

## Chapter Four

### Result and Discussion

This chapter presents the answer of the research question which is “Does using short animation movie give statistically significant difference on students’ narrative writing skill before and after the treatment?” The result and discussion of the research are also presented in this chapter. The result are divided into some parts including the *experimental group condition*, *control group condition* and the analysis of the data including *distribution of gain scores of pre-test and post-test of two groups*, *the normality*, *the linearity*, *the homogenous of variance*, *the hypothesis and the effect size*. Besides, the discussion explains the relation between the data which has been gotten from the research and the expert argumentation in literature review.

#### Result

Quasi-experimental research was conducted which was involving two groups. They were experimental group and control group. The experimental group was using short animation movie as the teaching method. The sample consisted of 16 students from class XI IPA I. On the other hand, the control group was using conventional teaching method and the sample also consisted of 16 students from class XI IPA II. The procedures during the experiment are explained as following.

**Experimental group condition.** Class XI IPA I as experimental group was given pre-test, treatment and post-test. The pre-test was conducted on March 31<sup>st</sup> 2016 which was attended by 21 students. However, there were 9 students who did not join the pre-test because of some reasons. Two students were absent, one

student was sick, one student was dropped out and five students were joining other activity at the school.

After giving a pre-test, the researcher gave a treatment to the students. It was conducted on April 14<sup>th</sup> to May 2<sup>nd</sup> 2016. The treatments were conducted for 6 times in 3 weeks. The students were taught narrative writing text by using short animation movie.

Then, the last step was post-test. It was done after the pre-test and the treatments. The post-test was conducted on May 5<sup>th</sup> 2016 which was attended by 23 students. The students who attended the post-test were also incomplete. There were 2 students who were sick, 1 student was absent, 1 student was dropped out and 3 students did not finish the post-test. The purpose of post-test is to know the students' narrative writing skill after being taught using short animation movie.

As a result, it was found that the total number of the experimental group was 16 students. It was because the students who attended in the pre-test and post-test as many as 16 students.

**Control group condition.** In control group, the researcher used class XI IPA II. The control group was also given pre-test, conventional teaching and post-test. The pre-test was conducted on April 14<sup>th</sup> 2016. The students who attended the pre-test were 24 students. Unfortunately, there were 6 students who did not join the pre-test because of some reasons. The three students were sick, while the rest were absent.

After giving the pre-test, the researcher taught narrative text to the students by using conventional teaching method. The teaching-learning process

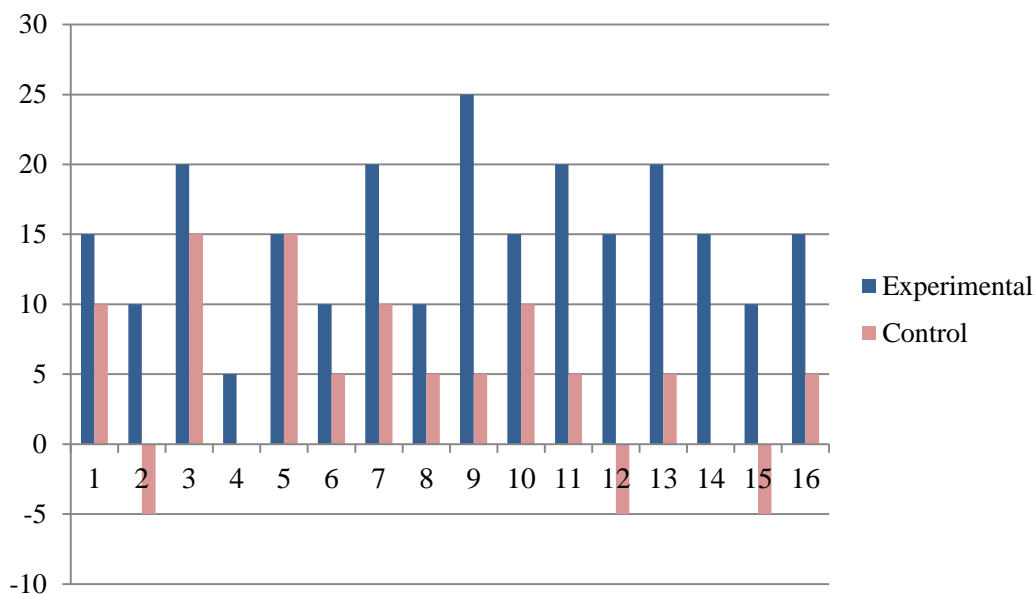
was conducted on April 16<sup>th</sup> to May 7<sup>th</sup> 2016 which consisted of 6 times meeting. Because of using conventional teaching method, the researcher did not use short animation movie during the teaching-learning process. The researcher explained about the narrative text and gave some handout that must be done by the students.

