

IMPROVING STUDENTS' WRITING SKILL THROUGH THE IMPLEMENTATION OF ANIMATED SHORT MOVIE IN TEACHING WRITING NARRATIVE TEXT

W.A. Pangestu¹, P.A. Adiwijaya^{2*}, N.M.A. Purnami³

^{1,2,3}Institut Teknologi dan Pendidikan Markandeya Bali, Bangli - Indonesia

ARTICLE INFO

Article history:

Received 26th July 2021

Accepted 30th July 2021

Kata Kunci:

Keterampilan menulis,
Animated short movie,
Narrative text

Keywords:

Writing skill, Animated
short movie, Narrative text

ABSTRAK

Penelitian ini bertujuan untuk membuktikan bahwa adanya peningkatan pencapaian kemampuan menulis teks naratif siswa setelah diajar dengan menggunakan media gambar *animated short movie*. Penelitian ini diterapkan pada para siswa kelas 10 di SMK Praja Pandawa. Penelitian ini merupakan penelitian Tindakan kelas. Pada penelitian ini hasil datanya diolah dengan menggunakan pengukuran perulangan test. Hasil dari penelitian ini menunjukkan bahwa adanya peningkatan yang signifikan pada kemampuan menulis siswa dari pre-test sampai ke post-test setelah diajarkan dengan *animated short movie*. Skor rata-rata siswa pada pre-test yaitu 53,48, dengan presentase ketuntasan klasikal sebesar 22,22% dengan minimum skor KKM 60. Sedangkan setelah Post test 1 dilakukan menjadi 61,33 dengan presentase ketuntasan klasikal 59,26% dan skor rata-rata tertinggi siswa didapat setelah post test 2 adalah 80,59 dengan presentase ketuntasan klasikal 100%. Hasil ini membuktikan bahwa perlakuan peneliti berdampak positif pada pencapaian hasil akhir siswa sehingga dapat disimpulkan bahwa penerapan *animated short movie* di dalam kelas dapat meningkatkan pencapaian kemampuan menulis siswa kelas 10 SMK Praja Pandawa.

ABSTRACT

This study aimed at proving that there was a significant improvement in the achievement of students' narrative text writing skills after being taught using animated short movies. This research was applied to the 10th-grade students at SMK Praja Pandawa. This research is classroom action research. In this study, the results of the data were processed using test measurements. The results of this study indicated that there was a significant improvement in students' writing skills from pre-test to post-test after being taught with an animated short movie. The mean score of students before the test was 53.48, with a classical completeness percentage of 22.22% with a minimum KKM score of 60. Meanwhile, after the Post-test 1 was carried out it became 61.33 with a classical completeness percentage of 59.26, and the mean score of students obtained after post-test 2 was 80.59 with a classical completeness percentage of 100%. These results proved that the researcher's treatment had a positive impact on the achievement of students' final results so it can be concluded that the application of animated short movies in the classroom could improve the achievement of writing skills of 10th-grade students of SMK Praja Pandawa.

¹ Corresponding author.

E-mail : wisnupangestu94@gmail.com (Pangestu)

1. Introduction

A language is a tool for communication from language a human can say or express their intent to the other human and one of the international languages is English. Almost all the countries use English to form a relationship, whether in business or political relations. In Indonesia, English as a foreign language is extremely important to learn to facilitate communication between countries. Therefore, education in Indonesia incorporates English into subjects that must be traveled by students. The students should be able to master the four skills in English, there are reading, writing, listening, and speaking. As a foreign language, English is not easy to understand, because it is not the mother tongue in Indonesia. The students have many problems with their English. In this study, the writer talks about the problem in the writing skill, because writing skill is difficult to learn. Therefore, the students feel difficult to write something that they want to do. According to Singh cited in Susanti (2011), he said that it is common to find that people, who are good at spoken English, are not able to express themselves in writing. Writing is a productive skill; this skill needs a complex process to develop the students' writing skills. In writing skills, the students should express their feeling, idea, experience and of course, they should learn actively.

Writing is a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). It means that the students need guidance to practice their writing because writing has some elements (vocabularies, grammar, organization, punctuation, and spelling). It is one of the difficulties in teaching writing skills, the students in Indonesia are non-native language speakers. The teacher must motivate and give them interesting techniques or media to make them easier to write.

Several kinds of text have to be taught to the students, especially for teaching writing such as narrative text, descriptive, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text. Based on this statement, the writer chooses the narrative text to teach in the classroom, because the narrative text is a life experience and written to be a text, so the students will be easy to write their own experience.

