IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS AT SMPN 3 NGAGLIK IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as a partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
at the English Language Education

By

Ria Ayu Pebrianti
07202244061

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014

APPROVAL

IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS AT SMPN 3 NGAGLIK IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* at English Language Education

By

Ria Ayu Pebrianti

07202244061

First Consultant,	Second Consultant,
Drs. Suharso, M.Pd.	**Ari Purnawan, S.Pd, M.Pd, M.A.**
NIP. 19591006 198403 1 002	**NIP. 19710123 200112 1 002**

RATIFICATION

IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS AT SMPN 3 NGAGLIK IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

By

Ria Ayu Pebrianti

07202244061

Accepted by the Board of Examiners of Faculty of Languages and Arts, Yogyakarta State University on March 11th, 2014 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners

Chairperson	: Dr. Agus Widyantoro, M.Pd.	1.....
Secretary	: Ari Purnawan, M.Pd, M.A.	2.....
Examiner 1	: Dr. Margana, M.Hum, M.A.	3.....
Examiner 2	: Drs. Suharso, M.Pd	4.....

Yogyakarta, March 11th, 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

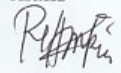
Nama	: Ria Ayu Pebrianti
NIM	: 07202244061
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Judul Skripsi	: Improving Grade VIII Students' Writing Skills through Animation Videos at SMPN 3 Ngaglik in the Academic Year of 2012/2013

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulus orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabia terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, February 2014

Penulis



Ria Ayu Pebrianti

MOTTOS

You can if you think you can.

Working without praying will be nothing. Praying without working is empty dreams.

“Tidak ada harga atas waktu, tapi waktu sangat berharga. Memiliki waktu tidak menjadikan kita kaya, tetapi menggunakannya dengan baik adalah sumber dari semua kekayaan.” (Mario Teguh)

DEDICATIONS

I would like to highly dedicate this thesis to:

My beloved parents Bapak dan Ibu, H. Suramli and Hj. Muji Musrini

My beloved husband, Juni Rahman Ibnu Sani

My beloved brother, Riki Ramadhani

My lovely sweety girl, Queena Rania Rahman

ACKNOWLEDGEMENTS

Alhamdulillahirabbil 'alamin. Praise to Allah SWT the Almighty for giving everything in my life especially blessing to complete my thesis. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

Upon the process of the accomplishment of this thesis, I want to sincerely address my gratitude to Allah SWT, whose blessing, guidance, and mercy have strengthen me along my life. I also realized that it was all His miracles through people around me so that I am able to finish this thesis.

My first thank is due to my beloved parents, husband, and brother who always give countless loves, prayers, and supports. My deepest gratitude goes to my first consultant Drs. Suharso, M.Pd. and my second consultant Ari Purnawan, S.Pd.,M.Pd., M.A. for their patience, guidance, assistance, and useful feedbacks during the completion of this thesis. My sincere gratitude also goes to my academic consultant, Ani Setyaningsih, S.Pd. for giving me solution and motivation in the completion of this thesis. I would also like to thank all PBI lecturers who gave valuable knowledge, lessons and experiences during my study in Yogyakarta State University.

I would like to dedicate my thanks to Mrs. Emi and Mrs. Prapti, the English teachers of SMPN 3 Ngaglik for their suggestions and support and the students of VIII B in SMPN 3 Ngaglik in the academic year of 2012/2013, for their participation. I would also like to express my thanks to all my PBI J friends: Umi, Nenny, Iis, Zuraida, Siwi, Tri, Bekti, April, Traya, Mega, Ratih, Ida, Tami and Hengky for the frienship and support. It was great to spend the years with them.

Finally, I realize that this thesis is still far from being perfect. I hope that this thesis brings some benefits and usefulness.

Yogyakarta, February 2014

Ria Ayu Pebrianti

TABLE OF CONTENTS

Page

TITLE ..... **i**

APPROVAL SHEET ..... **ii**

RATIFICATION ..... **iii**

PERNYATAAN ..... **iv**

MOTTOS ..... **v**

DEDICATIONS ..... **vi**

ACKNOWLEDGEMENTS ..... **vii**

TABLE OF CONTENTS ..... **viii**

APPENDICES ..... **xi**

LIST OF TABLES ..... **xii**

LIST OF FIGURES ..... **xiii**

ABSTRACT ..... **xiv**

CHAPTER I INTRODUCTION

A. Background of the Study 1

B. Identification of the Problem 4

C. Delimitation of the Problem 6

D. Formulation of the Problem 6

E. Objectives of the Research 6

F. Significance of the Research 6

CHAPTER II REVIEW OF RELATED THEORIES

A. Literature Reviews 8

1. Writing Skill 8

a. Definition of Writing 8

b. Microskills for Writing 9

c. The Process of Writing 10

d. Materials for Writing 11

e. Teaching Writing in Junior High School 13

2. Media 16

a. Teaching and Learning Media 16

b. Teaching Learning Media of Writing for Junior High School 17
3. Animation 18
a. Definition of Animation 18
b. Animation as Teaching Media of Writing 19
c. Steps of Animation Videos 21
d. Pictures in Language Teaching and Learning 22
B. Relevant Studies..... 23
C. Conceptual Framework..... 25
CHAPTER III RESEARCH METHOD
A. Type of the Research 27
B. Subjects of the Research 27
C. Research Instruments 28
D. Data Collection Techniques..... 28
E. Data Analysis 29
F. Validity and Reliability 32
G. Procedure of the Research 34
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
A. Research Findings..... 37
1. Identification of the Field Problems 37
2. The Report of Actions and Discussion 41
a. The Report of Cycle 1 41
1) Planning 41
2) Action and Observation 41
a) Meeting 1..... 42
b) Meeting 2..... 44
c) Meeting 3..... 46
3) Reflection 48
b. Report of Cycle 2 53
1) Planning 53
2) Action and Observation 53
a) Meeting 4..... 54

b) Meeting 5..... 55
c) Meeting 6..... 57
3) Reflection 59
B. Students' Scores 62
C. Findings 64
D. Discussion..... 65
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS
A. Conclusions..... 68
B. Implications..... 69
C. Suggestions 70
REFERENCES..... 71
APPENDICES 74

APPENDICES

	Page
A. Field Notes	75
B. Interview Transcripts	88
C. Observation Checklist	103
D. Interview Guideline	110
E. Course Grid	112
F. Lesson Plans	117
G. Attendance List	158
H. Students' Writing	160
I. Students' Scores	174
J. Excel & SPSS Pogram Printout	177
K. Animation Video Printout	180
L. Photographs	184
M. Letters	186

LIST OF TABLES

Page

Table 2.1. Standard of competence and basic competencies of English for eighth grade students of junior high school (2006) 12
Table 3.1 : Scoring rubric of writing skill..... 30
Table 4.1 : Field problems found in the English teaching and learning process of VIII B 39
Table 4.2 : The problems related to the teaching and learning process of writing 40
Table 4.3: The schedule of Cycle 1..... 42
Table 4.4: The schedule of Cycle 2..... 54
Table 4.5: The students' scores of each meeting 62
Table 4.6: The students' pre-test and post-test scores 62
Table 4.7: The result of the action research study 65

LIST OF FIGURES

Page

Figure 3.1 : Microsoft Office Excel printout 32

Figure 3.2: SPSS printout 32

Figure 3.3: T-test analysis in SPSS program 34

Figure 3.4 : Scheme of Action Research by Kemmis and McTaggart 35

Figure 4.1: Animation video printout of Heavenly Appeals 44

Figure 4.2: Animation video printout of Best Idea Ever..... 46

Figure 4.3: Animation video printout of Maisy's Farm 47

Figure 4.4: The students do the tasks seriously..... 47

Figure 4.5: Sample of student's Writing in meeting 1 51

Figure 4.6: Sample of student's Writing in Meeting 2 52

Figure 4.7: Sample of student's Writing in Meeting 3 52

Figure 4.8: Animation video printout of French Toast 55

Figure 4.9: Students' attention in the researcher's explanation 56

Figure 4.10: Animation video printout of Twisted 57

Figure 4.11: Animation video printout of No Light..... 59

Figure 4.12: Sample of student's Writing in Meeting 4 61

Figure 4.13: Sample of student's Writing in Meeting 5 61

Figure 4.14: T-test analysis printout 64

ABSTRACT

Improving Grade VIII Students' Writing Skills through Animation Videos at SMPN 3 Ngaglik in the Academic Year of 2012/2013

Ria Ayu Pebrianti
07202244061

The objective of this research is to improve the writing skills of Grade VIII students at SMPN 3 Ngaglik in the academic year of 2012/2013 through an action research study by using animation videos.

There were two cycles in this research. Each cycle consisted of three meetings. In each cycle, there were two main steps of the research namely reconnaissance-the step of identifying the field problems, and actions-the steps of planning, implementing, evaluating, and reflecting. There were two kinds of data in this research, qualitative and quantitative. The qualitative data were collected through observations and interviews. The data were presented in the form of field notes, interview transcripts, and photos. The quantitative data were collected through a pre-test and a post-test. They were analyzed from Excel and SPSS program.

The result of this study showed that the use of animation video was successful to improve students' writing skills. However, there were still weaknesses in the first cycle. The weaknesses included students' vocabulary and grammatical mastery. Some students still made mistakes in word choice and grammar. In the second cycle, there were improvements of students' vocabulary and grammatical mastery. The indicators of the improvements were that the students could write sentences and generate paragraphs better than in the first cycle. Besides, their post-test scores were better than their pre-test scores. The mean of the pre-test and the post-test was improved from 8.87 to 15.29. After having those two means, the researcher analyzed t-test. The result was 9.26 with a significance level of 0.05 and the standard deviation was 3.65. The use of animation video in improving students' writing skills proved that animation video could stimulate students' motivation and enthusiasm in the English class, especially in writing.

CHAPTER I

INTRODUCTION

A. Background of the Study

The English teaching and learning is supposed to enable the students to use the language for daily communication both in oral and written forms. English is also expected to facilitate the students to communicate in daily life. Moreover, the writing skills of English are important to communicate through letters, stories, e-mails, blogs, and short messages.

In Indonesia, English is taught in junior high, senior high, and some elementary schools. Studying English is not a new thing for junior high school students. Although English is not new for them, they still have difficulties in studying English. It is difficult for them to remember English words and to understand someone speaking in English.

Studying English seems to be a complicated activitiy for students. It covers four main skills that should be mastered. They are listening, speaking, reading, and writing. According to Curriculum 2006, English is a means of communication through spoken and written forms. The writing skill is placed after listening, speaking, and reading. Writing is the most difficult skill to be mastered by the students. Based on writing aspects, students should be able to comprehend and write down some short functional texts, letters, short messages, cards, memos, announcements, and recounts. Therefore, the writing skill is important to be mastered by the students to achieve their academic school generally and to pass an English examination specifically.

The connection between students and writing becomes more complex because in writing activities they need to master many aspects, such as vocabulary, grammar, kinds of text, and ideas. Besides, the students have to know how to combine words, sentences, and language features in order to create good writing. Because of the complexity in writing, the teacher may have some creation and variation in teaching in order to motivate students to learn.

Giving the kinds of text material can be an interesting activity in the teaching and learning process of writing. There are many kinds of text such as narratives, descriptives, explanations, recounts, information, reports, expositions, reviews, and argumentations. To select the appropriate texts, the teacher must consider the students' characteristics.

However, it is found that the teachers teach students in passive teaching. They ask the students to read the tasks, open the exercise book, and do the exercise without giving examples. Some students do not understand in the language exercise, so that they are not interested in the English teaching and learning process.

Actually, some students have difficulties to produce good writing because of many problems. The problems are related to the condition of the students. They lack vocabulary that makes them unable to write and choose the appropriate words. Besides, the students do some inappropriate writing activities with uninteresting media. The teacher only gives materials, like reading dialogues or texts from the handbooks. They should do the activities with unclear, uninteresting and monotonous instructions. Other factors are inappropriate

teaching methodology, students' low motivation, and limited time of the teaching and learning process.

The researcher found many problems from Grade VIII students of SMPN 3 Ngaglik in the English teaching and learning process. Most of the students had low writing skills. They had difficulties in writing because of their limited vocabulary and lack of grammar understanding and specific structures for each genre and functional text. They also had difficulties in predicting the meaning of words in a certain text. Besides, they were unmotivated in the teaching and learning process.

Furthermore, another problem comes from the use of media in the teaching and learning process. The teacher was rarely use media that was available in the school. She prefered to teach with the simple media or even without media, whereas the use of media could help her to explain the material clearly and made students more interested in the teaching and learning process. Without media, the teaching and learning process was boring and monotonous. This situation made the students became unmotivated in the teaching and learning process. Finally, all of those problems caused the low students' writing skills.

Because of those problems, the researcher and the English teacher agreed to make changes and solve the problems emerging. They decided to improve students' writing skills. Therefore, the researcher wants to conduct the research to improve students' writing skills by using animation videos.

B. Identification of the Problem

As stated in the background, the SMPN 3 Ngaglik students writing skills were relatively low. They dealt with some factors namely students, teacher, materials, method of teaching, and media. All of them have important roles in order to success the teaching and learning process of English.

The first factor comes from the students. Many students tend to assume that English, especially writing, is a difficult subject. Besides, they have no motivation to join the lesson. They also have difficulties in the important parts of writing aspects. Generating ideas and organizing, punctuation and capitalization, words vocabulary and grammatical feature are the writing aspects. The students make mistakes mostly in words choice and grammar in their writing.

The next factor comes from the teacher. The teachers tend to use book-based in the teaching and learning process. Most of them only use some books and asked the students to do the activities in the books. The teachers do not give any additional up to date materials from other sources. Moreover, they give unclear explanation and instruction that make the students confuse with the materials.

The third factor is the material. The material is important to support the teaching and learning process that closely related to the class activities. The materials that are used in the teaching and learning process should interesting for the students. The materials sometimes are boring and monotonous. Therefore, the students are not attracted to get involved with the material. When the materials used by the teacher are interesting and attractive, the students will give the best

responses. Moreover, the good materials will give some stimulus to the students and support their knowledge and skills.

The forth factor is the method of teaching. The method is important to help students to achieve the purpose of writing and make them able to write in correct ways. In real situation, the teacher is less attractive and interactive in the teaching and learning process of writing. The teacher is teacher-centred in the class so that students tend to be passive participants.

The last factor is media. The media are equipment that support the teaching and learning process. The materials can be delivered well through media. By using media, the students will be interested and motivated to get involved in the teaching and learning process so that they will master the materials easily. Moreover, media can improve students' enthusiasm in doing the writing activities. Unfortunaterly, the teacher assumed that media is not too important in the teaching and learning process.

The use of animation videos is considered as interesting teaching media. Animations usually contain a simple funny story and very inspiring, therefore, applying them to methodological purpose will bring a cheerful atmosphere into the class. Motivation is also important for students. It contributes to build students' confidence in doing class activities. All of the important things above have strong ways to improve students' skill.

C. Delimitation of the Problem

The researcher decided to solve problems by using animation video as media of the teaching and learning of writing to improve grade VIII B students of SMPN 3 Ngaglik in the academic year of 2012/2013. This delimitation is based on the findings that the students have low skills in writing. The use of animation videos are expected to be able to overcome the writing problems related to motivation and vocabulary and grammatical features mastery. Moreover, they are also expected to be able to improve students' writing skills.

D. Formulation of the Problem

Based on the background, identification, and delimitation of the problem, the research problem can be formulated as follows: How are animation videos as media of teaching writing implemented to improve the writing skill of Grade VIII students at SMP N 3 Ngaglik?

E. Objective of the Research

The objective of the research is to improve the writing skills of Grade VIII students in SMP N 3 Ngaglik through animation videos.

F. Significance of the Research

There are some benefits that can be achieved from this research. The benefits are as follows.

1. Theoretically, the result of this study will inform others about the result of the students' writing skills that have been taught by using animation videos and can be useful for others who want to conduct research on the same subject.
2. Practically, for the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques and using varieties of media in teaching English, especially writing.
3. For the students, this study can help them to improve their writing skills and to encourage their motivation in studying English.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Literature Reviews

1. Writing Skill

a. Definition of Writing

Writing is an activity that can be prepared for working in speaking, listening, and reading. This preparation can make students possibly more productive in developing ideas and conveying their minds. According to Coulmas (2003: 1), there are six meanings of writing can be distinguished, (1) a system of recording language by means of visible or tactical marks; (2) the activity of putting such a system to use; (3) the result of such activity (a text); (4) the particular form of such a result, a script style such as a block letter writing; (5) artistic composition; (6) a professional occupation.

Mayers (2005: 2) states that writing is a way to produce language that people do naturally when they speak. Writing is speaking to others on paper or on a computer screen. Writing is also an action, a process of discovering and organizing ideas, putting them on a paper, and reshaping and revising them.

Morley (2007: 3) affirms that writing is so absorbing and involving that it can make people feel more alive. The process focuses at the same time as it distracts and the routine of its absorptions is addictive. In the other words, writing is a strong activity that can make someone cannot stop doing it when he feels interested well of writing. Writing is a mode of exploration (Lucke, 1999: 2). It is kinds of exploration between ideas and things around that can be poured in

writing. The act of writing allows someone to make unexpected connections between ideas and language. It can be concluded that all writing is an attempt to transform ideas into words.

Harmer (2004: 86) states that writing is a process and that people write is often heavily influenced by constraints of genres, then these elements have to be presented in learning activities. Boardman (2002: 11) argues that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

In conclusion, writing is the activity of producing words by thinking and organizing ideas. Writing is an activity that cannot be prepared in short time because the writer needs to think, organize, and revise before the writing produced.

b. Microskills for Writing

There are some microskills for writing. Brown (2001: 343) has formulated miscro-skills for writing. He classifies the microskills into twelve. Some microskills are mentioned as follows.

1) Produce graphemes and orthographic patterns of English.
2) Produce writing at an efficient rate of speed to suit the purpose.
3) Produce an acceptable core of words and use appropriate word order patterns.
4) Use acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.

5) Express a particular meaning in different grammatical forms.
6) Use cohesive devices in written discourse.
7) Use the rhetorical forms and conventions of written discourse.
8) Appropriately accomplish the communicative functions of written texts according to form and purpose.

In summary, the writers need to master some microskills if they want to get the writing skills. Those microskills start from producing graphemes and orthographic patterns.

c. The Process of Writing

As it is mentioned above, writing is a process of thinking, rethinking, and reorganizing in learning activities. It is an activity that cannot be prepared in short time. According to Harmer (2004: 4-6), the writing process has four main elements namely planning, drafting, editing, and final version. Planning is the first process in writing. It can be the most important stage because in this stage a writer plans what he is going to write by choosing and narrowing a topic, gathering ideas or information, and organizing them. In this stage, the writer has to plan and consider the purpose, audience, and content structure.

The next element is drafting. Drafting is the process of writing in the first version. It is often done on the assumption that it will be demanded later. Hence, a writer may produce a number of drafts on the way to the final version in order to produce a good writing.

Then, he reflects and revises his draft to make appropriate revisions considering the grammar, capitalization, punctuation, spelling, etc. Editing or

revising can include adding, deleting, rearranging or substituting words, sentences or even paragraphs to make his writing more accurately represent the ideas. Finally, he produces his final version. However, it is possible for a writer to re-plan, re-draft, and re-edit until he is ready to show his writing.

Besides, Brown (2001: 348) affirms that the process of writing tends to be framed in three stages. They are prewriting, drafting, and revising. The prewriting stage encourages the generation of ideas which can happen in numerous ways such as reading, skimming, brainstorming, discussing, etc. Then, the drafting and revising stages are the core of the process of writing.

In conclusion, the process of writing which includes planning, drafting, editing or revising, and final version can be simplified to prewriting, writing, and rewriting stages. The prewriting stage includes activities carried out before writing such as planning and drafting. The writing stage includes the activity of organizing ideas into sentences and paragraphs in written form. Finally, the rewriting stage such as editing, revising, and proofreading, each of those stages is interrelated and cannot be separated from one another. In addition, those stages are the recursive process to process to produce good writing.

d. Materials for Writing

The improvement of students' writing skills cannot be reached instantly. There must be some components to help it. One of them is the selection of appropriate materials in writing activities. Dudley-Evan and St. John (1998: 173) in Harwood (2010: 4) claim that the most teachers may not be obliged to create materials from scratch, providing them in a suitable form for the local context is

another matter. The experts go on to suggest that a good provider of materials will able to select appropriately from what is available, to be creative with what is available, to modify activities to suit learners' need, to give supplement by providing extra activities and extra input.

In this study, the materials which are given to the students are based on the standard of competence and basic competencies of the School-Based Curriculum. The standard of competence and basic competencies for writing at junior high school students for Grade VIII in the first semester is presented as follows.

Table 2.1. Standard of competence and basic competencies of English for eighth grade students of junior high school (2006)

1.	**Writing** Standard of Competence 6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with their closest environment.
2.	Basic Competencies 6.1 Expressing the meaning of written functional text accurately, fluently, and appropriately to interact with their closest environment. 6.2 Expressing the meaning and rhetorical step of simple short essays by using written language accurately, fluently, and appropriately in the form of descriptive and recount to interact with closest environment.

From the table above, the eighth grade students of junior high school have to fulfil the standard of competence and basic competencies that has been set by the government. In the English lesson especially in the writing skill, they should

be able to express meaning of written functional texts and simple short essays in the form of descriptive and recount, so that they have to master all about descriptive and recount texts and they should be able to produce both of the texts correctly.

e. Teaching Writing in Junior High School

Teaching writing for junior high school students is one of the important things that have to be done well. English is one of the compulsory subjects that have to be taught for junior high school students. English learning in junior high school is targeted to make students reach the functional level which is to communicate oral and written. One scope of English learning at junior high school is that the students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative, and recount (Depdiknas, 2006).

According to Curriculum 2006, English learning should be developed equally both oral and written. The curriculum also states that the major aim of English lesson at the junior high school is to make the students have certain abilities as follows:

1. Developing the communicative competence both written and oral to achieve the functional literacy degree.
2. Having sense of the importance of English to increase the nation competitive ability in the global society.
3. Developing the students understanding about the relationship between language and culture.

English as stated in Standard of Content (Permendiknas No.22, 2006) is learned at least four hours for junior high school. Standard of Graduate Competence of English (Permendiknas No.23, 2006) is communicative competence in the form of spoken and written for achieving a functional literacy level of junior high school.

Junior high school students are expected to produce texts using their own words. The texts used are narrative, descriptive, procedure, and recount. Especially for Grade VIII, they have to produce writing well in descriptive and recount texts. They also should have ability to write functional texts such as essay, invitation, announcement, short message, memo, etc.

In addition, the choice of teaching technique is important for junior high school students in their teaching and learning process. The researcher uses genre-based technique in teaching writing. Hyland (2004: 10) states that genre-based writing offers explicit and systematic ways of writing. It is concerned with what students do when they write. The students are asked to write texts in certain genre. They should consider the texts' social function, schematic structures, and grammatical features. Genre-based is a useful concept because it pulls together language, content, and contexts.

According to Callanghan and Rothery (1988) in Feez and Joyce (1998: 28-31), the genre-based approach has the cycle of teaching and learning activities that consists of a number of stages. There are five stages as follows: Building the context, Modelling and deconstructing of text, Joint construction of text, Independent construction of text, and Linking related texts.

Feez and Joyce (1998: 28-31) explain that in building the context, the students are introduced to the social context of an authentic model of the text-type being studied. They also explore feature of the general cultural context and the social purposes of the text type. In this stage, the activities include presenting the context through pictures, audio-visual, guest speakers, establishing the social purpose through discussions, etc

In modelling and deconstruction of the text, the students investigate the structural pattern and language features of the model. In this stage, the activitites are focusing on cohesive devices and grammatical features of the text. For example, the teacher introduces the written text and guides the students to analyse the language features of the text.

In joint construction of the text, the students begin to contribute to the construction of examples of the texy type. The activities include discussing and editing class construction, jigsaw and information gap activities, small group construction of texts, and self-assessment and peer assessment activities.

In independent construction of the text, the students work independently with the text. They have to build their confident to write their own text in this stage. The activities are the students write their own written text with approximating appropriate structure and grammar pettern.

The last stage linking to related texts, the students investigate other texts in the similar contexts. It can compare the use of the text-types, find the other text types used in the same field, and research how a key language features used in the text-type is used in other text-types.

From the theories and explanations above, it can be said that the genre-based approach offers students the freedom to say and write what they want effectively. They can make negotiation with the teacher to share understanding of the context and the meaning of the texts. This also can build their confident in the class activities.

2. Media

a. Teaching and Learning Media

Media are tools which are needed to support some activities. Media include graphs, photographs, or electronic devices to absorb, process, and rearrange visual and information. Brown et al. (1977: 2-3) state that media are the tools or physical things used by the teacher to facilitate the instruction. Supporting Brown's idea, Luoman (2010) defines that teaching media are tools used by teachers when teaching to help clarify the subject matter presented to students. Moreover, Peter (2008) states that teachers regularly use media to engage and enhance the learning experience for students.

The use of teaching media in teaching and learning can generate new desires and interests, encourage motivation and stimulation and learning activities, and even bring a psychological influence on students. The use of teaching and learning media is replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational technology, teaching aids, and media explanatory.

The use of media in the teaching and learning process is important to help teachers to present the material clearly and to make students easy to understand

the material. The teachers can use many kinds of media. Nowadays, there are many media that can be used in the teaching and learning process such as computer, LCD projector, tape recorder, video, film, slide, picture, animation, graph, and television.

According to Luoman (2010), there are some advantages of using media in the teaching and learning process. First, teaching becomes more interesting and interactive. Second, teachers can bring more varied learning activities. Third, students can do the class activities themselves faced with teaching media, and students may have more ideas to bring in everyday life.

By using media in the teaching and learning process, The teacher presents the material easily. Besides, the media can bring a new experience for the students in learning. It can stimulate their motivation and make them interested in the class activities.

b. Teaching Learning Media of Writing for Junior High School

There are many kinds of media that are used by the teachers, both traditional and modern media. Many years ago, they may use very simple media for the teaching and learning because of the limitation of many things. It is totally different from now. In this modern era, they have many technologies to choose as the teaching learning media such as computer, projector, slide, video player, web/ internet, video/movie/film, picture, animation, and many others. Snow and Chair (2002: 25) state that media such as text books, multimedia, advertisements, and the internet become the sources where the various texts are presented in the teaching and learning process.

Media play an important role in the teaching and learning process. They are needed to reach the objectives of the teaching and learning process itself. The teacher should use various media or teaching aids in giving the material to the students. Harmer (2001: 134) states that the language teachers use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

Nowadays, many schools usually have computers, projectors, and many other things that can be used as media. All of them can be used to help students more interested, motivated, and excited in the teaching and learning process. According to Gerlach and Elly (1980: 254), to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, and social skills. In conclusion, it can be said that in junior high schools, the students really need to get something different in the teaching and learning process which appropriate with their characteristics and can entertain, inform, and build their motivation to improve their skills.

3. Animation Video

a. Definition of Animation

The use of varied and modern media can make students more enthusiastic in the classroom. One of that modern media is animation. According to Wright (2005: 1), animation is something that can completely restructure reality by taking drawings, clay, puppets, or forms on a computer, and making them so real.

Wells (2000: 10) states that animation derives from the Latin verb, animate, which means “to give life to” and within the context of the animated film, this largely means the artificial creation of the illusion of movement in inanimate lines forms. Moreover, Park and Gittelman (1992: 6) in Lin (2006) define animation as artificially generated movements of pictures or graphs in computer displays, and resulting in apparent motion.

Therefore, animation in practice is a film made by hand, frame-by-frame, providing an illusion of movement which has not been directly recorded in the conventional photographic sense. In the other description of animation, the kinds of animation that have been facilitated by new technologies are computer generated in pictorial manipulation.

Animation is an interactive multimedia that provides audio visual pictures with colourful characters, and usually shows in two or three dimensional models. It also needs a computer and a projector to present the full story of that animation itself.

b. Animation as Teaching Media of Writing

The greatest appeal of the teaching and learning process is presenting materials in both visual and auditory formats. By interactively combining texts, digital images, sounds, and simple animations, teachers can establish a meaningful context for practice and create stimulating and enjoyable activities (Gordon, 2007: 192).

A major function of animation is to focus on students’ attention by employing special effects either to highlight the importance of a topic or to

demonstrate the beginning or ending of a section. Animation also has the ability to provide feedback in various forms that may be both entertaining and motivating the students' effort for a correct response.

Harmer (2004: 67) states that a variation on picture description is to give students a variety of pictures. It can be said that animation is variation of picture or movement pictures with a certain story. Animation can make students more enthusiastic because they are not only get a simple picture but also a moving picture, a story, full colour and audio. Moreover, he also states that various interesting media must be applied to encourage the students because one of the greatest enemies of successful learning is student's boredom (Harmer, 2001: 5). To avoid the boredom, the teacher should use interesting media such as using writing games, writing based on pictures, or writing based on song.

