

Animation Learning Media in Improving Narrative Writing Skills of Elementary School Students

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ABSTRACT

Learning in elementary schools is carried out with the aim of teaching students writing skills. This writing skill is important to have because it is one of the four aspects of language skills. However, many studies report that students' narrative writing ability is still low, so efforts are needed to improve it. One effort that can be done to overcome these problems is to use animated learning media. This study aims to see how far the influence of the use of animated learning media on narrative writing skills of elementary school students. This research method uses a quantitative method with a quasi-experimental model with a non-equivalent control group design. This research was conducted at SD Negeri 064006 Medan Marelan. The sample in this study were fifth grade students as many as 50 respondents. The research instrument used was a description test through a post-test while the data analysis technique used descriptive quantitative. The results of this study indicate that students' narrative writing skills in classes that use animated learning media are better than classes that do not use animated learning media. The conclusion from this study is that animation learning media has an effect on developing students' narrative writing skills.

Keywords: narrative writing skills; animated media; instructional Media

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1. INTRODUCTION

The Indonesian language subject is a subject that intends to create and improve students' abilities to speak and communicate between human beings properly and correctly, both orally and in writing and foster an attitude of appreciation for Indonesian literary works (Deviyani & Darwis, 2022). There are 4 aspects of language skills, one of which is the aspect of writing narratives in Indonesian subjects, to create the ability to write good and correct narratives, there are factors that influence students in writing narratives, one of which is students' reading interest because the higher students' interest in reading, the better the students' writing skills (Maryana & Sukmawati, 2021). In fact, Indonesian people's interest in reading is relatively low, this is based on the results of UNESCO research in 2012, Indonesia was ranked 60 out of 61 countries studied (Hastuti & Lestari, 2018).

Once the importance of the Indonesian language subject in schools, it is necessary to pay attention to the success of students learning in language and communicating in schools because learning success is the most expected thing in the process and implementation of education in schools (Magdalena et al., 2021). However, in reality there are still some problems in writing narrative skills for students, these problems are based on previous studies conducted by other researchers, such as the low talent that students have in writing narratives so that it has an impact on students' skills in writing narratives (Sulaiman et al., 2022). Then students still think learning Indonesian is boring learning and writing narratives is learning that is difficult to do (Deminda, 2022), as well as a lack of imagination, memory and

the ability to compose words in students' narrative writing skills (Wahyuningtiyas & Rukmi, 2018). Then based on research conducted by (Pammu, 2019) it is known that 60% of students get grades below 6.5 and 40% score above 6.5. This shows that the use of conventional learning media has an impact on students' narrative writing abilities. Based on research from (Pranata et al., 2021) it is known that students' writing skills are not well developed because teachers more often only give assignments to students with a lack of explanation to students in writing properly and correctly.

The problems in the previous research were relevant to the research that the researchers conducted, based on an initial interview conducted by the author with a class V teacher at SD Negeri 064006 Medan Marelan, it was found that the narrative writing skills of fifth grade students were still low. Students experience difficulties in expressing their ideas and writing narratives which is difficult learning for students, and teachers still use conventional learning media, so that students' interest is still lacking in learning to write narratives.

In overcoming existing problems, it is necessary to provide innovation such as the use of assistive devices in the learning process, using learning media (Deminda, 2022). Because learning media is one of the aspects that determine and support student success in learning, especially in the narrative writing skills of elementary school students, the use of learning media can make it easier for teachers to convey learning material to students (Putu & Arimbawa, 2021). Learning media also acts as a stimulant for the growth of interest and understanding of learning in students (Halimah et al., 2019). Creating interesting and innovative learning media also provides benefits in increasing student motivation and focus in learning (Nurrita, 2018).

