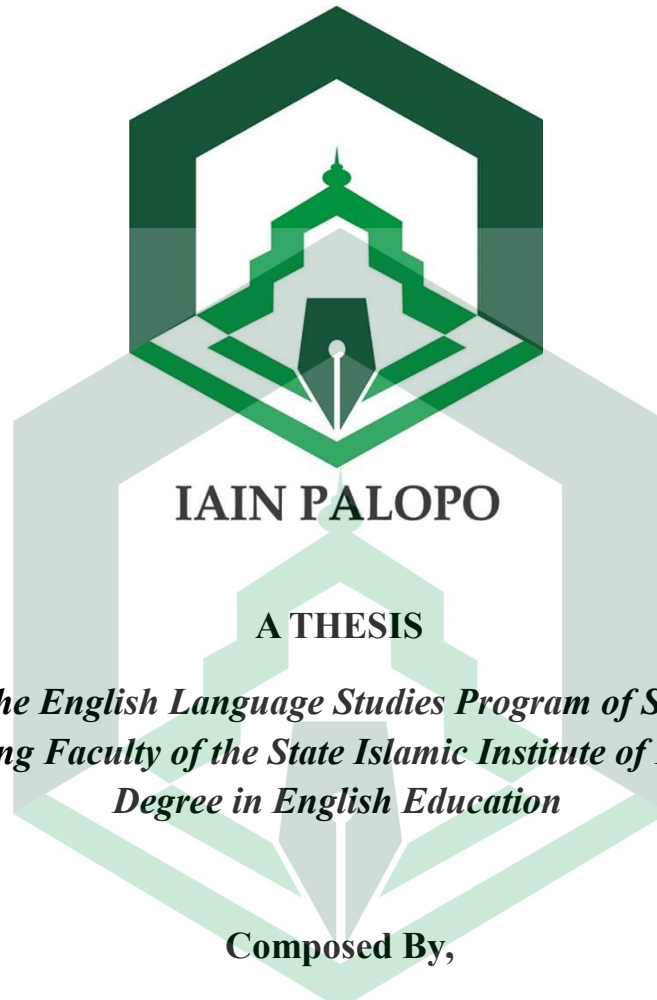


**UPGRADING STUDENTS DESCRIPTIVE WRITING SKILL  
THROUGH ANIMATION VIDEO AT THE EIGHT GRADE OF  
MTs. NEGERI MODEL PALOPO**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Language Studies Program of S1 Tarbiyah and  
Teacher Training Faculty of the State Islamic Institute of Palopo for S.Pd.  
Degree in English Education*

**Composed By,**

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**2017**

## PRONOUNCEMENT

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IAIN PALOPO

Palopo, 27<sup>th</sup> December 2016

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**Researcher**

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## ABSTRACT

Uswatun Hasanah Junaid, 2016. **Upgrading Students Descriptive Writing Skills Through Animation Video at Eight Grade of MTs. Negeri Model Palopo.** Thesis English Study Program of Tarbiyah and Teacher Training Department of Institute For Islamic Studies (IAIN) Palopo, Supervised by **(1) Amalia Yahya, SE. M.Hum., (2) Jufriadi, S.S., M.Pd.**

Key Words: Descriptive, Writing Skills, Animation Video.

This thesis focused on Upgrading Students Descriptive Writing Skill Through Animation Video. This thesis focused on one problem statement: How to use video in teaching writing skill effective at the eight grade of MTs. Negeri Model Palopo?

This research was done through classroom action research, it was held for two cycles which include four steps for each namely planning, action, observation, and reflection. This research took place in the eight grade students of MTs. Negeri Model Palopo. The target of this research is class VIII B, the number of the students were 20 students. The students in the classroom were found still low in writing. The first cycle was given to know basic skills of the students in writing use animation video strategy in teaching writing.

The result of analysis can be explained that Animation Video to upgrade students' writing skill in Descriptive Text at the eight grade students of MTs. Negeri Model Palopo. In this thesis the researcher apply Animation Video to upgrade students' writing skill because by using Animation Video the students can easy and enjoy with watching and more focus to find out the ideas and share about what they want to write about the topic that the researcher given. The result of the students is developing by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 57, 55 and cycle 2 the score develop to be 76, 75. It means the students' writing skill of the eight grade of MTs. Negeri Model Palopo developed.

## CHAPTER 1

### INTRODUCTION

#### *A. Background*

English is an international language. It is spoken by many people all over the world either as first or second language. It is a way to open the world on scientific and technical knowledge, when as needed for the economic and politics development. Some of countries use it as a top requirement of the job applicants who master either active or passive English are more favorable than those who do not that fact, it is obvious that everybody needs to learn English.

Furthermore, writing is one of the ways to express ideas, opinions, and feelings. When someone is difficult getting died to express or shy to say their ideas, opinions, or feelings to others, they are can do it through writing. In writing, the writer express their mind freely, but writing is not an easy work because we have to pay attention to the language use, content, organization, vocabulary and mechanic. Lennon defines writing as conscious, deliberate process which is not resulted of divine intervention, magic, miracles, or last minute inspiration.

The students' learning activities, are not just about atudying, but they would be capable in theory either practice.. Learning to use the animation media is a way of learning that can be applied to students' of junior high school. By giving the animation videos, students' will be interested in what they see, but other than seeing indirectly encouraged students' to think of what problem is displayed. So that students' can think off. In addition to the material taught by the teacher,

students become more attractive by looking animation video and make them easy in interpretation data and the last is make the information clear.

Movie as one of modern technologyies, it can be used as a good media since it is an enjoy able things for students'. They can enjoy the story and the pictures of movie are always interesting for them. To overcome of the students' difficulties in writing, the use of animation video can stimulate the students to easily find the toic and ideas to be written down in paragraph.

**B. Problem Statement**

Based on the background above, the researcher formulates the research problem as follow:

How to use animation video effectively to upgrade students'

writing skill at the eight grade of MTs. Negeri Model Palopo?

**C. Objective of the Research**

The objective of the research is to find out how to use animation video effectively to upgrade students' writing skill at the eight grade of MTs. Negeri Model Palopo.

**D. Significance of the Research**

There were significances of this researches; theoretically and practically. The expected benefits of this research both theoretically were:

1. Theoretically Contribution

The result of this research can be used to enrich the theory of teaching writing skill by using animation video, and can be used as the input of information about animation video to upgrade students' descriptive writing skills.

2. Practically Contribution:

a. For the teachers

It can help the teacher to overcome weakness of students' in the classroom.

b. For the students'

The technique of this research hopefully can help students' to increase their descriptive writing skill at the eighth grade of MTs. Negeri Model Palopo.

***E. Scope of the Research***

The scope of the research was restricted in upgrading students' descriptive writing skill through animation video at the eighth year student of MTs. Negeri Model Palopo to write to compose their own descriptive text based on the video. The analysis was also focused on the fifth component of writing namely component, organization, vocabulary, grammar, mechanic.

***F. Operational Definition***

In avoiding misunderstanding toward the title have been set, the researcher feels necessary to give the operational definition of the title, they are:

1. Writing is a process of expressing ideas or thoughts in words should be done at our leisure.<sup>1</sup>
2. Animation video can motivate the student to upgrade their skill especially writing skill and made them more interested in learning writing. The researcher hoped to use animation video improving their ability and quality in English, especially in writing skill. It is intended to make people more understand and more enjoyable in learning.

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<sup>1</sup> Leo Sutanto, English For Academic Purpose, Essay Writing, penerbit Andi, p.1



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous of Related Research Finding*

In writing this thesis, the researcher found some researches which are closely related to this study, those are:

1. Idris Afandi (2014), in “*Developing Respondent Writing Skill By Using Movie At The Eight Grade of SMP Negeri 1 Bua Ponrang*”, concludes that using movie can develop the respondent writing skill even though the result of them is different.<sup>1</sup>
2. Ma’rifah (2014), in “*Using Animation Video in Improving Student’s Listening Skill at the Eleventh Year Respondent of SMA Muhammadiyah Palopo*”, found that, video is an interesting media in teaching listening because based on the observation all the student interested to learn and more active during the class and the appropriate way in using animation video as the media in teaching listening is supported by the classroom situation, the respondent sitting position, and the instruments which will be used in the class like the video, the video script, LCD, and etc.<sup>2</sup>

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<sup>1</sup> Idris Afandi, *Developing Respondent Writing Skill by Using Movie at the Eight Grade of SMP Negeri 1 Bua Ponrang*. Thesis unpublished: 2014

<sup>2</sup> Ma’rifah, *Using Animation Video in Improving Respondent Listening Skill at the Eleventh Year Student of SMA Muhammadiyah Palopo*. Thesis unpublished: 2014



3. Chalifatun Nurizmawati, et. All. In tittle “*the Use of Animation Video as a Media in Teaching Narrative Text*”, found that the use of animation video in teaching narrative text as a media to improved students’ reading comprehension from cycle to cycle. This media not only improve students’ reading comprehension on narrative text but also motivated students to learn narrative text with different way<sup>3</sup>.

## **B. Concept of Writing Skill**

### **1. Definition of Writing**

Writing is one form of realization linguistic competence that are expressed in the form of written language (written), except in the form of spoken language (oral).

