The Effect of Applying Animation Movie on the Student's Achievement In Writing Recount Paragraph

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ABSTRACT - The objective of this research was to investigate the effect of applying animation movie on the students' achievement in writing recount paragraph. This study was conducted at SMP Swasta Ali Imron Medan during academic year 2015/2016. The population of this study was the ninth grade student which consists of two classes. IX-1 consists of 30 students and IX-2 consists of 23 students. So, the total of population was 53 students. In this research all the population as the sample, so total technique sampling was the technique sampling in this study. This study was an experimental research. The sample was divided into two groups, IX-1 as an experimental group and IX-2 as control group. Experimental group was taught by applying animation movie and control group was taught without animation movie. The pre-test and post-test were administrated to both of the groups. The instrument used in this research was a written test. The data were analysed by using coefficient of product moment (r) and also by using t-test formula. Then the result show that tobserved (4.51) was higher than ttable (2.66) and robserved (0.98) was higher than rtable (0.367), the degree of freedom for 0.05 4.51>2.66 (tobserved>ttable) and 0.98>0.367(robeserved>rtable). The finding show the alternative hypothesis (Ha) of this study was accepted and null hypothesis (Ho) was rejected. So, the finding of the study indicated that there was a significant effect of applying animation movie on the students' achievement in writing recount paragraph with the percentage of significance was 96%. It can be concluded that applying animation movie was the most significant than applying conventional media.

*Keywords: **Animation Movie, Students' Achievement, Writing, Recount Paragraph***

INTRODUCTION

Applying animation movie in teaching writing recount paragraph was most useful for the third grade of students at SMP Swasta Ali Imron 2015-2016 academic years Medan on Jl. Bersama No.21 Kel. Bandar Selamat, Kec. Medan Tembung, Kota Medan, Sumatera Utara, Indonesia. According to Miri Barak (2010) on his journal , "Animation movie can increase the students' motivation in teaching and learning process in terms of : self-efficiency, interest and enjoyment, connection to daily leaving and importance to the students' future. Ronald A. Berk (2009) on his

journal illustrated that when students' watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and or the background music. The teachers in teaching and learning process use animation movie as an instructional tool so their students can experience the powerful cognitive and emotional impact. So, because of the story in the movie is conveyed through expression, gesture, language, sounds and other visual clues, the students would be easier to understand the story in the movie, so that it can give a valuable effect on the students' motivation in writing recount paragraph. Therefore, there is some reason in writing the study, as follows:

First, every student had different feeling and thought towards a lesson especially English. The students thought the lesson was easy or difficult, boring or interesting, depend on how they learn it. And it also depend on how the teacher deliver the material. When the students tried to write most of them found unfamiliar words and they usually could not imagine the words that they want to write.Because of that the students'achivement is also far from standarts which has been standardized from the principals. Here , the scores of the students arebelow of the standard, the standard was 75 and the students got below than that. To solve this problem, the teacher should choose and apply the media or strategy which is appropriate to the classroom atmosphere. Using inappropriate media would make the teaching learning process was very bore, students' felt uninteresting or even made the students more confused about material, because the teacher used inappropriate media or no media in teaching and learning process. By applying animation movie in teaching and learning process would increase students' motivation, attention and interest in learning English especially in writing recount paragraph.

Second, based on standard competence in the syllabus of third year students of junior high school called KTSP (Kurikulum Tingkat SatuanPendidikan), students were expected to reveal the meaning of the text and short essay writing simple functional form of recount to interact with their surroundings. However writing was still in problem. Most students did not know how to do free writing and they did

not know the process and the technique for composing paragraph independently and they did not enjoy writing and lack confidence in writing on their own. For some students' in junior high school, writing of a story was quite difficult because they found some unfamiliar words, they could not imagine what the story talked about. To overcome this problem animation movie was one of solution. By watching animation movie the students would had a lot of words based on the movie, so they only arranged the words into a good story. Because they could imagine the story, know the story talked about by watching the animation movie.

Then, animation movie also gave the positive effect in the classroom atmosphere. Because when more information was communicated by delivering media especially animation movie. The teacher could give more attention to the uniquely students aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available for educational movie. Katchen (2002) says that animation movie as the teaching media is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen animation movie can be a useful and extremely motivational teaching tool for both practicing listening skill and stimulating speaking and writing. The statement above means that animation movie plays an important role as teaching aids to achieve the teaching learning goals.

