

**THE USE OF ANIMATION MOVIES TO DEVELOP
STUDENTS' WRITING ON DESCRIPTIVE TEXT**

(Pre-Experimental Study at the Eighth Grade of SMP Somba Opu)



A THESIS

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For
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Motto

**Be a Great Person because of your hard
work.**

What you do is what you get

"Stop Dreaming and Start Doing"

ABSTRACT

Lilis Fitriana. 2017. *The Use of Animation Movies to Develop Students' Writing Skill On Descriptive Text (Pre-Experimental Study at the Eighth Grade of SMP SombaOpu).* Thesis, FKIP Universitas Muhammadiyah Makassar. Supervised by St. Asriati AM, and Maharida.

The objective of the research was to find out whether using animation movies was able to increase the ability of the students of SMP SombaOpu Gowa to write descriptive Text.

This research employed Pre-experimental method that applied Animation Movies to taught writing descriptive text. The study had been done for six meetings that were designed; first meeting was for pre-test, 4 meetings for treatment, and the last meeting for post-test. The population was the eighth grade students of SMP SombaOpu in academic year 2016/2017. Total number of population was 54 students and class VIII.A was taken as sample by using purposive sampling technique.

As the Quantitative method, the writer analyzed the data by using t-test. The result showed that there were significance difference on the students' writing descriptive text in terms of content and vocabulary taught with Animation Movies. The students' mean score of content was 58.65 in pre-test to be 89.42 in post-test. Then, the students' mean score of vocabulary was 58.65 in pre-test to be 92.31 in post-test. The researcher concluded that teaching writing by using Animation Movies increased the students' ability to write descriptive text at the Eighth grade of SMP SombaOpu Gowa.

Key words : Writing Descriptive Text, Animation Movies, Pre-Experimental Research, Quantitative analysis method.

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Finally, the researcher realized that this thesis has some weakness and shortage. Thus, she would be grateful to accept any suggestions and corrections from anyone for better writing.

Makassar, Oktober 2017

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Animation movie is one of media and visual aids in teaching and learning process. Media or visual aids play an important role in a teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study. Medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitude proposed by Gerlach and Elly in Azhar (2016:3).

In this case, the researcher was interested in doing a research to overcome these problems by applied animation movies as a media in teaching writing. The researcher believes that the used of animation movies as a media was a good in conducting writing activity. By conducting a pre-experimental research that implemented animation movies in writing class, it was expected for the teacher to be able to improve the students writing skill. Harmer (2001: 282) defines animation movie is series of images that are projected into a screen to create the illusion of motion in form of animation. It is also the story, incident and, etc recorded as a set of moving pictures to be shown on television or the cinema.

Azhar (2016:4) defines that animation movies combine entertainment with instruction that makes the learning process more enjoyable. Students will be success in learning if they enjoy the process. Animation movie can make them more fun in learning English. The series of event on animation movie make

students easier to memorize. The actors, setting, and plot in it will help them to give ideas on writing easily. Students will get the real example of past tense utterance used by participants on movie, so they can create and arrange into the paragraph of narrative text easier with the correct grammar, spelling, conjunction and diversity of vocabularies.

Writing is one of the important skills of a language. Harmer (2006: 79-80) says that writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. The components of writing are organization, vocabulary, content, grammar, and mechanics. so that the researcher can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Writing reinforces the grammatical structures and vocabulary that students have learned .Second, writing process helps students to think and select words as well as sentences to construct good written text. The difference on students' learning styles is the third reason to teach writing. Not all people can deliver what they think orally and quickly. By writing, the students may have more time to think and produce a language in a slower way to reflect what they have learned. Finally, it is essential for students to know how to write letter, how to make report, and how to write an essay.

Writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). There are many text types of writing in English learning and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or thing.

Based on an interviewed, the information that the researcher found from the English teacher of SMP SOMBA OPU, most of the eighth grade students have low score in writing. It is because they consider writing as a difficult thing to do. This matter is caused by some cases. Most of the students lacked vocabularies and also have difficulties in applying English grammar. When starting to write, the students always stuck. The students do not have many concepts to write something. Besides, the lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional method in the learning process..

In order to get good students' writing competence in descriptive text. The researcher tried to use media in teaching and learning process, teacher needs media to make the lesson easier. Teaching learning process should be varied to make students feel fun during the process. Thus, the researcher used animation movie in teaching writing descriptive text. Animation movie were distinguished from live-action ones by unusual kinds of work that are done at production stages Bordwell and Thompson in Durotul (2016:21). The researcher used animation movie as a media because the researcher know how the importance of the animation movie for learning and teaching writing. It can helped the students of

SMP SOMBA OPU improve their writing skill especially on descriptive text without feel bored and one of the advantages of animation movie is give a motivation to them in order that they have more interest to write something through what they hear and what they see by animation movie.

Based on the explanation above the researcher commits to conducted research under the title of “The Use of Animation Movies to Develop Students’ Writing Skill on Descriptive Text at eighth Grade Student in SMP SOMBA OPU”.

B. Research Problem

Based on the problem that has stated in the background above, the research question is formulated as follows:

1. Does the use of animation movie improve the students’ ability in writing descriptive text in term of content at the eighth grade of SMP SombaOpu?
2. Does the use of animation movie improve the students’ ability in writing descriptive text in term of vocabulary at the eighth grade of SMP SombaOpu?

C. Objective of the Research

Based on the research problem above, the researcher stated the objective of the research is to find out whether or not:

1. Use of animation movies effective in teaching writing to improve student’s ability of writing descriptive text in term of content at SMP SombaOpu.

2. Use of animation movies effective in teaching writing to improve student's ability of writing descriptive text in term of vocabulary at SMP SombaOpu.

D. Significance of the Research

The result of the study was expected to be used theoretically and practically. Theoretically, this research was expected to be an effort to change the students' image about writing is difficult and also as an information and reference alternative method for teacher and students' in teaching and learning writing process. Practically, the teacher knows how to teach descriptive text and applied animation movies as a media. This research also used as teaching material to realized that animation movies is necessary to made the students be more interested with the teacher and easy to understand the material. Based on this research, students knew how to write descriptive text and understand (open minded) the meaning of the text. The last for the next researcher, the researcher can learn how to apply a pre-experimental research to know make descriptive text by animation movies as a media in teaching writing. While, could develop their ability in writing descriptive text and make preparation before teaching in the class.

E. Scope of the Research

This research was restricted on the implementation animation movie could improve the students' writing especially in writing descriptive text dealing with content and vocabulary. The researcher was used animation movie with the title

“describing animals (I am a panda) and describing place (the part of house)”. This study was limited in the eighth grade in SMP SombaOpu Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, there were several previous related researches to prove the originality of this research, as follows:

Durotul (2014) In her thesis entitle “The Effectiveness of Using Animation Film as The Medium in Writing Narrative Text”. (An Experimental Study in the Second Grade Students of SMP Negeri 3 Salatiga in the Academic Year 2013/2014)”.found that using animation film medium is effective to improve students’ writing skill. It can be proved by the pre test to post test mean of the students’ writing skill of the class which are not taught with animation film (50.36 to 57.95). The students’ writing skill of the class which are taught by animation film shows significant improvement (50. 45 to 67.95). From the t-test result, it can be seen that the class which is taught by animation film medium get higher score (11.2) than the class which is not taught by animation film medium(5.88).

Chairena, M. S (2007) In her thesis “The Use of Pictures to Teach Writing Descriptive Text (The Case of the Eighth-Year Students of SMP N 13 Semarang in the Academic Year of 2006/2007). Found that the result of the analysis showed that pictures contribute greatly to the students in writing a descriptive text. It can be shown by the differences of the mean score of the post-test obtained by experimental class and control class. The mean score of post-test of the

experimental class was 81.3, and the control class got 73.2. It can be inferred that pictures was very effective helping the students in writing a descriptive text

Retno (2007) In her thesis entitle “The Use of Animation Movies for Improving Students’ Writing Skill of Narrative Text”. (A Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year of 2006/2007). Found that using animation movie can improve students’ writing of narrative text. The result of the tests shows that the students’ scores in the writing draft I were 64, 3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students’ achievement reached 72, 9%. It means that the test was successful.

