. Orientation
   The set scene in which the writer tells about when the story happened, introduce the participant of the story who and what is involved in the story.

2. Complication
   Tell the beginning of the problem which lead to the crisis or climax of the main participant, the complication can be one or more.

3. Resolution
   This is the closing of the story where all the complication is solved to get the conclusion of the story.

Writing Teaching Method

Writing is difficult to teach because it is not just writing on a piece of paper. There are at least 5 components stated by Harris (1969: 68-69) in his book Testing English as a Second Language. These components are:

First about content. Must be consistent between the writing and the ideas expressed. Second, the form used. It's about content organization. Third, setting the grammar language and syntax patterns. The fourth is about style, this is related to the choice of lexical structures and items so that they have a certain tone or feel to the writing. The fifth is about mechanics, the use of language graphical conventions.

An important factor in learning to write is that students must jump directly so that the learning experience is permanent. While at the same time honing and expanding writing skills, there must be a genre approach. The teacher must explain what skills he is trying to develop.

Media

Movie media has its own role in the teaching and learning process. Movie is a device for transferring some information from teacher to student. The use of mediamovie is very helpful to create an effective and efficient process because it invites student interest.

Kemp (1977: 73) says that the media is a tool that can motivate students and can explain and describe the content of subjects effectively. So that students are motivated to learn something and clarify the content of a subject. In addition, Hamalik (1985: 23) defines
media as tools, methods and techniques used so that communication and interaction between teachers and students is more effective in the teaching and learning process.

Movie

Definition of Film

Movies are an increasingly popular pastime. By combining English learning with film effectively, students' interest in English will be highly stimulated.

Summer (1992: 476) film is a collection of various stories that are used in the camera to take photos or moving pictures for cinema, stories, games etc. Recorded on the movie as a connected series. a cinematographic image projected on the screen. Coulson (1978: 622) films are stories, events, and others. Films are works that combine stories, scenes, history, events, as well as music. Films can also be used as an alternative method in learning to write narrative texts, a new experience in the classroom that is very different from usual.

Teaching Writing by Movie

Advantages of Movie in Teaching Writing

Harmer (2002: 282) states that the advantages of using film in teaching and learning process are :

1) Seeing language- in – use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues.

2) Cross –cultural awareness

A film uniquely allows student to looks at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical Britis body language when inviting someone out, or how American speaks to waiters

3) The power of creation

When students make films as a medium in teaching and learning, students will have the potential to create something memorable and fun.

4) Motivation

Some students showed interest when they studied with movie media, and this time it was combined with interesting assignments.
There are some procedures that did in this study. Firstly, this study was started from observating and identifying the matter in the field. Secondly, the writer and teacher together invented some solutions to break the matter that faced in the field. Then, the action was carry out. To achieve the goal of the research, the researcher applied the teaching media in students’ writing class.

3. RESEARCH METHODOLOGY

Research Design

Classroom Action Research (CAR) was applied in this study. Classroom Action Research utilized in accordance with the goals of the study to improve the result of students’ achievement in writing narrative. It helped teacher to be more aware of the process involving steps of acting, planning, observing and reflecting with each for these activity being systematically and self critically.

Research Subject

The subjects of the study were taken from the first year students of SMKS BM Sinar Husni 1, academic year 2020/2021. The participant of that class consist of 36 students.

Research Procedure

The research gave some requirements to the school in order to get research permit from the school. Thereafter, the researcher investigated the students’ base knowledge by asking and giving opinion. In conducting the classroom action research, the steps in gathering the data was conducted in to two cycles.

Cycle I

The first cycle was started by introducing activities that would be do in teaching writing. This cycle has aim to understand the problem that faced by the students during teaching and learning process mainly in writing.

1. Planning
   Planning is the preparation and argument of the activities which going to be done during the research.

2. Action/ Implementing
Action is the process of implementing the all of the things which is decide to be used. In this stage, the writer did what he has already had in his planning: including the pre-test in Cycle I

3. Observing

Observation was done when the process of teaching and learning. This was done by the researcher and the collaborator. In supervision, the researcher was supervised and analyzed the whole of the research by using the diary note and note and the collaborator used observation sheet.

4. Reflecting

Reflection is a feedback process from the action that had been done. It is important to help the researcher make division for what to do or revise. The researcher took feedback on teaching learning process from the outcomes of the observation, the emergence of a problem and the cause of problem.

*The Instruction of Data Collection*

Writing test was used by the researcher as the equipment in collecting the data. The researcher asked the students to write a narrative paragraph to get the students writing score. The time given was 60 minutes. Beside that the writer also used interview, questionnaire, observation and diary note. Questionare and interview were used when the researcher wanted to identify. While diary notes were used to record events in every activity.