Writing is one form of manifestation of the use of language as a medium of communication. In writing activities, the author as a resource is not in a situation of dealing face to face with readers as the target information. Therefore, if there is misunderstanding because readers misinterpreting the text, then the consequences could be fatal.<sup>4</sup>

Writing is one of linguistic competence form which is expressed in written, beside in oral.<sup>5</sup>

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<sup>3</sup> Chalifatun Nurizmawati, et, all. *the Use Animation Video as a Media in Teaching Narrative Text*. Accessed on November 2015

<sup>4</sup> Pardiyo, *12 Writing Clues for Better Writing Competence (Penerbit:Andi:2006),p.1*

<sup>5</sup> Pardiyo, *12 Writing Clues for Better Writing Competence, Penerbit Andi.*

Writing also often used to describe the act of creating a large work of literature. This is an extension of the original meaning, which would include the act of writing longer text. (interestingly, if this is done on a type writer, the physical act of making marks on the paper in the type writer would be called typing, whereas in the intellectual activity involved in generating the letters, words, and sentences would be called “writing” and there are similar situations, such as painting letters or words on a canvas or the like, in which the act of painting forms can refer to the production of fiction, non-fiction, poetry and letters.<sup>6</sup>

## **2. The Components of Writing**

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, language used, and mechanics.

### a. Content

The content of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There at last think that can be measure in connecting with component, the composition should contain one central purpose only should have unity, coherence, continue, and should be adequately developed.

### b. Organization

In organization of writing contents with the way he write arrange and recognized the ideas or the messages in the writing the purpose of the organizing

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<sup>6</sup> JB. Heaton, *Writing English Language Test*, (New York Language), 1998.

materials. In writing involves coherence order of importance general of specific general chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the component of writing, the dictionary is very considerable. Vocabulary is one of the component of writing to express ideas.

d. Grammar

Grammar in writing description and other from writing involves correct language and point of grammar. A adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate function and also grammar can help respondent improve the use formal language.

e. Mechanics

There are at last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and thing second it use us first word in quotations a formal statements and proper adjectives, etc.

### 3. Kinds of Writing

There are kinds of writing, that is:

- a. Narrative text that narrate a world events, which can have the character of informative or entertaining.
- b. Recount is text that content sequence of activity of events in the past.
- c. Description is text that content description an object.

- d. Exposition is text that content an argument, point of views, a problem or particular thing.
- e. Procedure is text that content the way of sequence action to something.<sup>7</sup>

#### 4. Process of Writing

The writing process as a private activity may be broadly seen as compressing four main stages: planning, drafting, revising, and editing.

##### a. Planning

Planning is state of strategies to find and produce information in writing when the people begin to write project; people had discovered what it possible. People need to located and explore a variety of subject.

##### b. Drafting

Drafting is as series of strategies designed to organized develop a sustained of writing. Once planning has enabled people to identify several and encouraged people to gather information on these subject perspectives, additional draft can be written that further shape, organize, and clarify the work.

##### c. Revising

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<sup>7</sup> Pardiyono, MPd, *12 Writing Clues for Better Writing Competence*, Penertbit Andi. P. 163

Revising is a series of strategies designed to examine and reevaluate the choices that have created a piece of writing. After people have complete their primary draft they need to stand back from their text and decide action would seem to be most production.<sup>8</sup>

d. Editing

At this stage, respondent are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like. Formal editing is deferred till this phase in order that it is application not disrupt the free flow of ideas during the drafting and revising stages.

**5. Goals of Writing**

Lannon in Hanaria, categorized the writing in college into three major goals. These goals are as follows:

a. Expressing Writing

Expressing writing is mostly about the writer himself, contains the writer's feeling, experience, impression, personality, and the like. Its goal is to help readers understand something about the writer's self with his audience.

b. Explanatory writing

Explanatory writing is mostly about the writer's opinion, attitude, observation, or suggestion on the outside subject. The goal is not so much to express

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<sup>8</sup> Mc Crimmon, James M, *Writing With a Purpose, Eight Edition*, Houghton Mifflin Company, 1984. p. 10-11

emotion. It is to provide the readers with information that explain the writer's viewpoint or position, most or writing has a referential goal.

c. Persuasive writing

Persuasive writing is mostly about the audience beyond merely inform readers. The goal is motivate the audience to change their thinking or take some action on a controversial issue-persuasive writing is the designed to appeal to the audiences' seasons and something their emotion as well. The focus in each situation of persuasive writing is the audience's way of thinking.<sup>9</sup>

**6. Strategy for Writing Teaching Process**

There are number strategies we need to consider for concentrate on the process of writing, they are.

1) Get respondent to plan writing

Before getting respondent to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where are respondent in pairs or groups come up with as many idea as they can through discussion) to more guided tasks where the teacher of the course book includes a number of activities which leads respondent to plan for a forthcoming task. When respondent are planning we can encourage them to think not just about the content of what they want to say but

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<sup>9</sup> Hanaria, *Developing Writing Skill of the Eight Class Respondent of MTs Bajo by Ordering Sentence Activity Into a Paragraph*, (STAIN Palopo:2010).p.7

also about what the purpose of their writing is, and who the audience is they are writing for.

2) Encourage respondent to draft, reflect and revise writing

Respondent who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision. One way of encouraging drafting, reflection, and revision is to have respondent involved in collaborative writing. A pair of group of respondent working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

3) Respond to respondent writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their respondent' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual respondent about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers. It is not just teachers who can respond to the respondent writing. It is useful to have respondent look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.<sup>10</sup>

### **7. *Principles for Teaching Writing Skill***

There are number of specific principles for teaching writing skill they are:<sup>11</sup>

a. Incorporate practices of “good” writers

This first guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if your technique includes some of these practices. For example, good writers focus on a goal or main idea in writing, easily let their first ideas follow onto the paper, follow a general organizational plan as they write.

b. Balance process and product

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<sup>10</sup> Jeremy harmer, How to Teach Writing, (England Pearson Education Ltd, 2004). P. 11

<sup>11</sup> H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy Third Edition. (Pearson Longman). P. 402



Because writing is composing process and usually requires multiple drafts before an effective product is created, make sure that respondent are carefully led through appropriate stages in the process of composing. This includes careful attention to your own role as responder. At the same time, do not get so caught up in the stages leading up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective process of writing. Make sure respondent see that everything leading up to this final creation was worth the effort.

c. Account for cultural/ literary backgrounds

Make sure that your techniques do not assume that your respondent know

English theoretical

### ***C. Concept of Descriptive Text***

#### **1. Definition**

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance our pets or a person that is known well<sup>12</sup>

#### **2. Purpose**

To explain the process involved in the information or working of natural or socio-cultural phenomena.

#### **3. Social Function of Descriptive Text**

The specific function of descriptive text is to give description about an object (human or non-human),<sup>13</sup>

#### **4. The Generic Structure of Descriptive Text**

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<sup>12</sup> Wardiman, English In Focus, penerbit: Pusat Perbukuan Departemen Pendidikan Nasional, p. 122.

<sup>13</sup> Pardiono, Pasti Bisa! Teaching Genre-Based Writing, Penerbit Andi, p.34

Descriptive structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

Example: I have many pets, but my favourite one is a cat.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.<sup>14</sup>

Example: physical appearance, characteristic.

c. Conclusion (Optional)

Optional statement to sum up main ideas.<sup>15</sup>

Example: I really love my pets.

**5. The language feature of descriptive text**

- a. Using attribute and identifying process.
- b. Using adjective and classifiers in nominal group.
- c. Using simple present tense.

**6. Example of decriptive text**

**BOROBUDUR TEMPLE**

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang,

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<sup>14</sup> Th. M. Sudarwati and Eudia Grace. Look Ahead 2. 2005. PenerbitErlangga. Jakarta.

<sup>15</sup> <http://juliantluber.blogspot.co.id/2014/04/descriptive-text.html>. accessed on 27<sup>th</sup> December

Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surroundedby walls adorned with Budist sclupture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesia monument in 1983 is a valuable for Indonesian people.

Generic structure analisis:

- Identification ; identifying the phenomenon to be described in general:

Borobudur Temple.

- Description ; describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics.

Language Feature Analysis:

- Using adjective and classifiers; valuable
- Using simple present tense; Borobudur is well-known, The temple is constructed, etc.

## 7. The differences between Report and Descriptive Text

Some text types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will reveal.

The purpose of the two texts are to give the live-description of the object/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What make different, between report and descriptive teaxt, is the scope of the written object.if we talk about, example: bicycle, it belongs to report text. It will talk about bicyle in general; it parts, physical strength, function for certain people or other hand, descriptive text will convey more focus, for example “my bicycle” with its specific characters; colour, lengh,wheel style, etc.

In short, report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object.mostly, report is written after getting careful observation. This scientific and technical sense make clearer difference from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing, it describe the specific thing simply as the thing is.

#### ***D. Media***

##### **1. Definition of Media**

Media is derived from the Latin word ‘medium’ that means ‘between’. The terms refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional media is also called teaching

aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. Teacher can select media from the traditional ones up to modern ones. Media can be interpreted as an introductory messages from the teacher to the respondent. In teaching and learning needs created a fun atmosphere during the class, so the respondent will be a memorable more than the respondent does not impress.

Media is something which can give message and can stimulate the brain of the respondent, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.<sup>16</sup> In learning process there are two important elements, they are methodology and media of learning process. The use of media in learning process will increase the respondent's interest, attention, motivation, and stimulate them in. Media can give the integral experience from the concrete to the abstract.<sup>17</sup>

1) Classifications of Media

- a. Visual, visual aids are things that can be seen. For example film strip, transparencies, movie projection, blackboard, picture, poster, chart, and globe.
- b. Audio, audio aids just can be listened. For example recorded, tapes, electronic, radio, and etc.

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<sup>16</sup> Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> print; Jakarta: Ciputat Pres, 2002), p. 11.

