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The Effect Of The Animation Short Movie On Students' Writing Ability In The Narrative Text In Grade Eight At Uptd Smp Negeri 9 Pematang Siantar

Silvia Torong^{1✉}, Mungkap Mangapul Siahaan², Anita Sitanggang³

University of HKBP Nommensen Pematang Siantar, Indonesia

Email: silvia.torong21@gmail.com^{1✉}

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh film animasi singkat terhadap kemampuan menulis teks narasi siswa di kelas delapan di UPTD SMP N 9 Pematang Siantar. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian pra-eksperimental yang memanfaatkan pre-test dan post-test untuk mengeksplorasi peningkatan dalam keterampilan menulis siswa setelah dihadapkan pada film animasi singkat. Populasi penelitian ini adalah siswa kelas 8 UPTD SMP Negeri 9 Pematang Siantar. Peneliti dengan bijaksana memilih untuk menunjuk 8-5 sebagai kelas kontrol, sementara 8-3 dipilih sebagai kelas eksperimen. Untuk memperoleh data, peneliti menggunakan tes sebagai instrumen. Melalui analisis pengujian hipotesis yang cermat, peneliti menyimpulkan bahwa pada penentuan yang tegas dan meyakinkan bahwa nilai t-hitung melampaui nilai t-tabel ($6,443 > 1,674$). Akibatnya hipotesis alternatif (H_a) diterima, sedangkan hipotesis nol (H_0) ditolak. Konsekuensinya, peneliti menegaskan bahwa pemanfaatan film animasi singkat menghasilkan dampak yang signifikan terhadap kemampuan menulis siswa, khususnya dalam menulis teks narasi.

Kata Kunci : *Efek, Animasi, Film, Penulisan, Narasi*

Abstract

The purpose of this research is to find out the effect of animation short movie on students writing ability in narrative text in grade eight at UPTD SMP N 9 Pematang Siantar. This research employed a quantitative method with a pre-experimental research design utilizing pre-test and post-test to explore the notable improvement in students' writing skills after being exposed to animation short movie. The population of this research were grade 8 students of UPTD SMP Negeri 9 Pematang Siantar. The researchers judiciously chose to designate 8-5 as control class, while 8-3 was selected as experimental class. To acquire data, the researchers utilized tests as instruments. Through meticulous analysis of the hypothesis testing, the researchers concluded that at a resolute and captivating determination that the t-test value surpassed t-table value ($6.443 > 1.674$). As a consequence, the alternative hypothesis (H_a) was accepted, while null hypothesis (H_0) was rejected. Consequently, the researchers affirmed that the utilization of the animation short movie yields a significant effect on students' writing abilities, especially in writing narrative text.

Keywords: *Effect, Animation, Movie, Writing, Narrative*

INTRODUCTION

Language is a fundamental part of human communication. It has been used to express humans feelings and thoughts, both spoken and written. A good ability in using language gives advantages to humans, especially for the students. Students can add their insight and can join the society by making contributions. Language is the most significant human ownership. Thus, language is an important means for the world community to communicate and deliver-receive information.

Indonesia has its own language, Indonesian, which is the primary language used for communication. However, English is also highly valued in the education system in Indonesia. English is considered a foreign language due to the difficulties that Indonesian individuals, especially students, face in learning it. English is widely recognized as a secondary language in many countries and its importance cannot be underestimated. Therefore, it is essential for students in Indonesia to master English in order to succeed in today's society.

English is taught in schools so that students can become proficient in the language. According to Harmer (2007: 265), English is used for reading, writing, speaking, and listening, and is important for effective communication. Writing is a crucial skill that teachers must teach with dedication, as it involves various components that require study and practice. Siahaan and Sinaga (2020: 4) stated that writing is a medium for conveying ideas, experiences, stories, problems and solutions in a simple form that readers can use. Students need to have a clear purpose in their writing and organize their ideas. Budiyantri

(2014: 68) stated that writing helps with learning and improving communication skills, as it allows for precise expression of thoughts and emotions. Therefore, teachers should prioritize teaching and developing writing as an important language skill. Ningsih and Rosa (in Pangestu et al., 2021: 115) also mention that writing is a way to communicate experiences to readers and serves as indirect communication between writers and readers.

