

IMPROVING STUDENTS WRITING SKILLS EXPLANATION TEXT USING ANIMATED VIDEO

Widya Puspita¹, Teti Sobari², Wikanengsih³

^{1,2,3}IKIP Siliwangi, Indonesia

¹widyapuspita12@student.ikipsiliwangi.ac.id, ²tetisobari@ikipsiliwangi.ac.id,

³wikanengsih@ikipsiliwangi.ac.id

ABSTRACT

This study focuses on the influence of an animated video on students' ability to write explanation text. This research uses descriptive qualitative research method. The purpose of this study is to find out whether the animated video used can help students improve their explanation text writing skills and see the differences in students' abilities before and after using animated videos in Indonesian language learning. The subjects in this study came from 20 students of class VII A at MTs Pasundan Cimahi, and the objects in this study were obtained from the results of the pre-test and post-test of students in writing explanation texts before and after using animated videos. The results of the analysis show that based on the output table data 1, there is no decrease from the pretest value to the post test value. Then between the results of the explanation text writing test for the pre-test and post-test there were 20 positive data (N), meaning that 20 students experienced an increase in the results of the explanation text writing test. Furthermore, in output table 2, it shows that there is a difference between the results of the explanation text writing test for pre-test and post-test, meaning that there is an influence of using animated videos on the learning outcomes of writing explanation texts for class VII A students. Animated videos are one of the learning media that can be used to improve the skills of writing explanation text.

Keywords: Animated Video, Writing Skills, Explanation Text.

ABSTRAK

Penelitian ini berfokus pada pengaruh sebuah video animasi terhadap kemampuan siswa dalam menulis teks eksplanasi. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Tujuan dalam penelitian ini yaitu untuk mengetahui apakah video animasi yang digunakan dapat membantu siswa dalam meningkatkan keterampilan menulis teks eksplanasi dan melihat perbedaan kemampuan siswa sebelum dan sesudah menggunakan video animasi dalam pembelajaran Bahasa Indonesia. Subjek dalam penelitian ini berasal dari 20 orang siswa kelas VII A di MTs Pasundan Cimahi, dan objek dalam penelitian ini didapatkan dari hasil pretest dan posttest siswa dalam menulis teks eksplanasi sebelum dan sesudah menggunakan video animasi. Hasil analisis menunjukkan bahwa berdasarkan data tabel output 1, menunjukkan tidak adanya penurunan dari nilai pretest ke nilai posttest. Kemudian antara hasil tes menulis teks eksplanasi untuk pretest dan posttest terdapat 20 data positif (N), artinya 20 siswa mengalami peningkatan hasil tes menulis teks eksplanasi. Selanjutnya pada tabel output 2, menunjukkan bahwa terdapat perbedaan antara hasil tes menulis teks eksplanasi untuk pretest dan posttest, artinya terdapat pengaruh penggunaan video animasi terhadap hasil belajar menulis teks eksplanasi siswa kelas VII A. Video animasi menjadi salah satu media pembelajaran yang dapat digunakan untuk meningkatkan keterampilan menulis teks eksplanasi.

Kata Kunci: Video Animasi, Keterampilan Menulis, Teks Eksplanasi.

INTRODUCTION

Learning language skills, especially in Indonesian subjects at school, currently needs to be considered again because the current state of language learning has not been implemented properly, as stated in the language learning objectives. According to (Emda, 2018) the purpose

of learning is to achieve success with optimal performance. To achieve optimal learning outcomes, teacher creativity is required in generating student learning motivation. In 2007, the Ministry of National Education discovered that there were still many problems in implementing standard content for Indonesian subjects in the four basic competencies, one of which was writing skills.

Writing activities are a must for students because they are in accordance with writing skills that cannot be obtained instantly. Becoming skilled in writing, one needs time and practice as often as possible on a regular basis. According to (Meryam & Usman, 2017) states that writing skills are a form of manifestation of language skills after the ability to hear, speak, read. Writing is one of the language skills that is emphasized in learning Indonesian in the 2013 Curriculum. Based on this statement, a person will be able to write not because of his innate talent or nature but a continuous process of practice and practice so that person is able to write.

