

# THE USE OF ANIMATED SHORT MOVIE TO IMPROVE WRITTEN DESCRIPTIVE TEXT FOR EIGHT GRADE STUDENTS OF SMP TRI MULYA SEMARANG

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## Abstract

Animated short movie is a great technique to teach and motivate children to improve their writing skills in descriptive text. Animated short movie is a medium that can help students become more interested in learning because they present not only the sound of fire but also visual images. The study aims to determine: 1) taught the student's ability in writing descriptive text before they are taught *Animated Short Movie*, 2) taught the student's ability in writing descriptive text after they are taught using *Animated Short Movie*, and 3) taught significant differences in the writing descriptive text before and after they are taught using *Animated Short Movie*. This study used pre-experimental design. The sample consisted of 30 students VIII as the before and after pre-experimental class. The technique of data analysis in this study used SPSS 27. It can be seen from the data the writer used Paired Sample Test to find out significant difference between those class. The hypothesis if asymp.Sig.2 tailed of  $0.000 < 0.05$ ; is the result hypothesis was accepted. This result sourced that *Animated Short Movie* a more effective medium to improve students' writing skill in descriptive text.

**Keywords:** Animated Short Movie, Writing Skill, Descriptive Text

## **a. Introduction**

English is a global language. Language, both spoken and written is a tool of human communication. Therefore, English is one of the subjects that students in Indonesia must study. There are four types of skill areas, considering listening, speaking, reading and writing. Language skills that must be mastered are grouped into two categories: spoken and written English as a way of communicating. Writing is something that requires guidance to achieve good writing skills. Writing is related to language proficiency, which is an important skill for students learning English as a second language. Considering that English curriculum in Indonesia includes descriptive texts, an ideal text structure is very important for the teacher who presents it in class and the students who are expected to understand it. This study aimed to what extend of students' ability in writing descriptive text before and after taught using Animated Short Movie.

Based on the observation in SMP Tri Mulya Semarang, the most difficult skill is writing. This is difficult because students feel confused about how to start writing a paragraph, the lack of vocabulary limits students in conveying what they want to write and the lack of student interest due to monotonous learning. So the students couldn't develop their idea into longer paragraphs. To resolve the problems, English teachers must to learn new things that interest them. Teachers must think imaginatively and develop interesting learning approaches to create a pleasant classroom environment.

The writer argues that Animated Short Movie is a great technique to teach and motivate children to improve their writing skills. Animated Short Movie is a medium that can help students become more interested in learning because they not only present visual images but also sound. So, they can develop ideas and raise enthusiasm for learning to write descriptive text and learning activities in the classroom become more exciting and interesting.

## **b. Literature Review**

### **Writing**

Writing is one way to express a language that comes from ideas, feelings and experiences. Barnet (1990:4) also claimed that writing is an active process to put the writer feelings and ideas into written words. Brown (2001, p. 336) also said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Writing composed with craft touches readers on several levels intellectual, emotional, aesthetic, and an outward facing performance for readers. Narayan, (2012:1). Lieberman (2003: 19) said writing produces occasions to foreground and clarify thinking; to record, shape, and analyze experiences; to express internal lives; to explore ideas learned from others. Nadler (2009: 128) state that writing is the uses of appropriate letters and symbols according to the standard usage of a given language.

Ramelan (1992, p. 14) also state, writing is representation or symbol of language. From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communiacate with the other people.

### **Kind of Text**

According to Jasmansyah in English Learning Centre (2012), there are 13 kinds of text, as follows: 1) Narrative Text, 2) Descriptive Text, 3) Recount Text, 4) Report Text, 5) Procedure Text, 6) Explanation, 7) Analytical Exposition, 8) Hortatory Exposition, 9) Discussion, 10) Review, 11) Anecdote, 12) Spoof, 13) News Item.

### **Descriptive Text**

A Descriptive text means describing a particular person, place or thing. it's also descriptive text share experiences with everyone by writing and describing things like vacations, historic buildings and people we meet. even by using descriptions we can persuade others to think or act in certain ways such as explaining the promotion of a product to persuade people to buy, or explaining a tourist spot in detail.

### **Teaching Media**

Teaching media is all tools used by the teacher to deliver teaching material during the teaching-learning process. Nowadays teaching and learning process will be successfully supported by some factors such as the students, the teacher, the methods, material, and media used. So teaching media has a purpose to bring the messages or information that contain the goal of teaching.

### **Animated Short Movie**

Animated Short Movie is a new media that will use in teaching descriptive text. Animated short movie can help stimulate foreign language learning. In classroom teaching, animated short movie have a role as learning media that can attract students' attention. According to Brown (1977:179), movie provide a real picture to most people. The use of animated short movie in teaching writing is intended to help students respond and express their ideas easily. For example, when students are asked to write about an artist or a person, or asked to write about an interesting place such as Monas or Ancol beach, they will be confused if some of them have never been to that place. They couldn't describe what the place was like. By using animated short movie, students are helped to get ideas easily. However, without animated short movie, they will have difficulty writing, because students may need a long time to come up with ideas according to the topic.

