

**THE EFFECTIVENESS OF JAPANESE SHORT ANIME CARTOON MOVIES  
IN TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT**

**(At SMP N 1 Kesesi Kab Pekalongan in the Academic Year of 2013/2014)**



A Thesis

in Partial Fulfilment of the Requirements  
for Master Degree in Linguistics

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**DIPONEGORO UNIVERSITY**

**SEMARANG**

**2014**

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2. Dr. Deli Nirmala, M.Hum
3. Dr. Suharno, M.Ed

The writer realizes that this thesis is still far from being perfect. He therefore will be glad to receive any constructive criticism and recommendation to make this thesis better. Finally, the writer expects that this thesis will be useful to the readers.

Semarang, 26 June 2014

The writer

## CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 26<sup>th</sup> June 2014

Didit Kurniadi



## MOTTO

We are the champion (Queen)



## DEDICATION

This thesis is especially dedicated to:

✚ My father, mother, and my younger brother & sister

✚ My fiancée, Rena

✚ My friends of linguistics department who have ever helped my thesis, Andi, Tyo, Ahlis &

Ninuk

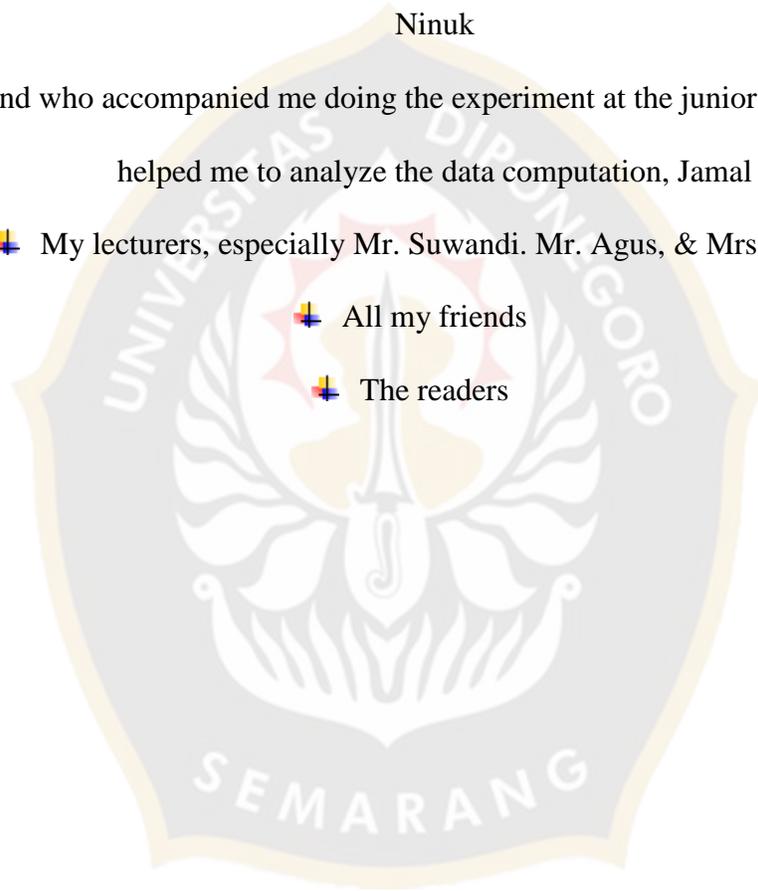
✚ My friend who accompanied me doing the experiment at the junior high school and

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✚ All my friends

✚ The readers



## TABLE OF CONTENT

TITLE .....	i
APPROVAL .....	ii
VALIDATION .....	iii
ACKNOWLEDEGMENT .....	iv
CERTIFICATION OF ORIGINALITY .....	v
MOTTO .....	vi
DEDICATION .....	vii
TABLE OF CONTENT .....	viii
LIST OF APPENDICES .....	x
ABSTRACT .....	xi
INTISARI .....	xii
CHAPTER I INTRODUCTION .....	1
A. Background of the Study .....	1
B. Statement of the Problems .....	5
C. Objectives of the Study .....	5
D. Significance of the Study .....	5
E. Scope of the Study .....	6
F. Definition of the Key Terms .....	6
G. Writing organization .....	7
CHAPTER II LITERARY REVIEW .....	9
A. Previous Study .....	9

B. Definition of Writing .....	10
C. Descriptive Text .....	26
D. Definition of Media .....	28
E. Cartoon and Movies .....	30
F. Text Book .....	32
G. Teaching Strategy .....	33
H. Teaching Writing by Using Cartoon Movies .....	41
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>45</b>
A. Research Design .....	45
B. Subject of the Research .....	47
C. Variables .....	48
D. Instrument of the Research .....	49
E. Data Collection .....	49
F. Data Analysis .....	50
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>52</b>
A. Research Findings .....	52
B. Data Analysis .....	60
C. Discussion .....	63
D. The Advantages and Disadvantage of Japanese Short Anime Cartoon Movie in Teaching Learning Process of Descriptive text.....	71
<b>CHAPTER V CONCLUSION &amp; SUGGESTION .....</b>	<b>74</b>
A. Conclusion .....	74
B. Suggestion .....	75

## LIST OF APPENDICES

Appendix 1: The Research procedure

Appendix 2: a. The license letter to conduct experiment from the head of Linguistics program  
Diponegoro University

b. The license letter to conduct experiment from the head of humanities faculty  
Diponegoro University

Appendix 3: a. The Syllabus

b. The Lesson Plan

Appendix 4: The experimental process

Appendix 5: The teaching steps in general

Appendix 6: The Pre-test form

Appendix 7: The Answer Sheet form

Appendix 8: The students of control class / class 7B

Appendix 9: The students of experiment class / class 7F

Appendix 10: The Pre-test and Post-test scores both of two groups

Appendix 11: The Pre-Test Score between Experiment Class and Control Class

Appendix 12: The Post-Test Score between Experiment Class and Control Class

Appendix 13: The T-test result

Appendix 14: The Documentation

Appendix 15: The official statement letter from the head of SMP N 1 Kesesi

Appendix 16: The thesis consultation history

## ABSTRACT

Kurniadi, Didit. 2014. *The Effectiveness of Japanese Short Anime Cartoon Movies in Teaching Learning Process of Writing Descriptive Text (at SMP N 1 Kesesi Kab Pekalongan in the academic year of 2013/2014)*. Thesis. Master Degree in Linguistics. Diponegoro University Semarang. Advisor: Dr. Suwandi, M.Pd

As a foreign language, English is quite hard to master. There are some problems for the students to learn English as a foreign language considering how many exceptions to the rules (such as grammar, preposition, etc), especially in writing. The problems are they do not usually practice their English in their daily life. The students also have so many courses / subjects like mathematics, science, and arts. It means that they do not only focus on English class, but also the other subjects and they need time to have fun either. The main objectives of this research was to find out how Japanese short anime cartoon movies are effective in teaching learning process of descriptive text and to find out the factors that cause the effectiveness. The research design is an experimental with the population of SMP N 1 Kesesi students and the samples are two classes of seventh grade. The result of the average score of the control group and experimental group in the post test were 72.14 and 74.85. The difference between the scores of t-test and t-table was significant, t-table was 2.03 and t-test was higher, 2.38. In other words, t-test score > t-table. So, it could be concluded that the experimental group had a better result than control group. It is because of those who were taught by Japanese short anime cartoon movies had more motivation and they were able to focus on the teaching learning process. It can be said that Japanese anime cartoon movie is effective for the teaching in teaching writing descriptive text.

Keywords: Writing, Japan Animation, Movies, English, Junior High School, Descriptive text.

## INTISARI

Kurniadi, Didit. 2014. *Keefektifan film anime kartun jepang dalam proses pembelajaran menulis teks deskriptif (studi kasus SMP N 1 Kesesi Kabupaten Pekalongan tahun pembelajaran 2013/2014)*. Tesis. Program Pascasarjana linguistik. Universitas Diponegoro Semarang. Pembimbing: Dr. Suwandi, M.Pd

Sebagai pembelajar bahasa asing, bahasa inggris termasuk sulit dikuasai. Ada beberapa problem bagi para siswa untuk belajar bahasa inggris mengingat banyak sekali peraturan terkait bahasa inggris seperti tata bahasa, preposisi, dll terlebih dalam bahasa tulis. Kendala mereka karena jarangnya menggunakan bahasa inggris dan sulist untuk mengembangkan topic yang akan mereka tulis. Siswa juga sudah mempunyai banyak beban belajar untuk dicapai seperti pelajaran matematika, IPA, seni, dll jadi mereka tidak hanya fokus pada pelajaran bahasa inggris saja. Mereka juga sebagai pembelajar usia muda butuh sesuatu yang dapat menyenangkan mereka. Tujuan penelitian ini adalah untuk menemukan bagaimana film kartun anime Jepang bias efektif dalam pembelajaran teks deskriptif dan untuk menemukan factor-faktor yang mempengaruhi keefektifan tersebut. Desain penelitian menggunakan penelitian eksperimen dengan populasi dari siswa SMP 1 Kesesi dan sampel dua kelas. Hasil dari rata-rata nilai kelas kontrol dan kelas eksperimen adalah 72.14 dan 74.85. Setelah menerapkan t-test formula, perbedaan itu dinilai signifikan dimana t-table 2.03 dan t-test lebih tinggi 2.38. Dengan kata lain, nilai t-test nya lebuh besar dari t-table. Jadi dapat disimpulkan bahwa kelas eksperimen lebih mempunyai hasil yang lebih dari pada kelas kontrol dan dapat dikatakan bahwa film anime kartun jepang itu efektif dalam pemebelajaran teks deskriptif.

Kata Kunci: Menulis, Animasi Jepang, Film, Bahasa Inggris, Sekolah Menengah Pertama (SMP), Teks Deskriptif.

# CHAPTER I

## INTRODUCTION

It contains several parts: background of the study, statement of the problems, objectives of the study, significance of the study and scope of the study. The following is the explanation

### A. Background of the Study

English as an important language in international communication should be mastered by people because in the technology era much information is written in English. The more we know English, the easier we know the information or news about politics, entertainments, economics, business, technology, knowledge, and religion. In Indonesia, English is learned as a foreign language and it is not easy to teach the learners of English because they have mother language as their first language or even second language. As a result, the learners find some problems in learning English and they generally have a pretty low level of using their English.

The worst thing is that the government often changes the curriculum policy that may make the teachers confused in the teaching learning process, lesson plan, syllabus, and evaluation or scoring. So far, the government has tried to apply the new curriculum called 'kurikulum 2013' and it has been applied in some schools. It will be applied in all schools in the academic year

of 2014/2015. It means that in a short time, the government has changed the curriculum several times or has not decided the standard of the curriculum. However, the materials of teaching English will still use genre based text such as descriptive text, narrative text, procedure text, etc and the skills used in the syllabus or lesson plan are spoken and written. Regarding those facts, the writer tries to focus on the ability of the students in writing of descriptive text. He presents the effectiveness of Japanese short anime cartoon movie in teaching learning process of writing descriptive text.

In this competition era, writing is very important. Writing is not merely related to books but writing is one aspect that the students can give a positive contribution through any other media like internet (blog, social media, and website) because now, all information published can be found easily in internet such as news, magazines, advertisements, journals, letters, articles are in written form. People by writing can also develop their knowledge, control their emotion (telling their feeling by writing in the social media like facebook, twitter, and so on), become famous or popular, share information, keep in touch with people around the world, earn money, and the other benefits that can be achieved by writing. Now, as a teacher, what should we do to improve the students writing? It is a difficult question to answer and we try to help students become better at expressing their feeling and idea in writing. It surely needs good strategies to help them become better learners.

In relation with the input hypothesis by Krashen (1989: 39), he states that the learners acquire language by knowing the message. He said that we acquire language in only one way, by understanding the message from other people; it is about what is said, not how is said. He also has a term called comprehensive input. The language learners acquire the language by listening or reading as the real language productions or a cause. The learners do not acquire language by practicing speaking or writing directly because speaking and writing are the result of the learners acquiring language. In other words, the learners will be able to write or speak if they know the comprehensive input first. Learning by Japanese short anime cartoon movie involves comprehensive input because the learners listen and read it. It is expected that the learners will get the input so much and then they will be able to write well.

There are several problems in learning writing. The students are able to find the topic of what they want to write about, but they feel hard developing the topic of what the students want to expand. Another problem is that the students have already got such overload subjects like mathematics, science, and arts. The students are only human who cannot receive all information well with so much burden in their head. The students sometimes need an easy way in teaching learning process or in other words, fun learning is good to be applied without disregarding the curriculum of the school.

The thing that we should pay attention to is how to solve the problems. The teacher has to find a strategy in teaching learning process to avoid the problems. Finally, the writer intends to do research with the title "the effectiveness of Japanese short anime cartoon movies in teaching learning process of writing descriptive text". There are reasons for choosing this topic as follows:

1. The writer did preliminary research to some students of junior high school. He asked those students and analyzed the problems they have. Mostly, the students of junior high school have problems on their writing, particularly writing descriptive text. The writer also chose SMP N 1 Kesesi as the consideration that he has a lot of friends there. He asked the English teachers there and they told the writer the similar problem about teaching writing descriptive text that was not easy.
2. Japanese short anime cartoon movie is easy to understand when the subtitles are in English. It usually contains short and easy conversations. The words or vocabularies used there can be inferred from both pictures and the context, so the students do not need to waste their time to look up the meaning of the difficult words in a dictionary. The sentence structures, which are used in Japanese short anime cartoon movies, are usually simple. They enable students to understand what the sentence means.
3. The Researcher decided to choose Japanese short anime cartoon movie because of the consideration that the students might have been familiar

with Japanese short anime cartoon movie from internet, DVD, or television.

### **B. Statements of the Problems**

Based on the background of the study presented above the researcher would like to state some problems as follows:

1. How is the effectiveness of using Japanese short anime cartoon movies in teaching learning process of descriptive text?
2. What factors may cause the effectiveness?

### **C. Objectives of the Study**

1. To find out how the effectiveness of Japanese short anime cartoon movies are in teaching learning process of descriptive text
2. To find out the factors that cause the effectiveness

### **D. Significance of the Study**

Theoretically, this study can contribute to the development of teaching writing descriptive text in Junior high school. Practically, the result of the research can be used as an extra source for English teachers particularly in developing various techniques in teaching learning process. Pedagogically, the result of the research can be used for the teacher, and the researchers to

construct the material of teaching writing descriptive text in Junior high school. Specifically, it can be used;

1. For the students

To make the students become interested in learning descriptive text

2. For the teachers

a. To apply Japanese cartoon movie in real teaching learning process. It is appropriate to be used regarding the curriculum aim of Junior High School

b. To motivate the teachers who want to increase their skill or variation in giving knowledge to the students

3. For the next researchers

To develop this research become deeper and wider

**E. Scope of the Study**

The scope of this study is looked into the effectiveness of Japanese short anime cartoon movie in teaching learning process of descriptive text. The students as the subject of this study were taken from 7<sup>th</sup> grade junior high school (SMP 1 Kesesi pekalongan) who were learning English as a foreign language in regular classes. The research is focused on the effectiveness of Japanese short anime cartoon movie in teaching learning process of descriptive text.

