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THE EFFECTIVENESS OF TEACHING WRITING NARRATIVE TEXT
BY USING ANIMATION FILM AT THE ELEVENTH GRADE
STUDENTS OF SMAN 1 PLOSOKLATEN IN ACADEMIC YEAR
2016/2017



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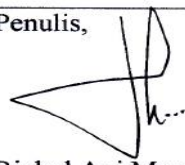
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THE EFFECTIVENESS OF TEACHING WRITING NARRATIVE TEXT BY USING ANIMATION FILM AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 PLOSOKLATEN IN ACADEMIC YEAR 2016/2017

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ABSTRACT

Ani Muyasyaroh, Richul . 2017. “The Effectiveness of Teaching Writing Narrative Text By Using Animation Film At Eleventh Grade Students of SMAN 1 Posoklaten In Academic Year 2016/2017. A Final Project. English Department. Faculty of Teacher Trainng and Education. University of Nusantara PGRI Kediri. First Advisor: Dewi Kencanawati, M.Pd. and Second Advisor: Hj. Rika Riwayatiningasih, M.Pd.

This article aimed to describe the research result on writing narrtive text at elevtnh grade students' achievement. Writing is most complicated skill in English. The problem is the students lack of vocabularies and the biggest problem is about the grammar used. To solve the problem, the researcher used animation film in teaching writing narrative text to help the students write well. The research design is experimental research at eleventh grade students of SMAN 1 Plosoklaten and the primary data were collected by giving questionnaire, writing pre-test, treatment and writing post-test. The result of research showed that using animation film medium is effective in writing narrative text. It can be proved by the result of pre-test and post-test score of the students. The mean score of the students before giving the animation film is 63,27 and the mean score of the students after giving the animation film is 78,27.

Keyword: Teaching, Writing, Narrative Text, Animation Film

I. BACKGROUND

Language is an important device in the world and language plays a great part in our life. Language can not be separated from people because it as a media for communication with others. One of big effect of langugae is can make people build a good relationship and make them closer each other. Besides that, language is one of the way to distinguish between human beings and animal. Animal has no language for communication, but they use sign or action to interact. According to

Crystal (2003:3) A language achieves a genuinely global status when it develops a special role that is recognized in every country. It means an English Language is an international language that to be mastered by humans being. People can interact with others eventhough has different country. According to Patel and Jain (2008:27) Language is a medium through which a one can express his ideas, thought, feeling and messages. Language can assist the people to express their ideas or feeling to others clearly. Linz (2012) states A formal language consists of a set of symbols and some rules of formation by which these symbols can be combined into entities called sentences. It means that in formal situation, they have to set some words into good sentence and can be accepted by people. Informal situation they can use when they talked with foreigners or friends in English for built good relationship. According to Harmer (2002:1) English seems to be one of the main languages of international communication. So, people can intreact

using English with others easily eventhough they have different country. Then, in Indonesian English has became subjects in schools. Indonesian or Indonesian students got difficulties in mastering English language because it is foreign langugae. English language has structure that quite complicated to study because of the formula of the grammar and also there are so many words that they did not know to transfer it into Indonesia language.

There are 4 skills in English language that to be mastered by Indonesian. They are Listening, Speaking, Reading, and Writing. The fourth skill of English are very useful for Indonesian. But the most difficult skill is writing. Harmer (2002:255) states Written text has a number of conventions which is separate out from speaking, apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling, and layout and punctuation. As we know that in writing, people can not be spontaneous

like in speaking skill without think about the grammar, letter, word or punctuation. In writing, people have to pay attention to all of the rule in order to produce good written. Nunan (2003:88) states Writing is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads, and rereads.

Teaching English in Indonesia should be based on curriculum that given by the government. Curriculum has a significant goals. One of goal of curriculum is to support the students in mastering the fourth skill of English, listening, speaking, reading and writing. Syllabus in foreign language also must be has good design. It can help the teacher to teach the students about foreign language. According to Johnson (2009:309) Designing a course involves a host of issues associated with the implementation of syllabuses for use in specific language teaching programmes. So, syllabus design is the main point in teaching process.

Based on my observation, the students are not interest in writing subject.

Because they have to think hardly to produce good sentences or text, and they have to take a note of the grammar, vocabularies, structures, punctuation in the sentences that they make are right. Most of them are careless about it, they just wrote what they think and did not pay attention to the grammar, structures and punctuation even the students' vocabularies are quite low.

To built the students writing skill is one of difficult duty of the teacher. The teacher should have good method or technique. Many students afraid of making mistakes in writing, they just think things in longer ways. Harmer (2001:79) states some students are fantastically quick at picking up language just by looking and listening. So, the teacher have to conduct the teaching learning process by using something that make students interest to study english, for example using some visual medium. By using appropriate visual medium will make study English more fun and they will be comfortable to study English.