The process of learning writing skills is actually not easy, because sometimes there are students who are able to speak actively but at the time of writing may experience a little difficulty, for example when writing an explanatory text. (Fitri et al., 2018) defines explanatory text contains an explanation of processes related to natural, social, scientific, cultural phenomena. The explanatory text comes from the author's questions regarding "why" and "how" a phenomenon occurs. Explanatory text aims to explain the process of formation or activities related to natural, social, scientific or cultural phenomena.

Kuncoro (Meryam & Usman, 2017) the factors that become obstacles to writing include (a) Internal factors, namely inhibiting factors that exist within oneself, namely: (1) an individual who has not have a habit of reading books; (2) do not have good language skills; (3) there is no interest and desire to write. (b) External factors, namely inhibiting factors that exist outside the individual's personality, namely: (1) the difficulty of obtaining reference materials and references for writing; (2) difficult to find themes or topics for writing materials; (3) difficulty in compiling standard sentences. Based on the statement above, it can be concluded that what hinders students in writing can occur inside and outside the individual itself.

In the results of interviews with resource persons, the researchers found the fact that in fact the process of learning to write an explanatory text at MTs Pasundan Cimahi, most of the students were able to do assignments, it's just that the media or stimulus tools used by the teacher still used to only rely on image media, so that sometimes students did not appreciate the material and the class atmosphere becomes less focused. In line with the statement above, one of the efforts to present the material in a concise, clear and interesting manner is to use

media Ainina (Pradilasari et al., 2019). According to Fitri and Ismulyati (Pradilasari et al., 2019) learning media is a tool used as an intermediary for teachers in conveying information to students.

Audio-visual media has a better ability when used in learning, because it also includes auditive (hearing) and visual (seeing) media. Audio-visual media is an intermediary medium for presenting material, which is absorbed through sight and hearing to help students acquire certain knowledge, skills, or attitudes (Sulfemi, Wahyu Bagja, 2019). The media that will be used in this study uses audio-visual media in the form of animated videos. Animated video is a tool to help the learning process in the form of images that move like life (Sunami & Aslam, 2021). In line with Sunami, (Hendracipta et al., 2019) says that animated videos can attract attention, and are able to convey a message well.

Based on the description above, the research that will be carried out focuses on the effect of using animated videos in learning writing skills explanatory text. Research on the effect of animated videos on writing skills has been carried out by several researchers, one of them (Nur & Reskiyanti, 2021) from the results of this study it can be concluded that the use of animated video media has a significant effect on increasing students.

METHODS

The method used in this study is a descriptive method, which is a method aimed at describing or describing existing phenomena, both natural and human engineered, with the nature of the study using size, number or frequency (Supriatno & Romadhon, 2017). In addition, the approach used is a quantitative approach. The data used in the research is quantitative data which is carried out using a survey method, namely through pre-test-post-test questions as the main research instrument. The subjects in this study were 20 students of class VII A at MTs Pasundan Cimahi, and the object in this study was obtained from the results of the pre-test and post-test of students in writing explanatory texts before and after using animated videos.

RESULT AND DISCUSSION

Result

Researchers used the Wilcoxon Test to determine the influence of using animated videos on the ability to write Indonesian explanatory texts. The data was obtained from the results of the pre-test and post-test of 20 students in class VII A.

Table.1 Output 1

Ranks		N	Mean Rank	Sum of Ranks
POSTTEST - PRETEST	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

Based on the table data above, it can be seen that the Negative Rank or the difference (negative) between the results of the explanatory text writing test for the pre test and post test is 0, whether it is on the N value, Mean Rank or Sum of Rank, these 0 values indicate the absence decrease from the pre test value to the post test value. Then on the positive Rank or the difference (positive) between the results of the explanatory text writing test for the pretest and posttest, there are 20 positive data (N), meaning that 20 students experienced an increase in the results of the explanatory text writing test. In Ties also not found the same value between pretest and posttest.

