

PENGGUNAAN MEDIA VIDEO ANIMASI DONGENG UNTUK MENINGKATKAN KETERAMPILAN MENULIS KARANGAN NARASI SISWA KELAS IV SD DI MASA PANDEMI COVID 19

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Abstract

This study aims to improve the skills of writing narrative essays using animated video media containing fairy tales for the fourth grade students of SD N Tunjungsari 2, Kalasan, Sleman. This research is a classroom action research (CAR) that uses the Stephen Kemmis & Mc. Taggart which is done through 2 cycles. The subjects in this study were the fourth grade students of SD N Tunjungsari 2 as many as 30 students. The collection techniques used in this study were observation, practical tests, and written tests. The data analysis technique in this study was qualitatively analyzed using the interactive abaysis technique from Miles & Hubberman. The results of this study indicate that students' skills in writing narrative essays increase after the action using animated video media from cycle 1 to cycle 2. Narrative essay writing skills in cycle 1 the average value achieved is 79.01, and in cycle 2 achieves an average score. -average 82.22, where as many as 27 students (90%) got a score with a minimum criterion of good. The results of the scores achieved in cycle 2 showed an increase in narrative essay writing skills in fourth grade students of SD N Tunjungsari 2.

Keywords : Karangan Narasi, Media Video Animasi.

I. INTRODUCTION

Language skills are very important to be mastered by everyone which is a human ability to convey an idea, message, and information that is in the mind, where the media can be through oral or written, which is used by all parties to interact, and identify themselves in the form of conversations, actions, , and good manners (Finocchiaro, 1964: 8)

Four aspects of language skills which include listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills

(writing skills, are interconnected with each other, because every human being in acquiring language skills is done gradually.

In the 2013 curriculum according to the Regulation of the Minister of Education and Culture Number 57 of 2014, it is expected that Indonesian language learning given to students aims to train students to be skilled in language so that they can express their ideas and ideas creatively and critically.

According to Slamet (2007: 6), Indonesian language learning activities are learning language skills, not language

teaching, where language theories are only used to support and clarify the context, which is related to certain skills being taught.

One of the productive language skills that students must have is writing skills. Writing is an activity to convey messages (feelings, ideas, or information) in writing to other parties which aims to entertain and contain certain messages (Fajar Setiawan, 2017).

Writing or composing is a complex activity, where the writer is required to be able to organize and organize ideas systematically and logically, then present them in written language according to the rules of writing. Despite its complexity, writing has benefits in helping to develop initiative and creativity, self-confidence, courage, as well as habits and abilities in finding, collecting, processing, and organizing information.

The purpose of writing activities, among others, to express themselves, provide information to readers, persuade readers, and to produce a written work. One type of writing according to the way it is presented is narrative essay. Narrative essay is an essay that contains events or events arranged chronologically which are told in written language, so that the reader seems to experience the event. (Wahyu Wibowo, 2001, Keraf 2010).

Learning to write narrative essays is an activity that is difficult for students to master because it requires sufficient knowledge, understanding, and skills to be able to write narrative essays well.

Based on the results of interviews with teachers, for KD 3.5 material to describe personal opinions about the contents of literary books (stories, fairy tales, etc.), the teacher's learning to write narrative essays is only through theories and has not carried out meaningful learning activities. Learning also has not used the right media, so it has not been able to accommodate the growth of narrative essay writing skills. As a result, students do not have good provisions in writing narrative essay skills.

The low skill in writing narrative essays also occurs in the fifth grade students of SD N Tunjungsari 2, Kalasan. From the results of initial observations (pre-test) showed that students' narrative essay writing skills were still low. The following are the results of the pre-test of fourth grade students in the ability to write narrative essays.

