



**THE USE OF 2D ANIMATION-BASED MEDIA TO IMPROVE
THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT**

**(An Experimental Study at the Eighth Grade Students of
SMP Kesatrian 1 Semarang in the Academic Year 2014/2015)**

a final project
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for the degree of *Sarjana Pendidikan*
in English

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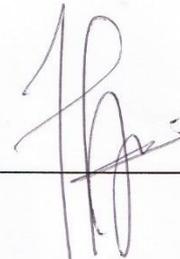

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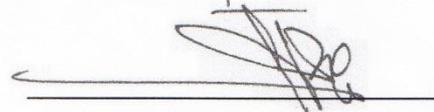
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saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana. Ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau *final project* ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 29 Desember 2014



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MOTTO AND DEDICATION

Don't let "The Following Day" just become "The Past" that nothing special left, but make it brighter than "Today" with effort, praying, and being grateful for ALLAH.

To my great father, Heri Susanto

To my dear mom, Suyatmi

To my beloved sister, Santi Rahayu

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Semarang, 29 December 2014

The writer

ABSTRACT

Ernawati. 2014. *The Use of 2D Animation-based Media to Improve the Students' Ability in Writing Descriptive Text (An Experimental Study at the Eighth Grade Students of SMP Kesatrian 1 Semarang in the Academic Year 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Drs. Hartoyo, M.A, Ph.D.

Key Words: 2D animation-based media, writing ability, descriptive text, experimental study

The students think that writing is the most difficult skill since they face many difficulties in composing text particularly in descriptive text. To overcome these problems, the teachers should think creatively; one of the ways is using interesting media. Therefore, the researcher conducted study in utilising 2D animation-based media to improve the students' ability in writing a descriptive text.

This study was an experimental study that aimed to know the positive significant different achievement between students taught using 2D animation-based media in writing a descriptive text and the students taught using conventional media (pictures).

The study was conducted at SMP Kesatrian 1 Semarang in the academic year 2014/2015. There were four activities during the research. First, giving tryout to class VIII D to know the validity and the reliability of the test given. Second, conducting a pre-test with the same test to know the normality and the homogeneity scores of the experimental group (class VIII C) and the comparison group (class VIII A). Each group contained 30 students. Third, treating the experimental group with 2D animation-based media and the comparison group with conventional media (pictures). Fourth, conducting a post-test for both groups with similar test to know the significant difference achievement between two groups.

The research findings yielded that the pre-test score of the experimental group was 57.8 and the pre-test of the comparison group was 56.87. The post-test of the experimental group was 76.37 and the post-test of the comparison group was 67.13. The mean score of the experimental group was higher (18.57) than the mean score of the comparison group (10.26). In addition, the *t*-test result showed that the t_{obtained} was higher (3.819) than the t_{table} (1.671). Therefore, there was positive significant different achievement gained by the experimental group compared with the comparison group.

Based on the data analysis, it could be concluded that 2D animation-based media was effective to improve the students' ability in writing descriptive text. Thus, the suggestions offered in learning writing especially descriptive text were; the students have to practice a lot, and the teachers have to use an interesting media. Furthermore, the researcher hoped that 2D animation-based media could be used as an alternative media in writing descriptive text.

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CHAPTER I

INTRODUCTION

This chapter contains of background of the study, reasons for choosing the topic, research problem, purpose of the study, hypotheses, the significance of the study, limitation of the study, definition of term, and outline of the report.

1.1 Background of the Study

In this global era, people decide to travel and move from a place to the other places. They meet other people from entire world. For succeed the communication among them, they need to use international language that could be understood by the others. English is the first international language that helps people around world to communicate each other. As one of citizens in the world, Indonesian also has to learn English in order to follow the development era and to succeed the communication with the other nationalities. Therefore, Indonesian government put English subject as a subject that has to be taught at school.

In Indonesia, English is taught starting from the beginning learners until the college students whether at formal or informal schools. In addition, based on the curriculum of 2013 recently applied in Indonesia, English is one of the subjects that has to be studied by the students in every grade including junior high school. In this case, the teachers have to know deeply about this subject, and they have to be expert in all of English aspects. Generally, English subject

consists of four skills; they are listening, speaking, reading, and writing. These skills have to be taught in sequence. Out of four language skills, writing is taught at the last stage because it needs more thinking time, and it allows more opportunity for language processing; it can be said that writing can be taught to the students if they have taught the materials about three other skills before (Harmer 2007: 112). In other word, writing is used to memorize the materials about the others skills or to help students practise and work with language they have been studying before. Writing generally has important role in communication; it purposes to deliver the message from the writer to the reader in the case of communication (Boardman and Frydenberg 2002: 2).

By the previous explanations, broadly speaking that writing is important to be learnt. Thus, to deliver the message from the writers to the readers successfully, the writers have to consider the process of the writing and make it clear and written sequentially. If it does not follow that rule, it will lead miscommunication and misunderstanding between them. In the reality, there are many problems in writing especially in writing descriptive text. The students face difficulty in figuring out the objects that will be described. Djuharie (2007: 24) explained “Descriptive text aims to describe someone or something specifically both visible things that can be seen and invisible things for example characteristics and attitudes.” However, there are many students write descriptive texts only the visible things, they forget to write the invisible things, one of them is characteristic of the objects even they are important to be described. Instead of it, the students either think or say that they cannot, or do not want to write. Their perceptions occur because they lack of

confidence in making writing based on the processes and the theories that are exist. They also think that writing is boring and they have ‘nothing to say’. The boring of the subjects will lead the students become lazy and ignore to have the important knowledge and experience around the world (Harmer 2007: 113).

For overviewing the problems, the teachers have to be more creative. They should use some media, methods, and techniques in order to the effectiveness of teaching writing a descriptive text. In this study, the researcher conducts research in utilising 2D animation-based media entitled “Let’s Study Writing Descriptive Text” as a medium to teach writing descriptive text. This medium contains of the materials related to descriptive text. They are the definition of descriptive text, grammar, vocabulary, video, and the example of descriptive text especially describe people. The medium has function to give the visual aids to the students with the motion aids that can help the students to describe the characteristics of the objects particularly the characters of the people. In addition, 2D animation-based media can also be as an interesting medium to the students therefore it could reduce the feeling of bored among the students.

This study also is motivated by the globalisation and technological change that demand the citizen to think creatively and utilise the facilities that are existed. The researcher finds that almost the school has laboratory of computer or at least has a computer at each class. Therefore, she tries to utilise it. Hopefully this beneficial development will come in useful and provide alternatives in teaching, especially teaching English, and particularly teaching writing descriptive text.

In this study, the researcher conducts research using 2D animation-based media in order to improve students' ability in writing descriptive text.

1.2 Reason for Choosing the Topic

The researcher conducts the study entitled "The Use of 2D Animation-based Media to Improve the Students' Ability in Writing Descriptive Text (an Experimental Study at the Eighth Grade Students of SMP Kesatrian 1 Semarang) with reasons as follows:

- (1) Descriptive text is one of English type texts that is existed in the curriculum of 2013 at the eighth grade of junior high school. Therefore, it has to be studied by students.
- (2) There are many students face difficulty in developing their ideas to write descriptive text, particularly in writing about the characters of people.
- (3) 2D Animation-based media is one of ICT media that is interesting, and it can help the students to develop their ideas in describing people both in their physical appearances and characters.

1.3 Research Problem

The research problem that is presented to limit the scope of analysis as follow:

- (1) How is significant difference achievement of writing descriptive text gained by experimental group taught using 2D animation-based media and comparison group taught using pictures at SMP Kesatrian 1 Semarang in the academic year of 2014?

1.4 The Purpose of the Study

Based on the research problem, the researcher states the purpose of the study as follow:

- (1) To investigate whether there is positive significant difference achievement of writing descriptive text gained by experimental group taught using 2D animation-based media and comparison group taught using pictures at SMP Kesatrian 1 Semarang in the academic year of 2014 or not.

1.5 Hypotheses

The researcher presents hypotheses as follows:

H1 = There is positive significant difference achievement of writing descriptive text gained by experimental group taught using 2D animation-based media and comparison group taught using pictures at SMP Kesatrian 1 Semarang in the academic year of 2014.

H0 = There is not positive significant difference achievement of writing descriptive text gained by experimental group taught using 2D animation-based media and comparison group taught using pictures at SMP Kesatrian 1 Semarang in the academic year of 2014.

1.6 The Significance of the Study

The researcher determines three points as the significance of the study as follows:

- (1) In theoretical, this study is expected to be one of the references medium to improve the students' writing skill.
- (2) In pedagogical, this study is useful as the utilisation of technology as a medium in learning process.
- (3) In practical, this study is useful for teachers to consider their teaching process and to be more creative teacher in teaching writing descriptive text. Then, students are also expected to be more creative in writing descriptive text.

1.7 Limitation of the Study

The study about utilisation of media in writing descriptive text is so complex, thus in this study the researcher limits the discussion in describing people' characters. The researcher only makes experiment whether the use of 2D animation-based media at the eighth grade students of SMP Kesatrian 1 Semarang in the academic year of 2014/2015 improve the students' ability in learning descriptive text particularly in describing people's characters or not.

1.8 Definition of Term

The researcher provides some terms related to the topic in this study. They are 2D animation-based media as a learning aid, writing, and descriptive text. According to Indrojarwo (2009:5) asserted that for presenting messages to the students, messengers have two forms that are words including texts and graphics including

static graphics (illustrations and photos) and dynamic graphics (animation and videos). Animation is dynamic graphic design that can be useful for learning with multimedia. In this study 2D animation-based is used to illustrate object that is described and in which there are some materials that related to the writing descriptive text.

According to the definition above, it could be concluded that 2D animation-based media is a medium in writing descriptive text that helps the students describe the object particularly in describing people both in physical appearances and characters.

1.9 Outline of the Report

To present the investigation about the study to the readers, the report is systemised as follows:

Chapter 1 presents the introduction which consists of background of the study, reasons for choosing the topic, research problem, the purpose of the study, hypotheses, the significance of the study, limitation of the study, definition of terms, and outline of the report.

Chapter 2 is review of related literature. It discusses the previous studies, theoretical studies, and theoretical framework of the present study.

Chapter 3 deals with the research methodologies which consists of research design, subject of the study, research variables, method of collecting data, instrument for collecting the data, the condition of the test, research activities, scoring guidance, procedure for collecting data, and method of analyzing data

Chapter 4 presents the data analysis. This chapter describes the implementation of the experiment, analysis of try-out test, data tabulation, and discussion of research finding.

Chapter 5 is the last chapter presents some conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher presents review of the related literature that consists of review of the previous studies, review of the theoretical study, and theoretical framework.

2.1 Review of the Previous Studies

There are some previous studies that are relevant to this study. A study about media in writing descriptive text has been conducted by Nita Suryani (2013). Her study entitled “The Effectiveness of E-Learning to Improve the Students’ Ability in Writing Descriptive Text (an Experimental Research of Eight Grade Students of SMP Muhammadiyah 1 Kalasan of Academic Year 2012/2013). Her study showed that E-Learning was effective to improve the students’ ability in writing descriptive text.

The study about descriptive text was also conducted by Sheila Choirul Istifa (2013). Her study was about “The Effectiveness of Cue Card in Teaching Descriptive Text at Junior High School (Experimental Study at the Year Seventh of SMPN 1 Tayu Pati 2013)”. The result of her study showed that cue card was an effective medium in teaching descriptive text at junior high school. It was proved by the achievement that the students gained after she conducted the research. In her study, cue card increased the students’ achievement in writing descriptive text.

Abibah (2013) also conducted study about writing descriptive text. Her study entitled “The Effectiveness of “Pictorial Story” Media to Create Descriptive Texts (The Case of the Eighth Graders of *Empu Tantular* Private Junior High School Semarang in the Academic Year of 2013/2014)”. The results of the study showed that “pictorial story” media which was applied in creating descriptive texts gave contribution in helping the students in writing descriptive texts. It was proved by the increasing of students’ achievement after they treated using “Pictorial Story”.

The other study was conducted by Ratna Kusumawardani (2013). Her study was about “Using Flash Animations to Improve Students’ Learning Behaviours in Speaking Class Particularly in Retelling a Story”. The results of her study showed that the students’ learning behaviours changes better during the teaching learning process. Therefore it could be concluded that flash animation is effective to improve the students’ learning behaviour.

Karlsson (2010) also conducted study about animation stated at his journal entitled “Animation and grammar in science education: Learners’ construal of animated educational software.” His study yielded that attentionally detected features of the animation take the role of active subjects in the students’ description of the animated phenomena. When framing their sentences, the students derive noun phrases from animated active subjects and from the educational text. In his study, he made computer-animated biochemical processes in the carbon cycle. His study resulted that animated computer software has the potential to engage students

in a joint problem-solving activity that results in shared meaning making of the visualised events.

The study in utilising ICT (Information and Communication Technology) was conducted by Zi-gang Ge (2011) at her journal entitled “Exploring e-learners’ perceptions of net-based peer-reviewed English writing”. Her study aimed to investigate the effectiveness of a net-based peer review process for improving Chinese adult e-learners’ English writing ability. The end of her research, it yielded that all the participants obtained satisfactory results. The respondents gained better achievement after treated using net-based peer-reviewed English writing. Therefore it can be said that ICT is useful in teaching writing.

Basuki (2010) conducted study in creating CALL (Computer Assisted Language Learning) that was implemented in reading. His study entitled “Creating Computer-assisted Reading in English (CARE) Using Macromedia Flash Professional 8”. He was not only creating the media but also asking the students to be the respondents of his study. The results of the respondents gained that the CARE was effective in teaching process.

From the studies explained in the previous stages, it could be yielded that media is important to succeed teaching process. Some of the previous studies concerned about the manual media in writing descriptive text and the rests concerned animation as one of the effective teaching media. Based on them, the researcher tries to conduct the study that combines them. She wants to utilise ICT (Information and Communication Technology) in writing descriptive text. Animation is one of medium that utilise it. One of animation types was 2D

animation. So, the researcher conducts 2D animation-based media to improve the students' ability in writing descriptive text. Therefore, the study that is conducted entitled "The Use of 2D Animation-based Media to Improve the Students' Ability in Writing Descriptive Text (An Experimental Study at the Eighth Grade Students of SMP Kesatrian 1 Semarang in the Academic Year 2014/2015).

2.2 Review of the Theoretical Study

2.2.1 General Concept of Media

Criticos (1996) in Daryanto (2013) asserted that "Media is one of communication components that purposes to deliver messages from communicators to recipients." Based on that explanation, the media is used to deliver messages in order to succeed communication. In education field, message means learning materials; communicator who delivers messages is a teacher; and message recipients mean students.

The others opinion came from Li-Ling Kuo (1991). She argued that media is important in delivering the messages. It is stated as follow:

Teaching media are very important. Without application of teaching media in classroom, none of learning theory principles could be fulfilled. It would take a lot of exertion to reach a good teaching communication without application of teaching media. It's impossible to coordinate teaching with learning without using media.

