



The Use of Animation Media Based on Character Education to Improve Students' Writing Narrative Ability

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Abstract: The purpose of the study was to determine and describe the effectiveness of character education-based animation media in improving the ability to compose narratives for fifth graders at SD Negeri 3 Waringinsari Barat for the 2020/2021 academic year. The underlying problem is that animation media has never been used in learning to compose narratives. The research method uses classroom action research. The subjects of this study were 28th-grade students of SD Negeri 3 Waringinsari Barat, Sukoharjo District, Pringsewu Regency. The data were collected using observations, questionnaires, interviews, and narrative writing tests. The research procedure uses four stages, namely planning, implementation, observation, and reflection, and is carried out in 2 research cycles. Data analysis was carried out by quantitative descriptive analysis using the percentage formula. The results of the study indicate that the use of animation media can increase the effectiveness of the learning process on the ability to compose narratives for fifth-grade students of SD Negeri 3 Waringinsari Barat. The improvement can be seen in the change from pre-action, cycle I to cycle II. The results of the student's ability to compose narratives in the first cycle obtained an average score of 62 which increased to 72 in the first cycle and increased to 82 in the second cycle.

Keywords: animation media, character education, narrative

INTRODUCTION

Writing a narrative is a complex activity because writers are required to be able to compose and organize the contents of the writing and put it in a variety of written languages (Rhosalia, 2016). However, writing activities are not liked by many people because they feel they are not talented, and do not know what to write and how to write. At present, writing is still a problem for some students, including composing narratives. Many students have not been able to process words properly into writing because of the lack of vocabulary and the intensity of reading and writing that is not done. This is the basis that composing narratives must also start from an intensive practice process, not

only at school but also at home.

Writing is describing thoughts and feelings in an orderly way and written in written language (Hastomo, 2016). Furthermore, it is explained that if someone uses thoughts, ideas, feelings, experiences or others into written language, the activity is an composing activity. To be able to convey a thought, idea, feeling, experience or otherwise, a person needs to have an adequate vocabulary, skilled in arranging words into clear sentences, and proficient in using language effectively (Kosasih, 2003: 222). According to Arifin and Tasai (2002: 125), composing is an attempt to develop several topic sentences. Writing is a language skill that is used indirectly in communicating with other people. This fact requires the author to be skilled at using writing, sentence structure, and vocabulary.

Furthermore, learning related to writing competence must really provide valuable experience for students, especially for students who are still in elementary school (Inggriyani & Fazriyah 2018). Starting from this, SD/MI students must be trained to be able to compose narratives based on chronological order, not too long and preferably to compose narratives based on students' daily life experiences. Therefore, fun and interesting learning also accompanied by appropriate learning media, can have a good effect on students, such as students enjoying learning and providing maximum composing results.

Narrative is a form of writing that tries to create, separate, and string human actions in an event chronologically or which takes place in a certain time unit accompanied by a certain background that varies according to the circumstances that occur (Nurudin, 2007: 21). According to Keraf (1997: 135-137), narrative essay is a form of discourse that tries to narrate an incident or event so that it looks as if the reader saw the event for themselves and the most important thing in a narrative essay is the element of action and action. In line with the development of science and technology, in the field of education, educational technology is also developing, especially in the use of technological tools to support the efficiency and effectiveness of education.

The curriculum contains plans for using various tools and media, as well as teaching models, such as film and video-assisted teaching, programmatic teaching, teaching machines, and module teaching, and computer-assisted teaching (Khairunnisa, 2020). The use of various innovative techniques and methods can create a conducive and enjoyable learning situation. This method can help teachers in providing explanations to students more easily so that they are easy to understand, generate motivation to learn and can save time. Character education is the process of giving guidance to students to become fully human beings with character in the dimensions of the heart, mind, body and taste and intention so that they can

become provisions for life in the family and association as well as in life in society. Moreover, Pradana et al. (2020) state character education is an education that is used to instill and develop character in students, so that they have a noble character after having them can apply it in everyday life like at home, at school. as well as in society.

One of the learning media that can be used for learning to compose narratives is animation media. Animated media is a merging medium, both in terms of images, colors, visuals and audio. The animation media used is oriented towards character education that contains moral values, such as caring for the environment, discipline and a sense of responsibility. According to Hidayati & Wuryandari (2012), animation media is a series of images that form a movement. One of the advantages of animation is its ability to explain an event systematically in each change. This is very helpful in explaining the procedure and the sequence of events.