Table 1. Pre-Test Score of Narrative Writing Skills

NO	Name	Value	Criteria
1	AP	59	Not enough
2	AP	59	Not enough
3	APS	74	Currently
4	AS	65	Currently

5	ADC	56	Not enough
6	ABP	70	Currently
7	AM	65	Currently
8	DF	64	Currently
9	DKPP	63	Currently
10	DNGT	67	Currently
11	FPP	63	Currently
12	GW	67	Currently
13	HNK	67	Currently
14	JAF	70	Currently
15	KPD	74	Currently
16	LCF	63	Currently
17	LER	63	Currently
18	MAP	56	Not enough
19	MR	63	Currently
20	NAMD	65	Currently
21	RSN	63	Currently
22	RADS	63	Currently
23	RPN	67	Currently
24	SVA	67	Currently
25	SMS	67	Currently
26	SEM	63	Currently
27	SM	67	Currently
28	RFPS	59	Not enough
29	VW	70	Currently
30	YPA	75	good
Average		65,13	

In addition, the results of interviews with classroom teachers also showed that some students still had difficulty in expressing ideas and ideas in writing because the appropriate media had not been used in learning to write narrative essays.

In learning Indonesian, learning media can improve language skills. Media can be regarded as systems, symbols and processing capabilities, where mechanical and electronic elements determine their function (Antony, D. 2012, 2012). Robert B Cosma, 2019). Media in the form of visual aids such as models, graphic images, or

other real objects can provide a real learning experience, motivate and increase students' absorption and memory in learning (David, Bern, 1991). In Indonesian language learning activities, there are several suitable media, including videos, comics, storytelling picture books, life the flap book.

During the COVID-19 pandemic, to reduce the spread of COVID-19, the government took emergency response measures, one of which was by not allowing face-to-face learning activities, so learning was carried out online or learning from home. For elementary school children, online learning is more difficult than adult learning. However, teachers must remain enthusiastic to maintain and even improve the quality of learning. The pandemic period is not a barrier for teachers to make students successful in learning, so teachers must be good at choosing the media used so that the planting of concepts to students can be done well. For this reason, teachers need the right media used for online learning.

One of the media that teachers can choose is animated video media. Besides being an attractive visual media for students, animated video media can help concrete something abstract for students. Besides that, it is also practical, because it can be easily sent to students via the Whatshap application and learning

applications such as zoom, googlemeet and so on.

Media in the form of videos can help teachers in delivering writing material to students. Video media can convey messages through hearing and sight, which can be used as media in rewriting story content skills (Daryanto, 2010, Smaldino, 2002). In the animated video learning media there is a display that combines visual and audio, which plays an important role in learning (Azhar Arsyad, 2009). In addition, according to Saputro et al (2019), in the view of humans, visual objects are very important, this can be a separator from the information received. In other words, animated video media is a media that gives the appearance of moving images in a video learning activities that can increase the enthusiasm and enthusiasm of students in the learning process, where in its use it is accompanied by a guide or teacher. Fairy tales are simple fantasy stories about adventure stories in ancient times, usually passed on by word of mouth and from generation to generation, which contain a moral message (Lintang, Gina 2007). Fairy tales are closely related to suggestive narrative essays which always involve imagination.

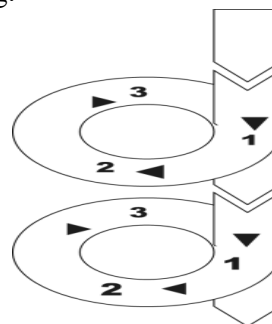
By using animated video media that contains fairy tales, students can easily understand well the contents of the stories

in the animated videos so that students have a picture of the ideas that are used as capital so that students develop their writing ideas.

Based on the problems above, the researcher wants to conduct a study that aims to improve the skills of writing narrative essays using animated video learning media containing fairy tales for fourth grade students of SD N Tunjungsari 2, 2019/2020 academic year.

II. RESEARCH METHOD

This research was conducted with a classroom action research approach whose model follows the research of Stephen Kemmis & Mc. Taggart whose main concept is a device which includes planning, acting & observing, and reflecting.



Kemmis and McTaggart . Spiral Model

The subjects of this study were fourth grade students of SD Negeri Tunjungsari 2 for the 2019/2020 academic year, totaling 30 students. Consisting of 17 male students and 13 female students. The characteristics of students are that they have almost the

same level of intelligence between one student and another so that it is possible to be able to receive learning materials together.

