

The Effect of Using Animated Film Media And Basic Knowledge towards Narratives Writing Skill in Learning Indonesian

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Abstract-The background of this research is the students who have difficulties in writing narratives and having low grades. The aim of this study is to determine the effect of using animated film media and basic knowledge towards narratives writing skill of the V grade elementary school students in SDN 11 Kurao Pagang. The type of this research is quasi experiment. The population was all of fifth graders with 40 students. The sample was taken by using purposive sampling technique. The data was collected by using basic knowledge test and narratives writing test. Data analysis techniques that were used are normality test, homogeneity, and hypothesis about the subject under study. The result showed that: (1) students' narratives writing skill by using animated film media is higher than using serial image with the calculation of $t_{count} = 2,486$ and ($t_{table} = 1,68$); (2) Narratives writing skills of the students who had high basic knowledge using animated film media is higher than serial image with the calculation of $t_{count} = 1,838$ and ($t_{table} = 1,72$); (3) Narratives writing skills of the students who had low basic knowledge using animated film media is higher than serial image with the calculation of $t_{count} = 1,829$ and ($t_{table} = 1,72$); (4) there was no a significant interaction between basic knowledge and animated film media towards narratives writing skill with the calculation of $F_{count} = 0,345$ and ($F_{table} = 4,11$). Based on this present study, there was an effect of animated film media and basic knowledge towards narratives writing skill of V grade students in SDN 11 Kurao Pagang. This study can be proposed as a rationale that animated film media and basic knowledge can improve narratives writing skill.

Keywords-animated film media; basic knowledge; narratives writing

I. INTRODUCTION

Writing can be done well if a series of language skills (listening, speaking and reading), has been mastered by the students. Writing skills are an important factor for students' success in learning. Much research has been done on writing skills such as research in India (Philomina M. J, 2015), in Iraq (Muslim, 2014), in Malaysia Togatorop, 2015), in Pakistan Jawaid and Siddiqui, 2015), in the USA (Gunersel and Simpson, 2009), in Poland (Pawliczak, 2015) and in Indonesia (Asrifan, 2015). The results of the study generally show how the role of writing skills for student learning success. Based on some research presented can be concluded that writing skill is important factor for student's success in learning. Learning writing skills should be provided with appropriate approaches, methods, techniques and tools in writing skills. In addition to the implementation of learning, the basic knowledge that students have influences writing skills. This is evidenced through several studies, such as the USA (Cole and Feng, 2015 :Rivet, Krajcik, 2007), in Iran (Negari, 2011), in Turkey (Yuksel, 2010), India (Braithwaite and Robert L. Goldstone, 2015). From the research it is seen that the basic knowledge is a state of knowledge or level of intelligence and skills possessed by students before he learns new knowledge or skills. Early writing skills can be started from elementary school level. Of course the skills-building model in SD is tailored to the level of age, psychology and category / level of writing ability.

The use of learning media makes it easier for students to understand something abstract becomes more concrete. Audio Visual as a medium of learning is a modern instructional medium that is in accordance with the times (science and technology progress) includes media that can be seen and heard). Learning will attract more students by using the media so that it can grow learning motivation.

This research tries to apply animation film media to narrative writing skill so that later it can be known the influence or significance of animation film usage in narrative writing skill. Some researches reveal animated films very interesting for Learners in motivating them to write, such as in Taiwan (Lin, 2011), in Turkey (Akser, 2014), in Malaysia (Islam and Ahmed, 2014), in Egypt (Hack and Sabry Abdel-Hamid Ahmed Helwa, 2014), in Ethiopia (Kumar, 2016), in China (Xiao, 2013), in France (Tversky and Morrisony, 2002); in Indonesia (Rusli and Atmojo, 2015).

Animated films used in Indonesian language learning especially in narrative writing lessons can help teachers to present a world record complete with image, atmosphere, sound, space, time can replace the natural surroundings and objects that are difficult and can arouse emotions.

