ENHANCING ELEVENTH GRADE STUDENTS' DESCRIPTIVE WRITING SKILLS THROUGH ANIMATED SHORT FILMS AT SMA NEGERI 1BATANGTORU
(Enhancing Eleventh Grade Students' Descriptive Writing Skills Through Animated Short Films at SMA Negeri 1batangtoru)

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Abstract

This research was conducted to determine whether the Animated Short Films is good to be applied in improving students' writing descriptive text. The number of samples in this study were 76 students who were randomly selected from XI-IPA 2 and XI-IPA 3 class. To get the required data, the writer used method under quantitative methodology by *Class Action reasearch (CAR) Design. In this case the data and sample from students of SMA Negeri 1 Batangtoru for the academic year 2024 - 2025. And as an instrument for collecting data, the writer uses a written test. After collected the data the writer analyzed and get the conclussion as athe result of this reserach. The result of the research showed that the students writing descriptive skill after using Animated Short Films. The finding can be show as in hypothesis testing were the increasing of the students' writing descriptive skill scores are categorized into the bad category. This can be seen from the average value of the pre-test writing, which is 61.25. While, after applied Animated Short Films categorized into the enough and good category. This can be seen from the average scores of students' post-tests in cycles 1 and 2, namely: 73.29 and 80.79. Based on the findings the hypothesis was accepted. So, there is a significant improvement of studnets' writing descriptive skill through Animated Short Films. This research finding can be use by the teacher in order to improving the students' skill in writing descriptive.*

Keywords: English Text, Writing Skills, Animated Short Films

Abstrak

Penelitian ini dilakukan untuk mengetahui apakah Film Pendek Animasi baik untuk diterapkan dalam meningkatkan keterampilan menulis teks deskriptif siswa. Jumlah sampel dalam penelitian ini adalah 76 siswa yang dipilih secara acak dari kelas XI-IPA 2 dan XI-IPA 3. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan metode metodologi kuantitatif dengan Desain Penelitian Tindakan Kelas (PTK). Dalam hal ini data dan sampel dari siswa SMA Negeri 1 Batangtoru untuk tahun akademik 2024 - 2025. Dan sebagai instrumen pengumpulan data, penulis menggunakan tes tertulis. Setelah mengumpulkan data, penulis menganalisis dan mendapatkan kesimpulan sebagai hasil penelitian ini. Hasil penelitian menunjukkan bahwa keterampilan menulis deskriptif siswa meningkat setelah menggunakan Film Pendek Animasi. Temuan tersebut dapat ditunjukkan seperti pada

pengujian hipotesis yaitu peningkatan skor keterampilan menulis deskriptif siswa dikategorikan ke dalam kategori buruk. Hal ini dapat dilihat dari nilai rata-rata pra-tes menulis, yaitu 61,25. Sementara itu, setelah diterapkan Film Pendek Animasi dikategorikan ke dalam kategori cukup dan baik. Hal ini dapat dilihat dari nilai rata-rata post-test siswa pada siklus 1 dan 2, yaitu: 73,29 dan 80,79. Berdasarkan hasil penelitian, hipotesis diterima. Jadi, ada peningkatan yang signifikan pada keterampilan menulis deskriptif siswa melalui Film Pendek Animasi. Temuan penelitian ini dapat digunakan oleh guru untuk meningkatkan keterampilan siswa dalam menulis deskriptif.
Kata kunci: Text Bahasa iInggris, Skill Menulis, Film Pendek Animasi.

INTRODUCTION

Writing is a fundamental skill that enables individuals to express ideas, emotions, and information effectively. It plays a crucial role in academic achievement and professional success, as it allows students to communicate their thoughts clearly and persuasively. Among various forms of writing, descriptive writing holds a significant place because it allows writers to create vivid images in readers' minds, enhancing engagement and comprehension. Mastering descriptive writing is essential for students as it helps them develop their ability to describe objects, events, or experiences with precision and detail. In the context of senior high school education in Indonesia, particularly at SMA Negeri 1 Batangtoru, students are required to develop their descriptive writing skills as part of their language learning curriculum. Descriptive writing is a core component of the English syllabus, aligning with the national educational goals that emphasize effective communication and creative expression.Recent educational trends emphasize the integration of multimedia