This research was conducted in the even semester of the 2019/2020 school year. That is, from April to June 2020. Due to the COVID-19 pandemic, where the government has not allowed face-to-face learning activities, learning activities are carried out online using the Google Meet application, by means of video conferencing. Data collection is based on the situation as it is, without affecting or intervening in the situation. Researchers directly relate to the situation and the subject under study.

Data collection was obtained through test techniques, observation, interviews and performance tests.

The success of this classroom action research, with the following criteria: 1) There is an increase in the learning process to write narrative essays after using animated video media containing fairy tales, 2) Students increase their ability to write narrative essays, which is marked by an increase in the value of the results of writing narrative essays. Technical data analysis was carried out qualitatively and analyzed using the interactive abaysis technique from Miles & Hubberman (2014: 14). In addition to qualitative data in this

study, quantitative data analysis was used, namely by calculating the average score of students in writing narrative essays then comparing the average value at the beginning and end of the research, and calculating the percentage.

III. RESEARCH RESULTS AND DISCUSSION

This research was carried out using an online learning model, because in Indonesia at this time the Covid 19 pandemic occurred, which required learning activities to be carried out with a learning system from home. The results of the study describe data on students' initial abilities in writing narrative essays, implementing actions in each cycle, improving the learning process and students' skills in writing narrative essays. Pra-Tindakan

Initial data on students' skills in writing narrative essays were obtained from pre-action activities. Before carrying out learning activities by utilizing animated video media, the researchers conducted a pre-test. The pre-test activity was held on May 9, 2020, for 3 hours of lessons through online learning activities and without using animated video media.

Before carrying out the pre-action activities, the teacher made preparations by giving announcements to the guardians of grade IV students about the planned pre-

action activities through the whatshap application. The teacher then makes a schedule of learning activities using the Google Meet and application share links to join in learning activities. Learning activities are carried out through video conference (vicon) activities which are attended by researchers, teachers, students and collaborators, using the Google Meet application.

In the pre-action activity, as the first step the teacher provides an explanation of the material for writing narrative essays, including the aspects that must be mastered in writing narrative essays. The teacher then asked the students to write a narrative essay. Students are given 60 minutes to write a narrative essay. After the student has finished writing the narrative essay, the student's guardian is asked to send a photo of the student's narrative essay via whatshap application. The assessment is carried out by referring to the assessment instrument. Aspects assessed in narrative essay writing skills include aspects of narrative elements and linguistic aspects. Aspects of narrative elements include themes, characters, plot, and time setting. Linguistic aspects include the quality of the content of ideas, neatness of writing, sentence structure, diction, and composition. After evaluating the results of writing narrative essays for fourth grade students, using the instruments that have

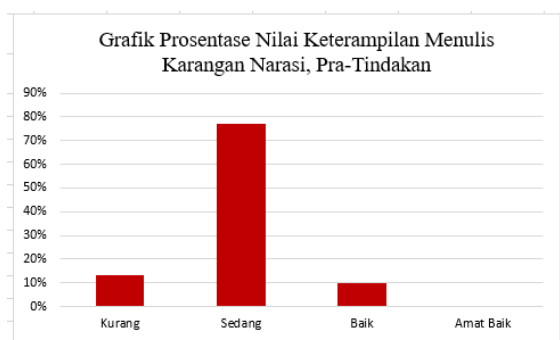
been made, the following results are obtained.

Table 2. Pre-Action Value of Narrative Writing Skills

No	Name	Value	Criteria
1	AP	59	Not enough
2	AP	59	Not enough
3	APS	76	Good
4	AS	65	Currently
5	ADC	56	Not enough
6	ABP	70	Currently
7	AM	65	Currently
8	DF	64	Currently
9	DKPP	63	Currently
10	DNGT	67	Currently
11	FPP	63	Currently
12	GW	67	Currently
13	HNK	67	Currently
14	JAF	70	Currently
15	KPD	76	Good
16	LCF	63	Currently
17	LER	63	Currently
18	MAP	56	Currently
19	MR	63	Currently
20	NAMD	65	Currently
21	RSN	63	Currently
22	RADS	63	Currently
23	RPN	67	Currently
24	SVA	67	Currently
25	SMS	67	Currently
26	SEM	63	Currently
27	SM	67	Currently
28	RFPS	59	Currently
29	VW	70	Currently
30	YPA	75	Good
Average		65,13	

