

IMPR
IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE
TEXTS BY USING ANIMATION VIDEO AT GRADE XI SCIENCE 2
PROGRAM OF SMA N 1 TELUK KUANTAN

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Abstrak: *Keterampilan menulis siswa kelas XI IPA 2 pada SMA N 1 Teluk Kuantan masih belum mencapai kriteria ketuntasan minimal yang ditetapkan kurikulum SMA N 1 Teluk Kuantan. Oleh karena itu, penelitian ini bertujuan untuk mendapatkan jawaban tentang apakah video animasi dapat mengatasi masalah siswa dan meningkatkan keterampilan siswa dalam menulis teks narrative menjadi lebih baik, serta faktor-faktor apa saja yang mempengaruhi peningkatan keterampilan menulis tersebut. Peserta pada penelitian ini adalah seluruh siswa kelas XI IPA 2 SMA N 1 Teluk Kuantan yang berjumlah 35 siswa. Penelitian ini terdiri dari 2 siklus, yang mana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian berupa hasil test, lembar observasi, catatan lapangan, dan wawancara. Data dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penggunaan video animasi dapat meningkatkan keterampilan siswa dalam menulis teks narrative melalui beberapa proses yakni; memberikan pemahaman kepada siswa, mendiskusikan kosa kata sebelum siswa menulis, dan membantu siswa ketika menulis. Hal ini dapat terlihat dari peningkatan nilai rata-rata siswa pada nilai awal (basic score) adalah 60.3, kemudian pada tes I adalah 72.0, dan pada tes II adalah 79.6. Adapun faktor-faktor yang mempengaruhi perubahan peningkatan keterampilan siswa dalam menulis teks narrative adalah materi, media, pendekatan guru, latihan menulis, dan interaksi siswa. Maka dapat disimpulkan bahwa penerapan video animasi pada pengajaran menulis teks narrative dapat meningkatkan keterampilan menulis siswa.*

Key words: *Writing Skill, Narrative Texts, Animation Video.*

INTRODUCTION

English is widely used as a global language. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia. Based on Standard Competence stated in *Peraturan Pemerintah No. 22 Tahun 2006*, the goal of English teaching and learning in Indonesia is to develop students' discourse

competence. It concerns on producing both oral and written texts conveying in four integrated skills, consisting of listening, speaking, reading, and writing.

One of four skills that has to be mastered by the students is writing. Writing is one of ways for people to communicate their ideas. According to Halliday (cited in Nunan, 1991:84), "writing is functional communication; making

learners possible to create imagine worlds of their own design". It means that through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. Ur (1996:163) defines "writing as an artificial activity". It means that it requires conscious learning or efforts to be able to acquire the activity. Principally writing aims at expressing ideas and conveying messages to reader.

To write English well, the students should master all components of writing skill, namely grammar, vocabulary, content/ideas, mechanics, and organization. Through writing, the students can restate information that he understands from texts or articles as well as information that he listens to. Moreover, it is also a very useful language skill to deliver information through written communication. It is in line with Zhang and Cheng (1989:34) who explained that "in writing activities especially writing in a foreign language, the writer should be able to use grammar, vocabulary, conception, rhetoric, and other elements". So that, in order to master writing, they have to be hard-working in doing it.

Dealing with the School-Based Curriculum (KTSP), for Senior High School as well as referring to the Basic Competence (BC) of writing skill for the second year students, it is expected that the students are able to express meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently and understandably in the form of narrative, spoof, and hortatory exposition. In brief, teaching writing for the students is intended to encourage them how to be able to

express both meaning and rhetorical in the form of some texts.

Narrative text is chosen by the researcher in conducting this research. It is a kind of text, which function is to entertain the reader with complications or problematic events which lead to a crisis or turning point of some kind in turn finds a resolution. Sudarwati and Grace (2007: 154) state "four main organizations; orientation, complication, resolution, and re-orientation". Its characteristics can be seen through its language features, which include noun, pronoun, noun phrase, time connective and conjunctions, adverbs and adverbial phrase, and material processes. It is generally written in simple past tense.

To help students writing narrative text, the teacher has to help his / her students in writing. Aix (2008: 25) defines "media as a device used by teacher in teaching-learning process that makes learners understands the material given". Media provide an excellent source for discovering a "new" place and make students competent more culturally. In addition, Sharon et al (2007: 6) define "media, the plural of medium, are means of communication". The term refers to "anything that carries information between a source and a receiver". Referring to those definitions, the researcher can conclude that media is related in communication and learning to transfer or deliver messages and it designed by the teacher which should be enjoyable and meaningful for the students. There are many kinds of media that can be used for the teacher in helping the students, such as visual, audio, and audio-visual. Therefore, in order

to help the students, the use of media is important.

