

**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING  
PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH  
GRADES OF SMP NEGERI 10 METRO**

**By:**

**Zuraida Erina  
Student Number: 1801073007**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE FOR ISLAMIC  
STUDIES OF METRO**

**1444 H / 2023 M**

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GRADES OF SMP NEGERI 10 METRO**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

ZURAI DA ERINA

Student Number : 1801073007

Tarbiyah and Teachers Training Faculty  
English Education Department

Sponsor : Yeasy Agustina Sari, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2023 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

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**APPROVAL PAGE**

Title : INCREASING STUDENTS' DESCRIPTIVE TEXT  
WRITING PERFORMANCE USING ANIMATION MOVIE  
AT THE SEVENTH GRADES OF SMP N 10 METRO.

Name : Zuraida Erina

Student Number : 1801073007

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training  
of State Islamic Institute (IAIN) of Metro.

Head of English Education  
Department

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Metro, Mei 2023  
Sponsor

**Yeasy Agustina Sari, M.Pd**  
NIDN. 2012089002



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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Zuraida Erina**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*


We have given guidance and enough improvement to research thesis script  
which is written by:

Name : Zuraida Erina  
Student Number : 1801073007  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING  
PERFORMANCE USING ANIMATION MOVIE AT THE  
SEVENTH GRADES OF SMP N 10 METRO.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Departement

  
**Andianto, M.Pd.**  
NIP. 19871107 201503 1 004

Metro, Mei 2023  
Sponsor

  
**Yeasy Aguatina Sari, M.Pd.**  
NIDN. 2012089002



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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Persetujuan Munaqosyah**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Zuraida Erina  
NPM : 1801073007  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP N 10 METRO.


Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Program Studi TBI

  
**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Metro, Mei 2023  
Pembimbing

  
**Yeasy Agustina Sari, M.Pd**  
NIDN. 2012089002



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**RATIFICATION PAGE**

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An Undergraduate thesis entitled: INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO Written by: Zuraida Erina, Student Number 1801073007 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, 07 June 2023 at 08.00 – 10.00 a.m.

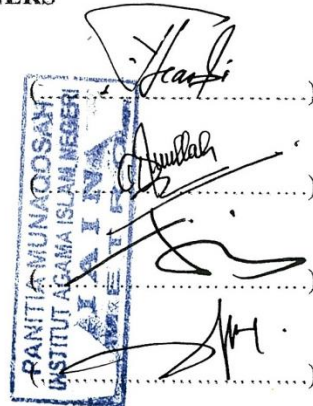
**BOARD OF EXAMINERS**

Chairperson : Yeasy Agustina Sari, M.Pd

Examiner I : Trisna Dinillah Harya, M.Pd

Examiner II : Aisyah Sunarwan, M.Pd

Secretary : Ning Setyowati, M. Pd



The Dean of Tarbiyah  
and Teacher Training Faculty



## **ABSTRACT**

### **INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO**

**By:  
Zuraida Erina**

This research aimed to improved the students' writing skill in english lesson by using classroom action research (CAR) which involved 25 students in class VII and was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing descriptive text. Furthermore, the writer used observation technique to get the data about students' learning activities. The writer also used the documentation method to support the information concerning on the learning english. This research was conducted with an english teacher of SMP Negeri 10 Metro.

The result of this research shows that animation movie method has positive role in increasing the skill of writing the descriptive text among the seventh grade students of state Junior High School 10 Metro. It can be proved by the students' average score from pre test and post test. The average score in pre test was 57,16, in post test 1 was 64,88 and the post test 2 was 74,68. It can be inferred that animation movie can improve the writing skill in descriptive text among the seventh grade students at SMP Negeri 10 Metro

**Keywords:** *Descriptive Text, Animation Movie, Writing Skill.*

## **ABSTRAK**

### **MENINGKATKAN KINERJA PENULISAN TEKS DESKRIPTIF SISWA MENGGUNAKAN FILM ANIMASI KELAS VII SMP NEGERI 10 METRO**

**Oleh:  
Zuraida Erina**

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa dalam pelajaran bahasa inggris dengan menggunakan penelitian tindakan kelas (PTK) yang melibatkan 25 siswa kelas vii dan dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Data diambil dari tes menulis untuk mengetahui pengetahuan siswa dalam menulis teks deskriptif. Selanjutnya, penulis menggunakan teknik observasi untuk mendapatkan data tentang aktivitas belajar siswa. Penulis juga menggunakan metode dokumentasi untuk mendukung informasi mengenai pembelajaran bahasa inggris. Penelitian ini dilakukan dengan guru bahasa inggris SMP Negeri 10 Metro.

Hasil penelitian menunjukkan bahwa metode film animasi berperan positif dalam meningkatkan keterampilan menulis teks deskriptif pada siswa kelas VII SMP Negeri 10 Metro. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test dan post test. Nilai rata-rata pre test 57,16, post test 1 64,88 dan post test 2 74,68. Dapat disimpulkan bahwa film animasi dapat meningkatkan keterampilan menulis teks deskriptif pada siswa kelas VII SMP Negeri 10 Metro.

***Kata Kunci:*** *Teks Deskriptif, Film Animasi, Keterampilan Menulis*



## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Zuraida Erina  
NPM : 1801073007  
Fakultas : Tarbiyah  
Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 31 Maret 2023  
Penulis,



  
**ZURAIIDA ERINA**  
**NPM. 1801073007**

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Zuraida Erina  
NPM : 1801073007  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education Department (TBI)

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, March 31th 2023

The researcher,



  
**ZURAIDA ERINA**  
**NPM. 1801073007**

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*For indeed, with hardship will be ease. (Q.S Al Insyirah)*

*"The secret of happiness lies in 3 things: patience, gratitude, and sincerity."(HR. Ahmad)*

## **DEDICATION PAGE**

*This piece of work is dedicated to:*

*My Beloved Parents*

*(Mr. Abu saeri and Mrs. Khomsatun)*

*My Twins*

*Zuliyana Erina*

*My Beloved Lectures Of English Education Study Program Of Institute Islamic*

*Collage Of Metro*

*Absolute (A) of english Education Department and my Beloved Campus IAIN*

*Metro*

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “Increasing The Students’ Descriptive Text Writing Performance Using Animation Movie At The Seventh Grades Of SMP Negeri 10 Metro”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the head of English Education Study Program of IAIN Metro Lampung.
4. Yeasy Agustina Sari, M.Pd as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the SMP Negeri 10 Metro who gives permission to the researcher conduct the research in SMP Negeri 10 Metro.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, March 31<sup>th</sup> 2023

Zuraida Erina  
1801073007

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Writing is one of the four language skills that have an important role in language point of view in written to the others in the communities. According to Barnet, “writing is a way of getting and developing ideas.”<sup>1</sup> The students not only need to learn the theory of writing but also they have to know how to control and develop idea in their writing. Writing is also one of skills that are difficult enough to learn. In learning writing skill, many students often find problems. The problems are the students still feel strange and face some difficulties in writing process. It can be realized that giving the course material just sit, silent, and listen. Actually, that way can be made some students fell bored.

Actually, most of students assume that English is a difficult subject. This is assignment of The researcher using CAR(Class Action Research) analysis helps to focus and structure new lessons so students gain automaticity in new skills and strategies focuses of writing skills performance.

So, they could enjoy learning English. To make students enjoy in the class room, the teacher should change learning strategy, method, and a technique.

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<sup>1</sup>Sylvan Barnet, *Critical Thinking, Reading, and Writing A Brief Guide to Argument*, newyork: Bedford/ St. Martin’s (2011) p.227

Referring to the benefit of using an innovative method, the researcher starts to look for the best way to increase writing skill of the students. The researcher finds that one way that helps the students on learning writing process is using animation movie, it is example of audio visual method. Audio visual method is method that use a pictures and sounds . It means that use the animation movie in the learning process especially on writing can help the students to develop ideas and makes easy to learn descriptive text.

The researcher conduct a pre-survey on August, 05<sup>th</sup> 2022 that from these data it can be concluded that 24 students failed, then 8 students successfully passed from the pre test.

According to the information from the English teachers at Seventh Graders SMP Negeri 10 Metro, in learning writing, students may have difficulties in learning it. Most of students assume that English writing is a difficult. This is assignment as a teacher to teach them to use other way or method, where this method sense can make the students more enjoy english descriptive text. So, they could enjoy learning english descriptive. To make students enjoy in the class room, the teacher should change learning strategy, method, and a technique. It is widely known that. From children to adults love animation movie. 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 to acquire knowledge, skills, and attitude.

Another supporting data is by student's documentation in English subject at the Seventh Graders SMP Negeri 10 Metro

**Table 1.1**  
**The Pre-Survey Result from The Writing Score of The VII Students in SMP Negeri 10 Metro**

No.	Grade	Explanation	Amount	Percentage
1.	$\leq 75$	Failed	24 Students	75 %
2.	$\geq 75$	Passed	8 Students	25 %
<b>Total</b>			<b>25 Students</b>	<b>100 %</b>

From the table above, that is assumed, most of students do not reach Minimum Mastery Criteria (MMC) yet, so must do remedial. Almost 75 % means 24 students not passed and only 8 students 25 % get score more than Minimum Mastery Criteria (MMC).

In line problems above, the researcher intends to conduct the research by Using Animation movie in Descriptive Text to increase students' writing skill at the Seventh Graders of SMP Negeri 10 Metro.

## **B. Problem Identification**

The researcher identified the grammatical error sentences follow:

1. The vocabulary of the students is limited.
2. The students are not able to express their written ideas well in descriptive text.
3. The students have low motivation in writing an English descriptive text from prasurvey.
4. The students writing ability in descriptive text is still low.

### **C. Problem Limitation**

The researcher limits the problem to Increase The Students' Writing Performance Using Animation Movie to the Seventh Graders of SMP Negeri 10 Metro.

### **D. Problem Formulation**

Based on the explanation in the problem limitation, the researcher formulates the problem on: "Can the use of animation movie Increase The Students' Writing Performance Using Animation Movie to the Seventh Graders of SMP Negeri 10 Metro?"

### **E. Objective and Benefits of the Study**

#### **a. Objective of the Study**

In line with the statement of formulation of the problem stated above, the researcher aim to increase and describe whether Using Animation Movie in Writing Descriptive Text can help Increase The Students' Writing Performance Using Animation Movie to the Seventh Graders of SMP Negeri 10 Metro.

#### **b. Benefits of the Study**

Generally, the result of this research was expected to be useful to increase writing skill by Using Animation Movie in Writing Descriptive Text. This research had benefits as follows:

- a. For the students is to increase writing skill in academic purpose and daily life.

- b. For a teacher can deliver writing material using many methods that can adjust to student interests.
- c. For the other researcher can be used as a theoretical basis to further develop this research.

## **F. Prior Research**

The first prior research was done by Ayuningtyas Puspitaningrum this research aimed to subject is eleventh grade. The similiarity of this research focus on the using Animation movie, and this study used experimental study. The differentiation in the second prior research with this research is focus on speaking skill and this research focus on writing skill.<sup>2</sup>

The second prior that was done by Izar This research focuses to know the achievement of student's writing comprehensian that was taught by using cartoon film. This research was conducted in the seventh grade of MTs Nurul Hakim Modren Boarding School Tembung. The similiarity between this research with the first prior research is the variable of the research. This research and the prior research both using writing skill as variable. The differentiation in first prior research used a cartoon film as their treatment in writing skill while this research using disney animation movie as the treatment in writing skill.<sup>3</sup>

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<sup>2</sup> Ayuningtyas Puspitaningrum. The Influence of Using Animation Movie Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of Ma Al Hikmah Bandar Lampung in the Academic Year Of 2017/2018

<sup>3</sup> Zul'aini Izar. "The Effect of Using Cartoon Film on Students' Achievement in Reading Comprehension at Eight Grade of Mts Nurul Hakim Modren Boarding School Tembung Thesis", 2017

The third prior research that was by Mashulah It has some differences. Firstly, this research focused on the analyse diffulties in writing words by using writing text while in this research it analyzed the difficulties in writing by using islamic story. Secondly, this research using descriptive text. Meanwhile, this research using descriptive text.<sup>4</sup>

The Fourth prior research that was by Dunn The research was conducted at a pacific-northwestern US by investigating the fourth grade struggling researcher. Participants learned the Mnemonic for composing stories in the ART Strategy, as well as the use of art, collected a story material as well as high-quality progress-monitoring scores, conducted an as well as high-quality progress-monitoring scores, according to the findings of his study. Material improvement was easier for all four participants; however, improving consistency was more difficult. The findings and their consequences are discussed.<sup>5</sup>

The Fifth prior research that was by Dunn and Finley. An action analysis methodology was used in this report, which included developing a method for improving narrative story writing abilities, witnessing and engaging in the teaching process, assessing the change's outcomes, assessing the mechanisms and the outcomes, and then repeating the

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<sup>4</sup> Mashulah, *An Analysis of Students' Difficulties in Understanding English Reading Text*, Surabaya: State Islamic University of Sunan Ampel Surabaya, 2013

<sup>5</sup> Michael Dunn, *Comparing Two Story-Writing Mnemonic Strategies: A Randomized Control Trial Study*, vol. 28, no. 3, Washington State University, 2013.



cycle of preparing, action, and contemplation. For many struggling researchers have the ability to be used for a number of writing purposes.<sup>6</sup>

The Difference of the prior research is previous research focus on writing meanwhile this reseach focus on writing and Similarities from five and this research using animation movie.

There are many educational character values found in animated film Bilal: A New Breed of Hero, so this film is suitable if used as a source of learning in the world of education, because There are many lessons to be learned from each story. Through film media students will also be more enthusiastic in learn, then there are a lot of films like Bilal: A New Breed of Hero will assist educators in efforts to contain good character student self. The values of character education in the film Bilal: A New Breed of Hero also has relevance to the values of Islamic education proves that the film Bilal: A New Breed of Hero is worthy of used as learning material for students in the modern era.

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<sup>6</sup> Michael W. Dunn & Susan Finley, *Children's Struggles with the Writing Process Exploring Storytelling: Visual Arts, and Keyboarding to Promote Narrative Story Writing*, vol. 18 no. 1, Washington State University: Caddo Gap Press, 2010.

## CHAPTER II

### REVIEW OF THE RELATED THEORIS

#### A. The Concept of Writing Skill

##### 1. The Definition of Writing Skill

According to Yakhontova, writing is a complex process that requires a number of various skills.<sup>1</sup> It means that writing is the most complicated skill because the writer must master the other skills such as listening, speaking and writing.

Furthermore, Nation argued that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and writing.<sup>2</sup> It means that, the preparation make the possible of words that have been used receptively to come into productive uses. Writing is the skill to deliver information and express the ideas from the writer to the readers through written language. Moreover, on the process of delivering information through written language, a good writer has to use systematic language that agree with the rule of its language and simple language that easy to learn by the readers.