Based on the data above, it can be seen that the students' ability in writing narrative essays is still low, and learning needs to be improved in order to increase their abilities. The results of the analysis showed that from 30 students, there were only 3 students

(10%) who scored with good criteria, 23 students (77%) scored with moderate criteria. While there are still 4 students (13%) who get scores with less criteria. The highest score obtained is 76 (good criteria). The lowest score obtained is 56 (less criteria). The average value obtained is 65.13. It's really a deplorable condition. Here is a graph of the pre-action values.



Armed with the initial data, a learning improvement plan is prepared which is later expected to improve students' writing skills.

1. Description of Cycle Action 1

Cycle 1 begins with making several preparations, including preparing a lesson plan, preparing animated video media containing fairy tales and research instruments, as well as notifying parents regarding the implementation of online learning using Google Meet. This really requires careful preparation, in terms of facilities and infrastructure, as well as the readiness of students in participating in learning activities.

Cycle 1 action was carried out on Wednesday, May 13, 2020. Learning activities were carried out for 4 lesson

hours, or about 175 minutes. Starting at 08.00-10.20 WIB. Learning begins with preparation. Prepare by opening the google meet application and sharing the link for students to join. Learning activities are carried out through video conferences which are attended by teachers who are also researchers, collaborators, and fourth grade students of SD Tunjungsari 2 for the 2020/2021 academic year. Acting as a collaborator is Mrs. Nggir Alfiaturrohmah, S.Pd, who is a fifth grade teacher at SD N Tunjungsari 2. The teacher waits for students to join the video conference which has been prepared with a tolerance of 15 minutes. One by one the students joined. After everything is ready, the teacher starts the learning activities by making the presence of students. The teacher also performs apperception to arouse students' enthusiasm for learning, and to direct students' minds to the material to be studied. Next, the teacher conveys the purpose of the lesson.

The main activity, the teacher and students, material on the meaning of narrative essays, types of narrative essays, characteristics of narrative essays, steps in writing narrative essays, as well as things that must be considered in writing narrative essays. The teacher shares the material screen. Furthermore, it also discusses aspects of narrative elements which include

themes, characters, chronology of story conflicts, and time setting. Then the linguistic aspect which includes the quality of the content of ideas, neatness of writing, vocabulary, sentence structure, diction, spelling and punctuation. Teachers often ask students whether students understand the material presented by the teacher. Most of the students answered understood. The teacher occasionally invites students to sing while clapping their hands so that students do not feel bored with the learning activities carried out.

After all students understand the material presented, the teacher starts using the prepared media. The teacher plays an animated video containing a fairy tale. The selected tale is entitled "The Rabbit and the Turtle". The teacher observes the students well. The students looked so happy with the animated video that was playing. They were so enthusiastic to listen to the story in the animated video.

After the animation video is finished playing, the teacher invites students to ask questions with students to discuss the contents of the story in the animated video. First, discuss the beginning of the story. One student named APS raised his hand to tell the beginning of the story. Then the middle of the story. The student with the initials MM waved his hand and was willing to tell the contents of the middle part of the

story. Then the end of the story. The student with the initials YPA told the contents of the last part of the story. Other students listen to a friend who is telling a story. With students understanding the content of the story, in animated videos containing fairy tales, students have an idea, idea or idea to write a narrative essay. After the question and answer activity was deemed sufficient, the teacher again reminded the students about the material for writing narrative essays that had been delivered earlier. The teacher then invites students to practice writing narrative essays based on the stories in the animated videos that have been played. Sometimes the teacher asks students to show the results of their exercises through their respective cell phone layers. The teacher responds to student writing. Teachers can assess students' understanding in the ability to write narrative essays.

