

THE EFFECT OF USING ANIMATION FILM ON WRITING DESCRIPTIVE TEXT

Holimatus Samsiyono

University of Muhammadiyah Jember
Email: holimatussamsiyono20@gmail.com

Abstract

This research was aimed to find the effect of using animation film on writing descriptive text also to investigate whether students who taught by using animation film had better result in writing descriptive text than students who were taught using lecturing method. The problem of this research was “Is there any significant difference between students who are taught by using animation film and those who taught by using lecturing method on writing descriptive text at tenth grade of SMAN PAKUSARI in academic year 2017/2018?” This research used quasi-experimental research. The subjects of this research were 60 students of tenth grade at SMAN PAKUSARI in which 30 students of X MIPA 2 and 30 students of X MIPA 5. Class X MIPA 2 was chosen as the experimental group which was taught by using animation film in learning descriptive text and X MIPA 5 as the control group which was taught by using lecturing method. The data collection used pre-test and post-test. Both of groups were given test to write descriptive text and the computation of data statistics used independent sample t-test in SPSS. After analyzing the data used t-test formula comparing the result of post-test both from both of group, the researcher found in sig-2 tailed was 0.006 which was lower than 0.05 means the H₀ was rejected. In conclusion, there is a significant effect on students’ writing descriptive text who are taught by using animation film and those who are taught by using lecturing method.

Key words: Animation Film, writing, descriptive text

Introduction

Writing tends to be an important skill needs to be master, according to Bryne (in Anggraeny, 2015:1) writing is important and paradoxically, we can only improve our spoken language by writing. Due to the fact writing can be media for people to express their feeling, ideas, thinking or opinion. Brown (2007:391) stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skills that not every speaker develops naturally, besides, writing is a primary means of recording speech and can be used to communicate when the other person does not come in front of us. However, for student in senior high school to have good writing still there are some aspects needs to deal. According to Brown (2007: 391) students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. However there were some

writing process according to Douglas (2009:136), there are three basic components, those are task environment which include external factors from the writer such attribute of the writing assignment and text produced so far. Cognitive processes referred to the mental operations employed during writing, and was broken into three important sub-processes: planning, translating, and reviewing. However, cognitive sub-process divided into setting goals, generating ideas, and organizing ideas into a writing plan, as the new idea are generated while writing, the writing plan require re-organization. And in long-term memory, the writer held knowledge about the topic, the intended audiences, the genre, and general plans or formulas for accomplishing varying writing tasks.

In this research, the researcher used animation film as media to help students to write descriptive text. According to Mayer and Moreno (in Musa, 2013:1) stated that animation is a form of pictorial presentation-a definition which is also refers to computer-generated motion pictures

showing associations between drawn figures. In some cases, animation may possibly require greater cognitive processing demands than static visual as the information change frequently, especially critical objects, and thus cognitive connection can be lost during the animation, means that during the animation film is showing students' cognitive is getting more active. There are many advantages can be gotten in using animation film as the media in teaching writing one of those is according to Awad (2013: 31) students can see language - in- use , means that, one of the main advantages of film is that students do not just hear language, they see it too. However, there are also the disadvantages such Animation program can not be adapted to take into different student levels into account and consideration within a group or class, and Animation program require special equipment for a quality presentation.

Based on previous research, According to Wahyuni (2017) the data taken from the pre-test and post-test, the mean of post-test was 83.5 and the mean of pre-test was 75.25, she also

concluded that using animated film in the class would be encouraged the student more active in learning process where they should find out the material. Based on the theories above, the researcher chose a research entitled the effect of using animation film on writing descriptive text on the tenth grade students of SMAN Pakusari Jember academic year 2017/2018.

The research of the problem was "is there a significant difference between students who were taught by using animation film and those who were taught by using lecturing method?".

The objectives of the research is to know whether there is significant difference between students who are taught by using animation film and those who are who taught by using lecturing method on writing descriptive text on the tenth grade students of SMAN PAKUSARI in academic year 2017/2018.

Method

The kind of the research used is experimental research. According to Arikunto (2013:9) experiment is one of

ways to find a relation of cause and effect (causal effect) between two variables which is intended to occur by researcher with eliminate or decrease or separate other disturber variables. In this research, the researcher wants to know to effect of using animation film on writing in descriptive text on the tenth grade students of SMAN PAKUSARI Jember. The researcher used quasi-experimental design non-randomized control Group, pre-test-post-test design. The illustration can be seen based on **table 1**.

