

A STUDY ON THE EFFECTIVENESS OF USING ANIMATION MOVIE COMPARED TO CONVENTIONAL METHOD IN TEACHING NARRATIVE WRITING

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Abstract: This study is entitled “The Effectiveness of Using Animation Movie Compared to Conventional Method in Teaching Narrative Writing.”

The purpose of this paper is to know whether or not there is a significant improvement in the students’ narrative writing after using the animation movie. The participants involved in this study were 60 pupils in tenth grade senior high school of SMAN 1 Parongpong, Bandung. Section C composed of 28 pupils, while the section D composed of 32 pupils. Section C was taught using conventional method while section D was taught using animation movie. This study involved four activities: pilot test, pretest, the implementation of experimental group and control group, and the posttest. The participants were asked to answer the questions given in the pretest and posttest.

The data obtained were as follows: $N_1 = 28$, $N_2 = 32$, $\alpha = 0.05$, the mean of pretest of experimental group was 53.25 while the mean of pretest for control group was 54.57. After the treatment, the mean of posttest of experimental group was 61.37 and for control group was 56.42. From the findings, it was shown that animation movie was effective in improving students’ writing skills as compared to conventional method as indicated by statistical writing scores in posttest of experimental group.

Key Words : Animation Movie, improvement ,writing narrative text.

English has been the first foreign language taught formally in Indonesia for years. As we are in developing country we should try to be able to speak English to make relationship with other countries in the world so that we can master the science, technology, and culture in the world. So we can face the competition in the global era. By mastering English, it is easier for us to make a good relationship with other countries.

In English there are four language skills: listening, speaking, reading, and writing. The students must master the four of language skills so that they can use English actively. Writing as a part of language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student.

Russonello (2007) stated that learning writing well is essential to improve communication skills, grammar and gives a special contribution to the way of critical thinking. Also as cited in Suhartini (2010), writing is an absolute necessity because it can represent culture and civilization. It is a process of thinking which not only combines the words but also forces to bear and express the idea of something. In addition, Heaton (2003) claimed that mastering writing skill requires not only grammatical and rhetorical devices but also conceptual and judgmental elements.

According to Retno (2007), animated movie are techniques in improving students narrative writing. That technique was proven effective in motivating and stimulating students to write mainly narrative writing. This study exposed animated film as one of the media for inspiring students to write. According to Stempleski et al (2000) films are intrinsically motivating and

providing a wealth of contextualized linguistic and authentic cross-cultural information, classroom listening comprehension and fluency practice.

For that reason, the researcher is trying to apply the method of watching animation movie. To answer the question “The Effectiveness of using Animation movie compared to conventional method in Teaching Narrative Writing”.

Is there any significant improvement in the students’ narrative writing who are taught using animation movie compared to conventional method?

METHODOLOGY

This chapter discusses the research design, the participants, and the instrument of research, validity test, reliability test, data collection, pilot test, pretest, treatment, posttest and the data analysis procedure.

Research Design

The quantitative research method is used in this study. It investigates whether animated film could assist teacher in teaching narrative writing. The subject of the study was two groups; one group as an experimental group which got a treatment and the other group was as a control group. The formula of this design is shown in table 3.1 as follows:

Table 1. The Research Design

Groups	Pretest	Treatment	Posttest
Experimental	T1E	X	T2E
Control	T1C	—	T2C

The Participants

The participants were section C and D grade tenth senior high school students of SMAN 1 Parongpong. In section C there were 28 students who were taught using conventional method and in section D there were 32 students who were taught using animation movie.

The Instrument of Research

To answer the problem of research, the researcher used pretest and posttest as the instrument. The Pretest was used to find out the independent data and the posttest was administered after treatment was used to find out the dependent data research. Both tests were in the form of written test.

Validity Test

Before the items were used as a pretest and posttest, the researcher did a pilot test first to find out the quality of the items, its reliability and its validity. The test was conducted on March 23, 2011.

Reliability Test

The test reliability was counted through SPSS formula. The test was conducted on March 23, 2011. It was done in order to find out whether or not the instrument of this study is reliable.

FINDINGS AND DISCUSSION

Instrument of the Analysis

The instrument of this study was pilot test first to another class of the sample of this study. In this research, the writer took class X1 IPA 1 as the sample for the instrument try out test. The test was conducted on March 23, 2011. It was done in order to find out whether or not the instrument of this study was reliable and valid.

Validity Test

In order to find out the validity of instrument of this study, SPSS formula was used. Table 1 presents the result of validity calculation.

