The Effect of Animation Movies towards Writing Skill in Online Class

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ABSTRACT
This research aims to find out whether there is an effect on using Animation Movies as media towards the students' writing skill in online class, in academic year 2019/2020. This research is a quasi-experimental research. It involved 48 students of two class, class 8A as the control class and class 8C as the experimental class. Each class consisted of 24 students. The experimental class was taught by using Animation Movies as media and control class was taught without using Animation Movies. The data were analyzed by using T-test formula. Based on the collecting data, it was obtained that t_{count} is 6,29 and t_{table} is 1,68 where α is 0,05. It showed that t_{count} higher than t_{table} (6,29 higher than 1,68), so that H_0 is rejected and H_a is accepted. It means there is a significant difference in the students' writing skill between the students who were taught by using Animation Movies and those who were taught using teacher method. Based on the result findings, it can be concluded that the use of Animation Movies in teaching writing skill in online class is effective.
Keywords: **Animation Movies, Writing Skill, Telegram**

INTRODUCTION

English subject in junior high schools is subject that must be studied, both in the previous curriculum and the current curriculum. English has four skills namely speaking listening, reading and writing. According to Harmer (1998) in (Marleni, 2019)writing is difficult for some students.According Macdonald and Macdonald (1996) in (Asilestari, 2018) see writing as the main part of education, writing is a vital part of education, because writing is basic of thinking and education is all about thinking. Teacher needs to be creative in teaching process. Marleni, Hardi and Sari (2020)

The Minister of Education and Culture Regulation No. 3 of 2020 concerning prevention of corana virus or covid 19 which contains the implementation of home learning and teacher must carry out online class using attractive media and use social media as a means to send online Media can be seen as a medium, broadly conceived, any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. Media also tool for teaching and learning in online class.

Based on the results of interviews with English teacher at MTS Muallimin Muhammadiyah Bangkinang about implementing home learning using online class, the teacher said the problem is students difficult to create a coherent sentence in writing skil because the teacher only used books as a media of online class learning and the media does not help students to create a coherent sentence in writing skill. The students also lack grammar, and they are lack use of punctuation seen based on students writing assignments about fable given by the research as pre-test.

According to Blattner and Lomicka (2015) in (Nuzulul, 2018) telegram is one of social media that is used by society to connect with the other friends. On telegram, people from all ages can create their own profiles, chat with each and share their favorite photos and videos. New communicative applications such as telegram should not be used just for the sake of wasting time and chatting, but can be used right for learning media and teacher can be make a group for learning by sending an animation movies or videos to a group that has been created by the teacher. Asilestari (2018).

According to Then Arsyad (2006) in (Wahyuni, 2017) says animation movies can transfer ideas. It means by watching animation movie, the students can interpret the story directly. Using animation movies can help students' create a coherent sentence by sentence. Based on the background of the problems and theories above the research formulates research question as following: " can using animation movies as media online class give the effect students' writing skill?"

METHOD

This research method is quasi experimental research. This research can also be called after the fact research. In the opinion of Cook & Campbell (1979) in (Con, 1997) quasi experiment is an experiment that has treatment, impact measurement, experimental units but doesnot use random assignments to create a comparison in order to infer changes caused by treatment. In this experimental study the design chosen was the control group pretest and posttest. In this study two groups are needed namely the experimental group and the control group with the simplest form of design.

In this reseacrh, the population was all eight grade students of Mts Muallimin Muhammadiyah Bangkinang.It consisted of 8 classes and 192 students. Each class consists of less than 24 students, ranging from 8A up 8H.This research used clustering sampling to determine the sampling. Cluster sampling is a sampling technique where researchers form several clusters from the results of the selection of some individuals

who are part of a population. With clustering sampling, the researcher divided the population into separate group, called clusters. While determining the experiment and control classes, the researcher used a lottery for all classes of the population.

The research instrument was a written test. The purpose of the test is for gaining the data. The procedures of the research in collecting the data were selecting the material for the pre-test, treatment, post-test, and analyzing the data. The researcher will analyzed the data by using statistical and by using T test to know whether the result of the research. In this research, the researcher used a quantitative data analysis technique to know the students achievement before and after being taught by video recording and the data was analyzed by using statistical method.