<sup>17</sup> Amelia Arifin, *Improving Respondent Listening by Using Word Wall as a Media in the Seventh Year of SMP Negeri 2 Suli*, *op.cit.*, p. 11.

c. Audio visual, audio visual aids can be seen and listened. For example film and television.

d. Dramatize, for example pageant, pantomime, socio-drama, and demonstration.<sup>18</sup>

## **2. The Function of Media**

H. Asnawir and M.Asyiruddin Usman stated that the internal factor media can be used to increase efficiency learning of respondent because it has potential and capability to stimulate learning process. For example: by present the real object as long as with the material. The external factor, media can increase desire and interest of student because through media student will get more experience. So, there perception and understanding more exact and it will rise to desiring and new motivation to learning.

### ***E. Animation***

#### **1. Definition**

Animetion is derived from the latin word 'animate' that means give live and energy to something, made to look as if they are moving.

Animation video can used in teaching listening, because the picture can make respondent interest and also images from the video can clarify the message generated by sound.

Teaching will be more effective when the objects and events that teaching materials can be visualized realistically simulates the actual situation, however, does not mean that the media should resemble the real situation. It is of essential

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<sup>18</sup> H. Asnawir and M. Basyiruddin Usman, *Op. Cit.*, p. 15.

importance for the debate is how the visual message like media in association with the teaching-learning process, that is to say like where teachers and respondent use visual messaging to enhance the learning process. Understand visual messages can be interpreted as the ability to receive and deliver messages visual reading accurately, understand the meaning contained in it, connecting the elements of visual content of the messages include visual verbal message, draw or visualize the meaning of the message body, and simplify the meaning of the visual message animation.

Benefits of animated media are merging media elements such as audio, text, video, image, graphics, and sound into a catering unit, fits up to accommodate respondent' learning modalities. In addition, to accommodate respondent who have a visual type, visual, and auditif. There are several factors that influence a teacher or trainer in choosing and using audio-visual media in communicating information, ideas and messages to their respondent, according to Sadiman in Anonymmous, among others.

- 1) The audio-visual media allow people to communicate and receive material, mind and messages, and can avoid and misunderstandings.
- 2) Audio-visual media prompted a desire to know more information being learned.
- 3) Audio-visual media to maintain the meaning of the material obtained in the book.
- 4) Audio-visual media has grown in the community.

Learning use Media very important role and is needed to help in facilitating the grasp material presented by the teacher. One of the media used in learning is

visual media that is animated. Media animation for learning would greatly help to facilitate more efficient and teacher to teach the materials needed. It's been a lot of opinion about the strenghts using animated media for learning.

The opinion pointed out that the media animation is very contributed in education. As with other animated media respondent more easily understand the material presented by the teacher, the teacher, the purpose of study will be archived for up to the time and energy ti a minimum, the teacher not should explain the subject matter is repeated again, because just with améal using the media, respondent will better understand the lesson. Because assisted with media support in delivering creative and more efficient.

Video animation present the dynamics of communication between people using language which can be watch and listening.it will make a link to the learners visual and auditory experience and conveys theories, social context and situation. Learner can see who the speaker are, what they are particular moods, suggest and especially how their bahavior and gesture support, what they are saying through this teaching media. Become directly aware of the time and space of communityin a context. The video animation does not replacethe teacher it offers the opportunity of authentic language in context within the classroom. Video animation is one of multifunction media where will be as an entertanment and learning media.most people use video animation as entertainment, butfor learner, video animation is use as learning media also.

## **2. The Strength of Animation**

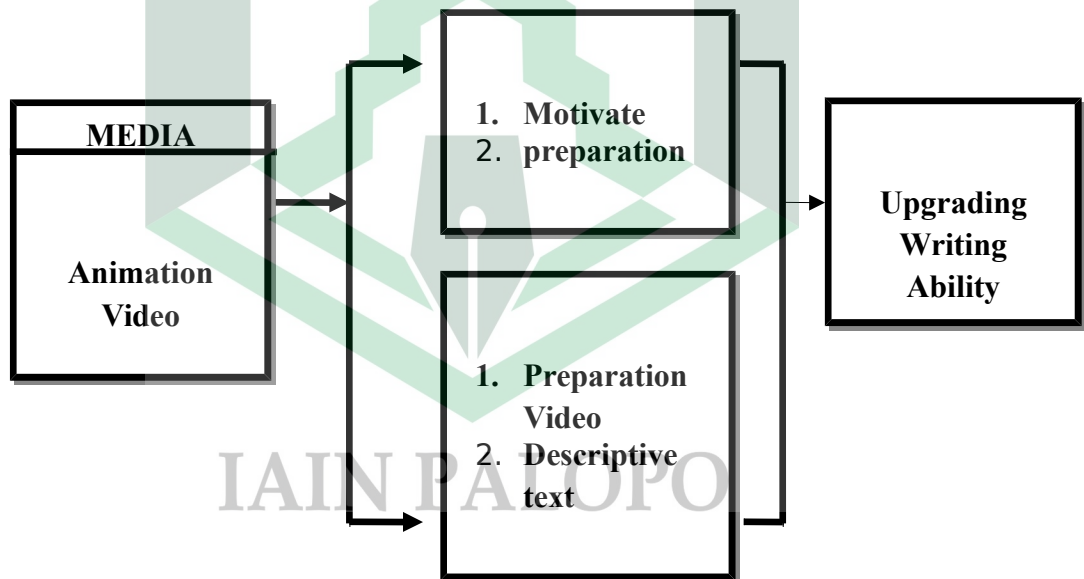


- a) Can improve respondent motivation.
- b) Make respondent interest.
- c) Give experience to the respondent.
- d) Make respondent easy to understand in learning process.

### 3. The Weakness of Animation

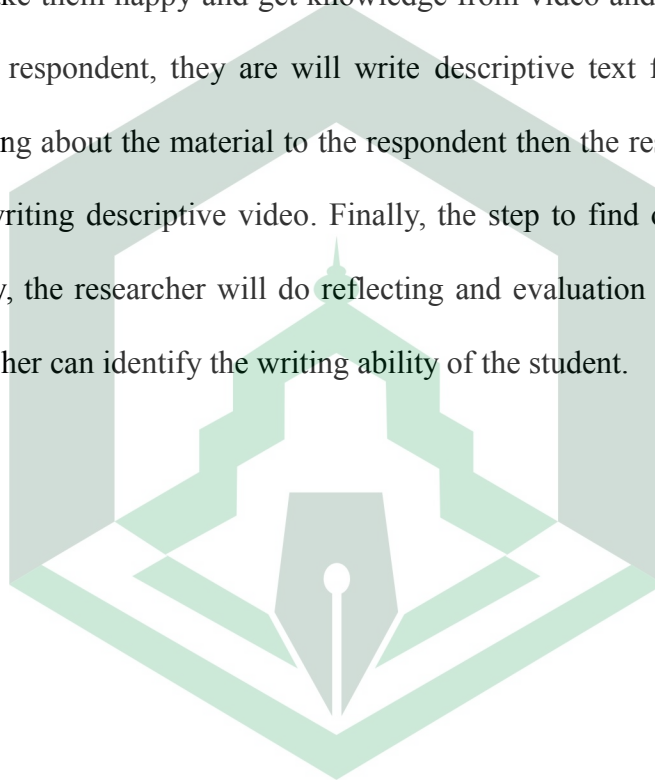
- a) The teacher must creative to choose animation which effective in learning process.
- b) Need special software in using animation.<sup>19</sup>

#### F. Theoretical Frame Work



<sup>19</sup> Pipit Suci Angraini, *Teaching Pronunciation Through Movie at The Second Year Respondent of English Department STAIN Palopo*, op.cit., p.27.

In conceptual framework the researcher will use animation video as media for her research. Before give animation video to respondent, the researcher giving motivation at the first meeting and than preparation all of instrument and media. The material of writing ability first the researcher preparation video animation for the respondent, the video will make them happy and get knowledge from video and to know the writing ability of the respondent, they are will write descriptive text from video and then teacher teaching about the material to the respondent then the researcher will explain more about writing descriptive video. Finally, the step to find out through video in writing ability, the researcher will do reflecting and evaluation about their mateial . So the researcher can identify the writing ability of the student.



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## CHAPTER III

### METHOD OF THE RESEARCH

#### **A. Method of the Research**

This research applied Classroom Action Research method by using four stages, such as, planning, action, observation and reflection. Classroom action research is collaborative, which is typically done because there is a common concern for the situation needs to be improved. The type of this research was using empirical action research. The basic idea of this kind of action research is to do something and record what was done and what happened. Process research principally with regard to record keeping and gathering experience in daily work <sup>1</sup>

The characteristic of classroom action research are:

1. Situational, contextual, small-scale, realized and are directly relevant to the real situation in the world of work.
2. Flexible and adaptive
3. Classroom action research there is a commitment to the improvement of education in action research conducted systematic monitoring to generate valid data.<sup>2</sup>

#### **B. Setting of the Research**

The research was conducted at MTs Negeri Model Palopo at the eight year students', which situated in JL. A. Kambo Palopo. The subject in this study

<sup>1</sup>Suwarsih Madya, *teori dan Praktik Penelitian Tindakan (Action Research)*. Cet.IV:Bandung Alfabeta cv.2011 p.70

<sup>2</sup> *Ibid.* p. 11

was the class B of the eight year students' in academic year 2016/2017 which consisted of 40 students'.

### ***C. Research Participant***

The participant in this research is:

a) Teacher was a teacher, where the Researcher applied Descriptive writing skills through animation video in the class.

b) Students'

The position of students' in this research as subject of the research, the researcher hopes after conducting this research, the students' can develop their writing ability.

c) Collaborator

The collaborator acted as observer, who helped the researcher to observe the students'. So the researcher was able to know the students' condition in learning process and give suggestion for the problem in each cycle.