Post-test was done after several treatments. It was conducted on May 12<sup>th</sup> 2016. There were 28 students who attended the post-test, but there were 2 students who did not join the post-test because of sick. In this case, the researcher gave the post-test to the students in the form of writing narrative text. It was aimed at comparing the score of the post-test between the control group and experimental group.

As a result, the researcher took 16 students from 28 students as the sample of the control group by using the students' attendance and selected the sequentially. It was because the sample in the experimental group was also 16 students. The equality number of the sample was aimed at getting the stable data.

**The analysis of data distribution.** In this part, to know whether or not there is significant difference between control and experimental group, the researcher used SPSS version 22. The steps were comparing the gain scores of two groups, checking the normality, linearity, homogeneous of variance, and checking the hypothesis.

***Distribution of gain scores.*** The data was calculated after the research was done. To get the gain scores of each group, the researcher subtracted the post-test and pre-test scores. Then, the researcher got the gain scores of each group. The gain scores can be used to answer the research question of this research.



**Figure 4.1 Data Distribution of Gain Scores**

The chart above showed the gain scores of pre-test and post-test from control and experimental group. If the scores indicated under 0, it means the students' scores between pre-test and post-test were not increased. In addition, if the scores indicated more than 0, it means there was an improvement of the students' pre-test and post-test score.

In the experimental group, the gain scores of 16 students showed that there was an improvement between pre-test and post-test. There were 1 student who improved 5 points, 4 students who improved 10 points, 6 students who improved 15 points, 4 students who improved 20 points, and 1 student who improved 25 points. Therefore, the used of short animation movie as a teaching method had a significant effect that increased the students' narrative writing skill.

Besides, in the control group, not all students had an improvement on their scores. There were 3 students that the score was decreased to 5 points. On the other hand, there were 6 students who improved 5 points, 3 students who improved

10 points, 2 students who improved 15 points, and 2 students who had same score between pre-test and post-test. Thus, the used of conventional teaching method was not too effective since not all of the students' writing skill improved.

**Normality.** After checking the gain scores of pre-test and post-test of two groups, the researcher also analyzed the samples of this research. It was because the samples should be checked if the distribution of every variable in the data was normally distributed. Therefore, the normality of the data could be checked by using Shapiro-Wilk because the samples were under 50 students. Thus, the table below showed the result of the normality of the data.

**Table 4.1 Normality Using Shapiro-Wilk**

Teaching Narrative Writing Text		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain Scores	The use of short animation movie	,188	16	<b>,136</b>	,932	16	<b>,262</b>
	The use of conventional teaching	,207	16	<b>,066</b>	,913	16	<b>,131</b>

Based on the table 4.1 above, it showed the result of Kolmogorov-Smirnov and Shapiro-Wilk of the normality data of this research. The result showed that the significant of two groups was higher than 0,05 (Sig. > 0,05). According to Sugiyono (2015), the normality test of Shapiro-Wilk should refer to the score of Sig. (2-tailed). The requirements are as the followings. If the result of significant is more than 0,05 (Sig. (2-tailed) > 0,05 or  $\geq 0,05$ ), then the

distribution of data was normal. It means that the data of this research was normal because the significant scores is more than 0,05 (Sig. 2-tailed) > 0,05).

**Linearity.** The normality is used to check whether the data is normally distributed or not, while the linearity is used to see whether the relation between dependent variable and independent variable is linier or not significantly (Sugiyono, 2015). It means that the linearity is used to correlate two variables whether there is an impact of the merger of two variables. Then, to know the linearity, the researcher used Curve Estimation from SPSS as the table below.