The narrative is a kind of text that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways (Sudarwati and Grace in Merindriasari. et. al (2015)). According to Anderson and Anderson cited in Akmala (2011), narrative text is a piece of text which told a story and it aims to inform the reader and listener. There are several examples of narrative text, such as folktales, myths, legends, etc. In narrative text, the students can write by their imagination but the students felt difficult to write it. The students have no idea and are confused to start writing. It is because the topic and sometimes the topic is strange for, they have never imagined it earlier. In this case, the teacher must help their students to improve their ideas in writing. The teacher can use the appropriate, imaginative, fun, familiar, and effective media to teach writing in the class to make the students understand.

The media will help students easily to write and transfer their ideas. The use of media in the classroom is important for the teacher to make their class interesting. It will help them to explain their material to their students. There are many suitable media for teaching writing narrative text, and of the media is animated short movie, because an animated short movie is the combination of moving picture and sound, so this media is not about the audio or visual only. This media is about both audio and visual also so the students will be easy and fun when they learn writing skill by this media. According to Stempleski and Tomalin cited in Susanti (2011) state that children and adults feel interest quicken when language is experienced in a lively way through television and film. Based on this technique, the students will not feel difficult to express their narrative text about the animated short movie that they watched.

The animated short movie is an effective medium to teach and give the motivation for writing skills. According to Sexton cited in Yulianingrum (2011) said a movie provides visual stimuli to reinforce valuable concepts and ideas because the information is often stored in visual form, pictures and short movies may be very important in helping students retain important ideas and retrieve them from the long-term memory. It means that the animated short movie can help the students to stimulate their ideas in the process of learning English writing skills. The students will feel the different conditions when they learn by the animated short movie in their classroom.

Writing is an important skill that is needed by the students to learn English as a foreign language because writing is somewhat related to overall language proficiency. Writing is one of the skills to express ideas, thoughts, feelings, and experiences to the reader. In other words, writing can be said as a means of communication between writer and reader (Ningsih& Rosa, 2013).

There are four skills of English that should be mastered by students. In Vocational High School, especially in Tourism Department, the students should be able to communicate effectively in English since they are facing English spoken guests daily. However, there are still many of the students could not

master the skills, especially speaking and writing well. An example is the tenth-grade students of SMK PrajaPandawa. They had a difficulty in writing, whereas they should conduct their job such as writing letter, notes, report, etc. When students write text students can improve their language and experience. Besides that, through the writing activities, the student will get more information and idea.

The researcher focuses on the problems of students in tenth grade and their teachers. On the second meeting with tenth-grade students, the teacher taught in tenth-grade students was not so interesting. The method used by teachers; was very good. However, the teacher teaching process was not in accordance with the lesson plans. Because the situation this class was different from the classes before. Tenth-grade students of SMK PrajaPandawa as confused by how the teacher teaches them. The teacher used the same method for all classes and the teaching technique was also the same. It is not motivated in learning in the classroom. Based on the interview, it was found that the students were lacking in imagining the explanation of the teachers. They need something to be seen or watch. By seeing or watching the explanation they could get the image of the material being taught. Therefore, the use of animated short movie become one of the solutions for these students.

A good teacher should use a different strategy in the class to make students creative, active, and effective. Each class has a different ability; a teacher must have many strategies to teach in the class. Usually, teachers use Passing Grade to see students' abilities. The curriculum requires all students to achieve the minimum criteria set by the school. These criteria are called the minimum criteria of mastery learning (KKM); it is the standard for competencies achievement (Sebba, 2014). KKM is made at the beginning of the school year or the beginning of the new semester.

Based on research observations, SMK PrajaPandawaBangli's teacher is using KKM 60 for the tenth grade. The students' mean score was only 55. It was lower than KKM (60). There were only 6 students who passed the passing score. There were only 22% of students who passed the passing score. From that, there were many problems in the tenth grade. The process of writing skills in the tenth grade was so low. The students were difficult to get more information. Based on the results of observations in school, several problems identified cause low students' comprehension.

The problems were (1) students did not understand the content of the story, (2) students were difficult to get the main idea of each paragraph, (3) students were difficult to string words into sentences to express their opinion, (4) there were many students were not focused on learning activities. From that, we must give a solution for the teacher to make students fun in learning.

From the observation of the results, four problems make students difficult for reading comprehension. The main cause was number one. Students did not understand the content of the story. It made it the students difficult to get the main idea on the content and also express their opinion, even, the student did not focus on the learning activities.