The same thing was also stated by Hambali, Akib & Azis (2020) that animation media is a collection of images that are processed in such a way as to produce movement. Animation creates the illusion of movement by displaying or displaying a sequence of images that change progressively at high speed. Animation is used to describe the movement of an object. This is in accordance with the educational curriculum used at SD Negeri 3 Waringinsari Barat, namely the 2013 curriculum. The 2013 curriculum in its teaching is a thematic learning between subjects that are interrelated with each other, as well as learning to compose narratives which are closely related to character education learning that is related to character education. found in the subject of Citizenship Education (PKn) and other subjects. Character education is very important to be taught to students starting from the family environment, school environment to the community environment. Therefore, through the animation media used in learning to compose narratives, it is hoped that it will make it easier for students to capture visual messages in colorful images and can provide maximum character education.

Based on the pre-research conducted especially on the success of students in composing narratives for fifth grade students of SD Negeri 3 Waringinsari Barat, the results have not been maximized. The information obtained shows that students are still confused when given the task of composing a narrative. In fact, the motivation to compose a narrative is considered weak so that it has an impact on the results of an unsatisfactory narrative composition. In addition, students also have difficulty expressing ideas in the form of narrative writing. This can be caused by the limitations of the learning media used by the teacher. Another cause is the teacher's role in learning which tends to use conventional methods, such as lecturing, and the application of learning models that are less attractive (Yulistiani et al., 2020).

METHOD

This research method is classroom action research. Classroom action research in English is made with the term classroom action research. This research procedure uses four stages, namely planning, implementation, observation, and reflection and is carried out in cycles.

RESULTS AND DISCUSSION

Student Activity Observation Results

Based on the results of the study, it is known that the results of observing student activities have increased. In the second cycle of student activity, an average of 75.4 was obtained, this result increased by 20.8 or 38.1% from the first cycle. In the second cycle there was a change in student behavior, namely students were able to write narrative essays better. Students feel interested, serious, and serious in participating in learning to compose narratives through the media of animated images. Students who were originally passive in learning turned into students who were active during learning to compose narratives. Students are more active in discussion activities and more daring during presentations.

Through the learning model used by the teacher, students' skills in writing narrative essays have improved a lot. Thus, the use of animated images and media has been proven to be able to assist students in composing narratives. In addition, students' understanding of the material for writing narrative essays is also increasing, through cycle II learning. There is a change in student activity for the better as indicated by the results of increased observations in every aspect. Most of the students were enthusiastic in paying attention and responding to the teacher's explanation. Furthermore, students are also more active in discussion and presentation activities. The attitude of students who are active in answering questions from the teacher and asking when they find difficulties has increased in cycle II. The results of observing student activities are based on observations, results of student response questionnaires, interviews, and photo documentation as evidence of increasing narrative essay writing skills in cycle II.

Based on the observation, it is known that the average percentage of student responses in the pre-cycle cycle is 56%, which is because students do not really understand learning through animation media. In the first cycle of action, the average percentage of student responses increased to 67% in the first cycle and 89% in the second cycle. The results of interviews conducted with six students were also used as evidence of changes in student activity in a positive direction. The six students who became respondents were happy with learning to compose narratives with the implementation of discussion and presentation activities. Students become more understanding to compose

narratives properly and correctly. Learning by applying the examples non examples learning model makes it easier for teachers to present material to students. In this case the teacher does not dominate learning by providing material with lectures and then asking students to record and memorize the material presented by the teacher, but the teacher only acts as a facilitator to make it easier for students to understand the material and solve problems. In the discussion activities the teacher guides and motivates students to find ideas to compose narratives and help students who are having difficulties.

Student Narrative Writing Skills Test Results

Based on the results of the study, it was found that the learning outcomes of learning to compose narratives for fifth grade students of SD Negeri 3 Waringinsari Barat, Sukoharjo District, Pringsewu Regency increased in cycle II. In the first cycle the class average was 75%. The results increased by 9 or 34.7% to 82.

Table 1. Improvement Narrative Writing Skills for Every Aspect

No.	Scoring Aspect	Class Average			Improvement
		Pra-cycle	Cycle 1	Cycle 2	%
1.	Series of events	57	74	83	18%
2.	Conformity of content with title	61	78	86	17%
3.	Figure	68	80	91	16%
4.	Diction and word choice	65	73	83	12%
5.	Spelling and punctuation	58	67	78	14%

Based on table 1, it can be seen that the values of the series of events in the pre-cycle 57 and in the first cycle increased to 74 then in the second cycle it increased back to 83. These results are very encouraging because on average because students are able to understand the contents of animated images and turn it into a narrative form properly and correctly. To improve students' ability to the content of animated pictures, in cycle II the teacher provides animated pictures with pictures and stories that are more interesting. The results achieved in the pre-cycle and the first cycle, the average value of the series of events increased by 18% or 26 to 83 in the second cycle.