The use of learning media must be adapted to the characteristics of elementary school students, one of the suitable media is using audio-visual learning media by combining the senses of sight and hearing in the teaching and learning process in schools with the help of technology (Sukmadewi & Suniasih, 2022). Learning media that can be used is video animation learning media. Animation media is media that combines the senses of sight and hearing by displaying a moving image or video to increase student interest in learning (Awalia et al., 2019). Animated learning media in this audio-visual type can improve students' narrative writing skills because students are motivated in learning by displaying a video that is interesting for students and does not make students bored in learning so that students will continue to be motivated to continue to be enthusiastic in learning, especially in writing skills for students. students, this agrees with the research findings from Wahyuningtiyas & Rukmi (2018).

Research related to narrative writing skills has been previously conducted by Safitri et al., (2021). In this research the object is reading interest while the object in this research is animation learning media. The model in the previous study used the correlation model while the model in this study was a quasi experiment. The location in the previous study was at public elementary schools in Kebumen District, while in this study it was located at SD Negeri 064006 Medan Marelan. Similar previous research has also been conducted by Arta (2016). However, the difference is that the object in this research is a series of picture media, while in this study it is an animation learning media. The location in the previous study was at MI Muhammadiyah 1 Payaman while in this study it was located at SD Negeri 064006 Medan Marelan. The focus in the previous research was on the ability to write narrative essays for fifth grade students, while in this study the focus of the research was on the narrative writing skills of elementary school students.

With the large use of animation media as a learning medium used in learning in schools to increase students' motivation, interest and writing skills as in previous recent studies, the researcher was interested in analyzing the extent to which animated learning media had an effect on the narrative writing skills of elementary school students. In an effort to increase motivation, skills and skills in writing narratives.

2. RESEARCH METHODS

This study used a quantitative method with a quasi-experimental model with a posttest-only type of non equivalent control group design based on the philosophy of positivism (Shim et al., 2018). This research was conducted at SD Negeri 064006 Medan Marelan. The sample in this study were 2 class V students as a control class and an experimental class with 25 students in each class. For the provision of animation learning media carried out in the experimental class and book media in the control class.

The research procedure was carried out by giving different treatments to the two samples. the experimental class sample carried out learning using animated learning media while the control class used conventional media. After the two classes had carried out learning with two different media, a test was carried out to determine student learning achievements in writing narrative texts.

The research instrument used was a questionnaire as well as post-test questions from instrument grids that had been made previously by adjusting the learning material for writing narratives in Indonesian Language Subjects in grade V which had been carried out, validation testing was carried out by distributing research instrument questions to class students V apart from the control and experimental classes. The results of the validation test get 5 valid questions and 2 invalid questions, then the reliability test gets a result of 0.747 with a high classification then the normality test and homogeneity test before proceeding to hypothesis testing. Test the hypothesis using the average difference test of two samples with the independent sample t test formula with a significance level of <0.05 . This hypothesis test is used to analyze data in making decisions/conclusions in research.

3. RESULT AND DISCUSSION

The data in this study were the results of students' writing ability tests which were collected using a questionnaire and post-test questions of 5 items from the instrument grid that had been made previously. The instrument has been declared valid and reliable so that it is feasible to be used to measure students' narrative writing abilities.

In collecting data, research activities were carried out by first teaching students in the class by differentiating between the control class and the experimental class. This difference was made by learning in the control class using conventional learning media using only book media and the experimental class using animation learning media in teaching narrative writing skills in Indonesian subjects.

After learning was carried out in the control class and the experimental class, the researcher distributed the Post-test questions to students as the final stage of research conducted in schools. To find out the effect of animated learning media on students' writing skills, a series of different tests on the average difference in students' writing abilities in the experimental class and the control class. In carrying out this mean difference test, the data has been declared normally distributed and has a homogeneous variant. After stating that the data is normal and homogeneous, then testing the hypothesis using an independent sample t-test. The results can be seen in table 1.

Table 5. Result of Independent sample t-test

t_{count}	N	t_{table}	Conclusion
4,027	25	2,010	There is a difference

From table 5 it is known that the results of calculating t_{count} (4.027) are greater than t_{table} (2.010), this indicates that students' writing skills in the experimental class are better than those in the control class. In

other words, animated learning media can improve the narrative writing skills of elementary school students at SD Negeri 064006 Medan Marelan.

