STUDENTS'WRITINGSKILLS INDESCRIPTIVETEXTBY USING ANIMATED MOVIES IN TENTH GRADESTUDENTSOFSMAN9JAMBICITY

ATHESIS

SubmittedtotheEnglishEducationDepartmentofUNBARIasaPartialFulfil lmentoftheRequirements oftheSarjanaPendidikanDegree

TERESIAARTATIOKTAVIANISIMATUPANGN IM:1900888203036

ENGLISH EDUCATION STUDY PROGRAMTEACHERTRAININGANDEDUCATIONFA CULTYBATANGHARIUNIVERSITY JAMBI 2023

APPROVAL SHEET FOR THESIS

The advisor of this thesis stated that the thesis entitled "Students' Writing Skills In Descriptive Text by Using Animated Movies In Tenth Grade Students of SMA N 9 Jambi City." which was compiled by:

Name : Teresia Artati Oktaviani Simatupang
Student Number : 1900888203036
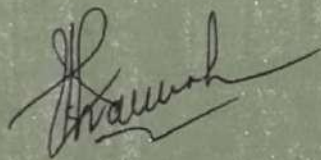Study Program : English Language Education

Has been approved in accordance with applicable procedures, rules and regulations to be tested.
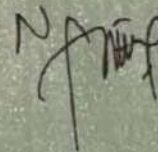
Jambi, February 17th, 2023

Accepted by:

First Advisor

Khidayatul Munawwaroh, M.Pd.

Second Advisor

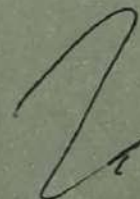Nurul Fitri, S.S. M.Hum.

Approved by:

The Dean of Teacher

Training and Education Faculty,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.

The Head of

English Education Program,

Ridho Praja Dinata, M.Pd.

i

STATEMENT

I, the undersigned below:

Name : Teresia Artati Oktaviani Simatupang

ID : 1900888203036

Place and Date of Birth : Jambi, October 12, 2000

Gender : Female

Study Program : English Language Education

States that:

1. The thesis that I wrote with the title An Analysis of Students' Writing Skills In Descriptive Text by Using Animated Movies In Tenth Grade Students of SMA N 9 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.

2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.

3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.

4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, February 17th, 2023

I stated,

(Teresia Artati Oktaviani)

NIM: 1900888203036

ii

LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2022/2023 on:
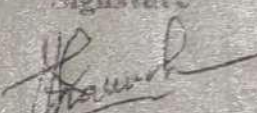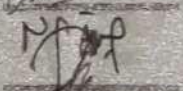
Day   : Friday

Date   : february 17th, 2023

Time   : 01.00 p.m.- 03.00 p.m.

Place   : Batanghari University Microteaching Laboratory Room

TEAM OF EXAMINERS

Name	Position	Signature
Khidayatul Munawwaroh, M.Pd.	Chairman	
Nurul Fitri, S.S. M.Hum.	Secretary	
Dr. Yanti Ismiyati, M.Pd.	Main Examiner	
Dr. Erisa Kurniati, M.Pd.	Examiner	

Endorsed by,

The Dean of Teacher

Training and Education Faculty,

The Head of

English Education Program,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.

Ridho Praja Dinata, M.Pd.

MOTTO

Matius21:22(TB)

DanApaSajaYangKamuMintaDalamDoaDenganPenuhKepercayaan,Kam
uAkanMenerimanya.

Kolose3:23

Apapun Juga Yang Kamu Perbuat, Perbuatlah Dengan Hatimu
SepertiUntukTuhanDanBukanUntukManusia.

Amsal10:4(TB)

TanganYangLambanMembuatMiskin,TetapiTanganOrangRajinMen
jadikanKaya.

ABSTRACT

Oktaviani, Teresia A. 2023: Student's Writing Skills in Descriptive Text byUsingAnimated Moviesin TenthGradeStudentsofSMA N9JambiCityAcademicyear2022/2023,AThesis,EnglishEdicationProgram Teacher Training Education Faculty BatanghariUniversityJambi.TheFirstAdvisorKhidayat ulMunawwaroh,M.Pd.TheSecondAdvisorNurul Fitri, S.S.M.Hum.

Writing skills is the ability to express ideas or ideas into an essay. The purpose ofthis study was to determine the ability of FASE E1 SAJ class students at SMA N9JambiCityinwritingdescriptivetextusinganimatedmovies.Thisresearchusesqualitativeastheresearchdesignanddescriptiveastheresearchmethod.researchers used tests given to students as research instruments, then the results ofthese tests were assessed and analyzed. The population is class phase students atSMA N 9 Jambi city for the 2022/2023 academic year and the sample is 34students in class fase E1 saj. the researcher uses a score rubric to help assessstudents' grades andwritten tests to obtaindata. Based on researchfindings,indicatorsofstudents'writingabilities,namelycontent(63,23),organization(66,23), grammar (65,23), vocabulary (63,73), mechanics (76,47) are at a greatlevel. In addition, students' scores in writing descriptive texts have an averagescore(66,91).

Keywords:writingskill,descriptivetext,animationmovies

ACKNOWLEDGMENTS

7. I appreciate to every one of the faculty and staff of Batanghari University'sFacultyof Teacher TrainingandEducationwhoweretoomanytomentionIndividually.

The authorisawarethattheconclusionsareimperfect.Therefore,comments and critiques are required in order for the author to create an improvedandmorevaluablework.

Jambi,14thFebruary2023The

Researcher

Teresia ArtatiOktavianiS.

1900888203036

DEDICATION

Praise and gratitude I pray to God Almighty because with His grace I wasable to survive and complete the thesis entitled "Students' Writing Skills InDescriptive Text by Using Animated Movies In Tenth Grade Students of SMAN9JambiCity**.**"

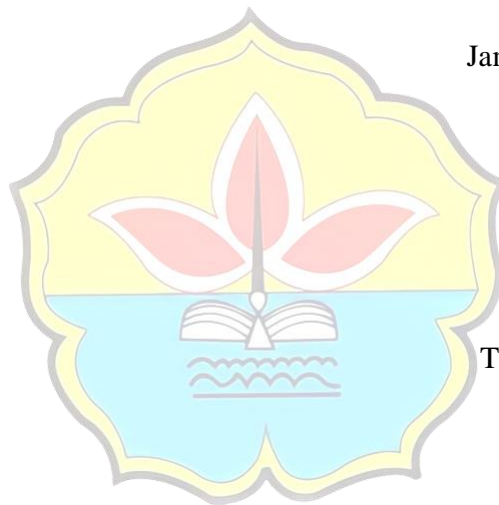In completing this thesis, I would like to thank the people who I really careabout and mean a lot to me.I dedicate this thesis first of all to my parents, myfather,RopinusRomanusSimatupangandmymother,RengsiRembertaSitanggang, who always pray for, give advice, support and help in a moral form.Thankyou,Father,Mother,Iloveyouverymuch.

Also, thank you to my older brother, Fresly junindra Simatupangand mylittle brother, Ignasius Riyanto Kurnia Simatupang. Thank you for your love,assistance,and encouragement.

Lastly, Iwould also like to thankthe lecturers and staff at BatanghariUniversity, especially at the teaching and English language education faculty,fortheirguidancewhileIwasstudyingat Batanghari University.

TABLEOFCONTENTS

LISTOFTABLES

TABLEOFFIGURES

LISTOFAPPENDIXES

CHAPTER

1INTRUDUCTIO

N

1.1 BackgroundoftheProblem

Writing is one of the four skills that students master in English (Weigle,2002).According to Alterman (2005), writing is a way of communication thatuses letters to share and convey messages.Writing is more difficult than otherEnglish skills because students must master various skills to produce a singlewrittenletter(Brown,2001).Therefore,studentsmustknowspelling,punctuation, word choice, and grammar when composing texts.Many types of textual contentwritten in English are examined, and one of them is descriptive text.Descriptivetext is a text that tells what a person or object is like. Examples are descriptionsofplacesandanimalsorthings.

Gerot and Wignell (1994:208) adds that there are two general descriptivetext structures;i.e. identifier and description.In identifying, students identify thephenomenon or topic to be explained.During the description, students describecertain parts, the characteristics and properties of the object being photographed.In addition, they also explain the grammatical peculiarities of descriptive

textslinguisticpeculiarities(presenttense,actionverbsandadjectives),vocabularyand mechanics.Regarding the idea above, there are several indicators of descriptivetext in English, namely;generalstructure (Identification and descriptions) andgrammatical features (linguistic features present tense, action verbs,

adjectives),vocabularyand   mechanics.

According to the 2013 Government Recommendation Curriculum for Senior Secondary Education, descriptive text is a fundamental topic for improving students' writing skills. Mendikbud 2013 argues that descriptive text is a way to learn English in grade ten and is suitable for beginner levels. Even though they have learned to describe a person, animal or thing, they are still not able to write descriptively. Many factors cause students difficulties in writing descriptive text. In class X, some students find it difficult to construct sentences to write descriptive texts, they often experience deadlocks. When studying descriptive text, students may have difficulty learning it. Students don't know what to write, even though they know the topic given by the teacher. They are confused to write down their thoughts about the subject. They can imagine, but not explore in written form.

Generally, their short training time can be the cause of all these problems. Even though they study two hours a week, they rarely do the activities they do in class individually while writing books. In addition, the K13 curriculum stipulates that students must be able to communicate their thoughts, create meaning through text and use tenses correctly. In addition, the results of the

researcher' observations showed that students' interest in learning English was still lacking, the use of media and learning models was still lacking. Learning is usually done in textbooks with written exercises. Based on the information the researcher found from English teachers at SMAN 9 Jambi, the average learning result for writing in English at SMAN 9 was 50, but the KKM limit for English subjects at SMAN 9 was 70. Being able to choose learning models and media to make

learningEnglishismoremeaningfulandthusfurtherenhances learningoutcomes.The purpose of learning media in the learning process is not only toattract students' attention, but also to improve the quality of learning and enablethemtoachievetheirlearninggoals(Inin&Mintohari,2021).

The selection of learning media especially determines the quality of thestudent learning process is very necessary to increase student interest and activityin learning in the classroom (Astuti et al., 2019).Overcoming this requires astrategyinlearningEnglishthatencouragesandinspiresstudentstoactivelylearn.One of them is the learning model through animation movies. This is supportedby previous research from ningsih in her research with the title "Using IncrediblestwoAnimationMovie inImprovingStudents' Writing Descriptive Text"theresearcherconcludedthattheusageofIncredibles2AnimationMovieineducati ng and getting to know of writing descriptive textual content material isusefulforstudents,Bahri(2021)inhimthesisentitle"DevelopingStudentsDescriptive WritingAbilitybyUsingAnimationMovie"theresearcher concludedthat the use of animated films helps students improve their descriptive writingskillsin MA.

