

The Influence Of Animation Movie In Teaching Writing At The Tenth Grade Of SMK Nurul Huda Sukaraja

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Abstract. *This thesis is entitled “The Influence of Animation Movies in Teaching Writing At The Tenth Grade of Smk Nurul Huda Sukaraja”. The objective of this study was to find out whether or not there is a significant difference between students who were taught by using animation movies and who were not taught by animation movies at the tenth-grade students of SMK Nurul Huda Sukaraja”. Therefore, this study was quantitative research, using experimental, methods and quasi-experimental design. Then, the population of the study covered and entire of the tenth-grade students of SMK Nurul Huda Sukaraja in the academic year 2023/2024 with a total students were 78 from four classes. The technique sampling was chosen by Purposive sampling, there were two groups the experimental groups (X-Multimedia A) with 19 students and the control group (X-Multimedia B) consists of 19 students. In this study, the writer used a written test as an instrument for collecting the data. The data obtained from independent t-test analysis, between the result of the post-test in the experimental group and control group. Based on the calculation by using an independent t-test, the writer found that tobtained was higher than ttable ($5.561 > 2.021$) at the significant level $\alpha = 0.05$ in two-tailed test. It meant that there was an influence between the experimental group and the control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that animation movie influence in teaching writing to the tenth grade students SMK Nurul Huda Sukaraja..*

Keywords: Animation Movie, Writing, Descriptive, Teaching.

Abstrak. Tesis ini berjudul “Pengaruh Film Animasi dalam Pengajaran Menulis Di Kelas Sepuluh Smk Nurul Huda Sukaraja”. Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan yang signifikan antara siswa yang diajar menggunakan film animasi dan yang tidak diajar menggunakan film animasi pada siswa kelas X SMK Nurul Huda Sukaraja”. Oleh karena itu, penelitian ini merupakan penelitian kuantitatif, dengan menggunakan metode eksperimental, dan desain eksperimen semu. Kemudian populasi penelitiannya meliputi seluruh siswa kelas X SMK Nurul Huda Sukaraja tahun ajaran 2023/2024 yang berjumlah 78 siswa dari empat kelas. Teknik pengambilan sampel dipilih dengan cara Purposive sampling. Terdapat dua kelompok yaitu kelompok eksperimen (X-Multimedia A) yang berjumlah 19 siswa dan kelompok kontrol (X-Multimedia B) yang berjumlah 19 siswa. Dalam penelitian ini, penulis menggunakan tes tertulis sebagai instrumen pengumpulan data. Data diperoleh dari analisis uji t independen antara hasil post-test pada kelompok eksperimen dan kelompok kontrol. Berdasarkan perhitungan dengan menggunakan uji t independen, penulis menemukan bahwa thitung lebih besar dari ttabel ($5,561 > 2,021$) pada taraf signifikan $\alpha = 0,05$ pada uji dua sisi. Artinya terdapat pengaruh antara kelompok eksperimen dan kelompok kontrol. Jadi hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dapat disimpulkan bahwa film animasi berpengaruh dalam pengajaran menulis pada siswa kelas sepuluh SMK Nurul Huda Sukaraja.

Kata kunci: Film Animasi, Menulis, Deskriptif, Mengajar.

INTRODUCTION

English is a very important skill to learn in school because it is one of the most used languages in the world (Dutta, 2019). English is a language that is currently in great demand by people for various purposes, both school and work needs. In addition, English is also the first level international language in the international world with around 1.12 trillion users or speakers of this language. In English, there were four skills which for students to master. The skills were Listening, Reading, Speaking and Writing. Those skills were related to each other. Writing is one of the important skills in English. Writing is a complicated skill that requires the writer's thoughts and opinions, as well as knowledge of grammar, spelling and punctuation.

Writing is comprehensive ability involve grammar, vocabulary, organization, and other elements. (Mundriyah & Parmawati, 2016) that writing skill can develop rapidly when students' concerns and interests were acknowledged, when they were given numerous It is one of interesting activities because writing skill can be developed rapidly when the students concerns and interest were arisen. When the students were given many chances to write, students was be more active write. There were many of text in writing: Narrative, Descriptive, Report, Recount, and Procedure.

Descriptive is kind of genre used to explain person, place, or thing in general. The generic structure of this text were identification and descriptions. The language features of this text involves using simple present tense, adverb, action, verb, words of description or adjective. The method were usually used to teach writing in the class were guided writing and individual writing. According to (Rivai et al., 2017), stated that description/descriptive is used to add details about something physical a person, place, or things. The generatic structures of this text were:

1. Identification: Identifies the person, place or thing to be describe.
2. Description: describes parts, qualities, or characteristics.