In those statements, Li-Ling Kuo explained some points related to media. They are about how important teaching media are, and how useful media in teaching activities. Thus, it can be said that media become a factor in reaching a good

teaching communication. Therefore, if the teaching activities do not use media, the messages that will be given to the students are not delivered successfully.

Media are important because they have some advantages. The advantages of using media in teaching activities were asserted by Mateer (2014). According to him, the advantages of media could be summarized as follows:

- (1) Media can be capable in showcasing complex ideas in short time.
- (2) Media offer both cognitive and affective experiences.
- (3) Media can provoke discussion and assessment.

Based on the previous explanations, it could be concluded that media are important and useful in delivering messages to the students in teaching activities. Media also have role in reaching the teaching goal successfully. Hence, the teachers should choose media in their teaching that are appropriate to their teaching aims.

2.2.2 Computer as Media

Learning English is quite hard to the learners moreover to non-native speakers. The teachers have to be creative to deliver the lesson to the students. The teaching process should be interesting and easy to be understood. Recently teachers consider in utilising ICT (Information Communication and Technology) applied in their teaching process. CALL could be an alternative software program that utilise ICT to help the teachers in teaching process.

CALL stand for Computer Assisted Language Learning. According to Dudeney and Hockly (2007:1), CALL in teaching process means Computer-based

materials for language teaching that includes many tasks such as filling incomplete sentences, matching sentences, and multiple-choice activities. Other definition of CALL came from Davies (2014). He defined,

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

Based on that definition, CALL is useful the teaching process. The learning tools that are used in the teaching process can be filled in the CALL. According to Hartoyo (2012:45) CALL is the utilisation of CAL (Computer Assisted Learning) that is implemented to a language. He stated that CAL program refers to the learning involving the utilisation of the computer, usually means of interactive-computer system (hypermedia/multimedia). According to Vaughn (1993:3) in Kerr (2001: 121) the definition of multimedia and hypermedia are explained as follows:

Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user-the viewer of the project- to control that and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive-multimedia becomes hypermedia.

Some researchers were interested in conducting study about CALL because it has some advantages. Hartoyo (2012: 50) asserted the advantages of the utilisation of computer, they are as follows:

- (1) It has infinite patience and often an attractive 'personality'.
- (2) It can diagnose test and retest a pupil's weaknesses.

- (3) It allows branching to deal with individual errors, which the tape recorder cannot do.
- (4) It gives the pupil a sense of being in control without needing to feel embarrassed at his own weakness.

2.2.3 2D Animation

The word “animation” comes from verb “to animate”. According to Oxford Advanced Learner’s Dictionary, “animate” means to give life to something or somebody. The other definition comes from Purnama (2013: 81), he asserted that animation basically makes pictures moved and makes their expressions like smile, angry, laugh, etc. Therefore, by using animation, the pictures are showed as real things and seen their characters through the motion style that they do.

One of the most exciting forms of pictorial presentation is animation. Animation refers to a simulated motion picture depicting movement of drawn (or simulated) objects. The main features of this definition are as follows:

a. Picture

An animation is a kind of pictorial representation.

b. Motion

An animation depicts apparent movement.

c. Simulated

An animation consists of objects that are artificially created through drawing or some others simulation method.

According to Purnana (2013: 81), animation is divided into two types. They are 2D animation and 3D animation. 2D animation is the creation of motion picture

in two dimensions environment. It is different with 3D animation that is stated in three dimensions room.

In making 2D animation, the animators combine creative skills and specialty computer programs to create images that have the appearance to movement. 2D animation works on a two-dimensional platform, unlike 3D, which adds depth perception to the work.

Two-dimensional animation is created through a series of images quickly flashing through several frames a minute. Each image is slightly altered in each frame, as desired, so that when played in sequence, they result in seamless changes and gradual movements.

According to Tran (2014), the 2D animation process is divided into four parts; they are development, pre-production, production and post-production. The development and pre-production phases focus on coming up with and fine-tuning the concept. The product is created during the production stage and the final touches and special effects done in post-production.

According to Meroz (2013), one of the programs that can be used to make 2D animation is adobe flash player. It is a cheap program that is supported by Windows XP, 7, 8 and Mac OS X.

The followings are three kinds of animation in Flash, they are:

a. Frame by Frame animation

A picture is modified gradually in each frame into sequence of pictures, so that the picture looks like moving when it is played.

b. Motion Tween Animation

It is used to make an animation by rotating or changing the position of an object.

c. Shape Tween Animation

It is used to modify the shape of an object gradually.

2.2.3.1 2D Animation-based Media in Teaching Process

Indrojarwo (2009: 5) asserted that for presenting messages to the students, messengers have two forms that are words including texts and graphics including static graphics (illustrations and photos) and dynamic graphics (animation and videos). Animation is dynamic graphic design that can be useful for learning with multimedia.

Multimedia has a function to give the cognitive guidance and it does as the communicator that is useful (Indrojarwo 2009: 5).

Knowing the advantages of animation mentioned previously, the researcher wants to apply 2D animation-based media in learning process. The researcher has found that there are some students face difficulty in writing descriptive text particularly in describing people's characters. The students only describe the people characters by their own imagination. So, they do not know the real people's characters. In the other case, the students also feel bored in learning writing descriptive text. Therefore the researcher makes a treatment in the form of describing people's characters by using animation.

Here are the specifications of the media that will be used in the research:

a. Title

The title of the media is “Let’s Study Writing Descriptive Text.

b. Author

The media is the own creation of the researcher, assisted by an animator from a student of Design Communication and Visual Program Semarang State University and edited by a student of Information and Computer Technique Education Program of Semarang State University.

c. Description of the media

The media contains of two main parts. They are the video created using Adobe Flash Player CS6, and materials created using Microsoft PowerPoint 2010. The media can be opened in the computer that has been installed Microsoft PowerPoint Program.

There are some steps to open the media. They as follows:

1. Start to open the media by clicking the folder of **Windows Explorer**
2. Choose file of “**Let’s Study Writing Descriptive Text**” →click right mouse →click **Open**

This step can be seen at figure 2.1.

3. Click **Slide Show** → click **From Beginning**

This step can be seen at figure 2.2.

4. The media is ready to use. The display can be seen at figure 2.3.

Figure 2.1 Choose File of “Let’s Study Writing Descriptive Text”

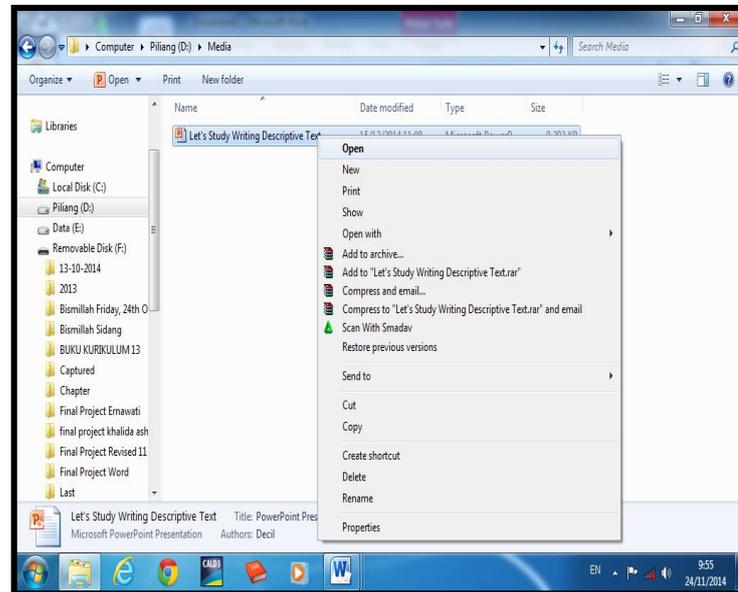


Figure 2.2 Display of Microsoft PowerPoint2010

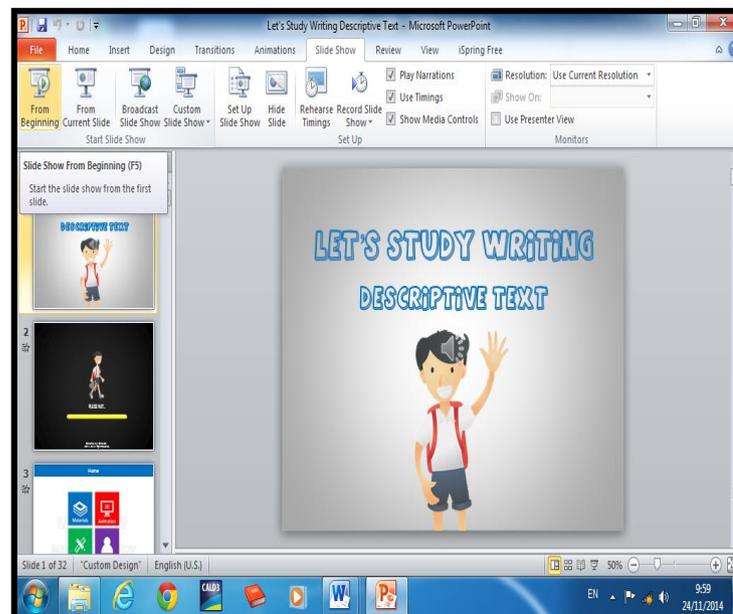


Figure 2.3 Display of the Media



The media contains of materials (definition of descriptive text, generic structures, social function, how to make descriptive text, vocabulary and grammar), 2D animation (video and its description), post-test, and about. They can be seen at the figure 2.4 and 2.5. The rest displays of the media can be seen at annex 1.

Figure 2.4 Menus of the Media

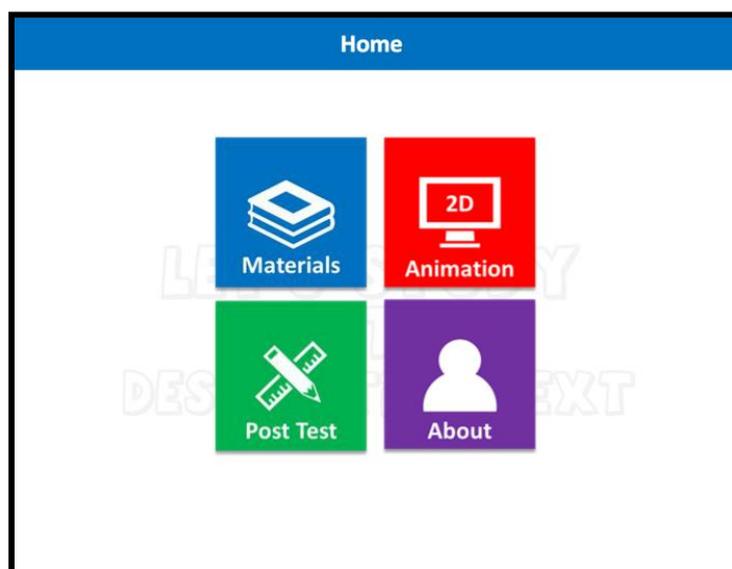
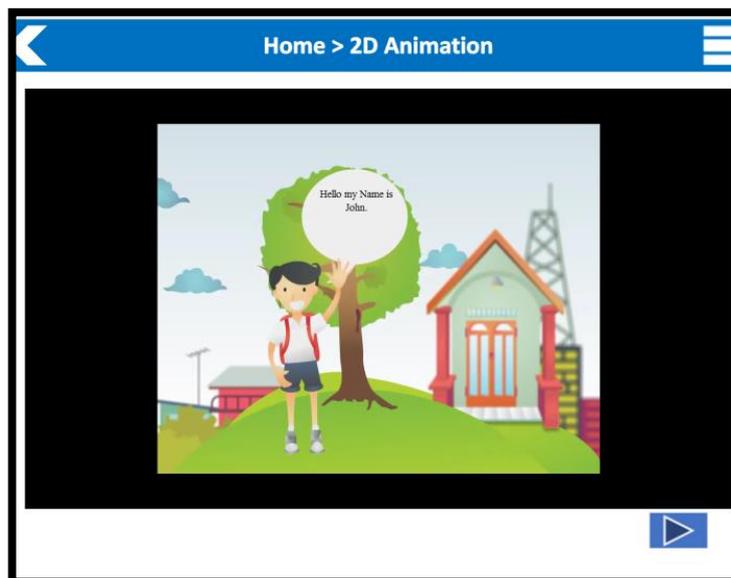


Figure 2.5 Materials in the Media



Figure 2.6 Video in the Media



The illustration of the video in the media can be seen at annex 3.

2.2.3.2 The Advantages of 2D Animation

The advantages of using animation according to Purnama (2013: 85) are as follows:

- a. It can make the people interested in.
- b. It can display invisible action or the physical process with the difference shape.
- c. It can visualize the imagination concept, objects, and their relationship.
- d. It can simplify the science data in one packaging.

2.2.3.3 The Disadvantages of 2D Animation

Beside has advantages, using 2D animation has also disadvantages. According to Purnama (2013: 86), the disadvantages are as follows:

- a. It needs a huge space to save the media.
- b. It needs a certain tool to have presentation.
- c. If there are many animations in the media, it will lead the computer runs slowly.

2.2.4 Pictures

According to Daryanto (2013:19), picture is one of graphic media types that draws and summarises an idea, data, or event. Based on Cambridge Advanced Learners' Dictionary, picture can also be called image. Daryanto (2013: 109) asserted that image is one of learning media that is well-known in learning activities because it is simple; it does not need tools to observe.

Based on those explanations, they can be said that the picture is a visual media that can be used in teaching process.

Pictures as media have advantages and disadvantages. The advantages are; they are cheap and easy to use; they are flexible to use from the beginning learner until college students; and they can change an abstract idea to be a realistic idea. In other case, the disadvantages of using pictures as media are; they are not available to be used for huge group of learning; they are difficult to figure out the real shape of the object; and they cannot show the moving activities.

2.2.5 Writing

Writing is one of English skills that has to be mastered by the students. If it is compared with the three others skill, writing is the most difficult. It has been said by Nunan (1989:35) as follow:

It has been argued that learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of whether the language in question is a first, second or foreign language. All children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly.

According to those statements, writing is the most difficult of the macroskills that could be seen by the number of people who write fluently and legibly is few. The other definition stated that writing is complex cognitive activity as the statement of Bell and Burnaby in Nunan (1989:36) as follow:

Writing is extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

That definition explains that to construct writing, there are many aspects that have to be concerned. They are content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Those aspects are important to make the good writing. If one of the aspects is left, the result of writing will be imperfect.