Based on the explanation above, the researcher conducted a study of 10thgrade students at SMAN 9 Jambi City, this study entitled "Students' WritingSkills In Descriptive Text by Using Animated Movies In Tenth Grade Students ofSMAN9JambiCity"

1.2 IdentificationoftheResearch

Severalpointscanbeidentifiedfromthecontextoftheresearchbackground:

1. Studentshaveproblemsinwritingdescriptivetext,especiallyinimplementinglinguisticfeaturesof

   theirtext,forexample,genericstructure(identificationanddescription),andgrammaticalfeatures(languagefeatures,simplepresenttense,actionverb,adjective),vocabularyand mechanics.

2. Students'skillsinwritingdescriptivetextdonotmeetthecriteriaaccordingtothe 2013 curriculum.

3. Students are less motivated in learning because they only do exercises inthetextbook.

1.3 LimitationoftheResearch

Theresearcherjustfocusesonthestudents'writingskillofdescriptivetextbyusinganimationmoviesattenthgradestudentsofSMAN9JambiCity.

1.4 FormulationoftheResearch

Based on the research background described above is how is the students'writing skills in descriptive text by using animated movies in tenth grade studentsofSMAN9 JambiCity?

1.5 PurposeoftheResearch

The purpose of this research is to find out the students' writingskill ofdescriptive text by using animation movies at tenth grade students of SMA N 9JambiCity.

1.6 SignificanceoftheResearch

Theresultoftheresearchwasexpectedtobeusedtheoreticallyandpractically.

1. Theoretically

    This Research used to be predicted to be an effort to alternate the students"picture about writing is challenging and additionally as an statistics and themethod of selection of the referencemethod for coach and students" inteachingandstudyingwriting process.

2. Practically

    1. Teachers

        The Teacheris awareof how to traindescriptivetext and utilizedanimation filmsasamedia.thisresearchadditionallyusedaseducatingfabricto realized that animation films is quintessential to made the college studentsbe extra fascinatedwiththetrainerandconvenienttorecognizethematerial.

    2. Students

        Studentsknowhowtowrite adescriptivetextandunderstandthemeaningofthe(open)text.

    3. Foranotherresearcher

        TheResearchercanlearnhowtoapplyanon- experimentalresearchcanprepare a descriptive text using animated films in instructional   writing. Atthesametime,theycoulddeveloptheirabilitytowriteadescriptivetext.

1.7 DefinitionofKeyTerms

1. Writingskills

   Writing skills is a skills used by the writer in research at SMAN 9 JambiCity, whichisaformofskillsinwritingdescriptivetext.

2. Descriptivetext

   Descriptive text is one of the texts taught at SMAN 9 in class 10 semester1whichwastestedby researcher.

3. Animationmovies

   Animation movies are a type of film and video media tested by the authorto find out the writing skills of students at SMAN 9 Kota Jambi grade 10Inthisstudy.
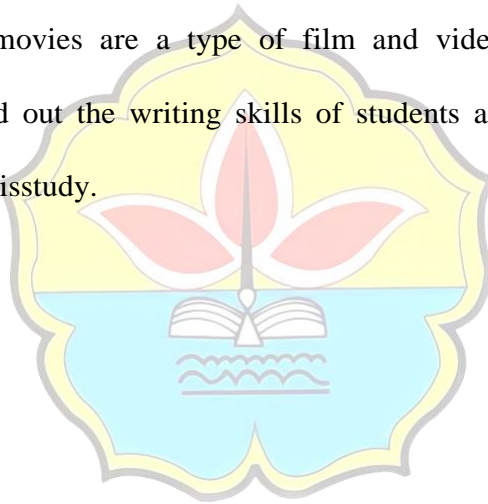
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing Skill

Writing Skill is a person's functionality to categorical his/her thought andemotion expressed inwritten language, in picture symbols so that the readers areinapositiontoapprehendthemessageinnerBySudaryanto(2001:64).Writingisoneo fthe4talentsoflistening,speaking,studyingandwritingthroughharmer(2004:31). which has its own characteristic. In writing we use symbols tocategoricalourthoughtand feelings.

Writing is in no way a one-step action; it is an ongoing revolutionary act.When youwrite somethingfor the first time,you've alreadybeen wonderingabout what to say and how to say it by way ofOshima and Hogue(2007:34).Writingatextualcontentisacomplicatedundertakingthatnecessitates thecoordinated execution of a giant wide variety of intellectual activities. Writersneed to truly outline the text's nature,purpose, andcommunicative function.People need to also set up a unique representation of the traits and expectations ofthe readers in order to predict systematically what have to or can be written.(Alamargot&Chanquoy2001).

From the above understanding it it can be concluded that writing is a form ofexpression our ideas and feelings. Writing must clearly define the text's nature,purpose,and communicativefunction.

2.1.1. TheProcessofWriting

Writing as one of productive talent needs a process. Harmer said that writingtechniquethatisthelevelsacreator goesviainordertoproducesomethinginitislastwritten shapeHarmer(2004:4).

Thetechniqueofwriting consistsoffourrangesLangan(2008:24):

a. Prewriting

Prewriting skill jotting down in hard sentence or phrases the whole thing thatcomestomind aboutapossibletopic.

b. Writingafirstdraft

When you write the first draft, be organized to put in additional ideas anddetailsthatdidnotemergeallthroughprewriting.

c. Revising

Revising is as aentire lot a stage in the writing technique for prewriting,outlining and first draft . Revising skill rewriting the essay based on what hasalreadybeen done.To makeitenhanced

d. Editing

After you have revised your essay for content material fabric and style, you areequipped to edit-check for and correct-errors in grammar, punctuation, andspelling.The Students frequently locate it hard to edit their writing carefully.Prewritingispotentialjottingdowninroughsentenceorphrasestheentirety
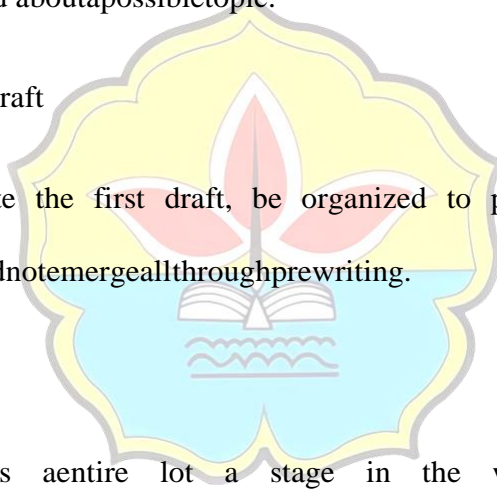
that comes to mind about a viable topic. in the 2nd writing a first draft, collegestudents are encouraged to make a couple of drafts. Then in the subsequentstage is Revising, college students may add, delete, modify, and rearrangeideas. The closing stage in process in writing is modifying is a stage whencollegestudentsattendtovocabulary,sentencestructure,grammarandmechanics.

2.1.2. TheAbilityofWriting

Writing is about the ability to thinkcreatively and develop thinking, withthe exception of all beside the point information. According to Hyland (2003),writing is considered as an extension of grammar- a potential of reinforcinglanguagepatternsthroughdependencyformationandcheckingoutlearners'capacity to produce well-formed sentences. It capability that writing is a talentthat requires complex know-how in order to categorical ideas in written structureintodesirablesentences.

According to Brown . (1994), writing is a verbal alternate in which you freeoneself from what humans currently think, feel, and accept. Writing is clearlywords made or written from our own language and from what people believe andunderstand.

AccordingtoTribble,C.(1994),therearefiveassessmentcriteriaforwritingassessment,whichareasfollows:

1. Knowledge(abilitytothinkcreativelyanddevelopthinking)

2. Organization(abilitytowriteinaninappropriateway)

3. Vocabulary(theabilitytousewordsandphrases)

4. Language(abilitytowriteaccordingtostructure)

5. Mechanics(correctuseofpunctuation,capitalization,spelling,andlayout).

   Finally, students must do this as a linguistic aspect that they willpayattention tolateringood writing.

2.1.3 IndicatorsofWritingSkill

There are six training that are often the foundation for the evaluation ofuniversity students writing. They are Content, Organization, Discourse, Syntax,vocabulary,andmechanicsbyBrown(2000:356-357).

Jacob(2012),therearefivefactorsofwritingasfollows;

a) Content

Content is unity. This capability that each sentence advocates one universallyunifyingprinciple.Inaddition,brotherlyloveisthefirstterrificofanexcess ivebest to condemn If there is unity in the sentence, its talent that the sentence hasa logical connection (Lannon, 1997).The content material of writing is aboutthe functionality to anticipate creatively and develops thought, barringforallbeside the point information. It ought to be getting to recognize to the reader.Thus they can apprehend what the message bring and obtain information fromit. Also, the content of writing has to be desirable cohesion and whole due tothefacttheattributeofsuitablewriting.

b) Organization

Organization

inwritingconsistsofsomecontinuity,orderorimportance,particulartogeneral,chron ologicalsequenceandspatialpattern,andspecial

10

fluentexpression:ideasclearlystated/supported,succinct,well-

organized,logicalorderanduniformity.

c) Grammar:

Fareed (2015) referred to that English tenses in grammar are equipment to helpaudio machine to unique time in the language. They are of superb use andsignificancebothinoralandwrittenformsofcommunication.Tensesassistthespe aker to assemble the right sentence based definitely on the sentence pattern.Grammar has many patterns that matter on nation of affairs and condition,regularly recognized as by "tenses". Tenses are an essential cloth in gainingknowledge of English, due to the fact it helps us to compose sentence well,specifically in the use of verb. There are three varieties of English grammaticalguidelines and every structure is amazing in usage. Tenses are any of the typesof a verb used to point out the time of the action of kingdom expressed throughtheverb.
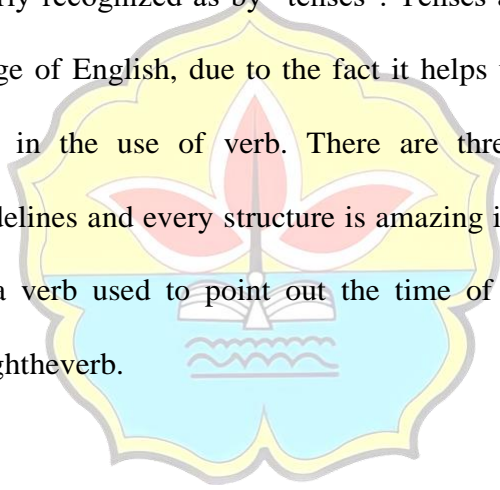
d) Vocabulary