Fitriana (2011) In her thesis “The Use of Animation Movies to Improve Students’ Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade of SMAN 1 Teras in Academic Year 2010/2011)”. Found that using animation movies can improve students’ writing skill and the class situations.. It becomes one of appropriate ways in teaching writing.

Based on previous related research finding, there are similarities this research. Writing descriptive text is relevance with this research and using animation movies as the media it is same with the method in this research. The differences of this research are from the students’ creativity and that using different media, that media is that the use of picture, teaching material, and using the teacher as the sample of research also using classroom action research (CAR).

B. Pertinent Ideas

1. The Concept of Animation Movie

a. Definition of Animation Movies

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson) in Durotul (2016:21). Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

b. Advantages of Animation Movies in teaching writing

Katchen (1995), he says that cartoon films or animation movies usually tell a simple story that is easy to follow.

According to R.K Bali in his journal (2007), there are some advantages of movie in teaching:

- a. Movies are a comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- b. Movies also are an economical substitute for field trips and other real world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.
- c. Movies offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

While , D. Yuksel (2009) in her paper of promoting writing skill in ESL classroom, she stated that pictures, cartoons and comic strips contained elements that pleased the eye, relaxed the body, and stimulated writing production in language lessons. Using cartoons as a springboard developed the skills of grammar and conversation in writing; it stimulated the imagination and results in creative language production.

c. Disadvantages of Using Animation Movie

According to Azhar (2011:50), describes that the disadvantages of using movie in teaching and learning process are:

- 1) Procumbent of film generally is expensive and cost a lot of time.
- 2) When the film showed, the pictures will keep changing making all students are not able follow the information given through the film.
- 3) Films not always appropriate with the needs and desired learning objective.

2. The Concept of Writing

a. Definition of Writing

Writing is one of four language skills is considered a difficult skill because the researcher should fulfill aspect of writing such as content, organization, purpose, vocabulary, punctuation and spelling in balance way.

- 1) Narayan, (2012: 1). Say that writing composed with craft touches readers on several levels intellectual, emotional, aesthetic, and an outward facing performance for readers.

- 2) Lieberman and Wood (2003: 19) say that writing produces occasions to foreground and clarify thinking; to record, shape, and analyze experiences; to express internal lives; to explore ideas learned from others.
- 3) Nadler (2009: 128) state that writing is the uses of appropriate letters and symbols according to the standard usage of a given language.

Based on some definition above, the researcher concludes that writing is the physical act of committing signs, words or ideas to some medium and arranging them to form sentences by putting them into written form according to the standard usage of a given language in order to record, shape, and analyze experiences, to express internal lives, to derive meaning, and to explore ideas learned from others.

b. The Process of Writing

Writing is one of productive skills need a process. Harmer in Durotul (2014:25-27) states that Writing process is the stages that a writer goes through in order to produce something in its final written form". There are four steps in writing processes:

1). Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to

think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

2). Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3). Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4). Final Version

One writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have

changed in the editing process. But the writer is now ready to send the written text to its intended audience.

c. The Importance of Writing

S.W. Hartati (2013) says that writing as a part of man's culture because it can be used to preserve thought ideas and also speech sound. From the quotation, we can conclude that writing is a means of recording of what we want to store in the form of written language.

Writing as one of the language skills has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important features of writing activities that are usually done by people are as follows:

- 1) Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher.
- 2) Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English.
- 3) Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are

asked to write in English to their foster parents at least once a month;
therefore, they need to have ability to write in an acceptable English

d. Indicators of writing.

- 1) Kane (2000: 13-15) say that there are three rules in writing, they are:
grammar , the rules which structure the language; usage, concerning how we
should use the language in certain situations; mechanics, conventions of
writing require that a sentence begin with a capital letter and end with full-
stop, punctuation (period, question mark, or exclamation point and so on).
- 2) Brown (2000: 356-357), there are six categories that are often the basis for the
evaluation of students writing. They are Content, Organization, Discourse,
Syntax, vocabulary, and mechanics.

Jacob et.al (2012), there are five components of writing as follows;

a) Content

Content is unity. This means that every sentence contributes to one
principle, unifying throughout. Furthermore, unity is the first quality of an
effective sentence. When a sentence has a unity, it means that the sentence has
a logical relationship (Lannon, 1997).

The content of writing is about the ability to think creatively and
develops thought, excluding all irrelevant information. It should be learning to
the reader. Thus they can understand what the message convey and gain

information from it. Also the content of writing should be well unity and complete because the characteristic of good writing.

b) Organization

Organization in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern and express fluent expression: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive

c) Grammar:

Fareed (2015) said that English tenses in grammar are tools to help speakers to express time in the language. They are of great use and importance in both ways of communication, verbal and written. Tenses help the speaker to construct the correct sentence based on the sentence pattern.

Grammar has many patterns that depend on situation and condition, generally called by “tenses”. Tenses are an important material in learning English, because it helps us to compose sentence well, especially in using verb. There are three forms of English grammatical rules and each form is appropriate in usage. Tenses are any of the forms of a verb used to indicate the time of the action of state expressed by the verb.

d) Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. Vocabulary as one of the requirements of good writing is always dependent on the effective use of the word. In the personal description, word plays a dual role; to communicate and to evoke the reader to understand and feel. This two-

fold purpose is evident even in such a practical and common of writing as an advertisement. Effective use of words also associated with connotative or figurative language. They are all important nearly in all forms of writing, but particularly in personal description.

The researchers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that students cannot write or express if student do not have vocabulary. Therefore, students cannot understand the writing passage without having a lot of vocabulary.

e) Mechanics

Mechanics includes the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand or recognize immediately what the author means certainly. The use of mechanical in writing will guide the reader easy to understand the conveying ideas or messages. Asma Arama (2010), the writing mechanics that we are interest in throughout this research is “punctuation” the punctuation devices of our concern are the comma and the period. It may seem strange to consider punctuation as a cohesive device when writing, as it may seem to be dividing the writing up. It is through breaking up the writing into chunks and working to create a hierarchy of importance for the different parts of the text, punctuation is by far a good means to make connections so that the writing begins to take on an overall structure (Crème and Lea, 2008).

Based on the definition mentioned, the researcher decided to analyze the indicators of writing in terms of content and vocabulary. As we know, there are five the indicators of writing but the researcher only choose content and vocabulary, because in general descriptive text focus in content to make a text. Vocabulary is important to make a text has correlation between paragraph one in another paragraph. As we know, at the eighth grade students in junior high school that the students will focus produce and how to make a good writing. That is the reason of the researcher only chooses to analyze indicators of writing in terms of content and vocabulary.

e. Kind of Text

According to Jasmansyah in English Learning Centre (2012), there are 13 kinds of text, as follows:

1.) Narrative

Purpose: To amuse/entertain the readers and to tell a story

2.) Recount

Purpose: to retell something that happened in the past and to tell a series of past event

3.) Descriptive

Purpose: to describe a particular person, place or thing in detail.

4.) Report

Purpose: to presents information about something, as it is.

5.) Explanation

Purpose: To explain the processes involved in the formation or working of natural or socio-cultural

6.) Analytical Exposition

Purpose: To reveal the readers that something is the important case

7.) Hortatory Exposition

Purpose: to persuade the readers that something should or should not be the case or be done

8.) Procedure

Purpose: to help readers how to do or make something completely

9.) Discussion

Purpose: to present information and opinions about issues in more one side of an issue ('For/Pros')

10.)Review

Purpose: to critique or evaluate an art work or event for a public audience

11.)Anecdote

Purpose: to share with others an account of an unusual or amusing incident

12.)Spoof

Purpose: to tell an event with a humorous twist and entertain the readers

13.) News Item

Purpose: to inform readers about events of the day which are considered newsworthy or important

3. The Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which has social purpose to give an account of imagined or factual events Hyland, (2004:214). Hyland explains more about description that it tends to use present tense, and description makes use of “be” and “have.”

