

13. CEK TURNITIN - The Effectiveness of Animated Video in Teaching Writing Descriptive Text of the Seventh Grade Students at SMPN 2 Bojonegoro (An Experimental Research at the Seventh-Grade Students

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The Effectiveness of Animated Video in Teaching Writing Descriptive Text of the Seventh Grade Students at SMPN 2 Bojonegoro

(An Experimental Research at the Seventh-Grade Students of SMPN 2 Bojonegoro in Academic Year 2021/2022)

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Abstract—The students assume that writing a descriptive text in English is very difficult. Most students lacked the vocabulary and had difficulty using English grammar. The researchers use video animations as a medium to arouse students' interest in learning to write in English. Animation has many advantages, such as making learning more straightforward and more exciting and can improve the quality of learning outcomes. This type of research is experimental research. There are three steps to conducting this research; Conducting a pre-test, providing treatment, and a post-test. The experts performed the validation of the test questions. Based of the data analysis results, the experimental class's mean score was 59 in the pre-test and 88 in the post-test. At the same time, the mean score of the control class was 52 in the pre-test and 65 in the post-test. The results of the t-test using the independent t-test in SPSS 26.0 show that the T-count analysis is $8.901 > 2.000$. It is known that the t-count $>$ t-table. While the significant value of the analysis is 0.197 with sig (2-tailed) 0.000, the significance is less than 0.05. The results of this study are that animated videos are more effective than direct methods. The students assume that writing a descriptive text in English is very difficult. Most students lacked the vocabulary and had difficulty using English grammar. The researchers use video animations as a medium to arouse students' interest in learning to write in English. Animation has many advantages, such as making learning more straightforward and more exciting and can improve the quality of learning outcomes. This type of research is experimental research. There are three steps to conducting this research; conduct pre-test, provide treatment, and post-test. Experts have verified the exam questions. Based on the data analysis results, the experimental class's mean score is 59 in the pre-test and 88 in the post-test. At the same time, the mean score of the control class was 52 in the previous test and 65 in the following test. The t-test results using the independent t-test in SPSS 26.0 show that the t-count analysis is $8,901 > 2,000$. It is known that the t-count $>$ t-table. While the significant value of the analysis is 0.197 with sig (2-tailed) 0.000, the significance is less than 0,05. The results of this study are that animated videos are more effective than direct methods.

Keywords— Animated Video, Writing skills, Descriptive Text

Abstrak— Para siswa beranggapan bahwa menulis teks deskriptif dalam bahasa Inggris sangat sulit. Sebagian besar siswa kekurangan kosakata dan mengalami kesulitan menggunakan tata bahasa Inggris. Para peneliti menggunakan animasi video sebagai media untuk membangkitkan minat siswa dalam belajar menulis dalam bahasa Inggris.

Animasi memiliki banyak kelebihan, seperti membuat pembelajaran lebih lugas dan lebih menarik serta dapat meningkatkan kualitas hasil belajar. Jenis penelitian ini adalah penelitian eksperimen. Ada tiga langkah untuk melakukan penelitian ini; melakukan pre-test, memberikan perlakuan, dan post-test. Para ahli telah memverifikasi soal ujian. Berdasarkan hasil analisis data, skor rata-rata kelas eksperimen adalah 59 pada pre-test dan 88 pada post-test. Pada saat yang sama, skor rata-rata kelas kontrol adalah 52 pada tes sebelumnya dan 65 pada tes berikutnya. Hasil uji-t dengan menggunakan uji-t independen dalam SPSS 26.0 menunjukkan bahwa analisis t-hitung adalah $8.901 > 2.000$. Diketahui bahwa t-hitung $>$ t-tabel. Sedangkan nilai signifikansi dari analisis tersebut adalah 0,197 dengan sig (2-tailed) 0,000, signifikansi kurang dari 0,05. Hasil dari penelitian ini adalah video animasi lebih efektif dibandingkan dengan metode langsung.

Kata Kunci – Video Animasi, Kemampuan Menulis, Teks Deskriptif.

INTRODUCTION

English is not as easy for students to master as their native language as an overseas language. Students suppose that English is quite difficult to understand. This concept brings excellent performance to the mastering process. They do not need to examine English, and they may no longer be honestly interested in mastering it because they suppose English is complicated and confusing. Based on this term, the teacher has a vital position in teaching and mastering activities and needs to pay extra interest because teaching activities will no longer be practical without interaction among the academics and students.

One of the signs of language mastering that students have to master is writing capabilities. Writing as a part of language capabilities has to train students with the aid of using teachers as much as possible. Apart from listening, speaking and reading, writing is one of the four language acquisition skills. As one of the four language mastering capabilities, the students also want to enhance their writing capabilities. It requires many factors to be studied and practiced frequently. Even as writing, students' not most uncomplicated need to hold their writing desires; however, additionally consider a way to organize their ideas.