<table>
<thead>
<tr>
<th>No.</th>
<th>Instruments</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation for teachers and students</td>
<td>Field notes, response sheets</td>
</tr>
<tr>
<td>2</td>
<td>Interview guidelines</td>
<td>Interview transcripts, interview records</td>
</tr>
<tr>
<td>3</td>
<td>Scoring Rubric for the pre-test and the post – test</td>
<td>Test scores</td>
</tr>
<tr>
<td>4</td>
<td>Camera</td>
<td>Photographs</td>
</tr>
</tbody>
</table>

*Cycle II*

After conducted a research in the first cycle, the researcher found that there were some aspect that should be repaired. A media was used by the researcher as a way to make the teaching and learning process be more effective. In this second cycle, the researcher
changed the plans appropriate to the students’ needs, did it in action, observed its process and reflected its result as consideration for the next cycle.

1. Planning
   After doing a reflection on the first cycle, the researcher was revised his planning as follow:
   a. Preparing lesson plans for three meetings.
   b. Preparing the topic of current issues which are interesting and challenging for.
   c. Preparing the media namely Malin Kundang animation movie which will be used when doing narrative teaching-learning process.

2. Action / Implementing
   The first meeting
   a. Reviewing students’ achievement in Cycle 1 and giving motivation to the students to study more on Cycle 2.
   b. Asking the students to give comment about what had they learned and the difficulties they might find in Cycle 1.

3. Observation
   The observation was done during the teaching and learning process. This was done by the researcher and the collaborator. In supervision, the researcher was supervised and analyzed the whole process of the research by using the diary note and the collaborator used observation sheet.

4. Reflecting
   In reflection, the writer was evaluated all that had been done, the writer considers about the output of observation sheet, interview, and diary notes.

Technique of Data Collection

In investigation steps, things that did by the researcher is observing the students, take a documentation as the proof of the research, and looking for any informations about the matter in teaching and learning process, this data was taken by interviewing the english teacher and the students that become the sample of research. There are some aims of applying this technique that need to reach by the researcher. Firstly, to know how well the students understand about the lesson, to find out whether the use of animation movie can improve students’ writing achievement in narrative text, to give students a simple way that they can use if they want to write a paragraph and to collect information.
Technique of Data Analysis

Data analysis is the sequence required in this study. Researchers analyzed the data using statistical analysis.

The technique of data analysis was written in some list as follows:

1. Analyze data from observations.
   This study uses an observation instrument to determine student participation. At the end of the observation, it was analyzed by describing the percentage results from the check list using descriptive analysis.

2. Analyze data from the test. After the method was completed, the writer gave a test to assess the results of the students' writing ability in narrative text.

Measuring the Mean

After calculating the percentage of students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average that is obtained by adding the sum off set score and dividing the number of the students.

\[ x = \frac{\Sigma X}{N} \]

Where X : The mean score
   X : The sum off set score
   N : The number of the students

4. RESEARCH FINDING AND DISCUSSION

The Preliminary Study

This research is a classroom action research (PTK) where the use of animated films is to improve students' abilities in writing narrative text. The function of this movie media is to determine the application of animated films in improving students' abilities in writing narrative text in class first students of SMKS Sinar Husni 1 BM Helvetia, especially the class. AK 1 academic year 2020/2021.

Researchers make reflections to analyze the problems faced in each cycle. After that the researcher will compare the results of the pre-cycle test with the results of the next cycle test. The descriptions of the research results in each cycle are as follows:
Pre Cycle

Tuesday, August 18, 2020, the first research was conducted. There are 36 students as participants. The researcher started by doing a pre-cycle. give 30 minutes to do the test. From the results of the study, it was found that the average score of the students in the pre-cycle was 41.7. The score is still too low than the standard score in school (Minimum Completeness Criteria), namely 65. This means that the students' ability to write narrative text is not good. Researchers continue to use other techniques or media so that students are interested in the learning process as well as to improve students' abilities in writing narrative text.

The First Cycle of CAR

In the first cycle, the researcher told the students about the teaching material that they would use in learning writing narrative text. The researcher showed animated film to the students as a teaching medium to break the matter. As a teacher, the researcher handled the students to watch animated movie.

The Second Cycle of CAR

After conducting a treatment in the first cycle, the researcher got some matter that faced by the students so in the second cycle the researcher repeated the activities that did in the first cycle by using the same teaching method. Before acting, the researcher gave motivation to students to make them be more active in writing class.

The researcher conducted a discussion about the answers to the previous film while playing and pausing the animated film to confirm the answer. Then, the researcher discussed the students' narrative writing with the students. After that, students are asked to know the general structure and features of the language in the text.