2.2.5.1 The Element of Writing

According to Boardman and Frydenberg (2002: 18-51), there are four fields that have to be considered in making good writing. They are as follow:

- a. Body organization (topic sentence, the body, the concluding sentence)
- b. Mechanics (punctuation, spelling, and capitalization)
- c. Coherence and Cohesion

Coherence is a characteristic of a good text that is made up of sentences that are ordered according to a principle. While cohesion is a characteristic of a good text that makes all the supporting sentences “stick together” in their support topic sentence

- d. Unity and Completeness

Unity means that all the supporting sentences relate to the topic sentence. Completeness means that the text is complete, all the major supporting sentences fully explain the topic sentence and all the minor supporting sentences explain each major supporting sentence.

2.2.5.2 The Writing Process

In order to make a good writing, the writers have to know the processes of writing.

According to Boardman and Frydenberg (2002: 11) there are six steps of writing.

They are as follows:

- a. Step 1: Assessing the Assignment
- b. Step 2: Generating Ideas
- c. Step 3: Organizing Your Idea
- d. Step 4: Writing the first draft
- e. Step 5: Rewriting
- f. Step 6: Writing the Final Draft.

Boardman and Frydenberg (2002: 11) explained that the first step in composing writing is assessing the assignment. This step influences the purpose of writing. Usually, different level of study and field of study will impact the different purposes. The second step is generating ideas that purposes to think about a certain topic and generate as many ideas as possible. The third step is organizing the idea that purposes to prevent the writers construct text that is out of the topic. The fourth step is writing the first draft. In this step, the writers start to construct their own text based on the topic that has been organized before. The fifth step is rewriting. This step consists of revising that aims to know whether the content of the text is clear or not and whether the organization of the text has a topic sentence or not and editing that checks the text in order to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. The last step is writing the final draft. This is a final step of writing. The thing that should be kept in mind is some

of the steps can be repeated at any time. The important thing in this step is be sure to add a tittle of the text.

The other opinion about writing process comes from Harmer (2010:113). He asserted “The writing process typically involves *planning* what we are going to write, *drafting* it, *reviewing*, and *editing* what we have written and then producing a final (and satisfactory) version.” In his statement, he persuaded the teachers to encourage students to plan, draft, and edit in this way, even though this may be time consuming and may meet, initially, with some resistance on their part. By doing so, teachers will help students to be better writers both in exams, for example, and in their post-class English lives.

From those statements, it is clearly stated that to make a good writing, the writers need to commit many steps of writing. Therefore, the teachers in this case have important role in teaching writing.

2.2.5.3 Descriptive Text

2.2.5.3.1 Definition and Social Functions of Descriptive Text

Descriptive text is one of writing genre that is taught at the eighth graders of junior high school. The purpose of descriptive text is to describe the information about people, things, places, and animals particularly whether visible or invisible case (Djuharie 2007:24). It could be said that descriptive text has role to describe someone or something including its physical appearances and characters.

Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood, and logical development. They were stated by Wishon and Burks (1980:128):

Description gives sense impressions – the feel, sound, taste, smell, and look of things. Emotional may be described too – feelings such as happiness, fear, loneliness, gloom, and joy. Description helps reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

In addition, from that explanation, it could also be seen that the purposes of descriptive text is to invite the readers who read it feel and show the messages made by the writer as if they look, feel, and taste the object in the text by themselves even though they have not known yet before.

2.2.5.3.2 The Tense in Descriptive Text

Belcher and Liu (2007:31) asserted that the description text tend to use present tense, and it may use of *be* and *have*. It means that descriptive text concerns on the present event and something in real condition. The word forms that are used to make a descriptive text are adjective that is preceded by *be* and noun that is preceded by *have*. According to Azar (1989: 11) the formulas of simple present tense are as in table 2.1 and 2.2.

Table 2.1 Verb Tense of Simple Present Tense

Type of Sentence	Formula
Positive Sentence	S + V1 (V1 _{+s/es}).
Negative Sentence	S + do not (does not) + V1.
Interrogative Sentence	Do (Does) + S + V1?

Table 2.2 Adjective Tense of Simple Present Tense

Type of Sentence	Formula
Positive Sentence	S + TOBE (am/ is/ are) + Adjective.
Negative Sentence	S + TOBE (am/ is/ are) + not + Adjective.
Interrogative Sentence	TOBE (am/ is/ are) + S + Adjective?

2.2.5.3.3 *The Generic Structure of Descriptive Text*

To differentiate descriptive text with the other writing genres, the researcher provides a table from Lock & Lockhart, 1998 in Belcher and Liu (2007:32) that explains about the structure of some genres as in table 2.3.

Table 2.3 The Structure of Some Genres

Genre	Stages	Purpose
Recount	Orientation [^]	Provides information about a situation
	Record of events [^]	Presents events in temporal sequence
	(Reorientation)	Brings events into the present
Procedure	Goal [^]	Gives information about purpose of the task in title or intro
	Steps 1-n [^]	Lists activities needed to achieve the goal in correct sequence
	(Results)	Presents final state or "look" of the activity
Narrative	Orientation [^]	Gives information about characters' situation
	(Complication)	Presents one or more problems for the characters to solve
	(Evaluation) [^]	Evaluates the major events for the characters
	Resolution	Sorts out the problems for the characters
Description	Identification [^]	Define, classifies, or generalizes about a phenomenon
	Aspect ^{n^}	Describe attributes of each category of the phenomenon
	(Conclusion)	Sums of the description
Report	Problem [^]	Identifies a problem
	Reason ^{n^}	Gives possible reasons for or consequences of the problem
	(Conclusion) [^]	Makes suggestions for solving the problem
	Recommendations	Presents measures to be adopted as a result of the report

Note: [^] = is followed by; ()=optional stage; n = stage may recur

Based on the table 2.3, it can be seen that there are some generic structures of descriptive text as follows:

a. Identification

It purposes to define, classify, or generalize about phenomenon. This stage identifies the phenomenon as the introduction of the text.

b. Aspect

It describes attributes of each category of the phenomenon. This stage explains specifically about all the categories of the phenomenon that will be described.

c. Conclusion

It sums up the description. This generic structure is optional state; therefore it may be either constructed or ignored.

2.2.5.3.4 The Process of Descriptive Text

From the adaptation of the writing process at the previous explanation, the processes of descriptive text can be seen as follows:

a. Assessing the assignment

In this step, the teacher asks the students to write the descriptive text.

b. Generate the idea

The aims of this step are to determine the certain topic and decide the social function of the descriptive text that will be constructed.

c. Organize the idea

In descriptive text, organize the idea means to construct the identification and develop the descriptions of the text.

d. Write first draft

The step means that the writers start to write with their own word based on the identification and the description.

e. Rewriting

In this step, the writers revise the text to know whether the contents of the text are related to the topic or not. Beside revise, the writers also edit the text to check it in order to make sure that the spelling, capitalization, punctuation, vocabulary, and grammar are correct.

f. Write the final draft

The step is the last step of writing text. In this step the writers write the text that has been revised and edited.

2.2.6 Teaching at Junior High School

According to Section 1 Verse (19) in the Legislation Number 20 Year 2003, curriculum is the planning and admission about the purposes, contents, and learning materials and also the ways that are used as the guidance of the implementation of learning activities to reach a certain education purpose. As the changing of the era and the transition of the Indonesia principal, Indonesia government of the Ministry of Education and Culture prevailed curriculum of 2013. According to the 2013 curriculum that is existed in Indonesia, English is stated to be one of the subjects that has to be delivered to the students of elementary school, junior high school, and senior high school. For eighth graders, there is a writing genre that is taught; it is descriptive text. It purposes to make the students know and describe environment around them. In other case, almost all of students think that

writing especially writing descriptive text is difficult and boring activity if the teachers do not use an interesting medium. Therefore, conducting research in utilization an interesting medium in writing descriptive text is suitable for eighth graders.

2.3 Theoretical Framework

This theoretical framework begins from the statements of Nunan (1989: 35). He stated that writing is the most difficult macroskills for all language users. Writing is the need more thinking time to produce it. To be expert in writing, the students have to be taught three other skills first. They are listening, speaking, and reading. For limit the study, the researcher found that writing has some genres. Descriptive text is one of writing genres that the researcher concerns to. She found that to write descriptive text, the students face some difficulties. First, actually descriptive text is a text that describes someone or something including both his/her/its physical appearances that are visible and characters that are invisible. In this case, most of the students make descriptive text only about physical appearances, they forget to describe about the characters. However, describing character is one of cases in descriptive text aspects that are scored. Its condition causes the achievement of the students are not really satisfaction. Second, the students are difficult to develop their idea in making descriptive text; they are confused from where they start to write descriptive text. Third, the research found that the students are bored in writing descriptive text. They need something interesting and something different that could build their spirit in writing descriptive text.

Indrojarwo (2009: 5) said that multimedia has a function to give the cognitive guidance and it does as the communicator that is useful. The statement is proved by the previous studies that showed that media could improve the students' ability in learning English skills. The research conducted by Ratna Kusumawardani (2013) resulted that flash animation could be effective media in speaking class. The other research was about writing descriptive text conducted by Sheila Choirul Istifa (2013) that treated the students by using cue card as media in writing descriptive text. That research proved that students' ability in writing descriptive text could be improved using media.

According to the previous explanations, the researcher conduct study to utilise media especially multimedia to improve the students' ability in writing descriptive text. In this study, the research uses 2D animation-based media entitled "Let's Study Writing Descriptive Text" to treat the students of eighth grade students of SMP Kesatrian 1 Semarang in the academic year 2014/2015. The researcher hopes that this study could improve the students' ability in writing descriptive text by providing materials and example about writing descriptive text on it. Her other expectation is the students will happy and enjoy in writing descriptive text, therefore they will ignore the feeling of bored.

CHAPTER III

RESEARCH METHODOLOGIES

This chapter contains of research design, subject of the study, research variables, method of collecting data, instrument for collecting the data, the condition of the test, research activities, scoring guidance, procedure for collecting data, and method of analyzing data.

3.1 Research Design

The method that was used by the writer was experimental study. Moreover, the approach was quantitative which meant the method and instrument involve numerical measurement and the statistical qualification was conducted. This study aimed to investigate the effectiveness of using 2D animation-based media in teaching descriptive texts. Therefore, 2D animation-based media was applied as a treatment to teach descriptive text to know the students' writing achievement. The research design of experimental study could be seen as follow:

Table 3.1 Experimental Study Design

E	01	X1	02
C	03	X2	04

Source: Arikunto (2006:86)

Where,

E : Experimental Group

C : Comparison Group

01 : Pre-test for the experimental group

02 : Pre-test for the comparison group

03 : Post-test for the experimental group

04 : Post-test for the comparison group

X1 : Treatment for the experimental group using 2D animation-based media

X2 : Treatment for the comparison group using pictures

In this study, the researcher used two groups for her research. They were experimental group treated using 2D animation-based media and comparison group treated using pictures.

In conducting this research, the researcher gave two tests for both groups. The first test was pre-test that aimed to know the students' ability in writing descriptive text before treatment. The second test was post-test that aimed to know the result after treatment, whether there was positive significant different achievement between them or not.

3.2 Subject of the Study

The researcher took the students of SMP Kesatrian 1 Semarang as the subject of this study. It consisted of population and samples.

3.2.1 Population

The target of a research study may be a large number of objects, events, or people which is called population (Saleh, 2012: 18). The population of this study was the eighth year students of SMP Kesatrian 1 Semarang in the academic year 2014/2015. The eighth graders of SMP Kesatrian 1 Semarang consisted of six classes.

3.2.2 Sample

According to Sudjana (2005: 6) "Sample is a part of population which supposed to represent it." Actually, media used in this research needed long time to be applied; it also had to focus only little respondents and the restrictiveness of doing this research. Because of the several considerations, it was impossible to observe all the VIII graders in this research.

In this research, the researcher used simple random sampling as the technique to choose the samples. The researcher took the sample of the population randomly; therefore each individual in the population had an equal probability to be selected. The considerations that the writer took in choosing simple random sampling were: the students have already spread randomly in the specified class because they were placed on the class randomly without determined by their ranks, genders, and strata. In other case, all of the classes were given the same materials of English. In addition, they had been studying English for the same period of the time. For these considerations, the researcher chose two classes of the population as the samples. They were class VIII C as the experimental group and class VIII A as the comparison group.

3.3 Research Variables

According to Sugiono (2009: 38) variable is everything that is determined by researcher to be learnt, so the information can be received and concluded. The variables of this research consisted of an independent variable and a dependent variable.

3.3.1 Dependent Variable

Sugiono (2009: 39) asserted “dependent variable is a variable that is influenced and caused by independent variable”. In this study, the dependent variable was the students’ ability in writing descriptive text particularly in describing people.

3.3.2 Independent Variable

Independent variable is the variable that influences or acts as the cause of the changing or appearance of dependent variable (Sugiono, 2009: 39). The independent variable is the presumed effect of the dependent variable. In this study, therefore, 2D animation-based media was the independent variable.

3.4 Method of Collecting Data

There were four stages in conducting this research: try-out, pre-test, treatment, and post-test.

3.4.1 Administering Try-Out

The first step of the research was administering try-out. The test was given for class VIII D. Administering try-out aimed to know the validity and the reliability of the test given. In this case, the researcher used two assessors to give the scores to the students. The assessors were the researcher herself and an English teacher of SMP Kesatrian 1 Semarang.

3.4.2 Administering Pre-Test

The pre-test was administered after try-out. The students of two groups were asked to make a descriptive text about their friend next to them. The test aimed to know the prior students' ability in writing descriptive text. If there was not significant different ability in writing descriptive text, the treatment could be conducted.

3.4.3 Giving a Treatment

In this study, the researcher gave different treatments between experimental group and comparison group. The experiment group treated using 2D animation-based media. While the comparison group treated using pictures.

3.4.4 Administering Post-test

After treatment given, the students were asked to write the descriptive text. In this case, the students were still asked to describe people but in different topic with the topic on pre-test. The topic of post-test was describing about "Mother". For the experimental group, the test was stated in the last section of the media provided and connected to the Google Docs (Annex 2). In other case, the comparison group did

test on the paper. The test aimed to measure the writing skill of the students particularly in descriptive text after treatment given.

3.5 Instrument for Collecting Data

The instrument which is used in this research was test. According to Brown (2004: 3) a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the researcher carried out written test as the instrument for collecting data. Written test could represent someone's ability in using a language. Writing is the process to create some ideas, so that it can measure the materials that were given for students. Therefore, to know the prior ability of the students in writing descriptive text, before treatment given, the researcher administered pre-test to both groups of experimental and comparison group in the form of written test. In other case, the researcher conducted post-test to measure the ability of the students in writing descriptive text after treatment given.

3.6 The condition of the test

3.6.1 Content Validity

Allen and Davies (1977: 18) said "when the test measures that which it is supposed to measure, and nothing else, it is valid". To find that the test was valid, the researcher use content validity. Content validity is one of the internal validity that concerns to the instrument in the form of test. According to Sugiono (2009: 129) the content validity can be measured by comparing the instrument contents with the learning materials that has been taught. To compare those aspects as the previous

statements mentioned, it could use curriculum as Arikunto (2007: 67) asserted that “to get a content validity, the test should be constructed based on the curriculum and teaching materials of subject.”

