Developing Animation Video For Teaching Narrative Text To Eighth Grade Students Of SMP Negeri 2 Lubuk Pakam

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ABSTRACT

The aim of this study was to developed animation video as media in teaching writing narrative text for the eighth grade students of SMP Negeri 2 Lubuk Pakam. Due to the result in the form of product, this study was categorized as Research and Development (R & D) study which adapted from Borg and Gall (2003) theory with some modifications. The subject of the study was the eighth grade students of SMP Negeri 2 Lubuk Pakam. In conducting this study, the procedured were gathering the data and information, conducting the need analysis designing the first draft of media, revising the media and producing the final product as the animation video. The instruments of collecting the data were the combination of two strategies; interview and questionnaires. The data were gathered by administering interview to English teacher and distributing questionnaires to 30 respondents to get the students' needs.

The interview and questionnaires result prove that the students need animation video as a media in teaching writing which can help the students to understand about the narrative text. The new animation video consists of some pictures, characters and explanations that can be used in teaching writing narrative text. The media had been validated by two validators. The first validator gave 89.6% and the second validator gave 95.2% that it could be inferred that the developed media was appropriate to be used for students. The result of the study was the animation video that the teacher can use as the teaching media of narrative text for the eighth grade students of SMP Negeri 2 Lubuk Pakam.

Keywords:

Research and Developing, Media, eighth grade students, Narrative text, Animation Video.

INTRODUCTION

In Indonesia, English is a foreign language taught in schools since English has become an international language. It is also used by most communities in the world. People have known that they use spoken and written words every single day to communicate with others. Many levels of education in Indonesia require English as one of the subjects taught in school, from elementary to college level and even it becomes one of the subjects examined in national examinations. In the working field, many people learn English to communicate actively and to fulfill the competence demanded by companies or certain

jobs. Learning English is important, especially for those who are going to continue at the university level after graduating from high school.

In English, there are four language skills that have to be mastered by students so they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking and reading must be taught maximally by the teacher to the student. The student's ability in listening and speaking will help them in writing well. Nunan (2003) stated that writing an idea is not just pouring the information into plain paper but also delivering the message of the writer in the right form and structure. Writing also needs what is calls the context the situation (p. 35).

Writing is a powerful tool to organize the overwhelming events and make them manageable. It means that the students will not have the ability to write if they are not forced by the appropriate media and material. Therefore, the teacher should be able to establish the situation to make fun of learning. Writing for learning means writing as the media to practice the language they have learned, and writing-for-writing means as the media to develop the students' ability a writer. So, writing can be an efficient way to measure the students' ability in learning English.

In teaching writing, the teacher can use various media. Technology is one of the greatest human inventions in history that is mainly used to help the human problems in life, education is one of the major human problems that technology was able to help. Technology is developing rapidly in the 21st century and these developments are bringing many innovations in education as well. It is known that the application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013, p. 116). Furthermore, the writer wanted to know the influences of watching animation videos on students in writing narrative text.

Based on the writer's observation at SMP N 2 Lubuk Pakam by interviewing the English teacher, student's achievement in writing, especially in writing narrative text was still very low. It caused many students have problems due to lack of vocabulary, less motivation also the English teacher who just used common media such as a textbook. Many students found some difficulties in making good writing, there are content, organization, vocabulary, language mechanics, and also students have some difficulties in developing their ideas in writing. Unexpectedly the teacher also said in the interview that they did not use any interesting media to teach English in class. The truth is they just

focused on gave the students several tasks. The teacher indeed used a whiteboard and textbook because the teacher can not create innovative media based on digital technology.

From the result of the interview, the writer found that most of the students in the eighth grade of the school still found difficulties especially in writing narrative text. The student felt so difficult to learn and also teaching writing is necessary to use media, so that the students do not get bored.

To motivate students to learn, the writer used interesting media to motivate the students in the learning process. The writer used the media in teaching the writing of the narrative text. So this media can be used by both teachers and students, it's offered different situations which increases students' motivation in the learning process.

Animation video is one of the media that can be applied in teaching narrative text. It not only can entertain but also can be used to improve the students' mastery of writing a narrative story. With this media, the students will not easily get bored because most young learners love to see the animation video. The other advantage is this video does not have any violence therefore it is suitable for the students. The conversation and speech in the video can be easily remembered and understood because it provides the daily conversation language which is often heard by the students.

