THE USE OF ANIMATION MOVIE IN TEACHING RECOUNT TEXT FOR STUDENTS' PREWRITING ACTIVITY

A RESEARCH ARTICLE

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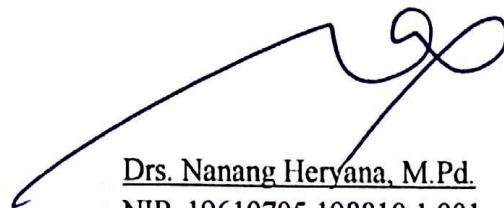Supervisor II

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Abstract

Most of students' problems in writing are that they do not know how to generate and develop the idea for their writing. To help the students to overcome their problems, the researcher used animation movie as media to teach students' prewriting activity. To help them to use their own opinion of an idea in their writing, the researcher chooses recount text. This research was conducted in a pre-experimental one group pretest-posttest design and investigated whether the use of animation movie is effective in teaching writing recount text for students' prewriting activity to the tenth grade students of Vocational School 2 Pontianak in academic year 2016/2017. The class which was taken by the researcher was class TOI (Teknik Otomasi Industri) which consists of 30 students. The technique of data collecting was measurement and the tool of data collecting was written test. Based on the result of the data computation, it was obtained that the t-test score (18.30) was higher than t-table (2.045) at $\alpha = 0.05$. This prove that teaching recount text by using animation movie was significantly increased the students' score in writing. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted and the effect of the treatment is categorized as strong effect.

Keywords : *Animation Movie, Recount Text, Prewriting*

Abstrak

Sebagian besar masalah siswa dalam menulis adalah bahwa mereka tidak tahu bagaimana untuk menghasilkan dan mengembangkan ide untuk tulisan mereka. Untuk membantu siswa untuk mengatasi masalah mereka, peneliti menggunakan film animasi sebagai media untuk mengajarkan kegiatan prapenulisan siswa. Untuk membantu mereka dalam menggunakan pendapat mereka sendiri dari ide dalam tulisan mereka, peneliti memilih recount teks. Penelitian ini dilakukan dalam satu kelompok desain pretest-posttest pra-eksperimental dan menyelidiki apakah penggunaan film animasi efektif dalam mengajar menulis recount text untuk kegiatan prapenulisan siswa untuk siswa kelas X SMK 2 Pontianak pada tahun akademik 2016 / 2017. Kelas yang diambil oleh peneliti adalah kelas TOI (Teknik Otomasi Industri) yang terdiri dari 30 siswa. Teknik pengumpulan data adalah pengukuran dan alat pengumpulan data adalah tes tertulis. Berdasarkan hasil perhitungan data, diperoleh bahwa nilai t-test (18.30) lebih tinggi dari t-tabel (2,045) pada $\alpha = 0,05$. Ini membuktikan bahwa mengajarkan recount text dengan menggunakan film animasi meningkatkan secara signifikan nilai siswa dalam menulis. Oleh karena itu, hipotesis nol ditolak sedangkan hipotesis alternatif diterima dan efek dari perlakuan dikategorikan sebagai efek yang kuat.

Kata kunci: Film Animasi, Teks Recount, Prapenulisan

One of the important language components that should be acquired by students is writing. Writing is one of the important skills that need the process to get the best result. Writing need to be taught because as stated by Harmer (2004:31) that when writing, students frequently have more time to think than they do in oral activities. It shows that writing is the process of speech in mind. Writing as a process means giving students time to rewrite and edit their writing not just assigning them. The students have something in mind to be written in a paper, but in the second chance to write something will be different because they have edit the idea in mind and this is show the writing process.

The process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of process instead of focusing on the finished predict. The process of writing refers to what the students do, which Grave (cited from Carole Cox, 1999:307) describes as having four stages: prewriting, drafting, revising, and editing. However, in this research, the researcher just choosen prewriting activity as one of the writing process. Specifically the prewriting activity was conducted to teaching recount text.