**Table 4.2 Linearity Using Curve Estimation**

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	<b>,454</b>	24,939	1	30	<b>,000</b>	25,313	-10,313

The table 4.2 above showed the analysis of linearity by seeing the R Square and Sig. The requirements are if R Square > 0,05 and Sig. < 0,05 than the data was linear. Therefore, the number of R square showed 0,454, it means that it was more than 0,05 and in Sig. 0,000 means that p value < p table 0,05. Thus, the data was linier. It could be concluded that the dependent variable and independent variable was linear.

**Homogeneity.** The normality test and linearity test were done. The data also was calculated using parametric statistics which is required homogeneity of the research. Homogeneity means the samples of the research come from the same

variance or have same characteristics. Thus, on the table below showed the homogeneity of variances that was analyzed by using Levene statistic.

**Table 4.3 Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
<b>,622</b>	<b>1</b>	<b>30</b>	<b>,436</b>

On the table 4.3 above, the data showed that F value 0,622 with df1 was 1, df2 was 30 and significant was 0,436. As stated by Sugiyono (2015), if the significant above got score  $> 0,05$  then the data was homogeny. It means that the data was significant because  $0,436 > 0,05$ . Besides, to check the homogeneity of variances could be compared if F value  $< F$  table, the data was normal. If df1 was 1 and df2 was 30, then F table = 4,17. So, the result showed that F value  $< F$  table ( $0,622 < 4,17$ ), it could be assumed that the data of the research in both experimental and control group was homogeny.

**Hypothesis.** This research used independent sample test to check the data. Field (2009) argued that independent sample test is used to check the tests if two groups of experimental conditions and different participants were assigned to each condition. It means this t-test was suitable to be checked because quasi-experimental had two groups that have different participants.

After checking the normality, linier and homogeneity of variances of the data, the researcher checked the hypothesis test. According to Sugiyono (2015), if  $t$ -value  $> t$ -table, it could be calculated that Alternative Hypothesis ( $H_a$ ) was

accepted and Null Hypothesis ( $H_0$ ) was rejected or if the Sig. (2-tailed) were under or same with 0,05, then ( $H_a$ ) was also accepted. Moreover, the table 4.4 below showed the table statistic of the data and the table 4.5 showed the result of the hypothesis test of the data.

**Table 4.4** *Statistic of the data*

Teaching Narrative Writing Text		N	Mean	Std. Deviation	Std. Error Mean
Gain Scores	The used of short animation movie	16	<b>15,00</b>	5,164	1,291
	The used of conventional teaching	16	<b>4,69</b>	6,447	1,612

The table 4.4 indicated that experimental group had mean score 15,00 and control group 4,69 with the participant of each groups was 16. It means that the mean score in experimental group was higher than control group which was only 4,69. Then, the standard deviation of experimental group was 5,164 and control group 6,447. Therefore, the data had significant difference between the use of short animation movie and the use of conventional teaching as could be seen from the mean scores of two groups in table 4.4. From the mean scores, the research question can only be answered was by using the significant difference that there is the significant difference between the use of short animation movie and the use of conventional teaching method that was 10,313. Thus, the researcher calculated the categories of significant difference as following.



$$= \frac{\text{higher score} - \text{lower score}}{3}$$

$$= \frac{15,00 - 4,69}{3} = \frac{10,313}{3} = 3,5$$

Based on the calculated above, it could be categorized as if the significant difference 1–3,5 than not significant, if significant difference 3,5–7 than significant and if significant difference 7–10,5 than very significant.

**Table 4.5 T-test using Independent Sample Test**

Gain Scores	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,622	,436	<b>4,994</b>	30	<b>,000</b>	10,313	2,065	6,095	14,530
Equal variances not assumed			<b>4,994</b>	28,635	<b>,000</b>	10,313	2,065	6,087	14,538

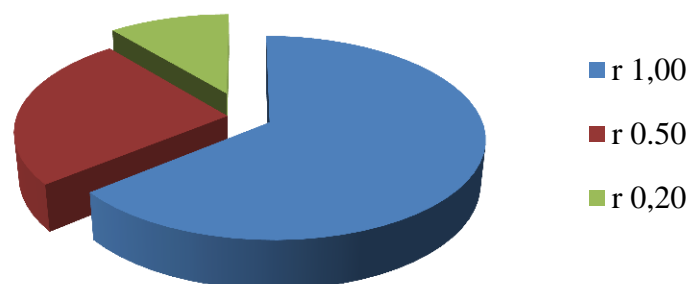
Moreover, for the hypothesis testing, it could be calculated by two ways which are first by reviewing the Sig. (2-tailed) value which required the significant of the data and second by reviewing the *t*-value which required the hypothesis in this research is accepted or rejected. Thus, the detail is described as followings.