Animated films are chosen because they have the background, the characters and the demands of events or events (Sardiman, 2006: 19). The existing image elements also make the storyline experienced by the characters in it more interesting. Some of the advantages shown in the animated film media is then used as a medium to improve the skills of narrative writing. Animation media is perfect for writing learning because it looks attractive, its use is easy and can be used repeatedly. This will make students excited in learning writing.

II. METHODS

This research type is quasi experiment research, that is research which aims to get information obtained from experiment based on treatment to a unit experiment in baseline boundary specified in experiment class, so that obtained data which describes what is expected. This research was conducted to analyze how big the influence of the use of animated film media on learning narrative writing and early knowledge of students by comparing experimental groups taught by using animated film media and control group by using the drawing media series.

The population in this study is all students of class V students of Elementary School 11 Kurao Pagang school year 2017/2018 consisting of 2 classes with the number of 40 students. Sampling is done by Purposive Sampling. The sample selection for this study of two classes was drawn to determine which classes were used in the experimental class and which classes were the control classes, so the results obtained were: class V B was selected as the experimental class and the class V A was selected as the control class.

III. FINDING AND DISCUSSION

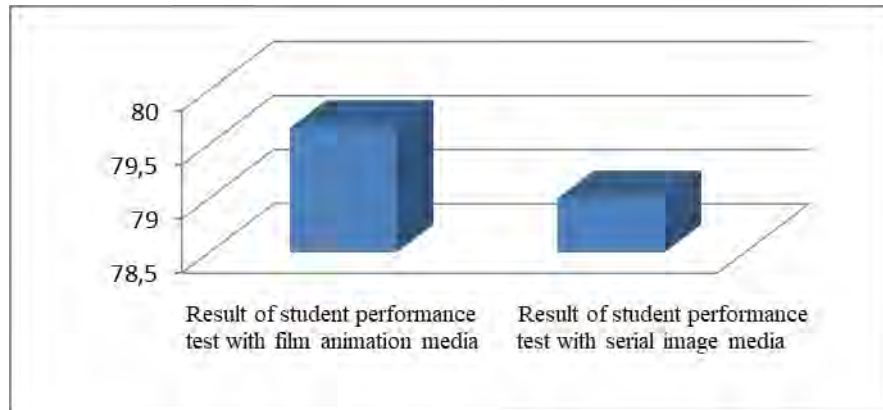
Based on the results of the data analysis, the students write the narrative of class V Elementary School 11 Kurao Pagang studied, showing that the students who study using animated film media as a whole, both groups of students who have a high basic knowledge and groups of students who have low basic knowledge. This empirically proven from result of hypothesis test which have been done. Based on the results of hypothesis testing is done discussion. In this discussion, four main points of the study are related to the relevant theoretical guidance, namely: (a) the skills of narrative writing of students who learn by using animated film media and series drawing media, (b) the skills of writing a narrative of students who have basic knowledge of the learning (c) narrative writing skills of students with low basic knowledge whose learning uses animated film media and serial image media, and (d) the interaction between entering behavior and animated film media in influencing narrative writing skills.

In general from the field notes obtained a picture that in the experimental class showed the enthusiasm of students during the learning process for three treatments. Students demonstrate their true commitment to learning and doing their job well. Students also have greater attention to the material due to the use of animated film media. In the classroom the learning control takes place using the medium of series images. Students are less concerned about the material presented by teachers than students who learn to use animated film media. Students are also less enthusiastically shown the existence of students who are reluctant to write a narrative, put his head on the table and so on. Adi Putra's son in his research discusses the use of drawing media series can improve students in making essay narratives that can be seen in the value of learning classical completeness. While Merina concluded that student learning outcomes have increased in writing narrative through personal journals by achieving a value that exceeds the target on a predetermined KKM. In addition, Astuti concluded the use of animated film media is very influential on the skills of writing narrative class V Elementary School in Imogiri Bantul.