It can be classified, that the problem of tenth-grade students of SMK PrajaPandawa is difficult to understand the content of the story. As the result, the researcher must get the solutions that are suitable for the problem. Some research has found this same problem. They used the Animated Short Movie in Teaching Writing Narrative Text. Therefore, the writer would like to reduce the problem in the writing skill through "Improving Writing Skill through Implementation of Animated Short Movie in Teaching Writing Narrative of the Tenth Grade Students of SMK PrajaPandawa in Academic Year 2019/2020".

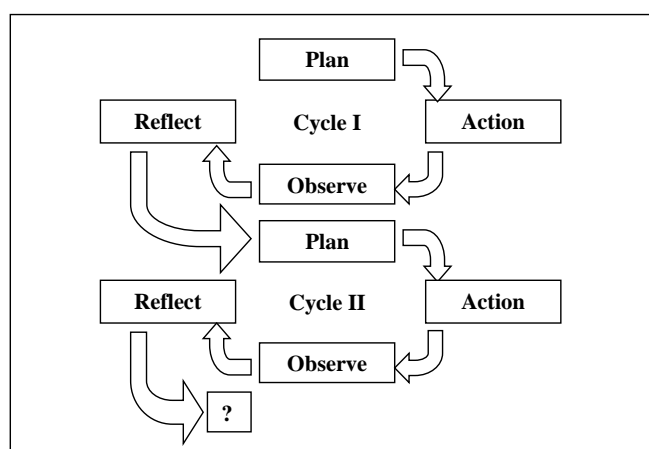
2. Method

This research is categorized as Classroom Action Research (CAR). The main principle of applied classroom action research aims to solve the problems that occur in the classroom. It aims to improve the quality of teaching practices in the classroom, this research focus on the research object in the classroom. Such as how the situation in the classroom, the attitude of students at the time of learning, the condition of media in the classroom, and so on. The researcher can provide text to students to know the ability of students; the researcher assesses the mastery of students in learning materials. It has a specific purpose; the researcher gives the text to create a foundation to investigate the changes and improvements that occur as a result of a class action done by the researcher in the classroom.

After that, the researcher designs what action will be taken to improve and make changes in the student's learning process. Several classroom action models can be used by the researcher. However, the researcher should choose one of all the classroom action research models. The researcher has identified one of the classroom action models suitable for students. Meanwhile, researchers can create a new model of action model as the initial model development to support the achievement of the main objectives of the action that has been done. Classroom action research has cycles; researchers must plan several cycles to create a learning atmosphere in the classroom active and fun. It is Kemmis & Mc Taggart Model. In this study, the researcher did classroom action research by using the model of Kemmis and Mc Taggart in Arikunto (2008).

Kemmis & McTaggart model is a development of the basic concept introduced by Kurt Lewin. This model is similar to the model of Kurt Lewin's just component action and observation used as a single unit. Kemmis and McTaggart's model is the research of a spiral cycle consisting of plan, action, observation, and reflection, which is followed by the next spiral cycle. In classroom action research, the researcher has a set of action plans (based on experience) that can immediately begin the action phase. Some researchers already have a set of data, so they begin their first activities with reflection activities. Most classroom action research starts from the initial reflection phase to conduct a preliminary study as a basis in formulating the research problem (Kemmis and Mc Taggart in Arikunto, 2008)

The researcher makes observations early in the planning to get information from students. The information is collected for analysis; it is a problem in the classroom. The researcher formulates all the problems in the class to be formulated to find a solution designed by the Kemmis cycle system. It means, in one cycle of four activities that must be performed. It consisted of planning, action, observation, and reflection. When the cycle is over, but the researcher found a lack on the cycle. The researcher can back to the second cycle based on the same model. The researcher can do a second cycle to improve deficiencies in the first cycle. The second cycle has the same problem, however, the researcher must use different techniques on the cycle to achieve the research objectives. Notice the (CAR) model chart developed by Kemmis and McTaggart.



