

**The Effectiveness of Using Animated Films on Improving Students' Writing Skill of Narrative Text of The Eighth Grade of Mts Al-Hadi Girikusumo Mranggen**

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**ABSTRACT**

This final project was based on research which attempted to examine the Effectiveness of Using Animated Films in Improving Students' Writing Skill of Narrative Text. The main objectives of this research was to find out whether the use of animated film can be effective in teaching writing narrative text to the students of Mts Al-Hadi Girikusumo Mranggen. This research was a quasi-experimental research. The population of the final project was limited of the eighth grade students of MTs Al-Hadi Girikusumo Mranggen in the Academic year 2014/2015 in the second semester. There were 40 students as the sample. They were divided into two groups and they did three types of activities; pre-test, treatment, and post-test. The data were collected through a writing test. The analytical score based on the elements of writing processed the data analysis. The result of t-test in post-test shows a significant difference in the achievement between two groups. From the calculation enclosed the mean of post-test of the experimental group was higher than the control group that was  $60.5 > 39.6$ , it means that the achievement of the experimental group was higher than the control group. Based on the data analysis, the researcher concludes that the strategy of using animated films in teaching narrative text writing seemed to be applicable for the eighth grade students of MTs AL-Hadi Girikusumo Mranggen in academic year 2014/2015, since the strategies also help students to solve their problems in writing a text. The researcher suggests that English teacher use this method as an additional method to anticipate students' boredom during writing class. In additional, this method improved students' fluency in writing English because it was used to write the history.

**Keyword:** *animated films, narrative text, writing skill*

**Introduction**

Language plays the main role in language learning curriculum for developing intelligence, social, and secondary school is designed for emotion of students. Language is also a preparing students to achieve key to learn any other subjects. communicative competence which Remembering this role, the 2006 covers the five components (Celce and English curriculum states that a Murcia, 2004) containing (1) discourse

competence relating to many kinds of text; (2) actual competence referring to speaking and writing skill; (3) linguistic competence referring to grammar and vocabulary; (4) socio-cultural competence referring to formal and informal language; and (5) strategic competence relating to the way how to start the conversation. In this curriculum, language learning process is carried out by providing students with reading and writing skills which are suitable for the levels of education.

Language subject should be conducted in a continuum that derives from spoken texts into written texts in which language learning is aimed for developing the nation's literacy level. Based on the information stated in the 2004 TEFL Junior and Senior High School syllabus students should master the discourse or many kinds of the texts. In addition, they are expected to produce coherence and cohesive texts which are communicative and arranged structurally in an appropriate language. This statement indicates the importance of writing skill in order to develop communicative competence.

Practically, many teachers and students always find the difficulties in improving writing skill. Teachers tend to ignore teaching writing in classroom and many students consider writing as a

complex skill that is difficult to acquire and to be taught by teachers. There are several reasons why writing is considered as the most difficult skill than other skills like listening, speaking and reading. The first reason comes from Byrne (1979) in Mansyur (2002:18) who categorized three problems found in improving writing skills as follows:

a. Psychological problems

Writing as one way communication can not give feedback to the writer because there is no physical interaction between writer and his readers.

b. Linguistic problems

To write something, the writer needs the ability to communicate his ideas into words by choosing the right sentence structure that will be understood well by the readers. Writer should also master the written form of language which are different from spoken language and infrequently used in speech.

c. Cognitive problems

Writing is learned through a process. Writer should have the ability to organize their ideas into a piece of writing.

Another reason why writing is difficult for ESL students, Alwasilah (2001) states the students always face a

problem in finding ideas to write and they do not know what to do if they want to start their writing. Many students also feel frustrated when they could not find the appropriate word.

Due to the reasons above, it is important to find out the solution for solving our writing learning problems and to develop our students' motivation in writing their ideas. Furthermore we could ignore the judgment, "that writing is not learnable". One of the ways to solve the problems in developing writing skills is through practice of writing. Teachers should motivate students to keep on writing but it is not a simple job. Teachers should create a good and interesting teaching method that can make students consider writing as an

## **Review of Related Theories**

### **Writing**

People can express our ideas in arrangement of words and also the writing process, they are thinking about the topic, organizing the ideas, grammar for writing, writing a draft, revising and editing.

