

**ARTICLE**

**THE EFFECT OF USING ANIMATION FILM TO THE STUDENT'S  
WRITING SKILL OF THE EIGHTH GRADE AT SMP ISLAM ULUL  
ALBAB IN ACADEMIC YEAR 2017/2018**



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### ABSTRACT

Writing is a creative activity that students should be able to create a product. Because, when students learn to write, in the same time, they also need to do some activities such as reading, thinking, experimenting during their writing process. Hence, in order to help their writing process to write, English teacher needs to equip themselves with various teaching techniques to gain the goal of learning English. In this term, using animation film as one of the media can be an appropriate way in teaching writing. This research are to describe the effect of using animation film to the student's writing skill related to the object of the research. This research was held in three meetings involved pre-test, first treatment, second treatment, and post-test. The writer used the form of essay test writing narrative text as the instrument to collect the data. To analyze the data, the writer applied the rubric of writing and using t-test to know the result of the research. The research was conducted at the eighth grade of SMP Islam Ulul Albab in academic year 2017/2018. Animation film media can help students have better writing skill in the term of content, organization, structure, vocabulary, and presentation. It means that there is an effect of animation film in teaching writing skill. Finally, it is suggested that English teacher should apply animation film media to teach writing skill. The result of the research showed that using animation film is effect in writing skill. It can be proved by the result of pre-test and post-test score of the students. The stastitical data in the research showed that the mean score of pre-test was 71.57 and post-test was 81.31. By using t-test, it was found that the t-score (6.481) > t-table 5% (1.734) or 1% (2.452). Therefore, the Null Hypothesis (H0) was rejected and the Alternative Hypothesis was accepted. It can be concluded that animation film give significant effect on the student's writing skill.

Keywords: Effect, Animation Film, Writing

### I. BACKGROUND

There are four language skills in English, they are listening, speaking, reading and writing. All of those skill are connected each other. If one of them ignored, it will influence other skills. Thus, the four skills should be mastered on the

Basically, writing is transferring information or ideas of writer. According to (Nunan, 2003: 88) "writing is a form of communication and the process of

students in order to get good competency in using language. Especially, writing is very important as one of communication skills that can help us express our idea, feeling, and our opinion so that we can have a good interaction with our social.

expressing and impressing the idea of being a product of writing, translating thought into language". It can be concluded that writing is not easy or

spontaneous, It requires conscious mental effort. Unlike speech, writing has to be taught through formal instruction. The organization framework for ideas in written communication has to be mastered. All these difficulties make learning to write a sophisticated process that combines many interrelated components.

Writing process as a complicated activity does not only need language skill but also creativity to arrange asset of words, sentence become a readable and understandable text. In addition, writing is basically making a point and provide the evidence to support or develop that point to make it clearer. Writing is a process of transferring thoughts, feelings, and information to other people. It is in line with Khoiriyah and Mahendra's (2017) explanation that writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. It can be said that people put their thoughts, express their feeling, and transfer their information into words in a meaningful form followed by the process of planning, drafting and revising, then putting the ideas down on the paper using appropriate language. According to Harmer (2007: 4) writing process has four main elements: planning, drafting, editing (reflecting and revising), and final version (draft). Furthermore, writing is not just a skill to construct an idea into sentences or

paragraphs, but it has complex requirements and process that should be applied by the students. The students must be able to express their idea in simple text by using the content that deals with the text cohesion and paragraph unity, organization of the whole and pattern of the text which should be clear. Its purpose to reach the basic competence of writing skill.

