

**THE EFFECT OF USING ANIMATION VIDEO ON STUDENTS'
WRITING SKILLS IN FIRST GRADE OF SMAN 4 KEDIRI**

SKRIPSI

Presented in Partial Fulfilment of the Requirement to Obtain
The Education Bachelor Degrees of English Education Department
University of Nusantara PGRI Kediri



By :

ELLENTIAN MAZMURRINI

NPM: 19.1.01.08.0021

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY**

NUSANTARA PGRI KEDIRI UNIVERSITY

2023

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 8, 2023

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Approved and Accepted by all its qualification

By the Examination Committee of University of Nusantara PGRI Kediri

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And Declared to Have Fulfilled the Requirements

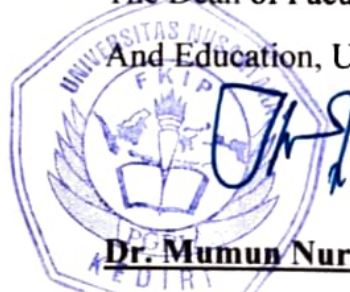
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1. The “Skripsi” is never collected to any institute of higher education for any academic degree.
2. The “Skripsi” is independent of my work and not the result of plagiarism of the work of others.

Kediri, August 8, 2023



Ellentian Mazmurrini

NPM: 19.1.01.08.0021

MOTTO AND DEDICATION

MOTTO:

“Be strong and a good courage, fear not, nor be afraid of them: for the LORD thy God, HE *it is* that doth go with thee; HE will not fail thee, nor forsake thee.”

—Bible, Deuteronomy 31:6

“Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge HIM, and HE shall direct thy paths.”

—Bible, Proverbs 3:5-6

DEDICATION:

This *skripsi* is dedicated to:

1. My parents, are the reason I can be where and who I am today.
2. My friends, for the never-ending support they have given me.

ABSTRACT

Ellentian Mazmurrini The Effect of Using Animation Video on Students' Writing Skills in First Grade of SMAN 4 Kediri, Skripsi, English Education Department, FKIP UN PGRI Kediri, 2023.

Keywords: Animation video, writing skill, narrative text

This research was conducted to improve students' writing skills using the Video Animation Technique in the first grade of SMAN 4 Kediri in the 2022/2023 academic year. The subjects of this study amounted to 34 students.

This study aims to answer the problem of whether animated videos improve students' writing skills in understanding text structures, determining ideas in story texts, organizing content in stories, and using vocabulary and grammar in narrative texts in the first grade of SMAN 4 Kediri. The researcher uses classroom experimental research. The tools used to collect data are observation and tests. In cycle one without using video animation, while in cycle two to cycle three the authors use video animation as a medium to improve students' writing skills in understanding text structure, determining ideas in the story text, organizing content in stories and using vocabulary and grammar. The author uses animated videos with activities showing animated video stories and providing unfamiliar words to improve students' ability to understand written narrative text. The author uses animated videos with predictive, confirmation, class discussion, and test activities to improve students' abilities in writing narrative texts. The author uses animated videos with activities to review each character and find real and detailed information to improve students' abilities in making narrative texts. In the first cycle, the average student score was 48.23. In the second cycle, the researcher conducted two treatments for students using animated videos. In the third cycle, the average student score was 81.61.

In conclusion of this research, the Video Animation Technique can improve students' writing skills.

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Praise to the Lord of the universe, upon the blessings He gives to the writer, so this Skripsi, entitled “The Effect of Using Animation Video on Students; Writing Skills in First Grade of SMAN 4 Kediri” which is written as partial fulfilment of the requirements to obtain the Sarjana Degree of Education in English Department of University of Nusantara PGRI Kediri, can be finished regardless of how many obstacles and struggles.

The writer realizes that this Skripsi cannot be finished without help from others. Therefore, the writer would like to deeply express her gratitude and appreciation to:

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8. My dear, Anton Biagi Sandra for always accompanying me and providing sincere support and helping me to finish my *skripsi*.
9. My beloved friends have been nothing but supportive.

