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**THE IMPLEMENTATION OF ANIMATION VIDEO MEDIA TO IMPROVE STUDENTS’ ABILITIES IN WRITING ENGLISH NARRATIVE TEXT AT VIIIth GRADE AT MTS AL-KHAIRAAT TUWA**

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| **ABSTRACT**  In general, many teachers just used book as a media to teach students’. without any modern media as additional media other than books. So, it will difficult for students to achieve teaching and learning target. The use of animation video can be used as a teaching media to help teacher in teaching , especially in learning writing English narrative text. The research was aimed to answer the question that is can the use of animation video media improve the students ability in writing English narrative text in term of content and organization at the eight grade of MTS Alkhairaat Tuwa. This research used quantitative. The method of the research was pre-experimental. Data obtained from the results pre-tes and post-test of class VIIIth students’. The test was used to know students’ ability in writing English narrative text before and after implementing animation video. The research instrument was a test, students’ write a narrative text based on the video according to the research explanation and answer some questions based on the video. The findings indicated that the implementation of animation video was significant to improve the students writing English narrative text. The ability students’ writing achievement was proved by the mean score in pre-test and post-test. The students score in pre test (43,33) and post test (88,09). It means that the mean score of the students pos test was higher than the mean score of the students’ pre test. It also was improved significantly. The researcher concluded that used animation video as a media can improve the students abilities in writing English narrative text.  **Keywords:** Animation video, narrative text, foreign language, content, organization | |
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**INTRODUCTION**

English as a foreign language considered to be one of the most difficult lessons. in our country, “students are usually afraid of joining foreign language classes.”[[1]](#footnote-1) English also is a global language and included as one subject of national examination in many school up to which competence in teaching-learning English. English has been taught from junior high school up to university. Studying English is not a new thing for junior high school students. However, they still get many difficulties in teaching-learning process. They need to master four language skills and the language components as well. In teaching-learning English, the English teacher should develop English skill for the students by fun technique based curriculum of junior high school. Surely, it can give a positive point and motivation for the development of teaching-learning English. There are four English skill listening, speaking, reading and writing.

In writing, there are some components that should be mastered by the students. “ writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic from on a piece of paper, it involves at least five components they are content, organization, grammar, vocabulary, and mechanic”[[2]](#footnote-2). And also the students mush know how to arrange the words become sentence, how to arrange sentence become paragraph, and also how to use the punctuation correctly in writing. “Learning to write fluently and expressively is the most difficult of the four macro skills for all languages users regardless of whether the language in question is a first, second or foreign language”[[3]](#footnote-3) it is clearly stated above that the writing is considered as one of the most difficult skills for students. Writing encourages students to produce new ideas creatively. Learning how to write in English is important for many English learners. Heaton said that ” writing skill are more complex and difficult to teaching, requiring and mastery not only gramatical and rhetorical devices but also conceptual judgment because of diffuclt of writing, some efforts have been done to solve the problem”.[[4]](#footnote-4)

There are 4 factors caused students Mts Al-Khairaat Tuwa are not interested English specially in writing because writing skills are difficult for them. First according initial observations, ability in writing English specially students of class VIIIth MTS Al-Khairaat Tuwa from year to year is still relatively low. This is indicated by the lack of ideas, vocabulary, concept, experiences, and summarizing opinions into short English texts in written from still relatively below the standard for the size of their level. As well as the students’lack of courage and motivation to write English. “ it is necessary to emphasize here the importance of involving students to actively construct meaning more critically and openly to other people’s views. Students need to be given the widest opportunity to build new ideas interactively and openly, and not easily has been developed for a long time” [[5]](#footnote-5)

The second factor is the modern era where students are required to be able to keep up with the times, especially in education, even though the location is in rural areas. Especially in MTS Al-Khairaat Tuwa, the English teacher in this school only use text book as media in learning proccess. Without any modern media. The researcher also thinks that learning especially for class VIIIth is more complex to train students to be more creative, take an active role, have broad insight and think logically “ learning will be more successful if students actively do hands-on and relevant exercises with learning goals that have been set “ [[6]](#footnote-6). So that modern media is needed as a support.