**FINDINGS AND DISCUSSION**

1. The Data Analysis

a. The Categorization of Experimental Group's Pre-Test scores

After categorization of the Writing scores of the experimental group from the formula, the frequency and percentage were received, for "poor" category we can see that there was 9 or 37.5 %, for a "fair" was 15 or 62,5% for "good", "very good" and "excellent" category was 0 or 0%. It can be seen for the student writing skill in the pretest scores from the experimental group, the scores mostly on the fair level.
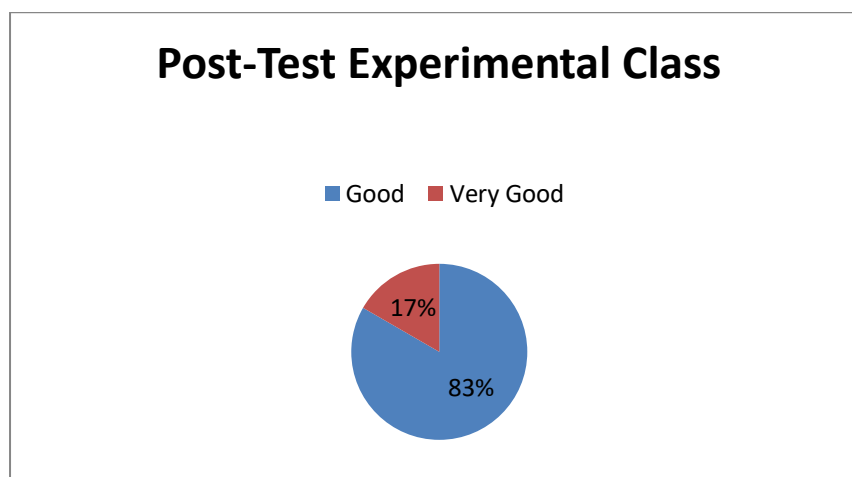
Table 1.

Pre-Test Categorization Result

	Frequency	**Percent**
Poor	9	37,5
Fair	15	62,5
Total	24	100,0
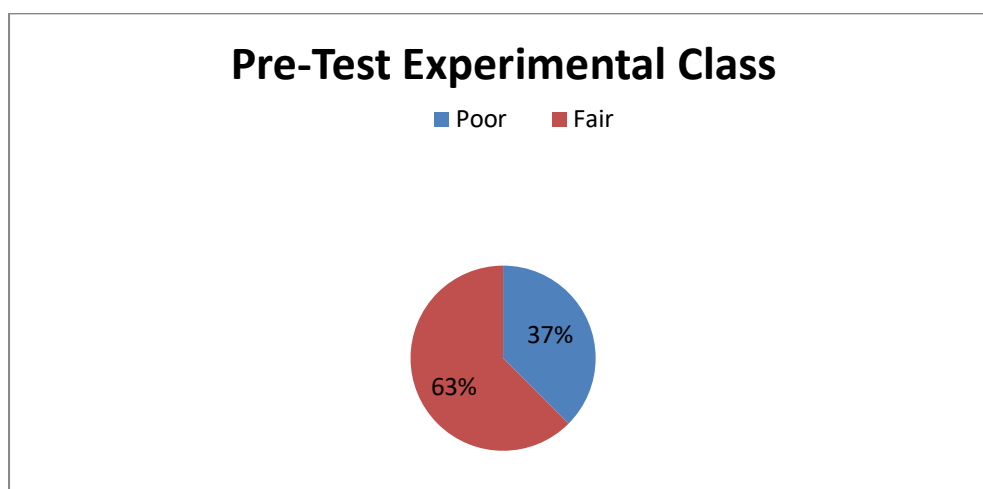
Figure 1.

The Categorization of Experimental Group's Pre-Test Scores

b. The Categorization of Experimental Group's Post-Test scores

The data of the student scores from experimental group gained after using the formula, the result showed that the total students who got "good" category, resulting 20. Then 4 for "very good" category and for a "poor", "fair" and "excellent" was 0. In the form percentage, the results showed that "good" category reached 83% as the highest percentage and "very good" category was 17% and for a "poor", "fair" and "excellent" category was 0% as the lowest percentage.