Table.2 Output 2

Test Statistics	
	POSTTEST - PRETEST
Z	-3.922 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Test Statistics output table, it is known that the Asymp Sig (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, so it can be concluded that there is a difference between the results of the explanatory text writing test for the pretest and posttest, meaning that there is an influence the use of animated videos on the results of learning to write explanatory texts for class VII A students.

Discussion

From these data, it is known that the posttest scores of the classes are normally distributed and have different abilities, so a significant difference test was carried out using the t test (Paired Samples Test). Based on the results of the data above, the acquisition of Sig (2-tailed)

is 0.05, which is 0.000. It can be concluded that H_0 is rejected and H_a is accepted, so there are differences in posttest scores. This also shows that the think talk write learning model applied by the researchers has an effect on the posttest scores.

CONCLUSION

Some conclusions that can be drawn from the results of this study are as follows.

1. Learning media is very helpful for students and teachers in the process of learning languages, especially Indonesian, so that the learning process becomes more effective and innovative.
2. Animated videos are one of the learning media that can be used to improve the skills of writing explanatory texts
3. In the research that has been done, the researcher found that there was no decrease from the pre-test score to the post-test score, which means that all students experienced an increase in the tests that had been carried out. In addition, based on the test results, the researcher found that animated videos were very influential in improving the ability to write explanatory texts for class VII A students at MTs Pasundan Cimahi.

REFERENCE

- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Fitri, M. M., Syahrul, R., & Afnita. (2018). Pengaruh Model Problem Based Learning Berbantuan Media Gambar Berseri Terhadap Keterampilan Menulis Teks Eksplanasi Siswa Kelas VIII SMP Negeri 12 Padang. *Pendidikan Bahasa Dan Sastra Indonesia*, 7(1), 133–141. <https://doi.org/10.31227/osf.io/mh6e3>
- Hendracipta, N., Pamungkas, A. A. N. S., & Hendracipta, N. (2019). *Terampil Jurnal Pendidikan Dan Pembelajaran Dasar Pengembangan Media Pembelajaran Video Animasi Hands Move Dengan Konteks Lingkungan Pada Mapel Ips Iseu Synthia Permatasari Email: iseusynthia@yahoo.com NANA HENDRACIPTA Email: nanahendracipta@untirta.ac. 1*, 34–48.
- Meryam, A., & Usman, M. (2017). Keterampilan Menulis Kalimat Sederhana Bahasa Jerman Dengan Menggunakan Media Gambar Siswa Kelas XI IPA Madrasah Aliyah Negeri 1 Makassar. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 1(2), 95–101. <https://doi.org/10.26858/eralingua.v1i2.4404>
- Nur, I., & Reskiyanti, T. (2021). Pengaruh Media Video Animasi Terhadap Kemampuan Menulis Karangan Narasi Siswa Sekolah Dasar. *SOCIETIES: Journal of Social Sciences and Humanities*, 1(1), 38–44.
- Pradilasari, L., Gani, A., & Khaldun, I. (2019). Pengembangan Media Pembelajaran Berbasis

- Audio Visual pada Materi Koloid Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa SMA. *Jurnal Pendidikan Sains Indonesia*, 7(1), 9–15. <https://doi.org/10.24815/jpsi.v7i1.13293>
- Sulfemi, Wahyu Bagja, D. (2019). The Use of Audio-Visual Media in Value Clarification Technique to Improve Student Learning Outcomes in Social Studies. *Jurnal Pendidikan*, 20(1), 53–68.
- Sunami, M. A., & Aslam, A. (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1940–1945. <https://doi.org/10.31004/basicedu.v5i4.1129>
- Supriatno, D., & Romadhon, I. (2017). Pengaruh Media Komunikasi Smartphone Terhadap Interaksi Sosial Pelajar (Studi Deskriptif Kuantitatif pada Pelajar SMK Astra Nawa Ambulu). *Paradigma Madani*, 4(2), 65–74. <http://ejurnal.ujj.ac.id/index.php/PAR/article/download/192/187/373>