Firstly, the hypothesis could be checked by analyzing the p value of Sig. (2-tailed). The requirements are if Sig. (2-tailed) is lower than 0,05 (Sig. < 0,05),

then the data were significant. The result showed that the Sig. value is 0,000. It showed that Sig. (2-tailed) was 0,000 and 0,000 which was less than 0,05. It means that this research was significant. Therefore, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted which indicated that using short animation movie gave statistically significant difference on students' narrative writing skill before and after the treatment.

Secondly, the table of Independent Sample T-test could show that the hypothesis of the research is accepted or rejected. It could be analyzed by observing the  $t$ -value. The requirements are if  $t$ -value is higher than  $t$ -table ( $t$ -value  $>$   $t$ -table), then the Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_0$ ) is rejected. Based on the table 4.5 above, the result of  $t$ -value was 4,994. Whereas  $t$ -table for  $df$  was 30 with (2-tailed) test is 2,042. It means that  $t$ -value is higher than  $t$ -table ( $4,994 > 2,042$ ). Because of  $t$ -value was higher than  $t$ -table, so it could be calculated that there is a significant different between experimental group and control group. Thus, the decision of Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis is rejected. The research question is then answered that is the use of short animation movie as teaching technique gave significant difference for the students at SMA Muhammadiyah 4 Yogyakarta.

**Effect size.** After checking the significant of the hypothesis, then the researcher checked the effect size of this research. Effect size is used to measure how large the effect of the influence from the hypothesis test between the samples or variables. Cohen (2011) argued division of effect size, as following:



**Figure 4.2 Effect Size**

The criteria of effect size:

$r = 0-0,20$  (weak effect)  
 $r = 0,20-0,50$  (modest effect)  
 $r = 0,51-1,00$  (moderate effect)  
 $r = > 1,00$  (strong effect)

Based on the figure above, it could be described that Cohen (2011) was recommending the criteria of effect size included weak, modest, moderate and strong effect. On the other hand, the researcher also measured the effect size of this research by using standardized way to know the importance of an effect. The effect size could be calculated as below.

$$\begin{aligned}
 r &= \sqrt{\frac{t^2}{t^2 + df}} = \sqrt{\frac{4,994^2}{4,992^2 + 30}} = \sqrt{\frac{24,940}{24,940 + 30}} \\
 &= \sqrt{\frac{24,940}{54,94}} = \sqrt{0,454} = 0,67
 \end{aligned}$$

After checking the benchmarks of effect size above, the result of this research was 0,67. It could be calculated that the effect size of this research was moderate effect. It was because Cohen (2011) showed that 0,67 more than 0,50,

than it was belongs to moderate effect. Thus, this research is not only significant, but also have moderate effect in represented a fairly substantial effect.

To sum up, the result above showed that there was significant difference between using short animation movie and conventional teaching method. In experimental group, the result showed that there was a significant effect to the students' writing. Unfortunately, the result in control group was not significant effect than in experimental group. As indication, it could be seen from figure 4.1 the distribution of gain scores and the table 4.4 of the statistic of data.

### **Discussion**

The results of the research indicated that there was statistically significant difference between experimental group and control group before and after the treatment. After getting the result data, the discussion was dealing with the research problems that described as following.

**Students' writing skill in narrative text taught using short animation movie.** In the first meeting, the experimental group there was done a pre-test which was conducted on March 31<sup>st</sup> 2016. The pre-test was conducted before the treatments. Afterward, the students of this research were taught narrative writing text using short animation movie. The researcher asked the students to write narrative text with the topic is *Snow White* story in the pre-test activities (*Appendix 1*). The pre-test result showed that the students faced with the topic which was *Snow White* story. It was because the students' unfamiliar with the topic and also the students not understand with the story of *Snow White*. Therefore, the students faced some difficulties in writing narrative text because

the pre-test was retelling a story of narrative text without short animation movie. The students did not remember the chronological of the Snow White story. Moreover, the students were not able to manage the organization of the contents and they also had mistaken in grammar, spelling and vocabulary. Based on the problems, the students need some improvements for their writing skill.