Finally, the writer is completely aware that this *skripsi* is far from perfect. Therefore, criticisms and suggestions are very welcome to improve. Lastly, the writer hopes that this *skripsi* would be useful for the readers.

Kediri, August 8, 2023

Ellentian Mazmurrini

NPM. 19.1.01.08.0021

TABLE OF CONTENT

COVER PAGE	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Identification of the Research	3
C. Limitation of the Research	4
D. Formulation of the Problem	5
E. Purpose of the Research	5
F. Significance of the Research.....	6
G. Definition of Key term	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Theoretical Review	8
B. Review of the Previous Study	17

C. Theoretical Framework	18
D. Research Hypothesis	19
CHAPTER III RESEARCH METHOD	20
A. Identification of Research Variables	20
B. Technique and Research Approach.....	21
C. Place and Time of the Research	21
D. Population and Sample	22
E. Research Instrument.....	24
F. Technique of Collecting the Data.....	26
G. Technique of Data Analysis	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	29
A. Description of Variable Data.....	29
1. Description of Independent Variable (Animation Video).....	29
2. Description of Dependent Variable (Student’s Writing Skills).....	29
B. Data Analysis	29
1. Procedure of Data Analysis	29
2. The Result of Data Analysis.....	30
3. Interpretation of the Result of the Data Analysis from the Test.....	32
C. Hypothesis of Testing.....	33
D. Discussion.....	34

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	38
A. Conclusion	38
B. Implication	38
C. Suggestion	40
BIBLIOGRAPHY	42
APPENDICES	45

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significance of the research, and definition of key terms.

A. Background of the Research

Writing a text is one that should be mastered by students in first grade in senior high school. According to Nunan (2003), Writing is both a physical and a mental act at the most basic level. On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraphs that were clear to a reader. Writing is also a kind of communication in which feelings can be expressed through writing. Writing made the students express themselves, make arguments regarding information, and communicate in written form. The written form indicates that someone could provide something for a student's assignment, such as writing a letter, text, tale, dialogue, and so forth. Creative thinking is very important in writing skills to get an idea when writing a story. Writing a text is a writing process and is very significant.

According to Nugent (2005), many teachers use video to introduce a topic, present content, provide corrections, and improve. Video segments can be used throughout the instructional environment in classrooms, small groups, and individual students. Video extent in minutes provides maximum flexibility for teachers and enhances learning specifically related to student needs. Based

on previous research, the use of animation video in narrative text teaching as a medium has improved students' reading comprehension across grades. This medium not only improves students' reading comprehension ability of narrative texts but also motivates students to understand narrative texts in different ways. Before using this medium, students did not have a good understanding of narrative text. However, using this medium has helped the students to understand the features of the language, find factual or detailed information and also to draw moral value from the narrative text.

The researcher previously found several problems that existed when writing, namely a lack of creativity in writing, a lack of understanding of how to write stories, inadequate vocabulary, wrong grammar and so on. Some of these problems were also found by researchers at schools that wanted to be used as research sites, including that some students did not know how to write, most students did not have ideas or creativity to write, there were many errors in the grammar used and a lack of insight into the vocabulary. The researcher searched for a solution to this problem by using animation video.

This research used the technique of animation video, which is one of the visual medias in technologies that are very helpful in education. The use of appropriate media is important in the reconditioning process of education, as it can help students become more interested in the teaching and learning process. The teacher is also required to use media more creatively to provide a meaningful explanation of the English lesson. One way to make the students more interested in learning English is by using appropriate media. The materials

can be easily understood by the students if they are taught in English. According to Levie and Lentz (2013), simulation of visual media positively gives students results of teaching and learning more effectively and efficiently as well as possible, such as remembering and knowing the topic. Visual media play an important role to simplify and improve understanding of remembering.

According to Morse (2016), among all of the language skills, writing is the one skill realized in the written form necessary for the academic field. So, students should learn how to write a story to increase their writing skills. A creative and imaginative teacher was help students express their ideas in writing more effortlessly. Students can easily understand concepts when visual media are used. This study aimed to understand how animation videos were used in first-grade teaching methods at SMAN 4 Kediri and the student's responses.