With this in mind, it can be said that the use of animated film media can help achieve the desired learning outcomes, but the use of this medium needs to be adjusted to the conditions of students and environmental conditions. The use of this technique is one of the alternatives for teachers to teach narrative writing so that students are not saturated, increasing attention, activeness in learning, especially in writing narration so that will improve student's writing skills. This animated film media has been tested to improve the skills of narrative writing.

Student Narrative Writing Skills that Learned Using Animated Film Media and Series Image Media

Average of result of performance test of narrative writing on students who learn by using animated film media (without considering the level of early knowledge of learning) is 79,65 or higher than mean of result of performance test of narrative writing on student whose learning using media of drawing series with mean equal to 79.00. Based on the results of data analysis can be interpreted that the animated film media is higher than the serial image media.



Picture 1. 1 Frequency Distribution of Students' Narrative Writing Skills Test Results of Learning Using Media Media Film Animation and Picture Media Series

The result of the data analysis is also reinforced by the result of the first hypothesis test by using t test the variance obtained by the two samples is 10.89 for the real level $\alpha = 0,05$ dk 38, so that the tcount is 2,486. While the ttable obtained is 1.68. Since t is larger than ttable, H0 is rejected and H1 is accepted. This means that the narrative writing skill of learning using animated drawing media is better than the narrative writing skill that the lesson uses in series drawing media.

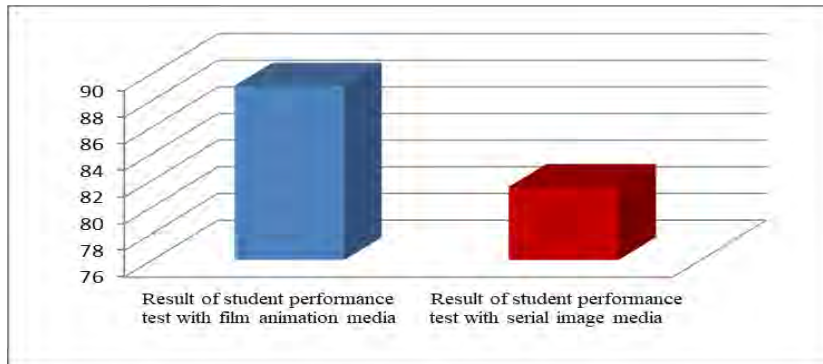
This research has revealed that animated film media has a positive effect on narrative writing skills. The use of animated film media has successfully influenced the students' narrative writing skills. In fact the result of writing narrative students who received treatment by using animated film media showed a significant improvement compared with students who did not get treatment.

Unlike the animated film media, the serial image media puts the student as a learning object that acts as a passive recipient of information. The dominance of teachers in the use of serial drawing media causes students to play less active role and listen more explanation from the teacher than to find the knowledge, attitude, and skill required, because the student learning role as passive learning object whose activities listen to teacher's description, learn according to the speed teachers teach and take tests on the material being studied (Nasution, 1995: 209).

Based on the above description, from the findings of research and data analysis that has been done can be concluded that the use of animated film media gives influence to the skills of narrative writing. This is evidenced by the average difference of the results of the experimental test of experimental class students who learn with the use of animated film media is higher than the control class that studied with serial image media.

Narrative Writing Skills of Highly Basic knowledge Students whose Learning Using Media Media Animation Movies and Series Image Media

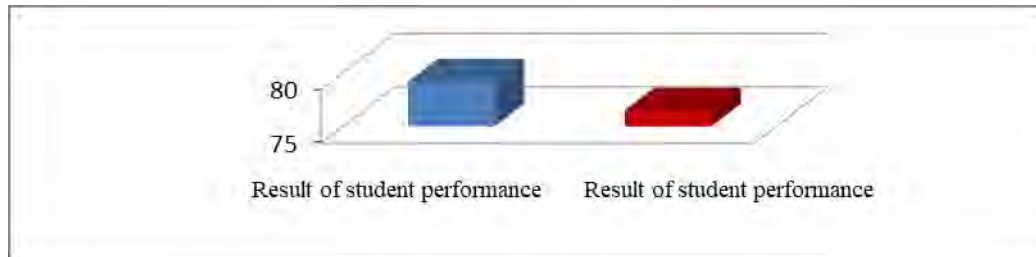
Average of result of performance test of narrative writing on which learning using animated film media which have high basic knowledge (= 89,1) higher than student which learning using medium of series image having high basic knowledge (= 81,5). This is reinforced by the results of the second hypothesis test calculation by using the t test obtained the combined variance of the two samples is 8.51 for the real level $\alpha = 0.05$ dk 18, so the resulting tcount is 1.838. While the ttable obtained is 1.72. Since t is larger than ttable, H0 is rejected and H1 is accepted. This means that the skill of narrative writing of students with high basic knowledge whose learning using animated film media is higher than the skill of writing a narrative narrative of students who have a basic knowledge of learning using a series of drawing media.



