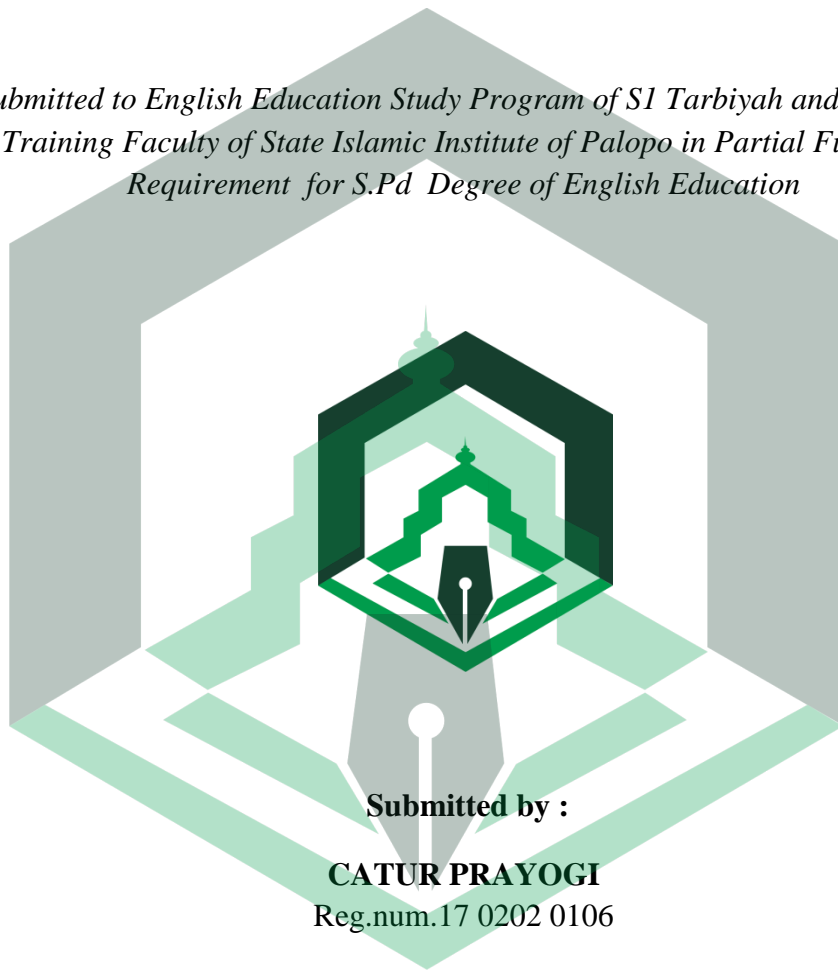


**USING ANIMATION VIDEO TO IMPROVE STUDENTS'
ABILITY IN WRITING PROCEDURE TEXT
AT THE NINTH GRADE OF
SMPN 1 LAMASI**

A Thesis

*Submitted to English Education Study Program of S1 Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfill of
Requirement for S.Pd Degree of English Education*



Submitted by :

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Reg.num.17 0202 0106

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC
INSTITUTE OF PALOPO
2022**

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**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC
INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitled “Using Animation Video to Improve Students' Ability in Writing Procedure Text at the Ninth Grade Of SMPN 1 Lamasi” which is written by Catur Prayogi, REG. Number 17 0202 0106. S1 English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session, which is carried out on Thursday, 22nd September 2022 M, coincided with 25th Safar 1444 H. It is authorized and accepted as partial fulfillment for S.Pd. degree in English Language Teaching.

Palopo, 22nd September 2022 M
25th Safar 1444 H

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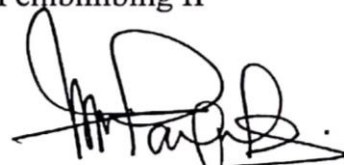
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With all awareness and consciousness, the researcher who signed below, pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied made by other people as a whole or partially, it causes this thesis is invalid for law.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits this thesis is not perfect, so the researcher will accept the readers' suggestions to improve. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all the people who have helped the researchers. This thesis can be helpful and positively contribute to the readers and others. The researcher dedicates this thesis.

Palopo, 10th June 2022

The Researcher



Catur Prayogi

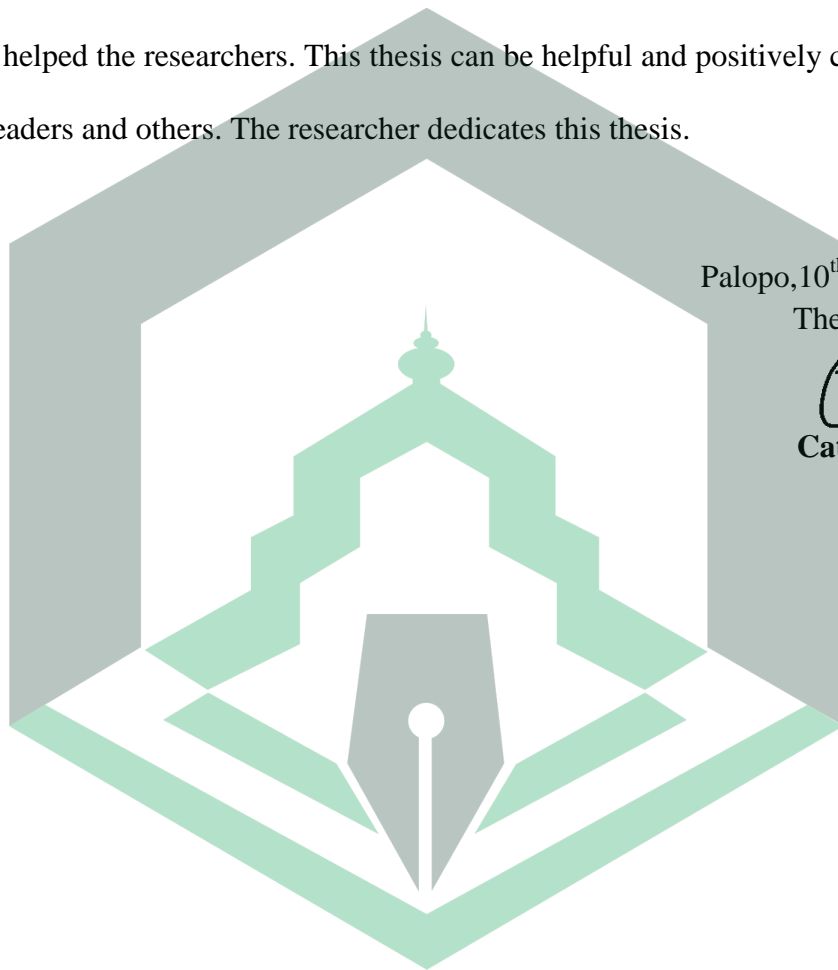


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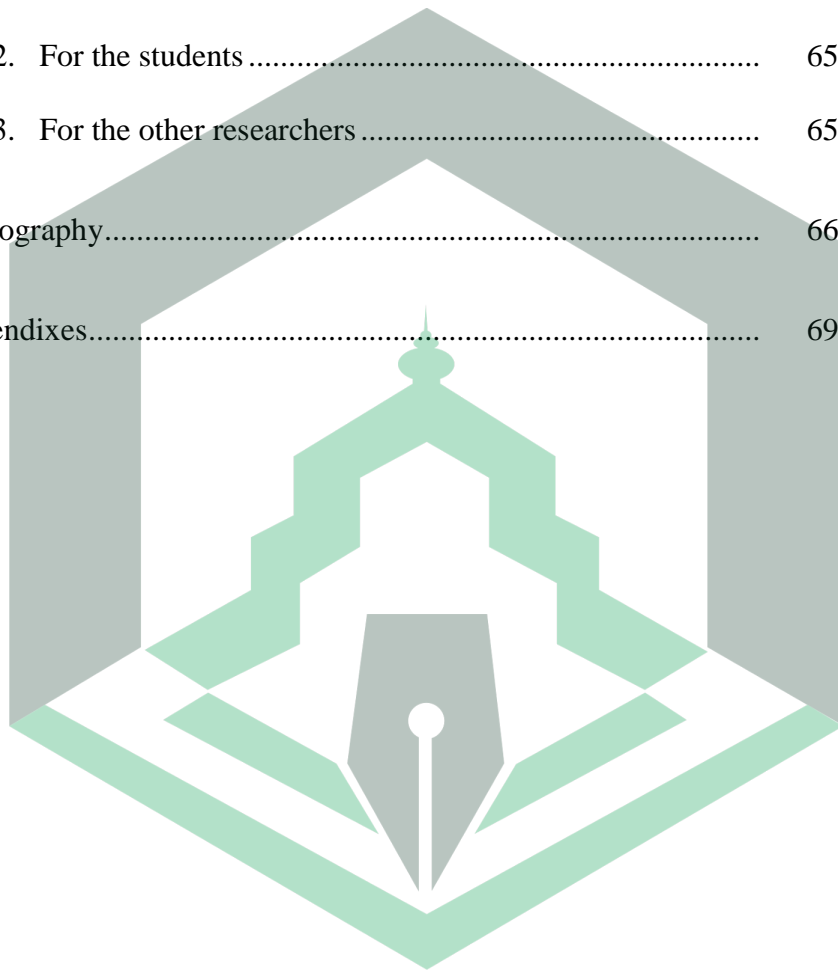
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ABSTRACT

Catur Prayogi, 2022, "Using Animation Video to Improve Students' Ability in Writing Procedure Text at the Ninth Grade of SMPN 1 Lamasi". Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo. Supervised by : (1) Madehang, S.Ag, M.Pd, and (2) Amalia Yahya S.E, M.Hum.

This research was conducted to know whether animation videos improve the students' skill in writing procedure text in the ninth grade of IX F class of SMPN 1 Lamasi. The IX F class of 29 students was the subject of this research. The researcher employed Classroom Action Research (CAR) as the research method. The researcher adopted Kurt Lewins' model design. The researcher and the English teacher at SMPN 1 Lamasi then worked together to conduct this research. The English instructor was an observer, and the researcher was a teacher. The author used animation film to teach procedure writing. This research was carried out using the action research techniques of planning, acting, observing, and reflecting. The research was conducted over four cycles. The results of this research were acquired using observation sheets, interview instructions, and tests. This research revealed an improvement in the students' ability to write procedure language utilizing animation videos. During the previous cycle, the majority of students gradually improved their grades. The English lesson received a Minimum Master Criterion- Kriteria Ketuntasan Minimal (KKM) score of 75. The pre-test means score for the students was 63.51. The post-test I mean score was 74. The post-test II mean score was 80. Furthermore, it was discovered that 62% of students passed the KKM in the first cycle, and 89.65% passed the KKM in the last cycle. This research met the success requirements of 75% of students who passed the KKM. The classroom environment improved during each cycle's teaching and learning process. Furthermore, both the English teacher and the students were enthusiastic about carrying out the deed. As a result, it is possible to conclude that animation movies can increase students' ability to write procedure text.

Keywords: *Writing, Procedure text, animation video.*

CHAPTER I

INTRODUCTION

A. Background

English as a foreign language is crucial in Indonesia for developing science and technology and building contacts with others. English learners must master four abilities to learn English. Reading, speaking, listening, and writing are examples. Writing is the most important of the four skills for practically everyone studying English. People can articulate their ideas or convey their feelings about a piece of information more fluently through writing.

Writing is a productive skill. According to Bram (1995: 7), writing means attempting to produce or reproduce the written message.¹ Meanwhile, Jonh M. Swales and Christine (1994: 34) define writing as a complicated sociocognitive activity that involves the generation of recorded messages on paper or other material and much more recently, on a computer screen.²

Writing is an excellent way for students to enhance their skills. Writing as part of language skills must be taught to students as thoroughly as possible by the teacher. It requires many aspects that must be studied and practiced on a regular basis because, when writing, students must keep their purpose in mind and consider how to organize their ideas. Furthermore, writing is an important communication skill that allows us to convey our ideas, feelings, and opinions.

Students at SMPN 1 Lamasi usually find some difficulties when they have to learn to write. The students are not so interested in learning writing, and their

¹ Barli Bram, *Write Well-Improvig Writing Skills* (Yogyakarta: Kanisius, 1995),7.

²John M Swales and Cristine, *A course for Nonnative Speakers of English* (New York: University of Michigan,1994), 34.

writing ability is still low. They could not write their ideas in writing, especially procedure text, because they did not understand well how to compose good writing. According to Anderson, a procedural text instructs the reader on how to make something, do something, or get somewhere.³ The goal of teaching writing procedure text is for students to be able to write the generic structure of procedure language accurately. The generic structure consists of a purpose, a substance, and steps.

Writing in English is usually viewed as a difficult ability to learn. As a result, the teacher must design an appealing teaching technique to make writing easier to learn. The teacher requires media to transmit the lesson more readily. Using a variety of media, according to Brown, enhances the possibility that students will learn more and remember more of what they learn to improve their performance of the skill they are supposed to acquire.⁴ Many media can be used to teach procedure text such as pictures, illustrations, realia, and video. In this case, the researcher used video, especially animation video, to improve students' ability to write procedure text because animation video is an interesting media that can help students learn to write. The importance of video as a language teaching aid, according to Stemplesky (1990: 3-4), is twofold. First, video can boost student motivation. Second, video can be used for communication. Third, video can be used to demonstrate the nonverbal part of communication.⁵

³Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra: Mc Millian Education Ltd, 1998), 28.

⁴Douglas Brown, *Teaching by Principle : An Interactive Approach to Language Pedagogy*, Second edition (San Francisco: Longman, 2001), 2.

⁵S. Stemplesky and B. Tomalin, *Video in Action* (New York: Prentice Hall, 1990), 3-4.

Based on an interview with some of the students at SMPN 1 Lamasi, they said that they did not like learning English because the teacher rarely used interesting methods and the students lacked motivation to learn, which affected the difficulty of understanding the lesson.

Because of the reasons above, the researcher conducts action research in SMPN 1 Lamasi using animation video to teach writing procedure text.

B. Problem Statement

Based on the problem in the background, the researcher formulated the research question as follows:

How is the animation video used to improve the students' ability to write procedure text in the Ninth Grade of SMPN 1 Lamasi?

C. Objective of the Research

Based on the problem statement, the objective of the research is as follows:

To find out of the use animation video to improve the students' ability in writing procedure text.

D. Significance of the Research

The result of this research is expected to give theoretical and practical meaningful contributions to English and the learning process.

1. Theoretically, the results of this research can support the existing theory of teaching writing, particularly the teaching of writing procedure text.
2. Practically, the findings of this research can aid in the teaching and learning of English as a foreign language, especially for :

- a. For the students: Animation video gives them pleasure and relaxing learning so that they will not get bored and motivate themselves to study hard.
- b. For the teachers: this research can be used as a resource to help teachers enhance their students writing skills through animation videos, especially for the English teacher in SMPN 1 Lamasi.

E. Scope of the Research

This research aims to improve students' capacity to create procedure material, particularly sentences, at SMPN 1 Lamasi. In classroom action research, the researcher uses her findings.

F. Definition of Terms

In this part, the researcher gave an operational definition of a few terms of the topic :

1. Writing ability is a complex process of changing thoughts and ideas, deciding how to communicate them, and putting statements and paragraphs on paper to make them visible and concrete.
2. An animation video is a moving image created by a collection of numerous elements specially arranged so that they move in a predetermined order at each time. It is also an interesting medium for improving students' writing abilities, particularly procedural text.
3. The procedure text describes how something is accomplished through activities or procedures.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher found some previous studies which are closely related to this research. Those are :

Kristianilisma Vera et al. (2019) researched *Improving Students' Skill in Writing Narrative Text through Animation Movies*. This research aims to find how animation movies can improve students' skill and ability in writing narrative text at SMP Swasta TD Pardede Foundation at VII grade in the academic year 2018/2019. This research used classroom action research and was conducted in two cycles. This research used quantitative and qualitative research to collect data. Researchers conducted a test. Then, the result showed that teaching students skills in writing using video could improve students' skills in writing narrative text.⁶

There are differences between this research and the research above is: First, this research aims to find out how to improve the ability to write procedure text using animation video, while the research object aims to find out the animation movies can improve students' skills and ability in writing narrative text. Second, this research takes a sample of IX grade, while the research object takes a sample of VII grade. Then there are similarities between this research and the research above: First, the same as using the classroom action research method. Second, this research and research above test to determine students' abilities.

⁶Kristiani Lisma Vera et al, "Improving Students ' Skill In Writing Narrative Text Through Animation Movie," *Linguistic, English Education and Art (LEEA) Journal* 3, No.1 (2019): 30–37, <https://doi.org/10.31539/leea.v3i1.1000>.