The teacher can use animation videos based on the material that will be given. Animation videos can help the teacher to make an interesting teaching methodology. Hopefully, using animation videos for the teaching-learning process, especially in teaching narrative text can run effectively to support the presentation of the materials. Further, animation videos as media are expected to enhance students' ability in writing narrative text.

According to the phenomenon above the writer is interesting to do the study research with the title "**Developing Animation Video for Teaching Narrative Text to Eighth Grade Students of SMP Negeri 2 Lubuk Pakam".**

METHOD

This study had used Research and Developing (R and D) design developed by Borg and Gall (2003). To gain the purpose, it will need a research approach that highlights an effort to produce the attractive media. Therefore, in developing animation video the writer used Research and Development (R and D). The subject of the study was the eighth grade students at SMP Negeri 2 Lubuk Pakam. The technique of collecting data was in the form of

qualitative and quantitative data. Yin (2011, p. 56) explained instrument of data collection is a tool for collecting the data. So, in this study to collect the data, the writer applied a combination of two strategies, using interviews with the teacher and giving questionnaires to the students.

The data was divided into two forms of data analysis, qualitative and quantitative. The data was collected and then this study will describe the findings. The qualitative data was analyze by showing the conclusion of the interview and the questionnaires data from students and experts changed into the percentage of data, the formula is as following:

$$\text{Percentage \%} = \frac{\text{Score (f)}}{\text{Maximum Score (N)}} \text{X 100\%}$$

Where:

P = Percentage

F = Frequency

N = Total number of Respondents

100 = Fixed number

After that, the data was transformed into qualitative data with a high percentage is 100% and a low percentage is 0%. The next is the data was described qualitatively based on the count up above, range percentage, and the quality level as follow:

Table 3.1. Range and Quality Level

Percentage (%)	Categories
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Low
<21%	Very low

Arikunto (2010

RESULTS

1. **Data Analysis**

According to Priatna, (2017, p. 159), analysis in research is an important part of the research process because, with this analysis, the data is available and will see its benefits, especially in solving research problems and achieving the ultimate goal of the research.

The writer distributed a questionnaire for a needs analysis to grade VIII students with total number of the students was 30.

2. **Research Findings**

The data and information on the problem were derived from the preliminary observation and interview. The observation and the interview were conducted at SMP Negeri 2 Lubuk Pakam.

Based on the observation, it was found that the teacher in the eighth grade only used traditional teaching media such as a whiteboard and some pictures provided in the students' English book to support the learning process. Additional to the information before was found in the interview, the teacher said that sometimes using another media such as powerpoint. Based on the interview, the teacher most of the time used the English textbook as the main activity in the class. When the teacher explained the lesson by using the book, students mostly did not pay attention to the teacher. Then the teacher agreed through new media helps students to understand well.

The study aimed to develop an animation video by Powtoon as a media for teaching Narrative text. The media designed by referring to the student's and teacher's need analysis. After analyzing the teacher's interview results and the students' needs. It was found that teaching learning-process has to be more attractive and interesting. Development should be done to the media used in English teaching and the learning process of narrative text. The media should be attractive and interesting enough to stimulate students' thinking. The content of the media was adjusted for students. Powtoon inspires the teacher to make creative animation explanation videos about the material narrative text.

The developed media firstly was judged by experts in order to make sure the quality of the materials. There were 4 aspects in the validating instrument, they are linguistics aspects, process aspects, content aspects, and layout aspects, followed by the critics and suggestions columns.

To implement the curriculum of 2013 that applied a scientific approach, Sani (2015, p. 53) stated that the Scientific Approach can be done in the following steps: In the learning-teaching process applied based on the scientific approach, the teacher starts the class by greeting the students, checking their attendance and then doing pray. After that, the teacher explained a brief explanation about the topic that going to be tough. In this step, the teacher launched the first video of the learning media has been made, showing the front cover of the media.

The cover of the narrative story entitled Cinderella, The Goose That Laid the Golden Egg, The Tiger and The Mosquito was made colorful. It made the students interested to learn the narrative text. In the second video, there is an explanation of the narrative text. This is important because the students have to know what topic they need to achieve in understanding narrative text writing.