**F. Definition of the Key Terms**

1. Effectiveness

Effectiveness is a way that is successful (Cambridge dictionary) or producing the result that is wanted or intended (Oxford dictionary)

## 2. Japanese Anime

Japanese anime is hand drawn or computer animation includes television series, short-films, and full length films from Japan (Wikipedia). Anime is just a special term for Japanese animation which has its own characters, different with the word 'Animation' which has a general meaning

## 3. Cartoon Movie

Cartoon movie is a film made using characters and images which are drawn rather than real (Cambridge dictionary) or amusing drawing or series of drawings in a film made by photographing a series of drawings (Oxford dictionary)

## 4. Writing

Writing is something which has been written or printed (Cambridge Dictionary) or making letters or numbers on a surface (Oxford dictionary)

## 5. Descriptive

Descriptive is describing something, especially in a detailed (Cambridge dictionary) or giving a statement of what somebody or something is like (Oxford dictionary)

## **G. Writing Organization**

There are five chapters as follows:

1. The first chapter is introduction, which consists of background of the study, limitation of the study, statement of the problems, objectives of the study, significances of the study, scope of the study, definition of key terms and outline of the study.
2. The second chapter presents the subchapter that closely related to the topic studied. It consists of previous study, general knowledge of writing, descriptive text, general knowledge of media, cartoon movies, text book, teaching strategy, and teaching writing descriptive text using cartoon movies.
3. The third chapter covers the research method of the study and data chosen. It is divided into several parts: research design, subject of the research, variables, instrument of the research, method of data collection, and method of the data analysis. ‘
4. The fourth chapter presents the research findings and discussion. The research findings are analyzed using t-test formula and the discussion is based on the analysis of the findings. This chapter consists of research findings, process of using Japanese cartoon movie in teaching learning process of descriptive text, research findings, data analysis, the interpretation of the research, and the advantage and disadvantages.
5. The fifth chapter presents conclusions and suggestions.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter consists of previous study, definition of writing, descriptive text, definition of media, cartoon movies, text book, teaching strategy, and teaching writing descriptive text using cartoon movies.

#### A. Previous Studies

Widyarningsih (2006) conducted research on “the correlation between students’ activity in watching English TV programs and student’s vocabulary mastery”. Pujiasih (2007) conducted research entitled “teaching names of object using a cartoon movie *dora the explorer* for sixth grade students of elementary school”. Muwarni (2007) also conducted research on “the use of animation movies for developing students’ writing skill of narrative texts”. They conducted research related with visual methods such as cartoon, animation, and movie. They had proved that those kinds of methods that could improve the students’ skills, but how about Japanese animation or Japanese cartoon movie? Could it be? Those experiments become the question for the writer to conduct the research on it. The writer thinks that the effectiveness of Japanese short anime cartoon movies in teaching learning process of writing descriptive text would improve the students’ writing either. The thing that can distinguish the previous study is

the cartoon or movie (visual) focused on Japanese anime and the text is focused on descriptive text.

## **B. Definition of Writing**

Writing is one of the language skills that gives significant contributions to people work. Many people who want to apply for a job in offices must write application letters. Nowadays, companies require applicants to write their forms in English. An applicant must be fluent both in spoken and written English. Writing skill is back in vogue, when a lot of things are communicated through web pages, social media, and email marketing. In the internet era, good writing skills can set the writer apart from fellow job seekers and keep you employed. Those are the contributions of writing which are really important. In this subchapter, the writer provides the meaning of writing, how to teach writing, steps of writing, and some elements of writing.

According to Elbow (2008: 9) writing is used by the teacher to help deepen learning. The teachers as educators teach writing through some steps that build on students' learning experiences. Students are usually eager and willing to scribble their ideas on paper. Even at early developmental stages, they are becoming writers. Parents and other caregivers encourage the excitement of writing in their child by being interested and involved with the writing process their child uses in school. The writing process begins in the early grades by exposing students to a variety of quality books read aloud.

Students see and hear the ways that authors use language to create and tell anything. Students use the books they hear and read as models for their own writing. Coffin (2003: 20) said that the reasons for asking students can be as assessment, as an aid to critical thinking, understanding and memory, to extend students' learning beyond lectures and other formal meetings, to improve students' communication skills, and to train students as future professionals in particular disciplines. This range of reasons for writing may not be so apparent to students who may see writing as mainly an assessment hurdle

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Young (2006: 8) stated that the way to have opinion about the classroom uses of writing is to make decision about writing as a valuable way for learning as well as for communication. When we are going to consider making such a decision, then we can talk about designing certain writing assignments primarily to help learners learn the material of the lesson and other assignments to help them communicate what they have learned to others. These two goals for assignments, which are not mutually exclusive, then guide us in two different ways to read and respond to student writing based on the different roles most teachers play: teacher as mentor and teacher as judge.

Writing competence in a foreign language tends to be one of the most difficult skills to acquire. This is true for English as well. The key to successful writing classes is that they are pragmatic in nature targeting the skills required or desired by students. Students need to be personally involved in order to make the learning experience. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain teaching approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means or type of exercise can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

Most students come to school having been taught a linear approach to writing: draft, revise, proofread and, most often, they define “revise” as “go through and fix things up” that is, they rarely make any substantial changes once they’ve drafted (Bealey, 2005: 20). Teaching writing as a process enables the learners to use writing rather than just produce it. They should not merely produce the writing for their selves. However, what the purpose of their writing is the use of writing, to whom their writing will be read and it is good to know approaches or stages to writing. There five approach or stages to writing instruction (Allman, 2000: 36) which are:

### 1. Pre writing

Pre writing is activity to generate opinion and idea for writing. In this stage, the students are motivated to write by discussions, questions, games, illustrations, brainstorming activities, and so on. As the teacher, we just ask the students to think about whom will read the writing, form ideas and gather information, and think about what the students' want to say and how the students say.

### 2. Drafting

Drafting means keeping in mind the purpose of writing. Students should determine the form in which their work will be shown. We let the students focus on expressing ideas and feelings and do not worry about the grammar of the writing and encourage them with answer their questions appeared from the topic in the first step. Then we ask the students to organize their thoughts, choose ideas and develop the ideas, sequence their ideas, write the first draft, and get feedback from others.

### 3. Revising

Revising includes evaluating and editing for content and style. We teach the students to decide the suggestion of their peers, rearrange thoughts, and make changes in order to clear their writing. Then we allow them to think how to communicate their thought effectively and tell the students to reread their writing, consider the readers opinion, add or remove parts, select better vocabularies or thoughts, rearrange ideas, replace any unclear ideas, and complete the ideas that are not finished.

#### 4. Proofreading

Proofreading is about checking grammar, spelling, mechanics, and neatness. We watch the students to find as many errors as they can on their own and keep rechecking and correct the errors as they prepare final drafts. We also instruct the students to make sure all sentences are complete, check spelling capitalization and punctuation, find words used incorrectly, find a partner to recheck their work, and recopy the work neatly and correctly.

#### 5. Publishing

The last stage is publishing which means sharing writing with an audience or reader. The forms of publishing such as displaying it, reading it aloud, binding it in the book, recording it, performing it, illustrating it, setting it to music, or talking about it with others.

The entire process of writing has five steps, but the first step in the writing process is coming up with the thoughts and ideas, also known as prewriting. Prewriting helps students gather ideas and give them a bank of possibilities for their writing. This way, as students write they do not have to make decisions simultaneously about content and language. The teacher should help the students get a head start before they write with any of these six methods for prewriting. The bank of ideas they will generate will be an invaluable resource as they write. Writing Process, examines each of these stages in turn. It is better for students to omit the reading and note-making stages who only concerned only with preparing for exam writing, but if they

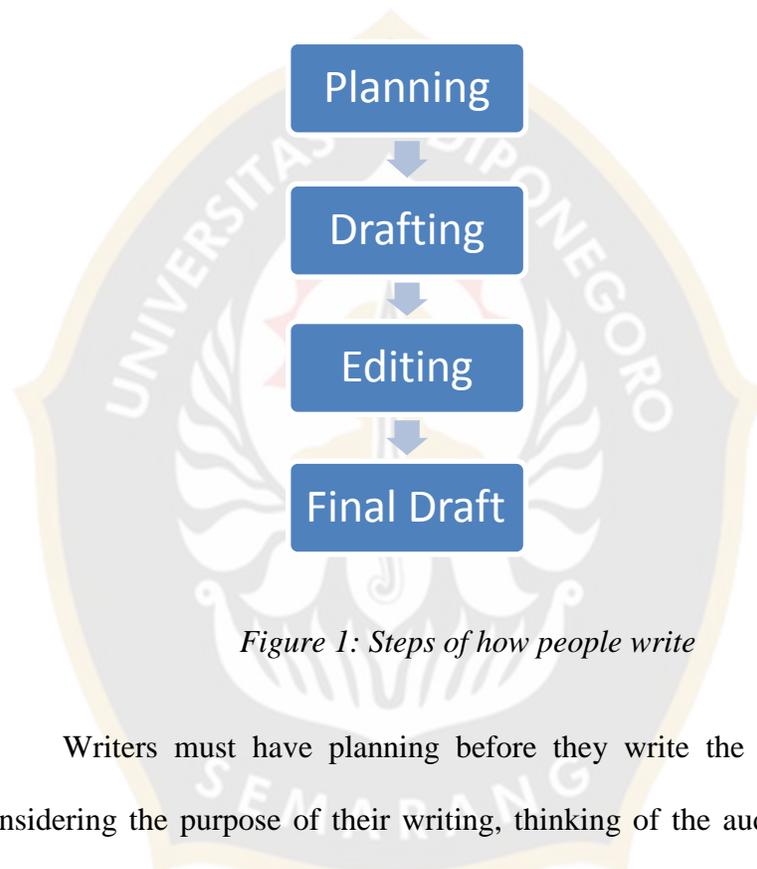
have more time they should work through every unit carefully, preferably in the order given, for each stage builds on the previous one.

According to Bailey (2003: 1), the processes of writing essays are understanding essay title/requirements, assessing reading texts, choosing the most appropriate text, selecting relevant areas of texts, keeping record for references, making notes on relevant areas, using paraphrasing and summarizing skills, combine a variety of sources where necessary, selecting appropriate structure for essay/plan, organizing and writing main body, organizing & writing introduction, organizing & writing conclusion, critically read & re-write where necessary, and final proof-reading.

In the process of writing, we do more than just put words together to make sentences. According to Zemach (2005: 2) there several main steps to produce a piece of writing such as choosing some ideas of what to write about a topic before writing, gathering ideas and thinking about what you are going to write about, choose which idea to talk about first, which to talk about next, and which to talk about last, write the paragraph from start to finish. Use a note about the ideas and organization. Check the thing that has written. Read the writing. Look for places that may add more information and check if whether there is unnecessary information or not. Ask other people to read your writing to know that is clear and effective. Improve the structure and content. It may need change the organization or structure that text is more logical. Read the text again. Check the spelling and grammar

and think about the grammar and decide the words choice make final correction and make sure that there is no mistake anymore.

There are four steps of how people write (Harmer 2004:4). The steps are planning, drafting, editing, and writing final version. We might decide to represent these stages below;



*Figure 1: Steps of how people write*

Writers must have planning before they write the issues such as considering the purpose of their writing, thinking of the audience they are writing for, and considering the content structure (facts, ideas, or arguments). Drafting is needed for the next step after planning. Next step, reflecting and revising as parts of editing, the writers read through what they have written to see the content works or not, clear or not, ambiguous or not, true form or not, good sentences or not, meaningful or not, grammatical or not. Reflecting and revising are often helped by other readers (or editors) who comment and

make suggestion. By considering the drafts which are not clear yet, the writers can edit it. Once writers have edited the drafts or making changes, it is ready to send the written text to its intended audience or called as a final version or final draft.

There are some elements of writing that must be included in good writing below:

a. Vocabulary

The general meaning of Vocabulary is a set of words which are known by the people or parts of certain language for example English and its vocabulary such as table, chair, fan, book, handsome, and many more that you can find in the dictionary. Knowing vocabulary is really important in teaching learning language as second or foreign language. English Vocabulary is not easy to be understood for the second language learners even foreign language learners like we are.

It becomes a problem for the learners that they just do not know enough words. The limitation of vocabularies makes them weak in more aspects of language like listening, speaking, reading, and writing. The problem shows the importance of Vocabulary. Nist (2002: 2) stated that memorizing vocabularies is a traditional method of vocabulary development; however, a person is likely to forget such memorized quickly. The statement before was proved in the study of mastering

words of word parts in any experiment. She supposed the vocabulary learners to see and use it in various contexts by active and often repeat the words so that the learners will increase their vocabulary.

Joyce (2000:205) stated that the main memory rule is you are able to remember any new piece of information if it is associated with something you already know or remember. There are some concepts about memory for enriching our memory of learning something such vocabulary. The following concepts are awareness, association, link system, ridiculous association, substitute word system, and keyword. The things the learners need to know about word are meaning of words, its spoken and written forms, what word parts it has such prefix and suffix, grammatical behaviour, its collocations, register, what association it has, what connotations it has, and its frequency (McCarteen 2007: 18). Those are not a must but it is good if the learners know that aspects.

Rich of vocabulary is the key to use the words. It is easy to apply in real writing. It looks like almost impossible to excessive the power of words; they literally have changed and will continue to change the course of world history (Pikulski 2004: 19). Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge.

There are several principles that the teachers should follow when vocabulary teaching learning is held such as aim, quantity, need, frequent exposure and presentation, meaningful presentation, and situation presentation. Based on that, it is not easy to give the input to the students because they are second language learners. Teacher should follow the basic rules of vocabulary teaching.

#### b. Punctuation

Some punctuation conventions, such as the capitalizations of names, months, and the pronoun I, are specific to only one or a few languages. Though punctuation is frequently a matter of personal character, violation of well-established customs makes a piece of writing look absurd to many readers (Harmer 2001: 225). As harmer stated before, we can conclude that the use of punctuation marks are to structure and organise writing. The punctuations are like full stop, comma, exclamation mark, question mark, semi-colon, quote, apostrophe, hyphen and dash, and brackets. Capital letters are also used to organize and to structure the sense of writing.

In other book, Harmer (2004: 11) also stated that quality of what is written not just on the content, the language, and the writer's hand writing but also on their use in punctuations. If the punctuations are not used correctly, this can not only make a negative impression but can make a text difficult to understand.

c. Grammar

We all use grammar from the time that we can speak in intelligible sentences, because grammar deals with ‘the abstract system of rules in terms of which a person’s mastery of his native language can be explained (Dykes 2007: 5). We assume that it all happens naturally and are only confronted with the need to understand and define how English works when we learn another language or attempt to teach English to others. It cannot be dodged until now that grammar is still used as a main factor of important writing moreover in teaching students as foreign learners. English sentences are usually constructed the same way. There are many ways to slightly alter the sentence structure, but in general, every sentence is constructed in the form subject-verb-object.

d. Coherence and Cohesion

Coherence combines every phrase, sentence, or paragraph, to the meaning of the whole piece. For a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices (Harmer 2004: 24). Text can be said coherent if the reader can understand at least two things: The writer’s purpose (to give information, suggest a course of action, make a judgement on a book or a play, or express an opinion about world even) and The writer’s line of thought (The reader should be able to follow the writer’s line of reasoning if the text is a discursive piece).

Coherence can be divided into two, unity and cohesion. An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. For example, if your paragraph is about the advantages of owning compact car, discusses only that. Don't discuss the disadvantages (Oshima 2006: 18). The second part of coherence is cohesion. Cohesion is the link of the sentence to the next such as repetition, synonymy, antonym, pro-forms, collocation, enumeration, parallelism, and transitions (identity, opposition, addition, cause and effect, indefinites, concession, exemplification).

We have some linguistics techniques when we write text to make sure that our prose sticks together (Harmer 2004: 22). Cohesion can be divided into two such as lexical cohesion and grammatical cohesion. Lexical cohesion is achieved in the article by the use of the main devices like repetition of words, some of content words are repeated by the text, example: grandparents (twice), grandchildren (twice), people (five times), and lexical set. The function of lexical set is interrelating with each other as the article progresses. Example: (1) grandparents, daughters, sons, grandchildren, relatives, grandchild; (2) work, employers, staff, employees, retired, employment; (3) two-thirds, one-third, 60%, one in three, one in 10, etc.