Writing is one of the most difficult subjects in school. Because writing must have the courage or confidence to create written works, so the teacher must create to make writing lessons a lesson that is easily accepted by students. So the writer made writing learning media by watching an animated film which aims to make the influence of learning to write at the grade tenth of SMK Nurul Huda Sukaraja. Movie is a learning medium that is used by writers to influence learning to write descriptive paragraphs that were easily understood by students of the grade tenth of SMK Nurul Huda Sukaraja. Based on interviews with the tenth grade English teacher at Nurul Huda Vocational School, the authors found that students were not interested in learning English, due to a lack of understanding and lack of motivation to learn

English. So this situation occurs because the strategy used is not appropriate. So that students were not interested and feel bored to learn English. So the author proposes animated video media which aims to help increase students' knowledge by using animated video media.

THEORETICAL STUDY

The First research was from (Isfahani et al., 2019) Based on the research about “The Influence of SpongeBob SquwerePants Cartoon Movie on Students’ Speaking Skill at the Eleventh grade of SMAN 11 Kota Tangerang”, The writer made the conclusion as follow: There was significance influence of using SpongeBob SquwerePants cartoon movie on students’ speaking skill at the eleventh grade on SMAN 11 Kota Tangerang.

The Second research from Nadia Tussoleha about “The Use of Animated Short Film in Learning Writing Descriptive Text (A Descriptive Qualitative Research at the 10th-grade MA Islamiyah Ciputat) “The writer made the conclusion as follow : The use of animated short films in learning activities was discussed in this research. The aim was to see how animated short films help students write descriptive texts and their impact on learning. The participants in this study were 25 students of class X MA Islamiyah Ciputat and an English teacher who would be interviewed about class activities. The data for this study were collected using a qualitative descriptive method. Observations, questionnaires, and interviews were the instruments used for data collection. The Third Ris Setiawati (2019), Based on the research about “The Use of Animation Movies to Improve Writing Skill in Recount Text Among the Eighth Grade of Junior High School 1 Punggur in the Academic Year 2018/2019”.

Based on previous related studies above, the authors conclude that the use of animated films in teaching descriptive writing has a significant influence, so that using the animation movie method can help students improve students' writing skills. There were similarity and also the differences between her/his study with the writer's study. The similarity is same dependent variable that is the animation movie and to teaching writing. For the differences were for population, sample and place of the study.

METHODOLOGY OF RESEARCH

According to (Yani, n.d.) that quantitative research is traditional research that used for collecting data. Moreover, research method is the primary method utilized by writers to achieve goals and decide answers to the problems posed. Writer was use the quantitative research. In this research, writers used experiment design. In this study, there were two group which consist of two classes are used as the sample in this design, they were the experiment group and control group. Two group gave the same material of the some topic. In experimental class, pre-test was be conducted to measure the descriptive writing before treatment, and post-test was be conducted to know the progress of the students influence animation movie writing after treatment. Whereas in control class, the writers would give pre-test and post-test without giving a treatment. The design of the study as follows:

E	O ₁	X	O ₂
C	O ₃		O ₄

Where:

- O₁ : Pre-test for experimental group
- O₂ : Post-test for experimental group
- O₃ : Pre-test for control group
- O₄ : Post-test control group
- X : Treatment by using Animation movie
- E : Experiment group
- C : Control group

(Sugiyono, 2016 : 17)

This research was conducted in SMK Nurul Huda Sukaraja, The participants were students of grade X Multimedia A dan B, consisted of 38 students. The following are the instruments used in the experimental class and control class .

Table 1. Instrument Research

Objective	Test Material	Indicator	Type	Number of item
To measure the students ability in writing descriptive text	The simple descriptive text about animation movie “The Lazy Girl”. Choose the tittle below and make a descriptive text about it : 1. Father 2. Step mother 3. Lazy girl 4. Diligent girl 5. The forest	The students were be able to write descriptive text.	Written Test	1

The population of this study the tenth grade students of SMK Nurul Huda Sukaraja in academic year of 2023/2024. It was consist of four classes, namely X – Akutansi, X - Multimedia A, X - Multimedia B and X- Perkantoran.

Table 2. Population of the Research

No	Class	Population
1	X - AKUTANSI	20
2	X - MULTIMEDIA A	19
3	X - MULTIMEDIA B	19
4	X- PERKANTORAN	20
	TOTAL	78

(Expert: SMK Nurul Huda Sukaraja 2023/2024)

The purposive sampling was used, class Multimedia-A and multimedia-B was selected as sample of the study.