The third factor is writing as one of the four language skills that must be mastered by students, Jeremy Harmer state that “ writing as one of the four skills has always been used as a means of reinforcing language that has been taught”[[7]](#footnote-7). MTS Al-Khairaat Tuwa in the initial observations the writer found that in the learning process students were not yet familiar when faced with learning to write. In fact is that for grade VIIIth students, they have learned how to arrange text. One of them is compiling narrative text and it has been included in the material taught at school.

The fourth factor is MTS Al-Khairaat Tuwa uses curriculum 2013 which is expected for grade VIIIth students to be able to create and convey meaning in functional texts ( narrative, spoof, hortatory and exposition ) and the students class IXth still feel difficult to make and convey written meanings contained in the text they read. Because less vocabulary and do not understand the text. So that students are not interested in writing.

Based the facts on the researcher initial observation, the researcher is interested to try using video animation media. In addition, based on several articles the researche reads that for the age of children at their age, most of them like animation and things that make the learning atmosphere more happy. So that when teacher do learning write English more effective and fun, they will more easily understand the lessons presented. From some of the explanations above, this is the reason the researche chosed them as research subjects.

In case of the study last two decades using short video animation in the process of learning English to be more affective, this is triggered by the rapid development of technology. So that requires every teacher to adapt with technology that is developing, especially in learning English. Use short animation video in learning English in the classroom make students more focused, develops their ideas, make the learning atmosphere more interactive and fun. The use of animation video media is proved can help students to process of learning English aspecially writing. Writing has several steps “ The process of writing has roughly four steps. In the first step create ideas, the second step organize the ideas, the third step write a rough draft. In the final step, polish rough draft by editing and making revisions”.[[8]](#footnote-8) Based on previous research conducted by “Iqbal Adnan Anugrah in class X SMA Harapan Bakti Makassar with research title The Use of animation film to improve students’ ability in writing narrative text.” [[9]](#footnote-9) That animation video is proved can help students to improve their writing skill effectively.

Based the background of the explanation above, in overcoming several problems in the process of learning English. So the researcher introduces animation video as media English learning can stimulate students in producing and developing their ideas. The researcher considers that the use of animation video in teaching writing can help students first, to easily explore ideas in their writing. Second, students can use the right word order in their sentences. Third, use variation words to express their idea well. Fourth, they have more mastered the vocabulary they use in writing is in accordance with the animation video. In addition, the use of animation video media in the process learning English make students more motivated and enthusiastic in learning. So the researcher is interested to conduct a research with the title the implementation of the animation video media to improve student’s abilities in writing English narrative text of

grade VIIIth at MTS Al-Khairaat Tuwa.

**LITERATURE REVIEW**

**Writing.**

Writing is an activity of exploring opinions and ideas into words. There is not doubt That that writing is the most difficult skill for all language users: foreign, second, and even for first language. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Such a skills of spelling, punctuation, word choice, and so on. Writing is productive skill that should be mastered well by the stidents. “ writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is crusial difference between the spoken and written form of language. There are other important differences as well. Writing, unlike, speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored, and referred back to at any time. It is permanent in comparison with the ephemeral ‘here one minute and gone the next’ character of spoken language –even of spoken language that is recorded on tape or disk.”[[10]](#footnote-10) Writing is functional communication, making learners possible to create imagine worlds of their own design”. [[11]](#footnote-11) it means that through writing, students can develops the ideas in their own, pouring thought, feeling, experiences, etc to convey a specific purpose. Harmer states that “writing is a way to produce language and express idea, feeling and opinion”[[12]](#footnote-12) it means that writing is one speaking representative through media.