The students are still lack of interest in learning writing and ability to express their own idea through writing in case of descriptive text. Its proved from their succesfull minimal criteria (KKM)

resources to enrich teaching and learning processes. One such resource is animated short films, which combine visual and auditory elements to convey stories and concepts in an engaging and interactive manner. The effectiveness of multimedia in language education has been supported by various studies. Research by Tanjung (2021) investigated the impact of animated short films on students' narrative writing skills and found a positive correlation between the use of these media and improved writing performance. Similarly, a study conducted by Novitasari (2020) demonstrated that animated videos could enhance students' ability to write descriptive texts by providing them with concrete visual references and stimulating their creativity. However, despite these

findings, there remains a gap in research specifically targeting the use of animated short films to enhance

descriptive writing skills among eleventh-grade students at SMA Negeri 1 Batangtoru.

are 75 while students just got 57. It means still low. Such problems were found by the writer through observation which has been done.

THE REVIEW OF LITERATURE

Writing is the expression of oneselfin various media through words or thoughts. (Safitri, 2019) argues that writing is anactivity that involves examining the characteristics of writing in order to expressthe substance of writing into a good composition. The process of writing may be a more successful technique for teachingwriting because it allows students to concentrate on creating a text through multiplestages of idea generation, drafting, revising, and editing, which can be representedas a series of activities.A descriptive text attempts toprovide a detailed description of how something or someone appears (Djamdjuri&Hadi, 2021). According to (Rahmadani&Nurhaeni, 2019), Descriptive text is a type oftext seen from two sides, namely from its organizational structure and function. Anything, including items, locations, creatures, and more, can seem like this thing.

The film is one medium that displays entertainment, news, and informationthrough an image. The film is an example of an audio-visual medium with storylinesthat can assist kids in learning to write. It is a powerful tool for motivating kids andhelping them understand the language. Students can learn about the setting, plot, and, most importantly, moral principlesthrough watching animated short films. Animated short films are films in whichmotion and characters are generated using a frame-by-frame process. They oftenfall into one of two broad categories of animation: narrative or abstract. A short film should be brief to express content clearly. Short films' availability necessitates improving students' English competency (writing, reading, listening, and speaking); students not only see and hear everything in the film, but it may also prompt students to debate and express their ideas on the film. The fact that animated movies inspire people to be more interested in writing through what they hear andsee is one of their advantages (Fitriana, 2018).

THE METHOD OF RESEARCH

The method should be applied systematically by using the scientific method.It is relevant to the statements of LR Gay (1988) that states that research is the formal, systematic application of the scientific method to the study of problems ; educational research is the formal, systematic application of scientific method to the study of educational problems.In this research, the researcher used the form of action research asstated by Wallace (1998) that is a kind of research which is done systematicallyin collecting the data on the lesson and analyzing it in order to come tosome decisions about what the future lesson should be. It means that inaction research, a researcher not only needs the theories which supportsresearch but also needs to practice and to act with the subject of research.There are four steps in Classroom Action Research, they areplanning (identify the problems), acting

(collect the data), observing(analyze and interpret data), reflecting (develop an

For getting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of books concerning with the topic of this research as the sources of theories and informations. As

action).

stated by the writer before that this research was carried out throughaction research by using Kurt Lewin's model in which it consists of four steps ineach cycle; planning, acting, observing, and reflecting.

THE RESULT AND DISCUSSION

From the result of the pre-test that had been done before teaching writing descriptive text to the eleventh grade students of SMA Negeri 1 Batangtoru in

2024 - 2025 academic year, it has been got that the highest score by the students is 75 and the lowest score is 50.

TABLE I

THE RESULT OF PRE-TEST

NO	PRE-TEST
1	70
2	60
3	65
4	60
5	60
6	65
7	75
8	65
9	70
10	65
11	65
12	75
13	50
14	70

NO	PRE-TEST
15	70
16	65
17	70
18	65
19	70
20	60
21	60
22	55
23	60
24	55
25	55
26	70
27	60
28	50
29	55
30	60
31	70
32	50
33	50
34	50
35	60
36	70
37	65
38	50
39	60
40	55

NO	PRE-TEST
41	50
42	55
43	65
44	60
45	70
46	50
47	50
48	70
49	70
50	70
51	70
52	65
53	60
54	70
55	70
56	75
57	60
58	50
59	55
76	55
61	60
62	50
63	55
64	60
65	75
66	55

