

The Effect of Using Animation Movie on Students' Writing Skill of Narrative Text at Tenth Grade Students of SMA Negeri 3 Pematangsiantar

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Abstract

This research was conducted based on the problems found in English learning, especially in writing skills. This research used a quantitative method with a quasi-experimental design. The population of this research was the tenth grade students of SMA Negeri 3 Pematangsiantar, consisting of 76 students. The sample of this research consisted of two classes: class X-3 as the experimental class and class X-4 as the control class, with 25 students in each class. The instrument used in collecting the data was a writing test in the form of pre-test and post-test. The data were analyzed by using SPSS version 24.0 through paired sample t-test and independent sample t-test. The result of the research showed that the students in the experimental class had better improvement than the students in the control class. The mean score of the experimental class increased from 62.44 in the pre-test to 79.28 in the post-test, while the control class increased from 65.96 to 72.68. The result of the independent sample t-test showed that the significance value (Sig. 2-tailed) was lower than 0.05, which indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In addition, the effect size was categorized as a large effect. Therefore, it can be concluded that the use of animation movies gave a significant effect on students' writing skill of narrative text at the tenth grade students of SMA Negeri 3 Pematangsiantar.

Keywords: Animation Movies, Writing Skill, Narrative Text, Quasi-Experimental Design.

INTRODUCTION

Language is a fundamental tool of human communication, used to express thoughts,

ideas, and feelings in both spoken and written forms. Proficiency in language provides significant benefits, particularly for students, as it enables them to develop knowledge, interact effectively in society, and contribute meaningfully to academic and social contexts. As a global means of communication, language plays an essential role in the exchange of information across communities worldwide. In Indonesia, Bahasa Indonesia functions as the national language; however, English holds an important position within the educational system. Despite being categorized as a foreign language, English is widely taught from elementary to tertiary levels due to its global significance. The increasing importance of English internationally highlights the necessity for students to master it, as it is commonly used as a second language in many countries. Therefore, English proficiency is essential for Indonesian students in preparing themselves for global communication demands.

In the Indonesian educational curriculum, English is taught to develop students' communicative competence, which includes listening, speaking, reading, and writing skills. Among these skills, writing is considered one of the most essential yet challenging competencies. The 2013 Curriculum emphasizes the balanced development of all language skills, with writing being an important component in enabling students to express ideas effectively in written form. However, writing is often allocated limited instructional time, which may affect students' opportunities to develop this skill optimally. Writing is not merely the act of putting words on paper, but also involves organizing ideas, selecting appropriate vocabulary, and applying correct grammatical structures. According to Reza Intan Pandini et al. (2022), writing requires a comprehensive understanding of text organization and language use. Therefore, writing instruction should be delivered through structured and innovative approaches to help students communicate their ideas clearly and effectively. In this regard, teachers play an important role in applying suitable teaching strategies to enhance students' writing performance.

Despite its importance, writing remains a difficult skill for many English learners, particularly as a foreign language. Students often struggle to generate ideas, select appropriate vocabulary, and construct grammatically correct sentences. Pandini et al. (2022) emphasize that integrating ideas, vocabulary, and grammar into coherent text is a major challenge for learners. Similarly, Sefrizel Rahayu (2023) states that writing can be a stressful activity for students, especially when they lack confidence and linguistic resources. These challenges indicate the need for more engaging and supportive instructional approaches. Narrative text is one of the genres taught in English writing classes in senior high schools. It is a type of text that tells a story, often imaginative in nature, with the purpose of entertaining readers. As stated by Sefrizel Rahayu (2023), narrative texts are creative forms of writing that allow students to develop their

imagination while practicing language skills. Therefore, teaching narrative writing is important for helping students improve both their creativity and writing competence.

To address students' difficulties in writing, the use of visual media such as animation movies has been suggested as an effective instructional strategy. According to Sefrizel Rahayu (2023), visual media can significantly enhance students' ability to develop ideas and express them in written form. In addition, Putra et al. (2021) state that visual media, including animation, is effective in English language teaching as it increases students' engagement and supports comprehension. Animation movies can stimulate students' imagination, motivate learning, and provide meaningful contexts for narrative writing activities.