However, the students were given some treatments to increase their writing by using short animation movie as a treatment media. The treatments were conducted on April 14<sup>th</sup> to May 2<sup>nd</sup> 2016. The main idea of using short animation movie in writing was to help the students' enthusiasm in learning and encourage the students to be more enjoyable in writing activity. This assumption was supported by Harmer (2001), animation movie is one of the media that given some advantages in learning process including gives motivation and movie can make the students more creative in learning process.

In the second and third meetings, the students got writing materials about 'Language Features (verb, adverb, adjective and preposition)' of narrative text. The researcher explained about 'Language Features' of narrative text. Besides, the researcher gave short animation movie using the 'Little Red Reading Hood' movie and then the students mentioned some vocabularies after watching the movie. Moreover, the students discussed the characters and characteristics from the movie with their friends and also the students discussed the characters and characteristics of the Snow White story (*Appendix 2*). So, this section helped the students to share their feelings or ideas and encourage the students got some vocabularies based on the story using short animation movie.

In the fourth and fifth meetings, the students gained some materials relating 'Language Feature (simple past tense)' of narrative text. The researcher explained the materials about simple past tense and the students also gave short animation using 'The Cat in Boots' movie. In this section, the researcher divided the students into several groups. Each group consisted of five until six students. After that, the researcher gave origami paper for each group and they had to arrange the sentences based on the short animation movie given. Thus, the students learned language feature of narrative text from the movie to finding out the sentences that used simple past tense. So, the discussion in groups helped the students to understand more about the lesson.

In the sixth meeting, the students obtained writing materials about 'Generic Structure (orientation, complication and resolution)' of narrative text. In this section, the researcher gave short animation using the 'Pinocchio' movie and also the students watched the movie. After that, the students discussed the worksheet (*Appendix 3*) was given to find out the generic structure of the 'Pinocchio' story and also make a draft about Snow White story (*Appendix 4*). In group discussion, they were accustomed to share information or opinion about the story and also helped each other when they had difficulties in understanding the story. Likewise, the students felt easier in understanding the story when they were learning with their friends.

In the seventh meeting, the students edited the draft that did in the previous treatment (*Appendix 5*). According to Harmer (2004), once the students have produced a draft, the students should edit or revised the draft that had

written. Likewise, the students completed the draft to become a narrative text using language focus of narrative text.

After the students finished the treatments, the students were motivated to do their best in writing. The post-test was conducted on May 5<sup>th</sup> 2016. Before watched short animation movie, the researcher explained about the several materials in previous lesson consisted language features and generic structure. Therefore, the researcher gave short animation movie for the students and the title of the movie was same with pre-test activity that was the Snow White story. After that, the researcher asked the students to write a narrative text which ways retell the story of the short animation movie that was given (*Appendix 6*).

The result of the post-test was better than pre-test. It was because using short animation movie helped the students' narrative writing skill. Mishan (2005) argued that movie can also be used in language learning contexts to support a text. Moreover, in the treatments activities they learned together and if they had some difficulties to understand the story or found the meaning or difficult words, the other students helped and gave more information about the story of the movie. The students also did not feel bored, but they interested in the atmosphere that was made by the researcher. From these treatments, short animation movie helped the students to share their ideas, opinions and express their feeling. Thus, they were able to write a narrative text became easier and it is more structured.

Based on the data, the researcher calculated the mean score of pre-test and post-test of experimental group. It was found out that the total number of the participants was 16 students with the mean score was 15,00. Therefore, with the

mean score 15,00 it could be calculated that the used of using short animation movie on students' narrative writing skill is effective.

**Students' writing skill in narrative text taught using conventional teaching method.** In the first meeting, the control group there was done the pre-test that was conducted on April 14<sup>th</sup> 2016 (*Appendix 1*). The students of this research were taught narrative writing using a text. The pre-test revealed that the students faced same like the experimental group including the students faced with the topic which is Snow White story. It was because the students' unfamiliar with the topic and also the students not understand about the Snow White story. Moreover, they faced many difficulties in aspects of writing which consisted organization, ideas, vocabulary, grammar or syntax and mechanics (Brown, 2004). So, the students should have improvement in their writing skill.