Other definition is writing is speaking to others on paper or on computer screen”.[[13]](#footnote-13) Writing is one way to represent speaking though media. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. And writing is a productive and expressive activity so writers mush have the ability to write in using vocabulary, grammar, and language structure. Writing will be read whenever the author is absent. Writing is also an ability to make a from of words that has a higher value.

**Narrative Text**

Narrative text is one of genre which is taught at nine grade students of SMP and Madrasah. celce and Murcia state that narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, “ a narrative is usually personalized or individualized tells about the events related to the person or persons involved”[[14]](#footnote-14)

“Narrative is a description of events, especially in a novel or story, the Act or process of feeling a story.”[[15]](#footnote-15) John Langan state that “Narration is a writer tells the story of something that happened”. [[16]](#footnote-16) It similarly with otong setiawan, “Narrative is kinds of text about story of legend and resolution to Amuse and to give entertain to readers.”[[17]](#footnote-17) On the other hand, Pardiyono state that, “Narrative is a story Talk the past activities or events which order to problematic and to Give lesson to readers.”[[18]](#footnote-18)

From the definition above, the writer can conclude that narrative text is a story tells us about something interesting that has purpose to amuse, entertain for the readers or viewers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

**Animation Video**

Animation video is a kind of film which involves sound, recording a series of drawing or manipulating in anime object, one frame in one time. When projected, the sequences of frames take on the illution of motion. This video uses computer graphics in creating animated images.

In this research, the researcher uses animated video. the animated video that will be given is appropriate with the age for the students of junior high school. This study, the writer as the researcher chooses animated video that has characteristic funny, so it can make teaching and learning process more cheerful. Video can be an effective media in writing teaching because it provides students an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

**METHOD**

“Method is a certain way that is used to achieve certain goals using certain techniques and tools. Research is application scientific approach to the study of a problem. The research method is an attempt to determine, develop and test the truth of a knowledge, effort which is carried out using method scientific approach is applied to investigate educational problems, then the result is educational research”.[[19]](#footnote-19)

The type of the research was Pre-experimental design. The kind of pre- experimental design of this research is one group pre-test and post-test. According to Creswell “pre experimental with the use of one group pre test could assist the application by picking the population from the entire population as the final result.” [[20]](#footnote-20) This design involved one group which is pre- test (O1), exposed to a treatment (X), and post-test (O2). The design is present as follow:

**Table 1. The Formula of The Research Design**

|  |  |  |
| --- | --- | --- |
| PRE TEST | TREATMENT | POST TEST |
| O1 | X | O2 |

Where :

Adopted from Sugiono [[21]](#footnote-21)

O1 = Pre test

Before doing the treatment, the students were given pre-test to know their achievement in writing. In this pre-test, the researcher asked the students write down all the ideas of the students without animation video ( their experience) . The students used 2 x 20 minutes.

X = Treatment

After given the pre-test, the students were treated with different treatment. The students treat by using animation video. The researcher used animation video to teach writing narrative paragraphs. The steps in teaching writing narrative paragraph are described as follows:

First : The researcher presented and introduced the material to the class

and explained what they have to do.

Second : The researcher explained about narrative paragraph.

Third : The researcher explained that they are going to watch animation

video.

Fourth : The researcher ordered the students to write the narrative paragraph based on the video that have watch.

Fifth : The researcher administered comment to students mistakes.

O2 = Post test

After the treatment, the post-test conducted to find out the students’ writing achievement. It used to check the result of treatment it is also be useful to know writing ability of the students. The test is same with pre-test. In the post test the researcher asked the students to write narrative text based on the animation video that have watched.

***Population and Sample***

1. Population

“The population is all members of a group of people, events, or the objects specified in a research, and the sample is a part of a population”.[[22]](#footnote-22) While Sukardi said “ Population is any group of individuals, animals, events or things that gather in one place and become conclusion target of final research”. [[23]](#footnote-23) The other definition according Kasiram that populasi is the overall target that should be research and in that population the research results are applied. The population in this research is all students class VIIIth of MTS Al-Khairaat Tuwa which consists of one class.

