



## **IMPROVING STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH ANIMATED FILM IN CLASS VIII SMP NEGERI 6 PADANGSIDIMPUAN**

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### **Abstract**

The aim of this research is to determine students' ability to write descriptive texts using animated films in class VIII SMP Negeri 6 Padangsidimpuan, and to determine the improvement in students' writing abilities in descriptive texts using animated films in class VIII SMP Negeri 6 Padangsidimpuan. The problem in this research is that students have difficulty generating their ideas, understanding grammar, and lacking vocabulary. This research uses a quantitative and qualitative approach. To collect data, researchers used quantitative and qualitative techniques. Quantitative data was collected through tests consisting of a pre-test and post-test. And qualitative data was collected through interviews and documentation. The design of this research was experimental, the research was held at SMP Negeri 6 Padangsidimpuan. The sample for this research was students in class VIII-2 of SMP Negeri 6 Padangsidimpuan, consisting of 25 students. The average Pre-test score is 59.12 and the average Post-test score is 91.52. Based on the explanation above, students' ability to write descriptive text in class VIII of SMP Negeri 6 Padangsidimpuan is categorized as good and through animated films it can make students active and confident in writing.

Keywords : Writing Skills, Text Descriptions, Animation Films

### **Abstract**

The aim of this research is to determine the ability to write Descriptive Texts through Animated Films of students in class VIII of SMP Negeri 6 Padangsidimpuan, and to determine the improvement in the ability to write Descriptive Texts through Animated Films of students in class VIII of SMP Negeri 6 Padangsidimpuan. The problem of this research is that students experience difficulties in producing their ideas in writing, understanding grammar, and lack of vocabulary. This research uses quantitative and qualitative approaches. To collect data, researchers used quantitative and qualitative techniques. Quantitative data collected from tests includes Pre-test and Post-test. And qualitative data was collected through interviews and documentation. The research design used is an experimental design. The research was conducted at SMP Negeri 6 Padangsidimpuan. The subjects of this research were 25 students in class VIII-2 of SMP Negeri 6 Padangsidimpuan. The average Pre-test score is 59.12 and the average Post-test score is 91.52. Based on the explanation above, the ability to write descriptive text of students in class VIII of SMP Negeri 6 Padangsidimpuan is included in the good category and through animated films it can make students active and confident in writing.

Key words : Writing Skills, Descriptive Text, Animation Films

## **INTRODUCTION**

The World Health Organization (WHO) concluded that COVID-19 has been declared a pandemic occurring throughout the world (Zanke et al., 2021). WHO announced that the COVID-19 epidemic is a public health emergency of international concern. The COVID-19 pandemic outbreak has changed all aspects of human life on earth, including Indonesia. This pandemic situation has encouraged social distancing on a large scale, also known as "Physical Distancing", which means maintaining a safe distance between oneself and other people who are not in the same household. WHO established several normalized welfare conventions to anticipate the spread of COVID-19, for example, wearing masks, washing hands, not shaking hands with other people, and maintaining social and physical distance.

The COVID-19 pandemic has changed all aspects of human life. The entire structure of life has immediately changed with this pandemic, not only the economic sector but the education sector has also been affected. This pandemic has officially changed the way of teaching and learning. Face-to-face activities that are usually carried out at schools or campuses have changed to online learning to break the chain of spread of this virus.

This is the right government decision because it supports the idea of social distancing, and online learning is one way to limit the spread of the COVID-19 virus. As stated in Pajarianto, et. Al. (2020), the Government of the Republic of Indonesia through the Ministry of Education and Culture and followed by every regional government shifted student learning from school to home through the learning from home model.

The shift from face-to-face teaching-learning process interactions to online implementation is implemented at almost all levels of education. In schools, this learning activity is called PJJ (*Distance Learning*). Online learning is education that takes place via the internet. However, online learning is just one type of "distance learning" – a general term for any learning that takes place remotely, rather than in a traditional classroom (Stern, 2018).

Padangsidempuan State Middle School 6 is also implementing online learning. Based on the results of the meeting between the school and parents or guardians of students as the odd semester of the 2020/2021 academic year approached, it was agreed to learn English as a learning method during the pandemic. Even though SMP Negeri 6 Padangsidempuan carries out online English learning, this school also continues to carry out face-to-face learning twice a week, namely on Mondays and Thursdays.

