

ANIMATION VIDEOS : ITS EFFECTS ON STUDENTS' WRITING ABILITY

Fitri Palupi Kusumawati¹

Eva Faliyanti²

Yasmika Baihaki³

Nita Mulyani⁴

¹²³⁴Universitas Muhammadiyah Metro

Email¹: fitripalupi.1985@gmail.com

Email²: evafaliyanti1980@gmail.com

Email³: yamikabaihaqi@gmail.com

Email⁴: mulyaninita99@gmail.com

ABSTRACT

The aim of this research is to find out the effect and significant difference of using animation video on the students' writing ability of eleventh graders at MAN 1 Metro. This research is using quantitative research. The researcher took 76 students among 152 students as sample of the research. The sample for experimental group is XI IPA 3 and for control group is XI IPA 4. The result of the computations as follow: 1) the mean of students in pre-test of experimental group is 63.03 and the control group is 63.47. 2) the mean of the students in post-test of the experimental group is 71.08 and the control group is 66.55. It means that there is significant difference on students' writing ability by using animation video at the eleventh grade of MAN 1 Metro. From the computation showed that the t-value is higher than t-table is $2.235 > 0.677$ and Sig.(2-tailed) is lower than 0.05 ($0.028 < 0.005$). It can be concluded that there is influence of using animation video in teaching writing of the eleventh grade at MAN 1 Metro in the academic year 2021/2022.

Keywords: *Effects , Animation Video, Writing Ability*

INTRODUCTION

Writing is not only a medium of communication but is a way of remembering and thinking well. Writing involves many activities and exercises to integrate visual, motor, and conceptual skills. Writing is used as preparation for some other activities. This is a process of finding and organizing ideas, put them on paper or write in drafts, and revise. There are many types of writing, such as narrative, descriptive, expository, persuasive, and argumentative in the research, researcher focuses on students' ability to write in explanation text. Explanation

text is one of the texts that must be mastered by students eleventh graders. Explanation text aims to explain something from a social, natural, or cultural phenomenon.

Many factors make students have difficulty in learning English, especially in learning writing. These factors consist of internal factors and external factors. Based on interviews with several eleventh grade students at MAN 1 Metro, there are several difficulties in learning English. The internal factor are students think that English is difficult because there is no motivation to learn English from themselves, students have difficulty in writing because they do not have enough vocabulary, Students have difficulty in finding ideas and stringing words to write, due to lack of practice in writing, the opportunity to learn English is relatively lacking in writing skills, and there is a 'forgetting' factor caused by the accumulation of memorization from various languages.

As for external factors are the less interesting learning media so students are bored in study, the teacher's teaching method is less attractive so that students do not understand the learning material, facilities that are not used properly, teaching time is quite short due to the pandemic, the teachers do not approach students when teaching, and less motivation to learn English due to an unsupportive from their families, friends, and teachers.

The researcher will conduct experimental design to determine whether there is an influence in student scores when students write explanation texts using animation video. Based on the previous explanation, The researcher will do research with the title: “ANIMATION VIDEOS : ITS EFFECTS ON STUDENTS’ WRITING ABILITY”.

1. To find out whether there is any effects of using animation video on the writing ability of eleventh graders at MAN 1 Metro.
2. To find out the significant effects of using animated video media on the writing ability of eleventh graders at MAN 1 Metro.

METHODOLOGY

The research design refers to strategies for integrating the various components of a research project in a cohesive and coherent manner. Based on, Sugiyono (2013: 29) states that the research design is a way to get valid data. Valid data is accurate data collected by the researchers themselves. This research design consists of

various types which are experimental design, survey, correlation, review, and others. This research design is an experimental research design using quantitative research.

Furthermore Martono (2011: 21) states that experimental research is a type of research that divides several groups that given treatment and non-treatment according to the research objectives. Researchers give treatment to the experimental group and non-treatment is the control group. In addition, quantitative research is a research method that calculates the results in the form of numbers and using statistical analysis. The design used in this research was a non-equivalent control group design. Sugiyono (2011: 79).

The researcher gave a pre-test for the experimental class and the control class. The purpose of the pre-test was to determine the students' ability in writing explanation texts. The researcher gave a test before the treatment was carried out in the experimental class or control class. The researchers treated the experimental class X_1 (Treatment using scientific animated videos) and control class X_2 (Treatment without scientific animation videos). After doing the treatment, the researcher gave a post-test which aims to measure students' scores in writing explanation text in the experimental class and control class.