According to Oshima and Hogue in Tossi Anna (2014:30), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.

According to Rugayamanan (2012:1) the generic structures of descriptive text are as follows:

1. Identification: an introduction to the subject of the description;
2. Description of features: describe the characteristic features of the subject.

While the language features of a descriptive text are follows:

1. Use of particular nouns.
2. Use of detailed noun groups to provide information about the \subject.
3. Use of a variety of types of adjectives.
4. Use of relating verbs to provide information about the subject.
5. Use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings.
6. Use of action verbs to describe the subject’s behavior.
7. Use of adverbials to provide more information about this behavior.

8. Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

b. The Purposes of Descriptive Text

As social beings, people want to share their experience, people write to the others to describe things such as vacations, childhood homes, and people encounter. People even used description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, people have a compelling desire to connect with other people by sharing their experiences.

c. Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms according to Luber (2014:31), they were:

1). Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

2). Description of place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

3). Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

Based on some theories above, the writer concludes that use description of place and description of animal as teaching material on descriptive text.

4. The Concept of Media

a. Definition of Media

Media or visual aids play an important role in a teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the

study. Gerlach and Elly in Azhar (2016:3) propose that a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitude.

According to Oemar Hamalic in Azhar (2016:4) there are four classifications of teaching media:

- 1) Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
- 2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
- 3) Audio visual media, such as film, TV, and three dimensions things.
- 4) Dramatization, role play, socio drama, etc.

While Azhar (2016:35) divides media into two categories:

- 1) Traditional media
 - a) Visual silence that projected
 - Opaque projection (Invisibility)
 - Overhead projection
 - Slides
 - Filmstrips
 - b) A visual that not projected
 - Picture, poster
 - Photos

- Charts, graphs, Diagrams,
- Exhibitions, information boards

c) Audio

- Recording disc
- Cassette tape, reel, cartridge

d) Multimedia presentation

- Slide plus noise (tape)
- Multi
- image

e) A dynamic visual which is projected

- Film
- Television
- Video

f) Print

- Textbooks
- Module, programmed texts
- Scientific magazines, period
- Loose
- Leaf

g) Game

- Puzzle
- Simulation
- Board game

f) Realia

- Model
- Specimen (sample)
- Manipulative (maps, dolls)

2) The latest media technology

a) Media based on Technology

- Teleconference
- Distance school

b) Media based on microprocessor

- Computer assisted instruction
- Computer game
- Intelligence tutor system
- Interactive
- Hypermedia
- Compact (Video) disc

In teaching English, media is very important thing. It is because media can give the learning experiences more concrete and relates to daily life.

b. Definition of Movie

Movie as stated by Azhar (2016:50), is the images in the frame where frame by frame is projected through the lens of the projector mechanically so that on the screen it looks alive. While, in Microsoft Encarta (2006), film is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

Harmer in Durotul (2014:21) stated that a movie is visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. Film become an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing).

There are many types of movie made for different purposes. According to Bordwell and Thompson(1997:50), types of movie are broken down into:

a. Documentary movie

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

- 1) **Compilation movie:** produced by assembling images from archival

- 2) Direct Cinema: recording an ongoing event „as it happens“ with minimal interference by the movie maker

b. Fictional movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. Animated movie

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

d. Experimental or avant-garde movie

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

- 1) The filmmakers want to express personal experience or view point
- 2) The filmmakers may also want to explore some possibilities of the medium it self
- 3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:

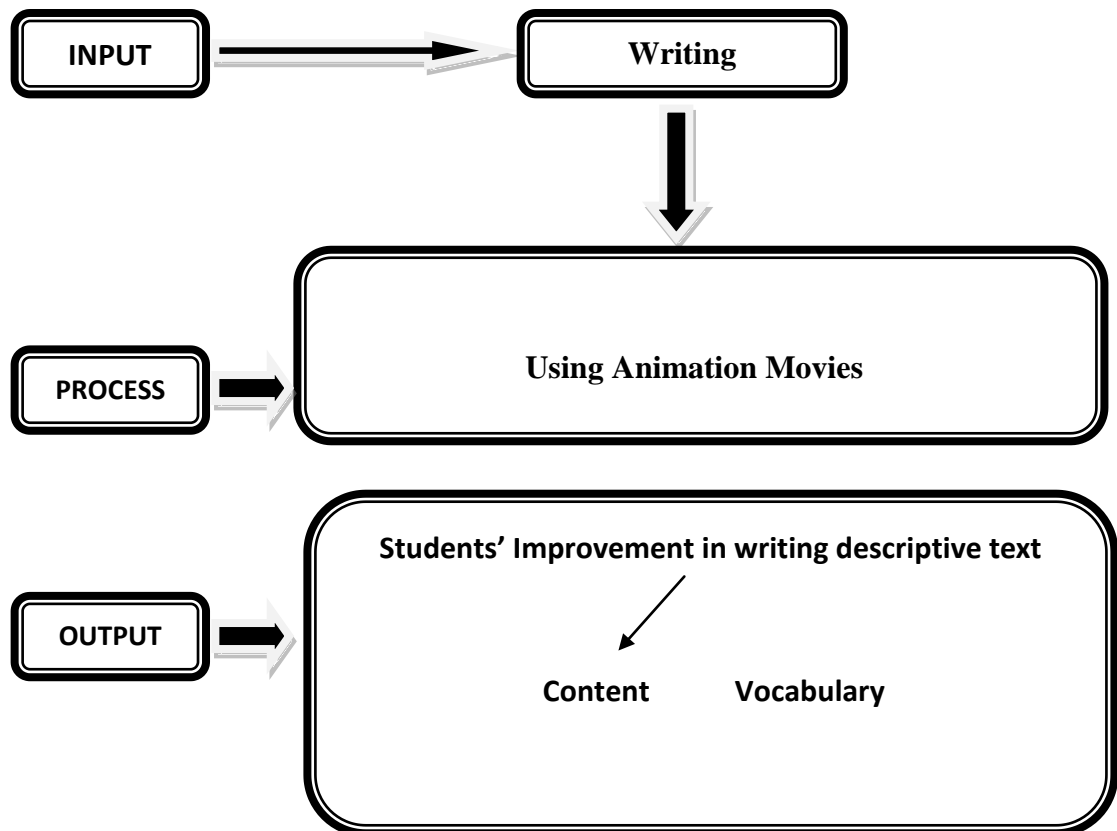


Figure 2.1. Conceptual Framework

* Input : Teaching Material

Before apply the media in the class, the researcher gave observation and gave test to know the students' prior knowledge in the classroom.

* Process : Treatment was given using animation movie

The researcher applied animation movie as a media in one group class.

* Output :

The treatment that was given in the process of the research is evaluated the students' interest and how effective using animation in teaching writing on descriptive text.

D. Hypothesis

Alternative Hypothesis (H_i)

The use of animation movie as a media improves students' writing descriptive text.

Null Hypothesis (H_o)

The use of animation movie as media does not improve students' writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of the research was pre-experimental design. The kind of pre-experimental design of this research is one group pre-test and post-test. This design involves one group which is pre-tested (O1), exposed to a treatment (X), and post-test (O2). The design was presented as follows:

Table 3.1 Pattern of One Group Pre-Test Post-Test

PRE TEST	TREATMENT	POST TEST
O1	X	O2

(Gay, 2006:362)

Where:

O1 = Pre test

The researcher gave the test to know the limit of students in writing skill especially descriptive text

X1 = Treatment by using animation movie

The researcher applied the used of animation movie in writing descriptive text.

The procedures of used animation movies in teaching were:

- The first meeting: the researcher introduced and explained about definition of descriptive text, generic structure and the feature of descriptive text.
- The second meeting: the researcher introduced animation movie to students as a media that used to teach the material. The researchers gave the material about describing animal and then gave an evaluation.
- The third meeting: the researcher reviewed the material and gave the students more explanation about describing animal and how to describe it.
- The fourth meeting: the researcher gave the material about describing place by using animation movie and gave some example about place then the researcher gave evaluation to the students.

O2 = Post test

The researcher gave the test to know the improvement of students in writing skill especially descriptive text after the treatment.