The first step of the scientific approach is observing. In this step, the teacher guided the students by watching the video.

a). Observing

The observing step lets the students observe the material that the teacher gave in the video. The teacher guided the students to explain some information that is in the video. The explanation contened in the video is quite complete, the teacher must be creative enough to involve the students in the teaching-learning process, instead of just watching the video.

b). Questioning

In this step the teacher let the students ask questions related to the narrative text. The teacher can ask the students whether they understand the narrative text, or not. This process made the teaching-learning process more interactive.

c). Experimenting

After giving the story, the teacher started playing with the explanation of the narrative text. Then, the teacher let the students watch the video again and try to understand the example given. In this section happened the experimenting step. Experimenting steps was the most important step, because the students test out their prediction to prove the hypothesis right or wrong. In this step, the teacher guided the students to understand more about the narrative text.

d). Associating

In this step, the teacher tried to arise the students' critical thinking. This step can be done by giving Practice to the students. The teacher guided them to get the meaning of the text and also answer some questions. The teacher must control the students' activity. The teacher asked the students to answer the questions and read aloud their answers, so the whole class can participate in the discussion of the answers.

e). Communicating

The communicating step was the step to conclude all the knowledge that the students had learned. In this step, the teacher guided the students to make a conclusion about the material and also did some corrections to the students. For example, the teacher can ask the students to rewrite the story using their own words and then present it in front of the class.

From the results of the analysis, the writer starts revising the Student Worksheet product or the developed media. After getting the validation, the writer considered the experts' judgments in order to enhance the media's quality. After revising the media, the final product had been completed.

DISCUSSIONS

The limitation of this study was related to the subjects, the subject was the eighth grade students of SMP Negeri 2 Lubuk Pakam. The objective of this study was to develop a teaching media based on finding out the needs of eighth grade students. The writer developed the learning media due the inappropriateness of existing media for the eighth grade students of SMP Negeri 2 Lubuk Pakam. The media contains basic competencies as the basis and is believed to be able to improve students' writing skills for narrative text.

The developed media were designed by conducting the research and development stages by Borg and Gall (2003, P. 569). The media developed by the writer were, appropriate and related to the student's needs based on their interest as one of the ways to improve their learning motivation in order to increase their skill in studying English, especially writing narrative text.

From those problems, the writer designed the animation video media that can stimulate the students to learn narrative text and also to help the teacher to find a good media to teaching learning process. The video contains the definition of narrative text, the

purpose of narrative text, generic structure, language features, types of narrative text and examples. The video also has music, transition, and moving animations. The animation video was a new innovative teaching method. The teacher can use lots of animation, characters, sounds, clips, and import pictures or videos to support their ideas to strengthen the material, stimulating, meaningful learning, and arousing the students' interest in teaching learning process.

To get the quality of the product, the writer gave it to the experts to validate it. The validators came from an English Lecturer from the State University of Medan that was Dr. Isli Iriani I Pane M.Hum., as the first validator and an English Teacher from SMP Negeri 2 Lubuk Pakam that was Dewi Puspasari S.Pd., as the second validator. As the result from the first validator evaluation got 89.6% and from the second validator the evaluation got 95.2% (Excellent) for some aspects. The average score can conclude from the experts is 92.4% with the category Excellent.

Furthermore, this present study purposes a needs analysis to find out the needs of learners, both target needs and learning needs in detail. Then through this media development, the needs of the learners can be fulfilled. This finding confirms the study of Masoumpanah (2013) who successfully analyzed the students' needs in detail and developed the materials based on the students' needs.

Although language proficiency factors are certainly important in determining writing skills, writing media also plays an important and significant role. The result of this study suggests the teachers to use interesting and attractive media based on the students' needs and interests.

There for, it seems that it is time for the teachers to make and provide the writing media which is appropriate and attract the students to write English. As professional teachers, it is our duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English.

CONCLUSIONS

Since English is one of the important subjects in the Indonesian curriculum, the teacher should be more creative to make teaching and learning process success. The teacher can improve the quality of teaching and learning process by using various innovative media which can involve the material in the textbook.

After analyzing the data, the writer drew the conclusion that the students' existing writing media was not interesting. They found that was difficult to write a narrative text which eventually brought them to be passive learners. They want to have interested and attractive media which motivates them to learn and write a narrative text. The solution to the students' problem was by developing new interesting media. This new writing media was based on their needs and made them more interested in learning as well as easing them to think and write a narrative text through an animation video. There were some reasons why this animation video by Powtoon was more interesting than the old media. First, it helps the students by watching the video that attracts the students' enthusiasm in learning narrative text. Second, there are short explanations about the material in the video that could help the students to write a narrative text.

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