### ***D. Data Source***

There were some data sources in this classroom action research, as follow:

1. Students', to get data about result of study and activities of students in lesson process in the class.
2. Teacher, to see result of descriptive animation video, result and students' activities in learning process.
3. Observer, as data source to see implementation of classroom action research, whether from students' and teacher.

### ***E. Instruments of Collecting Data***

The instruments used in collecting data in this classroom action research were:

- 1) Writing test: to find out the students' correct writing score. In collecting data, the researcher used animation video as a writing test and descriptive text completion of animation video used to see their writing skill.
- 2) Observation, used observation paper to observe students' activities in learning process.
- 3) Movie: to attract the students' attention.
- 4) Recorder or Mobile Phone: to record the students' action during the writing class.
- 5) Camera: to take the students' pictures during the writing class.
- 6) LCD: LCD (Liquid Crystal Display) is a technology used for display the video to the students'.
- 7) Notebook (NB): used for playing the video.
- 8) Speaker: used to clearly the voice and the students' were interested to watch the video.

#### ***F. Technique in Collecting Data***

Criteria of success in writing, the objective score was modified into five scales. The component that involved:

- a. Content is the substance of writing, the ideal expressed.
- b. Organization is the purpose of organization material in writing which happen from beginning to the end.
- c. Vocabulary is all the word that used by students'.
- d. Grammar is the correct use of syntactic pattern and structural words.
- e. Mechanic is use of graphich convention of the language.

**Table 3.1**  
**Rubric to measure the students skill in descriptive writing skill through animation video**

#### 1. Content

NO	Score	Classification	Criteria
1.	27-30	Very Good	Clear, focused, and interesting detail, complete,

			rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2.	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3.	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not.
4.	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5.	5-8	Very Poor	Not organization, not enough to evaluate because not meaning full.

## 2. Organization

NO	Score	Classification	Criteria
1.	18-20	Very Good	Fluent expression, ideas clearly state. Support logical sequencing, well organize means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2.	14-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3.	10-13	Fair	Lack of logical sequencing and

			development is not fluent. The writing lacks direction, with ideas, detail.
4.	7-9	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5.	5-7	Very Poor	Not organization, confusing the sender. not enough to evaluate

### 3. Vocabulary

NO	Score	Classification	Criteria
1.	18-20	Very Good	Effective words, choice, and usage specific and accurate.
2.	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words.
4.	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is are, were, dominated.
5.	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

## 4. Grammar

NO	Score	Classification	Criteria
1.	23-25	Very Good	Effective complex construction few error agreement, tenses, number, word order/ function, pronoun proposition.
2.	20-22	Good	Effective but simple construction minor problem in complex contraction several error tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3.	16-19	Fair	Major problem in simple construction, frequent error or negative, agreement, tense, word order/ function. Pronoun, preposition, and or fragment does not communication.
4.	9-15	Poor	Dominated by error of grammar, can not be understand and evaluated.
5.	5-8	Very Poor	Virtually not mastery of sentences contraction rules.

## 5. Mechanic

NO	Score	Classification	Criteria
1.	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3.	3	Fair	Some errors of spelling, punctuation, capitalization.



4.	2	Poor	Many errors of spelling, punctuation, capitalization.
5.	1	Very Poor	Illegible writing. <sup>3</sup>

To measure the quality of the student's writing score on the five component

observed, the result of the calculation was classification as follow:

91-100 classified is very good

70-90 classified is good

60-69 classified is fair

50-59 classified is poor

0-49 classified is very poor

### G. Data Analysis Technique

The researcher analyzed the competence at the eight grade of MTs.

Negeri Model Palopo by using the following:

1. Scoring the students' correct answer

$$\text{Score} = \frac{\text{total correct score}}{\text{total test items}} \times 100$$

2. Classifying the students' score based on the following classification

$$M = \frac{\sum x}{N} =$$

Where: **IAIN PALOPO**

M= Mean Score

$\Sigma$ = Total Score

N= Total Sample<sup>4</sup>

<sup>3</sup> J.B Heaton, *Writing English Language Test, New York language. P. 148*

## H. Procedures of the Research

### Cycle I

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

#### 1. Planning

In the step, the teacher prepared all things that related to the lesson.

First, the teacher wrote a lesson plan.

Next, the teacher selected some descriptive texts that match with the students' level. Then, the teacher prepared the test for the students. The last, the teacher prepared observation sheet that filled up by the collabolor while the teacher implementing Animation Video in the classroom.

#### 2. Acting

In this stage, the researcher taught by using animation video. The researcher taught based on the lesson plan that was already planned and observed by the collabolor. There are some activities that will be done in this phase namely:

##### 1) The first activity

Greetings roll students', questions and answers with the students' using certain expressions, it took 10 minutes.

##### 2) The core activity

The main activity is giving the video about animation, watch and listen of dialogue text using animation video. The first, the researcher explain how to describe the animation video with writing, observe the students when they watch

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4 Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek*; ( Jakarta Rineka Cipta), p. 185.

the video about describing parts of house for 15 minutes. Besides giving a task to the students to describe the video by using text for 30 minutes.

### 3) The last activity

The end of the activities were the students were asked to submit their worksheet to researcher, after that finding out the students' difficulties during the learning process. Conclude the material ask the students' use phrases that have learned in real situations.

#### 3. Observing

Observing is a step for observe the process of teaching and learning in the classroom. It was done together with the implementation of the Animation Video in action step. The collabolator helped the researcher to observed the process of teaching and learning by using observation sheet.

Researcher note the situation and condition of student learning based on the observation sheet that has been prepared previously. In this case the attendance, attention, and the activity of the students in following the teaching and learning process. To get output from students about the learning activities that have been done, then at the end of the cycle students will be asked to carry out the evaluation of the response and to determine the increase in the learning of English in cycle I.

#### 4. Reflecting

Reflection is an evaluation by the researcher and collabolator on the process and outcome or impact of the action taken by the researcher. The steps in reflection are analyzed the data from observation sheet, fields notes and the result of the test to find out the upgrade of writing skill on descriptive text by using

animation video and discussed the teaching learning process that had been done and planned for the next activities.

This step is conducted to know how far the students' understand the materials which had been given. What the strength and the weakness of the activities are. What characteristics of students' appear during the learning process are evaluated. These phenomena are a reference to manage the next planning.

By on the activity, the researcher found some weakness and the obstacle that was the students' get during the learning process. These are:

- The students' were more focused to the personalize of video like the colors and they forgot to watch carefully to the story within the video.
- The students' that love dialogue about describing parts of house loud their voice and follow what the native speaker said in the video. So the others were bothered enough.
- The students looked confused and still did not know to begin the text because the researcher did not use the speaker.
- The students' who were not used to the learning method prefer other activities like tease other students' and then sometimes asked while the video was still playing.
- Some of them were doubt to their own answer so they decided to change their answer. There were only 4 students' which very active, 11 others

were active, 4 students' were not really active, and 1 students' were not active.

- The scedule for English subject was the 10<sup>th</sup>-11<sup>th</sup>, and it made the students' were tired already, they were starved, got heated, and it was already the time dhuhur pray.

In consequence, the researcher carried out some good way to finish this problems in cycle 2 that was the researcher would give support and another variations in learning process to make students' became active than before that caused by boredom..

### Cycle 2

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

#### 1. Planning

The researcher made a lesson plan based on the result of reflection in the first cycle. Then, Revised the weakness in the cycle 1. Made planning again in the scenario learning process from the result of cycle 1 reflection.

#### 2. Acting

The researcher taught the students' writing descriptive text by using Animation Video based on the planning in the second cycle. The students watched animation video about parts of body.

#### 3. Observation

In this case the observation did at the cycle II was almost same with the doing observation at cycle 1.

#### 4. Reflecting

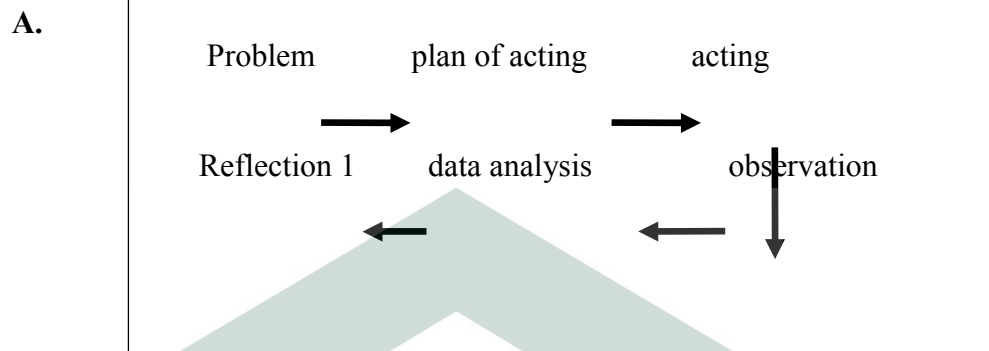
The researcher did the reflection toward the first cycle then made analysis and conclusion about the implementation of teaching animation video in upgrading students descriptive writing skills.



**IAIN PALOPO**

## CHAPTER IV

### FINDINGS AND DISCUSSIONS



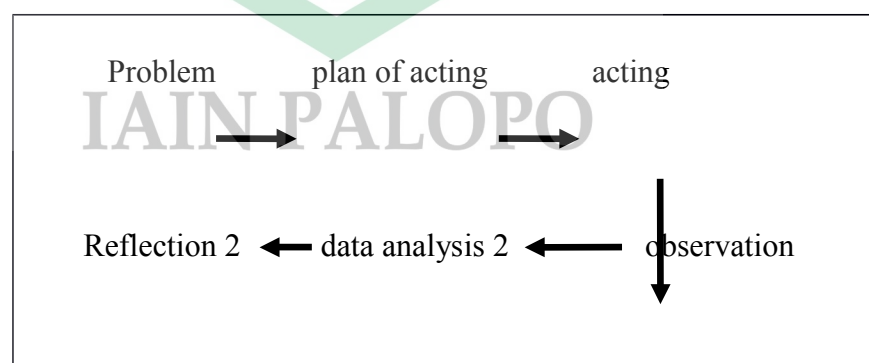
#### Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:

Cycle 1

Unf

Next  
Cycle 2  
Finished



Cycle 1

## 1. Planning

In this section, the researcher (teacher) prepares the materials that would give to the students’.

