

Students' Writing Skills in Descriptive Text by Using Animated Movies in Tenth Grade Students of SMA N 9 Jambi City

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ABSTRACT

Writing skills is the ability to express ideas or ideas into an essay. The purpose of this study was to determine the ability of FASE E1 SAJ class students at SMA N 9 Jambi City in writing descriptive text using animated movies. This research uses qualitative as the research design and descriptive as the research method. researchers used tests given to students as research instruments, then the results of these tests were assessed and analyzed. The population is class phase students at SMA N 9 Jambi city for the 2022/2023 academic year and the sample is 34 students in class fase E1 saj. the researcher uses a score rubric to help assess students' grades and written tests to obtain data. Based on research findings, indicators of students' writing abilities, namely content (63,23), organization (66,23), grammar (65,23), vocabulary (63,73), mechanics (76,47) are at a great level. In addition, students' scores in writing descriptive texts have an average score (66,91).

Key words: *Writing Skill, Descriptive Text, Animation Movies*

INTRODUCTION

Writing is one of the four skills that students master in English (Weigle, 2002). According to Alterman (2005), writing is a way of communication that uses letters to share and convey messages. Writing is more difficult than other English skills because students must master various skills to produce a single written letter (Brown, 2001). Therefore, students must know spelling, punctuation, word choice, and grammar when composing texts. Many types of textual content written in English are examined, and one of them is descriptive text. Descriptive text is a text that tells what a person or object is like. Examples are descriptions of places and animals or things.

Gerot and Wignell (1994:208) adds that there are two general descriptive text structures; i.e. identifier and description. In identifying, students identify the phenomenon or topic to be explained. During the description, students describe certain parts, the characteristics and properties of the object being photographed. In addition, they also explain the grammatical peculiarities of

descriptive texts linguistic peculiarities (present tense, action verbs and adjectives), vocabulary and mechanics. Regarding the idea above, there are several indicators of descriptive text in English, namely; general structure (Identification and descriptions) and grammatical features (linguistic features present tense, action verbs, adjectives), vocabulary and mechanics.

According to the 2013 Government Recommendation Curriculum for Senior Secondary Education, descriptive text is a fundamental topic for improving students' writing skills. Mendikbud 2013 argues that descriptive text is a way to learn English in grade ten and is suitable for beginner levels. Even though they have learned to describe a person, animal or thing, they are still not able to write descriptively. Many factors cause students difficulties in writing descriptive text. In class X, some students find it difficult to construct sentences to write descriptive texts, they often experience deadlocks. When studying descriptive text, students may have difficulty learning it. Students don't know what to write, even though

they know the topic given by the teacher. They are confused to write down their thoughts about the subject. They can imagine, but not explore in written form.

The selection of learning media especially determines the quality of the student learning process is very necessary to increase student interest and activity in learning in the classroom (Astuti et al., 2019). Overcoming this requires a strategy in learning English that encourages and inspires students to actively learn. One of them is the learning model through animation movies.

REVIEW OF THE RELATED LITERATURE

Writing Skills

Writing Skill is a person's functionality to categorize his/her thought and emotion expressed in written language, in picture symbols so that the readers are in a position to apprehend the message inner By Sudaryanto (2001). In writing we use symbols to categorize our thought and feelings.

The Ability of Writing

According to Brown. (1994), writing is a verbal alternate in which you free oneself from what humans currently think, feel, and accept. Writing is clearly words made or written from our own language and from what people believe and understand. According to Tribble, C. (1994), there are five assessment criteria for writing assessment, which are as follows: 1) Knowledge (ability to think creatively and develop thinking), 2) Organization (ability to write in an inappropriate way), 3) Vocabulary (the ability to use words and phrases), 4) Language (ability to write according to structure), 5) Mechanics (correct use of punctuation, capitalization, spelling, and layout).

