THE USE OF TOY STORY MOVIE AS A LEARNING   TO INCREASE THE WRITING SKILLS OF THE SECOND STUDENT OF SMPN SATAP LUMARING

A Thesis

Presented as Partial Fulfilment for the Attainment of S.Pd. Degree
In English Educational Study Program Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo

Proposed By:

TIARA WULANDARI
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ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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2021

THESIS APPROVAL

This thesis entitles "*The Use of Toy Story Movie as a Learning Media to Increase the Writing Skill of the Second Student of SMPN Sintap Lamasing*", which is written by Tiara Wulandari, Reg. Num. 17 0202 0056, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in Munaqasyah session which is carried out on Wednesday, November 24th 2021, amended with Rabiul Tsani 19th 1443 H. it is authorized and acceptable in fulfilment for undergraduate degree in English Education Department.

Palopo, November 24th 2021

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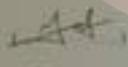
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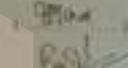
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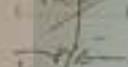
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بسم الله الرحمن الرحيم

Alhamdulillahi Rabbil Alamin, praise and thanks to the Almighty God, Allah SWT without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of S.Pd at the State Islamic Institute of Palopo entitled *The Use of Toy Story Movie as a Learning Media to Increase the Writing Skills of the Second Students of SMPN Satap Lumaring*. To our prophet, the chosen one Muhammad SAW, safety and peace be upon him.

The researcher realizes that the existence of this thesis receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

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The researcher hopes this thesis can give some values to the students of English Department, English teachers and the readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher prays, Allah SWT may bless all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis.

Palopo, 18th Oktober 2021

The Researcher

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ABSTRACT

Tiara Wulandari, 2021."The Use of Toy Story Movie as a Learning Media to Increase the Writing Skills of the Second Students of SMPN Satap Lumaring".Thesis Tarbiyah Department. Consultant (1) Dr. Rustan S.,M.Hum. (2) Muhammad Irfan Hasanuddin, M.A

Key Words: *Toy Story Movie, Learning Media, Increase, Writing Skills*.

The researcher focused on increasing the students' writing skills by using toy story movies as learning media for English at SMPN Satap Lumarig.The problem statement from this research is; 1)How the toy story movie as a learning media can increase the writing skills of the second students of SMPN Satap Lumaring? 2) How is the class situation when toy story movie is implemented in the writing class? The main objective of the research is to find out whether toy story movies as learning media effectively increase the writing skills of the second students of SMPN Satap Lumaring. The purpose of this research is; 1) To identify how the Toy Story Movie can increase the writing skill of the second students of SMPN Satap Lumaring. 2) To know the students responses to use the Toy Story Movie as a learning media to increase the students writing skills of the second students of SMPN Satap Lumaring.

This research used Classroom Action Research (CAR).The study was held for three meetings in the learning process and one meeting evaluation test in the classroom. The subject of the study is class VIII students' of SMPN Satap Lumaring, and the total item of them was 28.The instruments of collecting data there are writing test, observation, interview, and discussion. This research used two cycles, namely cycle 1 and cycled 2. The researcher continued the research up to cycle 2 because in cycle 1, the specified assessment criteria had not been achieved. So this research consists of 2 cycles.

In cycle I, 28 students who took the tests, 16 students managed to get a score of ≥75 KKM and 12 students got a score below the KKM, and the average value of the student's test was 73,5. Then, in cycle II, 28 students who took the tests, 26 students managed to get score of ≥75 KKM and 2 students got a score below the KKM, and average student's test was 91,7. In cycle I, the percentage of students participation reached 63%.Then, in cycle II the percentage of students participation reached 93%.With this, it can be concluded that the Toy Story Movie as a learning media can increase the writing skills of the second students of SMPN Satap Lumaring. The right way to increase the students' writing skills by using Toy Story Movie as learning media were:(1) Star the lesson by motivating students to be more active in writing in class.(2)Use several learning media such

as animated videos, cards, and colour to encourage students to carry out learning activities.(3)Rearrange/change the formation of the bench in class every week.(4)Provide several types of games related to the lesson.(5)Sometimes saying "hurray" and clapping to make the class lively.(6)Giving rewards or awards in the forms of small gifts to successful and most active students.(6) Play music/songs (MP3) at each closed activity in the learning process.

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CHAPTER I

INTRODUCTION

A.   Background

Writing is one of language skills the students of secondary schools are supposed to have beside listening, speaking, and reading. Of the language skills, writing can be regarded as the most important skill to be developed by the students. It is due to the facts that in globalization era, many occupations require people who are able to master writing skill. In business aspect, people should have the ability to write application letter or any letters so it can support their success. People also need to learn writing in English for academic purposes.

Another fact is writing can create jobs. Writing is not just an activity to express idea, opinion, or feeling in the text. Writing is not also just a hobby to spend time, but nowadays in this modern life, many people get much money from doing their writing, for example a journalist, novelist, or script writer. Those facts make mastering English writing skill is a must for the students.[1]

To write well the essay, story, or something else, students must know the steps in writing process and aspects of writing. Students must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text. It agrees with Bell and Burnaby, they say that writing is an extremely

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[1] Nafik Fitriana, "The Use of Animation Movies To Improve Students ' Writing Skill of Narrative Text," *English Department; Teacher Training and Education Faculty; Sebelas Maret University.*, 2011.

complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Writing is a primary means of recording speech and can be used to communicate when the other person does not come in front of us, Byrne. It indicates that writing is very important on communication that can help us to have a good socialization, can express idea, feeling, information and opinion so can have a good interaction with the society. In Standard of Content for students of 11th grade, there are some text type that must be learned by students; report, narrative, analytical exposition, spoof, and hortatory exposition. In writing lesson, they are expected to be able to differentiate the types among the texts taught. They are also expected to be able to rearrange certain texts using their own words or create the new ones.[2]

Based on the observation conducted by writer in SMPN Satap Lumaring of the second students on April 17, 2021 and the interview to the English teacher, Mrs. Ridhayani,S.Pd, she found information that students" writing skill of the second students was still low, "Kemampuan writing anak-anak masih kurang dek, masih acak-acakan sekali hasil writingnya, kebanyakan masih sulit menggunakan vocab dan grammar dengan benar. Nilai rata-rata writing mereka hanya 62% dek". The writer found that the students have low competence on writing skill. It

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[2] Ibid.

is indicated through the following indicators. From the competence of writing skill, the indicators are: 1) the students get difficulties in exploring idea for their writings; 2) they get difficulties on producing grammatically correct sentences; 3) they get difficulties to produce vocabulary varieties to express language function; 4) they get difficulties to organize content in logical order; 5) they get difficulties to arrange their writing into cohesiveness and coherence. While, from the class situation, the indicators are: 1) the students make noise; 2) they do improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc; 3) they do not participate in class, they refuse to create their writing and show up in front of class; 4) they do homework of other lessons; 5) they do not respond to the teachers commands.

To solve the problems, it must be developed the ability of writing such as grammar, vocabulary, content, organization, and mechanical, also must find out an interesting media. One of them is visual aid that can be used to teach writing, so the students will be interested in writing class. In this case, Kreidler says that visual aids can be useful to the language teaching because:

1. They create situations which are outside the class room well.

2. They introduce the students to unfamiliar cultural aspects.

3. They give reality to what might be understood, verbally by the students.

4. They change situations quickly and easily in a drill, provide decoration for the classroom.[3]

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[3] Ibid.

In this case, the writer is interested in doing a research to overcome these problems by applying animation movie as a media in teaching writing. The researcher believes that the use of animation movie as a media is a good in conducting writing activity. By conducting a classroom action research that implements animation movie in writing class, it is expected for the teacher to be able to improve the students writing skill. Harmer defines animation movie is series of images that are projected into a screen to create the illusion of motion in form of animation. It is also the story, incident and, etc recorded as a set of moving pictures to be shown on television or the cinema. In addition, Lorimor states that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

Animation movie is chosen because it has many advantages to apply in teaching writing for students. It can be applied for the narrative, commit to user descriptive, expository, report, persuasive forms of writing and etc. Animation movies combine entertainment with instruction that makes the learning process more enjoyable. Students will be success in learning if they enjoy the process. Animation movie can make them more fun in learning English.

The writer used toy story movie as a learning media because the series of event toy story movie make students easier to memorize. The actors, setting, and plot in it will help them to give ideas on writing easily. Students will get the real example of past tense utterance used by participants on movie, so they can create

and arrange into the paragraph of narrative text easier with the correct grammar, spelling, conjunction and diversity of vocabularies.

The writer will explore a genre in writing, that is, descriptive, because descriptive is interesting for students. Descriptive Text is a text which says what a person or a thing is like. That can make the students enjoy the class. So it will be quite easy to them producing the simple text. They can share their idea, opinion and their own experience.

Its purpose is to describe and reveal a particular person, place, or thing. But in particular, the descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

A descriptive text is very suitable for the students in writing class because they can easily express their own idea drawn from their surrounding in their descriptive writing. By using descriptive text as a genre for teaching writing, the students will be more interested and easy to study.

Considering the characteristics and advantages of using animation movie as mentioned above, the writer intends to make a research entitled "The Use of Toy Story Movies a Learning Media to Increase the Writing Skill of the second students of SMPN Satap Lumaring"

B. **Problem Statements**

Based on the background above, the researcher formulates the research question as follows :

1. How the Toy Story Movie can increase the writing skills of the second students of SMPN Satap Lumaring?

2. What are the student responses to use the Toy Story Movie as a learning media to increase the students writing skills of the second students of SMPN Satap Lumaring?

C. **Objectives of the Research**

1. To identify how the Toy Story Movie can increase the writing skill of the .second students of SMPN Satap Lumaring

2. To know the students responses to use the Toy Story Movie as a learning media to increase the students writing skills of the second students of SMPN Satap Lumaring.

D. **Significance of the Research**

In this study, there are two expected benefits. This research is expected to provide additional knowledge and experience for teachers on how to increase students' writing skills by using innovative learning media. And the second benefit for students is that the animated Toy Story Movie as a learning medium can motivate them to increase their writing skills.

E.   Scope of the Research

This study explains the effect of the Toy Story Movie as a learning medium to increase the students' writing skills. The role of the Toy Story Movie is used to improve students' writing skills in any language, especially English. The reason is that the Toy Story Movie is one of the animated films that can be used in learning English because it uses a reasonably simple vocabulary and is suitable for the second students of SMPN Satap Lumaring.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Some have conducted on the use of the technique in teaching English, especially in teaching writing. Some of the results of the research are cited as follow:

1. Weni Tria Anugrah Putri entitled: "Penggunaan Film Kartun Untuk Meningkatkan Keterampilan Menyimak Cerita Di Sekolah Dasar". Base on the result, this study has been able to show a significant comparison between learning outcomes before using learning media to learning using cartoon film media.[4]

2. Novita Aryuntini entitled: "Development of Learning Media Based on Video Scribe to Improve Writing Skills for Descriptive Text of English Language Study." Based on the result, it was found that Video Scribe-based learning media can improve students' writing skills.[5]

3. Citra Tri Puspitasari entitled: "Penerapan Media Film Animasi Untuk Meningkatkan Keterampilan Menulis Cerita Pendek". Based on the result, this research conducted in two cycles overcame students 'difficulties in pouring ideas

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[4] Weni Tria, Anugrah Putri, and Sri Hariani, "Penggunaan Media Film Kartun Untuk Meningkatkan Keterampilan Menyimak Cerita Di Sekolah Dasar," *PGSD FIP Universitas Negeri Surabaya* 8, no. 2 (2017): 2.

[5] Novita Aryuntini et al., "Development of Learning Media Based on VideoScribe to Improve Writing Skill for Descriptive Text of English Language Study" 3, no. 2 (2018): 187–94.

and developing words into a story, which affected students' ability to write short stories that were applied in classroom learning.[6]

4. Sheri's research results show that animation multimedia gives a pleasant impression and makes it easier to remember learning material.

Based on the previous studies above, the researcher believed that this researcher would be successful because the researcher had studied the methods and strategies of the research as a reference in using the Toy Story Movie as a learning medium to increase writing skills.