Teachers can use animation or picture as the teaching and learning media in their own way. In this research, the researcher used animation videos as media of teaching writing in junior high school. Animation video is closely related to children and teens that contains of interesting moving pictures with simple interesting story and very inspiring.

The researcher taught the writing skill in the English class, specifically descriptive texts and used animation videos as teaching media. The animation videos were taken from the internet (YouTube) which did not take long duration. They were around two until five minutes. The students should watch and pay attention well to the videos and they have to get many kinds of clues and details

from those. After that, they got some instructions from the researcher to do some activities according what they have watched before.

c. Steps of Animation Videos

Teaching writing using animation videos cannot be said as an easy job. Before teaching writing, the teacher has to make some preparation such as providing materials and preparing interesting media that are used in the classroom. There are many available media that can be chosen by the teacher. One of them is using animation video.

According to Berk (2009: 10), there are eight steps for using animation videos. They are as follows:

a) Pick a particular video to provide the content or illustrate a concept or principle.
b) Prepare specific guidelines. The teacher can prepare discussion questions so the students have directions on what they see, hear, and look for. It can help the students clearly understand.
c) Introduce the video briefly to build the students' idea and bring the purpose.
d) Play the video.
e) Stop or replay the video at any part to highlight a point.
f) Set a time for reflection on what was on the video.
g) Assign an active learning activity to interact questions, issues, or concepts in the video.
h) Structure a discussion in learning activities in group format.

The animation video is media which can be used in eight steps as mentioned above. It can be used in every step of the teaching and learning process. If the teacher uses genre-based technique in the classroom, he can use the animation video in the process of explaining the material. Berk (2009: 10-11) states that the video can also be played to illustrate a concept already presented. For example characteristics and descriptions of something.

The animation video can be used in the class activities. It can be used in the students' tasks to help them to produce sentences, paragraphs, or texts. The animation video can also be presented for the class activities in collaborative learning exercise.

d. Pictures in Languange Teaching and Learning

The use of pictures as learning media is not a new thing in the teaching and learning of English. Many teachers have used pictures to help them in the teaching and learning process in the classroom. Hill (1990: 1) points out pictures are one of valuable aids that not only bring images of reality, but can also function as a fun element in the class.

Picture is painting, drawing, and sketch of something (Hornby, 1987: 678). It is an illustration that can be used as a two dimensional visual representation of person, place, or thing. It can be drawn, printed or photographical processed in very site and a real life.

According to Hill (1990: 1), there are several advantages of using pictures in language teaching such as availability (one can get them in any magazines, on the internet, etc.), they are cheap or even free, easily to keep, useful for various

types of class activities, and they are always fresh and different. In other word, they come in a variety of formats and styles.

Moreover, Wolf (2002: 1) states about interactive multimedia that has relation of meaning with pictures and animation videos. Multimedia is generally regarded as the incorporation of multiple media such as hyperlinked texts, pictures, animations, audio, and video material, two and three dimensional models. Interactivity refers to the capability of a computer program to respond to user activity. So, it can be said that pictures and animations are the same things, both as multimedia.

B. Relevant Studies

The use of multimedia tools as the teaching and learning media is not a new thing in the teaching and learning of English. Moreover, the use of animation videos have been used in teaching writing, but it is not as much as in teaching vocabulary, phrases, and listening. There are some relevant studies related to the use of animation videos as media in the teaching and learning of English or the teaching and learning of writing itself.

Devi (2005) in an Indian case study stated that the use of animated cartoons was very useful for teaching phrasal verbs contextually. She found that using animation for language learning had positive impacts such as increasing motivation, removing affective filters, lowering the anxiety, improving contextual comprehension, fostering visual and verbal literacy.

Moreover, Baratta and Jones (2008) believed that images can represent writing task in helping students to improve students' writing skills. Through the

use of film, students are helped to visualize how an effective opening might be composed within the context of their writing. Other comments included film clips highlighted well the need for structure and using film clips was an interesting approach because it provided a better understanding related to academic writing. They also reported the main finding in the study that the approach is seen as unique and interesting. Using film as teaching media can capture students' interest and help them to learn more effectively. It can also increase the students' motivation.

Another study conducted by Fralinger and Owens (2009) was related to the use of media as teaching and learning tools through You Tube. They found that You Tube increased students' perceptions of learning. Moreover, You Tube brought strong benefits in the classroom activities. Students in many contexts have said that they liked videos because they provided a break from textbook-based activities, could bring enjoyable and a new experience in learning.

Whybra and Prinzinq (1990) in their English journal found that the video became psychologically stabilizing factor in the class and led to other instructional ideas. It can be said that videos can bring advantages in teaching and learning process.

Based on those previous research studies, it can be concluded that animation videos give good effects to the students in English learning especially in writing. That is why the researcher tries to conduct a research on "Improving Grade VIII Students' writing skills through animation videos in SMPN 3 Ngaglik."

C. Conceptual Framework

Students still face many problems in their writing. Based on the observation which was conducted at SMPN 3 Ngaglik, the researcher found that writing skills of VIII B students at SMPN 3 Ngaglik were relatively low. That problem dealt with ideas generation, vocabulary and grammatical features mastery, and paragraph organization. Besides those problems, there was also a problem related to the use of media in the teaching and learning process. The teacher used simple media and did not want to make difficulties in using that media. She did not realize that students become bored and uninterested because of the use of monotonous media. Therefore, a strategic action was needed in order to overcome these problems.

Based on the problem above, the researcher tried to use animation videos as media in the effort to improve students' writing skills. The use of this media is based on some reasons. Firstly, the animation video provides a modern technology, full colour, full moving pictures that can make students more enthusiastic in the teaching and learning process of writing. As Gordon (2007: 192) states by interactively combining text, digital images, sound, and simple animation, teachers can establish a meaningful context for practice and create stimulating and enjoyable activities. Secondly, the animation video can arise students' motivation. In addition, it can help students to generate ideas and it can encourage creativity in writing. Furthermore, students also affirm that animation video can help motivate, create interest, and avoid boredom during the writing process.

Therefore, by using animation videos as media to improve students' writing skill the researcher involves the English teachers as the collaborators and the VIII B students of SMP N 3 Ngaglik in conducting the research. It was expected that there would be some changes in teaching learning of English in the VIII B students of SMPN 3 Ngaglik after the strategy was applied.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study was an action research study. The action research was an application of the action toward problem solving in the certain situation viewed to improve the quality of action. The action research involved the collaboration between researcher and practitioners. Conducting in a natural setting that used qualitative technique, the researcher observed, interviewed, evaluated, and reflected the data they got from the action.

In doing the action research, the researcher needed to know what was actually happening in the classroom. Conducting actions to solve the problems, collecting and evaluating data, seeing how successful of the effort, and trying again until showing the improvement of changing were the procedure of action research that carried out by the researcher.

B. Subjects of the Research

The research took place in SMPN 3 Ngaglik Sleman which is located in Sardonoharjo, Ngaglik, Sleman. The main subjects of this study were Grade VIII students in the academic year of 2012/2013. Meanwhile, the researcher also collaborated with two English teachers. The researcher chose the students of Grade VIII B as the source of collecting the data because the students of Grade VIII B had problems in writing skills. Choosing Grade VIII B was also based on the discussion with the English teachers and the agreement of the headmistress.

C. Research Instruments

The researcher used some instruments to collect the data such as field notes, observation checklist, interview guidelines, students' tasks scores, pre-test and post-test, and some photographs. A field note was used to make written acts which were taken as soon as the research happens. By making field notes, the researcher got all of the information that she needed. A field note was in the form of work records of the students in the teaching and learning process in which information such as date, time, class, objectives, work done, way the work is done, participation, and many things.

An observation checklist was made to check many things that happened in the classroom during the reseracher's action. An observation checklist contained of some important items based on the observation aspects. The items should be positive, short, descriptive, understandable, objective, not repeated, and representative of behaviour.

An interview guideline was made to prepare the interviews. There were some questions in the interview guideline based on the teaching and learning process and school situation. Students' worksheets and tests were done to know the students' ability. The tasks and the tests were instruments to get the result of students' ability during the implementation in the teaching and learning process.

D. Data Collection Techniques

The data collected were in the form of qualitative and quantitative. The qualitative data were collected from observation and interviews. They were in the forms of field notes, interview transcripts, and documentations. Then, all the data

were interpreted and analyzed. Meanwhile, quantitative data of this research were obtained from the students' tasks scores and pre-test and post-test.

The researcher carried out an observation to know the situation that happened during the teaching and learning process, the students' behaviour in the classroom, the problems that appeared and conducted the way to solve it. By using observation guidelines, observation checklists, and field notes, the researcher wrote and kept all of the information that she got from the observation.

Stakes (2010: 95) argues that interview enables the researcher to obtain the unique information or interpretation from many people and to find out things that the researcher cannot observe by herself. By asking orally, the researcher carried out an interview to know how the English teacher and students' responses, opinion, suggestion, and expectation while and after the implementation.

The researcher also used pre-test and post-test to know the improvements of students' writing skills by using animation video. Pre-test was conducted before the researcher carried out the action. Meanwhile, post-test was conducted after the last cycle was done.

E. Data Analysis

The researcher used qualitative and quantitative forms to analyze the data. The qualitative data are collected in three steps namely data reduction, data display, and conclusion drawing and verification (Miles and Huberman, 1994: 10-12). In doing data reduction, the researcher sharped, sorted, selected, focused, simplified, abstracted, and transformed the data which were in the form of

observation checklist forms, interview transcripts, field notes, and samples of students' writing.

In doing data display, the researcher organized all the information and the data collected to get the conclusion. Data display could be presented in the form of texts, tables, charts, diagrams, and other graphical formats. The researcher organized the data in order to come to the conclusion drawing and action. After doing data display, the researcher tried to link concept in the data together in order to present the conclusion drawing and verified it.

Meanwhile, the quantitative data were analyzed to get numerical picture, describe a set of numbers, present numbers in terms of averages, frequencies, and percentages. In scoring the data, The researcher used a writing assessment rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides five aspects of writing namely content, organization, vocabulary, language use or grammar, and mechanics including spelling and punctuation. Each of them was scale from 1 to 4. 20 was the maximum score and 5 was the minimum score. Scoring table of writing skills could be seen below.

Tabel 3.1: Scoring rubric of writing skill

aspects	Criteria	scores
CONTENT	Relevant to topic	4
	Mostly relevant to opic, but lacks detail	3
	Inadequate development of topic	2
	Not relevant to topic	1
ORGANIZATION	Ideas clearly stated and supported, well-organized cohesive	4
	Loosely organized but main ideas stand out, not well-organized	3
	Ideas confused or even no main ideas, bad organization	2

	Does not communicate, no organization	1
VOCABULARY	Effective word/ idiom, choice and usage	4
	Occasional errors of word/ idiom form, choice, and usage	3
	Frequent errors of word/ idiom, choice, and usage	2
	Little knowledge of English vocabulary, idioms, and word forms.	1
LANGUAGE USE	Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, fragments or run-ons	2
	Dominated by errors	1
MECHANICS	Few errors of spelling, punctuation, capitalization, and paragraphing	4
	Occasionally errors of spelling, punctuation, capitalization, and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
	Dominated by errors	1

Meanwhile, the quantitative data of this research were collected through the quantitative technique, namely the pre-test and the post-test. Both were analyzed by descriptive statistics. The pre-test was carried out to get the students' score before they got action of the implementation, while the post-test was held to get the students' score after the implementation was done. After conducting the test, the researcher compared both of the tests to know whether or not there was improvement of students' writing skills. By using Microsoft Office Excel and SPSS program, the researcher got the result of the quantitative data.

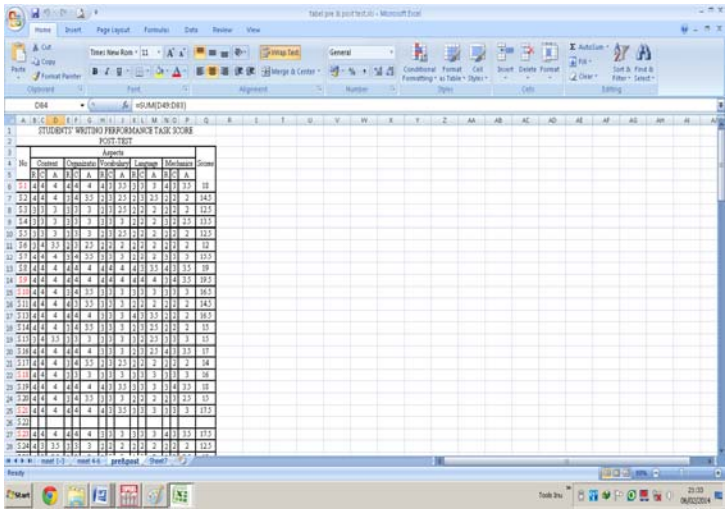


Figure 3.1: Microsoft Office Excel printout

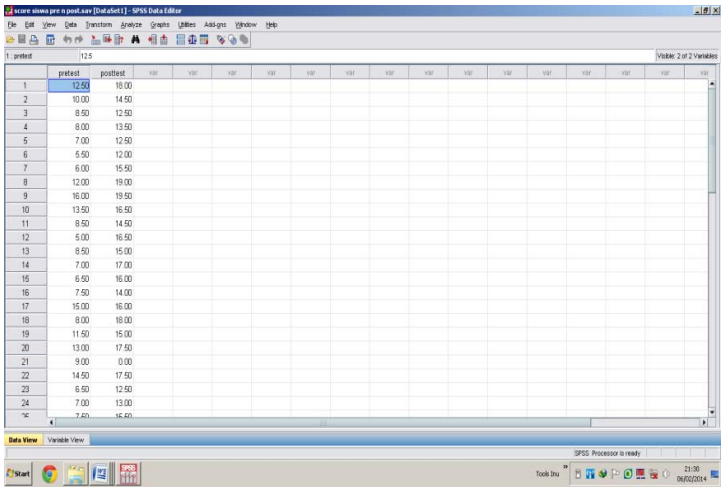


Figure 3.2: SPSS printout

A. Validity and Reliability

To validate the data, the researcher used five kinds of validity proposed by Anderson et al. in Burns (1999: 160-162). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. To fulfil the democratic validity, the researcher interviewed students had a discussion with the

English teachers to find, and selected the problems to be solved. To fulfill the outcome validity, the results of the research were not only able to solve the problems of the teaching and learning process but also appear new questions in the related research. To fulfil the process validity, the researcher observed classroom activities during the implementation, interviewed the students and the English teachers, and had discussion with collaborators. In the catalytic validity, the researcher asked students and the English teachers' responses to the change occurred after the implementation of the actions. The researcher reflected and interviewed the English teachers and the students to know their perceptions after the research conducted. In the dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the actions. She asked them to give comments about the implementation in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and the researcher could do better than before in the next meeting.

Meanwhile, the reliability of this research was obtained by giving the generic data such as field notes, interview transcripts, and observation checklists. The reliability will prove that the researcher's reflections and conclusions are supported by the data and not just by her own presuppositions. In this research, the researcher used the triangulations (Burns, 1999: 163-164) as follows:

1. Time triangulation

Time triangulation means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In this research, the researcher did the action from September until October 2012.

2. Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done by the researcher to avoid the bias observations. There were three observers in this study, i.e. the researcher herself and the two English teachers as collaborators.

3. Theoretical triangulation

Theory triangulation means that the data are analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some experts of some books and other sources.

Meanwhile, the researcher used SPSS program to analyze t-test which compared two means and standard of deviation to srengthen the quantitative data. According to Hatch and Farhady (1982: 114) matched t-test is used to compare two means from the same group.

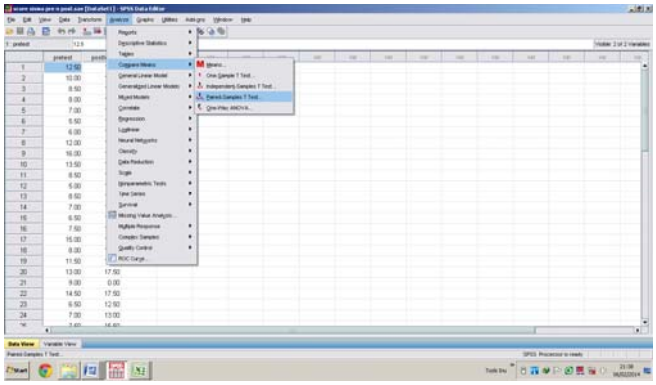


Figure 3.3: T-test analysis in SPSS program

G. Procedure of the Research

The researcher used the research procedure as proposed by Kemmis and McTaggart (1988) cited in Burns (2010: 8-9). They states that an action research

involves four broad phases in a cycle of research as follows: planning, action, observation, and reflection. The processes of phases could be drawn as figure 1.

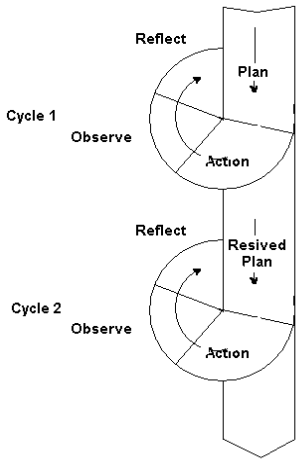


Figure 3.4: Scheme of Action Research by Kemmis and McTaggart.

Based on figure 1, the researcher implemented the action research procedure which presents in six steps as follows: identifying the problem, formulating a planning of actions to solve the problems, implementing and observing the actions, and reflecting the result of the actions.

In this study, the researcher also conducted reconnaissance to get information, describe problems, and measure the situation of the research subjects. The reconnaissance held on September 11th, 2012. Moreover, the researcher carried out the observation to identify problems in the VIII B students' especially in the students' writing skills. The researcher interviewed the English teacher and some students to know their responses and opinions about the teaching and learning process. Besides, the researcher also gave the students pre-test to know the students' ability in writing.

In planning stage, the researcher supported by collaborators designed a plan of actions. The actions were planned to be carried out in two cycles. Each cycle consisted of three metings. The preparation of Cycle 1 included lesson plans, teaching materials, and teaching media. Observation checklists and reflection sheets also would be prepared by the researcher for the collaborators.

In action stage, all the ready made materials were implemented in the classroom. In this case, the researcher chose a descriptive text to be taught. The focus was on describing people, describing things, and describing animals. While the researcher was teaching, the collaborators were sitting behind the class doing the observation of the researcher's action.

In the reflection stage, the researcher and the collaborators discussed the results of the action during the implementation. The collaborators told the data they got during the observation in terms of the researcher's competence, teaching materials, and the students were good points. Whereas, weaknesses of the researcher's performance, students' responses, and teaching materials needed to be improved in Cycle 2.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Identification of the Field Problems

Before implementing the actions, the researcher firstly conducted reconnaissance to identify the existing problems in the class during the teaching and learning process in terms of the students' writing skills and behaviour and the class situation before the implementation. The reconnaissance included some important activities. They were classroom observations and interviews. Those activities were conducted on September 11th, 2012. On the same day, the researcher carried out a pre-test to find out students' writing. The situation in the teaching and learning process could be seen from the vignette presented as follows:

Vignette (September 11th, 2012)
R : Researcher
ET : English Teacher
Ss : Students

As the bell rang, ET invited R to the classroom. When ET entered the classroom followed by R, Ss were busy doing their own activity. Other students chatted one another. ET asked R to sit at the back of the room. ET had to wait for a while before she started the lesson as the class was noisy. Then, ET told Ss that R would conduct observation. While observing the lesson, R took notes.

ET started the lesson by greeting Ss. Then, she asked the students to study an example of descriptive text in which the topic was describing things. She asked some questions to the students dealing with the topic of the text. No one answered the ET's question.

She went on asking the other questions about the language feature of the text. Again, Ss were still silent. When ET repeated the first question and pointed a student, The others were busy with themselves. They were noisy and did not pay attention to the ET. Some of them laid their heads on the table. Then, ET explained the vocabulary and the language features found in the text.

Next, ET gave some tasks to Ss. Some Ss were still noisy and talked to each other. Then, she warned some Ss who were noisy to go out from the classroom.

After 15 minutes, when ET asked some Ss to write their answers on the whiteboard, some Ss did not finish their works. Some Ss who wrote their answers on the white board made mistakes in vocabulary, language feature, and punctuation.

As the time was up, ET asked Ss to continue the exercises at home. She promised to discuss them in the next meeting and told them to review the materials at home.

From the vignette, some problems were found during the teaching and learning process in VIII B. The students were noisy during the lesson. They were passive during the lesson. When the English teacher asked them questions, they kept silent. They rarely asked questions when they found difficulties. Besides, they also had difficulties in mastering English, especially writing. It can also be seen from the interview about the teaching and learning process. The interview transcripts are presented as follows:

R : *Kesulitannya dimana?* (What is the difficulty?)
S.36 : *Itu Miss grammarnya.* (It is in grammar, Miss.)
S.23 : *Sama vocabnya juga, Miss. Suka salah tulis kalo gak lupa.* (It is also in vocabulary, Miss. I usually make mistake because I forget in the vocabulary.)
S.16 : *Sama, Miss.* (So do I, Miss.)
S.01 : *Iya Miss. Sama vocabnya.* (Yes, Miss. It is in vocabulary.)
R : *Oo gitu. Terus pas pelajaran tadi gimana? Sudah jelas belum? Ada kesulitan gak?* (I see. What about the lesson today? Is it clear? Do you have any dificulties?)

All Ss : *Ya lumayan jelas, Miss.* (It is clear enough, Miss.)
R : *Beneran gak ada kesulitan sama sekali?* (There is no difficulties. Are you sure?)
S.36 : *Ya kalo pas dijelasin lumayan ngerti sih, Miss. Tapi pas disuruh nulis pasti bingung.* (I understood when the teacher explained the material. When the teacher asks to write, I will confused.)
S.23 : *Iya, Miss. Gak tau mau nulis apa.* (Yes, Miss. I don't know what I should write.)
S.16 : *Nyusun kata-katanya susah.* (It is difficult to make sentence.)
S.01 : *Iya Miss. Sama.* (So do I.)

(Appendix B, Interview 2, September 11th, 2012)

After the classroom observation and interview, information about the problems in the English teaching and learning process arising in the field was obtained. Those problems are presented in the following table.

Table 4.1: Field problems found in the English teaching and learning process of VIII B

No.	Problems
1.	The students were noisy during the lesson.
2.	The students paid less attention to the teacher's explanation.
3.	The students could not answer the teacher's questions.
4.	The students considered English as a difficult subject.
5.	The students had difficulties in pronunciation.
6.	The students had difficulties in using the appropriate vocabulary.
7.	The students had difficulties in generating ideas.
8.	The students had difficulties in grammatical features.
9.	The students had difficulties in organizing the paragraph.
10.	The students did not pay attention to spelling, punctuation, and capitalization.
11.	The students were bored during the teaching and learning process of writing.
12.	The teaching and learning process lacked the use of learning media.
13.	The teacher had difficulties in catching students' attention.

After obtaining the problems in the field, the researcher and the collaborators analyzed the problems. Then, they concluded that there were problems dealing with students' writing skills. As a result, they decided to solve those problems since the focus on this research was to improve the students' writing skills. The problems found in the teaching and learning process of writing are presented in the following table.

Table 4.2: The problems related to the teaching and learning process of writing

No.	Problems
1.	The students paid less attention to the teacher's explanation.
3.	The students considered writing was difficult skill to master.
4.	The students lacked vocabulary mastery.
5.	The students had difficulties in using the appropriate vocabulary.
6.	The students lacked ideas to write.
7.	The students were difficult to write a text with the correct grammatical features.
8.	The students were difficult to organize sentences into good paragraph.
9.	The students did not pay attention to spelling, punctuation, and capitalization.
10.	The teaching and learning process lacked the use of learning media.
11.	The students were bored during the teaching and learning process of writing.

Having formulated the problems above, the researcher had a discussion with the English teachers. They discussed the problems occuring VIII B that might be solved. By considering the time, funds, and energy, the researcher and the English teachers as the collaborators decided to solve the problems.

2. The Report of Actions and Discussion

a. The Report of Cycle 1

1) Planning

Based on the decided problems to solve, the researcher and the English teachers agreed to use animation videos as media of the teaching and learning process of writing to improve the students' writing skills. By using animation videos, the researcher and the English teachers expected that Cycle 1 could change the teaching and learning process of writing. Those changes covered the improvements on the students' vocabulary mastery, the ability in using the grammatical features correctly, the ability in organizing the sentences into good paragraph, and the high motivation in joining the class.

In the first cycle, the researcher and the English teachers did the procedures in three meetings and they planned to:

d. teach descriptive texts about describing people and describing places through a projector by using pictures in presenting the materials,

i) apply pair works,

ii) give writing performance tasks form easier to more difficult level in which the students were asked to describe characters and places in the animation videos.

2) Action and Observation

The actions were carried out three times i.e. on September 15th, 18th, and 21st, 2012. The schedule of Cycle 1 can be seen from the following table.

Table 4.3: The schedule of Cycle 1

Meeting	Day and Date	Time	Material
1	Saturday, September 15th, 2012	2x40 minutes (10.10 – 11.30)	Descriptive text – Describing people: "My Brother"
2	Tuesday, September 18th, 2012	2x40 minutes (11.30 – 12.50)	Descriptive text – Describing people with verbs (wear, use, like)
3	Friday, September 21st, 2012	2x40 minutes (07.00 – 08.20)	Descriptive text – describing places: "Mr. Fred's Farm"

The actions focused on the use of animation videos in improving students' writing skills. The actions were done by the researcher herself. While the researcher acted in the classroom, the English teachers as the collaborators sat behind the classroom to observe the implementation of the researcher's action. The complete description of implementation in Cycle 1 was presented in the following.

a) Meeting 1

The first meeting was on Saturday, September 15th 2012 at 10.10 – 12.30. In the beginning, the English teacher greeted the students. She told the students from that day until five meetings, the researcher would teach them. Then, the English teacher gave the chance for the researcher to take turn as the teacher.

The researcher opened the lesson by greeting, introduced herself and checked students' attendance. After that, she gave the general apperception about the material that would be learnt by the students. She presented some pictures dealing with physical appearances on the projector and asked students' some

questions. The students were enthusiastic and answered the researcher's questions. It can be seen from the following field note.

> R : Researcher Ss : Students
> *R kemudian menampilkan dua gambar orang dengan* physical appearances *yang berbeda pada LCD. Ss tampak antusias dan sebagian ada yang tertawa lucu melihat kedua gambar orang tersebut karena perbedaan fisik kedua gambar yang mencolok. Lalu R menanyakan pada Ss* "How do you describe these two people?" *Lalu menjawab dengan antusias dengan menyebutkan* physical appearances "She is fat and short." *Yang lain menjawab,* "She is beautiful and tall." *Yang lain lagi menjawab,* "long hair, curly hair."
> (The researcher showed two pictures with difference of physical appearances on the projector. The students were enthusiastic. Some of them were laugh because the pictures looked funny with the different physical appearance. Then, she asked the students "How do you describe these two people?" the students answered the question by telling those people physical appearances enthusiastically, "She is fat and short." The other said, "She is beautiful and tall." "Long hair, curly hair.")
> **(Appendix A, FN 7, September 15th, 2012)**

Afterwards, the researcher distributed handouts which were used to help students in understanding material that day. Then, the researcher presented an example of descriptive text entitled "My Brother." After that, she explained the language feature and vocabulary used in the text. She explained the rules of the simple present tense and vocabulary related to physical appearance. During the explanation, the students paid attention to the researcher.

Afterwards, the researcher distributed the worksheet which consisted of three tasks. In the first task, the students were asked to make simple present tense sentences about the physical appearance of the pictures provided. In the second task, they were asked to arrange the jumble words. In the last part, they were

asked to write a simple descriptive text of characters from the animation video entitled “Heavenly Appeals.” After that, they were asked to submit their works.

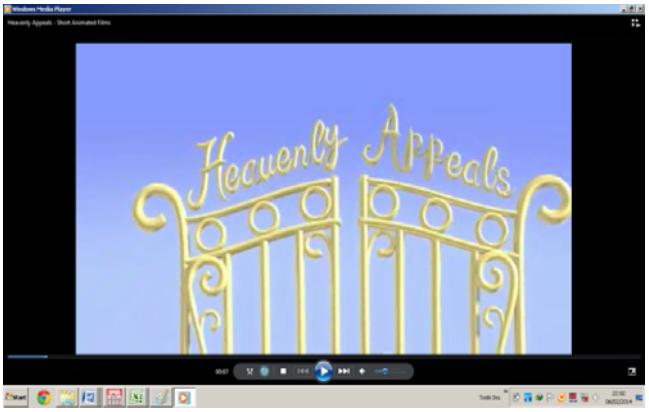


Figure 4.1: Animation video printout of Heavenly Appeals

Few minutes before the time was up, the researcher asked about students’ difficulties and reviewed the lesson. Then, she asked the students to find a similar text from newspapers, magazines, or internets. Then, she ended the lesson.

b) Meeting 2

The second meeting was done on Tuesday, September 18th 2012 at 11.30 – 12.50. The researcher opened the lesson by greeting and checking students’ attendance. She tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before. This can be seen from the extract of field notes below.

