Students' Perception of Using Animation Video in Teaching Writing Narrative Text

Firda Pratiwi [a] [*], Siti Suharsih [a], Yusti Fargianti [a]

[a] Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

Article Info

Abstract

The objectives of this research are to reveal the students' perception of using animation video in teaching writing narrative text and also to find out the advantages and disadvantages of animation video. This research was conducted at MA Ibad Ar-Rahman Islamic Boarding School. The writer has conducted a qualitative method by using case study research design. The tools of data collection are open-ended questionnaire, semi-structured interview, and documentation. It was found that the students have a positive perception on using animation video. The writer used animation video as media in teaching writing narrative text. The students agree that animation video can help them in learning writing narrative text, 95% students give positive perception and 5% students give negative perception. The utilization of animation video can make the students feel happy because they do not need to imagine the story of the narrative text. However, if the duration of video is too long, it makes the students feel bored.

INTRODUCTION

Writing is one of the skills in learning English that is learnt by students at school. Writing skill are skills that are a bit difficult for students to learn at school. Students must have broad ideas and insights to build a writing. Nunan (2005:99) states that writing is challenging for the students because it needs cognitive skills to build the idea. This means that in the writing process, students are required to build their mindset so that they get ideas for writing a sentence, paragraph or even a text. There are several texts that must be studied by students at school. One of these texts is narrative text.

Based on the results of interview with the English teacher, most of students have difficulty writing narrative text. They are still confused and do not understand how to compose narrative text. This is because the students are not conducive and cannot focus when teaching and learning activities are taking place. According to the English teacher, students feel bored and not interested in learning activities in class that only use textbooks as a media in learning activity and use monotonous technique. Then, the teacher

tries to minimize these problems by replacing them using different media, namely animation video. After that, he said that animation video was helpful to deliver the material and the students were more enthusiastic and active in learning activity. The researcher thinks that the changing use of the media in learning narrative text does not necessarily have a positive response from all students. Not all of students have the same perception of the use of the animation video. Based on several previous researchers stated that animation video is one of the media that can help teachers in the teaching and learning process. Based on the research that conducted by Irdawati (2016) and Wahyuni (2016). The research shows the report on the utilization of animation video can make the students' interest toward the activity of writing narrative text be better than before.

Although, the results of previous research stated that animation video has a positive impact on the teaching and learning process. However, the students itself who felt the impact of using the animation video. Every student has different perception, whether the students are interested comfortable, enjoyable, active or not in learning activity. The perception of every student is based on their emotion. Goldstein (2010:28) states perception is related to their emotion. The emotion can build positive or negative perceptions. When students feel happy or unhappy with the use of animation videos, that is where there is a factor of emotion that occurs to each student.

The student who feels happy can build positive perception of the utilizing animation video. The positive perception may be will think that the animation video is a decent way, helpful, interesting and interactive in teaching writing narrative text. On the contrary, a few students may think that utilizing animation video in teaching writing narrative text is not a good thing, pointless, not intriguing and less interactive. Based on the explanation, the researcher wants to figure out the detail of the students' perception on the utilization of animation video. Whether the result of students' perception is positive or negative. After the researcher got the result, it can be considered as feedback for the teacher.

Several previous studies have conducted the research on the factors that influence the difference in perceptions of each student. According to Robbins and Judge (2013: 167) there are three factors that can influence the occurrence of a perception, namely, factors in the perceiver, factors in the target, and factor in the situation. Numerous studies about students' perception based on perceptual factors have been done by the researcher and also there were previous researchers discussed factors affecting perception only from factor in situation (Anggraeny: 2015, Mardianti: 2018, Hastrianda: 2018). Therefore, to fill the gap on those previous study, the researcher will examine students' perception based on factors in the perceiver.

Based on the interview with English teacher, he said that before he applied the animation video, the students gave the negative perception about his technique in teaching by using textbook. However, after the teacher applied the animation video, the

students gave positive perception about animation video in teaching narrative text. The researcher intends to conduct a study with the title "Students' Perception of Using Animation Video in Teaching Writing Narrative Text.

There were three previous studies on this research. The first research with the title "Students' Perception on The Use of Video Animation to The Teaching of Listening to The First Grade at SMA Negeri 1 Pakel" was conducted by Haryanto (2015). The second research with the title "Students' Perception of Using Animation Video in Teaching Listening of Narrative Text" was conducted by Mardianti (2018). The third research with the titled "Students' Perception on The Use of Videos in Learning Narrative Texts" was conducted by Hastrianda (2018). In the previous research also used factors in the perceiver but only focused on the facors interest. Meanwhile, in this research will use all of the factors in the perceiver.

METHOD

To answer the research question, this study employs qualitative research by using case study as its research design. Qualitative research is primarily exploratory research. According to Creswell (2009:4) qualitative research is a method for investigating and understanding the meaning individuals or groups ascribe to a social or human issue. It used to gain an understanding of underlying reasons, opinions, and motivations. To gain the detailed information about an activity and a process, the researchers use case study as research design. Creswell (2003:15) stated that

case study is a qualitative research design which describe in-depth the experience of people, events, and relationships, bounded by some unifying factors. The researcher used this method to answer the research question.

RESULT AND DISCUSSION

Open-Ended Questionnaire was distributed on 26 October 2020 until 8 November 2020. Regarding the pandemic of Covid-19, the researcher could not distribute the open-ended questionnaire to students directly. Therefore, the researcher gave the questionnaire sheet to the English teacher. There were 9 questions in the open-ended questionnaire (see appendix B). The open-ended questionnaire was distributed in Bahasa Indonesia to make it easier for the participants to thoroughly express their opinion. The researcher explained the findings based on open-ended questionnaire. Based on the open-ended questionnaire, the researcher found several findings of students' perception of using animation in teaching writing narrative text. To find the percentage of each student's statement, the researcher used the following formula:

Percentage (%) = (Students' Answer)/ (Total Students) x 100

Description:

Total students = 20 students

The percentages can be seen on table 4.1 students' perception.