B. Some Pertinent Ideas

1. Review on Toy Story Movie

Toy Story is a Disney animated film that was released in the United States in 1995 in English. Toy Story is American computer-animated companion film produced by Pixar Animation Studios and released by Walt Disney Pictures. The feature directorial debut of John Lasseter, it is the first fully computer-animated feature film, as well as Pixar's first feature film. The screenplay was written by Joss Whedon, Andrew Stanton, Joel Cohen, and Alec Sokolow from a story by Lasseter, Stanton, Pete Docter, and Joe Ranft.[7]

Toy Story premiered at the El Capitan Theater in Los Angeles, California, on November 19, 1995, and was released in North America on November 22,

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[6] Citra Tri Puspitasari, Nenden Sundari, and Neneng Sri Wulan, "Penerapan Media Film Animasi Untuk Meningkatkan Keterampilan Menulis Cerita Pendek Application of the Animated Movie Media to Improve the Skills of Writing Short Stories²" 4 (2016).

[7] John Lasseter et al., "Toy Story," 1995, http://ia.mediaimdb.com/images/M/MV5BNTE2Njk1NjcxMl5BMl5BanBnXkFtZTYwMDkyOTA5._V1._SX320.jpg.

1995. It was the highest-grossing film during its opening weekend, ultimately earning a further $373 million, at the worldwide box office. The film received three Academy Award nominations, namely Best Original Screenplay, Best Original Song for "You've Got a Friend in Me", and Best Original Score, and won a Special Achievement Academy Award. In 2005, the first year of its eligibility, the film was entered into the National Film Registry for being "culturally, historically, or aesthetically".

The strength of the toy story movie is that this film includes 3D animated film media and this is certainly more attracts the attention of students, because it looks more alive and more real. In addition, this film basically uses English by using vocabulary that is easier for students to understand.

A movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create a situation for writing classes more clearly, that the students have big enthusiasm in teaching-learning process in writing class.

a) **Toy Story Movie As A Learning Media**

The media for cartoon movies or Toy Story animation movies was chosen as an alternative to solving problems in grade VII to practice writing skills because cartoon movies can increase student motivation to learn. According to Waluyanto, one of the advantages of cartoon films is rich in color expressions accompanied by unique character depictions. The material presented is easier to remember.

Teachers need to find or design innovative and attractive learning media to arouse student interest and motivation. The use of animated films in the learning process can improve the quality of the process and learning outcomes because animated films are interesting. Suppose the animated film media has attracted the attention of students. In that case, it is hoped that the information will be easy to understand because as many senses as possible are involved, especially the ears and eyes used to absorb information. Therefore, the development of learning media in the form of attractive animated films is essential.

According to Haron, criteria for selecting cartoon films as learning media are as follows: a) cartoons used have a relationship between experiences and the environment with students; b) cartoons must be suitable for students, cartoon materials are allowed to attract students 'interest and be adapted to the student's language skills and intelligence; c) cartoon films that have age-appropriate dialogues; d) cartoon films selected by the learning material; e) the selected cartoon does not involve SARA elements; f) cartoon films are selected according to teacher policies that are tailored to the stages of student learning.

b) **Types of Movie**

There are many types of movies made for different purposes. According to Bordwell and Thompson, types of film are broken down into:

a) Documentary movie

A documentary movie supports presenting factual information about the world outside the movie. As a type of movie, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (1997: 44), there are two types of documentary movies, they are:

1). Compilation movie: produced by assembling images from archival sources.

2). Direct Cinema: recording an ongoing event "as it happens" with minimal interference by the moviemaker.

b) Fictional movie

A fictional movie presents imaginary beings, places, or events. Yet, if a film is fictional, that does not mean that it is entirely unrelated actuality.

Not everything shown or implied by fiction movies needs to be imaginary; a typical fictional film stages its events; they are designed, planned, rehearsed, filmed, and refilmed. In a fictional movie, agents are portrayed or depicted by an intermediate, not photographed directly in a documentary.[8]

c) Animated movie Animated

Animated movies are distinguished from live-action ones by the unusual kinds of work done at the production stage. Animation movies do not continuously film outdoor action in real-time, but they create a series of images by shooting one frame at a time.

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[8] Fitriana, "The Use of Animation Movies To Improve Students ' Writing Skill of Narrative Text."

d) Experimental or avant-garde movie

Some filmmakers set out to create films that challenge the orthodox notion of what movies can show and how they can show. Experimental films are made for many reasons, they are:

1) The filmmakers want to express personal experiences or viewpoints.

2) The filmmakers may also want to explore some possibilities of the medium itself.

3) The experimental filmmakers may tell no story, but they may create a fictional account that usually challenges the viewer.[9]

Meanwhile, David and Kristin propose the kinds of movie are as follow:

a) Animated Film

They generally consist of drawings and paintings by an artist called cartoons.

b) Documentary Films

Documentary films are present information on many subjects. They show men live and work throughout the world. They explain events in science and processes in technology and illustrate various aspects of life in nature.

c) Experimental and avant-garde

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[9] Aryuntini et al., "Development of Learning Media Based on VideoScribe to Improve Writing Skill for Descriptive Text of English Language Study."

Films Experimental films are made for many reasons. The filmmaker may wish to express personal experiences or viewpoints in ways that seem eccentric in mainstream context. The filmmaker may also use staging to express distinct feelings or ideas. Any footage may be used for several avant-garde films.

According to Efendi, the advantages of cartoon film media as a learning medium, namely: animated films can create a deep impression in the teacher or student; the sound and movement shown is a depiction of reality, according to the material presented. Psychologically, cartoons can fulfill elements of exchange and contrast; cartoon films as a medium have superior sound, moving cartoon images, lines, and symbols are displayed; cartoon films can complement students' essential experiences when discussing and practicing.[10]

2. Review on Learning Media

a) Defenition of Learning Media

Learning is the ability to manage the components related to learning operationally and efficiently. Components of improving the quality of learning are teachers, students, school builders, facilities/infrastructure, and the learning process.

Learning media is a tool that serves to convey the message of learning. Learning media can channel the message and stimulate the mind, feelings, and willingness of learners to encourage the creation of learning processes in

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[10] Tria, Putri, and Hariani, "Penggunaan Media Film Kartun Untuk Meningkatkan Keterampilan Menyimak Cerita Di Sekolah Dasar."

students. It can be concluded that the learning media is a tool that educators can use to send messages to students.

According to Yusufhadi Marso, learning media is tools or material used to transmit messages and stimulate thoughts, feelings, attention, and the willingness to learn to encourage a deliberate, purposeful, and controlled learning process.[11]

Learning media is a communication tool to convey a message to the learner to stimulate learners to know to achieve learning objectives. Then choose the media to need to consider the learning objectives to be delivered, tailored to the level of development of learners.

In addition, media selection should also consider the characteristics of the materials to be provided to students, the characteristics of learners or individual differences in learners, and learning support facilities.

b) **Function and Principles of learning media**

One of the functions of learning media is a tool in delivering the material in the learning process. Aside from being a tool for conveying materials in learning, other functions are as follows: (a) Media as a learning resource; (b) The semantic function is related to the word, term, sign, or symbol. (c) The manipulative function is the ability of the media to reload an object/event in various ways, according to its conditions, circumstances, objectives, and targets; (d) Fixative function that is in capturing, storing, and recasting an object or event that has long occurred; (e) Distributive functions of the media used in the learning

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[11] Umrotul Hasanah and Lukman Nulhakim, "Pengembangan Media Pembelajaran Film Animasi Sebagai Media Pembelajaran Konsep Fotosintesis," *Jurnal Penelitian Dan Pembelajaran IPA* 1, no. 1 (2015): 91, https://doi.org/10.30870/jppi.v1i1.283.

process can be followed by students in large numbers or unlimited media coverage; (f) Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural functions.

The function of learning media, such as aids to create a more effective learning situation, is one of the components interconnected with other components to develop expected learning problems, abstracts the abstract to reduce verbalism disease, and improves the stimulation of stimulation learners in learning activities.

Reduce the misunderstanding of learners to the explanation given by educators, overcome the limited experience possessed by the learners, allow direct interaction between learners with the environment, generate uniform observations, and generate motivation and stimulate children to learn.[12]

The use of media in learning will increase the effectiveness of learning. Learning media in the teaching and learning process can generate new desires and interests and motivate learning. Learning media can improve student learning processes that are expected to enhance the students' learning outcomes.[13]

While the principle of media usage in the learning process, according to Musfiqon, can be divided into three main principles: (a) Principle's effectiveness of efficiency. Effectiveness in the concept of learning is the achievement of a

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[12]Sri Adi Widodo, "Selection of Learning Media Mathematics for Junior School Students" 17, no. 1 (2018): 154–60.

[13]Puspitasari, Sundari, and Wulan, "Penerapan Media Film Animasi Untuk Meningkatkan Keterampilan Menulis Cerita Pendek Application of the Animated Movie Media to Improve the Skills of Writing Short Stories."

learning process in achieving learning objectives. While, efficiency is to achieve learning objectives by using time, cost, facilities/infrastructure, and other resources to a minimum ; (b) Principles of relevance. As a teacher, one should choose the media compatible with the objectives, content, learning strategies, evaluation of learning, and (c) Principles of productivity. Practice in the learning process is the goal of optimal goals by utilizing natural resources, and human resources are available.[14]

c) Types of Learning Media

Anita mentions there are several types of media, namely: (a) Non-projected visual media, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on; (b) Projected visual media, such as Slide (film frame), Overhead Projector (OHP), Opaque Projector, film strip (composite film); (c) Audio media, such as radio, optical media, tapes, telephones, and so on; (d) Audio-visual media, such as television and voice slides; (e) Multimedia, such as interactive media, hypermedia, virtual reality, and multimedia kits.

3. Review on Media

The word media comes from the Latin medius, which means "middle," "intermediary," or "introduction." The media is an intermediary or messenger for messages from the sender to the message recipient in Arabic. So, the media is a tool that conveys or delivers teaching messages.[15]

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[14]Yanuari Dwi Puspitarini and Muhammad Hanif, "*Using Learning Media to Increase Learning Motivation in Elementary School*" 4, no. 2 (2019): 53–60.

[15]Arsyad, Meningkatkan Hasil and Belajar Siswa, "Kata Kunci :" 03 (2018): 171–87.

Media is a source of learning that can convey educational messages to students. Differences in learning styles, interests, intelligence, sensory limitations, distance barriers, and others can be helped by utilizing the media. Therefore, the presence of media in learning cannot be ignored wisdom.[16]

Dina Indiana explained that the media area tool is handy for students and educators in the learning and teaching process. 3 While telling AECT in 1979 defines the media as a channel for the information transmission process. 4 Based on these opinions, it can be concluded that the media is a tool used to convey a message from the sender of the message to the recipient of the message.[17]

According to Nasution, teaching media is a tool for learning aids, namely supporting teaching methods used by teachers.6 Meanwhile, according to Azhar Arsyad, learning media can convey messages or information in the teaching and learning process to stimulate student attention and interest in learning. Therefore, it can be concluded that what is meant by learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes more evident. The objectives of education or learning can be achieved effectively and efficiently.[18]

In addition, there are several things that we must pay attention to when using media in the learning process, namely;

1) None of the media is best for all learning objectives,

[16] Puspitarini and Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School."

[17] Hasil and Siswa, "Kata Kunci :"

[18] Hasil and Siswa.

2) Media is an integral part of the learning process,

3) Media selection should be objective based on learning objectives. Some media at the same time will be confusing learners, and

4) The goodness and lack of media are not dependent on the concreteness and abilities alone.[19]

4. Review on Writing

a) Defenition of Writing

In English language learning, good writing conveys a meaningful message and uses a good English language. If the statement in writing can be understood, the writer successfully communicated on the latter. Writing is a powerful instrument of thinking because it provides students with a way of gaining control.

According to Tarigan, writing is depicting or depicting graphic symbols representing a language that a person understands so that other people can read these graphic symbols.[20] Meanwhile, Langan explains writing as three things: writing as a skill, writing as a process of discovery, and writing as a way to communicate with others, which means that people believe that writing is a gift. Nature or natural talent, even though the writing is a skill that can be learned such as driving, cooking, typing, etc.[21]

b) Component of Writing

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[19] Widodo, "Selection of Learning Media Mathematics for Junior School Students."

[20] Tarigan, Henry Guntur, Menyimak: Sebagai suatu Keterampilan Berbahasa. Bandung: Angkas. 2008.

[21]Yanuarita Widi Astuti, Ali Mustadi, and Universitas Negeri Yogyakarta, "Jurnal Prima Edukasia, Volume 2 - Nomor 2, 2014" 2 (2014): 250–62.