In addition, the 2013 curriculum places great emphasis on the importance of developing all facets of language proficiency, including writing, reading, speaking, and listening, in the educational journey. English, as a mandatory subject, is taught for a duration of 45 minutes per session on a weekly basis. Adhering to the curriculum, the instruction of writing is designed to elevate students' mastery in crafting purposeful and effective written communication.

A wide variety of literary genres, such as narratives, news items, reports, procedures, recounts, spoofs, descriptions, reviews, commentaries, discussions, explanations, expositions, and anecdotes should be included in the educational curriculum to help students improve their writing skills. Narratives, in particular, are important as they not only entertain but also allow for exploration of real and imagined experiences. Sudarwati and Grace (in Merindriasari, et al, 2015: 2) suggest that narratives not only inform but also captivate readers. Anderson and Anderson (in Akmala, 2011: 17) further emphasize that narratives aim to enlighten and engage their audience. According to Pardiyono (in Jafar, 2017: 14), narratives play an important role in literature by enhancing written expression. Therefore, narrative texts tell stories to entertain readers. Examples of narrative texts include fairy tales, fables, myths, legends, folktales or folklore, love stories, horror stories, science fiction, and personal experience. The researchers have chosen to focus on folktales, such as the well-known story of Malin Kundang, as they are passed down through generations and become part of a community's tradition.

Students face numerous challenges in learning English, specifically in improving their writing skills. Based on the researcher's internship experience, several obstacles have been identified, including making mistakes while rewriting from the blackboard, struggling to write down dictated words, lack of participation in the learning process, and disinterest in English topics. These problems stem from a lack of vocabulary, inadequate mastery of basic skills, and poor understanding of grammar. Additionally, Alwasilah (as cited in Putra, 2015: 85) also noted that many students struggle with generating ideas for writing and struggle to start their compositions. Therefore, developing writing skills is vital for enhancing thinking abilities and English proficiency.

Hence, it is imperative to surmount these writing challenges. The teacher can employ suitable, ingenious, enjoyable, relatable, and efficacious mediums to impart writing skills within the classroom, enabling students to grasp concepts effortlessly. Incorporating media into the instructional process is important for educators, as it facilitates engrossing and captivating lessons.

There are many effective tools for instructing the art of crafting narrative text, among which lies the exquisite medium of animation short movies. As asserted by Stempleski and Tomalin (in Pangestu et al, 2021: 115), the allure of language is greatly heightened when it is encountered vibrantly through television and film. From this perspective, it can be deduced that students will encounter no obstacles in composing their narrative texts inspired by the animated short movie they have enjoyed watching.

The utilization of animation short movie as a teaching tool for writing skills is a highly effective approach. As Sexton (in Pangestu et al, 2021: 115) suggests, films offer a captivating visual experience reinforcing key concepts and ideas. Since information is often retained in visual form, including pictures and short films becomes crucial in aiding students' retention and retrieval of important ideas from their long-term memory. Therefore, incorporating animation short movies into the classroom setting not only stimulates students' creativity but also enhances their overall learning experience in writing skills.

Multiple researchers have found strong evidence supporting the use of animation movies in teaching writing. Astiti (2012) conducted a research in MAN 2 Yogyakarta using animation movies to teach narrative writing and found that students' writing skills improved significantly. They showed better idea generation, use of language features, and organization of paragraphs. Similarly, Nasruddin (2019) used animated short movies to teach narrative writing in SMK Muhammadiyah 2 Bontoala Makassar and found that it improved students' writing performance, including grammar, mechanics, and structure. This research used a quantitative method to assess students' writing abilities, focusing on the use of past tense and narrative text structure.

In conclusion, incorporating media into the learning process is crucial for effectively motivating students to improve their writing skills. Using animation short movies has proven to be highly beneficial in teaching writing, as it stimulates students to generate and expand their ideas. In this case, the chosen media is an animation short movie focused on enhancing students' ability to write narrative text, particularly in the grammar section. The researchers have emphasized the importance of grammar in writing English, as it greatly influences the validity and quality of a written piece. By successfully utilizing the correct

grammar, including the appropriate tense, students are able to effectively communicate through written language. Therefore, the researchers are interested in conducting research titled "The Effect of Animation Short Movie on Students' Writing Ability in The Narrative Text in Grade Eight at UTPD SMPN 9 Pematangsiantar".