In another book, Sylvan Barnet said that “writing is a way of getting and developing ideas.”<sup>3</sup> It means that writing has purpose to learn and to express student’s background world knowledge. So, it should be noted that

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<sup>1</sup> T. V. Yakhontova, *English Academic Writing*, (UK: University of Liverpool, 2003), p.18.

<sup>2</sup> I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, Taylor & Francis Group, 2009), p. 113.

<sup>3</sup>Sylvan Barnet, *Critical Thinking, Reading, and Writing A Brief Guide to Argument*, newyork: Bedford/ St. Martin’s (2011) p.227

expressing ideas in writing is based on the background of knowledge or the result of collecting information in the social environment.

Writing is also being constructed as processes in which writers plan their writing, produce initial ideas on paper, reread, evaluate, and revise their writing with their purposes and audiences in mind.<sup>4</sup> In other word, Sanggam said that the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers.<sup>5</sup> It means that, writing is the skill to give information to other people. In writing, the writers can deliver information that they want to express.

Skill is used to direct to a performance level, in the sense of precision and speed in performing a certain tasks (skilled performance). Skilled performance has long been a subject of psychological studies, that consider both physical psychomotor abilities and mental cognitive abilities.<sup>6</sup> So, skill is the output of abilities that involves physic and mind to apply knowledge. Skill also use to know how to complete tasks and solve problems. Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The sudents

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<sup>4</sup>Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009) p. 42

<sup>5</sup> Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p.2.

<sup>6</sup>Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

## 2. Kind of Writing.

To know the kinds of writing skill means to understand the kinds of writing first like description, narration, exposition and argumentation.. There are several types of writing that is usually used in high school and college classes are as follows:

### a. Narrative

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.<sup>7</sup>

### b. Exposition

Expository paragraphs deal with facts, ideas, beliefs. They explains, analyze, define, compare, illustrate. Then answering the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?. It is one kinds of paragraphs that be written through reports or term papers or tests.<sup>8</sup>

### c. Argumentative

Argumentation is convincing the readers to believe or disabellieve something the truth of the the fact of an object, it also has a goal to persuade the readers in order to take a certain course of action related

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<sup>7</sup>R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

<sup>8</sup>Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

to the new truth exposed to them.<sup>9</sup> So, argumentation is a text in which writer agree or disagree with a problem, using reasons to support the opinion, the goal of argumentation is to convince the reader that the writer's opinion is right.

d. Report

Kennedy explains that “Imparting and seeking factual information identifying; reporting (including describing and narrating); correcting; asking”<sup>10</sup> it means that report is one kinds of writing that has purpose to provide generalism informations about whole class of things”.<sup>11</sup>

e. Descriptive Text

Malraux highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes.<sup>12</sup> Another expert Sanggam argued that, in composition, a descriptive is also described as a text. The text as a product of writing functions to reflect what is being described to the readers.<sup>13</sup>

f. Indicators of Descriptive Text

The Purpose of Descriptive Text is to describe and reveal a particular person, place, or thing. descriptive text is the text that is always in around us when we want to describe something or someone.

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<sup>9</sup> Sanggam Siahaan, *Issue in Linguistics*, p. 217

<sup>10</sup> Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.317.

<sup>11</sup> Graeme Kennedy, *Structure and Meaning*, p.334

<sup>12</sup> Thomas S. Kane, Op.Cit., p.351

<sup>13</sup> Sanggam Siahaan, Op.Cit., p.19

g. Generic Structure of Descriptive Text

Descriptive text is a kind of text that belongs to the type of description text where the text contains writers' arguments about a view. There are two stages or structure of descriptive text, they are:<sup>14</sup>

1) Identification

Identification is to introduce the person, place and the object while the description gives the detail of the person, place, and the object described.

2) Description

In identification, writer identifies what the topic or phenomena that is will be described. Then in description, writer describes the topic's parts, qualities, or characteristics.

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<sup>14</sup>Edwin Goldwasser, "Method in Teaching of English", (New York: New York Public Library Press, 2000), p.211

**Table 2.1**  
**The Indicators of Writing Skill<sup>15</sup>**  
**Bilal: A New Breed of Hero**

No	Aspect of Writing	Point	Criteria	Explanation
1	Content	30 – 27	Excellent to very good	Knowledgeable-substantive – etc.
		26 – 22	Good To average	Some knowledge of subject–adequate range – etc.
		21 – 17	Fair to poor	Limited knowledge of Subject – little substance – etc.
		16 – 13	Very poor	Does not show knowledge of subject – nonsubstance – etc.
2	Organizati-tion	20 – 18	Excellent to very good	Fluent expression ideas clearly stated – etc.
		17 – 14	Good To average	Somewhat copy – loosely organized – but main idea stands out – etc.
		13 – 10	Fair to poor	Non fluent ideas confused – or disconnected – etc.
		9 – 7	Very poor	Does not communicate. – no organization – etc.
3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
		17 – 14	Good To average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13 – 10	Fair to poor	Limited range – Frequent errors of word/idiom form, choice, usage – etc.
		9 – 7	Very poor	Essentially translation – Little knowledge of English vocabulary.

<sup>15</sup> J.B. Heaton, *Writing English Language Test*, United States: New York, 1975, page. 146

4	Language Use	25 – 22	Excellent to very good	Effective\complex construction – etc.
		21 – 19	Good To average	Effective but simple constructions – etc.
		17 – 11	Fair to poor	Major problems in simple/complex constructions – etc.
		10 – 5	Very poor	Virtually no mastery of Sentence construction rules – etc.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.
		4	Good To average	Occasional errors of spelling, punctuation – etc.
		3	Fair to poor	Frequent errors of Spelling punctuations, capitalizations – etc.
		2	Very poor	No mastery of conventions– dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

## B. The Concept of Descriptive Text

### 1. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place and thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.<sup>16</sup>

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<sup>16</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), Page. 128



Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

As Barbara Fine Clouse said in her book, *The Student Writer*, Description adds an important dimension to our lives because it moves our emotion and expands our experience.<sup>17</sup> Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

Traditionally, descriptions are divided into two categories: *objectives* and *subjective*. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, we will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

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<sup>17</sup> Clouse, Barbara Fine, *The Student Writer: Editor and critic*, (New York: McGraw-Hill Companies, Inc., 2004) 6<sup>th</sup> edition, Page.142

Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.<sup>18</sup>

## 2. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations and people we encounter. We even use 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. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.<sup>19</sup>

**Table 2.2**  
**Purpose for Description**

<b>Purpose</b>	<b>Description</b>
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music movie degrade woman)	A description of a degrading music movie

<sup>18</sup> Miller, George, *The Prentice-Hall Reader* (New Jersey: Prentice-Hall, 1986) Page.105

<sup>19</sup> Clouse, Barbara Fine, *The Student Writer: Editor and critic (6th edition)*, (New York: McGraw-Hill Companies, Inc., 2004), Page.143

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, we have a compelling desire to connect with other people by sharing our experiences with them.

### 3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

#### a. Description of a 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. Let's examine each.

#### b. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).<sup>20</sup>

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<sup>20</sup>Adelstein, Michael E and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brace Jovanovich, Inc., 1976) Page.149

c. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

d. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.<sup>21</sup>

e. Description of a Place

In describing a place for example, a room, what should you describe first? The walls? The Floor? Unlike a chronologically

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<sup>21</sup> *Ibid*, Page. 151

developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed 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. And the arrangement of the details in your description depend on your subject and purpose.<sup>22</sup>

f. Description of a Things

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

g. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things.

For example Arizona University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

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<sup>22</sup>Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company,2010) 4th Edition, Page. 69

#### h. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, the wind had *chiseled* deep grooves into the sides of the cliffs is more specific than “the wind had made deep grooves. The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.<sup>23</sup>

#### 4. The Structure and Example of Descriptive Text

The generic structures of a description are as follows:

- a. Identification: identifies the phenomenon to be described
- b. Description of features: describes features in order of importance:
  - 1) Parts/things (physical appearance)
  - 2) Qualities (degree of beauty, excellence, or worth/value)
  - 3) Other characteristics (prominent aspects that are unique).

The generic features of description are:

- 1) Verb in the present tense
- 2) Adjective to describe the features of the subject.
- 3) Topic sentences to begin paragraphs and organize the various aspects of the description.<sup>24</sup>
- 4)

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<sup>23</sup>Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), Page. 267

<sup>24</sup>Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), Page. 26

## C. The Concept of Movie

### 1. The Definition of Movie

Based on oxford advanced learner's dictionary, film is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.<sup>25</sup> The meaning of movie is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.<sup>26</sup> Based on definitions above, the writer can conclude that movie is same with film. But in this study, the writer will use movie because it is more appropriate for the title of this study. There are some advantages and disadvantages of movie as a medium in teaching learning process.<sup>27</sup>

### 2. Elements of Movie

The analyze movie the first thing is to understand the elements of it. There are five elements of story, they are:<sup>28</sup>

#### a. Setting

The setting is the time and place in which it happens. Authors often use description of landscape, scenery, building, seasons, and weathers to provide strong sense of setting.

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<sup>25</sup>A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987)., p. 473

<sup>26</sup>Ibid., p. 833

<sup>27</sup>M Basyirudin Usman Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.95-96

<sup>28</sup>ibid., p. 25

b. Character

A character is a person or sometimes even an animal, who takes part in action of story or other literary work. There are two characters of story:

- 1) Protagonist, the protagonist character is the central character or the hero, also called as good guy.
- 2) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c. Plot

A plot is series of events and character action that relied of the central conflict; it is the sequent of events in a story or play. The plot is planned, logical series of events having a beginning, middle, and end.

There six essential parts of plot:

- 1) Introduction, the beginning of story character, and the setting is revealed.
  - 2) Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.
  - 3) Climax, this is highest point of interest and the turning point.
  - 4) Falling action, the events and complication begin to resolve themselves.
  - 5) Denouement, this is final outcome or untangling of events of the story.
- Conflict The conflict is the struggle between two people or things in a story. There are two types of conflict:



- (a) External, a struggle with a force outside one's self.
- (b) Internal, a struggle within one's self: a person must make some decisions, overcome pain, etc.

d. Theme

The themes are the central idea or believe in a story. The statement above can be conclude that in the story, there are five elements of a story, which we have to know and understand when watching a film or writing story, because these are part of the story. If we don't know about that, we will not understand in crevice a story, and what we can take from the story. By using movie to teach descriptive text writing, students can find out elements of film easily because the students watch the story directly. It can make students more understand than read the descriptive text only.

### 3. The Types of Movie

a. Traditional

This is one of the oldest forms of animation in film. It's sometimes called cel animation. As mentioned above, intraditional animation, objects are drawn on celluloid transparent paper. In order to create the animated sequence the animator must draw every frame. It's the same mechanism as a flipbook, just on a grander scale.

Traditional is most often 2D animation. *Aladdin*, *The Lion King*, and other earlier cartoons are the best examples of this.

b. Animation 3D

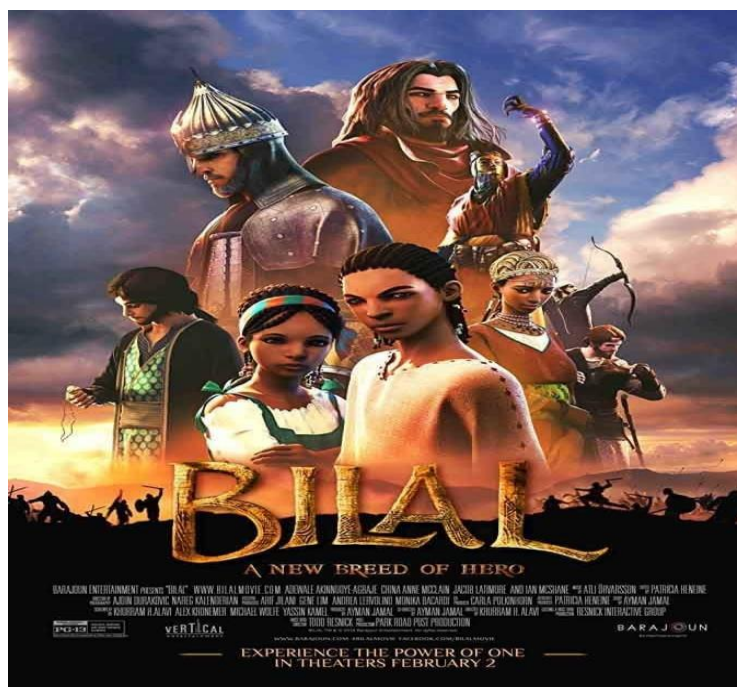
Currently, 3D or computer animation is the most common type. But just because the computer has logged in instead of the actual image, it's not always easier. Computers are just another tool, and 3D animation is still a long and intense process. Animation 3D is most often *Doraemon (The Movie, The Minion, Toy story*.

c. Motion Graphics

Motion Graphics are pieces are digital graphics that create the illusion of motion usually for ads, title sequences in films, but ultimately exist to communicate something to the viewer. They're often combined with sound for multimedia projects. They're a type of animation used mostly in business, usually with text as a main player. Below are a few examples of motion graphic animation, using the top trends of today.

## Synopsis Of Bilal: A New Breed Of Hero<sup>29</sup>

**Figure 2.1**  
**Synopsis of Bilal A New Breed Of Hero**



The animated film Bilal: A New Breed of Hero is a 2016 animated film that tells the story of the first muezzin, Bilal bin Rabah. This film was directed by Khurram H. Alavi and Ayman Jamal which adapted the story of the first muezzin in animated format. Here's a synopsis of the film Bilal: A New Breed of Hero: Bilal: A New Breed of Hero tells the story of a seven year old boy named Bilal (Adewale Akinnuoye-Agbaje) who wants to become a knight. But as a child, Bilal experienced an unpleasant incident, namely he was kidnapped along with his brother. Excluded, Bilal experienced a life full of injustice and cruelty. Bilal tries to rise from various problems with a

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<sup>29</sup>Wulandari Putri and Rusmana Dadan” Gambaran Bilal Bin Rabbah Dalam Film Bilal: A New Breed Of Hero (2015) Dalam Perspektif Filsafat Bahasa”No.1 (2022), p.1-7

journey full of meaning. Bilal was known as a friend of the Prophet Muhammad SAW who fought slavery, oppression, and conveyed ideas about teachings. However, the Islamic side in the film Bilal: A New Breed of Hero is not very clear. Bilal bin Rabah then became the first muezzin or someone who gave the first call to prayer.

The film Bilal: A New Breed of Hero received positive reviews and was screened at various festivals such as the Cannes Film Festival, Dubai Film Festival, and was awarded at the 2016 Asia Pacific Screen Awards. The filming of Bilal: A New Breed of Hero spent 8 years perfecting the colors to be on par with Hollywood-class animated films. This film also presents a beautiful meaning about a muezzin.