Besides that, according to Harmer (2002:282) states that animation movie has a special place as a media in teaching writing recount paragraph. Because, by watching animation movie the students can see the cultural awareness in the movie. Animation movie allowed students to look at situations far beyond their classroom . This is especially useful if they want to see, for example, typical British body language, when inviting someone out, or how American speaks to waiters. Movie is also of great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

Furthermore, "Animation movie also called as a power of creation in classroom. When the students made their own film as media in teaching and learning process, they were given the potential to create something memorable and enjoyable. The camera operators and directors suddenly had considerable power.

The task of film making can provoke genuine creative and communicative used of the language, with students finding themselves did the new things in English.

Finally, the researcher conclude that animation movie could persuade the students to do the action so they will write the story more easily. it motivated and interest them in learning English especially in writing r, it could be an enjoyable way of finding a moral value through the movie. The students did not feel bore in learning, it could help the students established the link between words and meaning, it also could be as an alternative media in teaching writing recount paragraph, the students could grasp the meaning easily. Animation movie could be another way to convey the story, it could help to focus on communicating in a different way and enable to developing and generating idea so that the students could write the recount paragraph based on the true generic structure and its linguistic features. This article reports the result of research about "The Effect of Applying Animation Movie on the Students' Achievement in Writing Recount Paragraph".

RESEARCH METHOD

1. Location and Time

This research conducted at SMP Swasta Ali Imron Medan, Jl.Bersama No 21 Medan, Kecamatan Medan Tembung, the grade IX second semester of students in academic year 2015-2016 were taken as a sample of the research. The reason for choosing this school because based on PPL program the researcher found the problem in this school that the students feel difficult in writing recount paragraph, because of that the researcher would like to measure their achievement in writing recount paragraph and delivered the media to solve that problem. Besides that, this research never been conducted in this school.

2. Population and Sample

   a.Population

The population of this research was the grade IX second semester of SMP Swasta Ali Imron . There were two parallel classes. Those are IX1 , IX2 ,which in class IX1 consist of 30 students and IX2 consist of 23 students, and the total number of students are 53 students.

As shown in the table below:

<div align="center">Table 3.1</div>

Population

Number	Classes	Total
1	IX^1	30 Students
2	IX^2	23 Students
Total	2 Classes	53Students

b. Sample

The technique sampling used in the research was total technique sampling, which was took all the population as the sample:

Table 3.2

Population and Sample of Research

Class	Population	Sample
IX^1	30	30
IX^2	23	23
Total	**53**	**53**

3. Research Design

The design which was used in this research Experimental research designs, pre-test and post-test are the preferred method technique to compare participants groups and measured the degree of change occurred as a result of treatments or interventions. This research had two variables, they were independent and dependent variables. In this case Animation movie as independent variable, and the students achievement in writing recount paragraph as dependent variable. In this research experimental group by applying animation movie as a media in teaching and learning process and the control group taught by applying explanation method which was use conventional media. Both group were given pre-test and post-test.

Table 3.3

Research Design

Group	Pre-Test	Treatment	Post-Test	Students

| Experimental | ✓ | X | ✓ | 30 |
| Control | ✓ | Y | ✓ | 23 |

X: The experimental group, where the sample was taught by applying animation movie as a media

Y: The control group, where the sample was taught without applying animation movie (this group was taught by conventional media)

a. Pre-test

Both groups, the experimental and control group is given pre-test before the treatment. A pre-test will administrate to the experimental group and control group with the same test. The pre-test useful to know the mean score of experimental and control group. The pre-test are written test (essay test).

b. Treatment

The treatment is conducted after the administration of the pre-test. The experimental group is taught by applying animation movie as a media while the control group is taught by explanation method. The treatment is given after the administration of pre-test. The experimental group and control group is taught in three meetings.