Vocabulary is one of the language components dealing the system of writing.Vocabularyasoneofthenecessitiesofappropriatewritingisconstantlymount edonthefineuseoftheword.Intheprivatedescription,phraseperforms a twin role; to speak and to evoke the reader to apprehend and feel.This two fold rationale is evident even in such a practical and frequent ofwriting as an advertisement. Effective use of phrases additionally associatedwithconnotativeorfigurativelanguage.Theyareallquintessentialnearlyi nallformsofwriting,howeverspeciallyinpersonaldescription.Theresearchers

constantlysupposeaboutinsertingphrasesintothesentences
andputtingsentencesintoaparagraphuntiltheycancreatetext.Itisclearnowthatcolle
gestudentscannotwriteorspecificifpupildonownothavevocabulary.Therefore,
college students cannot understand this passage unless they have
alotofvocabulary.

e) Mechanics

Mechanics consists of correct capitalization, punctuation and spelling. Thistrouble is very vital due to the fact that it leads the reader to recognize orrecognizeexceptprolongwhattheauthorpossiblecertainly.Theuseofmechanical in writingwillinformation the readerhandy to apprehendtheconveying thoughts or messages. Arama (2010), the writing mechanics that weare hobby in in the course of this research is "punctuation" the punctuationunits of our subject are the comma and the period. It would possibly also seemunusual to reflect on consideration on punctuation as a cohesive gadget whenwriting, as it can also additionally appear to be dividing the writing up. It isthrough breaking up the writing into chunks and working to create a hierarchyof magnitude for the unique components of the text, punctuation is by a longway a suitable skill to make connections so that the writing begins off evolvedtotakeonan normalform(CrèmeandLea,2008).

2.2 DescriptiveText

DescriptiveTextisveryalotexquisitefromtheuniquekindsoftext.Descriptive textual content material is the textual content that describes aboutpeople, places,andanimals.Wyrick(1987:227)states,"Theauthorofdescription

creates aword-picture of persons, places,objects, and thoughts the use of acautious resolution of thing to make an impact on the reader, the definition of thecharacteristicsofsomething,objectorperson.Thenthisdescriptivetextualcontent is usually effortlessly modern. It is quintessential for the trainer to makeeducatingandgainingknowledgeofwritingdescriptivetextmoreinteresting.

Descriptive textis the textualcontentmaterial abouthewayof things,people, or places. In descriptive texts, the college students can use creativenessand percept-ive experience to make reader hear, taste, smell, see, and experienceastheypresentarightphraseofthesubject.P.JosepCanavanreferredto"stude nts might also be describing a sunset, an individual, or a sinking ship.Whateverthesubject,awriter'spurposeindescriptioninthesame;toenchantment theimagination,theemotion,andthesenses.

According to (Oshima, Hogue,&Ann, 1997, p. 50),descriptivewritingappeals to the senses, tells how something looks, feels, smells, taste and sounds.The reader can think about the object, vicinity or man or woman in his or hermind.(Johan, Introducing Descriptive Text to the Students Use English TourismBrochures, 2018), cited that "description is about sensory trip how somethinglooks, sounds, tastes. Mostly is about visible experience, however descriptionadditionallyofferswithdifferentsortsofperception.

2.2.1 GenericStructureofDescriptiveText

The generic structure of the descriptive text is different from different texts.There are two essential aspects in the great structure of descriptive text. They areidentificationanddescription.GerotandPeter(1994:208)pointoutthat

"descriptive text has two components: first, identification; define the describedphenomenon and description; describes parts, features and characteristics". Theidentificationusually happens in the first paragraph and the description   stated intheperseveringwithparagraph.Thedescriptionconsistsofthreeparts:thecomponents of the place, the high-quality of the place and the attribute of theplace.

1. Identification

   1. Identificationofthephenomenontobedescribed.

   2. Anexpressionthatdescribestheobjectwearegenerallydescribing.

   3. Thestatementshouldbeinterestingsothatthereadersareinterestedtoreadcomplet ely.

   4. Usinganadjectiveordegreeofcomparison.

2. Description

   1. Descriptionoftheitembeingdescribed.

   2. Describingaphenomenonintermsofparts,propertiesand/orcharacteristics.

   3. Using grammarliketenses(present/perfecttense),verbs(to be,have,linkingverbs)andusingadjectivestodescribethestateofanobject.

2.2.2 KindsofDescriptiveText

Descriptive textual content is a text to describe something, such as persons,places, or things. So, it normally takes on three sorts in accordance to Luber(2014:31),theywere:

1).Descriptionofpeople

People are different and writing descriptions of people is different You arein all likelihood already mindful of some of the issues due to the reality youhaveoftenbeenrequested"What"sso-and-

like?"Inreplying,youwouldperchancehoteltoidentification,animpression,orapers onasketch,relyingonthesituation.

2). Descriptionofplace

In describing a vicinity for occasion a room, what have to you describefirst? The walls? The Floor? Unlike a chronologically developed paragraph,there is no set sample for arranging sentences in descriptive paragraph. It isnow not crucial to start with one vicinity and then proceeds to some other one.Nevertheless,thesentences oughttonow notberandomly arranged.Thedescription has to be equipped so that the reader can vividly think about thescene being described. To make the paragraph extra interesting, you can add acontrollingnotionthatstatesanattitudeorhaveanimpactonabouttheneighborhood being described. The affiliation of the important points in yourdescriptiondependsonyoursubjectandpurpose.

3). Descriptionofthings

Towritea descriptionaboutsomething,theauthoroughttohaveasuitableimagination about the issue that will be described. Besides, to make our topicsas interesting and as

vivid to our readers as they are to us: the usage of
suitednounsandincredibleverbs.Basedonsometheoriesabove,theauthor

concludesthatusedescriptionofareaanddescriptionofanimalasteachingfabricon descriptivetext.

2.3 AnimationMovie

Animation movie are individual from live-action ones by using un ordinarysorts of work that are achieved at manufacturing levels (Bordwell and Thompson)inDurotul(2016:21).Animationvideosdonownotdocontinuallyfilmingou tsidemotion in the real time, but they create collection of pix by taking pictures oneframeatatime.

According to (Trunbull, 2010), Animation is the system of making the film/movies, videos and games in which drawings or models of human beings andanimals

appeartomove.Throughanimationfilmthecollegestudentssenseexperience for the duration of instructing and getting to know process due to thefact the visible and sound. The fascinating animation movie can aid the student toimitatewhattheyhaveseenand heard.

According to Harmer(2004:46), while the college students watch the film,instructor will coursestudents tomakes notes associated to the film such ascontents of the story, characters, and others. By the usage of animation movies,Students turn out to be greater interested in gaining knowledge of how to writedescriptivetext,practicewriting regularly.

2.3.1 TheImplementationofAnimationFilm

The use of instructing media in the find out about room should be geared upnicely via way of the teacher. Sand (1956: 353-355) and Brown (1983: 244-245)advisedsomeprocessesinmakinguseofvideooraudiovisiblemediaineducatingEnglish:

a. Preparingyourself

The first component to do with the aid of the researcher before displaying thevideo to the students preview the video for students and take notes on the contentof the video. Teacher can also invite some college students can preview the videoandseetheirpointofview.

b. Preparingthesurroundings

Afterpreparingthevideo,thesubsequentelementtodoidarrangingthestudyroom to be as cozy as possible. The technical gear such as a speaker and a laptopcomputerlaptopshouldbepositionedcorrectlysothatstudents havegoodvisibilitywhilewatchingthevideo.

c. Preparingthestudents

Whenthestudentwatchesthevideo.Thecoachoughttohelpthemtoundertint   why they have to watch the video and tell what they can get by usingusing staring at it. Teacher can additionally discuss about the content materialcloth of video then relate to what they be aware of and they do now no longerknow.

d. Showingthevideo

While staring at the video, make students comfy and try to show the videobesidesinterruption, likeaskingaquestioninthemiddleofavideo.

e. Carryingoutthefollowup

After showing the video, trainer asks the college college students about thecontent of video to recognize their opinion about the video. They can also discussabout the video with their classmate. The take a look at up is fundamental to havea look at misunderstanding they may additionally moreover have. Teacher cangrant arepetitionshowifdesiredtoclearupanyconfusion.

2.3.2 AdvantagesofUsingAnimationMovie

According Yuksel (2009) In her article, Fostering Writing Skills in the ESLClassroom, she explains that images, cartoons, and comedian strips incorporatefactors that entertain the eyes, relax the body, and stimulate writing in languageclasses. I'm here. Using comics as a stepping stone expanded my writing grammarandconversationalskills.Itstimulates theimaginationandleads tocreativelanguageproduction.

2.3.3 DisadvantagesofUsingAnimationMovies

According to Azhar (2011:50), describes that the risks of the use of movie inteachingandmasteringtechniqueare:

1. Procumbentofmovienormallyishigh-pricedandpricealotoftime.

2. Whenthefilmwasshown,thephotographswillkeepalteringmakingallstudentsar

   enolonger inapositionobservethefactsgivenviathefilm.

3. Filmsnolongerusuallyterrificwiththewishesanddesiredgainingknowledgeofo bjective.

2.4 PreviousStudies

Inthisstudy,therearea numberofstudiesthathavebeenperformedbywayofpreviousresearchers,asfollows:

Ningsih(2021)inherthesisentitle"UsingIncredibles twoAnimationMovieinImprovingStudents'WritingDescriptiveText".Thisdiscovero utaboutobjectives to analyze whether or now not in ten grade TKJ 2 students of SMKIslamiyah Ciputat, Incredibles 2 Animation Movie have to decorate the writingabilityof

descriptivetext.Therewere36universitycollegestudentsinthisexamine about as a sample. The approach used is a quantitative technique with apre-experimental search for design. When gathering facts for students, the creatorused the pre-test and post-test. The statistics results showcase that the pre-testrankingoftotalcollegestudents is 1,862withameanratingof51.72.Then,witha imply of 80.67, the post-test score for the complete university students is 2,904.For the pre-test and post-test results, T-test contrast is used. The facts cease resultcalculation indicates that t was 25.402 at the fee degree of 0.05 used to be 2,030.ThecreatorconcludedthattheusageofIncredibles2AnimationMovieineducatin g and getting to know of writing descriptive textual content material isusefulforstudents.

