The Effect of a Short Animation Movie Towards Students' Achievement

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Abstract: The objective of this research is to know the effect of a short animation movie in learning English to find out students' achievement in writing at tenth TKJ grade in SMK GKST Poso. The Method of this research is a pre-experimental research, one group pretest-posttest, which has done in 5 meetings. In first meeting the researcher give a pre-test to know students' initial achievement in writing narrative text, entilted, "Malin Kundang". In second until fourth meetings the researcher give a treatment in implementing the short animation movie learning media and give a post-test in the fifth meeting to find out student' final achievement after giving a treatment. The result of this research shows that there is a significance effect towards students' achievement in writing narrative text using a short animation movie as a learning media. It can be seen from, paired sample t-test, the sig. (2-tailed) is 0,000. It means that, the sig. (2-tailed) < 0,05. The result of the research shows, a significant effect with the sig. (2-tailed) 0,000 < 0,05. The result of testing the hypothesis shows that the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant effect in using a short animation movie towards students achievement in writing narrative text.

Keywords: *Short Animation Movie, Students' Achievement*

INTRODUCTION

Language is common as knowledge. It is a tool of communication through which we can freely express our ideas, emotion, feeling, and thoughts to our fellow people. However, a lot of individuals from all over the world consider English to be the most important language for communication.

There are four language skills in English they are listening, speaking, reading, and writing that must be mastered by learners in the classroom as part of the teaching and learning of English. One of the language abilities that is vital in today's settings is writing ability because *its' presenting ideas or thoughts as a process in writing a text as stated by Susantoleo (2010)*. It needs hard work and enthusiasm from both sides the teacher and the learner. Horkoff & McLean (2015) stated that, in educational the purpose of writing is to express in a logical way. It means that, writing is a tool to produce something in writing. In writing a narrative text students have to consider of the elements of narrative text as stated by Toolan (2013). Furtheremore, the success of student's writing is determining by the quality of the teaching-learning process uses a media learning.

The appropriate use of media learning can be influential toward students' achievement in writing achievement especially in writing a narrative text. Teaching writing uses a media especially a shortanimation movie does not take much time and also students may learn a variety of tings from the short animation movie, icluding new vocabulary and how to pronounce words correctly. Therefore, the objective of this research is to find out the significant effect of the short animation movie learning media in the achievement of learners in narrative text.

Writing perhaps the most difficult skill for students. "Writing is a process that complex where the writer carries out exploration from various idea, tought make your idea, and through become certain concrete" (Rusmajadi, 2010). "Writing should contain a correct spelling, grammar, punctuation and also the way of organizing the idea. Writing is a process including steps such as prewriting, drafting, revising, editing, and presentation/final result" (Filipp, 2021).

Prewriting icluds gathering and researching ideas from diverse sources, drafting includes arraged the outlines, revising includes correcting the draft, editing includes final correction on the draft and finishing it, and presentation/final result is to publish the writing.In order to consider the purpose of writing, there are types of writing that should be noted by students such as regumentative text, descriptive text, narrtive text, project portfolio, exposition text, paper text, report text, and dissertation (Redman &Maples, 2017).

Narrative text is learned in the tenth TKJ grade In SMK GKST Poso in the first semester.

"Narrative text as a text that can entertain the reader or listener and also incorporates a moral lesson into the story" (Susilawati 2017). Narrative text is written in the past verbs, and uses everyday vocabularies because the story has already happened in the past time. Furtheremore, "There are an imprtant parts of narrative text namely language feature and generic structure." (Toolan, 2013). The characteristic of language features such as a specific participant, generic participant, past tense, adverb of time, adverb of place and coordinate conjunction.

The characteristic of generic structure are:
1. The orientation is considered as the beginning of antext.
2. The complication is where the problems in the story develop
3. The resolution is the main problem is resolved or worked out.

From the explanation above, we can conclude that the generic structure of narrative text consist of orientation, complication, and, resolution. Thet must be integrated as a whole in order to make a complete story.

There are several language features according to Toolan (2013) which found in the narrative text:
a) Specific participant of a story.
b) Generic participants of a story.
c) Past tense verbs that show the action that occur in the story.
d) Adverb of time in story.
e) Adverb of a place in a story.
f) Cordinate conjunction in a story.
g) Cordinate conjunction in a story.

