

## Improving Students' Writing Ability In Narrative Text Through Short Animated Stories At Grade VIIID OF SMPN 1 Uepai

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### ABSTRACT

This research was aimed to improve the writing ability through Short Animated Stories at grade VIIID of SMPN 1 Uepai, in the academic year of 2023/2024. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 25 students of class VIIID of SMPN 1 Uepai in the academic year of 2023/2024 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, interviewing the students of class VIIID and the English teacher, holding a discussion with the English teacher and taking figures. Meanwhile, the quantitative data were acquired through the pre-test, the progress test, and the post test. The research findings showed that the use of Short Animated Stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increased their learning motivation. It can help the students understand the story better as the picture that can help imagining the real situation in the story. In the result of pre-test, the students' score was 54.32 with the percentage was 16%. In the cycle I, the students' score was 64.88 with the percentage was 44%, it means that it do not get standard indicator of successfulness. Then the researcher continues the research at the cycle II, the students' score was 70.44 with the percentage was 72%, it means that they get standard indicator of successfulness. The distance of percent between cycle I and cycle II was 28%. On the next test on post-test, the students' score was 76.16 with the percentage was 80%. Based on the score of obtained students who analyzed by using qualitative and quantitative showed the score was very significant, thus short animated stories fit in this learning and can improve students' writing ability.

Keywords: Writing, Short Animated Stories

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### INTRODUCTION

Language is one of the communication tool that everyone must have to owned to do social relationships with others or people can communicate with each other by using language. Learning the language is important thing in education and globalization era, both of them have the benefit such as increase the knowledge in progress of period in globalization, helps improve self-capacity, make people to be more competent and creative. People are learning the language to know more about the language, so there is nothing wrong with use the language. Its function are as communication tool, and as a unifying tool of a nation.

English is international language that used by all of people in the world and as the first foreign language in Indonesia. English is learned from Elementary school until university. English is one of the subject that important in school, university and in society especially in the development of english

teaching and learning process. It is not just know about globalization era but learning of english have the benefit like facilitate someone to continue their study in other country. The purpose of english is to increase students' ability in english. English as a tool or supply when the people will stride in globalization and education life in the future.

There are four skills should be mastered in learning English namely listening, speaking, reading, and writing. In reasearch, those four skills are very important especially writing skill because the student can not develop their idea. Writing is an activity which is done to pour ideas or feeling in the form of symbols, letters, and numbers systematically, so that can be understood by others. Writing subject has been taught in all of school, but the problems are many students that have less of vocabullary, tenses, etc., students can't apply periods, commas, semicoloms, question mark, capitalization, and paragraphing, students are having trouble getting in coposing sentences in text making narrative word, and the students have difficulties in understanding a narrative text. Because the process of writing are commonly on completing a sentences based on the given pictures. As a result they have not their ideas but just copy the ideas. This makes them slowly improve in writing process and in developing a good text.

How to solve the students' problem is by using short animated stories, because short animated stories can be used to create many interesting activities especially in teaching writing. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier. In addition the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short animated stories in the internet that students can download. The stories are in duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. So in the teaching and learning process especially in writing narrative texts, short animated stories are more effective than other media.

SMPN 1 Uepai is one of the school that used as research object because this school have many student that can not develop an idea and as one of the school where is a place that used by student from Lakidende University to practice to be a teacher.

In SMPN 1 Uepai there are many classes, but at VIIID is the class that used as research object because this is class which is using to practice. it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students are expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write.

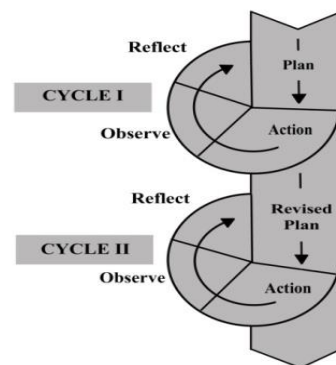
In other words, they had blank minds when they were asked to write a text, for example a narrative text. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills.

Interesting with this title because reasercher will make the students develop their ideas and helping the student who can not communicate their idea through oral with communicate idea with writing.

## METHODS

### Type and Design of the Research

In action research, there were some processes. Kemmis and McTaggart in Burns (1991), action research typically involves four broad phases in a cycle of research. The four phases in a cycle were: (1) planning, (2) action, (3) observation, and (4) reflection.