Based on the observation and interview with English teacher in SMKN 2 Pontianak, the students who still have difficulty in writing kind of text. It is supported by the researcher's experience when she did teaching practice at there. For instance, in writing a simple recount text, the students need a plenty of time to finish it. They looked confused and did not know with the things that they are going to write. The researcher believes that the main problem is the understanding of the recount text itself. If the students understand in how to write the recount text correctly, the researcher believes that they be able to write a recount text easily.

To solve this problem the teacher has to find an interesting media to help student understand in how to write recount text easier. The media can be used in teaching recount text is video especially animation movie. Sherman (2003:3) claims that there is a special thrill in being able to understand and enjoy the real thing in movie. Moreover, movie provides a clear short term achievable aim from students and much easier to carry out their own conversation.

There are several kinds of media which can be used in teaching writing. In this technology era, the use of audio visual media in teaching writing has become more popular for English teachers especially EFL teachers. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing is influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.

The media that were used by the teacher to support the teaching and learning of writing were not sufficient. Furthermore, students had low motivation in composing a story. They also faced a problem of vocabulary mastery. The activity was done in an old fashioned way. The focus of the research is animation movie give the students new feeling in learning writing. The students feel interested and be more active when teachers teach writing. Thus, the media motivated the students in learning writing skills. Teachers used animation movie to motivate students when he or she teaches writing.

Video or movie is considered to be one of media that can be utilized in English teaching and learning process. It has been proved to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners (Rammal,2006:1). Therefore, the teachers need to consider appropriate media in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively. It is also urgent for teachers to know function of media in a learning process well. This attempt will help the teachers to select relevant and effective media that can be used to teach writing.

In this research, the researcher was chosing animation movie, *Brother Bear* to implement prewriting activity in the classroom especially for Teknik Otomasi Industri (TOI) class. The researcher hoped that by using animation movie the students will be more interested in learning

writing in a class. The researcher used *Brother Bear* film because this film has strong characters that was very interesting for the students, *Brother Bear* also has a lot of moral values that can give a lot of social education to the students, and *Brother Bear* also had a simple story.

Animation movie as a kind of media adds a special extra dimension in learning experience. Because it allows the students to hear and see language. The students can see the situation out of the classroom so that they can create the idea easily. It also increases students' level of interest when they have a chance to see language in use as well as hear it. The students understand such a particular material taught to them easily. In this case, the researcher took the material of writing recount text.

Movie is a means to motivate students in the classroom, so that the students will have enthusiasm in teaching and learning activity. Harmer (2001:282) explains some reasons why the use of video or movie is needed in the teaching and learning process. He states that the use of video or movie can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use, the students do not just hear language, but they see it too. The second reason is cross-cultural awareness; it allows students look at situations far beyond their classroom. The third reason is the power of creation; students are given the potential to create something memorable and enjoyable. The last reason is motivation, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

In addition, the researcher found out that the similar research had been conducted by Rizki Candra (2011) conducted a study entitled " The Effectiveness of Using Animation Movies as A Medium to Improve The Students' Writing Skill " concluded that animation movie is one of the media that can be applied in teaching writing. With this media, the students did not easily get bored because most of the young learners like to see the animation movie. He also revealed that the conversation and speed in the movie can be easily remembered and understood. Then, the study conducted by Durotul Yatimah (2014) entitled " The Effectiveness of Using Animation Film as The Medium In Writing" revealed that one of media that can be used in teaching and learning is film especially animation movie. Visual aid has an important function that the teacher can use in teaching and learning process. It also gives the students an opportunity to extend their ability and explore their talent.

Animation movie was applied to teaching recount text especially for students' pre-writing activity. The subject of the research was the tenth grade students of Vocational School 2 Pontianak in academic year 2016/2017. It is expected to enable the students understand how to write recount text well.

In teaching writing activity, teacher needs to apply a technique to make students understand the learning material, especially on recount texts. Students need to be taught to use simple technique which can produce good improvement on their writing. As stated by Harmer (2001) the use of audio visual media in writing can motivate students because they will get information on what they should write or tell in relation to the video then they will get an interest to develop their ideas. In order to make students learn how to write recount texts better, the writer applies animation movie as media. This media will clear up students' confusion in writing process. It will ease them to organize ideas, to sequence the events, and to plan their writing.