#### 4. Types Of Animation

Bilal: A New Breed of Hero is an English-language Arabic 3D computer-animated action-adventure film released in 2015. Bilal: A New Breed of Hero is an English-language Arabic 3D computer, animated action, adventure film released in 2015. This film is very suitable because there are many character education values that have been found in the animated film Bilal: A New Breed Hero also has relevance to the values of Islamic education which consists of three main elements namely aqidah, syari'ah/worship, and morality.

#### 5. Conclusion

The animated film Bilal: A New Breed Hero contains many lessons History , advice and values of character education. Character values that

has been found consists of 11 character values. Among other things, value honesty, religious values, tolerance values, hard work values, curiosity, friendly or communicative values, peace-loving values, social caring values, the value of responsibility, dare to take risks, and the value of patience.

#### **D. The Concept of Animation Movie**

##### **1. Definition of Animation Movie**

Animation movies are distinguished from live-action ones by unusual kinds of work that are done at production stages. Animation movies do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time. Animation movie is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It is appropriate for the students in junior high school because it is interesting for them and has a simple story.

Beside that, the film has a moral value and the language is easier to be understood. Movie can be an effective media in writing teaching. It provides students in an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

## **2. The Advantages of Movie as a Medium in Teaching Learning Process.**

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.<sup>30</sup>

- a. Movie can describe process.
- b. Movie can arouse impression of room and time.
- c. The pictures are three dimensions.
- d. The sound can arouse reality of pictures in form of nature expression.
- e. Movie can tell expert's voice while watching his/ her appearance.
- f. Color movie can add reality of object, which is practiced.
- g. Movie can show scientific theory and animation.

## **3. The Disadvantages of Movie as a Method in Teaching Learning Process.**

- a. During playing movie, teachers cannot explain any material because it can disturb students' concentration.
- b. Students cannot understand the movie well if it is played too fast.
- c. It is difficult to repeat what is gone except playing it once more.
- d. The equipment is expensive. A good movie can fulfill students' need in relation to the material studied. The writer can use all of advantages to support in process of writing.

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<sup>30</sup>Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 19.

#### **4. The Principle of Animation Movie**

##### **a. Animation Movie as Visual Aids**

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them. Harmer argues that : A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class.

There are many lots of methods of teaching that can be applied in teaching and learning process such as using pictures, song, card, games, film, drama and more methods that the teacher can use. This method can help the students and teacher in teaching and learning process. The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation, it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

##### **b. Animation Movie as a Teaching Media**

Lonerger also states that four or five minutes of movie material can easily provide enough stimulating input for one hour is teaching.

There has consequently been a move away from twenty-minutes or half-hour programs, towards programs, which can be conveniently subdivided into sections of only a few minutes. To figure the problems out, mov of descriptive text can be used in teaching written cycle. Students can feel more relaxed in learning writing and it will be easier for them to produce a descriptive text.

##### **5. The Use of Animation Movie in Teaching Descriptive Text**

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are boring with the lesson. The writer applies movie or film as alternative media in teaching descriptive text and the topic was students' interesting experiences. It is supporting point that interesting experiences are really close with teenager life, because it tells story that event in the past. Movie is one of teaching media. By using movie during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented.<sup>31</sup> One of advantages of movie is colorful film which can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can arouse students understanding in plot of story.

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<sup>31</sup>Teresa Sari Rahmani, Albert Rufinus. Etc "The Use of Animation Movie With Text in Improving Students' Vocabulary for Speaking".2018



**E. Indicator of Success**

The indicator of success of this research is 75% of the students' get at least 75, it means that by using Animation Movie in English learning process succeeded to increase the students writing descriptive text. It also means that the research will be finish.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Operational Definition of Variable**

##### **1. Variable of Research**

This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it. The two variables can be explained as follow:

a. Independent Variable (X)

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is Animation Movie. Animation Movie introduces an effective way to make the students comprehend during the listening class. Animation Movie gives opportunity to the students to practice how to be good to comprehend the Animation Movie. This research was investigated in the Seventh Graders of SMP Negeri 10 Metro. The researcher hopes to investigate the increasing of students' writing skill through Animation Movie Method.

Then the researcher determines some indicators that should be attended by students in Animation Movie are as follow:

- 1) The students are able to understand each vocabulary from the Animation Movie.

- 2) The students are able to understand the meaning and detail of information contained in the Animation Movie.
- 3) The students can make the descriptive text from the Animation Movie.

b. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' writing skill. The increasing of student writing skill cans the scene after using Animation.

The indicators of this variable are:

- 1) The students understand about the meaning of the Animation Movie.
- 2) The students understand the type of theme that is played, sad or happy.
- 3) The students can find out the purpose of the Animation Movie made.

## **B. Research Setting**

The kind of this research is Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.<sup>1</sup> Furthermore, McNiff, Action research is a particular way of researching your own learning. It is a practical way of looking at your practice

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<sup>1</sup>Ary Donald, et.al, *Introduction To Research In Education*, (USA: wards worth Cengage Learning, 2010), p.512

in order to check whether it is as you feel it should be.<sup>2</sup> It means that, action research is an activity to practice and analyze the student's skill about the material using action in the class. The researcher conducts this research at the seventh graders of SMP Negeri 10 Metro.

However, the research choosed VII A class because most of the student's ability in writing skill is still low. Based on the result of Pre-Survey at the seventh graders SMP Negeri 10 Metro. The total of the students are:

**Table 3.1**  
**The Subject of the Research**

No	Class	Sex		Total
		Male	Female	
1.	VII A	14	18	32

### C. The Subject of the Research

The subject of this research was the Seventh grade students' of SMP Negeri 10 Metro. This class was consisting of 32 students. The object of this research was the students' writing skill. The researcher was helped by collaborator, he is Angga Randika

### D. Research Procedure

In this classroom action research, there are four steps in each which have relationship one another. The step are planning, acting, observing, and reflecting. Those steps can be seen in the following design:

Here in steps class room action research design:

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<sup>2</sup> McNiff, Jean & Whitehead, Jack. *Action Research: Principle And Practice*. London & New York: Routledge Falmer. P.15

**a. Cycle I**

## 1) Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom. There are the following:

- a) The researcher was prepared the lesson plan descriptive text about *Bilal: A New Breed of Hero* including teaching procedure, media, and relevant material to be applied in acting phase.
- b) The researcher was prepared learning resource for students
- c) The researcher was determined the method to be applied in acting phase. In this case, the researcher use animation movies to improve students writing descriptive text.
- d) The researcher was prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning processed.
- e) The researcher and the collaborator was design the criteria of succeeded.

## 2) Acting

This activity is implementation of learning activities that have prepare in the planning. It is the realization from the planning that the researcher has made. Without the action, the planning just imagination that never real. At the acting stage, the researcher try to implement some techniques or procedural acts that have formula at planning. The process follow the sequence of activities contain in the learning scenario. Using a sheet of observation, it use to make some notes the activities in the process of learning descriptive text by using problem solving learning strategy. Here are the step that the researcher can done.

The steps of action that the researcher would do are:

### a) Pre – Activity

- (1) The researcher started the lesson by greeting to the students
- (2) The researcher and students pray together.
- (3) The researcher checked students' attendance.
- (4) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

### b) While Activity

- (1) The researcher applied the lesson plan in teaching process. The researcher should follow the lesson plan but researcher can do some improvisation of it.

(2) The researcher asked the students about movie and the teacher write it on the board

“Do you know the movie ‘Bilal: A New Breed of Hero ’”?  
 “Do you ever watching it’”? “Do you understand about the story of the movie”?

(3) The researcher play the movie in front of the class and ask the students to watch it. The movie is without narator.

(4) The researcher asked students to make notes about the characters of the movie and other information that relates to the movie.

(5) The researcher first explained about the descriptive text then the students were asked to make descriptive text based on the generic structure.

c) Post – Activity

(1) The researcher asked the student about they have learnt.

(2) The researcher asked student’s difficulties in learning writing descriptive text.

(3) The researcher summarized the material and give reflection to what have been done (self reflection).

(4) The researcher motivated the student to study more about writing descriptive text correctly.

(5) The researcher closeded the meeting by saying Hamdallah.

After finished the learning activity, the researcher made evaluation how to successful this method in teaching learning

processed in the class. If nothing improvement in their skill, the researcher will continue to the next cycle.

### 3) Observing

Observing is either an activity of a living being, consisting of receiving knowledge of the outside world through the sense, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity. Based on the observeing, the researcher decided whether there is anything that the researcher will be increase soon in order that action achieved the aimed of the researcher goals. The researcher observe them in every activity.

### 4) Reflecting

Reflecting is the last step in this processed. The researcher analyzed the observation result during the teaching processed. The researcher used data from the evaluation to made improvement for the second cycle. The researcher decide that the next cycle focus to solved the problems and weakness in previous cycle.

## **b. Cycle II**

### 1) Re-Planning

In the first step, before conducted the action in the next step, the researcher was be repair the problem found in cycle one. It was be explained as follow:

- a) The researcher was analyzed the reflection result to obtain the solving problem.



- b) The researcher was revised and prepared the lesson plan descriptive text about *Bilal: A New Breed of Hero* based on the problem appears in the previous cycle included teaching procedure, media, and relevant material to be applied in acting step.
- c) The researcher was rearrange observation format and also reformed the evaluation format to improved the plan indicators that have not been achieved yet in the previous cycle.

## 2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

### a) Pre – Activity

- (1) The researcher started the lesson by greeting to the students.
- (2) The researcher and students pray together.
- (3) The researcher checked students' attendance.
- (4) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

### b) While Activity

- (1) The researcher applied the lesson plan in teaching processed.  
The researcher should follow the lesson plan and the researcher can do improvisation for teaching.
- (2) The researcher asked the students about movie and the teacher write it on the board “What do think about the movie ‘Bilal: A

New Breed of Hero”? “ What values can you take it”? “How many characters about story the movie”?

- (3) Secondly, the researcher played the movie in front of the class and asked the students to watching it.
- (4) Thirdly, the researcher asked the students to made a note of resume the movie.
- (5) Fourthly, write descriptive text based on the picture of slide the movie by their own language.
- (6) The last, after have done wrote the text , the researcher asked the students to classification the text based on the generic structure of descriptive text.

#### c) Post – Activity

- (1) The researcher asked the student about they have learned.
- (2) The researcher asked student’s difficulties in learning writing descriptive text.
- (3) The researcher summarized the material and gave reflection to what have been done (self reflection).
- (4) The researcher Motivated the student to study more about writing Descriptive text correctly.
- (5) The researcher closed the meeting by saying Hamdallah.

#### 3) Observing

In the third step, the researcher was observe the student’s activity, their participations, class situation during teaching and learning

process, and teacher (researcher) performance by used structure observation form and made noted the overall activities. Furthermore, the researcher was also collected the data from the post test and the result of student's activity.

#### 4) Reflecting

The researcher corrected and analyzed the result of the action. The researcher known the weakness and strength of the action by reflecting. In the step the researcher compared the score distribution of pre-test and post-test. The researcher review and reflect on the students' attitude whether it is positive or negative. This research was done in multiple cycles.

### **E. Data Collection Technique**

In collecting the data, the researcher used test, observation, and documentation. The collecting data as follows:

#### 1. Test

In this research, the researcher gave the students two test that inspire-test and post-test to known the improvement of their students writing skill, especially used animation Movie. The test was gave to know the students achievement before and after the learning processed.

##### a. Pre- test

In this research, the researcher was give pre-test in a way watching the animation movie, and the researcher asked to the students

about the material, especially descriptive text. The test is to know how for students' writing performance before given the treatment.

b. Post-test

The post-test is given after the treatments. The post-test holds in order to know whether the treatments given any contribution to the students' achievement in the class or not. This step was done after the treatment to know the increasing of students writing skill by used animation movie, whether it is able to improve the writing skill in descriptive text

2. Observation

In this research, the researcher observed the student's behaviors and the student's activities in the learning process to know how the process of learning was held. In doing the observation, the researcher made the observation sheet that contains of list of the students activities.

3. Documentation

Documentation is a way that used a written source such as private documents (like journals, diaries, e-books, and e-mails) and public documents (like newspaper, magazine, and official report). In this research, the researcher took the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

4. Field Note

To collect the data to be more accurately, the researcher used the field note to make easy when analyzed the data. This is to know the activity

of the students in learning English. It is done after finishing of teaching learning process.

#### F. Data Analysis Method

In this research, the researcher conducted the data analyzed by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions are conducted and given test at the early and the last cycle.

The formula for counting the average score is as follow:

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

Note:

$\bar{X}$  : Average (mean) of the student score.

$\sum X$  : Total of the student score.

$N$  : Total of the students.<sup>3</sup>

Furthermore, to know the result the researcher compares between pre-test and post-test. Then, the result is match by indicator of succeeded at the school at least 70. If from the cycle I, there are some students are not successful so we conducted cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

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<sup>3</sup>Ary Donald, et.al, *Introduction To Research In Education*, (USA : wards worth Cengage Learning, 2010), p.108

**G. The Indicator of success**

The indicator of succeeded of this research is 75% of the students' get at least 75% from CAR (Class Action Research), it means that by using Animation Movie in English learning process succeeded to increased the students writing descriptive text. It also means that the research will be finish.

## **CHAPTER IV**

### **RESEARCH RESULT AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of the Research Location**

###### **a. Brief History about the Establishment of SMP Negeri 10 Metro**

SMP Negeri 10 Metro was established since 2006 when it joined with SMP 7 Metro Pusat. The students studied in the afternoon, after the Elementary School finish. In 2007, on the initiative and good cooperation between the government and people from Hadimulyo Barat (Mr. Sukadi), Karang Rejo (Mr. Drs. Sudarsono), Yosomulyo (Mr. Dasim S.H) so that the Junior High School established. Confidence and enthusiasm of the citizen to enter their children in the SMP Negeri 10 Metro is quite evident in the first year of the registration. It reached 176 registrants. The ironic was the seats number is only for 108 learners because of limited space and the available facilities.

Since SMP Negeri 10 Metro established, it has been led by the following principals:

- 1) Drs. Hargunawan in 2006 until 2010
- 2) Marsidi, S.Pd in 2010 until 2017
- 3) Drs. Supardi 2017 until now

b. The Condition of Teachers in SMP Negeri 10 Metro

The condition of teachers in SMP Negeri 10 Metro can be identified as follows:

**Table 4.1**  
**The Data of Teachers in SMP Negeri 10 Metro**

Employment Status	Sex		Total
	Male	Female	
Permanent Teacher	15	13	28
Non-Permanent Teacher	2	3	5
Total	17	16	33

Source: The documentation result of teachers' condition in SMPNegeri 10 Metro

c. Quantity Students of SMP Negeri 10 Metro

**Table 4.2**  
**The Quantity of the Students at SMP Negeri 10 Metro**

No	Class	Sex		Total
		Male	Female	
1.	VII	82	102	184
2.	VIII	80	98	178
3.	IX	64	74	138
Total		226	274	500

Source: The documentation result of students' quantity in SMP Negeri 10 Metro

## B. The Description of Research Result

This research was classroom action research, and it was conducted at the seventh Grade of SMP Negeri 10 Metro, which was located in Metro, Middle Lampung. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing Descriptive text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of



each cycle, while the students' activity were gained from the observation of students' learning activities.

