

THE EFFECTS OF TEACHING NARRATIVE TEXT BY WATCHING ANIMATION VIDEO AND MIND MAPPING ON THE STUDENTS' WRITING SKILL AT SMP MUHAMMADIYAH PALANGKARAYA

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Abstract

The research is conducted in order to see the effects of the students' ability in writing narrative text after watching movie and using mind mapping. The population of this research was the eighth grade students of SMP Muhammadiyah Palangka Raya in academic year 2015/2016. The number of sample was thirty students. The research design was quasi experimental and there were two groups those who were taught by using Animation movie and by using mind mapping. The data were analyzed by using Paired Sample T Test by IBM SPSS Version 22. The significant value of the data of post-test in the Experimental Group by using Animation Movie was 0.013; as $0.013 < 0,05$ H_a then was accepted. The significant value of the data of post-test in the Experimental Group by using Mind Mapping was 0.012; as $0.012 < 0,05$ then H_a was accepted. In both Experimental Group by using movie and mind mapping the significant value for post test was 0.014; as $0.014 < 0.05$ then H_a was accepted. Therefore, at the significant level of 0.05, there is a significant effect on the ability of the students in writing narrative text after watching movie and using mind mapping.

Keywords: *Movie, Mind Mapping, Narrative Text*

INTRODUCTION

Writing is an important skill in language learning. Today, the ability to write has become an indispensable skill in the global literate community. As an advance in transportation and technology allows people to communicate with people around the world, the demand of knowledge about languages becomes even more necessary. As a result, the ability to speak and write in a foreign language becomes an important skill in academic, business, and personal lives.

Writing is assumed as the most difficult skill to be learned compared with listening, speaking and reading. Even the native speakers themselves need to learn writing, as well as the second and foreign language learners. However, the purposes and the needs of the learning will be different between the foreign language learners and the native speakers, and the written products themselves will also be different. Therefore, the definition of the

writing skill will vary. It depends on the purpose, background, needs and experience of learning writing.

In this research, the researcher will take writing, as the main topic in her research. Writing skill is very important to master, because we can write and express our ideas by writing. However, that is not easy to teach and learn writing for students of junior high school. Writing needs hard works (Alwasilah, 2005). The difficulty of writing has so many reasons (Byrne, 1979: 4). Firstly, writing needs many ideas that should be mixed, when the teacher asks the students to write something, they cannot find the ideas. Second, some of the students are lack of vocabularies to express their ideas. They do not understand, mix, and arrange the words to become a good sentence. Third, the students are not confident to write or express something and afraid to make mistake in writing a sentence. Fourth, the students have short

term memory to write based on generic structure.

3 grade students of SMP Muhammadiyah Palangka Raya also had problems in writing, they felt difficult in writing especially when they should write a text based on generic structure of narrative text. The researcher already asked the teacher about the problem what they had.

The teacher should find methods/technique and media in teaching writing to the students (Harmer; 2007:83) in order to improve students' writing skills and to change the students' perception on the difficulties in writing. In this research, the researcher took method and media as the way to help the teacher and students to improve the students' writing ability of narrative text. Media offers different situation, which can increase students' interest in the lesson. Both teachers and students can use media. They give more detail information and focus the students on the material and skill being taught. The use of media also allows the students to be involved in teaching and learning process. They give the teachers and students opportunity to do activity together. For this reason, the teacher has to know the appropriate media for the students. One of the media used in writing teaching is movie.

Movie is one media in which people can record image events, organize them, and then communicate them to others. Movie as audiovisual media gives students an opportunity to extend their ability and to explore their talent. Most of audiovisual media make students easily understand and enjoy the lesson in the writing class. In this research, the researcher uses animation movie in the teaching learning proses. By using animation movies as the media for teaching of narrative text, students will be more interested and more active in learning.

As the technique in this research, the researcher take mind mapping as the technique to help students to write narrative text based on generic structure of narrative text. Mind mapping is a

graphic representation of ideas, it shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. It is very useful for educational system especially for writing, to encourage their skill ability and brainstorming.