Figure 2

The Categorization of Experimental Group's Post-Test Scores

c. The Categorization of Control Group's Pre-Test scores

The frequencies were found after applying the formula in categorizing the student scores and the result showed that the frequency of the "poor" category was 4, for the frequency of the "fair" category was 18, for the "good" category was 4 and for a "very good" and "excellent" category was 0. Meanwhile, in terms of percentage the "poor" category reached 17%, for the "fair" 75% and for "good" 8% and for a "very good" and "excellent" category was 0%. It can be seen on the table below.

Table 2

Pre-Test Categorization Result

	Frequency	Percent
Poor	4	17
Fair	18	75
Good	2	8
Total	24	100,0

d. The Categorization of Control Group's Post-Test scores

The result of post-test scores control group showed that the frequency and percentage of "poor" category was 5 or 20%, for the "fair" category was 16 or 67%, for the "good" category was 3 or 13%, "very good" and "excellent" category was 0 or 0%.

Table 3

Post-Test Categorization Result

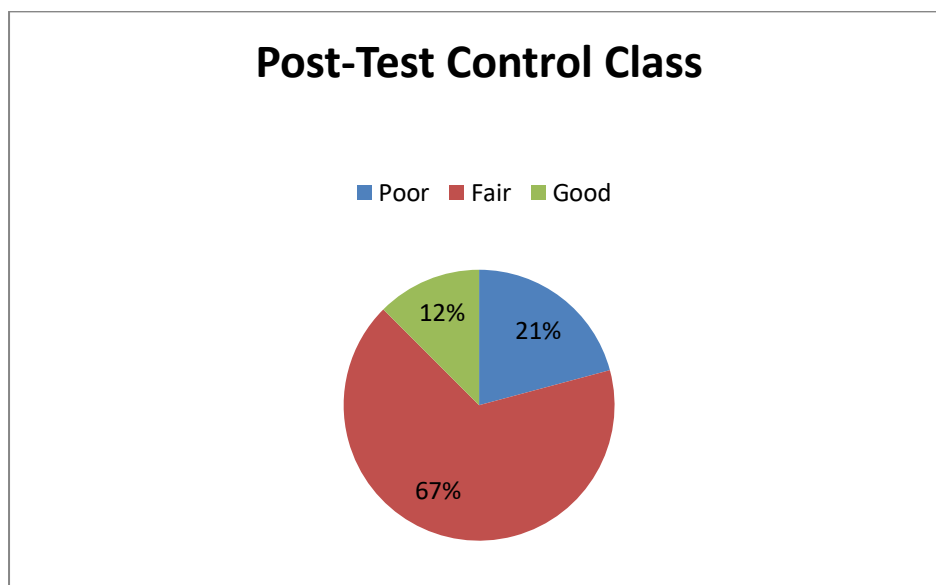|	Frequency	Percent
Poor	5	20
Fair	16	67
Good	3	13
Total	24	100,0

Figure 3

The Categorization of Experimental Group's Post-Test Scores

Based on the figure 4.16 above, it shows that there was a better score in the experimental class than the control class. It can be seen from the average of 11. It can be concluded that there was the positive effect in using Animation Movies as media in Online Writing Class at second grade of MtsMualliminMuhammadiyahBangkinang than control class. The experimental class is higher than control class.

2. Validity and Reliability of the Test

a. Validity

The calculation of the item analysis on the experiment did manually by using Product Moment Formula. Based on interpretation of the validity item, the summary of the results, the calculation of validity the pre-test and post-test experiment class and control class that has been tested can be seen on the following table:

Table 4

Trial Result of Validity Pre-Test Experiment Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,45	Valid
Organization = x2	0,56	Valid
Vocabulary = x3	0,41	Valid
Grammar = x4	0,76	Valid
Mechanical = x5	0,87	Valid

Based on the table 4.5 above, for content the score is 0,45 it is included in valid criteria. For organization the score is 0,56 it is included in valid criteria. For vocabulary the score is 0,41it is included valid. For grammar the score is 0,76 it is included valid and for mechanical the score 0,87 it is also valid.

Table 5

Trial Result of Validity Post-Test Experiment Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,72	Valid
Organization = x2	0,43	Valid
Vocabulary = x3	0,49	Valid
Grammar = x4	0,43	Valid
Mechanical = x5	0,41	Valid

Bas

Based on the table 4.6 above, for content the score is 0,72 it is include in valid criteria. For organization the score is 0,43 it is included in valid criteria. For vocabulary the score is 0,49it is included valid. For grammar the score is 0,43 it is included valid and for mechanical the score 0,41 it is also valid.