## **1. Action and Learning at Pre-Test**

### **a. Pre-test Activity**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Friday, August 12th, 2022 at 07.15 A.M until 08.45 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about text descriptive for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of two topics which had to be completed for 40 minutes.

## b. The students' pre-test result

**Table 4.3**  
**The Result of Pre-Test Score of Writing Descriptive text**

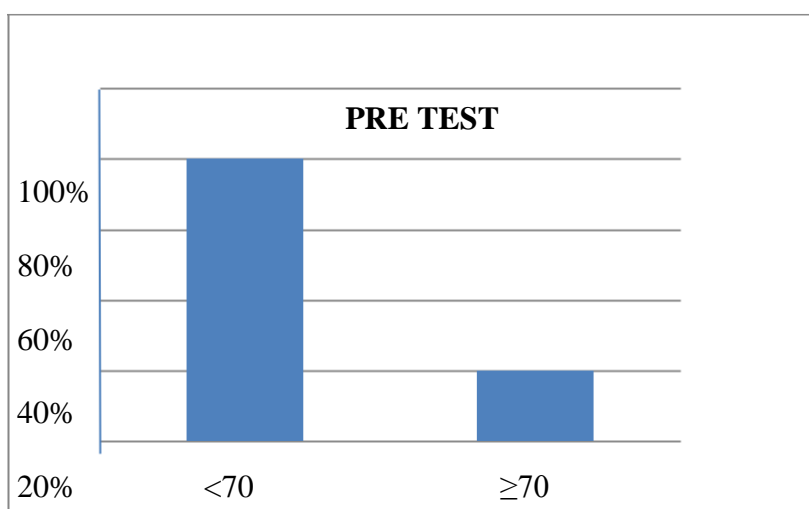
NO	Students Code	Criteria of The Score					TOTAL	Note $\geq 70$
		C	O	V	L	M		
1	AS	13	12	12	12	2	51	Incomplete
2	AR	13	11	10	10	2	46	Incomplete
3	AD	15	15	15	15	3	63	Incomplete
4	AM	13	13	12	13	2	53	Incomplete
5	DT	13	13	12	12	2	52	Incomplete
6	FB	13	12	12	11	2	51	Incomplete
7	FK	13	13	12	12	2	52	Incomplete
8	ID	18	18	16	18	4	74	Complete
9	LN	13	12	11	12	2	50	Incomplete
10	LF	18	17	18	18	4	75	Complete
11	LH	16	15	15	14	3	63	Incomplete
12	LA	13	12	12	12	2	51	Incomplete
13	LP	13	11	10	11	2	47	Incomplete
14	MF	13	13	13	13	3	55	Incomplete
15	NZ	13	11	10	11	2	47	Incomplete
16	PV	13	13	13	12	2	53	Incomplete
17	RN	13	13	13	13	2	54	Incomplete
18	SA	13	13	10	12	3	51	Incomplete
19	SM	13	10	10	12	2	47	Incomplete
20	SI	16	14	14	13	3	60	Incomplete
21	TA	16	14	15	14	3	62	Incomplete
22	VA	17	15	14	16	3	65	Incomplete
23	WA	18	18	18	18	4	76	Complete
24	YD	17	14	17	18	4	70	Complete
25	ZK	17	16	17	17	3	70	Complete
<b>High Score</b>						<b>76</b>		
<b>Lowest Score</b>						<b>46</b>		
<b>Average</b>						<b>57,52</b>		

**Table 4.4**  
**Frequency of students' score in Pre-test**

No	Grade	Category	Frequency	Percentage
1	$\geq 70$	Complete	5	20.00%
2	$< 70$	Incomplete	20	80.00%
<b>Total</b>				

*Source:* The result score of writing pre test at VII class of SMP Negeri 10 Metro, on August 12<sup>th</sup> 2022

**Figure 4.1**  
**Percentage of Students Descriptive text Writing Pre-Test Score**



Based on the result of student's Descriptive text writing pre-test score, it can be inferred that 20 students (80,00%) were not successful and 5 other students (20,00%) were successful. The successful students were those who got the minimum mastery criteria at SMP Negeri 10 Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 57,52, so the result was unsatisfactory. It indicated that the result of students writing Descriptive text was still low.

It was the reason why the researcher used Animation Movie to improve students descriptive text writing. Therefore, the researcher and collaborator made a plan to implement the action or treatment that

consisted of planning, action, observation, and reflection to repair the weaknesses which were faced by the students.

## **2. Cycle 1**

### **a. Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

### **b. Acting**

#### **1) The first meeting**

The first meeting was conducted on Friday, August 12th 2022 at 07.15 until 08.45 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list. Teacher can begin the lesson by showing the movie and let students watch it.

Before that, the researcher explained about descriptive text and kind of descriptive text so the students instructed to make descriptive text about "*Bilal: A New Breed of Hero*". After that the research can begin the lesson by warming up students' mind

with the simple questions that are related to the movie, like: Do you know the story of *Bilal: A New Breed of Hero*? What is kind of the story? Do you ever watch the movie? While they watch the movie, teacher guided students to made notes related to the movie such as setting, character, and others. While the movie is played, teacher should explained that students are not allowed to interrupted because it can disturb students' concentration. If students find difficulted in vocabulary, they can asked teacher after the movie ends.

2) The second meeting

The second meeting was conducted on Monday, August 15th, 2022, at 09.15 until 10.45. This meeting the researcher instruct for students to describe the character of animation movie *Bilal: A New Breed of Hero* below and choosed one of this character. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1 and the researcher instructed the students to made a senteces and choosed one of characters by movie *Bilal: A New Breed of Hero*. Kinds of the test was essay which consisted one animation movie by the title "Bilal". The result of the students' test in post test 1 was better than test in pre-test before.

**Table 4.5**  
**Students' Post Test 1 score**

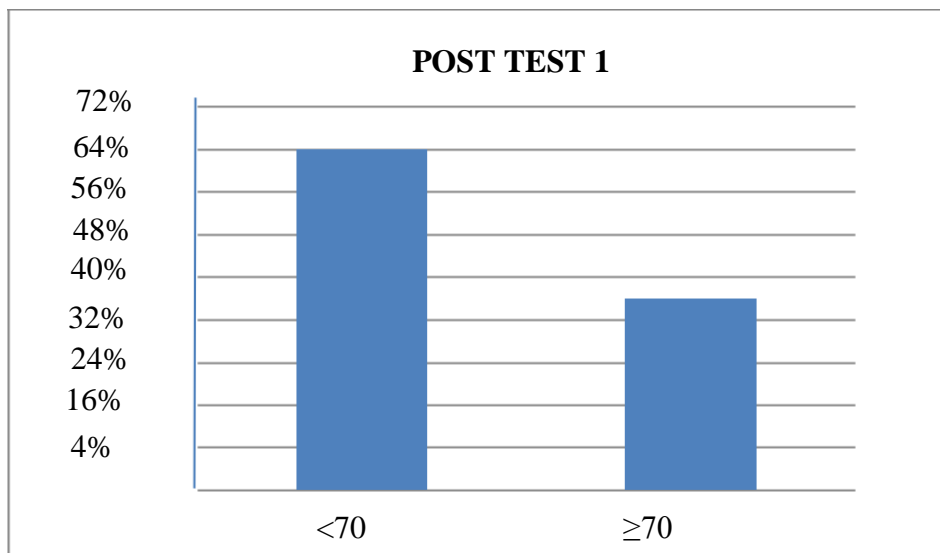
No	Students Code	Criteria of the Score					Total	Note ( $\geq 70$ )
		C	O	V	L	M		
1	AS	13	13	13	13	2	54	Incomplete
2	AR	13	13	13	13	2	56	Incomplete
3	AD	18	17	16	17	3	71	Complete
4	AM	15	13	14	15	3	60	Incomplete
5	DT	15	15	14	14	2	60	Incomplete
6	FB	15	14	14	15	2	60	Incomplete
7	FK	14	15	14	14	2	59	Incomplete
8	ID	19	18	18	18	4	77	Complete
9	LN	15	14	15	15	3	62	Incomplete
10	LF	23	19	20	20	4	86	Complete
11	LH	17	17	17	17	3	71	Complete
12	LA	15	14	15	15	3	62	Incomplete
13	LP	14	13	12	13	3	55	Incomplete
14	MF	15	15	14	14	2	60	Incomplete
15	NZ	13	12	12	12	2	51	Incomplete
16	PV	15	15	14	15	3	62	Incomplete
17	RN	15	15	15	15	3	63	Incomplete
18	SA	15	15	13	14	3	60	Incomplete
19	SM	14	12	13	14	2	55	Incomplete
20	SI	18	15	15	15	3	66	Incomplete
21	TA	18	16	17	16	3	70	Complete
22	VA	18	17	16	17	3	71	Complete
23	WA	22	19	19	19	4	83	Complete
24	YD	19	17	19	19	4	78	Complete
25	ZK	18	18	18	18	3	75	Complete
<b>High Score</b>							<b>86</b>	
<b>Lowest Score</b>							<b>54</b>	
<b>Average</b>							<b>65,08</b>	

**Table 4.6**  
**Frequency of students' score in Post test 1**

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Complete	9	36%
2.	$< 70$	Uncomplete	16	64%
	<b>Total</b>		<b>25</b>	<b>100%</b>

*Source: The result score of writing post test 1 at VIII class of SMP N 10 Metro on August 15<sup>th</sup> 2022.*

**Figure 4.2**  
**The Result of the Students' Score f the Post-test 1**



Based on the result above, it could be seen that 9 students (36.00%) got score up to the standard and 16 students (64.00%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning processed was said success when 70% students got score  $\geq 70$ . The fact showed that the result was unsatisfying.

**c. Observing**

In observation, the researcher presented two meetings in cycle I of learning to made a Descriptive text in writing lesson. The researcher explained the Animation Movie to the students. The students confused about what they should do and got the difficulty to wrote a text of Descriptive. In the second meeting, the researcher explained Animation Movie before giving assignments. In this meeting, the

students began activated. They also began to be interested in teaching and learning process. In the post test 1, there were 9 of 25 students got good score. Although only 9 students passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- 1) The students watch the movie seriously.
- 2) The researcher should follow the lesson plan and the researcher can do improvisation for teaching.
- 3) The students write Descriptive text with coherence, cohesion and unity.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

**Table 4.7**  
**Student's Learning Activities at First Meeting in Cycle I**

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS		√	√		2
2	AR		√	√		2
3	AD	√	√		√	3
4	AM	√		√		2
5	DT	√		√		2
6	FB		√	√		2
7	FK	√	√			2
8	ID	√	√	√	√	4
9	LN	√	√	√		3
10	LF	√	√	√	√	4
11	LH	√	√	√		3
12	LA	√	√			2
13	LP	√	√			2



14	MF	√		√		2
15	NZ	√	√			2
16	PV	√		√		2
17	RN		√	√		2
18	SA	√		√		2
19	SM		√			1
20	SI	√	√			2
21	TA	√		√		2
22	VA	√		√	√	3
23	WA	√	√	√	√	4
24	YD	√	√		√	3
25	ZK	√		√	√	2
<b>Total</b>		<b>20</b>	<b>17</b>	<b>17</b>	<b>7</b>	<b>61</b>
<b>Percentage</b>		<b>80%</b>	<b>68%</b>	<b>68%</b>	<b>28%</b>	

**Table 4.8**  
**Student's Learning Activities at Second Meeting in Cycle I**

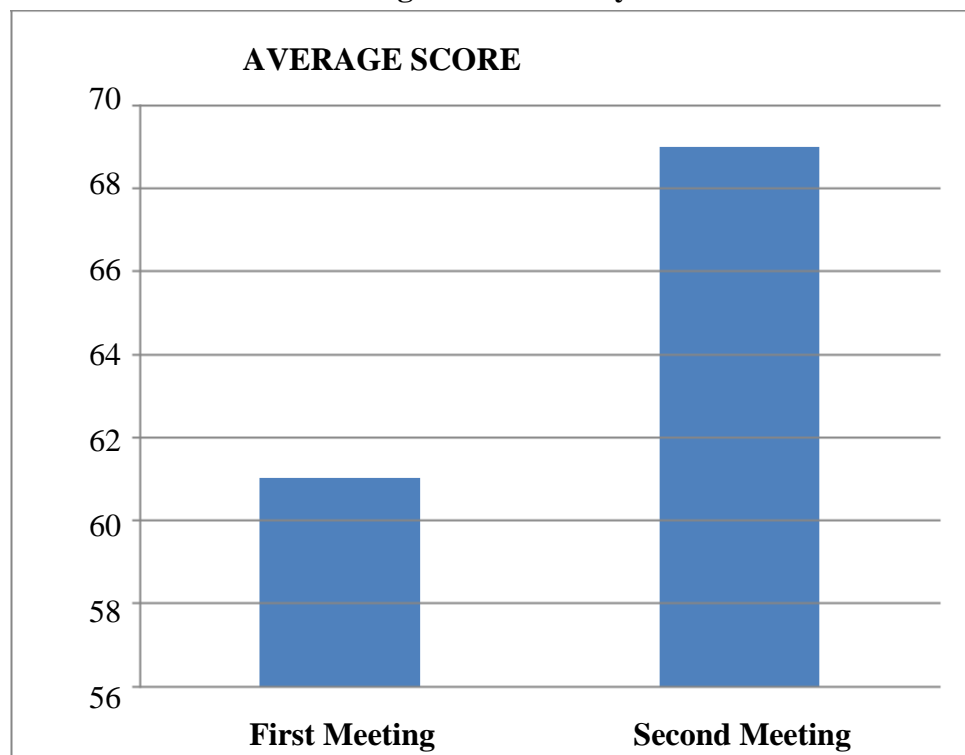
No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS		√			1
2	AR			√		1
3	AD	√	√	√	√	4
4	AM	√	√	√		3
5	DT	√		√		2
6	FB	√	√			2
7	FK	√		√		2
8	ID	√	√	√	√	4
9	LN	√		√	√	3
10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√	√			2
13	LP	√	√			2
14	MF	√	√	√	√	4
15	NZ	√	√			2
16	PV	√	√	√	√	4
17	RN		√	√		2
18	SA	√	√			2
19	SM	√	√			2
20	SI	√	√	√	√	4
21	TA	√		√		2
22	VA	√	√	√		3
23	WA	√	√	√	√	4
24	YD		√	√	√	3
25	ZK	√	√	√		3
<b>Total</b>		<b>21</b>	<b>20</b>	<b>18</b>	<b>10</b>	

<b>Percentage</b>	<b>84%</b>	<b>80%</b>	<b>72%</b>	<b>40%</b>	

**Table 4.9**  
**The Percentage of Student's Learning Activities at Cycle I**

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students watch the movie seriously.	80%	84%	4%
2	The students understand the meaning of the movie.	68%	80%	12%
3	The students make a note of resume the movie.	68%	72%	4%
4	The students write Descriptive text with coherence, cohesion and unity	28%	40%	12%
<b>Total</b>		244%	276%	32%
<b>Average</b>		<b>61</b>	<b>69</b>	

**Figure 4.3**  
**The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1**



The table and graph above showed that not all of the students were activated in learning process. The average percentage of the student's learning activity in first meeting was only 61% and second meeting was 69%. Based on the result above, it could be concluded that the learning processed was not successful related with the indicator of success at least 70 % passed the criteria.

