

USING ANIMATION FILMS TO IMPROVE THE ABILITY OF THE SECOND GRADE STUDENTS OF SMAN 1 BANTAN IN WRITING LEGEND

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Abstract: *This classroom action research was aimed to know whether animation films could improve the ability of the second grade students of SMAN 1 Bantan in writing legend. The participants of this research were 26 students of class XI Science 2. The data was collected by using observation sheets, writing tests and field notes. The collected data was analyzed by statistical analysis by using SPSS version 20.0. The research finding indicated that using animation films as media could improve students' ability in writing legend both at the first and second cycle. The result of pre-test showed the average score of students' writing ability was 59.38. It improved to 70.33 on post-test 1 and 77.08 on post-test 2. The animation films help the students to understand the plot of the film and gave the students idea to write. This media could build the new atmosphere in the classroom that motivated the students to learn writing legend. The questions given after the students watched the film also guided the students in writing. All in all, this media could effectively improve the ability of the second grade students of SMAN 1 Bantan in writing legend.*

Keywords: *Animation Films, Writing, Senior High School, Action Research*

PENERAPAN MEDIA FILM ANIMASI UNTUK MENINGKATKAN KEMAMPUAN SISWA KELAS XI SMAN 1 BANTAN DALAM MENULIS TEKS LEGENDA

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah media film animasi dapat meningkatkan keterampilan siswa tahun kedua SMAN 1 Bantan dalam menulis teks legenda. Peserta dari penelitian ini adalah 26 siswa dari kelas XI IPA 2. Pengumpulan data dilakukan dengan menggunakan lembar observasi, tes, dan catatan lapangan. Data yang didapat dianalisis dengan analisis statistik dengan menggunakan *SPSS* versi 20.0. Hasil penelitian menunjukkan bahwa penerapan media film animasi dapat meningkatkan kemampuan siswa dalam menulis teks legenda baik pada siklus pertama dan siklus kedua. Hasil pre-test menunjukkan skor rata-rata siswa 59.38. Meningkat menjadi 70.33 pada post-test 1 dan 77.08 pada post-test 2. Media film animasi yang digunakan menyebabkan siswa menjadi lebih mudah untuk memahami jalan cerita dari film dan memberikan siswa ide untuk ditulis. Media ini dapat membangun suasana baru di dalam kelas yang memotivasi siswa untuk belajar menulis teks legenda. Pertanyaan-pertanyaan yang diberikan sesudah siswa menonton film juga membimbing siswa dalam menulis. Oleh sebab itu dapat disimpulkan bahwa media film animasi dapat secara efektif meningkatkan kemampuan dari siswa tahun kedua SMAN 1 Bantan dalam menulis teks legenda.

Kata kunci: Film Animasi, Menulis, Sekolah Menengah Atas, Penelitian Tindakan Kelas

INTRODUCTION

SMAN 1 Bantan is one of senior high school in Bengkalis regency that located at the center of Bengkalis islands. The students of this school come from many sub-regions in Bengkalis especially in Bantan district. The students were varied that cause the students' competence had a big different one to another. Based on the writer's interview with the English teacher of SMAN 1 Bantan, most students just followed the English subject without any intention to master the subject. The students only followed the class because it was the compulsory subjects that need to be learnt by all of students in this school.

The biggest difficulty faced by the teacher in teaching the four skills of English was in teaching writing, in this case writing legend. Writing legend is one of the indicators that must be taught by English teachers for students of senior high school in the first, second and the third year in KTSP curriculum. It is not an easy job since writing skill is categorized as the most difficult skill to master. The students need to use the grammar correctly and apply it in the form of text with the correct generic structure of legend.

Based on the writer's short observation, SMAN 1 Bantan already had a good facility in supporting the process of language teaching and learning. It was shown from the language laboratory in this school. The problem the writer found was the facilities which were not used maximally in the process of teaching learning by the teacher. The teacher used the language laboratory in teaching English without using all of the facilities provided in the laboratory that actually can make the process of teaching learning be more effective. The methods used by the teacher also need to be improved since the facilities in this school can support various interesting method in teaching English.