Grammatical Cohesion involves pronoun and possessive reference. At some cases in the text a pronoun or more frequently a possessive is used instead of noun. Example: the word 'their' in first paragraph of text refers to grandparents and it can be different in second paragraph two which may refer to employers. Then Article reference is often used for anaphoric reference for example the writer refers to retired local authority staff, in the next sentence, the writer may use the local authority staff, so the reader understands that the writer talk about the local authority staff that are identified in the sentence before.

There are some considerations also to call the text cohesive or not such as tense agreement and linkers. Tense agreement is to make texts cohesive for example if in the first sentence past tense predominates (ex: it found), and then in the next sentence if the writer wants to put future in the past (would make) also occurs. If the writer constantly changes the tense, the texts will not hold together in the same way. Linkers words describe the text relationship of 'addition' for example and, also, moreover, furthermore. Then words which are describe text relationship of 'contrast' for example: however, on the other hand, but, yet. There are also words describing text relationship of 'result' for example therefore, consequently, thus. Then the words that describe relationship of 'time' such as first, then, later, after a while, etc.

The other component of cohesive and cohesion is substitution. Substitution or Ellipsis Writers frequently substitute a short phrase for a longer one that has preceded it, in much the same way as the use pronoun reference for example: he shouldn't have cheated in his exam but he did so because he was desperate to get into the university (the word did so substitutes for cheated in his exam. Ellipsis (words are deliberately left out of a sentence when the meaning is still clear) in much the same way for example: Andy was introduced to a famous author, but even before he had recognised him. The second clause omits the unnecessary repetition of introduced to a famous author.

e. How to evaluate or assess writing

The question of which type of correction will facilitate a useful writing exercise. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general, maybe the best approach would be to have the students work in groups thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather discourage students.

According to Coffin (2003: 75), there are some purposes for assessing students' writing like to show evidence of students' ability and understanding of a particular course of study, to show evidence of students' acquisition of

subject-specific skills, or the ability to apply knowledge and understanding, to show how effectively students can express their knowledge and understanding in writing, to help students study, or consolidate their learning (both of subject knowledge/skills and of academic writing conventions), to show feedback to students on their work, to encourage students to carry out certain activities, to show a diagnostic assessment of a student's writing (before providing writing support for the student), to help you evaluate your own teaching, and to support students evaluate their own learning.

According to Brown (2003: 220) there are four types of writing performances, such as Imitative, Intensive, Responsive, and Extensive. Each type has its own way to evaluate. The types and how to evaluate can be seen below:

#### 1) Imitative

This type is in fundamental or basic tasks of writing letters, words, punctuation, and very brief sentences. The appropriate testing in writing letters, words, and punctuation should be copying, listening close selection tasks, picture-cued tasks, form completion tasks, converting numbers and abbreviations to words. In spelling tasks and detecting phoneme grapheme correspondence have a number of task types such as spelling tests, picture-cued tasks, multiple-choice techniques, and matching phonetic symbols.

## 2) Intensive

This level of writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of sentence. The appropriate testing in this type should be grammatical transformation tasks, picture-cued tasks (short sentence, picture description, and picture sequence description), vocabulary assessment tasks, ordering tasks, short answer and sentence completion tasks.

## 3) Responsive

It performs at a limited discourse level, connecting a sentence into a paragraph, and creating a logically connected sequence of two or three paragraphs. The tests should be paraphrasing, guided question and answer, paragraph construction tasks, strategic options, and Test of Written English

## 4) Extensive

It implies successful management of all the processes and strategies of writing for all purpose like essays, a term of paper, a major research project report, or even a thesis. The tests of extensive writing are similar with responsive writing. The scoring methods for both extensive and responsive writing can be holistic scoring, primary trait scoring, and analytic scoring.

In this study, the writer used picture cued tasks and used analytic scoring. Brown (2003:243) said that analytic scoring of compositions offers

writers a little more wash back than another scoring. If the criteria in this task are both syntax organization choice, the writer needs to design a rating scale to account for variations between completely right and completely wrong in both categories. Scoring scale for controlled writing is; content 30%, organization 20%, vocabulary 20%, syntax 25%, and mechanics 5%.

In this scoring, the teacher scores separate, individual parts of product of performance first, and then sums the individual scores to obtain a total score. For the organisation, the sentence is well structure or not, the content is interesting or not, the vocabulary used is very effective choice or not, the syntax is error or not, and the mechanics are logically combined well or not. It is appropriate for assessing writing.

From the explanations above about writing, the writer concludes that writing is the way to produce something that comes from our minds. We are able to share our idea, feeling, and anything without speaking. People can write their idea on a paper or on a screen. Their ideas are influenced by the personal attitudes, social experiences, educations, what they read, etc.

### **C. Descriptive Text**

Descriptive text is a text that describes people, places, and process (Zemach 2005: 25). It explains how someone or something looks or feels and the process of the text explain how something is done. Descriptive text often uses much adjective words. Adjective words tell the reader how things

look, feel, taste, sound, and smell. Adjective words also describe how the reader feels about something. The common descriptive text will be shown as follows:

### 1. Description of Place

Description of place may answer these questions such; where the place is, how big it is, how warm or cold the place is, why the place is comfortable or bad, what thing that can be seen from the place, What colours that cover the place.

Then common prepositions for description of place are in front of / behind, on top of / on the bottom of, next to, above / below / underneath, to the right of / to the left of, in the middle of, around, and between.

### 2. Description of People

Some common adjectives for describing people can be divided into two. The first adjectives is personality for example happy feeling, satisfied, relaxed, exciting, nervous, angry, serious, sad, depressed, outgoing, etc. Then second is adjective words of physical characteristics that can be the size (big, large, tall, small, tiny, short, and thin), heavy, strong, week, blonde hair, black hair, etc.

Description of place may answer these questions such; who the person is, what the person does, what he or she looks like, how the person acts, what his or her personality likes, and how he or she makes other feels

### 3. Description of Process

Description of Process is about how to do something. It explains the steps that need to follow. In Description of process, transition words are needed. Transition words connect the steps in a paragraph and show the relationship between idea and paragraph. They are used to make the order clear. Some common transition words are first, second, third, next, then, after that, finally, the last step, after, before, while, etc.

Descriptive text is a text which describes a particular person, place, or thing. It has some characteristics like: focus on specific participants, use of attributive and identifying processes, use verbs and adjectives, and simple present tense (Hawa 2009: 32). There are two generic structure of descriptive text like identification and description. Descriptive text is about sensory experience likes how something looks, sounds, tastes. Mostly it is about visual experience since it is written on text. When the students want to write about descriptive text, they must master adjective words as much as they can in order to describe the person, place, or thing well.

#### **D. Definition of Media**

Teachers of English as a foreign language need to know a few simple methods to overcome the language barrier with the students. Media will help to establish the conditions for the learners to identify or describe something. There is opinion dealing with media: Media is tools used to store and deliver information or data. From the explanation above, media is the material,

tools, or events that establish condition used by a teacher to facilitate the instruction to acquire knowledge, skills, and attitudes and engage the learners in a topic or as the basis of the whole activity. So, teaching vocabulary through media can encourage and motivate the students to understand and memorize the material well.

In this electronic, internet and digital era, the context of media here is the technology. The teachers should think about it then. It is able to produce information that we are interested in, ideas, theories, processes, challenging, questioning, and creating knowledge. As we saw, students need training in approaching electronic resources critically, and teachers need training and time to explore both the new possibilities and their integration in teaching programs. Teachers also need to learn to work more closely and collaboratively with other staff, librarians and technical staff in particular. Common ways and recommendations according to Chambers (2006: 157) are as follows:

1. Electronic methods and resources should be integrated with existing teaching practice, ensuring that they serve well-defined 'higher order' purposes. Digital resources can complement classroom activities, library use and existing teaching methods – and even offer new possibilities.
2. Communications technologies offer increased opportunity for discussion among students and between them and their teachers, formally (seminar-style) and informally (chat), whether synchronously or asynchronously.

These technologies also enable collaborative work among groups of students, especially in distance education and among international groups.

3. Digital texts of all kinds allow access ‘wherever and whenever’ and eliminate the need for libraries to hold multiple copies. Text ‘searching’ software offers new opportunities for textual analysis, from the small to grand scale.
4. Databases of cultural artifacts can include rare or otherwise inaccessible primary sources of all kinds (e.g. pictures, maps, audio and video recordings). A range of different text-types may be brought together on a website or on multimedia CD-room. These are especially valuable towards independent work/research and study of multidisciplinary fields.
5. The Internet and hypertext offer opportunities for creative work by students, which may be assessed, e.g. constructing a web page; guided exploration for good websites and source materials; exercising discrimination and skills of critical evaluation. The students’ choice of their own path through hypertext material may foster self-reliance and a spirit of inquiry.

#### **E. Cartoon and Movies**

According to Joklova (2009: 15), there are many reasons for using cartoon in language teaching. It motivates and draws learner’s attention. Furthermore, they provide a sense of the context of the language and give a specific reference point or stimulus. The learners always pay attention and

are curious about what they are going to do with the cartoon shown. However, there is always a downside that it can be quite time consuming to find the right pictures for specific type of activity for a beginning teacher who lacks his or her own collection. Furthermore, when the collection of cartoon is once made, it can serve for a long time.

There is only one way the learners acquire the language; it is by knowing the messages in the second language that utilize structures they have not yet acquired (Krashen 1989: 39). It means that Krashen repeatedly said that the students prefer ‘what is said?’ to ‘how is said?’ Another matter is the question of how to use that thing effectively. It counts as general methodological knowledge that in learning languages, students should perceive the input through as many channels as possible. Therefore it is important to include variety of stimuli (movement, verbal stimuli, sound, etc) because the meaning and message is the most important thing. Moreover, cartoons used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word or chunk of language.

Even young children have experience of media and digital technology because they are surrounded by texts from pictures, videos, and sound (Cremin, 2009: 142). They expect to read images as well as prints, become attuned to the design of texts, increasingly using computers in looking for

information and composing their own texts and they are able to handle the demand of technology.

Visual provides information presented visually in pictures, diagrams, flow charts, time lines, films, and demonstrations rather than in spoken or written words (Felder, 1995: 23). In this internet era, it is easy to get any information from the web and it is really cheap and almost free. The one of the things that poisoning the children in their age is cartoon anime movies from Japanese. The writer considers that cartoon anime movies are good to learn vocabulary. The vocabularies are used as general conversation. The words like “I am not sad”, “move there”, “She has been there”, etc are familiar with the people communication in general. It can be applied in our daily life both in oral and written communication.

The learners will get the easiest way to understand more those words because it is almost good in the expression and intonation even in the subtitles. Moreover, the learners will study to determine the suitable meaning of words by seeing the context. It has relevance with teaching descriptive texts also because the students can learn to describe particular person, place, or thing by watching it then.

#### **F. Text Book**

Generally, the students of junior high school need text books to help them in achieving their better result of learning lesson. It can be called as

supplements for them and encouraging the teacher to have an appropriate way with his/her lesson plan. The text book is used to relate the students with the conducive class and easier to guide them in giving practice for their development.

There are some functions of text books or hand books for teacher such as it is as an alternative to direct the students in teaching learning process or introducing them in certain activity or concept and skill, it is able to accelerate teaching learning process, and it can overcome any problems of individual task even group task. Text book in this case can be used as the addition for the students to do more tasks related descriptive texts.

### **G. Teaching Strategy**

According to Cody (2006: 11) learning a language must be a habit that will grow upon the learner as they older, little by little, never by leaps, mount up to the full expression of all that is in us. The mastery of English language is almost the common question of a life time and a few lessons will have no effect. A variety of strategies to support language use that can be used by teachers are facilitating comprehension and help the students engage in learning (Echevarria 2004: 179). Those also involves using thematic units, using non-linguistic ways of conveying meaning, using oral and written forms of second language to support each other, organizing the students in a variety of groupings, and finding students' expertise. Those are a few proven that often work. Totally-class organization also let the teacher to model

academic language and for students to try it. Group work and small groups encourage talk, but it is more natural for students to use a less formal, everyday type of language. Since students are often reluctant to speak in whole class settings (Brock, 2007: 407), teachers have to scaffold the experience by giving academic vocabulary as they speak and by allowing students to prepare and rehearse what they will speak during small-group work.

According to Brewster (2004: 24), there are some brief instructions to teach writing below:

1. Writing develops through meaningful practice

Students need meaningful chances to develop their ability. Research indicates that the development of students' writing from approximate forms to conventional forms is best achieved through substantial time devoted to writing, multiple opportunities to write across the school day and focused instruction that builds from the writer's efforts. Students should write the assignment from the teacher for real aim and make the relation between home, community, and school.

2. Writing is a situated and recursive process

Writing is recursive; it cycles and recycles through sub processes that include planning, drafting, evaluating, and revising. The students in other words should understand the writing process, first brainstorm, outline, draft and so on.

### 3. Writing and reading are interrelated

We have to know how closely reading and writing are connected. If a student can't comprehend the text that he or she is supposed to write about, the writing will suffer (Beale, 2005: 26). She said that very often, in fact, what we assume to be a writing problem is actually a problem with reading, and given a different kind of reading or a different kind of writing assignment, the student can write quite well

Writing can improve reading achievement, reading led to better writing, and combined instruction led to improvement in both reading and writing. They support each other, so the students should be encouraged to focus on both simultaneously, not wait for one to improve before working on the other.

### 4. Different writing situations impose different demands

Once masters writing skill, it can simple be called up and put into the service of new writing tasks. Students who write effectively in genres and subject areas they know well may encounter enormous difficulty with others. Strong writing programs provide students practice in many genres and emphasize strategies for identifying different conventions and constraints.

There are some implications for teacher to teach writing (Brewster, 2004: 24) are creating assignments that allow students to build on their strengths and experiences at the same time they are working to develop proficiency in school-based illiteracies. Be aware of the cultural values and

assumptions reflected in different kinds of writing activities. Personal narratives require students to divulge a great deal of information about themselves and their families. Be sure that the directions and purposes of writing assignments are clear, both to you and your students. Give students multiple opportunities to revise, receive feedback, and continue to work on both content and style. As much as possible, provide students authentic contexts for writing that go beyond simply writing to the teacher for a grade. Design assignments in which students can write for a wider audience who will value, question, and provide supportive criticism. Leave ample time for all students to meet the objectives of the assignment. English language learners and students with language-related learning disabilities need not lose out on the benefit of the assignment because other students can compose more quickly. Finally, pursue opportunities to network with other teachers, collaborate on cross-curricular projects, and engage in professional development

The students need to get the material from the teacher carefully. All education must have particular objects including the acquisition of knowledge, understanding and skills that are seen as desirable and important or useful, to a certain level or standard (Hirst, 1970: 81). We demand to provide such things. According to Chambers (2006: 96), she also added to be responsible for determining the students' needs, those things are important to the standard required that what is involved is subject expert teacher. The teacher should keep the students involved with both the target area and

means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; Are they preparing for something specific such as a holiday or test?, Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be undertaken.

We as the teachers also should know the things that make English difficult for Learners. There some factors that make English difficult for English language learners (Shatz 2010: 198). The factors are presented below:

1. Difficulty

The students have difficulty learning English because some aspects of the English language make it difficult to learn, or there are environmental factors that place additional stress on them. For example, it is well known that poverty influences children's learning of vocabulary, syntactic complexity, a range of language functions, and motivation for learning.