NO	PRE-TEST
67	50
68	60
69	55
70	60
71	65
72	50
73	60
74	50
75	60
76	75
TOTAL	**4655**

The mean score (M) of the pre test is as follows :

$$M = \frac{\sum Y}{N}$$

$$= \frac{4655}{76}$$

= 61.25

Based on the above computation, it is known that the mean score of pre test is 61.25. It can be stated that the students' skill in writing descriptive text can be categorized into 'uncapable category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{76} \times 100\%$$

$$= 6.58\%$$

From the calculation, there are 5 of 76 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 6.58 % students whom passed the minimal completeness criteria (KKM).After applied animated short film

in teaching writing descriptive text to the eleventh grade studentsof SMA Negeri 1 Batangtoru in 2024 - 2025 academic year, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 55 and in cycle two is 60.

TABLE II

THE RESULT OF POST – TEST

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
1	80	85
2	70	85
3	75	90
4	70	85
5	70	85
6	75	90
7	85	90
8	75	90
9	80	90
10	75	85
11	75	85
12	70	80
13	80	90
14	80	85
15	80	90
16	75	85
17	80	90
18	75	85

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
19	80	90
20	70	85
21	70	80
22	65	75
23	70	85
24	65	85
25	65	80
26	80	85
27	70	85
28	60	75
29	65	80
30	75	85
31	85	90
32	65	80
33	65	80
34	65	80
35	75	90
36	85	90
37	80	90
38	60	60
39	75	80
40	70	75
41	65	70
42	60	60
43	75	85

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
44	75	75
45	85	85
46	65	65
47	65	65
48	85	85
49	85	85
50	85	85
51	85	85
52	80	80
53	75	75
54	85	85
55	85	85
56	80	85
57	75	75
58	65	65
59	70	70
60	55	70
61	75	75
62	65	75
63	70	70
64	75	80
65	80	90
66	70	70
67	65	65
68	75	80

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
69	70	70
70	75	75
71	80	85
72	65	75
73	75	85
74	75	90
75	55	65
76	70	85
TOTAL	5570	6140

It is done in order to know how far the improvement from the pre-test to cycle 1 is. However, to measure that improvement, it is needed to know the mean score of the class by using the formula as :

$$M = \frac{\sum Y1}{N}$$

$$= \frac{5570}{76}$$

$$= 73.29$$

It is known that the mean score of the class in the cycle 1 is 73.29. It can be stated that the students' skill in writing descriptive text can be categorized into

$$P = \frac{y1-y}{y} \times 100\,\%$$

$$P = \frac{73.29-61.25}{61.26} \times 100\,\%$$

$$P = 19.66\%$$

capable category. In order to know the improvement percentage, the writer as following calculation:

In the first cycle of posttest, there are 43 of 76 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 56.58%. The writer use the formula :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{43}{76} \times 100\%$$

$$P = \mathbf{56.58\%}$$

In the cycle two, the mean of students'score is 80.79. It can be stated that the students' skill in writing

$$M = \frac{\sum Y2}{N}$$

$$= \frac{6140}{76}$$

$$= \mathbf{80.79}$$

descriptive text can be categorized into good category. It is derived from :

To know the improvement from the pre-test to cycle 2 into percentage, after getting

$$P = \frac{y2-y}{y} \times 100\%$$

$$P = \frac{80.79 - 61.25}{61.25} \times 100\%$$

$$P = \mathbf{31.90\%}$$

the mean score 80.79, the writer calculates the percentage calculation as following ;

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 31.90 % from the pre-test. Meanwhile, to know the percentage of