Muhammad Afthon Muzakky (2016) researched *Optimizing Animation Video to Enhance Student's Writing Skill of Procedure Text (A Classroom Action Research to the Seven Grade Students of SMP Ma'arif 1 Ponorogo in the 2015/2016 Academic Year)* and concluded that in the research, there were two descriptions. Firstly, using animation videos as teaching media can improve students writing skills, especially for writing procedure text. As mentioned in the research findings, it is considered that the students had positive progress in the writing procedure text. Based on the result of teaching writing using animation video, the percentage of passed students of the test in the first cycle is 33,33%, and in the second cycle is 90%. Secondly, animation videos give students a fun experience in writing and can improve the situation during teaching and learning.⁷

The differences between this research and the research above are: First, this research aims to find out how animation video is used to improve students' skills, while the research object aims to determine the extent to which animation video can be used to improve students' writing. Second, this research focuses on how to make food and drinks, while the research object focuses on how to use something. Then there are similarities between this research and the research above, which is the same as using the classroom action research method and animation video, but the content is different.

Rizki Candra (2011) researched *The Effectiveness of Using Animation Movies as A Medium to Improve the Students' Writing Skill of Narrative Text (a Case of the Tenth Grade Students of SMA Negeri I Wanadadi in the Academic*

⁷Mohammad Afthon Muzakky, "*Optimizing Animation Video to Enhance Student's Writing Skill of Procedure Text (A Classroom Action Research to the Seven Grade Students of SMP Ma'arif 1 Ponorogo in 2015/2016 Academic Year)*" (Unpublished Thesis: STAIN Ponorogo, 2016).

Year 2010/2011). This research is an experimental study that answers how effective the use of animation movies contributes to improving the students' ability to write narrative text for the tenth-grade students. Two groups are used in this research: the experimental group and the control group. The two groups received different treatments. The experimental group was taught to write narrative text using animation movies, while the control group was taught using the conventional method. Then, this research concludes that animation movies can help students develop their ability to write a narrative text, and animation movies can help students improve their ability to write narrative texts.⁸

The differences between this research and the research above are: First, this research uses a classroom action research method, while the research object uses an experimental research method. Second, this research train students' ability to write procedure text, while the research object trains writing narrative text. The similarities between this research and the research above namely the same as researching writing skills.

Detiya Aprilian and Sriati Usman (2020), in their journal *The Implementation of Video to Improve Students' Writing Procedure Text*. This research aims to determine whether using video can improve students' ability to write procedure text. This research applied a quasi-experimental research design. The samples of this research were grade IX A as the experimental class, which consisted of 24 students, and grade IX D as the control class, which consisted of

⁸Rizki Candra, "*The Effectiveness of Using Animation Movies As a Medium to Improve the Students' Writing Skill of Narrative Text (a Case of the Tenth Grade Students of SMA Negeri 1 Wanadadi in the Academic Year 2010/2011)*" (Unpublished Thesis: Universitas Negeri Semarang, 2011).

22 students. They were selected by using random cluster sampling. Then, this research concluded that video during recovery positively impacted the students during the teaching and learning process.⁹

The differences between this research and the research above are: First, this research uses the classroom action research method, while the research object uses the quasi-experimental method. Second, this research took a sample of only one class totaling 29 students, while the research object sampled two classes totaling 46 students. Third, this research uses animation video, while the research object uses video.

B. The Concept of Writing

1. Definition of Writing

Writing is the hardest talent to learn and should be taught after students have mastered the other skills. However, students are expected to be able to write well in this setting because writing allows students to communicate their ideas on paper and make them known to readers. Writing is the most challenging ability for second or foreign language learners to master, according to Richards and Renandya (2002:303). Not only is it tough to generate and organize thoughts, but it is also challenging to translate these concepts into understandable language.¹⁰

Writing is a necessary talent that should not be overlooked. Because students must know how to produce grammatically acceptable text and understand

⁹Detiya Aprilian, and Sriati Usman, "The Implementation Of Video To Improve Students'writing Procedure Text," *e-Journal of English Language Teaching Society (ELTS)* 8, no. 2 (2020): 7-8, <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/16488/11906>.

¹⁰ Richard and Renandya, *Methodolgy in Kanguage Teaching: An Anthology of Current Practice*, Second Edition (Cambridge: Cambridge University Press, 2002), 303.

the meaning of phrases to be taught writing. According to Hughes (2003:100), writing requires the writer to comprehend components such as syntax, organization, vocabulary, mechanics, and content because successful writing requires those aspects for the readers to understand. When writers can write well, it fosters healthy communication between writers and readers.¹¹

Writing is a thinking process in which ideas are formed and focused on more relevant concepts. Therefore, it is more than just translating words into writing symbols. According to Khoiriyah and Mahendra (2017:279), writing conveys information, thoughts, experiences, and ideas in written form.¹²

Writing is communicating thoughts and ideas in a readable form by employing symbols (letters of the alphabet, punctuation, and spaces). From some concepts of writing, it can be concluded that writing is a medium of human communication that involves representing a language with symbols. In writing, students can express their ideas on paper and be understood by the reader.

2. Process of Writing

Harmer 2007 implied that the procedure has four major components. The researcher works due to these procedures to generate an impressive ending written structure. That concluded what the process of writing a definition is.¹³

¹¹Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 100.

¹²Khoiriyah and Mahendra, "Promoting Flipped Classroom Model in Teaching Writing of EFL Learners," *The fourth international conference on language, society and culture in Asian Contexts 2017*, KnE Social sciences (2016): 279. <https://knepublishing.com/index.php/KneSocial/article/DOI:10.18502/kss.vli3.748>.

¹³Harmer, *How to Teach English* (Essex: Pearson Education Limited, 2007), 58.

a. Planning

The authors plan out their writing. They must evaluate three major writing challenges before beginning to write. The issue is their writing's aim, audience, and content organization.

b. Drafting

After the author plans what to write, they make the step draft. Their draft can be modified. Since there is an editing stage, many drafts can be prepared until the final version.

c. Editing

At this point, the author reviews his work again to check if his writing is unclear. They also ensure that the draft's grammatical structure is correct. The author is free to revise their original draft. They can modify the different forms of words for a certain statement. Furthermore, readers or editors of other people's comments or editors frequently reflect and revise.

d. Final Version

After editing and revising the draft, the author will make its final version. When an author changes many things during the editing phase, the final product may look different from the first draft. However, the author is now ready to send the written text to the intended audience.

The writing process refers to the several steps a writer must take to write. Writing, according to some experts, is a process with several steps. Willy and Jack

C. Richards outlined the four major steps of the process of writing: planning, drafting, revising, and editing.¹⁴

a. Any classroom activity that encourages students to write, such as group brainstorming, clustering, fast free writing, WH Questions, and so on, is considered planning (free-writing).

b. Drafting (Writing) is a stage in which writers concentrate on writing flow rather than grammatical accuracy or neatness.

c. Revising is reviewing the text based on the feedback provided during the responding stage and reexamining what was written to determine how well the writer communicates the meanings to the reader.

d. Editing is the stage in which students tidy up their texts as they prepare the final draft for teacher evaluation; they edit their own or their peers' work for grammar, spelling, punctuation, diction, and sentence structure, among other things.

Grenville, on the other hand, argued that writing is a process that includes the following steps:

- a. Getting inspiration (in no particular order).
- b. Deciding (selecting the ideas you think will be most useful).
- c. Outlining (putting these ideas into the best order - making a plan).
- d. Drafting (doing the first draft from beginning to end, without going back).
- e. Revising (cutting, adding, or moving parts of this draft where necessary).
- f. Editing (proofreading for grammar, spelling, and paragraphs).¹⁵

¹⁴Jack C. Richard and Willy A Renandya, *Methodologi in Language Teaching*, (New York: Cambridge University Press, 2002), 315.

The statements made above led the author to conclude that those two thinkers had divergent viewpoints on the writing process. They do, however, serve a function. Students receive several deliberate learning opportunities throughout the writing process that help them comprehend the nature of writing at each stage. As a result, the writing process is crucial to producing better writing and can foster favorable attitudes about writing.

3. Types of Writing

The different types of writing systems in the native language are important in determining how simple it is for students to learn to write. According to Finnochiaro, there are two types of writing.¹⁶

a. Factual or Practical Writing

This style of writing is concerned with fact. It can be found in the writing of letters and summaries by the writer.

b. Imaginary Creative Writing

This style of writing is most commonly used in literature. Novels, romances, fantasies, science fiction, and adventure stories are all examples of imaginative prose.

The writing assignments given to students can vary depending on their age, interest, and skill level. Beginners, for example, may be asked to write a simple sentence. If a challenge is set for young learners, the teacher can ensure

¹⁵Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), 8.

¹⁶Marry Finnochiaro, *English as a Second Language: from theory to practice*, (NY:Regents Publishing Company, Inc,1974), 85-86.

that the students have enough vocabulary to complete it, as well as for intermediate and advanced students.

4. The Importance of Writing

Writing is significant since it is utilized so frequently in higher education and the industry, claims As Walsh (2010). Students who struggle to communicate in writing will have trouble interacting with peers, instructors, and other adults. For college students or qualified graduates, proposals, memos, papers, applications, preliminary interviews, e-mails, and other kinds of professional communication are all part of daily life.¹⁷

C. The Concept of Procedure Text

1. Definition of Procedure Text

The purpose of a procedure text is to explain how something is accomplished through a series of steps or actions. According to Anderson (2007:50), a procedural text is a passage of text that provides instructions for doing an action.¹⁸ A procedure text is a text that describes or guides us through the process of making or using something. Its social intent is to explain how something is achieved in a series of steps.

In a method text, the author explains how something is performed through a series of phases, following Siahaan and Shinoda (2008). The four parts of a procedure: text-goal, material, method, and re-orientation, describe how something is performed through a series of steps.¹⁹

¹⁷K..Walsh, *The Importance of Writing Skill*, (Online tools to encourage success, 2010), 48.

¹⁸Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Malaysia: MacMillan, 2007), 50.

¹⁹Siahaan and Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 35.

From the above explanation, it can be concluded that a procedure text is a text that contains commands or steps in doing something. In other words, the object of this procedure text is to show how something is accomplished in a sequence of steps.

2. Social Function of Procedure Text

The social function of procedure text is to instruct others about how to do something, create something, or operate something.

3. Generic Structure of Procedure Text

There are three generic structures of procedure text, they are²⁰ :

- a. The aim/goal is located in the text's title and is used to indicate the purpose of the text. Example: How to Make A Slice of Pancake.
- b. Ingredients/materials contain materials or tools needed to carry out the process. Example: The materials to make an omelet are an egg, onion, vegetable oil, salt, and pepper.
- c. Steps/methods contain the methods or steps taken to achieve the objectives in the text.

4. Significant Lexicogrammatical Features of Procedure Text

Procedure texts include important lexicogrammatical elements that underpin their form, social function, and generic structure. These include:

²⁰<https://shawless.net/procedure-text/> accessed on Mei 28th, 2021

a. Simple Present Tense, especially imperative form

Procedure texts eventually serve the social purpose of directing others. A present-tense imperative verb is thus utilized to convey the instruction in this sentence. Obtain, chop, cut, stir, add, boil, grind, etc., are a few examples.

b. Connective of sequence

Sometimes, that is insufficient to create a clear directive in the present tense imperative. However, words like then, after that, next, finally, etc. are necessary to improve it and make it easier to understand. Comparative sequences are these.

c. Numbering

Numbering serves the same purpose as a sequence comparison in this context. It will be necessary if the author wishes to demonstrate several sequences, such as first, second, third, fourth, etc.

5. The Example of Procedure Text

Goal: How to make a glass of coffee

Ingredients: Water, sugar, coffee, glass, spoon, kettle

Steps :

- a) Boil the water first
- b) Second, put two spoons of coffee and two spoons of sugar, and put them into a glass
- c) Next, pour the hot water into a glass
- d) Then, stir it gently
- e) Finally, your coffee is ready to drink

Everyone understands how to write procedure text due to the previous example. They must first establish a goal. Second, they compile a list of the materials needed to perform the procedure, such as the sorts of chemicals. Finally, they require steps to achieve the goal of brewing a glass of coffee.

D. The Concept of Media

1. Definition of Media

According to Association for Educational and Communication Technology (AECT), media is a whole of shape utilized for the information channeling process. At the same time, National Educational Association (NEA) defined media as the object manipulating sightseeing hearing. Reading or talking with the instrument used in the learning-teaching process can influence instructional programs effectively.

Media is something that gives a message and stimulates the brain of the student's feelings and desires to make the learning process for them using media creatively that will get.²¹

From the explanation above, we can take the conclusion that media is something that distributes messages and influences our sightseeing, hearing, reading, and talking until the students are interested in the subject that they are going to learn.

2. The function of Media

Media serves the following purposes:

²¹Asnawir Usman, *Media Pembelajaran*, First edition (Jakarta: Ciputat Press, 2002), 86.

- a. Media can overcome the limited experience that the students had individually experienced in different ways and the society determiners of their experience.
- b. Media can overtake the classroom. Children face many tough things directly in the classroom, such as objects that are too large or too small, closely monitored motions, sometimes lists, and sometimes slow. As a result, the media can help to fix the problem.
- c. The media option allows for direct contact between students and the environment. Physical and social cues can be used to communicate with students.

3. Classification of media

Media is divided into four categories:

- a. Visual aids are visible objects. Some examples are film strips, transparency, movie projection, blackboard, picture, posters, maps, and charts.
- b. Audio, audio aids can only be listened to. For instance, recording, radio, tape recorder, and so on.
- c. Visual and auditory aids can be seen and heard. Consider movies and television.
- d. Dramatize pageantry, pantomime, socio-drama, and demonstrations, for example.

E. Animation Video

1. The definition of animation video

Animation is derived from the Latin word 'anime,' which means to impart life and energy to anything by making it appear to move. Animation video is a technique that manipulates figures to make them appear to be moving visuals.

According to Heinich, Molenda, and Russel (1982 : 193), the animation is a method in which the filmmaker lends motion to otherwise lifeless things. Then, video is becoming an increasingly popular tool for teaching English.²²

According to Harrison and Hummell (2010), an animation video is a fast display of a series of static pictures that give the illusion of motion.²³ Students like learning with videos because videos are interesting, challenging, and stimulating to watch.

If you are trying to learn English, the video gives you not only the pronunciation and all the information seeing a picture of what is happening, which I think is very helpful, but the video is also powerful in the fact that they give you sounds and background and a lot of other unspoken parts of our English language, which I think is very important. Based on the definition above, it is possible to deduce that an animation video is a fascinating film that can help attract students' attention to learning.

2. Animation video as a media

The usage of media in the teaching and learning process benefits the students. Students' achievement will improve if they comprehend the lesson being studied. Video is one approach that influences students' enthusiasm for studying. Mastery of the subject delivered must be balanced with the technology used. The language learner might benefit from various media and visual presentation

²²Heinich, Molenda, and Russel, *Media and the new technologies of instruction*, (Canada: USA, 1982), 193.

²³Harrison and Hummel, *Incorporating Animation Concepts and Principles in STEM Education The Technology Teacher*, (Canada: USA, 2010), 20-25.

approaches. As a result, as long as audio-visual materials are used at the appropriate time and location, they all favorably contribute to language learning.

The computer and the internet as audiovisual tools have advantages over other media. As stated in Sadiman et al. (2008: 9), the use of audiovisual aids such as animated video functions as a medium to convey the message or the information in the study.²⁴ Many teachers use video to introduce a topic, present content, provide repair, and increase enrichment. Video segments can be used in the classroom teaching environment with small groups and individual students. The short video time allows teachers full flexibility and increases learning tailored to the needs of students directly.

Teachers typically employ teaching aids (teaching aids) in the form of drawings, models, or other items that can provide real experience and incentive to learn, as well as better absorption, to deliver the message of learning. Video learning is one type of computer-based instructional medium that has been developed. Video is an audio-visual medium that generates a moving image and natural or enhanced sound. A training film can present/display challenging objects that can be brought immediately to the classroom. Students will benefit immensely from video lessons in mimicking, following, imitating, and comprehending the sequence of activities that must be accomplished.

The video capability for picturing the subject is beneficial in enabling a teacher to present material, such as illustrating specific motor movements, facial

²⁴Arief S. Sadiman et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: PT. Raja Grafindo Perkasa, 2008), 9.

expressions, and the specific surroundings. Using video, the teacher can concentrate on certain aspects of the model.

As teaching and learning media, teachers can employ animation or visuals. In this study, the researcher employed animated videos as media to teach writing in junior high school. Animation video is intimately associated with children and teenagers and offers exciting moving pictures with a simple, uplifting message.

The study employed animated videos to teach writing skills in an English class, specifically procedure texts. The animation videos were downloaded from the internet (YouTube) and did not take long. They were between two and five minutes. Students must pay close attention to the videos and extract as many clues and details as possible from them. Following that, students received directions from the researcher to do various activities based on what they had seen.