Indicators of Writing Skill

There are six training that are often the foundation for the evaluation of university students writing. They are Content, Organization, Discourse, Syntax, vocabulary, and mechanics by Brown (2000). Jacob (2012), there are five factors of writing as follows;

a) Content: The content material of writing is about the functionality to anticipate creatively and develops thought, barring for all beside the point information. It ought to be getting to recognize to the reader.

b) Organization: Organization in writing consists of some continuity, order or importance, particular to general, chronological sequence and spatial pattern, and special fluent expression: ideas clearly stated/supported, succinct, well-organized, logical order and uniformity.

c) Grammar: Grammar has many patterns that matter on nation of affairs and condition, regularly recognized as by "tenses". Tenses are an essential cloth in gaining knowledge of English, due to the fact it helps us to compose sentence well, specifically in the use of verb.

d) Vocabulary: Vocabulary is one of the language components dealing the system of writing. Vocabulary as one of the necessities of appropriate writing is constantly mounted on the fine use of the word. In the private description, phrase performs a twin role; to speak and to evoke the reader to apprehend and feel.

e) Mechanics: Mechanics consists of correct capitalization, punctuation and spelling. This trouble is very vital due to the fact that it leads the reader to recognize or recognize except prolong what the author possible certainly.

Descriptive Text

According to (Oshima, Hogue, & Ann, 1997, p. 50), descriptive writing appeals to the senses, tells how something looks, feels, smells, taste and sounds. The

reader can think about the object, vicinity or man or woman in his or her mind.

The generic structure of the descriptive text is different from different texts. There are two essential aspects in the great structure of descriptive text. They are identification and description.

Animation Movie

According to Harmer (2004:46), while the college students watch the film, instructor will course students to makes notes associated to the film such as contents of the story, characters, and others. By the usage of animation movies, Students turn out to be greater interested in gaining knowledge of how to write descriptive text, practice writing regularly.

According to Yuksel (2009) In her article, *Fostering Writing Skills in the ESL Classroom*, she explains that images, cartoons, and comedian strips incorporate factors that entertain the eyes, relax the body, and stimulate writing in language classes. I'm here. Using comics as a stepping stone expanded my writing grammar and conversational skills. It stimulates the imagination and leads to creative language production.

According to Azhar (2011:50), describes that the risks of the use of movie in teaching and mastering technique are: 1) Procumbent of movie normally is high-priced and price a lot of time. 2) When the film was shown, the photographs will keep altering making all students are no longer in a position observe the facts given via the film. 3) Films no longer usually terrific with the wishes and desired gaining knowledge of objective.

METHODOLOGY

The researcher method of choice for this study was a qualitative descriptive technique. According to Creswell (2016), qualitative research is a method for understanding individuals who are founded on the research tradition with a usual approach to examining societal or

human problems. By examining words, reporting informant opinions in-depth, and conducting research in a natural context, researchers create a rich and comprehensive picture. Borg and Gal (1989) defined qualitative research as a postpositivist research approach that uses the researcher as the main instrument, triangulates (combines) data collection techniques, uses inductive/qualitative research for data analysis, and places an emphasis on meaning rather than generalization in its findings.

In this study, the target population was students in the tenth grade of SMA Negeri 9 Jambi, divided into seven class. So, the total population is 250 students. According to Ary, et.al. (2002) sample is a small group that is observed. In addition, Creswell (2012) said that the sample is a subgroup of the target population that the researcher plans to study in order to generalize about the target. population. Researcher used a set of cluster sampling in this case. A set of clusters is randomly selected from the larger set of all clusters in the population in single-stage cluster sampling (Burke & Christensen, 2014). As a result, the participants in this study were 10th grade students of SMAN 9 Jambi City. Thus, the researcher took a random sample from the cluster, namely FASE E1 SAJ c The Researcher used a written test as a research instrument to collect data. According to Heaton (1974), tests are directed at the ongoing teacher, whereas teaching is directed at tests, standardized tests, and general exams in the latter case. The researcher conducts an individual test using the criteria for how to conduct the test.

The Validity An instrument is valid if it can accurately measure the desired outcome and give the information about the variables (Arikunto, 2006: 158). A writing test is the instrument employed in this investigation. How accurately these tools have reflected the outcomes is

measured by their validity. The SMA curriculum for the tenth grade was used as the basis for creating the test. The writing test used content and construct validity as its validation.