RESEARCH METHOD

This research used quantitative approach and pre-experimental design with pre-test and post-test measures. It aimed to examine the improvement in students' writing skills after they watched the animation short movie. Experimental research is able to effectively show the effects of interventions on different variables in a carefully controlled setting (Sugiyono, 2019: 5). The research focused on one class as experimental group, which received treatment of animation short movie. This research used pre-test to measure students' skills before teaching them with animation short movie. The movie was used as a treatment to improve their writing abilities, and a post-test was conducted afterwards to assess their progress.

In research, population refers to the overall subject being studied, while the sample is a smaller subset chosen for investigation (Arifin, 2014: 88). In this research, the population consisted of grade 8 students of SMP N 9 Pematang Siantar (266 students), and the researchers chose two classes as the sample (8-5 as control class and 8-3 as experimental class) with total of 56 students. The decision to use purposive sampling was driven by the similar number of students from both of the classes. The data analysis steps of this research were including 1) scoring students' writing tests using formula of Jacob et al. (in Reyhan, 2012: 2); 2) calculating mean of variable, standard deviation, and t-test by using formula of Arikunto (2006: 311).

FINDINGS AND DISCUSSION

The assessment of students' narrative text writing involved examination of five crucial aspects: Content, Organization, Vocabulary, Language Use, and Mechanics. These sections served as the pillars upon which students' proficiency in narrative writing is evaluated (Jacob et al. in Ratnaningsih, 2016: 7).

Table 1. Standard Deviation Data of Experimental Class.

No.	Initial	Pre-Test	Post-Test	D	d ²
1	A I R	50	72	22	484
2	A A	50	65	15	225
3	A N A	60	84	24	576

4	AA	65	80	15	225
5	BA	60	80	20	400
6	CLHD	60	80	20	400
7	CHM	45	60	15	225
8	DAT	45	60	15	225
9	DR	50	70	20	400
10	DS	60	76	16	256
11	EKJM	55	75	20	400
12	FM	57	70	13	169
13	FS	58	70	12	144
14	HA	43	60	17	289
15	KRS	65	80	15	225
16	LCD	50	90	40	1600
17	LKS	45	75	30	900
18	MHM	50	65	15	225
19	NRH	55	80	25	625
20	NA	75	93	18	324
21	ON	48	75	27	729
22	RJM	55	65	10	100
23	RH	50	80	30	900
24	SF	65	70	5	25
25	STS	75	90	15	225
26	TES	50	70	20	400
27	YEH	50	75	25	625
28	YSH	50	70	20	400
Na = 28		Ma1 = 55,03	Ma2 = 74,28	Σ da = 539	Σ da ² = 11721

a. Calculating variable's mean of experimental :

$$Ma = \frac{\sum da}{Na}$$

$$Ma = \frac{539}{28}$$

$$Ma = 19,25$$

b. Calculating standard deviation score of experimental :

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

$$da^2 = 11721 - \left(\frac{(539)^2}{28} \right)$$

$$da^2 = 11721 \left(\frac{290521}{28} \right)$$

$$da^2 = 11721 - 10375,75$$

$$da^2 = 1345,25$$

From these calculations, results of experimental are :

- Total students (Na) = 28
- Mean of variable (Ma) = 19,25
- Standard deviation (da^2) = 1345,25

Table 2. Standard Deviation Data of Control Class.

