Improving Students' Ability in Writing Narrative Text by Using Short Animated Film

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Abstract

In this research, the researcher took the XI IPA grade of the second semester with subject consists of 29 students. This research has done by two cycles. Each cycle completed in four steps, started from planning, acting, observing, and reflecting. Indicator success of this research is if the average score of the students reaches the Minimum Completeness Criteria (MCC) 75. The result of the research is the implementation of short, animated film in teaching writing narrative text can improve the students" writing quality. The diagnose test got percentage 48%. Meanwhile when the learning activity in cycle I and cycle II the percentage of them are 76% and 88%. Based on the data the researcher can conclude that the short, animated film could help students to improve their ability in writing narrative text at the XI IPA grade of SMA Negeri 1 Aralle in academic year 2020/2021. and this research is success.

Keywords: Short Animated Film, Writing Ability, Narrative Text, Indonesia

1. Introduction

Learning a foreign language is very important, means to learn English for students because language is a communication tool for students to interact with their learning environment. But the fact that the students who have an interest in the subject of English language is still very low. As well as high school in the West Sulawesi, accordance with the curriculum that applies, each school make an interest class for several subjects, one of which is an English language. And the number of students who followed in the English language has small participant than some other interest subjects. This indicates that the English language education in the high school level especially in West Sulawesi is still less attention. Though English is very important because other than as international language, the use of English is not only used in education but also in business, politics, health, and many other facets of life. So that is why English is so important to teach and learn.

In learning of English Language there are four skills that students must have, they are listening, speaking, reading, and writing. Writing is one of the skills in English that should be improved because writing grows complex skills. In writing, we can see and measure the vocabulary mastery of a learner and the use of good grammar, in addition we can assess the creativity of the learners, because by writing they will pour difficult ideas expressed orally.

In learning of writing English language, there are several types of text that students must master, one of them is narrative text. Regarding to the writing in narrative text, the learners are expected to write it well. Ideally, learners can write narrative text in accordance with the rules of writing narrative text consist of generic structure (orientation, complication, and resolution) and other components of writing well (Dana et al., 2021; Fatmawati, Tamsah, Romadhoni, et al., 2021; Fitria et al., 2021).

But in fact, there are still a lot of learners who have not been able to write well. Similarly, the students in SMA Negeri 1 ARALLE, based on the results of the initial observation conducted by researcher on 18 March 2020 with Mrs. Rosmiati Hamma, S. Pd., as a teacher of English language education about

learning to write narrative text in SMA Negeri 1 Aralle. The interview showed that learning to write narrative text is still less desirable to students this is seen from the number of classes XI SMA Negeri 1 ARALLE which amounted to 38 students of Science Class from the number of students only 17 students who can obtain a value exceeding the Minimum of Completeness Criteria (MCC) namely 75. This indicates that 55.25% of students who have not been able to reach the MCC or more than half the number of students who have an average value below the MCC.

According to the explanation some of the students they need something different that the teacher presents (Aci et al., 2021; Ahral et al., 2021; Fatmawati, Tamsah, Utina, et al., 2021; Mislia et al., 2021; Suryanti et al., 2021). It may be a new media or learning method or something else that supports and helps them. Therefore, teachers must be able to develop the creativity of thinking students and can improve the ability to build new knowledge as an effort to improve mastery of the subject matter, teachers must be able to master the subject matter must also master the methods and media lesson as needed teaching materials.

The Media used as a learning strategy will facilitate the students to master the knowledge provided by the teacher (Achmat et al., 2021; Wahyuni et al., 2021). This illustrates that learning continues to develop in line with the advancement of science and technology. Therefore, in responding to such developments is certainly not adequate if the media of learning is only sourced from the book only.

In this case the short, animated film researcher introduces as a learning medium. It is presumed that the use of short, animated films to teach writing narrative text can help students to make a good writing, because by watching short, animated films in direct way can stimulate them produce and expand ideas. In addition, it will encourage the motivation of learning students to follow this learning, so that students have an interest in writing narrative text. It is supported by research conducted by a researcher, (Kusiani et al., 2021; Setiawan et al., 2021; Sumarni et al., 2021), by raising a title Improving Students' Writing Skill in Narrative Text Through Movie. The research showed success using media film or film.