- 1) Create a lesson plan.
- 2) Making the observation sheet to observe the conditions of the learning process.
- 3) Prepared the aids or tools to optimalization or support teaching and learning process to using animation video, example: laptop, camera, LCD, etc.
- 4) Making instrument used in PTK cycle.
- 5) The researcher prepared material to be presented. In this research, all of the learning process in this class used the animation video for the topic description about parts of house.

## 2. Acting

There are some activities that will be done in this phase namely:

- 1) The first activity

Greetings roll students’, questions and answers with the students’ using certain expressions. Took 5 minutes this activities.

- 2) The core activity

The main activity is giving the video about animation, watch and listen of dialogue text using animation video. But before that, the researcher explain how to describe the animation video with writing, observe the students’



when their watch about 15 minutes. Besides giving a task to the students' to describe the video with writing skill have 30 minutes.

3) The last activity

The end of activities ask to the students' for collect the text to researcher, after that ask to the students' difficulties during the learning process.

Conclude the material ask the students' use phrases that have learned in real situations.

**Table 4.1**  
**The Description of the Cycle 1**

STUDENTS	FALSE	TRUE
001, 011, 018 005, 006, 007, 008, 009, 012	Enough big House is big	Big enough Big enough
001, 002, 003,004, 005, 006, 011, 013, 016, 019	Rack book Chair	Bookcase Chairs
001, 005, 006, 014, 016, 002, 006, 011	Bloster Studing, study room	Bolster Studying room
003, 004, 005, 006, 007, 008, 009, 013, 015, 017, 020	Wall	Walls
002, 003, 004, 006, 012, 013, 016	Window	Windows
001, 002, 004, 006, 012, 013, 016, 018	Kichen Whiteboard	Kitchen Brownboard
008, 009 002, 003, 005, 011, 012, 014, 016, 018, 018	Cartain Frok Eating room Tables	Curtain Fork Dining room Table
001, 002, 005, 013, 016, 016, 019 019		

The table 4.1 above shows that the result of students' test on the first cycle where the S1, S11, and S8 wrote "enough big" that was supposed "big

enough”. S5, S6, S7, S8, S9, and S12 wrote “house big” that was supposed “big enough”. S1, S2, S3, S4, S5, S6, S11, S13, S16 and S19 wrote “rack book” that was supposed “bookcase”. S1, S5, S6, S7, S8, S9, S13, S15, S17 and S20 wrote “chair” that was supposed “chairs”. S2, S6 and S11 wrote “bloster” that was supposed “bolster”.

S3, S4, S5, S6, S7, S8, S9, S13, S15, S17, and S20 wrote “studing”, “study room” that was supposed “studying room”. S2, S3, S4, S6, S12, S13, and S16 wrote “wall” that was supposed “walls”. S1, S2, S4, S6, S12, S13, S16 and S18 wrote “window” that was supposed “windows”. S8 and S9 wrote kichen that was supposed “kitchen”. S2, S3, S5, S11, S12, S14, S16 and S18 wrote “whiteboard” that was supposed “brownboard”. S18 wrote “cartain” that was supposed “curtain”. S1, S2, S5, S13, and S16 wrote “frok” that was supposed “fork”. S16 and S19 wrote “eating room” that was supposed “dining room”, and the last S19 wrote “tables” that was supported “table”.

**Table 4.2**  
**The Missing Words of the Cycle 1:**

<b>STUDENTS</b>	<b>MISSING WORDS</b>
001	<i>Floor</i>
002	<i>Floor, curtain, bolster, fraying pan, glass, vegetable, spoon.</i>
003	<i>Floor, walls, roof, windows, door, shower, tissue, towel, carpet, curtain, brownboard, doll, bolster, stove, fraying pan.</i>
004	<i>Bucket, faucet, dressing, fraying pan, vegetable spoon, bookcase.</i>
005	<i>Floor, glass, dressing, brownboard, fraying pan,</i>

	<i>bookcase, roof, window, door.</i>
006	<i>Tube, tissue, spoon, fraying pan, bookcase</i>
007	<i>Bolster, brownboard, tissue, shower</i>
008	<i>Floor, walls, roof, windows, door, bookcase, curtain, doll, brownboard.</i>
009	<i>Bookcase, doll, brownboard, carpet, towel</i>
010	<i>Floor, walls, roof, windows, door, curtain, bolster.</i>
011	<i>Floor, curtain, glass, faucet, bolster, brownboard, fraying pan, bookcase, stove, pan, carpet, bolster, doll, glass.</i>
012	<i>Floor, walls, windows, roof, door, glass, bolster, whiteboard, fraying pan.</i>
013	<i>Floor, walls, roof, windows, door, bucket, faucet, dressing, curtain, fraying pan, vegetable spoon, bookcase, desk.</i>
014	<i>Floor, roof, walls, windows, door, glass, dressing, curtain, brownboard, soap.</i>
015	<i>Floor, roof, walls, windows, door, doll, curtain, fraying pan, stove.</i>
016	<i>Floor, walls, roof, windows, door, glass, tissue, faucet, dressing, vegetable spoon, teaspoon.</i>
017	<i>Towel, shower, glass, tissue, bolster, curtain, bookcase, spoon, fork, plate.</i>
018	<i>Floor, walls, windows, roof, door, curtain, towel, glass, tissue.</i>
019	<i>Floor, glass, doll, towel, soap, shower, carpet, curtain, cupboard.</i>
020	<i>Toothbrush, shower, curtain, fork, fraying pan.</i>

Based on the table 4.2 all of the students forgot to write some words in the descriptive paragraph on the animation video, the following missing words

are: S1 forgot to write *floor*. S2 forgot to write *floor, curtain, bolster, frying pan, glass, vegetable, and spoon*. S3 forgot to write *floor, wall, roof, windows, door, shower, tissue, towel, carpet, curtain, brownboard, doll, bolster, stove and frying pan*. S4 forgot to write *bucket, glass, dressing, brownboard, frying pan, bookcase, roof, windows, and door*. S5 forgot to write *floor, glass dressing, brownboard, frying pan, vegetable spoon, and bookcase*. S6 forgot to write *tube, tissue, spoon, frying pan, and bookcase*. S7 forgot to write *bolster, brownboard, tissue, and shower*. S8 forgot to write *floor, walls, roof, windows, door, bookcase, curtain, doll and brownboard*. S9 forgot to write *bookcase, doll, brownboard, carpet and towel*.

S10 forgot to write *floor, walls, roof, windows, door, curtain, and bolster*. S11 forgot to write *floor, curtain, glass, faucet, bolster, brownboard, fraying pan, bookcase, stove, pan, carpet, bolster, doll, and glass*. S12 forgot to write *floor, walls, windows, roof, door, glass, bolster, brownboard, and frying pan*. S13 forgot to write *floor, walls, roof, windows, door, dor, bucket, faucet, dressing, curtain, fraying pan, vegetable spoon, bookcase, and desk*. S14 forgot to write *floor, roof, walls, windows, door, glass, dressing, curtain, brownboard, and soap*. S15 forgot to write *floor, roof, walls, windows, door, doll, curtain, fraying pan, and stove*. S16 forgot to write *floor, walls, roof, windows, door, glass, tissue, faucet, dressing, vegetable spoon, and teaspoon*. S17 forgot to write *towel, shower, glass, tissue, bolster, curtain, bookcase, spoon, fork, and plate*. S18 forgot to write *floor, walls, windows, roof, roof, door, curtain, towel, glass, and tissue*. S19 forgot to write *floor, glass, doll, towel, soap, shower, carpet, curtain and*

*cupboard*. And the last S20 forgot to write *toothbrush, shower, curtain, fork, and frying pan*.

### 3. Observation

During the learning process going on, the researcher observe all of students' learning improve and researcher learning activity with use the instrument of observation that have prepared the research.

Evaluation on students' writing skill showed that the students' mastery on writing skill were mostly in low score.

**Table 4.3**  
**The raw score of students' writing in Cycle 1**

Students	Content	Organisatio n	Vocabolary	Grammar	Mechanic	Score(X)
001	12	13	13	16	3	57
002	22	13	13	18	3	69
003	20	12	12	15	4	63
004	9	10	11	16	2	48
005	20	13	14	17	2	66
006	10	9	10	12	4	45
007	12	11	12	14	3	52
008	10	10	10	15	3	48
009	21	12	13	14	3	63
010	20	13	14	15	3	65
011	11	9	11	15	1	47
012	12	10	12	16	3	53
013	20	10	12	15	3	60
014	21	10	12	15	3	61
015	11	9	11	15	2	48
016	12	10	11	16	3	52
017	11	8	10	14	2	45
018	23	15	16	20	4	78
019	15	11	13	16	3	58
020	22	13	15	19	4	73
<b>TOTAL</b>	314	221	230	294	54	1151
<b>Mean Score</b>	15,7	11,05	11,5	14,7	2,7	57,55

- Mean Score of Content:

$$X = \frac{\sum x}{N} = \frac{314}{20} = 15,7$$

- Mean score of Organization:

$$X = \frac{\sum x}{N} = \frac{221}{20} = 11,05$$

- Mean score of Vocabulary:

$$X = \frac{\sum x}{N} = \frac{230}{20} = 11,5$$

- Mean score of Grammar:

$$X = \frac{\sum x}{N} = \frac{294}{20} = 14,7$$

- Mean score of Mechanic

$$X = \frac{\sum x}{N} = \frac{54}{20} = 2,7$$

- Mean score of all Components in cycle 1:

$$X = \frac{\sum x}{N} = \frac{1151}{20} = 57,55$$

## 1. Content

**Table 4.4**  
**Content**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	27-30		
2.	Good	23-26	1	5%
3.	Fair	12-22	13	65%
4.	Poor	9-11	6	30%
5.	Very Poor	5-8	-	-
			20	100%

Table 4.2 indicated that the criteria and percentage of the students' contents in the cycle 1 there was none of them obtained" Very Good and Very

Poor”. There were 1 student got “Good” score, 13 students’ got “Fair” and 6 students’ got “Poor” score content.