Writing is very complex subject, because it involves not only structure but also diction (the choice of words), vocabulary and the organization of thought.

interesting subject and motivate them to write more and more. Many researchers argue that creating innovative teaching aids will be more effective in attracting students' interest to learn. Based on the problem explained above, the statements of the problems were formulated as follows:

1. To what extent is writing narrative skill of the students who are taught using animated films?
2. To what extent is writing narrative skill of the students who are taught without using animated films?
3. Is there any significant difference of writing narrative skill between the students taught using animated films and those taught without using animated films?

Based on Nababan (1988), generally, the students find some obstacles in writing. They are as follows:

1. They possess a limited knowledge of the language.
2. They possess a limited experience in reading.
3. Their vocabularies are poor.
4. There are wide differences in cultural backgrounds.
5. They possess a limited knowledge, transition words, connector adverbial of time, place and manner, and other

important writing elements of English.

6. They have not studied how to write a composition. Many are shy about writing either because believe that they did not know how to express themselves.

### **The Definition of Media**

Media are components or elements in students' environment that can support students to study and attract the students' motivation. Media make education effective in the manner of students learning spirit increasingly. By using the media, students will get new experience and they will be active in learning. Beside that, students will also get more motivation and more be interested with the learning process.

Media enable students to study well because it plays a role as a bridge between students' motivation and achievement. In the classroom, a teacher shares many items of materials in most situation and teacher should seek the aid of teaching learning to determine what media are available. It is important that teacher should learn how to use and care of media.

### **General Concept of Film**

Film is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies or films,

are one of the most popular forms of entertainment.

A film is one 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 in writing class. (Harmer, 2001:282).

### **Animated Film**

Animated films are distinguished from live action ones by unusual kinds of work that are done at production stage. Animated films do not do continuously filming outdoor action in the real time, but they create a series images by shooting one frame at a time.

Animated film is the illusion of motion created by consecutive display of images or static elements. A film production, this refers to techniques by which each frame of a film is produced individually. There frame may be generated by computer or by photographing a drawn or painted image, and then photographing the result with a special animation camera. When the frames are strung together and resulting film is viewed, there is an illusion of continuous movement due to phenomenon known as persistence of vision.

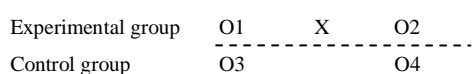
### **The Definition of Narrative Text**

Anderson (1997:8) states that a narrative is a story tells a story and, in doing so, entertains or informs the reader or listener. Moreover, Narrative is used to amuse, entertain, and deal with actual experience in different way. Narrative deals with problematic events which lead to crisis or turning point, which in turn finds a resolution.

**Research Methodology**

Research design contains everything that has purpose to get many information about students. In this research had purpose to know the achievement of students' skill in writing that was taught by using animated films.

In this research the researcher used the experimental research. In this research of the study, there were two groups. One of group was called as an experimental group, which was given a treatment through teaching narrative text with animated films, and another group was called as a control group, which was not given a treatment through teaching narrative with animated films. Next, both of groups were measured with the test, there were two tests given, pre-test



O1 & O3 : Pre-test  
 X : Treatment  
 O2 & O4 : Post-test

From definitions above narrative is a kind of story tells us about something interesting that has purpose to amuse or entertain the readers or listeners. Narrative is divided into three parts. Those are orientation, complication, and resolution.

and post-test and the results were compared. The design of the research is as follow:

Before starting the research, the subject of the study was determined. It contains the population, sample and technique of sampling.

**1. Population**

We can find that population is number of people living in a particular country, city, etc (Hornby, 2008: 341). But in research, according to Bungin (2010: 99), “population constitutes totality (universum) of the object of research that consist of human, animals, plants, air, tendency, value, event, attitude, and so forth, so these objects can be research data sources.” In this research, the researcher chose eight grade students of MTs Al-Hadi Girikusumo Mranggen by 135 students as population.