Table 3.The Sample of The Research

No	Class	Group	Number of students
1.	X-MULTIMEDIA B	Experimental	19
2.	X-MULTIMEDIA A	Control	19
	TOTAL		38

(Expert: SMK Nurul Huda Sukaraja 2023/2024)

In this research, the writer used the quantitative research approach, so the technique used to get the data which related to teaching writing by doing the test. A test was used to collect the data. A test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out (Hornby, 2000:1396). collecting the data, the technique would be used an written test. The sample should chose one of those.

The scores was become a more meaningful numerical data if they were converted to numerical data, which was be processed to the scale 0 to 100. Then the processed scores was be used sequentially from the highest to the lowest. It was be easier to know the position of a student in his/her group. Table 6.the measurement of the student achievement.

Table 4. Conversion of Percentage Rangers

Criteria of mastery (%)	Grade
86-100	Excellent
71-85	Good
56-70	Enough
41-55	Poor
≤ 40	Very Poor

(S Arikunto, 2019)

RESULT AND DISCUSSION

The study was taken at the Tenth grade students of SMK Nurul Huda Sukaraja. The findings of the study was presented as follows :

1. The Students Score in the Pre-Test and Post-Test of Experimental Group

Before the writer conducted the experiment, the writer gave the students pre-test and then calculated the students score. The pre-test was given to know how far the students writing ability before the writer taught the student through animation movie. In the pretest and posttest the sample of the students' were 19 students'. After the writer gave 4 times for the treatment to the students' in teaching descriptive text through animation movie.

In addition, the following table is the descriptive statistic of pre-test and post-test in the experimental group that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness and kurtosis. It could be seen in table 5.

Table 5. Descriptive Statistics of Pre-Test and Post-Test In the Experimental Group

Statistics			
		Pre-test Experimental	Post-test Experimental
N	Valid	19	19
	Missing	0	0
Mean		46.05	70.53
Std. Error of Mean		2.044	2.019
Median		45.00	70.00
Mode		50	75
Std. Deviation		8.910	8.803
Variance		79.386	77.485
Skewness		-.091	-.588
Std. Error of Skewness		.524	.524
Kurtosis		-.974	.127
Std. Error of Kurtosis		1.014	1.014
Range		30	35
Minimum		30	50
Maximum		60	85
Sum		875	1340

Table 6. The Distribution Score of Pre-Test and Post-Test In the Experimental Group

Pre-test in the Experimental Group				Post-test in the Experimental Group	
Score	Level of	Score		score	
Interval	competence	Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	0	%
71-85	Good	0	0%	9	47.4%
56-70	Enough	2	10.5%	9	47.4%
41-55	Poor	7	36.9%	1	5.3%
≤40	Very Poor	10	52.7%	0	0%
Total (N)		19	100%	19	100%

Based on the table 6 above of pre-test in the experimental group, it was obtained that there was 0 (0%) Who got excellent, 0 (0%) Students who got good level competency, 0 (0%) students who got good of competency, 2 (10.5%) students who got enough level of competency, 7 (36.9%) students who got poor level of competency, 10 (52.7%) students who got very poor level of competency.

Meanwhile, based chart post-test in the experimental group it was found that there were 0 (0%) students who got excellent, 9 (47.4%) good level of competency, there were 9 (47.4%) Students who got enough level of competency, there were 1 (5.3%) student who got poor level, 0 (0%) student. who got very poor, For the level of competency of excellent poor, and very poor were nobody got it.

2. The Result of Pre-test and Post-test Score in the Control Group

Before the writer conducted the research in the control group, the writer gave a pre-test to the students to know the students writing ability. And after the writer gave treatment by using conventional strategy, the writer gave a post-test to know how far the students mastery in writing. In the pre-test and post-test of control group sample of the students were 19 students.

Table 7. Descriptive Statistics of Pre-test and Post-test in the Control Group

Statistics		Pre-test Control	Post-test Control
N	Valid	19	19
	Missing	0	0
Mean		45.79	53.68
Std. Error of Mean		2.271	2.257
Median		45.00	55.00
Mode		55	55
Std. Deviation		9.897	9.838
Variance		97.953	96.784
Skewness		-.292	.019
Std. Error of Skewness		.524	.524
Kurtosis		-1.028	-.609
Std. Error of Kurtosis		1.014	1.014
Range		30	35
Minimum		30	35
Maximum		60	70
Sum		870	1020

Table 8. The Distribution Score of Pre-test and Post-test in the Control Group

Pre-test in the Control Group				Post-test in the Control Group	
Score	Level of	Score		score	
Interval	competence	Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	0	0 %
71-85	Good	0	0%	0	0%
56-70	Enough	2	10.5 %	6	31.5%
41-55	Poor	10	52.7%	11	57.9%
≤40	Very Poor	7	36.9%	2	10.5%
Total (N)		19	100%	19	100%

Based on the distribution score on table 8 above, it was found that criteria of pre-test in the control group, there was 0 (0%) in an excellent and 0 students 0 (0%) Good level of competency, 2 students (10.5%) was in a enough level of competency, 10 students (52.7%), were in a poor level of competency, 7 students (36.9%), were in a very poor level of competency.