From the students' aspect, their motivation to learn English was quite low. Their intention to have good ability in language was very low since they just follow the lesson without any goal to reach. Some of the students showed a very lack of self confident in practicing English, especially in speaking and writing. Their vocabularies were limited and they had problem in expressing their idea in English in writing form. According to the teacher, especially in writing English text, the students still had a lot of problem in English structure, vocabularies, knowledge; about how to use the punctuation, and about the generic structure of the text they need to write.

In addition, the average score of writing test of the second year science students in this school is still below the minimum criteria of achievement. The average score of writing test in class XI IPA 2 is 68 whereas the minimum criterion of achievement is 75. It is the reason why the students' writing ability needs to be improved to make the students are competence to write English text, in this case legend, as one of the types of narrative text that should be learn by the students of Senior High School.

To improve the students' ability in writing legend, the English teacher needs to overcome the problems in the process of teaching learning. One of the problems is the lack motivation of the students in learning English because the students had no goal to have a good skill in English. So, the teacher need to choose the interesting and effective method or media to attract students' attention to feel enjoy and motivated in learning English.

According to Stewart (2006), film can help teachers on all counts. It can help the English teachers in teaching four skills of English. English film can serve as the basis

for writing assignments and oral presentations when reviewing the film. It also can improve vocabulary and listening comprehension. Subtitles in the film can help students increase reading speed. In short, films have a lot of advantages in teaching language and it is one of the useful technologies of language acquisition that have been used to teach students the basics of English in elementary and high school.

Based on the explanation above, the writer is interested to relate the advantages of using film in language teaching with the difficulties the teacher faced in teaching writing. The writer suggests using film as the multimedia aid in teaching writing. According to Mayer (2001), the use of appropriate film or video in the classroom can give many advantages since it is the multimedia tools that can promote active cognitive processing in students, even when learners seem behaviorally inactive. This media will make the teaching learning process be more meaningful and interesting. The use of film will make the student engaged with the topic the teacher taught and involved in active learning. Film is also considered to open new worlds and allow students to develop empathy and understanding (Fjällström, 2010). Students can learn many things from film. It can make their imaginations grow that can help students in elaborate their idea in writing.

In this research, the writer will use animation film as the media in teaching writing legend. It is because the animation film offers a medium of storytelling which can bring pleasure and information to people all of ages. It also can offer the reach and deep emotional engagement with audience that only a multi sensory approach can provide (Reyes: 2013). The writer will use short animation films with the title “The Magic Paintbrush” and “The Princess Farmer”. In short, based on the explanation above, the writer is interested to conduct a research entitled “**Using Animation Films to Improve the Ability of the Second Grade Students of SMAN 1 Bantan in Writing Legend**”. The writer is interested to know the effect of film, animation film specifically, in improving students’ ability.

METHODOLOG

Participants

The participants of this research were the second grade students of SMAN 1 Bantan. The writer chose class XI Science 2 as the participants of the research. The total of participants was 26 students which consisted of 17 female students and 9 male students.

Instrumentation and Analysis

Two methods of collecting data were used in this research. There were quantitative and qualitative data. The research instruments of the research are: writing tests as the quantitative data, observation and field notes as the qualitative one. The writing test was designed and collected in written form. The test consisted of pre-test and post tests. The average score of students’ writing were analyzed by T-test analysis, assisted by SPSS version 20.0. The observation was organized by a collaborator that is the English teacher of SMAN 1 Bantan. The collaborator observe the process of teaching learning by giving checklist into the teacher’s observation sheets and students’

observation sheets at the same time. Since it is impossible to remember all activities in the classroom, the collaborator were needed to write some important events happened during teaching and learning process in the field notes. Collaborator writes the specific things happened in the classroom.

The treatments were given as a way to improve the students ability to write English text. The application of film as media in teaching writing legend was believed as an effective strategy to help the teacher in teaching writing legend. The lesson plans for two cycles, teaching materials and animation films as media, observation sheets and field notes to note specifics things, weakness, strengths or suggestions related to teaching and learning process as well were prepared before the treatments were conducted. In addition, the pre-test score were used as a guidance to conduct this research.

The steps of applying animation film as media were drawn as follows: (a) dividing the students into some groups, (b) distributing students' worksheet to each group, (c) asking the students to predict the storyline of the animation film based on the pictures in the worksheet that taken from the film, (d) asking students to watch the animation film, (e) asking the students to answer some questions related to the animation film the students watched in group, and (f) asking the students to retell the story they watched in written form.