There are components of writing, namely; Content, Organization, Vocabulary, Language, Use, and Mechanic.

1) Content

The contents of the writing should be clear to a reader. So that the reader can understand the message conveyed and gain information from it. There are at last things that can be measured in connecting with the component, and the composition should contain one central purpose only and should be developed.

2) Organization

Writing organization concerns how writers arrange and organize the ideas or messages in writing the purpose or organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

3) Vocabulary

The effective use of the words will always result in good writing, both specific and technical writing. The dictionary is very considerable. Vocabulary is one of the components of writing to express ideas. We always deal with composing what they are going to say because he finds it challenging to choose what is appropriate will help the writers manage the writing and make readers easy to understand.

4) Language Use

Language use in writing descriptions and others from writing involves correct language and point of grammar. Good grammar should be capable of

producing grammar. We should not be able to do anything more than litter separate items of language for function. And also, grammar can help students improve the use of formal language.

5) Mechanic

There are two parts of mechanics in writing, namely function and capitalization function important as the way clarify meaning. In English, writing, capital letters have to participate. First, they used to distinguish between particular and things. Second, it uses adjectives, etc. This aspect is critical since it leads the reader to understand or recognize Immediately what the writer means to express definitely.

c) **The Principle of Good Writing**

Good writing means that no mistakes. There are no errors of grammar, punctuation, or spelling. Good writing is much more than just correct writing; it is writing that responds to the interests and needs of our readers.

Briefly, here is the fundamental characteristic of good writing:

1) Good writing has a clearly defined purpose
2) It makes a clear point
3) It supports that point with specific information
4) The information is connected and arranged
5) The words are appropriate, and the sentences are clear, concise, emphatic, and correct.

d) **The Stages Of the Writing process**

Before writing, we have to know the stages in writing, such as planning, drafting, and revising.

1) Planning

Planning is state strategies to find and produce information in writing; when people begin writing projects, people had discover what is possible. People need to locate and explore a variety of subjects.

2) Drafting

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

3) Revising

Revising is a series of strategies designed to examine and evaluate the choices that have created a place of writing. After people have completed their primary draft, they need to stand back from the most productive decade action.

5. **Review on Descriptive Text**

a) **Defenition of Descriptive Text**

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives). Descriptive text has

generic structures and language features. Writer should assume the role of readers whose idea of the described events, in entirety, constructed by text content.

According to Gerot and Wignell, "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described. Furthermore, they also explain about the grammatical features (language features (simple present tense, action verb and adjective), vocabulary, and mechanics) of descriptive text.

b)   Generic Structures of English Descriptive Text

In addition, Hardy and Klarwein have opinion about generic structures of descriptive text: The generic structure of descriptive text contains definition and description. Description consist of description of purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today.

Gerot and Wignell and Yusak add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

1) Identification

Identification is necessary in order to avoid having general statement. Masruri adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

c) **The Grammatical Features of English Descriptive Text**

The grammatical features of descriptive text focus on Language features (simple present tense, action verb and adjective), vocabulary and mechanics.

1) Language Features (simple present tense, action verb, and adjective).

According to Peronity, "the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun", for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity (activity can be seen) for example: use, write, bring, etc. Simple present tense is the most popular tense in using. This is due to the factual nature of a descriptive text. In this case, it is one of tenses which is students should master in writing English descriptive text. If the students master it, they are easier to express ideas into good writing.

2) Vocabulary

Vocabulary is important in writing English descriptive text. It can be said as necessity to be known by students in Junior high school. A writer can make readers explore more deeply in what is telling about. In fact, it is always become a big problem in learning English. Students are still difficult in writing text because they have less of vocabulary. So, they cannot convey their ideas related to topic clearly as they would have to.

Vocabulary is a core component in studying a language. It is supported by Zhihong states that "Words are the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is a barrier that prevents students from learning a

foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning".

3) Mechanics

Heaton states "the mechanic concerns about the writers' ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling." Mechanic of writing also refers to the use of capitalization. According to Nordquist, mechanics consist of punctuation and spelling. The punctuation means a set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses.

It can be concluded that punctuation and spelling is important in writing to help readers to understand the writer's ideas. In learning English, both of them are accurately presented and learned. By using punctuation, bring clarity in writing and making it comprehensible. While, spelling means the word looks like, if spelling incorrect so the meaning of word can be different.

4) Testing Writing

O'Malley and Pierce states that in examining the nature of writing, we have looked at the writer and the type of writer's knowledge which is bring to the writing task. We have to indicate the purpose and genre of writing to determine what and how students' writing. The task may consist of the questions or statement that the students will address in their writing and conditions under which they will write. They should be allocated to the times and resources. The students don't be asked to write a task if it is not suitable with their readiness.

According to O'malley and Pierce, testing writing is to know the students' ability in using language and the students' ideas through written medium. The purpose of teaching and learning writing is to enable the students to use the language skills in social life. In teaching and learning writing, the students are hoped to able to express the idea into written language.

Heaton says that by testing writing, it will provide the students with an opportunity to show their ability to perform certain tasks in the language. So, the students can learn from their weaknesses. In order to know the students' achievement in writing, testing writing ability is the best choice. Here, the students are asked to write. The students can write about the personal descriptive. The teacher can ask the students to write their experience and scores the task based on the criteria of scoring.

Heaton has opinion related to scoring writing. He says that there are some components of scoring writing. They are content (subject), organization (ideas), language uses (simple present tense/ construction), vocabulary (choice of words), and mechanics (spelling and punctuations). First, content is about knowledge of subject. Second, organization expresses facts, ideas, feelings and attitudes clearly in writing. Third, language use is often concerned the formal patterns of language (described in prescriptive grammars and lexicons). It means that it is concerned with students' knowledge of forms of language. Fourth, vocabulary is concerned with word meanings, words formation and collocation. And finally, mechanics refers to punctuation and spelling

Furthermore, the writer gave an example of English descriptive text which had been quoted from Genres of text book created by Hartono in order to make this research clearly. After that, she explained five indicators (identification, description, language feature, vocabulary and mechanics) of English descriptive text.

C. Theoretical Framework

Before doing the research, the researcher conducted pre observation and the researcher found that the teacher still used conventional method. Therefore, the researcher was interested in conducting Classroom Action Research by using word wall media. The Classroom Action Research was composed by two cycles, the first cycle and the second cycle. This cycle consisted of four steps: planning, action, observation and reflection. There were three meetings for each cycle. For the first cycle the researcher hoped that the students' got significant improvement by reaching 50% KKM of value from 75 KKM. The second cycle was the revision of cycle I. The researcher hoped that the students' got significant improvement by reaching 75% KKM above 75. The figure of theoretical framework was described as follows:

Figure 1 Theoretical Framework
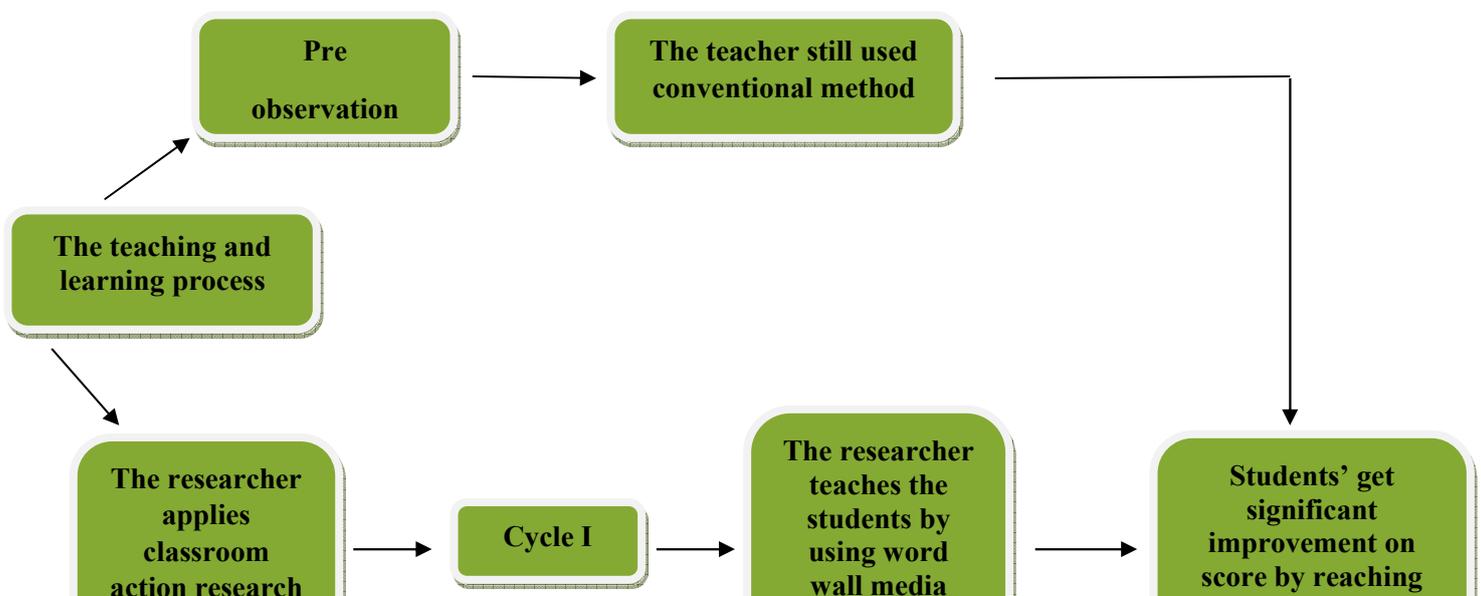
CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the writer uses Classroom Action Research (CAR). Classroom Action Research (CAR) is a rage of contextual learning study class conducted by the teacher to solve learning problems faced by teachers, encouraging quality and outcomes of learning and trying new things to encourage the quality of learning and learning outcomes.[22]

Action research is how groups can organize the conditions they can learn from their experiments and make their experience accessible to others.[23]

From the definition, it can be formulated that Classroom Action Research (CAR) is action research in education that did in classroom areas to repair and increase the quality of learning.

B. Location of Research

This research will be carried out at SMPN Satap Lumaring, KEC. Larompong, KAB. Luwu, in academic year 2020/2021.

C. Subject And Object Of Research

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[22] http://pakguruinline.pendidikan.net/penelitian_tindakan_kelas.html.Pendidkan dan Penelitian Tindakan Kelas, (Accessed son December, 2011)

[23] "Prof. Sukardi, Ph. D. Metodology Penelitian Pendidikan, (Bumi Aksara: Jakarta, 2009), p.210"

The subject would be taken from the first semester of the seven-year students in 2020/2021. The total number of students is 28 students.

This research aims to use toy story movies as a learning medium to increase the students' writing skills. The study would focus on choosing a good learning media and how to encourage the students to register.

D. Procedure Of Research

The relation of the first until the fourth item shows an action cycle or recur program. This cycle has been the characteristic of the classroom action research that it has run in cycle form. If drawn in visualization, this Kurt Lewin theory is clearly defined as follow:
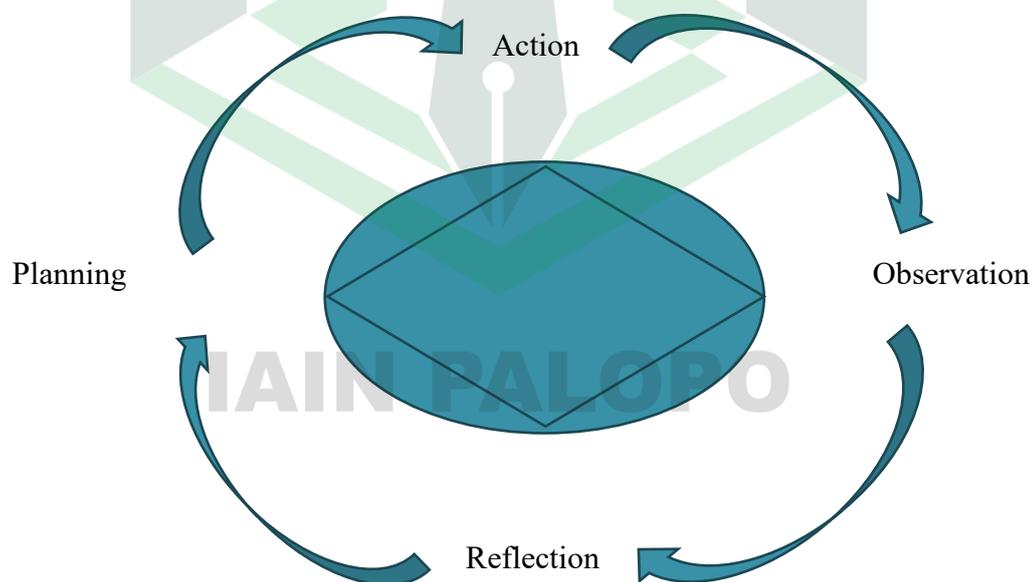
Figure 2 CAR Design Kurt Lewin Theory[24]

[24]Prof. Dr. Suahrsini Arikunto, *Prosedur Penelitian Suatu Suatu Pendekatan Praktik*, (Rineka Cipta: Jakarta, 2006), p, 92 .