Besides, table 8 of post-test in the control group it was found that were 0 students (0%) who got excellent level, 0 student (0%) good level of competency, there were 6 students (31.5%) who got enough level of competency, there were 11 students (57.9%) Who got poor level of competency, there were 2 students (10.5%) who got poor level of competency.

Before analyzing the data, the test of normality and homogeneity data should be measured. In determining of the data, Kolmogorov-Smirnov was used. And the result of the normality test of the post-test score in the experimental and control group were described as in the following table 9.

Table 9. Test of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Post-test Experimental	.168	19	.164	.948	19	.365
	Post-test Control	.132	19	.200*	.960	19	.582
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In this case, the data was normal distribution if the P_{value} is higher than 0.05 level. To test the normality of the data, the writer used Kolmogorov-Smirnov test. From table 9 above, the writer found the result of P_{value} of experimental group was 0.164 and control group was 0.200. Both of them got P_{value} more than 0.05 level, it meant that the data of each group were normal distribution.

In addition, to know whether the samples were homogenous or not, the writer used the test of homogeneity of variances. The writer calculated by SPSS 29. It could be seen in table 10.

Table 10. Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.300	1	36	.587
	Based on Median	.181	1	36	.673
	Based on Median and with adjusted df	.181	1	35.366	.673
	Based on trimmed mean	.275	1	36	.603

According to the table 10, the calculation of levene statistics by using SPSS 29, it was found that the value of sig was 0.587. it was higher than value of sig (0.05). So, it meant that the sample taken from experimental and control group were homogeneous variant.

3. The Independent t-test

The independent t-test is the most commonly used method to evaluate the differences in mean between the two groups. To find out whether or not there was any significant difference in writing ability, the writer compared the result of the post-test in control group and experimental group by using independent t-test. The result of the SPSS 29 calculation was described as follows.

Table 11. Independent t-test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Hasil	Equal variances assumed	.300	.587	5.561	36	<,001	<,001	16.842	3.029	10.700	22.984
	Equal variances not assumed			5.561	35.564	<,001	<,001	16.842	3.029	10.697	22.987

Therefore, based on table 11 of independent t-test the value of $t_{\text{obt}} = 5.561$ is higher than $t_{\text{t}} = 2.021$ and the value of sig (2-tailed) = <, 001 less than the value significance level (0.05). Finally, the writer concluded that alternative hypothesis (H_a) of this study was accepted an Null Hypothesis (H_0) of this study was rejected.

4. Interpretations of the study

Based on the findings above, it could be interpreted that teaching writing descriptive text by using animation movie was influence, on learning write on the grade Tenth SMK Nurul Huda Sukaraja. It could be seen from t_{obt} of the post-test score in the experimental and control group was 5.561 at the significance level $\alpha = 0.05$ in two tailed test with $df (n-2) = (38-2) = 36$, whereas, it could be seen based on the statistical analysis the value of $t_{\text{obt}} 5.561$ was higher than critical value $t_{\text{t}} = 2.021$ Therefore, Null Hypothesis was rejected and Alternative Hypothesis (H_a) was accepted. Its meant that there was the in influence between students who were taught by using animation movie and students who were not taught by using animation movie.

CONCLUSION AND SUGGESTIONS

The main purpose of this research is to find out whether or not any significant differences between the students who were taught by using Animation Movie and the students who were taught by using conventional media in teaching students Descriptive text at the Tenth grade of SMK Nurul Huda in academic year 2023/ 2024.

Based on the findings in the previous chapter, the writer concluded that there was any significant differences between the students who were taught by using Animation Movie and the students who were taught by using conventional media in teaching students Descriptive text at the Tent grade of SMK Nurul Huda in academic year 2023/ 2024. It was proved by the result of the independent t-test of the post-test score in the Experimental and control group gave the value t-obt was 5.561 and the value of sig (2 tailed) was <,001 It meant that the value of t-obt was 5.561 higher than t-t = 2.021 With df was $(n-2) = (38-2) = 36$ and value of sig (2-tailed) was less than the value of significance level ($\alpha = 0.05$). So, the Null Hypothesis was rejected and Alternative Hypothesis (H_a) was accepted. It was can be concluded there was the influence between students who were taught by using animation movie and students who not taught animation movie. Hopely this research can help grow students' interest in learning English.

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