RESULT AND DISCUSSION

RESULT

Experimental research is research conducted to determine the effect of treatment on research subjects. There are several stages to collect data. Starting from the pre-test, treatment in the experimental class, treatment in the control class and the last is the post-test.

1. Pre-test

The research carried out the pre-test in one meeting. Each group consists of 38 students.

2. The Treatment Stages in Experimental Group

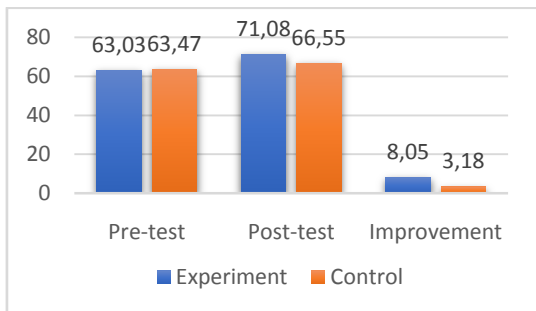
In this research, the researcher took eleventh grade students majoring in science at MAN 1 Metro as research subjects. In the experimental group, there was a meeting schedule with students. The schedule in the experimental group was 4 times. Every week there were 2 meetings for the experimental group. The researcher used animation video as a learning medium to convey material to students.

3. The Treatment Stages in Control Group

In teaching writing without using animation videos, the researchers use conventional technology in teaching.

4. Post-test

After carrying out the treatment, the researcher has a post-test with the aim of determining the extent of the effect of treatment on students' writing ability.



The interpreted of the data describe was that mean between experimental group was difference with the group. The mean difference between the experimental group was higher than the control group ($8.05 > 3.18$). It means that the use of animation video in teaching writing explanation text was better than without using animation video.

Then, to prove the hypothesis researcher used t-test formula. Then, the criteria for test the hypothesis as follows: if the significance value or sig.(2-tailed) > 0.05 or if the t-count $< t$ -table, then H_0 was accepted and H_a was rejected. Otherwise, if the significance value or sig.(2-tailed) < 0.05 or if the t-count $> t$ -table, then H_0 was rejected and H_a was accepted.

Independent Samples Test

The result of analysis as indicates that the value of sig.(2-tailed) was 0.028. It can be concluded that the value of sig.(2-tailed) is lower that 0.05 ($0.028 < 0.005$) or the value is higher than t-table ($2.235 > 0.677$). So that, H_0 was rejected and H_a was accepted. Alternative hypothesis (H_a): There were influences of using animation video on the writing ability of eleventh graders at MAN 1 Metro. It might be inferred that the using animation video effective for students' writing ability in specifically in explanation text.

In the pre-test, the average score in the experimental group and the control group are 63.03 and 63.47. From the results, it can be seen that the score of the pre-test control group is higher than the score of the pre-test experimental group. Meanwhile, in the post-test the

average score in the experimental group and the control group are 71.08 and 66.55. However, the result of experimental group is higher than control group.

From the results of the pre-test and post-test scores, it can be concluded that there is significance. It can be seen that there was a significant increase in the score of the experimental group. It can be understood that the treatment has given a significant effect on the treatment in the form of video animation for teaching to write, especially in the explanation text.

From the results findings, it was found that there was an effect of using animated videos on students' writing skills. It can be seen that the value of sig.(2-tailed) is lower than 0.05 ($0.028 < 0.005$). So, H_0 is rejected and H_a is accepted. The alternative hypothesis (H_a) is that there is an effect of using animated videos on the writing ability of eleventh grade of MAN 1 Metro students.

DISCUSSION

In this session, the researcher discusses the research findings which include the meaning of the test results and the effect of the treatment. The purpose of the study is to find out whether there is any influence of using animation videos on students' writing ability of eleventh grade at MAN 1 Metro. This research is one of the efforts to improve students' writing skills, especially in explanation texts.

In the pre-test, the average score in the experimental group and the control group are 63.03 and 63.47. From the results, it can be seen that the score of the pre-test control group is higher than the score of the pre-test experimental group. Meanwhile, in the post-test the average score in the experimental group and the control group are 71.08 and 66.55. However, the result of experimental group is higher than control group.

From the results of the pre-test and post-test scores, it can be concluded that there is significance. It can be seen that there was a significant increase in the score of the experimental group. It can be understood that the treatment has given a significant effect on the treatment in the form of video animation for teaching to write, especially in the explanation text.