R : Researcher Ss : Students
R me-review materi pada pertemuan sebelumnya. Ketika R bertanya "What did we study last week?", sebagian besar Ss terlihat mampu mengingat dan menjawabnya "Describing people." Ada pula yang menjawab dengan menyebutkan physical appearance, seperti "tall, short, long hair, fat."
(The researcher reviewed the previous material. Then, she asked, "What did we study last week?" Most of the students still remembered and answered, "Describing people." The other answered by telling physical appearances, "tall, short, long hair, fat.")
(Appendix A, FN 8, September 18th, 2012)

After that, she showed a picture of man on the lcds and asked some questions. The students were enthusiastic and answered the researcher's questions. It can be seen from the following field note.

R : Researcher Ss : Students
R kemudian memperlihatkan gambar kartun seorang pria dan bertanya kepada Ss, "Can you describe this man?" *Beberapa Ss antusias menjawab, "handsome, tall, white skin." Yang lain menjawab, "Itu Miss, pakai* shorts, green shoes, bag."
Then, the researcher showed a picture of man and asked the students, "Can you describe this man?" Some students were enthusiastic and answered, "Handsome, tall, white skin." The other answered, "He is wearing shorts, green shoes, and bag, Miss."
(Appendix A, FN 8, September 18th, 2012)

vocabulary and the language features of the text. She explained the rules of simple present tense and the use of verbs (wear, use, like) in the text. After the whole explanation, she distributed the worksheet which consisted of three tasks. The students were enthusiastic when they had to do the tasks. In the third task, the students watched the animation videos entitled "Marcelino and Bartolomeo" and "Best Idea Ever."

Figure 4.2: Animation video printout of Best Idea Ever.

After the tasks were collected, the researcher reviewed the lesson that had been studied and asked the students' difficulties. Finally, she asked students to study at home and closed the lesson.

c) Meeting 3

The third meeting was on Friday, September 21st 2012 at 07.00 – 08.20. In this meeting, there are only few students which still remembered the previous lesson. The researcher continued the next material about describing of place. Then, she distributed the handouts to the students and gave an example of the descriptive text entitled "Mr. Fred's Farm." She explained the vocabulary and the language features of the text. She also explained the rules of the simple present tense, adjectives, noun phrases, and the use of "there is and there are" that was found in the text.

After the whole explanation, she distributed the worksheet which consisted of three tasks. In the first task, the students had to make the adjective phrase from the pictures provided. In the second task, the students showed the animation video entitled "Maisy's Farm."

Figure 4.3: Animation video printout of Maisy's Farm.

They had to write sentences by using "there is or there are" based on what they found in the video. In the last task, they were asked to organize sentences made in the second task into a simple descriptive text. The students were serious and enthusiastic when they had to do the whole tasks. After that, they were asked to submit the works.

Figure 4.4: The students do the tasks seriously.

As the time was up, the teacher summarized the lesson on that day. After she made sure that there was no question from the students, she ended the lesson.

3) Reflection

After the implementation of Cycle 1 was done, the researcher carried out reflections with the English teachers as collaborators. Based on the results of observations which were done through writing in the form of field notes, interview transcripts, and students' works, the researcher wrote the results of the reflection in Cycle 1.

The use of animation videos could improve students' motivation in learning. The students argued that the animation videos were great and could make them happy in the classroom. They were enthusiastic during the teaching and learning process. It can be seen from the data as follows.

> When the researcher distributed the worksheet, some students said enthusiastically, "Yes, we are going to watch the video again." When the researcher showed the animation video, the students directly kept silent and watched it carefully and enthusiastically. Most of them could do the tasks well.
>
> **(Appendix A, FN 8, September 18th, 2012)**
>
> When the researcher distributed the worksheet, some students asked her, "Is there a video again, Miss?" She answered, "Yes, there is a video." Then, they looked happy with that answer.
>
> **(Appendix A, FN 9, September 21st, 2012)**

R : *Terus tadi belajar pakai video animasi suka gak?* (Do you like studying English by using animation video?)
S.11 : *Suka banget, Miss.* (We like it, Miss.)
S.02 : *Suka, Miss. Jadi ada suasana baru gitu.* (I liked it. We get a new situation.)

(Appendix B, Interview 4, September 15th, 2012)

R : *Terus kalian suka gak belajar pakai video animasi?*
(Do you like studying English by using animation video?)
S.30 : *Suka, Miss.* (I like it, Miss.)

S.31 : *Iya suka, Miss* (Of course. I like it, Miss.)
S.10 : *Suka banget miss, abisnya lucu terus menarik gitu miss.*
(I absolutely liked it. The video was funny and interesting.)
R : *Emang menariknya dimana?* (Why is it interesting?)
S.10 : *Ya menarik aja miss. Bisa nonton terus ada jalan ceritanya gitu.* (It just interesting, Miss. I can watch the video and there is a certain story.)

(Appendix B, Interview 5, September 18th, 2012)

R : *Terus tadi belajar pakai video animasi gimana? Seneng gak?*
(Do you like studying English by using animation video?)
S.26 : *Seneng, Miss. Aku suka gambarnya terus lucu juga.*
(I love it, Miss. I like the picture and it is so funny.)
S.33 : *Iya ceritanya lucu, Miss.* (Yes, the story is funny, Miss.)
S.09 : *Iya Miss lucu. Jadi semangat nulisnya.* (Yes, it is so funny. I get idea to write.)
S.26 : *Besok-besok pakai video lagi ya, Miss. Biar seru.*
(Please show us another videos tomorrow, Miss.)

(Appendix B, Interview 7, September 21st, 2012)

ET 1 :"*Sejauh ini bagus, Mbak. Anak-anak di kelas jadi lebih semangat karena ada video animasi. Mereka jadi tertarik dan termotivasi dengan adanya video-video yang Mbak tampilkan di kelas."*
("It is good so far. The students became more spirit in the classroom because of the animation video. They are motivated and interested in the videos that you have showed in the classroom.")

ET : English Teacher **(Appendix B, Interview 8, September 21st, 2012)**

Moreover, the use of animation videos could help and improve students' understanding of the material that the researcher explained. It can be seen from the following data:

R : *Terus kalian merasa terbant gak dengan adanya video animasi?* (Do animation videos help you in writing?)
S.31 : *Wah sangat terbantu, Miss. Jadi semakin jelas aja gitu karena pakai video.* (They are very helpful, Miss. I feel clearer than before because of the animation video.)
S.10 : *Iya sangat terbantu, Miss. Lebih seru.* (Yes, They are very helpful, Miss.)

(Appendix B, Interview 5, September 18th, 2012)

R : *Berarti terbantu ya dalam menulis dengan adanya video animasi?* (Do animation videos help you in writing?)
S.28 : *Insya Allah, Miss.* (God Willing, Miss.)
S.18 : *Terbantu, Miss. Jadi cepet paham.* (They are helpful. I understand the lesson better.)
R : *Kalo kamu gimana, Dik?* (What about you?*)*
S.13 : *Iya Miss terbantu.* (Yes, they are helpful.)
S.27 : *Sama, Miss. Jadi lebih paham dan terhibur di kelas.* (So do I, Miss. They intertain us in the classroom and help us in understanding the material.)

(Appendix B, Interview 6, September 21st, 2012)

However, there were still some weaknesses in the teaching and learning process of writing in Cycle 1. The weaknesses were the students' mastery of vocabulary and grammatical features. It could be seen from the following data:

R : *Terus tadi penjelasan tentang descriptive text nya gimana Jelas gak?* (How about the explanation of descriptive text?)
S.11 : *Mmm.. jelas, Miss.* (It is clear, Miss.)
S.02 : *Jelas sih, Miss. Cuma tadi ada vocab yang masih gak dong aja.* (It is clear. But I still don't understand the vocabulary.)

(Appendix B, Interview 4, September 15th, 2012)

R : *Kalau dalam menulis kalian sering ada kesulitan gak?* (Do you find any difficulties in writing?)
S.09 : *Gak terlalu sih, Miss.* (Not really, Miss.)
S.26 : *Kadang-kadang, Miss.* (Sometimes, Miss.)
S.33 : *Iya kadang-kadang sih sulit, Miss. (*Sometimes I feel difficult.)

R : *Sulitnya dimana?* (Where are the difficulties?)
S.09 : *Mmm di vocab sama grammar nya, Miss. Suka lupa.*
(It is in the vocabulary and grammar, Miss.)
(Appendix B, Interview 7, September 21st, 2012)

ET 1 : *Kalau yang saya amati sih, ada yang sudah bisa membuat descriptive text nya, tapi ya masih ada beberapa yang kesulitan, masih sering tanya-tanya tentang vocab. Karena masalah mereka memang di vocab itu. Mereka gampang sekali lupa.*

(From my observation, there are many students that already able to make descriptive text, but some of them feel difficult and often ask the vocabulary that they forgot. They are easy to forget the vocabulary.)

ET : English Teacher **(Appendix B, Interview 8, September 21st, 2012)**

The weaknesses of the students' mastery of vocabulary and grammatical features were also seen from the sample of student's writing below:

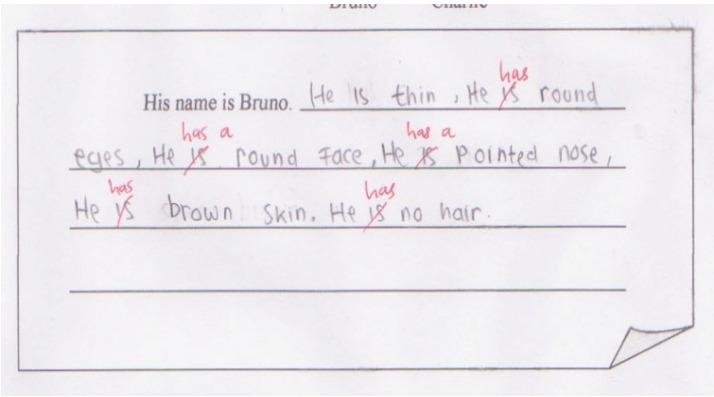


Figure 4.5 Sample of student's Writing in meeting 1

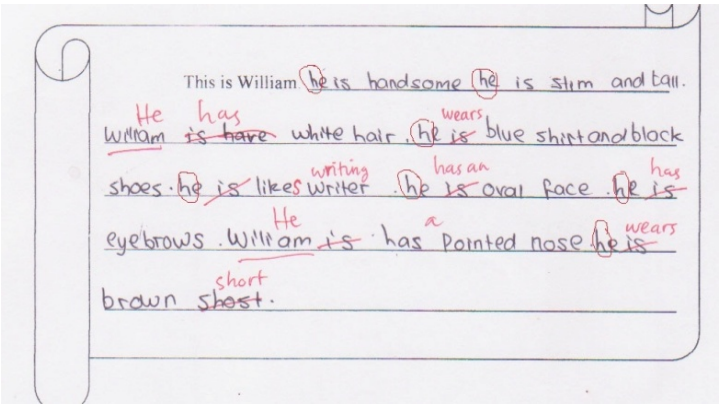


Figure 4.6 Sample of student's Writing in Meeting 2

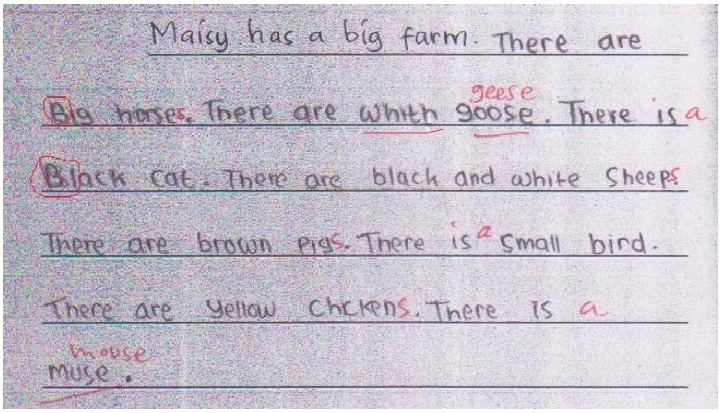


Figure 4.7 Sample of student's Writing in Meeting 3

From the sample of students' writing above, it can be implied that the students' grammatical feature and vocabulary mastery were still low. The students made some mistakes in terms of language use aspects, especially agreement. They also made mistakes in terms of mechanics aspect, especially capitalization.

From the whole reflection in Cycle 1 it can be concluded that the implementation of animation videos was successful in improving students' motivation in learning. The students were enjoyable in the classroom and enthusiastic to learn English especially writing. However, the weaknesses came

from the students' understanding in grammatical features and vocabulary. The students had still low grammatical features and vocabulary mastery. So that, the researcher decided to make some plans in Cycle 2 to improve students' grammatical features and vocabulary mastery in writing.

b. Report of Cycle 2

1) Planning

Based on the reflections in Cycle 1, the researcher found that the use of animation videos could improve the students' writing and made them more enthusiastic in the classroom. However, the researcher found that many students still had low ability in the vocabulary and grammatical mastery. Therefore, the researcher and the collaborators discussed to do other actions to improve the low ability of the vocabulary and grammatical features.

In Cycle 2, the researcher proposed the procedures in three meetings and planned to teach descriptive texts about describing people, describing animals, and describing things. Applying group works and giving writing performance about describing animals and things would be carried out by the researcher in students' activity. In this cycle, the researcher focused on developing materials and drilling vocabulary.

2) Action and Observation

The actions were carried out three times i.e. on September 22nd, 28th, and October 2nd, 2012. The schedule of Cycle 2 can be seen in the following tabel.

Table 4.4: The schedule of Cycle 2

Meeting	Day and Date	Time	Material
4	Saturday, September 22nd, 2012	2x40 minutes (10.10 – 11.30)	Descriptive text – Describing people: "My Best Friend" with personalities
5	Friday, September 28th, 2012	2x40 minutes (07.00 – 08.20)	Descriptive text – Describing animals: "My Lovely Cats"
6	Tuesday, October 2nd, 2012	2x40 minutes (11.30 – 12.50)	Descriptive text – describing things: "My Big Bag"

a) Meeting 4

Meeting 4 was done on Tuesday, September 22th 2012 at 10.10 – 11.30. In this meeting, the researcher reviewed the previous lesson and there were only some students who still remembered.

> R : Researcher Ss : Students
> *R me-review materi yang telah diajarkan pada pertemuan sebelumnya. Ketika R bertanya tentang materi sebelumnya "What did we study yesterday?" hanya sedikit yang terlihat masih mengingat dan menjawab "describing animals."*
> (The researcher reviewed the previous material. Then, she asked, "What did we study yesterday?" There were only some students who still remembered and answered, "describing animals.")
> **(Appendix A, FN 11, September 22nd, 2012)**

The researcher continued the next material which the material already discussed in the first meeting. In this meeting, the researcher added a new material with the same topic with personalities. She gave an example of the desriptive text entitled "My Best Friend" and explained the vocabulary, the language features of the text, and personalities.

Afterwards, she distributed the worksheet to the students. In the first task, the students were asked to work in pairs. They had to get information from their partner about their partner's age, hobbies, personalities, etc. In the second task, they had to organize sentences from the information gathered from task 1.

In the third task, they were asked to make a short paragraph of descriptive text. In the last task, they watched an animation video entitled "French Toast" and had to write information about a man in the video. From the whole tasks, most students did the tasks well.

Figure 4.8: Animation video printout of French Toast.

Few minutes before the time up, the researcher asked about students' difficulties and reviewed the lesson. She asked students to study at home and closed the lesson.

b) Meeting 5

Meeting 5 was held on Friday, September 28th 2012 at 07.00 – 08.20. The researcher opened the lesson by greeting, leading a prayer, and checking students' attendance. After that, she gave the general apperception about the material that

would be learnt by the students and distributed the handouts to the students. She gave some vocabulary which were related to the topic. Then, the researcher presented a text entitled “My Lovely Cats.” She explained the language feature used in the text. She explained the rules of the simple present tense, adjectives, and vocabulary related to the parts of animal’s body. During the explanation, the students paid attention to the researcher. They were also enthusiastic because of the interesting pictures in the slide prentation.

Figure 4.9: Students’ attention in the researcher’s explanation

R : Researcher Ss : Students
R memperlihatkan contoh descriptive text *yang berjudul* “My Lovely Cats.” *Kemudian menjelaskan isi dan bagian teks. Ss terlihat senang dan antusias karena pada slide terdapat beberapa gambar untuk mendukung pemahaman mereka.*
The researcher showed an example of descriptive text entitled “My Lovely Cats.” After that, she explained the text. The students were happy and enthusiastic because of some interesting pictures in the slide which supported their understanding.
(Appendix A, FN 12, September 28th, 2012)

Afterwards, the researcher distributed the worksheet which consisted of three tasks. The students were asked to do the tasks in twenty minutes. After they

finished all the tasks, the researcher asked some of them to write their works on the whiteboard. After that, they were asked to submit their works.

Figure 4.10: Animation video printout of Twisted.

Few minutes before the time was up, the researcher asked about students' difficulties and reviewed the lesson. Then, she asked the students to find the similar text from newspapers, magazines, or internets. Before the researcher ended the lesson, she informed the students that the writing test would be held in the next meeting and she asked them to prepare themselves at home.

c) Meeting 6

Meeting 6 was carried out on Tuesday, October, 2nd 2012 at 11.30 – 12.50. The researcher opened the lesson by greeting and asked the students who was absent that day. After that, she reviewed the last material and asked the students about it. Most students were still remember the last material. Then, she continued the new material. As usual, she distributed handouts and gave the students general apperception about the material that would be learnt. She gave some vocabulary which was related to the topic. The students were familiar with the vocabulary.

R : Researcher Ss : Students
Dengan diikuti Ss, R mengucapkan beberapa vocabulary *beberapa kali dan menanyakan arti dalam bahasa indonesia* vocabulary *tersebut. Ss terlihat sudah banyak yang tidak asing dengan* vocabulary *yang diberikan.*
Repeating by students, the researcher mentioned some vocabulary and asked the meaning of vocabulary in indonesian language. The students were familiar with the vocabulary that were given by the researcher.
(Appendix A, FN 13, October 2nd, 2012)

Then, the researcher presented a text entitled "My Big Bag." She explained the language feature used in the text. She explained the rules of the simple present tense, adjectives, and noun phrase. During the explanation, the students paid attention to the researcher.

Afterwards, the researcher distributed the worksheet which was consisted of three tasks. In the first task, the students were asked to do the task in pairs. They had to rearrange the noun phrases. In the second task, they had to give checks in the box provided based on the animation video entitled "No Light." In the last task, they had to write a descriptive text. After they finished all the tasks, the researcher asked some of them to write their answers of task 1 on the whiteboard. After that, they were asked to submit their works.

Figure 4.11: Animation video printout of No Light.

Thirty minutes before time was up, the researcher gave a post-test to the students. They were asked to write description of their favorite thing. After that, they submitted all their works. Few minutes before the time was up, the researcher told some last words in that last meeting. She thanked the students for their attention and participation during six meetings and adviced them to study hard.

3) Reflection

The implementation in Cycle 2 was done in three meetings. After doing more actions to emphasize students' vocabulary and grammatical features, the researcher carried out reflection with the collaborators. Based on the results of data which were done through writing in the form of field notes, interview transcripts, and students' works, the researcher wrote the results of the reflection in cycle 2 which were presenting as in the following.

The use of animation videos could improve students' vocabulary mastery and made students able to write more easily. It can be proven from these following data:

R : *Masa sih gak ada kesulitan? grammar atau vocab nya gimana?* (Is there any difficulties in grammar and vocabulary?)

S.23 : *Kalau Grammar nya lumayan ngerti, Miss.*
(I have better understanding in grammar, Miss.)

S.36 : *Iya vocab juga lumayan inget dikit-dikit, tapi kadang juga masih salah nulisnya. Kebalik-balik.*
(Yes. I can remember the vocabulary, but sometimes I still make mistake in the use of it.)

(Appendix B, Interview 10, September 22nd, 2012)

R : *Oke. Terus kalau menulis descriptive nya gimana ada kesulitan gak?*
(Ok. How about your descriptive writing? Is there any difficulties?)

S.25 : *Alhamdulillah gak ada, Miss.*
(*Alhamdulillah* nothing, Miss)

S.30 : *Sama, Miss. Gak ada.* (I feel the same.)

S.20 : *Dikit, miss. Hehe..* (Little bit, Miss.)

S.14 : *Sama kayak Nanda, Miss. Dikit.*
(I feel the same as Nanda. Just a little bit.)

(Appendix B, Interview 13, September 28th, 2012)

R : *Terus menulis descriptive nya jadi terbantu gak?*
(Do animation video help you in descriptive writing?)

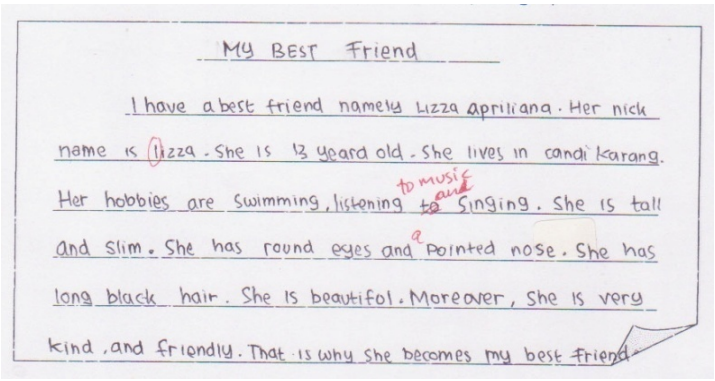
S.07 : *Ya terbantu donk, Miss.* (Yes, it is.)

S.32 : *Iya Miss. Pikiran jadi fresh jadi nulisnya lancar. Hehe..*
(Yes, Miss. My mind become fresh. I can write well.)

S.35 : *Ho oh Miss. Soalnya videonya berwarna dan lucu.*
(Yes, Miss. The video is colourful and funny.)

(Appendix B, Interview 14, October 2nd, 2012)

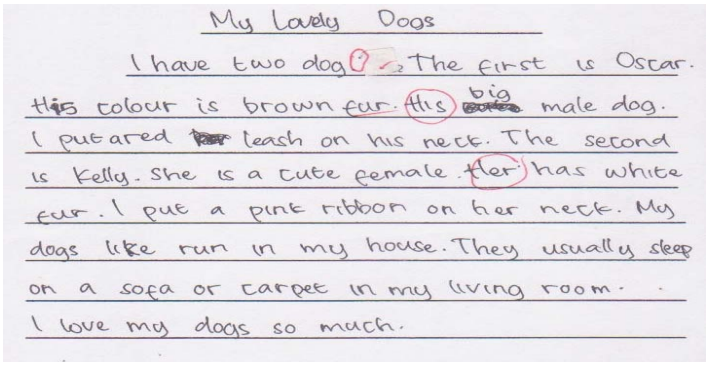
The improvements of students' writing skills related to vocabulary and grammatical features mastery can be seen from the students' writing:



My Best Friend

I have a best friend namely Lizza apriliana. Her nick name is lizza. She is 13 yeard old. She lives in candi karang. Her hobbies are swimming, listening to music and singing. She is tall and slim. She has round eyes and a pointed nose. She has long black hair. She is beautiful. Moreover, she is very kind, and friendly. That is why she becomes my best friend.

Figure 4.12: Sample of student's Writing in Meeting 4



My Lovely Dogs

I have two dog. The first is Oscar. This colour is brown fur. His big male dog. I put a red leash on his neck. The second is Kelly. She is a cute female. Her has white fur. I put a pink ribbon on her neck. My dogs like run in my house. They usually sleep on a sofa or carpet in my living room. I love my dogs so much.

Figure 4.13: Sample of student's Writing in Meeting 5

The samples of students' writing tasks above are better than the tasks in the last three meetings in Cycle 1. The students did the tasks better. Moreover, they did not make many mistakes in vocabulary and grammatical features in their writing. It can be concluded that the whole implementation in Cycle 2 are successful. Using animation video, drillling vocabulary, and explaining grammatical features in detail could bring students' vocabulary and grammatical mastery better. The students could write their descriptive text better than before.

B. Students' scores

In this part, the researcher shows the result of students' score as performed in the tasks on each meeting and pre-test and post-test. The students' mean scores in presented as follows.

Table 4.5: The mean scores of each meeting

Meetings	Mean Scores
1	11.82
2	13.19
3	15.24
4	16.93
5	14.21
6	15.28

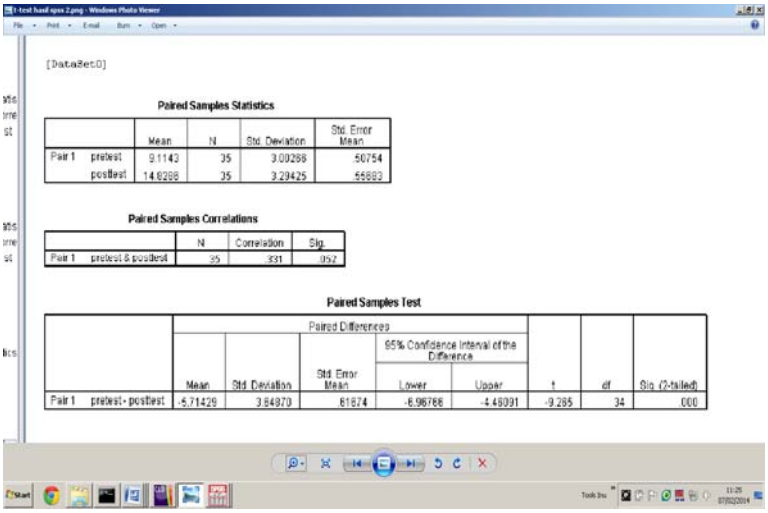
The result of mean scores above showed that there were differences between the scores of each meeting. From meeting 1 until 4, the mean was improved. In meeting 5, the mean was decreased. The decreasing mean in meeting 5 could be occured due to some factors. It could be happened because the material in meeting 4 was harder than three meetings before. Besides, three students were absence in that day so it decreased the mean score.

Table 4.6: The students' pre-test and post-test scores

No	Pre-Test	Post-Test
S.1	12.5	18
S.2	10	14.5
S.3	8.5	12.5
S.4	8	13.5
S.5	7	12.5
S.6	5.5	12
S.7	6	15.5
S.8	12	19
S.9	16	19.5

S.10	13.5	16.5
S.11	8.5	14.5
S.13	5	16.5
S.14	8.5	15
S.15	7	17
S.16	6.5	16
S.17	7.5	14
S.18	15	16
S.19	8	18
S.20	11.5	15
S. 21	13	17.5
S.22	9	0
S.23	14.5	17.5
S.24	6.5	12.5
S.25	7	13
S.26	7.5	15.5
S.27	8	14.5
S.28	6	18
S.29	5	12
S.30	10.5	13
S.31	11	16.5
S.32	11.5	13.5
S.33	9.5	15.5
S.34	6	14.5
S.35	6.5	13.5
S.36	11	16.5
Mean	8.87	15.29

The result of pre-test and the post-test above showed that there was a difference between the score of the pre-test and post-test. The mean of the pre-test and the post-test was improved from 8.87 to 15.29. After having those two means, the researcher inputted them to SPSS program to analyze t-test. The result was 9.26 with a significance level of 0.05 and the standard deviation was 3.65. It could be concluded that the use of animation video could improve the students' writing skills in VIII B students of SMPN 3 Ngaglik. The result can be seen from the following.



[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	9.1143	35	3.00288	.50754
	posttest	14.8286	35	3.29425	.55683

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	35	.831	.052

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - posttest	-5.71429	3.84970	.61874	-6.96788	-4.46091	-9.285	34	.000

Figure 4.14: T-test analysis printout

C. Findings

Based on the actions, the observations and the reflections, the researcher concluded that generally the actions resulted some improvement. The actions were able to overcome the field problems. The main action which focused on the improvement of the students' writing skills was effective by implementing animation video. The use of animation videos were able to improve some condition related to the teaching and learning process of writing in VIII B. It gave positive effects to the students' writing skills.

By using animation videos, the students were motivated to get involved in the teaching and learning process of writing. Besides, their vocabulary and grammatical mastery were better than before. They could organize descriptive texts better. The research finding is summarized in the following table.

Table 4.7: The result of the action research study

No	Problems	Cycle 1	Cycle 2
1.	The students had low motivation in the teaching and learning process process.	The students were motivated to get involved in the class activities. However, there were some students who still passive during the teaching and learning process.	By using animation video, the students were interested in the teaching and learning process.
2.	The students had difficulties in vocabulary and grammatical features.	Most of the students made mistakes in choice words and grammatical used.	By implementing more vocabulary and grammar excercises, most of the students could did the tasks and write descriptive paragraph better than before.
3.	The students had difficulties in organizing sentences into descriptive text.	The students could organize sentences and write simple descriptive texts. However, there were some students who still confused in understanding the material.	By using animation video, most of the students could share their ideas in organizing descriptive paragraphs.

D. Discussion

The researcher focused on improving students' writing skills using animation video. Based on the reflection, it could be concluded that the use of animation video was successful to improve students' writing skill. It was indicated by the scores that students attained. Most of the students were able to do tasks and

activities well. Besides, it could be checked from their works in the post-test. From the findings, the discussion was written as the following.