After knowing the important part of narrative text, there are several component of writing which is found in narrative text, as difines by Hughes(2012). Theyare content, organization, vocabulary, grammar, and mecahnics. In addition, Lewis (2011) difines five important elements that have to be mastered as a writer in writing a narrative text. They are setting, character, plot, and theme.

There are many types of media used by teachers, both traditional media and modern media. Many years ago, they were right to have used very simple media for the teaching and learning process because of the limitations of many things so, the tradtional media be the only option. Very different from now in this modern era, there are many is provided. But, there are many challenges faced by English teachers in the teaching and learning process because students now day usually smarter to use technologies way better so, teachers should be able to master technology, especially in education.

Furthermore, Herliana & Daniawati (2018) explain that using media for learning writing can be more effective for teaching-learning process, and will help teachers more creativity indelivering the materials more clearly and reach the goal of

learning. Media plays an important role in the teaching and learning process. Teachers must use various media or teaching aids in providing material to students. Using media in the classroom can help students be more interested and motivated. Thus, the learning media can help students to achieve learning objectives, improve students' achievement, and teachers give students motivation to learn more effectively.

Short Animation movies are a modern media that can make students more excited included audio and visuals and it is an interactive multimedia that provides audio-visual images with colorful characters and is usually displayed in two or three dimensions as stated by Selwyn and Facer (2014). *Short animation movie expanded participation in education, increased motivation and engagement, better attainment rates, increased convenience of use, and provision of more efficient and effective on uses animation media. Animated movie is a type of film that involves sound, recording a series of manipulated images, and sound in one frame at the same time. It also requires a computer and a projector to be used to present the full story of the animation. In narrative story the ideal length of short animation movie is under ten minutes as stated by Barsam & Monahan (2012). It is means, that the use of short animation movie can be displayed easly and it does not take much time and also students may learn a variety of things from the short animation movie, including new vocabulary and how to pronounce words.*
The short animation movies of narrative text included character of story, the dialogues, plots, and climax of the story. Therefore, students can understand the generic structure of narrative text because it is showing a real images and simple story to be understood by students. Short animation media as a learning media also as an interactive learning media can create a pleasant athmopheres in class, and make both teacher and student can cooporate each other. Overall, using animation movie is a great and help students develop ideas when writing a text especially in writing narrative text.

METHOD
The method used in this research is a pre-experimental design with one group pretest-posttest. According to Arikunto (2013) states, that pre-experimental is to find a causal relationship betwen two factors that are intentionally caused by the researcher while Sugiyono (2012) defines, there are three designs included Pre-experimental Design namely: one shoot case study, one group pre-test post-test, and whole-group comparisons. This research used a pre-experimental design using one group pre-test post-test design. It means the researcher used one class to be investigated and

there is no control group. Furtheremore, the instrument used is giving a pre-test to know students initial achievement and giving a post-test to know student's final result.

FINDINGS

The data of this research were obtained from the students' final product in the form of students' writing score in writing a story entitled of "Malin Kundang". The data of students' score were collected in order to determine the students' ability of writing a narrative text. The researcher analyzed the data in quantitaive method uses Pre-Experimental Design with One Group Pretest-Posttest. In scoring students' final products uses a scoring rubric adapted from Jacob et all in Abbas (2015). There are five aspects in the scoring rubric including content, organization, vocabulary, grammar, and mechanics.

There are two instruments in collecting the data. The first was a pre-test to know students' initial score and the second was a post-test to know student's final score after the researcher conducted the treatments. The data from the pre-test is presented in the following table.

