

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Findings of the Research

This research was conducted on Mei 04<sup>th</sup>, 2020 to October 23<sup>th</sup>, 2020 at second grade of Mts Muallimin Muhammadiyah Bangkinang. The names of class are 8A and 8C of Mts Muallimin Muhammadiyah Bangkinang. This research used two classes 8C as experimental class by using video animation movies and 8A as control class without using video animation movies.

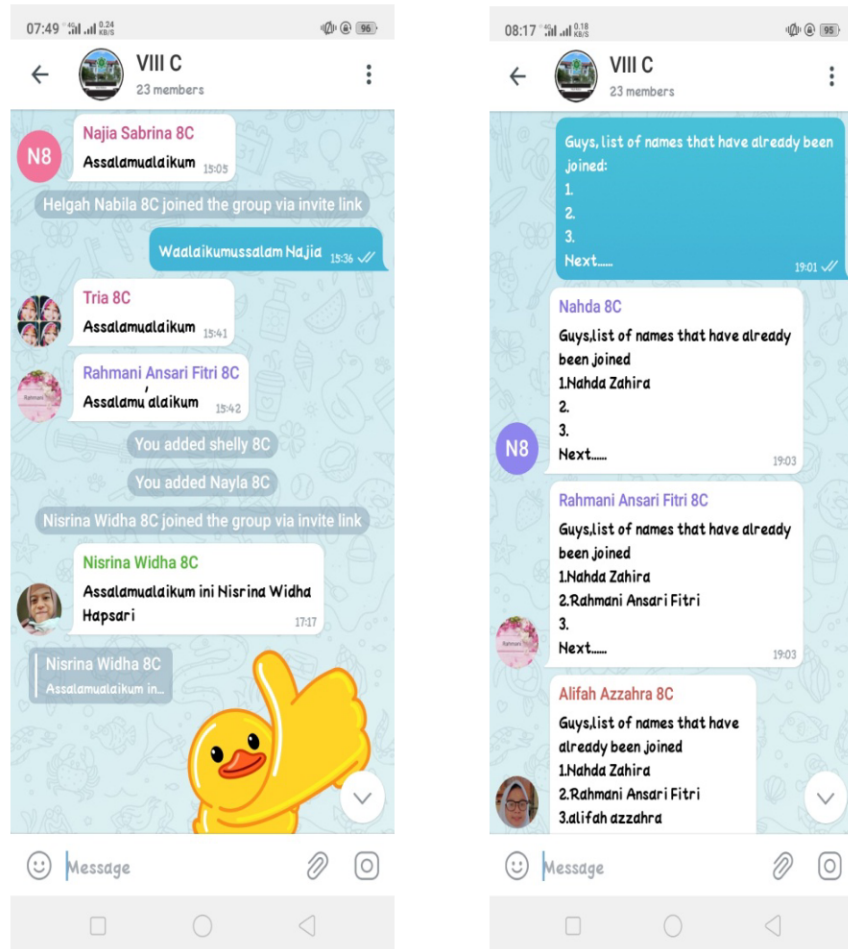
The purpose of this research is to obtain the data of students' writing skill after learning in online class by using video animation movies as media in material narrative text. There were two classes which were taken as samples by clustering sampling. It was found that class 8C as an experimental class and 8A as control class. Then the researcher gave treatments to experimental class in four meetings.

In this research, there two classes which were used the sample of the studi. The first class was 8A as the control group and second one was 8C as the experiment group. The control group was gave a teacher method by using power point in Telegram on writing online class. Meanwhile, the experimental group was gave the video animation movies as media in writing online class.

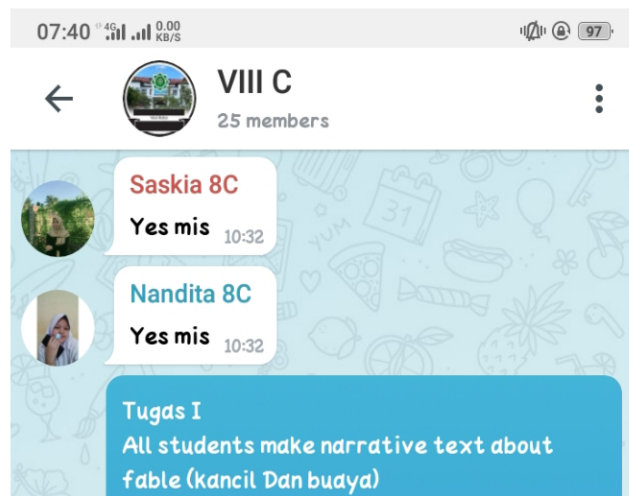
#### I. First Meeting (Friday, July 24<sup>th</sup> 2020)

At the first meeting on Friday July 24<sup>th</sup>, 2020 at 15.00 am. The students who have joined the Telegram group convey their greeted and mention who they are. After that to made sure all students have joined the group telegram, the teacher made a list of names and

asked students to made their names on the list of names to indicated that the students have joined the Telegram group.



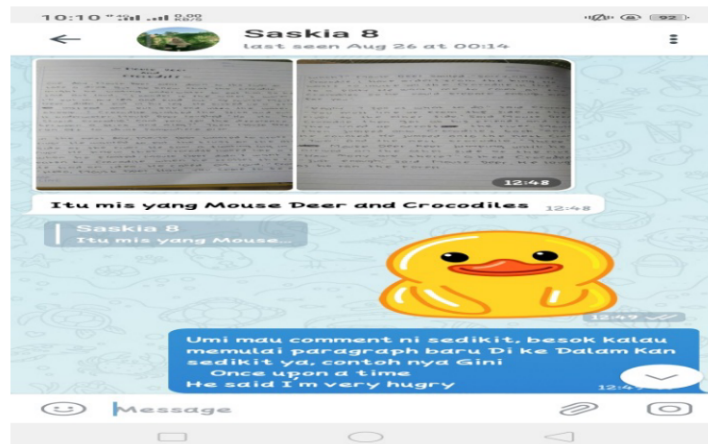
Some students have filled in the list of names. There are student who join through via link and also students who join the way the teacher added.



After all the students joined the Telegram group, teacher gave a pre-test of narrative text to students to made a fable story. The purpose of the pre-test gave by the teacher to students is to find out students' writing skills.



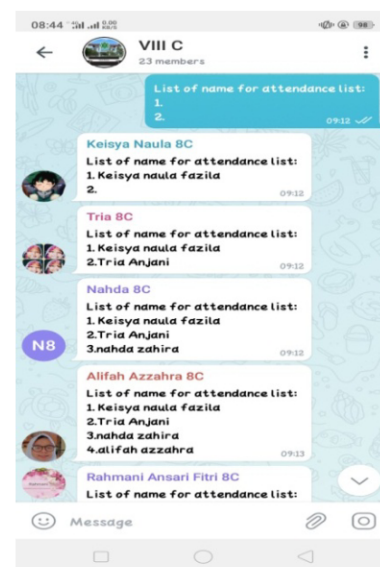
One of the students asked about the language used in writing the fable story, it used Indonesian or English and the teacher gave the answer using English because they were learning English subject.



This is one of the students who collected the pre-test task for narrative text about fable and the teacher gave comments on how to write paragraphs

## 2. Second Meeting (Tuesday, July 28<sup>th</sup> 2020)

At the second meeting on Tuesday July 28<sup>th</sup>, 2020 at 09.00 am. The teacher greeted students as a sign that learning was begin soon. After a few people replied to the teacher's greeted and at exactly 09.00 am, teachers checked student attendance by list at the name of the student in the Telegram group.





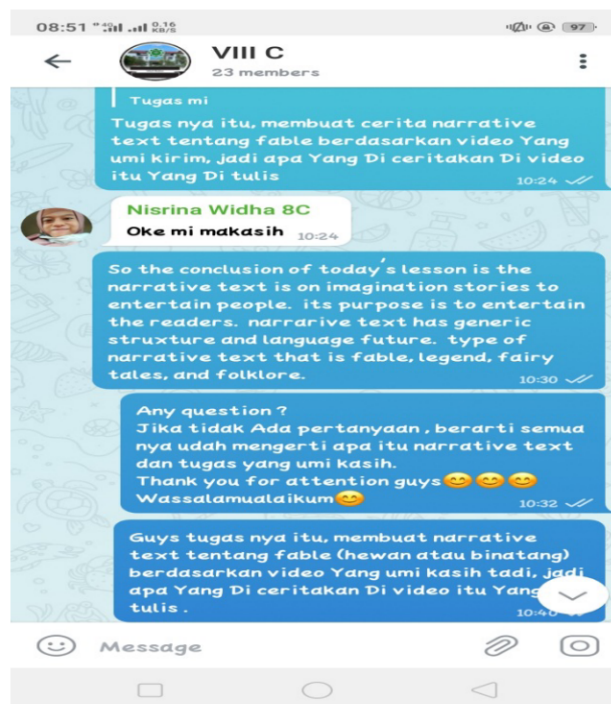
Before started lessons the teacher asked, if the students are ready to learn. After students answered ready, the teacher would started the lesson.



The teacher sent a link to the Telegram group about narrative text in the form of animation movies and students could immediately watched in on YouTube. The teacher also provided instruction which consisted of 4 points and the teacher also provided additional information on the purpose of narrative text.