2. Delay

The students are simply delayed in acquiring English; that is, they are learning their second language at a reasonable pace, but the amount and

quality of their language is like that of younger children whose first language is English. Their language is delayed compared to their L1 peers because they have not had as much time to learn English. Although they might have the language necessary for conversational interactions, they are delayed in acquiring the academic language essential for their grade because they have not had sufficient exposure to this type of language.

### 3. Disorder

Some Students may have intrinsic language disorders, specific neurologically based language impairments that negatively affect their ability to learn any language easily and well.

Students have expressed concern regarding the need for more industrial and practical examples to reinforce theory in the classroom. The introduction of practical examples does not imply an elimination of theory, but rather an enhancement of the theory taught in the classroom (Courter 1996: 1). It is important to simultaneously develop a theoretical and a practical base since neither is useful without the other. The use of teaching strategy in the classroom is targeted at the following two main goals: Helping illustrate and explain new material making the theoretical basis of the material more accessible to the students. Teaching strategy helps the students understand the new concepts being introduced, and teach students how to apply their knowledge of course material to new situations that are not directly covered in class. The goal here is to show the students not only

that what they are learning has practical applications, but more importantly, how to apply their understanding of the basic principles to real problems.

When learners do the task or assignment in a group, they make sense of new understanding by interacting with other because cooperative learning lets students to interact with each other in order to increase their learning (Hill, 2006: 9). There are three generalisation can be seen from the cooperative learning.

1. Setting the groups by skill level should be done sparingly. Although homogeneous grouping in common is more effective than no grouping, the students of lower skill perform worse in homogenous group while students of high skill perform only slightly better. Only students of medium ability show a significant increase in achievement when placed in groups with students of similar skill
2. Cooperative groups should be small, the ideal group should be consisted of two, three, or four students
3. The techniques of cooperative learning are most effective when used consistently and systematically, they do best when used at least once a week. While teachers ensure, the students still have time to practice skills independently.

As a teacher, he also needs to concentrate on the process of writing. Harmer (2004: 11) stated that a focus can be highly beneficial for many students. There are a number of strategies we need to consider, such as the

way we get students to plan, the way we encourage them to draft, reflect, and revise, the way we respond to our students' writing, and the process trap.

Encouraging them to think about what they are going to write, by planning the content and sequence of what they will put down on a paper. To help the students, brainstorming is also needed. One way of encouraging them to draft, reflect, and revise is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's idea, making suggestions for changes, and so contributing to the success of the finished product. Teachers may need to rethink the way in which they react to the students' work. In place of making corrections to a finished version, they will need, at times, to respond to a work in progress. Another possibility for the teacher to write out their own version of how a section of text might look better is reformulation.

It will be a beneficial to the students who compare their version to the teacher. Welcome alternative to the teacher's feedback (peer response), as well as offering a fresh perspective on the writing. One of the problems in writing is that it takes a time. Over planning can take up too much time, and restrict spontaneity and creativity. Working intensively on second and third drafts also requires periods for reflection, editing, and rewriting. If this is being done conscientiously it can be quite a long process. As a teacher, we want to prompt students into writing as quickly and immediately as possible.

It is a bit not easy option for some students. This kind of instant writing helps to develop the students' writing fluency.

#### **H. Teaching Writing by Using Cartoon Movies**

The goal of using video is to help the students reflect critically on media by providing them with a place, the space, and freely explore and record their reactions. Clips from film or television can encourage students to think and write freely about anything. They will have critical thinking about the description from cartoon. When teachers ask students to look at video clip, they often provide questions to try to get students to look closely and think seriously (Elbow 2008: 79). The goal absolutely is to encourage richer responses. The problems rationally are hard to write the questions in their minds into written text and it is not easy to make them more relax and quite as long as the clips playing.

Videos or visuals are often used to present situations for grammar and vocabulary work. There are many ways of using videos for writing such as describing movies, suspects and objects, thinking about the characters, and story tasks. One way of getting students to write about videos given is simply to ask them to write a description. The teacher gives them a complex videos and a time limit, they have to write down as much information as possible. After watching the cartoon movies, teacher needs to give some pictures on the short movie before and asks them to write only one of them. They have to write a description of one of the characters they like. This way

can be used for a number of stimulating writing tasks. Students can write a name of the characters in cartoon movie they watch, and then the teacher can ask them why they choose the character on video or why they write those characters. They can write anything for example subject's face, expression, clothes, and any actions they have watched.

Videos are really useful ways to prompt students into writing stories. There are several tasks which students can be asked for undertake. The students can be asked to write what happened next; students can be given a series of random objects and told them to choose four of objects and write a story which connects them; and students can be asked to rewrite the story.

According to harmer (2004: 62), there are several things what students need, such as information and task information, language, ideas, patterns and Schemes. Students need to have the necessary information to complete the task. It means that they need to understand clearly what teacher wants and they also need to clear about the topic in detail. Students need specific language to complete a writing task teacher needs to give it to them. It involves offering those phrases, parts of sentences, or words. The teacher should suggest ideas to help students when they get stuck for example offering them phrases, parts of sentences, or words. Giving them a pattern or a scheme to follow is one of what students' needs when they may think they do not have many ideas. This frequently happens when students study about

writing genre and then they create the examples of the same genre (e.g. advertisement, post card, curriculum vitae, etc).

There are some approaches to teach ESL or EFL writing. Scott (1996: 145) stated that there are many features that the writers have to deal with when writing in a second language. Mechanics, word choice, grammar and syntax are added to features such as content, organization, the writing process, and the audience'. There are some approaches according to Scott, the controlled-to-free approach, the free writing approach, the pattern paragraph approach, the grammar syntax organization approach and the process approach. Those approaches can be used in teaching writing. Writing is generally taught after students have studied English before in Elementary school. The teachers often rely on writing topics provided. The writing topics in the texts are related to grammar, content, or selection. Back to the teachers' instinct, they must have their individual sense of how students learn to write in any conditions.

There are some reasons of using video to teach his or her students. According to Harmer (2001: 282), for example; video can add some special, extra dimension to learning experience such as seeing language in use, cross cultural awareness, the power of creation, and motivation. One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual

clues. Video uniquely allows students to look at situations far beyond their classrooms. They are given the potential to create something memorable and enjoyable. Most students show as increased level of interest when they have a chance to see language in use as well as hear it



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the research method of the study. It is divided into several parts; research design, subject of the research, variables, instrument of the research, method of data collection, and method of the data analysis.

#### **A. Research Design**

Research Method is an absolute requirement in conducting research. The use of research method must be appropriate with the objective of the research in order to get proper results and can be proven by scientific method. The researcher conducted experiment research for this study. According to Arikunto (2006: 3), experimental research is the way to get the relation of causes and effects (causal relation) between two factors. It can be seen from the result of causal relation as the practice influence. It can be concluded that the basic idea of using experimental design is an experiment involving from the beginning measurement or as known as pre-test and last measurement known as post-test.

The researcher used experiment research which includes Pre-test-Post-test control group design. The objectives of the research are to find out the effectiveness of Japanese short anime cartoon movies and the factors of the effectiveness. We can see the brief explanation below:

Table 1: Brief procedure of experiment research

Class	Pre Test	Treatment	Post Test
Experiment	T1	X	T2
Control	T1	-	T2

In which;

X = Treatment with Japanese short anime cartoon movies

- = Without Japanese short anime cartoon movies

T1 = Pre Test

T2 = Post Test

In this design, the experimental group got certain treatment and there is no special treatment for control group. Both groups got similar measurement. After conducting the pre-test, the writer conducted the experiment. The writer taught experiment group by using Japanese short anime Cartoon movies in teaching learning process of descriptive text. On the other hand, the control group was taught by their own English teacher without Japanese short anime Cartoon movies in teaching learning process of descriptive text. The researcher gave material related to descriptive texts. The researcher used Japanese cartoon anime movies and used LCD projector and the speaker as

media in teaching learning process. The students watched the videos and discussed each other then. The teacher asked the students to write down the characters' name, story, and anything. They were also asked to describe the characters. In teaching learning process, the writer as the teacher also used a text book and discussed the material on it related with descriptive texts and told the students to do several tasks.

## **B. Subject of the Research**

### **1. Population**

Population is a number of subjects or students that the researcher would like to study. In this case, the total member of the students of the 1st grade students of SMP N 1 Kesesi in the academic year 2013/2014 was 301 students (7 classes).

### **2. Sample**

Sample is a limited number of elements from a proportion of populations to represent population. The samples for the research were selected from the total population of 301 students. Gay (1987:98) states that study needs 30 students for the experimental group as a sample is able to represent for the entire population of the research. In other words, the more sample you take, the more accurate your result. Fortunately, the writer had many students each class in SMP 1 Kesesi. In this study, the researcher took 7F class that had 35 students as experiment group and 7B class that had 35

students as control group. It was taken from the population by applying purposive random sampling. Those students are also the combinations from the other classes for example the students of 7F was around 27 students, and the writer took 8 students as the additional students from class A, C, D, and E. It happened also with class 7B, so each class has same portion, 35 students. This means, if the sample is random that all possible sampling of 70 students have the same probability of being selected and those 70 students represent the population.

### **C. Variables**

Arikunto (2006: 118) stated that variable is object of the research or something that becomes an attention in research. In general, variables are the conditions or characteristics that the experimenter manipulates, controls, and observes. There are two variables independent and dependent variables in this research, as follows:

1. The independent variable of this research is Japanese short anime cartoon movies.
2. The dependent variable is the effectiveness of Japanese short anime cartoon movies in teaching learning process of descriptive text.

#### **D. Instrument of the Research**

The researcher used test as the instrument. The Test is used to find out the real information about the effectiveness by seeing the test result of the student. To reach the goal of the study, the writer had to create the suitable test. He also decided the type of test and arrangement of the test. There are many kinds of writing test such as spelling test, picture-cued task, multiple choice, dictation, grammatical transformation task, vocabulary assessment, ordering tasks, sentence completion tasks, paragraph construction tasks, etc. In this study, the writer used picture cued tasks. It was rather appropriate for the students because paragraph construction tasks using pictures that might be helpful for them.

This study carried out through three activities. The activities were giving pretest, teaching-learning process, and post test. The purpose of giving pretest was to know the ability of the students before the treatment. The purpose of the teaching learning process was to deliver the material of descriptive text in order to improve the students' ability. The purpose of giving posttest was to measure the students' progress in writing after the teaching-learning activities.

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

The procedure of collecting the data of this research involved several steps. The first step was arranging the test. The second was giving the test to

measure the students' ability before the treatment (pre-test). The third step was giving the test to measure the students' ability after the treatment (post-test). The fifth was analyzing and scoring them and the last step was computing the data.

## F. Data Analysis

In this study, the scoring of the students' writing is based on the analytic scoring (Brown 2003:243) below:

- Content	30
- Organization	20
- Vocabulary	20
- Syntax	25
- Mechanics	5
- <i>Total</i>	<i>100</i>

After collecting the data, the writer computed them statistically by using t-test formula.

$$t = \frac{[MD]}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

Where;

$t$  = t-score

MD = Mean Difference

$\sum d^2$  = Sum of Scores

N = Total of the Students



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The research findings are analyzed using t-test formula and the discussion is based on the analysis of the findings.

#### A. Research Findings

The Effectiveness of Japanese short anime cartoon movies can be shown in this chapter by considering the improvement of the student's score from Pre-Test score and Post-Test and also some information about the advantages by using Japanese short anime cartoon movies in the discussion's subchapter. The research findings based on the qualitative can be seen as follows:

##### 1. Pre Test Result

The pre-test was conducted on 27th July 2013. Both of the groups were given the same test and they did the test. The result of the pre test of the two classes has almost similar scores.

##### a. Pre-test result of the Experimental Class (7F)

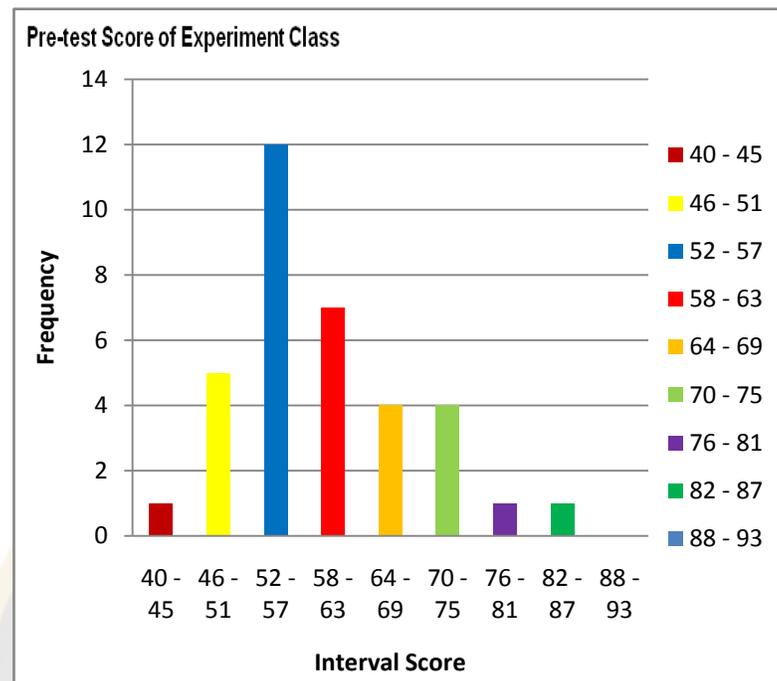
From the data of pre-test of Class 7F, the highest score was 85, the lowest score was 45, and the mean was 59.43. We can see the further result of pre-test in the table below:

Table 2: The Frequency table of the Experimental Pre-test Result

No	Interval Score	Boundaries	Frequency	Percentage
1	40 - 45	39.5 - 45.5	1	3 %
2	46 - 51	45.5 - 51.5	5	14 %
3	52 - 57	51.5 - 57.5	12	34 %
4	58 - 63	57.5 - 63.5	7	20 %
5	64 - 69	63.5 - 69.5	4	12 %
6	70 - 75	69.5 - 75.5	4	11 %
7	76 - 81	75.5 - 81.5	1	3 %
8	82 - 87	81.5 - 87.5	1	3 %
9	88 - 93	87.5 - 93.5	0	0%
Total			35	100%

For detail information or statistic view, we can take a look at the image below:

Figure 2: Pre-test chart result of the Experimental Class



We can see that there were 35 students who participated in pre-test of the experimental class. The student who got the lowest score was in interval 40-45 and the student who got the highest score was in interval 82-87.

b. Pre-test result of the Control Class (7B)

From the data of pre-test of Class 7B, the highest score was 80, the lowest score was 40, and the mean was 59.00.