1. Advantages of animation video

The four benefits of animated video are as follows:

- a. Could improve students' motivation.
- b. Make students interested.
- c. Provide students with experience.
- d. Make students understandable during the learning process.

According to Lowe (2004), animation can fulfill both emotive and cognitive functions. Affective function refers to portraying things in a hilarious, spectacular, or unusual manner to capture learners' attention and push them to

study. Cognitive function is the clear presentation of dynamic things that allows learners to understand them more easily.²⁵

According to Hemei (1997: 45), video is a rich and significant resource for students and teachers. Video presentations appeal to students because they are engaging, challenging, and stimulating. By bringing a variety of communicative settings into the classroom, the video shows them how people behave in the culture whose language they are learning. Another crucial feature that teachers can use to make it more fascinating and enjoyable: it promotes comprehension.²⁶

2. Disadvantages of animation video

There are two disadvantages of animation video, including :

- a. The teacher must be imaginative in selecting animation that is effective for learning.
- b. The use of animation videos necessitates the use of specialized software.

F. Technique in Using Animation Video

Teaching writing with animated videos is not an easy task. Before teaching writing, the instructor must prepare by providing materials and creating engaging classroom media. The teacher is free to use any available media. One of them makes use of animated videos.

²⁵Lowe et al., *Animation and Learning: Value For Money?*, 21st edition (Australia:Ascilite Conference, 2004), 558-561.

²⁶Hemei J, "Teaching with Video in an English Class," *Journal of English Teaching Forum* 35, No. 2 (1997): 45-47, <https://americanenglish.stage.gov/resources/english-teaching-forum-1997-volume-35-number-2#child-2068>.

Berk (2009: 10) describes eight stages for using animation videos.²⁷ They are as follows :

- a. Choose a certain video to deliver content or to explain an idea or principle.
- b. Create detailed guidelines. The instructor should provide group discussions, so the students know what to see, hear, and look for. It can aid students' comprehension.
- c. Introduce the film briefly to help students construct their ideas and bring the reason to live.
- d. Watch the video.
- e. To emphasize a point, pause or restart the video at any point.
- f. Make time to reflect on what you saw in the video.
- g. Assign an active learning assignment to interact with the video's questions, concerns, or themes.
- h. Structure a discussion in group learning activities.

Animation video is a type of media that can be used in eight different ways, as shown above. It can be utilized at any point during the teaching and learning process. If the teacher takes a genre-based approach in the classroom, the animation video can be used to help explain the material.

The class can use the animation video in their exercises. It can be used in students' assignments to aid in processing sentences, paragraphs, or texts. The

²⁷Ronald Alan Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the college classroom," *International Journal of Technology in Teaching and Learning* 5, No. 1 (2009): 10, <https://www.researchgate.net/publication/228349436-Multimedia-Teaching-with-Video-Clips-TV-Movies-YouTube-and-mtvU-in-the-college-Classroom>.____

animation video can also be used to engage students in collaborative English learning activities in the classroom.

G. Conceptual Framework

Writing is one of the most crucial abilities to develop when learning English. Ideas are organized in a succession of phrases related to one another in writing so that the information may be understood. It takes an idea, sentiment, opinion, or emotion about something read, seen, or experienced and puts it on paper using its expertise and writing process to create meaningful prose. A process text is a type of text that explains how to do something or how to operate anything. The social function then becomes instructing others on how to do anything.

The researcher attempted to employ animation video as media to enhance students' writing skills in this research. This media is used for a variety of reasons. The animation film uses advanced technology, rich color, and moving images to entice youngsters to learn to write. Second, animation films can increase student motivation. It can also help children generate ideas and encourage creativity in writing. Students feel that animation movies can help inspire, stimulate their interest, and keep them from growing bored while writing.

The researcher conducted pre-observation before the research and discovered that the teacher did not employ an interest media, and some pupils still did not understand the material. As a result, the researcher was intrigued by the idea of doing Classroom Action Research with animation movies. The first and second cycles of the Classroom Action Research were comprised. This cycle has

four steps: planning, action, observation, and reflection. The following is the conceptual basis for this research:

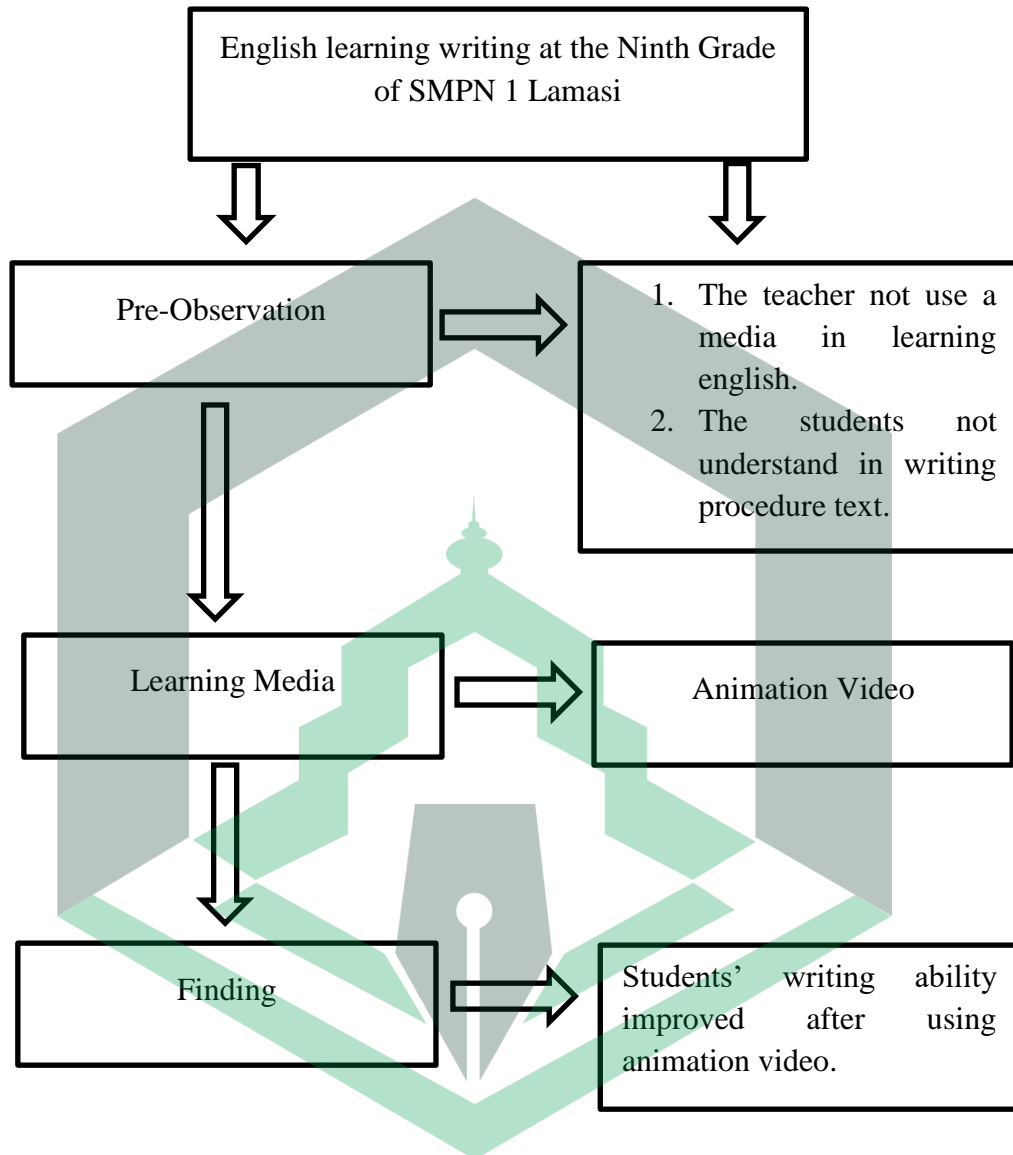


Figure.2.1 Conceptual Framework

H. Hypothesis

The researcher hypothesizes that employing animation videos to increase students' capacity to write procedure text can improve students' ability to write procedure text based on the title.

CHAPTER III

RESEARCH METHOD

A. Method of The Research

A research method is a methodical activity that employs certain methodologies to discover new information or establish a theory. When conducting research, one of the most crucial aspects is the research process. This research is an example of classroom action research (CAR) conducted in the classroom by a teacher. This research could develop new strategies and processes for improving and increasing teacher professionalism in teaching and student learning outcomes. Action research, according to Arikunto, is a reflective, collaborative, and spiral study designed to improve the system, method, process, substance, competency, and situation.²⁸

Action research is a sort of research that is gaining popularity in the field of language. In Nuna's book, Kemmis and Mc. Taggart claim that action research has three distinguishing characteristics²⁹:

- a. It is conducted by practitioners rather than outside researchers (in our case, classroom instructors).
- b. It is cooperative.
- c. Its goal is to affect change.

The researcher concludes from the definition of action research above that action research is research that can be carried out by a teacher, researcher with a

²⁸Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 104.

²⁹David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), 17.

colleague, etc., that involves a group of students to improve the quality of teaching and to learn or to improve students' understanding of the lesson.

B. The Subject of The Research

This research was conducted at SMPN 1 Lamasi. The subject was taught from the ninth grade totaling 29 students until the school year 2021/2022. The researcher chose Grade IX F students as data collectors because the students struggled with writing abilities.

C. Design of The Research

A classroom action research method was used in this study. Action research, according to Sagor, is a systematic method of inquiry undertaken by and for individuals taking action. The major reason for conducting action research is to help the actor improve their activities.³⁰ It is an examination undertaken by the person or individuals empowered to take some action concerning their acts to better their future actions.

Meanwhile, according to Kunandar, Classroom Action Research (CAR) is a type of self-reflective inquiry conducted by people involved inside a social (which includes instructional) condition to enhance the rational thought and fairness of (a) their own societal or educational processes, (b) their knowledge of these practices, and (c) the condition in which these practices are carried out.³¹

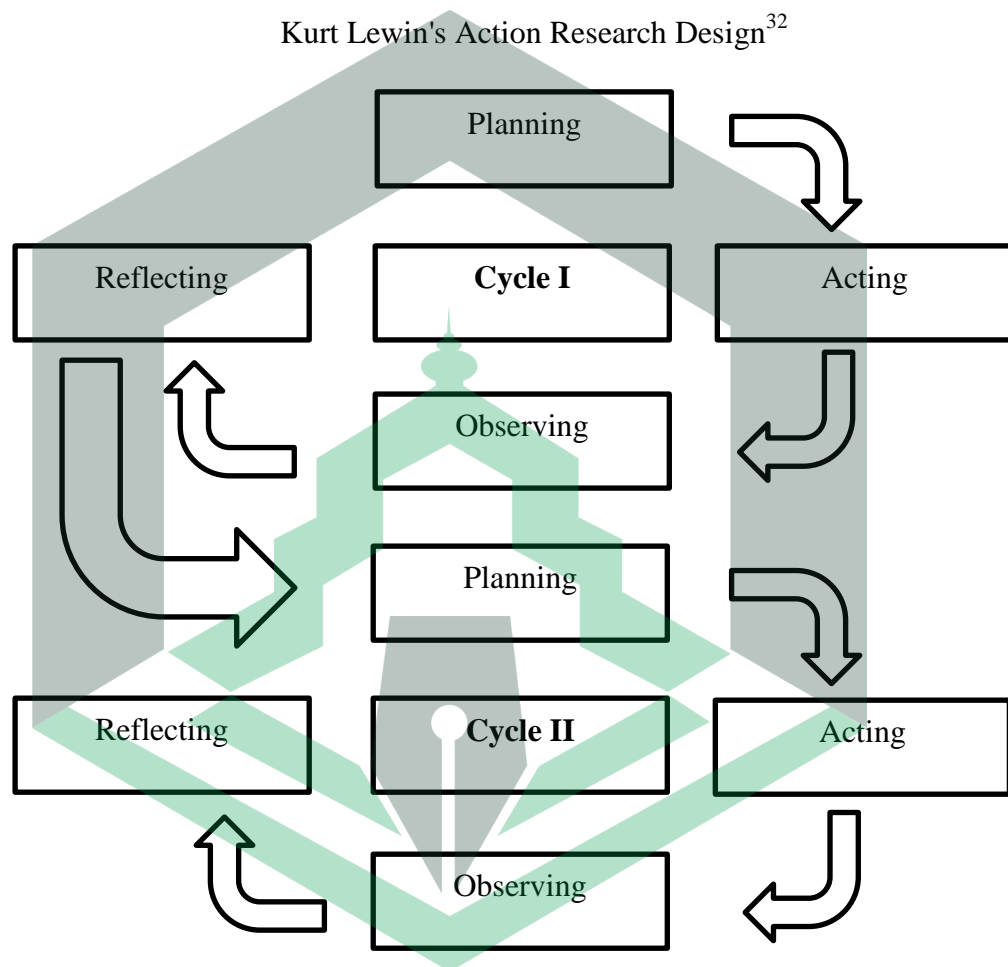
According to the assertions mentioned, Classroom Action Research (CAR) is a tool for self-reflection and understanding a scenario in a classroom learning activity. It may be necessary to learn creativity that increases school education quality.

³⁰Richard Sagor, *The Action Research Guidebook; A four-Step Process for Educators and School Team*, (California: Corwin Press, 2005), 1.

³¹Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT Raja Grafindo Persada, 2008), 45-46.

The researcher employed Kurt Lewin's Classroom Action Research (CAR) model design, which comprises two cycles, to perform this research. Each cycle is divided into four stages. There are four types of activities: planning, acting, observing, and reflecting. The layout is as follows:

Figure 3.1



D. Procedures of The Research

According to Kurt Lewin's model, the CAR comprises four parts within one cycle. There are four types of activities: planning, acting, observing, and

³²Kurt Lewin, *Action Research and Minority Problems*, (Washington DC: American Psychological Association, 1997), 48.

reflecting. A preliminary study was conducted before the researcher performed the cycle in action. Its objective was to analyze and identify problems encountered by teachers and students during teaching-learning activities. The researcher identified the class and interviewed the English teacher. Furthermore, the researcher gave the students to create a procedural text to determine the students' true competency and writing challenges.

Following the preliminary investigation, the researcher continued to the next phase: planning, acting, observing, and reflecting.

a. Cycle I

1) Planning

In cycle I, the researcher and the English teacher performed some planning. The activity in the planning was shown in the explanation below :

- a. The research discussion with the English teacher designed the lesson plan and prepared the research instruments.
- b. The research selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points in the animation video and set the time for reflecting on what was in the video.
- c. The researcher prepared the procedure text material with the example that will be shared with students.
- d. Research prepares the students' exercise in cycle.

2) Acting

- a. The teacher opens the classroom and begins teaching in the class based on the lesson plan.
- b. Ask students what will be studied, or students guess what they will learn.
- c. Introduce the animation video briefly to build students' ideas and bring the purpose.
- d. Giving the material about procedure text using animation video, which lasts about 3-7 minutes. Then, give an example of a procedure text and provide some vocabulary used in the procedure text.
- e. Stop and replay the animation video at any part to highlight a point.
- f. The teacher asks students to observe the contents of the video.
- g. Instruct students to write a procedure text according to the animation video shown.
- h. Conclude the lesson about the material and motivate students to write.

3) Observing

This is applied during the learning process and using devices of observation that have been planned. The observer could also write every aspect of the learning process from the research performed at the beginning to the end of the lesson and observe the students while writing a procedure text. The findings of this observation were then gathered and examined as a matter of contemplation.

4) Reflecting

At this point, the researcher assessed the first cycle's strengths and faults. The researcher then evaluates the cycle's data and concludes.

b. Cycle II

1) Planning

The activity in the planning was shown in the explanation below :

- a. The research was discussed with the English teacher to design the lesson plan and prepare the research instruments.
- b. The research selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points in the animation video and set the time for reflecting on what was in the video.
- c. The researcher prepared the material of procedure text with a different example from the previous meeting that will be shared with students.
- d. The researcher prepared the students' post-test in cycle II (make a simple procedure text according to their favorite drink).

2) Acting

- a. The teacher opens the classroom and begins the teaching in the class based on the lesson plan.
- b. The research gave questions to students related to the procedure text material that had been studied in cycle I. Then, the researcher explains to the students some important points in the procedure text taught at the previous meeting.
- c. The researcher asked students to watch the animated video “How to make a glass of lemon tea” as an example which lasts about 3-7 minutes.
- d. Stop and replay the animation video at any part to highlight a point.

- e. Instruct students to write a procedure text according to the animation video shown.
- f. Give students a chance to describe their understanding of the materials learned.
- g. Conclude the lesson about the material and motivate students to write.
- h. Giving post-test for cycle II.