Table 1
The Result of the Pre-Test

No	Students' Initial	Elements of Writing					Total Score
		C	O	V	G	M	
1	AST	1	1	1	1	1	20
2	AWB	1	1	1	1	1	20
3	CCT	2	1	1	1	1	24
4	FOT	1	1	1	1	1	20
5	GBT	1	1	1	1	1	20
6	GFK	1	1	1	1	1	20
7	IWU	1	1	1	1	1	20
8	JND	1	1	1	1	1	20
9	JMI	1	1	1	1	1	20
10	KBI	1	1	1	1	1	20
11	KSP	1	1	1	1	1	20
12	LTO	1	1	1	1	2	24
13	MNO	1	1	1	1	1	20
14	MRL	1	1	1	1	1	20
15	MFL	1	1	1	1	1	20
16	OLN	1	1	1	1	1	20
17	RPI	1	1	1	1	1	20
18	RST	1	1	1	1	1	20
19	WMA	1	1	1	1	1	20
20	YJH	1	1	1	1	1	20

Table 2
The Result of the Post-Test

No	Students' Initial	Elements of Writing					Total Score
		C	O	V	G	M	
1	AST	2	2	2	3	1	40
2	AWB	3	2	2	2	1	40
3	CCT	3	2	2	2	2	44
4	FOT	3	2	2	3	2	48
5	GBT	3	2	2	2	1	40
6	GFK	3	2	2	2	1	40
7	IWU	2	1	1	1	1	24
8	JND	3	2	2	2	2	44
9	JMI	3	2	2	3	3	52
10	KBI	3	2	2	2	1	40
11	KSP	2	1	1	1	1	24
12	LTO	2	1	2	1	1	28
13	MNO	2	1	1	1	1	24
14	MRL	3	2	2	2	1	40
15	MFL	1	1	1	1	1	20
16	OLN	1	1	1	1	1	20
17	RPI	3	2	2	2	1	40
18	RST	3	2	2	3	2	48
19	WMA	3	2	2	1	1	36
20	YJH	2	1	1	1	1	24

However, to analyze the data collection, previosly the researcher conducted a normality test in SPSS Statistics 23 before conducted a paired sample t-test, because in paired samples t-test, if the results of the data are not normally distributed, the researcher can not conduct the paired sample t-test. In this reseacrh. The researcher found the result of a normality test as on the table bellow.

Table3
Normality Test

Test of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre	,939	20	,189
Post	,948	20	,290

DISCUSSION

The initial step were taken by the researcher prior to carrying out the activities in the classroom, the researcher prepare the lesson plan to be implemented and then prepare the learning materials to be taught that has been prepared by the English teacher and has been modified by the researcher according to the needs for treaments. The researcher gave the learning material to the students. This pre-experimental research was conducted by giving a pre-test, treatment, and a post-test to the students. After collecting the data from pre-test and post-test, the researcher compared the result between pre-test and post-test to see the significant effect using a paired sample t-test. In advance of analyze the data collection with paired sample t-test, the researcher carried out a normality test previouslyto see wheter the residual value is normally distributed. In this research, the researcher accumulated the normality test using SPSS Statistics 23 and found out that the significant displayed for pretest-postest uses a Shapiro-Wlk. The reason in using Shapiro Wlk because the sample of this research is small as stated by Rosiyanti (2015). The result of pre-test is ,189 > 0,05 and for post-test result is ,290 > 0,05. It can be concluded that the residual value is normally distributed for pretest-posttest.

In this research, the researcher found out that the result of paired samples test shows that the sig. (2-tailed) was 0.000. It shows that sig. (2-tailed) < 0,05. It means that, the null hypothesis was rejected and the alternative hypothesis was accepted. Overall, it can be said that, there was a significant effect on the use of a short animation movie towards students' achievement in writing narrative text entitled "Malin Kundang".

CONCLUSION

Based on the research findings and discussion, it can be concluded that using a short animation movie could effect students' achievement in writing narrative text entitled "Malin Kundang" of the tenth TKJ grade in SMK GKST Poso, Academic Year of 2021/2022. It can be seen from paired sample t-test, the sig. (2-tailed) was ,000. It means that, the sig. (2-tailed) < 0,05. The result of the research shows, a significant effect with the sig. (2-tailed) ,000 < 0,05. The result of tested the hypothesis shows that the null hypothesis is rejected and the alternative hypothesis is (Fillip, 2021) (Toolan, 2013) (Redman & Maples, 2017) (Abbas, 2015)accepted. It means, there is a significant effect in using a short animation movie towards students achievement in writing narrative text.

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