Table 2. Validity Statistics

Correlation	(Pearson Corellation)	Probability of Correlation [sig.(2-tailed)]	conclusion
Total Item No. 1	0,830	0,000	Valid
Total Item No. 2	0,806	0,000	Valid
Total Item No. 3	0,828	0,000	Valid
Total Item No. 4	0,737	0,000	Valid
Total Item No. 5	0,761	0,000	Valid

Table 3. Based on criteria:

$r_{xy} \leq 0,00$	Unacceptable
$0,00 < r_{xy} \leq 0,20$	Poor
$0,20 < r_{xy} \leq 0,40$	Questionable
$0,40 < r_{xy} \leq 0,70$	Acceptable
$0,70 < r_{xy} \leq 0,90$	Good
$0,90 < r_{xy} \leq 1,00$	Excellent

Reliability Test

In conducting the reliability test, the Cronbach's Alpha formula in SPSS was used. The result of reliability test calculation is showed in table 4.2 below.

Table 4. Reliability Statistics

It can be seen reliability of this 0.837 which can with the criteria the instrument

Cronbach's Alpha	N of Items
.837	5

that the instrument is be consulted of reliability that was reliable.

The reliability value was categorized very high.

Table 5. Based on the criteria:

$r_{11} \leq 0,20$	Poor
$0,20 < r_{11} \leq 0,40$	Questionable
$0,40 < r_{11} \leq 0,60$	Acceptable
$0,60 < r_{11} \leq 0,80$	Good
$0,80 < r_{11} \leq 0,80$	Excellent

The Pretest Score Analysis

The score analysis on the pretest of experimental and control group were presented below. The scores were collected from the pretest that was administered to both control and experimental group. The pretest score were analyzed to measure the students' initial ability in narrative writing compared to conventional method.

Table 6. The Pretest Score

No	Experimental		Control	
	Student	Score	Student	Score
1	Achmad Yusuf	64	Asri Lestari	56
2	Adi Wiganda	76	Daniel Adi	60
3	Agung Budiman	60	Dea Yuliani	48
4	Apip Saehudin	56	Desi Melinda	56
5	Bayu Santoso	44	Estriawati	40
6	Berkat Hutajulu	60	Evi Lolika	52
7	Cut Yanti	48	Gun-gun	48
8	Dedi Hermawan	44	Heryanto	76
9	Dini Syarah A	52	Kiki Hermawan	64
10	Dwi Agista	48	Laila Amelia	64
11	Eva Fauziah	56	Lisnawati Asri	56
12	Ginanti	64	Miftah	60
13	Hapid Gurbada	56	Moch. Sani	40
14	Lina Rosalina	60	Nanda Andika	48
15	Nabila Nurul	44	Neng Suminar	64
16	Noni Ayu	40	Neti Kurniawati	60
17	Nurhalimah	72	Noviyanti	56

18	Pauji Samsi	52	Nurhaida	52
19	Putri Selli	48	Ramanto	40
20	Rismayanti	60	Reynaldi	56
21	Santi	48	Reza	40
22	Selpi Dinda	64	Ridwansyah	56
23	Sendi	40	Rindu	76
24	Septiana	48	Saepul	48
25	Sintawati	52	Siti Maesaroh	48
26	Sopia	40	Tanti Paramitha	64
27	Susan	52	Tatang Koswara	40
28	Wahyumi	60	Yanti Suhaeni	60
29	Winda Kania	40		
30	Witri Yuliani	48		
31	Yandi	48		
32	Rian Herdiana	60		

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest experiment	32	40.00	76.00	53.2500	9.28057
Pretest control	28	40.00	76.00	54.5714	9.99047
Valid N (listwise)	28				

The table shows that the mean for the experimental group is 53.25 while the mean of the control group is 54.57. It can be assumed that the means of the pretest score of both groups were not significantly different. In order to prove that the two means were not significantly different, the independent t-test was performed. Before t-test was performed, the data from pretest score of experimental and control group must be normal and homogeneous. Therefore, the calculation of the normal distribution was calculated to decide whether or not a distribution is normal and homogeneity of variance were calculated to the two groups' scores to find out whether or not the scores were homogenous.

FINDINGS AND DISCUSSION

In analyzing the data the researcher computed the pretest and posttest score. The following tables are the data processing of data normality for both experimental group and control group:

Testing normality of data was examined to observed probability distribution. SPSS was used to calculate the normality of the data. The researcher examined normality of pretest in each group.

Table 8. Tests of Normality for Experimental Group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest experiment	.152	32	.059	.946	32	.110
Posttest experiment	.123	32	.200*	.942	32	.085

a. Lilliefors Significance Correction

Table 9. Tests of Normality for Control Group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest control	.128	28	.200*	.934	28	.080
Posttest control	.127	28	.200*	.939	28	.102

a. Lilliefors Significance Correction

Criteria of normality:

1. Data is normal if significance score is higher than $\alpha = 0.05$.
2. Data is not normal if significant score is smaller than α score.

According to the result (table 4.5 and 4.6), data is normal because the significant score of the pretest for experimental group is 0.110 while the posttest is 0.085. The significant score of the pretest for control group is 0.080 while the posttest is 0.102. It means that the data represents the population.

The Posttest Score Analysis

The Procedure of the posttest score analysis was similar to the pretest score analysis. The posttest scores were analyzed to measure the students' writing skill in narrative writing compared to conventional method after the experimental group received the treatment. The posttest was administered to check whether there was difference in the experimental group which received movie as treatment and control group which received conventional teaching method.