Here, the researcher chooses one kind of audio-visual media to help the students in learning writing – that is, animation video. The implementation of animation video offers many advantages for language learning. Animation video is a great medium in teaching, especially in teaching narrative text. This idea is supported by Barthes (1993: 3). He says that animation video is “a great device that can amuse the audience with imaginary world powerful characters”. Moreover, Klarer (2004: 54) states that “animated film or video is like a novel”. It has narrative technique, plot, and the change the setting and time structure. In short, it can be defined that animation video has complete structures that can amuse and entertain the audience with imaginary powerful characters. It provides setting of the story, conflicts, and characterization which are performed on the media.

Sharon et al (2007: 315) states that “there are several reasons why video can be used in language learning”. The first reason is motion. One of the main advantages of video is moving image that allows students do not just hear language, they see it too. Moving image also can portray a concept in which motion is essential to learning (such as motor skill). The second reason is skill learning. Through video, students can view a performance over and over again for emulation. They also can observe video performance of their performance for feedback and improvement. Next, video can create an affective learning. Video can be useful in shaping personal and social attitudes because some of video have great potential for emotional impact.

For example, documentary video has often been found to have an impact on audience attitudes.

The fourth reason is video can establish community. By viewing the video together, a disparate group of students in the classroom can build up a common base of experience to discuss an issue effectively. The last reason is video can creating a motivation. For all reasons so far mentioned, most students shown an increased level of interest when they have chance to see the language in use as well as hear it, and when this is coupled with interesting tasks.

Based on the advantages of animation video above, the researcher interest to apply animation video in teaching writing. By carrying out this research, the researcher expected that the implementation of animation video in teaching writing narrative text probably helps students to overcome their difficulties in writing and to achieve the improvement of their writing skill.

Futhermore, there are many factors that influence students in learning writing. Myles (2002: 5) points out “two factors influence students writing ability; social factors and cognitive factors”. Social Factor covers learner attitudes and learner motivation. Teachers should be able to motivate students in writing task and develop positive attitude which can have a positive effect on their writing. On the other hand, cognitive factors related to how learners use their language in writing. It can be thought that writing in a second language is a complex process involving the ability to communicate in L2 (learner output) and the ability to construct a text in order to express

one's ideas effectively in writing. Vocabulary and language transfer are considered difficult for almost students. In order to have an effective writing teacher must concern this factor when teaching writing.

Based on the explanation above, the purposes of this research are (1) to find out the extent to what animation video can improve students' writing skill of narrative texts at grade XI Science 2 Program of SMA N 1 Teluk Kuantan and (2) to find out the factors that influence the changes of students' writing skill of narrative texts by using animation video at grade XI Science 2 Program of SMA N 1 Teluk Kuantan.

METHOD

This research was a classroom action research. According to Gay and Airasian (2000:593), "classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and effects in order to understand and improve their teaching activities in classroom". In addition, Zainil (2008:1) defines that "classroom action research is a research that conducted by teachers as researcher which collaborate with collaborator in order to improve the teaching and learning process of their own classroom".

This research was conducted to improve the students' writing skill of narrative texts at grade XI Science 2 Program of SMA N 1 Teluk Kuantan by animation video. This research was done in two cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart in Burns

(2010:9). They propose "the model of classroom action research which involves planning, action, observation and reflection". The researcher worked collaboratively with other English teacher to get better result.

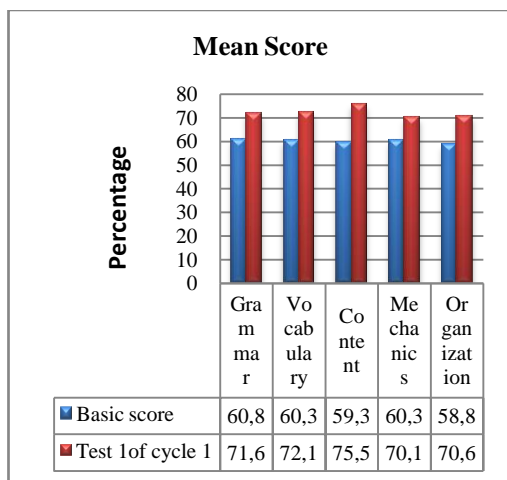
This research was conducted at class XI Science 2 Program of SMAN 1 Teluk Kuantan which was located on Jl. Perintis Kemerdekaan Teluk Kuantan- Riau. The participants were students at class XI Science 2 Program of SMAN 1 Teluk Kuantan 2013/2014 Academic Year. There were four instruments in this research; writing test, observation checklist, field notes and interview. The data were analyzed quantitatively and qualitatively.

