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Enhancing Students' Writing Ability of Narrative Using Animation Video

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Abstract: The objective of this research was to find out whether the use of animation Video is more effective than the use of conventional technique (question-answer) toward students' writing skill of narrative text. The method used in this research was experimental research using non-equivalent control group design. The population of this research was taken from all of tenth grade students of Senior High School (SMA) PGRI Tembilahan. The total population was 50 students which consist of two classes. The researcherss used class X.1 which consist of 25 students as experimental group and class X.2 which consist of 25 students as control group. In collecting the data, the researcherss conducted pre-test and post-test. The researchers used written test as the research instrument. The result of the research showed that there is significant difference toward writing skill between students who were taught by using animation video and those who were taught by using question-answer technique. Since it was found that the value of t-observed is 5.770 and the value of t-table is 2.682 (two tailed test) with the degree of freedom (df) 48 at the significant level (α) 0.05. The computation showed that t-observed is higher than t-table that is 5.770 > 2.682. Furthermore, the result of effect size test calculation was gained the value of r = 0.63 with the medium category. Therefore, it can be concluded that the use of word chain game was more effective than the use of conventional technique (question answer) toward student' writing skill of narrative test.

1. INTRODUCTION

There are four skills in English that must be thought of as incorporated with the students: listening and reading categorized as receptive skill; speaking and writing categorized as productive skill (Kumar Sharma, 2015). Recently, our English curriculum specified that senior high school graduates are required to be able to convey any short-term meaning (interpersonal, thoughtful, and textual) in a variety of transactional and monologic written texts, in particular in the form of narrative, descriptive, recounting, method, study, and anecdote. The goal of this statement is to allow students to learn and develop their ability to write English texts that are culturally appropriate in English culture. To begin with, narrative text is to tell the development of characters from the beginning to the end of the story (Iranmanesh, 2013) as well as delivering certain moral values embedded in the story to readers (Faridi & Bahri, 2016)

Teaching writing is not easy as we think. Teaching how to write contains a complex process which takes a lot of time (Huber et al., 2020). Writing is a primary practice that students need to master English. As constructive skills students need to communicate their thoughts. Through writing, students can express their feelings—their expectations, dreams, and joys, as well as fears, rage, and frustrations.

Writing plays an important role for language development, especially for academic achievement during the school (Sugaya et al., 2019). Writing should also be taught to students as a literary culture. In addition to the value of writing skills, Harmer (1998) points out that there are a variety of explanations for teaching English as a foreign language, including reinforcement, language acquisition, learning style, and writing as an ability in its own right. Thus, teachers need to be

familiar with the core genres to help students to master writing (Keller et al., 2020)

The Senior High School of PGRI (SMA PGRI) is one of the schools that teach English, especially teaching writing of narrative text to its students. Based on limited observation, the teaching and learning process in SMA PGRI, it has been found that most students are not able to construct good writing. They face some difficulties in writing, particularly in the writing of narrative texts. Their ability to write needs to be improved significantly. Any signs can be proven:

First, most students are confused to express their ideas in writing, particularly in narrative writing. Second, they are unable to compose narrative text organization (orientation, complication, resolution and reorientation) correctly. Third, most students are not able to use phrases in writing narrative text. They are less comprehending of the appropriate tense used and unable to write sentences with proper spelling and punctuation. Meanwhile, physical structure and lexico-grammar of a text are important as writing genre that have to be mastered (Dirgeyasa, 2016).

After screening for the students' difficulties, it is important to build appropriate intervention in teaching writing (Sugaya et al., 2019) in order to enhance students' writing skills. Animation video is one of the media that can help students to produce more ideas (Ginting et al., 2019), to motivate students since the beginning of watching until they get to the stage of reinforcement (Martia et al., 2019), and to ensure students comprehend the story well ((Muhari et al., 2017). This condition tends to lead students having better narrative text writing.

The objectives of this study were to know the data about the students' ability in writing narrative text by using Animation Video and without using Animation Video.

2. METHOD

The type of study involved is experimental research. This study uses a quasi-experimental research design with no comparable control group. The subject of this research was the second semester of the first-year students of SMA PGRI Tembilahan and the object of this research is the effect of using Animation video toward student's ability in writing narrative text. The research instrument was writing test. The test was administered twice; namely before animation video was used (pre-test) and after the animation video was used for four meetings (post-test).

It was a written test. The test helped to determine the students' ability in writing narrative text. The test that was given to students is essay test. The test is made by researchers by herself based on the material on the textbook and other references. The question was scored 1 for correct answer and 0 for wrong answer, and the range of score was from 0 to 100.