The data in the following table were obtained from the posttest which was held after conducting several treatments to the experimental group.

Table 10. The Posttest Score

No	Experimental		Control	
	Student	Score	Student	Score

1	Achmad Yusuf	Score	Asri Lestari	56
2	Adi Wiganda	80	Daniel Adi	60
3	Agung Budiman	72	Dea Yuliani	48
4	Apip Saehudin	64	Desi Melinda	56
5	Bayu Santoso	76	Estriawati	40
6	Berkat Hutajulu	60	Evi Lolika	52
7	Cut Yanti	56	Gun-gun	48
8	Dedi Hermawan	52	Heryanto	76
9	Dini Syarah A	68	Kiki Hermawan	64
10	Dwi Agista	76	Laila Amelia	64
11	Eva Fauziah	64	Lisnawati Asri	56
12	Ginanti	52	Miftah	60
13	Hapid Gurbada	60	Moch. Sani	40
14	Lina Rosalina	56	Nanda Andika	48
15	Nabila Nurul	72	Neng Suminar	64
16	Noni Ayu	52	Neti Kurniawati	60
17	Nurhalimah	64	Noviyanti	56
18	Pauji Samsi	60	Nurhaida	52
19	Putri Selli	72	Ramanto	40
20	Rismayanti	48	Reynaldi	56
21	Santi	64	Reza	40
22	Selpi Dinda	56	Ridwansyah	56
23	Sendi	52	Rindu	76
24	Septiana	60	Saepul	48
25	Sintawati	48	Siti Maesaroh	48
26	Sopia	60	Tanti Paramitha	64
27	Susan	48	Tatang Koswara	40
28	Wahyumi	72	Yanti Suhaeni	60
29	Winda Kania	60		
30	Witri Yuliani	52		
31	Yandi	72		
32	Rian Herdiana	48		

Table 12. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest experiment	32	48.00	80.00	61.3750	9.34552
Posttest control	28	40.00	76.00	56.4286	10.46132
Valid N (listwise)	28				

Independent T-test

The independent t-test was used to reveal the significant difference means of pretest between the experimental and control groups before the treatment was given.

Table 13. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Posttest experiment	1.00	32	61.3750	9.34552	1.65207
	2.00	0 ^a			
Posttest control	1.00	28	56.4286	10.46132	1.97700
	2.00	0 ^a			

Table 14. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.537	.467	2.153	58	.035	553.143	256.882	.38937	1.067.349
	Equal variances not assumed			2.086	45.552	.043	553.143	265.142	.19299	1.086.987

The result of the computation of independent t-test shows that the experimental group had better writing skill score (M = 61.37, SE = 9.34) than control group's score (M = 56.42, SE = 10.46). The probability value (labeled sig.) is 0.35 (p>0.05). It means that H₀ is rejected and H_a is accepted.

CONCLUSION AND SUGGESTIONS

This study focused on improving narrative writing through animation movie. This study attempts to answer the question: "Is there any significant improvement in the students' narrative writing through animation movie compared to conventional method?"

The research was conducted at the SMAN 1 Parongpong, to the tenth grade students in section C and D. Section C who were taught using conventional method and in section D who were taught using animation movie. At the end of the treatment, the result shows that there is improvement in each group. When the pretest was conducted, the mean of the control group was 54.57 and for experimental group was 53.25. After the treatment, the mean of posttest of experimental group was 61.37 and for control group was 56.42. Therefore, we can conclude that there is significant difference on the students' narrative writing who were taught using animation movie compared to conventional method.

Based on the researcher findings learning narrative writing through animation movie was effective to improve students' writing ability especially in narrative writing. It was shown in students' score in narrative writing on posttest was higher than on pretest. There were significant improvements in students' writing in terms of content, grammar, and vocabulary on posttest. In addition, students also gave positive responses to the use of animation movie in their writing. Animation movie containing simple plot, simple language, and interesting story, was able to make students learn writing in fun way. Animation movie also contained attractive pictures and interesting story, was able to provide students with interesting and enjoyable learning activity. It also contributed in helping students to understand narrative structurally and encouraged students to start writing. In conclusion, teaching writing through watching animation movie may become an alternative method for teachers in improving students' interest to write a story especially narrative. Using movie as medium in learning writing also creates new experience for students in their classroom.

It is suggested that the teacher who are interested in using movies in the classroom, can organize good time management since using movie in the classroom, teachers need to make sure that they have checked all the devices required for playing the movie, for example, laptop, LCD, electricity connection, etc, teacher may try to get into the classroom or language laboratory before the students arrived and prepare the devices because it is considered time consuming.

It is suggested for teachers to choose interesting or popular movies with simple plot and fit to the core material. So, it will be easier for students to understand and to be interested in a story in the movie. Since movie has sound and pictures on it. It is hope that it can develop students' interest in narrative writing in English in an interesting way.

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