Bahri(2021) in him thesis entitle "Developing Students Descriptive WritingAbility by Using Animation Movie". This study's goal is to learn about how theusage of animated film might assist college college students enhance their writingskills.One classificationservedasthelookupsample forthepretestmethodologyused in this study. In the first year of the MA Muhajirin, As'adiyah Kampiri,servedasthelookup sample.Twentycollegecollegestudentsmadeupthestudy'ssample. In order to choose the pattern forin the study, the researcher used clusterrandom sampling approach and chosen X A. Their grasp of the scenario matterrange for textual content writing used to be made convenient and enjoyable withthe aid of the audio and visible mix. It was once also suitable for junior excessivecollege children to get excited and involved in writing in order to hone theirdescriptivetext-writingabilities.Writingassessmentshadbeenusedtoaccumulate data on the students' descriptive writing abilities, which had been thenevaluatedtheuseofSPSS20.Therehavebeenmassiveimprovements,asconsidered withtheaidofthepre-testandpost-testresults.Thepupils'experimental post-test score of (82.11) used to be higher than their pre-test score,which served as evidence (52.63). The outcomes additionally revealed that thehazard rate (0.00) used to be a whole lot much less than the level of significance(0.05). Based on the findings, the researcher concluded that the use of animationmovies ought to help university college students in their first 12 months of MAprovideanincreasetotheirdescriptivewritingskills.As'adiyahKampiriMuhajirin.

Durotul (2014) In her thesis entitle "The Effectiveness of Using AnimationFilm as The Medium in Writing Narrative Text". (An Experimental Study in theSecondGradeStudentsofSMPNegeri3SalatigaintheAcademicYear2013/2014)".f ound that the usage of animation movie medium is high-quality toimprove students' writing skill. It can be proved through the pre take a look at toput up test imply of the students" writing talent of the class which are now nottaught with animation movie (50.36 to 57.95). The students" writing intelligenceof the kind which are taught with the aid of animation film suggests outstandingenchantment (50. forty five to 67.95). From the t-test result, it can be consideredthat the classification which is taught by way of animation movie medium gethigher score (11.2) than the classification which is now not taught by means ofusinganimation moviemedium(5.88).

Basedonthepreviousresearchabove,therearesimilaritieswiththepreviousresear ch,namelyintheuseofmediaanimationmoviesinwritingdescriptive text.While the difference in the previous research, the first differenceis in the text, namely in the third study, the previous research used narrative textand was carried out at the junior high school level.The difference between thefirst and second research lies in the research object, namely in this study theresearch object was SMK and MA students while the object of this research, thisresearchwasclassXstudentsofSMAN9JambiCity.

2.5 ConceptualFramework

Writing is one of the language skills that must be mastered by students,including high school students. Good writing skills help students explore ideasandtranscribethemintoreadableandgrammaticaltexts.Bothteachersandstudents face obstacles in learning writing skills.For example, students find itdifficulttoexpress their thoughtsbecauseof alackofwritingpractice.Inaddition, the material and media provided by the teacher are monotonous andlimitedinvolume.Therefore,studentscannotdeveloptheirwritingskillsoptimally. Based on an effective teaching tool for writing theory, it is known thatAn effective teaching environment for writing must provide high-quality, easy-to-understand input. The media must contribute to the impact of oral and writtencommunication.As aresult, researchers use animatedfilms as an alternativemediumforteachingwritingbecauseitcanpresentwrittenandoralcommunic ationto students.

Thepracticeofteaching writingatSMAN9JambiCity currentlyshowsthatteachersstill use traditionalmediaandmonotonous writing activitiesdonotmotivatestudentsinthelearningprocess.Thiscausesstudentstobecome disinterested in the writing process and makes it difficult for students to exploreideas and write ideas in an orderly and grammatical manner. Considering theseweaknesses, the aim of the researcher is to improve the teaching of writing skillswith the help of communicative animation movies. In addition, communicativeanimated films can guide students to explore ideas and write film narratives

asdescriptivetexts.Tounderstandthefilmstory,studentsareguidedbyseveral

questionsafterwatchingthefilm.Answeringthequestions,studentswritedescriptivetex tsintheirown words.

In conclusion, the process of teaching and learning writing skills, includingthe process of learning to write at SMAN 9 Jambi City can be improved by usingeffective, interesting and appropriate learning media.Besides that, to producegood writing for class X students of SMAN 9 Kota Jambi, students must bemotivated,guidedin expressingideasandopinions.

Basedontheexplanationabove,writingskillscanbeimprovedmoreeffectively by using modern/up to date media such as communicative animationmoviesratherthanusingconventional/ordinarymedia.
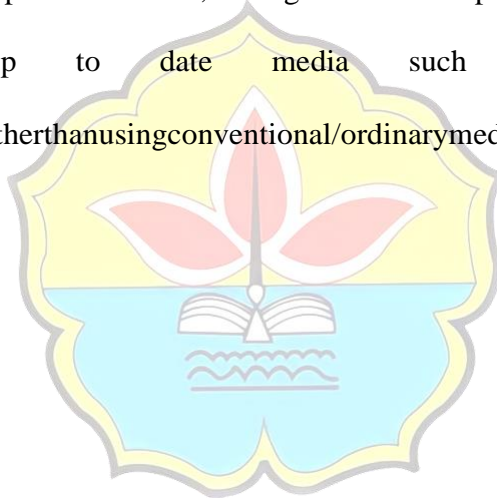
CHAPTER

IIIRESEARCHMETHODOLOGY

3.1 ResearchDesign

The researcher method of choice for this study was a qualitative descriptivetechnique. According to Creswell (2016), qualitative research is a method forunderstanding individuals who are founded on the research tradition with a usualapproachtoexaminingsocietalorhumanproblems.Byexaminingwords,reporting informantopinionsin-depth,andconductingresearchinanaturalcontext, researcherscreatearichandcomprehensivepicture.

BorgandGal(1989)defined qualitativeresearchasapostpositivistresearchapproach that uses the researcher as the main instrument, triangulates (combines)data collection techniques, uses inductive/qualitative research for data analysis,andplacesanemphasisonmeaningratherthangeneralizationinitsfindings.

The researcher concludes, based on expert views, that qualitative research istheresearchdesignandmethodologyusedbytheresearcherasthe keyinstrument.In this research, the researcher uses qualitative research because theresearcheranalyzesittoseethestudents'vocabularymasteryinwriting.

3.2 SubjectoftheResearch

The subjectsof this study were class X students of SMAN 9 Jambi Cityforthe2022/2023academicyear.Totalof250classXstudents consisting of7classes.

Population is agroup of individuals who have the same characteristics(Creswell 2012).In this study, the target population was students in the tenthgrade of SMA Negeri 9 Jambi, divided into seven class. So, the total populationis250 students.

According to Ary, et.al. (2002) sample is a small group that is observed. Inaddition,Creswell(2012)saidthatthesampleisasubgroupofthetargetpopulation that the researcher plans to study in order to generalize about thetarget. population. Researcher used a set of cluster sampling in this case. A set ofclusters is randomly selected from the larger set of all clusters in the population insingle-stageclustersampling(Burke&Christensen,2014).Asaresult,theparticipants in this study were 10th grade students of SMAN 9 Jambi City.Thus,theresearchertookarandomsamplefromthecluster,namelyFASEE1SAJcla ssstudents.

3.3 ResearchInstrument

Theresearchinsrumentisadeviceusedtocollectresearchdata.TheResearcheruse dawrittentestasaresearchinstrument to collect data.According to Heaton(1974), tests are directed at the ongoing teacher, whereasteachingisdirectedattests,standardizedtests,andgeneralexamsinthelatter

case. The researcher conducts an individual test using the criteriafor how toconductthetest.

Because the researcher wanted to assess the students' writing skill descriptivetext and punctuation individually. The type tests include is writing test is aboutdescriptivetext.

3.4 TheValidityandtheReliabilityoftheResearcherInstrument

3.4.1 TheValidityoftheResearchInstrument

An instrument is valid if it can accurately measure the desired outcomeand give the information about the variables (Arikunto, 2006: 158). A writingtest is the instrument employed in this investigation. How accurately thesetools have reflected the outcomes is measured by their validity. The SMAcurriculum for the tenth grade was used as the basis for creating the test. Thewritingtestusedcontentandconstructvalidityasitsvalidation.

3.4.2 TheReliabilityoftheResearchInstrument

Reliability, according to Johnson and Christensen (2008: 144), is theconsistency or stability of the test results. After that, the researcher employedinter-raterreliability toassess the instrument's dependability.The levelofagreementbetweentwoormoreratersorscorersisknownasinter-raterreliability(Johnson andChristensen,2008:150).

Table1:ValueoftheReliabilityCoefficient(Suharto,2006:84)

ReliabilityCoefficient	ReliabilityCategory
0.800-1.000	Veryhigh
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Low
0.000-0199	Verylow

3.5 TechniqueofDataCollection

The purpose of this research is to see the skills of writing descriptive textsof students using animation movies. In this study, the researcher gave a writtentest, namely giving a test to write descriptive text based on the animation moviesthathavebeengiven,namely"Bawangputihdanbawangmerah".The textcreated is describing the characters of Bawang Putih and Bawang Merah. In thistexttheresearcherwillidentifybasedonindicatorsinwritingdescriptivetext.

3.6 TechniqueofDataAnalysis

Data analysis is an essential step in any research because it is the processof organizing and evaluating data. The data that has been gathered must beanalyzed. The data was analyzed in several steps by the researcher. In this study,thefollowingformulaswereusedto processdata:

1.Tabulation

Researcher used an analytical scoring rubric to analyze data from students'writing tests. Data were collected using quantitative analysis. The researcherusedthefollowingprocedure:

1. Students'examresultsareevaluatedasfollows:

The researcher corrected students' writing based on the Writing AnalogyScale.