Along with the learning activities, the researchers observed the ongoing learning process. Observations include teacher observations (teaching process), and student observations to assess the learning process. The results of observations are recorded and used as reflection material.

The final activity is an assessment of writing narrative essays. Students are asked to write a narrative essay based on the animated video that was played by the teacher. Students are given time to write for

approximately 60 minutes. After finishing writing, students are asked to send photos of the results of writing narrative essays to the teacher to be assessed.

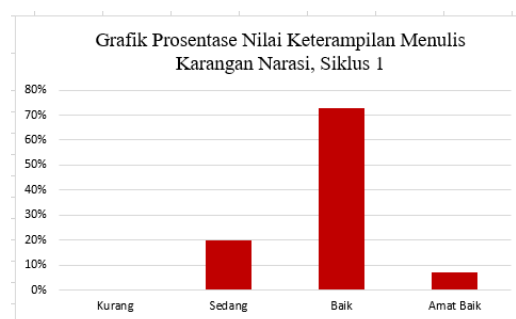
The teacher then assesses the students' test results in writing narrative essays. The teacher assesses the narrative structure using the instrument, by assessing linguistic aspects and aspects of narrative elements such as in pre-action activities. After evaluating the results, the values are as follows.

The Value of Writing Narrative Writing Skills Cycle 1

No	Name	Value	Criteria	No
1	AP	18	67	Currently
2	AP	21	78	Good
3	APS	24	89	Very Good
4	AS	22	81	Good
5	ADC	19	70	Currently
6	ABP	23	85	Good
7	AM	21	78	Good
8	DF	22	81	Good
9	DKPP	21	78	Good
10	DNGT	23	85	Good
11	FPP	21	78	Good
12	GW	22	81	Good
13	HNK	21	78	Good
14	JAF	21	78	Good
15	KPD	24	89	Very Good
16	LCF	21	78	Good
17	LER	23	85	Good
18	MAP	21	78	Good
19	MR	22	81	Good
20	NAMD	23	85	Good

No	Name	Value	Criteria	No
21	RSN	20	74	Currently
22	RADS	22	81	Good
23	RPN	21	78	Good
24	SVA	20	74	Currently
25	SMS	21	78	Good
26	SEM	20	74	Good
27	SM	21	78	Good
28	RFPS	18	67	Currently
29	VW	21	78	Good
30	YPA	23	85	Good
Average			79,01	

Based on the score table above, it can be seen that, out of 30 fourth grade students, 2 students (6.67%) got scores with very good criteria and 22 students (73.00%) got grades with good criteria, and the remaining 6 students (20.33%) got scores with moderate criteria. The average value obtained is 79.01. The highest value obtained is 89, while the lowest value is 67. The following is a graph of the 1 cycle value.



The results of improving narrative essay writing skills are presented in the following table.

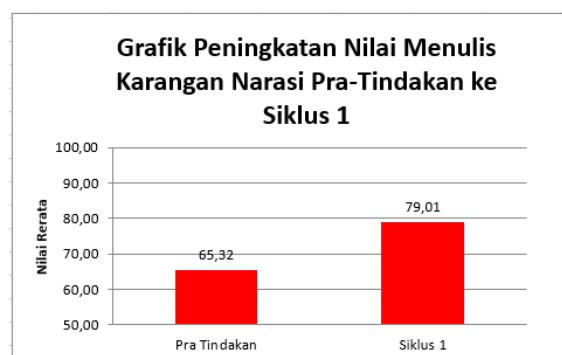
Improving the Value of Narrative Writing Skills Cycle 1

No	Name	Pre-action Value	Cycle Value 1
1	A P	59	67
2	A P	59	78
3	A P S	74	89
4	A S	74	81
5	A D C	56	70
6	A B P	74	85
7	A M	70	78
8	D F	70	81
9	D K P P	63	78
10	D N G T	67	85
11	F P P	63	78
12	G W	67	81
13	H N K	67	78
14	J A F	70	78
15	K P D	78	89
16	L C F	63	78
17	L E R	63	85
18	M A P	56	78
19	M R	63	81
20	N A M D	81	85
21	R S N	63	74
22	R A D S	63	81
23	R P N	67	78
24	S V A	67	74
25	S M S	67	78
26	S E M	63	74
27	S M	67	78
28	R F P S	59	67
29	V W	70	78
30	Y P A	78	85
Average		66.67	79,01
Max		81	89
Min		56	67

