ABSTRAK


Tujuan penelitian ini adalah 1) untuk mengetahui penggunaan film animasi dapat meningkatkan ketrampilan menulis siswa di kelas delapan khususnya siswa SMP Negeri 2 Grogol Sukoharjo di tahun ajaran 2014/2015. 2) untuk mengetahui peningkatan dari ketrampilan menulis teks naratif pada siswa kelas delapan SMP Negeri 2 Grogol Sukoharjo dengan menggunakan film animasi.


Dari hasil penelitian, nilai rata-rata pre-tes adalah 55,1 dan menjadi lebih tinggi di pos tes 1 yaitu 66,6 serta meningkat di pos tes 2 menjadi 79,5. Nilai tersebut lebih tinggi dari nilai minimal ketuntasan yaitu 70. Nilai tersebut dibandingkan dengan \(db= (n-1)=(32-1)\), dan \(t\)-tabel dalam taraf signifikan 5\%= 2,042. \(t\)-tes di siklus 1 adalah 12,9 dan di siklus 2 adalah 13,9. Di samping itu, penerapan belajar mengajar ketrampilan menulis menggunakan film animasi dapat membuat siswa nyaman dan senang. Siswa lebih antusias untuk belajar karena media ini dapat diterapkan dimana saja.

Berdasarkan hasil kajian diatas, peneliti menyarankan bahwa film animasi merupakan media yang bagus dalam proses belajar mengajar. Film animasi dapat meningkatkan ketrampilan menulis siswa. Media ini dapat menyegarkan pikiran siswa dan dapat membuat mereka lebih aktif untuk belajar menulis. Film animasi sangat sesuai bagi siswa.

Kata kunci: ketrampilan menulis, penelitian tindakan kelas (PTK), belajar mengajar bahasa Inggris.
IMPROVING THE STUDENTS’ WRITING SKILL IN NARRATIVE TEXT USING ANIMATION FILM

(A Classroom Action Research at Eighth Grade Students of SMP Negeri 2 Grogol Sukoharjo in 2014/2015 Academic Year)

By:
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ABSTRACT

This research aims: (1) To know whether the use of animation film can improve the students’ writing skill in the eigth grade especially the students at SMP Negeri 2 Grogol Sukoharjo in 2014/2015 academic year. (2) To know the improvement of writing skill in narrative text for the eighth grade students of SMP Negeri 2 Grogol Sukoharjo using Animation Film.

This research was a Classroom Action Research. Here, the researcher used Animation Film media entitled “Kung Fu Panda and Kung Fu Panda: Holiday”. The researcher took the data from students of VIII A that consisted of 32 students. There were two cycles. Each cycle consisted of two meetings. Each meetings consisted of 80 minutes. The procedure of the research were Planning, Action, Observation and Evaluation. The techniques of collecting data were Test (Pre test and Post test) and Non Test (Interview, Observation, Questioner and Document). In Technique of Analyzing Data, the researcher used Qualitative and Quantitative data analysis.

From the result of the research the mean score of pre – test was 55.1 and it became higher in post test 1. It was 66.6 and it improved in post test 2. It became 79.5, it was higher than minimum score which was 70. It was compared with db= (n-1) = (32-1), and the t table in significance 5% = 2.042. The t-test in cycle 1 was 12.9 and cycle 2 was 13.9, besides that the implementation of teaching learning writing skill used Animation Film could make students enjoy and happy. The students were more enthusiastic to learn English because this media could be applied in anywhere.

Based on the result of the study above, the researcher suggests that Animation Film is a good media in teaching learning process because Animation Film can improve students’ writing skill. It can refresh the students’ mind and it can make them more active to learn writing. Animation Film very suitable to the students.

Keywords: Writing Skill, Animation Film, Classroom Action Research (CAR), Teaching and Learning English.
INTRODUCTION

Language is a means of communication which plays an important role in human life. English is a foreign language and it is an important subject for Indonesian students to graduate from Elementary school until University. According to Brown (2000:5) “Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently”.

