
THE USE OF SHORT ANIMATED MOVIE TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT

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ABSTRACT: The appropriate and effective media that will be able to attract the students' interest is the short animated movie that could help students improve writing skill. Thus, the objective of this study was about to find out whether it is effective to use short animated movie to improve students' skill in writing descriptive text to the seventh-grade students of Sumsel Jaya Junior High School Palembang or not. The experimental method was used in this study whereas the design of this method was using pre-experimental design. The type of the experimental design used was one group pretest-posttest design. The population of this study was 62 students and 30 students as the sample, which chosen through convenience non-probability sampling. The format of the test was essay and the test was using two raters to check the test result. The data obtained was analyzed by using matched t-test. It was supported by the result of the data analysis where the t-obtained that the result of matched t-test calculation was 9.427. It was higher than critical value 1.699. It could be concluded that the use of short animated movie to improve students' skill in writing descriptive text to the seventh grade students of Sumsel Jaya Junior High School was effective.

Keywords: *animated movie, writing, descriptive text.*

PENGUNAAN FILM ANIMASI PENDEK UNTUK MENINGKATKAN KETERAMPILAN SISWA DALAM MENULIS TEKS DESKRIPTIF

ABSTRAK: Media yang tepat dan efektif yang dapat menarik minat siswa adalah film animasi pendek yang dapat membantu siswa meningkatkan keterampilan menulis. Tujuan dari penelitian ini adalah untuk mengetahui efektif atau tidaknya penggunaan film animasi pendek untuk meningkatkan kemampuan siswa dalam menulis teks berbentuk narasi dari siswa kelas tujuh Sekolah Menengah Pertama Sumsel Jaya Palembang. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dimana menggunakan disain pra-eksperimen dan jenisnya adalah disain satu kelompok pretest dan posttest. Populasi dari penelitian ini berjumlah 62 siswa dan 30 siswa sebagai contohnya, sampling yang digunakan adalah convenience non-probability sampling. Format tes adalah esai dan tes menggunakan dua rater untuk memeriksa hasil tes. Hasil data dianalisa menggunakan matched t-test. Hasilnya bisa dilihat dari data analisis dimana hasil dari matched t-test adalah 9.427 dan lebih besar dari critical value 1.699. Dapat disimpulkan bahwa penggunaan film animasi pendek untuk meningkatkan kemampuan siswa dalam menulis teks berbentuk narasi dari siswa kelas tujuh Sekolah Menengah Pertama Sumsel Jaya Palembang adalah efektif.

Kata Kunci: *film animasi, menulis, teks deskriptif.*

INTRODUCTION

The most popular language in the world is English. English has become international language and it is used by many countries, including Indonesia. English in Indonesia is known as the first foreign language with a very limited usage including the place, the time, and the environment. This foreign language is important to be taught with the aims to improve the ability to get information and to develop the relation among nations in the world.

The ability to use a language in a communicative way is not just a single unified skill. Most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. Listening and reading are known as the receptive skills; while speaking and writing are known as productive skills. Williams (2003) states that most teachers at schools try to incorporate all four skills into their planning, though some classes may focus more on one set of skills or the other, due to the course and learners objectives (p. 297). When learning new language material, for both second language learners and first language learners are entitled to learn as well as achieve these skills.

Writing as a part of language skills has different stages of the process. The different stages of the writing process will depend on how much attention we give to what the content and length, what kind of writing we are doing, what medium we are using (Harmer, 2004, p. 6). We have to know the purpose of our writing in order to get the purpose of our writing. In Indonesia, students who learn English as a foreign language frequently find some difficulties when they are learning about writing. They often get confused and don't know what to write. They frequently think about grammar and vocabulary. At last they get stuck and give up. On the other hands some teachers still use traditional method to teach writing. Traditional method frequently makes students bored because the method is monotonous and the students cannot be creative to create something. Vile (1998) states that a creative writing is a journey of self-discovery and self-discovery promotes effective learning (p. 31). When teachers set up writing tasks so their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignment.

Teaching writing is not easy. Teacher has to think the appropriate and effective media that will be able to attract the students' interest. Moreover, the students are supposed to be able understand the written form for the communication. Writing is one of challenging for the students to improve language skills (Saputra, Yuniarti, Kurniawati, & Dewi, 2022, p. 75).

Due to this case, teachers have to be able to find an appropriate, fun, and effective media in teaching writing. One of the ways to make the teaching writing effective is to make the students active and creative so they enjoy learning and they can improve their writing skill. One of the media that can be used to teach writing is short animated movie.

Movie is a kind of visualization media which can stimulate and motivate students in learning English. Harmer (2001) states that the use of video has been common features in language teaching for many years (p. 282). It can be said that short animated movie is able to improve and motivate students to learn English. By watching short animated movie students will be able to create descriptive writing simply since they will use their visualization and imagination dealing with a story. After having an interview with the seventh grade English teacher at Sumsel Jaya Junior High School Palembang in terms of

the problems of the students to write English writing, the writer want to implement short animated movie to improve students' ability in writing descriptive text. By using this technique, it is hoped that the students will be more interested in learning English writing..