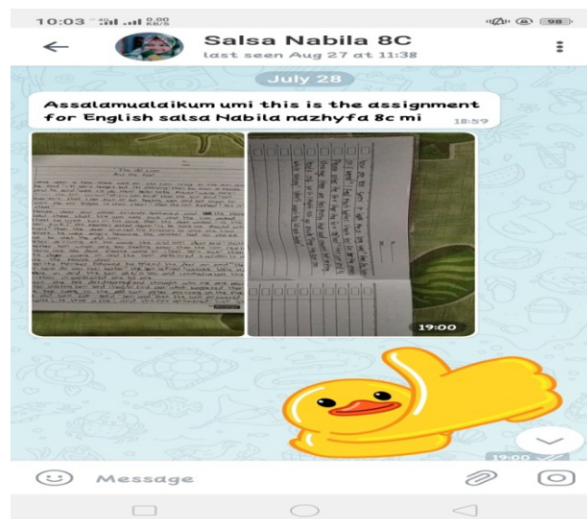
After the students watched animation movies about narrative text on YouTube and the teacher asked the students, if the students does not understood please asked.



After all students'the explanation, the teacher and students together concluded the narrative text.



At the end meeting the teacher sent link for narrative text assignments in Telegram group to students about fable and the teacher also provided instruction in making assignments consisted of 5 points.



This is assignment the students made narrative text about fable based on animation movies and she collected assignment on time.



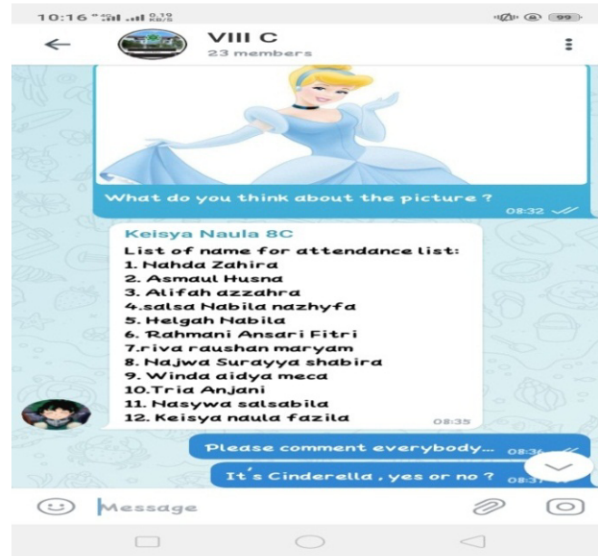
There were also students who sent late and asked for additional time because there are mistakes in made assignment.

### 3. Third Meeting (Tuesday, August 04<sup>th</sup> 2020)

At the third meeting on Tuesday August 04<sup>th</sup>, 2020 at 08.00 am. The teachers checked student attendance by list at the name of the student in the Telegram group.







Before started learning, the teacher and students conducted question and answered for narrative text about fairy tales. The teacher sent the Cinderella picture to the Telegram group and asked to students “what do you think about the picture?”



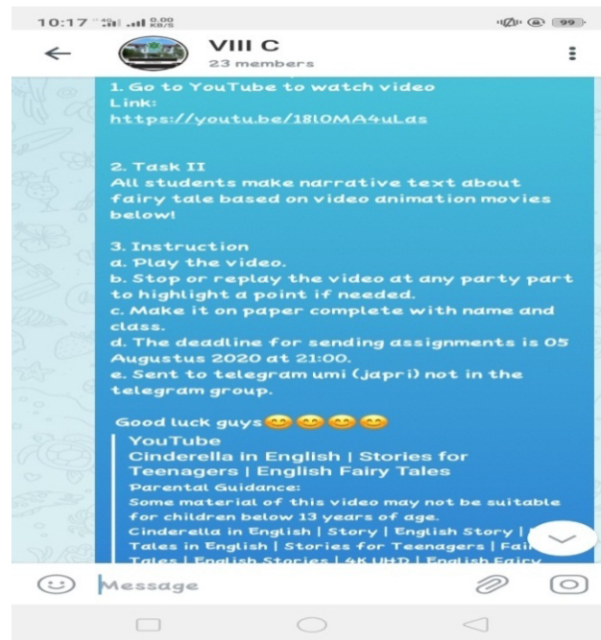
And here the teacher asked to students who remember, “what is type of narrative text?” and students who knew the answered immediately gave answered in the telegram group.



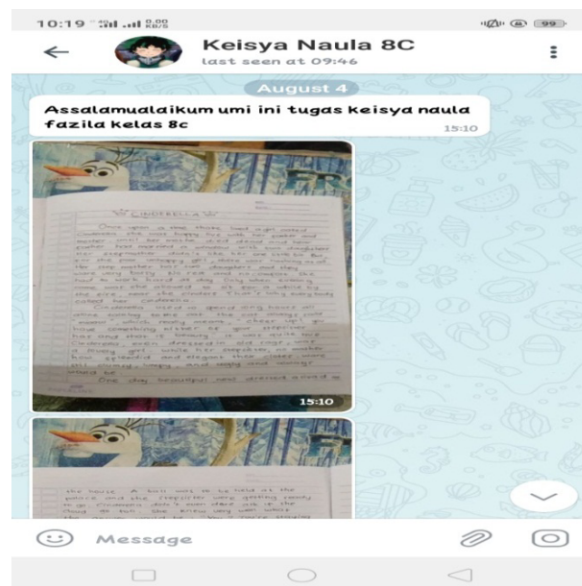
The teacher gave Cinderella questions which are included in the type of narrative text and some students immediately answered them corrected.



Students and teacher asked question about narrative text in the Telegram group. And students answered no, it means that the students already understood the lesson at the time.



The teachers gave the second assignment to students about fairy tales. The teacher also provided instruction consisted of 5 points that students must do in made assignment.



This is assignment the students made narrative text about fairy tale based on animation movies.

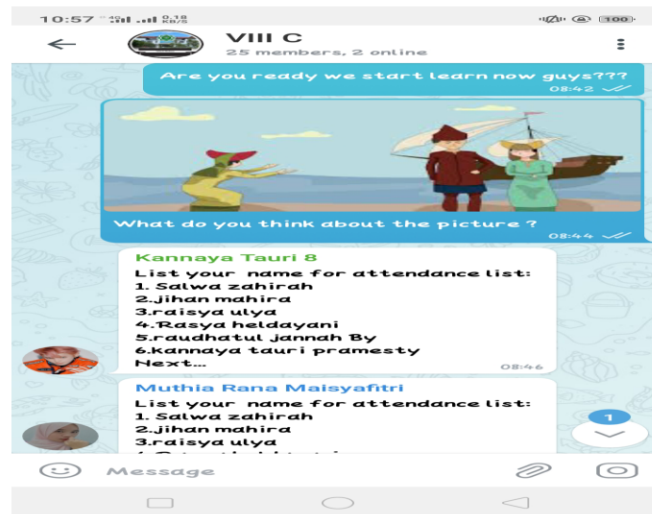


There were also students who were late in submitted assignment because to network disturbances.

#### 4. Fourth Meeting (Friday, August 07<sup>th</sup> 2020)

At the fourth meeting on Friday August 07<sup>th</sup>, 2020 at 09.00 am. The teachers checked student attendance by list at the name of the student in the Telegram group.





Before started learning, the teacher and students conducted question and answered for narrative text about folklore. The teacher sent the Malin Kundang picture to the Telegram group and asked to students “what do you think about the picture?”



And here the teacher asked to students who remember, “what is type of narrative text?” and students who know the answered immediately gave answered in the telegram group, even though the answered is not quite right but students could be active in the group.

There are also students who still fill in the absent list when learning has started, the teacher also understood that students are late to be absent because learning through online

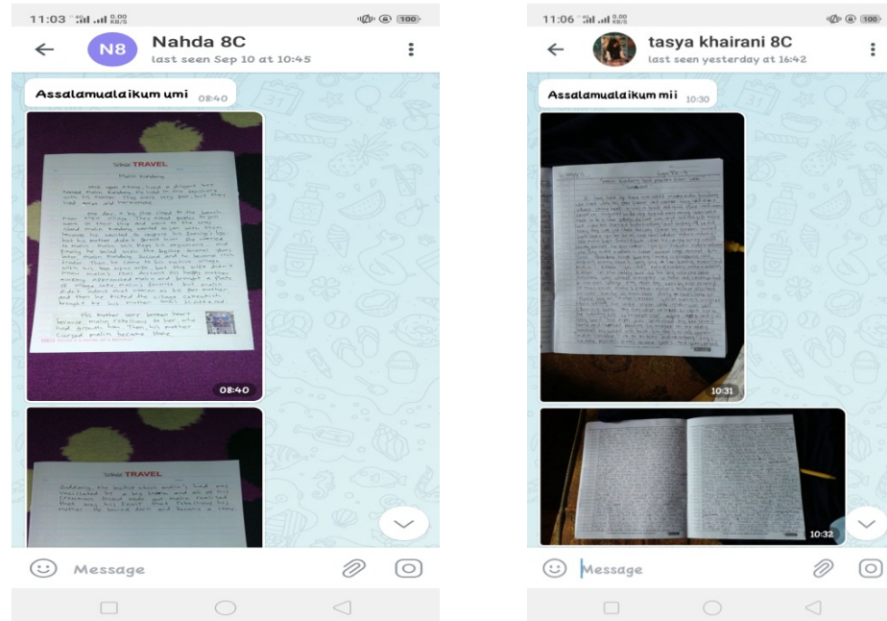
teacher cannot force students to be on time to be absent because of a situation.



There were also students who answered corrected that Malin Kundang was a type of narrative text for folklore.



The teachers gave the third assignment to students about folklore. The teacher also provided instruction consisted of 5 points that students must do in made assignment.



This is third assignment the students name is Nahda and Tasya Khairani, they are on time for collected the assignment made narrative text about folklore based on animation movies.