In learning English, there are four skills: listening, speaking, reading and writing. From four of language skills, speaking becomes the basic skill that must be mastered by the students when they learn English in order to communicate with the other people. According to House (1997:8) says that “writing is the last skill developed in language learning. Writing is very complex activity, because one cannot acquire this skill automatically and easily. To acquire writing skill, students must master many aspects of writing such as: idea, unity, paragraph development, correct language form, spelling punctuation, diction” in English, especially for the Junior High School students who should learn English.

In SMP Negeri 2 Grogol Sukoharjo, English becomes one of the main lesson that has to be learnt. The minimum score or ( KKM = Kriteria Ketuntasan Minimum ) for English is 70.00. It was too difficult for the students to achieve that
score in the test. It was also shown the fact that the students of VIII class especially VIII A class writing skill was still low and need to be improved.

There were three causes of teaching learning writing, they were: 1) The teacher used Teacher Centered Learning, 2) The students did not bring dictionary, 3) The teacher did not use media to improve teaching writing. To help the students to develop their writing skill, the teacher must use a good media. According to Jack C. Richards (2002:325) media is a general term for television, radio and newspapers considered as a whole and as ways of entertaining or spreading news or information to a large number of people.

One of the appropriate media for teaching learning writing was Animation Film. According to Bordwell and Thompson (1997: 50) animation film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. The researcher believed that Animation Film was very appropriate to be applied in teaching learning English especially in teaching learning writing.

This research aims were: (1) To know whether animation films improved the students’ writing skill on narrative text of eighth grade of SMP N 2 Grogol Sukoharjo; (2) To know the class condition when animation film was implemented in teaching writing of eight grade students of SMP N 2 Grogol Sukoharjo in 2014/2015 Academic Year.
RESEARCH METHODOLOGY

The researcher conducted at SMP N 2 Grogol Sukoharjo. It is located on Sanggrahan Grogol Sukoharjo. This research would be conducted on Januari until Maret 2015 for the students in VIII A of SMP N 2 Grogol Sukoharjo in 2014/2015 Academic Year.

This subject of the research was the Eighth Grade Students of SMP N 2 Grogol Sukoharjo in 2014/2015 Academic Year. The subjects of SMP N 2 Grogol Sukoharjo were divided into six classes. They were six regular classes VIII A up to VIII F. Each of regular class consist of 25 up to 32 students. In this research the researcher chose class VIII A as the subject of the research. This class consist of 32 students. There were 19 boys and 13 girls.

The subject of the research was the students of the eighth grade students of MTs Muhammadiyah 6 Karanganyar in 2014/2015 Academic Year. In this research, the researcher took one class of the eighth grade students, it was class VIII B. This consisted of 27 students, they were 8 boys and 19 girls. The researcher chose class VIII A as the subject of research because several of the students were passive and low motivation in English on writing. The researcher would be conducted the study through teaching and learning process by using animation film in teaching writing.

The method used in this research was Classroom Action Research (CAR). According to Carr and Kemmis (1986: 162), "Action Research is simply form of self-reflective enquiry undertaken by participants in social situations in order to
improve the rationality and justice of their own practices, their understanding of these practices are carried out “.

In the Classroom Action Research, the techniques of collecting the data were tests and non-tests. In test, there were: pre-test and post-test. In non test, there were observation, interview, and documentation. The observation was being done by the researcher as the observer.

In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they were: identifying the problem, planning the action, implementing the action, observing, reflecting, and revising the plan.

*Simple Action Research Model by Stephen Kemmis and Taggart (1988: 14)*
In analyzing of the data, the researcher used Qualitative and Quantitative data analysis. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman (in Sugiyono, 2010: 338), as the the figure below:

From the figure above, it could be explained that:

1. **Data Collection**: Data Collection is having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom;

2. **Data Reduction**: Data Reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete;

3. **Data Display**: Data Display is the
second element or level in Miles and Huberman’s (in Sugiyono, 2010: 341) model of qualitative data analysis. This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action based on that understanding; (4) **Conclusion Drawing/ Verification** : This activity is the fourth element of qualitative data analysis. According to Miles and Huberman’s (in Sugiyono, 2010: 344), “Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand”. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step is very important to be done in order to get good research conclusion.