## 2. Organization

**Table 4.5  
Organization**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20		
2.	Good	14-17	1	5%
3.	Fair	10-13	15	75%
4.	Poor	7-9	4	20%
5.	Very Poor	5-6	-	
			20	100%

Table 4.5 indicated that the criteria and percentage of the students’ organization in the cycle 1 there was none of them obtained” Very Good and Very Poor”. There were 1 student got “Good” score, 15 students’ got “Fair” score and 4 students’ got “Poor” score organization.

## 3. Vocabulary

**Table 4.6  
Vocabulary**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20		
2.	Good	15-17	2	10%
3.	Fair	12-14	11	55%
4.	Poor	9-11	7	35%
5.	Very Poor	5-8	-	-
			20	100%

Table 4.4 indicated that the criteria and percentage of the students' vocabulary in the cycle 1 there was none of them obtained "Very Good and Very Poor". There were 2 students' got "Good" score, 11 students' got "Fair" and 7 student got "Poor" score vocabulary.

#### 4. Grammar

**Table 4.7**  
**Grammar**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	23-25		
2.	Good	20-22	1	5%
3.	Fair	16-19	8	40%
4.	Poor	9-15	11	55%
5.	Very Poor	5-8		
			20	100%

Table 4.5 indicated that the criteria and percentage of the students' grammar in the cycle 1 there was none of them obtained "Very Good and Very



Poor”. There were 1 student got “Good” score, 8 students’ got “Fair”and 11 student got “Poor” score grammar.

#### 5. Mechanic

**Table 4.8  
Mechanic**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5		
2.	Good	4	4	20%
3.	Fair	3	11	55%
4.	Poor	2	4	20%
5.	Very Poor	1	1	5%
			20	100%

Table 13 indicated that the criteria and percentage of the students’ mechanic in the cycle 1 there was none of them obtained” Very Good”. There were 4 students’ got “Good” score, 11 students’ got “Fair” score, 4 students’ got “Poor” score and 1 student got “Very Poor” score mechanic.

There were the result of researching in cycle 1 from students’ at the eight grade class B of MTs. Negeri Model Palopo as follows:

**Table 4.9  
The result of students’ participation**

No.	Students	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001	-	-	√	-

2.	002	-	√	-	-
3.	003	-	-	√	-
4.	004	-	-	-	√
5.	005	-	-	√	-
6.	006	-	-	√	-
7.	007	-	√	-	-
8.	008	√	-	-	-
9.	009	-	√	-	-
10.	010	-	-	√	-
11.	011	-	-	-	√
12.	012	-	-	√	-
13.	013	-	-	-	-
14.	014	-	-	√	-
15.	015	-	-	√	-
16.	016	-	-	-	√
17.	017	-	√	-	-
18.	018	-	-	√	-
19.	019	-	-	-	√
20.	020	-	-	√	-
		1	4	11	4

**Note:**

- a. **Very active** : the student response and participate fully in all activities in the learning teaching process.
- b. **Active** : the student response the materil by writing and interact with the teacher and the others.
- c. **Less active** : the student pays attention and gives response once in a while.
- d. **Not active** : the student does not give respond to the material, she/ he looks confused, bored and sometimes leaves the class.

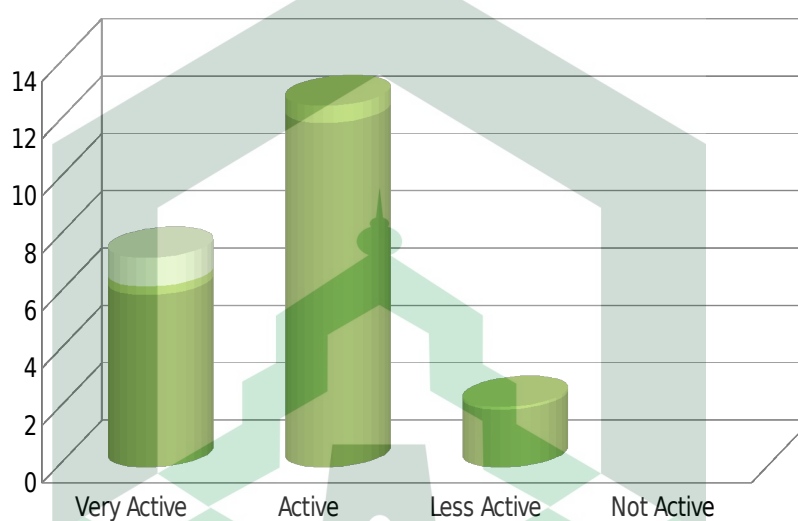
**Table 4.10**  
**The percentage of students' participation in Cycle 1**

Classification	Frequency	Percentage (%)
Very active	4	20%
Active	11	55%
Less active	4	20%
Not active	1	5%

Diagram 1

## The Percentage of Students' Participation in Cycle 1

## " The Result of Students' Participation in Cycle 1

**4. Reflection**

This step is conducted to know how far the students' understand the materials which had been given. What the strength and the weakness of the activities are. What characteristics of students' appear during the learning process are evaluated. These phenomena are a reference to manage the next planning. In consequence, the researcher carried out some good way to finish this problems in cycle 2 that was the researcher would give support and another variations in learning process to make students' became active than before that caused by boredom.

## **CYCLE II**

### **1. Planning/ Revised Plan**

The researched had little different plan of cycle 1. Before doing the

action research, the researcher needs a preparation like:

- a. Before starting process, the researcher encouraged the students' by giving motivation and some games about 10 minutes.
- b. The researcher gave more explanation and intensive guidance to make the students' could write well with good composition.
- c. Based on the result of cycle 1, the researcher made a little difference from cycle 1, the researcher asked the students' to make pairs so they could share to make their writing well than before.

### **2. Acting**

In this stage, the researcher gave the students' writing material with more explanation than before. After giving the material, the researcher gave the students' topic of writing. And then researcher asked the students' to write according to the video about describing people. Then the researcher helped the students' by using animation video about describing people. In Cycle 2, researcher giving easier animation video because based on the cycle 1 the students' difficult answer the question because the duration in animation video is very long about 00:02:30 minutes. So in cycle 2, the researcher try to giving short duration animation video about 00:01:14, used more easier animation video about describing people and little sound from video with used speaker from laptop.

**Table 4.11**  
**The Description of the Cycle II**

<b>STUDENTS</b>	<b>FALSE</b>	<b>TRUE</b>
-----------------	--------------	-------------

001, 018 002, 004, 008, 010, 013, 001, 002, 007, 013 018 001, 004, 005, 009, 012 001, 006, 007 002, 003, 005, 010, 012, 016 008, 020 010 011, 015 015 016, 018 004, 005, 006, 010 007, 015 006, 007, 008, 015, 020	White hair Black hair His Shi Sharp nose Drass Shirt  Drees Dark brown skin Pointed nose Tin body Small eyes He Thack lips Green dress	Brown hair Brown hair Her She Flat nose Dress Dress  Dress White skin Flat nose Thin body Big eyes She Thick lips Yellow and green dress
---	---	---

The table 4.11 above shows that the result of students' test on the second cycle still have same mistakes, where S1 and S8 wrote "white hair" that was supposed "brown hair". S2, S4, S8, S10, and S13 wrote "black hair" that was supposed "brown hair". S1, S2, S7, and S13 wrote "his" that was supposed "her". S18 wrote "shi" that was supposed "she". S1, S4, S5, S9, and S12 wrote "sharp nose" that was supposed "flat nose". S1, S6 and S7 wrote "drass" that was supposed "dress". S2, S3, S5, S10, S12 and S16 wrote "shirt" that was supposed "dress". S8 and S20 wrote "drees" that was supposed "dress". S10 wrote "dark" that was supposed "white skin". S11 and S15 wrote "pointed nose" that was supposed "flat nose". S15 wrote "tin body" that was supposed "thin body". S16 and S18 wrote "small eyes" that was supposed "big eyes". S4, S5, S6, and S10 wrote "he" that was supposed "she". S7 and S15 that was supposed "thack lips"

that was “thick lips”. S6, S7, S8, S15, and S20 wrote “green dress” that was supposed “yellow and green dress”.