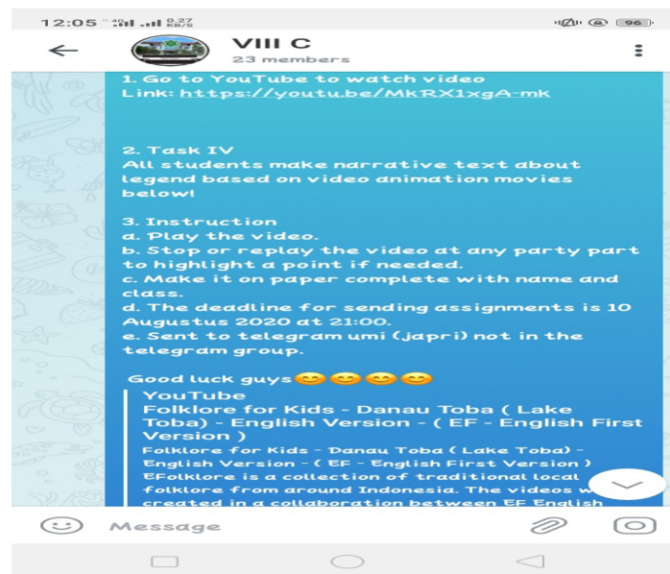
There are also students who are late in submitted assignment for several reasons and the teacher gave permission for the reasons that are quite right.

##### 5. Fifth Meeting (Tuesday, August 11<sup>th</sup> 2020)

At the fifth meeting on Friday August 11<sup>th</sup>, 2020 at 08.00 am. The teacher greeted students as a sign that learning was begin soon. After a few people replied to the teacher's greeted and at exacted 09.00 am, teachers checked student attendance by list at the name of the student in the Telegram group.



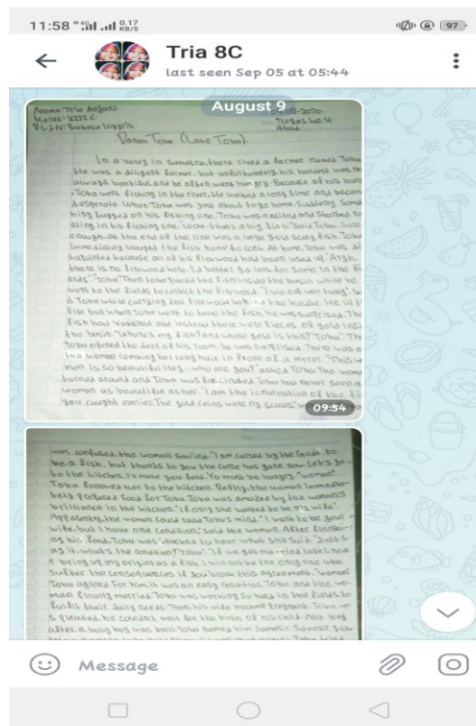
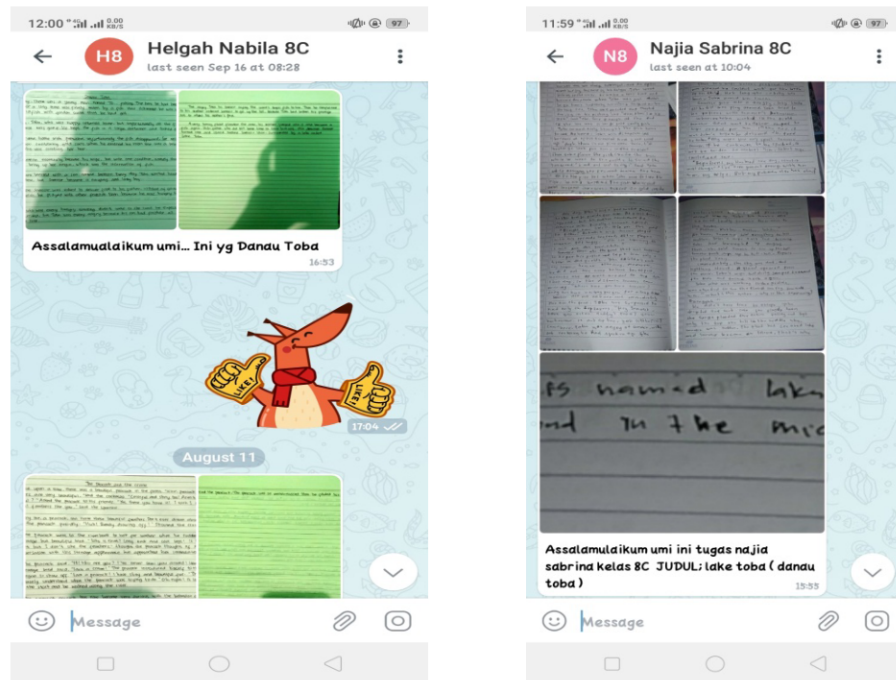




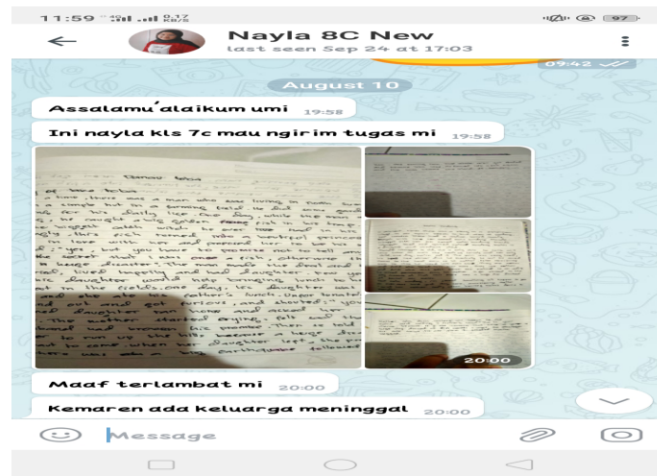
At the fifth meeting the teacher immediately gave the assignment because the students had understood the material being taught, namely the narrative text at the previous meeting. The teachers gave the assignment to students about legend. The teacher also provided instruction consisted of 5 points that students must do in made assignment.



The teacher asked in the group if students do not understood the assignment gavestudents could asked question so that they don't made the wrong assignment.



These are some of the assignment the students made narrative text about legend based on animation movies and collected them on time.



In the fifth week assignment, there is students who late in submitted assignment because a family her died.

#### 6. Sixth Meeting (Tuesday, August 18<sup>th</sup> 2020)

At the sixth meeting on Tuesday August 18<sup>th</sup>, 2020 at 08.00 am. The teachers checked student attendance by list at the name of the student in the Telegram group. In this sixth meeting the teacher would be carry out a daily test or post-test, which aims to see the writing skills of students after being gave treatment.



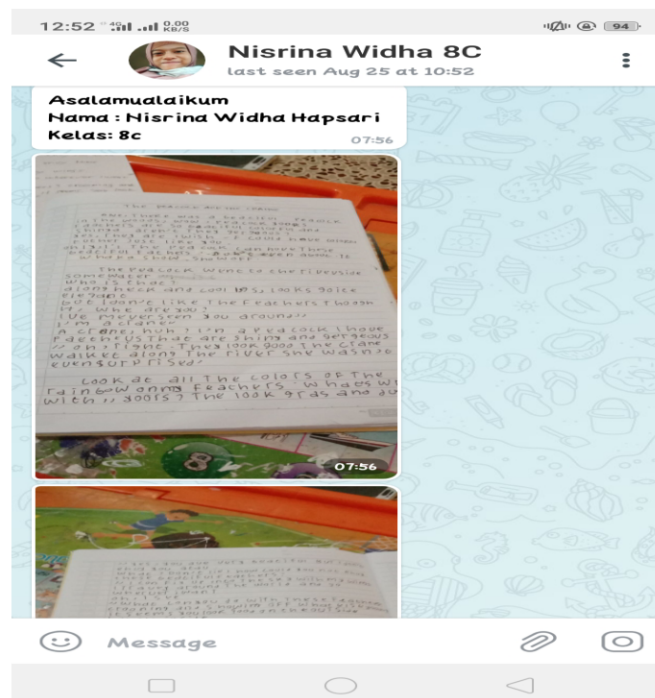


The teacher asked the students after the daily test is completed that no one would leave the Telegram Group because this Telegram group was used as evidenced of students learning about narrative text.

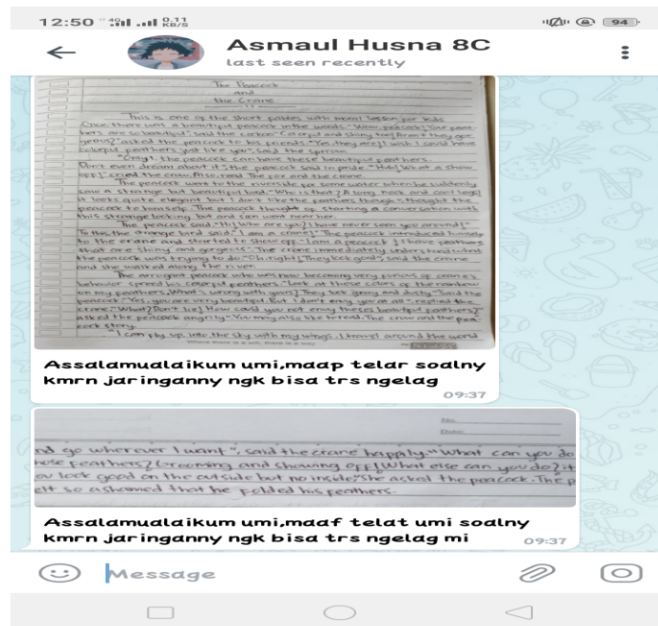


The Teacher sent a link for the daily test or post-test to the Telegram group. The teacher also provided instruction consisted of 5 points that students must do in made assignment.