1. Sample

The research only be carried out on a part of the population, where the population members taken as research subjects are called sample. “ The sample is a part of the number and characteristics possessed by the population. If the population is large and it is impossible for researchers to study everything in population”.[[24]](#footnote-24) While Kasiram stated sample is a part of the population that will be studied in depth. Based on with the sampling technique above, the researcher used total sampling technique because the number of population is so small and obtained a sample, namely class VIIIth MTS Al-Khairaat Tuwa, totaling 24 students. Which consists of 9 male and 15 female.

**FINDINGS AND DISCUSSION**

**FINDINGS**

1. **The Students’ Mean Score in Narrative Test**

To answer the research question in the previous chapter, the researcher administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment . The result of the students’ ability to write narrative text was presented in the table, bellow:

**Table 5. The Students’ Pre-Test Score**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students** | **Content** | **Organization** | | **Total** | **Category** |
| 1. | ADS | 2 | 2 | | 4 | Poor |
| 2. | DLA | 2 | 1 | | 3 | Very Poor |
| 3. | DS | 3 | 2 | | 5 | Poor |
| 4. | FD | 2 | 2 | | 4 | Poor |
| 5. | FB | 2 | 2 | | 4 | Poor |
| 6. | IYT | 3 | 3 | | 6 | Fair |
| 7. | MBA | 2 | 2 | | 4 | Poor |
| 8. | MHF | 3 | 2 | | 5 | Poor |
| 9. | MHR | 2 | 2 | | 4 | Poor |
| 10. | NTA | 3 | 2 | | 5 | Poor |
| 11. | NSW | 2 | 2 | 4 | | Poor |
| 12. | NF | 2 | 2 | 4 | | Poor |
| 13. | NRA | 2 | 2 | 4 | | Poor |
| 14. | NRH | 2 | 2 | 4 | | Poor |
| 15. | NRJ | 2 | 2 | 4 | | Poor |
| 16. | NLC | 2 | 2 | 4 | | Poor |
| 17. | NRH | 3 | 2 | 5 | | Poor |
| 18. | PTA | 2 | 2 | 4 | | Poor |
| 19. | RFR | 3 | 3 | 6 | | Fair |
| 20. | TR | 2 | 2 | 4 | | Poor |
| 21. | VG | 2 | 2 | 4 | | Poor |
| **Total** |  | 48 | 43 | **91** | |  |
| **Mean** |  | 2,28 | 2,04 | **4,33** | | **Poor** |

According to the previous table, the researcher can concluded that the lowest score in pre-test is (3) category very poor that is 1 students’( 4.76%) and the highest score in pre-test is (6) category fair that is 2 students’ (9.52%) and modus is (4) category poor that is 14 students’ (66.66%) and the mean score is (4.33) category poor, So,the researcher can concluded that the students’ VIIIth grade Mts AlKhairaat Tuwa category poor in writing English narrative text.

**Table 6. The Students’ Post-Test Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students** | **Content** | **Organization** | **Total** | **Category** |
| 1. | ADS | 5 | 4 | 9 | Excellent |
| 2. | DLA | 5 | 5 | 10 | Excellent |
| 3. | DS | 5 | 4 | 9 | Excellent |
| 4. | FD | 3 | 4 | 7 | Good |
| 5. | FB | 5 | 4 | 9 | Excellent |
| 6. | IYT | 5 | 3 | 8 | Good |
| 7. | MBA | 4 | 4 | 8 | Good |
| 8. | MHF | 4 | 4 | 8 | Good |
| 9. | MHR | 4 | 5 | 9 | Excellent |
| 10. | NTA | 5 | 4 | 9 | Excellent |
| 11. | NSW | 4 | 3 | 7 | Good |
| 12. | NF | 5 | 5 | 10 | Excellent |
| 13. | NRA | 5 | 5 | 10 | Excellent |
| 14. | NRH | 4 | 5 | 9 | Excellent |
| 15. | NRJ | 5 | 5 | 10 | Excellent |
| 16. | NLC | 4 | 4 | 8 | Good |
| 17. | NRH | 4 | 3 | 7 | Good |
| 18. | PTA | 5 | 4 | 9 | Excellent |
| 19. | RFR | 5 | 5 | 10 | Excellent |
| 20. | TR | 5 | 5 | 10 | Excellent |
| 21. | VG | 5 | 4 | 9 | Excellent |
| **Total** |  | 96 | 89 | **185** |  |
| **Mean** |  | 4,57 | 4,23 | **8,80** | **Excellent** |