3) Observing

These were implemented while in a learning process and using observation instruments that had been prepared so that the observer must compose every aspect of the learning experience from the research performed at the beginning to the end of the learning process and observing the students while they were writing a procedure text. The findings of this observation were then gathered and examined for future consideration.

4) Reflecting

This part sought to evaluate the data from the action's implementation and determine whether the action was effective or not by combining the results of the observing part with the success criteria. There would be no future cycle if the outcome of the second cycle was satisfied by meeting the success criterion. Meanwhile, if the outcome of the activity does not meet the success criteria, the cycle must be repeated. It should be transferred to the next cycle. The researcher then evaluates the cycle's data and concludes.

E. Collecting Data

Data collection is the process of gathering information linked to the investigation, information that is expected to provide an answer to the research question. The data were not the solution to the study question; rather, they were

the material from which the answer would most likely arise. The researcher employed three steps to collect data: observation, test, and interview.

1. Observation

In action research settings, observation is a frequent method of collecting data to observe and record data. Furthermore, observing is paying complete attention to the research item using one's senses. The researcher will observe the students in their English learning sessions as part of the research. So, the researchers chose to be an observing participants in this case. The research can maintain the record of information as it happens here.³³

2. Test

A test is an essential component of any learning or teaching experience. A test is a collection of questions to assess pupils' abilities, understanding, intelligence, and talent. A test is a device used to assess or measure something by employing a technique or set of rules.³⁴ Testing and teaching are inextricably linked; it is nearly difficult to operate in either discipline without being concerned about others. The test could be designed primarily to support the learning process and motivate learners' achievement in the language. In this study, examinations were administered before and after the action to determine the students' progress in understanding the procedure text.

3. Interview

Interviewing the English teacher and the students was one method for gathering detailed information in the classroom. It was carried out before and after

³³Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, Second Edition (Norwood: Christopher Gordon Publication, 1998), 108.

³⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Second Edition (Jakarta: Bumi Aksara, 2002), 53.

implementing the Classroom Action Research. It was to learn the general description of the method of acquiring writing skills, the students' position in writing activity, and the approach the teacher normally uses in teaching writing procedure text. After doing classroom action research, the researcher asked the teacher and students to learn about their reactions and proposed animation video media.

F. Instrument of The Research

1. Observation

The information used in the research was gathered through observation. The researcher will observe the students' interests and behaviors in the classroom during the teaching-learning activities while learning the procedure text. In this scenario, the observation would be carried out by doing direct research in the area of research.

2. Test

The research used the test as an instrument to collect data. The test used is subjective. This test aims to know the students' understanding of writing procedure text from the learning process using animation video.

4. Interview guideline

Interview guidelines are employed to gather more precise information and improve observational data. The interview included the English teacher as well as the pupils. The interview was conducted before and after the Classroom Action Research (CAR).

G. The Technique of Data Analysis

Data analysis is a process where an educator and a researcher gather and categorize research data to generate a hypothesis and plan its implementation.³⁵ In this research, the researcher used two methods to analyze the data: qualitative analysis, observation, and interview. Then quantitative analysis was to know how students' writing skills are improved.

Since the substance of students' writings encompassed the generic structure, the research utilized assessment criteria. Content, organization, grammar, vocabulary, and mechanics are the elements of writing. Table 1.1 displays the item analysis.

Table 2.1³⁶

Item Analysis	Score Criteria
Content	30-27 Excellent to very good: knowledgeable substantive, through thesis development, pertinent to the chosen topic
	26-22 Good to average: informed about the issue, appropriate range, restricted thesis growth, largely relevant to the discussion, but lacking in detail.
	21-17 Fair to poor: weak subject expertise, title substance, and insufficient topic development
	16-13 Very poor: does not demonstrate subject knowledge, is non-substantive, irrelevant, or inadequate to evaluate.

³⁵Lexy J. Moleong, *Metodology Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), 103.

³⁶Arthur Hughes, *Testing for Language Teachers*, Second Edition (New York: Cambridge University Press, 2003), 104.

Organization	<p>20-18 Excellent very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</p> <p>17-14 Good to average: choppy, unorganized, yet core concepts shine out, minimal support, logical but inadequate sequencing.</p> <p>13-10 Fair to poor: Not fluent, thoughts are confused/disconnected, and there is a lack of transitions and progression.</p> <p>9-7 Very Poor: no communication, no organization, or insufficient evaluation.</p>
Vocabulary	<p>20-18 Excellent to very good: sophisticated range, effective word/idiom selection, and usage, command of word forms, appropriate register.</p> <p>17-14 Good to average: sufficient range, occasionally, word/idiom form, selection, usage, and bit interpretation are not confused.</p> <p>13-10 Fair to poor: limited range - many errors in word/idiom form, selection, and usage, but the meaning is ambiguous or obscured.</p> <p>9-7 Very poor: essentially translating, insufficient grasp of English vocabulary, idioms, and word form, or insufficient ability to judge.</p>

Language use	<p>25-22 Excellent to very good: Few errors in agreement, tense, number, word order/function, articles, pronouns, and prepositions; effective complicated structure.</p> <p>21-18 Good to average: Minor issues, complex construction, multiple agreement errors, tense, number, word order/function, articles, pronouns, prepositions, but meaning rarely obscured.</p> <p>17-11 Fair to poor: significant issues in simple/complex construction, frequent negotiating errors, agreement, tense, number, word order, function, articles, pronouns, prepositions, fragments, run-ons, deletions, and meaning confusion.</p> <p>10-5 Very poor: almost no grasp of sentence-building principles, driven by errors, doesn't convey or communicates insufficiently to evaluate.</p>
Mechanic	<p>5 Excellent to very good: exhibits command of norms, with few spelling, punctuation, capitalization, and paragraph formatting problems.</p> <p>4 Good to average: There are some spelling, punctuation, capitalization, and paragraphing</p>

issues, but the meaning is not obfuscated.

3 Fair to poor: spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning confusion.

2 Very poor: no command of conventions, dominated by spelling, punctuation, and capitalization problems.

The researcher uses the results of the students' tests to score the writing test. The researcher assigns a score to each component of writing as follows::

1. Content: the lowest score is 13, and the highest score is 30.
2. Organization: the lowest score is 7, and the highest score is 20.
3. Vocabulary: the lowest score is 7, and the highest score is 20.
4. Grammar: the lowest score is 5, and the highest score is 25.
5. Mechanic: the lowest score is 2, and the highest score is 5.

The data analysis steps are as follows:

1. The researcher evaluated the results of each cycle's student writing and will calculate the mean.
2. Following that, the researcher will evaluate the advancement of the students' grades on preliminary research and each cycle.
3. The final step is to create a descriptive analysis report. The researcher provides information using word descriptions to demonstrate how students' ability to write procedure language has improved.

The researcher employed the following formula to determine the mean of a student's score:³⁷

$$\text{Means or average of students score} = \frac{\text{total score}}{\text{number of students}}$$

$$X = \frac{\sum X}{N}$$

Where :

X = The mean or average of students score

$\sum X$ = Total score

N = The number of students

Following that, the researcher attempted to calculate the class percentage that met the Minimal Mastery Level Criterion (KKM), taking into account the English subject's score of 75 at SMPN 1 Lamasi. The formula is:³⁸

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

Where :

P = The class percentage

F = Total Percentage Score

N = Number of students

After determining the total mean score, the researcher divides it into the following categories:

1. The percentage 81% - 100% is a (Excellent)

³⁷Anas Sudijono, *Pengantar Evaluasi Pendidikan*, First Edition (Jakarta: Raja Grafindo Persada, 2016), 318.

³⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, First Edition (Jakarta: Raja Grafindo Persada, 2007), 81.

2. The percentage 61% - 80% is b (Good)
3. The percentage 41% – 60% is c (Fair)
4. The percentage 21% - 40% is d (Less)
5. The percentage 0% - 20% is e (Poor)

Furthermore, to determine the students' achievement into classification as below :

Table 2.2 The classification score for the test

No.	Score	Category
1.	80 - 100	Very Good
2.	70 - 79	Good
3.	60 - 69	Satisfactory
4.	50 - 59	Enough
5.	0 - 49	Bad

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter is divided into two sections. The first step is to locate the data analysis, and the second is to explain it.

A. Finding

There were three elements related to the data implementing the action before conducting the Classroom Action Research (CAR): pre-interview, pre-observation, and pre-test. Then, after implementing CAR, there was also a post-test and post-interview. The explanations were as follows:

1. The Result of the Pre-Interview

1) Pre-Interview For Teacher

Throughout this interview, the researcher answered questions on students' reactions to learning English, students' difficulty in learning English, teaching activities, and teaching techniques for English writing lessons. The teacher indicated that if the pupils were interested in the lesson's subject or the classroom activity, they might enjoy the lesson. Aside from that, they would become bored if the topic or classroom activity was not fascinating to them. Students' difficulty learning English is making sentences they do not understand, maybe because of a lack of vocabulary mastery and grammar. Some are quite able, but the sentences are not too good. The KKM score that students must obtain is 75, and some of the students in class IX F have already reached above the KKM, but some are still below the KKM. So the teacher must provide remedial so students can achieve the KKM score.

According to the teacher's explanation, the teacher employed activities such as filling in the blanks, organizing the words into good sentences, grouping, and so on in the teaching activity. The teacher's media included a book or text and a picture of the topic. For method or technique in teaching in the classroom, the teacher gives an explanation related to the lesson, for example, procedure text, then gives some examples after giving assignments to students.

2) Pre-Interview For Students

During this interview, the researcher asked various questions on the method used to teach English in the classroom, such as the most difficult in English, the difficulty encountered in writing skills, and the teaching media utilized in writing lessons.

Based on the interviews, the researcher determined that the students sometimes found English classes enjoyable and boring. Writing is believed to be one of the most challenging abilities in English. They couldn't write because they didn't know how to appropriately spell English words. As a result, they frequently commit mistakes when writing. It was a result of a lack of practice. Furthermore, some students claimed to be confused about grammar because the teacher provided so many tenses.

2. Pre-Observation

Based on the pre-observation, the researcher learned about the students' conditions in class, particularly their issues. The students' attention, involvement, and activity were low during the lesson. This happens maybe because of the effect of teaching methods and media techniques that are not interesting. Therefore, the

research hopes that the animation video at the next meeting can make students concentrate and pay attention to the teacher's explanation.

3. The result of the Pre-test

The pre-test was completed before the Classroom Action Research. It took place on Thursday, January 27th, 2022. The test was attended by 29 students. The examination was a writing test. Students were tasked with writing a procedural text, "How to make a glass of coffee."

Table 3.1 The result of students' pre-test

NO	STUDENTS	SCORE	NOTE
1.	S1	75*	PASSED
2.	S2	73	FAILED
3.	S3	60	FAILED
4.	S4	58	FAILED
5.	S5	60	FAILED
6.	S6	59	FAILED
7.	S7	77*	PASSED
8.	S8	60	FAILED
9.	S9	77*	PASSED
10.	S10	72	FAILED
11.	S11	63	FAILED
12.	S12	51	FAILED
13.	S13	52	FAILED
14.	S14	62	FAILED
15.	S15	78*	PASSED
16.	S16	68	FAILED
17.	S17	73	FAILED
18.	S18	69	FAILED
19.	S19	50	FAILED
20.	S20	59	FAILED
21.	S21	48	FAILED
22.	S22	50	FAILED
23.	S23	75*	PASSED
24.	S24	62	FAILED
25.	S25	60	FAILED
26.	S26	62	FAILED
27.	S27	60	FAILED
28.	S28	59	FAILED

29.	S29	70	FAILED
TOTAL		1,842	
MEAN		63,51	

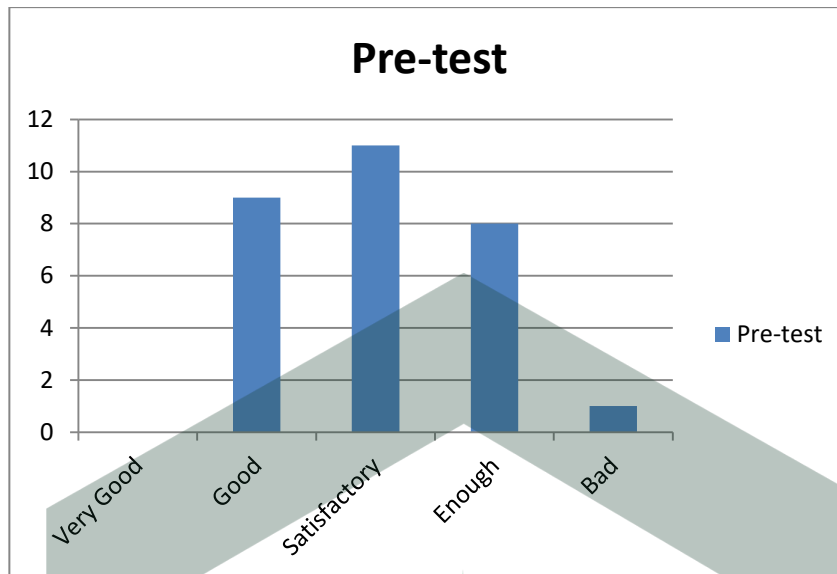
The statistics showed that the average pre-test score was 63,51 based on the pre-test results. In the pre-test, the class percentage was 17.24%. It signifies that five students met the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM), while the remaining 24 fell short. According to the data, the lowest achievement score was 48, and the best score was 78.

Table 3.2 Students Frequency and Rate Percentage in Pre-Test

No.	Score	Category	Frequency	Percentage
1.	80 – 100	Very Good	0	0%
2.	70 – 79	Good	9	31%
3.	60 – 69	Satisfactory	11	38%
4.	50 – 59	Enough	8	28%
5.	0 – 49	Bad	1	3%
Total			29	100%

According to the table above, of the 29 students who took the pre-test, 9 received good categories, 11 received adequate, 8 received the grade contained in the category enough, and one received a terrible category.

Diagram 2.1 Category and Frequency of Students' Activeness in a pre-test



According to the diagram, students who scored above the KKM received 5, while students who scored below the KKM received 24. According to the graph, most of the students' ability to produce procedure text remained low.

4. The Implementation of Classroom Action Research

a. Cycle I

Based on the classroom action research procedure, several steps have been taken in the first cycle as follows:

1) Planning

Preparing the tools was an important more important thing before the implementation of CAR (Classroom Action Research), so in this section, the researcher did the steps as follows:

- a. The research discussion with the English teacher for designing the lesson plan and preparing the research instruments.

- b. The research selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points in the animation video and set the time for reflecting on what was in the video.
- c. The researcher prepared the procedure text material with the example that will be shared with students.
- d. The research prepares the students' exercise in cycle I.

2) Action

The researcher implemented lesson plans that the English teacher had discussed. In carrying out the activity, the researcher acted as an English teacher, teaching writing procedural text using animation video, while the English instructor acted as an observer, observing all activities during the teaching-learning process.

The researcher opened the class by greeting and praying together before starting the teaching and learning process. After that, the researcher introduced herself. Then, the researcher conveyed the learning objectives and what things would be done during the learning process. Before showing the animation video, the researcher asked the students about what they knew about procedure text and what they knew about animation video. There were some students do not understand what the procedure text was. The researcher explained what procedure text is and the social function of procedure text, then explained the procedure text's generic structure and language features. In the next activity, the researcher showed the animation video "How to Make a Cup of Coffe."

After watching the animation video, the researcher and the students reviewed the video together and arranged it into a procedure text. Then, the researcher explained again what they should write in the structure of the procedure text. After that, students were allowed to ask questions if there was something they did not understand. Then the students do the exercise that the teacher gives.

3) Observing

During this phase, the English instructor supervised the teaching-learning process by observing all classroom actions involving the researcher and the students. The English teacher saw that I was gradually running well throughout most of the meetings in the cycle. Even though the researcher was a little nervous because the English teacher was paying attention to the learning process, the researcher clearly explained the method text and the content of the animation movie. The students' reaction to the animated film in the learning procedure text was excellent. It was evident from the students' participation in responding to the teacher's questions.

4) Reflecting

Based on the result of the reflection stage, the researcher and the teacher concluded some revisions to the first cycle. First, the researcher should explain the material more loudly and give clear instructions so that the students understand the activity they have to do. Then, the researcher had to walk around the class to check the student's work. Second, the researcher gave interesting activities to motivate the students to learn so they did not feel bored in the classroom.

From the explanation above, the researcher decided to continue in cycle II in hopping the best one. The second cycle was held to improve the student's ability to write procedure text.

b. Cycle II

Based on the classroom action research procedure, several steps have been taken in the first cycle as follows:

1) Planning

In this section, the researcher did the steps as follows:

- a. The research was discussed with the English teacher to design the lesson plan and prepare the research instruments.
- b. The research selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points contained in the animation video and set the time for reflecting on what was in the video.
- c. The research prepared the material of procedure text with a different example from the previous meeting that will be shared with students.
- d. The research prepares the student's post-test in cycle II (Make a simple procedure text according to what has been taught).