Table 6

Trial Result of Validity Pre-Test Control Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,78	Valid
Organization = x2	0,58	Valid
Vocabulary = x3	0,71	Valid
Grammar = x4	0,62	Valid
Mechanical = x5	0,49	Valid

Based on the table 4.7 above, for content the score is 0,78 it is included in valid criteria. For organization the score is 0,58 it is included in valid criteria. For vocabulary the score is 0,71 it is included valid. For grammar the score is 0,62 it is include valid and for mechanical the score 0,49 it is also valid.

Table 7

Trial Result of Validity Post-Test Control Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,79	Valid
Organization = x2	0,49	Valid
Vocabulary = x3	0,69	Valid
Grammar = x4	0,70	Valid
Mechanical = x5	0,48	Valid

Based on the table 4.8 above, for content the score is 0,79 it is included in valid criteria. For organization the score is 0,49 it is included in valid criteria. For vocabulary the score is 0,69it is included valid. For grammar the score is 0,70 it is included valid and for mechanical the score 0,48 it is also valid.

b. Reliability

To calculate the reliability of the pre-test and post-test experiment and control class, the researcher used by Alpha Cronbach Formula. The summary of calculation level showed the result instrument reliability, it can be seen based on the table below:

Table 8

The Result of Reliability

No	Question	r_{11}	Interpretation
1.	Pre-Test Experimental Class	0,55	Enough
2.	Post-Test Experimental Class	0,41	Enough
3.	Pre-Test Control Class	0,41	Enough
4.	Post-Test Control Class	0,42	Enough

Based on the table 4.9 above, for pre-test experiment r_{11} is 0,55 it is included enough interpretation. For post-test experiment r_{11} is 0,41 it is included enough interpretation. For pre-test control r_{11} is 0,41 it is included enough interpretation and for post-test r_{11} is 0,42 it is included enough interpretation. It's mean the result of reliability is reliable.

3. Inferential Analysis

Technique of data analysis that conducted in this research is t-test. This test is performed to determine there is a significant difference or not between the two classes before and after have gave the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by used normality test, homogeneity test, and t-test.

a. Test Result Normality of Pre-test and Post-test in Experiment Class and Control Class

The data that would be analyzed in this normality test was Pre-test and Post-test value data in the experimental class and control class. The aims of Normality test was to determine whether the data of each class is normally

distributed or not. In this research, the researcher use Chi kuadrat, where $H_{0=}$ normal distribution and $H_{a=}$ not normal distribution.

If x^2count$< x^2$table, therefore H_0 is accepted and $H_a$is rejected. So, the data is normal distribution.

If x^2count $>x^2$table, therefore H_a is accepted and $H_0$is rejected. So, the data is not normal distribution.

One of the assumptions that must be met before testing the homogeneity of the experimental class variance and control class should be normally distributed. The result of normality test was summarized in the following table:

Table 9

Test Result Normality of Pre-test and Post-test In Experiment Class and Control Class

Class	$x^2{}_{count}$	$x^2{}_{table}$	Summarized
Pre-test Experiment	-10,89		Normal Distribution
Post-test Experiment	10,88		Normal Distribution
Pre-test Control	-9,35	11,07	Normal Distribution
Post-test Control	-9,28		Normal Distribution

The conclusion for experimental class and control class $x^2\ count <$ $x^2\ table$. So that,H_0 is accepted and $H_a$is rejected. It is means that the experimental data of the experimental class and control class is normally distributed.

b. Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class and Control Class

Homogeneity Test of Variance has done to know whether the experimental class and control class have the same variance. In determining whether the experiment class data and control had homogeneous by comparing $F_{count}$and F_{table} , where the value of F_{count} homogeneous by comparingF_{count} and F_{table}. , where the value of F_{count} obtained by

comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 10

Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class

Class	Variance	n	F_{count}	F_{table}	Explanation	Summarized
Pre-Test	36,84	24	1,58	2,05	$F_{hitung} < F_{tabel}$	Homogen
Post-Test	23,22	24				

Based on table above and processed data of researchers, then the conclusion was $F_{count} < F_{table}$. So H_0 is accepted and H_a is rejected, it is means that, the experimental class data and control class data was homogeneous.