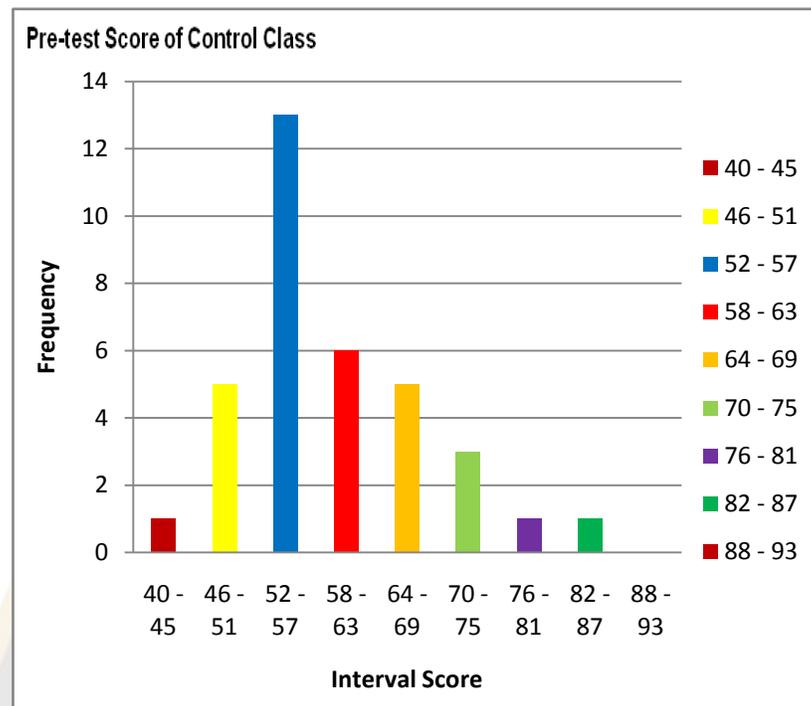
Table 3: The Frequency table of the Control Class Pre-test Result

No	Interval Score	Boundaries	Frequency	Percentage

1	40 - 45	39.5 - 45.5	1	3 %
2	46 - 51	45.5 - 51.5	5	14 %
3	52 - 57	51.5 - 57.5	13	37 %
4	58 - 63	57.5 - 63.5	6	17 %
5	64 - 69	63.5 - 69.5	5	14 %
6	70 - 75	69.5 - 75.5	3	9 %
7	76 - 81	75.5 - 81.5	1	3 %
8	82 - 87	81.5 - 87.5	1	3 %
9	88 - 93	87.5 - 93.5	0	0 %
Total			35	100 %

We can see that there were 35 students who participated in pre-test through the control class. The student who got the lowest score was in interval 40-45 and the student who got the highest score was in interval 82-87. For detail information or statistic view, we can take a look at the image below:

Figure 3: Pre-test chart result of the Control Class



## 2. The Post-test

After the treatment had been conducted, the writer conducted the post-test. It was conducted on 20 August 2013. The researcher and the researcher's assistant administered the experiment and control group together. The students did the test individually. The result of post-test score had increased. It was higher than the pre-test score.

### a. Post-test result of the Experimental Class

From the data of post-test of Class 7F, the highest score was 90, the lowest score was 55, and the mean was 74.86. We can see the further result of post-test in the table below:

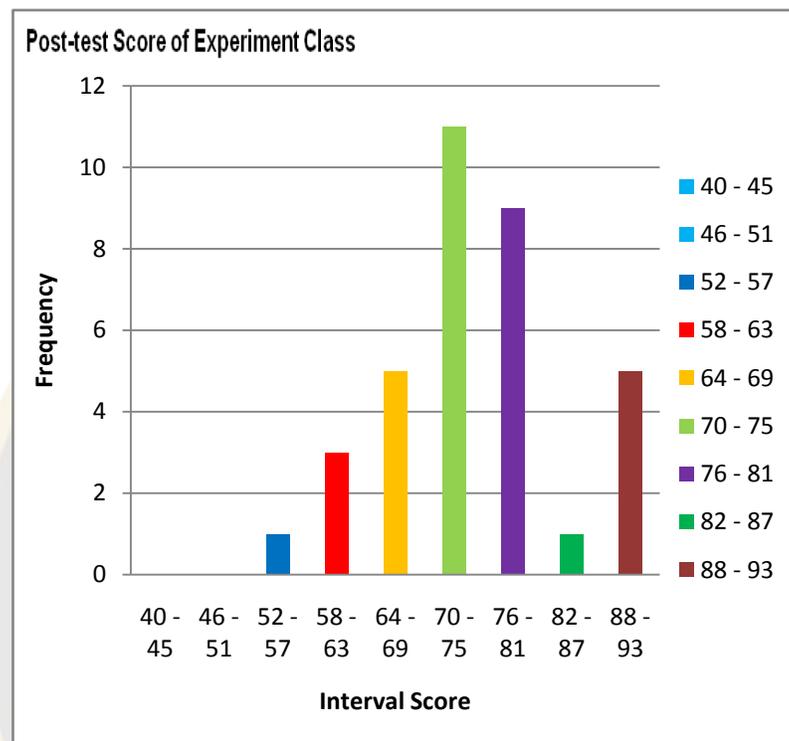
Table 4: The Frequency Table of the Experimental Post-test Result

No	Interval Score	Boundaries	Frequency	Percentage
1	40 - 45	39.5 - 45.5	0	0 %
2	46 - 51	45.5 - 51.5	0	0 %
3	52 - 57	51.5 - 57.5	1	3 %
4	58 - 63	57.5 - 63.5	3	9 %
5	64 - 69	63.5 - 69.5	5	14 %
6	70 - 75	69.5 - 75.5	11	31 %
7	76 - 81	75.5 - 81.5	9	26 %
8	82 - 87	81.5 - 87.5	1	3 %
9	88 - 93	87.5 - 93.5	5	14 %
Total			35	100%

We can see that there were 35 students who participated in post-test through the experiment class. The student who got the lowest score was in interval 52-57 and those who got the highest scores were five

students in interval 88-93. For detail information or statistic view, we can take a look at the image below:

Figure 4: Post-test chart result of the Experiment Class



b. Post-test result of the Control Class

From the data of post-test of Class 7B, the highest score was 90, the lowest score was 55, and the mean was 72.14. We can see the further result of the post-test in the table below:

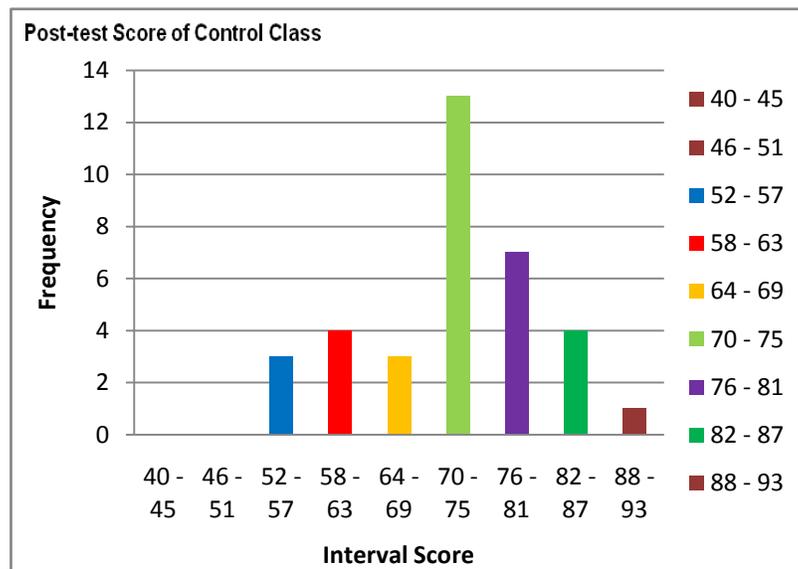
Table 5: The Frequency Table of the Control Class Pre-test Result

No	Interval Score	Boundaries	Frequency	Percentage

1	40 - 45	39.5 - 45.5	0	0 %
2	46 - 51	45.5 - 51.5	0	0 %
3	52 - 57	51.5 - 57.5	3	9 %
4	58 - 63	57.5 - 63.5	4	11 %
5	64 - 69	63.5 - 69.5	3	9 %
6	70 - 75	69.5 - 75.5	13	37 %
7	76 - 81	75.5 - 81.5	7	20 %
8	82 - 87	81.5 - 87.5	4	11 %
9	88 - 93	87.5 - 93.5	1	3 %
Total			35	100%

For detail information or statistic view, we can take a look at the image below:

Figure 5: Post-test chart result of the Control Class



We can see that there were 35 students who participated in post-test through the control class. The students who got the lowest scores were three students in interval 52-57 and the student who got the highest score was one student in interval 88-93.

## B. Data Analysis

In this chapter, the writer would like to determine the score between the experimental group and the control group. It could be seen through the differences of the two means. The mean of each group could be calculated by using the following formula:

$$M_c = \frac{\sum X_c}{N}$$

$$Me = \frac{\sum X_e}{N}$$

Where;

Mc : The mean score of the control group (7B)

Me : The mean score of the experimental group (7F)

$\sum X_c$  : The sum of all scores of the experimental group

$\sum X_e$  : The sum of all scores of the control group

N : The number of sample

$$Mc = \frac{\sum X_c}{N}$$

$$= \frac{2525}{35}$$

$$= 72.14 \text{ (The mean score of the control group)}$$

$$Me = \frac{\sum X_e}{N}$$

$$= \frac{2620}{35}$$

$$= 74.85 \text{ (The mean score of the experimental group)}$$

The computation between two means of the experimental group and control group has a slight difference in mean score. We can see from the result above that the mean score of control group was 72.14 and the mean score of experimental group was 74.85. The result showed that the experimental group outperformed the control group. The difference between two means was 2.71 ( $M_e - M_c$ ). However, just finding the difference between two means is not enough to conclude the significant difference. To determine the significant difference between the two means, the t- test formula as an appropriate statistical analysis was applied in order to find whether the difference was statistically significant or not.

The following is the computation of t-test. The writer used Microsoft Excel to get the result of this formula.

$$t = \frac{[MD]}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$t = \frac{[2.5]}{\sqrt{\frac{7468}{35(35-1)}}$$

$$t = 2.38$$

for  $\alpha = 5 \%$ , with  $df = 35 - 1 = 34$ , t table = 2.03

t-table was  $2.03 < t\text{-score} (2.38)$ .

The difference between the score of t-test score and t-table was significant. It could be said that the experimental group had a better result than control group. The writer had conducted the data analysis and we could say the Japanese short anime cartoon movies as used in the experimental group was effective because of the improvement score from Pre-test to Post-test. It even had higher score compared to the conventional ways of teaching as used in control group. The factors of the effectiveness of teaching descriptive text using Japanese short anime cartoon movies were the students had more motivation, focused on the material, and got a lot of words.

### **C. Discussion**

The main objectives of this research was to find out how Japanese short anime cartoon movies are effective in teaching learning process of descriptive text and to find out the factors that cause the effectiveness. The computation of the t-test shows that there is a significant difference between the students who are taught without the use of Japanese short anime cartoon movies in teaching learning process of descriptive text and the students taught with the use of Japanese short anime cartoon movies. In other words, the data obtained from the experiment showed that Japanese short anime cartoon movie could increase the ability of the students in teaching learning of descriptive text. So, Japanese short anime cartoon movies can be called effective in teaching descriptive text.

In the process of teaching learning using Japanese short anime cartoon movie in seventh grade students of SMP N 1 Kesesi. There were some problems faced by the students. The problems could be identified as follows:

1. The students had less vocabulary
2. The students were not confident to present their work
3. The students wrote their sentences badly
4. The students were lazy to look up the meaning of words that they did not know in the dictionary

Based on the unwanted situations above, the teacher had the ways to solve the problems. The teacher had solved the problems which the Japanese short anime cartoon movie seemed overcoming the problems. The ways could be described as follows:

1. The researcher asked the students to summarize the vocabulary particularly adjective words after watching Japanese short anime cartoon movie
2. The researcher led the students to be active by pointing some students to present whatever happened. Even the students worked in group to grow show their confidence. The teacher also told them to be brave. By using Japanese short anime cartoon movie, it could create comfortable atmosphere. It motivated them so the students could improve their confidence especially

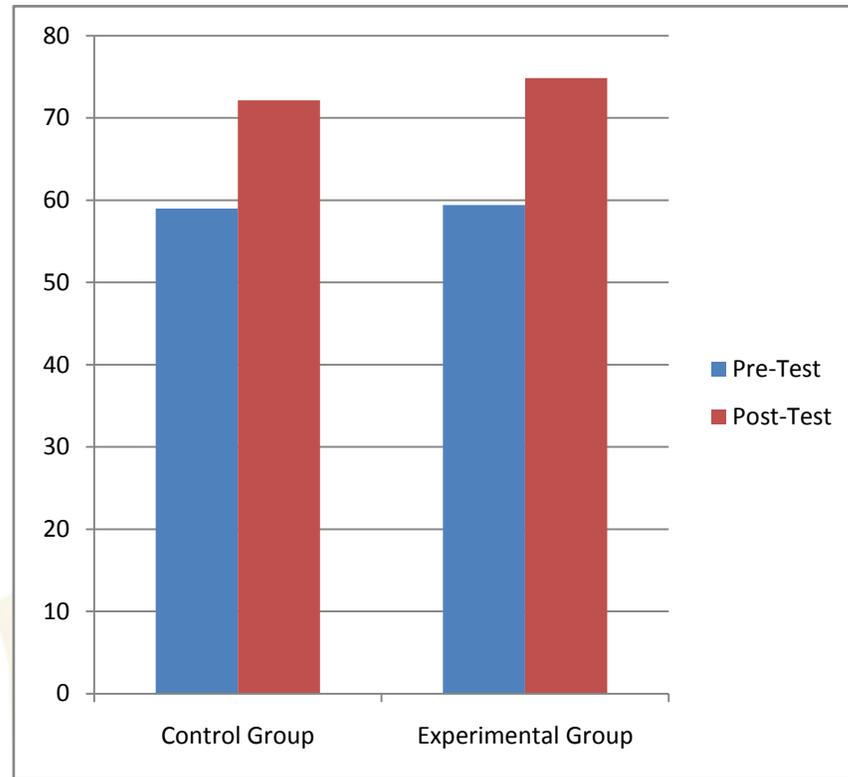
when they tried to present the material or answer the questions from the teacher.

3. The researcher explained more in every exercise for the students to make them avoiding the mistakes again in writing. He also added some new words especially adjective words so the students' vocabulary always keeps in progress.
4. By using Japanese short anime cartoon movie, it could make the students to know the meaning of a word without looking up the dictionary rather than asking to the teacher directly because they knew the context.

The use of Japanese short anime cartoon movie is capable of depicting the real object because it is vivid, colourful, authentic, funny, and more attractive. It is also helped the students to be productive in generating ideas. It can be proven from the data obtained. The writer could know the relationship between the Japanese short anime cartoon movie and writing descriptive text from the explanation above. The main goal in teaching learning result by using Japanese short anime cartoon movie is to know the effectiveness of it for increasing the ability of the students in writing descriptive text. The students were expected to be good in writing descriptive text and it was successful. They also were confidence because they enjoyed the atmosphere there and it was fun either.

The writer could conclude that Japanese short anime cartoon movie was an effective method which helped the students writing descriptive well. They had great imagination since they were teenagers or even could be called as children. They enjoyed the using of that method. It also seemed working well since it combined with the material from the text book they had. He paid attention to time allotment consideration also, so the teaching learning process ran attractive and got the goal of the learning such developing their writing descriptive ability. One of the problems was they wrote in incorrect word or vocabulary. Sometimes they missed a single letter or some on their writing. In this case, the researcher tried to solve it by giving list of words particularly adjective words to be summarized by the students and the result was very good. He also explained more and corrected their mistakes in every exercise so their writing would be better in progress.

Figure 6: Significant difference between the experimental class and the control group



The result of the average score of the control group and experimental group in the post test were 72.14 and 74.85. The result of the experimental group was higher than the control one. Moreover, after applying the t-test formula, the difference between those two means was significant. We could conclude that the experimental group achieved a better result than the control group.

From the analysis of data obtained from pre-test and post-test, it can be drawn the comparison between two groups like the figure above. Foremost, the students in this study indicated that the Japanese short anime cartoon movie was effective in its primary objective of teaching writing English. The students who

reported improvement in writing of describing something were asked to identify the most helpful aspect of the writing. The students exhibited dramatic changes in their level of motivation and enthusiasm for learning the language. One of the most influential factors relating to the improvement of students' written English was the manifold opportunities to practice written English with the Japan anime video containing easy subtitles through classes, activities, and personal interactions. The research also got the students were encouraged to do writing assignment and they could work in groups also. Their motivation was considered high. It could be seen from almost the students actively learned in the class to elicit the idea, to understand the instruction, or asking the teachers whenever they had not understand yet. They seemed active in taking notes on some information they got from the teacher's explanation related to the material. Students used text book also to accomplish their task and they had chances to discuss their task in groups.