2) Acting

The researcher implemented lesson plans that the English teacher had discussed. In implementing the action, the researcher acted as the English teacher who taught writing procedure text through animation video, whereas

the English teacher acted as the observer who observed all the activities during the teaching-learning process.

The researcher opened the class with greetings and praying to begin learning. Then the researcher still discussed the procedure text, and she emphasized the procedure text's generic structure and language features. Then the researcher asked the students some important points in the procedure text taught at the previous meeting. After that, the researcher allowed the students to watch the previous animated video, "How to make a glass of lemon tea, as an example. Then asked, the students to make a simple procedure text based on their favorite drink or food. The researcher asked two students to read the results of their writing and then corrected and emphasized the part What needed to be improved so that other students could understand too.

Then, the researcher gave the students a post-test and directed students to do their respective tasks. Last, they collected their post-test for the researcher.

Table 4.1 The result of students' post-test I

NO	STUDENTS	SCORE	NOTE
1.	S1	82	PASSED
2.	S2	79	PASSED
3.	S3	70	FAILED
4.	S4	68	FAILED
5.	S5	77	PASSED
6.	S6	75	PASSED
7.	S7	80	PASSED
8.	S8	77	PASSED
9.	S9	82	PASSED
10.	S10	80	PASSED
11.	S11	82	PASSED
12.	S12	76	PASSED
13.	S13	77	PASSED
14.	S14	74	FAILED

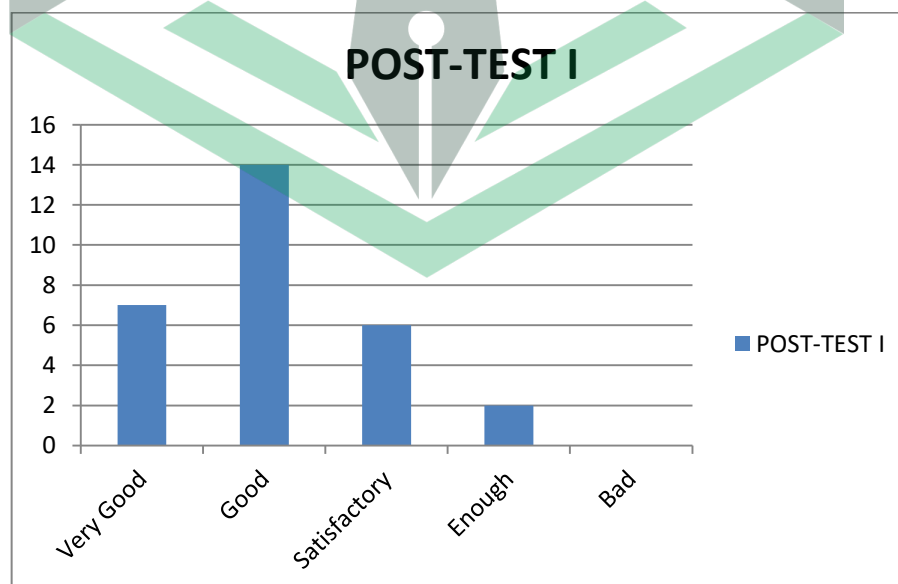
15.	S15	84	PASSED
16.	S16	76	PASSED
17.	S17	75	PASSED
18.	S18	78	PASSED
19.	S19	70	FAILED
20.	S20	68	FAILED
21.	S21	53	FAILED
22.	S22	59	FAILED
23.	S23	82	PASSED
24.	S24	71	FAILED
25.	S25	70	FAILED
26.	S26	65	FAILED
27.	S27	76	PASSED
28.	S28	61	FAILED
29.	S29	77	PASSED
TOTAL		2,144	
MEAN		73,93	

The average formula was used to calculate the average value of the learning outcome of Class 9 F students at the Senior High School Number 1 Lamasi based on the post-test I so result in evaluation: $\frac{2144}{29} = 74$. According to the previous computation, the mean score of post-test I was 74. It was demonstrated that there was some progress from the pre-test mean score. The difference between the pre-test means score (63,51) and the post-test 1 mean score demonstrated this (74). So, the average score of students utilizing animation video in learning English, particularly in writing procedure text above, shows that 29 students took the post-test in cycle I, students who earned 75 were 18, and students who scored below the KKM were 11. The value of students' learning results in cycle I is divided into five areas, and the student's learning outcomes are provided as follows:

Table 4.2 Students Frequency and Rate Percentage in Post-Test I

No.	Score	Category	Frequency	Percentage
1.	80 – 100	Very Good	7	24%
2.	70 – 79	Good	14	48%
3.	60 – 69	Satisfactory	6	21%
4.	50 – 59	Enough	2	7%
5.	0 – 49	Bad	0	0%
Toral			29	100%

According to the table above, of the 29 students who took the test in the first cycle, 7 students received very good categories, 14 students received grades including good categories, 6 students received satisfactory categories, and 2 students received grades including poor ones categories.

Diagram 3.1 Category and Frequency Post-test I

As shown in the diagram, the students who scored more than the KKM were 18, while those who scored lower than the KKM were 11. So, based on the graph, it can be seen that eighteen students from class 9.F at Junior High School Number 1 Lamasi met the learning objectives. However, because 11 students have not yet achieved the KKM score, this investigation must be continued into the next cycle.

3) Observing

In this phase, the English teacher observed the learning process by monitoring all activities the researcher and the students did in the classroom. The English teacher saw that I gradually ran most of the meetings in cycle. The researcher explained the procedure text and the animation video content clearly, even though the researcher was a little nervous because the English teacher paid attention to the learning process. Then the students' response to the animation video in learning about procedure text was absolutely good. It could be seen from the student's participation in answering the teachers' questions. However, most of their scores did not reach the KKM yet. Students still had many mistakes in doing the task, such as not correctly composing the generic structure of procedure text. They made mistakes in language features, such that some could not use temporal conjunction and number well. Aside from that, they often did not use action verbs.

The researcher could improve the students' ability to write procedure text, but some students were still not active in the learning process. Some did not pay attention to the animation video shared by the researcher. But they paid attention when the researcher gave them explanations and instructions. In this cycle, 18

students had reached the minimum passing grade, and 11 students got a score below the KKM.

4) Reflecting

During this stage, the researcher and teacher discussed the outcome of the action. According to the assessment of the students' post-test 1, 62% of the students scored higher than the KKM. Using animated video as a media has yet to yield adequate outcomes in improving students' writing abilities. The students had not met the success threshold of 75% of students passing the KKM. As a result, it must be altered before the following cycle occurs to meet the success criteria for this research.

The researcher and teacher completed certain adjustments to the first cycle based on the results of the reflection stage. First, the researcher must present the subject more loudly and clearly so that the students comprehend the action they must complete. The researcher was then required to stroll around the classroom inspecting the pupils' work. Second, the researcher provided engaging activities to urge students to learn so they did not become bored in the classroom.

Based on the rationale provided above, the researcher proceeded in cycle III searching for the finest one. The second cycle was done to help students enhance their abilities to produce procedure text.

c. Cycle III

The activity in cycle III is to repeat the activities carried out in cycle II by making improvements that are still considered lacking. In cycles I and II learning, the researcher shows an animation video while explaining procedure text directly

to students. In cycle III researcher distributed a print-out of a complete explanation of the procedure text along with the examples. Then, in the example of the procedure text, the researcher asked students to identify the important parts and mark some vocabulary often used in writing a procedure text. After that, it shows examples of procedure text in video animation to discuss again identifying important points in the text procedure.

1) Planning

Preparing the tools was an important more important thing before the implementation of CAR (Classroom Action Research), so in this section, the researcher did the steps as follows:

- a. The research was discussed with the English teacher to design the lesson plan and prepare the research instruments.
- b. The research selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points contained in the animation video and set the time for reflecting on what was in the video.
- c. The research prepared the procedure text material and made a list of vocabulary-associated procedure text that will be shared with students.
- d. The research prepares an example of a procedure text in which students will identify the important points of the text.

2) Acting

In this case, the researcher taught the procedure text through animation video again. The first researcher opened the class by greeting and praying together

before starting the teaching and learning. The researcher motivated the students. The research gave questions to students related to the procedure text material that had been studied in cycle II. Before showing the animation video, the researcher shared the print-out material procedure text and gave a little explanation. Then, shared the print-out of an example of the procedure text "How To Make Simple Sandwich" and showed the animation video. The distributed print-outs are the same as those in the animation video. This aims to make students understand clearly. Afterward, the researcher asked the students to identify the genetic structure of the procedure text example. Besides that, the researcher also asked students to mark important points in language features such as *imperative sentences, action verbs, connective sequences, and numbering*. Then the researcher allowed some students to write on the whiteboard according to what had been marked, for example, an imperative sentence. Then, the students wrote it on the whiteboard then the researcher gave prizes to students who dared to go up and write on the whiteboard. The rest was answered together.

3) Observing

In the observing step, the researcher motivated the students and made them understand the material more by applying various activities such as group work and discussion. Then, the class situation changed better than in the previous cycle. Their enthusiasm to answer some questions given by the researcher could be seen in their enthusiasm. The student's response to using animation videos in writing procedure text in cycle III is good. The students seemed to master the lesson, they could understand what the animation video talked about, and they did not have

difficulty composing the generic structure of the procedure text. They also used the language features well, such as imperative sentences, numbering, action verbs, and connective sequences.

4) Reflecting

The implementation of animation videos in teaching writing has been carried out per the previous designs. After seeing the observations of classroom learning and the results of students learning observations, it was known that using animation videos has improved students writing ability. It can be seen from the students' activity in learning is very good and can make students more interested in learning English, especially in writing procedure text.

d. Cycle IV

1) Planning

Preparing the tools was an important more important thing before the implementation of CAR (Classroom Action Research), so in this section, the researcher did the steps as follows:

- a. The researcher discussed with the English teacher to design the lesson plan and prepare the research instruments.
- b. The researcher selects a video to provide material or demonstrate a concept about procedure text. Then, the research set the time to pause the video at the important points in the animation video and set the time for reflecting on what was in the video.
- c. The researcher prepares to divide the students into several groups.
- d. The research prepares the students' post-test II.

2) Acting

The researcher motivated the students by giving a game at the beginning of the lesson. The researcher showed the animation video "How to make fried rice." Then divide the students into several groups and ask each group to make a procedure text according to the content in the animated video. Then each group reads out their writing. After that, discuss the results of group assignments with the research and students.

Lastly, the researcher gave the students a post-test to write a procedure text according to their favorite food theme and directed them to work individually.

Table 5.1 The result of students' post-test II

NO	STUDENTS	SCORE	NOTE
1.	S1	85	PASSED
2.	S2	83	PASSED
3.	S3	76	PASSED
4.	S4	77	PASSED
5.	S5	80	PASSED
6.	S6	78	PASSED
7.	S7	85	PASSED
8.	S8	79	PASSED
9.	S9	84	PASSED
10.	S10	88	PASSED
11.	S11	88	PASSED
12.	S12	77	PASSED
13.	S13	80	PASSED
14.	S14	84	PASSED
15.	S15	86	PASSED
16.	S16	78	PASSED
17.	S17	76	PASSED
18.	S18	82	PASSED
19.	S19	79	PASSED
20.	S20	79	PASSED
21.	S21	75	PASSED
22.	S22	77	PASSED
23.	S23	87	PASSED
24.	S24	76	PASSED

25.	S25	73	FAILED
26.	S26	74	FAILED
27.	S27	83	PASSED
28.	S28	70	FAILED
29.	S29	85	PASSED
TOTAL		2323	
MEAN		80,103	

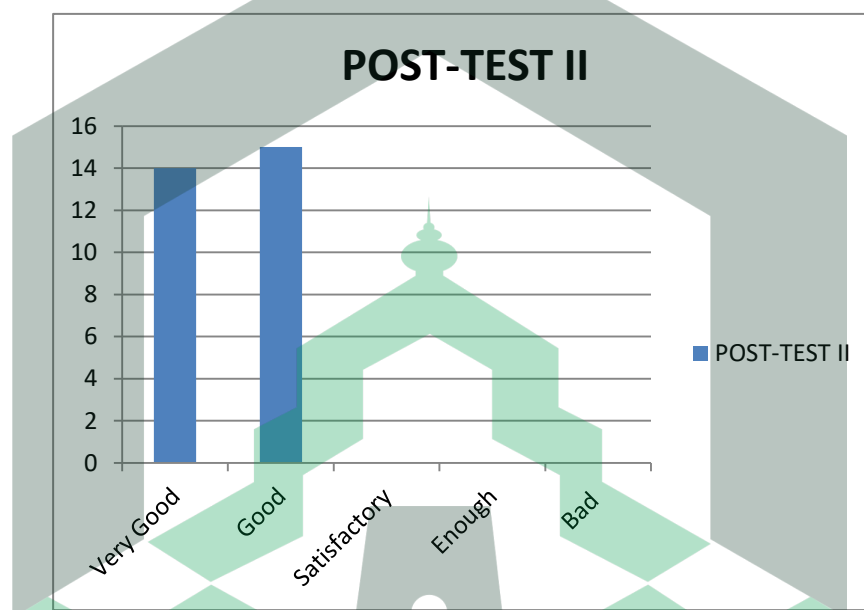
Based on the post-test II result evaluation, the average value of learning outcome of Class 9 F students at Senior High School Number 1 Lamasi was calculated using the average formula: $\frac{2323}{29} = 80$. According to the calculations above, the mean post-test II score was 80. So the average score of students using animation video in learning writing technique text above shows that of the 29 students who took the post-test in the second cycle, 26 received ≥ 75 , and 3 obtained less than the KKM value. The value of students' learning outcomes in post-test II is divided into five areas, and the students' learning outcomes are provided as follows:

Table 5.2 Students Frequency and Rate Percentage in Post-Test II

No.	Score	Category	Frequency	Percentage
1.	80 – 100	Very Good	14	48%
2.	70 – 79	Good	15	52%
3.	60 – 69	Satisfactory	0	0%
4.	50 – 59	Enough	0	0%
5.	0 – 49	Bad	0	0%
Toral			29	100%

According to the data above, the 29 students who took the test in the second cycle included 14 students who received exceptional categories and 15 students who received marks comprising good categories. These 0 students obtained grades in the adequate category, 0 students received grades in the poor category, and 0 students received grades in the failed category.

Diagram 4.1 Category and Frequency Post-test II



The diagram illustrates that 26 students scored above the KKM, and 3 below the KKM. So, according to the graph, it is clear that the learning outcome of class 9F at Junior High School Number 1 Lamasi 26 students meet the standards, but there are still 3 students who have not obtained the KKM score. The researcher concludes this action till the fourth cycle based on the minimum completeness value in English subjects with the KKM 75 standard.

3) Observing

In witnessing the phase, the English teacher noted some gains in cycle IV. First, the researcher's performance improved over time. The researcher used several activities, such as group work and discussion, to encourage the students and help them understand the content better. Second, the class condition improved over the previous cycle. Their eagerness to respond to the researcher's inquiries could be apparent in their enthusiasm. The students' reaction to employing animation movies in teaching procedure text writing in cycle IV is positive. The students appeared to have mastered the lesson; they understood what the animation video was about and had no trouble producing the generic structure of the procedural text. They used language properties well, such as imperative sentences, numbering, action verbs, and connective sequences.

The researcher carried out post-test II to know whether the students' achievements in cycle IV were improved or not. Then, based on the result of the post-test II, the mean score of the class in writing procedure text was 80, of which 26 students reached the KKM, and 3 got a score below the KKM.

4) Reflecting

The prior designs were followed in deploying animated videos in teaching writing. Based on classroom and student learning observations, it was determined that employing animation videos increased students' writing skills, as seen by rising student scores. Students who passed the KKM in the pre-test were 5 or 17.24%, 18 or 62% in the post-test I, and 26 or 89.65% in the post-test II. It signifies that the pupils met the success criteria that 75% of students must meet in

the KKM. Furthermore, kids love studying with animation videos, and the classroom environment becomes more enjoyable. The researcher felt that cycle IV could be stopped because it had already succeeded.

5. The Result of Post-Interview

1) Interview For the Teacher

The researcher performed an unstructured interview with the English teacher after adopting the CAR. It aimed to learn about the teacher and student's reactions to the Classroom Action Research (CAR). The researcher posed some questions on this occasion. These were the teaching-learning process during Classroom Action Research, the obstacles in employing animation video as a CAR medium, and the teacher's judgment of the media used to overcome the students' difficulties in composing procedure text.