By adjusting with the definitions explained previously, the researcher conducted research based on existing curriculum. The curriculum used on this research was the curriculum of 2013. In that curriculum, a case stated on its basic competence at eighth graders mentioned that the students are asked to compose descriptive text both spoken and written shortly and simply about people, animals, and things with considering the social functions, text structures, grammar that are suitable to the contexts. The researcher focused only in writing descriptive text about people with considering the social functions, the text structure, and grammar. In short, based on the consultation to an English teacher of SMP Kesatrian 1 Semarang, the test belonged to be valid.

3.6.2 Inter-rater Reliability

The test that is given has to be reliable. It means that the test is consistent and dependable (Brown, 2004: 20). Because of the instrument of this study was written test, this study used inter-rater reliability to test the reliability of the test. As asserted by Brown (2004: 21-22) that the test items have more than one correct answer and to make it be careful specification of an analytical scoring instrument, however can increase rater reliability. In scoring the students' writing product, the researcher involved more than one scorer in scoring process. The scorers were the researcher herself and an English teacher of SMP Kesatrian 1 Semarang.

The formula used in analysing inter-rater reliability was as follow:

$$ra = \frac{nrAB}{1 + (n - 1)rAB}$$

(Panou, 2013: 652)

Where,

r : inter-rater reliability

rAB : equal to the average correlation between the ratings made by each rater

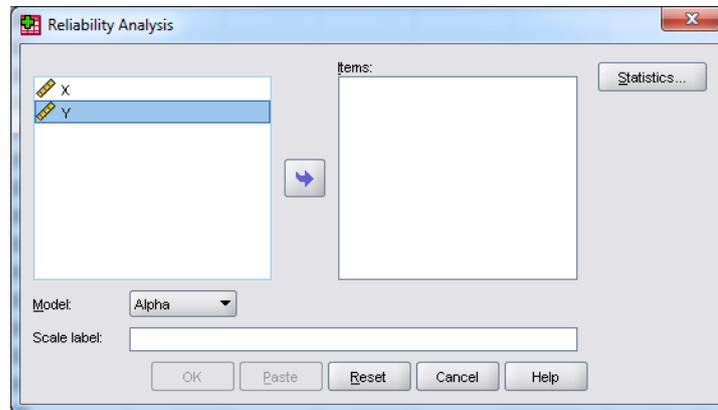
n : equals the number of target students

In analysing the inter-rater reliability, the research used SPSS 16.0 program.

According to MCC Unnes(2014) the steps in computing inter-rater reliability were as follows:

- 1) Open the program of SPSS 16.0
- 2) Click **variable view** on SPSS **data editor**.
- 3) On **name** column click variables that represented rater 1 and rater 2
- 4) Rename “X” for rater 1 on the first row, and rename “Y” for rater 2 on the second row.
- 5) Click **data view** on SPSS **data editor**.
- 6) Input the data based on the try-out class
- 7) Click **Analyze → Scale → Reliability Analysis**
- 8) Transfer all variables that will be tested for reliability into the **Items** box by either drag-and-dropping or using the  button. It can be seen as the following figure 3.1.

Figure 3.1 The Screen Preview of Reliability Analysis



- 9) Click **Statistics**, then put check mark (✓) on **Item**, **Scale**, and **Scale if item deleted** of “**Descriptives for**”, then click **Continue** → **OK**

3.7 Research Activities

There were some activities that the researcher did in her study both in experimental group and comparison group. The research activities could be seen as the following tables:

Table 3.2 The activities of experiment group

No	Activity	Week 1	Week 2	Week 3	Week 4	Week 5
1	Try-out					
2	Pre-test					
3	Treatment					
4	Post-test					

Table 3.3 The Activities of Comparison Group

No	Activity	Week 1	Week 2	Week 3	Week 4	Week 5
1	Try-out					
2	Pre-test					
3	Treatment					
4	Post-test					

3.8 Scoring Guidance

Adapted from Brown (2007: 357), the score guide of writing descriptive text was as follow:

Table 3.4 Scoring Guidance

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topics -Details	4	The topic is complete and almost clear and the details are relating to the topic	3X
	3	The topic is complete and clear and the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with almost proper connectives	2X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse connectives	
	1	Identification is not complete and description are arranged with misuse connectives	

Grammar (G) 20% -Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	2X
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Almost effective choice of words and word forms	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation Capitalization	4	It uses almost correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{4} \times 10$$

The following table was the criteria assessment that was used after the students' works were scored.

Table 3.5 Criteria Assessment

Students' Mastery	
Criteria of Assessment	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Harris 1969:134)

3.9 Procedures for Collecting Data

The following procedures were the sequent order in collecting the data of the study.

They were as follows:

- a. The researcher chose the eighth graders of SMP Kesatrian 1 as the population of the study.
- b. The researcher took two classes that were VIII C and VIII A of SMP Kesatrian 1 as the sample of the study.
- c. The researcher divided those two classes into experimental group and comparison group.
- d. The researcher administered pre-test to both groups.
- e. The researcher scored and analysed the pre-test result of two groups.
- f. The researcher conducted this study by giving treatment for each group. She treated experimental group using 2D animation-based media and comparison group using conventional media that were pictures.

- g. The researcher administered post-test to both group.
- h. The researcher scored and analysed the post-test result of two groups.
- i. The researcher calculated the means of two groups test result.
- j. The researcher compared the significant difference between the result of pre-test and post-test.
- k. The researcher analyse whether there was significant difference achievement between both groups after the study was conducted, then *t*-test was applied.
- l. The researcher determined the conclusions of the study.

3.10 Method of Analysing Data

After the data are collected, the next step is to analyze the data collected. They are the pretest and posttest. The score is used in data analysis. In analyzing the data, the researcher takes the following steps as follows:

3.10.1 Data Tabulation

In this case, the researcher arranged the students' scores according to the students' code.

3.10.2 Statistical Analysis

After checking the students' works and get the score, and then the statistical analysis is done. The statistical analysis included:

3.10.2.1 Pre-Test

3.10.2.1.1 *The Mean*

Mean represents the average for an ungrouped data; the sum of the scores divided by the total number of the scores gives the value of the mean and the formula for this statistic is as follows:

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

Where,

M : mean

$\sum X$: total of all scores

N : total number of the scores

(Hartoyo, 2010: 4)

3.10.2.1.2 *Normality*

The normality was used to know whether each variable was normal or not. In this study, the researcher calculated normality using *Kolmogrov-Smirnov* test in SPSS 16.0 program with the significance level 0.05. It meant that the data were normally distributed if *sig.* > 5% (0.05). The hypotheses for normality test were as follows:

H₀ = the data score was normally distributed

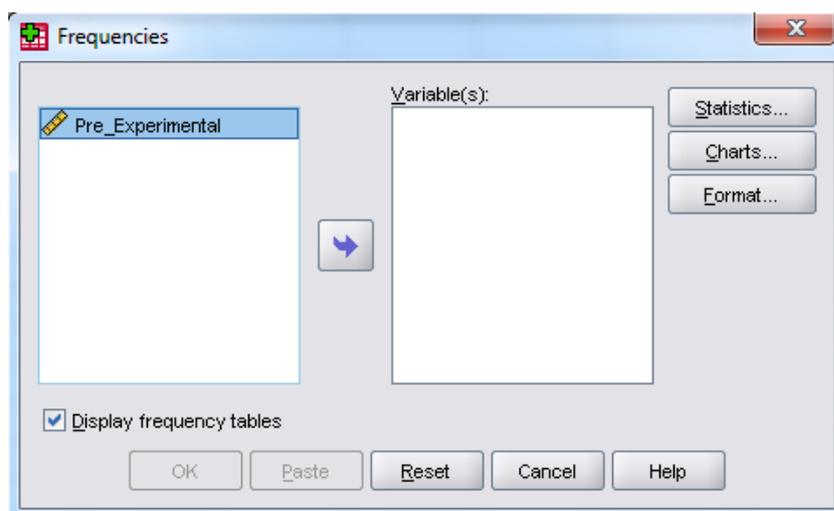
H₁ = the data score was not normally distributed

The criterion of H₀ was accepted if *sig.* > 5%.

The steps in using this program to analyse normality were as follows:

- 1) Open the program of SPSS 16.0
- 2) Click **variable view** on SPSS **data editor**.
- 3) On **name** column click variables that represented the name of the group that will be tested
- 4) Rename **Pre-test Experimental** on first row for computing the normality of the experimental group pre-test, or rename **Pre-test Comparison** on second row for computing the normality of the comparison group pre-test
- 5) Click **data view** on SPSS **data editor**
- 6) Input the data based on pre-test
- 7) Click **Analyze** → **Descriptive statistics** → **Frequencies**
- 8) Transfer the variable to the **Variable(s)** box by either drag-and-dropping or using the  button. It can be seen as the following figure:

Figure 3.2 The Screen Preview of Normality Test



- 9) Click **Statistics**, then put check mark (✓) on **Mean, Std. deviation, maximum, minimum, and skewness**
- 10) Click **Charts** → **histogram** → **with normal curve**
- 11) Click **Continue**, then click **Ok**

(MCC Unnes: 2014)

3.10.2.1.3 Homogeneity

Arikunto (2006: 320) asserted “if the diversity of sampling is not too different, the sample is homogeneous.” In other to go to the further step that was giving treatment, the researcher had to analyze whether the data were homogeneous or not. In this case, it determined the hypotheses with $\alpha = 5\%$ as follows;

H0: $\sigma_1^2 = \sigma_2^2$ (the variants were homogeneous)

H1: $\sigma_1^2 \neq \sigma_2^2$ (the variants were not homogeneous)

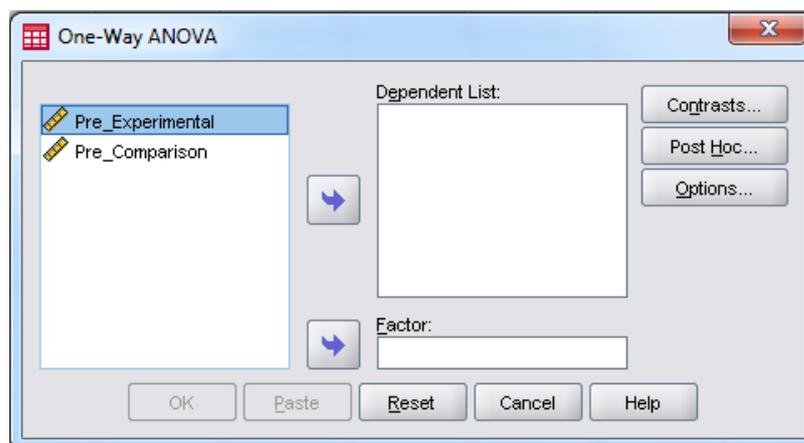
The criterion of H0 was accepted if *sig.* > 5%.

In this research, the researcher used SPSS 16.0 to obtain the homogeneity of the variants. The steps in using this program to analyse normality were as follows:

- 1) Open the program of SPSS 16.0
- 2) Click **variable view** on SPSS **data editor**
- 3) On **name** column click variables that represented the experimental group and the comparison group

- 4) Rename on the column **name** on the first row with “Pre-Experimental” for the experimental group, and on the second row with “Pre-Comparison” for comparison group
- 5) Click **data view** on SPSS **data editor**.
- 6) Input the data based on the pre-test of each group
- 7) Click **Analyze** → **Compare Means** → **One-Way ANOVA**
- 8) Transfer variable **Pre-Experimental** to the **dependent list** box and **Pre-Comparison** to **Factor** box by either drag-and-dropping or using the  button. It can be seen as the following figure:

Figure 3.3 The Screen Preview of Homogeneity Test



- 9) Click **Option** → **Homogeneity of variance test**
- 10) Click **Continue** → **Ok**

3.10.2.1.4 Similarity Test of Mean

The researcher used SPSS 16.0 in computing the similarity of mean. The steps in analysing the similarity test of mean were same with the homogeneity. However, to

know the similarity test of mean, it can be seen at the ANOVA table. The hypotheses for the similarity test of mean were as follow:

H0: $\mu_1 = \mu_2$ (the average score of pre-test of both groups were same)

H1: $\mu_1 \neq \mu_2$ (the average score of pre-test of both groups were not same)

The criterion of H0 was accepted if *sig.* > 5%.

3.10.2.2 Post-Test

3.10.2.2.1 Normality

The aim of conducting normality test was to know whether the variable of each group was normally distributed or not after treatment. The computation of post-test normality using SPSS 16.0. The steps in analysing the post-test normality was same with pre-test normality explained before.

3.10.2.2.2 The *t*-test and the Significance Test

The *t*-test here was used to examine the difference between the experimental and the comparison group. By examining this difference, it could be found whether the treatment given to the experimental group was effective or not. The analysis of *t*-test cannot be separated from the analysis of the significance because the result of the calculation of *t*-test and significance would be used in the hypotheses testing.

The hypotheses of the significance test were as follows:

H0: $\mu_1 \leq \mu_2$ (the experimental average score of post-test were same or less than the comparison group)

H1: $\mu_1 \neq \mu_2$ (the experimental average score of post-test were higher than the comparison group)

The criterion of H0 was accepted if *sig.* > 5%.

The formula that can be used to obtain t-test was as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where,

t : *t*-test

\bar{x}_1 : mean of experiment group

\bar{x}_2 : mean of comparison group

n_1 : number of students in experimental group

n_2 : number of students in comparison group

s_1^2 : variance of experimental group

s_2^2 : variance of comparison group

s : variance for both experiment and comparison class

Sudjana (2005:239)

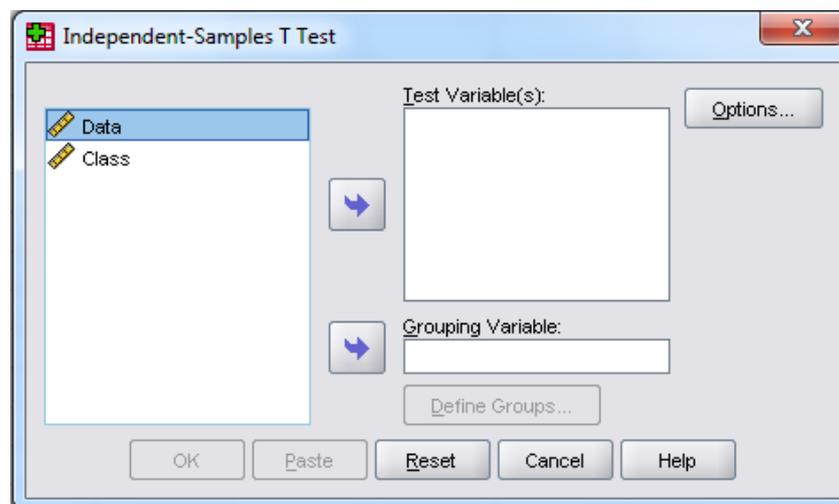
In this study, the researcher used SPSS 16.0 program to calculate the *t*-test and the significance test. The steps in analysing *t*-test were as follows:

- 1) Open the program of SPSS 16.0
- 2) Click **variable view** on SPSS **data editor**.
- 3) Rename **Data** on first row for filling the scores of both groups, and rename **Class** on second row for differentiating the group

- 4) Put **0** on the column **Decimals**
- 5) Put **1** on the **Label** for experimental group and **2** for comparison group
- 6) Click **data view** on SPSS **data editor**
- 7) Input the data based on the data post-test both experimental and comparison group
- 8) Click **Analyze** → **Compare Means** → **Independent- Sample T Test**
- 9) Transfer the variable **Data** to the **Test Variable(s)** box, and variable **Class** to **Grouping Variable** by either drag-and-dropping or using the  button.