English is studied at school for approximately six years in elementary school, which does not mean that every student can master four skills in English. These skills are listening, speaking, reading and writing. Listening and reading are receptive skills where there are those who only receive these skills without producing anything. Meanwhile, speaking and writing are productive skills where someone needs to be creative to produce something.

Writing is an act, a process of finding and organizing your ideas, getting them onto paper, and reshaping and revising them. And students can share whatever they want freely in written form. Triagan, as quoted by Zhaminang (2010:2), added that writing is an activity of expressing ideas, messages or information in written form. On the other hand, Gayle and Lawrence (2010), stated that writing is important for students. The reason is so that students are able to write and express their thoughts well.

According to Husna, Zainil and Rozimela (2013:2), descriptive text is text in which the author tries to describe what he is describing. Descriptive text is text that describes something so that the reader or listener can get the same meaning as what the author experiences with the six senses: appearance, smell, taste, action, taste and sound.

According to Sari (2013:2), there are three causes of students experiencing difficulties in writing; These things are: (1) students lack vocabulary so they are unable to express their ideas in appropriate English words; (2) students do not understand grammar so they are unable to write grammatical sentences; (3) students are less motivated in learning to write so their writing performance is poor.

Based on pre-research at SMP Negeri 6 Padangsidempuan on March 12 2021, researchers conducted interviews with English teacher Anizar Lubis, S.Pd, there were 75% of students who were unable to write descriptive text. Researchers found several facts and problems that made students confused about writing something in descriptive text, such as difficulty in developing ideas in writing and a lack of vocabulary. The media used does not attract students' interest in learning English because teachers only use books and this makes students bored. Students cannot use correct grammar in their writing.

Researchers offer one solution to overcome the problems students face in writing by using more interesting media, namely animated films. Utilizing animated films as a learning medium can be a solution to this problem. Animated films can make students more interested in learning English because they can see and hear the sound, and it will be easier to understand things by watching them. And students will find it easier to write descriptive text. Several studies also found that animated films can make a positive contribution in improving students' writing skills (Pandjaitan, Siringo-ringo, 2011).

Animated films are one of the media and visual aids in the teaching and learning process. Media or teaching aids play an important role in the teaching and learning process. The use of media makes it easier for teachers and students to achieve learning goals. Medium is any person, material, or event that creates conditions that allow students or students to acquire the knowledge, skills, and attitudes stated by Gerlach and Elly in Azhar (2016: 3). Azhar (2016:4) defines animated films as combining entertainment with teaching so as to make the learning process more enjoyable. Students will be successful in learning if they enjoy the process. Animated films can make them happy in learning English. The series of events in animated films makes it easier for students to memorize. The cast, setting and plot in it will help them provide ideas for writing easily.

Animated films can encourage students to imagine, thus supporting their creativity in writing. This allows them to organize many ideas to write because they do not have time and space limitations. Animated films allow students to investigate language use in various contexts so as to broaden their horizons about the appropriate use of language as a communication tool. Teachers should be able to carefully select appropriate animated films, taking into account the suitability between the content of the film and the learning material to be delivered. Thus, it can function effectively in supporting effective teaching.

Animated films can help achieve learning goals. In other words, audio-visual media is a very effective tool used to improve language skills in writing and will make it easier for students to write descriptive texts, because students can develop ideas by watching, especially using animated films. Based on the background of the problem above, the researcher determined that SMP Negeri 6 Padangsidempuan had several difficulties in writing descriptive text, such as:

- A. Students have difficulty producing diverse vocabulary.
- B. Students have difficulty organizing content in a logical order.
- C. Students have difficulty developing ideas in their writing.
- D. The media used does not attract students' interest in learning English.
- e. Students cannot use correct grammar in their writing.

## **Writing**

### **Definition of Writing**

Writing is a process that allows the exchange of ideas in written form. According to Nunan in Susanti (2011:9) states that "Writing is mental work in creating ideas, thinking about how to express them, and arranging them into statements and paragraphs until they are clearer for the reader." The writing process allows students to communicate by formulating and organizing ideas by considering several aspects of writing to convey these ideas to the audience/readers.