B. Variables and Indicators

1) Variable

There were two variables in this research; those were independent variable and dependent variable. The variables were as follows:

- a) Independent variable was the Use of Animation Movies.
- b) Dependent variable was Students' writing descriptive text.

2) Indicator

The indicators of this research was the used of animation movies in writing descriptive text that divided into two categories such as describing of place and describing of animals. It focuses only in content and vocabulary as the classification score.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP SombaOpu. The number of population was 54 students that consisted of two classes.

2. Sample

The sampling technique of this research was purposive sampling. The researcher selected this technique based on the statement of the teacher that the students' achievement in eighth grade student was getting low in English, especially in writing. Besides that, this class was suggested by the teacher to be researched. The class selected as a sample was VIII A that consisted of 26 students.

D. Research Instrument

In collecting the data for the research, the researcher needs a research instrument. According to Arikunto (2006:149) instrument is a means to collect data.

The instrument of this research was used teaching media namely animation movies entitle " I am panda and the part of house" with essay form. This instrument was used to find out the result of students' achievement in writing especially in their writing on descriptive text. For knowing students' writing descriptive text, the researcher gave an essay form about describing animal and place. The test consisted

of pre-test and post-test. The pre-test gave before applying the treatment which consisted of one question. It aimed to know students' prior knowledge in writing. While, the post-test aimed at the finding out students' achievement in writing after giving the treatment.

E. Procedure of Collecting Data

Mujis (2004:56) stated that data collection was done by observing a situation, setting or interaction using the constructed instrument.

Collecting data in this experiment research as follows:

1. Pre-test used at the first meeting to measure the students' ability before giving a treatment.
2. Treatment used to made students understand about material. There were four times for treatment by using animation movies as a media in teaching writing descriptive text.
3. Post-test used after treatment to measure the students' improvement and understanding about the material through animation movie. Thus, the total meeting of this research was six times, it conclude pre-test, treatment, and post-test.

F. Technique of Data Analysis

The data collected through quantitative analysis. The researcher used a procedure as follows:

1. Scoring the result of the students' test classified as follows:

The researcher corrected the students writing based on the analogies scale for writing.

a. Content

Table 3.2: Classification in Scoring Content

SCORE	CLASSIFICATION	CRITERIA
4	Very good	The topic is complete and clear and details are relating to the topic
3	Good	The topic is complete and clear and details are almost relating to the topic
2	Poor	The topic is complete and clear but details are not relating to the topic
1	Very poor	The topic is complete and clear and details are relating to the topic

(Adapted from Brown, 2004:315)

b. Vocabulary

Table 3.3: Classification in Scoring Vocabulary

SCORE	CLASSIFICATION	CRITERIA
4	Very good	Effective choice of words and word forms
3	Good	Few misuse of vocabularies, word forms but not change the meaning
2	Poor	Limited range confusing words and word form
1	Very Poor	Very poor knowledge of words, word forms, and not understandable

(Adapted from Brown, 2004:315)

2. To score the students' answer of test, the researcher used formula.

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

(Sudjana :2008)

3. The mean score of the students classify into seven levels as follows:

No	Classification	Score
1	Excellent	9.6-10
2	Very good	8.6-9.5
3	Good	7.6-8.5
4	Fairly good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(Depdikbud, 2004)

4. Calculating the mean score by using the following formula:

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

Where: X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 2006:449)

5. To calculate the improvement of percentage of the students' pre-test and post-test by using formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Notation: P : Rate Percentage

X1 : The mean score of pre-test

X2 : The Mean score of Post-test

(Gay, 2006: 320)

6. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significance

\bar{D} = Different between the matcher pairs

$\sum D$ = The sum of total score of significance

$\sum D^2$ = The square of $\sum D$

N = Number of students

(Gay, 1981:331)

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The findings obtained through writing test in the eighth grade students of SMP SombaOpu were presented as follows:

1. The Students writing descriptive text by using Animation Movies

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of content and vocabulary achievement by using Animation Movies.

Table 4.1: The Students' Content and Vocabulary Progress in Pre-Test and Post-Test

Indicator	Mean Score		Percentage Improvement
	Pre-test	Post-test	
Content	58.65	89.42	52.2%
Vocabulary	59.61	92.31	54.8%

Table 4.1 showed that mean score and percentage improvement of the students in pre-test and post-test. When, content mean score of the students in pre-test were 58,65 and post-test which to be 89.42 and vocabulary mean score in pre-test were 59.61 and post-test which to be 92.31. and there were improvement of students' content and vocabulary in pre-test and post-test which was in content the students progress was 52.2%. While, in vocabulary the students' progress was 54.8%. Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df)= (n-1) 26-1=25 indicated that t-table

value was 1.708 and t-test value of vocabulary was $2.70 > 1.708$ and t-test value of content was $3.21 > 1.708$. Therefore, it could be concluded that statistically hypothesis of H_i is accepted and the statistically hypothesis of H_o is rejected. It means that the used of animation movie in teaching writing descriptive text could improve students' writing especially in writing descriptive text.

a. The students' content achievement in writing descriptive text

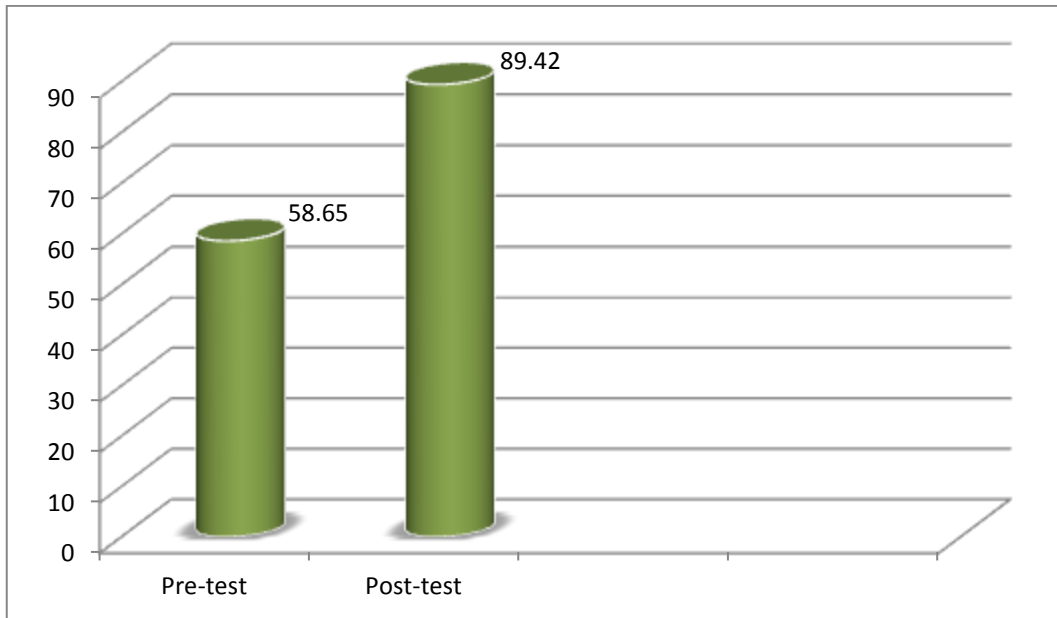
The students' content achievement as indicator in writing the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.2: The Students' Content Achievement in Pre-Test and Post-Test

Indicator	Mean Score	
	Pre-test	Post-test
Content	58.65	89.42

Table 4.2 showed that the mean score of the students in pre-test was 58.65 and the mean score of the students in post-test was 89.42.

Graphic 4.2: Percentage of Sample Content in Pre-Test and Post-Test.



The graphic 4.2 shows that the percentage improvement of pre-test to post-test was 52.2%. That was seen by several elements namely; students more diligent and more active in the class after teacher gave a motivation during treatment, student more interest with the material taught by using animation movies, and the importantly, students could write after saw animation/picture from the slide that was given by teacher especially in writing descriptive text.