Experimental research design is centrally concerned with constructing research that is high in causal (internal) validity. Randomized experimental designs provide the highest levels of causal validity (Mitchell, 2015). The researchers used intact classes, the first class is as an experimental group, and the second class is as a control group.

In carrying out quasi-experimental studies, the researchers untouched groups experimental and control treatments, using pre-test and post-test of all groups performing experimental treatment activities with the experimental group only.

The researchers used two classes in this study. The first class is used as an experimental class taught by Animated Film and the second class is used as a control class taught without the use of animated film. Thus, the architecture of this research can be illustrated as follows:

Table 1. The Research Design

1	**Experimental Class**	**Sample**	**Pre-test**	**Treatment**	**Post-test**
2	**Control Class**	Sample	Pre-test	No treatment	Post-test

3. DISCUSSION

The researchers used certain categories to identify student pre-test scores for both schools. It was used to classify whether the student scores were graded as very decent, good, average, bad, or very poor. The description can be seen in the table below:

Table 2. The Classification of Students' Scores on Pre-test

Category	Level of Scores	Experimental Class		Control Class	
		F	P	F	P
Very good	85.0 – 100	0	0	0	0
Good	70.0 – 84.9	10	40	7	28
Average	55.0 – 69.9	11	44	10	40
Poor	40.0 – 54.9	4	16	8	32
Very poor	0.00 – 39.9	0	0	0	0
		25	100	25	100

Based on the table above, it can be showed that in experimental class, there was no students was categorized as "Very good", there were ten students was categorized as "Good", there were eleven students was categorized as "Average", there four students fell into the "Poor" category, and there were no students fell into the "Very poor" category. Next, in control class, there was no students was categorized as "Very good" and there were seven students was categorized as "Good", there were ten was categorized as "Average" and there were eight students fell into the "poor" category then there were no students who categorized in "very poor".

The results of the pre-test student score computation in the experimental and control class can be seen in the following table:

Table 3. The Result of Test for Experimental Class and Control Class

Value	Experimental Class	Control Class
Total Score	1580	1475
Median	65	55
Mode	70	55
Mean	63.2	59
Sum of squares	3,044	6,250
Standard deviation	11.262	16.137
Variance	126.833	260.417
Maximum	80	80
Minimum	40	40
N	25	25

Based on the above table, it can be inferred that there were no major variations in the scores of both grades. It can be shown that the overall score in the experimental class was 1580 while it was in the control class was 1475. The median score of experimental class was 65 and also in control class was 55. The mode in experimental class was 70 and in control class was also 55. Then, the mean score in experimental class was 63.2 while in control class was 59. The sum squares in experimental class were 3,044 while in control class was 6.250. Next, the standard deviation in experimental class was 11.262 while in control class was 16.1137 The variance in experimental class was 126.833 while in control class was 260.41.7 The maximum score in experimental class was 80 while in control class was 80. Finally, the count of both classes was 25.

Based on the results of the student post-test, the researchers used the same categories that were used to identify the student loss score. Classification of the student score on the post-test should be followed:

Table 4. The Classification of Students' Scores on Post-test

Category	Level of Scores	Experimental Class		Control Class	
		F	P	F	P
Very good	85.0 – 100	0	0	0	0
Good	70.0 – 84.9	14	56	5	20
Average	55.0 – 69.9	10	40	15	60
Poor	40.0 – 54.9	1	4	5	20
Very poor	0.00 – 39.9	0	0	0	0
		25	100	100	25

Based on the table above, it can be presented that in experimental class, there were no students was categorized as "Very good", there were fourteen students was categorized as "Good", there were ten students was categorized as "Average", and there was one student fell into the "Poor" category, and there were no students fell into the "Very poor" category. Next, in control class, there was no student was categorized as "Very good", there were five students was categorized as "Good", there were fifteen students were categorized as "Average" and there were five students fell into the "Poor" category, and there were no students fell into the "Very poor" category.

The results of the student score computation in the experimental and control class can be seen in the following table.