Teaching writing in junior high school should be enhanced. The teacher should give the students more practice and guide them to write. Harmer (2001:257), said that "Teacher can focus on the product or process how the students can produce the writing." It means that, teaching writing to students shows focus on the process of how to create the text. There are some texts that given by teacher for student's material in writing skill, such as : descriptive, narrative, procedure, recount. Narrative text is one of the genres in writing that must be well-mastered by the students. Moreover, Watkins (2005: 220), states that "Narrative text is the story shows the culture of the people environment in the past deal with the problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution". A narrative text tells a story from a particular point of view and can be presents using words, images and sound. Its purpose is to narrate events entertain and engage the reader in an

imaginative experience. Narrative can also be used to teach, persuade or inform the reader. While narratives are often fictional, they can be based on fact. The writer can conclude that visual aid has an important function that the teacher can use in teaching and learning process. It also gives the students an opportunity to extend their ability and explore their talent. For example, by using English songs, films, comics and other mediums makes learning English is more fun. One of media that can be used in teaching and learning is film especially animation film.

Moreover, Animation film is one of the media that can be applied in teaching narrative writing. It is not only can entertain, but also can be used to improve the students' mastery of writing a narrative text. According to (Bordwell and Thompson 1997:50) "Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages". Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time. With this media, the students will not easily get bored because most of the young learners love to see the animation film. The other good side is this film does not have any violence and pornographic elements, therefore it is suitable for the students. The conversation and speech in the movie can

be easily remembered and understood because it provides the daily conversation language which is often heard by the students.

Based on the explanation above, animation film as media of instruction has become the best choice in teaching learning process especially in writing to the junior high students. the writer believed that by animation film could help students in their writing skill in narrative text. Because animation film could help the students enrich their experiences and their ideas for making their ability to make paragraph. So, the writer conducted the research on the title "The Effectiveness of Using Animation Film to the Student's Writing Skill at the Eighth Grade of SMP Islam Ulul Albab in Academic Year 2017/2018". Based on the phenomenon of the problem above, the researcher formulates the research problems as follows:

1. How is the student's writing skill before being taught using animation film at the Eighth Grade of SMP Islam Ulul Albab in the Academic Year of 2017/2018?
2. How is the student's writing skill after being taught using animation film at the Eighth Grade of SMP Islam Ulul Albab

in the Academic Year of 2017/2018?

3. Is there any effect of using animation film to the eighth grade in SMP Islam Ulul Albab in the Academic Year of 2017/2018?

## II. METHOD

The approach of this research was quantitative research and the technique was experimental research particularly pre-experimental design mainly using one-class pretest-posttest design.

The research was conducted at SMP Islam Ulul Albab in the academic year 2017/2018. The subject of this research was the eighth A class consist of 19 students. The writer used clustering sampling in determining the sample of the research. The technique of collecting data were test separated into pre-test and post-test. The test was intended to know the students' writing skill especially narrative text.

In collecting data for this research, the researcher used written test about legend as the instrument of the research. The test was determined into pre-test and post-test. The purpose of using these instruments was to measure students' writing skill before and after being taught using animation film.

After collecting the data, the writer will analysis the data obtained and draw

the conclusion. The data are the student's writing score got from pre-test and post-test. In analyzing the data the T-test formula was used for comparing the difference means between pre-test and post-test, the study use statistic data analysis method because the data which is gained is scores of the test.

## III. FINDINGS AND DISCUSSION

The result of this research was described based on the research questions is there any effect of using animation film to the eighth grade students' writing skill before and after being taught using animation film. The result showed that students' writing skill after being taught using animation of the table below showed that the students' writing ability is increasing.

**Table 4.5**

**Average Score Between Pre – Test and Post – Test**

<b>N = 19 Students</b>	<b>Pre – Test</b>	<b>Post – Test</b>
Total score	1360	1545
Mean	71.57	81.31

It can be seen that from the table average score between pre – test and post – test, that total score of pre – test is different from score of post – test. In pre – test was obtained 1360 and the score increased in post – test, it is 1545. The mean of pre – test was 71.57 and mean 81.31 is obtained

from post – test. Thus, mean of post – test better than mean of pre – test.