Lindholm in Fatmawaty (2010:13) defines writing as learning to focus our minds on important things and studying them. Through this activity someone can find a solution to a difficult problem, master facts and even by writing, someone can also communicate their thoughts which cannot be done through the application of a language system.

Narayan (2012), said that "writing that is composed with craftsmanship touches the reader at the intellectual, emotional, aesthetic and external appearance levels for the reader". As a process, writing involves several stages. These stages include planning, drafting, editing and revising, until finally producing the final version. In planning, students formulate several main points of their writing which include purpose, audience, and organization of ideas. They can make specific notes or simply write down a few words, reflecting the general idea of their writing at this stage.

The next stage is preparation. At this stage, students can prepare an initial version of their writing. In general, the writing process allows for several production plans, which can then be modified or developed before reaching the final written version. After drafting, the next writing step is the editing and revision stage. Reorganizing ideas, evaluating the use of grammar and vocabulary, checking spelling, punctuation, and capitalization are some of the activities that can be done in this stage. Finally, after several modifications, students will arrive at a final version that has been modified and serves as the final written product to be shared with readers. Apart from that, "Several aspects of writing are important for students to pay attention to in order to write effectively, which include content, organization, vocabulary, grammar and mechanics" Fitriana (2018).

From the description above it can be concluded that in communicating ideas through writing, students must consider several aspects including content/information, organization of ideas, choice of vocabulary, appropriate use/grammar of language, and mechanics. Apart from that, to compose effective writing, they need to go through the writing stages, starting from planning, drafting, revising, editing, and finally publishing the final version. However, although these aspects may be a challenge in writing, researchers believe that through regular practice, students' writing abilities can be improved.

They must be able to communicate their ideas clearly, and organize them well logically. Apart from that, they also need to master a broad vocabulary and use language effectively by utilizing the correct rules of grammar, spelling, capitalization and punctuation, so that readers can understand the message or idea communicated in written form.

### **Writing purpose**

Increased practice and access to information about writing will help students feel more comfortable writing and hopefully enjoy doing it. The form and model of writing presented is mainly in accordance with the objectives expressed through *Common Core State Standards*. Namely providing information, explaining, telling, and persuading.

There are four writing objectives based on the types of writing in English Language Learning, namely:

#### **A. To inform**

The purpose of writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by true facts and evidence.

#### **B. To explain**

The purpose of explanatory writing is to tell what, how, and why about a topic. An example is explaining in writing how to do or make something.

#### **C. To tell**

The purpose of writing to tell is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end. Examples are fictional stories and personal narratives.

#### **D. Persuade**

Writing that has the aim of persuading to state an opinion or goal and support it with reasons and supporting details so that the audience agrees, takes action, or both.

In the writing objective, the researcher chose "To Narrate" because students wrote a story with the title Finding Nemo.

### **Writing Process**

Writing is a productive skill that requires a process. Harmer in Durotul (2014:25-27), states that "The writing process is the stages that a writer goes through to produce something in the form of final writing".

There are four steps in the writing process:

#### 1. Planning

When planning, the author must think about three main problems. First of all, they should think about the purpose of their writing as this will not only influence the type of text they want to produce but also the language they use, and the information they choose to include. Second, they must think about their readers, because this will not only influence the form of writing but also the choice of language. Third, the writer considers the content of the structure of the work, namely the best way to order the facts, ideas or arguments they have decided on. This stage is called pre-writing.

#### 2. Preparation

The first written version is called a draft. The writer should use the ideas generated in the planning as a guide. This stage requires editing to check the text.

#### 3. Editing

It's almost impossible to write a perfect paragraph on the first try. The first attempt is called the first draft. Maybe the sequence of information is not clear or the discourse markers are wrong. The way to revise and perfect a first draft is called editing. Editing is an important part of preparing a piece of writing for public reading or publication. Richards and Willy state that "in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting text materials such as quotations, examples, and the like."

#### 4. Final Version

A writer has edited the draft, made the changes they deem necessary, and they produce the final version. It may look very different from the original plan and first draft because many things have changed in the editing process. But the author is now ready to send his written text to its intended readers.

From the description above it can be concluded that to compose effective writing it is necessary to go through the stages of writing, starting from planning, drafting, editing, until finally producing the final version. However, although these aspects may be a challenge in writing, researchers believe that through regular practice, students' writing abilities can be improved.