METHOD

The purpose of this research is to solve the problem. The researcher was conducting pre-experimental study in this research. Cohen (2005:212) stated that in pre-experimental the focus of the research is only to the students in one class and the treatments. The research was done by conducting an experiment.

The design of pre-experimental with one group pre-test and post-test design is described as follows:

Table 1
The One-Group Pretest-Posttest-Posttest Design

X1 (Pre-test)	T (Treatment)	X2 (Post-test)

(Cohen, 2005:212)

Pre-test (X1) was organized to know the students' mastery before the given treatment. The treatment (T) was done 3 times, and applied when the technique of using animation movie given to the students. Post-test (X2) was given when the treatment has been conducted. The effect of the treatment can be seen by analyzing the result of pre-test and post-test.

The population of this research are the tenth Grade Students of Vocational School 2 Pontianak, which consists of Class X TITL A, X TITL B, X TOI, X TP A, X TP B, X TKR, X TSM, X TAV, X TEI A, X TEI B, X TP4 and X TGB with total population are 421 students. Therefore, only one class being a sample of the research, that is class X TOI (Teknik Otomasi Industri) which consists of 30 students. Concerning this, the researcher used cluster sampling technique. Cohen et all (2000) explains that a cluster sampling technique in which group, not individual are not randomly selected, group having similar characteristics in this case. In this research there were twelve classes as the collection of clusters and the researcher choose randomly one of the clusters as the sample of the research.

Selecting and using the appropriate technique to collect the data of research is very important to gain the objectives outcome of this research. In this research, the researcher applied the measurement technique in collecting students' data to know the result of the research. The researcher measures the students' achievement in writing recount text before and after given treatment. The first test is pre-test to measure students' ability before treatment is given. The second test is post-test to analyze the effect of treatment to the students' ability.

In this research, written test was used to collect the data from the students. The researcher used pretest and posttest in order to discover students' skill improvement in writing recount text. The students asked to write a personal recount text based on a topic given.

Procedures of Data Collecting
The procedures of data collecting was conducted as follows:
1. The researcher was chosen the tenth grade students of SMKN 2 Pontianak as the population.
2. The researcher took X TOI as the sample of the experiment.
3. The researcher gave the pre-test in order to measure the students' ability in writing recount text before doing the treatment.
4. The researcher conducted the treatment using animation movie entitled 'Brother Bear'.
5. The researcher gave the post-test in order to measure the students' ability in writing recount text after doing the treatment.
6. After conducting the points above, the researcher analyzed the result of the tests. An analysis was done to get the significant data result.

a. The analysis of students' score in pretest and posttest

$$\overline{X} = \frac{\sum X}{N}$$ ....(i)

Note:

$\overline{X}$ = the students' mean score

$\sum X$ = the sum of individual score

N = the total number of individual

(J.B Heaton,1988)

b. The analysis of students' interval score in pretest and posttest

$$\overline{D} = \overline{X}_2 - \overline{X}_1$$ ....(ii)

Note:

$\overline{D}$ = the different score of the students' mean score of the pre-test and post-test

$\overline{X}_2$ = the students' mean score of posttest

$\overline{X}_1$ = the students' mean score of the pretest

(J.B Heaton,1988)

c. The significant of the interval score of pretest and posttest

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \left[\dfrac{\sum D}{N}\right]^2}{N(N-1)}}}$$ ....(iii)

Note:

t = the t-value for correlated means

$\overline{D}$ = deviation of each subject

$\sum D$ = the number of the student

$\sum D^2$ = the sum of the squared difference score

N = the number of students

(J.B Heaton,1988)

d. The analysis of the effect of the treatment

$$ES = t\sqrt{\frac{1}{N}}$$ ....(iv)

Note:

ES : Effect size

t : The result of t-test

N : Total number of students

(J.B Heaton,1988)

Table 2 The criteria of students' score

Range	Qualification
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(J.B.Heaton,1988)

FINDINGS AND DISCUSSION

Findings

After conducting a research, the use of animation movie in teaching recount text for students' prewriting activity for the tenth grade students of SMKN 2 Pontianak in Academic Year 2016/2017, the data were analyzed to answer the research question and test the hypothesis.