It can be seen as the following figure:

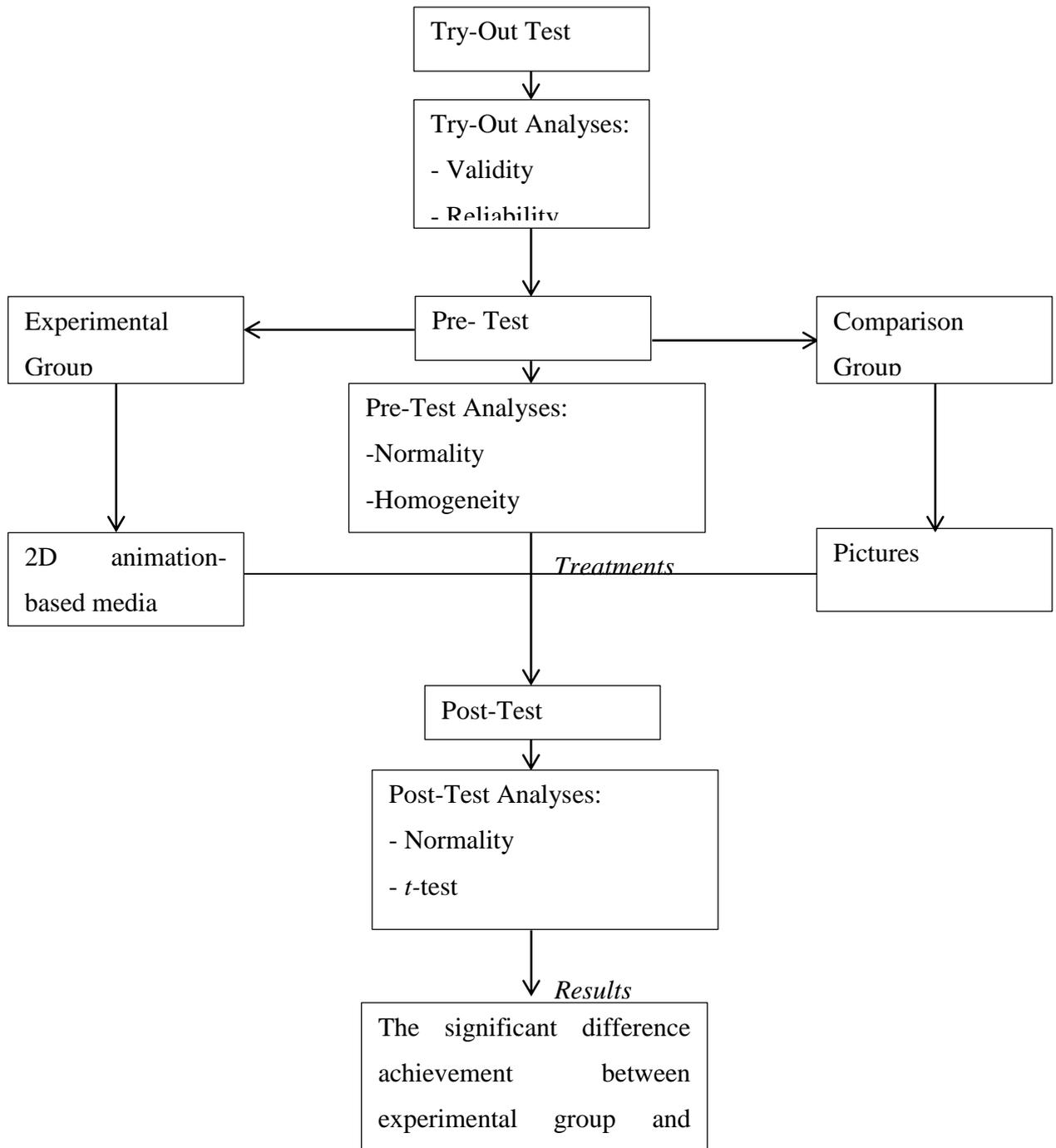
Figure 3.4 The Screen Preview of *t*-test



- 10) Put **1** on **Group 1** box and **2** on **Group 2**
- 11) Click **Continue** → **OK**

From the previous explanations, the research design can be drawn as the following diagram:

Diagram 3.1 Planning of Research Design



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter contains the conclusions and suggestions of the study that was done.

5.1 Conclusions

After conducting the research, it could be said that there was positive significant different achievement gained by experimental group treated using 2D animation-based media compared with comparison group treated using pictures. It was proved with the mean that each group gained. The experimental group gained better achievement at both pre-test and post-test. The pre-test score mean of experimental group was 57.8, while the pre-test mean score of comparison group was 56.87. The post-test score mean of experimental group was 76.37, while the post-test mean score of comparison group was 67.13.

The computation among aspects also showed that the experimental group gained better average for all aspects. The most significant different average between two groups was the organization aspect that was 0.57 in which included identification and description. On this research, the researcher focused on describing people including physical appearances and characters. Therefore, it could be concluded that using 2D animation-media could also increase the students' ability in describing people.

The results of the study showed that t_{obtained} was higher than t_{table} . In this case, t_{obtained} was 3.819 and t_{table} for $\sigma = 5\%$ with the number degree of freedom 58 was 1.671. For the result above stated t_{obtained} was higher that indicated null

hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It meant that there was positive significant different achievement gained by experimental group taught using 2D animation-based media compared with comparison group taught using pictures. In this case, it could be concluded that 2D animation-based media was an effective media to improve the students' ability in writing descriptive text at the eighth grade students of SMP Kesatrian 1 Semarang in the academic year 2014/2015.

5.2 Suggestions

The suggestions that the researcher offered to improve the students' ability in writing descriptive text were addressed for the students, teachers, and the next researchers. They were as follows:

The students should practice a lot about writing descriptive text. They were supposed to know the generic structures of descriptive text and the aspects on it. If they faced difficulty, they could ask to the teachers, the experts, or looking references from books and the internet.

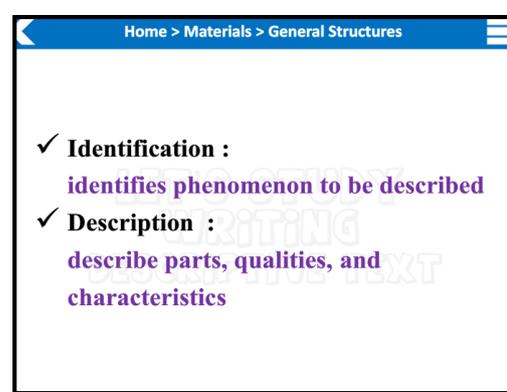
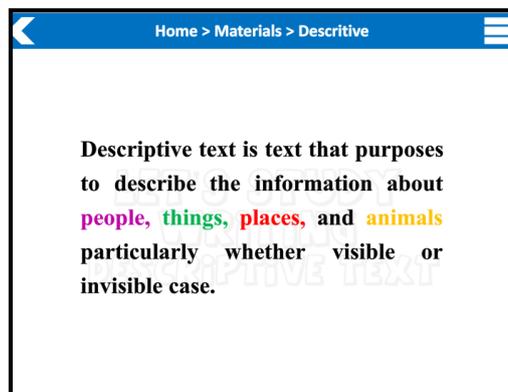
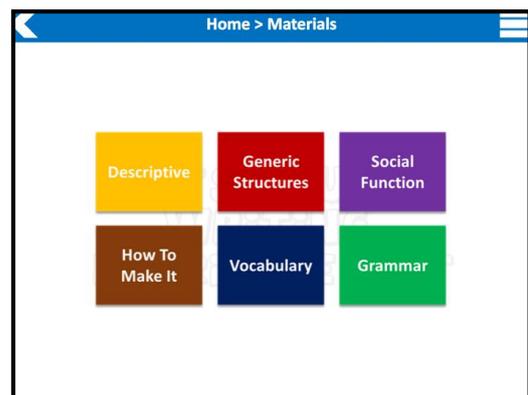
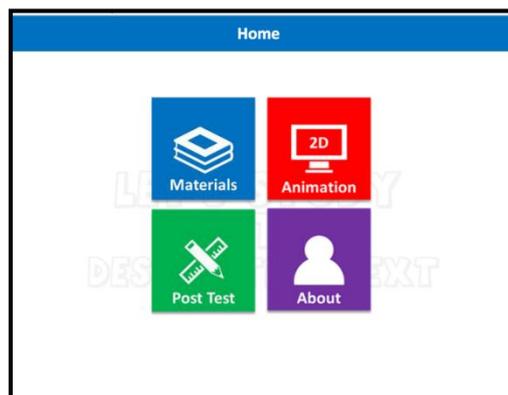
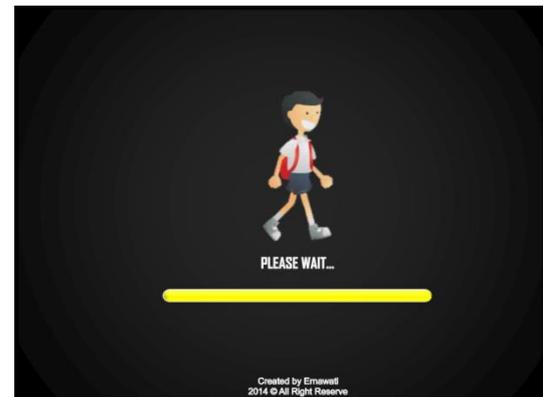
The teacher should use the interesting media in teaching writing descriptive text. 2D animation-based media entitled "Let's Study Writing Descriptive Text" was one of interesting media that could be used to improve the students' ability in writing descriptive text. This media was not only could be applied at SMP Kesatrian 1 Semarang, the other schools could also use it.

The researcher hoped that the study could be expected as a reference to the other researchers that conducted research in the same field. For further, this research was expected to be developed.

ANNEXES

Annex 1

Displays of Media



Home > Materials > Social Function

LET'S STUDY
 WRITING DESCRIPTIVE TEXT

To describe a particular person,
 place or thing

Home > Materials > How To Make It

Home > Materials > Vocabulary

- Selfish : egois
- Beautiful : cantik
- Stupid : bodoh
- Cute : manis
- Bad : buruk
- Slim : langsing
- Handsome: tampan
- Fat : gemuk

Home > Materials > Grammar

Pronouns:

SUBJECT	OBJECT	ADJECTIVE	POSSESSIVE
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

Home > 2D Animation

Home > 2D Animation > Example

My Friend → Title

I have a new friend. His name is John. → Identification

He is handsome. His skin is white. His hair is wavy. He goes to the school every day. He wears uniform and shoes. He brings a red bag on his back. He respects to his mother. He always makes handshakes to his mother before goes to school. He is a brave and obedient student. He goes to the school by foot and he walks at the sidewalk. He is a kind student. He usually helps an old woman to cross the street. He is a smart student in my class and always does the exercise well. It is about John. I like become his friend.

→ Descriptions

→ Social Function

Describe John

*Brown Letter: Physical Appearance *Pink Letter: describe character

Home > Post Test

Directions

After studying writing descriptive text, now it is your turn to do post-test. The following steps are the ways to do it.

1. Click "Do the test" button
2. Pay attention to the instructions
3. Fill the column "Name" with your full name
4. Fill the column "Create Descriptive Text" with your own descriptive text
5. Click Submit if you have finished
6. Done

Demo Do the test

Home > Post Test > Demo

Writing Descriptive Text

Pay attention to the instructions

1. Read a descriptive text about your teacher including his physical appearance and character.
2. Write the title of your work and identify the topic.
3. Use different kinds of words and you may open the dictionary.
4. Use attention in spelling, punctuation, and capitalization.
5. The description may score for 10-15 minutes.
6. Don't fill answers on your worksheet.

Write your full name

Name: Ernawati

Create Descriptive Text

My friend.....

Click: submit if you have finished

Submit

100% Time used: 0

Annex 2

Display of Post-Test Form on Google Docs



Writing Descriptive Text

Instructions:

1. Make a descriptive text about your mother including her physical appearances and characters.
2. Give the title of your work related to the topic.
3. Use simple present tense.
4. Use effective choice of words and you may open the dictionaries.
5. Pay attention to spelling, punctuation, and capitalization.
6. The descriptive text must be 10-15 sentences.
7. Do it in 60 minutes on your answer sheet.

Name

Fill it with your full name

Create Descriptive Text

Do your descriptive in the blank form below!

Never submit passwords through Google Forms.

100%: You made it.

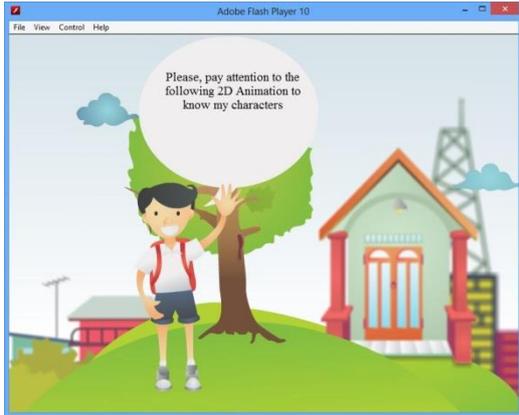
Powered by  This content is neither created nor endorsed by Google.

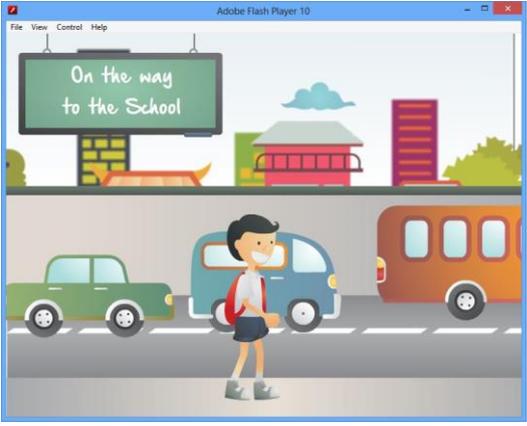
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)



Annex 3

The Illustration of Video on “Let’s Study Writing Descriptive Text

1. Scenes			
1		Actor	A boy that is named John
		Action	John stands up in front of his home.
		Description	It is the opening of the media that introduces “John” as the actor. While introducing the actor, the scene also contains the look of the actor that can be described physically.
.2		Actor	John
		Action	John still stands up in front of his home.
		Description	There is a bubble above John that contains the instruction to pay attention to the following 2D animation in order to know John’s characters.