According to the previous table, the researcher can concluded that the lowest score in post-test is (7) category good that is 3 students’(14.28%) and the highest score in post-test is (10) category Excellent that is 6 students’ (28.57%) and modus is (9) category excellent that is 8 students’ (38.08%) and the mean score is (8.80) category excellent, So,the researcher can concluded that the students’ VIIIth grade Mts AlKhairaat Tuwa category excellent in writing English narrative text after applying the animation video as a media was better than before.

**Table 7. Comparison Between Pre-Test And Post-Test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Code of**  **sample** | **Pre test** | **Category** | **Post test** | **Category** | **Improvement**  **(D)** | **D2** |
| ADS | 4 | Poor | 9 | Excellent | 5 | 25 |
| DLA | 3 | Very poor | 10 | Excellent | 7 | 49 |
| DS | 5 | Poor | 9 | Excellent | 4 | 16 |
| FD | 4 | Poor | 7 | Good | 3 | 9 |
| FB | 4 | Poor | 9 | Excellent | 5 | 25 |
| IYT | 6 | Fair | 8 | Good | 2 | 4 |
| MBA | 4 | Poor | 8 | Good | 4 | 16 |
| MHF | 5 | Poor | 8 | Good | 3 | 9 |
| MHR | 4 | Poor | 9 | Excellent | 5 | 25 |
| NTA | 5 | Poor | 9 | Excellent | 4 | 16 |
| NSW | 4 | Poor | 7 | Good | 3 | 9 |
| NF | 4 | Poor | 10 | Excellent | 6 | 36 |
| NRA | 4 | Poor | 10 | Excellent | 6 | 36 |
| NRH | 4 | Poor | 9 | Excellent | 5 | 25 |
| NRJ | 4 | Poor | 10 | Excellent | 6 | 36 |
| NLC | 4 | Poor | 8 | Good | 4 | 16 |
| NRH | 5 | Poor | 7 | Good | 2 | 4 |
| PTA | 4 | Poor | 9 | Excellent | 5 | 25 |
| RFR | 6 | Fair | 10 | Excellent | 4 | 16 |
| TR | 4 | Poor | 10 | Excellent | 6 | 36 |
| VG | 4 | Poor | 9 | Excellent | 5 | 25 |
| **Total** | **91** |  | **185** |  | **94** | **458** |
| **Mean** | **4,33** | **Poor** | **8,80** | **Excellent** | **4,47** | **21,80** |