**Table 4.12**  
**The Missing Words of the Cycle II**

<b>STUDENTS</b>	<b>MISSING WORDS</b>
001	<i>Young, beautiful woman, oval vace</i>
002	<i>Blue eyes, oval vace, pink glasses</i>
003	<i>Thin body, oval vace, white skin, pink glasses</i>
004	<i>Blue eyes, oval vace, pink glasses</i>
005	<i>Young, beautiful woman, oval vace</i>
006	<i>Tall body, oval vace, white skin, white shoes</i>
007	<i>Green and yellow dress, white shoes, pink glasses</i>
008	<i>Straight hair, big blue eyes, oval vace, pink glasses</i>
009	<i>Tall body, oval vace, white shoes, pink glasses</i>
010	<i>Green and yellow dress, white shoes, pink glasses</i>
011	<i>Tall body, oval vace, white skin, white shoes</i>
012	<i>Young, beautiful woman, oval vace</i>
013	<i>Straight hair, big blue eyes, oval vace, pink glasses</i>
014	<i>Tall body, oval vace, white skin, white shoes</i>
015	<i>Blue eyes, oval vace, pink glasses</i>
016	<i>Straight hair, big blue eyes, oval vace, pink glasses</i>
017	<i>White shoes, pink glasses</i>
018	<i>Oval vace, pink glasses</i>
019	<i>Oval vace, white shoes</i>
020	<i>Blues eyes, oval vace, white shoes, pink glasses</i>

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Based on the table 4.1 above, the students forgot to write down some words that is supposed to set in descriptive paragraph on the animation vide. The following some missing words on students’ worksheet at the second cycle are: S1 forgot to write *young, beautiful woman* and *oval face*. S2 forot to write *blue eyes, oval face* and *pink glasses*. S3 forgot to write *thin body, oval face, white skin,* and *pink glasses*. S4 forgot to write *blue eyes, oval face* and *pink glasses*. S5 forgot to

write *young, beautiful woman* and *oval face*. S6 forgot to write *tall body, oval face, white skin, and white shoes*. S7 forgot to write *green and yellow dress, white shoes, and pink glasses*. S8 forgot to write *straight hair, big blue eyes, oval face and pink glasses*. S9 forgot to write *tall body, oval face, white shoes, and pink glasses*. S10 forgot to write *green and yellow dress, white shoes and pink glasses*.

S11 forgot to write *tall body, oval face, white skin, and white shoes*.

S12 forgot to write *young, beautiful woman, and oval face*. S13 forgot to write *straight hair, big blue eyes, oval face and pink glasses*. S14 forgot to write *tall body, oval face, white skin, and white shoes*. S15 forgot to write *blue eyes, oval face and pink glasses*. S16 forgot to write *straight hair, big blue eyes, oval face and pink glasses*. S17 forgot to write *white shoes and pink glasses*. S18 forgot to write *oval face and pink glasses*. S19 forgot to write *oval face and white shoes*. And the last S20 forgot to write *blue eyes, oval face, white shoes, and pink glasses*.

### 3. Observation

Based on observation in the cycle 1, the researcher had found problem but in cycle 2 the researcher could overcome the problem and found a better result than cycle 1. The students' have how to write well beside that the students' more active than before.

Evaluation on students writing ability showed that the students got better score than in the first cycle:

Students'	Content	Organizatio n	Vocabulary	Grammar	Mechanic	Score (X)
001	23	16	14	20	4	78
002	23	15	15	19	4	78
003	24	15	15	20	3	80
004	22	14	14	16	4	74
005	23	14	15	20	4	81
006	23	14	15	20	4	82
007	24	15	15	20	4	85
008	22	13	14	19	3	79
009	23	13	14	20	3	82
010	24	15	15	21	4	89
011	23	14	15	20	3	86
012	24	14	15	20	4	89
013	24	15	15	20	4	91
014	22	13	13	18	4	84
015	22	13	14	19	4	87
016	23	14	15	20	3	91
017	25	16	16	21	5	100
018	26	18	18	22	5	107
019	27	18	17	23	5	109
020	26	17	17	22	4	106
<b>TOTAL</b>	<b>473</b>	<b>296</b>	<b>301</b>	<b>340</b>	<b>78</b>	<b>1546</b>
<b>Mean Score</b>	<b>23,6</b>	<b>14,75</b>	<b>15</b>	<b>19,95</b>	<b>3,45</b>	<b>76,75</b>

**Table 4.13**  
**The raw score of students' writing in Cycle 2**

- Mean Score of Content:  

$$X = \frac{\sum x}{N} = \frac{473}{20} = 23,65$$
- Mean score of Organization:  

$$X = \frac{\sum x}{N} = \frac{296}{20} = 14,8$$
- Mean score of Vocabulary:  

$$X = \frac{\sum x}{N} = \frac{301}{20} = 15,05$$
- Mean score of Grammar:



$$X = \frac{\sum x}{N} = \frac{340}{20} = 17$$

- Mean score of Mechanic

$$X = \frac{\sum x}{N} = \frac{78}{20} = 3,9$$

- Mean score of all Components:

$$X = \frac{\sum x}{N} = \frac{1546}{20} = 77,3$$

### 1. Content

**Table 4.14**  
**Content**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	1	5%
2.	Good	23-26	15	75%
3.	Fair	12-22	4	20%
4.	Poor	9-11	-	-
5.	Very Poor	5-8	-	-
			20	100%

Table 4.10 indicated that the criteria and percentage of the students' contents in the cycle 2 there was none of them obtained "Poor and Very Poor". There were 1 student got "Very Good" score, 15 students' got "Good" and 4 students' got "Fair" score content.

### 2. Organization

**Table 4.15**  
**Organization**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	2	10%
2.	Good	14-17	13	65%
3.	Fair	10-13	5	25%
4.	Poor	7-9	-	-
	Very Poor	5-6	-	-
			20	100%

Table 4.11 indicated that the criteria and percentage of the students' contents in the cycle 1 there was none of them obtained "Poor and Very Poor".

There were 2 students' got "Very Good" score, 13 students' got "Good" score and 5 students' got "Fair" score organization.

### 3. Vocabulary

**Table 4.16**  
**Vocabulary**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	2	10%
2.	Good	15-17	18	90%
3.	Fair	12-14		
4.	Poor	9-11		
	Very Poor	5-8		
			20	100%

Table 4.12 indicated that the criteria and percentage of the students' contents in the cycle 1 there was none of them obtained "Fair, Poor and Very Poor". There were 2 students' got "Very Good" score, and 18 student got "Good" score vocabulary.

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### 4. Grammar

**Table 4.17**  
**Grammar**

No.	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	1	5%

2.	Good	20-22	13	65%
3.	Fair	16-19	6	30%
4.	Poor	9-15	-	
5.	Very Poor	5-8	-	
			20	100%

Table 4.13 indicated that the criteria and percentage of the students' contents in the cycle 1 there was none of them obtained "Poor and Very Poor". There were 1 student got "Very Good" score, 13 students' got "Good", 6 students' got "Fair".

**Table 4.18**  
**The Result of Students' Participation**

No.	Students'	Students' Participation			
		Not Active	Less Active	Active	Very Active
1.	001			√	
2.	002			√	
3.	003			√	
4.	004			√	
5.	005			√	
6.	006			√	
7.	007			√	
8.	008		√		
9.	009			√	
10.	010			√	
11.	011		√		
12.	012			√	
13.	013			√	
14.	014			√	
15.	015			√	
16.	016			√	
17.	017				√

18.	018				√
19.	019				√
20.	020			√	
	<b>Total</b>	<b>0</b>	<b>2</b>	<b>15</b>	<b>3</b>

## 5. Mechanic

**Table 4.19**  
**Mechanic**

Table 4.14 indicated that the criteria and percentage of the students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	3	15%
2.	Good	4	7	35%
3.	Fair	3	6	30%
4.	Poor	2	3	15%
5.	Very Poor	1		
			20	100%

contents in the cycle 1 there was none of them obtained "Poor and Very Poor".

There were 3 students' got "Very Good" score, 7 students' got "Good", 6 students' got "Fair" score and 3 students' got "Poor" score mechanic.

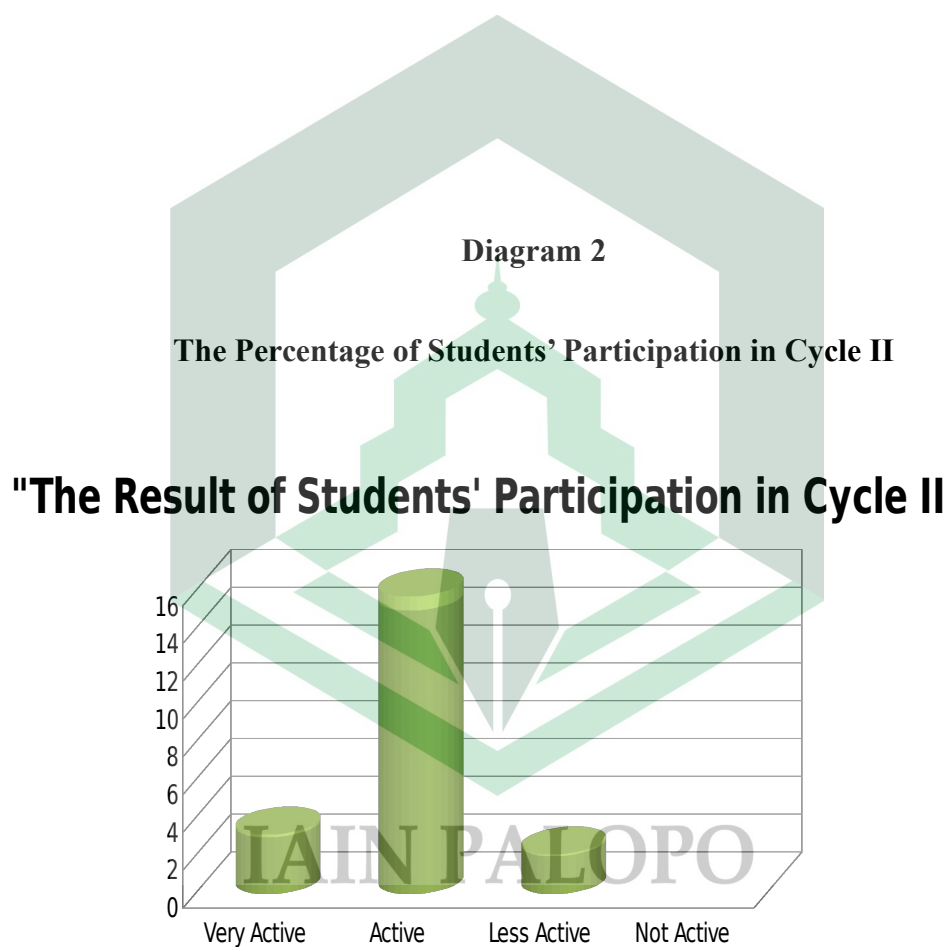
**Note:**

- Very active** : the student is responsive and participate fully in all activities in the learning teaching process.
- Active** : the student response the material by writing and interact with the teacher and the others.
- Less active** : the student pays attention and gives response once a while.
- Not active** : the student does not give respond to the material, se/he

looks confused, bored and sometimes leaves the class.