2. Method

Location of the Research

In carrying out this research, the researcher chooses the location of research in the SMA Negeri 1 Aralle which was located at Salulemo street in Aralle - Mamasa and the reason why the researcher chooses SMA Negeri 1 Aralle as a place of research because, based on the interview with the teacher, the researcher could conclude that the ability of the students in writing is still lacking, so the researcher think to do the research there. Second, the research location is not far from the researcher's home, so it could facilitated the researcher's research location.

Design of the Research

In this study, researcher used class action research models from Kemmis and McTaggart. CAR is how a group of teachers can regulate the conditions of their learning practices and learn from their own experiences. They can try the idea to improve in their learning practice and see the real effects of that effort. According to Kemmis and McTaggart, the research action usually involves four broad phases in a research cycle. The four phases in a cycle are: 1) planning, 2) Actions, 3) Observations, and 4) reflections. It can briefly be described as follows:
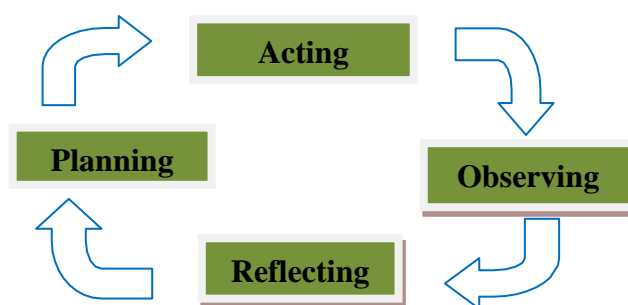
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Figure 1. Cycle Model Kemmis and McTaggrart

This class action research consists of four stages in one cycle namely planning, acting, observing, and reflecting. If in this class action does not predetermined target, then it would make improvements in the planning and implementation of the next cycle.

Technique of Collecting Data
Basically the research is doing the measurement, then in doing research there must be a good measuring tool. Measuring tool that are used when conducting the research is mentioned as an instrument. The research instrument used to measure the students' narrative text understanding, were observation and test. It conducted to procured information about the students" narrative text understanding at the XI IPA SMA Negeri 1 Aralle.

Technique of Analysis Data
After researcher giving test in every cycle, then to assess the result of the student's writing ability in narrative text the researcher will been analyze by using the criteria of writing components as scoring guidance as follow:

Table 1. The Criteria of Writing Components

Components	Score	Criteria
Content	30-27	Excellent to good: knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail
	21-17	Fair to Poor: limited knowledge of subject, littlesubstance, inadequate development of topic Very poor: does not show
	16-13	knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to good: fluent expression, ideas supported, succinct, well-organized, logicalsequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
Languageuse	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, article, pronouns, preposition

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	21-18	Good to average: effective but simple construction, minor problems in complex construction, few errors of agreement, tense, number, word order/function, article, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition but meaning seldom obscured
	10-5	Very poor: virtually no mastery of sentence constructions rules. Dominated by errors, does not communicate, or not enough to evaluate
Vocabulary	20-18	Excellent to good: sophisticated range. Effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscure
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Mechanics	5	Excellent to good: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors or spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible
Total Score		**The lowest score is 34 and the highest score is 100**

(Adapted from Jacob in Ali, S.M, 2015)

3. Result

This research is a Class Action Research that applied two cycles in the research. Before the researcher applied the CAR and the method that will used, the researcher did the diagnostic test to get the first data from the students. Cycle 1 is the action to increase or change the behavior and attitude that desired as a solution of the problem. Cycle 2 is a follow up the results in the first cycle. In one cycle each implemented with four stages 1) planning, 2) action, 3) observing, 4) reflecting. In the each cycle of implemented two times meeting in a cycle. In qualitative data researcher looked the result of observation and reflection of each cycle of this research get description about the students" attendance, the students" attention te researcher explanation, the students" respon the researcher question, the students ask to the clarfy understanding, the students are serious in discussing, the students respose the others students question, the students are enthusias watch the film, the students are concern when the film is playing, the students accomplishing the task, and the students submit the task on time. It can be seen from the result of qualitative data on the table (Appendix 5).