The outcomes of students’ score in the second cycle was higher than in the first cycle. It means that the treatment was success because students’ ability in writing narrative paragraph were improve. Almost on average students get moderate grades and there are still 8 students who still get poor grades. The results of this cycle still did not reach the standard value, namely 65. Therefore, we decided to continue the research to the next cycle.

Data Analysis

After completing the application of animated films in learning to write narrative text,
the researchers obtained data from each cycle. The data is analyzed to get an increase in each cycle. This can be seen from the results of the test cycle I to cycle III.

Table 2. The Result of Test from the First Cycle until Two Cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Students Initial</th>
<th>Pre Cycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A – 1</td>
<td>60</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>A – 2</td>
<td>49</td>
<td>53</td>
<td>Absent</td>
</tr>
<tr>
<td>3</td>
<td>A – 3</td>
<td>38</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>A – 4</td>
<td>Out</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>5</td>
<td>A – 5</td>
<td>49</td>
<td>Absent</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>A – 6</td>
<td>40</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>A – 7</td>
<td>73</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>A – 8</td>
<td>38</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>A – 9</td>
<td>42</td>
<td>49</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>A – 10</td>
<td>35</td>
<td>45</td>
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<tr>
<td>11</td>
<td>A – 11</td>
<td>45</td>
<td>38</td>
<td>65</td>
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<tr>
<td>12</td>
<td>A – 12</td>
<td>58</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>A – 13</td>
<td>44</td>
<td>37</td>
<td>57</td>
</tr>
<tr>
<td>14</td>
<td>A – 14</td>
<td>Absent</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>A – 15</td>
<td>40</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>A – 16</td>
<td>49</td>
<td>Sick</td>
<td>63</td>
</tr>
<tr>
<td>17</td>
<td>A – 17</td>
<td>52</td>
<td>55</td>
<td>60</td>
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<td>18</td>
<td>A – 18</td>
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<td>A – 19</td>
<td>50</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>A – 20</td>
<td>Out</td>
<td>Out</td>
<td>Out</td>
</tr>
<tr>
<td>21</td>
<td>A – 21</td>
<td>34</td>
<td>44</td>
<td>70</td>
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<tr>
<td>27</td>
<td>A – 27</td>
<td>48</td>
<td>50</td>
<td>68</td>
</tr>
</tbody>
</table>
From the data above, it can be concluded that there are differences in students' abilities in writing narrative text after applying the movie method using animated films in each cycle. In the pre-cycle, the average was 41.7, indicating that the students' writing score of narrative text was not good. It can be seen from their writing. These scores have not reached the standard value and many of them have poor marks. Then the research continued to cycle I.

In this cycle, their writing narrative is better than before, especially in exploring ideas, the average score is 50.75. This shows that the mean has increased but has not reached the standard score. So the researchers decided to hold cycle II.

The animation film method can also improve students' writing in the teaching and learning process. This can be seen from the results of the observation checklist which are summarized in the table below:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Pre Cycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>77.7%</td>
<td>86.75%</td>
<td>99.1%</td>
</tr>
</tbody>
</table>

Based on the results of observations that have been made, pre-cycle activities have a percentage of 77.7%. In this cycle most students are passive during learning.

**Findings**
The journal aspect consist of observation and analysis, emotional response and future action. There were 4 meetings total in this research. Both cycle were did in 2 meetings. In the observation and analysis the students made a noise in each cycle. Many of them asked the researcher to translate text into english.

Discussion

The researcher revealed that the movie succeeded in improving the students’ writing in narrative text. It was shown by the research findings in the cycle one that students’ writing was still bad in the cycle, it could be seen from the mean score of the students only improved 41.7% form pre test until post test. for the students post test, only 36 students or 65% who passed the KKM.

In cycle two, the students’ mean score in post test was 1.983. it means the students’ mean score improve 55,1% from pre-test until post-test 2 in the cycle 2 there were 36 students or 65% who passed KKM.

5. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of the research that has been explained above, the researcher concluded that:

1. The application of the animated film method in learning narrative text. The researcher explains to the students about the purpose of the narrative text, the general structure and characteristics of the narrative text language. Then then introduced animated films to students and presented how to write narrative text based on the animated film.

2. Students ‘ability X AK 1 Students' ability in writing narrative text is still lacking. This can be seen from the results of the pre-cycle test. The mean of the pre-cycle test was 41.7.

3. Animated film given by researchers can improve the ability of class X AK 1 SMKS Sinar Husni 1 BM in writing narrative text because it attracts and motivates students.

Suggestions

The application of animated films in learning to write (narrative text) shows success,
there are several important things, namely:

1. Teachers of English subjects must be able and able to develop movie techniques in teaching students to attract learning interest in studying these subjects.
2. Students must be serious and pay attention to the teacher's explanation in the teaching and learning process, in order to better understand.

REFERENCES


