

Improving Students' Writing Skill of Narrative Text Through Animation Movie

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Abstract

The objective of this research was to find out whether or not the use of animation movie can improve writing skill of the fourth semester students of Pohuwato University. This research employed quasi experimental design and assigned experimental group and control group. The data were analyzed by using inferential statistics through SPSS. In conducting the research, the writer used animation movie as an instrument to improve the students' writing skill which covered the five components of writing namely content, organization, vocabulary, language use, and mechanic. The research showed that there was an improvement on the students' writing skill between pretest and posttest in experimental group after the treatment. Therefore, it is concluded that the use of animation movie is able to provide a great contribution to the students' writing skill. It is proven by the result of inferential statistics in testing the score of the students where the mean score of posttest of experimental group is 71.50 which is higher than the mean score of posttest of control group 61.36. The difference of the mean score is statistically significant, it is based on t-test value of significant level ($0.000 < 0.05$). In other words, H_1 is accepted and H_0 is rejected.

Keywords: Improving, Writing, Skills, Narrative, Movie

Introduction

In English there are four language skills, they are listening, reading, speaking, and writing. These skills are divided into two parts, productive skills and receptive skills. Productive skills include speaking and writing while receptive skills include listening and reading.

Writing, which is considered the domain of productive skills, has become an essential tool for learners when they want to compose academic essays, letters, or messages. One of the main features of the writing program is writing activity in which the learners should be given opportunities to communicate through writing task. Byrne (1990) writing provides various activities in classroom, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of the class.

Writing is more difficult than other skills of English, writing is a challenging and complex task, requiring mastery not only of grammatical and theoretical devices but also a conceptual and a judgment element. Spark in Weigle. S. C. (2009) learning to write involve much more than simply learning the

grammar and vocabulary of the language. That's why in teaching writing, is different from other aspects of language skills.

The difficulties in building up a paragraph, as a part of writing, are caused by some reasons, such as: writing skills is a mixture of learner's knowledge of grammar, idea, vocabulary, spelling, and mechanics. Writing skill needs learner's knowledge of arranging word to be sentence, and sentence to be paragraph. Therefore, writing is considered more complicated for the learners to master.

In providing an appropriate material, teacher or lecturer may use one or both two kinds of materials, visual and non visual material. Visual material has an important role in the learning process. By using Visual material, it can be interesting and engages students in creative and logical thinking and problem solving process. Movie is one of the visual materials that suitable for all level students. Even, some researchers had conducted it in the university level.

REVIEW OF LITERATURE

1.1. Writing

a. Definition of writing

Byrne (1990) writing is an activity to produce a sequence of sentence arranged in a particular order and linked together in certain ways. Oshima and Houge (1997:2) when you first write something down, you have already been thinking about what you are going to say and how you are going to say it.

Harmer (1991:139) Writing is a productive skill which involves thought and emotion. Writing cannot be mastered at once but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience. Cordonella and Edwards (1986) writing can stimulate learners to produce ideas. The learners can start to generate and list their ideas in prewriting until they can produce a complete paragraph. Thus it can be concluded that writing is a communicative act that produces a sequence of sentences by using graphic symbols such as letters or combinations of letters to share ideas, information, and thoughts with others.

b. Definition of writing skill

Writing skill is specific abilities which help writer put their thoughts into words in a meaningful form and

mentally interact with the message.

Some kinds of writing skills:

- Comprehensibility skills for writing include understanding that writing is communicating messages or information.
- Fluency skill for writing include recognizing the linear sequence of sounds, mastering writing letter shapes, recognizing the chunking of words, recognizing the need for space between words.
- Creativity skills for writing include the ability to write freely anything the learners want to write.

c. The stages of writing process

Writing means making a paragraph or word. In paragraph writing consists of many necessary elements to be taken into consideration before and after writing. The writing process is generally divided into three stages.

1) Planning

As the first stage in the writing process, planning is a series of strategies designed to find and produce information of writing. When you begin any writing project, you need to discover what possible you need to locate and explore a variety of subject, and you need to invent alternative ways to think and

write about each subject, and you need to consider all ideas.

2) Drafting

Drafting is procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to recognize and develop a sustained place of writing.

3) Revising

Revising is a procedure for improving or connecting a writing process. As the third and the final stage in the writing process, revising is a series of strategies designed to re-evaluate the choice that have created a piece of writing.

d. The form of writing

Caple in Asriani (2010) explains four forms of writing; they are narration, description, exposition, and argumentation.

1) Narration

Narration is the form of writing used to relate the story of acts events. The places occurrences in time and tells what happened according to natural time series.