1. Mean score of pre-test and post-test

*X̅ = ∑ X*

*N*

Where : *X̅ =* Mean score

∑X = The sum of all scores

N = The number of students

1. score of pre-test

91

*X̅ = ⸻⸻⸻ =* 4,33

21

1. score of post-test

185

*X̅ = ⸻⸻⸻ =* 8,80

21

1. To find out the significant differences between the score of pre-test and post-test by using the formula .

∑D

⸻⸻⸻

N

94

⸻⸻⸻ = 4,47

21

Where :  *=* The mean of the differences score

∑D = The sum of the differences score

N = The total number of students

1. To find out the improvement of percentage of the students pre- test and post- test by using formula :

X2 - X1

P ⸺⸺⸺⸺ X 100

X2

8,80 - 4,33

P ⸺⸺⸺⸺⸻⸻⸻ X 100

8,80

4,47

P ⸺⸺⸺⸺ X 100

8,80

P = 50,79 %

Where : P *=* Rate percentage

X1 = The mean score of pre-test

X2 = The mean score of post-test

According to the table analysis comparison between pre-test and post-test above,the researcher found that there was an increase after implementing animation video as a media in writing English narrative text, this is proven by the average pre test score that is (4,33) category poor become (8,80) category excellent in post test and improvement ( 4,47 ) with percentage (50,79%). So, the researcher can concluded that video animation can help students in improving their ability in writing English narrative text.

**Table 8. Data Analysis Improvement Content and Organization**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code Of Sample** | **Content** | | | **Improvement** | **Organization** | | | **imptovement** |
| **Pre**  **Test** | **Post**  **Test** | | **Pre**  **Test** | | **Post**  **Test** |
| ADS | 2 | 5 | | 3 | 2 | 4 | | 2 |
| DLA | 2 | 5 | | 3 | 1 | 5 | | 4 |
| DS | 3 | 5 | | 2 | 2 | 4 | | 2 |
| FD | 2 | 3 | | 1 | 2 | 4 | | 2 |
| FB | 2 | 5 | | 3 | 2 | 4 | | 2 |
| IYT | 3 | 5 | | 2 | 3 | 3 | | - |
| MBA | 2 | 4 | | 4 | 2 | 4 | | 2 |
| MHF | 3 | 4 | | 1 | 2 | 4 | | 2 |
| MHR | 2 | 4 | | 2 | 2 | 5 | | 3 |
| NTA | 3 | 5 | | 2 | 2 | 4 | | 2 |
| NSW | 2 | 4 | | 2 | 2 | 3 | | 1 |
| NF | 2 | 5 | | 3 | 2 | 5 | | 3 |
| NRA | 2 | 5 | | 3 | 2 | 5 | | 3 |
| NRH | 2 | 4 | | 2 | 2 | 5 | | 3 |
| NRJ | 2 | 5 | | 3 | 2 | 5 | | 3 |
| NLC | 2 | 4 | | 2 | 2 | 4 | | 2 |
| NRH | 3 | 4 | | 1 | 2 | 3 | | 1 |
| PTA | 2 | 5 | | 3 | 2 | 4 | | 2 |
| RFR | 3 | 5 | | 2 | 3 | 5 | | 2 |
| TR | 2 | 5 | | 3 | 2 | 5 | | 3 |
| VG | 2 | 5 | | 3 | 2 | 4 | | 2 |
| **Total** | 48 | 96 | | **50** | 43 | 89 | | **46** |
| **Mean** | 2,28 | | 4,57 | **2,38** | 2,04 | 4,23 | | **2,19** |

According to the previous table, the researcher can concluded that the improvement content (2,38) in writing English narrative text higher than organization (2,19). So, the researcher can concluded that video animation as a media can improve writing English narrative text in organization and content, but significant in content.

1. **The Students Improvement Writing Content**

The improvement of the students’ability to write content of the topic were presented in the explanation and diagram, below:

1. Score of content in Pre-test and post test by using formula:

*X̅ = ∑ X*

*N*

Where : *X̅ =* Mean score

∑X = The sum of all content scores in pre test/post test

N = The number of students

1. Pre-test

48

*X̅ = ⸻⸻⸻ =* 2,28

21

1. Post-test

96

*X̅ = ⸻⸻⸻ =* 4,57

21

1. To find out the improvement students’ in content.

X2 - X1

P ⸺⸺⸺⸺ X 100

X2

4,57 – 2,28

P ⸺⸺⸺⸺⸻⸻ X 100

4,57

2,29

P ⸺⸺⸺⸺ X 100

4,57

P = 50,1 %

Where : P *=* Rate percentage

X1 = The mean score of content in pre-test

X2 = The mean score of content in post-test

1. The diagram of content

**Figure 1. The students improvement writing content.**

The data in the explanation and figure 1. Showed that the students improvement in content score as the result calculating the pre-test and post-test of the students’ability in writing English narrative text by use animation video as media. Where the students’ score in pre-test (2,28 ) was different from the post-test (4,57). It means that there were improvement (50,1 %) of the students ability in writing English narrative text after taught by using animation video as a media.