No.	Initial	Pre-Test	Post-Test	d	d ²
1	A S	60	81	21	441
2	A I A	60	70	10	100
3	A R	70	82	12	144
4	D A	54	57	3	9
5	D S L N	60	75	15	225
6	F A S	50	53	3	9
7	F D P	54	64	10	100
8	F W	50	60	10	100
9	G D	55	60	5	25
10	H N P	35	40	5	25
11	J D G	50	76	26	676
12	J E D P	40	58	18	324
13	K A	40	42	2	4
14	M P	70	75	5	25
15	M N	50	57	7	49
16	N D A	60	86	26	676
17	N A	70	85	15	225
18	N S	35	60	25	625
19	R A P P S	50	60	10	100
20	R A P	50	60	10	100
21	R S S	45	50	5	25
22	R F	43	58	15	225
23	R P	40	53	13	169
24	R B R	50	55	5	25

25	S S	40	50	10	100
26	T A	60	64	4	16
27	V F R	35	56	21	441
28	Y T S	50	55	5	25
Nb = 28		Mb1 = 50,92	Ma2 = 62,21	$\Sigma db = 316$	$\Sigma db^2 = 5008$

a. Calculating variable's mean of control is as :

$$Mb = \frac{\Sigma db}{Nb}$$

$$Mb = \frac{316}{28}$$

$$Mb = 11,28$$

b. Calculating standard deviation score of control is as :

$$db^2 = \Sigma d^2 - \left(\frac{(\Sigma d)^2}{Nb} \right)$$

$$db^2 = 5008 - \left(\frac{(316)^2}{28} \right)$$

$$db^2 = 5008 - \left(\frac{99856}{28} \right)$$

$$db^2 = 5008 - 3566,28$$

$$db^2 = 1411,72$$

From these calculations, results of control are :

- a. Total students (Nb) = 28
- b. Mean of variable (Mb) = 11,28
- c. Standard deviation (db^2) = 1411,72

After analyzing the data, researchers had discovered that experimental class showcased elevated mean variable and wider range of values when contrasted with the control class. Before employing the t-test equation, the researchers calculated the degree of freedom (df).

$$df = Na + Nb - 2 = 28 + 28 - 2 = 56 - 2 = 54$$

In addition, several results were discovered as results of these calculations, including :

1. Ma = 19,25
2. Mb = 11,28
3. da^2 = 1345,25
4. db^2 = 1411,72
5. df = 54
6. Na = 28
7. Nb = 28

The researchers derived the t-test value through the utilization of this formula :

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$t = \frac{19,25 - 11,28}{\sqrt{\left[\frac{1345,25 + 1411,72}{54} \right] \left[\frac{1}{28} + \frac{1}{28} \right]}}$$

$$t = \frac{7,97}{\sqrt{\left[\frac{2756,97}{54} \right] \left[\frac{2}{56} \right]}}$$

$$t = \frac{7,97}{\sqrt{[51,055][0,03]}}$$

$$t = \frac{7,97}{\sqrt{[1,53165]}}$$

$$t = \frac{7,97}{1,237}$$

$$t = 6,443$$

This research found a significant difference in writing abilities between the experimental class, which used animation short movies for instruction, and the control class, which used the traditional method. The mean score difference between the two classes was 7.97, which indicates a significant variance. A t-test was conducted, comparing the obtained t-test value of 6.443 to the t-table value of 1.674 at a significance level of 0.05. The obtained t-test value exceeded the t-table value, supporting the conclusion that the use of animation short movies has a significant effect on improving students' writing abilities, particularly in narrative writing.

Testing Hypothesis

The results of this research had uncovered the profound importance of the t-test value, characterized by degree of freedom of 54 and significance level of 0.05. Consequently :

t-test > t-table

6.443 > 1.674

Through analysis of the hypothesis testing, the researchers concluded that the t-test value surpassed t-table value (6.443 > 1.674). As a consequence, the alternative hypothesis (Ha) was accepted, while null hypothesis (H0) was rejected.

Findings

As mentioned before, if t-test exceeds t-table value, it means that alternative hypothesis is accepted. Therefore, researchers concluded that using animation short movie has significant effect on students' ability to write narrative texts. The results of this research are as follows :

1. In experimental class, the lowest score of pre-test was 43 and the highest score was 75.
2. In experimental class, the lowest score of post-test was 60 and the highest score was 93.
3. In control class, the lowest score of pre-test was 35 and the highest score was 70.
4. In control class, the lowest score of post-test was 40 and the highest score was 86.
5. Pre-test mean score of experimental (Ma1) was 55,03.
6. Post-test mean score of experimental (Ma2) was 74,28.
7. Pre-test mean score of control (Mb1) was 50,92.
8. Post-test mean score of control (Mb2) was 62,21.
9. Variable mean of experimental (Ma) was 19,25.
10. Variable mean of control (Mb) was 11,28.
11. Total standard deviation of experimental (da^2) was 1345,25.
12. Total standard deviation of control (db^2) was 1411,72.
13. The t-table value was 1.674 and the t-test value was 6.443 at significance level of 0.05 of two-tailed test.