From the results findings, it was found that there was an effect of using animated videos on students' writing skills. It can be seen that the value of sig.(2-tailed) is lower than 0.05 ($0.028 < 0.005$). So, H_0 is rejected and H_a is accepted. The alternative hypothesis (H_a) is that

there is an effect of using animated videos on the writing ability of eleventh grade of MAN 1 Metro students.

Based on the discussion above, the researcher concludes that there are several differences between this research and the three previous research. From the first previous research is conducted by Hermanto (2016) from Muhammadiyah University of Purworejo, entitled “The Effectiveness of Using Scientific Animation Video in Teaching Writing Explanation Text at The Tenth Grade of Man 1 Kutowinangunin The Academic Year of 2015/2016”. The differences between this research and the first previous research were on the result of score of significantly difference. In the first previous research showed that the t-value is higher than t-table is $8.20 > 2.040$. In this research the value of sig.(2-tailed) is lower than 0.05 ($0.028 < 0.005$) or t-value is higher than t-table ($2.235 > 0.677$). It can be concluded that the previous research more significant than this research.

The second previous research was from Maqdisa Id'ha Dwi Yuza (2019) from Tanjungpura University, entitled “Teaching Descriptive Text Writing by Using Animated Video”. This research is conducted in the eighth grade students of SMPN 14 Pontianak in academic year 2018/2019. The difference between this research and the second previous research were t-test (-4.29) is higher than t-table (-2.069). The comparison in the second previous research with this research in the significant value more significant ($2.235 > 0.677$). The second previous research done the treatment only two times, so that the delivered of the material was less effective.

The last difference in the third previous research was from Albiansyah (2021) from Universitas Islam Negeri Syarif Hidayatullah, entitled “ENHANCING STUDENTS' WRITING ABILITY OF NARRATIVE USING ANIMATION VIDEO”. The difference between this research and the second previous research is t-test (5.770) was higher than t-table (2.682). The comparison in the second previous research with this research in the significant value more significant ($2.235 > 0.677$).

From the explanation above, it can be concluded that the using animation video gives an influence in teaching writing mastery class with significance influence. With animated videos, it is easier for students to determine the main idea of writing. Video animation is a learning media that is one of the vehicles or tools used by a teacher in the form of moving images in the form of videos or films so that it can attract students' attention and motivate

students during the learning process. This research has proved that animation videos can influence students writing ability in eleventh grade at MAN 1 Metro.

CONCLUSION AND SUGGESTION

CUNCLUSION

Based on the investigations and discussions that have been carried out, it can be concluded that the use of animation video in students' writing ability against the experimental group and the control group in the eleventh grade at MAN 1 Metro has a good effect. The researcher conducted several stages to get the data starting from the pre-test, treatment and post-test. The pre-test was carried out once and then continue with treatment for 4 meetings and ended with a post-test. After done pre-test, treatment and post-test the researcher got the data.

Pre-test is given to the experimental and control group, the mean score of experimental was (63.03) and control groups was (63.47). It means that the pre-test score in control group was higher than the pre-test score in experimental group. In the post-test the mean score in experimental (71.08) were higher than control group (66.55). From the data, could be concluded that there was any influence of using animation video on students writing ability of eleventh grade at MAN 1 Metro. This result could answer the first question in the problem formulation.

From the data, it could be concluded that the hypothesis was accepted because the value of sig.(2-tailed) is lower that 0.05 ($0.028 < 0.005$) or the value is higher than t-table ($2.235 > 0.677$). So that, H_0 was rejected and H_a was accepted. H_a was There is a significant influence of using animation video on students' writing ability at the eleventh grade at MAN 1 Metro. It means that there was significant influence of using animation video for the eleventh grade at MAN 1 Metro. This result could answer the second question in the problem formulation.

SUGGESTION

For students, using animated videos can make it easier for them to pinpoint the main idea and understand the content of the text to be written. The use of video animation provides broad insight for students to give conclusions about the videos they watch. That way, students have more opportunities to express their writings. For teachers, this research can help teachers in

determining the appropriate learning media for students, especially in learning to write. With the use of animation video media, teachers are easier to convey material and more efficient for learning.