Picture 01 Model of Kemmis & Mc Taggart in Arikunto (2008)

The above is a picture of the classroom action research of the Kemmis & Mc Taggart model. Before using the first cycle, the researcher observes the situation in the classroom to get the source of the problem. It was composed of two cycles; each cycle consists of several class actions: planning, action, observing, and reflecting. In classroom action research, the researcher did at least two cycles to make maximum results. Here, the steps of the classroom action research model by Kemmis and Mc Taggart in Arikunto (2008) are as follows:

a) Planning

In detail, the planning includes actions to be taken to improve or change the behavior and attitudes desired as a solution to the problems. It is necessary to realize, this plan is flexible that can change in accordance with the real conditions that exist. In this study, the researcher prepared all of the necessary documents and media before teaching in the classroom. Checking the syllabus, making the lesson plan, preparing the short-animated movie, preparing the observation notes, and making the evaluation for post-test were activities in planning step.

b) Acting

Implementation of action is something researchers do as an improvement effort in the classroom, improvement or change that is implemented based on the lesson plan. The researcher did not change the strategy used by the previous teacher because it was accepted by the students. however, the researcher used animated short movie as the media for teaching in the classroom. The researcher started the class by showing the movie rather than explaining directly to the students. Afterward, the discussion was held to discuss about the movie. Then, the students were asked to write down the story of the movie. Here, the students already have images about the timeline of the movie. Unlike before this treatment, the students only heard the story without having any image about the storyline. It helped them a lot.

c) Observation

The observation activities in (CAR) can be aligned with data collection activities informal research. In this activity, the researcher observes the results or the impact of the actions performed by the students. The observation was held during the teaching learning process. The researcher made a note on important event happened in the class. The researcher noted the students became more active in the discussion than before the implementation of animated short movie. In observation, the researcher also conducted post -test to know the progress of students learning.

d) Reflection

Reflection activity is an activity of analysis, synthesis, interpretation of all information obtained during action activity. Here, the researcher made a comparison of the result of post-test and pre-test. The researcher found any improvement in students score and classical mastery. It was in line with the observation, in which the researcher found the students became more actively involved in the discussion.

3. Finding and Discussion

The study was conducted at Tenth Grade Students of SMK Praja Pandawa Bangli with twenty-seven students. The findings on each cycle are explained as follows :

Tabel 1. The Result of Pre-Test

No	Code of Students	Aspects of Evaluation					Total	Score	Status
		Contents	Organization	Word Choice	Syntax	Mechanic			
1	Student 01	2	2	3	3	3	13	52	NOT PASS
2	Student 02	3	2	3	3	3	14	56	NOT PASS
3	Student 03	3	3	3	3	3	15	60	PASS
4	Student 04	3	2	3	3	3	14	56	NOT PASS
5	Student 05	4	3	3	3	3	16	64	PASS
6	Student 06	4	3	3	3	3	16	64	PASS
7	Student 07	4	3	3	3	3	16	64	PASS
8	Student 08	2	2	2	3	3	12	48	NOT PASS
9	Student 09	2	2	3	3	3	13	52	NOT PASS
10	Student 10	2	2	3	3	3	13	52	NOT PASS
11	Student 11	3	2	3	2	2	12	48	NOT PASS
12	Student 12	3	2	2	3	3	13	52	NOT PASS
13	Student 13	3	2	3	3	3	14	56	NOT PASS
14	Student 14	2	2	2	3	3	12	48	NOT PASS
15	Student 15	2	2	2	3	2	11	44	NOT PASS
16	Student 16	3	2	3	3	3	14	56	NOT PASS
17	Student 17	3	2	3	3	3	14	56	NOT PASS
18	Student 18	2	2	2	2	3	11	44	NOT PASS
19	Student 19	2	2	2	3	3	12	48	NOT PASS
20	Student 20	2	2	3	3	3	13	52	NOT PASS
21	Student 21	2	2	3	2	3	12	48	NOT PASS
22	Student 22	2	2	3	2	3	12	48	NOT PASS
23	Student 23	4	3	3	3	3	16	64	PASS
24	Student 24	4	3	3	3	3	16	64	PASS
25	Student 25	3	2	3	2	3	13	52	NOT PASS
26	Student 26	2	2	2	3	3	12	48	NOT PASS
27	Student 27	2	2	3	2	3	12	48	NOT PASS
MEAN SCORE							53.48		

From the Pre-test results table above, it can be seen that the overall average score is 53.48 lower than the passing grade, which is 60. The percentage of students who passed the test can also be seen in table 1, which is 22.22%. That means 77.78% of tenth-grade students of SMK Praja Pandawa did not pass the passing grade from the minimum score set by the school, which is 60 for English writing.

Based on the results of interviews conducted by students there are several complaints expressed by students. Students are difficult to understand the narrative story narrated by the teacher. Students do not understand the essence of the story in question.