The students were able to show lots of ideas and write more than they had done before the study was conducted. The result also showed more description of the topic and by watching the Japanese short anime cartoon movie. It also enabled the students to focus their description on the object they were supposed to describe. It means that the presence of the Japanese short anime cartoon movie could be said effective and the students could reach the goal of the material of writing descriptive text. They were attracted by visual media and took the students' attention to be more concentrate of focus. This finding is in line with Elbow (2008) when teachers ask students to look at video

clip, they often provide questions to try to get students to look closely and think seriously. It has potential to make the students become encouraged and have wider imagination. Elbow's statement can be interpreted in a slightly different way by viewing these research findings. The finding exhibits the variety of ideas of the students to express in their writing. They are motivated to write more and longer sentences even though the grammatically may be not correct enough. It means that the use of Japanese short anime cartoon movie is capable for encouraging students and expresses more ideas and imagination stimulated by the video or movie. Their willingness to explore language is a nice beginning point for gaining further progress in language use in the future. The improvement of the students in the language aspect can be clear seen in vocabulary use. The students got more vocabularies compared to their work prior the study or in common writing activities. Furthermore, they used more adjectives words to make their writing the description better than before.

The use of Japanese short anime cartoon movie improved interaction among the students. Many students could do the task together and helped their friends each other in analyzing the video, in generating ideas, and finding the vocabulary needed to do the exercise. They analysed the movie together with one or two friends in groups, asked questions or making comments related to the movie, responded to their friends' questions and actively involved in group discussion. These happened because they had something to watch, observe, and discuss. These conditions made a good situation in the class that was fun and attractive. The fact presented was able to generate ideas and develop their

imagination in their writing. This is in line with the argument of Echevaria (2004: 179) that a variety of strategies to support language use that can be used by teachers are facilitating comprehension and help the students engage in learning. It means that media are able to elicit students' attention, motivating their participation and creating a good atmosphere in the class.

The Japanese short anime cartoon movie also made the interaction between the students and the teacher become interesting. Many students were actively involved in the teaching learning process, making statements or comments, or asking questions to the teacher or their classmates about the instruction well related to the movie or descriptive text. There happened dynamic interaction between the teacher and the students in which they could discuss each other. It really helped both the teacher and the students to accelerate the teaching learning process of descriptive text, to solve the students' difficulties in expressing their idea or writing their idea, and so on. That happened because of Japanese short anime cartoon movie as the real object to be observed or analysed and to be discussed. As stressed by Hirst (1970), Chambers (2006), Shatz (2010) teacher can enhance the teaching learning process by his or her teaching strategies, know the students' need and their difficulties, and support the students by interacting with them. This study also is in line with the previous study stated in the chapter two that it is really effective by seeing the result.

The fact situation shows that the students of Junior High School can try to learn well with funny thing, so it is one of the reasons. The theory of input hypothesis by Krashen (1989: 39) stated that acquiring language mostly by listening and reading as a cause, and not speaking as a result of learning language. The input is the real language production. The students could implement the theory by watching Japanese short anime cartoon movie which has listening aspect (audio) and reading aspect (visual or textual) before they apply their input into their writing. Understanding the message or the context could be done also by using this method. They must not merely open the dictionary in every word because they are able to know the meaning of several words by movement, expression, and intonation in the movie. The writer believes that the students will learn a language quickly with this method. Watching the Japanese short anime cartoon movie is easy for them. They just watch, listen and read from it while they are also able to discuss each other.

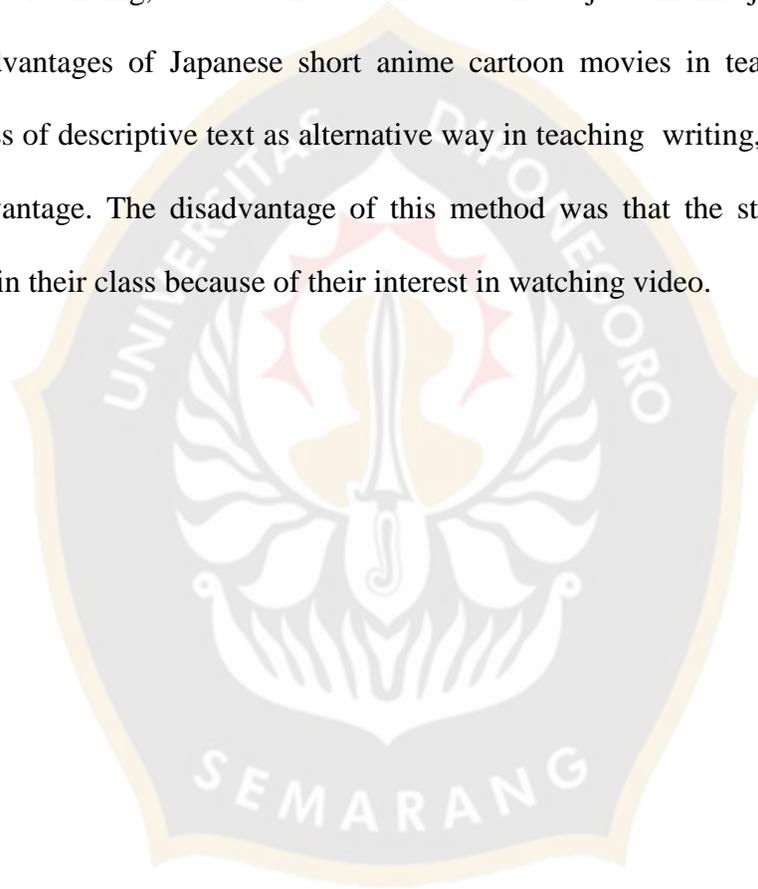
#### **D. The Advantages and Disadvantages of Japanese Short Anime Cartoon Movies in Teaching Learning Process of Descriptive Text**

After conducting the experiment, the writer found the advantages of Japanese short anime cartoon movies in teaching learning process of descriptive text. The students had a high interest in the teaching learning process. Most students in Junior High School are more interested in visual. The video gave benefit to the students in learning process effectively. They could focus on visual learning like video to deliver educational content well. It was great to see

the students' interest in the subject, makes the learning enjoyable, and retains their interest for longer periods. By using Japanese short anime cartoon movies, the students were capable of retaining more information through it. It was also significant cost-savings in education because a topic can be taught nicely to large numbers of students without the need of purchasing expensive tools. It took place in the class with only used a computer and a LCD projector. The researchers also asked the students that it enabled the students to better absorb the information. The studies provided evidence in support of the effectiveness of the use of the Japanese short anime cartoon movies. In the interpretation of the result that the Japanese short anime cartoon movies proved the better result than conventional way.

The students were also motivated to be active in class. If we only rely on text book or another written material, the students will be bored. All students have different learning styles and their ways of processing information, so if they are only focused to see only text as the way to study, it is difficult to motivate students. The researcher taught the student and they actively answered and paid attention to him. It felt like they were really motivated in the teaching learning process by using Japanese short anime cartoon movies. The students were trained to think fast or automatically. This point is almost related to the point above. Being interested and motivated made them to think fast or automatically. They had their imagination and experiences with the Japanese short anime cartoon movies. So, they could automatically know the context about what the characters said. They didn't need to open dictionary all the times

because they could catch the message or what is said in the video. Finally, they got much adjective, verb and noun words in their mind and they were able to write descriptive text easier. They could learn all of the subjects easier and faster than memorizing words independently. By the Japanese short anime cartoon movies, the students were easy to understand, memorize and it could avoid misunderstanding, because the students saw the object. In this journal, besides the advantages of Japanese short anime cartoon movies in teaching learning process of descriptive text as alternative way in teaching writing, there was also disadvantage. The disadvantage of this method was that the students became noisy in their class because of their interest in watching video.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion as the main points. This chapter also presents suggestion.

#### A. Conclusion

This study has provided the opportunity to learn more about English writing related to the material of descriptive text in the junior high school students of SMP 1 Kesesi. We have seen that rich benefits flow from this Japanese anime video and the students of the experimental group indicated that the goal of English writing ability was accomplished. At the same time, the students were offered recommendations for making the writing experience by watching this kind of video over and over because it would be more meaningful and effective.

The topic of the study is the effectiveness of Japanese short anime cartoon movie in teaching learning process of descriptive text. The writer's idea that Japanese short anime movie would improve students' writing ability is said to be true because it can be proven by the result of the experimental group and control group. The result of the average score of the control group and experimental group in the post test were 72.14 and 74.85. The result of the experimental group was higher than the control one. Moreover, after applying

the t-test formula, the result shows significant difference between the students taught by Japanese short anime cartoon movie and those taught without it.

## **B. Suggestions**

This study is expected to have a significant contribution to quality improvement of the language teaching. In particular, it is expected to be a very useful input for foreign language teachers. It is also expected that the result of the study can help the students to find alternative ways to improve their writing ability.

The research findings are expected to be used as a consideration in teaching writing in the classroom. The teacher as suggested can get information about Japanese anime cartoon movies more during the instruction to the students' English writing skill. The teachers are also suggested to be more creative in teaching learning process as an effort to motivate students in writing skill. Their improvement of interest by this method will help them master English well. The writer also hopes to the other researchers that this study will also give contribution to them who will do research about teaching writing related Japanese anime cartoon movies.

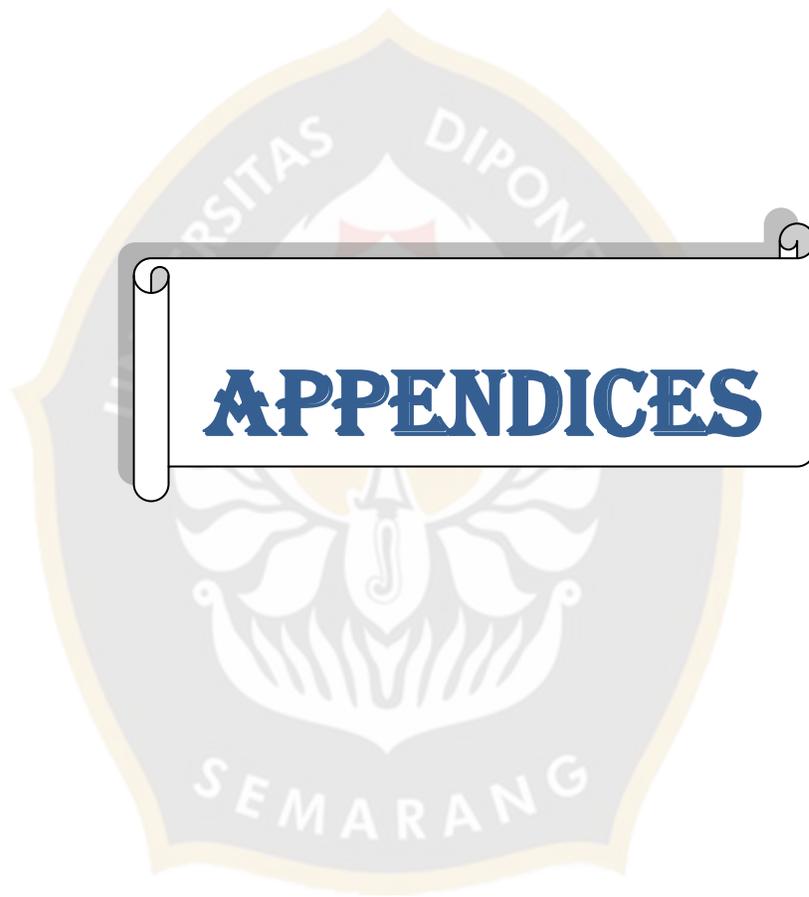
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### Appendix 1: The research procedure

Stages	Purposes	Who	Instrument
I. Preliminary 1. First contact with the school	<ul style="list-style-type: none"> <li>• Asking permission to do a research in the School to the principle</li> <li>• Watching the situation and condition there (Condition of classes, students, tools etc)</li> <li>• Asking for the syllabus, materials, text book and lesson plan to the English teacher there</li> <li>• Gaining the School's information &amp; data from the administrator</li> <li>• Taking pictures / photos as the addition data for researchers' documents</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Principal</li> <li>• English teacher</li> <li>• Administrator</li> </ul>	License letter to conduct a research by Diponegoro University
2. Research preparation	<ul style="list-style-type: none"> <li>• Making lesson plan related descriptive text with Japanese short anime cartoon movie</li> <li>• Making the instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Lesson Plan</li> <li>• Materials related descriptive text and text book</li> </ul>

<p>II. Research implementation</p>	<p><b>First meeting</b></p> <p>Both of the control and experiment class did the pre test.</p> <p><b>Second meeting</b></p> <ul style="list-style-type: none"> <li>• The experiment class watched Japanese short anime cartoon movie.</li> <li>• The students had to write down as much information as possible.</li> <li>• The students recalled vocabulary, particularly adjective words.</li> </ul> <p><b>Third meeting</b></p> <ul style="list-style-type: none"> <li>• The experiment class watched Japanese short anime cartoon movie part 2.</li> <li>• The students had to mention characters of it and they wrote the description of the characters.</li> <li>• Each student had to choose the best character of it and why they chose the character.</li> </ul> <p><b>Fourth meeting</b></p> <ul style="list-style-type: none"> <li>• The experiment class watched Japanese short anime cartoon movie part 3.</li> <li>• The students wrote anything including the characters' face, the expressions, the clothes, and the behavior.</li> <li>• The teacher gave a homework related Japanese short anime cartoon movie part 3 to guess what happened next</li> </ul> <p><b>Fifth meeting</b></p> <p>In the fifth meeting, the students were taught by the text book they had. They did any tasks related description text.</p>	
<p>III. Research Findings</p>	<p>Conducting post test</p>	<p>Finding the result of T- test to find the significant differences between the two groups / classes</p>

**Appendix 2: a. The license letter to conduct experiment from the head of  
Linguistics program Diponegoro University**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS DIPONEGORO**  
FAKULTAS ILMU BUDAYA  
Jl. Prof Soedarto, SH Tembalang Semarang Kode Pos 50269  
Telp/Faxsimile : (024) 76480619 Website : <http://www.fib.undip.ac.id>

Kepada

Yth. Pembantu Dekan I  
Fakultas Ilmu Budaya  
Universitas Diponegoro  
Semarang

Mohon dengan hormat kesediaan Saudara memberi tanda tangan pada surat pengantar mahasiswa:

Nama : DIDIT KURNIADI  
Nomor Induk Mahasiswa : 13020211400027  
Semester : 3  
Program Studi : Magister Linguistik  
Alamat : R.307 Lantai 3 Gedung TTB II Pascasarjana,  
Jalan Imam Bardjo, S.H. No.5 Semarang Jawa Tengah Indonesia  
+62-24-8448717 /

Akan mengadakan : - Penelitian lapangan untuk pengumpulan data  
- Wawancara  
- Peninjauan

Untuk keperluan : Menyusun Tesis program strata dua (S2)

Atas perhatian dan kerjasama Saudara yang baik, kami sampaikan terima kasih.