1. **The Students Improvement Writing Organization**

The result of the students’ to write organization of the topic that presented in the explanation and diagram, below :

1. Score organization in Pre-test and post test by using formula:

*X̅ = ∑ X*

*N*

Where : *X̅ =* Mean score

∑X = The sum of all organization scores in pre test /post-test

N = The number of students

1. Pre-test

43

*X̅ = ⸻⸻⸻ =* 2,04

21

1. Post-test

89

*X̅ = ⸻⸻⸻ =* 4,23

21

1. To find out the improvement students’ in content.

X2 - X1

P ⸺⸺⸺⸺ X 100

X2

4,23 – 2,04

P ⸺⸺⸺⸺⸻⸻X 100

4,23

2,19

P ⸺⸺⸺⸺ X 100

4,23

P = 51,77 %

Where : P *=* Rate percentage

X1 = The mean score of organization in pre-test

X2 = The mean score of organization in post-test

1. The diagram of organization

**Figure 2. The students improvement writing organization.**

The data figure 2. Showed that the students improvement in organization score as the result of calculating the students pre-test and post test at the students’ ability in writing English narrative text by using animation video as a media. Where the students’ score in pre-test ( 2,04 ) was different from the post test (4,23) it means that there was improvement (51,77%) of the student’ ability in writing English narrative text after taught by using animation video as a media.

1. **The Significance of Students Ability in Writing English Narrative Text**

To know the level of significance of the pre-test and post-test, the researcher used T-Test analysis on the level of significance ( p ) = 0,05 with the degree of freedom ( df ) = N-1 where N = number of subject ( 21 students ) then the value of T- table is 2,086, the T–Test statistical, analysis for independent sample was applied the following table shows the result of T-Test calculation.

**Table 9. T-Test of The Students’ Ability in Writing Narrative Text.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing English**  **Narrative Text** | **T-Test** | **T-Table** | **Comparison** | **Classification** |
| 20.34 | 2.086 | T-Test > T-Table | Significantly  different |

Where : T = Test of Significante

D = The Mean Score

∑D = The sum score of difference

= The square of sum score of difference

N = The total number of studen

The table 11. Showed T-Test value was greater that ( T-Test > T-Table ), the final result showed that T-Test value for the final score of students’ writing ability was ( 20.34 >2.086 ). It means that there was significant difference between the students writing ability before and after using animation video as a media. It was also said that the null hypothesis ( Ho ) was rejected and the alternative hypothesis ( H1 ) is accepted.

**DISCUSSION**

In this research, the researcher planned six meetings but when doing the research six meetings is not enough so the researcher added one more meeting total is seven meetings. The researcher encountered some obstacles during the research. That is lack of school facilities, lack of students vocabulary,and the students who are difficult to direct. The first meeting, Saturday 11th june 2022. The researcher explaned material about narrative text (Definition of narrative text, generic structure of narrative text, types of narrative text, purpose of narrative text and example of narrative text), The second meeting, Monday, 13th june 2022. The researcher conducted a pre test, meeting 3 – 6 The researcher conducted a treatment and the last meeting Monday 20th june the researcher conducted a post test. The first treatment the researcher used infocus but had unstable electrical problems, frequent blackouts occurred. So that in the next treatment the researcher only used laptop and made students into several groups. Each group has the opportunity to watch video animation in turn. At the last meeting the researcher conducted a post test by sending an video animation to their respective mobile phones. This is to make it easier for students in the post test because used laptop and divide students into several groups to watch animation video using a lot of time. The use of animation video in learning English can motivate students, it can be seen by the increased attention in learning English .