For the sixth assignment the students made narrative text about fable based on video animation movies for daily test or post-test and they are collected the daily test on time.



In the collected of daily test or post-test, there are students were late submitted assignment because that time the Telkomsel network was experiencing interference.

B. The Data Analysis and Result of Research

- I. Students' Writing Skill
  - a. Pre-Test Score

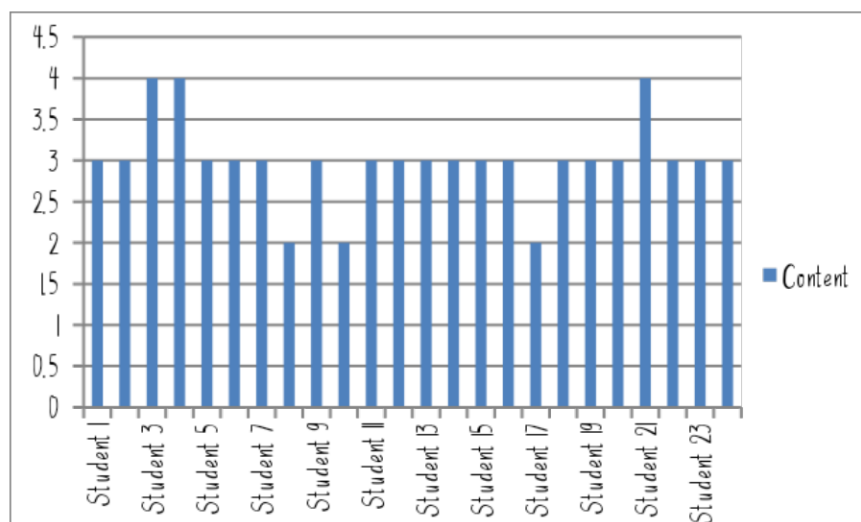


Figure 4.1  
The students pre-test of content

Based on the figure 4.1 above, 3 students got a score of 4 on the content

indicator, 18 students got a score of 3 on the content indicator, and 3 students got a score of 2 on the content indicator. Mean score of content indicator is 72. It could be concluded that, students writing skill of content indicator is very good.

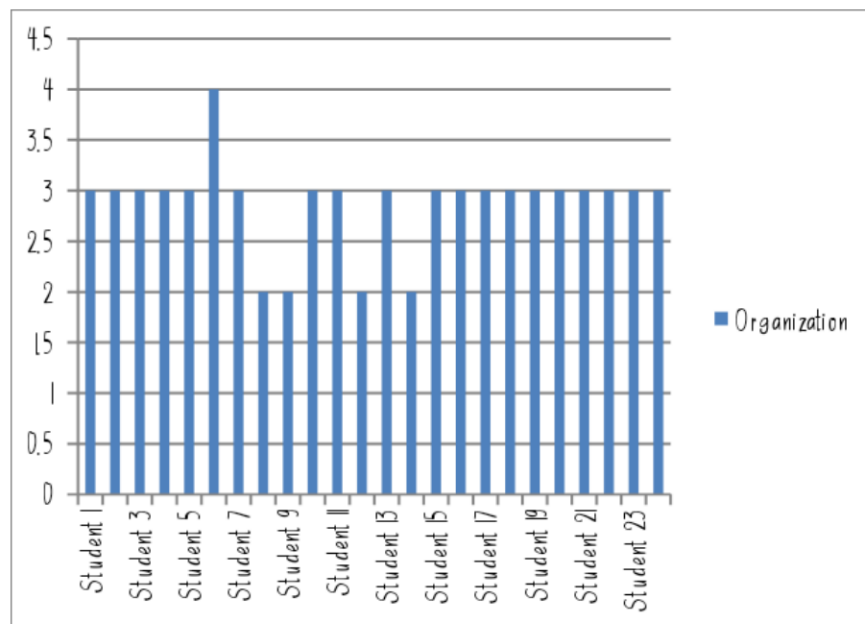


Figure 4.2  
The students pre-test of organization

Based on the figure 4.2 above, 1 student got a score of 4 on the organization indicator, 19 students got a score of 3 on the organization indicator, and 4 students got a score of 2 on the organization indicator. Mean score of organization indicator is 69. It could be concluded that, students writing skill of organization indicator is good.



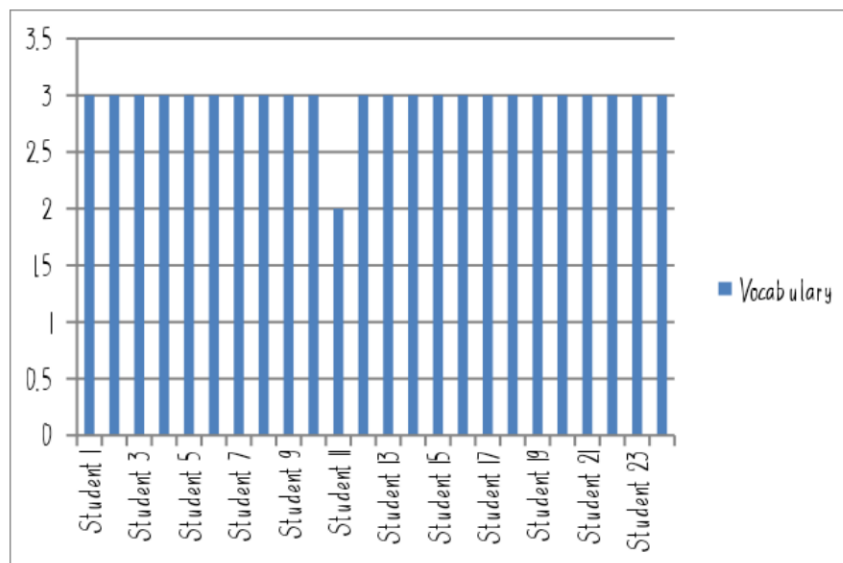


Figure 4.3  
The students pre-test of vocabulary

Based on the figure 4.3 above, 23 students got a score of 3 of the vocabulary indicator, and 1 student got a score of 2 of the vocabulary indicator. Mean score of vocabulary indicator is 71. It could be concluded that, students writing skill of vocabulary indicator is good.

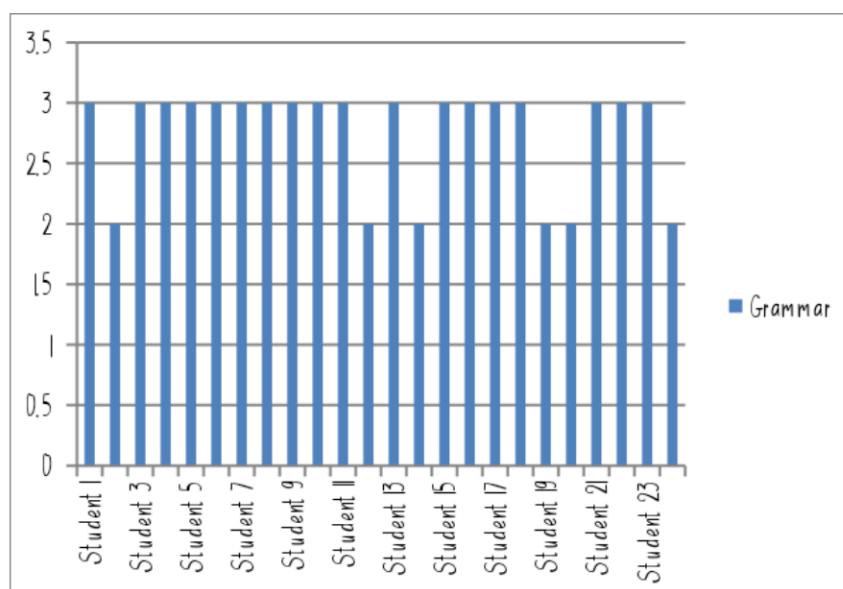


Figure 4.4  
The students pre-test of grammar

Based on the figure 4.4 above, 6 students got a score of 2 on the grammar indicator and 18 students got a score of 3 on the grammar indicator. Mean score of content grammar is 66. It could be concluded that, students writing skill of grammar indicator is good.

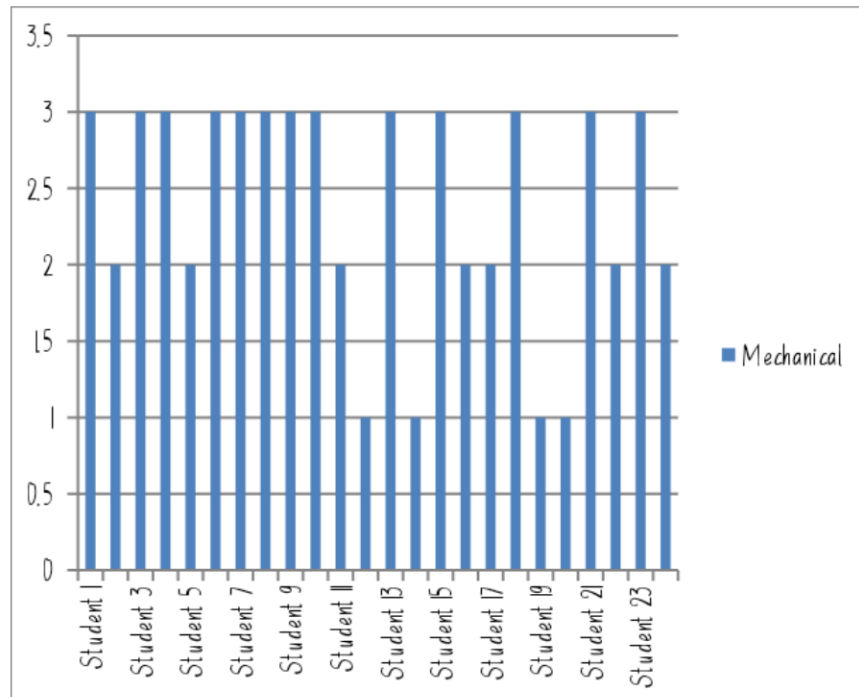


Figure 4.5  
The students pre-test of mechanics

Based on the figure 4.5 above, 4 students got a score of 1 on the mechanical indicators, 7 students got a score of 2 on the grammar indicator, and 13 students got a score of 3 on the mechanical Indicators. Mean score of mechanics indicator is 57. It could be concluded that, students writing skill of mechanics indicator is fair.