According to Harmer (2001, p. 286), using video in teaching is designed to awaken student's curiosity, through prediction activities. The main aim of short animated movie in teaching descriptive text is to help the students to predict and express their ideas in writing. From short animated movie, students will get overall description of the movie, such as setting, plot, character, moral values and others. Movie can be more effective than other instructional media relating one idea to another, building a continuity of thought, and creating dramatic impact. Thus, the use of video animated could contribute the students' writing improvement and give positive effect for language teaching and learning process. The objective of this study is to find out whether or not it is effective to use short animated movie to improve students' skill in writing descriptive text to the seventh grade students of Sumsel Jaya Junior High School Palembang.

Writing Skills

Writing is a medium of communication that represents language through the inscription of signs and symbols. Kern (2000) states that writing is functional communication; making learners possible to create imagine worlds of their own design (p. 172). It means that through writing, learners or people can present and express thought, feeling, ideas, and experiences to convey specific purpose. components areas. According to Heaton (1998), there are five components for good writing (p. 136). Those five components are: (1) Language use: ability to write correct and appropriate sentences. (2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language. (3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information. (4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively. (5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing as one of productive skills in learning language will require its learners to grab process to achieve its best result. Harmer (2004) states that writing process is the stages that a writer goes through in order to produce something in its final written form (p. 4). There are five steps of writing process which is an interrelated set of stages: (1) pre-writing: this is the planning phase of the writing process, when writer brainstorm, research, gather and outline ideas; (2) drafting: writer create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument; (3) revising: writer review, modify, and recognize their work by rearranging, adding, or deleting content, and by making the tone, style and content appropriate for the intended audience; (4) editing: at this point, writer proofread and correct errors in grammar and edit to improve style and clarity; and (5) publishing: in this last step, the final writing is shared with the group. Sharing can be accomplished in a variety of ways.

According to Gerrot and Wignell (2000), genre is a category used to categorize discourse and literary works (p. 17). Genre is a category used to classify discourse and literary works, usually by form, technique, or content (p. 17). On the other hand, genre can be defined as a culturally specific text-type which results from using language to accomplish something. The meaning of the genre is intended to let students understand

and identify the concept of text they will write. There are few kinds of genres (text types) according to (Gerrot & Wignell, 2000, p.192). They are: (1) Spoof. It is a kind of genre that has social function to retell an event and a humorous twist. (2) Recount It is a kind of genre that has social function to retell event for the purpose of informing or entertaining. (3) Report. It is a kind of genre that has function to describe the way things are with reference to arrange of natural, man-made and social phenomenon in our environment. (4) Descriptive. It is a kind of genre that has social function to describe a particular person, place, or thing. (5) Narrative. It is a kind of genre that has social function to amuse, entertain and to deal with actual experience in difference ways. (6) Procedure. It is a kind of genre that has social function to present (at least) two points of view about an issue. Based on the curriculum 2013, the seventh grade students in Indonesia descriptive text will be learnt. Therefore the writer were interested in choosing descriptive text at Sumsel Jaya Junior High School Palembang.

Animated Video

Animated movie is a motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics that simulates motion by recording very slight, continuous changes in the images, frame by frame. According to Mayer (2001), Animated movie is a kind of movie which involves sound, recording, a series of drawing or manipulating in animate objects, one frame in one time (p. 19). When projected, the sequences of frames take on illusion of motion. This movie uses computer graphics in creating animated images. It can be concluded that short animated movie is a kind of animated movie which provides shorter duration of play.

Every movie has specialty in terms of sending meaning as well as informing sories to the watchers. According to Bordwell & Thompson (2000), there are some different kinds of movie or film based on the types. (p. 5). They are: (1) Documentary movie. A documentary film supports to present factual information about the world outside the film. As a type of movies, documentary presents as factually trustworthy. (2) Fictional movie. A fictional film presents imaginary begins, places or events. (3) Animated movie. Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animated movies do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

METHODOLOGY

The method used in this study is experimental method. The experimental method has three designs, pre-experimental, true-experimental and quasi-experimental design. According to Brown (2002), experimental methods study the relationship between two variables. One variable give an impact on another variable whether changes in it result in changes in the other. Among these design, the writer uses pre-experimental design (one group pretest-posttest design). The writer used pre experimental design since the writer only used one class as his study. The type of the experimental design used by the writer was one group pretest-posttest design. According to Frankel and Wallen (2012), A single group is measured or observed in the pretest-posttest design group before and after any type of treatment.

By intentionally producing one variable and observing whether changes in it result in changes in the other, experimental methods can study the relationship between two variables.

In this study, there will be two kinds of research variables. They are independent variable and dependent variable. The independent variable is the use of short animated movie and the dependent variable is the writing descriptive text which is measured by written test. In this study, the population is all the seventh grade students of Sumsel Jaya Junior High School Palembang in the academic year of 2014-2015. It consists of 62 students for two classes.

Test is used to describe the success of improving students' ability in writing descriptive text after using the short animated movie. To score the students writing test, writer needed a rubric to guide and to get the proper scoring system.