The Reliability according to Johnson and Christensen (2008: 144), is the consistency or stability of the test results. After that, the researcher employed inter-rater reliability to assess the instrument's dependability. The level of agreement between two or more raters or scorers is known as inter-rater reliability (Johnson and Christensen, 2008: 150).

The researcher analyzed data from students' writing tests using an analytical scoring rubric, specifically tabulations. After that calculating the students' scores with formulated:

$$\text{Score} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

(Sudjana, 2008)

Following the calculation of the score by the researcher, the following stages of data analysis must be completed is using the following formula, compute the average (mean) score:

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

For information:

\bar{X} = the mean, or arithmetic average, of the scores

$\sum X$ = the total of all the scores

N = total number of students

(Gay, 1981)

The learning outcomes are determined by analyzing the average value of the subsequent daily tests, the researcher which are classified as "Extremely poor", "poor", "Normal", "Great", and "Extremely Great" using the Likert Scale Description.

FINDINGS AND DISCUSSIONS

There are five components that have great influence in writing skill encompassing the content, organization, grammar, vocabulary, and mechanics. In content indicators, from the scores of student scores in this study it was revealed that out of 34 students there were 8 students who were at an extremely great level.

In the indicators organization, Student scores in this study show that out of 34 students there were 7 students who were at an extremely great level. In grammar indicators is a criterion that is difficult for students to achieve because students do not understand the use of simple present tense, student scores in this study revealed that out of 34 students there were 5 students who were at a very good level.

In the vocabulary indicator is also a criterion that is difficult for students to achieve. because in terms of vocabulary, student scores in this study revealed that out of 34 students there were 4 students who were at an extremely great level and 14 students were at a great level. In the mechanics indicator, is the criterion that most students achieve. Student scores in this study revealed that out of 34 students there were 16 students who were at the great level.

Out of 34 students there are 7 students who are at the extremely great level with a score of 81-100. Out of 34 students there are 11 students who are at the great level with a score of 61-80. Out of 34 students there were 12 students who were at the normal level with a score of 41-60. Out of 34 students there are 4 students who are at the poor level with a score of 21-40. Out of 34 students, not a single student is at the extremely poor level with a score of 0-20.

Students' written test in essay form. Based on the complete student answers, it can be seen that there were 12 students at the normal level, 11 students at the great

level, 7 students at the extremely great level, 4 students at the poor level and no students at the extremely poor level. That is, most students or more than half of students have the ability to write good descriptive text.

Average grade of students for descriptive text writing which will be used in the formula below:

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

So the mean score would be:

$$\begin{aligned} \bar{X} &= \frac{2.275}{34} \\ &= 66,91 \end{aligned}$$

Based on the research findings, the researcher found that the writing ability of the students in class FASE E1 SAJ SMA N 9 Jambi city had an average content category great, the average organizing category was great, the average vocabulary category was great, the average language used was great, and the category the average mechanic is also great. In conclusion, the ability to write descriptive texts for students of FASE E1 SAJ SMAN 9 Jambi City is in the "Great" category. Based on the classification above, the researcher found that in general the components they mastered best were mechanics. Although there are still a lot of mistakes in this category but it doesn't interfere with communication. The findings of this study indicate that the writing skills of the students in class FASE E1 SAJ SMAN 9 in writing descriptive texts are "Great".

CONCLUSIONS

There were 36 students from class FASE E1 SAJ SMAN 9 Jambi City investigated by researchers. According to the results of students' written work, there were 7 samples out of 34 students

receiving grades at the extremely great level, 11 students receiving grades at the great level, 12 students at the normal level and no students receiving grades at the extremely great level. Students of class FASE E1 SAJ had the highest score of 95 and the lowest score of 50. The class average for students' written test performance was 66.91. The average student test score for each structure namely content was 63.23, for organization 66.23, for grammar 65.23, for vocab 63.76 and mechanic 76.47. Although, student scores have not shown satisfactory results as the researcher hoped, most students can write descriptive texts fairly well based on the generic structure of descriptive texts. Apart from that, the researchers hope that students will be motivated in learning to use media, especially in learning English.

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