Table 3.3

The Procedure of Research in Experimental Group

No	Researcher Activity	Students' Activity
1	Researcher Showed a Trailler Of animation movie about "Holiday"	Students' saw and Suggest a Trailer of animation Movie
2	Researcher instructed the students' to take their worksheet	Students listened it carefully
3	Researcher play animation movie about "Holiday"	Students listened and watching animation movie about "Holiday" carefully
4	Researcher ask the students to write a recount paragraph based on animation movie ; they write their own experience in Holiday	Students write their experience about holiday in a form of recount paragraph

5	Researcher asked the students classifying step by step the generic structure of recount paragraph	Students' classify the generic structure of recount paragraph into a good writing based on a topic given

   c. Post-Test

      The post-test is given to both groups, experimental and control group after the treatment have completed. In order to know their mean score of experimental group and control group after receiving treatment. The research used post-test to know the effect of animation movie on the students' achievement in writing recount paragraph.

4. Instrument of the Research

      A written test was the instrument to get the data and to make the result of the study valid. This means that in order to be able to measure the effect of applying animation movie on the students' achievement in writing recount paragraph. The test would be given to the students in the form of writing test, teacher asked the students to write the recount paragraph based on what they have known from the movie and what they have experienced it before.

RESULT AND DISCUSSION

The data of the study were obtained from the writing test score. There two kinds of test for each group, there are pre-test and post-test. The cumulative score of each student from each group based on five indicators:

C   : Content

O   : Organization

V   : Vocabulary

Lu   : Languange Use

M   : MechanicsmThe Data Analysis

      Based on the data from the test, the score were analysed in order to know the differences between pre-test and post-test of the experimental group.

Table 4.5

The Differences between Pre-test and Post-test of the Experimental Group

No	Students' Initial	Pre-test (t_1)	Post-test(t_2)	t_2-t_1
1	AD	62	93	31

2	AL	68	84	16
3	AA	65	80	15
4	ARN	61	75	14
5	BP	68	83	15
6	CR	61	85	24
7	DAM	72	93	21
8	DR	70	81	11
9	EK	60	80	20
10	EF	58	81	23
11	IA	65	82	17
12	IK	56	84	28
13	IW	74	84	10
14	MI	72	86	14
15	MS	73	80	7
16	MKS	68	82	14
17	MF	61	82	21
18	MRF	53	75	22
19	MR	53	77	24
20	MRL	70	80	10
21	NPW	70	81	11
22	NA	50	78	28
23	RHL	49	82	33
24	SAF	63	86	23
25	SW	55	82	27
26	SE	56	80	24
27	TAS	79	80	1
28	WP	62	82	20
29	ZF	62	82	20
30	ZA	42	80	38
	Total	$\sum$=1878	$\sum$=2460	$\sum$=582
	Mean	62.6	82	

	Standard Deviation		**4.00**	

Table 4.5 consist of the students' initial and the score in the pre-test and post-test form and it also showed that the differences between pre test and post test, Mean in pre-test was 62.6 and in the post test was 82, the standard deviation was 4,00.

Table 4.6

The Differences between Pre-test and Post-test of the Control Group

No	**Students' Initial**	**Pre-test (t_1)**	**Post-test (t_2)**	t_2-t_1
1	AM	52	75	23
2	AP	79	82	3
3	BHS	68	75	7
4	CD	52	73	21
5	DL	53	64	11
6	EY	62	67	5
7	HT	68	75	7
8	HM	75	79	4
9	IA	68	74	7
10	JH	81	84	3
11	MR	63	70	7
122	MP	54	70	16
13	MHR	59	75	16
14	MHF	75	79	4
15	NK	57	77	20
16	NHP	74	79	5
17	NAP	84	93	9
18	RW	72	79	7
19	RR	76	82	6
20	RN	60	75	15
21	SD	75	77	2

22	SA	54	69	16
23	WA	67	74	7
	Total	**∑=1527**	**∑=1748**	**∑=221**
	Mean	**66,39**	**76**	
	Standard Deviation		**6,1348**	

Table 4.6 consist of the students' initial and the score in the pre-test and post-test form and it also showed that the differences between pre-test and post-test, Mean in pre-test was 66.39 and in the post test was 76, the standard deviation was 6.1348.

a)   Normality Test

Normality test used to determine the data set well-model by a normal distribution and to compete how likely it is for random variable underlying the data be normally distribution.

a.   Normality Test of X variable

The normality test of variable x used Liliefors test:

1.   Calculating the average value and the standard deviation;

Based on the data presented in the table 4.5 the average of post-test in Experimental group was 82 and the standard deviation was 4.00. The result of the average and standard deviation was calculate by using this formula:

$$\underline{x} = \frac{\sum x}{n_x}$$

$$= \frac{2460}{30} = 82$$

$$\mathrm{SD} = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$= 4{,}00$$

2.   Listing the students' score from the lowest to highest

3.   Changing the value of X in the value of Z made to Z1,Z2,Z3……Zn by using formula:

$$Z1 = \frac{X - \underline{x}}{SD}$$

$$= \frac{2460 - 82}{4} = 594.5$$

4. The table of Zi can be seen from the table of normal curve.

5. $F(Zi) = \frac{Fk}{n} = \frac{1}{30} = 0.0333$

Table 4.7

Normality Test of X Variable

No	Xi	F	F Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	75	2	2	-1.75	0.040059	0.066667	0.02660751
2	77	1	3	-1.25	0.10565	0.1	0.005649774
3	78	1	4	-1	0.158655	0.133333	0.025321921
4	85	1	26	0.75	0.773373	0.866667	0.093294019
5	86	2	28	1	0.841345	0.933333	0.091988587
6	93	2	30	2.75	0.99702	1	0.002979763
							L_{obs}=0.141870 872 L_{table}=0.167

Based on the data in the table 4.7 L_{obs} 0.2 and the Lilliefors test significance α= 0.05 with n= 30 L table was $0.29.L_{table}=L_\alpha(n-1) = L_{0.05}(30-1) = L_{0.05}(29)= 0.167$. So, $L_{obs} \leq L_{table}(0.141870872 \leq 0.167)$. So, it can be concluded that the data was normally distributed.

b. Normality Test of Y variable

The normality test of variable y used liliefors test:

1. Calculating the average value and the standard deviation ;

Based on the data presented in the table 4.5 the average of post test in Control group was 76 and the standard deviation was 6,134. The result of the average and standard deviation was calculate by using this formula:

$$\underline{x} = \frac{\sum x}{n_x}$$

$$= \frac{1748}{23} = 76$$

$$SD = \sqrt{\frac{n\sum x^{2-(\sum x)^2}}{n(n-1)}}$$

$$= 6,134$$

2. Listing the students' score from the lowest to highest

3. Changing the value of X in the value of Z made to Z1,Z2,Z3……Zn by using formula:

$$Z1 = \frac{X - \underline{x}}{SD}$$

$$= \frac{1748-76}{6,1348} = 272,54$$

4. The table of Zi can be seen from the table of normal curve

5. $F(Zi) = \frac{Fk}{n} = \frac{1}{23} = 0.0434$

Table 4.8

Normality Test of Y variable

No	Xi	F	F Kum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	64	1	1	-1.957586	0.025139	0.043478	0.018338934
2	67	1	2	-1.468189	0.071026	0.086957	0.015930108
3	69	1	3	-1.141925	0.126743	0.130435	0.003692176
4	70	2	5	-0.978793	0.163841	0.217391	0.053550126
5	73	1	6	-0.489396	0.312281	0.26087	0.051410973
6	74	2	8	-0.326264	0.372112	0.347826	0.024286121
7	75	5	13	-0.163132	0.435207	0.565217	0.130010193
8	77	2	15	0.1631321	0.564793	0.652174	0.087381112
9	79	4	19	0.4893964	0.687719	0.826087	0.138367495
10	82	2	21	0.9787928	0.836159	0.913043	0.076884657
11	84	1	22	1.3050571	0.904063	0.956522	0.052458442
12	93	1	23	2.7732463	0.997225	1	0.002775005
							L_{Obs}= 0.138 L_{table}= 0.192

Based on the data in the table 4.8 L_{obs} was 0.138 and the Lilliefors test significance α= 0.05 with n= 30 L table was 0.192.L_{table}=L_α(n-1) = $L_{0.05}$(23-1) = $L_{0.05}$(22)= 0.192. So, $L_{obs} \leq L_{table}$(0.138$\leq$ 0.192). So, it can be concluded that the data was normally distributed.

b) Homogeneity Test

Homogeneity test performed to determine whether the variances of data are equal from two distribution group.