Table1

RubricScoreofDescriptiveText

Aspect	Score	PerformanceDescription
Content -Topic -Details	4	Thetopiciscompleteandclearandthedetailsare relatingtothetopic
	3	Thetopiciscompleteandclearbutthedetailsare almostrelatingtothetopic
	2	Thetopiciscompleteandclear butthedetailsarenotrelatingtothetopic
	1	Thetopicisnotclearandthedetailsarenotrelating tothetopic
Organization -Identification -Description	4	Identificationiscompleteanddescriptionsare arrangedwithproperconnectives
	3	Identificationisalmostcompleteanddescriptionsarearrangedwithalmostproperconnectives
	2	Identificationisnotcompleteanddescriptionsare arrangedwithfewmisuseof connectives
	1	Identificationisnotcompleteanddescriptionsare arrangedwithmisuse ofconnectives
Grammar -Usepresenttense -Agreement	4	Veryfewgrammaticaloragreementinaccuracies
	3	Fewgrammaticaloragreementinaccuraciesbutnot affectonmeaning
	2	Numerousgrammaticaloragreementinaccuracies
	1	Frequent grammaticaloragreementinaccuracies
Vocabulary	4	Effectivechoiceofwordsandwordforms
	3	Fewmisuseofvocabularies,word form,butnot change themeaning
	2	Limitedrangeconfusingwordsandwordform
	1	Very poor knowledge of words, word forms, and notunderstandable
	4	It usescorrect spelling,punctuation,and capitalization

Mechanics -Spelling	3	It hasoccasional errorsofspelling,punctuation, and capitalization
-Punctuation -Capitalization	2	It hasfrequent errorsofspelling, punctuation,and capitalization
	1	Itisdominatedbyerrorsofspelling,punctuation, andcapitalization

AdaptedfromBrown(2007)

According to tabulation table 3, the top score is 4. As well as, the highesttotalscoreis20. Andthelowestscorewill receive1point.

2. Toscorethestudents'answeroftest,theresearcherusedformula

Followingthecompletionofthestudy,theresearcherusedamanualmathematic scoring formula. the test, these scores were statistically analyzed todeterminethestudents'testresultsbelow:

$$scoring = \frac{correctanswerscore \times 100}{maximumscore}$$
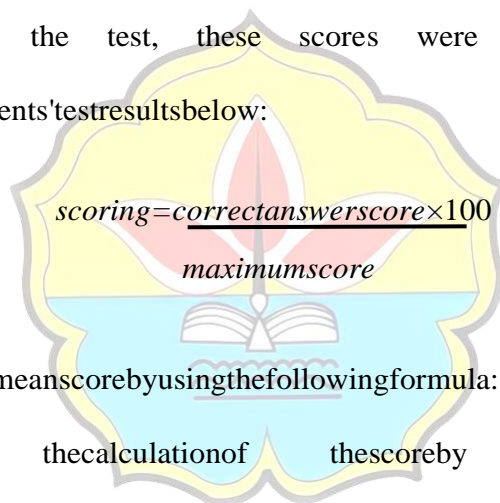
(Sudjana:2008)

3. Calculatingthemeanscorebyusingthefollowingformula:

Following thecalculationof thescoreby the researcher, thefollowingstagesofdataanalysismustbecompletedisusingthefollowingformula,computetheaverage(mean)score:

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

Forinformation:
$\overline{X}$ =themean,orarithmeticaverage,ofthescores
$\sum X$ =thetotalofallthescoresN
       =totalnumberofstudents

(Gay,1981)

4. Themeanscoreofthe studentsclassifyintoFivelevelsasfollows:

Thelearningoutcomesaredeterminedbyanalyzingtheaveragevalue
ofthesubsequent daily tests, the researcher which are classified as "Extremely
poor","poor","Normal","Great",and"ExtremelyGreat"usingtheLikertScaleDescript
ion

Table

2Assessmentcriteria

No	Classification	Score
1	ExtremelyPoor	0-20
2	Poor	21-40
3	Normal	41-60
4	Great	61-80
5	ExtremelyGreat	81-100

(LikertScaleDescription)
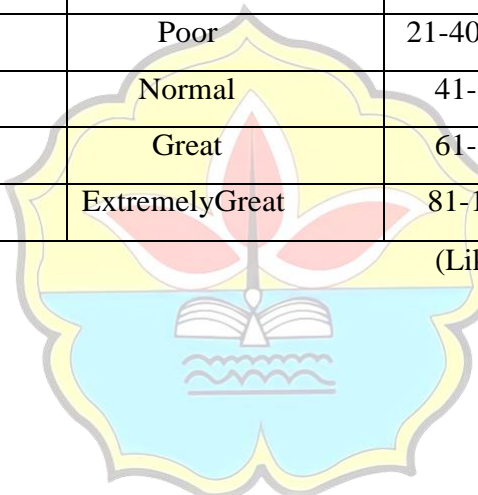
CHAPTER

IVFINDINGSANDDISCUSSIONS

4.1 Findings

ThisresearchwasconductedonstudentsofclassFASEE1SAJatSMAN9Jambi City for the 2022/2023 academic year. This study was conducted on 16male students and 18female students from the sample class. The research wasconductedonFebruary 2,2023.

Researcher describe the results of the research below. Researcher use thetest as a tool used to obtain data. students were asked to make descriptive textbased on the directions given to the questions which functioned to determinestudents' writing skill. This was intended to find out how capable students were inmaking descriptive text by using animation movies as a medium in the learningprocess.

4.1.1 Student'sScoresBasedonIndicator

The first is the Students writing skill in five componets of writing skill.Therearefivecomponentsthat havegreatinfluenceinwritingskillencompassingthecontent,organization, grammar, vocabulary,andmechanics.

a. Content

In content indicators , from the scores of student scores in this study it wasrevealed that out of 34 students there were 8 students who were at an ext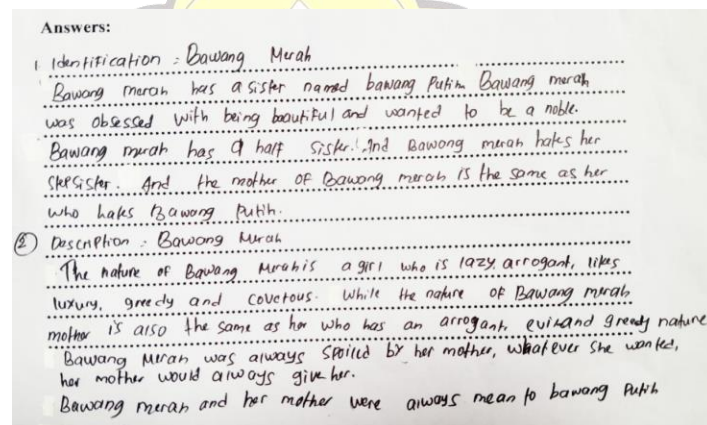remelygreat level, for example like text 2 studentsbelow, the content met the criteria,the topic was perfect and details were clearly, related to the subject, and thelanguagewaseasytounderstand.Itcanbeseeninthefollowingtext:
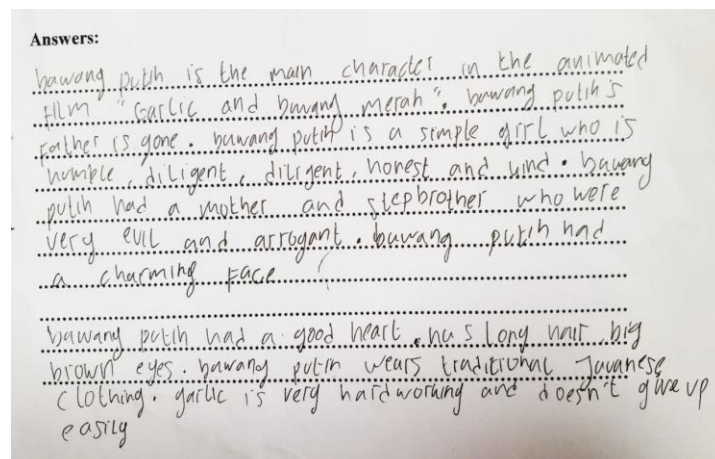
Figure1

StudentWritinginContent

Answers:

1. Identification : Bawang Merah

Bawang merah has a sister named bawang putih. Bawang merah was obsessed with being beautiful and wanted to be a noble. Bawang murah has a half sister. And Bawang murah hates her stepsister. And the mother of Bawang merah is the same as her who hates Bawang putih.

2. Description : Bawang Merah

The nature of Bawang Merah is a girl who is lazy arrogant, likes luxury, greedy and covetous. While the nature of Bawang murah mother is also the same as her who has an arrogant, evil and greedy nature. Bawang Merah was always spoiled by her mother, whatever she wanted, her mother would always give her.

Bawang merah and her mother were always mean to bawang putih

Answers:

bawang putih is the main character in the animated film "Garlic and bawang merah". bawang putih's father is gone. bawang putih is a simple girl who is humble, diligent, diligent, honest and kind. bawang putih had a mother and stepbrother who were very evil and arrogant. bawang putih had a charming face

bawang putih had a good heart, has long hair, big brown eyes. bawang putih wears traditional Javanese clothing. garlic is very hardworking and doesn't give up easily

b. Organization

In the indicators organization, Student scores in this study show that out of 34 students there were 7 students who were at an extremely great level, as in the example text 2 students below, the reason is because the identification and description are complete, the description are arranged with the right link, the storyline made students interesting and language that is easy to understand. It can be seen in the following text:

Figure2

StudentWritinginOrganization

From the text above it can be seen in paragraph 1 is identification and paragraph 2 is description.

c. Grammar

In grammar indicators is a criterion that is difficult for students to achievebecause students do not understand the use of simple present tense, student scoresin this study revealed that out of 34 students there were 5 students who were at avery good level, because the grammar used by these students was correct and metthecriteria.Foundinthefollowing text:

Figure

3StudentWritinginGrammar
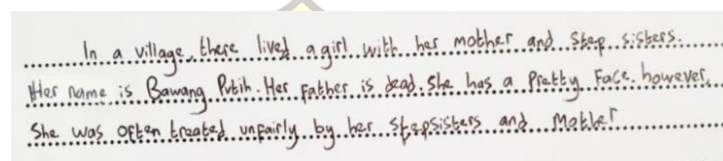
d. Vocabulary

Inthevocabularyindicatorisalsoacriterionthatisdifficultforstudentstoachieve. because in terms of vocabulary, student scores in this study revealed thatout of 34 students there were 4 students who were at an extremely great level and14studentswereatagreatlevel,becausesomeofthevocabularyused by studentswas mostly wrong in writing , for example, what should be "luxury"becomes"luxuri", which should be "attitude" becomes "atitude", which should be "lazy"becomes "lazi", which should be "disappointed" becomes "disappointed", whatshouldbe"onceuponatime"becomes"onetooopontime"andmanymore.thisisalso becausemanyofthestudents

Written descriptive texts in Indonesian first, then translate using googleTranslate then directly copy paste without pay attention to the grammar they copyontheworksheet.

e. Mechanics

In the mechanics indicator, is the criterion that most students achieve.Student scores in this study revealed that out of 34 students there were 16 studentswhowere at the greatlevel,because theymetcriteriasuch as usingproperpunctuationandcapital letters.Itcanbeseeninthefollowingtext:

Figure4

Studentwritinginmechanics

Answers:
In a village there lived a girl with her mother and step sisbers. Her name is Bawang Putih. Her Father is dead. She has a Pretty Face, however. She was often treated unfairly by her stepsisters and Mother.