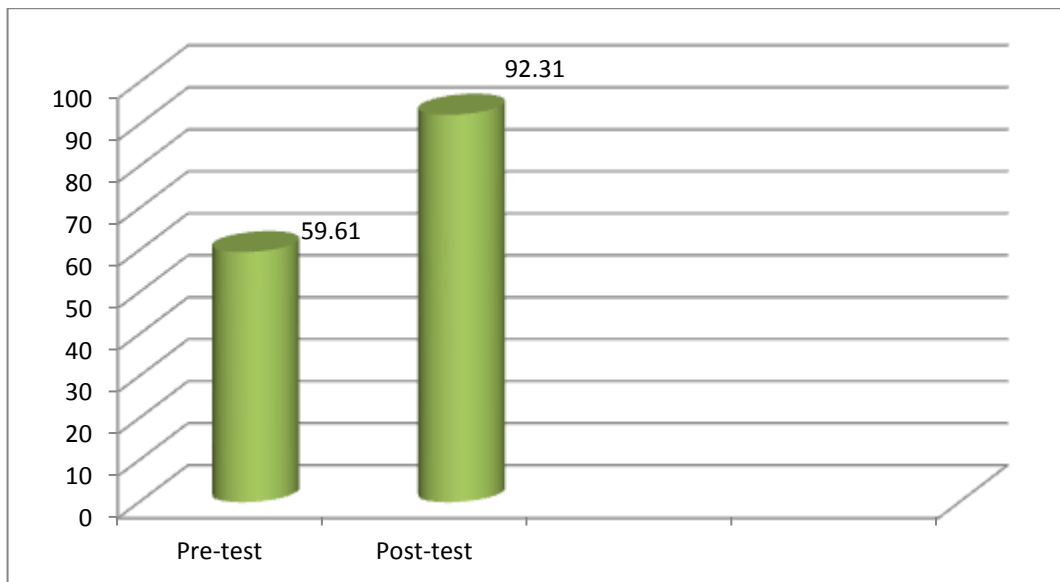
The students' vocabulary achievement as indicator in writing the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.3: The Students' Vocabulary Achievement in Pre-Test and Post-Test

Indicator	Mean Score	
	Pre-test	Post-test
Vocabulary achievement	59.61	92.31

Table 4.3 showed that the mean score of the students in pre-test was 59.61 and the mean score of the students in post-test was 92.31.

Graphic 4.3: Percentage of Sample Vocabulary in Pre-Test and Post-Test.



The graphic 4.3 shows that the vocabulary percentage improvement of pre-test to post-test higher than content percentage was 54.8%. It because students easier memorize word by word than memorize the content from the sentence. Before teacher gave treatment by using animation movie the students difficult to wrote a sentence. But, during a treatment by using animation movies student more excited to found new word and meaning of the word that the students watched from the video.

Table 4.4: The Percentage of Sample Content in Pre-Test and Pots-Test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	15	57.7
2	Very good	0	0	0	0
3	Good	0	0	0	0
4	Fairly good	9	34.6	11	42.3
5	Fair	0	0	0	0
6	Poor	17	65.4	0	0
7	Very poor	0	0	0	0

Table 4.4 showed that before giving treatment by using animation movies, in pre-test there were only 9(34.6%) out of 26 students was classified into fairly good scores, 17 (65.4%) out of 26 students was classified poor score, and none students was classified into very good scores, very poor and excellent..

While, after using animation movies in post-test there were 15 (57.7%) out of 26 students was classified into excellent scores, 11 (42.3%) out of 26 students was classified into fairly good scores.

Based on the table 4.3 showed that the score of students' content achievement in post-test improved after teaching writing descriptive text in terms of content by using animation movies as a media. The mean score of the students in pre-test were 58.65 and post-test which to be 89.42.

Table 4.5: The Classification of Sample Vocabulary in Pre-Test and Post-Test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	18	69.2
2	Very good	0	0	0	0
3	Good	0	0	0	0
4	Fairy good	10	38.5	8	30.8
5	Fair	0	0	0	0
6	Poor	16	61.5	0	0
7	Very poor	0	0	0	0

Table 4.5 showed that before giving treatment by using animation movies, in pre-test there were only 10 (38.5%) out of 26 students was classified into fairly good scores, and 16 (61.5%) out of 26 students was classified into poor scores.

While, after using animation movies in post-test there were 18 (69.2%) out of 26 students was classified into excellent scores, and 8 (30.8%) out of 26 students was classified into fairly good scores

Based on the table 4.4 showed that the score of students' vocabulary achievement in post-test improved after teaching writing descriptive text in terms of vocabulary by using animation movies as a media. The mean score of the students in pre-test were 59.61 and post-test which to be 92.31.

2. Hypothesis testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent variable test, that is the test to

know the significant difference between the result of students' mean scores in pretest and posttest, the writer used t-test analysis on the level of significance (α)= 0.05 with the degree of freedom (df)= N-1, where N= number of subject (25 students) then the value of t-table was 1.708 the t-test statistical analysis for independent sample applied.

The result of the data analysis t-test of the students' writing descriptive text using animation movies table below:

Table 4.6 The Comparison of T-Test and T-Table Scores of Students' Writing Descriptive Text

Variables	T-test	T-table	Description
Content	3.21	1.708	Significance
Vocabulary	2.70	1.708	Significance
X	5.91	1.708	Significance

The table 4.5 shows that the value of the t-test is higher than the value of t-table. T-test value of content was greater than t-table ($3.21 > 1.708$) and t-test value of vocabulary was greater than t-table ($2.70 > 1.708$). The result of t-test in writing descriptive text was greater than t-table ($5.91 > 1.708$).

The value of the t-test was greater than t-table. The score in variable of writing descriptive text was ($5.91 > 1.708$). That was said that the null hypothesis (H_0) rejected and the alternative hypothesis (H_1) accepted. It means that there is a significance difference between the results of students' writing descriptive text using animation movies after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df)=26 (N-1=26-1), thus the alternative hypothesis (H_i) accepted and null hypothesis (H_o) rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis rejected and null hypothesis accepted.

B. Discussion

The description the analysis of the data from writing test as explanation in the previous section shows that the students' writing descriptive text in terms of content and vocabulary. It examines the result of treatment teaching and learning process toward the effectiveness by using animation movies as a media in develop students' writing descriptive text at the eighth grade student of SMP SombaOpuGowa which is conducted with pre-test, treatment and post-test.

The students' mean score after treatment by using animation movie in teaching writing descriptive text better than before the treatment is given to the students. Before giving treatment, the students' writing descriptive text in terms of content and vocabulary are poor. After giving the treatment, their writing was significantly improved and categorized as very good especially in writing descriptive text.

1. Students' writing descriptive text in term of content using animation movies

Students' writing descriptive text was supported by the mean score of students on pre-test and post-test in content was 58.65 and 89.42. Before applying the use of animation movie the students could not decide clearly identified the content by providing strong evidence, detail relating to the main idea. But, after used animation movie the student easily for decided the main idea on content.

After calculating the students' score of the indicator of content in pre-test and post-test also explained the classification of students' improvement of writing descriptive text. In pre-test there were 17 (65.4%) students poor, 9 (34.66%) students got poor. After doing treatment, the students' score classification are changed 15 (57.7%) students got excellent, 11 (42.3%) got fairly good..

Based on the finding above in applying using animation movie as a media in teaching writing especially descriptive text, the data was collected through the test as explains in the previous finding sections shows that the students writing achievement in content was significantly improved. The data on table 4.1 shows that the score of students' content improved 52.5% from the mean score in pre-test 58.65 to be 89.42 in posttest. The score of the students' post-test was higher than the mean score of the students' pre-test. Therefore, it can be concluded that using animation movie could improve the students' writing descriptive text.

2. Students' writing descriptive text in term of vocabulary using animation movies

Students' writing descriptive text was supported by the mean score of students on pre-test and post-test in vocabulary was 59.61 and 92.31. Before applying the use of animation movie the students could not decide clearly identified the vocabulary by providing strong evidence, word and meaning. But, after used animation movie the student easily to found word and the meaning.