Discussion

Developing strong writing skills is crucial for students to excel in English language proficiency. Writing allows individuals to effectively communicate ideas, experiences, stories, problems, and solutions in simple manner (Siahaan and Sinaga, 2020: 4). Teachers can utilize various media, such as animation short movies to enhance teaching methods. Incorporating animation movies into the learning helps students better understand authentic spoken English (Ammade and Ziska, 2021: 82). Consequently, using animation movies as a tool for teaching narrative writing is a commendable approach. By integrating visually captivating content into the process of teaching students how to create compelling narratives, their motivation and enthusiasm for mastering this skill are significantly increased.

The significant effect of animation short movie has also been studied by several researchers, including Astiti (2012), Nasruddin (2019), Asyidiq, et al., (2020), and Oktavia (2023). The results of their research showed that there was a significant effect on students' narrative text writing ability after being taught by using animation short movies, and there were positive perceptions of the usage of animation short films in narrative text writing.

The results of this research provided further evidence to support the previous research mentioned earlier, which demonstrated a significant improvement in the academic

performance of students who were taught using the animation short movie compared to those who were taught using traditional teaching methods. The t-test result of 6.443 obtained from this research is noteworthy. When compared to the t-table value of 1.674 at a significance level of 0.05 or 5%, with a degree of freedom of 54, it becomes clear that the t-test value exceeds the t-table value. As a result, it is undeniable that the use of the animation short movie has a significant impact on the enhancement of students' writing skills, particularly for grade VIII students at UPTD SMP N 9 Pematang Siantar.

According to the research findings, it has been asserted by the researchers that the integration of the animation short movie serves as a sophisticated tool for students to not only comprehend the conveyed information as they observe, but also to firmly etch it in their memory with remarkable efficacy. By immersing students in a captivating combination of visuals and sounds, where they actively participate in examining passages and posing insightful questions, this approach consistently reveals a deep understanding of the subject matter.

According to the findings of researcher, the incorporation of animation short movie offers an extraordinary avenue for students to partake in meaningful learning, thus enhancing their grasp of the English language. By immersing themselves in these captivating movies, students experience a joyous learning environment, skillfully guided by their knowledgeable teacher. This delightful atmosphere facilitates the retention of English vocabulary, enabling students to effortlessly articulate their observations and interpretations through written word.

Despite encountering few obstacles, the researchers navigated constraints of time while conducting this research. With utmost efficiency and unwavering adherence to the carefully crafted lesson plan, the researchers ensured the seamless execution of the research. Moreover, the remarkable results derived from this research served as a testament to the undeniable effectiveness of the animation short movie in enhancing the writing ability of grade VIII students at UPTD SMP N 9 Pematang Siantar

CONCLUSION

Through the completion the research titled "The Effect of Animation Short Movie on Students' Writing Ability in The Narrative Text in Grade Eight at UTPD SMPN 9 Pematangsiantar", several conclusions have emerged, including : 1) Research results showed that students' knowledge of narrative, their ability to use simple past, and their understanding of narrative structures improved from pre-test to post-test. The mean score for experimental class increased from 55.03 (pre-test) to 74.28 (post-test), while the

control group's mean score increased from 50.92 to 62.21. Although both groups improved, the students taught using short animation movies had better writing skills than those taught with textbooks; 2) The t-test result obtained in the research was 6.443, which was significantly higher than t-table value of 1.674 at significance level of 0.05 and with df of 54. As a result, the research accepted alternative hypothesis and rejected the null hypothesis; 3) Using animation short movies in the educational curriculum helps students understand real spoken English and can be a great tool for teaching narrative writing. By incorporating these visually engaging movies into the teaching process, students become more motivated and enthusiastic about learning how to write compelling stories. The animation short movie holds great potential in enhancing the writing ability of students, specifically those in grade VIII at UPTD SMP Negeri 9 Pematang Siantar.

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