REFERENCE

- AGNES MONICA. (2021). *AN ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING EXPLANATION TEXT WRITTEN BY THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN ACADEMIC 2020/2021*. <http://eprints.unipdu.ac.id/id/eprint/138>
- Agusta, D. (2015). *Improving Students ' Ability in Writing Narrative Texts Using Short Animated Stories At Class Viii C of Smpn 2 Sanden , Bantul in the Academic Year of 2013/2014*. 203. <http://eprints.uny.ac.id/26574/1/Skripsi.pdf>
- Albiansyah, Muzakky., M, Kamsiah., A. (2021). *Enhancing Students ' Writing Ability of Narrative Using Animation Video*. 3(1).
- Arikunto, Suharsimi (2006). *Metode penelitian kualitatif*. Jakarta: Bumi Aksara
- Arikunto, Suharsimi (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta.
- Arsyad, Azhar. (2013). *Media Pembelajaran*. RajaGrafindoPersada :Jakarta
- Basri, N. (2020). *The Effect of Applying Mind Mapping Method in Writing Descriptive Text*. Langua: Journal of Linguistics, Literature, and Language Education, 3(2), 36–56. <http://jurnal.stkipkieraha.ac.id/index.php/langua/article/view/82>
- Binanto, I. 2010. *Multimedia Digital Dasar Teori dan Pengembangannya*. Andi Offset. Yogyakarta.
- Creswell, John W. 2012. *Educational research : planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Dalman. (2015). *Menuliskaryailmiah*. Depok: RajagrafindoPersada.
- Fraenkel, Jack R. and Norman E. Wallen. 2009. *How to Design and Evaluate Research in Education*. 7th Edition. New York: Mc Graw-Hill.
- Ghozali, Imam. 2018. *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 23* (Edisi 10). Cetakanke X. Semarang: Badan Penerbit Universitas Diponegoro.

- Gusparia. (2018). *Animation Video To Encourage Students' Writing a Story (Narrative Text) in Intensive English Classroom*. STKIP INSAN MADANI AIRMOLEK, 10(10), 79–85.
- Harahap, S. R., Suseno, M., & Bagaskorowati, R. (2019). *Improving the Students' Skill of Writing Narrative Text through Cooperative Learning Model with Jigsaw Technique*. *Journal of English Language Studies*, 4(2), 184. <https://doi.org/10.30870/jels.v4i2.6216>
- Hermanto. (2016). *The Effectiveness of Using Scientific Animation Video in Teaching Writing Explanation Text at The Tenth Grade of Man 1 Kutowinangun In The Academic Year of 2015/2016*.
- HILDA ERIYA SANI. (2017). *THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE SECOND THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY*.
- Maqdisa Id'ha Dwi Yuza. (2019). *TEACHING DESCRIPTIVE TEXT WRITING BY USING ANIMATED VIDEO*.
- Martono, N. (2011) *Metode penelitian kuantitatif, analisis isi dan analisis data sekunder* (8th ed).
- Matondang, Z., & Pengantar, A. (2009). *Pengujian homogenitas varians data*. Medan: Taburasa PPS UNIMED.
- OKTAVIA, M. (2021). *TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY USING COLLABORATIVE WRITING TECHNIQUE AT THE SECOND SEMESTER OF EIGHTH GRADE OF SMPN 4 PAKUAN RATU IN ACADEMIC YEAR 2019/2020*.
- Pratiwi, K. D. (2015). *Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012)* Kristy dwi pratiwi Universitas bengkulu Email : kriskitty2015@gmail.com ABSTRACT The title. 1964.
- Rahman, H. (2017). *THE INFLUENCE OF USING WRITING DIARY TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE EIGHTH GRADE OF MTs BANI SUEB TARAHAN SOUTH LAMPUNG AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2015/2016*.
- Sudjana, Nana dan Ahmad Rivai. (2013). *Media Pengajaran*. Bandung: SinarBaruAlgesindo.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2014. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Sugiyono. 2019. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

Sulaiman,Annas Marzuki. 2012. *Beberapa Teori Animasi*.
<http://anazdesign.wordpress.com/2012/10/22/beberapa-teori-animasi/>. March 6, 2014.

Syahrudin, D. (2016) PERANAN MEDIA GAMBAR DALAM PEMBELAJARAN MENULIS. dpt. UPI Kampus Cibiru Bandung.

Syam, I. A. (2015). *Model Penilaian Dalam Menulis (Writing)*. NASPA Journal, 42(4), 1.