According to the research method that has been clarified above, the researcher spells out the cycle of this research.

The implementation of classroom action research in the first cycle was as follows:

a.   Planning

In this section, the researcher prepares to conduct action research that requires different tools that have been created and developed previously, namely: "Learning Plans." In addition, there are several preparations made by researchers before taking action in cycle 1, namely:

1) Researchers prepare learning media in the form of videos, namely "Toy Story Movie."

2) Researchers prepare data collection instruments (observation checklists and student activities)

3) Researchers prepare prizes to celebrate students' success, and researchers always ask students to applaud or praise them by saying: a good job, bravo, well done, etc.

4) To encourage students always to be happy and motivated to participate in writing classes, the researchers prepared MP3 music radio tapes to entertain students in closing activities in the learning process.

5) Researchers and partners prepare cameras to take pictures of the learning process as documentation

b.   Acting

1) Opening Program

First, the researcher started the class by greeting and then introducing himself. After that, the researcher motivated the students to be more active in the writing class and conveyed the learning objectives or learning materials, namely writing test descriptions using video learning media, "Toy Story Movie." Before carrying out the core program, the researcher gave games to students to encourage students to learn and enjoy participating in the learning process.

2) Core program

The researcher asked the students to arrange the benches (chairs and tables), then opened the doors and windows so that the class got good lighting. Researchers also formed students into six groups consisting of 4-5 students. After that, the researcher showed the learning media in video, namely "Toy Story Movie," and each group had to make a description test based on the learning media. Then, each group representative explained the results of their answers in front of the other friends.

3) Closing Program

The researcher asked the students to sing a song together to celebrate their achievement in writing class. Before closing the learning program, the researcher asked students to rearrange their chairs according to their original place. Then, the researcher asked the students problems about the material and the learning process. In addition, the researcher observed all active student participation in the learning process. Then, the researcher will fill out the student activity sheet based on the results of his observations.

c. Observing

During the learning process, the observer observed all of the students' activities encourage and teacher's learning activity using the instrument of observation prepared by the research.

d. Reflecting

This step was conducted to know how far the students understood the materials which had been given. What were the strength and the weakness of the activities were? What characteristics of students appeared during the learning process were evaluated. Those phenomena were a reference to manage the subsequent planning. Those cycles were continued to the second cycle until the target of learning was achieved.

E. The procedure of Data Collection

In this thesis, the researcher used library and field research procedures in the collection of data.

1. Library research: The researcher used this procedure to collect data by reading literature connected with the problem in this thesis.

2. Field research: Field research is a procedure in collecting data with observation at the field. The sources of the data in this procedure consist of a few sources. They are as follows:

a) Student

To get data about the result of learning and student's active participation in the education and teaching process.

b) Teacher

To see the teaching implementation success level with a cooperative model using PBL (Project Based Learning) and studying and students' activity in the teaching and learning process.

c) Partner and Collaborator

Partner and Collaborator are intended to be the data source to comprehensively see CAR implementation, either from the students or teacher. It means that when this research was running, the partner observed all of the activities infield. Then, partner or Collaborator here is the English subject teacher at SMPN Satap Lumaring. Her name is Ridhayani Umar, S.Pd.

F. Instrument of Data Collection

Instrument of data collection in this research were providing:

1. Writing Test

Writing test, it will provide the students with an opportunity to show their ability to perform certain tasks in the language. So, the students can learn from their weaknesses. In order to know the students' achievement in writing, testing writing ability is the best choice. Here, the students are asked to write the descriptive test. The students can write about the descriptive test. The teacher can ask the students to write their experience and scores the task based on the criteria of scoring.

There are some components of scoring writing descriptive test. They are content (subject), organization (ideas), language uses or language features (simple present tense, action verb, adjective and construction), vocabulary (choice of words), and mechanics (spelling and punctuations).

In this study, the author has made an assessment instrument to determine and get the value of student learning outcomes in writing descriptive tests as follows:

Table 1

Assessment Instrument Writing Descriptive Test

Aspect	Score	Perfomance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

2. Observation

Observation is a technique to collect data by observing every incident is going on. Observations were carried out to keep the correspondence between implementation and planning of actions that have been prepared and determine the extent of implementation of the action may result in changes following the desired. Observation to work well would require a tool or instrument of observation in CAR. To facilitate research or observation, then use a tool or device of observation is an instrument checklist.

In this study, the authors have made a category of observations to determine the level of active learning of students in the learning process as follows:

Table 2

Instrument Observation of Students Activities

N	Kategori Pengamatan	Dilakukan	Penilaian

O		Ya	Tidak	1	2	3	4	5
1	Antusias siswa saat apersepsi							
2	Perhatian siswa terhadap guru pada saat penyampaian materi							
3	Keaktifan siswa dalam bertanya							
4	Keaktifan siswa dalam menjawab pertanyaan							
5	Keterampilan siswa dalam berpendapat atau mengkritik							
6	Interaksi siswa saat melakukan diskusi secara berkelompok							
7	Keterlibatan saat mengikuti proses pembelajaran							
8	Keaktifan siswa dalam mengerjakan tugas							
9	Penampilan hasil kerja siswa dalam kelompok (presentasi)							
10	Pengerjaan hasil evaluasi pembelajaran							
	Jumlah							
	Kriteria							

Keterangan :

1 = Tidak baik

2 = Kurang baik

3 = Cukup

4 = Baik

5 = Sangat baik

Keterangan	
Kriteria	Value
Aktivitas Sangat Kurang	≤ 45
Aktivitas Kurang	50- 59
Aktivitas Sedang	60 - 69
Aktivitas Baik	70 - 79
Aktivitas Sangat Baik	80 - 100

3. Interview

The interview is a conversation with a purpose. This interview is the collection of data/information held by verbal questioning to uncover opinions. Besides that, this interview was conducted to obtain information related to the students in the learning process. Interviews with students were conducted after extensive interviews with the teacher in advance about the things that concern the habits of students in the learning process. Interviews with students to be successful need to create an atmosphere of fun, free and open to students who were interviewed can be available and provide the necessary information.

In this interview, the writer asks several questions for the students, including:

a) What do students dislike during the learning process?

b) What are the obstacles for students when writing a descriptive test?

c) What things make students feel happy when learning to write descriptive test?

d) Do students like to study and do assignments in groups or individually?

4. Questionnaire

The questionnaire technique is used with made list questions then be given to the respondent and answered by letter. In this case, the writer uses four choices as follow:

a) Strongly Agree

b) Agree

c) Disagree

d) Strongly Disagree.[25]

To find out the results of student responses, the author made a list of questionnaires with several statements as follows:

Table 3

Question Instrument to find out the student responses

DAFTAR ANGKET

A. Petunjuk pengisian
1. Bacalah setiap pernyataan di bawah dengan baik, kemudian beri tanda "√" pada jawaban yang paling sesuai dengan keadaan anda sebenarnya.
2. Kejujuran anda sangat di harapkan karena dengan demikian turut membantu kemurnian penelitian ini.
3. Jawaban anda tidak mempengaruhi prestasi belajar anda di sekolah ini.
4. Akhirnya atas bantuan dan partisipasi anda saya ucapkan terimahkasih!

B. Identitas Responden
1. Nama :
2. Jenis Kelamin :
3. Kelas :

Selamat Bekerja!

C. Pernyataan

No	Pernyataan	Alternatif Jawaban			
		SS	S	TS	STS
1	Writing adalah salah satu kemampuan				

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[25]Mulidah Basir in Tawakkal's Thesis, Encouraging Students to speak english by using picture at the secon level students of ESC Family Palopo, (Palopo; STAIN Palopo, 2011), p.41.

No	Pernyataan				
	terpenting dalam Bahasa Inggris.				
2	Sebelumnya saya mempunyai kesulitan dalam menulis bahasa inggris.				
3	Saya pernah belajar dengan menggunakan media pembelajaran berbentuk video.				
4	Saya sangat senang belajar menggunakan media berbentuk video "Toy Story Movie" untuk menulis test deskripsi.				
5	Penggunaan toy story movie sebagai media pembelajaran mampu meningatkan minat belajar dan kemampuan menulis saya dalam proses pembelajaran.				
6	Saya lebih senang mengikuti proses pembelajaran yang menggunakan media di bandingkan dengan proses pembelajaran tanpa media.				
7	Mengubah formasi bangku setiap minggunya membuat saya tidak bosan mengikuti proses pembelajaran di dalam kelas.				
8	Bermain games sebelum proses pembelajaran membuat saya menjadi senang dan semangat untuk mengikuti proses pembelajaran.				
9	Membuka pintu jendela dan pintu kelas membuat saya mendapat pencahayaan dan sirkulasi udara yang baik sehingga saya merasa nyaman saat belajar.				
10	Saya suka dan senang ketika ibu guru (peneliti) selalu memutar musik dan menyuruh siswa untuk bernyanyi sebelum mengakhiri proses pembelajaran.				
11	Ibu guru/peneliti mampu membuat saya lebih santai dan semangat untuk belajar di karenakan peneliti selalu memberikan saya motivasi untuk belajar dengan baik.				
12	Penggunaan toy story movie membuat saya mampu mendeskripsikan alur cerita berdasarkan hasil pengamatan saya.				

13	Saya lebih suka mengerjakan tugas secara berkelompok di bandingkan dengan cara individu.				
14	Saya senang ketika guru/peneliti selalu memberikan apresiasinya dalam bentuk pujian, tepuk tangan dan bahkan hadiah kepada siswa.				
15	Saya merasa telah mengembangkan diri saya jauh lebih baik dari sebelumnya (khusunya dalam meningkatkan kemampuan menulis saya).				
16	Saya jadi lebih percaya diri untuk mendeskripsikan hasil tulisan dan pengamatan saya di hadapan teman-teman saya.				

G. Technique of Data Analysis

1) To analyzed the students questionnaire results, the research uses the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Explained:

F: Cumulative Frequency

N: Total Number of Respondent

P: Percentage

2) To analyzed the student writing test, the research uses the following formula:

$$Score = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

3) To analyzed the students active participants, the research uses the following formula:

$$V = \frac{S \times O}{5}$$

Explained:

V: Value

O: Total Number of Observation Categories

5: Total Number of Assessment Criteria

H. Working Indicators

The use of Toy Story Movie as a learning media succeeded if the percentage of the students' average score of the instruments checklist was ≥ 75 %. The quality of the learning and teaching process increased from the first cycle to the second cycle. This quality could be seen from the students' behavior emerge during the learning and teaching process.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This classroom action research was conducted in class VIII of SMPN Satap Lumaring, Larompong District, LUWU Regency. This classroom action research was conducted in two cycles to determine how to improve the writing ability of class VIII students through the use of learning media. In this case, two processes can be seen in general based on the following graph:

Cycle 1

```
Problem ──────▶ plan of acting ──────▶ acting



Reflection 1 ◀────── data analyzing ◀────── observation
```
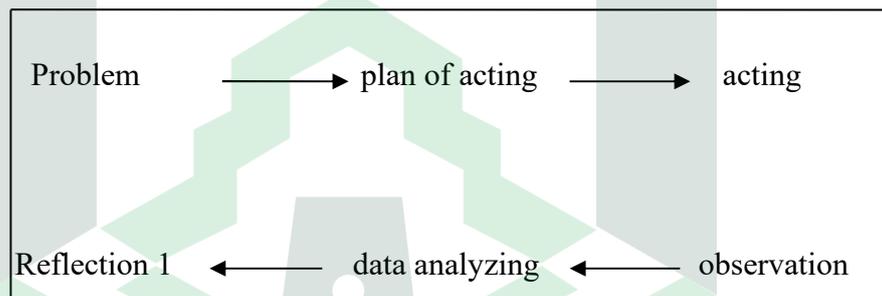
          │
          ▼
    Unfinished

          │
          ▼
    Next Cycle
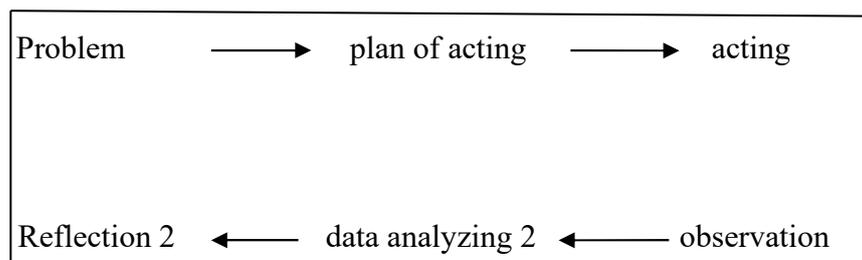
Cycle 2
```
Problem ──────▶ plan of acting ──────▶ acting



Reflection 2 ◀────── data analyzing 2 ◀────── observation
```
Finished

Figure 3 Cycles of the Research

Based on the research carried out, starting from the examination of the initial study stage to the final stage, the following data were obtained:

1. **Pre-Observation**

Based on the observations made by researchers directly with teachers and students, researchers obtained some information about the condition of students in the classroom. Some students are less active and even inactive due to difficulties learning English, especially in the writing and pronunciation sections. They also said that learning English is very difficult and tedious. In addition, the teacher also said that they were bored with studying because the teacher only explained the material and immediately gave assignments. Teachers rarely use learning media so that students feel less enthusiastic in learning and, at the same time, cannot write their ideas/skills in writing class.