### **2.1.4 Elements of Writing**

Writing elements are parts of writing that have a function and influence the text or paragraph. According to Fitriana (2018), there are five elements of writing:

In front of

Content is unity. This means that each sentence contains one principle. The content of the writing is about the ability to think creatively, and develop, except for all irrelevant information. It is a must study for the reader. This way they can understand what message is being conveyed, and get information from it. The content of the writing must be good and complete because of the characteristics of good writing.

B. Organization

Organization in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial patterns, and conveying fluent expression: stating/supporting ideas, concise, well-organized, logical sequence, and cohesive. The form of

writing is related to the way the researcher composes and organizes the ideas to be conveyed in the writing.

#### C. Grammar

Fareed (2015) said that "English tenses in grammar are a tool to help speakers express time in the language. They are very useful and important in both modes of communication, oral, and written." On the other hand, Mart (2013:124), adds that understanding grammar is the key to mastering a foreign language.

Grammar has many patterns that depend on situations and conditions, generally called tenses. Tenses are important material in learning English, because they help us in constructing sentences well, especially in the use of verbs.

#### D. Vocabulary

Vocabulary is one aspect of language related to the writing process. Vocabulary is one of the requirements for good writing which always depends on the effective use of words.

#### has. Mechanical

The mechanics include proper use of capitalization, punctuation, and spelling. The use of mechanical writing will guide readers to easily understand the ideas or messages conveyed. Asma Arama (2010), said that "the writing mechanism that we are interested in in this research is "punctuation", the punctuation devices that concern us are commas and periods.

### **Descriptive Text**

#### **Understanding Descriptive Text**

Descriptive text is one of the texts that students must study and understand. A descriptive paragraph is a type of written text paragraph whose specific function is to describe a person, object or place and aims to describe the object to the reader. Oshima and Hogue in Tossi Anna (2014:30), "Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. Anisa & Marlina (2012), added that descriptive text is short text that presents the characteristics of something to provide clear information about a person, place or thing.

According to Pardiyono (2016:18-19), "Several generic structures must be considered for writing descriptive text. The generic structure of descriptive text consists of identification and description.

In writing descriptive text, students need to develop ideas into one paragraph, organize ideas by identifying the topic and providing a description of the topic. "Students must be able to write in various ways such as content, organization, purpose, audience, vocabulary, and mechanisms such as punctuation, spelling, and capitalization." (Karimah, 2016; Fitri et al., 2017; Husna, 2017).

From the explanation above, it can be concluded that descriptive text is text that describes a person, an object, or a place so that the reader can imagine what the object is like. In addition, the generic structure of descriptive text includes Identification and Description.

#### **Types of Descriptive Text**

As we know, descriptive text is text that describes something, for example people, places or objects. So, usually there are three forms according to Luber (2014:31). Here's a brief explanation:

##### A. Description of person

People are different, and people's written descriptions are different. You may already know some of the complications because you have been asked many times. In response, you might use identification, impressions, or character sketches, depending on the situation.

##### B. Description of a place

The description must be structured in such a way that the reader can clearly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that

expresses an attitude or impression towards the place being described. The order of details in your description depends on your subject and goals.

### C. Description of a thing

In describing something, the writer must have a good imagination about the thing to be described. Additionally, to make our subject interesting to readers, effective nouns and verbs can be used:

#### 1) Use proper nouns

To fill our descriptive text with concrete details, we may also want to include some proper nouns, such as names of specific people, places, and things that are familiar to readers and easy for them to imagine, for example; Arizona.

#### 2) Use effective verbs

Effective verbs are also part of the description. Writers use them to make descriptions more specific, accurate, and interesting. For example, "The wind has made deep furrows in the side of the cliff" more specifically "The wind has deep furrows".

Verb *chiseled* also gives the reader a more accurate picture of wind action.

From the explanation above, the researcher chose a human description (animal description) based on the animated film entitled "Finding Nemo".

### **Generic Structure of Descriptive Text**

Generic Structure is part of a text. Each text genre has a different generic structure. According to Pardiyono (2016:18-19), "Several generic structures must be considered for writing descriptive text. The generic structure of descriptive text consists of Identification and Description. The generic structure is:

- 1) Identification: identifying the phenomenon you want to explain. Consists of one sentence or one short paragraph. This section introduces the subject of the description to the audience. It provides the viewer with brief details about when, where, who, or what the subject is.
- 2) Description: describes parts, qualities, characteristics. Consists of one or several short paragraphs depending on needs.