In this research, the researcher used a media and technique. The researcher chose animation movie as the media and mind mapping as the technique in the teaching of narrative writing. Animation is a technique of photographing successive drawing or positions of puppets or models to create an illusion of movement when the movie is shown as a sequence. Movie is a form of entertainment that make a story by sound. Animation movie is a sound film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence. Animation movie can tell a story clearly by showing clear expression of characters, clear plots, and clear description of situation in the story.

METHOD

In this research, the researcher took the data from the students' scores in writing narrative text before and after receiving treatments. Firstly, the treatment given to the students was movie and then the students were asked to give responses to the movie in order to write narrative text by using mind mapping as the technique. The researcher used movie and mind mapping to see the significant effect of the movie and mind mapping on the students' writing narrative text. There was only an experimental group in the research which got animation movie and mind mapping and it did not have control group.

The population of the research was the eighth grade students of SMP Muhammadiyah in the academic year of 2015/2016 which consisted of five classes. Each class consisted of 30 students. The

total population was 100 students. The population was assumed homogenous considering the distribution of class was at random and not based on ranking grades that there was no favorite class, and classes were taught by the same teacher.

Sample was part of the total number of population which had the same characteristic of population. The samples of this research were taken in two groups using *cluster random sampling* technique. Cluster random sampling was used when it was more feasible or convenient to select groups of individuals than it was to select individuals from a defined population (Toendan, 2009:81). In this research, there is only one group which was taught by using animation movie and mind mapping. The experimental group did pretest and post test.

RESULT AND DISCUSSION

This research was a Quasi-experimental research. Here, the researcher acted as a teacher who conducted the teaching learning process to the students. The experimental research was conducted in SMP Muhammadiyah Palangka Raya.

Research design was a detailed outline of how an investigation take place. A research design was typically include how data was to be collected, what instruments was employed, how the instruments were used and the intended meant for analyzing data collected. In this research, The research design was Quasi Experimental in which the researcher used one experimental group but did not randomly assign the participants to groups because they were intact groups available to the researcher (Creswell, 2003:167) and the design used was Non-equivalent (Pre-test and Post-test) one pretest and post test design. The group did a pre-test and post-test.

According Sugiono (2006:77), Normality is a test normal to whether or not the distribution of research data. Testing the

normality of the data it's done by comparing a normal curve formed by the data that has been collected with the standard normal curve/ standard. This reserach used SPSS 22 to test the normality of the data.

The test result of normality test for Experimental Groups by using animation movie and mind mapping were as the following:

Table 1. Test of Normality for Pre-test and Post-test of Experimental Group of Animation Movie and Mind Mapping

	Kolmogorov-Smimov			Shaviro-Wilk		
	Statis tic	O f	Si g.	Statis tic	D f	Si g.
PRE - TES T	.211	1 5	.07 0	.933	1 5	.29 9
POS T- TES T	.204	1 5	.09 3	.884	1 5	.05 5

The table above shows the result of normality test by using IBM SPSS version 22 based on Kolmogorov-Smirnov and Shapiro-Wilk. In the column Kolmogorov-Smirnov, it can be seen that the significance value of pre-test is 0.070 and the significance value of post-test is 0.093. As both significance values of pre-test and post-test are greater than 0.05 ($0.070 > 0.005$, $0.093 > 0.05$), it can be concluded that the data were normally distributed.

Homogeneity Testing

Homogeneity testing means to show that two or more groups of sample data are from population that has the same variant. *One Sample Kolmogorov-Smirnov* with IBM SPSS version 22 is also used in this process. At the significant level of 0.05, if the significant value > 0.05 , the variants are homogeneous. On the other hand, if the significant value < 0.05 , the variants are not homogeneous. Based on Toendan, (2010:7-

9) “In social science, traditionally a predetermined decision point at the .05 level of significance level is used to judge the observed significant level. Therefore, the P value (the letter P is for probability) can be judged as follows:

$P < .05$ = Significant at the .05 level

$P > .05$ = Not Significant at the .05 level

The test result of homogeneity test for the Experimental Group are as the following:

Table 2. Test of Homogeneity of Pre-test (Experimental Group of Animation Movie and Mind Mapping)

		Levene	df1	df2	Sig.
PRE-TEST	Based on Mean	3.111	1	13	.103
	Based on Median	.757	1	13	.400
	Based on Median and adjusted df	.757	1	11.648	.402
	Based on trimmed	2.763	1	13	.120

The data are considered homogeneous if the significance value in *Based on Mean* is greater than 0.05. From the significance value of *Based on Mean* in the table above, it can be seen that the significance value is 0.103 which is greater than 0,05 ($0.103 > 0.05$). It means that the data were homogeneous.

Table 3. Test of Homogeneity of Post-test (Experimental Group of animation movie and mind mapping)

		Levene	df1	df2	Sig.

POST-TEST	Based on Mean	.650	1	13	.433
	Based on Median	.162	1	13	.693
	Based on Median and adjusted df	.162	1	12.995	.693
	Based on trimmed	.650	1	13	.433

From the table above, it can be seen that the significance value in *Based on mean* is 0.433 which is greater than 0,05 ($0.433 > 0.05$). It means that the data were homogeneous.

The results of Hypothesis Testing for Control Group were as the following:

Table 4. Paired Samples Statistics (Experimental Group of animation movie and mind mapping)

		Mean	N	Standard Deviation	Standard Error Mean
Paired	PRE-TEST	82.892	15	6.4831	1.6739
	POST-TEST	62.866	15	6.4476	1.6648

Table of Paired Samples Statistics of the Experimental Group by using animation movie and mind mapping shows the summary of Mean and Standard Deviation of pre-test and post-test. The mean of pre-test was 82.892 and the mean of post-test was 62.866. If it is compared the means of pre-test and post-test, it can be

seen that the mean of pre-test is higher than post-test which means that the students did not make any progress without the help of movie and Mind Mapping.

Table 5. Paired Samples Correlations (Experimental Group of Animation Movie and Mind Mapping)

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST – TEST	15	.422	.940

Output of the **Paired Samples Correlations** shows the correlation of the pre-test and post-test scores. The correlation is 0.422. According to Djwandono, (2008:168), if the correlation is 0.40 – 0.59, it means the correlation degree of the samples are fair. Therefore, it can be concluded that the correlation degree of pre-test and post-test of Experimental Group of animation movie and mind mapping was fair.

CONCLUSION

The teaching writing narrative text by movie and mind mapping can be concluded as in the following.

- 1) Based on Table of Paired Samples Statistics and Paired sample correlations (Table 4.18 and Table 4.20) of the Experimental Group by using animation movie shows the summary of Mean and Standard Deviation of pre-test and post-test. The mean of pre-test 60.102 and the mean of post-test are 81.349. The significant value of the data of post-test in the Experimental Group for Movie was 0.013, this mean that the hypothesis (H_a) was accepted, which states that there is significant effect of movie on the students' writing ability in writing narrative text.
- 2) Based on Table of Paired Samples Statistics and Paired sample correlations (Table 4.21 and Table

4.23) of the Experimental Group by using mind mapping shows the summary of Mean and Standard Deviation of pre-test and post-test. The mean of pre-test 59.112 and the mean of post-test are 75.213. The significant value of the data of post-test in the Experimental Group for mind mapping was 0.012, this mean that the hypothesis (H_a) was accepted, which states that there is significant effect of movie on the students' writing ability in writing narrative text.

- 3) Based on Table of Paired Samples Statistics and Paired sample correlations (Table 4.24 and Table 4.26) of the Experimental Group by using animation movie and mind mapping shows the summary of Mean and Standard Deviation of pre-test and post-test. The mean of pre-test 62.894 and the mean of post-test are 84.141. The significant value of the data of post-test in the Experimental Group for Movie was 0.014, this mean that the hypothesis (H_a) was accepted, which states that there is significant effect of movie and mind mapping on the students' writing ability in writing narrative text.

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