Afterward, the control group was given conventional teaching without taught using short animation movie. The conventional teaching was conducted on April 16<sup>th</sup> to May 7<sup>th</sup> 2016. Therefore, the researcher used a conventional technique to teach the students in narrative writing skill which only explained some materials for the students. In the conventional teaching, the researcher gave a text to help the students to understanding the materials. It was different from the experimental group, if the experimental group used short animation movie as the treatments than in the control group the researcher used a text to help the students in understanding the materials.

In the second and third meetings, the researcher explained the materials about 'Language Features (verb, adverb, adjective and preposition)' of narrative



text. After that, the researcher asked the students to asking the some questions related the materials. In addition, the researcher gave a text about the ‘Little Red Reading Hood’ story and asked the students to read the text (*Appendix 2*). In this part, the students mentioned some vocabularies to finding out the language features including verb, adverb, adjective and preposition based on the text. Besides, the students was discussed and written about the characters and characteristics from the ‘Little Red Reading Hood’ story. In the last part, the researcher asked the students to mention some vocabularies about the ‘Snow White’ story and it aimed to help the students to remember about the topic that used in this research (*Appendix 3*).

In the fourth and fifth meetings, the researcher also explained about ‘Language Feature (simple past tense)’ of narrative text. Therefore, the students were given a text about ‘The Cat in Boots’ story and also asked the students to read and mention some vocabularies based on the text (*Appendix 4*). In this section, the researcher divided the students into several groups. Each group consisted of five until six students. After that, the researcher gave origami paper for each group and they had to arrange the sentences based on the text given. Based on the game, the students learned the sentences about simple past tense and it helped the students to write some sentences of the ‘Snow White’ story used simple past tense (*Appendix 5*).

In the sixth meeting, the researcher explained about ‘Generic Structure (orientation, complication and resolution)’ of narrative text. In addition, the researcher was given a text about ‘Pinocchio’ story and asked the students to read

the text (*Appendix 6*). After read the text, asked the students to identify the text to find out the generic structures of the 'Pinocchio' story. Therefore, the researcher asked the students to brainstorming and making a draft that used the generic structures about the 'Snow White' story (*Appendix 7*). In groups discussion, the students can share the opinion or ideas and they can asks with their friends if not understand with the lesson.

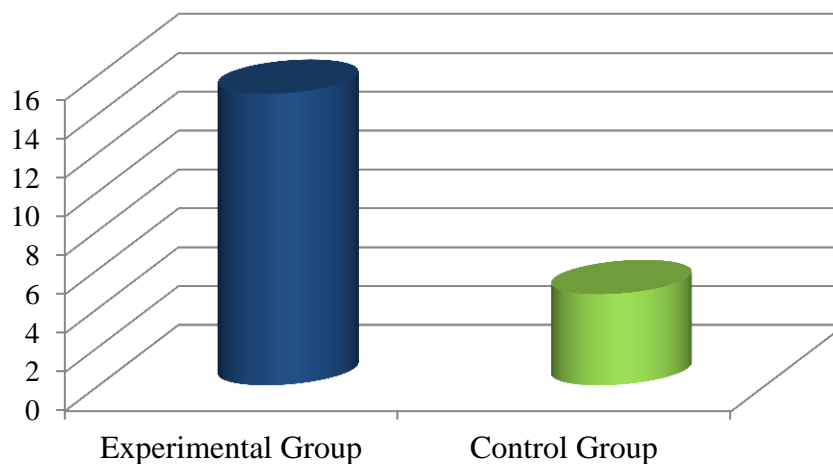
In the seventh meeting, the researcher asked the students edited the draft of narrative text that they had written in previous lesson. Before editing the draft, the researcher explained the language features and generic structures of narrative text. After that, the researcher gave the draft in the previous lesson and asked the students completed the draft become a narrative text and used the language focus of narrative text (*Appendix 8*).