.3		Action	John makes handshakes to his mother.
		Actor (s)	John and his mother
		Description	It can be described that John has great respect for his mother because he makes handshake before goes to the school.
4		Action	John waves his hand and smiles to his mother then goes to school by himself.
		Actor	John
		Description	John is a cheerful and brave student. He keeps smile and goes to school by himself.
5		Action	John walks at sidewalk.
		Actor	John
		Description	John is obedient student. He obeys to the traffic rule to walk at sidewalk.

<p>6</p>		<p>Action</p>	<p>John looks at and tries to come closer to an old woman that cannot be able to cross the street.</p>
		<p>Actor (s)</p>	<p>John and an old woman</p>
		<p>Description</p>	<p>John has sympathy with the other person.</p>
		<p>Back sound</p>	<p>The voice of cars and their klaxons.</p>
<p>7</p>		<p>Action</p>	<p>John helps an old woman to cross the street.</p>
		<p>Actor (s)</p>	<p>John and an old woman</p>
		<p>Description</p>	<p>John is a kind student. He helps an old woman to cross the street.</p>
		<p>Back sound</p>	<p>The voice of cars.</p>
<p>8</p>		<p>Action</p>	<p>John does the exercise confidently while the others students looked confused and do not do the exercise.</p>
		<p>Actor (s)</p>	<p>John and his friends</p>
		<p>Description</p>	<p>John is a diligent and confident student.</p>

9		Action	John stands up and holds a trophy in front of the class.
		Actor (s)	John and his friends
		Description	John is a smart student that gets the winner trophy. This is the end of the scene.

Annex 4

MATRIX OF MEDIA

ENGLISH FOR EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2014/2015

School : SMP Kesatrian 1 Semarang

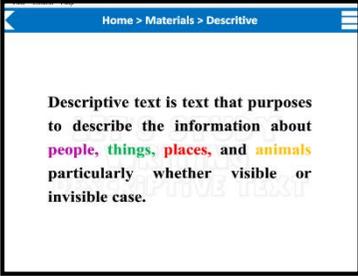
Lesson : English

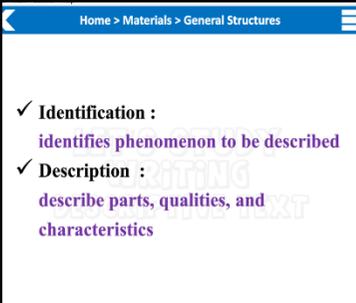
Grade : VIII/I

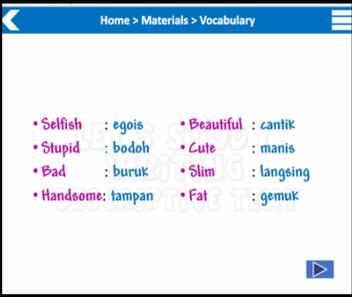
Curriculum : 2013

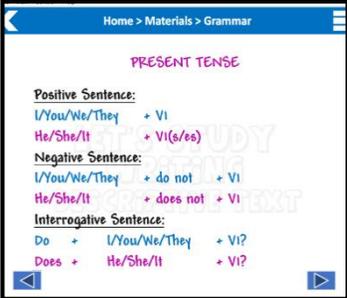
Time allotment : 6 meeting (12x40 minutes)

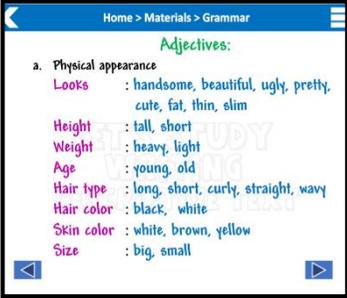
Main Competence : 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

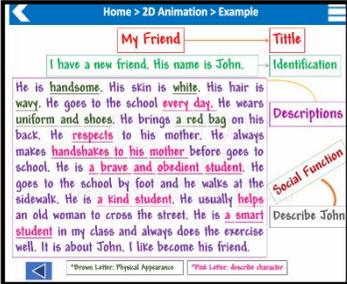
Basic Competence	Learning Material	Indicator	Learning Activities	Form of Instrument	Instrument
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan	Content (Topics and Details)	The students are able to describe the definition of descriptive text.	Meeting 1 1. Inform the definition of descriptive text. 2. Give the information about generic structures of descriptive text in general. 3. Give the information about social function of descriptive text in general.	1. Slide on 2D Animation	

<p>benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>Organization (Identification and Description)</p>	<p>The students are able to distinguish between the identification and description</p>	<p>Meeting 2</p> <ol style="list-style-type: none"> 1. Reinforcement the materials about the definition of descriptive text, generic structures, and social function by giving the exercise to the students. 2. Inform deeply about the differentiation between identification and description in descriptive text. 	<ol style="list-style-type: none"> 1. Small quiz 2. Slide on Animation <p>2D</p>	<ol style="list-style-type: none"> 1. Please determine Identification, description, and sosial function of the descriptive text below! 2. Animation about social function and generic structure.  <p>Home > Materials > General Structures</p> <ul style="list-style-type: none"> ✓ Identification : identifies phenomenon to be described ✓ Description : describe parts, qualities, and characteristics
--	--	--	---	--	---

	Vocabulary	The students are able to know the vocabularies and their meaning in writing descriptive text.	<p>Meeting 3</p> <ol style="list-style-type: none"> 1. Inform the vocabularies that usually are used in writing descriptive text including their meaning. 2. Ask the students to look for the other vocabularies that can be used in writing descriptive text. 	<ol style="list-style-type: none"> 1. Slide on 2D Animation 2. Small quiz 	<ol style="list-style-type: none"> 1. Animation about social function and generic structure.  <ol style="list-style-type: none"> 2. Please find the other vocabularies that is usually used in descriptive text particularly in describing people.
--	------------	---	--	---	---

	<p>Grammar (present tense and agreement)</p>	<p>The students are able to use simple present tense in making writing descriptive text.</p>	<p>Meeting 4</p> <ol style="list-style-type: none"> 1. Inform the grammar that is used in writing descriptive text. 2. Explain the formulas of Simple Present Tense and its characteristics. 3. The students do exercises related to Simple Present Tense. 	<ol style="list-style-type: none"> 1. Slide on 2D Animation. 2. Essay test. 	<ol style="list-style-type: none"> 1. Animation about grammar that is used in writing descriptive text.  <ol style="list-style-type: none"> 2. Please change the positive sentences below in to negative and interrogative sentences!
--	--	--	---	---	--

			<p>Meeting 5</p> <ol style="list-style-type: none"> 1. Inform the adjective words that are usually used in writing descriptive text. 2. Explain the differentiation between the formula using verb and adjective in Simple Present Tense. 3. Ask the students to do the exercises in the form of changing the verb form into adjective form! 	<ol style="list-style-type: none"> 1. Slide on 2D Animation. 2. Essay Test. 	<ol style="list-style-type: none"> 1. Animation about adjectives clause.  <p>The screenshot shows a mobile application interface with a blue header bar containing the text 'Home > Materials > Grammar'. Below the header, the title 'Adjectives:' is displayed in green. Underneath, there is a sub-section 'a. Physical appearance' followed by a list of adjectives grouped by category: 'Looks' (handsome, beautiful, ugly, pretty, cute, fat, thin, slim), 'Height' (tall, short), 'Weight' (heavy, light), 'Age' (young, old), 'Hair type' (long, short, curly, straight, wavy), 'Hair color' (black, white), 'Skin color' (white, brown, yellow), and 'Size' (big, small). Navigation arrows are visible at the bottom of the screenshot.</p> <ol style="list-style-type: none"> 2. Change the sentences below from verb form into adjective form!
--	--	--	---	---	---

	<p>Mechanics (spelling, punctuation, and capitalization)</p>	<p>The students are be able to write descriptive text with correct spelling, punctuation, and capitalization</p>	<p>Meeting 6</p> <ol style="list-style-type: none"> 1. Explain the function of punctuation marks. 2. Try to make a simple descriptive text with work in pair. 	<ol style="list-style-type: none"> 1. Slide on 2D Animation. 2. Essay Test. 	<ol style="list-style-type: none"> 1. Animation about mechanics (spelling, punctuation, and capitalization)  <ol style="list-style-type: none"> 2. Make a descriptive text in pair about your friend!
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Annex 5**MATRIX OF THE TRY OUT TEST****ENGLISH FOR EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2014/2015**

School : SMP Kesatrian 1 Semarang

Lesson : English

Grade : VIII/I

Curriculum : 2013

Time allotment : 60 minutes

Main Competence : 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Basic Competence	Learning Material	Indicator	Form of Instrument	Instrument	Item Number
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks	Content (Topics and Details)	The students are able to make descriptive text according the topic given	Essay	1. Make a descriptive text about your friend next to you.	1
				2. Give the title of your work related to the topic.	2

deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	Organization (Identification and Description)	The students are able to write descriptive text according the information provided.	Essay	3. Describe all the information about his/ her physical appearance and character.	3
				4. Use proper connectives on your work.	4
	Grammar (present tense and agreement)	The students can make descriptive text using simple present tense.	Essay	5. Use simple present tense and correct agreement.	5
				6. Each sentence of the text is a complete sentence and must be in correct order.	6
	Vocabulary	The students can write descriptive text use effective choice of words.	Essay	7. Use effective choice of words and you may open the dictionaries.	7
				8. Use proper diction in your work.	8
	Mechanics (spelling, punctuation, and capitalization)	The students can write descriptive text with correct spelling, punctuation, and capitalization	Essay	9. Pay attention to spelling, punctuation, and capitalization.	9
				10. The descriptive text must be 10-15 sentences	10
11. Do it in 60 minutes on your answer sheet.				11	

Annex 6

Rencana Pelaksanaan Pembelajaran

Tryout-test

Sekolah	: SMP KESATRIAN 1 SEMARANG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Teks deskriptif tulis tentang orang (<i>written</i>).
Alokasi Waktu	: 1 meeting (2x40 minutes)

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.13 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.14 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>➤ Siswa membuat <i>descriptive text</i> yang mendiskripsikan orang yaitu tentang <i>physical appearance</i> maupun <i>character</i> dengan penuh tanggung jawab.</p>

C. Tujuan Pembelajaran

- Sikap :
 1. Siswa terbiasa bertanggungjawab dalam menyelesaikan tugas.
- Pengetahuan :
 - Siswa mampu mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
- Keterampilan
 - Siswa terampil membuat teks deskriptif tentang orang yang berhubungan dengan fisik maupun sifatnya (*character*)

D. Materi Pembelajaran

Descriptive text

E. Metode Pembelajaran

- Pendekatan : Scientific Approach (Observing, Questioning, Experimenting, Associating, Communicating)
- Metode : Discovery learning

F. Media, Alat, dan Sumber Pembelajaran

- Media : LCD
- Alat/ bahan : Answer sheet, white board and board marker dan kamus Indonesia- Inggris dan Inggris- Indonesia
- Sumber Belajar :
 - ✓ Buku Betty Azhar:
Azar, Betty Schampfer.1989.*Understanding and Using English Grammar*.USA:Prentice Hall.
 - ✓ Cambridge Dictionary

Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran • Memberikan umpan balik terhadap proses dan hasil pembelajaran 	7,5 menit
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Instruments:

Instructions

1. Make a descriptive text about your friend next to you.
2. Give the title of your work related to the topic.
3. Describe all the information about his/ her physical appearance and character.
4. Use proper connectives on your work.
5. Use simple present tense and correct agreement.
6. Use the complete and sentences.
7. Use effective choice of words and you may open the dictionaries.’
8. Use proper diction in your work.
9. Pay attention to spelling, punctuation, and capitalization.
10. The descriptive text must be 10-15 sentences.
11. Do it in 60 minutes on your answer sheet.

Rubrik penilaian

Scoring Guidance of Brown (2007)

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topics -Details	4	The topic is complete and almost clear and the details are relating to the topic	3X
	3	The topic is complete and almost clear but the details are almost relating to the topic	
	2	The topic is complete and almost clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	

Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with almost proper connectives	2X
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse connectives	
	1	Identification is not complete and description are arranged with misuse connectives	
Grammar (G) 20% -Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	2X
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Almost effective choice of words and word forms	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation Capitalization	4	It uses almost correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

5. Scoring sistem

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{4} \times 10$$

So, the students' maximum score is 100

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

Reference:

Brown, H. D. 2007 *Teaching by Principles: An Interactive Approach to Language Pedagogy. (2nd ed.)*. New York: Longman.

Rencana Pelaksanaan Pembelajaran

Pre-test

Sekolah	: SMP KESATRIAN 1 SEMARANG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Teks deskriptif tulis tentang orang (<i>written</i>).
Alokasi Waktu	: 1 meeting (2x40 minutes)

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.16 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>➤ Siswa membuat <i>descriptive text</i> yang mendiskripsikan orang yaitu tentang <i>physical appearance</i> maupun <i>character</i> dengan penuh tanggung jawab.</p>

C. Tujuan Pembelajaran

- Sikap :
 1. Siswa terbiasa bertanggungjawab dalam menyelesaikan tugas.
- Pengetahuan :
 - Siswa mampu mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
- Keterampilan
 - Siswa terampil membuat teks deskriptif tentang orang yang berhubungan dengan fisik maupun sifatnya (*character*)

D. Materi Pembelajaran

Descriptive text

E. Metode Pembelajaran

- Pendekatan : Scientific Approach (Observing, Questioning, Experimenting, Associating, Communicating)
- Metode : Discovery learning

F. Media, Alat, dan Sumber Pembelajaran

- Media : LCD
- Alat/ bahan : Answer sheet, white board and board marker dan kamus Indonesia- Inggris dan Inggris- Indonesia
- Sumber Belajar :
 - ✓ Buku Betty Azhar:
Azar, Betty Schampfer.1989.*Understanding and Using English Grammar*.USA:Prentice Hall.
 - ✓ Cambridge Dictionary

Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran • Memberikan umpan balik terhadap proses dan hasil pembelajaran 	7,5 menit
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Instruments:

Instructions

1. Make a descriptive text about your friend next to you about his/her physical appearances and characters.
2. Give the title of your work related to the topic.
3. Use simple present tense.
4. Use effective choice of words and you may open the dictionaries.
5. Pay attention to spelling, punctuation, and capitalization.
6. The descriptive text must be 10-15 sentences.
7. Do it in 60 minutes on your answer sheet.