Table 11

Homogeneity Test of Variance of Pre-Test and Post-Test in Control Class

Class	Variance	n	F_{count}	F_{table}	Explanation	Summarized
Pre-Test	37,25	24	1	2,05	$F_{hitung} < F_{tabel}$	Homogen
Post-Test	37,10	24				

Based on table above and processed data of researchers, then the conclusion was $F_{count} < F_{table}$. So H_0 is accepted and H_a is rejected, it is means that, the experimental class data and control class data was homogeneous.

c. **The Average of Post-Test Value in the Experiment Class and Control Class**

Based on data calculations in the experimental class and control class, it found that the two classes were distributed normally, and has homogeneous variance, and then the average test used the t-test. The results of average test calculation (t-test) are summarized in the following table:

Table 12

The Average of Post-Test Value in the Experiment Class and Control Class

Class	N	Average	t_{count}	t_{table}	Summarized
Experiment	24	72	6,92	1,68	$t_{hitung} > t_{tabel}$
Control	24	61			

Based on table 4.13 above from the data researcher, it isobtained t_{count} =6,92. Degrees of freedom in the *t*distribution list was $n_1 + n_2 - 2 = 46$ with degree of freedom 46, so that, obtained t_{table} = 1,68. Then, $t_{count} > t_{table}$. So, we can conclude that H_0 is accepted and H_a is rejected. It is means that, there are significant differences between outcomes of experimental class and control class after giving the different treatment.

The average learning outcomes experiment class higher than control class, it can be concluded that there are significant differences between outcomes of experimental class and control class. Therefore, it was found that there was a significant effect of using Animation Moviesas Media Towards Students' Writing Skill in Online Class by Using Telegram.
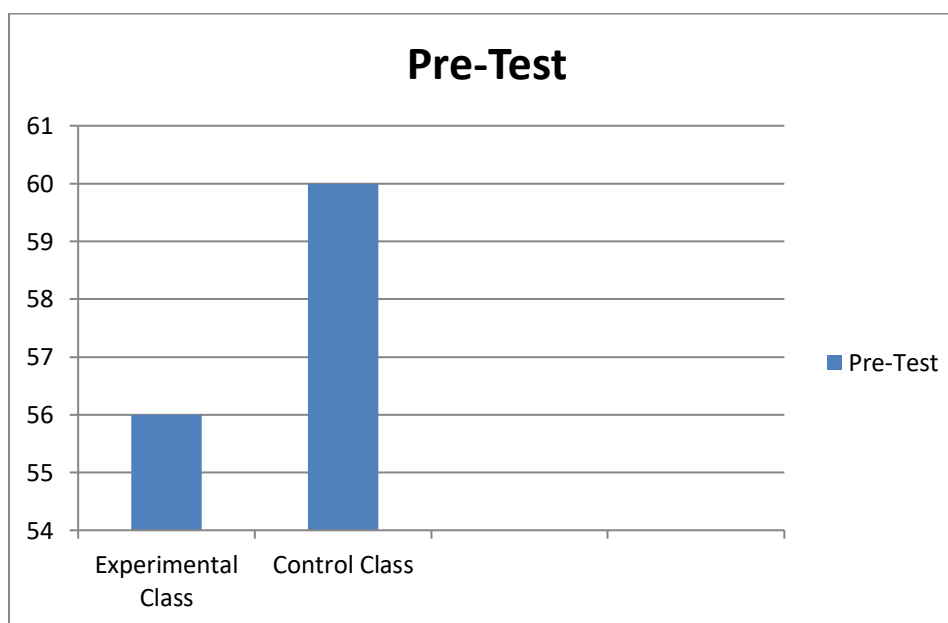

Figure 4.

The Comparison of Average Value the Students Score Pre-Test in Experimental Class and Control Class