In the last meeting, the students did the post-test on May 12<sup>th</sup> 2016. The researcher gave a text about the 'Snow White' story and also the researcher reading a loud in front of class (*Appendix 9*). Therefore, asked the students to pay attention in hearing the story. After that the researcher asked the students to write the Snow White story (*Appendix 10*). Before the students wrote a narrative text, the researcher retold past several materials in previous lesson. It helped the students to remember the materials and helped them to write in narrative writing text more easily. After that, the students started to write and retell about the Snow White story.

Based on the result of pre-test and post-test, the students of the control group also made an improvement on their writing skill, but it was not as good as

in the experimental group. It found that the mean scores of pre-test and post-test in control group was 4,69. It means that the control group that was taught without using short animation movie was not significant because the mean scores of the experimental group was better than control group.

**The significant difference between the experimental group who had taught using short animation movie and the control group who had taught using conventional teaching method.** The data revealed that students' narrative writing skill in experimental group was different than control group. Thus, the figure below showed the significant difference between the experimental group and the control group.



**Figure 4.3 The Significant Difference between Two Groups**

Based on the figure 4.3 above showed that the mean scores of the students in experimental group got more improvement in the term of their writing skill (Mean = 15,00) than the students in control group (Mean = 4,69) with the different mean (10,313). Hence, the researcher calculated the result of different

mean using some categories to know the significant difference between two groups. Those categories were if the significant difference 1–3,5 than not significant, if significant difference 3,5–7 than significant and if significant difference 7–10,5 than very significant. It means that based on the categories there is very significant improvement difference between the students who had taught using short animation movie and those who had taught without using short animation movie because the significant difference was 10,313 and it was higher than score 7,00.

According to the result of t-test statistics, the hypothesis testing could be checked by analyzing the p value of Sig. (2-tailed) and used *t*-value. The requirements are if Sig. (2-tailed)  $< 0,05$  or  $\leq 0,05$  and if *t*-value  $> t$ -table than the data was significant. The data revealed that the Sig. (2-tailed) was 0,000 and 0,000 which was less than 0,05 and also *t*-value higher than *t*-table ( $t_0 4,994 > t_t 2,042$ ). It means that this research was significant. Thus, there was a significant difference between experimental group and control group. Therefore, the null hypothesis ( $H_0$ ) of this research is rejected and the alternative hypothesis ( $H_a$ ) is accepted. In addition, it showed that teaching writing using short animation movie gave significant difference to improve on students' narrative writing skill. Thus, short animation movie increased students' writing skill in narrative text of the 11<sup>th</sup> grade students of SMA Muhammadiyah 4 Yogyakarta.

**The effect of using short animation movie on students' narrative writing skill.** After the treatments activities, the students' condition was significantly greatest in writing. In fact, using short animation movie can get more

benefit from this method because by watching short animation movie may become different types of activities such as problem solving and encouraging the students to share ideas, opinion and feelings in their own with others. Thus, the students that were taught became more enjoyable and enthusiasm in learning. Moreover, the table 4.6 and the figure 4.4 showed the aspects of writing according to Gutiérrez, Puello, and Galvis (2015) that it is affected to this research as seen as follow.

**Table 4.6 Score of Writing from the Experimental Group**

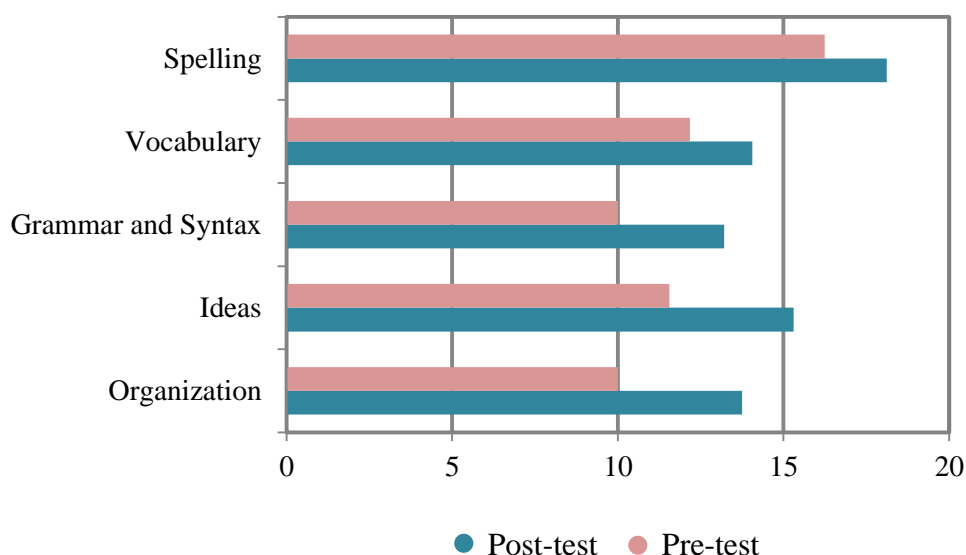
<b>Aspects of Writing</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>Gain Score</b>
Organization	10	13,75	3,75
Ideas	11,56	15,31	3,75
Grammar and Syntax	10	13,12	3,12
Vocabulary	12,18	14,06	1,88
Spelling	16,25	18,12	1,87