Table 1 Non-Randomized Control Group, Pre-Test-Post-Test Design

Group	Pre-test	Independendent Variable	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

(Arikunto, 2013:125)

Result and Discussion

The research was conducted from 8th of May-23rd of May 2018. The researcher gave pre-test in the beginning to experimental and control group. As the result, from the data pre-test in experimental and control group it was found that the mean of experiment group was 60.93 and control was 61.30. with the

homogeneity was 0.274 which included homogen because more than 0.005 and the normality which was calculated using kolmogorov-Smirnov was 0.200 in experiment which included normal and not normal in control because less than 0.05 that was 0.000. After that, the researcher gave treatment in experimental group only that was teaching descriptive text using animation film and lecturing method to control group. Then the researcher gave post-test to both groups to know the effect of using animation film in teaching descriptive. It was found that the mean of experimental group was 66.77 and control group was 62.03. Before analyzing the data t-test formula in SPSS he researcher formulated the hypothesis' those were H_0 = there no a significant different on students writing descriptive text who were taught by using animation film and students who were taught by using lecturing method. H_a = there no a significant effect on students writing descriptive text who were taught by using animation and those who were taught by using lecturing method. The

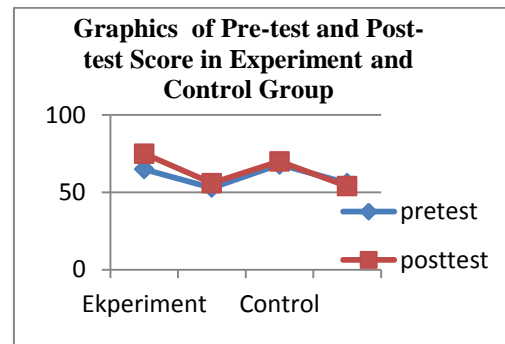
result of t-test formula can be seen in **table 2.**

Table 2. result of t-test formula

Data	t	df	Mean difference	Sig.(2-tailed)
Post-test	2.883	58	4.733	.006

After the researcher analyzed the data using t-test formula the result in sig.(2-tailed) was 0.006 which was lower than 0.05 which means the H_0 was rejected means that there is a significant different on students writing descriptive text who were taught by using animation film and those were taught by using lecturing method. Besides the result of homogeneity was 0.284 which included homogen and the normality which used kolmogorov-Smirnov was 0.001 in experiment which included not normal and 0.004 in control group which also included not normal The increasing of the score in experimental and control group could be seen in the graphics in **figure 1.**

Figure 1. Graphics of Pre-test and Post-test Score in Experiment and Control Group



From the result of writing the experimental group score was increase, that happened caused by some factors such as first, students got idea from watching animation film. Due to the fact that in experimental group students were easy to begin their writing because in the treatment which was conducted twice 14th and 15th of May 2018, they had been showed the topic in the animation film. So, the students were directly looking at the animation film which consist some information about the topic that was the description of the topic such as the characteristics of the prince, princess or queen and the condition of the place such the kingdom. Second, three knowledge of writing were ongoing those are declarative knowledge, Factually, most of students in experimental group were confident

(overestimating) about their result of writing in post-test, it was also supported by image in the animation film for example there was an image about a brown kingdom so the students will write "kingdom is brown" because they had noted during the animation film showed about the information-needed. procedural knowledge, In experimental group most of students' score in post-test were getting increase because they had done their optimal effort to describe about the topic after watching animation film moreover the time to write was 90 minutes in post-test. Last was conditional knowledge, In experimental group the class was conducive because the researcher gave the animation film in treatment before post-test which made the condition of the class was different than the class which was taught by the real teacher and the condition made students more enthusiasts which could create feeling happy to follow the learning process. Third, animation film created knowledge of telling, For both group they still could describe about the topic even with the a little different result because since in pre-test students

already knew what they should write about descriptive text it also happened in post-test but their descriptive text was better after the researcher used animation as media in teaching descriptive text and that happened in experimental group. And the last was students got an optimistic atmosphere during the showing of animation film. When the researcher gave animation film for students in experimental group, students were happy because before that the English teacher never used media such animation in teaching descriptive text in the previous semester they looked enthusiastic in watching it, it was also supported by the result of their writing which was better than control group it cause by students in experimental group felt the positive atmosphere during the treatment and still remember about the content of the film when they did the post-test. It also proved by previous research, Wahyuni (2017) by using English animated movie in the class it would be encouraged students more active in learning process where they should find out more information about the material. Puspita (2007)

using animation film in writing can make students easier to write and get idea because they just need to rewrite in their word after watching the animation film and students can get a lot of words based on the movie, so they just need to arranged the word. Merindrasi (2015) film is one help students in learning writing audio visual media which has story that can help students in learning writing.

On the other hand, the score of control group was also increased because the researcher taught again descriptive text which has been learnt in first semester. According to Jhon (2000:51) stated that different kind of learning experiences can look equivalent when tests of learning focus solely on remembering example on the ability to repeat previously taught fact or procedure.

Conclusion

To conclude, there is significance different between students who were taught by using animation film and those who are taught by using lecturing method, it could be compared from the mean score of post-test in

control and experimental group from t-test calculation that the result was 0.006 which is lower than 0.05 and the null hypothesis was rejected. On the other hand, the score of control group is also increase even not as high as score of experimental group because researcher taught them without using animation film it is caused by teacher make students remember about descriptive text which has been taught in first semester.

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