#### d. Reflection

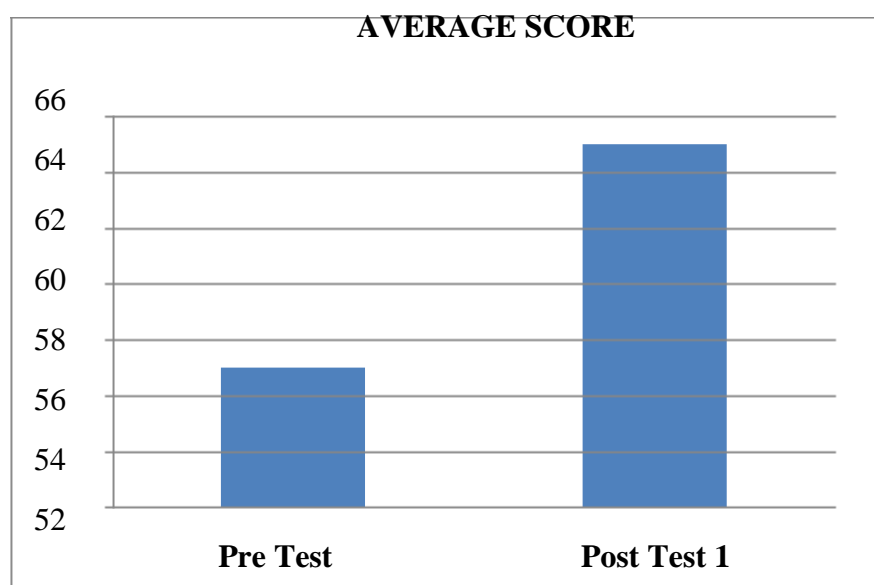
From the result observation in learning processed in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processed like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

**Table 4.10**  
**The Comparison between Pre-Test and Post-TestScore**

No	Name	PreTest	Post Test	Improvement	Explanation
	Initial	Score	1 score	Score	
1	AS	51	54	3	Improve
2	AR	46	56	10	Improve
3	AD	63	71	8	Improve
4	AM	53	60	7	Improve
5	DT	52	60	8	Improve
6	FB	51	60	9	Improve
7	FK	52	59	7	Improve
8	ID	74	77	3	Improve
9	LN	50	62	12	Improve
10	LF	75	86	11	Improve
11	LH	63	71	8	Improve
12	LA	51	62	11	Improve

13	LP	47	55	8	Improve
14	MF	55	60	5	Improve
15	NZ	47	51	4	Improve
16	PV	53	62	9	Improve
17	RN	54	63	9	Improve
18	SA	51	60	9	Improve
19	SM	47	55	8	Improve
20	SI	60	66	6	Improve
21	TA	62	70	8	Improve
22	VA	65	71	6	Improve
23	WA	76	83	7	Improve
24	YD	70	78	8	Improve
25	ZK	70	75	5	Improve
<b>Total</b>		<b>1438</b>	<b>1627</b>	<b>189</b>	
<b>Average</b>		<b>57,52</b>	<b>65,08</b>		

**Figure 4.4**  
**Average Score of Pre-Test and Post-Test 1**



The table and the graphic above showed that the mean score of pre-test score was 57,52 and average score of post-test I was 65,08 and the mean improvement score was 7,56 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of

succeeded. It could be concluded that the result was unsuccessful, because of the indicator of succeeded could not be achieved yet that was 70% of the total students must be passed the criteria.

### **3. Cycle 2**

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not succeeded. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

#### **a. Planning**

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repaired the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing argumentative paragraph. In this phased the researcher and collaborator made the planning that would used in teaching learning process that was preparing the lesson plan, preparing the material, preparing the unsuccessful, because of the indicator of succeeded could not be achieved yet that was 70% of the total students must be passed the criteria.

#### **b. Action**

##### **1) First Meeting**

The first meeting was held on Wednesday, March,15<sup>th</sup>, 2023 at 07.15 A.M –08.45 A.M and it took about 90 minutes or  $2 \times 45$

minutes. In this meeting the researcher was as a teacher and Mr. Angga Radika, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning processed the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher applied the lesson plan in teaching process.

The researcher should follow the lesson plan and the researcher can do improvisation for teaching . Than , the researcher played the movie in front of the class and asked the students to watch it. Next, the researcher asked the students to made notes about the characters of the movie and other information that related to the movie.

Afterwards, the researcher asked the students to made Descriptive text based on the movie by their own language. Than, the researcher ask the students to classified the text based on the generic structure of Descriptive text. At the last, the reseacher closed the learning procesed.

## 2) Second Meeting

The second meeting was conducted on Thursday, March 16<sup>th</sup>, 2023 at 09.15A.M – 10.45A.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of

post-test II could be seen as follow

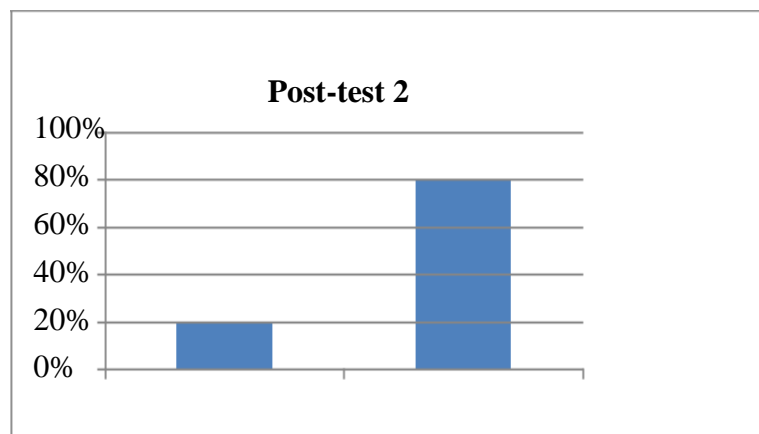
**Table 4.11**  
**The Result of Students Descriptive text Writing Post-Test II Score**

No	Students Code	Criteria of the Score					Total	Note ( $\geq 70$ )
		C	O	V	L	M		
1	AS	15	15	15	15	3	63	Incomplete
2	AR	16	15	16	15	3	65	Incomplete
3	AD	19	18	18	18	4	77	Complete
4	AM	17	16	16	17	4	70	Complete
5	DT	18	17	16	16	3	70	Complete
6	FB	18	17	18	17	3	73	Complete
7	FK	17	16	17	17	3	70	Complete
8	ID	21	20	20	21	5	85	Complete
9	LN	17	17	17	17	3	71	Complete
10	LF	23	20	20	22	5	90	Complete
11	LH	20	20	23	20	5	88	Complete
12	LA	17	17	17	16	4	72	Complete
13	LP	16	16	16	16	3	67	Incomplete
14	MF	18	18	18	18	3	75	Complete
15	NZ	17	17	15	15	3	67	Incomplete
16	PV	18	19	18	18	3	76	Complete
17	RN	19	18	18	18	3	76	Complete
18	SA	18	17	17	18	3	73	Complete
19	SM	17	16	16	16	3	68	Incomplete
20	SI	19	18	17	17	3	74	Complete
21	TA	20	18	19	18	4	79	Complete
22	VA	20	19	18	19	4	80	Complete
23	WA	23	20	20	21	4	88	Complete
24	YD	21	19	18	19	4	81	Complete
25	ZK	20	19	20	20	4	83	Complete
<b>High Score</b>						<b>90</b>		
<b>Lowest Score</b>						<b>63</b>		
<b>Average</b>						<b>74,88</b>		

**Table 4.12**  
**Frequency of students' score in Post test 2**

No	Grade	Category	Frequency	Percentage
1	$\geq 70$	Complete	20	80%
2	$< 70$	Incomplete	5	20%
<b>Total</b>			<b>25</b>	<b>100%</b>

**Figure 4.5**  
**The Result of the Students' Score of the Post-test 2**



Based on the result above, it could be inferred that 20 students (20%) were not successful and 80 other students (80%) were successful. From the post-test II results, the researcher got the average of 74,88. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of succeeded was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

### 3) Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learn processed were also being observed by the observer. The students who were active in discussion would get reward to made the learn more fun and to stimulated the students mnthusiastic.

For the observation sheet in detail could be seen in appendix



16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

**Table 4.13**  
**Observation Result of Students Learning Activity**  
**of First Meeting at Cycle II**

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS	√	√			2
2	AR	√	√	√		3
3	AD	√	√		√	3
4	AM	√		√	√	3
5	DT	√		√	√	3
6	FB	√	√	√		3
7	FK	√		√		2
8	ID	√	√	√	√	4
9	LN	√	√			2
10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√		√		2
13	LP	√	√			2
14	MF	√	√	√		3
15	NZ	√	√			2
16	PV	√	√	√		3
17	RN	√	√	√		3
18	SA	√	√			2
19	SM		√	√		2
20	SI	√	√	√		3
21	TA	√	√	√	√	4
22	VA	√	√	√	√	4
23	WA	√	√	√	√	4
24	YD	√	√	√	√	4
25	ZK	√	√	√	√	4
	<b>Total</b>	<b>24</b>	<b>21</b>	<b>19</b>	<b>11</b>	<b>75</b>
	<b>Percentage</b>	<b>96%</b>	<b>84%</b>	<b>76%</b>	<b>44%</b>	

Note :

≤50% : **Not Active**

≥50% : **Active**

**Table 4.14**  
**Observation Result of Students Learning Activity at Second Meeting in Cycle II**

No	Students Code	Students Activities				Total
		1	2	3	4	
1	AS	√	√	√		3
2	AR	√	√	√		3
3	AD	√	√	√	√	4
4	AM	√	√	√	√	4
5	DT	√	√	√		3
6	FB	√	√	√	√	4
7	FK	√	√	√		3
8	ID	√	√	√	√	4
9	LN	√	√	√	√	4
10	LF	√	√	√	√	4
11	LH	√	√	√	√	4
12	LA	√	√	√	√	3
13	LP	√	√	√		3
14	MF	√	√		√	3
15	NZ	√	√	√		3
16	PV	√	√	√	√	4
17	RN	√	√	√		3
18	SA	√	√	√		3
19	SM	√		√	√	3
20	SI	√	√	√	√	4
21	TA	√	√	√	√	4
22	VA	√	√	√	√	4
23	WA	√	√	√	√	4
24	YD	√	√	√	√	4
25	ZK	√	√	√	√	4
	Total	25	24	24	18	90
	<b>Percentage</b>	<b>100%</b>	<b>96%</b>	<b>96%</b>	<b>72%</b>	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could

be seen as follow:

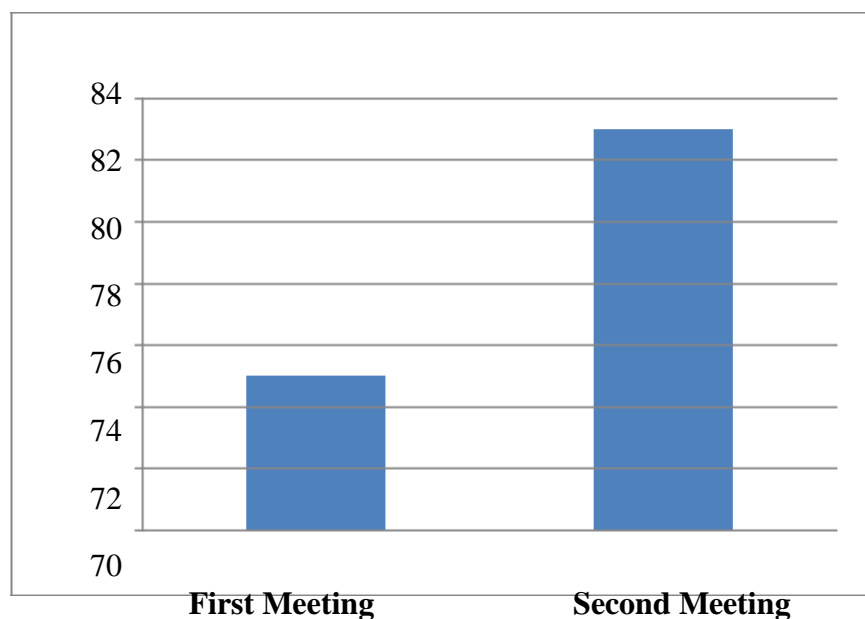
**Table 4.15**  
**The Percentage of Students Learning Activity at Cycle II**

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	The students watch the movie seriously.	96%	100%	4%
2	The students listen to film stories from researchers.	84%	96%	12%
3	The students make a note of resume the movie.	76%	96%	20%
4	The students write Descriptive text with coherence, cohesion and unity.	44%	72%	28%
<b>Total</b>		<b>300%</b>	<b>332%</b>	<b>64%</b>
<b>Average</b>		<b>75</b>	<b>83</b>	

**Figure 4.6**

**The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II**

FFF



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 75, in second meeting

the mean percentage was 83 and the mean score both meeting was 74,88 with the improvement percentage was 8. It could be conclude that the learning process of cycle II was successful because the entire indicator of succeeded from first meeting up to second meeting of students' activity had been fulfilled at least 70.

#### 4) Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practiced well and correctly, most of the students were active during teaching learning process.