The description of previous section showed the students’ ability in writing English narrative text has improved, based on the findings above in applying the animation video as a media in the class, the data was collected through test as explained in previous finding sections showed that the students’ ability in writing English narrative text was significantly improve the students score after applying the animation video as a media was better than before the treatment was given to the students’. Before giving treatment the students’ ability in writing English narrative text was categorized as fair. After giving the treatment their ability was significantly improved. The use video media in learning to write English narrative text, students are easier to direct, understand quickly, and are motivated to lear. It is powered by Oemar Hamalik that was cited from Asnawir’s book, good movie, video or film has some features,one thing is film can arouse students’interest.

1. **The Students’ Improvement in Writing English Narrative Text**

After calculating the score, the researcher found the students’ ability in writing English narrative text had improved 50,79 % from the mean score 4,33 on pre-test to be 8,80 on post test. it was supported by the mean score post-test of the students’ ability in writing English narrative text was higher than pre-test.

The score of the students post-test was higher than the mean score of the students’ pre-test therefore, the use of the animation video as a media can enrich the students’ability in narrative text.

It was also support by the result of the data analysis on the table 7 showed that from the level of signifance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (21 students’ then the value of t-table was 2.086, the value t-test of the students’ writing English narrative text repost text was higher than the t-table ( 20.34 >2.086 ). Then, the students’ ability in writing English narrative text could enrich by using the animation video as a media.

1. **The Improvement of The Students’ Writing Content.**

After calculating the score, the researcher found the students’ ability to write content had improved 50,1% from the mean 2,28 on pre-test to be 4,57 on post-test, it was supported by the mean score of post-test was higher than the mean score of pre-test, therefore, the use of animation video as a media could enrich the students’ ability to write content in narrative text.

1. **The Improvement of The Students’ Writing Organization**

After calculating the score, the researcher found the students ability to write organization had improved 51,77% from the mean score 2,04 on pre- test to be 4,23 on post test. It was supported by the mean score of post-test was higher than the meam score of pre-test, therefore, the use of animation video as a media could enrich the students’ability to write organization in narrative text.

Based on the result above, hypothesis test showed that null hypothes1is (Ho) was rejected and alternative ypothesis (H1) was accepted, so, the researcher concluded that there was significant improvement of the students’ ability in writing narrative text by using the animation video as media in teaching writing narrative in MTS Alkhairaat Tuwa.

The findings reveal that the research of improving students’ writing English narrative text ability using animation video is successful viewed from some dimensions.

1. Animation video can improve the students’ writing ability in narrative text effectively, their narrative writing are better than before especially in exploring the ideas, using organization, and content.
2. Motivation and interest of the students’are higher when joining every discussion of task in English class. They are very happy and enthusiastic when watching animation video and do the task. Besides that, activities using animation video make the students’ more concentrate to the teacher’s explanation, so that the students’ understanding about material become higher. Finally, the students’ ability in writing English narrative text is improved.

**CONCLUSION**

Based on the discussion and explanation in the previous chapter and looked at the result of this research, the research put of forward some conclusion as follows:

The use of animation video was effective to be used as a media in teaching writing narrative because there was a significance difference between the progresses in writing of the students when they were taught using animation video video as a media and when they were not. By using the media, the students can express their ideas and easy to understand. The students’ attitude of the eigh grade students’ of MTS Al-Khairat Tuwa in learning English writing as positive and more interested to learn by using animation video as a media. It was proved that there was significant difference between the result of students’ pre-test and post-test by the value of t-test was greather than the value of t-table ( 20.34 >2.086 ). And the last is video animation can motivate the students’ to learn English lesson especially in learning narrative text. Learning writing English narrative text is not easy since the students did know they what they must write. Using animation video can be a new atmosphere for the students’ who have not been taught using animation video before.

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