Based on this research, it can be seen that the narrative writing skills of fifth grade students at SD Negeri 064006 Medan Marelan are still not optimal, students have difficulty expressing their ideas, and teachers still use conventional learning media, so that students' interest is still lacking in learning to write narratives.

In this era, the ability to speak and communicate is very important for human life, one of which is the ability to write narratives, so that students can tell an event or chronology that is known or experienced in a coherent manner according to the actual chronology and are able to write properly and correctly in accordance with Indonesian language rules (Mislikhah, 2020).

Learning media that can be used by teachers in the current era of globalization is by adjusting the learning media that students like in order to make it easier for teachers to convey information and help students to increase enthusiasm in learning and develop narrative writing skills (Nurrita, 2018). The use of learning media that is appropriate to the characteristics of students is one of the steps used by teachers in an effort to create quality human resources for the next generation. One of the learning media that can be used by teachers with the characteristics of elementary school students is to use animated learning media that is capable of developing students' narrative writing abilities (Febrita & Ulfah, 2019).

Students' writing ability can be determined by how the sequence of stories written by students with the actual chronology then, looking at the use of language used in writing and the use of spelling and punctuation (Mahmur et al., 2021). Therefore the ability to write narratives can be improved if learning uses animated learning media in the teaching and learning process in the classroom, so that learning becomes interesting and fun so that students are motivated, enthusiastic and focused in the learning process and learning is more easily understood by students (Nurrita, 2018).

Based on the results of the research that has been done, the researcher gets the results of the hypothesis test with the T test formula with a value of $t_{count} 4.027 > t_{tabel} 2.010$. So that it can be concluded that there is a significant influence on the use of animation learning media on the narrative writing skills of fifth grade students at SD Negeri 064006 Medan Marelan.

The use of animated learning media carried out in the experimental class can improve students' narrative writing skills compared to the use of conventional learning media in the control class, this is proven by the average difference obtained between the experimental class and the control class with the experimental class value of 80.00 and the experimental class experiment 70.00. So that with this average difference it can be seen that animated learning media has an effect on improving students' narrative writing skills because by using animated media students are more enthusiastic in learning and focus on receiving the material provided.

The results obtained in this study are in accordance with the expected research objectives, that animated learning media can improve students' narrative writing skills. The results obtained in this study are in accordance with the expected research objectives, that animated learning media can improve students' narrative writing skills. The animation displayed in the lesson is able to turn on the imagination of students so that it makes it easier for them to compose narrative sentences. This animated learning media is able to appeal to children to listen to a story lesson and help make it easier for children to understand the contents of the story presented. Animated learning media can help facilitate the delivery of information or messages to students through motion pictures or cartoon videos (Priyanti & Erawati, 2017; Silmi & Rachmadyanti, 2018; Trisiana, 2020). Viewed from the aspect of story presentation, attracting students' attention and motivating students. The developed media presents learning material

creatively according to the characteristics of the child so as to increase the child's attention in learning (Knoop-van Campen et al., 2020; Wuryanti, 2016).

The research conducted by the researcher has the same results as several studies conducted by other researchers, such as that conducted by Rahman (2022) which shows that there is a difference between the use of animation media and conventional learning media, the results of using this animated media are more influential in improving story writing skills than the use of conventional learning media. Then like the research conducted by Deminda & Ahmad (2022) which states that the use of the demonstration method through animated films has an effect on students' narrative writing skills compared to the use of conventional learning media.

4. CONCLUSION

This study concludes that there is a significant influence of animated learning media on the ability to write narratives of elementary school students, with the results of this research it can be said that the use of animated learning media in learning, especially in class V in Indonesian language subjects can develop the ability to write narratives of elementary school students. Therefore this animated learning media can be used in the learning process because this learning media has been proven to be able to develop students' narrative writing abilities.

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