Rubrik penilaian

Scoring Guidance of Brown (2007)

Aspect	Score	Performance Description	Weighting
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Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with almost proper connectives	2X
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	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Almost effective choice of words and word forms	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation Capitalization	4	It uses almost correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

H. Scoring system

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{4} \times 10$$

So, the students' maximum score is 100

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

Reference:

Brown, H. D. 2007 *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman.

Rencana Pelaksanaan Pembelajaran
Experimental Group

Sekolah	: SMP KESATRIAN 1 SEMARANG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Teks deskriptif tulis tentang orang (<i>written</i>).
Alokasi Waktu	: 6 meeting (12x40 minutes)

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<ul style="list-style-type: none"> ➤ Siswa antusias dalam mengikuti pembelajaran. ➤ Siswa bekerjasama secara kelompok mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<ul style="list-style-type: none"> ➤ Siswa dapat memahami komponen-komponen penting dalam membuat <i>descriptive text</i>.
<p>3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> ➤ Siswa membuat karangan deskriptif yang menyatakan tentang deskripsi orang dengan penuh tanggung jawab.
<p>4.17 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p>	
<p>4.18 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	

C. Tujuan Pembelajaran

- Sikap :
 - 1) Siswa terbiasa bekerjasama dalam menyelesaikan tugas kelompok.
 - 2) Siswa terbiasa bertanggungjawab dalam menyelesaikan tugas individu maupun tugas kelompok.
- Pengetahuan :
 - Siswa mampu mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
- Keterampilan
 - Siswa terampil membuat kalimat deskriptif **orang** sangat pendek dan sederhana dengan memperhatikan fungsi sosial, dan struktur teksnya unsur kebahasaan (**kata ganti**).
 - Siswa terampil membuat teks deskriptif tentang orang yang berhubungan dengan fisik maupun sifatnya (*character*)

D. Materi Pembelajaran

Descriptive

Descriptive text is text that purposes to describe the information about people, things, places, and animals particularly whether visible or invisible case.

Social function : to describe a particular person, place or thing.

Generic structure : 1) identification : identifies phenomenon to be described
2) description: describe parts, qualities, characteristics

Example:

- identification: I have a friend. Her name is Sinta.
- description: She is a beautiful girl. Her skin is white. The color of her hair is black. She is not only good in appearance but also in attitude. She is a kind girl. She likes to help the others.

Vocabulary

Character	: sifat	Handsome	: tampan
Kind	: baik	Beautiful	: cantik
Wise	: bijaksana	Cute	: manis
Brave	: berani	Fat	: gemuk
Diligent	: rajin	Slim	: langsing
Respect	: menghormati	Thin	: kurus
Honest	: jujur	Tall	: tinggi
Confident	: percaya diri	Short	: pendek
Friendly	: ramah	Long	: panjang
Selfish	: egois	Light	: ringan
Smart	: pandai	Heavy	: berat
Stupid	: bodoh	Young	: muda
Obedient	: taat	Old	: tua
Cross	: menyeberang	Bad	: buruk
Wear	: memakai	Straight	: lurus
Handshake	: jabat tangan	Wavy	: bergelombang
Help	: menolong	Curly	: keriting
Walk	: berjalan	Sidewalk	: trotoar
Bring	: membawa	Uniform	: seragam
Study	: belajar		

Grammar

1. Kata ganti (personal pronouns) :

SUBJECT	OBJECT	ADJECTIVE	POSSESSIVE
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

2. PRESENT TENSE

Positive

I / You / We / They	V1
He / She / It	V1 (s/es)

Negative

I / You / We / They	Do not (don't)	V1
He / She / It	Does not (doesn't)	

Interrogative

Do	I / You / We / They	V1	?
Does	He / She / It		

Examples: **Positive** **: He goes to school.**
 Negative **: He does not go to school.**
 Interrogative **: Does he go to school?**

3. Adjectives

a. Physical appearance

- Looks : handsome, beautiful, ugly, pretty, cute, fat, thin, slim
- Height : tall, short
- Weight : heavy, light
- Age : young, old
- Hair type : long, short, curly, straight, wavy
- Hair color : black, white
- Skin color : white, brown, yellow
- Size : big, small

b. Character

- Good attitude : kind, wise, brave, diligent, smart, confident, friendly, honest, obedient
- Bad attitude : selfish, stupid, lazy

How to create adjective in a sentence

Subject	To be	Adjective
I	Am	
He, She. It	Is	
They, We, You	Are	

Examples: I am honest.

She is beautiful.

They are diligent.

Compound Adjective:

Determiner, opinion (looks and characters), size, age, shape, color, origin, material

Examples:

- My brother is a kind young man. (a=determiner, kind=opinion, young=age)
- I have a beautiful red rose. (a=determiner, beautiful=opinion, red=color)

Watch video 2D Animation entitled “ Let’s Study Writing Descriptive Text”
Descriptive text

My Friend

I have a new friend. His name is John. He is handsome. His skin is white. His hair is wavy. He goes to the school every day. He wears uniform and shoes. He brings a red bag on his back. He respects to his mother. He always makes handshakes to his mother before goes to school. He is a brave and obedient student. He goes to the school by foot and he walks at the sidewalk. He is a kind student. He usually helps an old woman to cross the street. He is a smart student in my class and always does the exercise well. It is about John. I like become his friend.

E. Metode Pembelajaran

- Pendekatan : Scientific Approach (Observing, Questioning, Experimenting, Associating, Communicating)
- Metode : Discovery learning

F. Media, Alat, dan Sumber Pembelajaran

- Media : Flash 2D Animation dan LCD.
- Alat/ bahan : Buku tugas siswa, white board and board marker dan kamus Indonesia- Inggris dan Inggris- Indonesia
- Sumber Belajar :
 - ✓ Buku Betty Azhar
 - ✓ Cambridge Dictionary

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa merespon salam dari guru. 2. Guru memeriksa kehadiran siswa; 3. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran 4. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	5 menit
Inti	<p>A. Mengamati (observing)</p> <p>Siswa mengamati video tentang orang melalui tayangan LCD.</p> <p><u>Kegiatan yang dilaksanakan adalah:</u></p> <ul style="list-style-type: none"> • Guru dapat memulai pembelajaran dengan melemparkan beberapa pertanyaan. Contoh: <ul style="list-style-type: none"> ✓ “Watch the video!”, <i>What’s he like?</i> <i>ect..</i> • Guru merangsang siswa untuk mengemukakan pendapatnya berkaitan 	10 menit

	<p>dengan gambar yang diamatinya dengan beberapa pertanyaan.</p> <p>Contoh:</p> <ul style="list-style-type: none"> ✓ “<i>What do you think about this video?</i>” ✓ “<i>Who is he?</i>” ✓ “<i>What is he doing?</i>” ect.. <p>B. Mempertanyakan (Questioning)</p> <p>Dengan bimbingan dan arahan guru :</p> <ul style="list-style-type: none"> • Siswa mengajukan pertanyaan yang berhubungan dengan mendeskripsikan orang. • Siswa mengajukan pertanyaan tentang fungsi sosial, struktur teks, dan unsur kebahasaan (kata ganti orang) dengan cara yang sederhana. (pada tahap awal siswa boleh bertanya dengan bahasa Indonesia) <p>C. Eksperimen (Experimenting)</p> <p>Siswa melakukan latihan-latihan secara bertahap dari yang mudah hingga yang kompleks.</p> <p><u>Kegiatan yang dilaksanakan adalah:</u></p> <ul style="list-style-type: none"> • Guru meminta siswa untuk berpasangan. • Guru meminta siswa mengamati video tentang orang yang ada di slide LCD. • Guru meminta siswa agar bisa menjelaskan fungsi social, struktur teks dan unsur 	<p>10 menit</p> <p>25 menit</p>
--	---	---

	<p>kebahasaan (<i>kata ganti orang</i>) dengan rinci.</p> <ul style="list-style-type: none"> • Masing- masing kelompok berlatih membuat 1 kalimat yang mendeskripsikan tentang orang yang telah ditanyangkan dengan menggunakan fungsi social, struktur teks dan unsur kebahasaan (<i>kata ganti orang</i>). • Masing- masing kelompok bekerja sama untuk berlatih mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan (kata ganti orang) teks deskriptif. <p>D. Menalar (Associating)</p> <ul style="list-style-type: none"> • Siswa menganalisis hasil kerja yang telah dilakukan dan membandingkannya dengan hasil kerja rekannya yang lain. • Siswa mendiskusikan dan mengasosiasikannya dengan kelompok masing-masing. • Siswa mencatat hal-hal yang mereka temukan tentang fungsi social, struktur teks dan unsur kebahasaan (<i>kata ganti orang</i>) pada contoh deskriptif text yang telah diberikan oleh guru. <p>E. Mengkomunikasikan hasil (Networking)</p> <ul style="list-style-type: none"> • Siswa membuat teks deskriptif berdasarkan video 2D Animation tentang orang. 	<p>10 menit</p> <p>15 menit</p>
--	---	---

Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan siswa dan/atau sendiri membuat rangkuman/simpulan pelajaran • Memberikan umpan balik terhadap proses dan hasil pembelajaran • Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit
----------------	---	---------

F. Penilaian

Pengetahuan

Teknik Penilaian : Tes tertulis

Bentuk Instrumen : Cloze text

Kisi-kisi :

No.	Indikator	Butir Instrumen
1.	Mampu melengkapi unsur kebahasaan (kata ganti) dalam teks deskriptif.	Change the sentence below from verb form into adjective form! Example: She has long hair. ---> Her hair is long. 1. He has brown skin. ----> 2. They have beautiful eyes. ----> 3. She has short body. ----> 4. I have friendly friend.----> 5. She has kind mother.---->

Keterampilan

Teknik Penilaian : Authentic assessment
 Bentuk Instrumen : Tes Keterampilan menulis
 Kisi-kisi :

Keterampilan/Indikator	Butir Instrumen
Menulis	
Mendeskripsikan tentang orang	Make descriptive text about your friend next to you!

Rubrik penilaian

Scoring Guidance of Brown (2007)

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topics -Details	4	The topic is complete and almost clear and the details are relating to the topic	3X
	3	The topic is complete and almost clear but the details are almost relating to the topic	
	2	The topic is complete and almost clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	

Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with almost proper connectives	2X
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse connectives	
	1	Identification is not complete and description are arranged with misuse connectives	
Grammar (G) 20% -Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	2X
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Almost effective choice of words and word forms	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 15%	4	It uses almost correct spelling, punctuation, and capitalization	1.5X

-Spelling -Punctuation Capitalization	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

5. Scoring system

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{4} \times 10$$

So, the students' maximum score is 100

Grades	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

References:

Azar, Betty Schampfer. 1989. *Understanding and Using English Grammar*. USA: Prentice Hall.

Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman.

Rencana Pelaksanaan Pembelajaran

Comparison

Sekolah	: SMP KESATRIAN 1 SEMARANG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Teks deskriptif tulis tentang orang (<i>written</i>).
Alokasi Waktu	: 6 meeting (12x40 minutes)

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.4. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> ➤ Siswa antusias dalam mengikuti pembelajaran. ➤ Siswa bekerjasama secara kelompok mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
2.3 Menunjukkan perilaku tanggung jawab , peduli, kerjasama , dan cinta damai, dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> ➤ Siswa dapat memahami komponen-komponen penting dalam membuat <i>descriptive text</i>.
3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang , binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> ➤ Siswa membuat karangan deskriptif yang menyatakan tentang deskripsi orang dengan penuh tanggung jawab.
4.19 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	
4.20 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

C. Tujuan Pembelajaran

- Sikap :
 1. Siswa terbiasa bekerjasama dalam menyelesaikan tugas kelompok.
 2. Siswa terbiasa bertanggungjawab dalam menyelesaikan tugas individu maupun tugas kelompok.
- Pengetahuan :
 - Siswa mampu mengidentifikasi teks deskripsi tentang orang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan.
- Keterampilan
 - Siswa terampil membuat kalimat deskriptif **orang** sangat pendek dan sederhana dengan memperhatikan fungsi sosial, dan struktur teksnya unsur kebahasaan (**kata ganti**).
 - Siswa terampil membuat teks deskriptif tentang orang yang berhubungan dengan fisik maupun sifatnya (*character*)

D. Materi Pembelajaran

Descriptive

Descriptive text is text that purposes to describe the information about people, things, places, and animals particularly whether visible or invisible case.

Social function : to describe a particular person, place or thing.

Generic structure : 1) identification : identifies phenomenon to be described
2) description: describe parts, qualities, characteristics

Example:

- identification: I have a friend. Her name is Sinta.
- description: She is a beautiful girl. Her skin is white. The color of her hair is black. She is not only good in appearance but also in attitude. She is a kind girl. She likes to help the others.

Vocabulary

Character	: sifat	Handsome	: tampan
Kind	: baik	Beautiful	: cantik
Wise	: bijaksana	Cute	: manis
Brave	: berani	Fat	: gemuk
Diligent	: rajin	Slim	: langsing
Respect	: menghormati	Thin	: kurus
Honest	: jujur	Tall	: tinggi
Confident	: percaya diri	Short	: pendek
Friendly	: ramah	Long	: panjang
Selfish	: egois	Light	: ringan
Smart	: pandai	Heavy	: berat
Stupid	: bodoh	Young	: muda
Obedient	: taat	Old	: tua
Cross	: menyeberang	Bad	: buruk
Wear	: memakai	Straight	: lurus
Handshake	: jabat tangan	Wavy	: bergelombang
Help	: menolong	Curly	: keriting
Walk	: berjalan	Sidewalk	: trotoar
Bring	: membawa	Uniform	: seragam
Study	: belajar		

Grammar

Kata ganti (personal pronouns) :

SUBJECT	OBJECT	ADJECTIVE	POSSESSIVE
---------	--------	-----------	------------

I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

PRESENT TENSE

Positive

I / You / We / They	V1
He / She / It	V1 (s/es)

Negative

I / You / We / They	Do not (don't)	V1
He / She / It	Does not (doesn't)	

Interrogative

Do	I / You / We / They	V1	?
Does	He / She / It		

Examples: **Positive** **: He goes to school.**
 Negative **: He does not go to school.**
 Interrogative **: Does he go to school?**

Adjectives

a. Physical appearance

- Looks : handsome, beautiful, ugly, pretty, cute, fat, thin, slim
- Height : tall, short
- Weight : heavy, light
- Age : young, old
- Hair type : long, short, curly, straight, wavy
- Hair color : black, white
- Skin color : white, brown, yellow
- Size : big, small

b. Character

- Good attitude : kind, wise, brave, diligent, smart, confident, friendly, honest, obedient
- Bad attitude : selfish, stupid, lazy

How to create adjective in a sentence

Subject	To be	Adjective
I	Am	
He, She, It	Is	
They, We, You	Are	

Examples: I am honest.

She is beautiful.

They are diligent.