FINDINGS AND DISCUSSION

Findings

The objective of the research was to find out the students ability in writing after being taught by using animation film as media. The data was collected by giving writing tests to students individually after they worked in group and were taught by using animation film as media for three meetings in one cycle. There were two cycles. In writing, the students were assessed in five items: grammar, vocabulary, mechanics, fluency and form (text organization). In this research, there were two raters who helped the writer to score the writing test both the pre-test and the two post-tests.

The writer gave the students post test 1 at the end of cycle 1. The purpose of giving the post-test was to know the ability of the students after being taught by using animation film as media. If the result of the quantitative and qualitative data in the cycle 1 did not show any significant improvement, the cycle 2 would be conducted. Consequently, post-test 2 were given at the end of cycle 2.

Pre-test was administered before the treatment were given to the students by applying animation film as media. The number of students who took the tests was 26 students. The students' writing was scored by the guidance of writing rubrics. The students' ability was appraised from scale 1 to 6. The average score of the students for each aspect of writing were "Grammar" 3.4, "Vocabulary" 3.6, "Mechanic" 3.9, "Fluency" 3.3 and "Form" 3.6. The lowest aspects were "Fluency (style and ease of communication)" and "Grammar". It meant the comprehension of the students about "Fluency" and "Grammar" still needed to be improved.

The students' ability in writing legend in pre-test was not satisfied enough since the average score of the students were 59.38 that did not reach the Standard Minimum Criteria of Achievement (75). From the result of the pre-test, it could be conclude that the treatment should be conducted to improve the students' ability in writing legend.

In cycle 1, the students' score in each aspect of writing were "Grammar" 3.8, "Vocabulary" 4.1, "Mechanic" 4.5, "Fluency" 4.1 and "Form" 4.6. The lowest aspects were still "Grammar". It meant the students' comprehension of "Grammar" was still not satisfied, even though the result had been increased from pre-Test.

The average score of students' ability in writing legend in post-test was 70.33. It still could not fulfill the purpose of this research since the score still below the standard minimum criteria of achievement (75). However the average score of the students in writing legend increased from Pre-Test to Post-Test 1. It means that the students' achievement in writing became better after implementing animation film as media that could improve the students' ability in writing legend. Based on the result above, the writer decided to conduct cycle 2.

The result of cycle 2 indicated that the average score of post test 2 was 77.08 that already passed the standard minimum criteria of achievement (75). The students' score in each aspect of writing were also increased. It could be seen from; "Grammar" 4.5, "Vocabulary" 4.6, "Mechanic" 4.9, "Fluency" 4.3 and "Form" 4.8. Refers to the previous cycle the aspect of "Grammar" raised in cycle 2. It meant the students' comprehension about "grammar had been improved.

The improvement occurred in Post-Test 2 has proved that animation film could improve students' ability in writing legend. Since the improvement has passed the standard minimum criteria of achievement (75), the writer did not need to re-conduct the next cycle. This evidence showed that the writer has been success to help students of SMAN 1 Bantan to increase the student's writing ability using Film as media.

Discussions

The improvement of students' ability in writing legends could be seen in the following table:

The Average Score of Pre-Test, Post-Test 1, And Post-Test 2

Test	The Average Score
Pre-Test	59.38
Post-Test 1	70.33
Post-Test 2	77.08

The table above showed that there were improvements of the students' average score between the Pre-Test, Post Test 1 and Post Test 2. This meant that using film as the media in teaching writing legends could improve the students' ability in writing the legend.

To strengthen the research finding, T-test analysis was used to analyze the students' average score in Pre-Test, Post-Test 1, and Post-Test 2 with the assisted of *Statistical Product and Service Solution* (SPSS) 20.0. The improvement of students' average score were compared from Pre-Test to Post-Test 1 and from Post-Test 1 to Post-Test 2. To know the differences between the average of students score before and after the treatments were given by using T-test, hypotheses were made.

Hypothesis 1

H_0 : There is no significance difference between the average score of Pre-Test and the average score of Post-Test 1.

H_a : There is significance difference between the average score of Pre-Test and the average score of Post-Test 1.