The second aspect of the assessment of the suitability of the content with the title in pre-cycle 61 increased in cycle I to 78 and increased rapidly in cycle II to 86. To improve students' understanding of the content of animated

images, in cycle II the teacher provided animated images with different topics from cycle I. The results achieved in the pre-cycle and the first cycle, the average value of the aspect of the suitability of the content with the title increased by 25 or 17% to 86.

The third assessment aspect of the narrative essay writing skill test is the character. In cycle II, each group was able to establish good cooperation when listening to animated images and then describe them according to the characters contained in the animated images. The average value of the character aspect obtained by students in the second cycle was 91, an increase of 16% from the pre-cycle and the first cycle of 25. The fourth aspect of assessment is diction or word choice. In the first cycle the average diction aspect of pre-cycle word choice was 65 and in the first cycle of 80 it was 62.5. In the second cycle, the average value of the diction aspect increased or 12% to 83.

The fifth assessment aspect of narrative writing skills is spelling and punctuation. The average value of spelling and punctuation aspects in the pre-cycle was 58 and in the first cycle 67. This was because some students used capital letters, punctuation marks, hyphens, and spelling incorrectly. In cycle II, the teacher shares the results of the student narratives in cycle I, then each group analyzes and concludes how to use capital letters, punctuation, hyphens, and spelling from the narrative results. After taking action in cycle II, the average score of students in the aspects of spelling and punctuation increased by 14% to 78. For more details, see the diagram below.

Based on the results of the research and discussion above, it can be seen that animation media can improve students' skills in composing narratives. This is because the increase in teacher skills has an effect on increasing student activity so that it can increase students' understanding of the material being taught. By means of group discussions, in the end it has an impact on increasing students' abilities during the learning process and increasing students' interest and enthusiasm in studying the material being taught so that learning outcomes also increase.

From the implementation of Indonesian language learning, the ability to compose narratives by applying it through pre-cycle animation media, cycle I and cycle II in class V SD Negeri 3 Waringinsari Barat, provides opportunities for students to work together in determining topics and writing narrative essays based on animated images that are displayed. With the application through image media, each student is given the opportunity to convey ideas based on the animated images that are displayed. They work in groups to analyze the picture then make an outline and develop the outline into a complete and coherent narrative essay.

Application through animated image media can increase effectiveness

in learning. This can be seen from the observation data of student activities which always increase each cycle. In the pre - cycle , the increase in the first cycle obtained a percentage of 8% . Increase by 20% or by 20 in cycle II to 75%. The following diagram shows the increase in the percentage of student activity from the pre-cycle, first cycle and second cycle.

The assessment of students' narrative essay writing results is based on six aspects. The six aspects are (1) the sequence of events, (2) the suitability of the content with the title, (3) characters, (4) diction or word choice, and (5) spelling and punctuation. Here is an increase in the ability to compose a narrative of each aspect.

CONCLUSIONS

In summary, the use of animation media can increase the effectiveness of the learning process on the ability to compose narratives for fifth grade students of SD Negeri 3 Waringinsari Barat. Students experience behavioral changes (improvements) in online learning. The improvement of students' writing ability is shown by the activeness of students during the learning process, the attention and concentration of students in listening to the subject matter presented by the enthusiastic teacher of students during learning, in the lesson the courage of students to convey the results of their essays in fun, active and creative learning.

Furthermore, the use of animation media can increase the effectiveness of the ability to compose narratives for class V SD Negeri 3 Waringinsari Barat. The improvement in product quality/results can be seen from the comparison of the average writing score at the pre-cycle and post-cycle stages I and cycle II. The increase is marked by an increase in mastery of aspects of writing skills such as a series of events, the suitability of the content with the title, characters, choice of words. , spelling and punctuation. In the pre-cycle stage, the average score of 62 in the first cycle increased to 72 and in the second cycle to 82. Thus, the skills of composing narratives using animation media for the fifth grade students of SD Negeri 3 Waringinsari Barat have improved both in process and product after given action using animation media.

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