

**THE USE OF ENGLISH ANIMATED MOVIE TO IMPROVE STUDENTS'
ABILITY IN WRITING DESCRIPTIVE TEXT**

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Abstract

The objective of this study was to investigate the effectiveness of using English animated movie in writing descriptive text and to figure out the students responds in using of English animated movie in their writing descriptive text to the fourth semester of English department at STKIP Bina Bangsa Getsempena. In this research, there were 12 students that took as a sample. The data was obtained through quantitative and qualitative design method. The quantitative data was taken from the students' writing score, while qualitative data was obtained from the questionnaire which were distributed to figure out the students respond in using English animated movie in their writing descriptive text. The data collected by using two steps of test, there are pre-test and post-test. The post-test result was 83.5 and the mean of pre-test was 75.25. It meant that the post-test mean is higher than the pre-test, while the score of t-test was 22.88.

Keyword: *English Animated Movie, Descriptive Text, Writing Skill*

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INTRODUCTION

Writing is an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Students can share everything that they want freely in written form, as supported by Hyland (2002), writing can make the students take out their ideas in their mind and put it into others form that other people can read and consider about it. It means that every person can share their idea and communicate with others in the written form. However, communicating through writing is quite difficult to use than spoken form.

Writing involved more than just producing words and sentences. In order to produce a piece of writing, the students should write or arrange a series of words and sentences which are grammatically and logically correct. These ways should help students in mastering the grammar and make the writing sense. Moreover, the teacher also can help the students in improving their writing ability by using an appropriate method, technique or supported media.

There are lots of text type in writing, there are recount, review, descriptive, narrative, analytical exposition, hortatory exposition, news item, explanation, narrative, procedure, anecdote and report. All of those texts have different function, generic structure, and language features. From all types of the texts above, the descriptive text is one genre that must be mastered by fourth semester students in mastering writing II. Based on Evawina (2010) descriptive paragraph is a paragraph that vividly portrays a person, place,

or thing in such way and the reader can visualize the topic and get into the writer's experience.

Based on the researcher's observation on April 10, 2017 while observing teaching learning writing II, there were 70% of students who were unable to write a descriptive paragraph. The lecturer already have taught the material to students well but the students still had the problem in writing descriptive paragraph. In addition, the researcher gave English animated movie to help the students in developing their writing and then asked to them to write a descriptive paragraph individually.

In this research, the writer would like to use English animated movie as a media for student's writing. Usually teacher used it media for listening or writing descriptive text. The researcher limited English animated movie as one of the media in teaching writing descriptive text, that gave students more opportunities to write what did they watched and understood. All of the students would participate to share the idea because they have their own descriptive paragraph. The English animated movie would make them not only active in thinking but also in writing descriptive text. It also helps the lecturer to teach the students writing descriptive text easier and more interesting. Students would not be bored because they have to be active and gave their participation in teaching learning process.

Students idea can be develop through an English animated movie as suggested by Manser (2000), an n animated film is a film

that contains story, has conflict, dialogue, plot, and characters. Then Arsyad (2006) says that films can transfer an idea. It means, by watching animated films, the students can interpret the story directly, see the conflict of the story clearly, see the action, hear sound, and imitate expression, stress, and intonation of characters. Thus, if the students have ideas, they will be easier to retell the story and improve their writing ability. In addition, they will be interested, motivated and participated in teaching learning process.

The problem in this study stated are:

1) does the use of English animated movie improve students' speaking ability? and 2) what are the responds of students in implementing English animated movie in their descriptive paragraph?

RESEARCH METHODOLOGY

The writer conducted the research in quantitative and qualitative research. According to Sugiyono (2010), quantitative was research methods that are based on the philosophy of positivism, was used to examine the population or a particular sample, the technique was generally carried out at purposive sample, using a data collection instrument of research. The quantitative design would analysis students' writing. Then, the writer also used the qualitative study in this research to describe the pronunciations. A qualitative does not start with a hypothesis, so there is no interference in the form of control

or treatment to be participants (the student and the teacher). According to Moleong (1998 as cited in Sugiono 2010), a qualitative research is the display of observed object in sentences in detail. It means that qualitative research is not focused on the detail of the data counted but it focused on how to explain the data in words.