Hypothesis 2

H_0 : There is no significance difference between the average score of Post-Test 1 and the average score of Post-Test 2.

H_a : There is significance difference between the average score of Post-Test 1 and the average score of Post-Test 2.

The table below is the result of T-test analysis:

Paired Sample Test					
		Paired Differences	T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest - Posttest1	-6.45586	-5.010	25	.000
Pair 2	Posttest1 - Posttest2	-2.30600	-3.124	25	.004

a. The Analysis of Hypothesis 1.

1) **Based on t-value analysis**

The table above showed that t-value is -5.101. In other side the t-table value for df 25 (N-1) in level of significance 0.05 is 2.063. By using two-sided test, it could be seen that the range of acceptance of H_0 is between -2.063 to +2.063. Since the t-value in the table above is not in the range of acceptance of H_0 , H_0 is rejected and H_a is accepted. This means that there is significance difference between the average score of Pre-Test and the average score of Post-Test 1 after the treatment in the first cycle has been given.

2) **Based on the value of probability analysis**

Based on table above, it could be seen that the Sig. (2-tailed) value for the two-sided test is 0.004 which is smaller than 0.05. This meant that H_0 is rejected and H_a is accepted.

b. The Analysis of Hypothesis 2.

1) **Based on t-value analysis**

From the table we could see that t-value is -3.010 whereas the table df 0.05 showed that the value of t-table for df 25 (N-1) in level of significance 0.05 is 2.063. By using two-sided test, the range of acceptance of H_0 is between -2.063 to +2.063. Because the t-value in the table above is outside the range of acceptance of H_0 , H_0 is rejected and H_a is accepted. This showed that there is significance difference between the average score of Post-Test 1 and the average score of Post-Test 2 after the treatment in the second cycle has been conducted.

2) Based on the value of probability analysis

The table above showed that the Sig. (2-tailed) value for the two-sided test is 0.000 which is smaller than 0.05. This meant that H_0 is rejected and H_a is accepted.

The two hypotheses were accepted and suitable with the data gotten from students writing test in Pre-Test, Post-Test 1 and Post-Test 2. This meant that the students' average score in Pre-Test to Post-Test 1 were improved significantly. The analyses also showed that the average score of students' writing test in Post-Test is significantly improved in Post-Test 2. In other word, it could be concluded that the use of animation film could successfully improve the students' ability in writing legend.

CONCLUSIONS

The purpose of the research was to find out whether using animation films could improve student's ability in writing legend. Based on the research findings, it could be concluded that using animation film as the media in teaching successfully improve the student's ability in writing legends. The implementation of animation film in teaching legend started when the writer explained to the students about the purpose, the texts organization and the language features of legend as one types of Narrative text. After that the writer gave the students worksheet that contained some instructions which could lead the students while watching the film to understand the plot of the story. The students had to make the prediction about the story and answer the questions related to the story that helped them to comprehend the content of the story in the film. By watching the film the students were easy to understand the main idea of the story and re-tell it in written form. Moreover, the students were also involved in active and interesting learning activities that made them felt more confident and motivated in giving their participation in the process of teaching learning.

Writing legend is not easy since the students did not know what they need to write. Using film could be a new atmosphere for the students and give the students the idea what to write. All in all, using film in teaching writing legends is effective to improve students' ability in writing legends.

RECOMMENDATIONS

Based on the result of this study which positively indicated that there is positive effect of the implementing film as the medium in teaching writing legend, there were some suggestions that hopefully could be useful to the reader. First, it would be a good consideration for the English teachers to improve their teaching procedure by implementing various techniques and media in order to get the better understanding and improvements of the students. Using film could be one alternative media used in teaching writing not only writing legends but also other types of narrative texts. In teaching by using this media, the teacher had to prepare the right time for watching film,

choose the suitable film and taught about the duration of the film. The teacher should also prepare some facilities to watch the film such as projector, sound system and computer or VCD player. It would be better to the teacher to choose the interesting topic or story that could make the students become more enthusiastic in teaching learning process. This could make the students feel enthusiastic and motivated in teaching learning process. Finally, it would be better to the teacher to give reward for the students who get good score in order to build their self confident and motivate them to always be better in the next time.

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