Kemmis and McTaggart in Burns (1991)

### Research Setting

The research was conducted in *Sekolah Menengah Pertama (SMP) Negeri 1 Uepai District*. It was located in Matahoalu, Uepai, Konawe. It was about 12.750 m<sup>2</sup> in size. The school had 5-6 classes in each grade so it had 16 regular classes for teaching learning rooms. The school also had some facilities that could support the teaching learning process. It had a teacher room, a principal room, a staff room, a library, a laboratories, a guidance counseling, a ballroom, a computer room, a deputy head teacher room, a head of the school room, a warehouse, a UKS room, a cooperativ room, a hall, a worship, 4 canteens, and security room. It also had parking areas for both the students and the teachers.

### Data Collection

There were two kinds of data in this research called quantitative and qualitative. The quantitative data included the students' ability in writing. The data were taken from the result of students' works in writing (score). The qualitative data were about feelings, opinions, expectation,

suggestions, and preferences from the research members and the students related to the method used in teaching and learning about writing. The sources of those data were in the form of field notes, observation sheet, questionnaire, and the documentation that will be done by the researcher.

### **Data Collecting Procedure**

In order to get the data, the researcher will be conducted observation together with her collegemate as her collaborator in the class. The observation focused on how the writing course was conducted in the class and what method was used by the teacher in the teaching learning process. The researcher found the data of the students' writing ability before the research was conducted, which in the form of pre-test in writing. Then, the data were compared to the result of the students' achievements on writing after the research was conducted. Besides, the researcher also tried to find the data about the students' opinion and impression on the method used by the researcher in the English teaching and learning process. The data were obtained through a questionnaire and an interview. During the research, the researcher made field notes in order to control and to monitor the process of the research. It helped the researcher in capturing some problems occurring during the research. In order to make the data valid, the researcher did triangulation with other research members by comparing the data from the observation and questionnaire from the other research members.

### **Instrument of the Study**

The instrument of this study were writing test and observation sheet. In writing paragraph, the students were asked to write paragraph composition of Narrative Text through short animated stories into 50-100 words. Observation sheet was using to identify the consistency and effective of teacher in teaching writing of Narrative Text through short animated stories. The genre of writing was narrative text.

### **Technique of the Data Analysis**

In analyzing the qualitative data, the researcher did some steps proposed by Burns (2010). The first step was assembling the data. In this step, and start to look for broad patterns, ideas, or trends that seem to answer the questions. The next step was coding the data. In this step, the researcher grouped the data into more specific categories and identify which data were qualitative and which one were quantitative. The third step was comparing the data. In this step, the researcher compared the categories of different sets of data to see whether the data said the same thing or whether there were contradictions. The fourth step will building meanings and interpretations. The researcher analyzed the data several times to post questions, rethink to connections, and develop explanation of the situation. The fifth or the last step was report outcomes. In fifth step, the researcher described the context of the research, outlining findings, and considered how researcher would organize the whole research not only the analysis and findings.

To analyze the quantitative data, the result scores of the pre-test before the research was done were compared with data of the post-test after the research. The data were then analyzed whether their writing results were reaching the minimum standard or not, and having improvement or not. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' ability of VIII<sup>D</sup> of SMPN 1 Uepai in writing narrative text will improved by the use of short animated stories or not.

## FINDINGS AND DISCUSSION

In this study, researcher presentation research findings in terms of providing pre-test, action on the first cycle to both, and post test.

### Findings

Pre-test conducted on Friday 20<sup>th</sup> April 2024 before did the pre-test first, researcher seeking permission to principal SMPN 1 Uepai, and then discussed with the English teacher who taught in class VIII<sup>D</sup> about planning learning during the process of teaching and learning, this class consists of 25 students. Researcher was provide pre-test as initial steps used in the implementation of the action. Observation of pre-test do aim to get information the ability of students in writing.

The initial observations pre-test were conducted to know the writing ability of students and the data was be compared with the results of the last meeting on the student's score. Process in the pre-test, researcher start with first greet the students, after which the teacher introduced me as a researcher. Furthermore, the researcher gave tests to students using the work group pair bench. After doing a pre-test, researcher found that the writing ability of students prior to writing narrative text was still lacking because it did not understand what they make a test narrative vocabulary, grammar, punctuation placement they were very less.

Based on the results of a student's score on the pre-test there were 25 students at grade VIII<sup>D</sup> of SMPN 1 Uepai as sample had been write composition and already had teacher score of language use was 1316, and average was 52.64, the total score of mechanic was 1400 and average was 56. Then, the percentage of sample writing ability quality was 16%, with student writing category as very poor writing ability quality. So, the researcher prepared the lesson and facilitation of learning for the next cycle from pre-test. The result of the score of students can be seen in the table below:

Table 5: Student's score on pre-test

| No          | Students | Component    |    |      |       |                 |    |     |       | Total<br>Score |       |
|-------------|----------|--------------|----|------|-------|-----------------|----|-----|-------|----------------|-------|
|             |          | Language use |    |      |       | Mechanics       |    |     |       |                |       |
|             |          | R1           | R2 | Raw  | Score | R1              | R2 | Raw | Score |                |       |
| 1           | ACF      | 12           | 11 | 11.5 | 46    | 2               | 3  | 2.5 | 50    | 48             |       |
| 2           | AM       | 11           | 10 | 10.5 | 42    | 2               | 2  | 2   | 40    | 41             |       |
| 3           | ALM      | 11           | 11 | 11   | 44    | 3               | 2  | 2.5 | 50    | 47             |       |
| 4           | AS       | 14           | 13 | 13.5 | 54    | 2               | 3  | 2.5 | 50    | 52             |       |
| 5           | DPS      | 12           | 12 | 12   | 48    | 3               | 3  | 3   | 60    | 54             |       |
| 6           | ES       | 12           | 12 | 12   | 48    | 2               | 2  | 2   | 40    | 44             |       |
| 7           | EPD      | 18           | 18 | 18   | 72    | 4               | 3  | 3.5 | 70    | 71             |       |
| 8           | FH       | 12           | 13 | 12.5 | 50    | 3               | 3  | 3   | 60    | 55             |       |
| 9           | FT       | 13           | 13 | 13   | 52    | 2               | 3  | 2.5 | 50    | 51             |       |
| 10          | FW       | 11           | 12 | 11.5 | 46    | 3               | 3  | 3   | 60    | 53             |       |
| 11          | HDA      | 11           | 11 | 11   | 44    | 3               | 3  | 3   | 60    | 52             |       |
| 12          | KRR      | 18           | 18 | 18   | 72    | 4               | 3  | 3.5 | 70    | 71             |       |
| 13          | KS       | 15           | 16 | 15.5 | 62    | 3               | 3  | 3   | 60    | 61             |       |
| 14          | KRTA     | 14           | 13 | 13.5 | 54    | 2               | 3  | 2.5 | 50    | 52             |       |
| 15          | MAS      | 18           | 17 | 17.5 | 70    | 4               | 3  | 3.5 | 70    | 70             |       |
| 16          | MM       | 12           | 11 | 11.5 | 46    | 3               | 3  | 3   | 60    | 53             |       |
| 17          | MRR      | 13           | 12 | 12.5 | 50    | 3               | 2  | 2.5 | 50    | 50             |       |
| 18          | NMP      | 12           | 12 | 12   | 48    | 3               | 2  | 2.5 | 50    | 49             |       |
| 19          | PWA      | 12           | 11 | 11.5 | 46    | 3               | 3  | 3   | 60    | 53             |       |
| 20          | RS       | 13           | 12 | 12.5 | 50    | 3               | 3  | 3   | 60    | 55             |       |
| 21          | R        | 15           | 16 | 15.5 | 46    | 3               | 2  | 2.5 | 50    | 48             |       |
| 22          | SW       | 15           | 15 | 15   | 60    | 2               | 3  | 2.5 | 50    | 55             |       |
| 23          | WNS      | 10           | 11 | 10.5 | 42    | 3               | 3  | 3   | 60    | 51             |       |
| 24          | WP       | 17           | 18 | 17.5 | 70    | 4               | 3  | 3.5 | 70    | 70             |       |
| 25          | YCU      | 13           | 14 | 13.5 | 54    | 3               | 2  | 2.5 | 50    | 52             |       |
| Total       |          |              |    |      | 1316  |                 |    |     |       | 1400           | 1358  |
| Average     |          |              |    |      | 52.64 |                 |    |     |       | 56             | 54.32 |
| Percent (%) |          |              |    |      |       | 16% = Very Poor |    |     |       |                |       |

**Nb : Raw :  $\frac{R1 + R2}{2} \times 100$**

**2**

**Score :  $\frac{\text{Students' score}}{\text{Score Max.}} \times 100$**

**Score Max.**

**Total Score :  $\frac{\text{LU Score} + \text{M. Score}}{2} \times 100$**

**2**

### **Activities on the First Cycle**

Based on the result of the pre-test above was done, the researcher found most of students at grade VIII<sup>D</sup> of SMPN 1 Uepai had difficult to creat and write the paragraph, after which researcher discussed with English teacher find problem solving capabilities in the narrative text of writing students. The researcher and English teacher were planned to solve the problem with some efforts. The efforts were focused on improving the students' writing skills through observe a picture containing short animated stories.

The implemented actions focused on improving the students' writing ability using short English animated stories. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. The activities in the first cycle were:

1. Researcher prepared the lesson plan and the teaching material.
2. Researcher prepared the instrument of the research to collect data, such as observation sheet, field notes, and some pictures.
3. Researcher planned to explain for the students about narrative text, and short animated stories.
4. Researcher set the criteria of success in terms of fluency and accuracy (target was 70 based on school's Kriteria Ketuntasan Minimal). It indicate around 25 students should get score 70.
5. Researcher would involve the English teacher on evaluation (inter-rater agrrement) by using short animated stories.