Based on the data of post-test obtained, after getting the treatment

conducted, there is a difference between the learning outcomes of experimental class in learning English by usedAnimation Movies as Media in Online Class with the students result in control class by used teacher method in learning English. The average outcomes of experimental class is 72 and control class is 61 it can be seen from the graphic below:
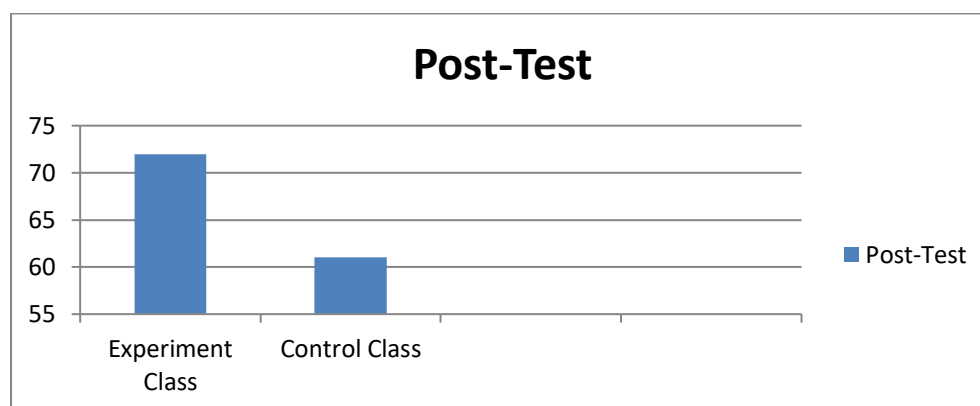

Figure 5.

The Comparison of Average Value the Students Score Post-Test in Experimental Class and Control Class

Inferential analysis got from t_{count} = 6,92 and t_{table} =1,68 where α= 0,05. Based on test one side, it is clear that $t_{count} > t_{table}$, so that H_0 is rejected and H_a is accepted. It is means that there is a difference between the average learning outcomes of the experimental class and the average learning outcomes of the control class. It can be concluded that there are significant differences between outcomes of experimental class by using Animation Movies in Online Class and control class by using teacher method or there is no treatment in control class.

The analysis of supporting data, hypothesis acceptable which states that there is a positive effect by using Animation Movies as media in Online Class especially in English Writing skill at second grade of Mts Muallimin Muhammadiyah Bangkinang.

Discussion

The aim of this study is to investigate the effect of Video Animation Movies on students' writing skill in online class. It is showed the result using

Animation Movies to teach writing skill showed that the student interested and understand the material being taught. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. It is show the result of calculation of t-test obtained $t_{count} = 6,29$ and $t_{table} = 1,68$. It showed that $t_{count} > t_{table}$ (6,29 > 1,68), so that H_0 is rejected and H_a is accepted. It means there was a significant different between the students' writing skill who were taught by using Animation Movies and the students' writing skill who were taught by using power point. It can be concluded that there was positive effect in teaching writing skill by using Animation Movies as a media in online class.

It is line with (Fitriana, 2011), the successful of animation movies in teaching the students writing skill was influenced by some factors because the animation movies can help the students writing skill. She also said in this organization aspect, can help the students could state the ideas more clearly, organized the idea better than previous, use logical sequencing and produced text well in cohesive and coherence. The animation movie could guide them to write the story in a good organization because it presented the systematically story line from the beginning to the ending. Grammar aspect, can help the students could produce the sentence with the better construction and minimize their mistake in English grammar when watching animation movies. Mechanics aspect, can help the students were able to demonstrate the convention and minimize the errors and mistake of spelling, punctuation, and capitalization. They took care in applying the punctuation, capitalization, and also the spelling of words .

The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: what is significant effect on the students' writing skill after implementing Animation Movies? It can be clarified according to data gained from the pre-test and post-test. It was supported by the fact that the students' writing score before and after the implementation of Animation Movies was different. Where the average of the students writing score before implementing Animation Movies

was 56 and after implementing it was 72, the total of student number were 24 students. By using Animation Movies give the effect on student writing skill. It is line with (Wahyuni, 2017), the using animation movie as media can simplify the writing process.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 72 which were higher than the result of control class was 61. Teaching writing skill by using Animation Movies as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used Telegram as media online that the students always use to chatting and learning during the condition of corana virus or covid 19. So, it new for the students in learning process that never been used by the teachers at Mts Muallimin Muhammadiyah Bangkinang.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that Animation Movies gave the positive effect towards students' writing skill in online class. After implementing at the 8C grade of Mts Muallimin Muhammadiyah Bangkinang. The students writing skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who got good score in the class with using Animation Movies than the students in control class. As the result, the $t_{count} = 6{,}29$ and $t_{table} = 1{,}68$ the researcher concluded that Animation Movies is one of the effective media in teaching writing in students writing skill.

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