Based on the explanation above, the researcher concludes that the generic structure of descriptive text consists of two parts. The generic structure of descriptive text consists of identification and description. Identification is an introduction to the subject or object to be described, and description is brief details about the subject or object.

### **Characteristics of Descriptive Text Lexiograms**

The grammatical characteristics of descriptive text focus on linguistic features (simple present tense, action verbs, and adjectives), vocabulary, and mechanics.

#### A. Language Characteristics (simple present tense, action verbs, and adjectives)

According to Peronity (2011:1), "The linguistic characteristics of descriptive text are the use of simple present tense because it tells a description of an object, the use of adjectives to clarify nouns.", for example: beautiful girl, handsome man, famous places in Bengkulu, and the use of action verbs to show activities for example using, writing, carrying, etc. Simple present tenses are the most popular in use. This is due to the factual nature of descriptive text. This is one of the tenses that students must master in writing English descriptive texts. If students master it, it will be easier for them to express their ideas in good written form.

#### B. Kosakata

Important vocabulary in writing English descriptive text. This can be said to be something that students in junior high school must know. A writer can make readers explore more deeply what is being said. Rai (2010:112), states that vocabulary is a list of words, usually given alphabetically. Students still have difficulty writing texts because their vocabulary is lacking. So, they cannot convey their ideas regarding the topic as clearly as they should. Vocabulary is a core component in learning a language. Without adequate vocabulary, a person cannot

communicate or express ideas effectively. Limited vocabulary is a barrier that prevents students from learning English. If students don't know how to expand their vocabulary, they gradually lose interest in learning.

#### C. Mechanic

The writing mechanism also refers to the use of capital letters. According to Nordquist (2011:1), "Mechanics consists of punctuation and spelling". Punctuation means a set of signs used to organize text, and clarify its meaning, especially by separating or connecting words, phrases and clauses. Punctuation and spelling are important in writing to help readers understand the author's ideas. In English learning, both are presented and studied accurately. By using punctuation, it provides clarity in writing and is easy to understand. Meanwhile, the spelling means that the word seems to be spelled incorrectly, so the meaning of a word may be different. The use of mechanical writing will guide readers to easily understand the ideas or messages conveyed.

#### D. Writing Testing

By testing writing, it will give students the opportunity to demonstrate their ability to perform certain tasks in the language. So, students can learn from their weaknesses. To determine student achievement in writing, a writing ability test is the best choice.

Based on the explanation above, the researcher concluded that there are many lexicogrammatical features of descriptive text used, such as present tense, action verbs and adjectives, vocabulary, mechanics, and writing tests.

Researchers make a conceptual definition that the ability to write in descriptive text can be defined as an activity of writing sentences or paragraphs that describe something, someone, place, character, animal, etc. Furthermore, in writing descriptive text, researchers must pay attention to the general structure and lexicogrammatical characteristics of descriptive text.

### **Animation Films**

#### **Understanding Animated Films**

Animated films are a process of depicting a character by relying on drawing skills and imagination. Animated films do not film outdoor action continuously in real-time, but are made as a series of images by shooting one frame at a time (Bordwell and Thomson quoted in Akmal, 2011:25). Animated films attract students' attention because they allow them to understand stories easily, as they are usually conveyed through a variety of means, including sound, language, gestures, expressions, and other visual clues.

Animated films are distinguished from live-action films by the unusual type of work carried out at the production stage (Bordwell and Thomson) in Durotul (2016:21). Animated films do not continuously film outdoor action in real-time, but create a series of images by shooting one frame at a time.

Utilizing animated films as a learning medium in teaching writing can improve students' understanding, because the content is not only presented in the form of words but also illustrated using sound and images. The use of animated films has several benefits, including strengthening students' understanding, animated films can increase focus and motivation to learn, and can strengthen students' creative powers.

According to Lestari et al. al., (2019) believes that "in writing classes students are required to have good logic in expressing ideas. By watching the story presented in an animated film, students can better understand the structure of descriptive text. Which in turn can help them organize their ideas logically."

From the statement above, it can be concluded that animated films are a good medium to use in learning to improve students' writing skills in descriptive texts.