## **c. Method**

The type of the study was quantitative research with variable Pre-Experimental design. Pre-Experimental is an experiment which tries to find whether there is any effect relation or not. Kothari (2004:31) states, "A research design is the

arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure.” an Pre-experimental design is the approach to implement quantitative research.

The kind of pre- experimental design of this research is one group pre-test and post-test. This design involves one group which is pre-tested (O1), exposed to a treatment (X), and post- test (O2). The design was presented as follows:

*Table 1. Research Design*

Pre-Experimental design		
O1	x	O2

In which:

- O1 : Pre-test of pre-experimental.
- X : Treatment of pre-experimental.
- O2 : Post-test of pre-experimental.

### **Subject of the Research**

#### a. Population

The population of this research was VIII in SMP Tri Mulya Semarang for the 2023/2024 academic year. The students of Eight-grade of SMP Tri Mulya Semarang divided into two classes with a total of 30 students.

#### b. Sample

In this study, the writer determined two classes to be the sample of the study they were class VIII-A and class VIII-B consisted 30 students. In choosing the class, the writer had a discussion with the English teacher as a collaborator in this research. After the discussion, the researcher and the collaborator agreed to choose eight-grade students as the subject before and after class of the research. According to Creswell (2012:142) “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.”

### **Instrumen of the Research**

In this research, the writer used to test as the instrument to collect the data divides into pre-test and post-test as instrument to get data. “Research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic” (Arikunto2006:219). Based on the statement of Arikunto the researcher uses the descriptive text test for the

instrument as device to complete the data collection. According to Brown (2004, p.3) test is method of measuring a person's ability, knowledge, or performance in a given domain. The pre-test and post-test uses by the researcher is in writing test. The result of the test will be analyzed to find the problem of the students in writing skills which taught by using Animated Short Movie and taught without Animated Short Movie.

a. Pre Test

Pre-test is an examination carried out before treatment is given. Before giving treatment, it is important to first find out the child's level of writing ability using this test. The author chooses descriptive text as the subject and tries to perfect it without using Animated Short Movie media. In the pre-test, the author asked both classes to write descriptive text about animals or pets and they were given 60 minutes to complete the test.

b. Post-test

The post-test was carried out after the treatment was completed. The author gave a test to eighth grade students using Animated Short Movie media and they had 60 minutes to complete the test. After giving the post-test the author got the data. The author determines the abilities of students who are taught using Animated Short Movies and those who are taught without using Animated Short Movies by giving a post-test.

### **Method and Data Collection**

The writer collected the data by used test. The test contains of pre-test and post-test. Pre-test is used for measure the class before given the treatment. This test is given before the classes are given treatment. Post-test is the final test for collecting the data from students. The purpose of a post-test is to know the students writing skill after given set treatment conducting with animated short movie. If the post-test score is higher than pre-test means that animated short movie to teach writing as good.

a. Test

The writer used an essay test to get the score which the score analyzed the objectives of the research in this study. Cohen (2007: 414) defines that, "the writers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind."

1. Before Class: The test was carried out in three stages, there are pre-test, treatment, and post-test. The first meeting, the writer give first test contains a pre-test to determine students' ability to write descriptive text.

2. After Class: In the second meeting, the writer provided treatment using an Animated Short Movie to determine students' ability in writing descriptive texts.

b. Documentation

The writer used the documentation to get secondary data. Documentation has a function as supporting data, such as the number of students, the school profile, students' name list, teaching schedule, and photos which everything as the documentation.

### **Method and Data Analysis**

In this study, the writer used data analysis to measure student's ability. In analyzing the data, the researcher also compare the student's pre test and post test result. After distributing the test the writer got the scores, then the writer assessed such of the tests. To find out the result the writer used some steps as follows:

This study compared each group (experimental and control groups) with the different media in the teaching and learning process. After distributing the test the writer got the scores, then the writer assessed such of the tests. To find out the result the writer used some steps as follows:

a. Test of Normality

The normality test utilizes the Shapiro-Wilk test due to the data being less than 50. Based on the Shapiro-Wilk Normality Test on the score acquisition, it was found that the data exhibited a normal distribution as the significance value was  $> 0.05$  for both the pretest and posttest, thereby confirming that the regression model meets the assumption of normality.

b. Test of Homogeneity

The homogeneity test is employed to as certain wheter multiple population variances are equal or not (Uamadi,2020). This test is conducted as a prerequisite in independent sample t-tests and ANOVA analyses. Based on the Homogeneity Test conducted on the score acquisition from the pretest and posttest, it was found that the significant value (Based on Mean) is 0.136, or sig.  $>0.05$ ; Therefore, the variances of two or more group of population or sample data are homogeneous.

c. Paired Sample Test

The Paired Sample t-Test compares the means of two measurements taken from the same individual, object, or related units. These "paired" measurements can represent things like: A measurement taken at two different times (e.g., pre-test and post-test score with an intervention administered between the two time points).