Writing is not only the organization of a phrase in a readable sentence; however, the sentences additionally must make feel and feature the suitable arrangement in step with English rules. Writing is creating something that has become significant in the textual content. It also can be described as a way of expressing thoughts or feelings. Writing skills are more complex than other English skills. Writing skills convey not only grammar and vocabulary, but also conceptual and judgmental elements. Due to the difficulty, some effort must be made to solve the problem.

According Aydoğan & Akbarov (2014) that writing is likewise more excellent complicated than it first appears and frequently appears to be the maximum challenging ability, even for native speakers of a language. Because it includes not most effective the graphical illustration of speech, however, it is likewise the improvement and presentation of the idea in a dependent way. Writing takes several exercises in writing a text. According Muthoharoh (2018) writing is essential to research because it is far into consideration a practical skill using symbols (alphabets, punctuation, and spaces) to carry an idea into a great sentence in a paragraph.

At degrees of education, should consider writing skills more deeply in teaching and learning. Writing is not accessible because the writer needs to take note of accurate vocabulary, consistency among sentences, paragraph uniformity, punctuation,

and grammar. Due to those complicated activities, students tend to find it challenging to write, in particular, while writing in a foreign language. In Indonesia, English is a foreign language and is rarely used in everyday life to feel challenged to learn. Many students have not been capable of creating correct and significant writing. Therefore, the effects of teaching writing in schools are still unsatisfactory. Student's writing skills are still weak and the students not interest in writing English text.

Based on the current school-Based curriculum, seventh-grade junior high school students expect to accumulate some skills. One of the writing skills is expressing thoughts in writing procedure text. To meet those requirements, students should be capable of writing English efficiently and accurately.

Based on an interview, the researcher's information from the English teacher of SMPN 2 Bojonegoro, most seventh-grade students have low writing scores. Because they find it challenging to write, in some cases, this issue occurs. Most students lack vocabulary and have difficulty using English grammar. When they start writing, the students are always stuck, and they do not have many concepts for writing something. In addition, a lack of writing practice will result in poor student writing. Many students also hesitated to write because they were bored and uninterested in using the direct method in the learning process.

In order to get good students writing competence in descriptive text. Teachers need to try and develop students' writing, grammar, and structure skills, and teachers must also find interesting techniques or real help to teach writing. In teaching writing, choosing the proper media is a meaningful way.

Appropriate media use and selection are important in the educational reconditioning process, as media use can increase student interest in teaching and learning. Students are more interested in the process of education and learning. Teachers must also be more creative in explaining lesson topics in the appropriate media. One way to support teaching and learning is to use the media. The media can support the teacher's explanation in the class. Students are also expected to understand the teacher's explanations better. According to Mateer et al. (2018), media can play an important role in active learning, such as group discussions and case studies.

Learning media can be divided into three parts: audio, visual, and audiovisual. In this study, researchers used audiovisual media. Audiovisual media is the type of media that is used depending on sight and hearing, such as movies, videos, and television shows. Media comes in a variety of formats, each with its advantages.

Teachers need to provide media that helps students develop their creativity in writing paragraphs to get ideas quickly. Students are expected to use audiovisual media to create simple paragraphs and get ideas to get them interested. This research provides knowledge about the teaching of writing using audiovisual media and the application of teaching writing. This benefits teachers as well as students.

Based on this fact, teachers must be more creative in creating innovations and teaching students how to write texts. If the teacher is less creative and comes up with innovations, the students will not be motivated to learn and will not be interested in learning to write. Teachers need to use audiovisual media as media. These media are easy to obtain and use. Creating simple sentences while watching animated videos allows students to develop ideas quickly and become more creative.

Based on this background, the aim of this study was to determine the effectiveness of using animated videos as a means to improve students' writing skills:

- Two research of the problem, researchers can formulate the problem:
1. How effective is the animated video in improving students writing skills for the seventh grade at SMPN 2 Bojonegoro?
 2. Is animated video more effective than the direct method to improve students writing skills for the seventh grade of SMPN 2 Bojonegoro?

RESEARCH METHOD

This study investigates and describes the use of visual media in writing and students' reaction to the use of audiovisual media in teaching writing to seventh-grade students of SMPN 2 Bojonegoro. Researchers used experimental studies because this study aimed to show the effect of using animated videos on students' writing skills in teaching descriptive texts. This study was related to quantification using two variables, and researchers wanted to know the effects of these two variables.

This study used a quasi-experimental design because researchers could not organize a new class at school. Classes are already structured so that researchers are expected to attend. According to Creswell (2013) a quasi-experimental design is part of an experiment. The researcher assigns participants to groups but is not random because the experimenter cannot artificially create groups for the experiment. There are two classes required in experimental research. It is called the experimental group and the control group.