Bawang Putih has properties that are inversely proportional to its half-sister Bawang merah. Bawang Putih had a good-natured, diligent, gentle,and very Polite character. Bawang Putih did all the houswork, washing,cooking. Cleaning, and she just did it herself. Meanwhile, Bawang merah and her mother only spent time for themselves.

4.1.2 Student'sscorebasedonCategory

4.1.2.1 ExtremelyGreat

Outof34studentsthereare7studentswhoareattheextremelygreatlevelwith a score of 81-100. This is evidenced in the text below on the grounds thatthe topic is made very well, the use of punctuation and capital is correct, thevocabularyused itsgood easytounderstand.

Figure5

StudentExtremelyGreatInDescriptiveText


```
Answers:
        In a village there lived a girl with her mother and step sisters.
Her name is Bawang Putih. Her father is dead. She has a pretty face, however
she was often treated unfairly by her stepsisters and Makler.

    Bawang Putih has properties that are inversely proportional to its
half-sisters, Bawang merah. Bawang Putih had a good-natured, diligent, gentle, and
very polite character. Bawang Putih did all the housework, washing, cooking,
cleaning, and she just did it herself. Meanwhile, Bawang merah and her mother
only spent time for themselves
```

4.1.2.2 Great

Out of 34 students there are 11 students who are at the great level with

ascore of 61-80.This is evidenced in the text below on the grounds that thetopics

that have been made are very good, the conjuctions are also good,

thestorylineisalsoclear,theuseofpunctuationandcapitalisalittlenotquiteright,thevoc

abularyusedisgoodandeasyto understand.
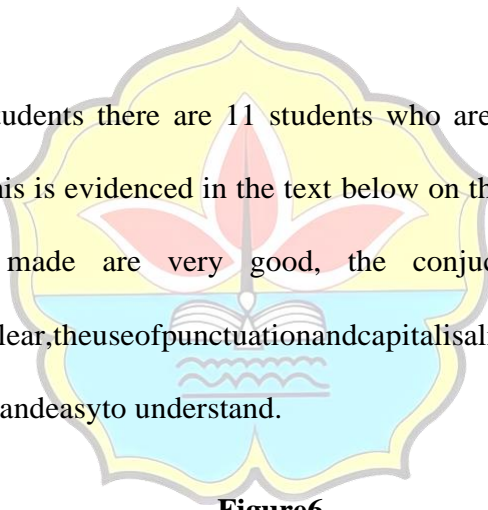
Figure6

StudentGreatinDescriptiveText


```
Answers:
Identification : once upon a time, in a village lived a happy
family. The family has a beautiful child named bawang putih.
the happy life was disrupted when bawang putih's mother became
seriously ill and eventualy died. Bawang Putih was very disappointed,
so was her father. Now bawang putih only lives alone with her father
Description : Bawang Putih is a simple girl who is
humble, diligent, and kind. She also has a patient nature
and is always enthusiastic. even though his mother and
stepsisters are evil he remains patient. he was always in
slavery with his mother and half sisters. Bawang Putih
never complained about her fate. bawang putih was
always ready to serve her mother and step sisters
```

4.1.2.3 Normal

Out of 34 students there were 12 students who were at the normal levelwith a score of 41-60. this is evidenced by the topics that were made quite wellwith the details, not separated between identification descriptions.even so thegroovesthataremadecan stillgetanassessment.

Figure7

StudentNormalInDescriptiveText
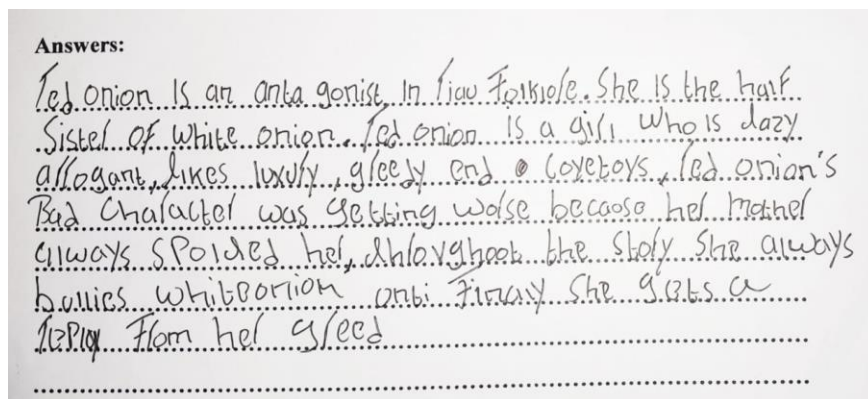
4.1.2.4 Poor

Out of 34 students there are 4 students who are at the poor level with ascoreof21-40.thisisproveninthetextbelowwherethetopicismadeinaccurately, the identification is wrong but the description section is good, thewritingisalso difficulttoreadclearly.

Figure8

StudentPoorInDescriptiveText
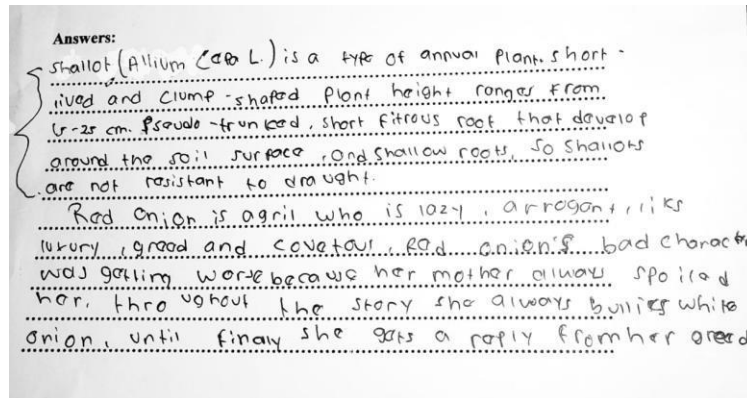
4.1.2.5 ExtremelyPoor

Outof34students,notasinglestudentis attheextremelypoorlevelwithascoreof0-20.

4.1.3 Theclassificationofstudent'sscoreofdescriptivetext

Thecalculationofstudentsscore:

$$scoring = \frac{correctanswerscore}{maximumscore} \times 100$$

Students1(AWS)=$\frac{10 \times 100}{20}$

=0,5×100

=50

$$\text{Students2(FR)} = \frac{16}{20} \times 100$$

$$= 0,8 \times 100$$

$$= 80$$

$$\text{Students3(IR)} = \frac{19}{20} \times 100$$

$$= 0,95 \times 100$$

$$= 95$$

So,theresearchercanconcludewiththetablebelow.

NO	Classification	Number ofRespondent
1	ExtremelyPoor	0
2	Poor	4
3	Normal	12
4	Great	11
5	ExtremelyGreat	7
Total		**34**

The table above shows the results of the students' written test in essayform. Based on the complete student answers, it can be seen that there were 12students at the normal level, 11 students at the great level, 7 students at theextremelygreatlevel,4studentsatthepoorlevelandnostudentsattheextremely poor level. That is, most students or more than half of students havetheability towritegood descriptivetext.

Averagegrade ofstudentsfordescriptivetextwritingwhich

willbeusedintheformulabelow:

$$\overline{X} = \frac{\sum X}{N}$$
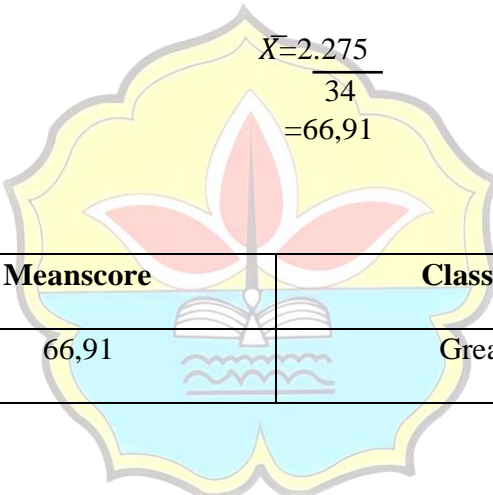
Forinformation:

$\overline{X}$ =themean,orarithmeticaverage,ofthescores

$\sum X$ =thetotalofallthescoresN

         =totalnumberofstudents

Sothemeanscorewouldbe:

$$\overline{X} = \frac{2.275}{34}$$
$$= 66{,}91$$

Meanscore	Classify
66,91	Great

The average value explains theaverage score of the students whenwriting a descriptive text. The score 66,76 it was analyzed based on rubricscore of descriptive text in chapter 3. The students' Writing skill is on theGreat level.This means, students' writing skills are at a good level in writingdescriptivetext.

4.2 Discussions

Thediscussionoftheresearchismadebasedontheresearch findingsabove.Thisdiscussionfocusesonstudents'writingskillsindescriptivetextusing animation movies as a medium in learning. Based on the research findings, theresearcher found that the writing ability of the students in class FASE E1 SAJSMAN9Jambicityhadanaveragecontentcategorygreat,theaverageorganizing category was great, the average vocabulary category was great, theaverage language used was great, and the categorythe average mechanic is alsogreat. In conclusion, the ability to write descriptive texts for students of FASE E1SAJ SMAN 9 Jambi City is in the "Great" category. Based on the classificationabove, the researcher found that in general the components they mastered bestwere mechanics. Although there are still a lot of mistakes in this category but itdoesn't interfere with communication. The findings of this study indicate that thewritingskillsofthestudentsinclassFASEE1SAJSMAN9inwritingdescriptive texts are "Great". According to Brown, the ability to write has fivecomponents that are generally known in analyzing writing. These components arecontent, organization, vocabulary, use of language, and mechanics. Based on theresearch findings, the researcher has measured each component of the students'writinginclass FASEE1SAJSMAN9Jambicity.

In addition to the data being analyzedin general, each aspect was alsoanalyzed. First is from the aspect of content, There are two indicators in thisaspect, namely topics and details. On the aspect of this indicator the researchercancollectandanalyzedata.The findings showthatthemeanscoreinthecontent

aspectis63.23andaccordingtothescoreclassificationitiscategorizedasaGreatlevel.

The second aspect to be analyzed is organization.There are 2 indicators inthis aspect are identification and description. Identification consists of identifyingthe name of the place and location, describing it in full place feature.And the lastdescription consists of parts, properties, and characteristic.With aspect guides,researcher can collect and analyze data. The results showed that the average scoreontheorganizing aspectwas 66.23and accordingtoclassification theory thescoreiscategorizedasaGreatlevel.