Based on the results of interviews conducted with English teachers, the lack of the value of writing narrative text is because students are not happy in writing and the topic is less interesting. From some of the problems found the researcher concluded that the lack of clarity in the topic of questions given to students was a problem. The researcher used Animated Short Movie media to stimulate students to know the topic of the story. The media will help the students easily to write and transfer their ideas. The use of media in the classroom is important for the teacher to make their class interesting. The animated short movie is an effective medium to teach and give motivation for the students' writing skills.

From the results of post-test 1, the researcher concluded that Animated Short Movie can increase the value of students in writing. This can be seen from the enthusiasm of students in learning and the table of values in table 2, there is an improvement in mean score and classical mastery. The student got an average score of 61.33 and the classical mastery 59.26%. Here students understood more about narrative text films because they were more interesting.

Tabel2. The Result of Post-Test 1

No	Code of Students	Aspects of Evaluation					Total	Score	Status
		Contents	Organization	Word Choice	Syntax	Mechanics			
1	Student 01	4	3	4	3	4	18	72	PASS
2	Student 02	4	3	4	3	3	17	68	PASS
3	Student 03	4	3	4	3	3	17	68	PASS
4	Student 04	4	3	4	3	3	17	68	PASS
5	Student 05	4	3	4	3	4	18	72	PASS
6	Student 06	4	3	4	3	4	18	72	PASS
7	Student 07	4	4	4	3	4	19	76	PASS
8	Student 08	3	3	2	3	3	14	56	NOT PASS
9	Student 09	3	3	3	3	3	15	60	PASS
10	Student 10	3	3	3	3	3	15	60	PASS
11	Student 11	4	3	3	2	2	14	56	NOT PASS
12	Student 12	4	2	2	3	3	14	56	NOT PASS
13	Student 13	4	3	3	3	3	16	64	PASS
14	Student 14	3	3	2	3	3	14	56	NOT PASS
15	Student 15	4	2	2	3	2	13	52	NOT PASS
16	Student 16	4	3	3	3	3	16	64	PASS
17	Student 17	4	3	3	3	3	16	64	PASS
18	Student 18	4	3	2	2	3	14	56	NOT PASS
19	Student 19	4	3	2	3	3	15	60	PASS
20	Student 20	3	3	3	3	3	15	60	PASS
21	Student 21	3	3	3	2	3	14	56	NOT PASS
22	Student 22	3	3	3	2	3	14	56	NOT PASS
23	Student 23	3	3	2	3	3	14	56	NOT PASS

24	Student 24	4	3	3	2	3	15	60	PASS
25	Student 25	4	3	3	2	3	15	60	PASS
26	Student 26	3	3	2	3	3	14	56	NOT PASS
27	Student 27	2	3	3	2	3	13	52	NOT PASS
MEAN SCORE								61.33	
CLASSICAL MASTERY								59.26	

From the results of the post-test in cycle 1, it can be seen that 16 students (59,26%) passed the minimum score (60). That means the average student score also increased if we compare it with the previous pre-test results (from 22.22 to 59.26). However, there were still 11 students (40.74%) who did not pass the minimum score. That is means declared successful it must reach 90% and from cycle 1 the researcher is not reaching the target.

Based on the reflection from cycle 1, it was found that the students became more actively involved in the discussion. It was good point. However, the result was not enough to make this research successful. The researcher asked the students after the post-test, what obstacle that they had so they could not achieve the targeted goal. Most of the students said that they needed to watch the movie more than one time. Watching the movie one time was not enough for them to remember the whole storyline. Besides that, they had no time to revise their writing. Based on this situation, the researcher decided to play the movie three times, so the students could make note about the movie. Besides that, there were editing session, especially for students mechanical writing aspect. They did this within a group which was supervised by the researcher.

From the results of post-test 2, the researcher concluded that Animated Short Movie can increase the value of students in writing. This can be seen from the enthusiasm of students in learning and the table of values in table 3, there is an increase in value and classical mastery. Here students understand more about narrative text films because they were more interesting.