2. **The Implementation of Cycle 1**

a. Planning

In this section, the researcher prepares to conduct action research that requires different tools that have been created and developed previously, namely: "Learning Plans." In addition, there are several preparations made by researchers before taking action in cycle 1, namely:

1) Researchers prepare learning media in the form of videos, namely "Toy Story Movie."

2) Researchers prepare data collection instruments (observation checklists and student activities)

3) Researchers prepare prizes to celebrate students' success, and researchers always ask students to applaud or praise them by saying: a good job, bravo, well done, etc.

4) To encourage students always to be happy and motivated to participate in writing classes, the researchers prepared MP3 music radio tapes to entertain students in closing activities in the learning process.

5) Researchers and partners prepare cameras to take pictures of the learning process as documentation

b. Action

The material presented in cycle one is writing descriptive text. On September 16, 2021, cycle one was carried out. The activities that have been carried out in this cycle are as follows:

1) Opening Program

First, the researcher started the class by greeting and then introducing himself. After that, the researcher motivated the students to be more active in the writing class and conveyed the learning objectives or learning materials, namely writing test descriptions using video learning media, "Toy Story Movie." Before carrying out the core program, the researcher gave games to students to encourage students to learn and enjoy participating in the learning process.

2) Core program

The researcher asked the students to arrange the benches (chairs and tables), then opened the doors and windows so that the class got good lighting. Researchers also formed students into six groups consisting of 4-5 students. After that, the researcher showed the learning media in video, namely "Toy Story

Movie," and each group had to make a description test based on the learning media. Then, each group representative explained the results of their answers in front of the other friends.

3) Closing Program

The researcher asked the students to sing a song together to celebrate their achievement in writing class. Before closing the learning program, the researcher asked students to rearrange their chairs according to their original place. Then, the researcher asked the students problems about the material and the learning process. In addition, the researcher observed all active student participation in the learning process. Then, the researcher will fill out the student activity sheet based on the results of his observations.

Table 4

The Result of the Students Writing Test in Cycle 1

NO	STUDENT	SCORE	WHERE
1	AS	50	INCOMPLETE
2	AN	50	INCOMPLETE
3	AS	86	COMPLETE
4	ARA	82	COMPLETE
5	AN	86	COMPLETE
6	AL	100	COMPLETE
7	AI	63	INCOMPLETE
8	CT	78	COMPLETE
9	DA	85	COMPLETE
10	HA	90	COMPLETE
11	HS	100	COMPLETE
12	IN	85	COMPLETE
13	IS	75	COMPLETE

14	IA	83	COMPLETE
15	LS	68	INCOMPLETE
16	NAR	76	COMPLETE
17	NR	100	COMPLETE
18	NP	80	COMPLETE
19	RN	72	COMPLETE
20	RS	35	INCOMPLETE
21	SP	70	INCOMPLETE
22	SA	55	INCOMPLETE
23	TZ	62	COMPLETE
24	WAS	58	INCOMPLETE
25	WD	73	INCOMPLETE
26	YA	85	COMPLETE
27	YL	45	INCOMPLETE
28	ZK	65	INCOMPLETE
JUMLAH		2,058	
MEAN		73,5	

Based on the results of the evaluation of cycle 1 to obtain the average value of student learning outcomes for class VIII SMPN Satap Lumaring, the average formula is obtained $\frac{2058}{28}$ = 73, so the average score of 28 students using the toy story movie media in making the description test above shows that 28 students who took the evaluation test in cycle 1, students who got >75 as the KKM score were 16 students, and those who scored below the KKM as many as 16 students. If the value of student learning outcomes in cycle one is grouped into five categories, then student learning outcomes are presented as follows:

Table 5

Frequency and Percentage of Student Scores in Cycle 1

NO	Score	Category	Frequency	Percentage
1	80-100	Very Good	12	43%

2	70-79	Good	6	21%
3	60-69	Satisfactory	4	14%
4	50-59	Enough	4	14%
5	0-49	Bad	2	8%
Total			28	100%

Based on the table above, it can be seen that of the 28 students who took the test in the first cycle, twelve students got a perfect category, six students who got the score included in the outstanding variety, four students who got the score had enough, four students who got the score included in the poor category and two students who got marks contained in the failed class.

c. Observation

Based on observations made by the researcher and partner in this cycle, partners found that there were still some students less active and an event not actively caused by the domination of the students' group members when they were doing the writing task in the group so that they got a slight chance to write out their idea/skill in writing class.

Table 6

The Results of Students Active Participants in Cycle 1

Students	Very Active	Active	Satisfactory	Less Active	Not Active
AS				√	
AN				√	
AS	√				
ARA	√				
AN	√				

AL	√				
AI			√		
CT		√			
DA	√				
HA	√				
HS	√				
IN	√				
IS		√			
IA	√				
LS			√		
NAR		√			
NR	√				
NP	√				
RN		√			
RS					√
SP		√			
SA				√	
TZ			√		
WAS			√	√	
WD		√			
YL	√				
YA					√
ZK		√			
TOTAL	12	6	4	4	2

Diagram 1

The Results of Active Student Participation in Cycle 1
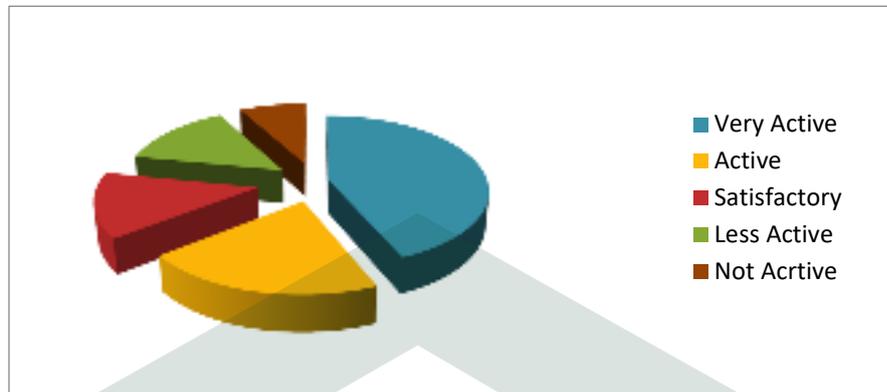
Based on research data in this cycle, is shown by the description in table 1 and diagram 1 above, which includes 28 students, 12 students are very active in writing class when the learning process is in progress, and the percentage reaches 42%, active students are five students, and the portion goes 21%. Eight students are less active, and the rate is 29%. Then, four students were not involved, and the percentages reached 8%. To achieve the specified criteria >75%, the classification is very active and active accumulates but only 63%. That's not the nominal percentage that was expected. After that, the researcher conducted interviews with students to prove the lack of teaching and learning activities in this cycle. According to the results of interviews with students, many of them are not active or less active because they feel less cooperative in study groups. Among them, some do not like each other, so their cooperation is not well established. It makes them less active and inactive in the learning process.

    d. Reflection

Based on the observation activities carried out by researchers with partners, it was not satisfactory because most of the students were still passive compared to the conditions of this cycle.

Most students are reluctant to write and are also unwilling to take writing classes with pleasure, and even most students look bored. When learning to write took place, the researcher found that some students did not do the assignments. Meanwhile, other group members were writing a description test, and then the less active students did not concentrate. Some fiddled with their phones, drew or wrote on their desks, and some even slept in class.

In this reflection, the researcher realized that giving writing assignments to students in groups and individually is better. So, all students will actively work on tasks individually.

Researchers make a new plan as a revision plan from this cycle (cycle 1) in the next cycle (cycle 2) because there are still weaknesses in implementing or using learning media, which need improvement.

3. **The Implementation of Cycle 2**

a. Planning

In this revised plan, the researcher prepared several almost identical preparations as in cycle 1. Still, before taking action in this cycle, the researcher hoped that students would be more active in writing class. To improve the weaknesses and maintain the success of cycle 1, the researcher made a different plan as follows:

1).In cycle one, the researcher gave writing assignments in the form of groups, and then each group had to present the result of the group work they made so that each individual would be active together.

2).In cycle one, the form of the bench was in groups, but in this cycle, the researcher asked students to arrange the bars in groups, but it looks like it will be in the form of a "U."

3).In this cycle, the researcher provides learning media in the form of videos, namely "Toy Story Movie." Although the learning media is the same as in cycle 1, in the second cycle, the researcher gave a video and asked the students to make their learning result in a paper and then present it together.

b. Action

All actions in this cycle are based on the revised plan. The material in cycle two is writing test descriptions through learning media in videos, namely "Toy Story Movie."

On September 21, 2021, cycle two was conducted. The activities that have been carried out in this cycle are as follows:

1). Opening Program

First, the researcher started the lesson by motivating students to be more active in writing in class and delivering the material for the last meeting. Furthermore, in providing a new atmosphere for students in the classroom, the researcher asked students to arrange a "U" shaped bench. In addition, to encourage students to write and have fun in the learning process, the researcher gave games to students.

2). Core Program

The researcher showed the media (video) prepared previously to students through the study group on mobile phone. Once, the researchers had created a particular group for cycle two so that each student could see the video on their respective phones. After watching the video, the researcher will ask students to make/write a description test based on the footage individually, and then each student will read the results of their answers in front of the class.

When the students read the description test in front of the class, the researcher always gave them support and motivation. Sometimes the researcher gave some expressions of praise to the students.

3). Closing Program

The researcher asked the students to sing a song together to celebrate their achievements in writing class. Before leaving the room, the researcher asked the students to arrange their respective seats in their original place. Researchers have also prepared several question sheets regarding student problems regarding theory and the learning process, which will be distributed to each student and filled in before the last meeting is closed.

During the learning process, researchers have observed all students' active participation with observation instruments provided by previous researchers. In addition, at the end of the meeting, the researchers also gave several awards or forms of appreciation for the best students during the learning process, and this research was carried out.