Semarang, 17 Juli 2013

Ketua Program Studi Magister Linguistik

J. Herudjati Purwoko, Ph.D.  
NIP. 195303271981031006

**Appendix 2: b. The license letter to conduct experiment from the head of humanities faculty Diponegoro University**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS DIPONEGORO**  
 FAKULTAS ILMU BUDAYA  
 Jl. Prof Soedarto, SH Tembalang Semarang Kode Pos 50269  
 Telp/Faxsimile : (024) 76480619 Website : <http://www.fib.undip.ac.id>

Nomor : *272* /UN7.3.6/DT/2013  
 Lampiran :  
 Perihal : Surat Pengantar

Yth. Kepala Sekolah  
 SMP N 1 Kesesi  
 Kabupaten Pekalongan

Yang bertanda tangan di bawah ini, Dekan Fakultas Ilmu Budaya Universitas Diponegoro Semarang, dengan ini menerangkan bahwa mahasiswa :

Nama : DIDIT KURNIADI  
 Nomor Induk Mahasiswa : 13020211400027  
 Semester : 3  
 Program Studi : Magister Linguistik  
 Alamat : R. 307 Lantai 3 Gedung TTB II Pascasarjana  
 Jl. Imam Bardjo, S.H. No. 5 Semarang Jawa Tengah Indonesia  
 Akan mengadakan :  
 a. Penelitian lapangan untuk pengumpulan data  
 b. Wawancara  
 c. Peninjauan

Untuk keperluan : Menyusun Tesis program strata dua (S2)

Atas perhatian dan kerjasama Saudara yang baik, kami mengucapkan terima kasih.

Semarang, 18 Juli 2013

Dekan,  
 Pembantu Dekan I,  
  
 Dj. D. Yuliaty M.A.  
 NIP. 195407251986032001

### Appendix 3: a. The Syllabus

#### SILABUS PEMBELAJARAN

**Sekolah** : SMP 1 Kesesi  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 5. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan	<ul style="list-style-type: none"> <li>Menulis teks fungsional pendek berbentuk : - Instruksi</li> </ul>	Test tulis  Tes tulis	Melengkapi Menyusun kata acak  Esai bebas	1. <i>Complete the sentences</i>  2. <i>Rearrange the words into good sentences</i>	4x40 menit	- Buku teks  - Alat peraga  - Tempat-tempat

<p>ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan teks fungsional. 4. Tanda Baca 5. Spelling</p>	<p>tata bahasa: <i>noun, noun phrase, adj, verb, adverb, simple Pr tense,</i> 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas</p>	<p>- Daftar barang - Pengumuman - Ucapan Selamat  • Menulis kalimat sederhana</p>	<p>Penugasan</p>	<p>Tugas rumah</p>	<p>3. <i>Write down your own shopping list based on the situation given.</i>  4. <i>Write down list of instructions to be on time to school</i>  5. <i>Write a greeting card to your friend on his/her birthday</i>  <i>Listen and make a draft of retelling descriptive/procedure text</i></p>		<p>umum yang ada teks fungsional</p>
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<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i>) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )</p>					
--	--	--	--	--	--



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i>	<ul style="list-style-type: none"> <li>• Teks monolog berbentuk</li> <li>• <i>Descriptive</i></li> <li>• <i>Unsur bahasa terkait teks.</i></li> <li>• <i>Langkah retorika terkait teks.</i></li> <li>• <i>Spelling</i></li> <li>• <i>Tanda baca</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif</li> <li>2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif</li> <li>3. Memperhatikan dan membaca teks deskriptif</li> <li>4. Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk</li> </ol>	<ol style="list-style-type: none"> <li>1. Melengkapi teks <i>- descriptive</i></li> <li>2. Menyusun teks</li> <li>3. Menulis teks berbentuk <i>- Descriptive</i></li> </ol>	Tes tulis	melengkapi	<ol style="list-style-type: none"> <li>1. <i>Complete the blank spaces Correctly.</i></li> <li>2. <i>Arrange the jumbled sentences into a good descriptive/procedure text</i></li> <li>3. <i>Write down a simple descriptive/procedure text based on the picture / with your own words</i></li> </ol>	6x40 menit	Buku teks  Alat peraga  Teks otentik

		menulis teks deskriptif						
		5. Menulis teks deskriptif dengan struktur teks yang benar.						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Mengetahui;  
Kepala SMP 1 Kesesi

Drs. Munif Saifullah, M.Pd  
NIP 1961114 198902 1 003

Kesesi, 11 Juli 2013  
Guru Mapel Bahasa Inggris,

Drs. Dwi Teguh Sulistyono  
NIP 19620107 198201 1 001

### Appendix 3: b. The Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama sekolah : SMP Negeri 1 Kesesi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 5. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 5.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Aspek/Skill : Menulis

Alokasi Waktu : 4 x 40 menit (2x pertemuan )

#### Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Memahami makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines*)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

Tanggung jawab ( *responsibility* )

**Materi Pembelajaran**

Teks fungsional

Instruksi

Daftar barang

Pengumuman

Ucapan selamat

Kosakata terkait tema / jenis teks.

Ciri kebahasaan teks fungsional.

**Metode Pembelajaran:** Three phase technique

**Langkah-Langkah Kegiatan****Pertemuan pertama dan kedua.****A. Kegiatan Pendahuluan**

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Descriptive text

1. Generic Structure

- a) Identification : identifies phenomenon to be described
- b) Description : 1) part 2) qualities 3) characteristics

2. Language Features

- a) It focuses on specific participants
- b) Use Present Tense
- c) Use attributive and identifying process
- d) Frequent use of ephitets and clasifiers in nominal group

3. Social Function

To dedcribe a particular person, thing, and place

## B. Kegiatan Inti

### Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari belajar dari aneka sumber;
- ☞ Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple present tense*
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain (dengan video);
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

### Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - Membantu menyelesaikan masalah;
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - Memberi informasi untuk bereksplorasi lebih jauh;
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

### **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### Sumber Belajar

- Buku teks yang relevan
- Kaset/CD
- *Script* percakapan dan/atau rekaman percakapan
- Gambar-gambar yang relevan

### Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>• Menulis teks fungsional pendek berbentuk :               <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Pengumuman</li> <li>- Ucapan Selamat</li> </ul> </li> </ul>	Test tulis	Melengkapi	1. <i>Complete the sentences</i>
	Tes tulis	Menyusun kata acak	2. <i>Rearrange the words into good sentences</i>
	Penugasan	Esai bebas	3. <i>Write down your own shopping list based on the situation given.</i>
		Tugas rumah	4. <i>Write down list of instructions</i>

<ul style="list-style-type: none"> <li>• Menulis kalimat sederhana</li> </ul>		<p><i>to be on time to school</i></p> <p><i>5. Write a greeting card to your friend on his/her birthday</i></p> <p><i>Listen and make a draft of retelling descriptive/procedure text</i></p>
---	--	---

▪ Instrumen:

*Complete the sentences*

*Write down your own shopping list based on the situation given.*

▪ Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Kesesi, 25 Juli 2013

Penulis / peneliti,

Didit Kurniadi

13020211400027

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama sekolah : SMP Negeri 1 Kesesi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 5. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 5.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

Aspek/Skill : Menulis

Alokasi Waktu : 6 x 40 menit ( 3x pertemuan )

**Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

- Memahami makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines*)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

**Materi Pembelajaran**

Teks monolog berbentuk

*Descriptive*

**Metode Pembelajaran:** Three phase technique

### Langkah-Langkah Kegiatan

**Pertemuan pertama kedua dan ketiga.**

#### A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

#### B. Kegiatan Inti

##### Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dari aneka sumber;
- ☞ Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog deskriptif
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain contohnya dengan menggunakan video animasi jepang
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

##### Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Menulisi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - Membantu menyelesaikan masalah;
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - Memberi informasi untuk bereksplorasi lebih jauh;
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
  - ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### Sumber Belajar

- Buku teks yang relevan
- Kaset/CD
- *Script* percakapan dan/atau rekaman percakapan
- Gambar-gambar yang relevan

### Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
4. Melengkapi teks - <i>descriptive</i>	Tes tulis	melengkapi	1. <i>Complete the blank Spaces Correctly.</i>
5. Menyusun teks		menyusun teks	2. <i>Arrange the jumbled sentences into a good descriptive text</i>
6. Menulis teks berbentuk - <i>Descriptive</i>		Esai	3. <i>Write down a simple descriptive text based on the picture / with your own words</i>

- Instrumen:

*Complete the blank spaces Correctly.*

*Arrange the jumbled sentences into a good descriptive/procedure text*

*Write down a simple descriptive/procedure text based on the picture with your own words*

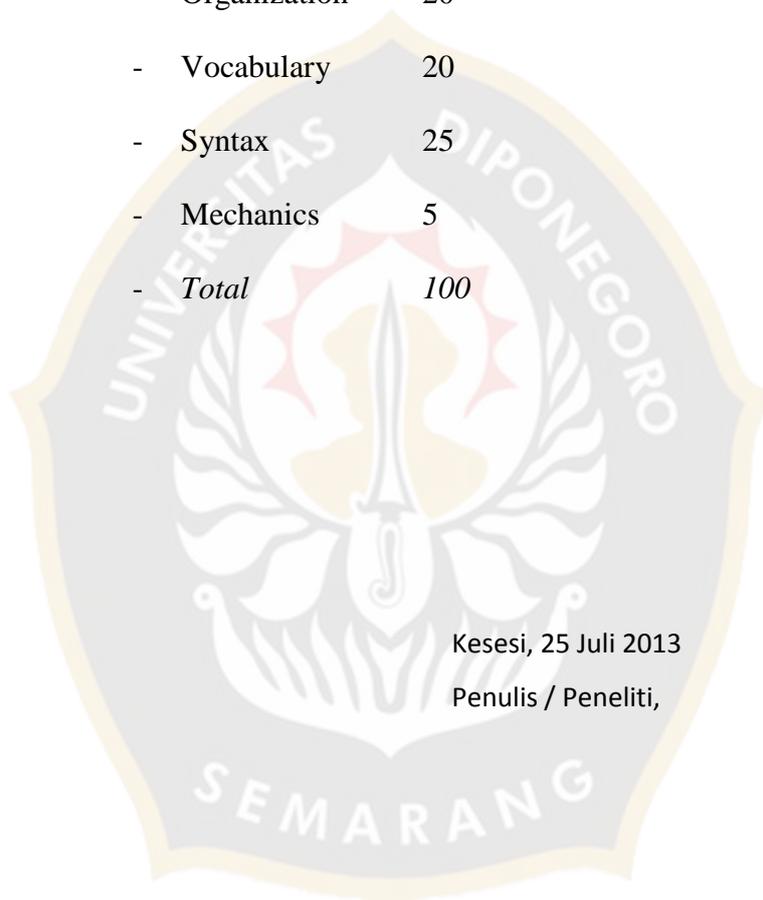
- Rubrik Penilaian

Untuk instrument 1 dan 2

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Untuk instrumen 3

- Content 30
- Organization 20
- Vocabulary 20
- Syntax 25
- Mechanics 5
- *Total* 100



Kesesi, 25 Juli 2013

Penulis / Peneliti,

Didit Kurniadi

13020211400027

## Appendix 4: Experimental process

### 1. First Meeting

Both of the control and experiment class did the pre test.

### 2. Second Meeting

In the second meeting, the researcher started to give the treatment in the experiment class / class 7F. The teacher opened the meeting by greeting the students and asking for the conditions. It followed by praying together and checking the students' attendance. In order to check students' comprehension, the researcher asked several question to the students. Obviously, most of the students couldn't answer the teacher questions related descriptive text. In the teaching learning process, the experiment class watched Japanese short anime cartoon movie. Then, the students had to write down as much information as possible. The students also recalled vocabulary, particularly adjective words. The teacher asked whether the Japanese short cartoon movie was interested or not. All the students said 'yes' they are interested. For the last minutes, the teacher explained about descriptive and its function again to remind them.

The researcher observed the first activity that had done. He got several problems. The students were rather noisy when they were watching Japanese short cartoon movie and he needed to replay it. On the other hand, the students also need a lot of time to answer the teacher's questions. The researcher analysed that the students' vocabulary were very poor. So, the teacher asked the students' to know more or memorize the adjective words they had got.

### 3. Third Meeting

The researcher opened the class, greeted them, and led them to pray first. He brainstormed the students about the material they got before. The experiment class watched Japanese short anime cartoon movie part 2. Then, the students had to mention characters of it and they wrote down the description of the characters. Each student had to choose the best character of it and why they chose the character. The teacher checked the students' work. Most of the students still made some mistakes in writing descriptive text. He asked some students to present their work. Then, he led the class for discussion about how to write descriptive text. The teacher started to explain about the characters in the Japanese short cartoon movie and explain about how to make a good writing. The keyword was the students must know a lot of adjective words. The teacher gave the questions related with the pictures of the characters then divides them into several groups for discussion. The researcher asked them to rewrite their writing better than before. The researcher also gave list of certain vocabularies on the board while they were rewriting their work in order to enrich their vocabulary also. It

made them to revise their work easily. He asked one of the group members to present their work. Then, the researcher discussed with the class together. After the presentation, he gave more exercise but in different way. The researcher asked the students one by one about what the characters' behaviour. He also asked the students to remember all of the words they got.

It was hard to ask them to present their work, but finally they could present their work even though some of them were shy and they did many mistakes in their writing. Sometimes, when one the students presented their work, the other classmates made noise and several students didn't pay attention at all. The researcher tried to help the students by giving some vocabularies in the board. It really made them easy to rewrite their work because one of the keys in writing was rich vocabularies particularly adjective words for writing descriptive. He also gave more clear explanation about the material related descriptive text to avoid mistakes again.

#### 4. Fourth Meeting

The forth meeting's activity was almost similar with the third meeting. As usual, the researcher opened the class, greeted them, and led them to pray first. He also brainstormed the students about the material they got before. The experiment class watched Japanese short anime cartoon movie part 3. The students wrote anything including the characters' face, the expressions, the clothes, and the behaviour. The teacher gave a homework related Japanese short anime cartoon movie part 3 to guess what happened next. They were asked also to write down the adjective words as many as possible. Then he asked the some students to come forward and present it while the teacher was writing the words in the board. The students summarized the words to enrich their vocabulary. After teaching learning process, the researcher asked the students to say their opinion about teaching learning process about Japanese short anime cartoon movie and mostly they said that it was not boring and they were fun.

The students could pay attention better than before. They could find the words. They almost understood the whole content of Japanese short movie they watched even though it was in English translation. They were able to know the meaning the words without open the dictionary. They also could write descriptive text better than before.

#### 5. Fifth Meeting

In the fifth meeting, the students were taught by the text book they had. They did any tasks related description text.

#### 6. Sixth Meeting

Both of the control and experiment class did the pre test.

## Appendix 5: The teaching steps in general

### 1. Opening Class

There are several steps in opening class as follows;

- a. The teacher greets the students using English and asks for the condition of the students, they respond using English too
- b. The teacher leads a pray first before continuing the class
- c. The teacher checks the attendance
- d. The teacher gives a brainstorming to the students with several questions to stimuli the students' interest
- e. The teacher informs the material they want to learn about and reminds about anything related the material.
- f. If there is any homework, the teacher and the students will discuss it first

### 2. Main Activity

There are several steps in opening class as follows;

- a. The teacher begins the main activity with questions relate to the material
- b. The students watch the Japanese short anime cartoon movie
- c. The students write down the description about the Japanese short anime cartoon movie as many as possible. It involves the story, character, behaviour, vocabulary, etc.
- d. The students present their work, individual or group
- e. The teacher and the students discuss about the material together
- f. The students summarize the words or any other information related the material
- g. The teacher gives explanation about descriptive text and clue how to write descriptive text
- h. The teacher give exercises related descriptive text and even homework for them

### 3. Closing Class

Before closing the class, the teacher gives a brief explanation again to remind them about the material and its exercise.



### Appendix 6: The Pre-test & Post-Test form

Look at the following pictures!



Please write or describe the pictures above!

1. What do you think of Luffy in the first picture?  
He is.....
2. How is Conan in the second picture?  
He is.....
3. What is Naruto like in the third picture?  
He is.....