The population of this research was all of the students in English department of STKIP Bina Bangsa Getsempena Banda Aceh that referred to the subject of the research. While the sample of this research only small part from the population. The writer focused on the fourth semester of English department. The numbers of the students are 12 students.

Based on the research methodology, the writer had to determine the research instrument to derive the data. The instrument that was designed can be used as a measurement in getting the data. Based on Arikunto (2002), instrument is the tool that used by the writer to collect the data. Then, the instrument might be in form of some question or exercises to measure knowledge, intelligent, achievement and attitude to someone or group of people. The instruments that used by the writer were: test and questionnaire. The researcher arranged pre-test and post test to get the data, the test is in form of student's writing.

The writer used a framework that adapted from Heaton (1988: 146) to analyze the data. The frame work, are;

Table 1. Assessment Rubric of Writing a Descriptive Text

No	Writing Aspects	Score	Range
1	Content/ Idea	30 – 27	Excellent to Very Good
		26 – 22	Good to Average
		21 – 17	Fair to Poor
		16 – 13	Very Poor
2	Organization	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
3	Vocabulary	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
4	Grammar	25 – 22	Excellent to Very Good
		21 – 19	Good to Average
		17 – 11	Fair to Poor
		10 – 5	Very Poor
5	Mechanic	5	Excellent to Very Good
		4	Good to Average
		3	Fair to Poor
		2	Very Poor

FINDINGS AND DISCUSSION

Student's writing analysis was purposed to investigate the mistake that student make in their writing which using English animated movie as a media. In analyzing the students' writing, the writer would describe it specifically by focusing on 5 aspects. Those aspects are content, organization, vocabulary, language use, and mechanic. For each aspect

had different score, for instance the score for content is 30, for organization is 20, for vocabulary is 20, for grammar is 25, and the last for mechanic is 5. The writer would analyze the score by using t-test formula to compare both pre-test and post-test's score. Before calculated the data, the writer will distributed the score in t-test table. The table as follows:

Table 2. The Score of Students' Writing Test

No.	Students' Initial	Score		Gain (d)	Xd	X ² d
		Pre-test	Post-test			
1	EH	73	85	12	4.25	18.0625
2	MA	77	86	9	1.25	1.5625
3	FW	76	87	11	3.25	10.5625
4	MQ	72	85	10	2.25	5.644
5	NF	68	72	4	-3.75	-7.5
6	SI	80	90	10	2.25	5.0625
7	ER	75	82	7	-0.75	5.0625

8	JI	80	87	7	-0.75	5.0625
9	AG	74	83	9	1.25	5.0625
10	JA	74	80	6	-1.25	1.0625
11	SW	79	85	6	-1.25	1.0625
12	FR	73	83	10	2.25	5.0625
Total		901	1005	93	9	43.6875

$$Md = \frac{\sum Md}{N} = \frac{93}{12} = 7.75$$

using t-test formula by Arikunto (2006: 86), as follows:

The average score from table above is 7.75. then, the writer calculated its score by

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}} \\
 t &= \frac{7.75}{\sqrt{\frac{\sum 43.6875}{12(12-1)}}} \\
 &= \frac{7.75}{\sqrt{\frac{\sum 43.6875}{132}}} \\
 t &= \frac{7.55}{0.33} \\
 &= 22.88
 \end{aligned}$$

To find out degree of freedom, the writer used statistical formula as follows:
 $df = N - 1 = 12 - 1 = 11$. Based on the result, t-test is 22.88, meanwhile t-table of 5% is 2.20. It meant that there were different score of the students experimental pre-test and post-test. The students in post-test who were taught by using animated movie got higher score than pre-test before treatment.

In the learning process some students depended on the teacher due to the teacher as the center resource in getting knowledge which the teachers almost often gave the explanations about the material. So that it made the student passive in the class, but by using English animated movie in the class it would be encouraged the student more active in learning process where they should find out more information about the material. In this case the teacher just a facilitator who explained about guideline or give instruction

for the students in order to improve students writing ability.

CONCLUSION

Based on the data that has been explained above, the use of English animated movie to improve students' writing descriptive text it can be concluded as the following: the students' ability on writing descriptive text for the fourth semester of English department in

STKIP Bina Bangsa Getsempena is good to average for 4 aspect, those were grammar, organization, vocabulary and mechanics. While for the content, the students' writing in range poor to fair. In other words, the student have problem to relate the sentence with the topic and general classification of descriptive text in writing.

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