ThethreeaspectisGrammar,Therearetwoindicatorsinthis aspect,namely the simple present tense and agreement. in the aspect of this indicator theresearchercan collect and analyze data. The findings show that the mean score isin aspect of grammar 65.23 and according to score classification categorized asGreatlevel.

The fourth is from the aspect of vocabulary.This aspect consists of theword choice.The word choice indicator is choosing the right and accurate wordsto express an idea.With an aspect guide, researcher can collect and analyze data.Results of collecting and analyzing data findings and for shows that the meanscore in the aspect of vocabulary is 63.76 and according score classification iscategorizedasGreatlevel.

The lastaspectismechanics.There are three indicatorsinthis aspect,namely punctuation, capitalization and spelling. Punctuation consists of commas,period, colon, semicolon, quotation mark, hyphen. Furthermore, capitalizationconsists of the first word in the sentence, and the title capitalization. With anaspect guide, the researcher collects and analyzes data showing that the averagescore onthemechanicalaspectis76.47andaccordingtothescoreclassificationitiscategorized asaGreatlevel.

CHAPTER V CONCLUSION

AND SUGGESTION

5.1 Conclusion

Based on the research findings, the researcher evaluates the data, assesses the data, and analyzes the data using tabulations. It must be underlined once again that procedural text is made based on the results of research by researchers by analyzing the structure of language to assess whether it is good or not. There were 36 students from class FASE E1 SAJ SMAN 9 Jambi City investigated by researchers. According to the results of students' written work, there were 7 samples out of 34 students receiving grades at the extremely great level, 11 students receiving grades at the great level, 12 students at the normal level and no students receiving grades at the extremely great level. Students of class FASE E1SAJ had the highest score of 95 and the lowest score of 50. The class average for students' written test performance was 66.91. The average student test score for each structure namely content was 63.23, for organization 66.23, for grammar 65.23, for vocab 63.76 and mechanic 76.47.

Although, student scores have not shown satisfactory results as the researchers hoped, most students can write descriptive texts fairly well based on the generic structure of descriptive texts. Apart from that, the researchers hope that students will be motivated in learning to use media, especially in learning English.

5.2 Suggestion

Basedontheresultsofthestudy,theresearcherprovidesthefollowingsuggestions:

1. Fortheteachers

Teachers,theymustdeveloptheirmethodsinteachingwriting,especially teaching writing descriptive texts.Analyzing students' work isoneofthemethodstheycanapplyto findoutthestrengthsandweaknessesin writing skills, especially in descriptive texts because it is important torecognize students' strengths and weaknesses so that teachers can teacheffectively.

2. Forthestudents

The students have to improve their skills in constructing descriptiveparagraphs with proper organizing ideas aspects.However they still haveto continue to develop their writing skills, especially in descriptive text inother aspects that support their writing so that their achievement can alsobeimproved.
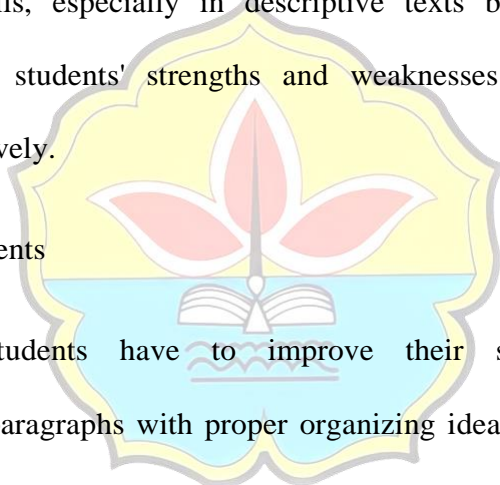
3. ForOtherWriter

The writer hopes that this research can be useful for the readers.Iftheyaregoingtoberesearchersinvestigatingatopicsimilartotheauthor 'stopic.The author hopes that this research will be even wider by exploringother variables.In this study, the writer only received teaching writing byusing descriptive text using animation movies as a medium in learning.Therefore the author suggests for other writers later to write about theirabilities in the form of media or various tools to help the learning processforstudents.
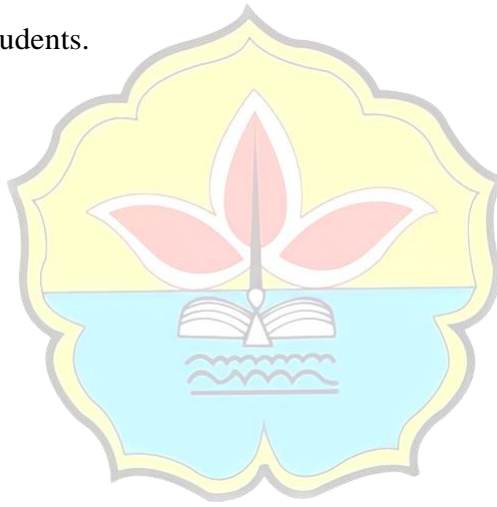
REFERENCES

AliceOshimaandAnnHogue,*IntroductiontoAcademicWriting*,(NewYork:Pearson Education,2007),p.34

Alamargot, D. & Chanquoy, L. (2001).*ThroughthemSSodelsof writingwith commentaries by Ronald T. Kellogg & John R. Hayes (Vol.9).* SpringerScience&BusinessMedia.

Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta:RinekaCipta.

Brown,H.D.(2007).*PrinciplesofLanguageLearningandTeaching(Vol.4).* NewYork:Longman.p.391.

Bordwell,&Thompson.(2016).inDurotul,p.21

Bahri,S.,& Muzkiyah, N.(2021).*Developing Students'descriptive WritingAbility By Using Animation Movie*. (Soko Guru: Jurnal Ilmu Pendidikan,1(2),50-56.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and MixedMethodsApproaches(4thed).*California: SAGEPublicationInc.

Gay,L.R.(1981).*Educationalresearch:Competenciesforanalysisandapplication,3 rded.*Cambridge:TheUniversityPress.

Gerot,L.,&PeterW.(1994).*MakingSenseofFunctionalGrammar.*Sydney:Antipodean EducationalEnterprise.

Heaton, J.B. (2003).*WritingEnglishTest*. 6th Ed.UnitedStatesof America:Longman.Inc.

_____. (1974). *Language Testing.* England:

Longman.Hedge,T.(2008).*Writing*.Oxford:OxfordUniversity

Press.

Harmer,J.(2001).*HowtoTeachWriting.*EdinburghGate:Longman,p.282

_____.(2004).*HowtoTeachWriting*,(longman:PearsonEducationLimited),p.31.

Hyland, K. (2003). Writing and teaching writing. Second Language Writing,Amerika:TheUniversityofMichiganpress,p.1-30.

Kellner, D., & Share, J. (2005).*Toward critical media literacy: Core concepts,debates, organizations,andpolicy*.Discourse:Studiesintheculturalpoliticsofeducation,26(3),369-386.

Langan, J. (2008). *College Writing Skills With Readings.* New York: McGrawHill,p.24.

Ningsih, E. R., Aswir, A., & Hadi, M. S. (2021). *Using Incredibles 2 AnimationMovie in Improving Students' Writing Descriptive Text*. Ethical Lingua:JournalofLanguageTeachingandLiterature,8(1),117-125.

Oshima, Hogue, & Ann, Introduction to Academic Writing,(New York:PearsonEducation,1997),p.50

Tribble,C.(1996).LanguageTeachingWriting.Oxford:OxfordUniversityPress.

Webester,M.(1985).*Webster'sNinthNewCollegiateDictionary.*Meriam:WebsterInc.

Wyrick,J.(1987).*SteptoWritingWell*.Colorado

APPENDIX
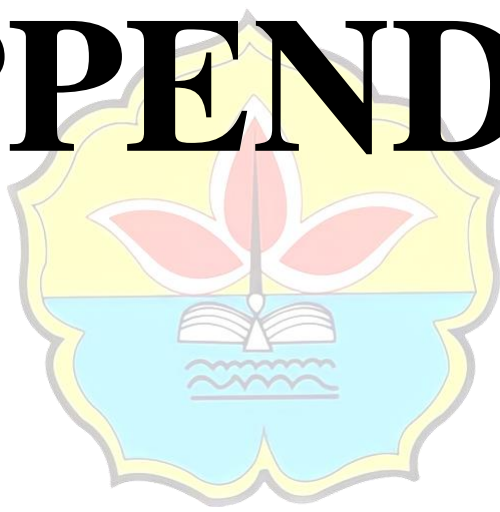
APPENDIX1RESEARC

HINSTRUMENT

Name:

Class:

Directions

1. Chooseoneofthetwocharactersforyoutodescribe:

Bawang

MerahBawang

Putih

2. Write2paragraphsbasedonthegenericstructureofdescriptivetext,namely:

IdentificationD

escription

3. Write2paragraphs,1paragraphsofatleast300words/5sentences

Answers:

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

APPENDIX2

STUDENT'SSCOREOFDESCRIPTIVETEXT

No	Name	Content	Organization	Grammar	Vocab	Mechanic	Score
1	AWS	2	2	2	2	2	50
2	YJM	2	2	2	2	2	50
3	FS	2	2	2	2	2	50
4	MFA	2	2	2	2	2	50
5	RA	2	2	2	2	2	50
6	SA	2	2	2	2	2	50
7	FR	3	3	3	3	4	80
8	VIW	3	3	3	3	4	80
9	IA	3	3	3	3	4	80
10	IR	4	4	4	3	4	95
11	DS	3	1	3	2	2	55
12	EWA	4	4	4	3	4	95
13	GT	2	2	3	4	4	75
14	SG	2	2	3	3	4	70
15	NZ	4	4	4	4	3	95
16	AAR	4	4	4	3	4	95
17	EPH	3	3	3	3	4	80
18	AFN	1	2	2	1	2	40
19	WR	4	4	4	3	4	95
20	ADF	1	2	2	1	2	40
21	GDA	2	3	2	2	2	55
22	RAY	4	4	3	4	3	90
23	NF	1	2	2	1	2	40
24	EFS	3	3	3	3	4	80
25	MIR	3	3	3	4	4	85
26	FAR	1	2	2	2	2	45
27	RT	4	2	3	3	3	75
28	MBP	1	2	2	2	2	45
29	KTR	4	4	3	3	4	90
30	AFN	3	3	3	3	4	80
31	AFZ	2	2	1	2	4	55
32	TP	2	2	1	2	4	55
33	SA	1	2	2	1	2	40
34	BNK	2	3	2	3	3	65
TotalScore		86	90	89	86	104	2.275
TotalMean		2,52	2,64	2,61	2,52	3,05	66,91
MeanScore		63,23	66,23	65,23	63,76	76,47	