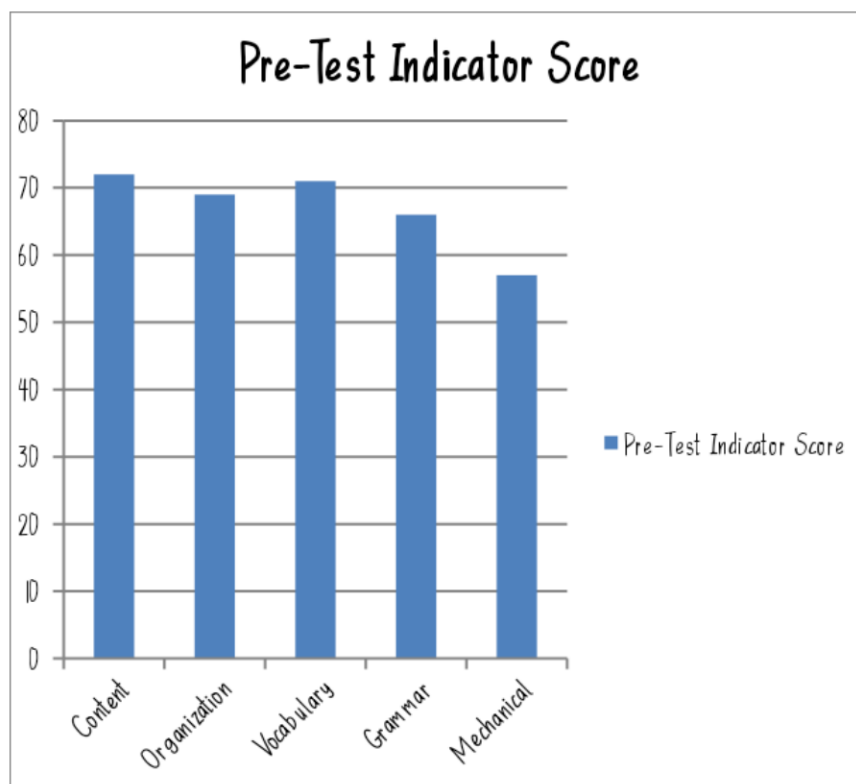


Figure 4.6  
The Indicator of Students Pre-Test Score

Based on the figure 4.6 above, the higher indicator is content. Which are the students got total score 72 in the indicator. The lowest total score is 57, there is mechanical. Meanwhile, organization, vocabulary, and grammar the student got total score each indicator are 69, 71, and 66.

It could be concluded that, in writing the student can use a good content indicator, which is supported by good vocabulary indicator. But in organization indicator the still messy, which is supported by poor grammar and mechanics indicator.

#### b. Post-Test Score

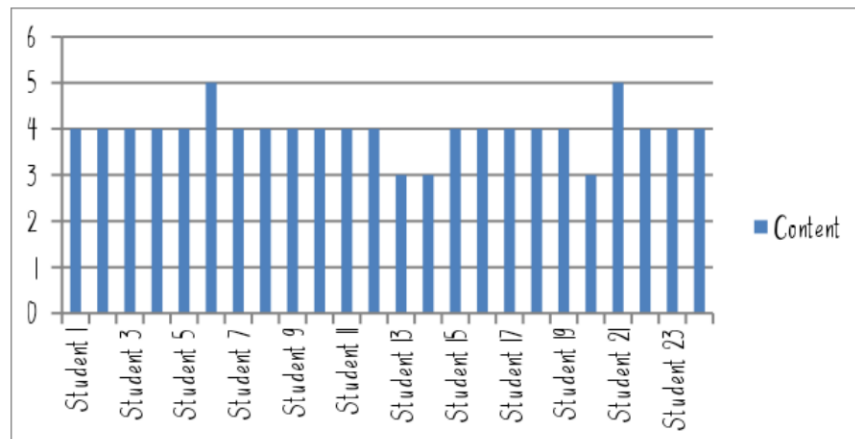


Figure 4.7  
The students post-test of content

Based on the figure 4.7 above, 3 students got a score of 3 on the content indicator, 19 students got a score of 4 on the content indicator, and 2 students got a score of 5 on the content indicator. Mean score of content indicator is 95. It could be concluded that, students writing skill of content indicator is excellent.

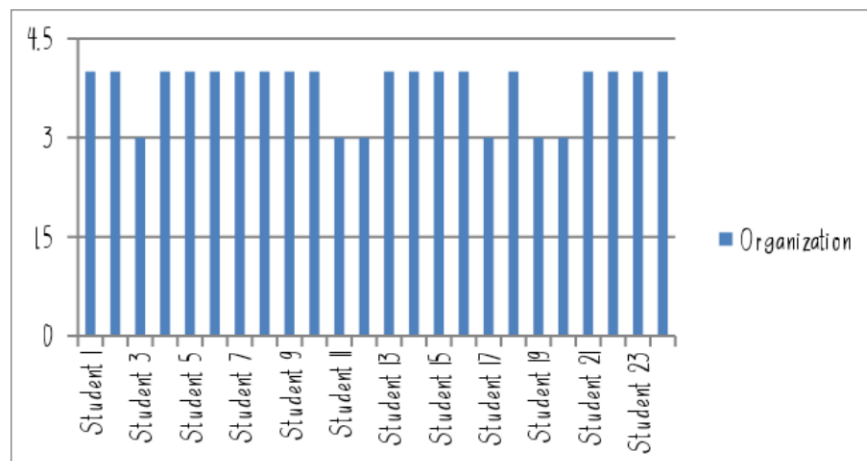


Figure 4.8  
The students post-test of organization

Based on the figure 4.8 above, 6 students got a score of 3 on the organization indicator and 18 students got a score of 4 on the organization indicator. Mean score of organization indicator is 90. It could be concluded that, students writing skill of organization indicator is excellent.

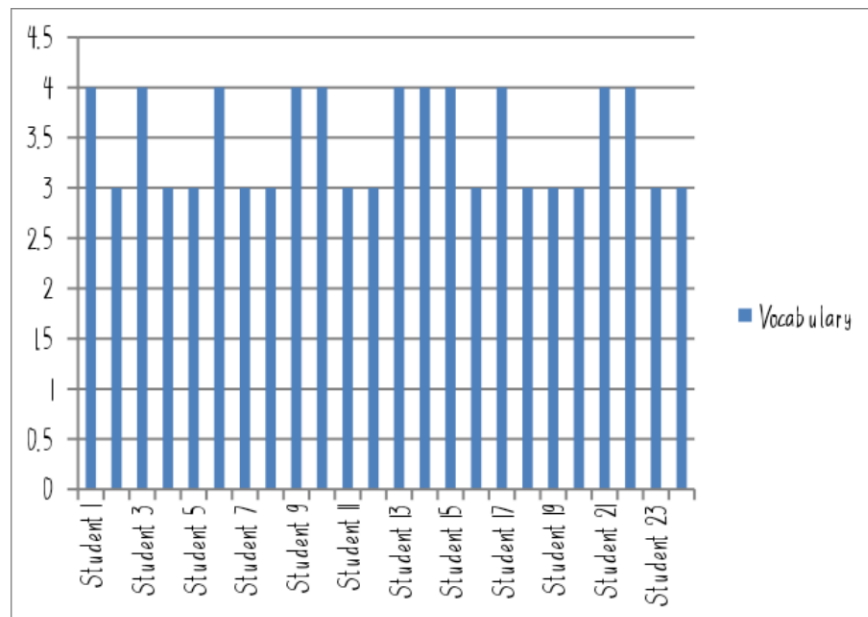


Figure 4.9  
The students post-test of vocabulary

Based on the figure 4.9 above, 13 students got a score of 3 on the vocabulary indicator and 11 students got a score of 4 on the vocabulary indicator. Mean score of vocabulary indicator is 83. It could be concluded that, students writing skill of vocabulary indicator is very good.

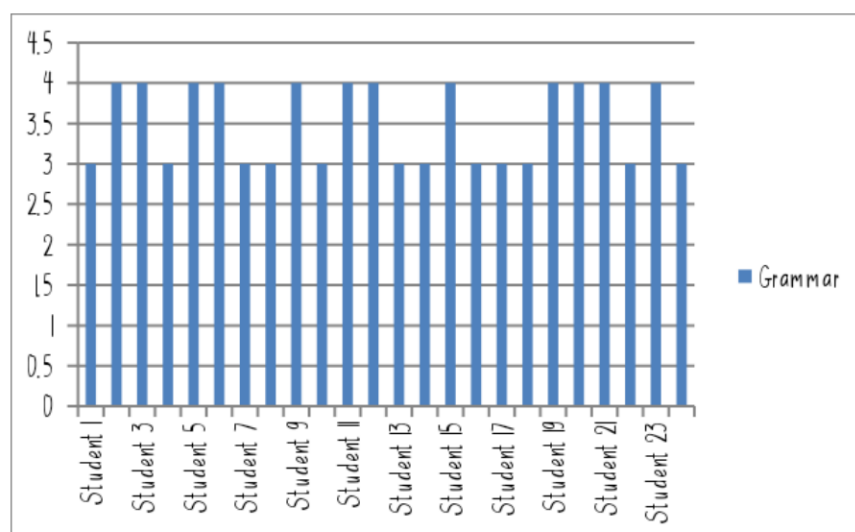


Figure 4.10  
The students post-test of grammar

Based on the figure 4.10 above, 12 students got a score of 3 on the grammar indicator and 14 students got a score of 4 on the grammar indicator. Mean score of grammar indicator is 84. It could be concluded that, students writing skill of grammar indicator is very good.