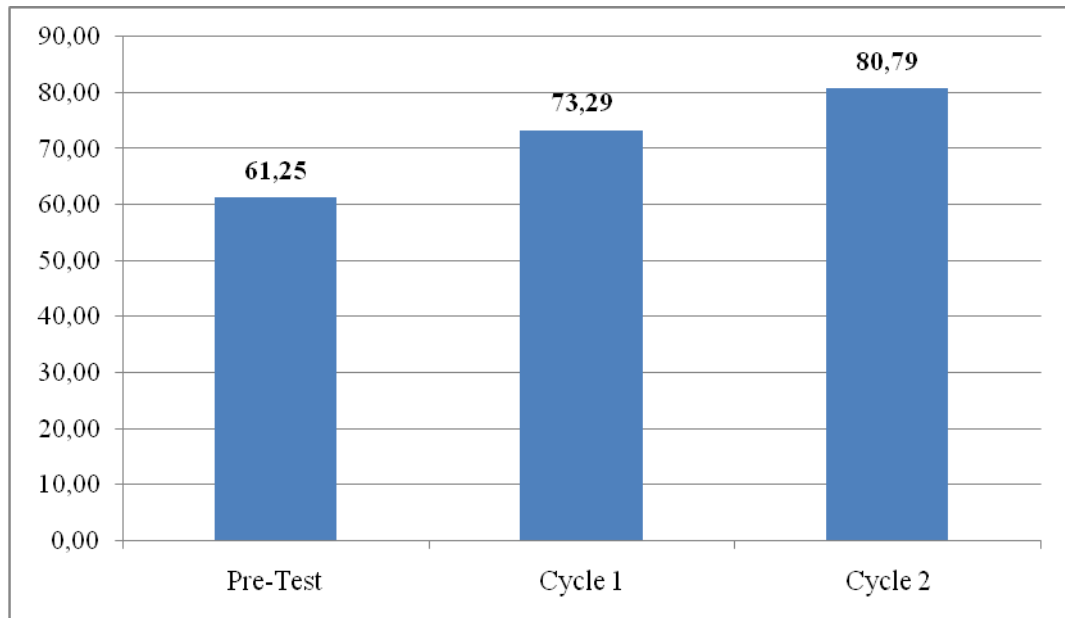$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{63}{76} \times 100\%$$

$$P = \mathbf{82.89\%}$$

this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

In the end of cycle two, the result of the post-test shows that there are 63 students or 82.89 % who have passed the

minimal completeness criteria (KKM). It improved from the pre-test which gained only 6.58% and in the cycle one which had

any improvement become 56.58%. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 82.89 %. It

proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved and the cycle isstopped.

Figure 1. The histogram of the students' score in the pretest, post test 1, and post test 2

The histogram above shows that the improvement of the students' writing descriptive text is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that using animated short film in teaching can improve the students' writing descriptive text mastery. In this discussion, the writer can be show result of the treatment at the pre-test and post-test. The result from the data pre-test shows the students' mastery in Writing descriptive text before they are taught by using animated short film to the eleventh grade students of SMA Negeri 1 Batangtorucan be categorized into "uncapable category" (61.25).

And from the result of cycle one and cycle two, it can be stated the students' skill in writing descriptive text can be categorized into "capable category" they are :73.29 for the cycle 1 and 80.79 for the cycle 2.From the data analysis of the research, it can be assumed that animated short film can give significant effect to develop students' writing descriptive text because the score in post-test which after being taught by using animated short film is higher than before the researcher gave the treatment.

CONCLUSSION

1. Before applying the animated short film in teaching learning process, the students' skill in writing descriptive text can be categorized into "uncapable" category. It can be seen form the mean score of pre-test that is 61.25

2. After applying the animated short film in teaching, the students' skill in writing descriptive text can be categorized into "capable" category. It can be seen form the mean score of post test, they are : 73.29 for cycle 1 and 80.79 for cycle 2

3. Using animated short film in teaching can improve the students' skill in writing descriptive text to the eleventh grade students of SMA Negeri 1 Batangtoruin 2024 - 2025 academic year. It can be seen from the value of students mean score of the students from 61.25 become 80.79

4. The percentage of the eleventh grade students of SMA Negeri 1 Batangtoruin 2024 - 2025academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.89 %.

5. There is a significant improvement of the students' skill in writing descriptive text after they are taught by using animated short film to the eleventh grade students of SMA Negeri 1 Batangtoruin 2024 - 2025 academic year. It can be seen from the percentage improvement of the end cycle that is 31.90 %.

6. The hypothesis of this research is accepted.

7. The students received the use of an animated short film to teach descriptivetext well, even so there were still some students who disagree because theyfelt the used of animated short films does not change many things in theirlearning process. But even so, students were quite excited to used this mediain class to learn English, moreover it could made an atmosphere that was moreexcited than usual learning which only focused on the books. The studentswere eager to used this media in the classroom to learn English.

THANK YOU NOTE

The writer would like to express his gratitude and highest appreciation to God, Rector, Dean, Advisor I, Advisor II, the Head Master and the teacher of SMA Negeri 1Batangtoru, all of my family and friends.

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