The data of variable X and Y

Variable X

$$\underline{x} = 82$$

$$S_1 = 4,00$$

$$n = 30$$

Variable Y

$$\underline{x} = 76$$

$$S_2 = 6.134$$

$$n = 23$$

a. Determining the value of $F_{observe}$ with formula:

$$F_{obs} = \frac{bigVarians^2}{smallVarians^2}$$

$$= \frac{(6.134)^2}{(4.00)^2}$$

$$= \frac{37.6295}{16}$$

$$= 2.351$$

b. Determining the value of F_{table} with formula:

$$F_{table} = F\alpha \frac{(dk_1 = n_1 - 1)}{(dk_2 = n_2 - 1)} = F_{0.01} \frac{(dk_1 = 30 - 1)}{(dk_2 = 23 - 1)} = F_{0.01}\left(\frac{29}{22}\right) = 2.67$$

c. Testing criteria : if $F_{obs} < F_{table}$, so the varian is homogen

   Because F_{obs} (2.351) $< F_{table}$ (2.67) so both of varian was homogen.

c) Calculating Correlation Product Moment between X_1 and X_2

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

So, based on the calculation above found that the coefficient of product moment was 0.98 Based on Pearson theory if thecorrelationcalculation resultsapproaching+1or+1.Thisis calleda strong positive correlation, it means that every increasing inscoresonthe variablexwillfollowthe increasing inscoresonthe variableY. If r_{obs}> r $_{table}$ (0.98> 0.367) means that Ha was accepted and Ho was rejected. The result of determination calculation was 96 %, means that the percentage effect of applying animation movie on the students' achievement in writing recount paragraph was 96% and the 4% was depend on another factors. It can conclude that there is a significant effect of applying animation movie on the students' achievement in writing recount paragraph. Because the scores of students increased after the researcher gave a treatment.

c) Testing t

   a. Ho : There is no significant effect of applying animation movie on students' achievement in writing recount paragraph

      Ha : There is asignificant effect of applying animation movie on students' achievement in writing recount paragraph

   b. Determining combined Standard Deviation:

$$S_{comb} = \sqrt{\frac{(n_1 - 1)S_1^2(n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= 5.03$$

   c. Determining the value of t$_{observe}$ with formula:

$$t_{hit} = \frac{x_1 - x_2}{S_{comb}\sqrt{\frac{n_1 + n_2}{n_1.n_2}}}$$

$$= 4.51$$

   d. Determining the value of t$_{observe}$ with formula:

      t$_{table}$= $t_\alpha(db = n_1 + n_2 - 2)$

      $= t_\alpha(db = 30 + 30 - 2) = t_{0.01}(51)$ $_{= t\alpha(db= 30+23-2) = t0.01}(51)$= 2.66

   e. Ho : -t$_{table}$≤ t$_{observe}$≤t$_{table}$

      -2.6603 ≤ 4.51 ≤ 2.6603

Ho was rejected it means that Ha accepted. There is a significance effect of applying animation movie on the students' achievement in writing recount paragraph

After analyzing all the data, The findings can be presented as follows:

a. After counting the data previously by using coefficient r product moment and t-test formula. The calculation shows that $t_{table} = t_\alpha(db = 30 + 30 - 2) = t_{0.01}(51)$ $_{= t\alpha(db= 30+23-2) =}$ $t_{0.01}(51)$-$t_{table} \leq t_{observe} \leq t_{table}$ -$2.6603 \leq 4.51 \leq 2.6603$, It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) accepted. There was any significant effect of applying animation movie on the students' achievement in writing recount paragraph

b. The calculation of product moment shows that R= 0.98. So, Based on Pearson theory if the correlation calculation resultsapproaching+1or+1. This is called a strong positive correlation, it means that every increasing in scores on the variable x will follow the increasing in scores on the variable Y. If $r_{obs} > r_{table}$ (0.98 > 0.367) means that Ha was accepted and Ho was rejected. The result of determination calculation was 96 %, means that the percentage effect of applying animation movie on the students' achievement in writing recount paragraph was 96% and the 4% was depend on another factors. It can conclude that there is a significant effect of applying animation movie on the students' achievement in writing recount paragraph

CONCLUSION

Based on the data, the main problems which are faced by students are in the terms of content, language use and mechanism. The data showed that the lowest score of content was 10, Language use was 8, and Mechanism was 2. So, based on indicator of writing, the scoring score was very poor. The data also showed that the highest score of pre-test in experimental group was 79 and the lowest was 42.

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