#### 5) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

**Table 4.16**  
**The comparison between Post-Test I and Post-Test II Score**

No	Name Initial	Pos-Test I	Post-Test 2	Improvement	Explanation
		Score	Score		
1	AS	54	63	9	Improve
2	AR	56	65	9	Improve
3	AD	71	77	6	Improve
4	AM	60	70	10	Improve
5	DT	60	70	10	Improve
6	FB	60	73	13	Improve
7	FK	59	70	11	Improve
8	ID	77	85	8	Improve
9	LN	62	71	9	Improve
10	LF	86	90	4	Improve

11	LH	71	79	8	Improve
12	LA	62	72	10	Improve
13	LP	55	67	12	Improve
14	MF	60	75	15	Improve
15	NZ	51	67	16	Improve
16	PV	62	76	14	Improve
17	RN	63	76	13	Improve
18	SA	60	73	13	Improve
19	SM	55	68	13	Improve
20	SI	66	74	8	Improve
21	TA	70	79	9	Improve
22	VA	71	80	9	Improve
23	WA	83	88	5	Improve
24	YD	78	81	3	Improve
25	ZK	75	83	8	Improve
Total		1627	1872	245	
Average		65,08	74,88		
Lowest Score		54	63		
Highest Score		84	90		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 63. The average score of post-test II was 74,88. Besides, the percentage of students' successfulness of post-test II score was 80% or 20 students of the total students completed the minimum standard criteria and 20% or 5 students did uncompleted the minimum standard criteria (MSC) at least 70. It means that the indicator of succeeded of this research had been achieved that was  $\geq 70\%$  students was gotten score 70. It indicated that the students' Descriptive text writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learn processed and the product of learning entirely passed the indicators of success and it means that animation movie

method could improve students Descriptive text writing.

### **C. Discussion**

Based on the discussion researchers concluded that: The use of animated films is significantly effectived to improve performance of students' writing skills in terms of grammatical features, mechanics and organization. In the grammatical features that most of the students score low, they get enough and are very poor. And student already increased in sentence structure in the students' post-test got very good score.

Descriptive text writing would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumed that teaching by using Animation movie method can improved students Descriptive text writing. By using animation movie the students learn Descriptive text writing easier because the students more interested. So, it has proved that Animation movie method could be one the interested method to teaching Descriptive text writing.

In this phase, the data discussion of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further

description will explain as follow:

## **1. Result of Students Learning**

### **a. Result of Students Pre-Test Score**

In this phased, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 90 minutes. It was done on Monday, August 1<sup>th</sup>, 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 57,52, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 5 students out of 25 students completed of the minimum standard criteria.

### **b. Result of Students Post-Test I Score**

In this research, to know the students' Descriptive text writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, August 15<sup>th</sup>, 2022. Based on the table 12 the students' average was 65,08. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 9 students out of 25 students passed of the minimum standard criteria. It can be concluded that most of the students failed in achieving the material.

### c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 36% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, March 16<sup>th</sup>, 2023. Based on the table 17 the students' average were 74,88, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 20 students out of 25 or 80% students completed of the minimum standard criteria and the research was successful.

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

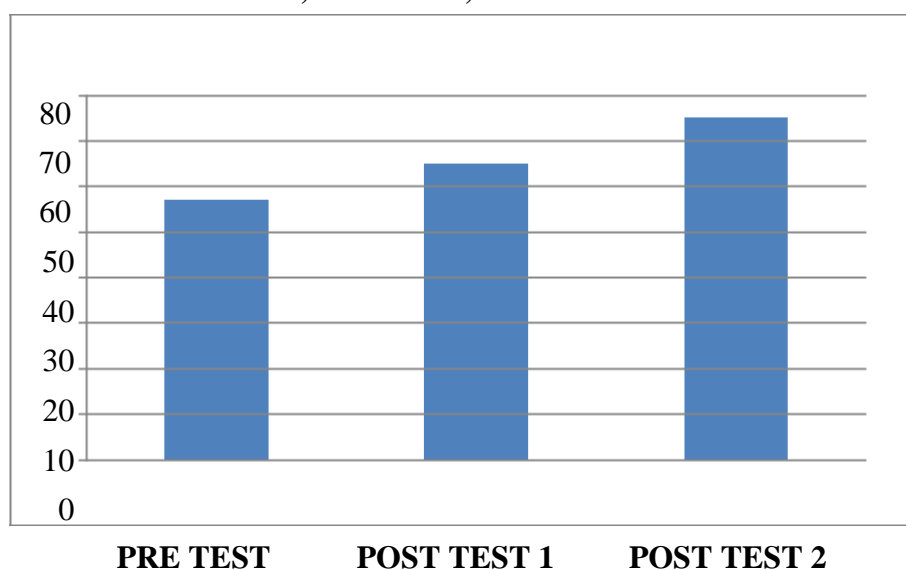
**Table 4.17**  
**The Comparison of Pre-Test Score, Post-Test I Score,**  
**and Post Test II Score**

No	Score		Post-Test II
	Pre-Test	Post-Test I	
1	51	54	63
2	46	56	65
3	63	71	77
4	53	60	70
5	52	60	70
6	51	60	73
7	52	59	70
8	74	77	85
9	50	62	71
10	75	87	90
11	63	71	79
12	51	62	72



13	47	55	67
14	55	60	75
15	47	51	67
16	53	62	76
17	54	63	76
18	51	60	73
19	47	55	68
20	60	66	74
21	62	70	79
22	65	71	80
23	76	83	88
24	70	78	81
25	70	75	83
<b>Total</b>	<b>1438</b>	<b>1627</b>	<b>1872</b>
<b>Average</b>	<b>57,52</b>	<b>65,08</b>	<b>74,88</b>

**Figure 4.7**  
**The Average Score of Students Writing Descriptive Text**  
**in Pre-Test, Post-Test I, and Post-Test II**



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 57,52 to 65,08. There is improving about 7,56 point. Then from the cycle II have progress average score from 65,08 to 74,88 , there is increased about 9,8 point.

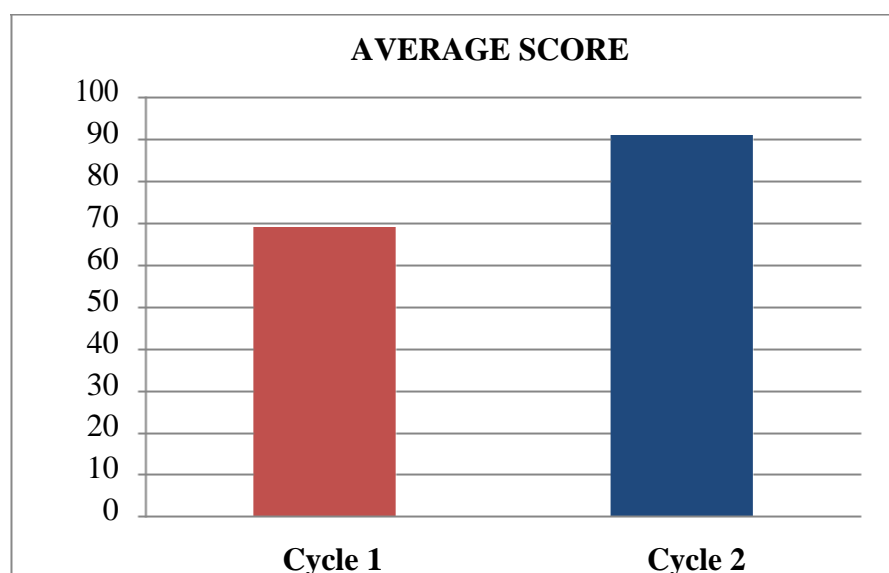
#### d. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

**Table 4.18**  
**Result of Students' Activities at Cycle I and Cycle II**

No	Students' Activity	CycleI	CycleII	Improvement
1	The students watch the movie seriously.	84%	100%	16%
2	The students understand the meaning of the movie.	80%	96%	16%
3	The students make a note of resume the movie.	72%	96%	24%
4	The students write Argumentative paragraph with coherence, cohesion and unity	40%	72%	32%
<b>Total</b>		<b>276</b>	<b>364</b>	<b>88</b>
<b>Average</b>		<b>69%</b>	<b>91%</b>	<b>22%</b>

**Figure 4.8**  
**Percentage of Students Activities at Cycle I and Cycle II**

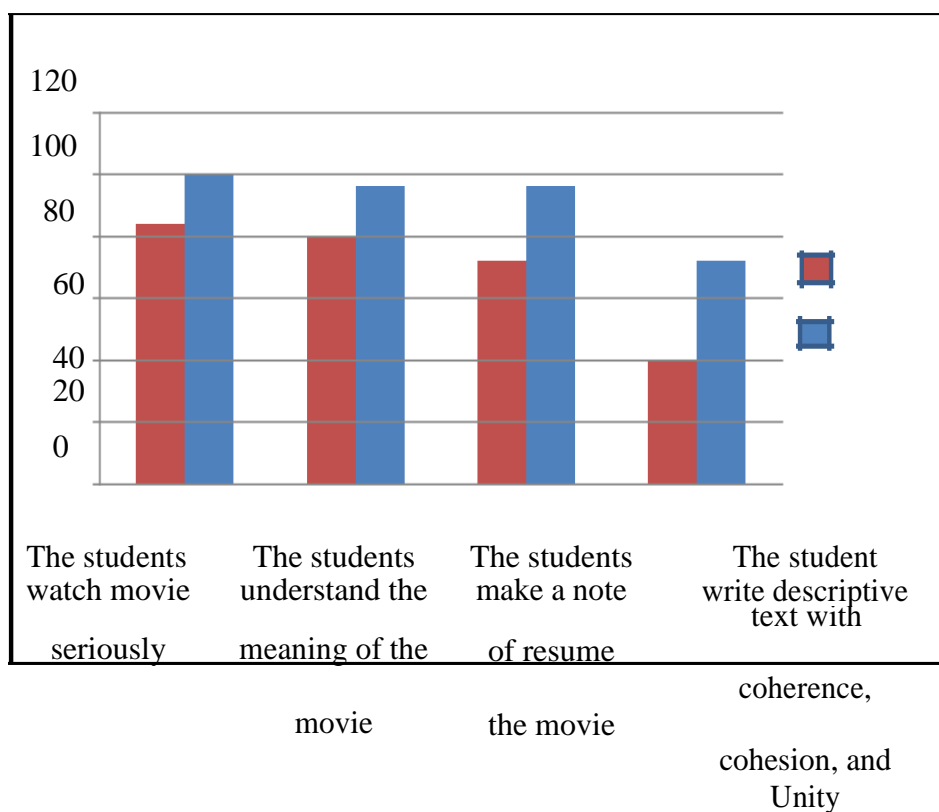


Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of

students' activities watch the movie seriously at cycle I was 84% become 100% at cycle II and the improvement percentage was 16%. The students' activity to understand the meaning of the movie from cycle I to cycle II improved by the percentage at least 80 % in cycle I become 96% in cycle II and the improvement percentage was 16%.

Then the students' make a note of resume the movie improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 72% and in cycle II 96% by the improvement percentage was 16%. The percentage of students' wrote Descriptive text with coherence, cohesion, unity in cycle I was 40% and in cycle II was 72% by the improvement percentage was 32%. It would be concluded that this activity was improved also.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applied animation movie to teach Descriptive text writing from cycle I to cycle II by the mean percentage consecutively from 32% to 64% in which the mean percentage was 32%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:



Based on the above discussion, it can be concluded that the problem solving technique can improve the students' Descriptive text writing at seventh grade of SMP Negeri 10 Metro and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was  $\geq 70\%$  from total students was gotten score at least 70% and the students become more actived and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' writing score at the eleventh grade of SMP Negeri 10 Metro in pre-test was 57,52 post test 1 was 65,08 and in post test 2 was 74,88. As a result, by implementation of Animation movie, the students' Descriptive text writing abilities at the seventh grade of SMP Negeri 10 Metro could be improved. The students who gained the score at least 70 in post test 2 were 20 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the seventh grade of SMP Negeri 10 Metro cycle I was 32% and there was an improving in cycle II, it was 64%. As a result, Animation movie could improved the students' activities in teaching learning process at the seventh grade of SMP Negeri 10 Metro

#### B. Suggestion

Based on the result of the research, the researcher would like to constructively gave suggested as follows:

1. It is suggested to the teacher to use Animation Movie as the teaching learning media because it could improved the students's abilities in writing Descriptive text.
2. It is suggested to the English teacher to included Animation Movie in teaching process. The teachers should be creatively used Animation Movie in teaching, especially writing class, in order to engage the students to be actived in learning process.
3. It is suggested to other researchers who want to developed this study to included another skill in learning English, such as speaking, listening, or writing as well as involved different subjects and also different text.

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# APPENDIX

## SILABUS PEMBELAJARAN

### I. BAHASA INGGRIS

Satuan Pendidikan : SMP Negeri 10 Metro

Kelas : VII (Tujuh)

Kompetensi Inti

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.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan konteks	<ul style="list-style-type: none"> <li>Descriptive Text and Grammar (Simple Present Tense)</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Peserta didik mengamati sebuah teks deskriptif pengalaman pribadi. Kemudian mendengarkan guru yang membacakan teks deskriptif</li> </ul>	<p><b>Sikap:</b></p> <p><b>Observasi</b></p> <ul style="list-style-type: none"> <li>Penilaian diri, penilaian antarpeserta didik, atau jurnal tentang informasi terkait teks deskriptif, pendek dan</li> </ul>	12 jp	<ul style="list-style-type: none"> <li>Bahasa Inggris SMP/MTs Kelas VII, Quadra</li> <li>Tim Penyusun, <i>Bahasa Inggris untuk SMP dan MTs</i>. Quadra</li> </ul>

<p>penggunaannya.  4.1 Teks <u>deskriptif</u>  4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<u>deskriptif</u>)  4.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar (<u>deskriptif</u>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		<p>tersebut. Lalu peserta didik membacakan kembali apa yang telah dibacakan gurunya dengan baik.</p> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik berdiskusi dengan teman dan guru terkait dengan deskriptif teks dengan baik dan benar.</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mencari beberapa teks deskriptif yang berkaitan lingkungan sekitar dari berbagai sumber atau referensi. Kemudian mencatatnya dengan baik.</li> </ul> <p><b>Menalar/Mengasosi</b></p>	<p>sederhana (descriptive text) dan Grammar (Simple present tense).</p> <p><b>Pengetahuan: Tes tertulis</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uraian dan penugasan berkaitan dengan informasi terkait teks deskriptif, pendek dan sederhana (descriptive text) dan grammar (Simple present tense).</li> </ul> <p><b>Keterampilan:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Membuat portofolio dan tes praktik tentang deskriptif</li> </ul>	<ul style="list-style-type: none"> <li>• Websit e terkait</li> </ul>
---	--	--	--	--

		<p><b>asi</b></p> <p><input type="checkbox"/> Peserta didik membuat teks deskriptif yang berkaitan dengan lingkungan sekitar</p> <p><b>Mengomunikasikan</b></p> <p><input type="checkbox"/> Peserta didik membacakan hasil teks deskriptif masing-masing di depan kelas.</p>	<p>teks, pendek dan sederhana (descriptive text) dan grammar (Simple present tense).</p>		
--	--	--	--	--	--

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMP Negeri 10 Metro Pusat  
 Kelas/Semester : 7  
 Materi Pokok : Descriptive Text  
 Topik : Describing Animation Movie  
 Keterampilan : Menulis ( Writing )  
 Alokasi Waktu : 90 Menit