Table 7

The Result of Students Test in Cycle II

NO	STUDENT	SCORE	WHERE
1	AS	82	COMPLETE
2	AN	78	COMPLETE
3	AS	95	COMPLETE
4	ARA	100	COMPLETE
5	AN	93	COMPLETE
6	AL	100	COMPLETE
7	AI	79	COMPLETE
8	CT	89	COMPLETE
9	DA	97	COMPLETE
10	HA	100	COMPLETE
11	HS	100	COMPLETE
12	IN	92	COMPLETE
13	IS	78	COMPLETE
14	IA	97	COMPLETE
15	LS	89	COMPLETE
16	NAR	79	COMPLETE
17	NR	100	COMPLETE
18	NP	97	COMPLETE
19	RN	85	COMPLETE
20	RS	69	INCOMPLETE
21	SP	87	COMPLETE
22	SA	78	COMPLETE
23	TZ	78	COMPLETE
24	WAS	79	COMPLETE
25	WD	95	COMPLETE
26	YA	100	COMPLETE

27	YL	69	INCOMPLETE
28	ZK	85	COMPLETE
AMOUNT		2.570	
MEAN		91,7	

Based on the results of the evaluation of cycle two so that the average value of student learning outcomes for class VIII SMPN Satap Lumaring is obtained, the average formula is obtained $\frac{2570}{28}$= 91, so the average score of 28 students using the toy story movie media in making the description test above show that 28 students who took the evaluation test in cycle 2, students who got >75 as the KKM score were 26 students, and those who scored below the KKM as many as two students. If the value of student learning outcomes in cycle two is grouped into five categories, then student learning outcomes are presented as follows:

Table 8

Frequency and Percentage of Student Scores in Cycle 2

NO	Score	Category	Frequency	Percentage
1	80-100	Very Good	19	67.8%
2	70-79	Good	7	25.0%
3	60-69	Satisfactory	2	7.2%
4	50-59	Enough	0	0%
5	0-49	Bad	0	0%
Total			28	100%

Based on the table above, it can be seen that 28 students who took the test in cycle 1 turned out to be 19 students who got an excellent category, seven students who earned a score included in the superb category. These two students got a score including enough, 0 students who got a score included in the poor class. There are no students who earn a score, including the category of failure.

c. Observation

As in cycle 1, in this cycle the researcher and partner made an observation instrument to observe student activity in the learning process, which was carried out as follows:

Table 9

The Results of Active Student Participation in Cycle 2

Students	Very Active	Active	Satisfactory	Less Active	Not Active
AS	√				
AN		√			
AS	√				
ARA	√				
AN	√				
AL	√				
AI		√			
CT	√				
DA	√				
HA	√				
HS	√				
IN	√				
IS		√			

IA	√				
LS	√				
NAR		√			
NR	√				
NP	√				
RN	√				
RS			√		
SP	√				
SA		√			
TZ		√			
WAS		√			
WD	√				
YA	√				
YL			√		
ZK	√				
TOTAL	19	7	2		

Diagram 2

The Results of Active Student Participation in Cycle 2
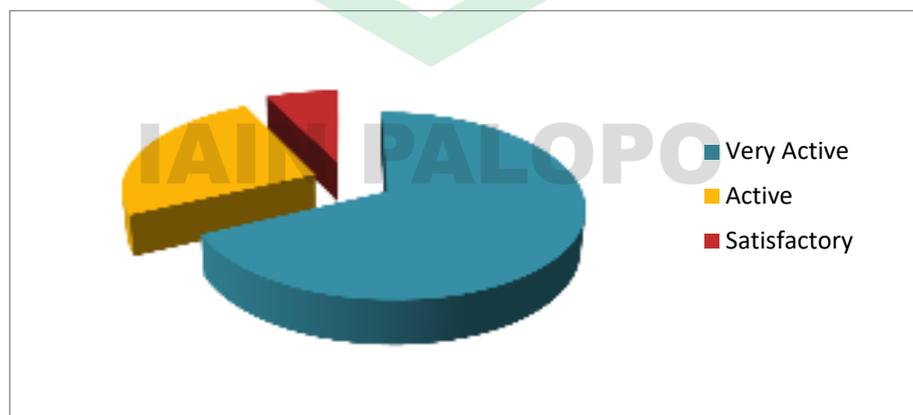
Based on research data, in this case, the description shows the cycle in table 2 and diagram 2 above, which includes 28 students; 19 students are very

active in class when the learning process is in progress, and the percentage reaches 68%. There are seven active students, and the rate is 25%. 2 students are less active, and the portion goes 7%, and there are no students who are not involved. To achieve the specified success criteria of < 75%, both very active and active classifications were accumulated, which turned out to be 93%. The expected nominal percentage has been achieved, meaning that this cycle is satisfactory because most students are very active compared to the conditions in cycle 1.

The researcher also believes that the success criteria in this cycle have been achieved by accumulating the very active and active percentages, which reached 93%. The students were very excited; the researcher and partner knew this from their faces and manners. They are also not at least always smiling when I look at them. Furthermore, the following are the results of the observations of the researchers and their partners in this cycle:

1) Students can write their ideas in writing assignments independently.

2) Students are more active in cycle two than cycle one because they can express their ideas in writing assignments.

3) Students feel encouraged because learning media helps them come up with ideas for writing test descriptions.

4) All students are involved in the learning process, and this will increase the success of learning.

To prove it, the researcher conducted interviews (Talk Show) with several students to demonstrate the success of teaching and learning activities. The

interviews showed that most of them did not experience problems in the learning process, especially when they finished writing assignments. They have many opportunities to explore their ideas for writing. In addition, the researcher managed to manage the class and make the students enjoy the learning process and very interested in following it at another time. They also agree that all teachers use research methods in teaching activities in all subjects.

d. Reflection

Based on the two explanations of cycle one and cycle two above using observation (checklist of students activities), interviews, and discussions between researchers and students, the researcher believes that the use of Toy Story Movie as a learning medium can improve students' writing skills in writing. Class well. The press makes them feel happy and enjoy while carrying out the learning process, mainly when they write test descriptions. To convince the researcher to believe, the researcher also prepared a questionnaire. The questionnaire data is presented in the following table:

Table 10

The Result of the Students Perception Through Questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	24	4		
2		22	6	
3			23	5

4	20	8		
5	17	11		
6	18	7	1	
7	21	5	2	
8	12	16		
9	21	4	2	1
10	18	8	2	
11	15	13		
12	16	11	1	
13	5	13	8	2
14	25	3		
'15	23	5		
16	12	14	2	

Based on table 1.7 above, most students show positive perceptions of each item that gives or displays positive statements. The positive information was numbered 1 to 2, numbered 4 to 15, and numbered 16. The ideas that showed negative perceptions were number 3, and only a few statements answered disagreeing perceptions.

These tables are descriptions or detailed explanations of the data used to determine students' perceptions of toy story films as learning media that encourage students to write test descriptions.

Class VIII SMPN Satap Lumaring showed positive perceptions as indicated by positive input and attitude towards using toy story films to encourage

students to write description tests in English. It is explained in detail on each item

of the

B.   **Discussion**

Based on previous findings, learning media in animation or film can encourage students to write in English. It can be discussed that using teaching media in the video toy story movie is an effective way to encourage students to write. It's supported by the active achievement of students, which increases in each cycle.

Graph 1

Percentage of Differences in Student Active Participation Results in

Cycle I and Cycle II
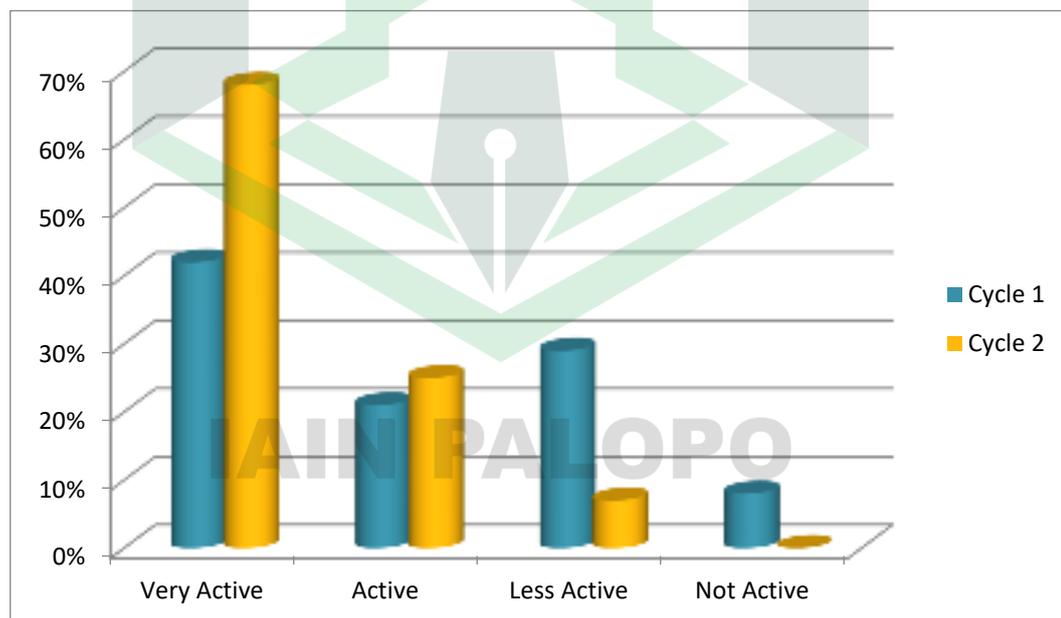
Based on the graph above, it can be seen that in cycle one, students were very active 47%, and in cycle two, it increased to 67%. In addition, student activity in cycle 1 was 18%, rising to 29% in cycle two. That is student activity

increases in the cycle. Meanwhile, students who were less active and inactive experienced a decrease in each process. It can be seen in the graph above that in cycle 1, less active students were 21% and decreased to 4% in cycle 2. Then students who were not involved in cycle 1 were 14%, and there were no students who were not active in cycle 2.

The students were not very active in cycle one compared to cycle two but increased in cycle 2. Based on the observation activities carried out by researchers and partners, cycle 1 was unsatisfactory because most students were still passive compared to the conditions in this cycled. Most of the respondents were reluctant to write and did not make the respondents who took the writing class happily, but most of the respondents felt bored. When the learning process was running in the writing class, the pair found some respondents did not do their assignments. While the other group members were writing a description test, less active students did not concentrate, fiddled with phones, drew or wrote something outside the material, fell asleep, and left the class. A cooperative strategy causes this. The researcher concludes that this strategy is not appropriate in learning to write. The researcher gave writing assignments to the respondents individually to be more active in the writing class and had the opportunity to write down their ideas on paper (writing a descriptive test).

As the definition of learning media says, learning media can convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning.[26] So, teaching media (Toy Story

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[26] *https://pintek.id/blog/media-pembelajaran/.* Accessed on June, 2021

Movie) is an effective way to improve students' writing skills. Mainly, because the learning media in the video makes students not easily bored learning and will be happier in the learning process, it is evident from the research findings in observing the active participation of students described above, and besides that, learning media is indeed suitable to encourage students to write description tests.

Even so, toy stories also have weaknesses that readers or future researchers must know. The fact is that the toy story movie has very long film duration and also has several series, so here researchers or readers definitely need to cut parts of the film, or be careful in choosing which parts are appropriate to be used as learning theories. Because of the very long duration, of course, researchers cannot accumulate this film to be watched in full if its function is as a learning medium. That's the shortcoming of the toy story movie that the next reader or writer must understand.

The researcher suggests that all English teachers practice this method because it is straightforward and flexible and can help us be more creative in teaching. And with video media, students can achieve cognitive, affective, and improved interpersonal skills because video media is the fastest and most accurate learning medium in conveying messages and will significantly help students' understanding.[27] So, an element of the principal responsible for implementing and developing the creativity of learning media, teachers are expected to encourage the quality of their teaching. The teaching and learning process is the core of the

[27]http://eprints.ummi.ac.id/354/3/33.%20PERAPAPAN%20VIDEO%20SEBAGAI%20MEDIA%20PELAJARAN.pdf. Accessed on 2017

transformation of knowledge from teachers to students. It is necessary to use learning media as the correct method to achieve learning objectives to achieve effectiveness and efficiency.

Apart from that, it can be said that the learning process in schools is an effort by the teacher to make students learn. Classroom activities that do not make students learn cannot be said to be a learning process. In fact, after observing at SMPN Satap Lumaring Kab. Luwu researchers can conclude that the learning process that occurs in the classroom is relatively ineffective. Still, after applying the Toy Story movie as a learning medium, students can be more active than before. The learning process is moderately effective because it is proven that this method can encourage students to learn, especially in writing class.

The second objective of this research is to find out students' perceptions of the learning media as a toy story movie that encourages students to learn. In chapter 2, the researcher has written that perception is the ability to perceive something/how to see or understand something.

The researcher gave this questionnaire to the students after applying the toy story movie as learning media. And it shows that it is related to students' perceptions of the use of toy story film media to encourage students to write in English. It's indicated by the high percentage of positive statements from each item in the 15 questionnaires.

Satisfying with learning is a critical word for learning media and means "removing obstacles that hinder the natural learning process." Sometimes some teachers make mistakes in teaching because they use failed strategies. It can be a barrier that will hinder the learning process and make students desperate to follow

the learning process. Indeed, a few teacher mistakes can make students feel bored, less active, and even inactive in the learning process.