Based on the table above, it can be seen that after the action in cycle 1 was carried out, namely by using animated video media containing fairy tales, there was an increase in the value of narrative essay writing skills in fourth grade students of SD N

Tunjungsari 2, from the average pre-action result of 66.67 to 79.01.

The following is a graph of improving narrative essay writing skills from pre-action to cycle 1.



After analyzing students' abilities in writing narrative essays, there were still some problems faced by students, among others, there were still some children who got moderate scores.

After the reflection activity, several problems were found. The problem faced by students is that there are some students who have not fully mastered the skills of writing narrative essays. Some students still have difficulties in the linguistic aspect, the sentence structure still has some errors, the writing is not in accordance with linguistic rules (size and neatness of letters), as well as spelling, punctuation, and rules for using capital letters. This is because there are some children who are less focused in paying attention to the teacher's explanation, but instead are engrossed in observing their friends, because they have Long time no see. Second, it is necessary to improve the learning design, especially in

terms of the use of animated video media. By playing the animated video only once, some children did not fully understand the content of the story. In addition, online learning makes teachers less flexible in guiding students individually. Third, in the middle of the learning activity, there were 3 students whose internet connection was cut off due to running out of quota, so students missed the material because they had to wait a while, their parents went to the counter to buy quota.

From these problems, it is necessary to carry out cycle 2 actions, and a follow-up plan is made, among others, in learning in the next cycle the teacher must pay more attention to the needs of students, and in planting concepts, the teacher must ensure that students focus on paying attention to the teacher or not.

The material presented in the next lesson is more emphasized on materials that have not been mastered by students. Then the teacher must coordinate with the parents of students, to prepare as well as possible the facilities and infrastructure, especially with regard to the internet quota needed for learning activities.

Then in terms of playing animated video media, it is necessary to increase it to 2 screenings, it is hoped that children can better understand the content of the story. By better understanding the content of the

story, it will make it easier for children to express ideas in writing narrative essays.

1. Description of Cycle Action 2

The action of cycle 2 begins with making plans and preparations that refer to the follow-up plan in cycle 1. Cycle 2 is carried out on June 11, 2020, still with online learning using the google meet application. In the preparation stage, the teacher makes a lesson plan (RPP). The learning steps in cycle 2 are almost the same as in cycle 1. However, in cycle 2, the emphasis is on materials that have not been mastered by students, and the quantity of animated videos containing fairy tales is increased to 2 times. As in cycle 1, learning activities begin with the teacher opening the google meet application according to the time agreement that has been made with the parents. The teacher then distributes the link to the parents, and students immediately join the video conference to carry out learning in cycle 2.

All students after joining the google meet, the teacher started the learning activities by greeting students and doing apperception, to raise students' enthusiasm and make students ready to take part in learning in cycle 2.

In the core activity, the teacher and students discuss the material as in cycle one, but the teacher emphasizes more on materials that have not been fully mastered

by students. Namely in the linguistic aspect, the sentence structure still has some errors, the writing does not match the linguistic rules (size and neatness of letters), as well as spelling, punctuation, and rules for using capital letters. The teacher gives correct examples of these points. Then the teacher plays an animated video containing the fairy tale "Snails and Cherry Trees". Students with high enthusiasm watched the animated video. After the animation video finished playing, still through video conference, the teacher asked and answered questions with students about the contents of the fairy tale. Then the teacher plays again the animated video containing the fairy tale. With the hope that students better understand the content of the story, and have ideas or ideas so that they can improve skills in writing narrative essays. Students practice writing narrative essays. Students take turns showing the results of their exercises on their respective cellphone screens, and the teacher responds by correcting their shortcomings.