The first meeting was started on Saturday, April 21<sup>st</sup>, 2024 at 11.10 – 12.30 P.M. The researcher started the learning activity by greets and asks students condition, and checked the student attendance this day, and later pray together. The researcher told her aim, she has done research in this clas and research about the writing ability. After the research told her aim, the researcher were asked about several questions to check their readiness, starting with “Did you study last night?”, “What did you study?”, “Have you ever heard an interesting story? Maybe about a fable, or a fairy tale?” The students tried to answer them in English and explained shortly the story they had heard before. Most of them answered “A Rabbit and Twenty Crocodile”, “The Wolf and the Stork”, “The Wolf and the Crane”, and “Mousedeer and Crocodile”, “Malin Kundang”.

After that, the researcher began to show and explain about the short animated stories and narrative text as kind of text its used. The researcher told the students about the verb that used in

narrative text like “was, were, etc.”. The students were very enthusiasm with the researcher explain because it was the new method and never conducted at the school before.

After the researcher explained all about short animated stories and narrative text, the researcher started to give the example of fable through a picture to the students. At the time, the example was *Mousedeer and Crocodile*. The students paid full attention to the picture. They were later asked about the story of the picture. Some of them were pointed to tell the rest of them about the story. The time was over. In the end of the lesson, they were asked if they had questions. The lesson was concluded and they were asked to study at home.

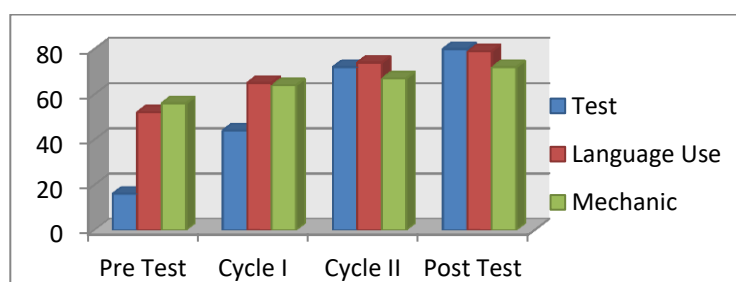
## Discussion

After implementing short animated stories on the teaching in two cycles, which in cycle cosisted of two meeting, it was found that there was an improvement students writing ability. Related to some problems the researcher found in SMPN 1 Uepai in pre-observation. The researcher that had helped by teacher who teaches at grade VIII<sup>D</sup> arranged some planning to solve the problems that applied in classroom. As the lesson planned, the teaching and learning process was conducted through short animated stories.

The study of writing ability through short animated stories at grade VIII<sup>D</sup> of SMPN 1 Uepai was focused Improving Students writing Ability on two aspect; language use, and mechanic. The result of the study showed that the students writing ability improve significantly only in cycle II learning process, in which each cycle took 3 meetings. The improvement of the students writing ability could be seen base on the student’s performance in each cycle.

In result pre test, there were the percentage of sample writing ability was 16%, which students writing categorized as very poor writing ability quality, in the cycle I, there were percentage of sample writing ability quality was 52%, which students writing categorized as poor writing ability quality, in cycle II there were percentage of the sample writing ability quality was in this cycle achieved 80%, then in the post-test, there were percentage of sample writing ability quality was 88%, there was an improvement of the student percentage from 16 % to 88%.

The diagram of the participant of the writing ability students gets value percents of pre test, cycle I, cycle II, and post-test.



Based on the result above, teaching and learning process through short animated stories was able improve the students writing ability significantly at grade VIII<sup>D</sup> of SMPN 1 Uepai.

## CONCLUSION

1. This research was implemented to the eight grade students of SMPN 1 Uepai. It started on 16th April, 2024, during the second semester of the academic year of 2023/2024. This action research was successful to improve the writing ability of class VIIID students at SMPN 1 Uepai by using short animated stories. In the first cycle, the researcher started the learning activity by greets and asks students condition, and checked the student attendance this day, and later pray together. After that, the researcher began to show and explain about the short animated stories and narrative text as kind of text its used. Then the researcher were asked about their opinions on using picture in the teaching and learning process. The researcher began with giving them a warming up activity.
2. In the result of pre-test percentage of students was 16%, in the first cycle the percentage of students score was 44%, in the second cycle reached 80% it means that the improvement score was 72% compared to the first cycle. Then in the post-test percentage of students score was 80%. It indicates that short animated stories can improve students writing ability in language use and mechanics.

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