Compound Adjective:

Determiner, opinion (looks and characters), size, age, shape, color, origin, material

Examples:

- My brother is a kind young man. (a=determiner, kind=opinion, young=age)
- I have a beautiful red rose. (a=determiner, beautiful=opinion, red=color)

Pay Attention to the pictures below and learn how to describe it!

Descriptive text

**E. Metode Pembelajaran**

- Pendekatan : Scientific Approach (Observing, Questioning, Experimenting, Associating, Communicating)
- Metode : Discovery learning

F. Media, Alat, dan Sumber Pembelajaran

- Media : Gambar dan LCD.
- Alat/ bahan : Buku tugas siswa, white board and board marker dan kamus Indonesia- Inggris dan Inggris- Indonesia
- Sumber Belajar :
 - ✓ Buku Betty Azhar
 - ✓ Cambridge Dictionary

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa merespon salam dari guru. 2. Guru memeriksa kehadiran siswa; 3. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran 4. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	5 menit
Inti	<p>A. Mengamati (observing)</p> <p>Siswa mengamati video tentang orang melalui tayangan LCD.</p> <p><u>Kegiatan yang dilaksanakan adalah:</u></p> <ul style="list-style-type: none"> • Guru dapat memulai pembelajaran dengan melemparkan beberapa pertanyaan. Contoh: ✓ <i>“Look at the picture!”, How many people in the picture? ect..</i> • Guru merangsang siswa untuk mengemukakan pendapatnya berkaitan dengan gambar yang diamatinya dengan beberapa pertanyaan. Contoh: ✓ <i>“What do you think about this picture?”</i> 	10 menit

	<p>✓ “<i>Who are they?</i>”</p> <p>✓ “<i>What are they doing?</i>” ect..</p> <p>B. Mempertanyakan (Questioning)</p> <p>Dengan bimbingan dan arahan guru :</p> <ul style="list-style-type: none"> • Siswa mengajukan pertanyaan yang berhubungan dengan mendeskripsikan orang. • Siswa mengajukan pertanyaan tentang fungsi sosial, struktur teks, dan unsur kebahasaan (kata ganti orang) dengan cara yang sederhana. (pada tahap awal siswa boleh bertanya dengan bahasa Indonesia) <p>C. Eksperimen (Experimenting)</p> <p>Siswa melakukan latihan-latihan secara bertahap dari yang mudah hingga yang kompleks.</p> <p><u>Kegiatan yang dilaksanakan adalah:</u></p> <ul style="list-style-type: none"> • Guru meminta siswa untuk berpasang- pasangan dengan teman sebangkunya. • Guru meminta siswa mengamati gambar tentang orang. • Guru meminta siswa agar bisa menjelaskan fungsi social, struktur teks dan unsur kebahasaan (<i>kata ganti orang</i>) setiap gambar dengan rinci. • Masing- masing kelompok berlatih membuat 1 kalimat yang mendeskripsikan tentang gambar yang telah ditayangkan dengan menggunakan fungsi social, struktur teks dan unsur kebahasaan (<i>kata ganti orang</i>). • Masing- masing kelompok bekerja sama untuk berlatih mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan (kata ganti orang) teks deskriptif. 	<p>10 menit</p> <p>25 menit</p>
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F. Penilaian

Pengetahuan

Teknik Penilaian : Tes tertulis

Bentuk Instrumen : Cloze text

Kisi-kisi :

No.	Indikator	Butir Instrumen
1.	Mampu melengkapi unsur kebahasaan (kata ganti) dalam teks deskriptif.	Change the sentence below from verb form into adjective form! Example: She has long hair. ---> Her hair is long. 1. He has brown skin. ----> 2. They have beautiful eyes. ----> 3. She has short body. ----> 4. I have friendly friend.----> 5. She has kind mother.---->

Keterampilan

Teknik Penilaian : Authentic assessment

Bentuk Instrumen : Tes Keterampilan menulis

Kisi-kisi :

Keterampilan/Indikator	Butir Instrumen
	Menulis
Mendeskripsikan tentang orang	Make descriptive text about your friend next to you!

Rubrik penilaian

Scoring Guidance of Brown (2007)

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topics -Details	4	The topic is complete and almost clear and the details are relating to the topic	3X
	3	The topic is complete and almost clear but the details are almost relating to the topic	
	2	The topic is complete and almost clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with almost proper connectives	2X
	3	Identification is almost complete and description are arranged with almost proper connectives	
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	3	Few grammatical or agreement inaccuracies but not effect on meaning	
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	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Almost effective choice of words and word forms	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation Capitalization	4	It uses almost correct spelling, punctuation, and capitalization	1.5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

G. Scoring sistem

$$\text{Score} = \frac{3C + 2G + 1.5V + 1.5M}{4} \times 10$$

So, the students' maximum score is 100

Grade	Criteria of Mastery	Level
A	91 -100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

References:

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- Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman.

Annex 7

The list of Experimental and Comparison Group

Experimental Group	Comparison Group
C 01	A 01
C 02	A 02
C 03	A 03
C 04	A 04
C 05	A 05
C 06	A 06
C 07	A 07
C 08	A 08
C 09	A 09
C 10	A 10
C 11	A 11
C 12	A 12
C 13	A 13
C 14	A 14
C 15	A 15
C 16	A 16
C 17	A 17
C 18	A 18
C 19	A 19
C 20	A 20
C 21	A 21
C 22	A 22
C 23	A 23
C 24	A 24
C 25	A 25
C 26	A 26
C 27	A 27
C 28	A 28
C 29	A 29
C 30	A 30

Annex 8



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 1758/FBS/2013**

**Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2013/2014**

- Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 20 Desember 2013

MEMUTUSKAN

Menetapkan :
PERTAMA :

Menunjuk dan menugaskan kepada:

Nama : Drs. HARTOYO, M.A., Ph.D.

NIP : 196502231990021001

Pangkat/Golongan : IV/A

Jabatan Akademik : Lektor Kepala

Sebagai Pembimbing

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : ERNAWATI

NIM : 2201410102

Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris

Topik : The Use of 2D Animation to Improve the Students' Ability in Writing Descriptive Text (an Experimental Research at the Seventh Grade Students)

KEDUA :

Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan

1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal



Agus Nuryatin

NIP 196008031989011001

2201410102



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI

Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010
Website : <http://fbs.unnes.ac.id>

Nomor : 2058/UN37.1.2/PM/2014
Lamp. : -
Hal : **Permohonan Izin Observasi**

14 Mei 2014

Yth. Kepala SMP Ksatrian 1
di Kota Semarang

Dengan hormat kami beritahukan bahwa dalam rangka memenuhi tugas mata kuliah *Final Project*, kami mohon Saudara berkenan memberikan izin kepada mahasiswa yang tersebut di bawah ini untuk melakukan observasi di Lembaga/Instansi yang Saudara pimpin. Adapun mahasiswa tersebut adalah,

Nama : **Ernawati**
NIM : 2201410102
Jurusan : Bahasa dan Sastra Inggris
jenjang program : S1
tahun akademik : 2013-2014
fakultas : Bahasa dan Seni
waktu pelaksanaan : bulan Mei 2014 s.d. selesai.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Prof. Dr. Agus Nuryatin, M.Hum.
196008031989011001

Tembusan Yth.:
1. Ketjur. Bahasa dan Sastra Inggris
2. Ybs.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Laman : http://fbs.unnes.ac.id

Nomor : 2831/UN37.1.2/LT/2014

8 Juli 2014

Lamp. : -

Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Ksatrian 1 Semarang
di Kota Semarang

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami:

nama : Ernawati
NIM : 2201410102
jurusan : Bahasa dan Sastra Inggris
jenjang program : S1
tahun akademik : 2013-2014
judul : **FINAL PROJECT PROPOSAL THE USE OF 2D ANIMATION TO IMPROVE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT (an Experimental Research at the Eight Grade Students of SMP Ksatrian 1 Semarang in the Academic Year 2014/2015)**

akan mengadakan penelitian di: Lembaga / Instansi yang Saudara pimpin.

Waktu pelaksanaan : bulan Agustus 2014 s.d September 2014.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



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YAYASAN PENDIDIKAN KESATRIAN 67
SMP KESATRIAN 1 SEMARANG
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SURAT KETERANGAN

Nomor : 552/I03.33/SMP Kes.1/IX/2014

Yang bertanda tangan di bawah ini Kepala SMP Kesatrian 1 Semarang menerangkan bahwa :

N a m a	: ERNAWATI
N P M	: 2201410102
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Telah melaksanakan penelitian di SMP Kesatrian 1 Semarang dengan judul “ **FINAL PROJECT PROPOSAL THE USE OF 2D ANIMATION TO IMPROVE THE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT (an Experimental Research at the Eight Grade Students of SMP Kesatrian 1 Semarang in the academic Year 2014 / 2015** ”. yang dilaksanakan pada tanggal 4 - 30 Agustus 2014 Tahun Pelajaran 2014 / 2015.

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.

SEMARANG, 3 SEPTEMBER 2014

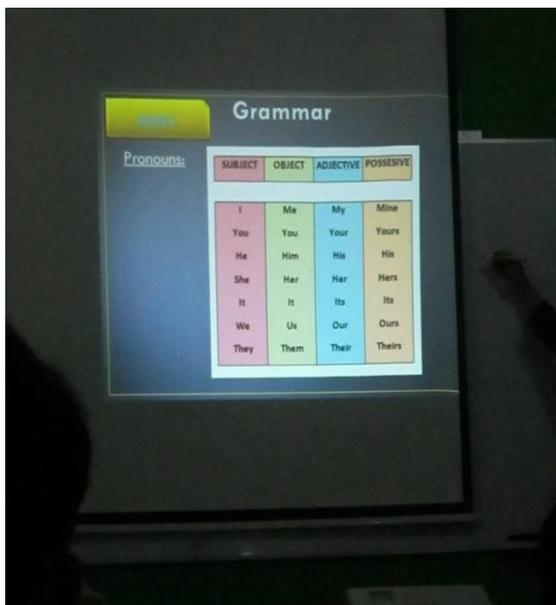
KEPALA SEKOLAH



Drs. H. LUSDIYONO, M.Si

Annex 9

Research Documentation





Annex 10

Students' Answer of Comparison Group

Answer Sheet

Post-test

No : 7 [A07]

Class : VIII A

School : SMP Kesatrian 1

My Mother

My mother's name is Sri umi. Nick name is Umi. She very liked to me, she has hobby cooking. And clean my home. My mother her colour hair is black hair. And she is beautiful eyes. Her body is slim. And she has the colour skin is Brown. My mother is the best. Her height is the same of me.

Score:

58

Students' Answer of Comparison Group

Answer Sheet

Post-test

No : 21 [A-21]

Class : VIII A

School : Kesatrian I

MY MOTHER

My name is Muhamad Rifki Maulana. I have ^{my mother is the best} mother is the best. The name of my mother is Suparti. She is beautiful and very care. She hair is short but my mother very ^{talk active} talk active. Her age is 45. My mother ^{have} have hobby ^{is} is sleeping. She always ^{works} works for ^{pay} pay my school.

Score:

74

Students' Answer of Experimental Group

2	8/30/2014 11:39:19	C-2b	<p>My Mother</p> <p>I have a Mother. Her Name is <u>Hibt</u>. Herold is 53 years. She is tall and slim. She is beautiful. She is a kind. Her skin is Brown. She has Nose Flat. Her hair is Wavy. Her hair is long. The color of her hair is Black. She is patient and Diligent. She is friendly and honest. She likes helping the others. Every morning she always goes to market for buying food. And she <u>always cooking</u> every morning. She also always prepares breakfast every morning. She likes make me happy.</p>
5	8/31/2014 11:41:00	C-28	<p>My Mother</p> <p>I have a mother. Full name <u>Rini Wahyuningsih</u>. Her name <u>Rini</u>. He was born in Semarang, 5 March 1970. She is beautiful. Her weight is 60 kg. Her skin is brown. Her face is oval. Her hair is wavy. Her religion is Islam. Her hobby is cooking and refreshing. She like is flower. She is widow. She has a daughter. She is kind and diligent. My <u>mother love me</u>. My mother work <u>Buruh</u>. Each my mother forty four years old. She likes buying kitchen tools. My mother is a patient woman. She likes eating meat ball.</p>
6	8/30/2014 11:42:41	C-0b	<p>My Mother</p> <p>I have a mother. She is beautiful girl. She is a short hair and black. She eyes color is black and her color skin is light brown. She is weight 44 kg and height 157 cm. She is very kind, <u>patient</u> person. She is lovely friend and she love to help people. She is likes her house to be clean. She is hobby cooking.</p>
7	8/30/2014 11:43:16	C-21	<p>My Mother</p> <p>My mother is a beautiful. Her name is <u>Diana</u>. She is not tall but not short. And she has long hair. Her eyes color black. And she has a beautiful smile. She is a very kind person. She is very lovely, friendly and patient. I love my mother, because she is a good example to me. She likes her house to be clean. She always has a smile on her face. She is so sweet and lovely.</p>
11	8/30/2014 11:45:28	C-07	<p>I Love My Mother</p> <p>I have mother. Her name is <u>Sumarni</u>. My mother is the most beautiful woman in this <u>world</u>. She <u>have</u> hair black. Her eyes color is a black. Her color skin is light brown. She weight is 40 kg and height 140 cm. She is very kind person. She is very lovely friendly, patient, and she love to help people. My mother is hobby cooking.</p>
17	8/30/2014 11:48:59	C-30	<p>My Mother</p> <p>Her name is <u>Wandari</u>. Her nickname is <u>Wony</u>. She is a doctor. She works at <u>Uins Kesehatan Kota</u>. She has a white skin. She has flat nose. She has straight hair. She so beautiful, but she always use hijab. She is patient women. If I don't want take a bath and study, she not angry to me, but she <u>advise me</u>. She likes buying necklace and wedges. She is kind person. She teach me how to cooks. I love my mother so much.</p>
18	8/30/2014 11:49:29	C-08	<p>My Mother</p> <p>I have kind mother. Her name is <u>Sn Wahyuni</u>. but I call her mom. She has brown skin and oval face. She also has pointed nose and long wavy black hair. She is smart and diligent. She always helps me while I am in trouble. She loves cooking, watering plants and love animals. She has a lot of friends. She active in social activity. My mother is really friendship. She also help neighbor while they in trouble. My <u>mother always prepare</u> foods for her sons. She also really <u>gave</u> to her sons when her sons are sick. She usually <u>join</u> competition in regional field. I am really happy. I have mom like that.</p>

Annex 11

Table Distribution of t

Degrees of freedom (df)	Level of significance for one-tailed test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for two-tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: Table III of Fisher & Yates: *Statistical Tables for Biological, Agricultural and Medical Research*, published by Longman Group Ltd., London (1974), 6th edition (previously published by Oliver & Boyd Ltd., Edinburgh). By permission of the authors and publishers.

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