In Quantitative Data Analysis, the score analyzed by using pre-test and post-test to prove whether teaching learning speaking using Round Robin technique could overcome the students problems in speaking skill or not. The formula of pre-test and post-test as follow:

a) The mean of the pre-test and the post-test could be calculated with the formula:

\[
\bar{X} = \frac{\sum X}{N} = \frac{\sum Y}{N}
\]

Where:

- \(\bar{X}\) = means of pre-test score
- \(\bar{Y}\) = means of post-test score
- \(N\) = the number of students
b) The t-value could be calculated with the formula:
\[
t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}
\]

Where:
- \( t \) = the t-value for non independent (correlated means)
- \( D \) = the difference between the paired scores
- \( \bar{D} \) = the mean of the differences
- \( \sum D^2 \) = the sum of squared differences score
- \( N \) = the number of pairs

(Ary; Jacobs; and Razavieh, 1979: 155-165)

**THE RESULT OF THE RESEARCH**

The result was carried out at the VIII A class of SMP Negeri 2 Grogol Sukoharjo. The research was conducted in collaboration with the English teacher of SMP Negeri 2 Grogol Sukoharjo (Mr. Wahyudi, S.Pd) as a collaborator. The researcher used Animation Film to improve students’ writing skill. The researcher took two cycles. Every cycle consisted of two meetings. Cycle one was held in January 7\(^{th}\) up to 24\(^{th}\), 2015. Cycle two was held February 4\(^{th}\) up to 11\(^{th}\), 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.
Before implementing cycle one, the researcher conducted pre-test on Saturday 3rd, 2015. The mean score of pre-test was only 55.1. It was too low, because the minimum score of SMP Negeri 2 Grogol Sukoharjo is 70.00.

In cycle one, there were two meetings. The first meeting was conducted on Saturday, January 17th, 2015. The second meeting was conducted on Wednesday, January 21st, 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The film did not make the students felt bored in joining the class, so it increased the students motivation. (2) There was a significant improvement in their writing test. (3) The students were more fun and enthusiasts to learn English especially in writing class. (4) The result of the first students’ post-test was 66.6 higher than the students’ pre-test 55.1. It was shown that post-test better than pre-test of students’ writing skill. The students motivation could grow up than before in the meeting two. The weaknesses were: (1) The mean score in the post test one was under the minimum score (KKM = Kriteria Ketuntasan Minimum), it was 66.6; Some students were still passive in answering the teacher’s questions. (2) Some students felt difficult in constructing writing about the story. (3) Some students felt difficult to use grammar well. (4) Some students were less in mastering vocabulary. (5) Some students forgot to use past tense to retell the story.

From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting was held on Wednesday, February 4th, 2015 and the second meeting was held on Saturday, February 7th, 2015. After observing and reflecting the action, the
researcher found several strengths and weaknesses. The strengths were: (1) The students were active in writing paragraph based on the film about narrative text and past tense. (2) The students were more motivate to write well a story based on the Animation Film (Kungfu Panda: Holiday). (3) The students could understand the teaching learning writing with Animation Film (Kungfu Panda: Holiday). (4) The students’ score in post-test 2 (79.5). It could reach the minimum score or KKM (Kriteria Ketuntasan Minimum) for to English lesson. The KKM (Kriteria Ketuntasan Minimum) is 70.00. The weaknesses were: (1) The students were still noisy in the class when they discussed in the groups. (2) The audio lingual in the multimedia room sometimes was error. So, it disturbed very much in playing the animation film.