It was discovered that the teaching-learning process became more fascinating as a result of the research's various and inspirational activities. As a result, they appeared animated when writing procedure text. They appeared to be less difficult to write their work. In addition, the student's engagement was excellent. According to the English teacher, there was no significant stability during the implementation. The teacher then expressed her perspective on the animation video, stating that it was effectively used in teaching writing procedural text. It was because the animated film piqued kids' curiosity, particularly those in junior high school. This animation video helps change students' attitudes toward learning from laziness to diligence. Besides that, it can also improve students' ability to express their ideas so that students can write a procedure text. The

teacher concluded that animation videos could help students improve students writing skills. Maybe it would be great to display this animation video using the LCD, but the LCD in the school was damaged. But this is not a problem. The learning process in class continues to run well.

2) Interview For the Students

During this interview, the researcher answered questions on the process of teaching English during the action and the difficulty in creating procedural text using an animation movie.

The researcher concluded from the interviews that the students loved the teaching-learning procedure text employing animation video. They were motivated because the animation video learning intrigued them, and they appreciated the animation video. Animation videos might support students in quickly grasping the content. Besides that, they can express their ideas and do their work well. Then, there are some difficulties in writing procedure text: First, they do not know much vocabulary in English, so they have to translate first. Second, they struggle to compose sentences, especially in the steps section. Last, there was who often forgot the placement of words such as action verbs and others. However, their difficulty could be solved using a dictionary and often reading about procedure text, especially the structure of the language used.

B. Discussions

This research is a four-cycle classroom action basic research. Cycles I and II are run as a learning process and evaluated. Then there are cycles III and IV for learning and evaluation or post-testing to determine students' learning results.

Furthermore, an observation was conducted during the learning process to determine whether animation video media can improve students' ability to produce a procedure text in class IX.F at Junior High School Number 1 Lamasi.

The findings of four-cycle research showed that animation movies could increase students' writing abilities, particularly in producing process text in class IX F. The explanation in the animation video also helped students understand the content more simply.

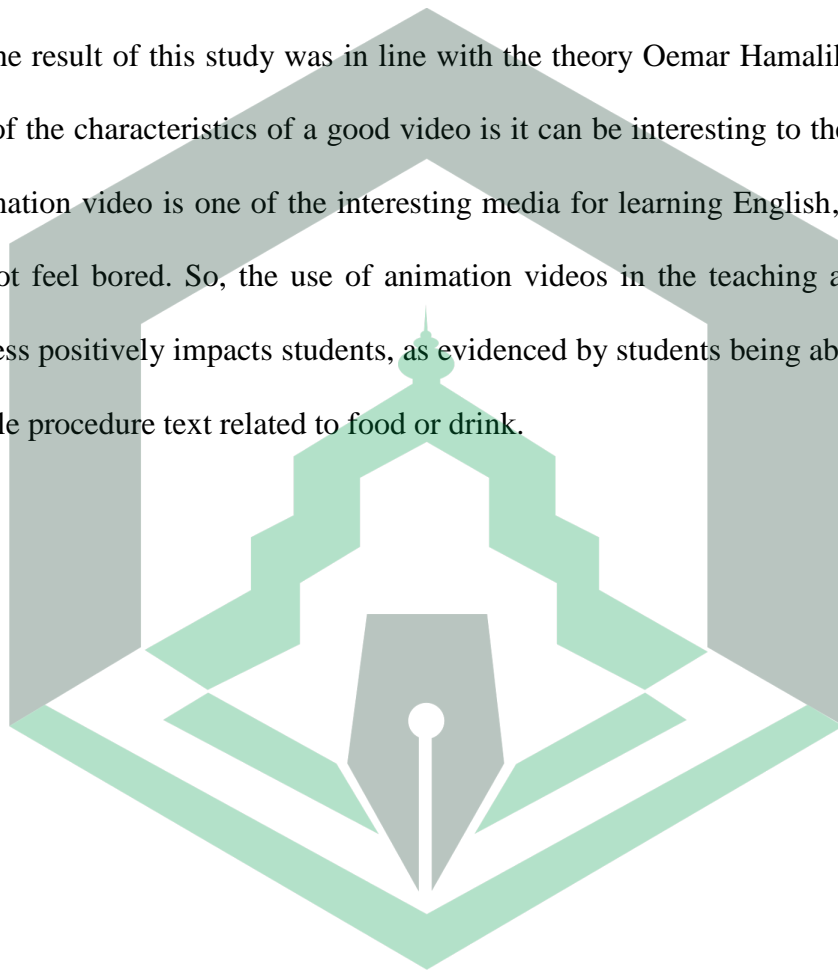
The results showed that the students' process of text writing improved. From the first to the third test, students' scores improved. The students' mean score on the pre-test was 63,51. It was low since just 5 students received the minimal passing grade or a score of 75 or higher. In post-test I, 18 students out of 29 received a score of 75 or higher. The post-test I mean score was 74. The mean score in the last test (post-test II) was 80. 26 students achieved a passing grade. The percentage of students who scored 75 or higher on the pre-test was only 17.24%. It was gotten from 5 of 29 students. The percentage of the students who passed the KKM in the post-test I was 62%. The students were 18 to 29 students.

Meanwhile, 26 of 29 students got 75 or more in post-test II. The percentage was 89,65%. It can be seen that the student's ability to write procedure text had gotten improvement after being taught using animation video.

Implementing animation video as media in teaching procedure text could improve the researcher and the student's activities in the learning process. The students are more active in the class and motivated to be better in writing procedure text. Although there are still some of them who are less active, their

ability is still lacking in writing. They always paid attention to the research and enjoyed the learning process. It indicated that the animation video was interesting for the students. Aside from that, implementing animation video as a teaching medium could motivate the students to become more enthusiastic in learning procedure text.

The result of this study was in line with the theory Oemar Hamalik stated that one of the characteristics of a good video is it can be interesting to the students.³⁹ Animation video is one of the interesting media for learning English, so students do not feel bored. So, the use of animation videos in the teaching and learning process positively impacts students, as evidenced by students being able to write a simple procedure text related to food or drink.



³⁹Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 1996), 108.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description in the result of the research in the previous chapter, the result of this research indicated that teaching writing (focus on procedure text) using animation video with could improve the students writing ability, and the researcher found the appropriate way in teaching English writing using animation video as follow: First, distribute the animated video link to the students. Before playing the video, gives instructions to the students on what to do during the learning process. Second, distributed a print-out of the procedure text material with examples and a list of vocabulary with the aim that students better understand learning and make a procedure text according to the material provided. Third, when showing animated videos, certain parts or important points must be stopped and give further explanations to students to make them clearer, namely language features such as imperative sentences, action verbs, connective sequence, and numbering. The last, asked the students to divide into several groups to practice writing procedure text, one representative from each group read their writings. Then, the result concludes that animation videos can improve students' writing procedure text in the Ninth grade of SMP Negeri 1 Lamasi.

B. Suggestion

Participants who are intimately involved in this study are offered some suggestions. The suggestion is based on the findings of this study. The following is a list of them:

1. For the English teacher

Before teaching using an animation video, the English teacher should complete the material according to the content of the animation video, such as procedure text and various topics in English writing. The teacher must also choose the type of animation video preferred to attract students' attention. Then the teacher sets the time in the video to pause, an important point added by an explanation. The teacher must prepare a print-out of the material along with examples to be distributed to the material.

2. For the students

The students should learn and practice English material to improve their English skills, especially writing. Students should also look for other learning animation videos to increase their knowledge.

3. For the other researchers

In this research, the researcher employed animated videos to boost students' writing abilities in Junior High School. Other researchers can use the media to develop their other skills, such as speaking and listening. Other researchers can also perform media research on various levels of students. It can be utilized in Senior High School.

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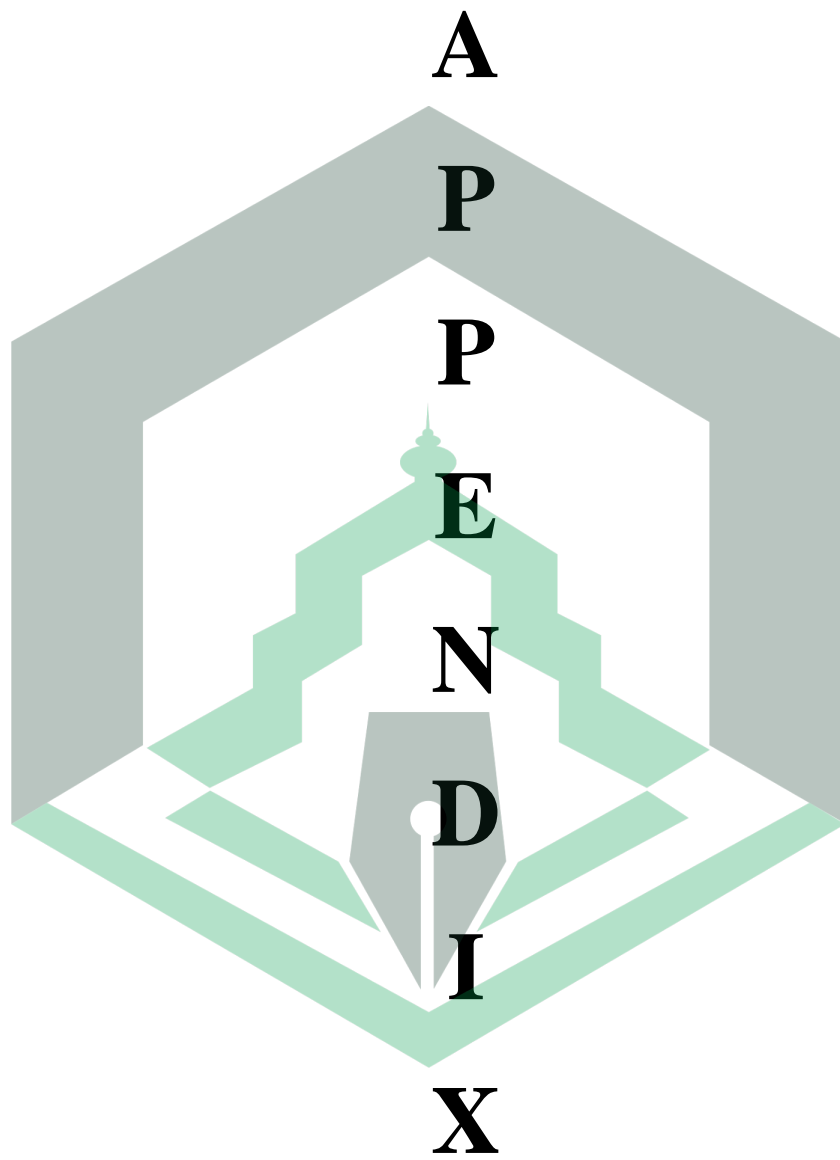
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*Appendix 1***RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(CYCLE I)**

Sekolah : SMPN 1 LAMASI
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : IX / Genap
 Materi Pokok : Procedure Text
 Alokasi Waku : 1 Pertemuan (2 Jam Pelajaran)

A. KOMPETENSI DASAR

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur dengan memberi dan meminta informasi terkait resep makanan/minuman pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur sederhana dan pendek dalam bentuk resep makanan/minuman.

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan menggunakan animasi video sebagai media dalam belajar Bahasa Inggris khususnya dalam belajar *procedure text*, peserta didik dapat memahami fungsi sosial, struktur dan ciri kebahasaan teks prosedur, kemudian mampu membuat sebuah procedure text secara sederhana terkait resep makanan atau minuman.

C. INDIKATOR

- Menyebutkan defenisi dan macam-macam teks prosedur.
- Mengidentifikasi struktur dan ciri kebahasaan teks prosedur.
- Menemukan ide melalui *animation video*.
- Menyusun teks prosedur menggunakan bahasa inggris.

D. MATERI PEMBELAJARAN

Defenition of Procedure Text	Social Function	Generic Structure	Language Features
Procedure text is a text that is	A text is intended to tell	a. Aim or goal	a. Using simple

<p>designed to describe how something is achieved through a sequence of actions or steps. (Teks prosedur adalah teks yang dirancang/dibuat untuk menggambarkan/menjelaskan bagaimana melakukan sesuatu melalui tindakan yang berurutan atau langkah-langkah)</p>	<p>the reader how to do, operate, or make something. (Sebuah teks dimaksudkan untuk memberitahu pembaca bagaimana melakukan, mengoperasikan, atau membuat sesuatu)</p>	<p>(The title of procedure teks) b. List of materials Which contains materials or tools needed in the steps to carry out the process. (Yang berisi bahan-bahan atau alat-alat yang diperlukan dalam langkah-langkah untuk melakukan sesuatu tersebut) c. A sequenced of steps Shows a sequence of steps. The sequence usually is shown by numbers (1,2,3 ...) or by using words such as first, second, third, etc. words such as now, next, and after this sometimes are used as well (Menunjukkan urutan langkah. Urutan biasanya ditunjukkan dengan angka (1,2,3 ...) atau dengan menggunakan kata-kata seperti pertama, kedua, ketiga, dll. Kata-kata seperti sekarang,</p>	<p>present tense. b. Using Imperative Sentence (kalimat perintah). Example : <i>Pour the hot water!</i> c. Using action verb (kata kerja tindakan). Example : <i>pour, mix, put, etc.</i> d. Using connective of sequences (kata penghubung). Example : <i>then, next, after that, while, etc.</i> e. Use numbering (angka). Example : <i>First, Second, Third,... or (1),(2),(3),..</i></p>
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		selanjutnya, dan setelah ini kadang-kadang digunakan juga.	
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Example of procedure text

<p>Aim/goal : How to make a cup of coffe</p> <p>Ingredients : Water, sugar, coffee, glass, spoon, kettle</p> <p>Steps :</p> <ol style="list-style-type: none"> 1. Boil the water use the kettle 2. Take to spoons of coffee and two spoons of sugar, and put into a glass 3. Next, pour the hot water into a glass 4. Then, stir it gently 5. Finally, your coffee is ready to drink

E. Metode Pembelajaran, Media Pembelajaran dan Sumber Belajar

- Metode pembelajaran : Collaborative writing strategy and discussion
- Media pembelajaran : Animation Video, Notebook, Handphone, white board, board marker
- Sumber belajar : Buku Bahasa Inggris “Think Globally Act Locally” SMP/MTs kelas IX, Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2018, sumber lain dari internet dan youtube.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	<ol style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. b. Menyampaikan tujuan dan manfaat dengan mempelajari materi hari ini. c. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan dilakukan.
Kegiatan Inti	<ol style="list-style-type: none"> a. Peserta didik diberi motivasi dan panduan untuk mengamati informasi dari video https://youtu.be/VvQ2TWgnkeM b. Guru menjelaskan tentang poin penting dalam prosedur teks yang meliputi : pengertian prosedur teks, fungsi sosial, struktur generik, ciri-ciri teks prosedur atau

	<p>language features of procedure text.</p> <p>c. Peserta didik diarahkan untuk mengamati animasi video https://youtu.be/Kp8fxePb-14 kemudian meminta siswa untuk mengungkapkan informasi apa yang ditangkap dari video tersebut.</p> <p>d. Peserta didik diminta untuk latihan menulis sebuah prosedur teks dengan melihat link video yang sudah dibagikan sebelumnya dan bertanya kepada guru jika mengalami kesulitan.</p>
Kegiatan Penutup	<p>a. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal.</p> <p>b. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan.</p> <p>c. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.</p>



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CYCLE II)

Sekolah : SMPN 1 LAMASI
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : IX / Genap
 Materi Pokok : Procedure Text
 Alokasi Waku : 1 Pertemuan (2 Jam Pelajaran)

A. KOMPETENSI DASAR

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur dengan memberi dan meminta informasi terkait resep makanan/minuman pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur sederhana dan pendek dalam bentuk resep makanan/minuman.

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan menggunakan animasi video sebagai media dalam belajar Bahasa Inggris khususnya dalam belajar *procedure text*, peserta didik dapat memahami fungsi sosial, struktur dan ciri kebahasaan teks prosedur, kemudian mampu membuat sebuah procedure text secara sederhana terkait resep makanan atau minuman.

C. INDIKATOR

- Menyebutkan defenisi dan macam-macam teks prosedur.
- Mengidentifikasi struktur dan ciri kebahasaan teks prosedur.
- Menemukan ide melalui *animation video*.
- Menyusun teks prosedur menggunakan bahasa inggris.

D. Metode Pembelajaran, Media Pembelajaran dan Sumber Belajar

- Metode pembelajaran : Collaborative writing strategy and discussion
- Media pembelajaran : Animation Video, Notebook, Handphone, white board, board marker
- Sumber belajar : Buku Bahasa Inggris “Think Globally Act Locally” SMP/MTs kelas IX, Kementrian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2018, sumber lain dari internet dan youtube.