The calculation of students score:

$$scoring = \frac{correct\ answer\ score}{maximum\ score} \times 100$$

Students 1 (AWS) = $\frac{10}{20} \times 100$

$= 0,5 \times 100$

$= 50$

Students 2 (FR) = $\frac{16}{20} \times 100$

$= 0,8 \times 100$

$= 80$

Students 3 (IR) = $\frac{19}{20} \times 100$

$= 0,95 \times 100$

$= 95$

Mean of score content = $\frac{2,52}{4} \times 100$

$= 0,63 \times 100$

$= 63$
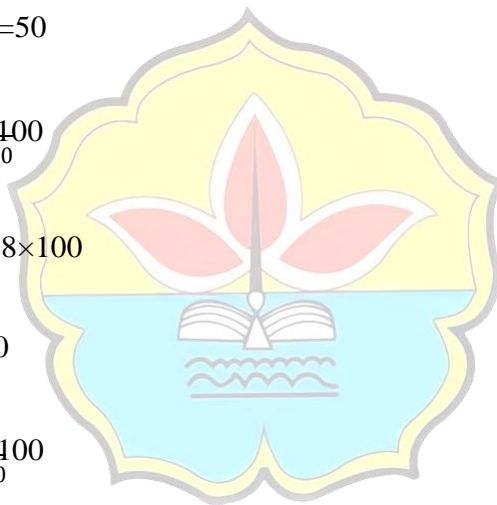
Meanof scoreOrganization$=\dfrac{2,64\times100}{4}$

$=0.66\times100$

$=66$

Meanof scoreGrammar $=\dfrac{2.61\times100}{4}$

$=0,65\times100$

$=65$

MeanofscoreVocabulary$=\dfrac{2,52\times100}{4}$

$=0,63\times100$

$=63$

Meanof ScoreMechanics$=\dfrac{3,05\times100}{4}$

$=0,76\times100$

$=76$

MeanScoreofTest

$$\overline{X}=\dfrac{\sum X}{N}$$

$$=\dfrac{2275}{34}$$

$$=66,91$$
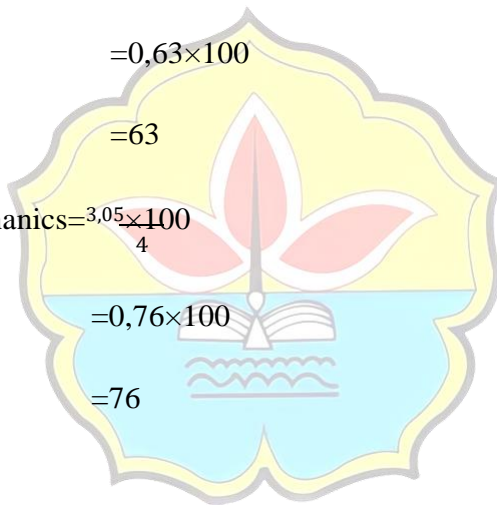
APPENDIX3

STUDENTS'TESTSCORES

Student10

(2 ———

extremenly score

APPENDIX

Research Instrument

Name: Isri Ramadani

Class: Fase E 1 (SA])

Directions:

1. Choose one of the two characters for you to describe:

   1. Bawang Merah
   2. Bawang Putih ✓

2. Write 2 paragraphs based on the generic structure of descriptive text, namely:

   1. Identification
   2. Description

3. Write 2 paragraphs, 1 paragraphs of at least 300 words/5 sentences

Answers:

1. 4
2. 4
3. 4
4. 3
5. 4
——
19.

   Bawang putih is a beautiful girl, long hair, white skin, has a sharp nose and has a standard female height

   Bawang putih is the main protagonist, have a good character polo polite, obedient, and diligent, his mother had died so he was in the care of his father.

   Bawang putih is the main character in fairy tales, a kind-hearted girl who lives to help, always gets good luck for good and always does good even though she is always wronged.

95.

Student15

Carcny Given

APPENDIX

Research Instrument

Name: Nabila Zivana

Class: Phase E 1

Directions:

1. Choose one of the two characters for you to describe:

    1. Bawang Merah

    2. Bawang Putih

2. Write 2 paragraphs based on the generic structure of descriptive text, namely:

    1. Identification

    2. Description

3. Write 2 paragraphs, 1 paragraphs of at least 300 words/5 sentences

Answers:

1. 4
2. 4
3. 4
4. 4
5. 3
6.

    In a village there lived a girl with her mother and step sisters. Her name is Bawang Putih. Her father is dead. She has a pretty face however She was often treated unfairly by her stepsisters and Mother

    Bawang Putih has properties that are inversely proportional to its half-sister, Bawang merah. Bawang Putih had a good-natured, diligent, gentle, and very polite character. Bawang Putih did all the housework, washing, cooking, cleaning, and she just did it herself. Meanwhile, Bawang merah and her mother only spent time for themselves

95

Student22

Very Good

APPENDIX

Research Instrument

Name: Rahher al-badri yasin

Class: X fase EI (Saj)

Directions:

1. Choose one of the two characters for you to describe:

   1. Bawang Merah
   2. Bawang Putih

2. Write 2 paragraphs based on the generic structure of descriptive text, namely:

   1. Identification
   2. Description

3. Write 2 paragraphs, 1 paragraphs of at least 300 words/5 sentences

Answers:

1. 4
2. 4
3. 3
4. 3
5. 3
   ___
   17

bawang putih is the main character in the animated film "Garlic and bawang merah", bawang putih's father is gone. bawang putih is a simple girl who is humble, diligent, diligent, honest and kind. bawang putih had a mother and stepbrother who were very evil and arrogant. bawang putih had a charming face

bawang putih had a good heart. has long hair, big brown eyes. bawang putih wears traditional Javanese clothing. garlic is very hardworking and doesn't give up easily

85.

56

Student24

Correct

APPENDIX

Research Instrument

Name: Elena Febryani Sinambela

Class: Fase e - 1

Directions:

1. Choose one of the two characters for you to describe:

    1. Bawang Merah
    ②. Bawang Putih

2. Write 2 paragraphs based on the generic structure of descriptive text, namely:

    ①. Identification
    ②. Description

3. Write 2 paragraphs, 1 paragraphs of at least 300 words/5 sentences

Answers:

Bawang Putih

①. Once upon a time, long ago in a beautiful village there lived a father and daughter. The girl's name is Bawang putih. She not only has a beautiful face, but also a very good heart and altitude. Bawang Putih's life began to change when her father decided to marry a woman who already had a child named Bawang Merah.

②. Bawang Putih is a simple girl who is humble, diligent, ~~different~~ honest and kind. In addition, all the work at home is always delegated to Bawang Putih. Bawang Putih never once complained about her bad luck. She is always ready to serve her stepmother and step sister with pleasure.

1. 3
2. 3
3. 3
4. 3
5. 4
 /
16

80

57

29

APPENDIX

Research Instrument

Name: Katu Taina Rengganis M

Class: Fase E1

Directions:

1. Choose one of the two characters for you to describe:

    1. Bawang Merah
    2. Bawang Putih

2. Write 2 paragraphs based on the generic structure of descriptive text, namely:

    1. Identification
    2. Description

3. Write 2 paragraphs, 1 paragraphs of at least 300 words/5 sentences

Answers:

1.4
2.4
3.3
4.3
5.4
18

1 Identification : Bawang Merah

Bawang merah has a sister named bawang putih. Bawang merah was obsessed with being beautiful and wanted to be a noble. Bawang merah has a half sister. And Bawang merah hates her skesister. And the mother of Bawang merah is the same as her who hates Bawang putih.

② Description : Bawang Merah

The nature of Bawang Merah is a girl who is lazy, arrogant, likes luxury, greedy and covetous. While the nature of Bawang merah mother is also the same as her who has an arrogant, evil and greedy nature. Bawang Merah was always spoiled by her mother, whatever she wanted, her mother would always give her.

Bawang merah and her mother were always mean to bawang putih

$$\frac{18}{20} \times 100 = 90.$$

APPENDIX4DOCU

MENTATION

APPENDIX5RESEAR

CHPERMIT

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 3ı /UBR-01/3/2023
Lampiran   : -
Perihal   : <u>Izin Penelitian</u>

Kepada Yth : · Bapak/Ibu
Kepala SMA N 9 Kota Jambi
di
     Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : TERESIA ARTATI OKTAVIANI SIMATUPANG
NIM   : 1900888203036
Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING ANIMATION MOVIES AT TENTH GRADE STUDENTS OF SMA N 9 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 27 Januari 2023
Dekan,

H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

RESEARCHPERMIT

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 9 KOTA JAMBI

Jl. Berdikari Kel. Payo Selincah Kec. Paal Merah - Email: sman9_Jambi@yahoo.co.Id

SURAT KETERANGAN
Nomor : 422.1/041/SKet/SMAN9-KJ/II/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Negeri 9 Kota Jambi dengan ini menerangkan bahwa :

NAMA	: Teresia Artati Oktaviani Simatupang
NIM	: 1900888203036
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 9 Kota Jambi yang dilaksanakan pada tanggal 02 Februari 2023 dengan judul penelitian :

"STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING ANIMATION MOVIES AT TENTH GRADE STUDENTS OF SMA N 9 JAMBI CITY".

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Jambi, 08 Februari 2023
KEPALA,

DR. ZAMRONI, S. Ag., M. Pd. I.
Pembina, IVa
Nip. 19740505 200312 1 008

Tembusan.
1. Arsip

APPENDIX7TURNITI

NCHECKER

SKRIPSI TERE

ORIGINALITY REPORT

39% SIMILARITY INDEX **38%** INTERNET SOURCES **6%** PUBLICATIONS **10%** STUDENT PAPERS

PRIMARY SOURCES

1	digilibadmin.unismuh.ac.id Internet Source	12%
2	repository.ikippgribojonegoro.ac.id Internet Source	5%
3	Submitted to College of Education for Pure Sciences/IBN Al-Haitham/ Baghdad University Student Paper	3%
4	www.researchgate.net Internet Source	2%
5	repository.unbari.ac.id Internet Source	2%
6	repository.radenintan.ac.id Internet Source	2%
7	ejournal.iaida.ac.id Internet Source	2%
8	pkm.uika-bogor.ac.id Internet Source	2%
9	repository.uin-suska.ac.id Internet Source	1%