Using animation videos in the teaching and learning process could bring enjoyable activities in the classroom. The students got better atmosphere in the classroom during the teaching and learning process so that the students could do activities and tasks better than before. This finding was in line with Gordon (2007: 192), who states that by using digital images, sounds, and simple animations, teachers can create stimulating and enjoyable activities.

By using animation video as media, it could build a good interaction between students and teacher and students with their friends themselves. The situation in the teaching and learning process became more interactive. The students got many ideas and experiences from animation videos so that they had an opportunity to discuss and share their knowledge with their friends in the class. This finding was in line with Luoman (2010) and Peter (2008). Luoman states that there are some advantages of using media in the teaching and learning process. First, teaching becomes more interesting and interactive. Second, teachers can bring more varied learning activities. Besides, Peter says that the use of media can enhance the learning experience for students.

Moreover, the use animation video as media could increase students' motivation. The students were enthusiastic and interested during the lesson. They gave more attention to the lesson and encourage stimulation to do the class activities well. This finding was also in line with Peter (2008). He states that the

use of teaching media in the teaching and learning can generate interests and encourage motivation and stimulation.

However, there were some students that still passive during the lesson because they were shy and feel difficult to understand the material. The students also had problem when the teacher gave instruction during the lesson. The students had difficulties to understand the instruction so that the teacher had to repeat it three times even four times.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research is about improving students' writing skills through animation videos. The researcher used action research as the method in this research. She conducted the research from September until October 2012 during the first semester of the academic year of 2012/2013. The researcher did observation and found some problems related to the teaching and learning of writing toward VIII B students of SMPN 3 Ngaglik. The problems dealt with media and students' writing skills related to vocabulary, grammatical features, and organization. The researcher and the English teachers as collaborators made some plans to improve VIII B students of SMPN 3 Ngaglik through animation videos. They implemented two cycles consisting of six meetings and used animation videos as media in the writing activities.

From the first cycle, the researcher found that the use of animation videos could improve students' motivation in writing. The students were enthusiastic in studying the materials and doing the tasks. However, the use of animation videos could not really improve students' mastery of vocabulary and grammatical features. That was why the researcher decided to give more specific material, giving vocabulary exercises and giving more tasks for the students.

From the second cycle, the researcher found that giving more specific material, give vocabulary exercises and give more tasks could improve students'

mastery of vocabulary and grammatical features. She also found that the use of animation videos could make students easier in their writing.

Based on the quantitative data, the improvement of students' writing was supported by students' pre-test and post-test scores. The mean of the pre-test was 8.87 and the mean of the post-test was 15.29. The result of this research showed that the use of animation video was successful enough to improve students' writing skills.

B. Implications

The research findings show that the use of animation video was successful to improve the students' writing skill. The use of animation video helped the students to focus on certain topic so they could generate and organize paragraph easily. Besides, using animation video did not make the students bored. They were interested in and enthusiastic to enjoy the class. It implies that the teacher can use animation video in the teaching and learning process of writing.

Furthermore, giving vocabulary and grammatical exercises were effective to improve the students' vocabulary and grammatical feature mastery. This action helped the students to be more active to find correct answers of the exercises. Besides, the students could organize sentences with the appropriate words and correct grammar so they could write paragraph easily. It implies that the English teacher can use it to improve students' ability to write paragraph. Then, the English teacher should be creative in using interesting media and activities in order to make the students become motivated and interested in participating the class.

C. Suggestions

Based on the conclusions and implications above, the researcher proposes some suggestions for the English teachers, students, and other researchers.

1. For the English teachers

   It will be better for the English teachers to be more creative in choosing the materials and activities that will be conducted in the teaching and learning process of writing. They need to give variation activities in the classroom, so that the students become motivated and enthusiastic. Moreover, they also should be able to use interesting media to support their performance in the classroom. Animation video is one of the alternative media that can be used.

2. For the students

   The students should not consider that English as a difficult subject. They also should practice English regularly and understand grammar and vocabulary as the main parts of English. They can use animation videos to help them to remember vocabulary, to understand grammar features, and other writing elements, so that they can improve their writing.

3. For other researchers

   They have to prepare the materials well before doing the research. They also have to select and choose the best animation videos that can be used in the teaching and learning process of writing. Moreover, they can conduct research in other skills such as listening, speaking, and reading.

References

Barrata, A., and Jones, S. 2008. *Using Film to Introduce and Develop Academic Writing Skills among UK Undergraduate Students* Journal of Educational Enquir: Vol. 8, No. 2, 2008, p.15-37.

Berk, R. A. 2009. *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the college classroom.* Vol. 5, No. 1, p.1-21 International Journal of Technology in Teaching and Learning [accessed on 25/04/2012]

Boardman, C. A. 2002. *Writing to Communicate (Paragraph and Essay).* New York: Longman.

Brown, H. D. 2001. *Principles of Language Learning and Teaching, 4th edn.* New York: Longman.

----- .2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.

Brown, J. W, Lewis, R. B. and Harcleroad, F. F. 1977. *AV. Instruction: Technology, media and Methods*. New York: Mc Grow Hill Company.

Burns, A. 1999. *Collaborative Action Research for English Language Teachers.* London: Cambridge University Press.

----- . 2010. *Doing Action Research in English Language Teaching: A Guide for Practiotioners.* New York: Routledge.

Coulmas, F. 2003. *Writing System: An Introduction Their Linguistic Analysis.* London: Cambridge University Press.

Curriculum 2006. *Standar Kompetensi.* Jakarta: Departemen Pendidikan Nasional.

DEPDIKNAS. 2006. *Pedoman Teknis Pelaksanaan Classroom Action Research (CAR).* Jakarta: Departemen Pendidikan Nasional.

Devi, V. A. 2005. *Using Animation for Teaching Phrasal Verbs: A Brief Indian Experiment.* http://www.languageinindia.com [accessed 20/05/2012]

Feez, S. & Joyce, H. 1998. *Text-Based Syllabus Design*. Sydney: NSW AMES.

Fralinger, B. & Owens, R. 2009. *You Tube as a Learning Tool* Vol. 6, No. 8, http://www.eric.ed.gov [accessed 25/04/2012]

Gerlach, V. S. & Elly, D. P. 1980. *Teaching and Media: A Systematic Approach*. London: Prentice-Hall International.

Gordon, T. 2007. *Teaching Young Children a Second Language*. London: Greenwood Publishing Group.

Harmer, J. 2004. *How to Teach Writing*. London: Longman.

----- .2001. *The Practice of English Language Teaching*. London: Longman.

Harwood, N. 2010. *English Language Teaching Materials: Theory and Practice*, *J.C. Richards series* editor. New York: Cambridge.

Hatch, E. & Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics.* Massachusetts: Newbury House of Publisher.

Hill, D. A. 1990. *Visual Impact: Creative Language Learning through Pictures.* Essex: Longman Group Limited.

Hornby. 1987. *Oxford Advanced Learner Dictionary of Current English*. London: Oxford University Press.

Hyland, K. 2004. *Genre and Second Language Writing*. London: The University of Michigan Press.

Joklova, K. 2009. *Using Pictures in Teaching Vocabulary.* Czechoslovakia: Brno Press.

Lin, H. 2006. *The Effect of Questions and Feedback Used to Complement Static and Animated Visualization on Tests Measuring Different Educational Objectives.* New Jersey: The Pennsylvania State University Press.

Lucke, M. 1999. *Writing Great Short Stories*. New York: McGraw-Hill.

Luoman. 2010. *Benefits of Using Media In Teaching Learning Activities.* http://latesteducationarticles.blogspot.com/2010/09/benefits-of-using-media-in-teaching.html [accessed 25/04/2012].

Mayers, A. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay.* New York: Longman.

Miles & Hubberman. 1994. *Qualitative Data Analysis*. London: SAGE Publications Ltd.

Morley, D. 2007. *The Cambridge Introduction to Creative Writing*. London: Cambridge University Press.

Peter, D. 2008. *Engaging the You Tube Google-eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning.* Vol. 6, No. 2, p.119-130 e-Learning [accessed 20/04/2012].

Richards, J.C., and Rodgers, T.S. 2001. *Approaches and Methods in Language Teaching, 2nd edn*. New York: Cambridge.

Snow, C., Chair. 2002. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND.

Spratt, M., A. Pulverness, M. Williams. 2005. *The TKT (Teaching Knowlegde Test) Course*. Cambridge: Cambridge University Press.

Weigle, S.C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

Wells, P. 2000. *Understanding Animation*. New York: Routledge.

Whybra, D., and Prinzinq, J. 1990. *Video Sequences and Creativity in Communicative Foreign Language Teaching.* http://www.eric.ed.gov [accessed 25/04/2012].

Wolf, C. 2003. *Development of a Web-Based Adaptive Learning Environment (ALE) Using Interactive Multimedia to Address Individual Learning Styles.* www.adaptive-learning.net [accessed 25/04/2012].

Wright, J.A. 2005. *Animation Writing and Development: From Script Development to Pitch.* New York: Focal Press.

APPENDICES

A.

FIELDNOTES

FN 1

Date : August 27th, 2012
Place : SMPN 3 Ngaglik

R : Researcher
ET : English Teacher
H : Headmistress

No	Activities
1.	R datang ke sekolah dan langsung menuju ruang guru untuk menemui ET untuk membicarakan lebih lanjut tentang proposal penelitian dan perizinannya .
2.	R mendapat persetujuan dan dukungan dari ET untuk melakukan penelitian di sekolah.
3.	R dan ET membuat perencanaan waktu untuk melakukan observasi kelas dan untuk memulai pertemuan di kelas, juga untuk segera bertemu ibu kepala sekolah.

FN 2

Date : September 2nd, 2012
Place : Kampus Bahasa dan seni UNY

R : Researcher

No	Activities
1.	R meminta tanda tangan untuk approval sheet kepada para dosen pembimbing, ketua jurusan, dan dekan.
2.	R mengurus surat pengantar izin penelitian dari kampus.

FN 3

Date : September 10th, 2012
Place : SMPN 3 Ngaglik
Time : 10.00 – 11.00

R : Researcher
ET : English Teacher
H : Headmistress

No	Activities
1.	R datang ke sekolah dan langsung menemui ET untuk membicarakan tentang proses penelitian secara keseluruhan. R juga melakukan interview terhadap ET pembelajaran bahasa inggris dan proses belajar mengajar di kelas.
2.	Kemudian ET mengantarkan R menuju ke ruang kepala sekolah untuk menemui H. R menyampaikan maksud dan meminta izin secara lisan kepada H untuk melakukan penelitian di sekolah.
3.	R mendapat persetujuan dari H untuk melakukan penelitian dengan bantuan dan bimbingan ET.

FN 4

Date : September 11th, 2012 R : Researcher
Place : VIII B Classroom ET : English Teacher
Time : 11.00 - 12.50 Ss : Students

No	Activities
1.	R datang ke sekolah dan menemui ET untuk kembali berdiskusi tentang proses penelitian dan rencana proses pembelajaran di kelas terkait materi dan RPP.
2.	Kemudian R melakukan observasi secara detail tentang proses belajar mengajar bahasa Inggris di kelas VIII B dan melakukan interview terhadap Std berkaitan dengan pembelajaran bahasa inggris dan proses belajar mengajar di kelas.

FN 5

Date : September 11th, 2012 R : Researcher
Place : Komplek Kepatihan - Danurejan
Time : 13.30 - 15.00

No	Activities
1.	R mengurus surat izin penelitian untuk wilayah provinsi di Kantor Sekretariat Provinsi DIY.
2.	R mendapatkan surat izin penelitian dari Sekretariat provinsi DIY.
3.	R kemudian menyampaikan surat tembusan izin penelitian yang dikeluarkan dari Sekretariat provinsi DIY kepada beberapa pihak.

FN 6

Date : September 12th, 2012 R : Researcher
Place : Bappeda Kabupaten Sleman H : Headmistress
Time : 10.00 – 12.00

No	Activities
1.	R mengurus surat izin penelitian untuk kabupaten di Kantor Bappeda kabupaten Sleman.
2.	R mendapat surat izin penelitian dari Bappeda kabupaten Sleman.
3.	R kemudian menyampaikan surat tembusan izin penelitian yang dikeluarkan dari Bappeda Kabupaten Sleman kepada beberapa pihak termasuk pihak sekolah yang disampaikan langsung kepada H.

FN 7

Date : September 15th, 2012
Place : VIII B Classroom, SMPN 3 Ngaglik
Time : 10.10 – 11.30
Meeting 1 (Cycle 1)

R : Researcher
ET : English Teacher
Ss : Students

No	Activities
1.	R datang ke sekolah pukul 09.45, ternyata ET memberitahu kepada R bahwa jam pelajaran mundur 15 menit karena setiap Sabtu ada kegiatan tadarus pagi di sekolah, sehingga jam pelajaran ke-5 baru akan di mulai pukul 10.10.
2.	Ketika bel berbunyi tanda jam ke-5 dimulai, ET mempersilahkan R masuk ke ruang kelas VIII B.
3.	Dengan dibantu oleh salah satu siswa, R mempersiapkan media pembelajaran yang akan digunakan.
4.	ET menyampaikan kepada Ss bahwa pelajaran bahasa Inggris hari ini akan di isi oleh R.
5.	ET kemudian mempersilahkan R untuk memulai kegiatan belajar mengajar dan ET mengambil posisi duduk di bangku paling belakang.
6.	R memulai kegiatan belajar mengajar dengan mengucap salam dan menanyakan kabar Ss. *"Assalamualaikum wr.wb, good morning everybody."* *"How are you?"* kemudian R memperkenalkan diri dan menyampaikan maksud bahwa R akan mengajar selama beberapa pertemuan untuk penelitian.
7.	R kemudian membacakan presensi kelas untuk mengenal Ss. Ss dengan antusias mengacungkan tangan ketika nama mereka dipanggil.
8.	Sebelum masuk ke materi, R menanyakan pada Ss materi apa yang telah di bahas sebelumnya oleh ET. Ss menjawab dengan antusias *"Invitation!"* R lalu menanyakan sekilas tentang materi *invitation* yang telah Std dapat pada pertemuan sebelumnya dan terlihat bahwa Ss masih mengingat materi tersebut dengan antusias menyebutkan *parts of invitation.*
9.	R menyampaikan materi-materi yang akan dipelajari selama beberapa pertemuan yaitu tentang *descriptive text.*
10.	R membagikan *handout* untuk materi hari ini kepada Ss.
11.	R kemudian menampilkan dua gambar orang dengan *physical appearances* yang berbeda pada LCD sebagai stimulasi awal dan menanyakan pada Ss *"How do you describe these two people?"*
13.	Ss tampak antusias dan sebagian ada yang tertawa melihat kedua gambar orang tersebut karena perbedaan fisik kedua gambar yang mencolok.
14.	Ss Lalu menjawab dengan antusias dengan menyebutkan beberapa *physical appearances, "She is fat and short."* Yang lain menjawab, *"She is beautiful and tall."*yang lain lagi menjawab, *"long hair, curly hair."*
15.	R kemudian melanjutkan dengan menyampaikan dan menjelaskan materi

	secara bertahap mulai dari menunjukkan contoh *descriptive text* dengan judul *"My Brother."*
16.	Kemudian R melanjutkan dengan menjelaskan *language feature* yang digunakan dalam descriptive text. Selama proses belajar mengajar, sebagian besar Ss terlihat memperhatikan penjelasan R dengan seksama walaupun masih ada satu dua siswa yang sibuk sendiri ataupun mengobrol dengan temannya.
17.	Setelah selesai memberi penjelasan tentang materi, R kemudian membagikan worksheet utnuk dikerjakan Ss untuk mengecek pemahaman mereka.
18.	R memberikan instruksi untuk mengerjakan *task 1*. *Ketika* R memberitahu bahwa akan menunujukkan video animasi Ss terlihat sangat antusias, sebagian merespon dengan mengatakan *"Asyik!"* ada juga yang mengatakan *"Yes!"* dengan wajah yang berseri. Ss terlihat sangat antusias dengan *animation video* yang diperlihatkan di LCD. Ss memperhatikan *physical appearances* kedua karakter yang di perlihatkan pada *animation video* tersebut. Setelah itu mereka mulai mengerjakan dan menyelesaikan semua *tasks* yang diberikan dengan tertib.
19.	Setelah selesai, Ss mengumpulkan semua hasil pekerjaan mereka kepada R.
20.	Di akhir pertemuan, R me-*review* materi yang telah diberikan hari itu dan memberitahu materi apa yang akan dibahas pada pertemuan selanjutnya.
21.	R mengakhiri pertemuan dengan mengucap salam.
22.	R kemudian melakukan interview terhadap ET tentang pembelajaran bahasa Inggris di sekolah dan tentang *action* yang telah dilakukan.

FN 8

Date : September 18th, 2012 R : Researcher
Place : VIII B Classroom, SMPN 3 Ngaglik ET : English Teacher
Time : 11.30 – 12.50 Ss : Students
Meeting 2 (Cycle 1)

No	Activities
1.	R datang ke sekolah pukul 11.00 dan menunggu di ruang guru.
2.	Ketika bel tanda jam ke-7 berbunyi, R masuk ke ruang kelas dengan ET. Beberapa Ss menyapa R dengan hangat dan antusias, *"Hallo miss Ria, how are you?"*
3.	R mempersiapkan media pembelajaran dibantu seorang Ss.
4.	R memberikan *checklist* kepada ET yang bertindak sebagai kolaborator.
5.	R membuka pelajaran dengan *greeting* dan me-*review* materi pada pertemuan sebelumnya. Ketika R bertanya tentang materi yang telah dibahas pada pertemuan sebelumnya *"What did we study last week?"*, sebagian besar Ss terlihat mampu mengingat dan menjawabnya *"Describing people."*

	Ada pula yang menjawab dengan menyebutkan *physical appearance*, seperti *"tall, short, long hair, fat."*
6.	R memulai pembahasan materi baru masih dengan *describing people*, tapi ditambah dengan penggunaan beberapa kata kerja seperti *wear, use, and like.*
7.	R kemudian memperlihatkan gambar kartun seorang pria dan bertanya kepada Ss, *"Can you describe this man?"* Beberapa Std antusias menjawab, *"handsome, tall, white skin."* Yang lain menjawab, "Itu Miss, pakai *shorts, green shoes, bag."*
8.	R memberikan apresiasi *"very good"* kepada Ss yang mampu menyebutkan *physical appearance* dan apa yang dikenakan pria dalam gambar.
9.	R kemudian memperlihatkan contoh teks deskriptif tentang pria yang ada dalam gambar tadi, kemudian memerintahkan Ss untuk membaca teks tersebut dalam hati dalam waktu satu menit.
10.	R menanyakan pada Ss *"Is there any difficult words?"* kebanyakan Ss hanya diam, ada juga yang menjawab *"No."* Tapi ada juga yang menjawab dengan lirih *"Yes."* R kemudian bertanya lagi *"Do you understand about this text?"* Sebagian lirih menjawab *"Yes."* Tapi ada beberapa yang hanya diam dengan berwajah bingung.
11.	R kemudian membacakan teks tersebut dan menggarisbawahi bagian yang termasuk *description* dan beberapa *verb* yang digunakan. Dilanjutkan dengan penjelasan *language feature* yang digunakan dalam teks tersebut dan memberikan beberapa contoh kalimat lain yang menggunakan *language feature* yang sama.
12.	Setelah semua penjelasan selesai, R membagikan worksheet kepada Ss untuk latihan. Selama R membagikan worksheet, beberapa Ss ada yang dengan antusias berceloteh *"Yes, ndelok video meneh."* R kemudian mulai memutar video animasi untuk *task 1*, kemudian dilanjutkan *task 3*. Ss dengan seketika diam dan memperhatikan dengan antusias. Sebagian besar Ss terlihat mampu menyelesaikannya dengan baik begitupun seterusnya.
13.	Selama proses mengerjakan latihan *(tasks)*, Beberapa Ss ada yang bertanya kepada R tentang materi yang mereka belum paham dengan baik, ada juga yang hanya menanyakan vocabulary yang mereka lupa.
14.	Setelah selesai mengerjakan semua *task*, R membahas task yang sudah dikerjakan oleh Ss di depan kelas dan ternyata sebagian besar Ss menjawab benar. Setelah itu Ss mengumpulkan semua hasil pekerjaan mereka kepada R.
15.	Menjelang 5 menit terakhir, R mengulas secara keseluruhan tentang materi yang telah diberikan hari itu dan memberitahu materi apa yang akan dipelajari pada pertemuan berikutnya.
16.	R menutup pelajaran dan mengucap salam.

FN 9

Date : September 21st, 2012
Place : VIII B Classroom, SMPN 3 Ngaglik
Time : 07.00 – 08.20
Meeting 3 (Cycle 1)

R : Researcher
ET : English Teacher
Ss : Students

No	Activities
1.	R tiba di sekolah sekolah pukul 07.00 tepat dan hampir terlambat. R langsung menuju ruang kelas.
2.	R menyapa Ss dan menyiapkan media yang akan digunakan. Bersamaan dengan itu ET sudah tiba di kelas dan mengambil posisi duduk di bangku paling belakang untuk mengobservasi *action* R.
3.	R memberikan *observation checklist* kepada ET yang bertindak sebagai kolaborator.
4.	R memulai dengan *greeting* and *praying*. Kemudian R me-*review* dengan menanyakan materi pada pertemuan sebelumnya kepada Ss. Tetapi hanya sedikit yang masih mengingatnya.
6.	R me-*review* sekilas materi pertemuan sebelumnya untuk mengingatkan kembali Ss. Kemudian R memulai pembahasan materi baru masih dengan *describing animals.*
7.	R memulai pembahasan materi dengan memberikan contoh teks dengan judul *"Mr. Fred's Farm."* R menjelaskan bagian-bagian dari teks tersebut lalu menjelaskan *language feature* yang digunakan yaitu tentang *adjectives, noun phrase,* dan penggunaan *there is/there are*.
8.	Setelah semua penjelasan selesai, R bertanya pada Ss *"Do you understand?"* Sebagian lirih menjawab *"Yes."* Tapi ada beberapa yang hanya diam dengan berwajah bingung.
9.	Untuk mengetes pemahaman Ss, R lalu membagikan worksheet yang berisi beberapa latihan *(tasks)* untuk dikerjakan. Selama membagikan worksheet, ada beberapa Ss yang bertanya, *"Miss, nanti ada video lagi gak?"* R kemudian menjawab, *"Iya nanti ada videonya."* Kemudian Ss tersenyum terlihat senang.
10.	Pada saat diputarkan video animasi pada *task 1 & 2*, Ss terlihat sangat ekspresif serta antusias dengan memperhatikan secara seksama video tersebut. Setelah selesai diputar, kebanyakan dari mereka meminta untuk diputar lagi agar lebih jelas.
11.	Selama mengerjakan *tasks,* ada beberapa Ss yang bertanya pada R tentang materi yang baru saja diberikan yang mereka kurang paham dengan baik ataupun beberapa *vocabulary* yang belum mereka ketahui.
12.	Setelah selesai mengerjakan semua *tasks*, Ss mengumpulkan hasil pekerjaaan mereka kepada R. R membahas sedikit tentang *tasks* yg telah dikerjakan oleh Ss, ternyata beberapa Ss masih ada yang kurang paham dan

	melakukan kesalahan. R lalu bertanya lagi pada Ss *"Is there any questions?"* tetapi sebagian besar Ss hanya diam tak menjawab, entah mereka malu bertanya atau memang masih ada yang belum paham.
13.	R kemudian mengulas lagi secara singkat tentang pembahasan materi tersebut dengan harapan Ss bisa lebih jelas. Selama proses belajar mengajar berlangsung, secara umum Ss telihat tertib dan memperhatikan tiap penjelasan R.
14.	Di tengah-tengah proses belajar mengajar, ET yang bertindak sebagai kolaborator mengambil beberapa foto yang menunjukkan kegiatan di dalam kelas selama kegiatan pembelajaran berlangsung.
15.	10 menit terakhir ET pamit meninggalkan kelas untuk persiapan mengajar pada jam berikutnya.
16.	R memberitahu Ss tentang materi yang akan dibahas pada pertemuan selanjutnya. Kemudian R mengakhiri pelajaran dan mengucap salam.

FN 10

Date : September 21st, 2012
Place : VIII B Classroom, SMPN 3 Ngaglik
Time : 10.00 – 11.00

R : Researcher
ET : English Teacher

No	Activities
1.	R dan ET menuju ke ruang guru untuk membahas tentang *reflection* setelah *cycle 1* selesai dilakukan selama 3 kali pertemuan.
2.	ET memulai dengan pembahasan dalam *meeting 1*. ET mengatakan bahwa dalam *meeting 1* tidak begitu banyak hal yang kurang, dari segi materi sudah baik hanya saja akan lebih baik jika di dalam materi ditambahakan pembahasan tentang *personalities.* Kemudian ET juga mengatakan bahwa R telah sangat percaya diri dalam mengajar, tegas, dan mempunyai suara yang cukup. Kemudian tentang Ss di kelas, ET mengatakan bahwa mereka memberikan perhatian yang baik selama proses belajar mengajar berlangsung.
3.	Kemudian dalam *meeting 2*, ET mengatakan bahwa R juga sudah baik dalam segala hal, hampir sama seperti yang disebutkan dalam poin pada *meeting 1.*
4.	Kemudian dalam *meeting 3*, ET mengatakan bahwa R memiliki kekurangan pada materi ajar dan penyampaian language feature. Pada materi ajar *meeting 3 (describing animals)* ET menyampaikan bahwa seharusnya R lebih khusus lagi dalam memberikan contoh teks terhadap hewan yang akan di deskripsikan dan memilih satu jenis hewan saja untuk dideskripsikan.
5.	Kemudian pada penyampaian *language feature*, ET menyampaikan seharusnya R menjelaskan lebih dalam dan lebih melatih siswa dalam penggunaan *language feature* tersebut sehingga akan lebih mempermudah

	Std ketika pengembangan teks.
6.	Juga masukan lain dari ET adalah ketika proses BKOF sebaiknya R memberikan terlebih dahulu *vocabulary* yang akan digunakan dalam pembahasan contoh teks sehingga Ss tidak kesulitan terhadap *vocabulary* yang terdapat pada contoh teks.
7.	Setelah selesai membahas tiga pertemuan pada *Cycle 1*, R dan ET kemudian mendiskusikan tentang hal-hal yang akan dilakukan pada *Cycle 2* agar tejadi peningkatan pada *cycle* sebelumnya termasuk pemilihan materi yang tepat.
8.	Akhirnya R dan ET sepakat menentukan beberapa materi yang akan diberikan selama *Cycle 2* dan menetukan waktu pelaksanaannya.
9.	Sebelum berpamitan pulang, R melakukan wawancara dengan ET berkaitan dengan *action* keseluhan selama *Cycle 1* dan memberikan hasil-hasil pekerjaan Std selama tiga pertemuan agar ET dapat mengetahui hasil dan menganalisanya.

FN 11

Date : September 22nd, 2012 R : Researcher
Place : VIII B Classroom, SMPN 3 Ngaglik ET : English Teacher
Time : 10.10 – 11.30 Ss : Students
Meeting 4 (Cycle 2)

No	Activities
1.	R tiba di sekolah sekolah pukul 10.00 dan menunggu di ruang guru.
2.	Ketika bel tanda jam ke-7 berbunyi, R masuk ke ruang kelas dengan didampingi ET sebagai kolaborator.
3.	R memberikan *observation checklist* kepada ET.
4.	R membuka pertemuan dengan greeting dan me-review materi yang telah diajarkan pada pertemuan sebelumnya. Ketika R bertanya tentang materi sebelumnya *"What did we study yesterday?"* hanya sedikit yang terlihat masih mengingat dan menjawab *"describing animals."*
5.	R menyiapkan slide presentasi dan media yang akan dipakai. Kemudian R memulai penjelasan materi. Dimulai dengan memperlihatkan contoh *descriptive text* dengan judul *"My Best Friend."* R kemudian meminta Ss untuk membaca sejenak contoh teks tersebut dan mencari vocabulary yang mereka anggap sulit.
6.	Setelah membahas contoh teks dan beberapa *vocabulary* yang terdapat dalam teks, R kemudian melanjutkan dengan penjelasan *language feature* dan memberikan *vocabulary* tentang *personalities.* R juga mengingatkan kembali kepada Ss tentang *vocabulary physical appearances* yang sudah pernah dibahas pada *meeting 1*.