After students feel they understand, the teacher makes an assessment of writing narrative essays. Students are asked to write a narrative essay. Students are given 1 hour. Then the students' parents were asked to send to the teacher a photo of the narrative essay via whatshap application. The teacher evaluates the results of the students'

narrative essays, using an assessment instrument that has been made. Aspects of assessment include linguistic aspects and aspects of narrative elements. The following are the final results of the assessment of writing narrative essays for fourth grade students in cycle 2. The Value of Writing Narrative Writing Skills Cycle 2

No	Name	Value	Criteria
1	A P	70	Currently
2	A P	78	Good
3	A P S	93	Very Good
4	A S	85	Good
5	A D C	74	Currently
6	A B P	85	Good
7	A M	85	Good
8	D F	85	Good
9	D K P P	81	Good
10	D N G T	85	Good
11	F P P	85	Good
12	G W	85	Good
13	H N K	81	Good
14	J A F	85	Good
15	K P D	89	Very Good
16	L C F	81	Good
17	L E R	85	Good
18	M A P	81	Good
19	M R	81	Good
20	N A M D	85	Good
21	R S N	81	Good
22	R A D S	85	Good
23	R P N	81	Good
24	S V A	78	Good
25	S M S	81	Good
26	S E M	78	Good
27	S M	81	Good
28	R F P S	67	Currently
29	V W	81	Good

30	Y P A	89	Very Good
Average		82,22	
Max		93	
Min		67	

Based on the data above, we can see that from 30 fourth grade students there are 3 students (10%) who scored very well and 24 students (80%) scored with good criteria, and the remaining 3 students (10%) got good grades. with moderate criteria. The average value obtained is 82.22. The highest score is 93, while the lowest score is 67. The following graph shows the value of writing narrative essay in cycle 2.



The results of improving narrative essay writing skills are presented in the following table.

Improving Narrative Writing Skills Cycle 2

No	Name	Cycle Value 1	Cycle Value 2
1	A P	67	70
2	A P	78	78
3	A P S	89	93
4	A S	81	85
5	A D C	70	74
6	A B P	85	85
7	A M	78	85

No	Name	Cycle Value 1	Cycle Value 2
8	D F	81	85
9	D K P P	78	81
10	D N G T	85	85
11	F P P	78	85
12	G W	81	85
13	H N K	78	81
14	J A F	78	85
15	K P D	89	89
16	L C F	78	81
17	L E R	85	85
18	M A P	78	81
19	M R	81	81
20	N A M D	85	85
21	R S N	74	81
22	R A D S	81	85
23	R P N	78	81
24	S V A	74	78
25	S M S	78	81
26	S E M	74	78
27	S M	78	81
28	R F P S	67	67
29	V W	78	81
30	Y P A	85	89
Average		79.01	82.22
Max		89	93
Min		67	67

IV. DISCUSSION

This study aims to improve the skills of writing narrative essays in fourth grade students of SD N Tunjungsari 2, using animated video media containing fairy tales. Language skills, especially writing, are very important for students to have.

Learning to write in elementary school, especially in high school, focuses more on advanced writing. Aim of advanced writing, which is helping students to be able to express their ideas and ideas

into writing. According to Emily G., Viktoria A., Arnason & Sahlen (2018), writing is a very complex activity, because writing skills are skills that require various language skills. Writing is a basic language skill to devote and express ideas and thoughts (Bastug, 2015). One form of advanced writing skills given in high school grades is narrative essay writing skills.

Narrative essay is a type of essay that contains events or events arranged chronologically in time, which is told in written language, so that the readers feel as if they experienced the event themselves. Skills will be obtained if someone gets inspiration from interesting visual media, and also often does practice or exercise (Campbell, Campbell, & Dickinson, 2006). So it takes appropriate learning media and according to needs.

Media plays an important role in learning in order to achieve the planned learning objectives. Media is a tool in the form of hardware and software that is manipulated to convey messages to the recipient of the message. According to Suryaman (2010: 1), learning media is defined as an intermediary or introduction, while terminologically, learning media can be interpreted as all intermediaries (in this case materials or tools) that can be used to achieve learning objectives).