#### Kompetensi Inti :

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

#### A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

#### B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan tehnik “Guided Picture and Guided Question” peserta didik diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

#### C. Media & Sumber Belajar

Media : Laptop ( Power Point), foto/gambar orang  
 Sumber Belajar : Buku Pegangan Siswa, Lingkungan sekitar

#### D. Langkah-langkah Pembelajaran

No	Kegiatan	Waktu/ Menit
1	Pendahuluan	30 menit
	- Guru memberi salam - Guru mengajak peserta didik berdoa - Guru mengecek kehadiran siswa	

	<ul style="list-style-type: none"> <li>- Guru menjelaskan tujuan dan langkah-langkah pembelajaran</li> <li>- Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah di bahas sebelumnya.</li> </ul>	
2	Kegiatan Inti	30 menit
Literasi	<ul style="list-style-type: none"> <li>- Siswa membaca contoh teks deskriptif tentang mendeskripsikan karakter "<i>Bilal: A New Breed of Hero</i>"</li> </ul>	
Critical Thinking	<ul style="list-style-type: none"> <li>- Peserta didik mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan</li> </ul>	
Collaboration & Creativity	<ul style="list-style-type: none"> <li>- Peserta didik menonton film "<i>Bilal: A New Breed of Hero</i>" yang telah guru putar.</li> <li>- Peserta didik secara individu memilih 1 karakter yang disusun secara urut oleh guru.</li> <li>- Peserta didik secara individu mengidentifikasi ciri fisik, sifat dan perilaku dari karakter yang telah mereka pilih.</li> <li>- Peserta didik secara individu mendeskripsikan karakter "<i>Bilal: A New Breed of Hero</i>" yang ada di dalam film, setelah guru selesai memutar film animasi.</li> <li>- Siswa secara individu menuliskan teks deskriptif "<i>Bilal: A New Breed of Hero</i>" dengan menggunakan struktur teks, unsur kebahasaan dan fungsi sosial teks deskriptif, dengan membolehkan siswa menggunakan bolpoin berwarna warni agar siswa lebih bersemangat dalam menulis.</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>- Peserta didik membaca satu persatu hasil tulisannya masing-masing dan kemudian diberi nilai oleh guru.</li> </ul>	
3	Penutup	30 menit
	<ul style="list-style-type: none"> <li>- Peserta didik dan guru menyimpulkan point-point penting dalam kegiatan pembelajaran</li> <li>- Peserta didik dan guru merefleksikan kegiatan pembelajaran</li> <li>- Guru memberikan tugas individu mendeskripsikan salah satu teman sekelasnya</li> <li>- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>- Guru memberi salam</li> </ul>	

## E. Penilaian

### 1. Sikap Spritual dan Sosial

Teknik Penilaian : Nontest

Bentuk Instrumen : Lembar Penilaian Diri

NO	PERNYATAAN	SKOR			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Mengucapkan rasa syukur atas karunia Tuhan sesuai agama masing-masing				
3	Memberi salam sesuai agama masing-masing sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengucapkan keagungan Tuhan apabila melihat kebesaran Tuhan sesuai agama masing-masing				
5	Menambah rasa keimanan akan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
<b>Skor Maksimal</b>					20

Petunjuk penyekoran:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

$$N = \frac{\text{Jumlah Skor yang Diperoleh}}{20} \times 4$$

20

#### Rubrik Penilaian Sikap Sosial

No	Nama Siswa	Aspek Sikap yang Dinilai															Skor
		Tanggung Jawab					Responstif					Disiplin					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

Petunjuk Penskoran:

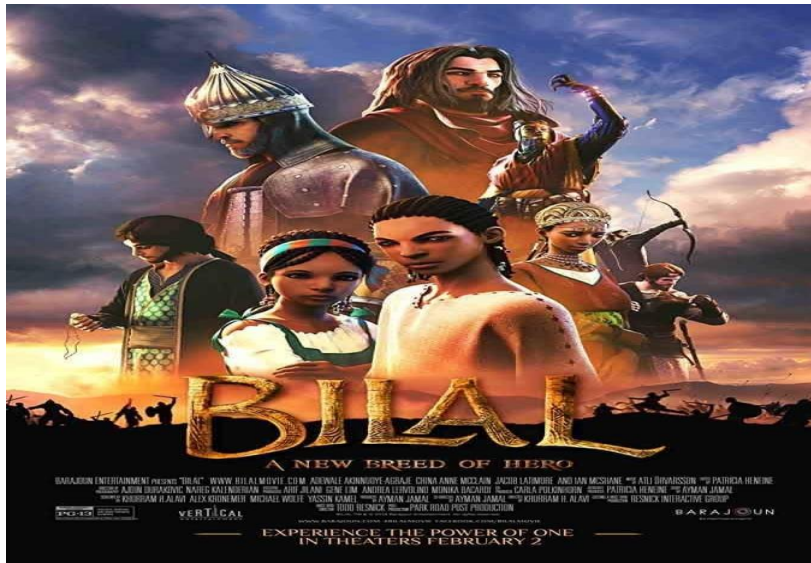
Diisi dengan menggunakan tanda cek (P). Kategori penilaian: 5 = sangat baik, 4 = baik, 3 = cukup, 2 = kurang, dan 1 = sangat kurang. Jumlah maksimum skor adalah 15.

$$\text{Nilai} = \frac{\text{Skor yang diperoleh}}{\text{Skor yang harus dicapai}} \times \text{Skala yang digunakan}$$

## 2. Penilaian Pengetahuan

Teknik Penilaian : Tes Tertulis

Instrumen Penilaian



Look at the picture!

Discuss the following question with your friends.

No	Questions	Answers	Score
1	What do you mean this picture?	A thousand years ago, one boy with a dream of becoming a great warrior is abducted with his sister and taken to a land far away from home.	20
2	When was the animation release?	Bilal premiered on December 9, 2015	20
3	How many character in the movie bilal?	7 character	20
4	Who produces the film bilal?	Barajoun Entertainment	20
5	From which country is the Animation movie bilal?	United Emirates Arab	20



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMP Negeri 10 Metro Pusat  
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 Keterampilan : Menulis ( Writing )  
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KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah & sumber lain yang sama dalam sudut pandang teori.

#### F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

#### G. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan menggunakan tehnik “Guided Picture and Guided Question” peserta didik diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar

#### H. Media & Sumber Belajar

Media : Laptop ( Power Point), foto/gambar orang  
 Sumber Belajar : Buku Pegangan Siswa, Lingkungan sekitar

#### I. Langkah-langkah Pembelajaran

No	Kegiatan	Waktu/ Menit
1	Pendahuluan	30 menit
	- Guru memberi salam - Guru mengajak peserta didik berdoa - Guru mengecek kehadiran siswa	

	<ul style="list-style-type: none"> <li>- Guru menjelaskan tujuan dan langkah-langkah pembelajaran</li> <li>- Guru bertanya jawab dengan siswa, mereview materi sebelumnya untuk mengecek penguasaan kompetensi siswa terkait dengan pengertian teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif, dan fungsi sosial teks deskriptif yang telah di bahas sebelumnya.</li> </ul>	
2	Kegiatan Inti	30 menit
Literasi	<ul style="list-style-type: none"> <li>- Siswa membaca contoh teks deskriptif tentang mendeskripsikan karakter "<i>Joseph: King of Dreams</i>"</li> </ul>	
Critical Thinking	<ul style="list-style-type: none"> <li>- Peserta didik mengidentifikasi struktur teks, unsur kebahasaan, dan fungsi sosial teks deskriptif dari contoh teks deskriptif yang diberikan</li> </ul>	
Collaboration & Creativity	<ul style="list-style-type: none"> <li>- Peserta didik menonton film "<i>Joseph: King of Dreams</i>" yang telah guru putar.</li> <li>- Peserta didik secara individu memilih 1 karakter yang disusun secara urut oleh guru.</li> <li>- Peserta didik secara individu mengidentifikasi ciri fisik, sifat dan perilaku dari karakter yang telah mereka pilih.</li> <li>- Peserta didik secara individu mendeskripsikan karakter "<i>Joseph: King of Dreams</i>" yang ada di dalam film, setelah guru selesai memutar film animasi.</li> <li>- Siswa secara individu menuliskan teks deskriptif "<i>Joseph: King of Dreams</i>" dengan menggunakan struktur teks, unsur kebahasaan dan fungsi sosial teks deskriptif, dengan membolehkan siswa menggunakan bolpoin berwarna warni agar siswa lebih bersemangat dalam menulis.</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>- Peserta didik membaca satu persatu hasil tulisannya masing-masing dan kemudian diberi nilai oleh guru.</li> </ul>	
3	Penutup	30 menit
	<ul style="list-style-type: none"> <li>- Peserta didik dan guru menyimpulkan point-point penting dalam kegiatan pembelajaran</li> <li>- Peserta didik dan guru merefleksi kegiatan pembelajaran</li> <li>- Guru memberikan tugas individu mendeskripsikan salah satu teman sekelasnya</li> <li>- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>- Guru memberi salam</li> </ul>	



9																			
10																			

Petunjuk Penskoran:

Diisi dengan menggunakan tanda cek (P). Kategori penilaian: 5 = sangat baik, 4 = baik, 3 = cukup, 2 = kurang, dan 1 = sangat kurang. Jumlah maksimum skor adalah 15.

Nilai =  $\frac{\text{Skor yang diperoleh}}{\text{Skala yang digunakan}} \times \text{Skor yang harus dicapai}$

## 2. Penilaian Pengetahuan

Teknik

Penilaian : Tes Tertulis Instrumen Penilaian



Look at the picture!

Discuss the following question with your friends.

No	Questions	Answers	Score
1	What do you mean this picture?	Joseph is the youngest and most favored of Jacob's eleventh son, regarded as a "Miracle Child" because his mother Rachel had been thought infertile a Miracle Child	20
2	When was the animation release?	on November 7, 2000	20
3	What is the duration of the	7 character	20

	movie "Joseph: King of Dreams"?		
4	What the genre the film " <i>Joseph: King of Dreams</i> "?	Religious and Adventure	20
5	From which country is the Animation movie " <i>Joseph: King of Dreams</i> "?	USA	20

**PRE-TEST****Name :****Class :****Subject :****Time Allocation :****Instructions!**

**1. Please describe the character of the animation movie *Muhammad: The Last Prophet* :**

- a. Bilal
- b. Abu Talib
- c. Salman
- d. Abdul-Muttalib
- e. Abu Sufyan

## POST TEST 1

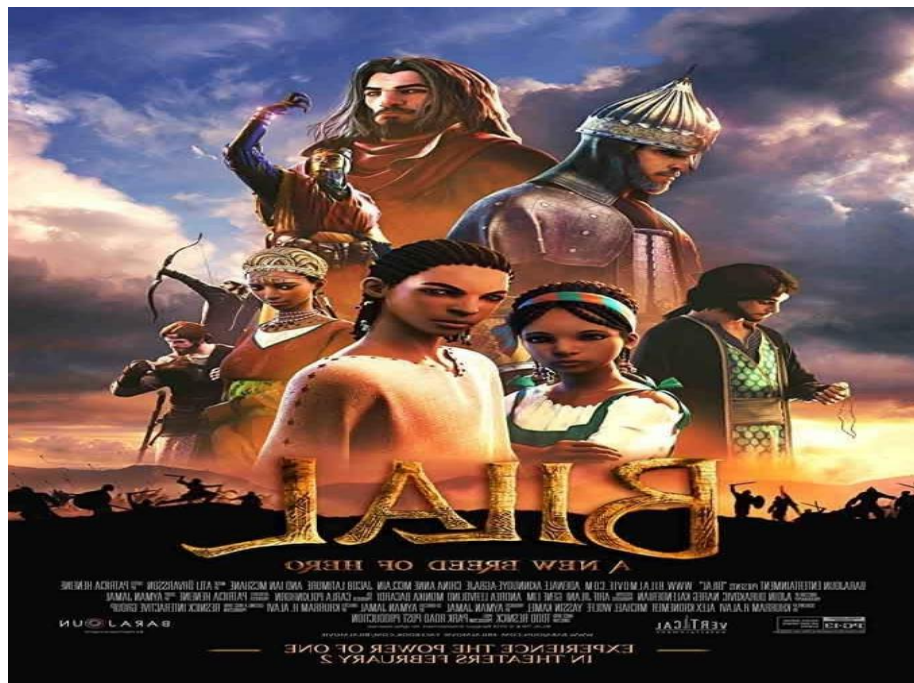
Name :

Class :

Subject :

Time Allocation :

Instructions!



1. Please describe the character of the animation movie *Bilal: A New Breed of Hero* below :

- a. Bilal
- b. Umayyah
- c. Hamza
- d. Hamama
- e. Abu al-Hakam

**POST TEST 2**

**Name :**

**Class :**

**Subject :**

**Time Allocation :**

**Instructions!**



**1. Please describe the character of the animation movie *Joseph King of Dreams* :**

- a. Asenath
- b. Jacob
- c. Zuleika
- d. Benjamin
- e. Mannesah



## DOCUMENTATION





### Pre-Test

Date : \_\_\_\_\_

Name : Alya Wulandari

Class : 7<sup>A</sup>

70

Interpretation  
 { Abu thalib was a man of bani hasyim  
 he is a leader of bani hasyim.  
 { he is a good man, patient, strong, and leadership.  
 Description

note: It's not clearly,  
and should used to show  
character.

Content : 17  
 Organization : 16  
 Vocabulary : 16  
 Language use : 17  
 Mechanics : 4

---

70

### Post-Test I

Nama : Kurniawan Prasetyo  
 kelas : 7A

No. \_\_\_\_\_  
 Date : \_\_\_\_\_

Bilal

Bilal is a first muazzin in the muslim faith  
 bilal is the first person of know Africa ancestry  
 to become a muslim, He was tall, thin and  
 hump. with grayish hair.

in this movie, bilal have character brave  
 and never give up and fighting spirit, strong  
 patien and for giving hard worker and helpful

Content : 18  
 Organization : 18  
 Vocabulary : 18  
 Language use : 18  
 Mechanics : ~~18~~ 8

75

Identification  
 Description

### Post Test II

Name : Kamila Aulia  
 Clas : 7<sup>a</sup>

Jacob

Jacob is father of Joseph. Jacob have many  
 children with Rachel one of children is Joseph.

Jacob is caring, fatherly, kind, smart, loving,  
 intelligent, wise and strong.

Jacob have white skin, curly hair, tall,  
 and beautiful eyes.