7.	Setelah semua penjelasan selesai, R bertanya pada Ss "*Do you understand?"* Sebagian besar menjawab dengan lantang*"Yes!"* Kemudian R membagikan worksheet untuk mengecek pemahaman Ss. Ss terlihat sangat antusias menerima worksheet karena mereka tahu akan diputarkan video animasi seperti pada pertemuan sebelumnya.
8.	R kemudian menginstruksikan Ss untuk mulai mengerjakan *task 1 & 2* dengan teman sebangku mereka, dilanjutkan dengan membuat *descriptive text* pada *task 3.* Di tengah mengerjakan task 1, 2 & 3, beberapa Std menanyakan pada R *"Miss, kok gak ada videonya?"* ada juga yang bertanya *"Miss, nanti disetelin video gak?"* R lalu menjawab *"Iya nanti akan video setelah ini ya di task 4."* Std pun terlihat cukup antusias.
9.	Ketika *animation video* diputarkan, Ss terlihat tidak terlalu antusias seperti pada video-video sebelumnya karena sebelumnya R sudah pernah memperlihatkan sekilas tentang video tersebut, bahkan Std ada yang berceloteh *"Miss, ini kan sudah pernah?"*
10.	Setelah selesai mengerjakan semua *tasks*, Ss mengumpulkan hasil pekerjaaan mereka kepada R.
11.	Selama kegiatan pembelajaran berlangsung mulai dari R memberikan penjelasan tentang materi sampai pada Ss mengerjakan worksheet dapat dikatakan bahwa situasi kelas terlihat agak ramai dari biasanya karena Ss banyak yang ngobrol dan sibuk sendiri.
12.	Beberapa menit sebelum jam pelajaran berakhir, R me-*review* materi secara singkat dan memberi tahu materi untuk pertemuan selanjutnya. Kemudian R menutup dengan memberi salam.

FN 12

Date : September 28th, 2012 R : Researcher
Place : VIII B Classroom, SMPN 3 Ngaglik ET : English Teacher
Time : 07.00 – 08.20 Ss : Students
Meeting 5 (Cycle 2)

No	Activities
1.	R tiba di sekolah lebih awal sebelum jam 7 tepat. Di gerbang sekolah ternyata ibu kepala sekolah sedang duduk *stand by*, lalu R menyapa dan memberi salam kepada ibu kepala sekolah.
2.	Ketika bel tanda masuk kelas berbunyi, R langsung menuju ruang kelas VIII B dan masuk bersama-sama dengan ET dan beberapa Ss yang baru saja tiba.
3.	ET memberikan beberapa penjelasan di depan kelas agar Ss dapat mengikuti pelajaran dengan tertib bersama dengan R. Kemudian ET mempersilahkan R untuk memulai pelajaran dan ET mengambil posisi duduk paling belakang.
4.	R membuka pertemuan dengan mengucap salam dan memimpin doa lalu

	menyiapkan LCD dan media yang akan dipakai. Kemudian R membagikan handout yang berisi materi yang akan dibahas dan meminta Ss untuk membacanya.
5.	R memulai pertemuan dengan mengucapkan beberapa *vocabulary* yang akan digunakan dalam contoh teks yang diikuti oleh Ss. R memperlihatkan contoh *descriptive text* yang berjudul *"My Lovely Cats."* Kemudian menjelaskan isi dan bagian teks. Ss terlihat senang dan antusias karena pada slide terdapat beberapa gambar untuk mendukung pemahaman mereka.
6.	Setelah itu R melanjutkan dengan penjelasan *language feature* tentang *adjectives* dan *noun phrase* juga vocaulary tentang *parts of animals' body*. Std terlihat sangat memperhatikan penjelasan R dengan memperhatikan slide dan sesekali *handout* yang telah diberikan pada mereka. Ketika diminta untuk menirukan *vocabulary* demi *vocabulary* merekapun dengan lantang menirukannya.
7.	Setelah semua penjelasan selesai, R bertanya pada Ss *"Do you understand?"* Sebagian besar menjawab dengan lantang*"Yes!"* R bertanya lagi *"Do you have questions?"* Ss menjawab *"No"* Kemudian R membagikan worksheet untuk mengecek pemahaman Ss. Ss terlihat sangat antusias menerima worksheet. Suasana kelas terlihat sangat bersemangat.
8.	Ketika membagikan worksheet, beberapa Ss bertanya pada R *"Miss, nanti ada video gak?"* Ss sangat menantikan diputarnya video animasi karena mereka sangat tertarik, terhibur, sekaligus termotivasi dengan adanya video. Terlihat bahwa mereka selalu menanyakan apakah akan ada video.
9.	Ss mengerjakan semua task dengan tertib dan mereka tidak lagi banyak bertanya seperti pada pertemuan-pertamuan sebelumnya, hanya beberapa saja yang masih bertanya.
10.	Setelah selesai mengerjakan, R menunjuk beberapa Ss untuk maju ke depan kelas mengerjakan *tasks* tersebut untuk dibahas. Setelah pembahasan jawaban selesai ternyata sebagian dari Ss hanya memiliki sedikit kesalahan.
11.	Pada *task* terakhir setelah diputarkan video, Ss dengan tertib mengerjakan yaitu membuat *descriptive text* tentang *pets.* Ss terlihat tidak begitu kesulitan dalam membuat *descriptive text.*
12.	Setelah semua selesai, Ss mengumpulkan semua hasil pekerjaan mereka kepada R. R kemudian memberitahu Ss tentang materi yang akan dibahas pada pertemuan selanjutnya dan memberitahu akan ada *writing test.*
13.	R meminta tolong kepada beberapa std untuk melakukan wawancara pada jam istirahat. R kemudian menutup pertemuan dengan mengucap salam dan meninggalkan kelas.

FN 13

Date : October 2nd, 2012
Place : VIII B Classroom, SMPN 3 Ngaglik
Time : 11.30 – 12.50
Meeting 6 (Cycle 2)

R : Researcher
ET : English Teacher
Ss : Students

No	Activities
1.	R tiba di sekolah pukul 11.00. Sementara menunggu waktu pergantian pelajaran, R dan ET melakukan beberapa diskusi tentang *action* secara keseluruhan.
2.	R dan ET masuk ke ruang kelas. R memberi salam dan menyapa Ss lalu memberikan *checklist* kepada ET yang bertindak sebagai kolaborator. R dengan dibantu seorang S menyiapkan media pembelajaran LCD.
3.	Di awal pertemuan R mengingatkan Ss bahwa 30 menit sebelum pelajaran berakhir akan ada *writing test* tentang materi-materi yang telah diajarkan selama 6 kali pertemuan.
4.	R memulai pertemuan dengan menyebutkan beberapa *vocabulary* yang akan digunakan dalam contoh teks. Dengan diikuti Ss, R mengucapkan beberapa vocabulary tersebut beberapa kali dan menanyakan arti dalam bahasa indonesia *vocabulary* tersebut. Ss terlihat sudah banyak yang tidak asing dengan *vocabulary* yang diberikan.
5.	Kemudian R memperlihatkan contoh *descriptive text* yang berjudul "*My Big Bag."* Lalu R menjelaskan isi dan bagian teks. Ss terlihat senang dan antusias karena pada slide terdapat beberapa gambar untuk mendukung pemahaman mereka.
6.	R kemudian melanjutkan penjelasan tentang *language feature* yang digunakan dalam teks tersebut yaitu *simple present tense, adjectives (size, age, colour, material),* dan *noun phrase*. R menjelaskan sekilas saja tentang *simple present tense* karena *tense* ini selalu dijelaskan hampir di setiap pertemuan. Begitu juga dengan *noun phrase* yang sebelumnya juga sudah pernah dijelaskan. Pada pertemuan ini, R memberikan penjelaskan yang lebih detail terhadap penggunaan *adjectives (size, age, colour, material).* R menjelaskan secara perlahan tentang susunan *adjectives* tersebut yang tidak boleh terbalik penyususnannya dalam *noun phrase.*
7.	Setelah selesai memberikan penjelasan, R bertanya pada Ss "Do you understand?" Sebagian besar menjawab "Yes." Kemudian, R membagikan worksheet kepada Ss untuk mengerjakan beberapa latihan untuk mengecek pemahaman mereka.
8.	R memberikan waktu 7 menit pada Ss untuk menyelesaikan *task 1*. Setelah itu R membahasnya. Ketika R menanyakan "*Who has no mistakes?"* ternyata ada beberapa Ss yang mengacungkan tangan. Pada *task 2*, R memutarkan video animasi. R memutarkan video sebanyak 3 kali

	pengulangan. Sampai pada *task 3*, Ss diharuskan membuat *descriptive text* dari gambar yang ada, mereka hanya memilih salah satunya. Setelah itu Ss mengumpulkan semua hasil pekerjaan mereka kepada R.
9.	30 menit sebelum pelajaran berakhir, R memberikan *final test* pada Ss sebagai ujian pemahaman mereka selama 6 kali pertemuan materi *descriptive text.*
10.	Menjelang bel waktu pulang, R mengucapkan terima kasih kepada Ss atas perhatian dan kerja sama selama beberapa kali pertemuan sekaligus salam perpisahan. R juga memberi nasihat agar Ss terus rajin belajar dan sering mengulang pelajaran di rumah.

B.
INTERVIEW TRANSCRIPTS

INTERVIEW 1

Date : September 10th, 2012
Place : Teacher room
Time : 10.30

R : Researcher
ET : English Teacher

R : "Bu, saya mau tanya-tanya sedikit tentang pembelajaran bahasa Inggris di sekolah?"

ET : "Oh iya silahkan, Mbak."

R : "Menurut Ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Ada kendala gak, Bu?"

ET : "Ya kalau kendala pasti ada ya, Mbak. Kalau di dalam proses pembelajaran itu para siswa masih lemah vocab nya. Padahal ya sudah berkali-kali diajarkan, Mbak. Tapi mereka itu gampang sekali lupa dengan vocab yang sudah diajarkan."

R : "Jadi masalahnya lebih kepada vocab ya, Bu. Mereka suka lupa gitu ya."

ET : "Iya, Mbak. Saya itu kadang sampai wah gimana ya supaya mereka gak gampang lupa?"

R : "Terus kalau untuk *skill*, menurut Ibu mereka masih lemah dalam *skill* apa?"

ET : "Kalau untuk skill saya rasa *speaking* dan *writing* ya, Mbak. Kalau *speaking* memang ngomongnya itu mereka yang masih sulit. Kalau *writing* karena masih lemah di vocab itu tadi."

R : "Kalau di dalam kelas sendiri ketika proses belajar mengajar mereka seperti apa, Bu?"

ET : "Wah macem-macem, Mbak. Kadang banyak juga yang memperhatikan, tapi kadang ya banyak yang ngobrol sendiri. Padahal saya itu sudah berusaha tegas dengan mereka, tapi ya namanya aja anak-anak memang harus sabar."

R : "Hehe.. iya benar, Bu. Lalu kalau di kelas biasanya sering menggunankan media gak, Bu?"

ET : "Oh iya cukup sering, Mbak. Karena sekarang masing-masing kelas kan sudah banyak yang dipasangin LCD jadi ya itu yang digunakan, biasanya untuk gambar-gambar atau materi dalam power point."

R : "Jadi termasuk sering ya Bu pakai LCD."

ET : "Ya lumayan lah, Mbak. Soalnya salah satu cara supaya menarik perhatian mereka ya itu dengan pakai LCD ditunjukkan gambar-gambar yang menarik."

R : "Oo begitu ya, Bu. Baik, Bu terima kasih atas waktunya. Berati saya bisa mulai mengajar di kelas kapan ya, Bu?"

ET : “Oh iya, ini jadwal untuk jam pelajaran saya. VIII B itu kalau tidak salah hari Jumat dan Sabtu ada. Ya monggo kalau Mbak Ria segera ingin memulai. Tapi sebenarnya saya mau menyelesaikan satu materi dulu tentang *Invitation*, gimana?”

R : “Oh iya tidak apa-apa, Bu. Kalau begitu saya mulainya hari Sabtu saja ya, Bu.”

ET : “Oya, bisa-bisa.”

R : “Kalau begitu sampai ketemu hari Sabtu ya, Bu. Saya permisi pamit dulu. Assalamualaikum.”

ET : “Iya Mbak. Waalaikumsalam.”

INTERVIEW 2

Date : September 11th, 2012
Place : Classroom
Time : 12.40

R : Researcher
S.01 : Agel Andriani
S.16 : Lizza Aprilliana
S.23 : Onie Avrida
S.36 : Yuni Astuty

R : “Dik, mau tanya-tanya boleh ya. Gimana tanggapan kalian sama pelajaran bahasa Inggris?”

S.36 : “Suka, Miss.”

S.23 : “Suka sih Miss kadang-kadang.”

S.16 : “Ya lumayan suka, Miss.”

S.01 : “Suka sih, Miss. Cuma sering kesulitan.”

R : “Kesulitannya dimana?”

S.36 : “Itu Miss *grammar*nya.”

S.23 : “Sama *vocab*nya juga, Miss. Suka salah tulis kalo gak lupa.”

S.16 : “Sama, Miss.”

S.01 : “Iya Miss. Sama *vocab*nya.”

R : “Oo gitu. Terus pas pelajaran tadi gimana? Sudah jelas belum? Ada kesulitan gak?”

All Ss : “Ya lumayan jelas, Miss.”

R : “Beneran gak ada kesulitan sama sekali?”

S.36 : “Ya kalo pas dijelasin lumayan ngerti sih, Miss. Tapi pas disuruh nulis pasti bingung.”

S.23 : “Iya, Miss. Gak tau mau nulis apa.”

S.16 : “Nyusun kata-katanya susah.”

S.01 : “Iya Miss. Sama.”

R : “Hmm.. oke deh klo gitu. Makasih ya, Dik.”

INTERVIEW 3

Date : September 15th, 2012
Place : Classroom
Time : 09.00

R : Researcher
S.10 : Eva Dwi Sartika
S.16 : Lizza Aprilliana
S.30 : Sefy Fahledy
S.31 : Siti Retno Peni

R : "Dik, mbak boleh tanya-tanya sedikit ya tentang pembelajaran bahasa Inggris."
Ss : "Oh iya boleh Miss."
R : "Sebelumnya ini dengan siapa aja?"
S.30 : "Sefi"
S.31 : "Peni"
S.16 : "Lizza"
S.10 : "Eva"
R : "Dik, menurut kalian pembelajaran bahasa Inggris selama ini di sekolah gimana sih?"
S.10 : "Hmmm.. biasa aja sih Miss."
S.31 : "Ya gitu deh Miss."
R : "Ya begitu gimana Dik? Selama ini Miss Prapti atau Miss Emi kalau mengajar kayak apa di kelas?"
S.10 : "Kalau Miss Emi enak suka dikasi lagu-lagu gitu Miss, jadi seru."
S.30 : "Enak sih Miss ngajarnya."
S.31 : "Iya enak kok Miss, tapi kalo Miss Prapti tu ngajarnya agak kecepetan."
R : "Oh gitu ya. Tapi kalian jelas gak dengan materi yang selama ini disampaikan sama Miss Prapti?"
S.31 : "Ya kadang-kadang jelas, kadang-kadang juga kurang paham Miss. Hehe.."
S.30 : "Iya Miss."
S.10 : "Kalo aku sih paham aja Miss."
R : "Terus menurut kalian skill dalam bahasa Inggris antara listening, speaking, reading, sama writing yang paling sulit yang mana?"
S.30 : "Listening Miss."
S.10 : "Kalo aku yang sulit speaking Miss, suka susah gitu ngomongnya."
R : "Hmmm.. berarti reading sama writing gak sulit ya?"
S.10 : "Ya sulit juga sih Miss."
S.31 : "Iya Miss kalo mau nulis tu suka susah gitu gak tau kata-kata yang mau ditulis."
R : "Ooo.. vocab nya suka gak tau ya? Gak tau artinya juga?"
S.31 : "Ya klo vocab nya lumayan tau sih Miss. Hehe.."
S.16 : "Iya kalo vocab nya Insya Allah tau aja kok Miss."

R : “Ooo.. gitu. Terus kalian sering bawa kamus gak kalo pas pelajaran bahasa Inggris?”
S.30 : “Bawa Miss.”
S.10 : “Bawa Miss, tapi kamusnya di hape.”
R : ”Emang boleh pakai kamus dari hape?”
S.10 : “Boleh kok Miss.”
R : “Terus selama ini ada masalah atau kesulitan gak kalo pas pelajaran bahasa Inggris?”
S.31 : “Hhmm apa ya miss?”
S.16 : (tersenyum).
R : “Ayo kesulitan apa? Masa sih gak ada kesulitan sama sekali?”
S.31 : “Ya ada sih Miss. Tapi apa ya?”
S.10 : “Ya itu tadi Miss kalo Miss Prapti kadang menjelaskannya suka kecepetan, jadi kurang paham.”
R : “Ooo gitu, kalo kamu kesulitannya apa Dik?”
S.30 : “Kalo pas disuruh ngomong di depan Miss, suka lupa.”
R : “Ooo pas speaking ya?”
S.30 : “Iya miss.”
R : “Kalo kamu?”
S.31 : (diam sejenak sambil berpikir) “Itu miss suka salah tulis kata-katanya.”
R : “Ooo salah tulis vocab nya ya?”
S.31 : “Iya miss. Suka salah tulis, kalo gak ada yang ketinggalan hurufnya gitu.”
R : “Ooo gitu ya. Oke deh kalo gitu terima kasih ya Dik.”
All Ss : “Iya, Miss.”

INTERVIEW 4

Date : September 15th, 2012
Place : Classroom
Time : 11.40

R : Researcher
S.02 : Ahmad Hisbullah
S.11 : Farhan Alfian

R : “Dik, Miss mau nanya-nanya sebentar boleh ya?”
Ss. : “Iya Miss.”
R : “Dik, kalian suka gak sama pelajaran bahasa Inggris?”
S.11 : “Lumayan suka sih, Miss.”
S.02 : “Ora, Miss. Sulit e.”
R : “Kesulitannya dimana?”
S.02 : “Wah sulit semua. Ngomong sama tulisannya beda, vocab nya juga banyak banget.”
R : “Ah masa sih?”

S.11 : “Gak juga kok. Kadang ada yang lumayan gampang, gak sulit semua.”
R : “Terus menurut kalian *skill* yang paling sulit apa? *Listening, speaking, reading, atau writing?”*
S.02 : “Kabeh sulit, Miss.”
S.11 : “Kalo aku yang sulit *listening*, Miss. Suka gak dong ngomong opo kui?” (Keduanya tertawa)
R : “Berarti *writing* gak sulit ya?”
S.11 : “Ya gak juga, Miss. Sulit juga sering gak tau tulisannya, abisnya yang di omongkan sama tulisannya beda banget.”
S.02 : “Ho oh, Miss.”
R : “Terus tadi penjelasan tentang *descriptive text* nya gimana jelas gak?”
S.11 : “Mmm.. jelas, Miss.”
S.02 : “Cukup jelas.”
R : “Kok cukup? Berarti belum sangat jelas ya?”
S.02 : “Jelas sih, Miss. Cuma tadi ada vocab yang masih gak dong aja.”
R : “Oo *vocab* nya. Kan tadi sudah Miss kasih semua, terus di *handout* kalian juga sudah ada, nanti dibaca-baca lagi ya.”
Ss. : “Iya, Miss.”
R : “Terus kalau contoh *text* nya tadi jelas kan?”
S.02 : “Jelas kok, Miss.”
R : “Terus tadi belajar pakai video animasi suka gak?”
S.11 : “Suka banget, Miss.”
S.02 : “Suka, Miss. Jadi ada suasana baru gitu.”
R : “Oke, terima kasih ya.”

INTERVIEW 5

Date : September 18th, 2012
Place : Classroom
Time : 13.00

R : Researcher
S.10 : Eva Dwi Sartika
S.30 : Sefy Fahledy
S.31 : Siti Retno Peni

R : “Halo, Dik. Mbak nanya-nanya lagi ya. Gimana tadi penjelasan *descriptive text* nya? Paham gak?”
S.10 : “Paham, Miss.”
S.31 : (Mengagguk sambil tersenyum)
S.30 : “Agak kurang paham, Miss. Abisnya tadi agak kecepetan menjelaskannya.”
R : “Ah, masa sih? Kecepetan ya? Gak paham yang bagian mananya?”
S.30 : “Itu Miss yang ada kata kerjanya, terus cara bikin kalimatnya.”
R : “Oo yang *wear, use*, sama *like* itu ya?”
S.30 : “Iya, Miss.”

R : “Di *handout* kan juga sudah ada. Coba nanti dibaca lagi, kalau masih kurang paham besok ditanyakan ya.”
S.30 : “Iya, Miss.”
R : “Terus kalian ada kesulitan gak kalau pas menulis?”
S.31 : “Ada, Miss. Sering terbalik-balik hurufnya.”
S.10 : “Iya sama, Miss.”
S.30 : “Susah Miss tulisannya.”
R : “Mmm berarti kalian belum menguasi vocab dengan baik tuh. Masih suka lupa ya *vocab* nya?”
All Ss : “Hehe iya, Miss.”
R : “Terus kalian suka gak belajar pakai video animasi?”
S.30 : ”Suka miss.”
S.31 : “Iya suka miss”
S.10 : ”Suka banget miss, abisnya lucu terus menarik gitu Miss.”
R : “Emang menariknya dimana?”
S.10 : “Ya menarik aja Miss. Bisa nonton terus ada jalan ceritanya gitu.”
R : “Mmm gitu ya Dik. Terus kalian merasa terbantu gak dengan adanya video animasi?”
S.31 : “Wah sangat terbantu, Miss. Jadi semakin jelas aja gitu karena pakai video.”
S.10 : “Iya sangat terbantu, Miss. Lebih seru.”
S.30 : “Iya videonya lucu, Miss.”
R : “Oo gitu. Oke teriakasih ya, Dik.”

INTERVIEW 6

Date : September 21st, 2012
Place : Classroom
Time : 08.15

R : Researcher
S.13 : Handika Wijaya
S.18 : Muhammad Noval
S.27 : Rio Atmaja
S.28 : Riswanto

R : “Dik, Mbak mau naya-nanya sama kalian boleh ya.”
All Ss : “Boleh Miss.”
R : “Gimana penjelasan *descriptive text* barusan jelas gak?”
S.18 : “Jelas, Miss. Wong gak sulit kok.”
S.13 : “Jelas aja kok, Miss.”
S.27 : “Ya lumayan jelas lah, Miss.”
S.28 : “Iya lumayan, Miss.”
R : “Oke. Terus kalo pas nulis ada kesulitan gak?”
S.18 : “Gak begitu, Miss.”
S.27 : “Lumayan sulit, Miss. Sering gak tau tulisannya, Miss.”

S.13 : “Sulit sih. Tapi sedikit, Miss.”
S.28 : “Iya sedikit, Miss.”
R : “Mmm terus tadi pakai video animasi suka gak?”
S.18 : “Oo ya jelas suka baget, Miss.”
S.28 : “Iya suka, Miss. Suasananya jadi *happy* gitu, Miss. Soalnya videonya lucu.”
S.27 : “Ho oh, Miss. Sering-sering aja, Miss.”
R : “Oke. Berarti terbantu ya dalam menulis dengan adanya video animasi?”
S.28 : “Insya Allah, Miss.”
S.18 : “Terbantu, Miss. Jadi cepet paham.”
R : “Kalo kamu gimana, Dik?”
S.13 : “Iya Miss terbantu.”
S.27 : “Sama, Miss. Jadi lebih paham dan terhibur di kelas.”
R : “Oke. Terima kasih ya semuanya.”

INTERVIEW 7

Date : September 21st, 2012
Place : VIII B Classroom
Time : 09.00

R : Researcher
S.09 : Dhika Dwi Heraswati
S.26 : Putri Wulansuri
S.33 : Widyawati

R : “Dik, gimana tadi penjelasan *descriptive text* nya? Paham gak?”
S.09 : “Paham, Miss.”
S.26 : “Paham kok, Miss.”
S.33 : “Paham sedikit, Miss. Hehe..”
R : “Kecepetan gak tadi menjelaskannya?”
S.09 : “Gak kok, Miss.”
R : “Kalau dalam menulis kalian sering ada kesulitan gak?”
S.09 : “Gak terlalu sih, Miss.”
S.26 : “Kadang-kadang, Miss.”
S.33 : “Iya kadang-kadang sih sulit, Miss.”
R : “Sulitnya dimana?”
S.09 : “Mmm kadang di *vocab* sama *grammar* nya, Miss. Suka lupa.”
S.26 : “Ya suka bingung aja mau nulis apa, Miss.”
S.33 : “Iya sama, Miss.”
R : “Oo gitu. Makanya harus sering-sering dibaca ya. Terus tadi belajar pakai video animasi gimana? Seneng gak?”
S.26 : “Seneng, Miss. Aku suka gambarnya terus lucu juga.”
S.33 : “Iya ceritanya lucu, Miss.”
S.09 : “Iya Miss lucu. Jadi semangat nulisnya.”

S.26 : “Besok-besok pakai video lagi ya, Miss. Biar seru.”
R : “Iya, setiap hari pasti ada video kok, tenang aja. Oke, terima kasih ya.”
All Ss : “Iya sama-sama, Miss.”

INTERVIEW 8

Date : September 21st, 2012
Place : Teacher room
Time : 10.45

R : Researcher
ET : English Teacher (Collaborator)

R : “Jadi gimana menurut Ibu tentang penerapan action saya di kelas selama *cycle 1* ini?”
ET 1 : “Sejauh ini bagus, Mbak. Anak-anak di kelas juga jadi lebih semangat karena ada video animasi. Mereka jadi tertarik dan termotivasi dengan adanya video-video yang Mbak tampilkan di kelas. Mbak juga terlihat pede sekali di kelas, bagus Mbak.”
ET 2 : “Iya kalau soal pede panjenengan sudah bagus sekali. Suaranya juga sudah oke. Cuma kalau menurut saya panjenengan masih kurang di teknik BKOFnya. Jadi anak-anak itu harus dikuatkan dulu *vocab*nya di awal baru masuk contoh teks. Sebaiknya seperti itu. Terus juga *group works* itu juga perlu, Mbak. Itu bisa membantu mereka. Jadi kalau bisa setiap latihan harus ada *group works*nya.”
R : “Oo gitu ya, Bu. Terus kalau menurut ibu mereka sudah terbantu belum dalam menulis dengan video animasi tersebut?”
ET 1 : “Ya gimana ya, Mbak. Saya kan sebetulnya belum melihat langsung hasil dari kerjaan mereka. Tapi ya sepertinya mereka cukup bisa kok.”
R : “Oh iya Bu, maaf besok baru akan saya tunjukkan hasil pekerjaan mereka biar Ibu bisa menilai juga.”
ET 1 : “Iya Mbak gak apa-apa. Kalau yang saya amati sih, ada yang sudah bisa membuat *descriptive text* nya, tapi ya masih ada beberapa yang kesulitan, masih sering tanya-tanya tentang *vocab*. Karena masalah mereka memang di *vocab* itu. Mereka gampang sekali lupa padahal sudah sering sekali diberikan.”
ET 2 : “Nah iya memang di *vocab* itu kuncinya. Jadi sebaiknya panjenengan berikan dulu semua *vocab*nya, di *drill* berkali-kali baru mulai masuk ke teks.”
R : “Hmmm.. iya Bu.”
ET 1 : “Iya memang Mbak. Mereka harus banyak dilatih *vocab* nya biar bisa nyantol. Pakai gambar-gambar atau video seperti itu juga sebenernya bisa membantu mereka dalam mengingat.”

ET 2 : “Terus juga panjenengan gak usah terburu-buru memaksakan masuk ke contoh teks kalau anak-anak memang belum mantep di *vocab*nya. Jadi dimantapkan saja dulu *vocab*nya.”

R : “Hmmm.. iya Bu.”

R : “Terus menurut Ibu video animasi ini membantu mereka dalam hal apa?”

ET 1 : “Yang jelas *vocab* itu ya, Mbak. Pastinya terbantu walaupun sedikit. Terus juga minat dan motivasi mereka di kelas juga mereka semakin tertarik dengan adanya video animasi yang ceritanya lucu dan bervariasi. Bagus kok, Mbak.”

ET 2 : “Iya vocab cukup membantu. Terus juga ide mereka untuk menulis juga jadi lebih berkembang karena di dalam video itu ada jalan ceritanya terus juga gambar-gambarnya berwarna, jadi mereka juga sambil berimajinasi sekaligus bisa mengembangkan ide.”

R : “Begitu ya, Bu. Terus kekurangan saya di cycle 1 ini apa saja, Bu?

ET 2 : “Ya itu tadi, Mbak. Tentang penguatan *vocab* pada BKOF masih kurang. Terus juga *gorup works* harus ada. Apalagi ya, Bu?”

ET 1 : “Kalau saya paling dari materi ya, Mbak. Sebaiknya materi *descriptive text*nya lebih dikhususkan lagi. Memberikan contoh teksnya juga kalau bisa yang dekat-dekat aja yang anak-anak sudah familiar gitu.”

ET 2 : “Oya Mbak. Jangan terlalu terpaku sama *lesson plan* juga. Jadi satu *lesson plan* gak usah selalu dipaksakan harus selesai dalam satu kali pertemuan, bisa dua atau tiga kali. Yang penting kebermaknaan dalam mengajar tiap stepnya.”

R : “Oo begitu ya, Bu. Kalau begitu terima kasih, Bu.”

ET 1&2: “Iya sama-sama, Mbak.”

INTERVIEW 9

Date : September 22nd, 2012
Place : Classroom
Time : 11.00

R : Researcher
S.07 : Damar Pamedar
S.29 : Santoso Mahardika

R : “Gimana nih penjelasan *descriptive text* nya barusan? Sudah jelas apa terlalu cepet?”