Picture 1. 2 Frequency Distribution Results of Writing Narrative Skills for Students Who Have High Basic knowledge in Learning Using Media Media Animation Film and Picture Media Series

Narrative Writing Skills Students with Low Basic knowledge with Learning Media Using Animated Media and Media Image Series

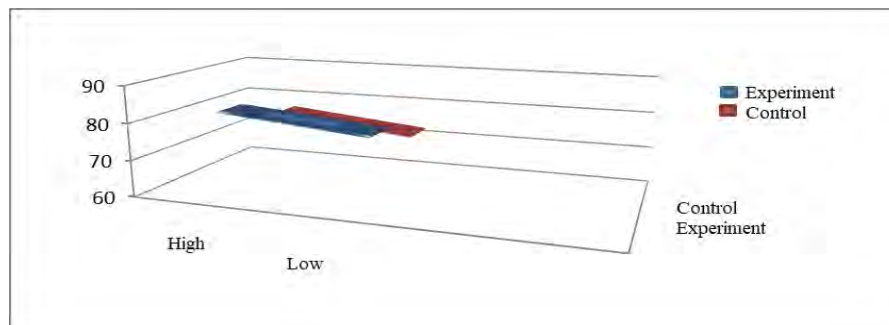
The average of the result of the performance test of narrative writing on the students who studied with animated film media that had low basic knowledge (= 79.20) was higher than the students whose learning using the low-priority drawing series (= 76,50). This is reinforced by the results of the third hypothesis testing calculation using t test obtained the combined variance of both samples is 13.08 for the real level $\alpha = 0.05$ dk 18, so the resulting tcount is 1.829. While the table obtained is 1.72. Since t is larger than table, H0 is rejected and H1 is accepted. This means that the narrative writing skill of students with low basic knowledge whose learning using animated film media is higher than the narrative writing skill of students with low basic knowledge whose learning uses the drawing media series.



Picture 1. 3 Frequency Distribution Test Results Narrative Writing Skills Students Who Have Low Basic knowledge whose Learning Uses Media Media Animation Film and Picture Media Series

Interaction between Basic knowledge and Film Animation Media in Influencing Narrative Writing Skills

The results of the fourth hypothesis test using F test obtained Fcount of 0.345. While the obtained Ftable is 4.11. Since Fcount is less than Ftable, H0 is accepted and H1 is rejected. This means that there is no significant interaction between the animated film media and the students' basic knowledge of narrative writing skills. This can be seen in the picture below.



Picture 1. 4 Graph Interaction between Media Film Animation and Students' Basic knowledge of Narrative Writing Skills

IV. CONCLUSION

Results of data analysis and discussion of research data that has been done, it can be concluded that the animated film media affect the skills of narrative writing. The skill of writing the narrative of students whose learning using animated film media is higher than the narrative writing skill which the lesson uses the series drawing media. The skills of writing narrative students who have high basic knowledge whose learning using animated film media is higher than that of students with low basic knowledge whose learning is using serial drawing media.

Narrative writing skill of students with low basic knowledge whose learning using animated film media is higher than that of students with low basic knowledge whose learning is using serial drawing media. There is no significant interaction between the animated film media and the students' basic knowledge of narrative writing skills in either the experimental class or in the control class.

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