2) Description

Description reproduces the way things looked, smelt, tasted, felt, or sounded. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people,

place, even of units of time, days, time of day or seasons. It may tell about their traits of character or personality and whether it is describing a person, a place or thing, the aim is to reveal a subject through vivid and carefully selected detail.

3) Exposition

Exposition is the form of writing that can be used in giving information, making explanation interpreting meanings. It includes editorials, informative and instructional material essays. Exposition in written texts also gives background and character information but, it can be more difficult to understand as a literary tool than exposition in music, or other visual entertainment since there are so many ways to present the information in written text.

4) Argumentation

Argumentation used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

e. The components of writing

In the Extended ESL Composition profile Jacob, H. L. *et al.* (1981) in (Weigle S.C. 2009:115) point out five components

in writing. The writer takes all of components of writing as follows:

1) Content

Sullivan in Imran (2009:16) states that there are at least four things that can be measured in connection with content, the composition should contains one central purpose only, should have unity, should have coherence and continuity, should be adequately developed. Writing should be meaningful purposes and has value of writing. Lannon (1995) the first requirement of worthwhile content is unity. By unity means that every sentence contributes to one principle, unifying thought. Furthermore, unity is the first quality of the effective sentence. When we say that a sentence has unity, it means that the sentence has a logical relation to the purpose of the sentence as a whole.

2) Organization

Organization is the arrangement of writing. It refers to the entire work or specific parts such as paragraphs or even sentences. Writers need to know about organizational patterns because readers expect what they read to make sense logically, Referring to the composition of writing, the process of organization in writing involves coherence, order to importance, general to specific, specific

to general, chronological order and spatial pattern.

3) Vocabulary

One of the requirements of a good writing always depends on the effective use of words. Appropriate vocabulary will help the writer to compose the writing and to make the readers easy to understand. Bram in Imran (2009:17) the kind of word that should we use in writing are (1) action verbs (not linking verbs), (2) concrete words (not abstract words) (3) specific words (not general ones). The improved vocabulary can enhance students' writing skill.

2.2. Narrative Text

1) Definition of narrative text

A narrative is a story that is created in a constructive format. It describes a sequence of fictional or non-fictional events. Parker in Asriani (2010), a narrative can be based on an actual experience, or it can be a totally imaginary, or it can be a mixture of both reality and imagination.

2) Parts of narrative text

Narrative can usually be divided into these parts: orientation, complication (rising action, climax, and outcome), and resolution.

1) Orientation is the set of circumstances that starts the action of story. It tells the

audience about who the characters in the story are, where the story is taking place, and when the action is happen (can be a paragraph, a picture or opening chapter).

- 2) Complication is the obstacle. The story is pushed along by a series of events, during which we usually expect some kinds of complication or problem to arise.
- 3) Resolution is the end of the story. It is an optional closure of event. In a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved although this is of course possible in certainly types of narrative which leave us wondering (how is the end?).

2.3. Definition of Movie

Harmer (1998) movie is one of the visual aids that can be used in writing class. It makes lesson more fun and students have big enthusiasm in teaching and learning process in writing class. Animation movie can be used to improve literacy skills and to develop writing skills. It is a useful tool for engaging students and illustrating difficult concepts. Watching movie allow students to use their artistic and creative talents

to communicate especially in writing and tell a story.

RESEARCH DESIGN

In this research, the writer applied quasi experimental design which consists of two groups, experimental and control groups. The researcher administered a pretest and posttest on both group, each group received a different treatment. One group received treatment that was teaching by using animation movie *Beauty and the Beast*, while control group just get conventional method where students were asked to write narrative text without animation movie.

Both groups were given pretest and posttest. The pretest was given in order to identify the prior knowledge of students related to writing skill of narrative text.

While posttest was given at the last meeting which aimed at identifying the achievement of students’ writing skill of narrative text after being treated with animation movie “*Beauty and the Beast*”. The control group was needed for comparison purposes as gay stated that the control group was needed for comparison purpose to prove if the new treatment is more effective than other. Gay (2006:254).

1.2. Technique of Data Analysis

The researcher described the students' result of test based on pretest and posttest through data obtained from the test. The data was analyzed through quantitative analysis. To get the score, the researcher employed scoring scale which includes the content, organization, vocabulary, language use, and mechanics on the students' components of writings.

FINDING AND DISCUSSION

The result of the students' scores of pretest and posttest in control and experimental group.

Table 4.0 the mean score and standard deviation of the students' pretest.