After calculating the students' score of the indicator of vocabulary in pre-test and post-test also explained the classification of students' improvement of writing descriptive text. In pre-test there were 10 (38.5%) students fairly good, 16 (61.5%)

students got poor. After doing treatment, the students' score classification are changed 18 (69.2%) students got excellent, 8 (30.7%) got fairly good.

Based on the finding above in applying using animation movie as a media in teaching writing especially descriptive text, the data was collected through the test as explains in the previous finding sections shows that the students writing achievement in vocabulary is significantly improved. The data on table 4.2 shows that the score of students' content improved 54.8% from the mean score in pre-test 59.61 to be 92.31 in posttest. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that using animation movie could improve the students' writing descriptive text.

3. Significance difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = $(n-1)26-1=25$ indicated that t-table value was 1.708 and t-test value 5.91. Therefore, it could be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the used of animation movie in teaching writing descriptive text could improve students' writing especially in writing descriptive text.

By seeing the effectiveness of the students' content and vocabulary achievement in learning writing descriptive text. It is concluded that the use of animation movies to developed students' writing descriptive text in terms of content and vocabulary. It could be showed from the students' writing pre-test and post-test. In pre-test some students were difficult to answer the questions and find out the main idea of the content and identified the meaning of the words. But, the students in post-test were

easy to answer the questions. Then, found the main idea and understood the meaning of the words.

From the discussion above, it could be concluded that the eighth grade students of SMP Somba OpuGowa have good skills in writing by using animation movies especially on descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

A. Conclusion

Based on the research findings and discussion in the previous chapter and looking at the result of this research, the researcher made conclusion as follows:

Using animation movies was a media in teaching writing that developed the students' writing ability especially writing descriptive text dealing with vocabulary and content. The text was given every meeting was different. Every meeting, the students showed a little by little improved in learning. The students more enjoy, active, free, and spirit to learn. It organized at the eighth grade students of SMP SombaOpu. It was proved by the mean score based on pre-test and post-test. The mean score of the students before and after treatment for students' content achievement was 58.65 becomes 89.42 and treatment for students' vocabulary achievement was 59.61 becomes 92.31 with the t-test value was greater than t-table for students' vocabulary achievement ($2.70 > 1.708$) and the t-test value was greater than t-table for students' content achievement ($3.21 > 1.708$).

B. Suggestions

In this part, the researcher would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion.

It is suggested that the English teacher should be more creative and innovative to select the teaching strategy to deliver their material. The teacher could find a good instructional media to get their students' interest in learning English, especially in writing. Animation movie would be helpful to improved students writing ability; therefore the teacher needs to maintain using media especially teaching writing descriptive text in the next academic year.

To the further researcher, particularly does who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further researcher of how to complete this technique or media.

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APPENDICES

APPENDIX A

Pre-test

Write down a description about the picture and make a sentence at least 2 paragraphs!



Source: internet image

Post –test

Write down a description about the animal from the video or animal that you like!



Source: Internet image

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP SOMBA OPU

Kelas/Semester : VIII A/1

Mata Pelajaran : Bahasa Inggris

Topik : Describing animal, and thing

Alokasi Waktu : 8x 40 menit (4X Meeting)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, santun, dan bertanggung jawab, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menanyakan tentang deskripsi binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana,	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis

<p>sesuai dengan konteks penggunaannya .</p>	<p>tentang binatang sesuai dengan konteks penggunaannya.</p> <p>3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.</p>
<p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana</p> <p>4.11.2 melengkapi teks deskripsif lisan sangat pendek dan sederhana</p> <p>4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan</p>

	<p>sesuai konteks.</p> <p>4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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C. Tujuan Pembelajaran

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
3. Mengidentifikasi fungsi sosial teks deskriptif
4. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
5. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya.

6. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.
7. Melengkapi teks deskriptif tulis sangat pendek dan sederhana
8. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.
9. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Ungkapan menanyakan tentang deskripsi:
 - a. Binatang dan benda
 - *What thing is it ? what animal is it? How does it look like ?*
2. Ungkapan menyatakan tentang deskripsi :
 - a. Binatang dan benda
 - *it is a lion and it's strong*
 - *this is a thick book, that is a long pen*
3. Tenses: Simple present tense
4. Bahasa figuratif dalam mendeskripsikan benda, dan binatang:
 - *This horse is so fast like tiger run*
 - *That house looks beautiful*

E. Media, Alat, dan Sumber Pembelajaran

1. Media

- a. Animation movie/video
- b. Gambar binatang dan benda

2. Alat/Bahan

- Komputer & LCD

3. Sumber Belajar

Departemen Pendidikan Nasional.2008. Bahasa Inggris *English in Focus for Grade VIII of junior high school SMP/MTs*. Jakarta.pusat perbukuan.

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.

- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1) Mengamati

- a) Peserta didik menyimak materi yang diberikan oleh guru tentang deskriptif teks.
- b) Peserta didik menjelaskan ulang tentang materi deskriptif teks dengan benar.

2) Menanya

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan
- b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan binatang

3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara individu peserta didik menjawab pertanyaan tentang isi teks

- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari teks deskriptif .
- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari teks deskriptif .
- d) Secara individu peserta didik mendeskripsikan salah satu binatang atau tempat yang mereka suka.

4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

5) Mengomunikasikan

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

Task I

(Teacher write a question on the white board)

Write descriptive text about something that you know at least 3 paragraphs (individual work).

2. Pertemuan Kedua

a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

1) Mencipta

- a) Peserta didik menyaksikan video yang menayangkan kata sifat dan gambar binatang
- b) Peserta didik menuliskan kata sifat yang telah ditonton dari video.
- c) Secara individu peserta didik mengungkapkan deskripsi tentang binatang dari gambar dan video binatang yang di berikan.

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

Task II

Answer the following questions (group work)

1. Do you have a pet?
2. What kind of pet do you have?
3. Describe your pet.

Fill the blanks with the appropriate words in the box correctly! (homework)

Jaw	Eyes	Smell	Bone
Body	Shark	Animal	Muscle

GREAT WHITE SHARK

Great white shark is one of the deadliest 1._____ in the ocean. Hollywood uses them as a terror-bringer in their movies like Jaws, Shark Attack, Deep Blue Sea etc. It works, because great white 2._____ is more like a killing machine than an animal.

Their torpedo shaped 3._____ makes them could swim up to 60km/h while chasing their prey. They have a 4 up 6 meters body full of 4._____, that makes them could do an ambush. Like the other shark, great white have a super sensitive sense of 5._____ that makes them could sniff a single drop of blood in some cubic sea water. Great white have the best sight as they use their 6._____ to spot their target. But, the most lethal weapon of them is their large 7._____. It could give a super massive pressure that could even break human 8._____ easily.

3. Pertemuan Ketiga

a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1) Mengamati

- a) Peserta didik menyaksikan video yang menayangkan kata sifat dan binatang
- b) Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan
- c) Peserta didik dan guru sama-sama melafalkan baaimana untuk menggambarkan binatang dengan baik.

2) Menanya

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat binatang.
- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan binatang.

3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara individu peserta didik menjawab pertanyaan tentang isi teks
- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks descriptif tentang binatang)

- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari contoh teks yang ditayangkan (teks deskriptif tentang binatang)
- d) Secara individu peserta didik mendeskripsikan seekor binatang dari beberapa gambar binatang yang di tampilkan guru.

4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan
- b) Peserta didik meminta bantuan guru bila memerlukannya.

5) Mengomunikasikan

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.

4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

Task III

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When, he feels tired or sleepy, spot usually sleeps on the sofa in the living room or sometimes under the table.

Answer the following questions based on the text above!

1. What kind of animal is spot?
2. What does spot look like?
3. What is spot's fur like?
4. What kind of food does spot like?
5. Where does spot usually sleep?