In this research, the researcher used classroom action research to observe all student activities in the learning process. By using classroom action research, researchers and partners can easily remove all errors in the teaching and learning process. Based on these keywords, the researcher and partner have removed all teaching errors.

After making observations in the learning process in cycle 1, the observer found several errors that hindered the learning process as follows:

a) Some students are still daydreaming, fiddling with their cellphones, drawing, or writing something beyond the reach of the material. Some are even sleepy and fall asleep while the learning process is still going on.

b) Some students do not do the writing assignment from the teacher/researcher.

c) Some students cannot cooperate with their group mates.

To remove these obstacles, in reflection cycle one, the observer suggested making a plan in the next cycle (cycle 2). The observer indicated, "In giving writing assignments to the students in a groups" and making students/respondents more active, motivated, and interested. In joining the writing class and doing writing assignments, observers suggested that it would be good if the researcher changed the media. In this case, the researcher uses the Toy Story Movie media, which is slightly different from the Toy Story Movie, which was previously used in cycle 1.

Sometimes some students are afraid and ashamed of their teachers, so that in the learning process, they stay silent during the learning process. Based on the problem, I rely on the concept that "Bring their world to our world and deliver world to their world."

The above concept can remind us of the importance of entering students' world as a first step. It will give teachers permission to lead, guide, and facilitate their broad awareness and knowledge journey. By linking what the teacher teaches with an event, thought, or feeling obtained from domestic, social, music, art, recreational, or academic life. Once the connection is established, the teacher can bring students into the teacher's world and understand the world's content (material). It is where new vocabulary, models, metals, and other formulas are explained. As we explore relationships and interactions, both students and teachers gain further understanding, and our world is expanded to include students and teachers.

The development of science and technology increasingly encourages renewal efforts in using technological results in the learning process. Teachers are required to use the tools that the school can provide, and these tools may be following the developments and demands of the times. For this reason, teachers must have sufficient knowledge and understanding of learning media. Finally, with a broader understanding and more profound mastery of this subject, students can take what they know into the world and apply it to new situations.

The development of science and technology increasingly encourages renewal efforts in using technological results in the learning process. Teachers are required to use the tools that the school can provide, and these tools may be

following the developments and demands of the times. For this reason, teachers must have sufficient knowledge and understanding of learning media.

Because the learning process is a communication process and takes place in situations, the learning media occupies a reasonably necessary position as one of the tools or components of the learning system. Without the media, communication will not occur, and the learning process as a communication process will also not be able to take place optimally. And to prove valid data about the researchers finally chose to apply learning media in the form of videos (animated films), namely toy story movies, to increase students' interest in writing classes. The researchers also made several questionnaire items about this theory as follows: "The use of Toy Story Movies as a learning medium can encourage students' interest in writing in English, especially writing test descriptions."

According to the questionnaire, the researcher found an explanation that "It is proven that 20 (71.42%) respondents strongly agree, 8 (28.57%) respondents agree, and no respondents disagree and strongly disagree". The percentage strongly agree and agree (71.42% + 28.58%) is 100%, and > 75% means that most of the students/respondents are very encouraged or happy with learning media applied in the writing class.

So, based on the discussion above, the researcher suggests readers (especially teachers) be more creative and innovative in choosing the use of learning media in the classroom. In addition to this, teachers or readers must also be creative in managing classroom settings. Classrooms can also increase students' enthusiasm to learn, especially writing in class to make test descriptions.

Most people feel bored with the same situation, so it would be better if the teacher constantly changed the classroom format.

Classroom arrangements are significant in the learning process to encourage students to follow the learning process from beginning to end in each lesson. "Classroom arrangement is the language chosen by the teacher which is one of the teacher's approaches to establishing sympathy with students in the learning process."Based on the case, the researcher asked the students to change the shape bench in the class to be shaped like "U". And to prove valid data about this, the researcher also made several questionnaire items about this theory as follows: "Changing the formation of the bench in class every week can make you not bored to follow the learning process, especially in writing class."

According to the questionnaire, the researcher found an explanation that "It is proven that there are 21 (75.00%) respondents who strongly agree, 5 (17.85%) respondents agree, 1 (3.57%) and no respondents disagree and agree." The percentages strongly agree and agree (75.00% + 17.85%) is 92.85%, and > 75% means that most of the students/respondents strongly agree with this method and do not feel bored during the learning process.

In addition, to make students feel more enthusiastic in learning, the researchers also provided a game before starting the learning process. It's also one of the learning strategies that teachers must carry out to encourage students' interest in learning in the classroom. One form of pleasure from students is playing. Therefore, the researcher also gave a game to the students. And students gave a positive response about it, and they were happy to do it. To prove the theory, the researcher made a questionnaire item about the idea, as follows:

"Playing games before starting the learning process makes students happy and excited to learn in class."

The researcher explained that this questionnaire proved that 12 (42.85%) respondents strongly agreed, 12 (42.85) respondents agreed, and no respondents disagreed. The calculation of the percentage of strongly agree and agree is (42.85% + 42.85%) is 85.7%, and >75% means that most students/respondents give positive perceptions about playing games before learning to make students feel more happy and enthusiastic to learn.

Then, to make students study well and get good lighting and air circulation in the classroom, the researcher asked students to open the windows and doors. It's is very important because if the school does not have good lighting or air circulation, it can interfere with student comfort while studying in class. To prove this problem, the researcher made one of the questionnaire items about it. And the questionnaire is "Opening the windows and doors of the classroom gives students good lighting and air circulation, so they feel comfortable while studying."

In his findings, the researcher explained that there were 21 (75.00%) respondents who strongly agreed, 4 (14.28%) respondents agreed, and 2 (7.14%) respondents said they disagreed, and there were 1 (3.57)% respondents said strongly disagree. The calculations of the percentages of strongly agree and agree (75.00% + 14.28%) is 89.28%, and that is >75% meaning, is a good classroom management strategy because the classroom can get good lighting and air circulation. It can support the learning process, and most students give a positive perception about it.

Furthermore, the researchers also provided MP3 tap music radio. In this case, music is used to refresh students after carrying out the learning process. Therefore, researchers always turn on music (MP3) in the classroom and ask students to sing together before closing the lesson. Researchers can find out that this can motivate students to follow the learning process at the next meeting. It's because the students especially class VIII SMPN Satap Lumaring love music and can make them feel happy and refreshed.

The researcher highly recommends English teachers and all teachers apply this strategy. Another lesson that is suitable for the action research method in this class is "program." In this case, the program is character building that can foster students' motivation and interest in learning.

In every meeting (cycle one and cycle 2), the researcher always appreciated the students. Researchers always praise students in class, give applause, or even some awards. All the students/respondents were pleased and developed themselves to be better than before and become the best in their class. And besides that, there will be no more students who are less active.

Another celebration strategy carried out by researchers in this study is the provision of rewards. The point is that researchers always celebrate students who are successful in the learning process by giving a little prize. Researchers strongly believe that by providing tips, students will try to succeed in the learning process and become the best students in their class to get rewards. So, the researcher also highly recommends the teacher apply this step in their learning program.

Teaching writing in class through several learning strategies is an effective and exciting way to apply in any class and material/subject. This study suggests

that all activities in this research method are not for fun but more critical for helpful practice. The excitement of the learning process is only to get the motivation and interest of students/respondents to participate in the learning process.

Based on the explanation above, the perception of students shows that most respondents have a positive perception that using learning media in the form of videos, toy story movies as well as unique learning strategies encourages students to write and besides this method is a way of which is practical to be applied in the learning process, especially in the writing class and to encourage students to write.
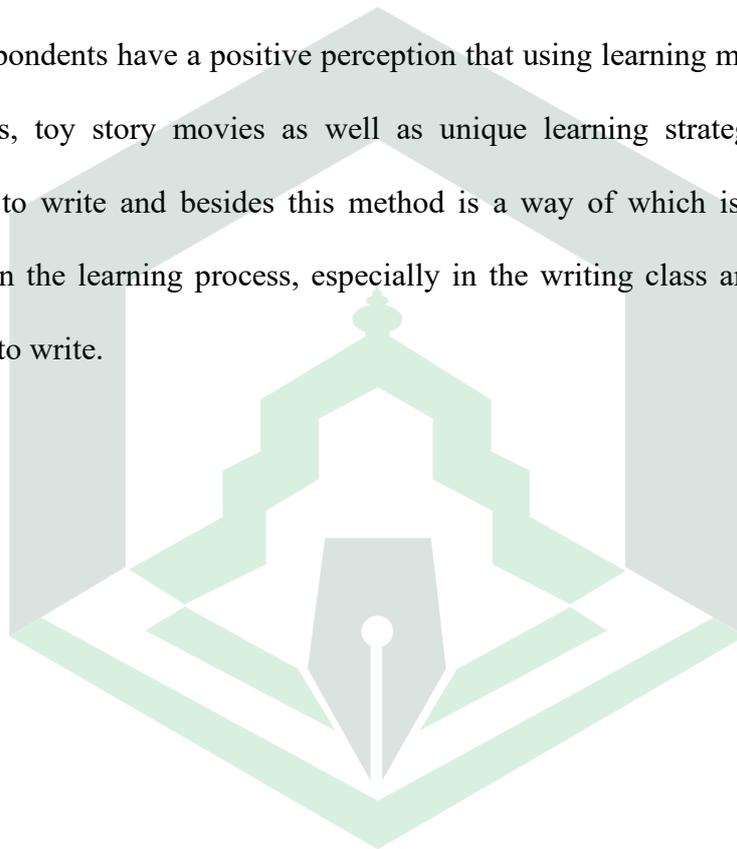
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and findings in the previous chapter (chapter IV).

A. Conclusion

Based on the description of the research results in the previous chapter, the researcher draws the following conclusions:

The results show that the toy story movie media's writing activity (Descriptive Test) could improve students' writing skills. The researchers also found the right way to teach English writing in the classroom by using several strategies are:

So, based on the discussion above, the researcher/partner concludes that the best way to write and be interesting to follow the learning process using media and learning strategies is:

1. The researcher started the class by greeting and then introducing himself. After that, the researcher motivated the students to be more active in the writing class and conveyed the learning objectives or learning materials.

2. Change the formation of the bench in class every week.

3. The researcher gave games to students to encourage students to learn and enjoy participating in the learning process.

4. The researcher asked the students to arrange the benches (chairs and tables), then opened the doors and windows so that the class got good lighting.

5. The researcher showed the media prepared previously to students through the study group on mobile phone.

6. After watching the video, the researcher will ask students to make/write a description test based on the footage individually, and then each student will read the results of their answers in front of the class.

7. Evaluate the learning process and give a rewards or awards in the form of small gifts to successful and most active students.

8. Play music/songs (MP3) at each closing activity in the learning process.

In this study, the use of toy story movies as a learning media turned out to give a positive response from many students. This is evidenced by the results of student questionnaires that have been analyzed by the authors and partners. In addition, this is also evidenced by the results of increasing students learning in the last cycle. Were, students succeed in cycle 1, getting an average value of 73.5. The acquisition of student learning outcomes in cycle 2 is 91.7, categorized as increasing student learning outcomes. The results of student/respondent perceptions of this research method also showed positive results.

B. Suggestion

Based on the conclusion above, the writer would like to make some suggestions as follows:

1. To develop students' motivation and writing skills in English writing class, teachers must apply toy story movie media or some efficient and unique media as one of the best ways to learn. English teachers must have a suitable teaching method, especially in English writing classes and any subject. Teachers must be

more creative in choosing learning media that are more effective, creative, and innovative.

2. To achieve the objectives of the learning process, English teachers must adjust the material and strategies they set in class, and the teacher must provide more intensive guidance so that students can know how to write well and make students feel happy and easy to write.

3. The researcher also suggests that other researchers who want to research learning media to be more creative and innovative in applying learning media.

4. Learning media should be used frequently to make it easier for students to understand the material presented and foster student interest and motivation.