Based on observations conducted at SMA Negeri 3 Pematangsiantar, it was found that many students showed low motivation in learning English, particularly in writing activities. Students often appeared bored during writing lessons and tended to copy their peers' work due to limited ideas, vocabulary, grammar knowledge, and lack of confidence. Furthermore, the students' writing test results indicated that only 8 out of 30 students (26%) achieved the Minimum Mastery Criterion (KKM) of 75, while the remaining 22 students (74%) scored below the standard. The common errors were found in grammar, vocabulary selection, and idea organization. These findings suggest that students' writing ability, especially in narrative texts, is still low and requires improvement.

Therefore, this study proposes the use of animation movies as a teaching medium to improve students' writing skills in narrative texts. Animation movies are expected to provide meaningful input, stimulate students' ideas, and increase motivation in writing activities. Since this media has not been widely used by English teachers in the observed school, its implementation is expected to offer an innovative alternative in teaching writing. Accordingly, this study aims to investigate the effect of using animation movies on students' writing skills in narrative texts at the tenth grade of SMA Negeri 3 Pematangsiantar.

RESEARCH METHODS

This research employs a quasi-experimental design. According to Creswell (2012), a quasi-experimental design is used when researchers work with existing groups without randomly assigning participants into experimental and control groups. In this study, both groups are given a pre-test to measure students' initial writing ability, followed by treatment in the experimental group, and a post-test to determine the effect of the treatment. The design involves pre-test (X_1) and post-test (X_2) for both groups, while the experimental group receives treatment using animation movies (Y_1) and the control group is taught using conventional

methods (Y_2). The research is quantitative in nature, aiming to examine the effect of animation movies on students' writing skills in narrative text by comparing the performance of the experimental and control groups. The use of quasi-experimental design is appropriate because it allows the researcher to investigate cause-and-effect relationships using intact classes commonly found in school settings. In this study, animation movies are applied as instructional media in the experimental class, while the control class is taught without animation media, enabling a comparison of learning outcomes between the two groups.

The research was conducted at the tenth-grade level of SMA Negeri 3 Pematangsiantar, located at Jl. Pane, Siantar Timur District, Pematangsiantar City, North Sumatra. The study was carried out in the 2025/2026 academic year, specifically in August 2025. The population of this research refers to all individuals who share certain characteristics relevant to the study. According to Creswell and David (2018), population includes all elements that meet the criteria set by the researcher, such as individuals, objects, or events. In this study, the population consists of all tenth-grade students of SMA Negeri 3 Pematangsiantar, totaling 105 students. However, based on the available classes used in this study, the accessible population is 76 students distributed into several classes as shown in Table 1.

Table 1. Research Population

Class	Students
X-3	25
X-4	25
X-9	26
Total	76

The sample is a subset of the population selected to represent the entire group (Sugiyono, 2014). In this research, purposive sampling technique was used to select the sample based on the researcher's consideration and classroom characteristics. Two classes were chosen: X-3 as the experimental group consisting of 25 students and X-4 as the control group consisting of 25 students. These classes were selected because they were considered to have similar characteristics and were suitable for comparing the effect of the treatment.

Table 2. Research Sample

Group	Class	Students
Experimental	X-3	25
Control	X-4	25

The instrument used in this research is a writing test designed to measure students' ability in writing narrative texts. According to Riduwan (in Nasruddin, 2019), a test is a tool used to measure individual skills, intelligence, or abilities. In this study, two types of tests were used, namely pre-test and post-test. The pre-test was administered before the treatment to determine students' initial writing ability, while the post-test was given after the treatment to measure improvement in their writing skills. These instruments were used to evaluate the effectiveness of animation movies in improving students' narrative writing ability.

Data collection in this research was carried out through three stages, namely pre-test, treatment, and post-test. In the pre-test stage, both experimental and control groups were asked to write a narrative text without the use of animation movies in order to determine their initial writing ability. After that, the treatment was given only to the experimental group by using animation movies as a learning medium in teaching narrative writing, while the control group was taught using conventional methods without animation media. Finally, a post-test was administered to both groups to measure the effect of the treatment and to compare students' writing improvement between the two groups.

