USING ANIMATION PICTURES MEDIA IN WRITING CLASS

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ABSTRACT

Aprilia Indah Saputri. IMPROVING STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT BY USING ANIMATION PICTURES (A classroom Action Research for the Eighth Grade Students of SMP Negeri 1 Gondangrejo in 2016/2017 Academic Year). A Thesis: Teacher Training Faculty, English Department, Slamet Riyadi University, Surakarta, 2017.

The aims of the study are as the following: (1) to find out whether the animation pictures can improve students’ writing skill at the eight grade of SMP Negeri 1 Gondangrejo in 2016/2017 academic year, (2) to describe what happen when animation pictures applied in writing class at the eight grade of SMP Negeri 1 Gondangrejo in 2016/2017 academic year.

The research was carried out at SMP Negeri 1 Gondangrejo. It was conducted from September until October 2016. The subject of the research was grade VIII-E students of SMP Negeri 1 Gondangrejo in 2016/2017 academic year. The research was carried out in 2 cycles of action. Each cycle consists of: planning the action, implementing the action, observing, reflecting, and revising the plan. In collecting the data, the researcher used tests and non-test. To analyze data, the researcher used qualitative and quantitative.

The results of the research showed that animation pictures can improve students’ writing skill on descriptive text of the students at grade VIII-E of SMP Negeri 1 Gondangrejo. The improvements can be seen from the students’ writing achievements. The mean score results was pre-test (44,25), post-test 1 (61,78), and post-test 2 (77). Then t-test value of cycle one was 26,16 and the t-test value of cycle two was 6,1. Based on the finding, it can be concluded that animation pictures is an appropriate media to improve students’ writing skill on descriptive text.

Keywords : Animation Pictures, Writing Skill, Classroom Action Research.
INTRODUCTION

Writing is one basic skill that is very important in teaching and learning English. It is an important skill because without this skill people can not show their idea by writing textbooks, novels, newspaper, magazines and any information. According to Richards and Schmidt (2002:54-55), writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form. On the other hand, Hyland(2003: 3) states that “Essentially, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher”. According to Sharples (2003: xiii), writing is a process of design, a skill that is grounded in the way we use our intelligence to create and share things of meaning in the world. Therefore, mastering writing skill is important because writing is a productive skill in language learning and need to be taught to the student. People can share all of their opinion, information and feeling to the other.

The research conducted the study by using Classroom Action Research. According to Burns (1999:30), action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action research with it, involving the collaboration and co-operation of researchers, practitioners, and laymen.

Animation Pictures was used as a teaching media because it is effective to solve the writing problems. Animation pictures are defined as media in teaching writing, which researcher bring animation pictures for were given to students then
assign students to write a short Descriptive paragraph in accordance with Animation Pictures to describe the contents the Pictures. Wright (2005:1) says that in animation people can completely restructure reality. Moreover Leonardo (2005:7) states that Animation is a graphical, artistic way of expression. “Animation can be used to inspire, educate, inform and entertain us, while showing us the world in a way we didn’t perceive it before” says industry expert(2009:32).

The researcher focuses on two problems. The first problem is to find out whether the use of Animation Pictures can improve the students’ writing skill. The second problem is to describe what happen if Animation Pictures applied in writing class.

**METHODOLOGY**

This study is Classroom Action Research. It was conducted at SMP N 1 Gondangrejo which located at Jl. Solo-Porwodadi, Karanganyar. The subject of this study was students of class VIII-E at SMP N 1 Gondangrejo. It consisted of 32 Students.

This study was conducted into two cycles each cycle consisted of several stages of Classroom Action Research procedure, they are: planning, acting, observing, and reflecting. In planning, the researcher prepared lesson plan, teaching material and teaching media that to be taught to the students. In acting, the researcher implemented the lesson plans by using animation pictures. In observing, the researcher observed the weaknesses and strengths during teaching
and learning process by using animation pictures. In the last step was reflection, the researcher evaluated the use of animation pictures in writing class to improve students’ writing skill. Thus, the researcher could continue study to the afterward point.

In collecting data, researcher gave the students tests of pre-test, post-test 1 and post-test 2. In pre-test the students were given test to write descriptive text about their favourite teacher. In post-test 1 and post-test 2, the students were given test to write descriptive text according to the picture.

RESULT AND DISCUSSION

The pre-test was held on Wednesday, 28 September 2016. The test was about describing the picture. The mean score of pre-test was 44,25 from the maximal 100. It was not satisfied and also still far from the KKM (keriteria ketuntasan minimal) score which was 75. From the analysis of students’ pre-test, many aspects of students’ writing needed to be repaired and improved.

Post-test 1 was held on October, 12th 2016. The post-test 1 was to know the improvement of students’ writing after the animation pictures implemented in cycle 1. In the post-test 1 students’ did the task about descriptive text according the picture given. The mean of pre-test 1 was 61,78 higher then the mean of pre-test that was only 44,25. It was still far from the KKM. In cycle one, the researcher found some weaknesses and strengths during the study. there were some weaknesses in cycle 1, such as: Some students were passive in English learning process, Some students were chatted with their friend during the lesson,
The students still made mistakes on grammar and spelling. The students were lack of vocabulary, They depended on dictionary for each word they wanted to write. The strengths were: The English learning process was more attractive. The students enjoyed the lesson using animation pictures, The students had good motivation in writing, Animation pictures media was successful to improve the students’ writing skill. it can be seen from the result of pre test and post test 1. Then, the researcher conducted cycle 2 to solve the problems appeared in cycle 1.

The researcher revised plan for cycle two to solve the problems that happened in cycle one. Based on the result of cycle 1, the students’ grammar understanding was not good enough. Moreover, some of them still made a lot of mistakes on spelling the word. Thus, in cycle two researcher would give a detail explanation about grammar of simple present tense in first meeting. Then, in second meeting she designed lesson plan stressed on spelling word. At the end of cycle two she gave post-test 2. After cycle 2 had been completed, the researcher conducted post-test 2 on October, 20th 2016. In the post-test 2, the students were asked to make a descriptive text according to the pictures. The mean score of post-test 2 was 77 higher then post-test 1. The students were able to write grammatical sentences correctly. There were also improvement in vocabulary aspect.

Based on achievement in writing, the improvement of students’ score of pre-test, post-test 1 and post-test 2 can be seen from the table below.
The mean score of post-test 1 was 61.78 higher than the mean score of pre-test that was only 44.25. Then, the students’ score increase up to 77 in cycle 2. Besides analyzing quantitative data by using mean score, the researcher also used t-test formula to know the difference before and after the animation picture was applied by the students in writing class. The t-test result of cycle one was 26.16. And the t-test result of cycle two was 6.1

**CONCLUSION**

Based on the result of the study, can be concluded that:

1. Animation pictures can improve the students’ writing skill. In terms of the achievement and process. It was indicated in their achievement in the score test. The pre-test score was 44.25. After conducting cycle 1 using animation pictures as a media, their writing skill getting better and better. Their score in the post-test 1 was higher 61.78 than pre-test. After having some meeting in cycle 2, the students’ writing skill increased highly to 77. It means that students writing skill showed improvement and good progress by using animation pictures.

2. The improvement also happened on the class condition. It can be drawn. Students were more active and interested in learning writing activity in the classroom. The students’ interest and motivation toward English lesson
especially writing descriptive text get better because they used a new media. Animation pictures in learning English helps them to have higher motivation and interested in joining writing class, animation pictures is interesting media to apply in English class.

REFERENCE