Based on the writer's observation and the situation of the students at SMAN 1 Plosoklaten. First, the teacher taught based on the text book. It made the students felt so bored with the English subject especially in writing. Second, the students lack of ideas, vocabularies and most of them afraid of making mistakes in writing. The writer conclude that visual medium is very important for the students to learn English is more pleasing. One of media that can be used in teaching and learning is animation film. Most of the students very enjoy and happy when they are watching film, especially animation. In here, the writer choose one of animation film to aid students can get ideas in writing narrative text. There are many stories that included in Narrative text whether come from Indonesia or other countries. For example, the legend of Prambanan Temple, it is one of legend in Indonesia. The students not only study about English but also study about the history or culture in Indonesia. So, the writer chooses the title "Teaching English Writing Narrative Text by Using

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Animation Film at 11th grade of SMAN 1 Plosoklaten". Teaching english especially teaching writing by using animation film, the students will be more attractive to study English well.

II. METHOD

This research was intended to explain the result of students' writing narrative text before and after giving treatment in numerical data. That is why this research belongs to quantitative research. According to Ary, Jacobs and Sorensen (2010:22) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. This research was conducted by researcher of eleventh grade students of SMAN 1 Plosoklaten in academic year 2016/2017. there are three research questions, they are 1) Does the animation film as a medium in teaching writing narrative text is effective in the 11th grade of SMAN 1 Plosoklaten in the academic year 2016/2017? (2) How far is the effectiveness of using animation

film as a medium in teaching writing narrative in the 11th grade of SMAN 1 Plosoklaten in the academic year 2016/2017? (3)What are the strengths and weaknesses of animation film as a medium in teaching writing narrative text in the 11th grade of SMAN 1 Plosoklaten in the academic year 2016/2017?

The action was conducted in three meetings in which each meeting had different focus. The first meeting was focused on writing narrative text pre-test and gave the students questionnaire. It aimed to obtain the information or data of the students. The second meeting was focus on treatment. The researcher gave the students treatment by teaching them how to write narrative text. The researcher taught the students by using animation film as a medium. Treatment aims to help the students to write narrative and to find out the difficulties of the students in learning process. The third meeting, the researcher was giving the students writing post-test. It aimed to compare the students' score before and after giving treatment.

III. FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 21, the purpose of the researcher was to find out the answer of question research were from paired samples test table, it showed t-test is 10,408 and the t-table with degree of freedom 25 is 2,059 at the level of significance of 5%. It means t-test was higher than t-table ($10,408 > 2,059$) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was $-15,000$.

The finding explanation writing narrative text before taught by using animation film. It shown there was 18 students who could not pass the test and the students who pass the test are 8 students. The students who could not pass the test are higher than the students who passed the test.

It is supported by the mean score of pre-test is lower than the mean of post-test. It means that the score of the students'

writing narrative text before taught by using animation film is quite low. From the result of post test, it had shown that the students' post-test scores in writing narrative text were higher than the students' pre-test scores. It was prove by the means of post-test score was 78,27, whereas the means of pre-test score was 63,27. There are 5 students who could not pass the test and 21 students passed the test in post test. It means that students' writing narrative text score increased after given treatment by using animation film. It is also supported by the data analysis that the value of t-score (10,408) which was higher than the value t-table (2,059) at the degree of significance 5% and the significant level of 0,000 is lower than 0.05 ($p < 0.05$).

From the research finding, it can be concluded that using animation film medium can motivate students to engage in language learning. (Harmer, 2001:282) states that film is a visual aids that can be used in 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. The students' imagination is built by watching film. They are easier to express their idea in writing. Briefly, the writing achievement in the class has proven that animation film medium can be good medum in writing narrative text.

The finding is the score of post test higher than pre-test. It indicates that animation film is effective in teaching writing narrative text. It is proved by scoring of those test. The mean of the pre-test score is 63,27 and the mean of the post test score is 78,27. The researcher took conclusion that based on the score of the pre-test and post-test, there are any significance. The increasing precentage students who pass in writing test from pre test to post test is about 30,7% to 80,7%.

There some strengths and weaknesses when the researcher did research. The strengths are, the students more interest to study English and they can produce some ideas after watching

animation film. The big weaknesses is the quality of animation film that used does not have high quality to watch.

IV. CONCLUSION

The researcher took conclusion based on the explanation in the previous chapter. It explains that writing is one of productive skill that have to be mastered by the students. According to most of the eleventh grade students at SMAN 1 Plosoklaten, from the research finding, the researcher proved that animation can make the students studied English more interesting and more fun. The students are more enthusiastic and more interested in the teaching learning process because the teacher uses animation film medium in her explanation. From the animation film medium, the students can understand about the story line. They get new vocabularies, learn about how to construct a sentence grammatically and arrange the events in the story.

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