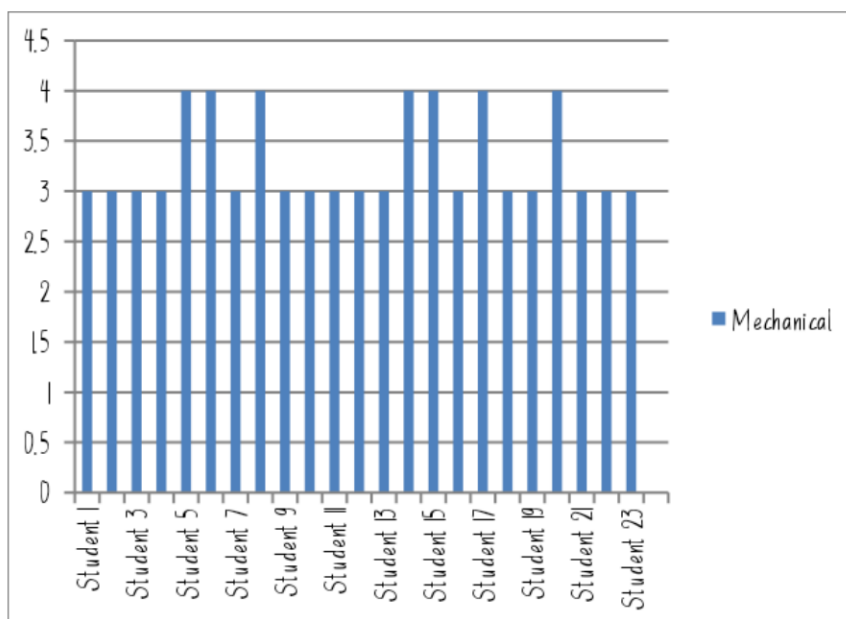


Figure 4.11  
The students post-test of mechanical

Based on the figure 4.11 above, 17 students got a score of 3 on the mechanics indicator and 7 students got a score of 4 on the mechanics indicator. Mean score of mechanics indicator is 79. It could be concluded that, students writing skill of mechanics indicator is very good.

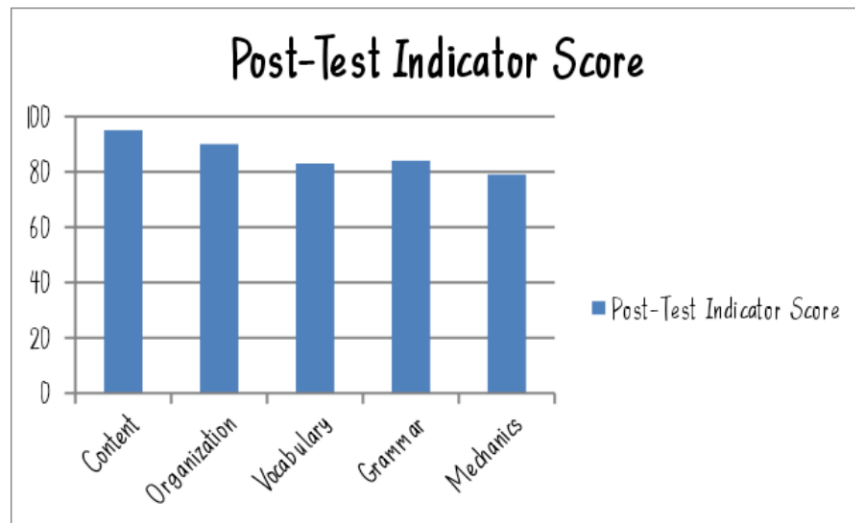


Figure 4.12  
The Indicator of Students Post-Test Score

Based on the figure 4.12 above, the higher indicator are content, organization and grammar. Which are the students got total score each indicator 95, 90, and 84. Meanwhile, vocabulary and mechanics the students got total score each indicator is 83 and 79. It could be concluded that, the students content indicator still very good by using animation movies gave the effect of each indicator writing. The student vocabulary is good level. It is also of organization the students is not messy anymore, which is supported by good level grammar and mechanics.

## 2. The Data Analysis

### a. The Categorization of Experimental Group's Pre-Test scores

After categorization of the Writing scores of the experimental group from the formula, the frequency and percentage were received, for "poor" category we can see that there was 9 or 37.5 %, for a "fair" was 15 or 62,5% for "good", "very good" and "excellent" category was 0 or 0%. It can be seen for the student writing skill in the pretest scores from the experimental group, the scores mostly on the fair level.

Table 4 1  
Pre-Test Categorization Result

	Frequency	Percent
Poor	9	37,5
Fair	15	62,5
Total	24	100,0

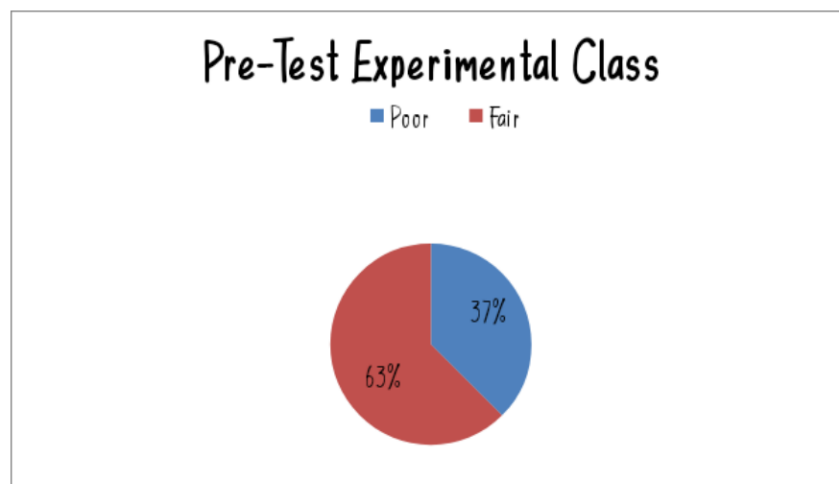


Figure 4.13  
The Categorization of Experimental Group's Pre-Test Scores

b. The Categorization of Experimental Group's Post-Test scores

The data of the student scores from experimental group gained after using the formula, the result showed that the total students who got "good" category, resulting 20. Then 4 for "very good" category and for a "poor", "fair" and "excellent" was 0. In the form percentage, the results showed that "good" category reached 83% as the highest percentage and "very good" category was 17% and for a "poor", "fair" and "excellent" category was 0% as the lowest percentage.

Table 4 2  
Post-Test Categorization Result

	Frequency	Percent
Good	20	83



Very Good	4	17
Total	24	100,0

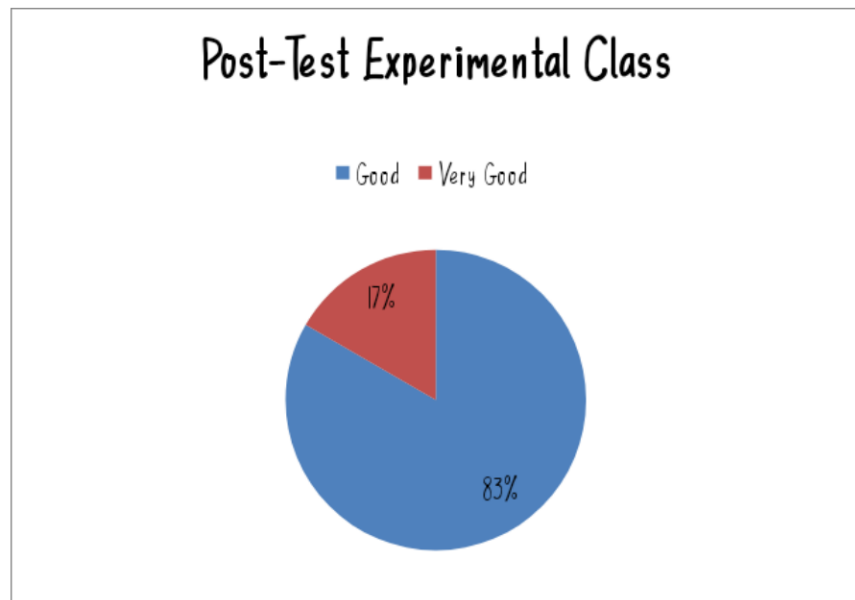


Figure 4.14

The Categorization of Experimental Group's Post-Test Scores

c. The Categorization of Control Group's Pre-Test scores

The frequencies were found after applying the formula in categorizing the student scores and the result showed that the frequency of the "poor" category was 4, for the frequency of the "fair" category was 18, for the "good" category was 4 and for a "very good" and "excellent" category was 0. Meanwhile, in terms of percentage the "poor" category reached 17%, for the "fair" 75% and for "good" 8% and for a "very good" and "excellent" category was 0%. It can be seen on the table below.