S.07 : “Jelas kok, Miss. Gak kecepetan.”

S.29 : “Lumayan jelas, Miss.”

R : “Kalau pas nulisnya kalian ada kesulitan gak?”

S.07 : “Ya gak juga, Miss. Bisa aja sih.”

S.29 : “Lumayan bisa, Miss. Paling *vocab* nya aja kadang lupa.”

R : “Kalau pas nuangin idenya gimana?”

Std.07 : “Karena ada video idenya jadi lancar, Miss.”

Std.29 : “Iya betul, Miss.”

R : “Oo gitu ya. Terus kalian suka gak belajar pakai video animasi gitu?”
Std.07 : “Ya jelas suka, Miss. Soalnya sebelumnya gak pernah ada kok.”
Std.29 : “Iya suka, Miss. Videonya seru dan lucu ceritanya.”
R : “Terus *writing* kalian terbantu gak?”
Std.07 : “Iya Miss jadi lebih gampang nulisnya.”
Std.29 : “Jadi lebih paham, Miss. Nulisnya jadi lebih lancar.”
R : “Oke deh. Terima kasih ya.”

INTERVIEW 10

Date : September 22nd, 2012
Place : Classroom
Time : 11.30

R : Researcher
S.23 : Onie Avrida
S.36 : Yuni Astuty

R : “Dik, gimana tadi penjelasan *descriptive text* nya? Sudah jelas atau terlalu cepet?”
S.23 : “Gak kecepetan kok, Miss. Jelas.”
S.36 : “Iya Miss, jelas kok.”
R : “Oke. Kalau pas nulis descriptive nya kalian ada kesulitan gak?”
S.23 : “Gak kok, Miss. Bisa.”
S.36 : “Insya Allah bisa, Miss.”
R : “Masa sih gak ada kesulitan? *Grammar* atau *vocab* nya gimana?”
S.23 : “Kalau *Grammar* nya lumayan ngerti, Miss.”
S.36 : “Iya *vocab* juga lumayan inget dikit-dikit, tapi kadang juga masih salah nulisnya. Kebalik-balik.”
R : “Oke. Terus dari kemarin kan belajarnya pakai video animasi, bosen gak?”
S.23 : “Ya gak lah, Miss. Malah seneng.”
S.36 : “Iya Miss, malah seneng pakai video, apalagi ceritanya lucu gambarnya bagus. Sering-sering ya, Miss” (tertawa)
R : “Hmm oke. Makasih ya, Dik.”

INTERVIEW 11

Date : September 28th, 2012
Place : VIII B Classroom
Time : 08.10

R : Researcher
S.01 : Agel Andriani
S.08 : Dewi Agus Nitasari

R : “Gimana penjelasan *descriptive text* nya? Sudah jelas belum?
Ss : “Jelas, Miss.”
R : “Ada bagian yang masih sulit?”
S.01 : “Mmm yang *noun phrase*, Miss. Masih sering terbalik-balik.”
S.08 : “Iya Miss. Sama.”

R : “Oo.. *noun phrase*. Itu kan sudah ada susunannya. Nah kuncinya kalian gak boleh lupa itu. Sering-sering dibaca lagi ya.”
R : “Ada kesulitan gak ketika menulis descriptive nya?”
S.01 : “Ada sih Miss yang sulit. Tapi gak semuanya kok.”
S.08 : “Ada, Miss. Sedikit.”
R : “Dimana tuh kesulitannya?”
S.01 : “Itu Miss *vocab*nya. Terus nyusun kalimatnya juga.”
S.08 : “Iya Miss. Sama *vocab*nya suka salah tulis. Sering lupa artinya.”
R : “Oo gitu. Kalau misal kalian lupa *vocab*nya kan ada kamus, bisa buka *piggy bank* juga. Sudah punya kan?”
Ss. : “Punya, Miss.”
R : “Terus belajar pakai video animasi suka gak?”
S.01 : “Suka, Miss.”
S.08 : “Iya suka, Miss.”
R : “Terus kalian merasa terbantu gak menulis dengan adanya video animasi?”
S.01 : “Sangat terbantu, Miss.”
S.08 : “Iya Miss terbantu karena gambar dan ceritanya menarik.”
R : “Oke. Terima kasih ya, Dik.”

INTERVIEW 12

Date : September 28th, 2012
Place : Classroom
Time : 08.15

R : Researcher
S.05 : Bayu Aji
S.15 : Lilis Rahmanto
S.19 : Muhammad Yusuf
S.21 : Nugroho Saputro

R : “Gimana Dik penjelasan *descriptive text* nya? Sudah jelas belum?
Ss : “Jelas, Miss.”
R : “Ada bagian yang masih sulit?”
Ss : “Insya Allah gak ada, Miss.”
R : “Oke. Berarti sudah jelas ya. Kalau waktu membuat descritive nya gimana? Ada kesulitan gak?”
S.21 : “Gak ada, Miss.”
R : “Kok yang jawab Cuma Nugroho? Yang lainnya gimana?”
Ss : (hanya tersenyum)
R : “Terus kalian suka gak belajar pakai video animasi?”
Ss : “Suka banget, Miss.”
R : “Video animasi itu membantu kalian dalam membuat descriptive text gak?”
Ss : “Membantu, Miss.”

R : “Membantunya gimana tuh?”
S.21 : “Ya.. jadi cepat paham.”
S.15 : “Iya Miss. Sama.”
S.05 : “Jadi lebih mudah memahami, Miss.”
S.19 : “Iya, Miss. Soalnya pakai video jadi gambar-gambarnya jelas.”
R : “Gitu ya. Oke deh. Makasih ya semuanya.”

INTERVIEW 13

Date : September 28th, 2012
Place : Classroom
Time : 09.00

R : Researcher
S.14 : Icuk Cahyati
S.20 : Nanda Septiriyani
S.25 : Putri Bayti
S.30 : Sefy Fahledy

R : “Dik, gimana penjelasan *descriptive text* nya? Terlalu cepat gak?”
Ss : “Enggak, Miss.”
R : “Berarti sudah jelas ya?”
Ss : “Insya Allah, Miss.”
R : “Oke. Terus kalau menulis descriptive teks nya gimana ada kesulitan gak?”
S.25 : “Alhamdulillah gak ada, Miss.”
S.30 : “Sama, Miss. Gak ada.”
S.20 : “Dikit, miss. Hehe..”
S.14 : “Sama kayak Nanda, Miss. Dikit.”
R : “Dimana sulitnya?”
S.20 : “Grammar nya Miss.”
S.14 : “Kalau aku vocab nya, Miss.”
R : “Ooo gitu. Nanti coba dibaca-baca lagi ya handout yang sudah Miss kasih. Kalau masih bingung jangan malu bertanya. Terus selama ini belajar pakai video animasi membantu kalian dalam menulis descriptive gak?”
Ss : “Iya membantu, Miss.”
S.25 : “Jadi lebih gampang, Miss. Karena gambar di videonya itu jelas jadi gampang mendeskripsikan orang atau bendanya.”
S.30 : “Iya Miss. Sama.”
S.20 : “Mm.. iya Miss jadi lancar mendeskripsikannya..”
S.14 : “Sama, Miss.”
R : “Oke deh kalo gitu. Terima kasih ya semuanya.”
Ss : “Iya sama-sama, Miss.”

INTERVIEW 14

Date : October 2nd, 2012
Place : Classroom
Time : 12.45

R : Researcher
S.05 : Bayu Aji
S.17 : Lucky Kurniawan
S.32 : Syaiful Amri
S.35 : Yudha Tama

R : "Gimana Dik penjelasan *descriptive text*nya tadi? Kecepetan gak?"
Ss : "Ah gak kok, Miss."
R : "Kalau gitu sudah jelas ya?"
Ss : "Mm.. Insya Allah, Miss."
R : "Terus selama ini belajar pakai video animasi suka gak?"
Ss : "Oh ya jelas suka banget to, Miss. Mantap!"
R : "Oke. Terus menulis descriptive nya jadi terbantu gak?"
S.07 : "Ya terbantu donk, Miss."
R : "Terus dengan adanya video-video membantu kalian gak?"
S.32 : "Iya Miss. Terbantu banget. Pikiran jadi fresh jadi nulisnya lancar. Hehe.."
S.35 : "Ho oh Miss. Soalnya videonya berwarna dan lucu."
S.05 : "Iya sama, Miss."
R : "Hmm.. gitu ya. Berarti sip ya."
Ss : "Sip banget, Miss. Haha.."
R : "Oke deh kalo gitu. Terima kasih ya."

INTERVIEW 15

Date : October 2nd, 2012
Place : Classroom
Time : 13.00

R : Researcher
S.09 : Dhika Dwi Heraswati
S.16 : Lizza Aprilliana
S.23 : Onie Avrida
S.36 : Yuni Astuty

R : "Halo Dik. Gimana tadi penjelasan *descriptive text* nya? Terlalu cepat gak?"
Ss : "Gak kok, Miss."
R : "Jadi sudah jelas ya?"
Ss : "Insya Allah jelas, Miss."
R : "Terus gimana video animasinya suka gak?"
S.23 : "Suka donk, Miss."
S.36 : "Suka banget banget banget, Miss."
S.16 : "Suka, Miss."
R : "Oke. Terus waktu menulis descriptive nya jadi terbantu gak dengan adanya video animasi?"
Ss : "Iya terbantu, Miss."

R : “Terbantu gimana tuh?”
S.23 : “Ya terbantu aja, Miss. Karena gambar-gambar di videonya jelas.”
S.36 : “Iya, Miss. Jadi seneng belajarnya.”
S.16 : “Iya Miss. Nyenengin pokoknya.”
S.09 : “Materinya jadi gampang masuk dan mudah dipahami, Miss.”
R : “Sip kalo gitu. Oke deh terima kasih ya semuanya.”

INTERVIEW 16

Date : October 2nd, 2012
Place : Teacher s’ room
Time :

R : Researcher
ET : English Teacher (Collaborator)

R : “Jadi gimana Bu penerapan *action* saya pada *cycle 2* ini?
ET : “Sudah bagus, Mbak. Kemarin yang kurang-kurang di *cycle 1* termasuk masalah materi, saya rasa di *cycle 2* ini sudah cukup baik. Penjelasan tentang *language feature* dan *grammar*nya juga sudah lebih baik. *Drilling vocab*nya juga sudah bagus.”
R : “Iya, Bu. Terus kalau menurut Ibu detail materi saya di cycle 2 ini sudah cukup belum untuk siswa atau bagaimana?”
ET : “Saya rasa sih sudah cukup ya, Mbak. Paling tidak untuk materi *describing people*, *animals*, and *things* nya. Hanya saja disayangkan mungkin yang *describing of place* nya belum masuk ya. Tapi gak apa-apa nanti biar saya saja yang menambahkan.”
R : “Iya Bu. Saya tidak sempat dan terbentur masalah waktu juga.”
ET : “Iya Mbak gak apa-apa. Yang penting mereka sudah terbekali dengan apa yang sudah Mbak Ria berikan. Itu sudah lebih dari cukup”
R : “Terus kalau tentang *group works* gimana menurut Ibu?”
ET : “Nah, itu juga bisa membantu mereka. Jadi mereka bisa bertukar pikiran dengan kelompoknya atau saling bertanya jika ada yang belum benar-benar paham tentang materi. Hanya saja memang situasinya harus terkendali jadi mereka tidak menjadi ribut di dalam kelas.”
R : “Mm.. iya, Bu. Kalau begitu terima kasih banyak, Bu.”
ET : “Iya, Mbak. Sama-sama.”

C.
OBSERVATION CHECKLIST

Cycle : 1 Date : September 15th, 2012
Meeting : 1 Time : 10.10 – 11.30

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer		√
3.	Checks students' attendance	√	
4.	Reviews the last material	√	
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials		√
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation	√	
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well		√
5.	Able to apply the grammatical features well	√	
6.	Able to organize the paragraph well		√
7.	Ask the researcher when they have questions about the materials	√	

Cycle : 1 Date : September 18th, 2012
Meeting : 2 Time : 11.30 – 12.55

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer		√
3.	Checks students' attendance	√	
4.	Reviews the last material	√	
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials	√	
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation	√	
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well	√	
5.	Able to apply the grammatical features well		√
6.	Able to organize the paragraph well		√
7.	Ask the researcher when they have questions about the materials	√	

Cycle : 1 Date : September 21st, 2012
Meeting : 3 Time : 07.00 – 08.20

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer	√	
3.	Checks students' attendance	√	
4.	Reviews the last material	√	
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials	√	
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation	√	
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well	√	
5.	Able to apply the grammatical features well	√	
6.	Able to organize the paragraph well	√	
7.	Ask the researcher when they have questions about the materials		√

Cycle : 2 Date : September 22nd, 2012
Meeting : 4 Time : 10.10 – 11.30

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer		√
3.	Checks students' attendance	√	
4.	Reviews the last material		√
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials		√
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation		√
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well	√	
5.	Able to apply the grammatical features well	√	
6.	Able to organize the paragraph well		√
7.	Ask the researcher when they have questions about the materials	√	

Cycle : 2 Date : September 28th, 2012
Meeting : 5 Time : 07.00 – 08.20

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer	√	
3.	Checks students' attendance		√
4.	Reviews the last material	√	
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials	√	
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation	√	
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well	√	
5.	Able to apply the grammatical features well	√	
6.	Able to organize the paragraph well	√	
7.	Ask the researcher when they have questions about the materials	√	

Cycle : 2 Date : October 2nd, 2012
Meeting : 6 Time : 11.45 – 13.05

No	Researcher's Activities	Yes	No
1.	Opens the class by greeting and asking students' condition.	√	
2.	Leads a prayer		√
3.	Checks students' attendance		√
4.	Reviews the last material	√	
5.	Introduces the topic to the students	√	
6.	Introduces an example of the text	√	
7.	Asks students to study the text	√	
8.	Explains the generic structure and language features of the text	√	
9.	Guides the students to develop the text	√	
10.	Collects students' work	√	
11.	Asks students' difficulties during the teaching and learning process	√	
12.	Concludes the materials		√
13.	Informs the next materials	√	
14.	Closes the lesson	√	

No	Students' Activities	Yes	No
1.	Pay attention to the researcher's explanation	√	
2.	Active during the teaching and learning process	√	
3.	Understand the researcher's explanation	√	
4.	Able to generate ideas well	√	
5.	Able to apply the grammatical features well	√	
6.	Able to organize the paragraph well	√	
7.	Ask the researcher when they have questions about the materials	√	

D.
INTERVIEW GUIDELINE

A. Before Observation

1. For the English Teacher
    a. Bagaimanakah pembelajaran bahasa Inggris di sekolah ini?
    b. Bagaimanakah penyampaian materi & penggunaan media untuk menunjang pembelajaran bahasa Inggris?
    c. Apakah ada kendala dalam proses pembelajaran bahasa Inggris? Jika ada kendala apakah itu? Mengapa?

B. After Observation

1. For the Students
    a. Bagaimana tanggapan Adik terhadap pembelajaran bahasa Inggris? Mengapa?
    b. Bagaimana pembelajaran bahasa Inggris hari ini? Apakah ada kendala/ kesulitan? Jika ada, kendala apakah itu? Mengapa?
    c. Skill apa yg menurut Adik paling sulit dan perlu dilakukan peningkatan? Mengapa?
    d. Apa harapan Adik untuk proses belajar mengajar bahasa Inggris?

C. After Implementation

1. For the English Teacher
    a. Bagaimana pendapat Ibu tentang penerapan action?
    b. Bagaimana pendapat Ibu tentang penggunaan video animasi sebagai media pembelajaran untuk membantu siswa dalam menulis?
2. For the Students
    a. Apakah Adik paham dengan penjelasan teks descriptive?
    b. Apakah ada kesulitan dalam menulis descriptive?
    c. Apakah Adik meyukai video animasi ini sebagai media pembelajaran?

E.
COURSE GRID

IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS IN SMPN 3 NGAGLIK IN THE ACADEMIC YEAR OF 2012/2013

COURSE GRID

School : SMPN 3 Ngaglik **Class : VIII B**
Subject : English **Cycle : 1**

STANDARD OF COMPETENCE	BASIC COMPETENCY	INDICATORS	LEARNING MATERIALS	LEARNING ACTIVITIES	ASSESSMENT	SOURCES	MEDIA
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and appropriately to interact with surroudings in the form of descriptive text.	1. Identifying the generic structure of a descriptive text. 2. Identifying the simple present tense used in a descriptive text. 3. Identifying the noun phrase used in a descriptive text. 4. Devoloping descriptive texts.	**Descriptive Texts** • **Generic Structures** ➢ Identification : introducing the character that will be talked about. ➢ Description : desribing the character ➢ **Grammar** ➢ Simple Present Tense Pattern: S + V1/(s/es) + O/C/A ➢ This is.. That is.. ➢ There is.. There are..	**1. BKOF** a. Students pay attention to picture presented on the LCD. b. Students respond to the teacher's questions related to the topic discussed. **2. MOT** a. Students study an example of a descriptive text. b. Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **3. JCOT** a. Students work in pairs. b. Each student is given a worksheet. c. Students pay attention to the	Written	• Scaffolding: English for Junior High School Students Grade VIII. • Text type 2 • Internet www.google.com, www.youtube.com	Printed materials LCD Animation videos

			➢ Adjective Phrase [Article + Adjective(size+ color) + Things] ▪ Describing people, people wears ▪ Describing animals	other animation video presented on the LCD and discuss about animals and things in it. d. Students develop a simple descriptive text by arranging adjective phrases. e. Students check their partner's sentences. **4. ICOT** a. Students work individually. b. Students pay attention to the other animation video presented on the LCD. c. Students develop a simple descriptive text by arranging sentences and paragraphs. d. Students submit their works. **5. Linking related text** Students find the similar text from any sources.			

IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS IN SMPN 3 NGAGLIK IN THE ACADEMIC YEAR OF 2012/2013

COURSE GRID

School : SMPN 3 Ngaglik **Class : VIII B**
Subject : English **Cycle : 2**

STANDARD OF COMPETENCE	BASIC COMPETENCY	INDICATORS	LEARNING MATERIALS	LEARNING ACTIVITIES	ASSESSMENT	SOURCES	MEDIA
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and appropriately to interact with surroudings in the form of descriptive text.	1. Identifying the generic structure of a descriptive text. 2. Identifying the simple present tense used in a descriptive text. 3. Identifying people physical appearance and personalities. 4. Identifying the noun phrase used in a descriptive text. 5. Explaining parts of animal's body	**Descriptive Texts** • Generic Structures ➢ Identification : introducing the character that will be talked about. ➢ Description : desribing the character • Grammar ➢ Simple Present Tense Pattern: S + V1/(s/es) + O/C/A ➢ This is.. That is.. ➢ There is.. There are.. ➢ Prepositions	**1. BKOF** a. Students pay attention to the picture/ the animation video presented on the LCD. b. Students respond to the teacher's questions related to the topic discussed. **2. MOT** a. Students study an example of a descriptive text. b. Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **3. JCOT** a. Students work in pairs. b. Each student is given a worksheet. c. Students pay attention to the	Written	• Scaffolding: English for Junior High School Students Grade VIII. • Text type 2 • Internet www.google.com, www.youtube.com	Printed materials LCD Animation videos

		based on descriptive text. 6. Devoloping descriptive texts.	➢ Adjective Phrase [Article + Adjective(size+ age+color+ material) + Things] ▪ Describing people personalities ▪ Describing animals ▪ Describing things	other animation video presented on the LCD and discuss about animals and things in it. d. Students develop a simple descriptive text by arranging adjective phrases. e. Students check their partner's sentences. **4. ICOT** a. Students work individually. b. Students pay attention to the other animation video presented on the LCD. c. Students develop a simple descriptive text by arranging sentences and paragraphs. d. Students submit their works. **5 Linking related text** Students find the similar text from any sources.			

F.

LESSON PLANS

LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 1
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text about describing people.
2. Identifying the simple present tense used in a descriptive text.
3. Explaining parts of body
4. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials & Worksheet)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells to the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the pictures of people with different physical appearances presented on the LCD. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text describing people. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students write simple present tense sentences. 4) Students arrange jumble words into correct simple present tense sentences. 5) Students check their partner's sentences. **d. ICOT** 1) Students work individually. 2) Students pay attention to the characters' physical appearances in the other animation videos and write them on the worksheet.

3.	3) Students develop a simple descriptive text by arranging paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

4. **I. Media** **:** Pictures, Animation videos, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd — Ria Ayu Pebrianti

NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS & WORKSHEET

Study the following descriptive text.

My brother

I have a brother namely Riki Ramadhani. — Identification

His nick name is Riki. He is 20 years old. His hobbies are playing football and travelling. He is tall and fat. He is brown-skinned. He has round eyes and a pointed nose. He has thick eyebrows and eyelashes. His hair is short, curly, and black. — Description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense
   1) I have a brother.
   2) He is tall and fat.
   3) He has round eyes and a pointed nose.
   4) His hair is short, curly, and black.

Sentence pattern : **S + V1 / V –s/es + O/A/C**

S	: Subject	A	: Adverb
V1 & V –s/es	: Verb	C	: Complement
O	: Object		

I	am	They	Verb 1
You	are	We	
We		I	
They		You	
He	is	He	Verb 1 + s/es
She		She	
It		It	

Have/ has : mempunyai

They	have	He	has
We		She	
I		It	
You			

Height

He is tall.

He is medium height.

He is short.

Built

She is fat.
She is overweight.

She is thin.
She is slim.

Hair

She has long hair.
She has long black hair.
Her hair is long, straight, and black.

She has short hair.
She has short brown hair.
Her hair is short, wavy, and brown.

He has no hair.
He is bald.

She has medium length hair.

Her hair is medium length, straight, and blonde.

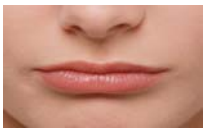
She has medium length hair.

Her hair is medium length, curly, and brown.

Other features

moustache

beard



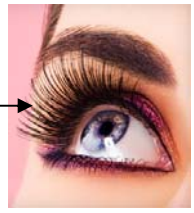
thin lips

thick lips

round eyes

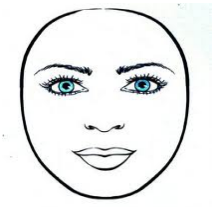
slanting eyes

eyebrows



eyelashes

oval face



round face

pointed nose

dimples

wrinkles

Task 1 ► Write 2 sentences about physical appearances of each picture. Use the simple present tense.

Example : He is short. 3). _____ 5). _____

1). _____ 4). _____ 6). _____

2). _____

7). _____ 9). _____

8). _____ 10). _____

Task 2 ► Arrange jumble words below into correct sentences.

1) and – slim – tall – Alia – is _____

2) a – has – nose – pointed – He _____

3) no – has – hair – Mr. Deddy _____

4) eyebrows – Sarah – thick – has _____

5) medium – is – Ricky – height _____

6) quite – Raka – short – is _____

► Pay attention to the animation video. Write 2 simple paragraphs of the physical appearances of two people in the video and write them in the worksheet provided.

Bruno Charlie

His name is Bruno. _____

_____

_____

_____

His name is Charlie. _____

_____

_____

_____

LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 2
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text.
2. Identifying the simple present tense used in a descriptive text about people wears.
3. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials & Worksheet)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells to the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the pictures with different physical appearances presented on the LCD. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text describing people. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students pay attention to the characters' physical appearances in the animation video and write them on the worksheet. 4) Students develop a simple descriptive text by arranging sentences. 5) Students check their partner's sentences. **d. ICOT** 1) Students work individually. 2) Students pay attention to the characters' physical appearances in the other animation video and write them on the worksheet.

3.	3) Students develop a simple descriptive text by arranging paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

I. Media **:** Animation videos, Pictures, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Evaluation : Enclosed (evaluation)
4. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd — Ria Ayu Pebrianti

NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS

Study the following descriptive text.

This is Jack. He is handsome. He is medium height. He has short brown hair. He is also light-skinned. He has round eyes and a pointed nose. He wears a white shirt and green shorts. He also wears green shoes and a brown bag. He wears glasses and he likes travelling.

} Identification

} Description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense
      1) This is Jack.
      2) He is handsome.
      3) He has round eyes.
      4) He wears a blue shirt and black shorts.
      5) He likes travelling.

Sentence pattern : **S + V1 / V –s/es + O/A/C**

I	am	They	Verb 1
You	are	We	
We		I	
They		You	
He	is	He	Verb 1 + s/es
She		She	
It		It	

Verb 1/ Verb + s/es	**Meaning**
Have / has	Mempunyai
Wear / wears	Memakai
Use / uses	Menggunakan
Like / likes	Menyukai

1) I have dimples.
2) They wear glasses.
3) She wears blouse.
4) He likes travelling.

This is ...	: ini	singular
That is ...	: itu	(tunggal)

Task 1 ► Pay attention to the animation video entitled “Marcelino and Bartolomeo”. Discuss with your friend and check (√) the physical appearances of two people in the video.

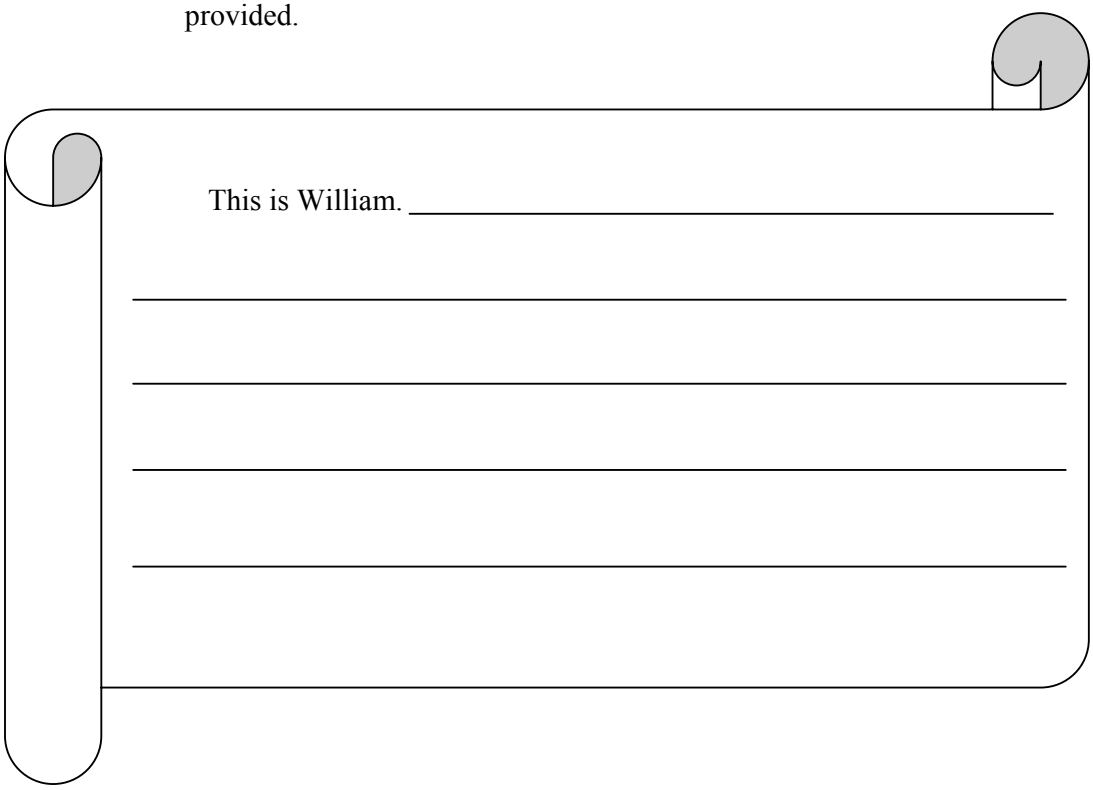
	Marcelino	**Bartolomeo**
body	☐ tall and slim ☐ short and slim ☐ tall and fat ☐ short and fat	☐ tall and slim ☐ short and slim ☐ tall and fat ☐ short and fat
face	☐ round eyes ☐ slanting eyes ☐ pointed nose ☐ big nose	☐ round eyes ☐ slanting eyes ☐ pointed nose ☐ big nose
hair	☐ black hair ☐ red hair ☐ blonde hair ☐ straight hair ☐ curly hair	☐ black hair ☐ red hair ☐ blonde hair ☐ straight hair ☐ curly hair
wears	☐ white shirt ☐ black shirt ☐ shorts ☐ trousers ☐ black shoes ☐ brown shoes ☐ tie	☐ white shirt ☐ black shirt ☐ shorts ☐ trousers ☐ black shoes ☐ brown shoes ☐ tie
uses	☐ computer ☐ typewriter	☐ computer ☐ typewriter

Task 2 ► Write down the information in Task 1 into sentences.

Example : He is tall and slim

Marcelino	**Bartolomeo**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Task 3 ► Pay attention to the animation video entitled “Best Idea Ever”. Write down the description of William in the video in the worksheet provided.