## 2. Sample and Sampling

Arikunto (2006:131) says that sample is a part of number of the subject that is investigated. Based on the definition above, sample is a part of the individuals or subject sample from the population who investigated so sample has to represent the population in this research. The researcher chose two classes from four classes that each class consisted of 20 students. The two of classes were chosen as the experimental group and control group. So, the researcher took 40 students as sample from 135 students.

It was meant the sample was 29,7% from population.

The researcher used a test to get the data. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). The researcher only gave pre-test and post-test to both experimental and control group. To get the data, pre-test and post-test were given to the students. The test was written test which used guided-writing test. A well-organized paragraph with clear transition words has scrambled.

## Findings and Discussion

This chapter presents the research findings and the discussion of the findings. It presents the aim of this research that is to analyze the animated films applied as a method of teaching narrative text. In this chapter, the result of research is analyzed completely, starts from data description, hypothesis testing, and discussion.

The result of the calculation shows that t-value is 12,43. The researcher used table significant 5% with df (20-1=19). The t-table is 2,09. It implies that obtained value is higher than t-table, so the hypothesis which says animated film is effective to teach narrative text at the eight year students

of MTS Al-Hadi Girikusumo Mranggen (Hi) is accepted.

The students consider that learning written English is the most difficult one compared to the other skills. Some of students do not have a feeling of need for written English, and they feel bored with monotonous techniques in writing class.

So, the teacher has to make the students follow the lesson happily and avoid their opinion that writing is more difficult than the other English skill. The teacher has to strive to find out and use the most appropriate method of teaching so that the students' motivation in learning written English can be aroused.

### **The students' skill to write narrative text**

The first purpose is to find out the students' skill to write narrative text. In the pre-test, the means of the control group and the experimental group were relatively the same. The result of t-test showed that there was no significant difference in the achievement between the two groups. It could be said that the writing ability of the two groups was same. And before doing post-test, both of groups got treatments. And the treatment was different for both of groups, that is control group was got a conventional treatment with the results of pre-test and post-test were there no significant, the mean of pre-test score is 39,35 and the mean of post-test score is 39,6. And there were significant for the experimental group which used animated film method, the mean of pre-test score is 41,85 and the mean of post-test score is 60,5. There is significant different between pre-test and post-test.

### **The Effectiveness of Using Animated Films in Improving Students' Writing Skill of Narrative Text of the Eight Grade of MTs AL-Hadi Girikusumo Mranggen in Academic Year 2014-2015**

The second purpose is to identify the effectiveness of using animated films

in improving students' writing skill of narrative text of the eight grade of MTs AL-Hadi Girikusumo Mranggen in academic year 2014-2015. After receiving the different treatments, the mean of the experimental group was higher than the control group that is mean of experimental group is 60,5 and mean of control group is 39,6. It could be said that the writing ability of the experimental group was higher than the control group. The result of t-test showed that there was a significant difference between students who were taught narrative text writing using animated films and students who were taught narrative text writing without animated films, so its means that animated films as a technique for teaching narrative text was effective.

The researcher concluded that the significant difference between the two groups may be caused by different techniques in teaching narrative text with animated films is better than conventional technique.

### **Conclusions**

The research conclusion is presented in accordance with the data which have been analyzed in the

Based on all data analyzed, the researcher concluded that :

1. The students' writing skill in narrative text using animated film is adequate. It can be seen from the mean of students' score of post test (60,5).
2. The students' writing skill in narrative text using animated film is poor. It can be seen from the mean of students' score of post test (39,6).
3. There is a significant difference of the students' writing skill between those taught animated films and those taught without using animated films. The t-table is 2,09 and the t-value is 12,43. The t-value is higher than the t-table, so it can be concluded that there is a significant difference of the students' writing skill between taught using animated films and those taught without using animated films.

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