#### **2.3.2 Steps in Making an Animation Film**

Appropriate and effective media is important in the teaching and learning process. Animated films are the right media to give to junior high school students because they are fun



media. Students will be interested in watching it, not feel bored and stimulated to express their opinions in their writing.

According to Ardriyati (2010), there are several steps in learning to write through animated films:

#### 1. Pre-viewing Activities

In this activity students prepare themselves to see an animated film. Researchers provide brainstorming to develop students' background knowledge about descriptive text.

#### 2. View Activity

This viewing activity really makes it easier to make actual animated films. In this activity, help students focus on the characters, setting, and storyline. The animated film is shown until the end.

#### 3. Activity Viewing Posts

In this activity, students will write descriptive text based on the information they get when watching animated films.

### **Advantages of Animation Films**

Because films can be heard and seen, animated films have a lot to contribute to teaching writing descriptive texts. According to Zulfadlan and Arifin (2013), "Animated films can increase their focus, motivation and interest in the subject being studied."

This means that students will enjoy the teaching and learning process if they use animated films because they are more interesting than using books as a learning medium.

Animated films are the best choice for developing student competencies, and are most attractive to young students or junior high school students. There are several advantages of animated films to increase their knowledge, including:

1. Animation is popular among children.
2. Because the story in the film is conveyed through expressions, gestures, language, sound and other visual clues, it will be easier for students to understand the story in the film.
3. By using animated films, it will be easier for students to get ideas because they have to dramatize or change film story ideas in audio-visual form into stories in written form in their own words.
4. Students will have a lot of words based on the film, so they just put those words together to make a good story.
5. Strengthening animated films to develop creative minds.

Based on the explanation regarding the benefits of using animated films, it can be concluded that animated films really help motivate students in learning and increase students' imagination or creative thinking.

### **Research methodology**

Researchers conducted this research at SMP Negeri 6 Padangsidempuan which is located on Jl. Kenanga No.66, Ujung Padang, South Padangsidempuan. The class time allocation for English lessons is 4 x 30 minutes a week and 2 x 30 minutes for each meeting. SMP Negeri 6 Padangsidempuan carries out online English learning, this school also continues to carry out face-to-face learning twice a week, namely on Mondays and Tuesdays.

The researcher chose SMP Negeri 6 Padangsidempuan as the research location for several reasons that the researcher got from the English teacher, Anizar Lubis, S.Pd, such as the media used by the teacher in learning was less interesting because they only used books and animated films. media that is very suitable and interesting to use for junior high school students. This research was conducted for two months. This research method is a quantitative and qualitative method. Quantitative data relates to numerical data. William (2012), states that quantitative research begins with a problem statement, generating hypotheses or research questions, reviewing related literature, and analyzing quantitative data. In this research, the data referred to are student scores both pre-test and post-test. Qualitative data was collected through interviews and documentation.

This type of research is an experimental design. According to Sugiyono (2012:109) experimental design is a method used to determine the effect of a particular treatment on other treatments in controlled conditions. The type of experimental design used is one group pre-test and post-test. This design involves one group, namely pre-test(), treatment (X), and post-test(). There are two variables in this research. To avoid misunderstanding of definitions, the researcher will define them for this research.

#### A. Animation Film

The basic foundation of this model is to make students more active in the teaching and learning process. Apart from that, the teaching and learning process becomes more interesting. So it will have a more positive influence on students in understanding the material that has been given.

#### B. Writing Ability

Writing ability is one of the skills in English, the ability to write combines words, sentences, vocabulary that form words into a sentence. The indicators of this research are the use of animated films to improve students' writing skills such as content, organization, grammar, vocabulary and mechanics.

Researchers used quantitative and qualitative techniques to collect data. Quantitative data is collected through tests, and qualitative data is collected through interviews and documentation.

#### A test

The tests carried out consisted of pre-test and post-test. A pre-test is given before applying the treatment which consists of two questions. This aims to determine students' initial knowledge in writing. Then a post-test is given on the last teaching. And the post-test aims to determine the improvement in students' writing skills after being given treatment through animated films.