This is William. _____

_____

_____

_____

_____

LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 3
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text.
2. Identifying the simple present tense used in a descriptive text about animals.
3. Identifying the noun phrase used in a descriptive text about animals.
4. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells to the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the animation video presented on the LCD. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text of describing animals. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students pay attention to the other animation video presented on the LCD and discuss about animals and things in it. 4) Students develop a simple descriptive text by arranging adjective phrases. 5) Students check their partner's sentences. **d. ICOT** 1) Students work individually. 2) Students pay attention to the other animation video presented on the LCD.

3.	3) Students develop a simple descriptive text by arranging sentences and paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

I. Media **:** Animation videos, pictures, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd — Ria Ayu Pebrianti

NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS

Study the following descriptive text.

Mr. Fred's Farm

Mr. Fred has a big farm. There are animals — Identification

in the big farm. There are white chickens and white ducks. There is big horses. There are also cows, goats, and white sheeps. They look fat and healthy. Mr. Fred also has a brown dog namely Rover. He loves animals. — Description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense

   Sentence pattern:

S + V-1 / V-s/es + O/A/C

S	: Subject	A	: Adverb
V-1 & V-s/es	: Verb	C	: Complement
O	: Object		

Article	Adjectives		Thing
	Size	Color	
a	-	pink	pig
a	-	brown	dog
a	-	white	chicken
a	small	-	horse
the	big	-	farm

b. Noun phrases
   1) A pink pig
   2) A brown dog
   3) A white chicken
   4) The big farm

"There is ..." and "there are ..."		: ada
"There is ..."	⟶	singular (tunggal)
"There are ..."	⟶	plural (jamak)

Examples:
1) There is a big horse.
2) There are white chickens.
3) There are animals.

Task 1 ► Write the adjective phrase of each picture in the worksheet provided.

For example:

A grey buffalo

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8)_____

VOCABULARY LIST	
tortoise	: kura-kura
snail	: siput
frog	: katak

Task 2 ► Pay attention to the animation video entitled “Maisy’s farm”. Write the adjective phrases of describing animals in the worksheet provided. Look at Task1.

Adjective phrases
1.
2.
3.
4.
5.

VOCABULARY LIST	
goose	: angsa
sheep	: domba

► Write senteces from the adjective phrases in Task 2. Use “there is” or “there are.”

6) _____

7) _____

8) _____

9) _____

10) _____

Task 3 ► Write a good descriptive paragraph in the worksheet. Use the adjective phrases in Task 2.

_____

_____

_____

LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 4
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text.
2. Identifying the simple present tense used in a descriptive text.
3. Explaining people physical appearance and personalities.
4. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials & Worksheet)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the vocabulary that the teacher gives. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text describing people with personalities. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students gathers information from their friends about their physical description. 4) Students check their partner's sentences. **d. ICOT** 1) Students work individually. 2) Students pay attention to the other animation video presented on the LCD. 3) Students develop a simple descriptive text by arranging

3.	paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

I. Media **:** Animation videos, Pictures, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd. — Ria Ayu Pebrianti

NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS

Study the following descriptive text.

My Best Friend

I have a best friend namely Isnaini. Her nick name is Neny. She is 20 years old. She lives in Bantul. Her hobbies are shopping, listening to music, and swimming. She is tall and slim. She is also light-skinned. She has round eyes and a pointed nose. She has long black straight hair. She is beautiful. Moreover, she is very kind, friendly, and also diligent. That is why she becomes my best friend.

identification

description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense

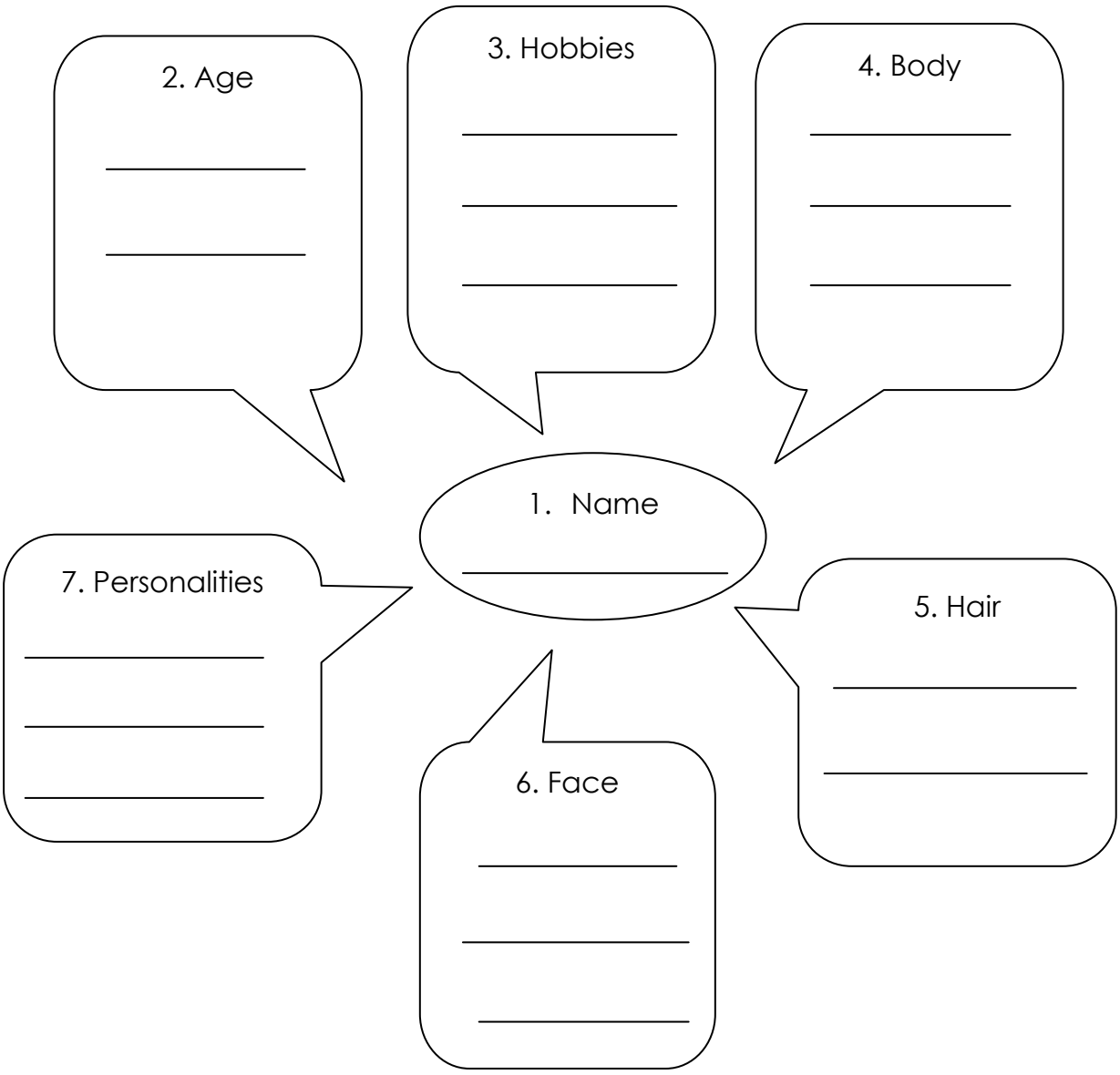
S + V-1 / V-s/es + O/A/C

I have a best friend.
She is tall and slim.
She has round eyes.
She has long black straight hair.

Personalities

arrogant	: sombong	energetic	: enerjik
charming	: menawan	friendly	: ramah
clever, smart	: pandai	funny	: lucu
cute	: imut, manis	generous	: dermawan
diligent	: rajin	gorgeous	: menawan
humble	: rendah hati	patient	: sabar
kind	: baik hati	stingy	: pelit
lazy	: malas	talkative	: banyak bicara

Task 1 ► Gather information about your partner based on the worksheet below. Write the information in the worksheet provided.



Task 2 ► Write the information you have gathered into sentences.

1.
2.
3.
5.
6.

Task 3 ► Write the sentences in Task 2 into a good paragraph.

Task 4 ► Pay attention to the animation video. Gather information about two people in the video and write them in the worksheet provided.

2. Hobbies
reading
jogging

6. Personalities

1. Name
Mr. Ronald

3. Body

5. Hair

4. Face

LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 5
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text.
2. Identifying the noun phrase used in a descriptive text about animals.
3. Explaining parts of animal's body based on descriptive text.
4. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials & Worksheet)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the vocabulary that the teacher gives. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text of describing animals. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students pay attention to the other animation video presented on the LCD and discuss about animals and things in it. 4) Students develop a simple descriptive text by arranging adjective phrases. 5) Students check their partner's sentences. **d. ICOT** 1) Students work individually. 2) Students pay attention to the other animation video presented on the LCD.

3.	3) Students develop a simple descriptive text by arranging sentences and paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

I. Media **:** Animation videos, pictures, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd. — Ria Ayu Pebrianti

NIP. NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS

Study the following descriptive text.

My lovely cats

I have two cats. The first is Winy. Her colour is gray. She is a cute female cat. I put a red ribbon on his neck. The second is Momo. He is a big male. He has white fur. I put a small bell around her neck. My cats like run inside my house. They usually sleep on a sofa in my living room. I love my cats so much.

identification

description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense

S + V-1 / V-s/es + O/A/C

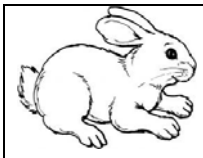
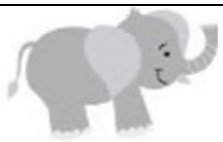
Article	Adjectives		Thing
	Size	Color	
a	big	-	male
a	-	red	ribbon
a	-	white	fur
a	small	gray	cat
the	-	brown	hair

   b. Noun Phrase
      A big male
      A red ribbon
      A small gray cat
      The brown hair

Parts of animals' body

fur	: rambut
feather	: bulu
horn	: tanduk
legs	: kaki
tail	: ekor
wings	: sayap
trunk	: belalai

Task 1 ► Look at the following animals. Then, describe their looks. Look at the example.

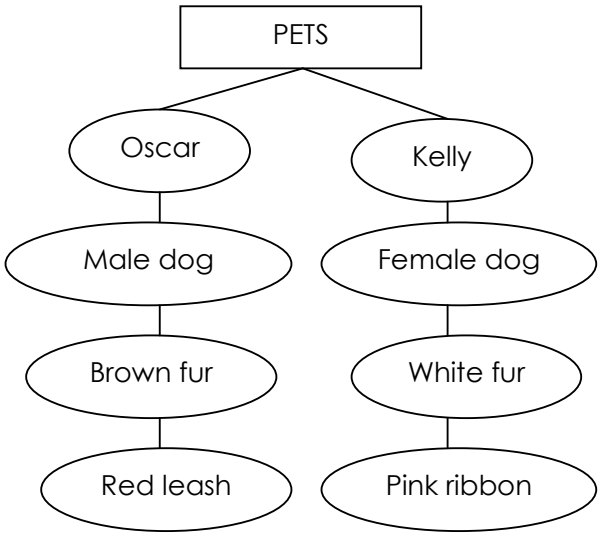
	• It is a rabbit. • It has long ears. • It has white fur.
	a. _____ b. _____ c. _____
	a. _____ b. _____ c. _____
	a. _____ b. _____ c. _____
	a. _____ b. _____ c. _____

Task 2 ► Fill in the blank with the answers provided in the box.

My lovely rabbits

I (1) ..... two rabbits. The first is Lily. She is a big (2) ..... Her (3)..... is grey with (4) ..... markings. She is a (5) ..... rabbit. I put a pink (6) ..... on her neck. The second is Barbara. She has white (7)..... I put a (8)..... bell around her neck. My rabbits like run (9)..... my house. They usually sleep in their white (10)..... I love my rabbits so much.

Task 3 ► Pay attention to the animation video presented. Write a descriptive text from the information below in the place provided. Look at Task 1 & Task 2.



LESSON PLAN

School	: SMP N 3 Ngaglik, Sleman
Subject	: English
Grade/ Semester	: VIII/ 1
Skill	: Writing
Meeting	: 6
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroudings in the form of descriptive text.

C. Indicators

1. Identifying the generic structure of a descriptive text about things.
2. Identifying the noun phrase used in a descriptive text about things.
3. Developing a descriptive text.

D. Learning Objective

At the end of the lesson, the students are able to produce a descriptive text.

E. Materials

Enclosed (Materials & Worksheet)

F. Method/ Technique

Genre-Based Technique

1. Building the Context (BKOF)
2. Modelling and Deconstruction of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking related text.

G. Teaching and Learning Activities

No.	Activities
1.	**Opening Activities** 1) The teacher greets the students. 2) The teacher asks one of the students to lead a prayer. 3) The teacher checks for the attendance list. 4) The teacher tells the students the materials that they are going to learn.
2.	**Main Activities** **a. BKOF** 1) Students pay attention to the vocabulary that the teacher gives. 2) Students respond to the teacher's questions related to the topic discussed. **b. MOT** 1) Students study an example of a descriptive text of describing animals. 2) Students discuss the topic, the generic structure, and the grammatical pattern used in the text with guidance from the teacher. **c. JCOT** 1) Students work in pairs. 2) Each student is given a worksheet. 3) Students pay attention to the other animation video presented on the LCD and discuss about animals and things in it. 4) Students develop a simple descriptive text by arranging adjective phrases. 5) Students check their partner's sentences. **d. ICOT** 1) Students work individually.

3.	2) Students pay attention to the other animation video presented on the LCD. 3) Students develop a simple descriptive text by arranging sentences and paragraphs. 4) Students submit their works. **e. Linking related text** Students find the similar text from newspapers, magazines, or any sources. **Closing Activities** 1) Students answer the teacher's question whether they have difficulties or not during the teaching and learning process. 2) Students and the teacher discuss the conclusion of the materials. 3) Students pay attention to the next materials.

H. Sources

1. Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Text type 2.
3. www.youtube.com

I. Media **:** Animation videos, pictures, LCD

J. Assessment

1. Technique : Written
2. Form : Writing a descriptive text
3. Assessment rubric (maximum score 20)

Yogyakarta, September 2012

The English teacher — The researcher

Prapti Sukartiningsih, S.Pd — Ria Ayu Pebrianti

NIP. 19680420 199802 2 001 — NIM. 07202244061

MATERIALS

Study the following descriptive text.

My big bag

I have a big bag. I always bring it everywhere. I put many things inside. The colour is blue. It is made from leather. It has two pockets inside and two pockets outside. I usually put my black leather wallet, cell phone, tissue, pen and a small notebook in it. I also can put my plastic drinking bottle and my packed lunch. I like bring my bag to school and everywhere.

identification

description

1. A descriptive text is a text that describes a particular person, place, or thing.
2. A descriptive text includes:
   a. Identification : the part of the paragraph that introduces the character.
   b. Description : the part of the paragraph that describes the character.
3. In that descriptive text, we find:
   a. Simple present tense

S + V-1 / V-s/es + O/A/C

Adjectives				Thing
Size	Age	Colour	Material	
big	-	blue	-	bag
-	new	black	leather	wallet
-	-	white	plastic	bottle
small	-	gray	aluminium	spoon
large	old	brown	wooden	chair

   b. Noun Phrase

      big blue bag, new black leather wallet, white plastic bottle, large old brown wooden chair.

Task 1 ► Arrange jumble words below into correct phrases. Discuss with your friend.

1) carpet – A – long – red – new _____
2) plastic – large – bucket – A _____
3) bamboo – An – old – chair – brown _____
4) black – new – jacket – A - wool _____
5) The – wooden – shelf – old _____

Task 2 ► Pay attention to the animation video presented. Check (√) the things that you can find in the video.

a large bed	☐	a blue carpet	☐	small purple pillows	☐
a wooden desk	☐	a book shelf	☐	small red pillows	☐
a wooden chair	☐	cupboards	☐	a blue refrigerator	☐
a long wooden table	☐	black television	☐	a red refrigerator	☐
white chairs	☐	brown carpet	☐	a blue sofa	☐

Task 3 ► Choose one of the pictures below. Write a descriptive text in the place provided.

_____

_____

_____

_____

_____

_____

G.

ATTENDANCE LIST

Presensi Siswa SMP Negeri 3 Ngaglik
Tahun ajaran : 2012/2013
Kelas : VIII B
Semester : 1

No.	Name	Meeting						
		Pre-test 11 sept	**I** 15 sept	**II** 18 sept	**III** 21 sept	**IV** 22 sept	**V** 28 sept	**VI+ Post-test** 02 Okt
1.	Agel Andriani	√	√	√	√	√	√	√
2.	Ahmad Hisbullah Adi Prabowo	√	√	√	√	√	√	√
3.	Alfi Isnaini Putri	√	√	√	√	√	√	√
4	Anugrah Restu H.	√	√	√	√	√	√	√
5.	Bayu Aji Pradana	√	√	√	√	√	√	√
6.	Bima Purwaka	√	S	√	√	√	√	√
7.	Damar Pamedar	√	√	√	√	√	√	√
8.	Dewi Agus Nitasari	√	√	√	√	√	√	√
9.	Dhika Dwi Heraswati	√	√	√	√	√	√	√
10.	Eva Dwi Sartika	√	√	√	√	√	√	√
11.	Farhan Alfian A.	√	√	√	√	√	√	√
12.								
13.	Handika Wijaya K.	√	√	√	√	√	√	√
14.	Icuk Cahyati	√	√	√	√	√	√	√
15.	Lilis Rahmanto	√	√	√	√	√	√	√
16.	Lizza Aprilliana	√	S	√	√	√	√	√
17.	Lucky Kurniawan	√	√	√	√	√	√	√
18.	Muhammad Noval	√	√	√	√	√	√	√
19.	Muhammad Yusuf	√	√	√	√	√	√	√
20.	Nanda Septiriyani	√	√	√	√	√	√	√
21.	Nugroho Saputro	√	√	√	√	√	√	√
22.	Okta Setya Nugraha	√	A	√	√	√	√	S
23.	Onie Avrida Kumala	√	√	√	√	√	√	√
24.	Purwanto	√	√	√	√	√	√	√
25.	Putri Baity Janaty	√	√	√	√	√	√	√
26.	Putri Wulansuri	√	√	√	√	√	S	√
27.	Rio Atmaja	√	√	√	√	√	√	√
28.	Riswanto	√	√	√	√	√	√	√
29.	Santoso Mahardika	√	√	√	√	√	√	√
30.	Sefy Fahledy Purnama	√	√	√	√	√	√	√
31.	Siti Retno Peni	√	√	√	√	√	√	√
32.	Syaiful Amri Khoirudin	√	√	√	√	√	S	√
33.	Widyawati	√	√	√	S	√	√	√
34.	Yoga Kuswoyo	√	√	√	√	√	√	√
35.	Yudha Tama Prasetya	√	√	√	√	√	√	√
36.	Yuni Astuty	√	√	√	√	√	√	√
Total								

S : Sakit I : Ijin A : Alpha

H.

STUDENTS' WRITING

Meeting 1

Name : Alfi Isnaini Putri
Number : 03 / VIII B

Task 1 ▶ Write 2 sentences about physical appearances of each picture. Use the simple present tense.

Example : He is short.

1). He is thin.
2). He ~~is~~ has Seraighe hair
3). She is fat.
4). She is overweighe
5). He is tall.
6). He is Bard bald

7). ~~He is~~ She has curly hair
8). ~~He~~ she is short.
9). She ~~is~~ has long hair
10). She is beautiful.

Name : Alfi Isnaini Putri
Number : 03 / VIII B

Task 2 ▶ Arrange jumble words below into correct sentences.

1) and – slim – tall – Alia – is — Alia - is - slim - and - tall.
2) a – has – nose – pointed – He — He - has - a - pointed - nose.
3) no – has – hair – Mr. Deddy — Mr. Deddy - has - no - hair.
4) eyebrows – Sarah – thick – has — Sarah - has - thick - eyebrows.
5) medium – is – Ricky – height — Ricky - is - height - medium.
6) quite – Raka – short – is — Raka - is - quite - short.

Name : Dewi agus Nitasari
Number : 08.

▶ Pay attention to the animation video. Write 2 simple paragraphs of the physical appearances of two people in the video and write them in the worksheet provided.

Bruno Charlie

His name is Bruno. (he) has no hair. Bruno is short. Bruno has a round face. he is thin. (he) has thin lips. (he) it has eyebrows. (he) is medium height.

His name is Charlie. (he) has no hair. Charlie is tall. Charlie has an oval face. (he) is Fat. (he) is thin lips. (he) it has eyebrows. (he) it is overweight. (he) is an angel

Meeting 2

Name : Dnie Avrida Kumala
Number : 23

Task 1 ▶ Pay attention to the animation video entitled "Marcelino and Bartolomeo". Discuss with your friend and check (√) the physical appearances of those people that you see in the video.

	Marcelino	Bartolomeo
body	☐ tall and slim ☐ short and slim ☐ tall and fat ☑ short and fat	☑ tall and slim ☐ short and slim ☐ tall and fat ☐ short and fat
face	☑ round eyes ☐ slanting eyes ☐ pointed nose ☑ big nose	☑ round eyes ☐ slanting eyes ☑ pointed nose ☐ big nose
hair	☐ black hair ☑ red hair ☐ blonde hair ☐ straight hair ☐ curly hair	☐ black hair ☐ red hair ☑ blonde hair ☐ straight hair ☐ curly hair
wears	☑ white shirt ☐ black shirt ☐ shorts ☑ trousers ☐ black shoes ☑ brown shoes ☐ tie	☑ white shirt ☐ black shirt ☑ shorts ☐ trousers ☑ black shoes ☐ brown shoes ☐ tie
uses	☐ computer ☑ typewriter	☑ computer ☐ typewriter

Name : Santoso MD
Number : 29

Task 3 ► Pay attention to the animation video entitled "Best Idea Ever". Write down the description of William in the movie and write them in the worksheet provided.

This is William. He ~~is~~ wears Blue shirt. He ~~has~~ is tall and slim. He is ~~white~~ white hair. He ~~wears is~~ has a Pointed nose. He wears ~~a~~ brown shoes. He wears ~~a~~ Socks white. He wears ~~a~~ black ~~brown~~ shorts. He ~~is~~ Sales pai apple's.

Task 2 ► Write down the information in Task 1 into sentences.

Example : He is tall and slim

MARCELINO
1. He is Short and Fat
2. He ~~is~~ has big nose.
3. He ~~is~~ has Red hair.
4. He ~~is~~ wears White shirt.
5. ~~He is~~ wears shorts.

BARTOLOMEO
1. He wears black shoes.
2. He ~~has~~ wears white shirt.
3. He ~~is~~ has a Pointed nose.
4. He is tall and slim.
5. He wears shorts.

Meeting 3

Name : Ahmad Hisbullah Adi Prabowo.
Number : 2.

Task 2 ▶ Pay attention to the animation video entitled "Maisy's farm". Write the adjective phrases of describing animals in the worksheet provided. Look at Task1.

Adjective phrases
1. A brown horse.
2. A white chicken.
3. A black cat.
4. A brown pig.
5. A white sheep.

VOCABULARY LIST	
goose	: angsa
sheep	: domba

▶ Write senteces from the adjective phrases in Task 2. Use "there is" or "there are."

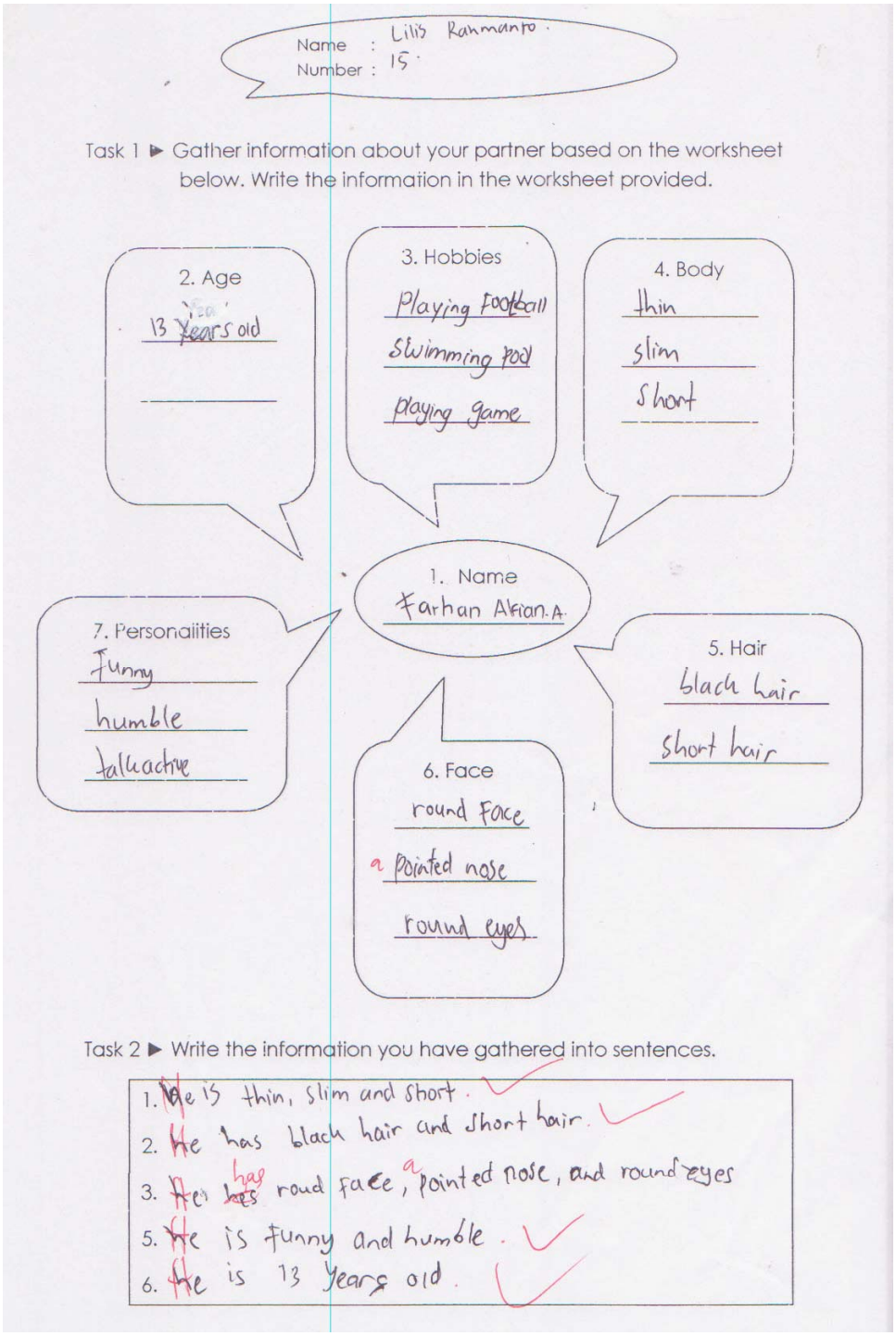
6. There are brown ~~hourses~~ horses.
7. There is a black cat.
8. There are white chickens.
9. There are brown pigs.
10. There are white sheeps.

Name : Icuk cahyati
Number : 19 (VIII B)

Task 3 ▶ Write a good paragraph in the worksheet and use the adjective phrases in Task 2.

Maisy has a big farm. In the farm, There are white chickens. There are animals. There are green frogs. There are brown snails. There is a big tortoise. There is green and black. Snakes. There is a blue fish.

Meeting 4



Name : Lilis Rahmanto.
Number : 15.

Task 1 ▶ Gather information about your partner based on the worksheet below. Write the information in the worksheet provided.

2. Age
13 years old

3. Hobbies
Playing Football
Swimming pool
playing game

4. Body
thin
slim
short

1. Name
Farhan Afrian.A

7. Personalities
Funny
humble
talkactive

5. Hair
black hair
short hair

6. Face
round face
a pointed nose
round eyes

Task 2 ▶ Write the information you have gathered into sentences.

1. He is thin, slim and short.
2. He has black hair and short hair.
3. He has a round face, a pointed nose, and round eyes
5. He is funny and humble.
6. He is 13 years old.

Name : Putri Baity Jannaty
Number : 25

Task 3 ▶ Write the sentences in Task 2 into a good paragraph.

My Best Friend

I have a best friend namely Sefy. Her nick name is Sefy. She is 13 years old. She lives in Kembon. her hobbies are Play, ing listening to music and swimming swimming. She is tall and ~~fat~~. She ~~is~~ has also dark skin. She has round eyes and a pointed nose. She has long black wavy hair. She is clever, cute, and Beautiful. She becomes my best friend

Task 4 ▶ Pay attention to the animation video. Gather information about two people in the video and write them in the worksheet provided.

2. Hobbies
reading
jogging

6. Personalities
arrogant
stingy

1. Name
Mr. Ronald

3. Body
Tall
Thin

5. Hair
black hair

4. Face
oval face
round eyes

Meeting 5

Name : Okta Setya Nugraha
Number : 22

Task 1 ► Look at the following animals. Then, describe their looks. Look at the example.

	• It is a rabbit. • It has long ears. • It has white fur.
cokelat	a. It is a monkey. b. It has long tail. c. It has brown fur.
cokelat	a. It is a Goat. b. It has a horn. c. It has brown fur.
abu-abu	a. It is an elephant. b. It has long trunk. c. It has gray trunk.
biru	a. It is a bird. b. It has 2 wings. c. It has blue fur.