Table 3
The Data Analyzed

Aspects	Scores
Mean score of pretest	43.83
Mean score of posttest	70
Different score	26.17
t-test	18.30
Effect Size	3.11

(J.B.Heaton,1988)

Based on the result of the data computation, it was obtained that the t-test score (18.30) was higher than t-table (2.045) at α = 0.05. This could prove that teaching recount text by using animation movie was significantly increased the students' score in writing. Therefore, the Null Hypothesis (Ho) which says "The use of animation movie is not effective in teaching writing recount text for students' pre writing activity" is rejected and the Alternative

Hypothesis (Ha) which says "The use of animation movie is effective in teaching writing recount text for students' prewriting activity" is accepted.

Discussion

The purpose of this research was to investigate whether or not teaching recount text by using animation movie significantly increased the students' score in writing. The researcher predicted that there was no significant difference of the students' score in writing recount text between given treatment after being taught by using video. But, based on research findings, the students' mean score of writing recount text in posttest after being taught by using animation movie was higher than pretest. Thus, the null hypothesis was rejected.

The findings of this research were consistent with Edgar Dale (1946) in his book entitled 'Cone of Learning', where students' level of retention will be increased to about 50 percent if they watch a movie or video of the learning material. Students performed better in writing after watching movie about the materials. It helped them generating their ideas and motivating them in writing. As a result, their score in writing increased significantly from 'poor to average' to 'average to good'. In addition, the effect size of the treatment categorized as 'high effect'. The findings also in line with the previous research reported by Cozma that when video or movie compared to single media such as audio or visual media with the same material, the combine used of media resulted in more recall of information than viewing pictures, reading, or listening to the material itself. (as cited in Knapp&Glenn,1996:33). Taken together, the findings showed that teaching recount text by using animation movie significantly increased the students' score in writing.

In conclusion, the results of this research is contrast to what the researcher predicted, students' score in writing recount text increased significantly when they are being taught by using animation movie. Movie can be used as a trigger for the students to generate their ideas in writing, so they will be more motivated to write.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to the research discussion and the analysis of students' test result, the researcher would like to point out some conclusions. The conclusion consists of the general findings and the teaching learning process. First, the use of animation movie in teaching recount text for students' prewriting activity is effective and proved by students' score. Second, the use of animation movie for students' prewriting activity effectively improves students' skill in writing recount text. This activity helps students actively collect information and gather the ideas before they start writing. The effectiveness by using animation movie is showed by the mean score of posttest 26.17 which is higher than pretest mean score. The mean score of posttest result (70) was classified "good" and the pretest result (43.83) was classified "poor".

Suggestions

Animation movie is not only one alternative media in teaching writing. There are a lot of media that can be used. However, using animation movie as a teaching media helps the teacher find an alternative tool to teach writing recount text, as well as gives opportunities to the students to explore ideas and put them into sentences. Regarding the results of this research, the researcher would like to provide some constructive suggestions, it is suggested that English teacher should be creative to choose appropriate teaching media that is interesting for the students. For example animation movie as one of media to teach writing recount text. Animation movie provides ideas that students' need in writing recount text. It can helps the students more interested in teaching learning process so that they will be stimulated to write recount text. The teacher should get involved in students' activities as collaborator and gave some guidance or directions to the students that had difficulty in using animation movie.The teachers and

researchers are suggested to use animation movie as the media not only in teaching recount text but also in teaching another text type.It is suggested to the English teacher to choose movie which is familiar to the students' real lives situation because by watching movie which familiar to their daily lives students can easily construct new knowledge based on their previous knowledge. For example the teacher can play a movie about animals which they have ever seen in their real live or they can easily find out in their surroundings.

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