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. b. Menyampaikan tujuan pembelajaran yang akan dicapai. c. Menyampaikan apa saja yang akan dilakukan pada pembelajaran hari ini.
Kegiatan Inti	<ul style="list-style-type: none"> a. Guru menjelaskan ulang materi sebelumnya secara singkat kemudian bertanya kepada peserta didik apa saja poin penting dalam prosedur teks yang sudah dipelajari pada pertemuan sebelumnya. b. Guru mengarahkan peserta didik untuk membuka video animasi dan melihat contoh teks prosedur yang ada dalam video “ How to make a glass of lemon tea”. c. Peserta didik diarahkan untuk mengamati dan memahami contoh teks prosedur tersebut. Kemudian guru memberikan kesempatan peserta didik untuk bertanya terkait contoh teks prosedur d. Peserta didik diminta untuk latihan menulis sebuah teks prosedur sederhana tentang cara membuat minuman favorit mereka masing-masing. e. Guru meminta beberapa peserta didik untuk membacakan hasil tulisannya, kemudian guru mengoreksi apa yang perlu diperbaiki pada tulisan peserta didik tersebut.
Kegiatan Penutup	<ul style="list-style-type: none"> a. Menanyakan kesulitan peserta didik dalam belajar prosedur teks. b. Guru membimbing peserta didik menyimpulkan materi pembelajaran. c. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan. d. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.

E. Penilaian

Penilaian Sikap : Observasi dalam proses pembelajaran

Penilaian Pengetahuan : Tugas membuat sebuah teks prosedur

Lamasi, 18 Februari 2022

Mengetahui,

Guru Bahasa Inggris



Sri Rejeki S.Pd

NIP. 198511052019032008

Mahasiswa Peneliti



Catur Prayogi

Nim. 17 0202 0106



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CYCLE III)

Sekolah : SMPN 1 LAMASI
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : IX / Genap
 Materi Pokok : Procedure Text
 Alokasi Waku : 1 Pertemuan (2 Jam Pelajaran)

A. KOMPETENSI DASAR

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur dengan memberi dan meminta informasi terkait resep makanan/minuman pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur sederhana dan pendek dalam bentuk resep makanan/minuman.

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan menggunakan animasi video sebagai media dalam belajar Bahasa Inggris khususnya dalam belajar *procedure text*, peserta didik dapat memahami fungsi sosial, struktur dan ciri kebahasaan teks prosedur, kemudian mampu membuat sebuah procedure text secara sederhana terkait resep makanan atau minuman.

C. INDIKATOR

- Menyebutkan defenisi dan macam-macam teks prosedur.
- Mengidentifikasi struktur dan ciri kebahasaan teks prosedur.
- Menemukan ide melalui *animation video*.
- Menyusun teks prosedur menggunakan bahasa inggris.

D. MATERI PEMBELAJARAN

Defenition of Procedure Text	Social Function	Generic Structure	Language Features
Procedure text is a text that is designed to describe how something is	A text is intended to tell the reader how to do, operate, or make	a. Aim or goal (The title of procedure teks)	a. Using simple present tense. b. Using

<p>achieved through a sequence of actions or steps. (Teks prosedur adalah teks yang dirancang/dibuat untuk menggambarkan/menjelaskan bagaimana melakukan sesuatu melalui tindakan yang berurutan atau langkah-langkah)</p>	<p>something. (Sebuah teks dimaksudkan untuk memberitahu pembaca bagaimana melakukan, mengoperasikan, atau membuat sesuatu)</p>	<p>b. List of materials Which contains materials or tools needed in the steps to carry out the process. (Yang berisi bahan-bahan atau alat-alat yang diperlukan dalam langkah-langkah untuk melakukan sesuatu tersebut)</p> <p>c. A sequenced of steps Shows a sequence of steps. The sequence usually is shown by numbers (1,2,3 ...) or by using words such as first, second, third, etc. words such as now, next, and after this sometimes are used as well. (Menunjukkan urutan langkah. Urutan biasanya ditunjukkan dengan angka (1,2,3,...) atau dengan menggunakan kata-kata seperti pertama, kedua, ketiga, dll. Kata-kata seperti sekarang, selanjutnya, dan setelah ini kadang-</p>	<p>Imperative Sentence (kalimat perintah). Example : <i>Pour the hot water!</i></p> <p>c. Using action verb (kata kerja tindakan). Example : <i>pour, mix, put, etc.</i></p> <p>d. Using connective of sequences (kata penghubung). Example : <i>then, next, after that, while, etc.</i></p> <p>e. Use numbering (angka). Example : <i>First, Second, Third,... or (1),(2),(3),..</i></p>
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		kadang digunakan juga.	
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Example of procedure text

Aim/goal : How to make simple sandwich

Ingredients : 2 slices of bread, 2 slices of cheddar cheese, chili sauce, beef sauge that has been cut, fried egg, celery that has been cut, tomato, cucumber.

Material : Plate, knife.

Steps :

1. = First, place a slice of bread on the plate.
2. = Second, Put the chili sauce.
3. = Third, add tomato, cheddae cheese, beef sausage, fried egg, after that, add chili sauce.
4. Then, put a slice of bread on the top, and cut into triangle shape.
5. Garnish with cucumber and celery.
6. Finally, serve it!

VOCABULARY

Slice : Mengiris
 Bread : Roti
 Cheese : Keju
 Chili : Cabai
 Egg : Telur
 Tomato : Tomat
 Celery : Seledri
 Cucumber : Timun
 Knife : Pisau
 Plate : Piring
 Put : Tuangkan
 Add : Tambahkan/menambahkan.

E. Metode Pembelajaran, Media Pembelajaran dan Sumber Belajar

- Metode pembelajaran : Collaborative writing strategy and discussion
- Media pembelajaran : Animation Video, Notebook, Handphone, white board, board marker
- Sumber belajar : Buku Bahasa Inggris “Think Globally Act Locally” SMP/MTs kelas IX, Kementrian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2018, sumber lain dari internet dan youtube

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. b. Memberi pertanyaan kepada siswa terkait pembelajaran pada pertemuan sebelumnya dan memotivasi siswa untuk belajar c. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan dilakukan.
Kegiatan Inti	<ul style="list-style-type: none"> a. Guru membagikan print out materi procedure text beserta contohnya kemudian menampilkan animasi video https://youtu.be/cQjffTeSmGg sambil guru juga memberi sedikit penjelasan. b. Memberikan kesempatan peserta didik untuk membaca kembali print out materi dan bertanya jika ada yang tidak dipahami. c. Guru mengarahkan siswa untuk menandai struktur kebahasaan prosedur teks dari contoh yang sudah dibagikan. d. Memberikan kesempatan peserta didik untuk menulis di papan tulis apa saja yang termasuk dalam unsur kebahasaan berdasarkan contoh teks yang sudah dibagikan. e. Guru memberi hadiah pada peserta didik yang sudah menulis dipapan tulis sebagai apresiasi sehingga membuat peserta didik semangat.
Kegiatan Penutup	<ul style="list-style-type: none"> a. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal. b. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan. c. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CYCLE IV)

Sekolah : SMPN 1 LAMASI
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : IX / Genap
 Materi Pokok : Procedure Text
 Alokasi Waku : 1 Pertemuan (2 Jam Pelajaran)

A. KOMPETENSI DASAR

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur dengan memberi dan meminta informasi terkait resep makanan/minuman pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur sederhana dan pendek dalam bentuk resep makanan/minuman.

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan menggunakan animasi video sebagai media dalam belajar Bahasa Inggris khususnya dalam belajar *procedure text*, peserta didik dapat memahami fungsi sosial, struktur dan ciri kebahasaan teks prosedur, kemudian mampu membuat sebuah procedure text secara sederhana terkait resep makanan atau minuman.

C. INDIKATOR

- Menyebutkan defenisi dan macam-macam teks prosedur.
- Mengidentifikasi struktur dan ciri kebahasaan teks prosedur.
- Menemukan ide melalui *animation video*.
- Menyusun teks prosedur menggunakan bahasa inggris.

D. Metode Pembelajaran, Media Pembelajaran dan Sumber Belajar

- Metode pembelajaran : Collaborative writing strategy and discussion
- Media pembelajaran : Animation Video, Notebook, Handphone, white board, board marker
- Sumber belajar : Buku Bahasa Inggris “Think Globally Act Locally” SMP/MTs kelas IX, Kementrian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2018, sumber lain dari internet dan youtube.

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. b. Bermain tebak kata sebelum memulai pembelajaran untuk memotivasi peserta didik c. Menyampaikan tujuan pembelajaran yang akan dicapai. d. Menyampaikan apa saja yang akan dilakukan pada pembelajaran hari ini.
Kegiatan Inti	<ul style="list-style-type: none"> a. Guru membagi peserta didik ke dalam beberapa kelompok b. Guru menampilkan animasi video “How to make fried rice ” tidak ada tulisan dalam video tersebut dan hanya gerakan saja. c. Peserta didik diminta untuk membuat sebuah teks prosedur “ How to make fried rice” dengan kelompoknya masing-masing. d. Guru meminta setiap kelompok untuk membacakan hasil tulisannya, kemudian guru mengoreksi apa yang perlu diperbaiki.
Kegiatan Penutup	<ul style="list-style-type: none"> a. Menanyakan kesulitan siswa dalam belajar prosedur teks. b. Guru membimbing peserta didik menyimpulkan materi pembelajaran. c. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan. d. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.

F. Penilaian

Penilaian Sikap : Observasi dalam proses pembelajaran

Penilaian Pengetahuan : Tugas membuat sebuah teks prosedur

Lamasi, 24 Februari 2022

Menyetujui,

Guru Bahasa Inggris



Sri Rejeki S.Pd

NIP. 198511052019032008

Peneliti



Catur Prayogi

Nim. 17 0202 0106



Appendix 2

Nama :

Kelas :

Day :

Date :

STUDENTS' WORKSHEET

(Pre-Test)

Instruction !

1. Write your name and class on the left top of paper.
2. Make a short procedure teks about how to make a glass of coffe.
3. If you need, you can open your dictionary.

Goal/Aim :

How to make a cup of coffee

Material :

-
-
-
-
-

Step :

1.
2.
3.
4.
5.

Appendix 3

Name :

Class :

STUDENTS' WORKSHEET

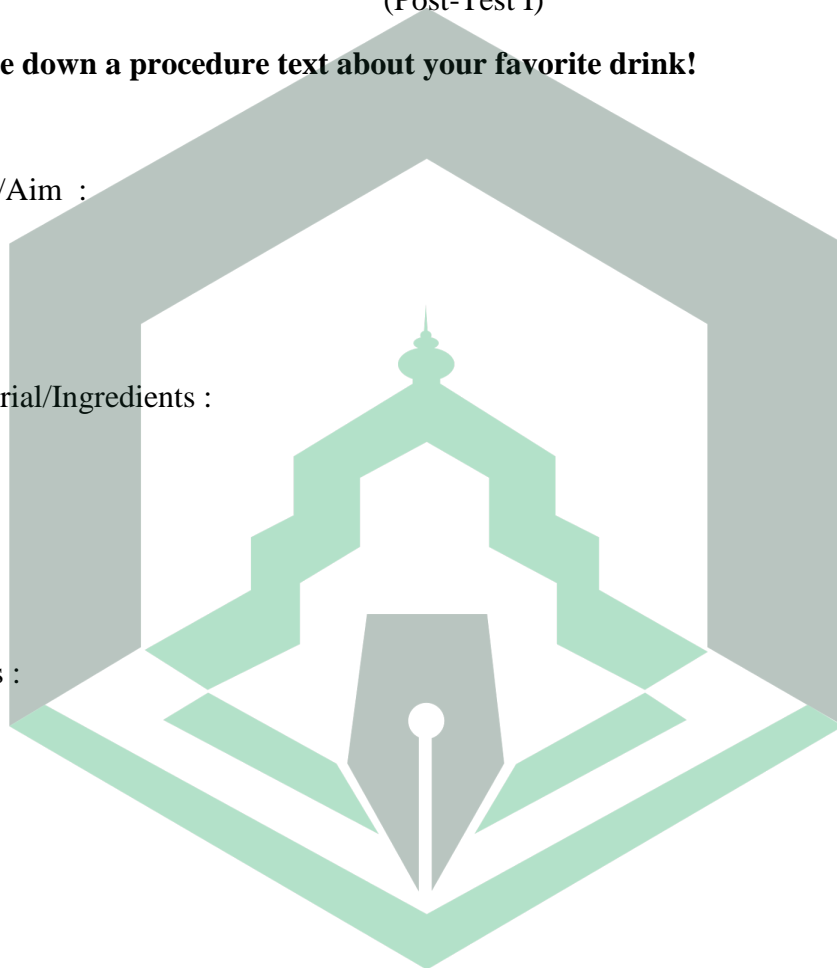
(Post-Test I)

Write down a procedure text about your favorite drink!

Goal/Aim :

Material/Ingredients :

Steps :



Appendix 4

Name :

Class :

STUDENTS' WORKSHEET

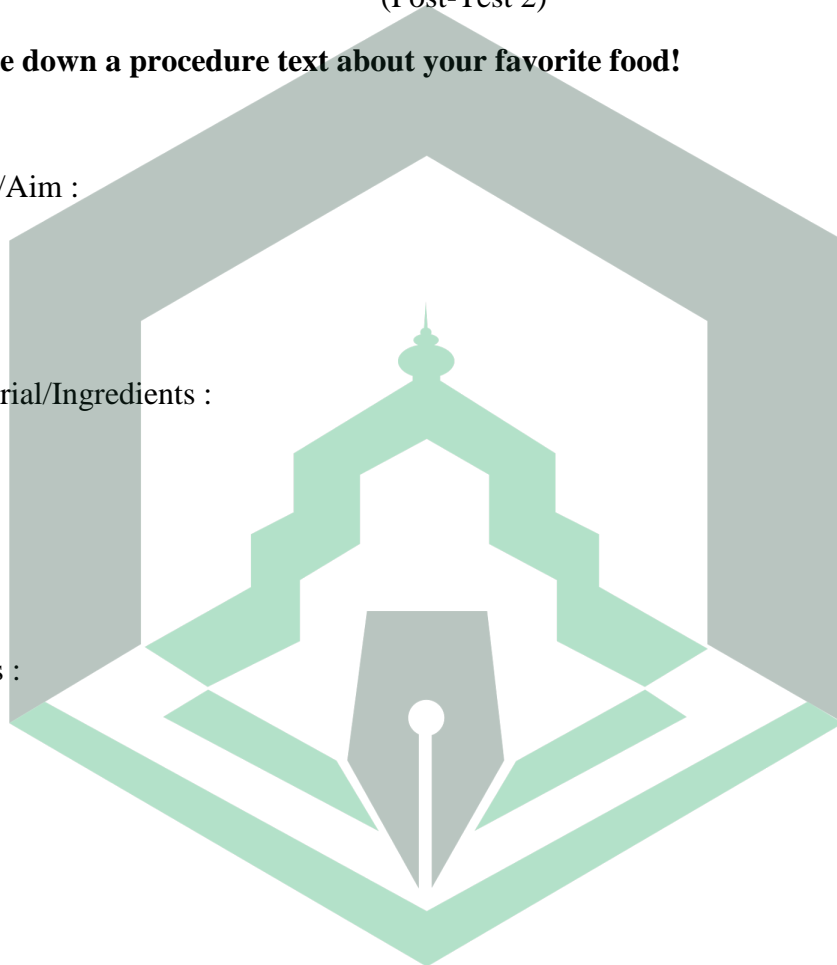
(Post-Test 2)

Write down a procedure text about your favorite food!