### **d. Finding and Discussion**

The assessment of normality through statistical analysis can be conducted using the non-parametric Kolmogorov-Smirnov test, with decision-making based on:

- a. If the significance value is  $< 0.05$ , then the data is not normally distributed.
- b. If the significance value is  $> 0.05$ , then the data is normally distributed.

### Tests of Normality

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Score	8A	0.133	16	.200 <sup>*</sup>	0.938	16	0.325
	8B	0.170	14	.200 <sup>*</sup>	0.930	14	0.308

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source: *Data Analysis Results, 2024*)

The foundation or guideline for decision-making in homogeneity testing is delineated as follows:

- a. If the significance value is less than 0.05, it is stated that the variances of two or more groups of population data are not equal (non-homogeneous).
- b. If the significance value is greater than 0.05, it is stated that the variances of two or more groups of population data are equal (homogeneous).

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.361	1	28	0.136
	Based on Median	2.498	1	28	0.125
	Based on Median and with adjusted df	2.498	1	27.734	0.125
	Based on trimmed mean	2.345	1	28	0.137

(Source: *Data Analysis Results, 2024*)

### Statistics

#### Descriptive Analysis of Pretest and Posttest

		Post_Test	Pre_Test
N	Valid	30	30
	Missing	0	0
Mean		83.83	53.50
Std. Error of Mean		0.919	1.316
Median		85.00	55.00
Mode		85	55 <sup>a</sup>

Std. Deviation	5.032	7.210
Variance	25.316	51.983
Range	15	25
Minimum	75	40
Maximum	90	65
Sum	2515	1605

a. Multiple modes exist. The smallest value is shown

(Source: Data Analysis Results, 2024)

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Post_Test - Pre_Test	30.333	6.149	1.123	28.037	32.630	27.017	29	0.000

(Source: Data Analysis Results, 2024)

The decision-making regarding the presence or absence of differences in this study is determined by examining the significance value (2-tailed).

- An influence is present when the significance value (2-tailed) is less than 0.05, indicating a significant relationship between the initial and final variables, thus rejecting the null hypothesis (H<sub>0</sub>) and accepting the alternative hypothesis (H<sub>a</sub>).
- No influence is present when the significance value (2-tailed) is greater than 0.05, indicating no significant relationship between the initial and final variables, thus accepting the null hypothesis (H<sub>0</sub>) and rejecting the alternative hypothesis (H<sub>a</sub>).

### Level of Scoring

Score	Level	Category	Pre Test		Post Test	
			Frequency	%	Frequency	%
86 - 100	A	Excellent	0	0%	8	27%
76 - 85	B	Good	0	0%	18	60%
70 - 79	C	Fair	0	0%	4	13%



60 - 69	D	Poor	10	33%	0	0%
0 - 59	E	Very Pour	20	67%	0	0%
			30	100%	30	100%

(Source: Data Analysis Results, 2024)

## Discussion

This chapter explains the use of animated short movie to teach writing skills shows a significant increase, this can be seen in the pre-test and post-test scores of the pre-experimental class. Statistical calculations show that the pre-test average in the experimental class is 53.50 with the lowest score being 40 and the highest score being 65. The post-test average is 83.83 with the lowest score being 75 and the highest score being 90. The average post-test score is test (after) pre-experimental class was higher than the pre-test (before) score for pre-experimental class. The results of the Paired Sample T-Test reveal a significant difference between the pre-test and post-test scores, with a significant value (2-tailed) of  $p = 0.000$ , indicating  $p < 0.05$ . As a result, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This writer suggested that effective resulting from the utilization of animated short movie to enhance the written descriptive text for eight-grade students of SMP Tri Mulya Semarang. In this paragraph, the writer shows the related theory between others studies with the present study. According to (Sri Wahyuni's, 2017) students in the post-test who were taught using animated films got higher scores than the pre-test before treatment. This shows the success of using short animated films as a medium for learning descriptive texts. Then, according to (Holimatus Samsiyono's, 2018) there is a substantial difference in the ability to write descriptive writing between students who were taught using animated films and those taught using lecture techniques. This research shows that the use of short animated films is more effective than the use of still images when teaching students descriptive writing. Next, according to (Sri Hariati Mustari's, 2023) The research result showed that using animated short story for joyful was more effective than unanimated short story for joyful to improve written descriptive text. It's seen from the significance t-test result that reveals the significance value is lower than the significance.

## e. Conclusion

The writing skill in a descriptive text of the eight-grade students of SMP Tri Mulya in the Academic year 2023/2024 taught by used animated short movie was good between without used animated short films. This can be seen in the pre-test average of 53.50 while the post-test average is 85.83 Therefore, learning to write descriptive text using animated short movie is quite effective for class VIII students at Tri Mulya Semarang. Based on the results and discussion of research, class VIII students' learning to write descriptive text without using animated short movie is lower than students who are taught using animated short movie. This can be seen from the pre-test average of 53.50 and the post-test average of 85.83; there is a significant difference in students' descriptive text writing skills between those taught using animated short movie and those without using animated short movie.

The use of animated short movie in descriptive texts is quite effective for the learning process. The use of animated short movie can make it easier for students to develop ideas into writing.

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