Table 4.3  
Pre-Test Categorization Result

	Frequency	Percent
Poor	4	17
Fair	18	75
Good	2	8
Total	24	100,0

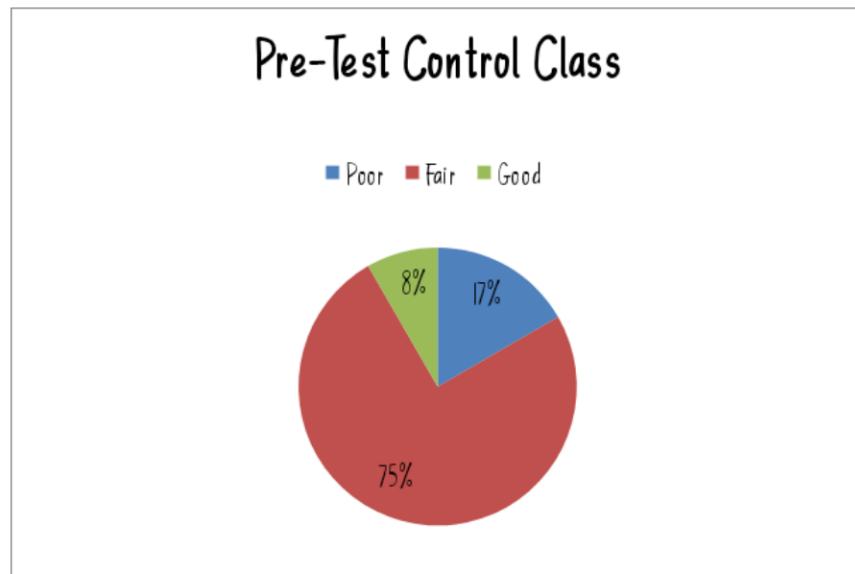


Figure 4.15

The Categorization of Control Group's Pre-Test Scores

d. The Categorization of Control Group's Post-Test scores

The result of post-test scores control group showed that the frequency and percentage of "poor" category was 5 or 20%, for the "fair" category was 16 or 67%, for the "good" category was 3 or 13%, "very good" and "excellent" category was 0 or 0%.

Table 4.4  
Post-Test Categorization Result

	Frequency	Percent
Poor	5	20
Fair	16	67
Good	3	13
Total	24	100,0

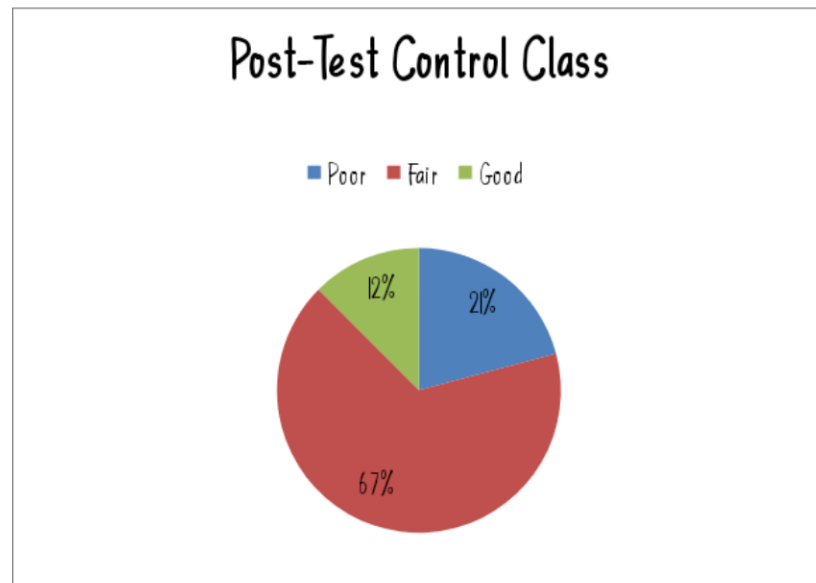


Figure 4.16

#### The Categorization of Experimental Group's Post-Test Scores

Based on the figure 4.16 above, it shows that there was a better score in the experimental class than the control class. It can be seen from the average of 11. It can be concluded that there was the positive effect in using Animation Movies as media in Online Writing Class at second grade of Mts Muallimin Muhammadiyah Bangkinang than control class. The experimental class is higher than control class.

### 3. Validity and Reliability of the Test

#### a. Validity

The calculation of the item analysis on the experiment did manually by using Product Moment Formula. Based on interpretation of the validity item, the summary of the results, the calculation of validity the pre-test and post-test experiment class and control class that has been tested can be seen on the following table:

Table 4.5  
Trial Result of Validity Pre-Test Experiment Class

Assessment Aspects	Skor	Kriteria
--------------------	------	----------

Content = x1	0,45	Valid
Organization = x2	0,56	Valid
Vocabulary = x3	0,41	Valid
Grammar = x4	0,76	Valid
Mechanical = x5	0,87	Valid

Based on the table 4.5 above, for content the score is 0,45 it is included in valid criteria. For organization the score is 0,56 it is included in valid criteria. For vocabulary the score is 0,41it is included valid. For grammar the score is 0,76 it is included valid and for mechanical the score 0,87 it is also valid.

Table 4.6  
Trial Result of Validity Post-Test Experiment Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,72	Valid
Organization = x2	0,43	Valid
Vocabulary = x3	0,49	Valid
Grammar = x4	0,43	Valid
Mechanical = x5	0,41	Valid

Bas

Based on the table 4.6 above, for content the score is 0,72 it is include in valid criteria. For organization the score is 0,43 it is included in valid criteria. For vocabulary the score is 0,49it is included valid. For grammar the score is 0,43 it is included valid and for mechanical the score 0,41 it is also valid.

Table 4.7  
Trial Result of Validity Pre-Test Control Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,78	Valid
Organization = x2	0,58	Valid

Vocabulary = x3	0,71	Valid
Grammar = x4	0,62	Valid
Mechanical = x5	0,49	Valid

Based on the table 4.7 above, for content the score is 0,78 it is included in valid criteria. For organization the score is 0,58 it is included in valid criteria. For vocabulary the score is 0,71 it is included valid. For grammar the score is 0,62 it is include valid and for mechanical the score 0,49 it is also valid.

Table 4.8  
Trial Result of Validity Post-Test Control Class

Assessment Aspects	Skor	Kriteria
Content = x1	0,79	Valid
Organization = x2	0,49	Valid
Vocabulary = x3	0,69	Valid
Grammar = x4	0,70	Valid
Mechanical = x5	0,48	Valid

Based on the table 4.8 above, for content the score is 0,79 it is included in valid criteria. For organization the score is 0,49 it is included in valid criteria. For vocabulary the score is 0,69it is included valid. For grammar the score is 0,70 it is included valid and for mechanical the score 0,48 it is also valid.

#### b. Reliability

To calculate the reliability of the pre-test and post-test experiment and control class, the researcher used by Alpha Cronbach Formula. The summary of calculation level showed the result instrument reliability, it can be seen based on the table below:

Table 4.9  
The Result of Reliability

No	Question	$r_{ij}$	Interpretation
1.	Pre-Test Experimental Class	0,55	Enough
2.	Post-Test Experimental Class	0,41	Enough
3.	Pre-Test Control Class	0,41	Enough
4.	Post-Test Control Class	0,42	Enough

Based on the table 4.9 above, for pre-test experiment  $r_{ij}$  is 0,55 it is included enough interpretation. For post-test experiment  $r_{ij}$  is 0,41 it is included enough interpretation. For pre-test control  $r_{ij}$  is 0,41 it is included enough interpretation and for post-test  $r_{ij}$  is 0,42 it is included enough interpretation. It's mean the result of reliability is reliable.

#### 4. Inferential Analysis

Technique of data analysis that conducted in this research is t-test. This test is performed to determine there is a significant difference or not between the two classes before and after have gave the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by used normality test, homogeneity test, and t-test.

##### a. Test Result Normality of Pre-test and Post-test in Experiment Class and Control Class

The data that would be analyzed in this normality test was Pre-test and Post-test value data in the experimental class and control class. The aims of Normality test was to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi kuadrat, where  $H_0$  normal distribution and  $H_a$  not normal distribution.

If  $x^2_{count} < x^2_{table}$ , therefore  $H_0$  is accepted and  $H_a$  is rejected. So, the data is normal

distribution.

If  $x^2_{count} > x^2_{table}$ , therefore  $H_a$  is accepted and  $H_0$  is rejected. So, the data is not normal distribution.

One of the assumptions that must be met before testing the homogeneity of the experimental class variance and control class should be normally distributed. The result of normality test was summarized in the following table:

Table 4.10  
Test Result Normality of Pre-test and Post-test In Experiment Class and Control Class

Class	$x^2_{count}$	$x^2_{table}$	Summarized
Pre-test Experiment	-10,89	11,07	Normal Distribution
Post-test Experiment	10,88		Normal Distribution
Pre-test Control	-9,35		Normal Distribution
Post-test Control	-9,28		Normal Distribution

The conclusion for experimental class and control class  $x^2_{count} < x^2_{table}$ . So that,  $H_0$  is accepted and  $H_a$  is rejected. It means that the experimental data of the experimental class and control class is normally distributed.

b. Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class and Control Class

Homogeneity Test of Variance has done to know whether the experimental class and control class have the same variance. In determining whether the experiment class data and control had homogeneous by comparing  $F_{count}$  and  $F_{table}$ , where the value of  $F_{count}$  homogeneous by comparing  $F_{count}$  and  $F_{table}$ , where the value of  $F_{count}$  obtained

by comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 4.11  
Homogeneity Test of Variance of Pre-Test and Post-Test in Experimental Class

Class	Variance	n	$F_{count}$	$F_{table}$	Explanation	Summarized
Pre-Test	36,84	24	1,58	2,05	$F_{hitung} < F_{tabel}$	Homogen
Post-Test	23,22	24				

Based on table above and processed data of researchers, then the conclusion was  $F_{count} < F_{table}$ . So  $H_0$  is accepted and  $H_a$  is rejected, it is means that, the experimental class data and control class data was homogeneous.