According to Heaton (1998), Tests are designed primarily as a means of enhancing learning and motivating students, or as a means of accessing student achievements primarily in language (p. 5). In collecting the data writer gave written test in form of writing a simple descriptive text namely (1) Pre-test means the test was given before giving the treatment. The writer gave the written test to measure the students' writing ability, (2) Post-test means the test was given after the treatment in order to know the students achievement through short animated movie to improve their writing skill. The writer gave the written test to measure and to know the progress of the students in improving writing skill after they got treatment.

The validity of test material is checked through the syllabus; it is a form of validity which is based on the degree which a test is adequately and sufficiently measured at the particular skills or behavior (Richard, 1995, p.61). The writer used the content of validity in this research. To obtain a content valid measure of writing descriptive text by using short animated movie, the writer specified the full domain of content that was relevant with the syllabus and curriculum. In order to know if the contents of the test items that given were appropriate, the writer checked it to the curriculum or content validity.

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. Reliability refers to the stability of test scores. According to Brown (2002), A reliable test is consistent and dependable (p. 220). The reliability of the writing was evaluated through inter-rater reliability. To measure the reliability of the test, the writer used rank order correlation to check the inter-rater reliability. Franklen and wallen (2012) stated that for the research purpose, a useful rule is that reliability should be at least 0.70 and preferably higher (p. 149).

According to Dornyei (2007), the matched t-test was used to compare two sets of scores obtained from the P same group or when the same participants are measured more than once in a research design. The matched t-test was applied to find out the significant difference between the student's achievement in the pretest and the posttest.

FINDINGS & DISCUSSION

The pretest was given to know how far the students' writing descriptive skill before being taught and treated by using short animated movie. The results showed that the highest score in the pretest was 73 reached by one student and the lowest score was 44 reached by one student. The total score of the students was 1860 and divided them and the result of this calculation was 62.03 for the students' average score in the pretest.

The writer gave the students' posttest to measure how far students' progress in their writing skill after giving the treatment. In the posttest result, it was found that the highest score was 85 reached by one student and the lowest score was 71 reached by one student. The total scores of posttest were 2273, then the writer divided them and the result of this calculation was 75.70.

The writer calculated the matched t-test to find out whether or not the use short animated movie is effective to improve students' skill in writing descriptive text. The writer found that the result of matched t-test calculation was 9.427.

From the result of the data gained, it could be concluded that learning descriptive text writing by using short animated movie to the seventh grade students of Sumsel Jaya Junior High School Palembang was effective and helping the students to increase higher score in the posttest than in the pretest. It could be seen based on the students' average score in the pretest was 62.03 with the total score was 1860. It could be considered that the students' ability in writing descriptive text was in the low level. The highest score in the pretest was 73 reached by one student and the lowest score was 44 reached by one student as well. After writer used the short animated movie as the media to teach descriptive writing in the classroom, the students got progress in their scores. It could be seen on the students' average score in the posttest was 75.70 with the total score 2273. The highest score in the posttest was 85 reached by one student and the lowest score was 71 reached by one student. Based on the result of the test calculation of *t-test*, it was found that $t\text{-obtained} > t\text{-table}$ ($9.427 > 1.699$).

From the explanation above, it indicated that the use of short animated movie to improve students' skill in writing descriptive text to the seventh grade students of Sumsel Jaya Junior High School was effective. The results show that using animated videos as a medium for learning English can support the mutual learning process between teachers and students. It is supported by Olli & Nurwati's study (2022). They claimed that the teacher's strategy of using animated videos in English helps students understand the material. Also, using English animation videos will stimulate teachers' creativity, interest and motivation, and using English animation videos will stimulate students' knowledge, preparation of materials, selection of materials and learning. The use of animated videos increases their curiosity and motivates the students to learn language skills (Khalidiyah, 2015). It could be concluded that the use of short animated movie to improve students' skill in writing descriptive text to the seventh grade students of Sumsel Jaya Junior High School was effective.

CONCLUSION

Based on the findings and interpretations above, it could be concluded that it was effective to use short animated movie to improve students' skill in writing descriptive text. Based on the study done by writer about the use of short animated movie to improve students' skill in writing descriptive text to the seventh grade students of Sumsel Jaya Junior High School Palembang. The teacher of English are suggested to be more creative and be smarter to choose the best technique or media in order to stimulate, motivate and increase students' interest due to writing especially how to write descriptive writing simply and mere interesting. The teacher of English should be aware of the students' problem due to their writing skill. The teacher must be sure if the students' writing skill will be able to be improved by the proper way and enjoyable method or media given

during the class. The teacher of English should give more practice to students in terms of writing. The teacher of English should pay more attention to the students who got in low level. The teacher of English should explain the material as clear as possible yet as simple as possible in order to be easily understood by the students. On the hand, the suggestion were delivered to the students that should try to enjoy and love English. The students should pay more attention to lesson. The students should ask their teacher whenever they have problem during the class. The students should not be afraid to make mistakes during the class, since learning is a process of understanding and achieving knowledge.

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