Goal/Aim :

Material/Ingredients :

Steps :



Appendix 5

OBSERVATION SHEET OF STUDENTS' ACTIVITY

Subject :

Date :

Meeting/Cycle :

No.	The item of score	Score			
		SB	B	C	K
1	Students enthusiastic in learning activities				
2	Students participation in discussing procedure text				
3	Students participation in asking and giving idea				
4	Students ability in writing a procedure text				
5	Students carefulness in writing a procedure text				
6	Effectiveness in using time				
7	Students work on assignments according to the instruction given				
8	Students did all the assignments				

Note :

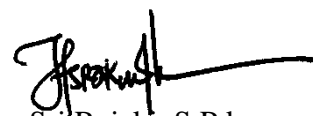
SB : Sangat Baik (Very Good)

B : Baik (Good)

C : Cukup (Adequate)

K : Kurang (Insufficient)

Observer --



Sri Rejeki, S.Pd

NIP. 198511052019032008

Appendix 6

OBSERVATION SHEET OF TEACHER ACTIVITY

Subject :

Date :

Meeting/Cycle :

No.	The item of score	Score			
		SB	B	C	K
1	Prepare the lesson plan				
2	Using media based on the lesson plan				
3	Motivated the students				
4	Conveying the indicators that would be reached				
5	Convey learning objectives				
6	Explaining procedure text				
7	Focusing on students attention toward teaching learning process				
8	Organizing discussion activity				
9	Giving chance to students for asking				
10	Giving chance to students to do their task				
11	Observing the difficulty of students learning				

Note :

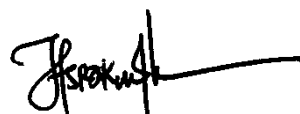
SB : Sangat Baik (Very Good)

B : Baik (Good)

C : Cukup (Adequate)

K : Kurang (Insufficient)

Observer --

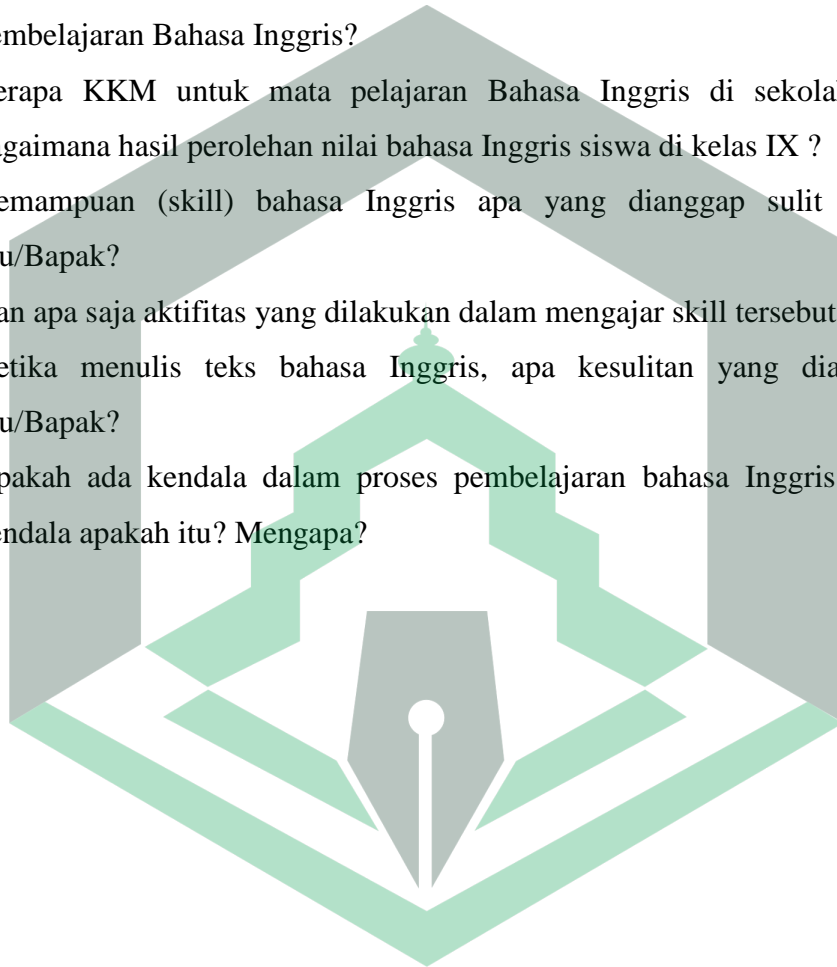


Sri Rejeki, S.Pd

NIP.198511052019032008

*Appendix 7***Pedoman Wawancara Dengan Guru Bahasa Inggris Sebelum Penelitian Tindakan Kelas**

1. Menurut Ibu/Bapak, bagaimana tanggapan siswa dalam proses pembelajaran bahasa Inggris di kelas?
2. Bagaimanakah penyampaian materi dan penggunaan media untuk menunjang pembelajaran Bahasa Inggris?
3. Berapa KKM untuk mata pelajaran Bahasa Inggris di sekolah ini? Dan bagaimana hasil perolehan nilai bahasa Inggris siswa di kelas IX ?
4. Kemampuan (skill) bahasa Inggris apa yang dianggap sulit bagi siswa Ibu/Bapak?
Dan apa saja aktifitas yang dilakukan dalam mengajar skill tersebut?
5. Ketika menulis teks bahasa Inggris, apa kesulitan yang dialami siswa Ibu/Bapak?
6. Apakah ada kendala dalam proses pembelajaran bahasa Inggris ? Jika ada kendala apakah itu? Mengapa?



Appendix 8

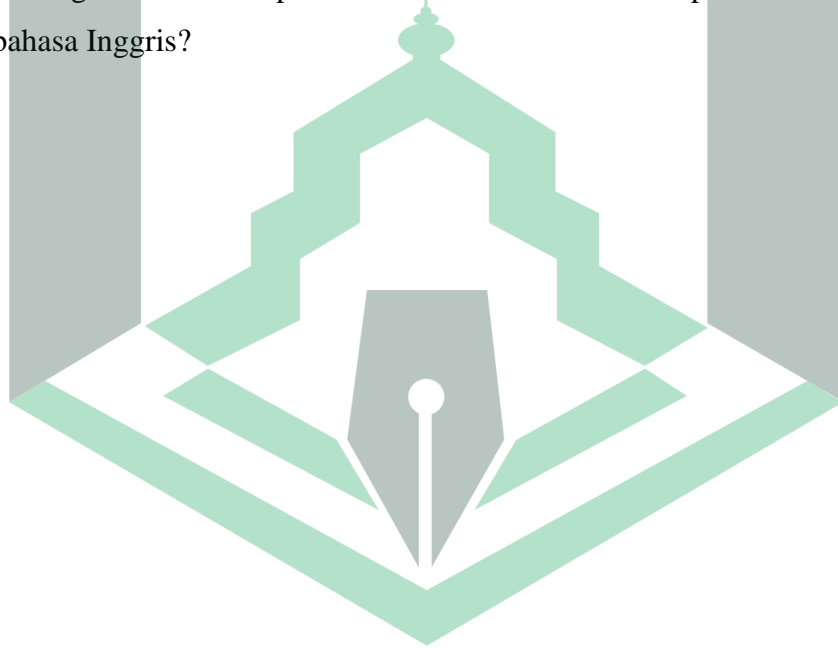
Pedoman Wawancara Dengan Siswa Sebelum Penelitian Tindakan Kelas

1. Bagaimana tanggapan kamu selama ini terhadap proses pembelajarn bahasa Inggris dikelas ?
2. Berapa standar KKM untuk pelajaran bahasa Inggris dan berapa nolai yang kamu peroleh?
3. Kemampuan (skill) bahasa inggris apa yang kamu anggap sulit?
4. Dalam materi *writing* jenis teks apa yang harus kamu kuasai pada semester ini? Dan jenis teks apa yang sudah diberikan guru bahasa Inggris?
5. Kesulitan apa yang kamu temui dalam menulis teks bahasa Inggris?
6. Menurutmu apa penyebab kesulitan kamu?
7. Media apa yang pernah digunakan oleh guru kamu dalam pelajaran bahasa Inggris khususnya menulis?
8. Apakah kamu tahu media *animation video*?



*Appendix 9***Pedoman Wawancara Dengan Guru Bahasa Inggris Setelah Penelitian Tindakan Kelas**

1. Apa pendapat Ibu/Bapak setelah melihat proses pembelajaran menulis teks prosedur dengan menggunakan media animasi video?
2. Bagaimana pendapat Ibu/Bapak tentang penggunaan video animasi sebagai media pembelajaran untuk membantu siswa dalam menulis?
3. Kendala apa yang terlihat selama proses pembelajaran menulis teks prosedur dengan menggunakan animasi video?
4. Menurut Ibu/Bapak, bagaimana mengatasi kendala tersebut?
5. Menurut Ibu/Bapak, apakah media animasi video ini sangat efektif untuk meningkatkan kemampuan siswa dalam menulis teks prosedur menggunakan bahasa Inggris?



*Appendix 10***Pedoman Wawancara Dengan Siswa Setelah Penelitian Tindakan Kelas**

1. Bagaimana tanggapan kamu terhadap proses pembelajaran menulis prosedur dengan menggunakan media *animasi video* dikelas?
2. Apakah setelah diajarkan dengan animasi video, kamu jadi tertarik untuk menulis?
3. Apakah dengan belajar melalui animasi video, kamu merasa kemampuan menulismu berkembang?
4. Kesulitan apa yang kamu hadapi ketika menulis teks prosedur dengan melihat gambaran berupa animasi video?



Appendix 11

Student's Writing Results

Nama : Avelis Damai Simanjuntak
 Kelas : IX F
 Day : Kamis
 Date : 27 Januari 2022

STUDENTS' WORKSHEET

(Pre-Test)

Instruction !

1. Write your name and class on the left top of paper.
2. Make a short procedure teks about how to make a glass of coffe.
3. If you need, you can open your dictionary.

Goal/Aim :

How to make a glass of coffee

Material :

- Coffee.
- Sugar...
- Glass...
- Spoon...
- Hot Water

Step :

1. ~~Boil~~ Boil the water First
2. Prepare a Glass and Spoon
3. Then mix Sugar and Coffee as much as $\frac{1}{2}$ / 1
4. After the water boils, brew the Coffee and stir
5. and Ready to drink

$$\begin{array}{r}
 C = 24 \\
 O = 15 \\
 V = 15 \\
 Lu = 10 \\
 M = 4 \\
 \hline
 77
 \end{array}$$

Nama : Bunga Citra Lestari
 Kelas : IX 7
 Day : Kamis
 Date : 27 - 01 - 2022

STUDENTS' WORKSHEET

(Pre-Test)

Instruction !

1. Write your name and class on the left top of paper.
2. Make a short procedure teks about how to make a glass of coffe.
3. If you need, you can open your dictionary.

Goal/Aim :

How to make a glass of coffee

Material :

- Coffe
- Sugar
- Water
- glass
- Spoon

Step :

1. Heat 200 mL of water
2. Put coffee, sugar, and water into a glass then stir
3. and coffee is ready to be served.
4.
5.

$$\begin{array}{r}
 C = 17 \\
 O = 13 \\
 V = 11 \\
 LU = 15 \\
 M = 4 \quad + \\
 \hline
 60
 \end{array}$$

Name : HILLERY PASANDA

Class : IX-F

STUDENTS' WORKSHEET

(Post-Test I)

Write down a procedure text about your favorite drink!

Goal/Aim : How to make Strawberry Smoothies

Material/Ingredients : - strawberry - glass
 - Yogurt
 - ice
 - sugar

Steps :

1. First, blend the strawberry
2. Pour in to the glass
3. Mix the yogurt in to strawberry
4. Mix the strawberry with caramel sugar
5. The strawberry ready to served

$$C = 24$$

$$O = 17$$

$$V = 17$$

$$Lu = 23$$

$$M = \frac{3}{84} +$$

NAME : Muh. Choirul Anwar
 class : IX E

Post -test - I

Goal / Aim : How to Make a glass of tea

Material / ingredients : - water - spoon
 - tea - glass
 - sugar

Steps :

- 1.) prepare a tea powder and a glass of water
- 2.) after that, boil the water with maximum heat, until the water become boiled.
- 3.) Dissolve the tea powder into hot water
- 4.) then tea will be ready, to be presented.

C = 24
 O = 18
 V = 18
 LU = 22
 M = 5
 ————+
 87.

Friend make the world beautiful.

Name : Chelsy Ayu Sarnang
Class : IX F.

STUDENTS' WORKSHEET

(Post-Test 2)

Write down a procedure text about your favorite food!

Goal/Aim : How to make instant noodle

Material/Ingredients : - instant noodle - Pan
- water

- Steps:
- ① Boil the water with the instant noodles until it boil
 - ② Then, mix the spices in the noodles into a bowl
 - ③ Pour the noodles and sauce into a bowl, stir until evenly distributed.
 - ④ Last, the noodles are ready to be served.

$$C = 22$$

$$O = 18$$

$$V = 17$$

$$Lu = 22$$

$$M = \frac{5}{84} +$$

NAME : JENIFER ELSI P.
CLAS : IX F

STUDENTS' WORKSHEET. (post - Test 2)

Write down a procedure text about your favorite Food:

Goal/aim : How to make a Fried rice.

Material : • Rice,

- Garlic or onion
- Tommato
- sauce
- chicken meat
- oil
- salt

Steps : First heat oil and sauce garlic until the garlic smell out, and also saube onion. After that add Chiken, stir briefly until slightly cooked. Next add the eggs, stirring until eggs are cooked cracked. And Then insert white rice, tomato sauce, and salt. Mix well with the spices. After the, the present suit your taste, you can add fried shrimp, or even crackers.

Appendix 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALOPO
 FAKULTAS TARBIYAH & ILMU KEGURUAN
 Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
 Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

Nomor : 3860 /In.19/FTIK/HM.01/12/2021 Palopo, 28 Desember 2021
 Lampiran : -
 Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Kab. Luwu
 di -
 Belopa

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Catur Prayogi
NIM	: 17 0202 0106
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Tahun Akademik	: 2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SDN SMP Negeri 1 Lamasi dengan judul: **"Using Animation Video to Improve Students' Ability in Writing Procedure Text at the Ninth Grade of SMPN 1 Lamasi"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan,

Nurdin K, M.Pd.
 NIP19681231 199903 1 014

Appendix 13



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 015/PENELITIAN/21.15/DPMPSTSP/II/2022
 Lamp : -
 Sifat : Biasa
 Perihal : **Izin Penelitian**

Kepada
 Yth. Ka. SMPN 1 Lamasi
 di -
 Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2860/In.19/FTIK/HM.01/12/2021 tanggal 28 Desember 2021 tentang permohonan Izin Penelitian.
 Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Catur Prayogi
 Tempat/Tgl Lahir : Pongsamelung / 09 Februari 1999
 Nim : 17 0202 0106
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Pongsamelung
 Desa Pongsamelung
 Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**USING ANIMATION VIDEO TO IMPROVE STUDENTS ABILITY IN WRITING PROCEDURE TEXT
 AT THE NINTH GRADE OF SMPN 1 LAMASI**

Yang akan dilaksanakan di **SMPN 1 LAMASI**, pada tanggal **20 Januari 2022 s/d 20 Maret 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 0 1 5



Diterbitkan di Kabupaten Luwu
 Pada tanggal : 20 Januari 2022
 Kepala Dinas,

Drs. H. RAHMAT ANDIPARANA
 Pangkat : Pembina Tk. I IV/b
 NIP : 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Catur Prayogi;
5. Arsip.

Appendix 14



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 LAMASI

Alamat : Jl. Andi Jemma Kec. Lamasi Kab. Luwu 91952

SURAT KETERANGAN

Nomor : 141/Dikpora/SMP.88/KS/2022

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama Negeri 1 Lamasi Kab. Luwu Propinsi Sulawesi Selatan menerangkan bahwa :

Nama : **CATUR PRAYOGI**
NIM : 1702020106
Program Studi : Pendidikan Bahasa Inggris

Yang tersebut benar telah melaksanakan penelitian pada SMP Negeri 1 Lamasi dalam rangka Kegiatan Observasi Mahasiswa dengan Judul **"USING ANIMATION VIDEO TO IMPROVE STUDENTS ABILITY IN WRITING PROCEDURE TEXT AT THE NINTH OF SMP NEGERI 1 LAMASI"** dari Tanggal 20 Januari s/d 20 Maret 2022.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Lamasi, 20 Maret 2022

Kepala Sekolah,



BARMAN P. S.Pd.,M.Si.

Pangkat : Pembina

NIP : 19710205 199903 1 008

Appendix 15

DOCUMENTATIONS







BIOGRAPHY



The full name of the author is Catur Prayogi, better called Ugi. Born in Pong Samelung on February 9th, 1999. She is the only daughter of Mr. Suprobo and Mrs. Wijirahayu. The author comes from a simple family that teaches a lot about patience, honesty, and sincerity. The author started her education in kindergarten. When the author was five years old, she entered the Hikmah Lamasi Kindergarten for approximately one year. Then the author's age continued to enter SDN 447 Sukamakmur for approximately six years. Then after graduating, the author continued the study at SMP Negeri 1 Lamasi for three years. Then the author continued at SMA Negeri 1 Lamasi, now known as SMA Negeri 11 Luwu, for three years and graduated in 2017. After graduating from high school, the author continued to study at the State Islamic Institute of Palopo or IAIN Palopo and majored in English Education.

contact person: *caturprayogi28@gmail.com*



SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGRIS
 Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.1828/In.19/FTIK/PBI/PP.00.9/09/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Catur Prayogi
 NIM : 17 0202 0106
 Semester : X (sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 13 September 2022

Mengetahui,
 Ketua Prodi,

Admin Turnitin PBI,



Abdalla Yahya, S.E., M.Hum.
 NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001