Tabel3. The Result of Post-Test 2

No	Code of Students	Aspects of Evaluation					Total	Score	Status
		Contents	Organization	Word Choice	Syntax	Mechanic			
1	Student 01	5	4	4	4	4	21	84	PASS
2	Student 02	3	5	4	4	4	20	80	PASS
3	Student 03	4	4	5	3	4	20	80	PASS
4	Student 04	5	4	5	3	4	21	84	PASS
5	Student 05	4	4	4	4	5	21	84	PASS
6	Student 06	5	3	4	3	5	20	80	PASS
7	Student 07	5	5	4	5	5	24	96	PASS
8	Student 08	4	5	3	4	5	21	84	PASS
9	Student 09	5	4	4	3	4	20	80	PASS
10	Student 10	5	4	4	4	3	20	80	PASS
11	Student 11	4	4	3	4	3	18	72	PASS
12	Student 12	3	3	3	4	4	17	68	PASS
13	Student 13	5	4	4	4	3	20	80	PASS
14	Student 14	4	3	3	3	4	17	68	PASS
15	Student 15	4	4	4	4	2	18	72	PASS
16	Student 16	5	4	4	4	3	20	80	PASS
17	Student 17	5	4	4	4	4	21	84	PASS
18	Student 18	5	4	3	4	4	20	80	PASS
19	Student 19	5	5	4	5	5	24	96	PASS
20	Student 20	5	5	4	3	4	21	84	PASS
21	Student 21	5	3	5	4	4	21	84	PASS

22	Student 22	5	4	4	4	4	21	84	PASS
23	Student 23	5	4	3	4	4	20	80	PASS
24	Student 24	5	4	4	3	4	20	80	PASS
25	Student 25	4	4	4	4	4	20	80	PASS
26	Student 26	4	3	3	4	4	18	72	PASS
27	Student 27	4	4	5	4	3	20	80	PASS
MEAN SCORE								80,59	
CLASSICAL MASTERY								100	

From the results of the post-test in cycle 2, it can be seen that 27 students (100%) passed the minimum score (60). That means the average student score also increased if we compare it with the previous test results (from 59.26 to 100). That is mean that almost all students get passing the minimum score. Furthermore, this research was declared successful because it met the requirements of 100% of students passing the minimum score (60).

The chart on cycle 1 and cycle 2 showed that the numbers of the students for each indicator in Post test1 are improved. However, there was a problem that occurred during Post Test 1. Some students were not active during the teaching and learning process but the number of students had been decreased.

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They concluded that animation movies can be effective tools to help students in doing the writing narrative. In other words, animation movies can improve students' writing skills. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presented a conversion table consisting of six categories namely very poor, poor, fair, good, very good, and excellent.

Tabel4. The Overall Score

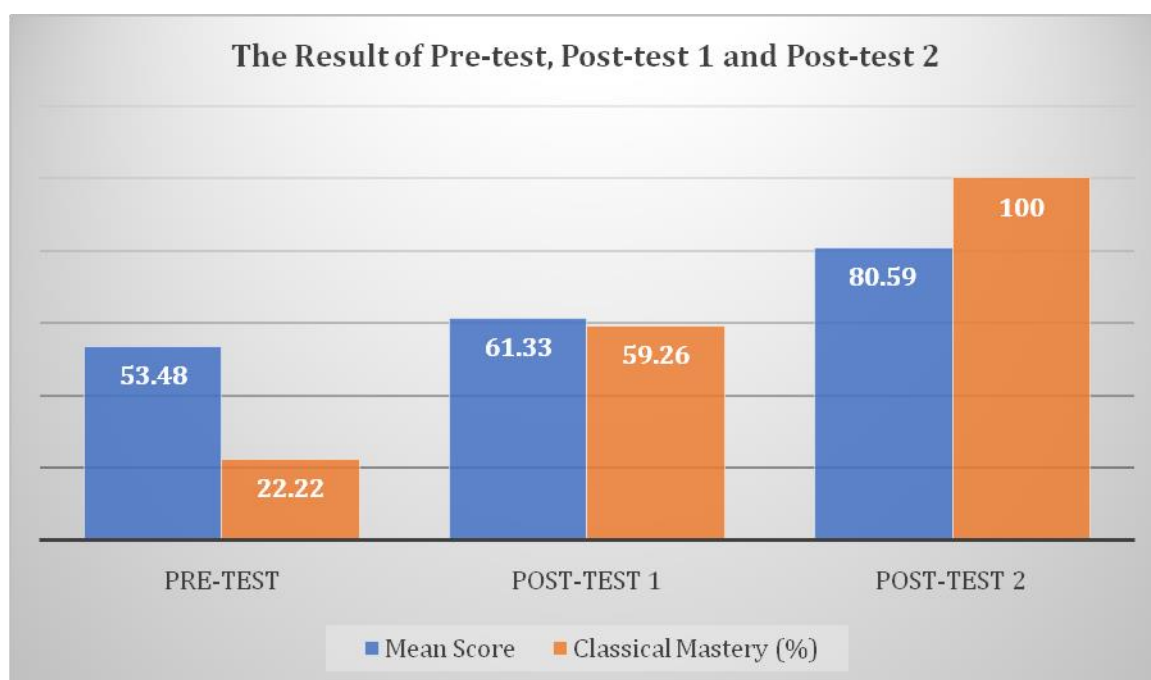
Test	Mean Score	Category
Pre-Test	53.48	Poor
Post Test 1	61.33	Good
Post Test 2	80.59	Very Good

Based on the data that has been obtained from the scores obtained from the pre-test, post-test 1, and post-test 2, the researcher presents a comparison of the increase in the average score of students in reading comprehension of students from each cycle which can be seen through tables and graphs.