Video Animation is one of the learning media. In the animated video learning media there is a display that combines audio and visual. Arsyad (2009) mentions "visual animation-based media (images or parables) holds an important function in the learning process". Animated visual media can facilitate understanding (eg through elaboration of structure and organization) and strengthen memory. Visual animation can also foster student interest, enthusiasm and can provide a connection between the content of the lesson and the real world. The use of this fairy tale animation video media can provide a stimulus for a fun and effective learning experience in developing narrative essay writing skills for elementary school children.

This classroom action research consists of 2 cycles, namely cycle 1 and cycle 2. Each cycle consists of planning, action, observation and reflection. Reflection activities are carried out simultaneously with learning activities (actions) in each cycle. Each cycle consists of 1 meeting. The results of this study are in the form of value data and analysis of students' abilities in writing narrative essays, student observation sheets and teacher observation sheets in learning activities. The improvement of narrative essay writing skills can be seen from the

increase in students' scores after the action has been taken.

Before learning was carried out using animated video media containing fairy tales, students' skills in writing narrative essays could be said to be low, this was evidenced by the low pre-action scores. However, after taking action in cycle 1 and cycle 2, the children's ability to write narrative essays increased significantly.

Based on the analysis of the data obtained from the pre-action scores, it shows that the children's ability to write narrative essays is still low. In the narrative element, there were only 8 students whose themes were clear, while the other 15 students had less clear themes, and there were even 7 students whose themes were not clear. Almost all students, the characters are not detailed, the storyline is less coherent. There are only 2 children whose storyline is coherent. The time setting element is also still lacking. There are only 2 students whose time background is clear.

The linguistic aspect is also almost the same. A total of 28 students, in expressing the contents of the idea are still not in accordance with the theme. There is only one child whose content quality is in line with the theme. In writing essays, only 13 students wrote neatly and clearly read. A total of 17 other students are still not neat in writing so it is not clear to read. In the

sentence structure element, there are still many mistakes. As many as 3 students, the sentence structure made a lot of mistakes and the other 27 students still made some mistakes. There are also many diction problems that are not quite right. For composition, namely the problem of mastery of spelling and punctuation, there are still many errors. As many as 15 children in the use of capital letters there are still many errors. The average value obtained is only 66.42.

After taking action in cycles 1 and 2 using animated video media containing fairy tales, there was a significant increase in students' ability to write narrative essays. The assessment aspect includes narrative elements and linguistic aspects. Narrative aspects include themes, characters, plot, and time setting. The time setting in question is the chronology/time sequence of events in the story. By referring to these aspects, each student is assessed on the results of writing narrative essays. From the results of the assessment of writing narrative essays as follows. From some aspects of the narrative, it can be seen that, for 27 students the theme was clear and easy to understand, meaning that there were only 3 students who were still unclear. A total of 28 children, in terms of the characters are clear and detailed. For storyline problems also occur peningkatan terhadap hasil di

Cycle 1, most of the students have a coherent storyline. Similarly, for the problem of time setting, almost all students the time sequence of events in the story is clear.

The linguistic aspect also experienced an increase in the results of cycle 1, although the increase was quite small. However, if you pay attention, based on the results obtained by students, students' abilities in terms of the quality of story ideas are good. The neatness of writing in cycle 2 has also increased against the results of cycle 1. For sentence structure, diction and composition are materials that are quite difficult for students. However, the results can also be said to be good or increase. The average value obtained at the end of cycle 2 is 82.22.

Based on the results of the average value in cycle 2, it shows that learning by using animated video media containing fairy tales can improve students' skills in writing narrative essays.

V. CONCLUSION

From the Classroom Action Research conducted by the researcher, the following conclusions can be drawn:

1. There was an increase in the learning process of narrative essay writing skills by utilizing animated video learning media for fourth

grade students of SD N Tunjungsari 2, the 2019/2020 school year.

2. There was an increase in the results of the learning process for narrative essay writing skills using animated video learning media for fourth grade students of SD N Tunjungsari 2, the 2019/2020 school year.

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