Content : 21  
 Organization : 20  
 Vocabulary : 20  
 Language use : 21  
 Mechanics : 8

85

Identification  
 Description



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara, Kampus 15 A IAIN Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Zuraida Erina  
 NPM : 1801073007

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	9-9-2022	Yeasy Agustina Sari M.Pd	Revisi Bab I - 3 - menambahkan background of study - menambahkan prior research - menambahkan footnote	
2	15/12/2022	Yeasy Agustina Sari m.pd.	- menambahkan jenis film pada animation 3D - menambahkan indicator of writings → BAB II - menambahkan sub pg credits - menceritakan siklus 2 part = cycle di serial pertama	
3.	19/12/2022	Yeasy Agustina Sari m.pd.	- Revise the background of study	
4.	12/1/2023	Yeasy Agustina Sari	Acc Seminar	

Mengetahui  
 Ketua Jurusan TBI

**Andianto, M.Pd**  
 NIP/19871102 201503 1 004

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
 NIDN. 2012089002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Zuraida Erina  
 Jurusan : TBI

NPM : 1801073007  
 Semester : X/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 06 Maret 2023	Yeasty	APD diterima dan dapat digunakan di penelitian.	
2.	Kamis, 11 Mei 2023	Yeasty	Review BAB 3 & 4	
3.	Selasa, 23 Mei 2023	Yeasty	- Revise abstract & Motto. - Add the students' writing result.	
4.	Rabu, 24 Mei 2023	Yeasty	Acc Munaasabah	

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Yeasty Agustina Sari, M.Pd**

NIDN. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-0941/In.28.1/J/TL.00/02/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Yeasy Agustina Sari (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ZURAIDA ERINA**  
NPM : [1801073007](#)  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Februari 2023

Ketua Jurusan,



**Andianto M.Pd**

NIP [19871102 201503 1 004](#)

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0956/In.28/J/TL.01/03/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMP NEGERI 10 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ZURAIDA ERINA**  
NPM : 1801073007  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : INCREASING STUDENTS ON WRITING DESCRIPTIVE  
TEXT USING ANIMATION VIDEO TO THE SEVENTH  
GRADERS OF SMP N 10 METRO

untuk melakukan prasurvey di SMP NEGERI 10 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Maret 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**UPTD SMP NEGERI 10 METRO**  
Jl. Wolter Monginsidi 22 Kel. Hadimulyo Timur Kec. Metro Pusat, Kota Metro Lampung 34111  
NSS/NPSN : 201126101025/10809700  
e-mail : [smpnegeri10metro@gmail.com](mailto:smpnegeri10metro@gmail.com)



**SURAT IZIN PRA-SURVEY**  
Nomor : 423/181/UPTD.SMP10/2022

Berdasarkan surat dari Ketua Jurusan Tadris Bahasa Inggris nomor : B-0956/In.28/J/TL.01/03/2022 tanggal 21 Maret 2022 tentang Izin Pra-Survey, Kepala UPTD SMP Negeri 10 Metro memberi izin kepada :

Nama : ZURAIDA ERINA  
NPM : 1801073007  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : TEXT USING ANIMATION VIDEO TO THE SEVENTH GRADERS  
OF SMP N 10 METRO

untuk melakukan pra-survey di UPTD SMP Negeri 10 Metro.

Demikian surat izin pra-survey ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 10 Agustus 2022  
Kepala UPTD SMP Negeri10 Metro



**THERESIANA HUTABARAT, S.Pd., M.M.**  
NIP. 197301182003122003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-266/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Zuraida Erina  
NPM : 1801073007  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801073007

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Mei 2023  
Kepala Perpustakaan



*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Zuraida Erina  
NPM : 1801073007  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Mei 2023  
Ketua Prodi TBI

**Andianto, M.Pd**  
NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B-1082/In.28/D.1/TL.00/03/2023  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMP N 10 METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1083/In.28/D.1/TL.01/03/2023, tanggal 08 Maret 2023 atas nama saudara:

Nama : **ZURAIDA ERINA**  
 NPM : [1801073007](#)  
 Semester : 10 (Sepuluh)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 10 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Maret 2023  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP [19670531 199303 2 003](#)



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**UPTD SMP NEGERI 10 METRO**  
Jl. Wolter Monginsidi 22 Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro Lampung 34111  
NSS/NPSN : 201126101025/10809700  
e-mail : [smpnegeri10metro@gmail.com](mailto:smpnegeri10metro@gmail.com)



**SURAT IZIN RESEARCH**

Nomor : 423/076/UPTD.SMP10/2023

Berdasarkan surat dari Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro nomor : B-1082/In.28/D.1/TL.00/03/2023 tanggal 08 Maret 2023 tentang Izin Research, maka Kepala UPTD SMP Negeri 10 Metro memberi izin kepada :

Nama : ZURAIDA ERINA  
NPM : 1801073007  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris  
Judul : INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO

untuk melakukan Research di UPTD SMP Negeri 10 Metro.

Demikian surat Izin Research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 13 Maret 2023  
Kepala UPTD SMP Negeri 10 Metro



**THERESIANA HUTABARAT, S.Pd., M.M.**  
NIP. 19730118 200312 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

## SURAT TUGAS

Nomor: B-1083/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ZURAIDA ERINA**  
NPM : [1801073007](#)  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 08 Maret 2023



**HERESIANA HUTABARAT, S.Pd., M.M.**  
NIP. 19730118 200312 2 003

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP. [19670531 199303 2 003](#)

INCREASING THE STUDENTS'  
DESCRIPTIVE TEXT WRITING  
PERFORMANCE USING  
ANIMATION MOVIE AT THE  
SEVENTH GRADES OF SMP  
NEGERI 10 METRO

*by* Zuraida Erina 1801073007

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## INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING PERFORMANCE USING ANIMATION MOVIE AT THE SEVENTH GRADES OF SMP NEGERI 10 METRO

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### The Students' Activities Observation Sheet Cycle 1

**School** : SMP Negeri 10 Metro  
**Class/Semester** : VII A  
**Subject** : English

No	NAME	STUDENTS' ACTIVITIES			
		1	2	3	4
1	AS				
2	AR				
3	AD				
4	AM				
5	DT				
6	FB				
7	FK				
8	ID				
9	LN				
10	LF				
11	LH				
12	LA				
13	LP				
14	MF				
15	NZ				
16	PV				
17	RN				
18	SA				
19	SM				
20	SI				
21	TA				
22	FA				
23	WA				
24	YD				
25	ZK				
TOTAL					
PERCENTAGE					

### The Students' Activities Observation Sheet Cycle 2

**School** : SMP Negeri 10 Metro  
**Class/Semester** : VII A  
**Subject** : English

No	NAME	STUDENTS' ACTIVITIES			
		1	2	3	4
1	AS				
2	AR				
3	AD				
4	AM				
5	DT				
6	FB				
7	FK				
8	ID				
9	LN				
10	LF				
11	LH				
12	LA				
13	LP				
14	MF				
15	NZ				
16	PV				
17	RN				
18	SA				
19	SM				
20	SI				
21	TA				
22	FA				
23	WA				
24	YD				
25	ZK				
TOTAL					
PERCENTAGE					

Note: give a tick (  $\checkmark$  ) for the active students.

1. Give an attention to the teacher's explanation
2. Understand the material
3. The students are active in following the small group teaching
4. The students are responsible toward their rule in the team.

**Collaborator**

**Researcher**

**Angga Randika,S.Pd**  
NIP.

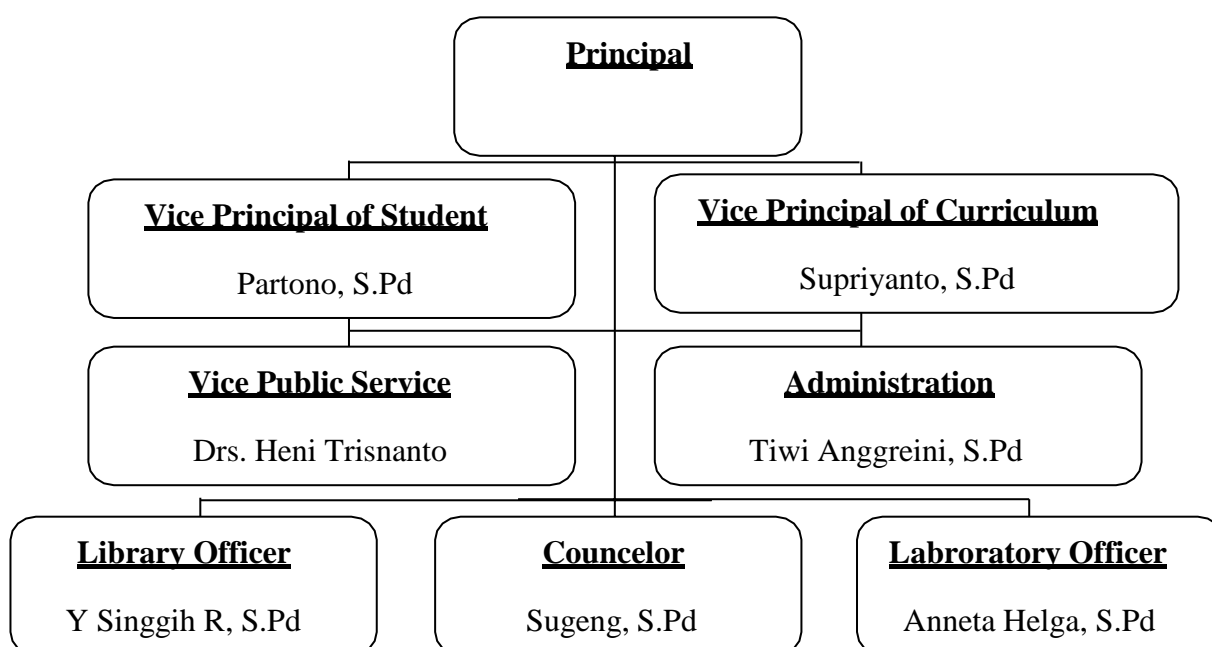
**Zuraida Erina**  
St.ID. 1801073007

### 1. The Facilities and Infrastructure in SMP Negeri 10 Metro

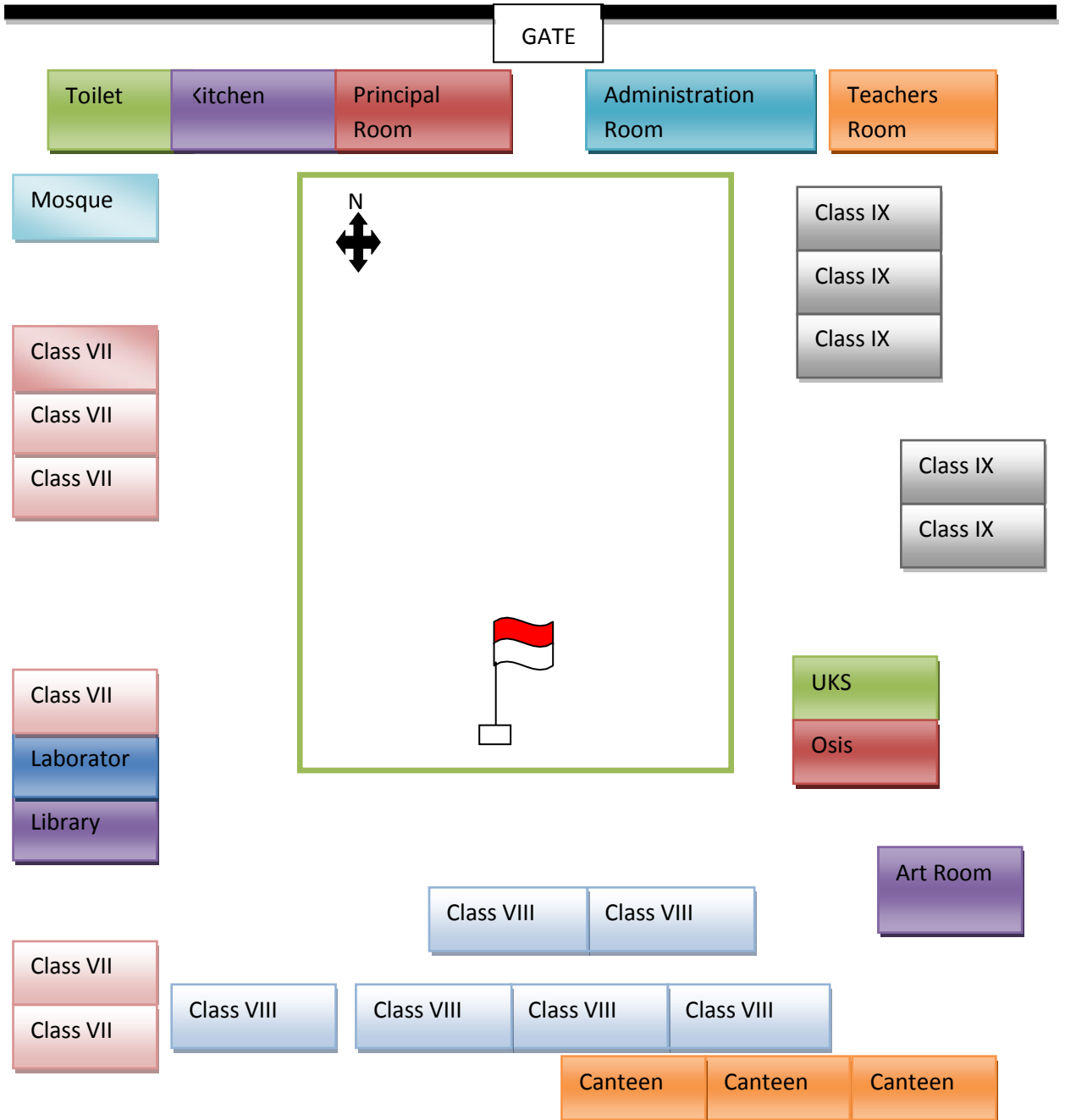
No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Principal room	1			1
2.	Teachers room	1			1
3.	Administration Room	1			1
4.	Library	1			1
5.	Art Room	1			1
6.	UKS	1			1
7.	OSIS Room		1		1
8.	Laboratory	1			1
9.	Classroom	17			17
10.	Mosque	1			1
<b>Total</b>		<b>25</b>	<b>1</b>	<b>0</b>	<b>26</b>

Source: The documentation result of facilities and infrastructure in SMP Negeri 10 Metro

### 2. Organization Structure of SMP Negeri 10 Metro



### 3. Location Sketch of SMP Negeri 10 Metro



Source: The documentation result of location sketch in SMP Negeri 10 Metro



## **CURRICULUM VITAE**



The name of the writer is Zuraida Erina. She was born in Sekampung, on August 19th 1998. She is the fifth child from happy couple namely Mr. Abusaeri and Mrs. Khusna. She was enrolled her study in Elementary School for 7 years at MIN 02 Metro. She continued her study in Junior High School for 3 years at SMP Muhammadiyah 1 Metro. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at SMA N 5 Metro. Then she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2018 until now. Many things she has gotten in the classroom and she hoped get job soon after graduate.