Tabel5. The Comparison of Students' Mean Score in Pre-test, Post Test 1, and Post Test 2

No	Code of Students	Pre-Test	Post Test 1	Post Test 2
1	Student 01	52	72	84
2	Student 02	56	68	80
3	Student 03	60	68	80
4	Student 04	56	68	84
5	Student 05	64	72	84
6	Student 06	64	72	80
7	Student 07	64	76	96
8	Student 08	48	56	84
9	Student 09	52	60	80
10	Student 10	52	60	80

11	Student 11	48	56	72
12	Student 12	52	56	68
13	Student 13	56	64	80
14	Student 14	48	56	68
15	Student 15	44	52	72
16	Student 16	56	64	80
17	Student 17	56	64	84
18	Student 18	44	56	80
19	Student 19	48	60	96
20	Student 20	52	60	84
21	Student 21	48	56	84
22	Student 22	48	56	84
23	Student 23	64	56	80
24	Student 24	64	60	80
25	Student 25	52	60	80
26	Student 26	48	56	72
s27	Student 27	48	52	80
MEAN SCORE		53.48	61.33	80.59
CLASSICAL MASTERY		22.22	59.26	100.00



Graph 1. The Comparison of Students' Mean Score in Pre-test, Post Test 1, and Post Test 2

The table above showed that the results of the pre-test show the Mean score of students was 53.48 which can be categorized as poor level. There were 6 students (22.22%) from 27 students who achieved a good categorized score and 16 students (77.78%) at the lower level. In cycle 1, students were treated by using the animated short movie media. The results of post-test 1 showed an increase in students' Writing After the animated short movie media was applied, the increase in the average score of students was from 53.48 in the Pre-test to 61.33 in Post-test1. The number of students who passed the minimum score also increased from 6 to 16 students (59.26%). But that number is not enough to reach 90% of students passing school minimum scores. Because the number of students got the minimum score has not been reached, the second cycle must be done to achieve the minimum score. After doing cycle 2 the

understanding in reading comprehension students is getting better. From the results obtained it can be seen that the average score of students increased from post-test 1. The average score of students increased from 61.33 in the post-test 1 to be 80.59 in the post-test 2. This can be categorized as a very good level. The increase that occurred was inseparable from several modifications made by the researcher in teaching and learning activities in cycle 2. There were no students who are on a poor level. The number of students who passed the standard graduation score applied at school also increased to 100%. In addition, the average score of students in post-test 2 is 80.26 which can be categorized as very good. This means that the average score of students has met the standard school score (60).

The results of reflection on post-test 2 showed that the students showed a better improvement than before. They also have a better understanding of writing Narrative texts so that the scores obtained by students increased. This can be seen from the results of their tests and in the post-test 2 showed that 27 students (100%) managed to get the grades that were targeted by the school. Besides that from the researcher's observations during treatment besides increased writing skills, an increase also occurred in their attitudes and behavior. This can be seen from the results of the researcher's diary and questionnaire distributed to students at the end of each session. The students were very enthusiastic and very interested and felt motivated by using animated short movie media teaching. At the beginning of the pre-test, the students were mostly noisy and did not concern with the lessons, and rarely brought dictionaries. After the media is applied, students become more active and enthusiastic in learning and discussion, and they compete with each other to answer each question given by the researcher.

This study is in line with Lonergan's (1988:4) theory, which in his study states that video is their ability to present complete communicative situations. Video is the combination of sound and vision which is dynamic, immediate, and accessible. Video is audiovisual media, it means that we can watch and hear the speaker dialogues in a context, (Ismaili, 2013:122) investigates) the different effects of applying media and conventional teaching methods in teaching writing Narrative. The video investigation provides interesting and motivating clues to accompany audio or written inputs, lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials.

Based on the discussion above, the success of this study led the researcher to conclude that the application of the Animated short movie media in teaching writing proved to be very effective in improving students' writing narrative text compared to the conventional method usually used by instructors in the class. The results of this study are in line with several theoretical and empirical reviews presented by previous researchers on the effectiveness of the Animated short movie media in supporting a better teaching and learning process.