Task 2 ► Fill in the blanks with the answers provided in the box.

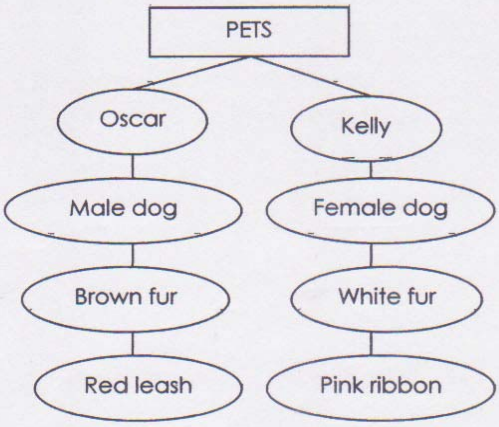
My lovely rabbits

I (1) have two rabbits. The first is Lily. She is a big (2) female house. Her (3) colour is grey with (4) white markings. She is a (5) cute. rabbit. I put a pink (6) ribbon. on her neck. The second is Barbara. She has white (7) fur. I put a (8) small bell around her neck. My rabbits like run (9) behind my house. They usually sleep in their white (10) house. I love my rabbits so much.

house	behind	small
female	ribbon	cute
white	fur	
have	colour	

Name : Widyawati
Number : 33

Task 3 ► Pay attention to the animation video presented. Write a descriptive text from the information below in the place provided. Look at Task 1 & Task 2.



My lovely Dogs

I have one Dog. The First is Oscar. His colour is Brown Fur. His big male dog. I put a red leash on his neck. The second is Kelly. She is a cute Female. Her has white Fur. I put a pink ribbon on her neck. my dogs like run in my house. They usually sleep on a sofa or carpet in my living room. I love my dogs so much.

Meeting 6

Name : Muh. Noval
Number : 18

Task 3 ▶ Choose one of the pictures below. Write a descriptive text in the place provided.

My New ~~Bicycle~~ Bike

I have a new bike. I always ridden it every where. The colour is green and yellow. It is made from iron. It has one basket in front of. I usually put my red leather wallet, cell phone, and drink. I love my new bike.

Pre-test

Name : Damar Pamedar
Number : 07

Look at the picture belo. Write a simple descriptive paragraph of Bruno's physical appearance.

Bruno Charlie

His name is Bruno. ~~Bruno~~ He ~~His short and slim, Bruno~~ He ~~is bald. Bruno~~ He ~~is~~ has a brown skin.

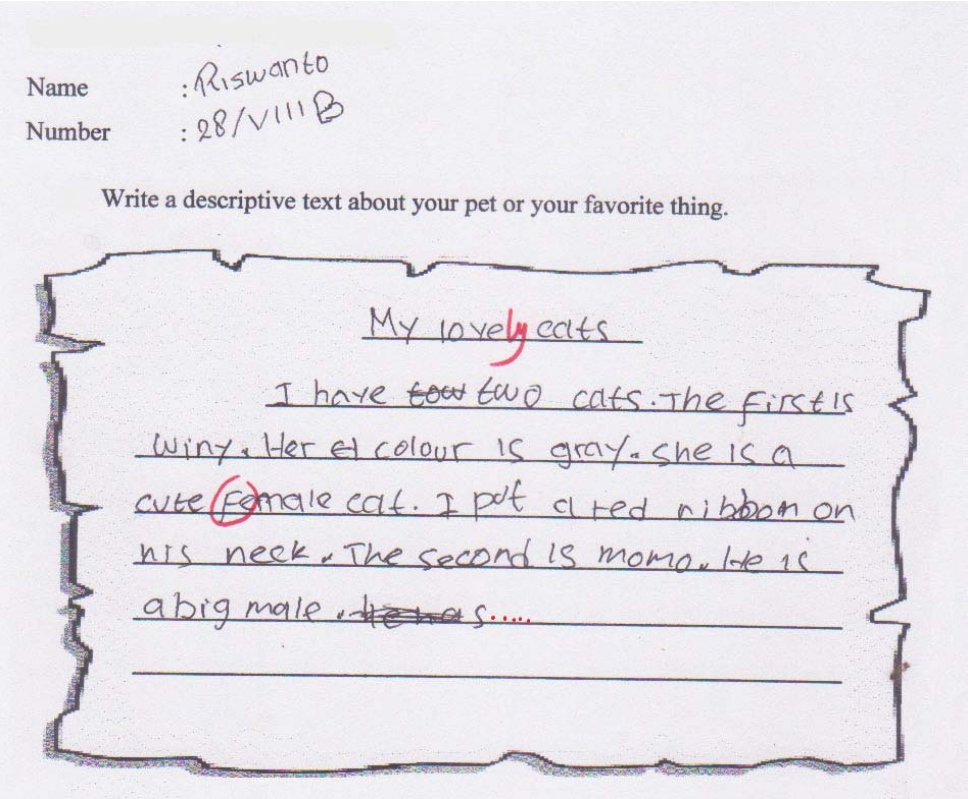
Name : Yuni Astuti
Number : 36

Look at the picture below. write a simple descriptive paragraph of Bruno's physical appearance.

Bruno Charlie

His name is Bruno. Bruno is ~~Blad hair~~ bald, He is medrum height and thin, His hair blad. He has round eyes and a pointed nose.

Post-test

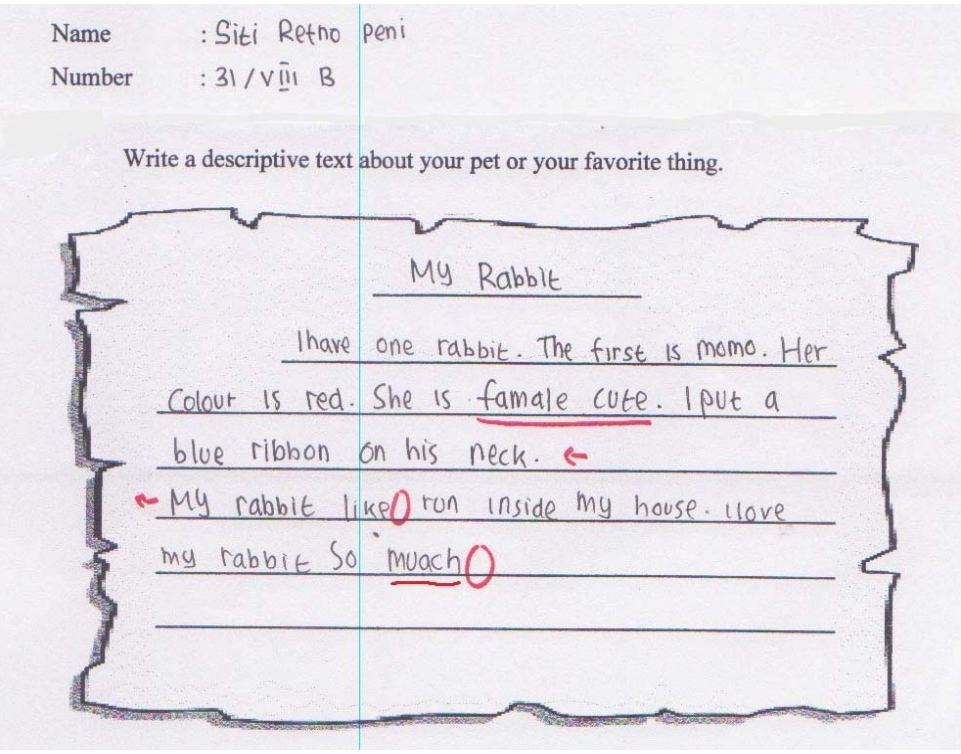


Name : Riswanto
Number : 28/VIII B

Write a descriptive text about your pet or your favorite thing.

My lovely cats

I have ~~four~~ two cats. The first is Winy. Her colour is gray. She is a cute female cat. I put a red ribbon on his neck. The second is momo. He is a big male. ~~He has~~ s....



Name : Siti Retno Peni
Number : 31 / VIII B

Write a descriptive text about your pet or your favorite thing.

My Rabbit

I have one rabbit. The first is momo. Her Colour is red. She is famale cute. I put a blue ribbon on his neck.
My rabbit like run inside my house. I love my rabbit so muach

I.

STUDENTS' SCORES

1. Students' scores of each meeting

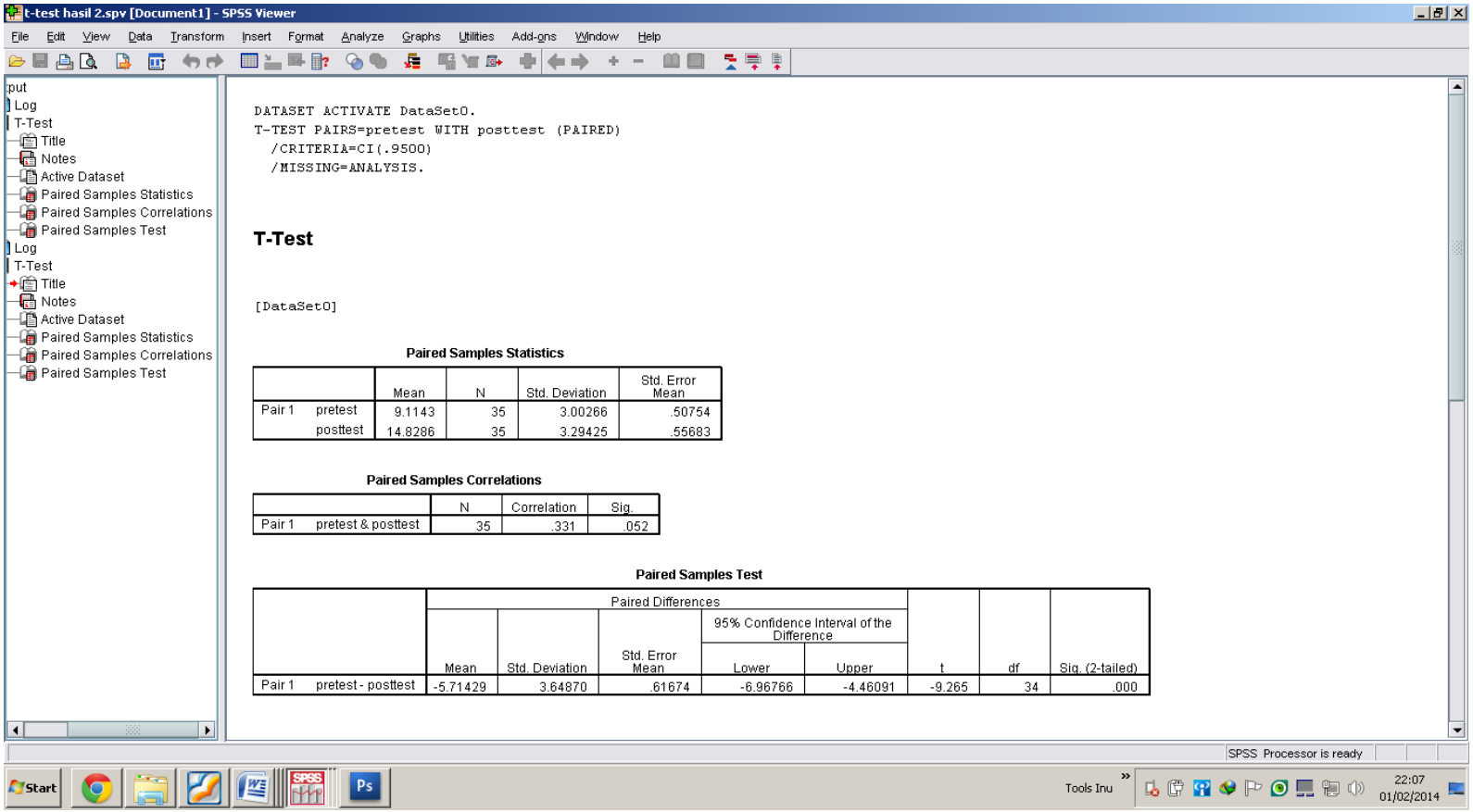
No	Name	Students' scores					
		I	II	III	IV	V	VI
1.	Agel Andriani	13	13.5	16	17.5	14.5	15.5
2.	Ahmad Hisbullah Adi P.	11	10.5	12	15	13.5	16.5
3.	Alfi Isnaini Putri	7.5	10	15.5	16	17	12
4	Anugrah Restu H.	12.5	14.5	10	16.5	12	16
5.	Bayu Aji Pradana	8	7.5	14	16	11.5	16
6.	Bima Purwaka	-	12.5	14.5	16	14.5	14.5
7.	Damar Pamedar	11	14.5	11	16	13.5	17
8.	Dewi Agus Nitasari	14.5	13	15	17	17	14
9.	Dhika Dwi Heraswati	18.5	19	19	20	18.5	19.5
10.	Eva Dwi Sartika	12	16	19.5	18	15	17
11.	Farhan Alfian A.	10	15	16	17	15	15.5
13.	Handika Wijaya K.	10	9.5	15	13	11	15
14.	Icuk Cahyati	13	10.5	17.5	19	11.5	15.5
15.	Lilis Rahmanto	11	14.5	14	19	17.5	14
16.	Lizza Aprilliana	-	12	12.5	18	11	14.5
17.	Lucky Kurniawan	11	15.5	13	16	9.5	14
18.	Muhammad Noval	19	18.5	19.5	-	19	19.5
19.	Muhammad Yusuf	12.5	11	12	18	-	13.5
20.	Nanda Septiriyani	11.5	10.5	14	18	15.5	17.5
21.	Nugroho Saputro	15	15.5	17.5	15.5	16.5	15
22.	Okta Setya Nugraha	-	10	18	13.5	11.5	-
23.	Onie Avrida Kumala	17.5	17	17	20	19.5	19
24.	Purwanto	7.5	12	13	14.5	11.5	15
25.	Putri Baity Janaty	9	16	19	18.5	14.5	16
26.	Putri Wulansuri	14	15.5	16.5	19	-	13
27.	Rio Atmaja	12.5	11	11.5	17	13	13.5
28.	Riswanto	8.5	12.5	15	17	12	15
29.	Santoso Mahardika	8	12	13	15	10	16
30.	Sefy Fahledy Purnama	13.5	12	18	18.5	14	12.5
31.	Siti Retno Peni	12.5	10	16.5	19	12.5	17
32.	Syaiful Amri Khoirudin	15	11.5	17	14.5	-	11.5
33.	Widyawati	11	16	-	19	16	12
34.	Yoga Kuswoyo	7.5	13.5	14	15	13.5	13.5
35.	Yudha Tama Prasetya	6.5	12.5	15	14.5	15.5	14
36.	Yuni Astuty	15.5	16	17	19	17.5	18.5
Mean		11.82	13.19	15.24	16.93	14.21	15.28

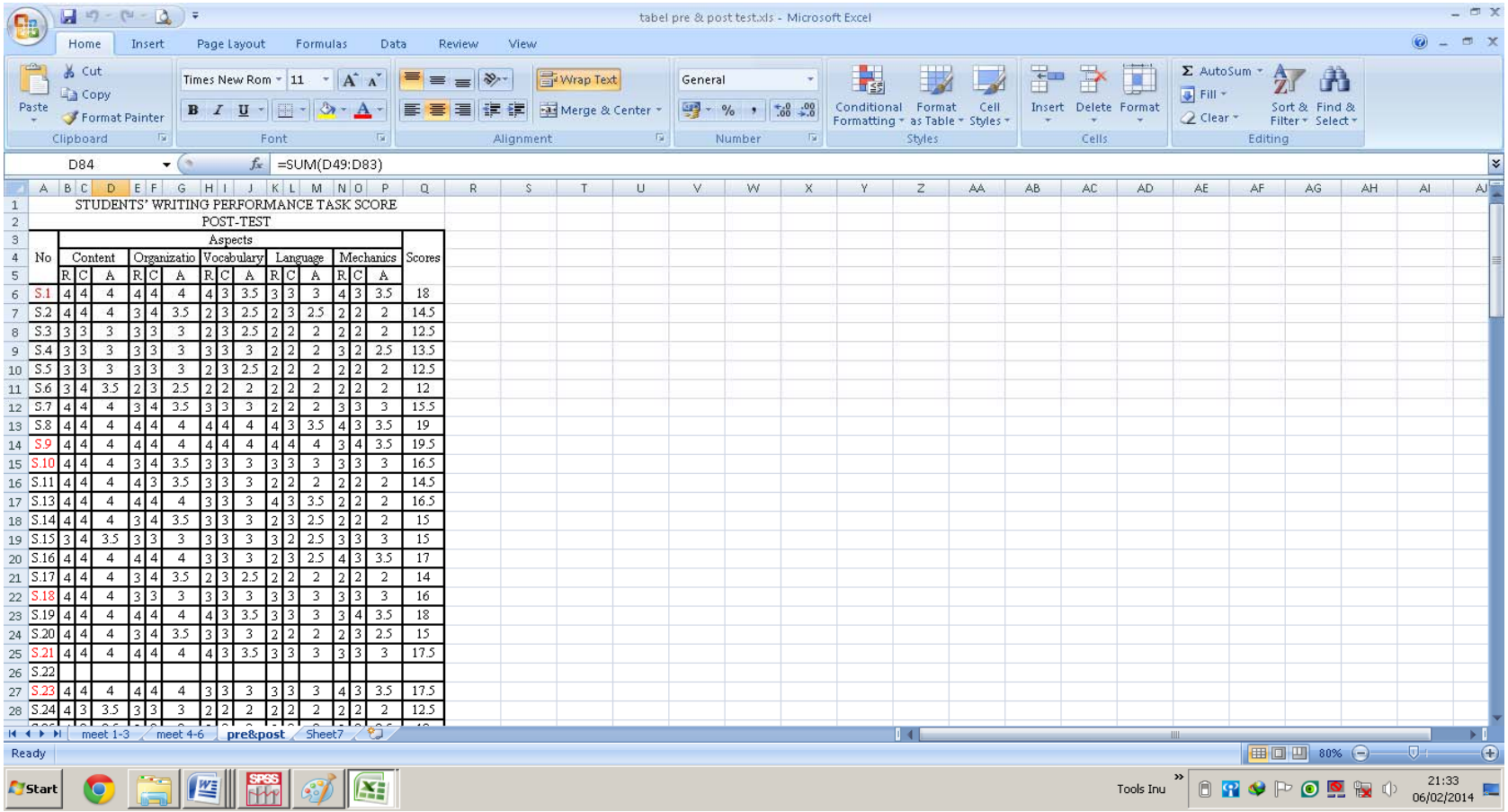
2. Pre-test and post-test score

No	Pre-Test	Post-Test
S.1	12.5	18
S.2	10	14.5
S.3	8.5	12.5
S.4	8	13.5
S.5	7	12.5
S.6	5.5	12
S.7	6	15.5
S.8	12	19
S.9	16	19.5
S.10	13.5	16.5
S.11	8.5	14.5
S.13	5	16.5
S.14	8.5	15
S.15	7	17
S.16	6.5	16
S.17	7.5	14
S.18	15	16
S.19	8	18
S.20	11.5	15
S. 21	13	17.5
S.22	9	-
S.23	14.5	17.5
S.24	6.5	12.5
S.25	7	13
S.26	7.5	15.5
S.27	8	14.5
S.28	6	18
S.29	5	12
S.30	10.5	13
S.31	11	16.5
S.32	11.5	13.5
S.33	9.5	15.5
S.34	6	14.5
S.35	6.5	13.5
S.36	11	16.5
Mean	8.87	15.29

J.

EXCEL & SPSS PROGRAM PRINTOUT


t-test hasil 2.spv [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
put
Log
T-Test
Title
Notes
Active Dataset
Paired Samples Statistics
Paired Samples Correlations
Paired Samples Test
Log
T-Test
Title
Notes
Active Dataset
Paired Samples Statistics
Paired Samples Correlations
Paired Samples Test
DATASET ACTIVATE DataSet0.
T-TEST PAIRS=pretest WITH posttest (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
T-Test
[DataSet0]
Paired Samples Statistics
Mean N Std. Deviation Std. Error Mean
Pair 1 pretest 9.1143 35 3.00266 .50754
posttest 14.8286 35 3.29425 .55683
Paired Samples Correlations
N Correlation Sig.
Pair 1 pretest & posttest 35 .331 .052
Paired Samples Test
Paired Differences
Mean Std. Deviation Std. Error Mean 95% Confidence Interval of the Difference Lower Upper t df Sig. (2-tailed)
Pair 1 pretest - posttest -5.71429 3.64870 .61674 -6.96766 -4.46091 -9.265 34 .000
SPSS Processor is ready
Start
Tools Inu
22:07
01/02/2014



STUDENTS' WRITING PERFORMANCE TASK SCORE

POST-TEST

No	Aspects															Scores
	Content			Organizatio			Vocabulary			Language			Mechanics			
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
S.1	4	4	4	4	4	4	4	3	3.5	3	3	3	4	3	3.5	18
S.2	4	4	4	3	4	3.5	2	3	2.5	2	3	2.5	2	2	2	14.5
S.3	3	3	3	3	3	3	2	3	2.5	2	2	2	2	2	2	12.5
S.4	3	3	3	3	3	3	3	3	3	2	2	2	3	2	2.5	13.5
S.5	3	3	3	3	3	3	2	3	2.5	2	2	2	2	2	2	12.5
S.6	3	4	3.5	2	3	2.5	2	2	2	2	2	2	2	2	2	12
S.7	4	4	4	3	4	3.5	3	3	3	2	2	2	3	3	3	15.5
S.8	4	4	4	4	4	4	4	4	4	4	3	3.5	4	3	3.5	19
S.9	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3.5	19.5
S.10	4	4	4	3	4	3.5	3	3	3	3	3	3	3	3	3	16.5
S.11	4	4	4	4	3	3.5	3	3	3	2	2	2	2	2	2	14.5
S.13	4	4	4	4	4	4	3	3	3	4	3	3.5	2	2	2	16.5
S.14	4	4	4	3	4	3.5	3	3	3	2	3	2.5	2	2	2	15
S.15	3	4	3.5	3	3	3	3	3	3	3	2	2.5	3	3	3	15
S.16	4	4	4	4	4	4	3	3	3	2	3	2.5	4	3	3.5	17
S.17	4	4	4	3	4	3.5	2	3	2.5	2	2	2	2	2	2	14
S.18	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
S.19	4	4	4	4	4	4	4	3	3.5	3	3	3	3	4	3.5	18
S.20	4	4	4	3	4	3.5	3	3	3	2	2	2	2	3	2.5	15
S.21	4	4	4	4	4	4	4	3	3.5	3	3	3	3	3	3	17.5
S.22																
S.23	4	4	4	4	4	4	3	3	3	3	3	3	4	3	3.5	17.5
S.24	4	3	3.5	3	3	3	2	2	2	2	2	2	2	2	2	12.5

K.

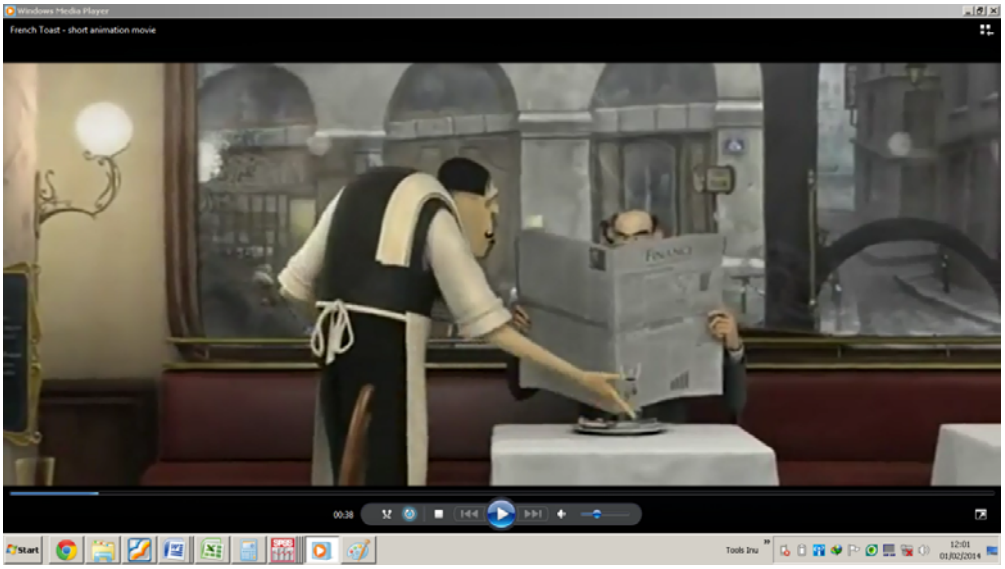
ANIMATION VIDEO PRINTOUT

Meeting 1

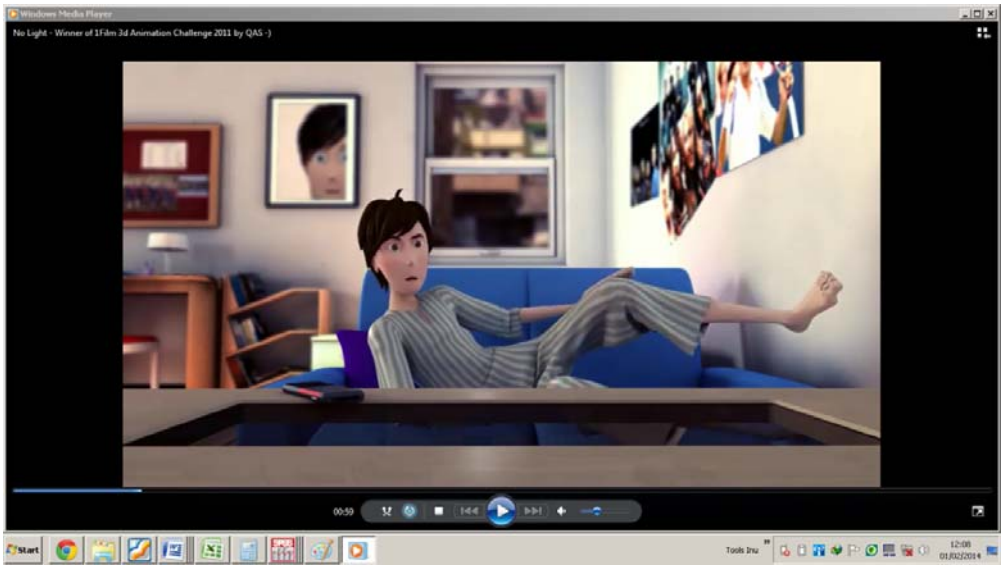
Meeting 2

Meeting 3

Meeting 4



Meeting 5



Meeting 6

L.

PHOTOGRAPHS

M.

LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1049h/UN.34.12/PP/IX2012 — 3 September 2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Grade VIII Students' Writing Skills through Animation Videos at SMP Negeri 3 Ngaglik

Mahasiswa dimaksud adalah :

Nama	: RIA AYU PEBRIANTI
NIM	: 07202244061
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: September – Oktober 2012
Lokasi Penelitian	: SMP Negeri 3 Ngaglik

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/7651/V/9/2012

Membaca Surat	:	Dekan Fak. Bahasa & Seni UNY	Nomor	:	1049h/UN.34.12/PP/IX/2012-
Tanggal	:	03 September 2012	Perihal	:	Permohonan Ijin Penelitian

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	:	RIA AYU PEBRIANTI	NIP/NIM	:	07202244061
Alamat	:	Karangmalang, Yogyakarta			
Judul	:	IMPROVING GRADE VIII STUDENTS WRITING SKILLS THROUGH ANIMATION VIDEOS AT SMP NEGERI 3 NGAGLIK			
Lokasi	:	- Kec. NGAGLIK, Kota/Kab. SLEMAN			
Waktu	:	11 September 2012 s/d 11 Desember 2012			

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 11 September 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

SETDA 5

Ir. Joko Wuryantoro, M.Si
NIP. 19580108 198603 1 011

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website : www.bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 2561 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Ijin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/7651/V/9/2012 Tanggal: 11 September 2012 Hal: Izin Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	RIA AYU PEBRIANTI
No.Mhs/NIM/NIP/NIK	:	07202244061
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	UNY
Alamat instansi/Perguruan Tinggi	:	Karangmalang Yogyakarta
Alamat Rumah	:	Perum. Anggajaya Permai A7 Condongcatur, Depok, Sleman, Yk.
No. Telp / HP	:	081227288508
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul: "IMPROVING GRADE VIII STUDENTS' WRITING SKILLS THROUGH ANIMATION VIDEOS AT SMP NEGERI 3 NGAGLIK"
Lokasi	:	SMP Negeri 3 Ngaglik
Waktu	:	Selama 3 bulan mulai tanggal: 12 September 2012 s/d 12 Desember 2012

Dengan ketentuan sebagai berikut :
1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
5. *Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.
Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 12 September 2012
a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP. 19630112 198903 2 003

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bid. Sosbud Bappeda Kab. Sleman
5. Camat Ngaglik
6. Kepala SMP Negeri 3 Ngaglik
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan