



DEVELOPING STUDENTS' DESCRIPTIVE WRITING ABILITY BY USING ANIMATION MOVIE

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ABSTRAK

This study's objective is to study how using animated movie might help students improve their writing skills. One class served as the research sample for the pre-experimental methodology used in this study. In the first year of the MA Muhajirin, As'adiyah Kampiri, served as the research sample. Twenty students made up the study's sample. In order to select the sample for the study, the researcher employed the cluster random sampling technique and chose X A. Their understanding of the subject matter for text writing was made simple and enjoyable by the audio and visual mix. It was also acceptable for junior high school kids to get excited and interested in writing in order to hone their descriptive text-writing abilities. Writing tests were used to gather data on the students' descriptive writing abilities, which were then evaluated using SPSS 20. There were noticeable improvements, as seen by the pre-test and post-test results. The pupils' experimental post-test score of (82.11) was greater than their pre-test score, which served as evidence (52.63). The results also revealed that the probability value (0.00) was less than the level of significance (0.05). Based on the findings, the researcher concluded that using animation movies could help students in their first year of MA strengthen their descriptive writing skills. As'adiyah Kampiri Muhajirin.

Keywords : Animation Movie, Descriptive Writing Ability, Boarding School

INTRODUCTION

One kind of communication is writing. Despite the fact that it must be regarded as a secondary medium of communication. Writing is a primary method of documenting speech. The researcher comes to the conclusion that writing is a crucial form of communication (Gibbs, 2007; Widiati & Cahyono, 2016). To interact well with society, it can be beneficial to be well-socialized and to express one's thoughts, feelings, and opinions.

Students actually struggle with writing in a variety of ways. They are content, vocabulary, and grammar. However, substance is the main issue that the second-graders at Boarding School As'adiyah Kampiri are dealing with. In other words, a lot of students struggle to come up with ideas for writing. When the teacher asks them to write something, like a descriptive text, they are at a loss for words. Therefore, some form of media is required to assist students in expressing their views. Media have a significant role in the teaching and learning process (Buckingham, 2007; Sakat et al., 2012; Orlanda-Ventayen & Ventayen, 2017; Kamelia, 2019; Namaziandost & Nasri, 2019). The purpose of instructional media is to help students comprehend the message more clearly since the resources are provided in a way that makes it simple for them to do so (Kellner & Share, 2005; Sukmahidayanti, 2015; Aisyah & Haryudin, 2020).

Therefore, the researcher seeks to use animated movies as a means of assisting students in producing quality descriptive texts. Due to their clear performances and simple explanations, animated films may help students write more easily. It encourages pupils to read descriptions of the books they will be reading. To put it another way, kids learn the writing subject and contribute their own words to a paper. The ability to create a piece of writing based on the movies' running stories is also asked of the students. So, it is thought that using animated movies as a teaching tool can help teachers develop their students' writing to the fullest potential (Barak et al., 2011; Sukmahidayanti, 2015; Aisyah & Haryudin, 2020).

LITERATURE REVIEW

1. The General Concept of Writing

Writing is typically understood to be the process of making or tracing a character using a pen or pencil on paper or other suitable materials. Writing can be a methodical visible, and long-lasting depiction of the aural and ephemeral phenomena of speech. Even though it must be accepted that writing is only a secondary form of communication, it is a primary method of recording speech. Additionally, writing entails extending the language in line with what the writer can credibly believe the reader understands and expects. Meanwhile, writing is a means of generating language when you do and when you speak. Moreover, writing is verbal communication with other people (Ciekanski & Chanier, 2018; Ferretti & Graham, 2019).

Writing is a process that is often greatly influenced by the limitations of genres; hence, these components must be incorporated into learning activities (Hyland, 2004; Prior, 2013; Bean & Melzer, 2021). The ability to create a form for words that, generally speaking, maybe more true than the fact that it has been recorded. According to the researcher, writing is a method for generating language from ideas. Students can express any thought, emotion, or thought that they have by writing it down. Either paper or a computer screen is used to write it. The ability to create words with increased value through writing is another skill.

Five broad categories can be used to classify the writing (Webster & Watson, 2002; Thomas, 2019):

- a. Grammar that speaks of the proper tenses. Each tense has a distinct meaning, such as showing time. The right tenses will enable the reader to understand when the events occurred.
- b. Dictionary-related vocabulary. Using the right words when writing will make the material easier to understand for the reader.
- c. Spelling, which includes spelling and punctuation. A spelling error will result in a different interpretation.
- d. Content that discusses the material in light of the assignment given to the students.

- g. Fluency, which describes a person's communication style and ease. This has the benefit of piqueing the reader's attention in the text.

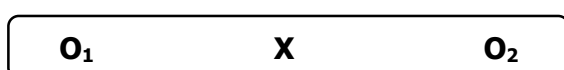
2. The General Concept of Movie

A movie is a succession of images that are projected onto a screen to give the impression of motion (Quader et al., 2017; Kukleva et al., 2020). Motion pictures, which are often known as movies, films, or flicks, are among the most well-liked types of entertainment because they allow viewers to briefly inhabit an imaginative world. A film is one of two things: 1) a roll of light-sensitive material used in cameras to capture still images or moving pictures for movies, or 2) a drama, tale, etc. that has been captured on film and will be broadcast on television, in theaters, etc.

Kirkpatrick Laptev et al. (2008); Snelson & Perkins (2009); Lee et al. (2018) defined a movie as a collection of related cinematographic pictures that are displayed on a screen. The next definition of a movie is a moving visual recording of a tale, an event, etc. Movies can also document culture, address social or political issues, and depict various facets of society, allowing viewers to witness aspects of the world that are difficult or impossible to see with the naked eye. According to the researcher, a movie is a piece of art that combines a story, scenes, history, incident, and music. It is captured on film and viewed as a motion picture in a theater, on TV, etc.

RESEARCH METHOD

Pre-experimental with one group taking the pretest and posttest is how this study is designed (Creswell, 2014; Elkatawneh, 2016). A pretest, treatment, and posttest will all be delivered to the researcher. The researcher will use animated movies to teach narrative text. The following description provides the research's design.



Where:

- O1 : Pretest
- X : Experiment
- O2 : Posttest

Pre-test and post-test are the instruments that were employed in this study. They wrote about a favorite animal on the typed form. They spoke into depth about that animal. The assessments were performed to see whether there were any differences in the writing abilities and skills of the pupils before and after the treatment.

RESULTS AND DISCUSSION

The following Table 1 displays the findings of the data analysis from the pre-test and post-test of the students' descriptive writing abilities in terms of fluency with 19 students.

Table 1. The Data Analysis from The Pre-Test and Post-Test of The Students

Description	Range	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Very Good	86-100	0	0%	6	32%
Good	71-85	0	0%	11	58%
Fair	56-70	9	48%	2	10%
Poor	41-55	5	26%	0	0%
Very Poor	40-0	5	26%	0	0%
TOTAL		19	100	19	100

The Table 1 above demonstrates the percentage of students who had extremely low, poor, or fair scores on the pre-test, which included 5 (26%) out of the 19 kids, 5 (26%) children who received poor scores, and 9 (48%) students who received fair scores. During the post-test, however, there were 2 (10%) students who received a fair score, 11 (58%) who received a good score, and 6 (32%), who received a very good score. This finding suggests that employing animated movies to teach writing descriptive has resulted in great growth.

According to Table 1 above, the students' descriptive writing abilities are rated as fair, poor, and extremely poor before receiving treatment utilizing animated movies. The pupils' descriptive writing abilities are rated as very good, good, and fair after using animated movies as therapy. In other words, the posttest's rate percentage is higher than the pretest's rate percentage. It is evident that students completed the development during the posttest. It was implied that watching cartoons will help kids improve their descriptive writing abilities.

The accompanying Table 2 shows the mean score and standard deviation after computing the results of the students' performance on the pre-test and post-test.

Table 2. The students' performance on the pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	52.63	19	9.335	2.142
	POSTTEST	82.11	19	6.306	1.447

The results of group statistic analysis using SPSS 20 are shown in the table above. According to the table, the students' pre-test means score was 52.63, while their post-test mean score was 82.11. On the other hand, the table also reveals that the pre-standard test's deviation was 9.335 and the post-standard test's deviation was 6.306.

The table also displays the pre-test and post-standard test error means. Pre-test scores were 2.142 and post-test scores were 1.447. It indicates that the pretest's standard deviation is greater than the posttest's standard deviation. It suggests that watching animated movie could help students improve their descriptive writing abilities. The percentage difference between the students' pretest and posttest scores reflects the use of the animated movies.

The study's paired sample test was conducted using the t-test (test of significance). The t-test statistical analysis for dependent sample was used to determine whether or not there was a statistically significant difference between the pre-test and the post-test. With a significance level of 0.05, the dependent t-test value was calculated using SPSS.

Table 3. T-test value

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETES Pair 1 T – POSTTE ST	-29.474	9.703	2.226	-34.150	-24.797	-13.240	18	.000

The students' descriptive writing proficiency has increased dramatically, according to the data analysis findings. If the t-test result is higher than the t-table value, the null hypothesis is rejected; conversely, if the t-test result is lower than the t-table value, the null hypothesis is accepted. This is in reference to the need that descriptive writing abilities be 0.000 if the significance value is below than the level of significance (0.05).

Table 4. Significance value

Df (N-1)	T-test value	T-table value
18	-13.240	2.101

The t-test value is bigger than the t-table value (-13.240). (2.101). Additionally, the difference was 0.000, which is significantly different from 0.05. It denotes the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). In other words, while teaching writing via animated movies, there is a noticeable difference between the results of the pretest and posttest.

CONCLUSION

Based on the research's findings and analysis, it was demonstrated that after employing animated movies to teach writing, students in the first year of the MA Muhajirin As'adiyah Kampiri could improve their descriptive writing abilities. It is demonstrated by the fact that the t-test value ($-13.240 > 2.101$) is higher than the t-table value and that the mean score of the students' posttest (82.11) is higher than the mean score of their pretest (52.63). The results of the pretest and posttest indicated a substantial difference. In addition, the study's goal of helping the students improve their writing abilities was accomplished. Additionally, as was said in the discussion part, this research has helped students build their strategic competence. It implies that using animated movies to teach writing is a possibility.

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