Then, from the t-test calculation, it is found that the t-score was 6.481. After the t- score found, it is compared to the t-table. Then, the writer used the level of significance (1% and 5%) to assert whether the null hypothesis was rejected or accepted. Moreover, it also can be seen from the table below:

**Table 4.6**

**The Statistical Computation of Using T – test.**

<b>Db</b>	<b>T – score</b>	<b>1%</b>	<b>5%</b>	<b>Altern ative Hypot hesis (Ha)</b>	<b>Null Hypothes is (Ho)</b>
<b>18</b>	<b>6.481</b>	2.5 52	1.73 4	<b>Accept ed</b>	<b>Rejected</b>

Based on the calculation above, if the T – score  $\geq$  T – table and the level of significance is 5%. It means that it is very significance, so Ho is rejected. It can be seen that T – score is 6.481 and the degree of freedom or db is  $(n-1) = (19 - 1) = 18$ . Finally, T – table is 2.552 at the level of significant of 1% and 1.734 at the level of significant is 5%. It means that T – score is higher than T – table. So, it can be concluded that the result of the research is very significant or there is very significant effect of animation film in teaching writing skill at the eight grade students of SMP Islam Ulul Albab in academic year

2016/2017. It means that Ha is accepted and Ho is rejected.

Refering the result of hypotesis testing, it can be concluded that there is an effect of using animation film media in teaching writing skill. This result is proved that the mean of post-test (81.31) is higher than mean of pre-test (71.57). The result shows that there is very significant effect of using animation film of the students' writing skill. It is proved by the result of T-score (6.481) is higher than t-table in the level of significant 5% (1.734). Because t-score higher than t- table, it means that difference are very significant, so the null hypothesis (ha) is accepted. This study has shown that animation film gave an effect to the students' writing skill. It engaged students directly to involve in the teaching learning process by having groups discussion and class discussion.

Furthermore, The students was silent looking at the blank paper and said there were no idea. They could not sit down quietly and talked with their friends about the writing assignment. The problems the students to improve their writing skill. Especially, they are lack of ideas, vocabularies, and grammar, spelling, punctuation. The students stated that they got difficulties to remember the English vocabularies when to find unfamiliar words. Animation film gives an effect to the students ability in learning process

especially in the writing subject. Animation film gives the influence towards the students' writing skill at the eighth grade of SMP Islam Ulul Albab. It is supported by the score of post test get highest than score of pre-test. So, animation film helps the students to write more easily. The students can determine the main idea and a draft in pre-writing, because it is the important stage in writing and make them better write narrative text. It is in line with Khoiriyah's explanation (2014) that pre-writing technique and a planning phase is a very important part of writing process. It is useful to help students to generate and organize ideas before they begin writing. From the explanation above, it can be concluded that animation film gives significant effect to the students' writing ability especially in writing skill.

Animation film is distinguished from live-action ones by unusual kinds of work that are done at production. Animation film is distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997:50). Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time. With this media, the students will not easily get bored because most of the young learners love to see the animation film. The teachers should try to create a similar

atmosphere in the classroom so that both the teacher and the students enjoy the video and the tasks along with it". videos are also a good media in teaching writing because they can attract the students to pay attention to the material.

There are some relevant studies to use animation in teaching writing. The first research conducted by the research, strenghtened with the previous study by Yanuar Mishbakhush Sholikhin in her thesis about "The Influence of using Video Animation in Teaching Narrative text on the Students' Reading Ability at First Grade in SMAN 1 Karangrejo Academic Year 2014-2015", the result is based on phenomenon that many teachers still use conventional way to teach students. So, it will be difficult for students to achieve teaching and learning target. The juse video animation can be used as a teaching medium to help teacher in teaching learning.

In other words, there is significant effect on students' writing skill before and after being taught using animation film. The students who were taught using animation film the students become very interested in learning writing. Based on the computation above, the writer can be concluded that animation film has significant effect on students writing skill of using animation film in teaching writing skill.

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