DISCUSSION

In this section, the researcher wanted to discuss the students’ improvement in writing skill. In the cycle one, the activities did not run smoothly. The researcher found some problems in teaching learning process. The students were still unconfident with their writing, still confident with their writing. Only some of them took part actively in that activity. In cycle one, the goal of teaching learning did not achieve as expected by the researcher. The mean score of post-test one was only 66.6

The researcher conducted cycle two to improve the result in the cycle one. In this cycle, the students got involve actively in writing activity. They were not worried with their writing. The students were very excited in teaching learning
writing by using Animation Film entitled “Kung Fu Panda and Kung Fu Panda: Holiday”. Their vocabulary and grammar were improved too. The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th></th>
<th>Pre test</th>
<th>Post test I</th>
<th>Post test II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1764</td>
<td>2132</td>
<td>2544</td>
</tr>
<tr>
<td>Mean</td>
<td>1764:32=55.1</td>
<td>2132:32=66.6</td>
<td>2544:32=79.5</td>
</tr>
</tbody>
</table>

The table showed the improvement of the students’ mean score. Animation Film was suitable for teaching learning process and at last the researcher found in the research. The improvement can be seen from the result of students’ pretest and post-test which was done in every cycle. The mean of score of the pre-test was 55.1; the mean of score of post-test one was 66.6. It occurred after the teaching learning process used animation film as a media. The mean of score of post-test one was 66.6 the mean of score of post-test two was 79.5.

The result of the analysis used t-test between pre-test and post-test I is 14.12 and the result of pre-test and post-test I in cycle I compared with db = (n-1) = (32-1) = 31. The t table for significance level 5% = 2.042. It could be concluded that $t_o > t_{table}$ (12.9>2.042).
Based on the analysis using t-test, the result between pre-test and post test 1 was 10.265. It was consulted in the t-table and the result was that $t_0 > t_1$ in significance 5 % ($10.265 > 2.042$). It meant that there were significance improvement which was described before in the teaching learning speaking skill using Round Robin technique in pre-test and post-test 1.

This mean that there was significant improvement from teaching learning writing used animation film in pre-test and post-test I while post-test I and post-test II in Cycle II also there was significant improvement. It could be concluded that $t_0 > t_{table}$ (13.9>2.042). In this case, the improvement of the score indicated that the process of teaching learning was successful. In conclusion, animation film could help the students in improving writing skill in teaching-learning process.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the result of the research, the researcher can draw the conclusion which is considering on the improving writing skill using Animation Film at the eight grade students of SMP N 2 Grogol Sukoharjo in Academic Year 2014/2015. The researcher conducted the research by doing some processes, such as : (1) Identifying the problem; (2) Planning the action; (3) Implementing the action; (4) Observing the action; and (5) Reflecting. The researcher concluded the research as follows :

a. By applying media of using Animation Film, the students writing skill at the eight grade students of SMP N 2 Grogol Sukoharjo was improved. It could be seen from the result of pre-test and post-test.
The mean score result of pre-test 55.1. The mean score result post-test 1 was 66.6 and the mean score result of post-test 2 was 79.5.

b. The students were enthusiastic in learning English using Animation Film. They felt enjoy and fun in learning English using Animation Film, especially in writing. They felt more involved in the classroom teaching learning process.

**Suggestion**

There were some suggestion which might be useful for the english teacher, the school, the students and the other researcher who were interested in this study were as follows:

a. To the English Teacher

It is important for the English Teacher to understand the most suitable media of how to improve students motivations in learning English especially writing narrative text. The great motivation from the students is the key of success in teaching learning process. The English teacher also should make the situation of instructional process interesting.

b. To the School

The school gives facilities in a multimedia room with a good condition because the multimedia room must have big speakers to help the students in the teaching learning process with the media four skill of the language English especially teaching learning listening. The school
should pay attention to the electricity because it is often off when it is
used the multimedia room. It disturbs so much for the students.

c. To the Students

The most important factors in implementing the action is students’
participant. The students have to be more active and motivated to learn
English. The students are not only studying English in a class but also
studying everywhere and everytime by watching animation films. It helps
to learn their English. The students do not forget to bring dictionary
everyday when teaching learning English in a class.

d. To the other Researcher

This study is just one effort in teaching learning writing, so the
researcher hopes that the finding of this study will be useful for the other
researcher to conduct the next research on the similiar problems. It is
designed to get a better writing teaching and learning process.

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