4. Conclusion

The research is about the implementation of an animated short movie in teaching writing narrative text in class tenth grade students of SMK Praja Pandawa in Academic Year 2019/2020. Based on the findings and discussion of this research, it can be concluded that the use of animation movies in combination with group work is believed to be effective to improve students' writing skills of narrative. It can be seen as follows:

As the collaborator, the English teacher got more knowledge about the teaching of writing animation movies. The researcher realized that the students need many new things to direct their attention in all skills in English. The researcher knew that the teacher had to focus more on writing skills. In addition, the teacher needs to be more creative in selecting and creating the media to support teaching so the teaching and learning process would be more interesting.

Before the actions were conducted, the students are unmotivated to participate in the writing process. The writing learning process was monotonous. The teacher only used the coursebook without any media. During the implementation of the actions, animation movies helped the teacher in the writing learning process; the students were interested and enthusiastic to improve their writing skills. The English teaching and learning process in the writing activities was more active and enjoyable than the previous condition. The classroom atmosphere was better so the students were easy to generate their ideas in a good generic structure, appropriate vocabularies, correct punctuation, and correct tense.

The students became more interested and enthusiastic in the writing activities. They were motivated by all of the programs. The students did not come late. Animation movies helped the students in the writing activities. They could generate ideas by looking at the slides from the movie. They did not have any difficulties finding the new vocabulary, because they brought a dictionary.

References

- Akmala, T. A. (2011). *The use of animated film to improve student's ability in writing narrative text: A classroom action research at the 10th grade of MAN Pemalang*. Undergraduate thesis. Semarang: English Language Education Department, Walisongo State Institute for Islamic Studies.
- Donaghy, K. (2014). *Short and sweet: using short movie films to promote creativity and communication*. Retrieved on 10th March 2019, from <https://www.teachingenglish.org.uk/article/short-sweet-using-short-films-promote-creativity-communication>
- Donaghy, K. (2014). *How can film help you teach or learn English*. Retrieved on 10th March 2019, from <https://www.britishcouncil.org/voices-magazine/how-can-film-help-you-teach-or-learn-english>
- Fitriana, N. (2011). *The use of animation movies to improve students' writing skill of narrative text: An action research conducted at the eleventh grade of SMAN 1 Teras*. Undergraduate thesis. Surakarta: English Department, SebelasMaret University.
- Gusparia, Zainil, Refnaldi. (2014). *Improving students' writing skill of narrative text by using animation video at grade XI science 2 programs of SMAN 1 TelukKuantan*. *Journal English Language Teaching*, 2, 35-43. Retrieved on 13th July 2019, from <http://ejournal.unp.ac.id/index.php/articledownload45813623>.
- Hoepfl, M. C. (1997). *Choosing qualitative research: a primer for technology education researcher*. *Journal of Technology Education*. Retrieved on 23rd June 2019, from <http://scholar.lib.vt.edu/ejournals/JTE/v9n1/hoepfl.html>.
- Ismaili, M. (2013). *The effectiveness of using movies in the EFL classroom: A study conducted at South East European University*. *Academic Journal of Interdisciplinary Studies*. Retrieved on 30th January 2019, from <http://www.mcser.org/journalindex/phpajisarticleviewFile114270>.
- Merindriasari, K., Iwan S., Wardah. (2014). *The use of short film as media for teaching English: narrative text*. Retrieved on 4th December 2019, from <http://jurnal.untan.ac.id/index.php/jdpdp/articleview91179061>
- Stoller, F. (1988). *Films and videotapes in the ESL/EFL classroom*. Retrieved on 10th March 2019, from <http://files.eric.ed.gov/fulltext/ED299835.pdf>
- Susanti, D. K. (2011). *The use of movie trailers as an alternative media to teach narrative writing to the eleventh grade of senior high school students*. Undergraduate thesis. Surabaya: English Department Language and Arts, Surabaya State University.
- Tatsuki, D., H. (1999). *Video in the language lab: teaching vocabulary*. *The Internet TESL Journal*. Retrieved on 13th July 2019, from <http://iteslj.org/Lessons/Tatsuki-VideoinLL.html>.
- Yulianingrum, G. (2011). *Using short movies to teach writing descriptive text to VII grade of SMP Negeri 13 Surabaya*. Undergraduate thesis. Surabaya: English Department Language and Arts, Surabaya State University.