4. Pertemuan Keempat

a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

1) Mencipta

- a) Peserta didik menyaksikan video yang menayangkan kata sifat benda.
- b) Peserta didik menuliskan kata sifat yang telah dibaca dari video.
- c) Secara individu peserta didik melengkapi teks deskriptif rumpang tentang benda
- d) Secara individu peserta didik menjawab pertanyaan berdasarkan teks deskriptif yang di sediakan oleh guru.
- e) Secara individu peserta didik mengungkapkan deskripsi tentang benda dari gambar yang dipersiapkan masing-masing peserta didik.

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

Task V

My House



1. Write down a description about house from the video clip.
2. Write down an identification of the video clip.

G. Penilaian

Rubrik untuk penilaian kinerja (performans)

a. Content

SCORE	CLASSIFICATION	CRITERIA
4	Very good	The topic is complete and clear and details are relating to the topic
3	Good	The topic is complete and clear and details are almost relating to the topic
2	Poor	The topic is complete and clear but details are not relating to the topic
1	Very poor	The topic is complete and clear

		and details are relating to the topic
--	--	---------------------------------------

b. Vocabulary

SCORE	CLASSIFICATION	CRITERIA
4	Very good	Effective choice of words and word forms
3	Good	Few misuse of vocabularies, word forms but not change the meaning
2	Poor	Limited range confusing words and word form
1	Very Poor	Very poor knowledge of words, word forms, and not understandable

Sungguminasa,

Juli 2017

Mengetahui

Lilis Fitriana

APPENDIX C.

TEACHING MATERIAL AND THE RESEARCHER ACTIVITIES

First meeting

In the first day the researcher did some activities in the classroom as follow:

1. The researcher did observation in class VIII A.
2. The researcher introduced herself to the students and asked that she would taught the students for 6 meetings with the media.

3. The researcher gave a motivation to the students
4. The researcher gave a stimulated about the material with asked some question to the students “how about your mother?” and “what do you think about house?”>
5. The researcher gave a picture about house and gave a pre-test to describe the house of the picture.

Write down a description about the picture and make a sentence at least 2 paragraphs!



Source: internet image

Second meeting:

1. The researcher started the class with gave a motivation
2. The researcher introduced about descriptive text as a teaching material
3. The researcher explained more about descriptive text.
4. The researcher gave an example about how to describe something.
5. The researcher asked the animals that their like and gave an assessment.

Descriptive texts

Descriptive text is a text that describes a particular person, place or thing.

The Generic Structure Descriptive Text:

- a. Identification
It means that, this part introduce to the subject of the description
- b. Description
In this part gives detail of the characteristic feature of the subject

The Feature of Descriptive Text:

- a. Use simple present tense
- b. Use adjective
- c. Use Relating Verb
- d. focus in one object alone

Source: English in focus for Grade VIII (book)

Third Meeting:

1. The researcher introduced the media in the class
2. The researcher gave the material about animals “I am a panda “with the video
3. The researcher gave the other example about the animals.
4. The researcher gave a question “do you have pet?”
5. The researcher made a group and answered the question from the researcher.

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When, he feels tired or sleepy, spot usually sleeps on the sofa in the living room or sometimes under the table.

Source: English in focus for Grade VIII (book)

Fourth Meeting:

1. The researcher review about the previous material
2. The researcher explained more about describing animals and explained how to describe it
3. The researcher pronounced the words and the students follow the researcher said.
4. The researcher gave an evaluation about the text

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When, he feels tired or sleepy, spot usually sleeps on the sofa in the living room or sometimes under the table.

Pronounce it!

- | |
|--|
| 1. pet : /pet/
2. spot : /spɒt/
3. cuddle : /'kʌdl/
4. soft : /sɒft/
5. fur : /fɜː/
6. chase : /tʃeɪs/
7. tired : /'taɪəd/
8. sleepy : /sliːpi/ |
|--|

**Source: English in focus for Grade VIII
(book)**

Fifth Meeting:

1. The researcher gave a motivation to the students.
2. The researcher gave a video about describing place and gave some example.
3. The researcher gave the other example about place.
4. Then, the researcher gave an evaluation about describing place.

My Classroom

I learn in 7b class. It is a class with size about 20 m² with white paint that covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards. Above the whiteboard, there is pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also so many heroes' pictures who stuck to the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to the cabinet, there is a teacher's desk which is covered with blue tablecloth. On the teacher's desk, there is a beautiful flower vase and a pile of books that ordered well.

My classroom is a clean and comfortable class for learning. Even my classroom always wins the cleanness and completeness competition held in my school every year. The cleanliness in my school always maintain because we always hold a picket schedule. Every morning, my class is always cleaned before the lesson begins. Therefore, my class always becomes the most favorite class for teachers. They are very fond of being in my class because the atmosphere which so comfortable.

Ruang Kelasku

Aku belajar di kelas 7b. Sebuah kelas yang berukuran sekitar 20 m² dengan cat berwarna putih yang menyelimuti dindingnya. Di dalam kelasku terdapat sekitar 35 meja dan kursi yang tersusun rapih. Di depan barisan meja dan kursi terdapat 2 buah Whiteboard yang cukup besar. Di atas whiteboard terdapat sepasang foto presiden republic Indonesia dan lambang pancasila. Selain foto pesiden, di kelasku juga banyak terdapat foto-foto pahlawan yang menempel di tembok kelas. Di pojok ruang kelas terdapat sebuah lemari yang digunakan untuk menyimpan alat-alat kebersihan seperti sapu, kemoceng dan lain-lain. Tepat di samping lemari, terdapat sebuah meja guru yang dilapisi dengan taplak meja berwarna biru. Di atas meja guru terdapat sebuah vas bunga yang cantik dan tumpukan buku yang tersusun rapih.

Kelasku merupakan kelas yang bersih dan nyaman sebagai tempat belajar. Bahkan kelasku selalu menjuarai lomba kebersihan dan kelengkapan kelas yang diadakan di sekolahku setiap tahunnya. Kebersihan kelasku selalu terjaga karena kami selalu mengadakan jadwal piket. Setiap pagi, kelasku selalu dibersihkan sebelum pelajaran dimulai. Olehkarena itu kelasku selalu menjadi kelas terfavorite bagi guru. Mereka sangat menyukai berada di kelasku karena suasana yang sangat nyaman.

Source: <http://www.caramudahbelajarbahasainggris.net/2015/01/-descriptive-text>.

Sixth meeting:

In the last meeting the researcher gave a review about descriptive text and then gave a post-test.

Write down a description about the animal from the video or animal that you like!



Source: Internet image

APPENDIX D

The Result of Students' Score on Pre-Test and Post-Test

1. The Students' content achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	50	75
2	50	75
3	50	100
4	75	100
5	75	100
6	75	100
7	50	75
8	50	100
9	50	75
10	50	75
11	50	75
12	50	100
13	75	100
14	50	75
15	50	75

16	50	75
17	75	100
18	75	100
19	75	100
20	50	75
21	75	100
22	50	75
23	50	100
24	50	100
25	75	100
26	50	100
Total	1525	2325

2. The Students' vocabulary achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	50	75
2	50	100
3	50	75
4	50	100
5	75	100
6	75	100

7	50	75
8	75	75
9	50	75
10	50	100
11	50	100
12	50	100
13	75	100
14	75	100
15	50	75
16	75	75
17	50	100
18	75	100
19	50	100
20	75	100
21	75	100
22	50	100
23	50	100
24	50	100
25	75	100
26	50	75
Total	1550	2400

APPENDIX E

The result of student' Mean score on pre-test and post-test

1. The students' mean score of content

The Number of Sample	X1	$X1^2$	X2	$X2^2$
1	50	2500	75	5625
2	50	2500	75	5625
3	50	2500	100	10000
4	75	5625	100	10000
5	75	5625	100	10000
6	75	5625	100	10000
7	50	2500	75	5625
8	50	2500	100	10000
9	50	2500	75	5625
10	50	2500	75	5625
11	50	2500	75	5625
12	50	2500	100	10000
13	75	5625	100	10000
14	50	2500	75	5625
15	50	2500	75	5625