Table 5. The Result of Test for Experimental Class and Control Class

Value	Experimental Class	Control Class
Total Score	1700	1515
Median	70	60
Mode	70	55
Mean	68	60.6
Sum of squares	1.800	2.666
Standard deviation	8.660	10.539
Variance	75	111.083
Maximum	80	75
Minimum	50	40
N	25	25

Based on the above table, it can be inferred that the scores of the two groups showed some differences. It can be shown that the overall score was in the experimental class was 1700 while in control class was 1515. The median score experimental class was 70 while in control class was 60. The mode in experimental class was 70 and in control class was also 55. Then, the mean score in experimental class was 68 while in control class was 60.6. The sum squares in experimental class were 1.800 while in control class was 2.666. Next, the standard deviation in experimental class was 8.660 while in control class was 10.539. The variance in experimental class was 75 while in control class was 111.083. The maximum score in experimental class was 80 while in control class was 75. The minimum score in experimental class was 50 while in control class was 40.

Table 6. The Effect Size of Word Chain toward Students' Vocabulary Achievement

Df	t_o	Effect size (r)	Category
48	5.770	0.63	Medium

Based on the table above, it was found that effect size (r) of word chain toward students' writing ability in writing narrative text was 0.63 with medium category. It means the use of animation video was effective in teaching writing of narrative text.

Based on the result of pre-test result, the researchers found out that the mean score of writing skill of narrative text of experimental group was 63.2 and for the control class was 59. Next, in hypothesis testing, it was found that the value of t-obtained was 1.163 and t-table was 2.682 (two tailed test) in significant level (α) 0.05 with the degree freedom (*df*) 48), It means that $t_{obtained}$ was less than t_{table} (1.163 < 2.682). So, there was no significant difference or the ability level of the two groups for the starting points of the beginning of the research was relatively the same.

After the treatment was given in teaching for the experimental group for six meetings through animation video, and for the control group through conventional technique, the post-test was administrated to the groups, experimental and control group. Based on the analysis of post-test score, the mean score of experimental groups was 68 and control group was 60.6 it means the animation video influenced students' writing skill of narrative text, and apparently there was a difference of achievement between two the groups. Students argued that it was interested, meaningful, and strengthen learning experience as well as expressing their ideas to write narrative text (Alwasilah, 2019; Pahlawanti, 2017). While in hypothesis testing, it was found that the value of t-obtained was 5.770 and the value of t-table was 2.682(for two tailed test) in significant level 0.05 with the degree freedom (df) 48. It means that $t_{obtained}$ was greater than t_{table} or 5.770 > 2.682. Consequently, the null hypothesis (H_0) was rejected, and alternative hypothesis was accepted, in other word, there was significant different toward writing skill of narrative text achievement between the students who were instructed by using animation video and the students who were instructed by using conventional technique. It was proved that the students who were taught by using animation video have a higher writing skill. The writing activities through digital literacy give students a enjoyable process, engaged students attention, and having fun learning (Suwarni et al., 2019; Guzmán Gámez & Moreno Cuellar, 2019). It means the use of animation video was more effective than the use of conventional technique (question-answer) because it improves the students writing ability in the aspect of content, organization, vocabulary, language use, and mechanics (Yulandari & Rahman, 2019). In addition, the effect size value of animation video toward students' writing skill of narrative was 0.63 with the medium category. It

means the effectiveness level of using animation video toward students' writing skill of narrative text was categorized medium. This result was supported by the similar study conducted by Arini et al. (2017) who found 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.

4. CONCLUSIONS

Based on the result of the data analysis in, especially the result of post-test, it can be found that the mean score on post-test of experimental class (68) which was higher than the mean score on post-test of control class (60.6). there was difference toward writing ability of narrative text achievement between students who were taught by using animation video and those who were taught by using conventional technique (question-answer). It can be seen from the difference of students' mean score on post-test of experimental and control class was 4.8. Meanwhile the score of both groups were the same essentially on the pre-test; 59 for experimental group and 60.6 for control group.

In addition, referring to the result of hypothesis testing of post-test result, it was found that the t-obtained was 5.770 and t-table was 2.682 (two tailed test) at the degree of freedom 48 (*df 48*) and significant level was 0.05 (5.770> 2.682). It means that H_a was accepted and H_0 was rejected. So, there was significant difference toward writing ability of narrative text achievement between students who were taught by using animation video and those who were taught by using conventional technique (question-answer). It was proved that the tenth-grade students who were instructed using animation video achieve at a higher level of writing ability achievement than those who received conventional technique (question-answer). It means the use of animation video was more effective than the use of conventional technique (question-answer) or the use of animation video had shown its effectiveness in teaching writing. In other word, the use of animation video gave positive contribution and positive outcome to improve the students' writing ability of narrative text. In addition, the effect size value of animation video toward students' writing skill of narrative text was 0.63 with the medium category. It means the effectiveness level of using animation video toward students' writing skill of narrative achievement was categorized medium.

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