#### B. Interview

According to Esterberg in Sugiyono (2016: 232), "An interview is a meeting of two people to exchange information and ideas through questions and answers, produce communication, and combine the construction of meaning about a particular topic." The technique used in this method is interviews. This technique is carried out by asking informants face to face to get clear information. The data from the interviews are the factors that make class VIII-2 students difficult in writing descriptive texts. The researcher conducted an interview with English teacher Anizar Lubis, S.Pd by asking several questions and the researcher obtained several facts about writing descriptive texts in class VIII-2 of SMP Negeri 6 Padangsidimpuan.

#### C. Documentation

Documentation is an important source of data in the field of inquiry. Documentation means everything related to the process is documented. Photos in this research are used to document all situations in the classroom, concluding the teaching and learning process using animated films.

Data was collected through quantitative analysis. Quantitative data was found by analyzing student test scores based on pre-test and post-test content, organization, vocabulary, grammar, and mechanics.

## **Results and Discussion**

The description of data analysis from the writing test as explained in the previous section shows that students write descriptive texts in terms of content, organization, vocabulary, grammar and mechanics. This research examines the results of the teaching and learning process of treatment through animated film media in developing descriptive text writing for students in class VIII of SMP Negeri 6 Padangsidimpuan which was carried out using a pre-test, treatment and post-test.

Before using animated films as a medium for teaching writing in class VIII of SMP Negeri 6 Padangsidempuan, students' writing skills were poor, they could not develop ideas in writing well, lacked vocabulary, were less interested in learning English, and also had poor grammar. This can be seen when students were given the Pre-test (12 students got Good scores, 6 students got Fair scores, and 7 students got Bad scores) many of them were unable to answer the questions correctly.

Students' writing skills become better after using animated films as a learning medium, especially in writing descriptive texts. Researchers see that animated films can make students focus on the lesson material and students can understand the material provided. This was seen when students were given a post-test (19 students got Very Good scores and 6 students got Good scores) and researchers saw that students could write descriptive texts well.

Based on the explanation above, students' writing skills through animated films in writing descriptive texts are better than writing without animated films. And their writing skills improved significantly and were categorized as very good, especially in writing descriptive texts because the students' post-test average score was higher than the students' average pre-test score. The average score of students on the Pre-test (59.12) and Post-test (91.52). There was an increase in students' progress in writing descriptive texts by (54.80%).

So, the researcher concluded that animated films are a good medium to use in teaching writing and animated films can improve students' writing skills in descriptive texts.

#### 1. Average value of students' descriptive text writing

Students' writing of descriptive text is supported by the average score on the Pre-test (59.12) and Post-test (91.52). This means that the students' average post-test score is higher than the students' average pre-test score. There was an increase in students' progress in writing descriptive texts by 54.80%.

##### A. Students write descriptive text based on content using animated films

Students in writing descriptive texts are supported by the average score of students on the content pre-test is 18.48 and post-test is 28.40. Before implementing the use of animated films, students have not been able to clearly identify the content by providing strong, detailed evidence related to the main idea. However, after using animated films students easily determine the main idea of the content.

After calculating student scores on content indicators in the Pre-test and Post-test, the classification of student improvement in writing descriptive texts was also explained. In the pre-test there were 12 poor students. After the treatment, the student classification changed, 18 students got very good scores, 7 students got good to moderate scores. Based on the findings above in implementing the use of animated films as a medium in teaching writing, especially descriptive texts, data collected through tests as explained in the previous findings section shows that students' content scores increased.

Data in table 4.2 shows that students' content scores increased 53.67% from an average pre-test score of 18.48 to 28.40 on the post-test. Therefore, it can be concluded that the use of animated films can improve students' ability to write descriptive texts.

##### B. Students write descriptive text in terms of organization using animated films

Students' descriptive text writing skills are supported by the students' average score on the organizational pre-test which is 11.76 and the post-test is 18.08. Before implementing the use of animated films, students have not been able to clearly identify organizations by

providing strong evidence, clear ideas, logical sequence and development. However, after using animated films students easily determine the main idea of the organization.

After calculating students' scores on the organizational indicators in the Pre-test and Post-test, the classification of improving students' descriptive text writing abilities was also explained. In the pre-test there were 7 students who were less capable. After the treatment, the student classification changed, 18 students got very good scores, 7 students got good to moderate scores. Based on the findings above in implementing the use of animated films as a medium in teaching writing, especially descriptive texts, data collected through tests as explained in the previous findings section shows that student organization scores increased.