B. Identification of the Research

Hyland (2002), stated that the goal of writing instruction can never be just training in explicitness and accuracy because written texts are always a response to a particular communicative setting. In other words, writers always depend on their knowledge of their readers and similar works to decide what to say and how to say it, mindful that different forms express different relationships and meanings. Based on the observation the researcher found some problems with the students writing skills in 1st grade of SMAN 4 Kediri is not good enough. First, the students were lack on the structure used for arranging the words. It resulted from their vocabulary very are limited, some of them did not know what words should use. Second, they weren't getting the idea to write. Their

creative thinking is less, so they are difficult to write a story. Third, the student's understanding of the organization, grammar and mechanics, sentence structure, and writing process is not enough. From several problems above, the researcher found a way to improve students' writing skills using the animation video technique. In this case, the researcher is interested in conducting a research entitled the effect of using animation video to increase students' writing skills in the first grade of SMAN 4 Kediri.

C. Limitation of the Research

This study is to measure the effectiveness of visual media which is animation video, in students' writing skills. The writer has limited the research method of using animated videos as a means to present the content of the narrative text. Denning (1997) claims that video can provide visual access to status or skills that the student may experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics, or clay motion. Video can be used as a model of positive behaviour and to motivate students. They are especially useful for introducing a topic or reviewing the material. The narrative text refers to the student's writing skills in understanding text structures, determining ideas in story texts, organizing content in stories, and using vocabulary and grammar in narrative texts.

Moreover, to limit the scope of the discussion, the researcher only focused on the experiment "The Effect of Using Animation Video in Students' Writing Skills in the First Grade of SMAN 4 Kediri academic year 2022/2023".

D. Formulation of the Problem

According to the limitation of the problems identified, the analyst lists the problems that need to be researched as follows:

1. How is the students' writing skill before being taught using the Animation Video technique on the students writing skill at the first grade of SMA Negeri 4 Kediri?
2. How is the students' writing skill after being taught using the Animation Video technique on the students writing skill at the first grade of SMA Negeri 4 Kediri?
3. Is there any significant effect of using the Animation Video technique on the student's writing skills in first grade of SMA Negeri 4 Kediri or not?

E. Purpose of the Research

Based on the research problem above, the purposes of the problem are:

1. To know students' writing skills before being taught using the animation video technique on the students' writing skills at the first grade of SMA Negeri 4 Kediri.
2. To know students' writing skills after being taught using the animation video technique on the student's writing skills at the first grade of SMA Negeri 4 Kediri.
3. To find out if there is any significant effect of using the animation video technique on the student's writing skills in the first grade of SMA Negeri 4 Kediri.

F. Significance of the Research

The researcher expects that this study can be useful for:

a. English Teacher

The research can enlarge the teachers' knowledge about writing by using visual media, so the teacher can improve the student's writing skills and ability to study English.

b. Students

The research motivates the students to develop their writing skills by using visual media for learning, as a result, their skill in writing is better.

c. Readers

It can enlarge their knowledge or reference another researcher who wants to research a similar topic of teaching writing using visual media.

G. Definition of Key term

a. Definition of Writing

According to Muliani (2019), Writing is a highly complex process that requires the ability to create ideas and display the ideas in a well-structured piece of writing. Writing is a complex skill that requires some kind of technique, such as expressing the learners' ideas in writing with proper grammar, vocabulary, and punctuation. So, in this research writing is one of the important skills in learning English that have to be increased by students.

b. Definition of Animation Video

Animation is a display that is composed by combining text, graphics, and sound in movement activities (Munir, 2018). The provided animation can help visualize the ideas that had been communicated through the media. This research used animation video as a technique in learning English that may improve students' interest, motivation, and knowledge of the subject matter by providing a clear description of it.

c. Definition of Narrative Text

According to Purba (2018), A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. Narrative text in this research was used to improve students' creative thinking to make stories based on their imagination.

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