**Table 4.20**  
**The Percentage of Students' Participation In Cycle II**

Classification	Frequency	Percentage
Very active	3	15%
Active	15	75%
Less active	2	10%
Not active	-	-



Based on research data in cycle 2 which was shown by table above that included 20 students', there were 3 students' very active in writing and the percentage reached 15%. The active students' were 15 and the percentage reached 75%. The less active students' were 2 and the percentage reached 20% and

there were none of students' that were not active in reaching process. To reach the requirement of success, most of students' had to have a good participation which is determined 70%, the two very active classifications were accumulated but only reached 80%. So it was expected nominal percentage. Based on the result of data analysis above, the researcher found that in the cycle 2 the students'' active participation was better than the result in the cycle 1. Because in the cycle 2, the students' sat by pairs. It made the students' had opportunity for sharing each other.

The finding in this cycle indicates that the researcher or the teacher had maximized students'' opportunities to write. Descriptive animation video, the students' had more supports from the teacher. It made the students' feel free for writing and did not fear to ask the teacher if they had some problem in writing.

In addition to get more valid data, the researcher used score test to know whether the students were encouraged or not in writing. The results as follow:

#### **6. Reflecting**

In this step, the researcher got significant improvement in implementation writing skill with descriptive animation video than the cycle 1 that had some weakness. In cycle 2, most of the students' were really active in learning activeness because had understood how to write well and the researcher had given explanation than before.

Referred to the result of Cycle 2, the students had more upgrading in writing because the researcher did the differences in teaching so that was why the students' could enjoy in writing and could put into a paper what they thought.

#### **B. Discussion**

Looking at the finding, the researcher presented the discussion of data some of students'. The section presents the result of data analysis. It aims at describing the students' Upgrading students' descriptive writing skills through animation video. Based on the data finding, the researcher presented the discussion of data given to the students'. The students' at the eight grade of MTs. Negeri Model Palopo were low in the cycle I but increased in the cycle II.

### ***1. The First Cycle***

Based on the analysis from the students' test in the cycle I, the mean score in the first cycle was 57, 55. In this cycle, students' described the animation through a written. Before the researcher researched, the researcher prepared the materials first to teach well, prepare the animation video that was to be described by the students'.

After that, the resercher excused the students' to watch the video for 15 minutes playing on. Some of them are interested and looked enthusiast in learning process since this is kind of a new thing for them they never got a same learning method as what researcher used in their class. Yet, some others looked confused as they did not get used to already with the new thing.

After this step, the researcher gave chance to students' to describe the video which will be written by them for 30 minutes. By on the activity, the researcher found some weakness and the obstacle that was the students' get during the learning process. These are:

- The students' more focused to the personalize of video like the colors and they forgot to watch carefully to the story within the video.
- The students' that love dialogue especially self introduction loud their voice and follow what the native speaker said in the video. So the others were bothered enough.
- The students' which is not used to the learning method prefer other activities like tease the other students' and then they sometimes asked while the video was still playing.
- Some of them were doubt to their own answer so they decided to change their answer. There were only 4 students' which very active, 11 others were active, 4 students' were not really active, and 1 students' were not active.
- The scedule for English subject was the 10<sup>th</sup>-11<sup>th</sup>, and it made the students' were tired already, they were starved, got heated, and it was already the time dhuhur pray.

In that cycle, the researcher thought that the animation video had not been success and effective get to apply descriptive writing skill. Then, the researcher continued to the cycle 2.

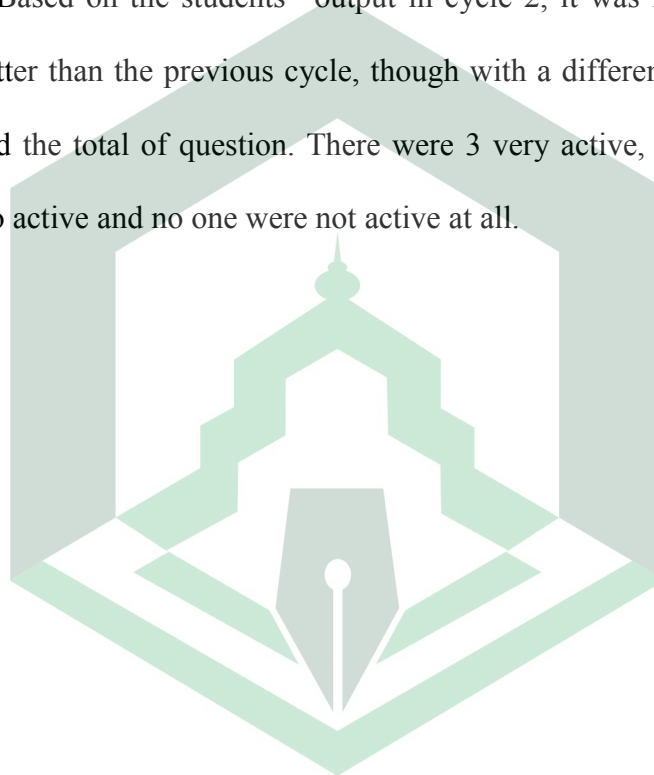
## ***2. The second cycle***



The mean score in the second cycle increased to be 76, 75. In this cycle , the researcher repaired the weakness which was got in the previous cycle very well.

The students'' were given the same method of learning but the video and the topic was changed about describing parts of body. In this cycle, it was short than the video in the cycle 1, video that was used in the previous cycle.

Based on the students'' output in cycle 2, it was found an alteration which is better than the previous cycle, though with a different video, the length of video and the total of question. There were 3 very active, 15 active, 2 others were not too active and no one were not active at all.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

Related to the result of the data analysis and findings on the previous chapter, the conclusion of the research was described as follow:

As the result of the research, the researcher concluded that the teaching writing descriptive text by using animation video is one of the effective ways that can be applied in learning process in the classroom. Beside that using animation video in writing descriptive text can increase the students' ideas in writing skill specially in writing escriptive text. It is supported by achieving of ideal score in the second cycle namely the main score in the first cycle was only 57,55 while in the second cycle the main score was 76, 75. furthermore, teaching writing ability in descriptive text using animation video effective in developing students' writing ability in descriptive text at the Eight grade of Mts Negeri Model Palopo.

And the student's participant in the second is more active 90% than in the first cycle 75%. In this case, the students had possitive perception that using Animation Video can develop their writing ability.

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#### *B. Suggestion*

Based on the result of data analysis and conclusion, the researcher purpose some suggestion as follow:

1. To develop quality English writing, the English teacher or lecturer sometimes apply Animation Video strategy in teaching writing as one of the best way in teaching writing.
2. For the students in order to improve their own writing skill, the students are suggested to pay attention and obey the entire teache's intruction when they are being taught so that students can understand the material and not lose focus and encourage themselves to learn more and ask what they do not understand in order to increase their knowledge.
3. To achieve the goal teaching, the English teacher or lecture should adapt between material and strategy that they apply in the classroom.
4. The Animation Video more be good if used loudspeaker.
5. Vocabularies used in animation shuld use easy vocabularies to be understood by the students.
6. The duration of the video does not have to be long, maximal 2 minutes.
7. Students who always get out of the class to seek other activities out side the class should be minimized or give them someone conditions to have the class quiet.
8. The animation video should be related to the students' daily life or something which the students have learned before.
9. The researcher give suggestion to other researcher to conduct classroom action research for onther typer of the text such as narrative, recount, procedure, etc. By using different techniques and media. However, the researcher hopes that this research can be used as the references for the other researcher to conduct a better research from the different perspectives.

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## CURRICULUM VITAE



The Writer, Uswatun Hasanah Junaid was born on July 18<sup>th</sup> 1994 in Tampinna, Luwu Timur. She is the third daughter of Junaid Nsal and Radiana Djunaid. She has four brothers and six sisters. Her brother name is Mahatir Muhammad, Muhammad Ichsan, Abd. Kamal and Taqwim and her sisters name is Rahmatan, Mutmainnah

Junaid, Alma Junaid, Miftahul Ilmi, Muslimah Junaid and Khusnul Khatimah Junaid In 2000, she started her education at SDS Darul Arqam Muhammadiyah Tampinna and graduated in 2006.

In the same year she continued her study at MTs. Al-Falah DDI Angkona and graduated in 2009. Then she continued her study at SMA Negeri 1 Angkona and finally she graduated in 2012. After graduated from Senior High School, she continued her study at IAIN Palopo in English Departement and graduated in 2016. During her study at IAIN Palopo, she had ever joined some of training such as OSCAR in 2012, Freshmen Training Camp (FTC) in 2012, GETCHA Club, Palopo English Community, HMPS Bahasa Inggris IAIN Palopo, LPM Graffitty IAIN Palopo and UKM SENI SIBOLA IAIN Palopo.