Data in table 4.3 shows that the student organization score increased 53.74% from the average score in the Pre-test of 11.76 to 18.08 in the Post-test. Therefore, it can be concluded that the use of animated films can improve students' ability to write descriptive texts.

#### C. Students write descriptive text in the form of vocabulary using animated films

Students in writing descriptive texts are supported by the students' average score on the vocabulary pre-test is 11.96 and post-test is 19.24. Before implementing the use of animated films, students cannot decide to clearly identify vocabulary by providing evidence, strong words and meanings. However, after using animated films students can easily find words and their meanings.

After calculating students' scores on vocabulary indicators in the Pre-test and Post-test, the classification of students' improvement in writing descriptive texts was also explained. In the pre-test there were 10 students who got bad scores. After treatment, the student classification changed, 20 students got very good grades, 5 students got good to medium grades. Based on the findings above in implementing the use of animated films as a medium in teaching writing, especially descriptive text, data collected through tests as explained in the previous findings section shows that students' vocabulary scores increased.

Data in table 4.4 shows that students' vocabulary scores increased 60.86% from the average score in the Pre-test of 11.96 to 19.24 in the Post-test. Therefore, it can be concluded that the use of animated films can improve students' ability to write descriptive texts.

#### D. Students write descriptive text in grammar using animated films

Students in writing descriptive texts are supported by the students' average score on the grammar pre-test is 13.96 and the post-test is 21.28. Before applying the use of animated films students cannot decide to clearly identify grammar by providing strong evidence, tenses and prepositions. However, after using animated films students easily understand complex constructions, use of tenses and prepositions.

After calculating students' scores on grammar indicators in the Pre-test and Post-test, the classification of students' improvement in writing descriptive texts was also explained. In the pre-test there were 13 students who got bad scores. After treatment, the student classification changed, 13 students got very good grades, 12 students got good to medium grades. Based on the findings above in implementing the use of animated films as a medium in teaching writing, especially descriptive texts, data collected through tests as explained in the previous findings section shows that students' grammar scores increased.

Data in table 4.5 shows that students' grammar scores increased 52.43% from the average score in the Pre-test of 13.96 to 21.28 in the Post-test. Therefore, it can be concluded that the use of animated films can improve students' ability to write descriptive texts.

e. Students write descriptive texts on mechanics using animated films

Students' descriptive text writing skills are supported by the students' average score on the mechanics pre-test is 2.96 and post-test is 4.52. Before implementing the use of animated films, students have not been able to clearly identify mechanisms by providing strong evidence, punctuation and spelling. However, after using animated films students easily become complicated in conventions, spelling, and punctuation.

After calculating students' scores on the mechanics indicators in the Pre-test and Post-test, the classification of students' improvement in writing descriptive texts was also explained. In the pre-test there were 14 students who got bad scores. After treatment, the student classification changed, 13 students got very good grades, 12 students got good to medium grades. Based on the findings above in implementing the use of animated films as a medium in teaching writing, especially descriptive texts, data collected through tests as explained in the previous findings section shows that students' mechanics scores increased.

Data in table 4.6 shows that students' mechanics scores increased 52.70% from the average score in the Pre-test of 2.96 to 4.52 in the Post-test. Therefore, it can be concluded that the use of animated films can improve students' ability to write descriptive texts.

## **Closing**

### **Conclusion**

Based on the discussion and explanation in the previous chapter and looking at the results of this research, the researcher can put forward several conclusions as follows: Students' ability to write descriptive texts without animated films in class VIII of SMP Negeri 6 Padangsidempuan is classified as poor, because they cannot develop ideas in good written form, lack vocabulary, are less interested in learning English, and also have poor grammar. However, it is different when using animated films as a medium in teaching writing, students seem interested in learning English, they can understand the material, so they can write descriptive texts using varied vocabulary and correct grammar. Students' writing of descriptive text is supported by the average score on the Pre-test (59.12) and Post-test (91.52). This means that the students' average post-test score is higher than the students' average pre-test score. There was an increase in students' progress in writing descriptive texts by 54.80%. Their writing improved significantly and was categorized as very good, especially in writing descriptive texts. So, the researcher concluded that animated films are a good medium to use in teaching writing and animated films can improve students' writing skills in descriptive texts.

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