No.	Students' Perception	Students' Answer		Percentages	
		Yes	No	Yes	No
1.	The students disliked writing	16	4	80%	20%
2.	The students had difficulty in writing before using animation video.	16	4	80%	20%
3.	Students already learnt by using animation video	20	0	100%	0%
4.	The teacher needed to use animation video	20	0	100%	0%
5.	The students felt happy using animation video	20	0	100%	0%
6.	Animation video could make students more excited in learning	20	0	100%	0%
7.	Students did not bore for learning by using animation video	20	0	100%	0%
8.	Students were more active in asked question to the teacher	15		75%	25%
9.	The students' score was increase	20	0	100%	0%

Based on table 4.1 showed the percentages of the answer frequency by the students. It can be said that point 1 showed that most of students disliked writing (80%). Therefore, at point 2 showed that they had difficulty in writing before using animation video (80%). Furthermore, point 3 showed that all students said agree that they already learnt by using animation video (100%). Moreover, point 4 said that all students said that the teacher needed to use animation video (100%). In addition, point 5 indicated that the all students felt happy using animation video (100%). Consequently, point 6 indicated that all students said that animation video could make them more excited in learning (100%). In addition, point 7 indicated that all students did not bore when they learnt by using animation video (100%). Furthermore, point 8 indicated that most of students were active in asked question to the teacher (75%). Hence

point 9 indicated that all students said that their score was increase (100%). The 9 statements above explained further in the next paragraphs.

Semi-structured interview was distributed to the students on Sunday 19th December 2020. There are three students was chosen based on their answers' sheet that was not clear yet. They were student 8 (S8), student 13 (S13), and student 16 (S16). Regarding the pandemic of Covid-19, the researcher distributed the online interview by using voice call. The interview distributed to look for an in-depth explanation concerning students' perception about animation video in teaching writing narrative text. Nine questions which revealed perception were addressed to the participant (see appendix C). The interviews were distributed in Bahasa Indonesia to make it easier for the participants to thoroughly express their opinion. The researcher found several findings of students' perception of using animation in teaching writing narrative text using semi-structured interview. It can be seen on table 4.2 students' perception of animation video using semi-structured interview.

No.	Students' Perception Using Semi-Structured Interview
1.	Writing was difficult
2.	Animation video was important to use in the class
3.	The students only focused to watch the animation video
4.	Sometimes animation video was boring
5.	The students asked to their teacher after watched the video
6.	Animation video made students be interesting
7.	Disadvantages of animation video
8.	Animation video helped students a little in vocabulary and generic structure
9.	Students' expected after using animation video

Based on the table 4.2 showed that the finding students' perception by using semi-structured interview. In point 1, it was indicated that the students found that writing was difficult. Then, point 2 showed that the animation video was important to use in the class. Whereas, point 3 showed that the students only focused to watch the animation video. Further, point 4 showed that sometimes animation video was boring. Moreover, point 5 showed that the students asked to their teacher after watched the video. However, point 6 indicated that animation video made students be interesting. The next was point 7 that indicated about disadvantages of animation video. Meanwhile, point 8 indicated that animation video helped students a little in writing. Hence, point 9 showed about students expected after using animation video.

The Advantages and Disadvantages of Animation Video in Learning Activity

The researcher found out the advantages and disadvantages of animation video by using open-ended questionnaire and semi-structured interview. The advantages and disadvantages of animation video were taken from the finding of students' perception. Then, the researcher classified into the table below:

No.	Advantages of Animation Video
1.	The students felt happy using animation video
2.	Animation video could make students more excited in learning activity
3.	Students did not bore for learning by using animation video
4.	Students were more active in asked question to the teacher
5.	Animation video was important to use in the class
6.	Animation video made students be interesting
7.	Animation video helped students a little in vocabulary and generic structure

Based on table 4.3 showed that there were 7 advantages of animation video. They were the students felt happy using animation video, animation video could make students more excited in learning activity, animation video was important to used, the students did not bore, the students were more active, the students be interested, and the animation video helped the students a little in vocabulary and generic structure of narrative text.

No.	The Disadvantages of Animation Video
1.	The students were only focus to watch the animation video.
2.	Sometimes animation video was boring
3.	There was no Indonesian translate on video made students did not understand
4.	Sound of video did not hear if it was rain and did not use speaker
5.	If the duration of video was long, it made the students bored

Based on table 4.4 showed that there were 5 disadvantages of animation video. The point 1 indicated that the students were only focus to watch the animation video. Then, point 2 showed that sometimes animation video was boring. Moreover, point 3 indicated that there was no Indonesian translate on video made students did not understand. In addition, point 4 showed that sound of video did not hear if it was rain and did not use speaker. The last is point 5. It was indicated if the duration of video was long, it made the students bored.

CONCLUSION

This study has conducted to reveal about students' perception of utilization animation video in teaching writing narrative text at tenth grade of MA Ibadurrahman Boarding School Banten. Then, this study has conducted to find out the advantages and

disadvantages of animation video in teaching learning activity.

Regarding the students' perception, the researcher find that based on the open-ended questionnaire the students always give positive perception. On the other hand, the researcher found 5 disadvantages while distributed the semi-structured interview. The students agree that animation video can help them in learning writing narrative text, 95% students give positive perception and 5% students give negative perception. The utilization of animation video can make the students feel happy because they do not need to imagine the story of the narrative text. However, if the duration of video is too long, it makes the students feel bored. Hence, it can be concluded that the students' perception

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