Preliminary study or Diagnostic Test

In the first meeting conducted on January 11th and the teaching learning process was online. The researcher gave a diagnostic test to get prime data of students" relate to the narrative text understanding. The researcher asked the students to make a short story about their experience by theme "My Experience in Learning Home". The result of the diagnostic test can be seen on the table 2 below:

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Table 2. Distribution Frequency and Percentage of Student Score in the Diagnostic Test

No	Category	Score	Frequency	Percentage
1.	Excellent	95 – 100	0	0%
2.	Good	85 – 94	0	0%
3.	Fair	75 – 84	0	0 %
4.	Poor	65 – 74	11	37.94 %
5.	Very poor	< 65	18	62.06%
	Mean score: 61.14		29	100%

Based on the table 4.1, it showed that the students' scores on the diagnostic test which was followed by 29 students of class XI IPA. In the table, the results were 0 (0%) students got excellent categories, 0 (0%) students got good categories, 0 (0%) %) students got fair categories, 11 (37.94%) students got the poor category, and 18 (62.06%) students got the very poor category. Meanwhile, the average score of the test is 61.14 and this score was categorized very poor, this shows that the students' writing ability was still low. Regarding the available data, the students' writing ability was still low. It was proven that no student had reached fair category. By this result, the researcher is interested in applying the short, animated film in the next meeting to determine the increase in students' writing ability.

Implementation of Classroom Action Research (CAR)

After the teaching writing finished the researcher observed about students" activities and score. The result of student's activities can be look on the table of (Appendix 5, page 89). And the result of student score in cycle 1 it can describe on the table 3 below:

Tabel 3. Distribution Frequency and Percentage of Students" Score in Cycle I

No	Category	Score	Frequency	Percentage
1.	Excellent	95 – 100	0	0%
2.	Good	85 – 94	1	3.44%
3.	Fair	75 – 84	7	24.13%
4.	Poor	65 – 74	13	44.83%
5.	Very poor	< 65	8	27.6%
	Mean score: 70.03		29	100%

The table 4.2 above describes the student grade categories in first cycle. Students who got excellent category are 0 (0%) students, good category 1 (3.44%) students, fair category 7 (24.13%) students, poor category 13 (44.83%) and 8 (27.6%) students are in very poor category. Meanwhile, the students' average score was 70.03 and it was in the poor category. so, researcher continue to the next cycle. Besides that, as for the indicators of success in the first cycle it can be seen in the following table:

Tabel 4. Students Indicator Success in Cycle I

Indicator	Frequency	Percentage
Success (75>)	8	27.57%
Unsuccess (75<)	21	72,43%

Based on the frequency table and the percentage of students who got indicator success and indicator unsuccess in cycle I. The percentage of students was better than the diagnostic test. The table 4 shows that in the table the percentage of students who can achieve the minimum completeness criteria (75) was 8 (27.57%) while 21 (72.43%) students who do not achieve the completeness criteria or unsuccess This illustrates that the frequency of students achieving MCC scores has not yet reached the success indicator. The observation done by the collaborator of the research where the sheet that has been prepare by the researcher fill and suite with every aspect in the format about how the class ran. The result of student's activities learning in the second cycle it can be seen in the appendix 5, pages 90. And the result of students score it can be showed in the table below:

Tabel 5. Distribution Frequency and Percentage of Students" Score in Cycle II

No	Category	Score	Frequency	Percentage
1.	Excellent	95 – 100	7	24.15%
2.	Good	85 – 94	10	34.48%
3.	Fair	75 – 84	10	34.48%
4.	Poor	65 – 74	2	6.89%
5.	Very poor	< 65	0	0%
	Mean score: 85.1		29	100%

Based on the previous table 4.4, it showed the student categories in second cycle. Students who get excellent category are 7 (24.15%) students, good category 10 (34.48%) students, fair category 10 (34.48%) students, poor category 2 (6.89%) and 0 (0%) students are in very poor category. Meanwhile, the students' average score was 85.1. and this score was good category. Based on the description above, it can be concluded that the results of second cycle have reached the indicators of success. This indicates that the students' writing skills have also reached the standard. Related to the description above, the researcher argues that the short, animated film is able to significantly improve the students" writing ability of class X IPA SMA Negeri 1 Aralle students. In addition, the indicators of success in the second cycle it can be seen in the following table:

Tabel 6. Students Indicator Success in Cycle II

Indicator	Frequency	Percentage
Success (75>)	27	93.11%
Unsuccess (75<)	2	6.89%

From the previous table 4.5, in the second cycle test the frequency table and the percentage of students who got indicator success and indicator unsuccess 27 (93.11%) students who achieve success indicator and 2 (6.89%) students who got success indicator. Based on the description above, the researcher assumed that the results of second cycle have reached the indicators of success. This indicates that the students' writing skills have also increase, so that the short, animated film is able to significantly improve the students" writing ability of class XI IPA SMA Negeri 1 Aralle. In this stage, it consists of analyze data. The result of the data showed that the the research has improved. So, it can conclude that the second cycle has reached the success indicator and the research stop. However, the result of observation and data analyze it found there are two students who still get score below MCC. Therefore, researcher provide motivation that aims to foster student learning spirit. Because according to information, that the two students are indeed less active in participating in all the learning processes at school.

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4. Discussion
The Comparison of Result Students Category and percentage

Table 7. Percentage Students Category of Diagnose Test, Cycle I and Cycle II

No	Cycle	Category (%)					Total Score
		Excellent	Good	Fair	Poor	Very poor	
1.	Diagnose Test	0%	0%	0%	37.94%	62.06%	100%
2.	Cycle I	0%	3.44%	24.13%	44.83%	27.6%	100%
3.	Cycle II	24.15%	34.48%	34.48%	6.89%	0%	100%

From the previous table 4.6 it can mention achievement of student's category, the first category is very poor 62.6 % in diagnostic test, cycle I 27.6% dan Cycle II 0%. This is described that there is an increase in student score. The second category is poor 37.94, where in diagnostic test %, Cycle I 44.83% and Cycle II 6.89%. this indicates that there is an increase in student scores which is in line with the decrease in the number of students who get low score.

Then fair category, where I n diagnostic test 0%, Cycle I 24.13% and Cycle II 34.48 %. It is illustrated that there is an increase in student scores which refers reach MCC. The last good category and excellent Category. Pada Diagnose test both 0%, then First Cycle in good category 3.44% and excellent 0% meanwhile at the Second Cycle good category 34,48 and Excellent 24.15 %. It is also illustrated that there is an increase in student scores which refers to an increase in students' Writing ability from cycle to cycle. In connection with all the explanations for the comparison of percentage student category on each of the tests above, it can be concluded that learning to writing in narrative text using the short, animated film can improve students' writing ability (Gani et al., 2019; Nikmawati et al., 2021).

The comparison of student indicator success and percentage

Table 8. Comparison of Students Success Indicator in Diagnose Test, Cycle I and Cycle II

No	Cycle	Indicator	
		Success	Unsuccess
1.	Diagnostic Test	0%	100%
2.	Cycle I	27.57%	72.43%
3.	Cycle II	93.11%	6.89%

From the previous table 8 showed that success and unsuccess indicator of diagnostic test, first cycle and second cycle. First in diagnostic test the students who got the success indicator is 0% and 100% students got unsuccess indicator. It is indicated that no one students who can archive the Minimum Competence Criteria (MCC) and all the students got score under the MCC, 75.

The second in cycle I, 27.57% 0f students who archive the MCC score and 72.43% students who got the unsuccess. This indicated that there is increase of students score for diagnostic test. And the third, in cycle II where there are 93.11% students who got the success indicator, and 6.89% students archive un-success indicator. This indicated that there is a significant increasing the number of students who get the MCC, in line dis-Increased the number of students who cannot get the MCC score. And for more explanation about the student's indicator success in diagnostic test (Arfan et al., 2021; Rahmitasari et