Group	Sample	Mean Score	Standard Deviation
Experimental	30	56.10	7.480
Control	30	57.10	5.815

Based on the Table 4.0 the mean score of pretest in control group was 57.10 and experimental group was 56.10. It can be concluded that the mean score of experimental group was the same as the control group because both groups was in the same category based on the scoring system by Depdiknas (2006) that is in average category. The researcher can conclude that both experimental and control group have the same baseline knowledge in writing ability.

Students' achievement on the posttest score after the treatment was done in order to find the significant

difference, the researcher applied t-test formula to analyze whether or not it is significant. The posttest score was analyzed at the significant level 0.05 or α equals to 0.05 by using inferential statistic through SPSS program version 25. The result of posttest as follows:

Table 4.1 the mean score and standard deviation of the students' posttest

Group	Sample	Mean Score	Standard Deviation
Experimental	30	71.50	9.88
Control	30	61.36	6.92

Table 4.1 shows that the mean scores of both experimental and control group were different after treatments. The mean score of the experimental group was 71.50 (56.10 < 71.50) whereas the control group was 61.36 (57.10 < 61.36). The mean score of posttest for experimental group is higher than the control group (71.50 > 61.36) and the standard deviation for experimental group was 9.88 and control group was 6.92. The mean score of posttest in both groups also shows that both groups were in different category based on the scoring system by Depdiknas (2006). It means that after giving the treatment, the result of experimental group on the mean score was higher than the control group. It proved that the treatment by using animation movie in improving writing

gave improvement to the students' writing skill.

a. Test of significance (t-test)

The hypotheses were tested by using inferential analysis. The writer used t-test (test of significance) for independent sample test, to know the significant difference between the result of the students' scores in pretest and posttest in control group and experimental group. The level of significance (0.05) with degrees of freedom (df) = $n_1 + n_2 - 2$, where n = number of subject (30). The following table shows the result of the calculation.

Table 4.2 the probability value of t-test of pretest in experimental and control group.

Variable	Probability Value	α
Pretest of control and Experimental group	0.565	0.05

Based on the result of data analysis in table 4.2 in pretest of control and experimental group, the researcher found that the probability value is higher than alpha (α) ($0.565 > 0.05$) which means that there is no significant difference in pretest of both groups, while the p-value of posttest can be seen in the table 4.3.

Table 4.3 the probability value of t-test of posttest in experimental and control group.

Variable	Probability Value	α
Posttest of control and Experimental group	0.000	0.05

Based on the result of the data analysis in table 4.3 the researcher found that the probability value is lower than alpha (α) ($0.000 < 0.05$) and the degree of freedom 58 which means that there is significant difference in posttest. It indicated that the null hypothesis (H_0) was rejected and of course, the alternative hypothesis (H_1) was accepted. It means the use of animation movie significantly improve the students' writing ability.

Discussions

Writing skill of the fourth semester students of Pohuwato University improved especially for experimental group. It was supported by the students' frequency and rate percentage of the result of the students' pretest and posttest and was proved with alpha (0.05) of the students posttest was greater than the p- value (0.00). Students score for experimental group through animation movie in teaching writing was better than before, the treatment was implemented to the students better than the result of the students' narrative writing in control group.

Based on the description of the data collected through the test, it shows

that the students' ability to write narrative text increase significantly in the experimental group. It was proved by the mean score rate of the result of the students' pretest and posttest of experimental group. The mean score of pretest and posttest of experimental group were 56.10 and 71.52 and standard deviations were 7.48 and 9.88.

In analyzing the students' achievement in both groups, by comparing the students' result in pretest and posttest of each group, the writer also compared the students' result combining the two groups. The researcher compared the students' result of pretest in control and experimental group and compared the students' result of posttest in control and experimental group. The result (Table 4.0) shows that the ability of the students in pretest both experimental and control group were in the mean score 56.10 and 57.10. It means the pretest both control and experimental group had an equal ability. Since the score was still around on 50.00 points. On the contrary, in posttest of both experimental and control group, the students' mean score were 71.50 and 61.36 (Table 4.1). It means the ability of the students both group was different after given treatments since the data showed that the mean score of the

students in experimental group was higher than the control group. It was concluded that the use of animation movie have positive effect, it can be seen with the improvement of the students' writing skill of narrative text comparing with non animation movie.

Conclusion

The use of animation movie improved the writing skill of the fourth semester students of Pohuwato University. There was significant difference between the results of posttest of experimental and control group, where the mean score of posttest was 71.52 and control group was 61.47. The final score of probability value in writing skill was lower than alpha (α) ($0.000 < 0.05$). In other words, H_1 was accepted and H_0 was rejected.

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