The significant effect is interpreted thus:

0 – 5	(poor effect)
5 – 10	(low effect)
10 – 15	(average affect)
15 – 20	(good effect)
20	(very good effect)

Based on the table 4.6 showed that there were the scores of pre-test and post-test of aspects in writing based on the criteria Gutiérrez, Puello and Galvis

(2015). It could be seen that there was a different effect between pre-test and post-test activity. Thus, all of the scores in post-test were higher than the scores of pre-test. It means that the used of short animation movie had significant effect on students' narrative writing skill. In addition, the students faced problem on narrative writing skill was solved it was because the ideas aspects had high score. It means that the students can get some ideas by taught using short animation movie. Moreover, the figure below was shown the significant effect of pre-test and post-test as followings.



**Figure 4.4 The Aspect of Writing are Affected by Short Animation Movie**

As the result, the figure 4.4 showed that the aspects of writing can improved from the pre-test to the post-test activity. In addition, the post-test activity revealed that the aspects of writing can affected on students' narrative writing skill by using short animation movie. Hence, there was the explanation as following.

*Organization.* The affect score of organization was 13,75. It means that there is average effect on students' narrative writing skill because  $13,75 > 10$ . In addition, this part showed that the students should organize thought, arguments and logical well. Besides, using short animation movie helped the students determined a beginning, middle and final part of story. This assumption is supported by Westfahl (2014), plot means a narrative story which was beginning, middle and final part to include in the animation movie. Thus, the contents of the story are clear and the ideas in each paragraph are structure.

*Ideas.* The scores of ideas was 15,31. It could be assumed that this aspect had good effect because  $15,31 > 15$ . Moreover, through this media, the students got ideas or topics that are used to develop the specific ideas or general detail. It was because short animation movie tells a narrative story (Westfahl, 2014). So, after watching the movie the students were easier to make a good structure in writing.

*Grammar and syntax.* This aspects had score 13,12. It means that grammar and syntax had average effect because  $13,12 > 10$ . Then, this research used short animation movie that used English subtitle. Through the English subtitle, the students can see how a word is written and spelled. Therefore, the students can see the correct grammar through movie subtitle. So, the students can learn how to make a good structure in narrative writing.

*Vocabulary.* The vocabulary had effect score 14,06. It showed that this aspect was average effect because  $14,37 > 10$ . Therefore, this research used English subtitle to help the students can gain a lot of new vocabularies from short

animation movie. It means that they learned from every word what the characters said and then listened and read the word through the subtitle on the movie. So, the students produced some vocabularies after watching the movie. Moreover, the students can easier to write because they got some vocabularies after watching the movie.

*Spelling.* The score of this aspect was 18,12. It could be inferred that there is good effect of this aspect because  $18,12 > 15$ . However, spelling is an important role in producing writing. Thus, using short animation movie helped the students to correct the spelling. It was because this media using English subtitle so the students can see the spelling of every word and punctuation in each sentence.

To sum up, the results of this research showed that how significant short animation movie to be used in learning media that encourage narrative writing skill and short animation movie affected in aspects of writing. In addition, it was shown the calculation of effect size represented a moderate effect because the effect size was higher than 0,51. Hence, the used of short animation movie had significant effect on students' narrative writing skill.