Data analysis was conducted using SPSS version 24 to determine the effect of the treatment. Before testing the hypothesis, the normality test was conducted to determine whether the data were normally distributed. According to Sujianto (2009), a normality test is used to determine whether data follows a normal distribution. The hypotheses for the normality test are formulated as follows: H_0 states that the data are normally distributed, while H_a states that the data are not normally distributed. The decision criteria are that H_0 is accepted if $Sig > 0.05$ and rejected if $Sig < 0.05$.

After the normality test, a homogeneity test was conducted to determine whether the variance of both groups was equal. According to Nuryadi et al. (2017), a homogeneity test is used to determine whether two or more groups come from populations with the same variance. The hypotheses are formulated as H_0 : the data variance is homogeneous and H_a : the data variance is not homogeneous. The decision criteria are H_0 is accepted if $Sig > 0.05$ and rejected if $Sig < 0.05$. Finally, a hypothesis test was conducted using an independent sample t-test to determine whether there was a significant difference between the experimental and control groups. The

independent sample t-test compares the mean scores of both groups based on post-test results using SPSS. The hypotheses are formulated as H_0 : there is no significant effect of animation movies on students' narrative writing skills, and H_a : there is a significant effect of animation movies on students' narrative writing skills.

RESULTS

Based on the data analysis, several findings can be summarized as follows. The use of animation movies had a greater effect on students' writing skills of narrative text compared to conventional teaching methods. This learning medium helped students to generate ideas, understand the structure of the story, and express their thoughts more effectively in written form.

The experimental group, which received the treatment using animation movies, achieved a higher mean score in the post-test (79.28) compared to the control group (72.68), which was taught without any special treatment. Furthermore, the result of the independent samples t-test showed that the difference between the two groups was statistically significant ($t = 4.493$, $df = 48$, $p < 0.05$). In addition, the effect size result (Cohen's $d = 1.27$) indicates a large effect. This indicates that the use of animation movies had a significant effect on students' writing skills.

DISCUSSION

The findings of this research indicate that the use of animation movies significantly improves students' writing skills. The improvement can be seen from the comparison of the pre-test and post-test scores between the experimental and control group. Students who were taught using animation movies showed a much greater improvement in their writing scores compared to students who were taught using conventional teaching methods. Animation movies provide visual and contextual information that helps students understand story elements such as characters, setting, and plot.

Through animation movies, students are able to generate ideas more easily and organize their thoughts when writing. The visual representation of stories also helps students understand the sequence of events, which supports them in producing better written texts. This finding is supported by Canning-Wilson (2000), who states that audio-visual media such as videos and animations can improve students' comprehension and motivation in language learning because they present meaningful and contextual information. Similarly, Harmer (2007) explains that films and other audio-visual media can be effective tools in teaching writing because they stimulate students' creativity and help them generate ideas for writing. Based on the findings and

supported by previous studies, it can be concluded that animation movies are an effective medium for improving students' writing skills. By observing a sequence of events through visual media, students can more easily organize their ideas and transform them into coherent written texts.

In conclusion, the findings of this research indicate that animation movies contribute positively to the development of students' writing skills. The use of animation movies not only makes the learning process more engaging but also helps students develop ideas, understand narrative structures, and express their thoughts more effectively in writing. Therefore, animation movies can be considered an effective instructional medium for improving students' writing skills.

CONCLUSION

Based on the results and discussion of research conducted by researchers in SMA Negeri 3 Pematangsiantar, it was concluded that there was a significant influence at tenth-grade students of SMA Negeri 3 Pematangsiantar using the animation movie and with the results of the study, it can be concluded that the Animation movies is effective in improving students' narrative text writing skills. This conclusion is supported by several findings. First, the experimental group showed a higher improvement compared to the control group. The mean score of the experimental group increased from 62.44 in the pre-test to 79.28 in the post-test, indicating an improvement of 16.84 points. Meanwhile, the control group improved from 65.96 to 72.68, with an increase of 6.72 points. Second, the result of the independent samples t-test showed a significant difference between the experimental and control groups in the post-test ($t = 4.493$, $p < 0.05$). This indicates that the treatment using animation movies had a statistically significant effect. Third, the effect size calculation showed that Cohen's $d = 1.27$, which is categorized as a large effect size. This means that the use of animation movies not only has a statistically significant effect but also a strong practical impact on students' writing skills.

Therefore, it can be concluded that animation movies are an effective medium for improving students' narrative writing skills.

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