5. The researcher realizes that this thesis is still not perfect. However, the author sincerely hopes that this thesis can contribute to English teachers and students.
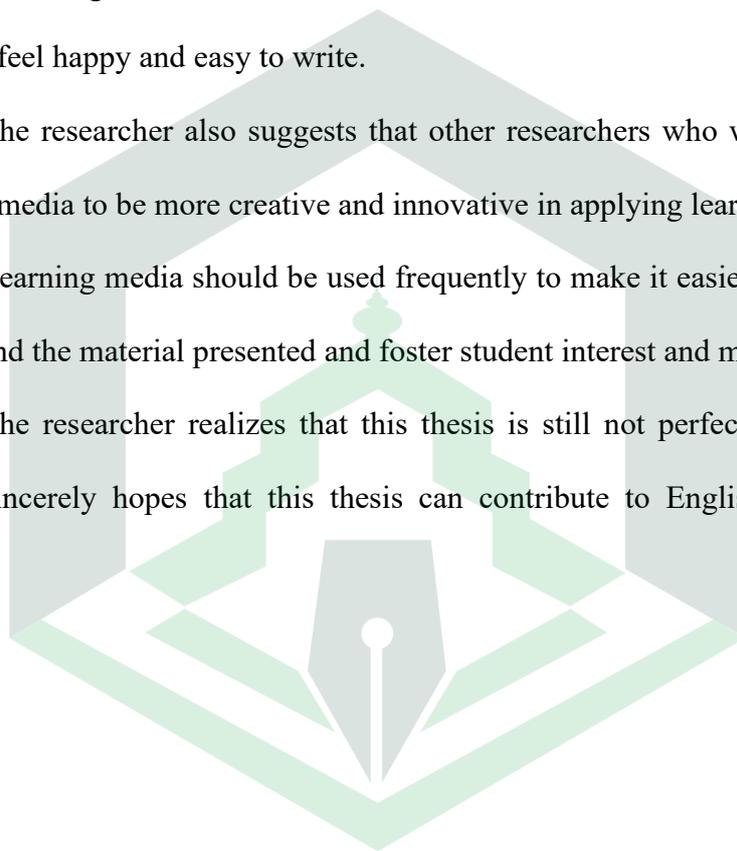
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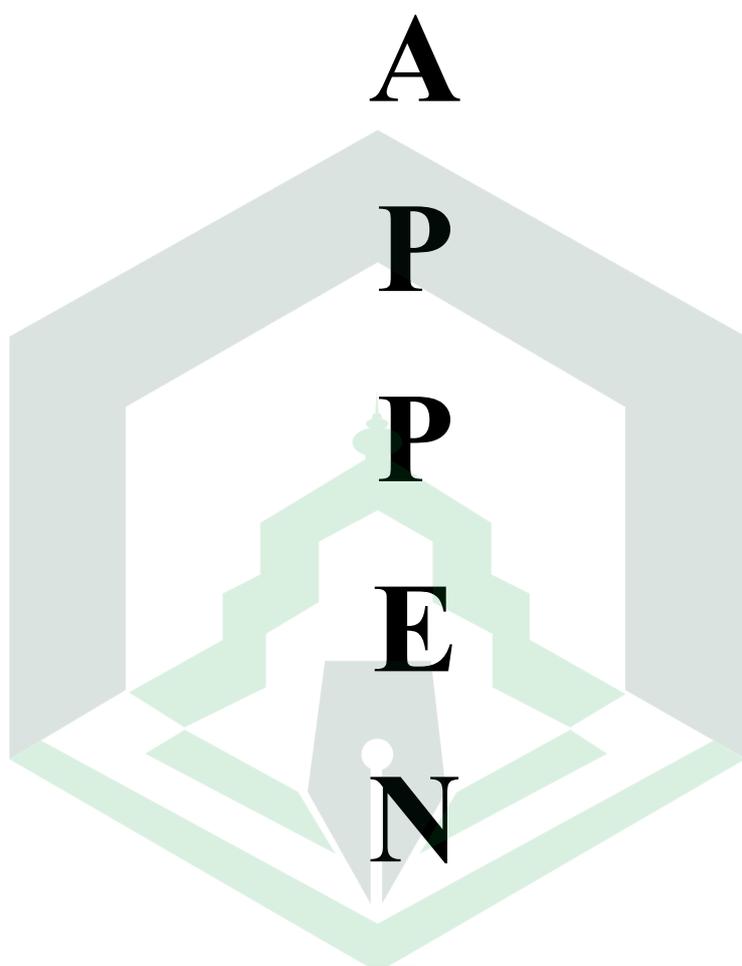
APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN
CYCLE I

Identitas Pembelajaran

Sekolah   : SMPN SATAP LUMARING

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII (Tujuh)

Waktu   : 2 x 40 menit

A. Tujuan Pembelajaran

1. Siswa mampu menjadi penulis yang baik dengan meningkatkan writing skills siswa.
2. Siswa mampu menceritakan kembali apa yang telah di simak sesuai dengan writing skills siswa.
3. Siswa mampu membangun dan meningkatkan kompetensi : critical thinking, communication, creativity, dan collaboration.

B. Materi dan Strategi Pembelajaran

1. Materi   : Writing (Descriptive Text)
2. Strategi
   a. Teori   : Construktivism
   b. Pendekatan   : Cooperative/Sosial
   c. Model   : PBL (Problem Based Learning)
   d. Metode   : Diskusi, Menulis
   e. Teknik   : Presentasi
   f. Fasilitas   : RPP, Lembaran Tugas, Video/Media.

C. Assesment Pembelajaran

1. Non Test   :-
2. Test :   :Test writing (Membuat Descriptive Text)

RENCANA PELAKSANAAN PEMBELAJARAN

CYCLE II

Identitas Pembelajaran

Sekolah : SMPN SATAP LUMARING

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Waktu : 2 x 40 menit

A. **Tujuan Pembelajaran**

1. Siswa mampu menjadi penulis yang baik dengan meningkatkan writing skills siswa.

2. Siswa mampu menceritakan kembali apa yang telah di simak sesuai dengan writing skills siswa.

3. Siswa mampu membangun dan meningkatkan kompetensi : critical thinking, communication, creativity, dan collaboration.

B. **Materi dan Strategi Pembelajaran**

1. Materi : Writing (Descriptive Text)

2. Strategi

   a. Teori : Construktivism

   b. Pendekatan : Cooperative/sosial

   c. Model : PBL (Problem Based Learning)

   d. Metode : Menulis

   e. Teknik : Presentasi (RolePlay)

   f. Fasilitas : RPP, Lembaran Tugas, Video/Media.

C. **Assesment Pembelajaran**

1. Non Test :-

2. Test : :Test writing (Membuat Descriptive Text)

DAFTAR ANGKET

D. **Petunjuk pengisian**

    5. Bacalah setiap pernyataan di bawah dengan baik, kemudian beri tanda "√" pada jawaban yang paling sesuai dengan keadaan anda sebenarnya.

    6. Kejujuran anda sangat di harapkan karena dengan demikian turut membantu kemurnian penelitian ini.

    7. Jawaban anda tidak mempengaruhi prestasi belajar anda di sekolah ini.

    8. Akhirnya atas bantuan dan partisipasi anda saya ucapkan terimahkasih!

E. **Identitas Responden**

    4. Nama   :

    5. Jenis Kelamin :

    6. Kelas   :

Selamat Bekerja!

F. **Pernyataan**

No	Pernyataan	Alternatif Jawaban			
		SS	S	TS	STS
1	Writing adalah salah satu kemampuan terpenting dalam Bahasa Inggris.				
2	Sebelumnya saya mempunyai kesulitan dalam menulis bahasa inggris.				
3	Saya pernah belajar dengan menggunakan media pembelajaran berbentuk video.				
4	Saya sangat senang belajar menggunakan media berbentuk video "Toy Story Movie" untuk menulis test deskripsi.				
5	Penggunaan toy story movie sebagai media pembelajaran mampu meningatkan minat belajar dan kemampuan menulis saya dalam proses pembelajaran.				
6	Saya lebih senang mengikuti proses pembelajaran yang menggunakan media di				

	bandingkan dengan proses pembelajaran tanpa media.				
7	Mengubah formasi bangku setiap minggunya membuat saya tidak bosan mengikuti proses pembelajaran di dalam kelas.				
8	Bermain games sebelum proses pembelajaran membuat saya menjadi senang dan semangat untuk mengikuti proses pembelajaran.				
9	Membuka pintu jendela dan pintu kelas membuat saya mendapat pencahayaan dan sirkulasi udara yang baik sehingga saya merasa nyaman saat belajar.				
10	Saya suka dan senang ketika ibu guru (peneliti) selalu memutar musik dan menyuruh siswa untuk bernyanyi sebelum mengakhiri proses pembelajaran.				
11	Ibu guru/peneliti mampu membuat saya lebih santai dan semangat untuk belajar di karenakan peneliti selalu memberikan saya motivasi untuk belajar dengan baik.				
12	Penggunaan toy story movie membuat saya mampu mendeskripsikan alur cerita berdasarkan hasil pengamatan saya.				
13	Saya lebih suka mengerjakan tugas secara berkelompok di bandingkan dengan cara individu.				
14	Saya senang ketika guru/peneliti selalu memberikan apresiasinya dalam bentuk pujian, tepuk tangan dan bahkan hadiah kepada siswa.				
15	Saya merasa telah mengembangkan diri saya jauh lebih baik dari sebelumnya (khusunya dalam meningkatkan kemampuan menulis saya).				
16	Saya jadi lebih percaya diri untuk mendeskripsikan hasil tulisan dan pengamatan saya di hadapan teman-teman saya.				

LEMBARAN OBSERVASI KEAKTIFAN SISWA

SIKLUS I

Mata Pelajaran   : Bahasa Inggris

Materi   : Writing (Descritptive Text)

Tanggal Pengamatan   : 16 September 2021

Jumlah Siswa Yang Diamati : 28 Siswa

Nama Guru (Researcher)   : Tiara Wulandari

Nama Observer (Researcher's Partner): Ridhayani Umar, S.Pd

N O	Kategori Pengamatan	Dilakukan		Penilaian				
		Ya	Tidak	1	2	3	4	5
1	Antusias siswa saat apersepsi							
2	Perhatian siswa terhadap guru pada saat penyampaian materi							
3	Keaktifan siswa dalam bertanya							
4	Keaktifan siswa dalam menjawab pertanyaan							
5	Keterampilan siswa dalam berpendapat atau mengkritik							
6	Interaksi siswa saat melakukan diskusi secara berkelompok							
7	Keterlibatan saat mengikuti proses pembelajaran							
8	Keaktifan siswa dalam mengerjakan tugas							
9	Penampilan hasil kerja siswa dalam kelompok (presentasi)							
10	Pengerjaan hasil evaluasi pembelajaran							
	Jumlah							
	Kriteria							

Keterangan :

1   = Tidak baik

2   = Kurang baik

3   = Cukup

4   = Baik

5   = Sangat baik

Keterangan	
Kriteria	Value
Aktivitas Sangat Kurang	≤ 45
Aktivitas Kurang	50- 59
Aktivitas Sedang	60 - 69
Aktivitas Baik	70 - 79
Aktivitas Sangat Baik	80 - 100

LEMBARAN OBSERVASI KEAKTIFAN SISWA

SIKLUS II

Mata Pelajaran   : Bahasa Inggris

Materi   : Writing (Descritptive Text)

Tanggal Pengamatan   : 21 Aeptember 2021

Jumlah Siswa Yang Diamati : 28 Siswa

Nama Guru (Researcher)   : Tiara Wulandari

Nama Observer (Researcher's Partner): Ridhayani Umar, S.Pd

N O	Kategori Pengamatan	Dilakukan		Penilaian				
		Ya	Tidak	1	2	3	4	5
1	Antusias siswa saat apersepsi							
2	Perhatian siswa terhadap guru pada saat penyampaian materi							
3	Keaktifan siswa dalam bertanya							
4	Keaktifan siswa dalam menjawab pertanyaan							
5	Keterampilan siswa dalam berpendapat atau mengkritik							
6	Interaksi siswa saat melakukan diskusi secara berkelompok							
7	Keterlibatan saat mengikuti proses pembelajaran							
8	Keaktifan siswa dalam mengerjakan tugas							
9	Penampilan hasil kerja siswa dalam kelompok (presentasi)							
10	Pengerjaan hasil evaluasi pembelajaran							
	Jumlah							
	Kriteria							

Keterangan :

      1   = Tidak baik

2 = Kurang baik

3 = Cukup

4 = Baik

5 = Sangat baik

Keterangan	
Kriteria	Value
Aktivitas Sangat Kurang	≤ 45
Aktivitas Kurang	50- 59
Aktivitas Sedang	60 - 69
Aktivitas Baik	70 - 79
Aktivitas Sangat Baik	80 - 100

DOCUMENTATION

DOKUMENTASI PENGISIAN ANGKET

DOKUMENTASI BERSAMA GURU MAPEL