16	50	2500	75	5625
17	75	5625	100	10000
18	75	5625	100	10000
19	75	5625	100	10000
20	50	2500	75	5625
21	75	5625	100	10000
22	50	2500	75	5625
23	50	2500	100	10000
24	50	2500	100	10000
25	75	5625	100	10000
26	50	2500	100	10000
ΣX	1525	93125	2325	211875
\bar{X}	58.65		89.42	

$$\bar{X} = \frac{\Sigma X}{N}$$

2. The students' mean score of vocabulary

The Number of Sample	X1	X1 ²	X2	X2 ²
1	50	2500	75	5625
2	50	2500	100	10000
3	50	2500	75	5625

4	50	2500	100	10000
5	75	5625	100	10000
6	75	5625	100	10000
7	50	2500	75	5625
8	75	5625	75	5625
9	50	2500	75	5625
10	50	2500	100	10000
11	50	2500	100	10000
12	50	2500	100	10000
13	75	5625	100	10000
14	75	5625	100	10000
15	50	2500	75	5625
16	75	5625	75	5625
17	50	2500	100	10000
18	75	5625	100	10000
19	50	2500	100	10000
20	75	5625	100	10000
21	75	5625	100	10000
22	50	2500	100	10000
23	50	2500	100	10000
24	50	2500	100	10000
25	75	5625	100	10000

26	50	2500	75	5625
ΣX	1550	96250	2400	225000
\bar{X}	59.61		92.31	

$$\bar{X} = \frac{\Sigma X}{N}$$

APPENDIX F.

1. Scoring Classification of the students' content pretest and posttest

The number of student	Content			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	75	Fairly good
2	50	Poor	75	Fairly Good
3	50	Poor	100	Excellent
4	75	Fairly Good	100	Excellent
5	75	Fairly good	100	Excellent
6	75	Fairly good	100	Excellent
7	50	Poor	75	Fairly Good
8	50	Poor	100	Excellent
9	50	Poor	75	Fairly Good
10	50	Poor	75	Fairly Good
11	50	Poor	75	Fairly good
12	50	Poor	100	Excellent

13	75	Fairly good	100	Excellent
14	50	Poor	75	Fairly Good
15	50	Poor	75	Fairly good
16	50	Poor	75	Fairly good
17	75	Fairly Good	100	Excellent
18	75	Fairly good	100	Excellent
19	75	Fairly good	100	Excellent
20	50	Poor	75	Fairly Good
21	75	Fairly good	100	Excellent
22	50	Poor	75	Fairly Good
23	50	Poor	100	Excellent
24	50	Poor	100	Excellent
25	75	Fairly Good	100	Excellent
26	50	Poor	100	Excellent

2. Scoring Classification of the students' vocabulary pretest and posttest

The number of student	Vocabulary			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	75	Fairly good
2	50	Poor	100	Excellent
3	50	Poor	75	Fairly Good
4	50	Poor	100	Excellent
5	75	Fairly good	100	Excellent
6	75	Fairly good	100	Excellent
7	50	Poor	75	Fairly good
8	75	Fairly good	75	Fairly good
9	50	Poor	75	Fairly Good
10	50	Poor	100	Excellent
11	50	Poor	100	Excellent
12	50	Poor	100	Excellent
13	75	Fairly good	100	Excellent

14	75	Poor	100	Excellent
15	50	Poor	75	Fairly good
16	75	Fairly good	75	Fairly good
17	50	Poor	100	Excellent
18	75	Fairly good	100	Excellent
19	50	Poor	100	Excellent
20	75	Fairly Good	100	Excellent
21	75	Fairly good	100	Excellent
22	50	Poor	100	Excellent
23	50	Poor	100	Excellent
24	50	Poor	100	Excellent
25	75	Fairly good	100	Excellent
26	50	Poor	75	Fairly good

APPENDIX G

The calculation of the student scores T-test on pre-test and post-test

a. Content

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	50	2500	75	5625	25	3125
2	50	2500	75	5625	25	3125
3	50	2500	100	10000	50	7500
4	75	5625	100	10000	50	4375
5	75	5625	100	10000	50	4375
6	75	5625	100	10000	50	4375
7	50	2500	75	5625	25	3125
8	50	2500	100	10000	50	7500
9	50	2500	75	5625	25	3125
10	50	2500	75	5625	25	3125
11	50	2500	75	5625	25	3125
12	50	2500	100	10000	50	7500
13	75	5625	100	10000	25	4375
14	50	2500	75	5625	25	3125

15	50	2500	75	5625	25	3125
16	50	2500	75	5625	25	3125
17	75	5625	100	10000	50	4375
18	75	5625	100	10000	50	4375
19	75	5625	100	10000	25	4375
20	50	2500	75	5625	25	3125
21	75	5625	100	10000	25	4375
22	50	2500	75	5625	50	3125
23	50	2500	100	10000	50	7500
24	50	2500	100	10000	50	7500
25	75	5625	100	10000	25	4375
26	50	2500	100	10000	50	7500
Total	1525	93125	2325	211875	950	118750

b. Vocabulary

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2- X1)	D(X2- X1) ²
1	50	2500	75	5625	25	3125
2	50	2500	100	10000	50	7500
3	50	2500	75	5625	25	4375

4	50	2500	100	10000	50	7500
5	75	5625	100	10000	25	4375
6	75	5625	100	10000	25	4375
7	50	2500	75	5625	25	3125
8	75	5625	75	5625	0	0
9	50	2500	75	5625	25	3125
10	50	2500	100	10000	50	7500
11	50	2500	100	10000	50	7500
12	50	2500	100	10000	50	7500
13	75	5625	100	10000	25	4375
14	75	5625	100	10000	25	4375
15	50	2500	75	5625	25	3125
16	75	5625	75	5625	0	0
17	50	2500	100	10000	50	7500
18	75	5625	100	10000	50	4375
19	50	2500	100	10000	50	7500
20	75	5625	100	10000	25	4375
21	75	5625	100	10000	25	4375
22	50	2500	100	10000	50	7500
23	50	2500	100	10000	50	7500
24	50	2500	100	10000	50	7500
25	75	5625	100	10000	25	4375

26	50	2500	75	5625	25	3125
Total	1550	96250	2400	225000	875	130000

a. Calculating the t-test analysis of content

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{36.54}{\sqrt{\frac{118756 - \frac{(950)^2}{26}}{26(26-1)}}$$

$$t = \frac{36.54}{\sqrt{\frac{118756 - \frac{(902500)}{26}}{26(25)}}$$

$$t = \frac{36.54}{\sqrt{\frac{118756 - 34711}{650}}}$$

$$t = \frac{36.54}{\sqrt{\frac{84045}{650}}}$$

$$t = \frac{36.54}{\sqrt{129.3}}$$

$$t = \frac{36.54}{11.37}$$

$$t = 3.21$$

b. Calculating the test analysis of vocabulary

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{33.65}{\sqrt{\frac{130000 - \frac{(875)^2}{26}}{26(26-1)}}$$

$$t = \frac{33.65}{\sqrt{\frac{130000 - \frac{(765625)}{26}}{26(25)}}$$

$$t = \frac{33.65}{\sqrt{\frac{130000 - 29447.11}{650}}$$

$$t = \frac{33.65}{\sqrt{\frac{100552.89}{650}}$$

$$t = \frac{33.65}{\sqrt{154.69}}$$

$$t = \frac{33.65}{12.44}$$

$$t = 2.7$$

APPENDIX H

The percentage students' improvement on pre-test and post-test

1. Content

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{89.42 - 58.65}{58.65} \times 100\%$$

$$P = \frac{30.77}{58.65} \times 100\%$$

$$P = 52.5 \%$$

2. Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{92.31 - 59.61}{59.61} \times 100\%$$

$$P = \frac{32.7}{59.61} \times 100\%$$

$$P = 54.8 \%$$

APPENDIX I.

Distribution of t-table

1. Critical value of t-table Level of significance for one-tailed test

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989

18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono,

2014:332)

$$Df = N-1$$

$$Df = 26-1$$

$$Df = 25 \longrightarrow \text{t-table for } (\alpha) = 0.05 = 1.708$$

APPENDIX J.

DOCUMENTATION



Pre-Test



Teaching material describing animal using teaching media



Post test