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al., 2021; Sultan et al., 2021; Yusriadi et al., 2019), cycle I and cycle II will be explained in the following figure:
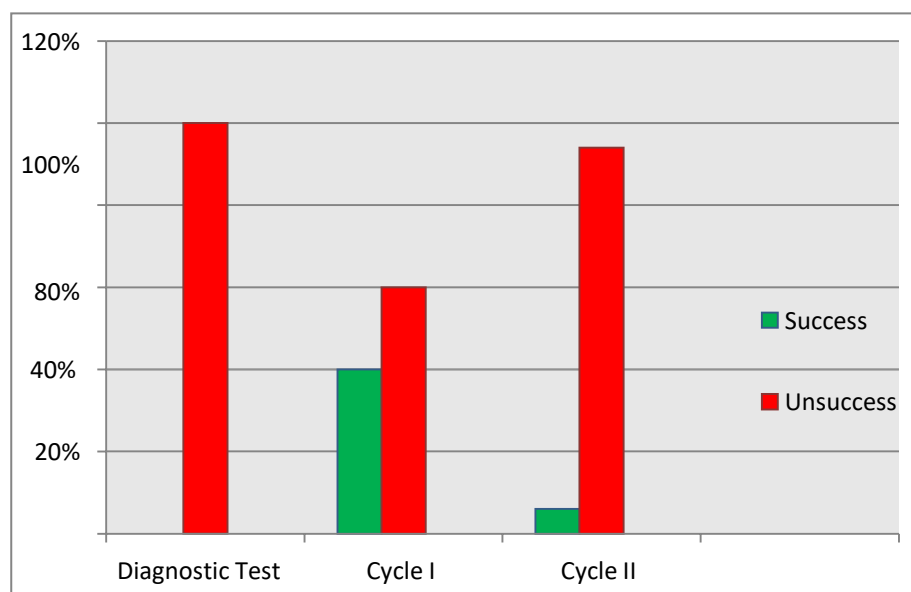

Figure 2. Students Indicator Success in Diagnostic test, Cycle I and Cycle II

Comparison of Observation in Diagnose Test, Cycle I and Cycle II

Table 9. Comparison of Observation in Diagnose Test, Cycle I and Cycle II

	Activities		
Percentage	Diagnose Test	First Cycle	Second Cycle
	48%	76%	88%

Based on the table compared of observation result, the diagnostic tes got percentage 48%, so it means that the learning activity in the diagnostic test was poor. In this activity some of students were less attention the researcher explanation, there were few students active in lesson, they were confused to do their assignment because their activity both of ask and respond the researcher and friend was poor.

Meanwhile when the learning activity in cycle I and cycle II the percentage of them are 76% and 88%. It shows that there were improvements of students" learning activities. In cycle I and cycle II the students" learning activities more increase than the diagnostic test. Especially they more active in lesson, they active to do the task and discussing and do their test in time (Kasmiaty et al., 2021; Masrullah et al., 2021; Prakoso et al., 2021).

There is an increased because students from cycle to cycle show serious in following the learning. The researcher gave the number and title of film that was asked differently in each cycle so that students felt enthusiastic about participating in the lesson from all of the explanation, it can be concluded that the students" ability in writing narrative text by using short, animated film in SMA Negeri I Aralle at Class XI IPA at academic year 2020/20221 was improved, so this research is success.

The result of this research related with theory in chapter II and previous study, it is stated by Fitriani (2011) the used of short, animated film can increased the student's motivation in learning and can improved the ability in writing especially in writing narrative text.

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5. Conclusion

Based on the previous chapter and the data description that was got by the researcher, it can be concluded that short, animated film could improve the students" ability in writing narrative text at SMA Negeri 1 Aralle in academic year 2020/2021. This result was provided by the number of students who got the success indicator in the Cycle II more than the number of students who obtained success indicator in the Cycle I (93.11%>27.57%), and the number of students who got the success indicator in the First Cycle more than Diagnostic test (27.57%),>0%) in quantitative data. It is also proved from the qualitative data. Data description Based on the table compared of observation result, the diagnostic test got percentage 48%. Meanwhile when the learning activity in cycle I and cycle II the percentage of them are 76% and 88%. It shows that there were improvements of students" learning activities. In cycle I and cycle II the students" learning activities more increase than the diagnostic test. From the explanation above, it can conclude that the short, animated film could help students to improve their ability in writing narrative text.

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