Related to this study the researcher used experimental research because the aims of this study was revealing the effect of using animated video in student's writing skill in teaching descriptive text. This study referred to the quantitative with two variables, and the researcher wanted to know the effect of those two variables.

In this study, the experimental class used animated videos to learn the text of the process. In the control class, we learned the text of the descriptive text without using animated videos. In addition, the two groups received different treatments. At the end of this study, both groups were given a post-test to assess the student's ability to write a descriptive text.

The instrument for this study uses a pretest and a posttest to test the strength of the relationship between the experimental and control classes. The researcher established an experimental pedagogy and gave students tests to assess their writing skills.

RESULT AND DISCUSSION

The evaluation results of the instrument validation are obtained from experts. She is an English lecturer at IKIP PGRI Bojonegoro and two English teachers at SMPN2 Bojonegoro. The names of the experts are listed in the table below.

Table 1 Validation

No	Name	Position
1.	Fitri Nurdianingsih, M.Pd.	English Lecturer of IKIP PGRI Bojonegoro.
2.	Dra. Yuni Purwaning Susanti	English Teacher of SMPN 2 Bojonegoro.
3.	Drs. Doddy Soegiharto	English Teacher of SMPN 2 Bojonegoro

After explaining the validation of the instrument, the researcher presents the data. To obtain the data, the researcher tests the research participants. The study subjects were class VII A as an experimental group and class VII B as a control group. Researchers conducted pre-tests for each group. For treatment, animated videos were used in the experimental class, the direct method was used in the control class, and finally, the researchers conducted post-tests for each group.

After pre-testing, processing, and post-testing, researchers further evaluate student worksheets and calculate them using SPSS 26.0 to determine whether an animated video was more effective than a direct methodology in teaching writing, particularly in descriptive text.

After calculating the pretest score for the experimental class, researchers found that maximum score was 88, the minimum score was 32, and the average pretest score was 59. The researchers then performed all treatments and post-tests. Researchers have found that the experimental class has a maximum score of 100, a minimum score of 72, and an average rear score of 88. The results of the control class pretest revealed that the researcher had a maximum score of 88, a minimum score of 32, and an average pretest score of 59. The researchers then performed all treatments and post-tests. Researchers have found that the highest score is 100, the lowest score is 72, and the average post-test score is 88.

Table 2 Hypothesis Test

		Independent Samples Test								
		t-test for Equality of Means							95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Post Test Score	Equal variances assumed	1.703	0.197	8.901	62	0.000	23.000	2.584	17.835	28.165
	Equal variances not assumed			8.901	58.319	0.000	23.000	2.584	17.828	28.172

The results of the t-test using the independent t-test in SPSS 26.0 show that the t-count analysis of 8,901 > 2,000 knows the t-count > t-table. The significant analysis value is 0.197, the sig (both sides) is 0.000, but the significance is less than 0.05. Based on the T-count criteria test results and its importance, we can conclude that Ho was

rejected and H1 was accepted. This means that students taught in animated videos and those taught by the direct method have considerable mastery of English writing skills. Based on the average student score, we find that the average student score (65) taught using animated videos is higher than the average student score (88) taught using the direct method. This means that the Animated Video is more effective than the Direct Method in teaching descriptive text writing to seventh-grade students of SMPN 2 Bojonegoro in the academic year of 2021/2022.

CONCLUSION

This study aimed to determine whether animated videos effectively teach descriptive writing to seventh grade students of SMPN 2 Bojonegoro. To achieve the research objectives, the researchers conducted an experimental study. The learning process using the direct method applied in the seventh grade of SMPN 2 Bojonegoro makes students feel bored and uninterested in learning English. Teachers use only textbooks to support the teaching process, which is insufficient to increase students' attention.

In this study, the researcher performed three steps: 1) Pre-test, which is done so that researchers know the students' ability to write description text before being given treatment. 2) Treatment: At this stage, the experimental class is given treatment through animated videos on YouTube. Meanwhile, the control class is only given explanations and examples through power points that researchers have prepared. 3) Post-Test, this test was conducted after both classes received treatment. This test aims to determine the results of student writing after getting treatment. This test was also used to determine whether the animation video was effective in improving students' writing skills.

After conducting the research, the researcher found the results. After analyzing the data, the researcher got the results of the analysis. The results show that the t-count is 8,901, and the t-table is 2.000 with a significance level of 0.05. It can be seen that the t-count is higher than the t-table. The results mean that there is a significant difference in the writing process between students taught with animated video and students taught with a direct method.

Another result of the data analysis is the difference in the average post-test score between the experimental and control classes. The experimental class's average score was 88, while the control class's average score was 82. It can be concluded that the experimental class's average score is higher than the control class's average score. According to the findings, teaching writing descriptive text with animated videos is more effective. This proves that using animated videos to teach description text writing is more effective.

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FINAL GRADE

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