FINDINGS

The improvement of students' writing score is the main indicator of the success in using animation video. In the first writing test in Cycle I, the result of the test showed that the average score of each writing indicators are higher than basic score. They could achieve an improvement from one meeting to other meetings. The score started on grammar 71.6 in the first meeting of cycle 1. Then, it improved throughout the meetings. Finally, in test 1 the score of the students' skill in writing narrative text could reach 72. The score indicated that the students' are able to write narrative text by using animation video. However, the average score for cycle 1 was still 72. Therefore more treatment in cycle two was needed to improve the score.

The improvement of students' writing skill could be seen by the result of the students' writing test in the following graph:

Graph 1: The Improvement of Students' Mean Score per Indicator of writing Test in basic score and test 1 at the end of cycle 1



From the graph, it was clear that after implementation of animation video in teaching writing narrative text, the students' writing skill improved for all of indicators of writing skill. It was be referred by their mean score on test 1 at the end of cycle 1 after implementation of animation video was higher than their mean score before implementation animation video. All indicators were still unsatisfied. They were lower than the criteria standard achievement, namely 78. It indicate that the students' writing skill still low or on fair level.

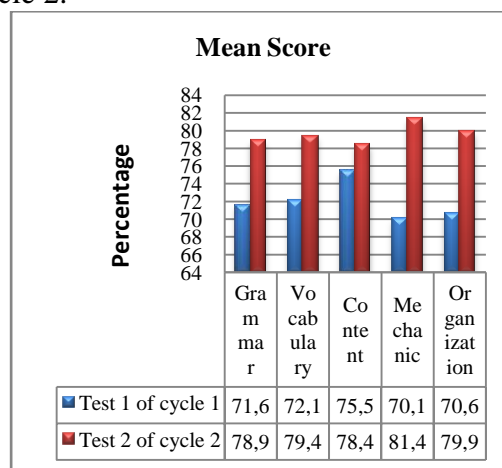
Based on the score analyses, the researcher found that most of students could not write all the word very well, because they were still difficult to catch vocabulary from video. The students also still got fewer ideas in writing narrative text. Then, the students were still less master on grammatical pattern in arranging their simple past tense. It was shown by the fact that there was still found grammar mistake in students' writing.

To overcome this problem, in Cycle II, the researcher planed to give a discussion about the vocabularies for pre-watching activities. They would list some vocabularies from question provided from animation video would be watched. Then, the students had to write them down. The students were also asked to discuss difficult words and they were allowed to use dictionary before they watched the animation video. Lastly, the researcher assists the students in writing process after they watch animation video.

As a result, the revise plan on Cycle II was better to improve the students' writing skill of narrative text related to all writing skill indicators.

The improvement of students' writing skill could be seen by the result of the students' writing test in the following graph:

Graph 2: The Improvement of Students' Mean Score per Indicator of Writing Skill on Test 1 at the end of cycle 1 and Test 2 at the end of cycle 2.



From the graph, it was clear that after implementation of animation video in teaching writing in cycle 2, the students' writing skill improved for all of indicators of writing skill. It was referred by their

mean score of test 1 at the end of cycle 1 as higher than and their mean score of test 2 at the end of cycle 2. In this cycle, the students' mean score of the students' writing was 79.6. It was higher than the minimum standard of English subject at the researcher's school, namely 78. It could be implied that, at the cycle 2, the students attained a good progress and a significant improvements in writing skill by using animation video.

It was also referred by the data from observation checklist and field note, the researcher found that the activities in using animation video provided positive contributions on the students' writing skill improvement. Those data, qualitative and quantitative, were enough prove that the process that brought in the teaching and learning process was active in solving the students' writing problems. The process covered encouraging the students' vocabularies, discussing and assisting the students while doing writing.