**Appendix 7: The Answer Sheet form**

Name :

Class :

Student's Number :

Answer:

1.	
2.	
3.	

**Appendix 8: The students of control class / class 7B list**

No	Nama
1	Adam Apni Fatan
2	Adi Wijaya
3	Adi Triwijoyo
4	Adinda Kusumawati
5	Agus Ahmad Ghozali
6	Aji Putra
7	Ahmad Safarrudin
8	Ali Rosidin
9	Amirul Mukminin
10	Arum Silvia Kusuma
11	Bibit Zaky Ayala
12	Candra Aji Setiawan
13	Denanda Ayung Meilita
14	Deo Defa Aprilian
15	Deva Solekhati
16	Diki Rifa'i
17	Farhan Fahrurrozi
18	Firman Syah Bahtiar
19	Futi Khoturohmah
20	Jayusman
21	Juliana
22	Khasnah Naili Hidayah
23	Mario Jaya
24	Muhammad Fahmi
25	Muhammad Ridwan
26	Nurlathifah
27	Puspa Rizkiana
28	Riki Iriwanto
29	Rohma Dwi Wulan
30	Silviya Dewi
31	Siti Anisah
32	Susi Susanti
33	Syahroni Amarifin
34	Teguh Narimo
35	Wahyutyaningsih

**Appendix 9: The students of experiment class / class 7F List**

1	Aidia Fitria Tiara Putri
2	Anindita Maulida Tara
3	Anindya Maida Apsarini
4	Aqshal Ramadhan
5	Aurora Kusuma Ratu
6	Deo Dean Aprilian
7	Diki Pangestu
8	Dwi Nakrowi
9	Eko Hermawan
10	Eko Rubiyanto
11	Enggar Septiarko
12	Erika Nada Azzahra
13	Ferianti Noermala
14	Fikri Eka Saputra
15	Isba Vidanto
16	Junaedi
17	Kambali Setyo
18	Maman Nuryanto
19	Maulana Sidik
20	Mohammad Tasari
21	Nahrowi
22	Nila Aditia Alam Pratiwi
23	Nurmala Rohman
24	Nurwahidah
25	Rachel Venillia
26	Ricko Mahendra
27	Rifkah Diantini
28	Rin Ayu
29	Riya Wigiyanti
30	Rizki Cahyo Utami
31	Shinta Nur Fadhillah
32	Teguh Susilo
33	Tina Andini Putri
34	Wahyu Kartika Sari
35	Zulfa Aksta Sarhan

**Appendix 10: The Pre-test and Post-test scores both of two groups**

<b>Ranking</b>	<b>No Sample</b>	<b>Name</b>	<b>Pre Test</b>	<b>Group</b>	<b>Post Test</b>	<b>Group</b>
1	7	Diki Pangestu	85	A	90	A
2	14	Fikri Eka Saputra	85	B	60	B
3	29	Riya Wigiyanti	80	B	90	B
4	36	Adi Wijaya	80	A	90	A
5	8	Dwi Nakrowi	70	A	70	A
6	13	Ferianti Noermala	70	B	70	B
7	23	Nurmala Rohman	70	B	75	B
8	24	Nurwahidah	70	A	75	A
9	25	Rachel Venillia	70	A	90	A
10	49	Deva Solekhati	70	B	70	B
11	65	Siti Anisah	70	B	85	B
12	70	Zulfa Aksta Sarhan	70	A	90	B
13	44	Arum Silvia Kusuma	65	A	90	A
14	45	Bibit Zaky Ayala	65	B	70	B
15	52	Firman Syah Bahtiar	65	B	85	B
16	53	Futi Khoturohmah	65	A	75	A
17	61	Puspa Rizkiana	65	A	90	A
18	64	Silviya Dewi	65	B	80	B
19	68	Teguh Narimo	65	B	75	B
20	20	Mohammad Tasari	65	A	60	A
21	2	Anindita Maulida Tara	60	A	80	A
22	15	Isba Vidanto	60	B	60	B
23	37	Adi Triwijoyo	60	B	85	B
24	41	Ahmad Safarrudin	60	A	65	A
25	42	Ali Rosidin	60	A	90	A
26	47	Denanda Ayung Meilita	60	B	80	B
27	55	Juliana	60	B	65	B
28	56	Khasnah Naili Hidayah	60	A	80	A
29	57	Mario Jaya	60	A	80	A
30	60	Nurlathifah	60	B	65	B
31	27	Rifkah Diantini	60	B	75	B
32	31	Shinta Nur Fadhilah	60	A	65	A
33	33	Tina Andini Putri	60	A	60	A
34	1	Aidia Fitria Tiara Putri	55	B	55	B
35	3	Anindya Maida Apsarini	55	B	80	B
36	4	Aqshal Ramadhan	55	A	50	A
37	5	Aurora Kusuma Ratu	55	A	80	A
38	6	Deo Dean Aprilian	55	B	80	B

39	9	Eko Hermawan	55	B	70	B
40	10	Eko Rubiyanto	55	A	65	A
41	11	Enggar Septiarko	55	A	70	A
42	12	Erika Nada Azzahra	55	B	75	B
43	16	Junaedi	55	B	65	B
44	17	Kambali Setyo	55	A	55	A
45	18	Maman Nuryanto	55	A	55	A
46	26	Ricko Mahendra	55	B	60	B
47	22	Nila Aditia Alam Pratiwi	55	B	90	B
48	28	Rin Ayu	55	A	70	A
49	30	Rizki Cahyo Utami	55	A	50	A
50	32	Teguh Susilo	55	B	75	B
51	34	Wahyu Kartika Sari	55	B	80	B
52	38	Adinda Kusumawati	55	A	90	A
53	58	Muhammad Fahmi	55	A	65	A
54	62	Riki Iriwanto	55	B	80	B
55	63	Rohma Dwi Wulan	55	B	70	B
56	66	Susi Susanti	55	A	80	A
57	67	Syahroni Amarifin	55	A	65	A
58	69	Wahyutyaningsih	55	B	85	B
59	19	Maulana Sidik	50	B	55	B
60	39	Agus Ahmad Ghozali	50	A	55	A
61	40	Aji Putra	50	A	65	A
62	43	Amirul Mukminin	50	B	50	B
63	46	Candra Aji Setiawan	50	B	55	B
64	48	Deo Defa Aprilian	50	A	60	A
65	50	Diki Rifa'i	50	A	75	A
66	54	Jayusman	50	B	50	B
67	59	Muhammad Ridwan	50	B	60	B
68	21	Nahrowi	50	A	55	A
69	51	Farhan Fahrurrozi	45	A	55	A
70	35	Adam Apni Fatan	40	B	60	B

### Appendix 11: The Pre-Test Score between Experiment Class and Control Class

No	A	B	D	d (D-MD)	d <sup>2</sup>
1	85	85	0	-0.43	0.18
2	80	80	0	-0.43	0.18
3	70	70	0	-0.43	0.18
4	70	70	0	-0.43	0.18
5	70	70	0	-0.43	0.18
6	70	65	5	4.57	29.48
7	65	65	0	-0.43	0.18
8	65	65	0	-0.43	0.18
9	65	65	0	-0.43	0.18
10	65	65	0	-0.43	0.18
11	60	60	0	-0.43	0.18
12	60	60	0	-0.43	0.18
13	60	60	0	-0.43	0.18
14	60	60	0	-0.43	0.18
15	60	60	0	-0.43	0.18
16	60	60	0	-0.43	0.18
17	60	55	5	4.57	29.48
18	55	55	0	-0.43	0.18
19	55	55	0	-0.43	0.18
20	55	55	0	-0.43	0.18
21	55	55	0	-0.43	0.18
22	55	55	0	-0.43	0.18
23	55	55	0	-0.43	0.18
24	55	55	0	-0.43	0.18
25	55	55	0	-0.43	0.18
26	55	55	0	-0.43	0.18
27	55	55	0	-0.43	0.18
28	55	55	0	-0.43	0.18
29	55	55	0	-0.43	0.18
30	50	50	0	-0.43	0.18
31	50	50	0	-0.43	0.18
32	50	50	0	-0.43	0.18
33	50	50	0	-0.43	0.18
34	50	50	0	-0.43	0.18
35	45	40	5	4.57	29.48
Total	2080	2065	15	-0.047	94.2
Amount	59.43	59.00	0.43	-0.001	2.69

## Appendix 12: The Post-Test Score between Experiment Class and Control

### Class

No	A	B	D	d (D-MD)	d <sup>2</sup>
1	90	60	30	29.57	874.47
2	90	90	0	-0.43	0.18
3	70	70	0	-0.43	0.18
4	75	75	0	-0.43	0.18
5	90	70	20	19.57	382.98
6	90	85	5	4.57	20.88
7	90	70	20	19.57	382.98
8	75	85	-10	-10.43	108.76
9	90	80	10	9.57	91.58
10	60	75	-15	-15.43	238.08
11	80	60	20	19.57	382.98
12	65	85	-20	-20.43	417.38
13	90	80	10	9.57	91.58
14	80	65	15	14.57	212.28
15	80	65	15	14.57	212.28
16	65	75	-10	-10.43	108.78
17	60	55	5	4.57	20.88
18	50	80	-30	-30.43	925.98
19	80	80	0	-0.43	0.18
20	65	70	-5	-5.43	29.48
21	70	75	-5	-5.43	29.48
22	55	65	-10	-10.43	108.78
23	55	60	-5	-5.43	29.48
24	70	90	-20	-20.43	417.38
25	50	75	-25	-25.43	646.68
26	90	80	10	9.57	91.58
27	65	80	-15	-15.43	238.08
28	80	70	10	9.57	91.58
29	65	85	-20	-20.43	417.38
30	55	55	0	-0.43	0.18
31	65	50	15	14.57	212.28
32	60	55	5	4.57	20.88
33	75	50	25	24.57	603.68
34	55	60	-5	-5.43	29.48
35	55	60	-5	-5.43	29.48
Total	2620	2525	15	-0.046	7468.62
Amount	74.85	72.14	0.43	-0.001	213.39

**Appendix 13: The T-test Computation**

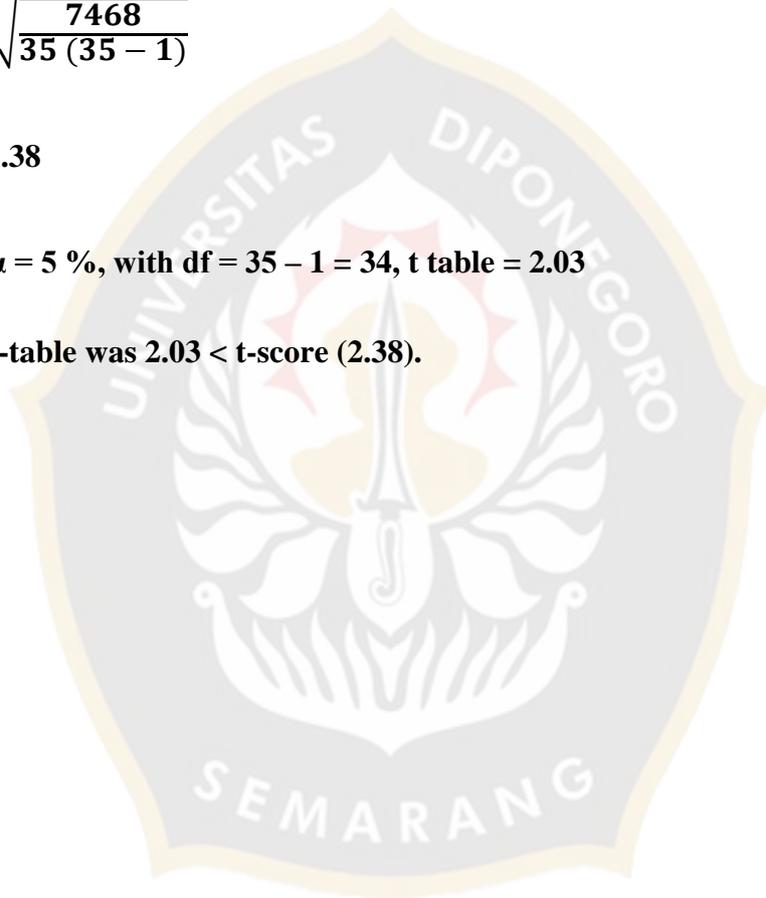
$$t = \frac{[MD]}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$t = \frac{[2.5]}{\sqrt{\frac{7468}{35(35-1)}}$$

$$t = 2.38$$

for  $\alpha = 5\%$ , with  $df = 35 - 1 = 34$ ,  $t$  table = 2.03

**t-table was 2.03 < t-score (2.38).**



## Appendix 14: The Documentation



## Appendix 15: The official statement letter from the head of SMP N 1 Kesesi



PEMERINTAH KABUPATEN PEKALONGAN  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP 1 KESESI**  
SEKOLAH STANDAR NASIONAL  
Jl. Raya Timur Kesesi ☎ (0285) 4483122 Kabupaten Pekalongan ✉ 51162

### SURAT KETERANGAN NOMOR. 423.1/302/2013

Yang bertanda tangan dibawah ini Kepala SMP 1 Kesesi Kabupaten Pekalongan, menerangkan bahwa :

N a m a : **DIDIT KURNIADI**  
N I M : 13020211400027  
Program Studi : S 2 / MAGISTER LINGUISTIK  
Perguruan Tinggi : UNIVERSITAS DIPONEGORO SEMARANG

Telah melakukan penelitian lapangan untuk pengumpulan data, Wawancara, dan Peninjauan dalam rangka penyusunan Tesis dengan judul : “ *Developing Student's English Writing Ability Trough The Use of Japanese Short Anime Cartoon Movies in Teaching Learning Process of Descriptive Text* ”, pada tanggal 27 Juli - 27 Agustus 2013.

Demikian keterangan ini dibuat dengan sebenar- benarnya untuk dapat digunakan sebagaimana mestinya.

Kesesi, 27 Agustus 2013  
Kepala Sekolah  
  
Drs. Munir Saifullah, M.Pd.  
NIP. 19641114 198902 1 003

## Appendix 16: The thesis consultation history

### thesis consultation history

STUDENT'S NAME : DIDIT KURNIADI

STUDENT'S NUMBER:13020211400027

TITLE / TOPIC : The Effectiveness of Japanese Short Anime Cartoon Movies in  
Teaching Learning Process of Writing Descriptive Text

ADVISOR : Dr. SUWANDI, M.Pd

No	Date	Material Consulted	Notes from the advisor
1	29 – 3 – 2013	Title	ACC
2	4 – 4 – 2013	Thesis Proposal	Revision
3	15 – 4 - 2013	Thesis Proposal	Revision
4	13 – 5 – 2013	Thesis Proposal	Revision
5	23 – 5 - 2013	Thesis Proposal	Revision
6	14 – 6 - 2013	Thesis Proposal	Revision
7	2 – 7 - 2013	Thesis Proposal	Revision
8	17 – 7 - 2013	Thesis Proposal	ACC
9	25 – 9 - 2013	Thesis Journal	Revision
10	3 – 10 – 2013	Thesis Journal	Revision
11	21 – 10 – 2013	Thesis Journal	Revision
12	14 – 11 – 2013	Thesis Journal	Revision
13	25 – 11 – 2013	Thesis Journal	Revision
14	7 – 1 – 2014	Thesis Journal	ACC
15	21 – 2 – 2014	Thesis	Revision
16	17 – 3 – 2014	Thesis	Revision
17	20 – 3 – 2014	Thesis	Revision
18	13 – 4 – 2014	Thesis	Revision
19	2 – 5 – 2014	Thesis	Revision
20	29 – 5 – 2014	Thesis	Revision
21	12 – 6 – 2014	Thesis	Revision
22	14 – 6 - 2014	Thesis	ACC