Table 4.12  
Homogeneity Test of Variance of Pre-Test and Post-Test in Control Class

Class	Variance	n	$F_{count}$	$F_{table}$	Explanation	Summarized
Pre-Test	37,25	24	1	2,05	$F_{hitung} < F_{tabel}$	Homogen
Post-Test	37,10	24				

Based on table above and processed data of researchers, then the conclusion was  $F_{count} < F_{table}$ . So  $H_0$  is accepted and  $H_a$  is rejected, it is means that, the experimental class data and control class data was homogeneous.

c. The Average of Post-Test Value in the Experiment Class and Control Class

Based on data calculations in the experimental class and control class, it found that the two classes were distributed normally, and has homogeneous variance, and then the average test used the t-test. The results of average test calculation (t-test) are summarized in the following table:



Table 4.13  
The Average of Post-Test Value in the Experiment Class and Control Class

Class	N	Average	$t_{count}$	$t_{table}$	Summarized
Experiment	24	72	6,92	1,68	$t_{hitung} > t_{tabel}$
Control	24	61			

Based on table 4.13 above from the data researcher, it is obtained  $t_{count} = 6,92$ .

Degrees of freedom in the  $t$ -distribution list was  $n_1 + n_2 - 2 = 46$  with degree of freedom 46, so that, obtained  $t_{table} = 1,68$ . Then,  $t_{count} > t_{table}$ . So, we can conclude that  $H_0$  is accepted and  $H_a$  is rejected. It means that, there are significant differences between outcomes of experimental class and control class after giving the different treatment.

The average learning outcomes experiment class higher than control class, it can be concluded that there are significant differences between outcomes of experimental class and control class. Therefore, it was found that there was a significant effect of using Animation Movies as Media Towards Students' Writing Skill in Online Class by Using Telegram.

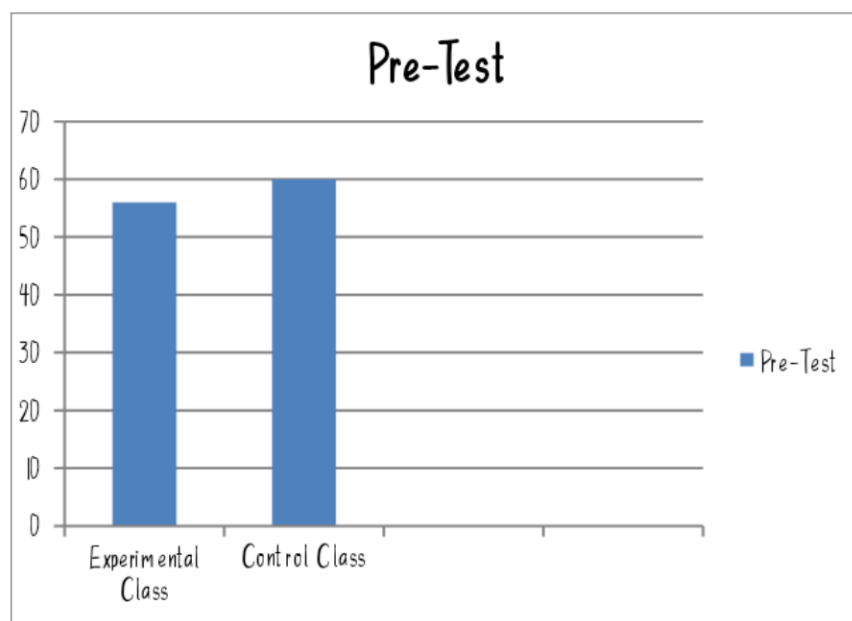


Figure 4.17  
The Comparison of Average Value the Students Score Pre-Test in Experimental Class and Control Class

Based on the data of post-test obtained, after getting the treatment conducted, there is a difference between the learning outcomes of experimental class in learning English by used Animation Movies as Media in Online Class with the students result in control class by used teacher method in learning English. The average outcomes of experimental class is 72 and control class is 61 it can be seen from the graphic below:

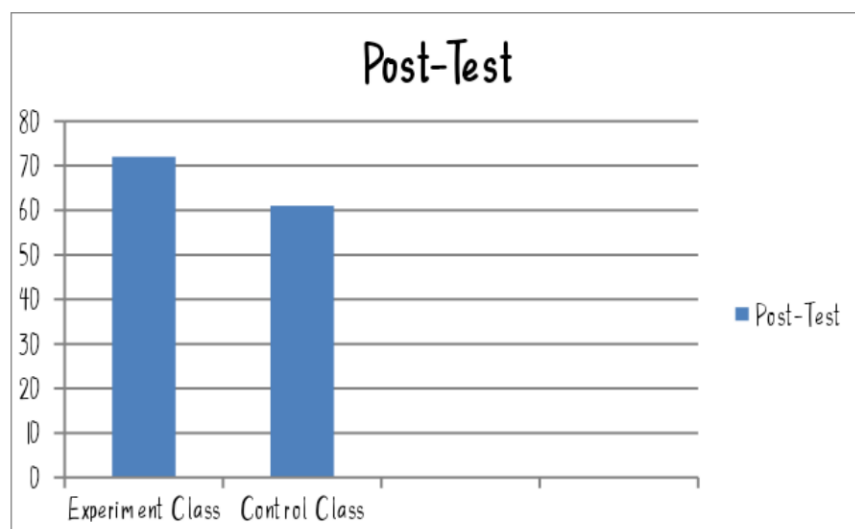


Figure 4.18  
The Comparison of Average Value the Students Score Post-Test in Experimental Class and Control Class

Inferential analysis got from  $t_{count} = 6,92$  and  $t_{table} = 1,68$  where  $\alpha = 0,05$ . Based on test one side, it is clear that  $t_{count} > t_{table}$ , so that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a difference between the average learning outcomes of the experimental class and the average learning outcomes of the control class. It can be concluded that there are significant differences between outcomes of

experimental class by using Animation Movies in Online Class and control class by using teacher method or there is no treatment in control class.

The analysis of supporting data, hypothesis acceptable which states that there is a positive effect by using Animation Movies as media in Online Class especially in English Writing skill at second grade of Mts Muallimin Muhammadiyah Bangkinang.

### C. Discussion

The aim of this study is to investigate the effect of Video Animation Movies on students' writing skill in online class. It is showed the result using Animation Movies to teach writing skill showed that the student interested and understand the material being taught. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. It is show the result of calculation of t-test obtained  $t_{count} = 6,29$  and  $t_{table} = 1,68$ . It showed that  $t_{count} > t_{table}$  ( $6,29 > 1,68$ ), so that  $H_0$  is rejected and  $H_a$  is accepted. It means there was a significant different between the students' writing skill who were taught by using Animation Movies and the students' writing skill who were taught by using power point. It can be concluded that there was positive effect in teaching writing skill by using Animation Movies as a media in online class.

It is line with (Fitriana, 2011), the successful of animation movies in teaching the students writing skill was influenced by some factors because the animation movies can help the students writing skill. She also said in this organization aspect, can help the students could state the ideas more clearly, organized the idea better than previous, use logical sequencing and produced text well in cohesive and coherence. The animation movie could guide them to write the story in a good organization because it presented the systematically story line from the beginning to the ending. Grammar aspect, can help the students could produce the sentence with the better construction

and minimize their mistake in English grammar when watching animation movies. Mechanics aspect, can help the students were able to demonstrate the convention and minimize the errors and mistake of spelling, punctuation, and capitalization. They took care in applying the punctuation, capitalization, and also the spelling of words .

The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: what is significant effect on the students' writing skill after implementing Animation Movies? It can be clarified according to data gained from the pre-test and post-test. It was supported by the fact that the students' writing score before and after the implementation of Animation Movies was different. Where the average of the students writing score before implementing Animation Movies was 56 and after implementing it was 72, the total of student number were 24 students. By using Animation Movies give the effect on student writing skill. It is line with (Wahyuni, 2017), theusing animation movie as media can simplify the writing process.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 72 which were higher than the result of control class was 61. Teaching writing skill by using Animation Movies as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used Telegram as media online that the students always use to chatting and learning during the condition of corana virus or covid 19. So, it new for the students in learning process that never been used by the teachers at Mts Muallimin Muhammadiyah Bangkinang.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis and discussion, it can be concluded that Animation Movies gave the positive effect towards students' writing skill in online class. After implementing at the 8C grade of Mts Muallimin Muhammadiyah Bangkinang. The students writing skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who got good score in the class with using Animation Movies than the students in control class. As the result, the  $t_{count} = 6,29$  and  $t_{table} = 1,68$  the researcher concluded that Animation Movies is one of the effective media in teaching writing in students writing skill.

#### B. Suggestion

After conducting the research, the researcher gives several suggest for the students, English teacher and other researcher below:

##### 1. Students of Junior High School

The students as the subject in teaching and learning process should be active as participate in learning using online class. The students should be given the fast response for the study more effective.

## 2. English Teacher

Writing is a complex process that most students perceive as difficult subject. Learning is easy and interesting in the online class, then teacher must be good at using interesting media. They should also use whatever media is on teaching. The Animation Movies is of the effective media that can be used in teaching writing online class. Teachers must be able to choose appropriate story themes for their students. Then, these are brought to class and used as learning media collaborative with various techniques and activities. They must create a pleasant situation in teaching and learning process, so that students can be actively involved in the online class group. By doing this, students are motivated to attend class. Neither will they bored in the learning process of teaching online class

## 3. Other Researcher

For the other researchers who are interested in conducting research in same field, before implementing Animation Movies, it would be better if the other researchers got to know the student knowledge related the topic. For the future researcher by use Animation Movies without online class, they can record the students writing skill by mind mapping.

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