The improvement of students' writing skill is influenced by several factors. It can be revealed from observation checklist, field note and interview. The factors are materials, media, and teacher's approach, amount of practice and students' interaction. In line with those factors above, the researcher do the research through the better approach. The researcher teaches narrative texts and discusses the vocabularies before students writing. Then, the researcher monitors and assists the students while doing writing a narrative text. The researcher also discusses the students' mistake each meeting in

order to improve the students' writing skill for the next meeting.

DISCUSSION

From the result of each cycle, it was proved that using animation video could improve the eleven grader's writing skills. This is in line to what Bhavard (2009) says that "technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students' improvement".

There are some points that can be raised and discussed with regard to the findings. First of all, to make it effective, animation video to be used in the classroom should fulfill the following criteria. According to Geralch & Ely (1980:254-264) "there were five aspects that should be considered in selecting good instructional media; appropriateness, level of sophistication, cost, availability, and technical quality". The researcher used the animation video about fairy tales entitled *The Shoemaker and The Elves*, *The Beauty and The Beast*, *The Snow white and Seven Dwarf*, *The Fog Prince*, and *Jack and Beanstalk*. The researcher chose those stories since fairy tales were appropriate with the theme to be covered on the syllabus, that is, narratives. The animation video also has to be appropriate with the difficulty level of the eleven graders. In terms of availability, the animation video could be downloaded from the internet. Moreover, they also can be used in teaching and learning of other skills. The animation video was also selected based on the clarity of the pronunciation and the visualization

to match with the level of the students.

Students' responses during the implementation of animation video were very positive. It could be seen from the observation during the teaching and learning process and from the interview that the researcher conducted in the end of meeting. From the observation sheets, the researcher found that the students like the material given. They were more motivated because the material is interesting. Richards (2001: 251) proposes that "teaching materials are a key component in most language patterns. It should encourage students in learning activities of component in material". Additionally, Clark (1989: 72) says that the characteristic of good material has to consider many aspects in order to fulfill its role in learning process. In conclusion, giving the material to the students should fulfill interesting components and aspect that made them more successful in their learning.

Based on interview results, the students were very enthusiast and happy in watching video. The class became calm and pleasure. They also got ideas and vocabularies from the animation video given. Adegbija and Fakomogbon (2012: 218) define "media as instructional media are the human-nonhuman devices, used by teachers to overcome all learning problems, including noise factor". Moreover, Carol et.al (2010: 19) defines "media as resources are deliberately used to communicate with us". The purpose of the communication may be to entertain, inform, educate, and persuade. In other words, media useful for students to solve their problems, to be more focus, and it made them motivated by the purpose of learning.

CONCLUSION AND SUGGESTIONS

After carrying out this classroom action research in the two cycles, it can be concluded that animation video had successfully improved the students' writing skill of narrative text by using animation video at texts at grade XI science 2 program of SMA N 1 Teluk Kuantan to the writing skill indicators. It is supported by quantitative data which showed the improvement of students' writing skill in each writing indicator; grammar, vocabulary, mechanics, content and organization, as well as their mean score in basic score, writing test in first cycle, and test in cycle 2. The average score of students' score in basic score was only 60.3, in cycle I the average of the students' score increased become 72, and in cycle II increased become 79.6. It means that the students' average score in cycle II could reach the minimum criteria of achievement of English subject at SMA N 1 Teluk Kuantan that is 78.

The successful of animation video in improving the students' writing skill was influenced by some factors. They are materials, media, teacher's approach, amount of practice and students' interaction. In line with those factors above, the researcher do the research through the better approach. She teaches narrative texts and discusses the vocabularies before students writing. Then, she monitors and assists the students while doing writing a narrative text. She also discusses the students' mistake each meeting in order to improve the students' writing skill for the next meeting.

Based on the findings, some suggestions are given to English teachers and further researchers.

Since the animation video can help the students' writing skill, it is recommended that English teachers incorporate the use of animation video in the classroom. The teachers have to select the animation video based on the criteria that have been discussed before. The animation video can also be used in teaching other skills such as listening and speaking. The research can also serve as a reference for researchers to conduct further research. The animation video can be employed to teach other topics or text types and other language skills. Finally, since this media can be used by the students independently, the researcher suggests that students to use the animation video as alternative media for writing class to help them to improve their writing skill.

Note: This Article was written from the writer's thesis at Pasca Sarjana of Padang State University guided by Prof. Drs. H. Zainil, M.A., Ph.D and Dr. Refnaldi, S.Pd., M.Litt

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