CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a media used to communicate with other people every day. We can not communicate with others without using a language. When we speak with someone, write a letter, read newspaper, or listen to music, we use a language.

There are several languages which are use by most people in the world, such as German, french, Japanese, English, etc. In this globalization era, English is an international language and use by many people in the world to communiate. Mastering english is important for everybody to communicate better with others. In Indonesia, English is the foreign language which is teach at schools.

As we know learning a foreign language which is not the mother-tangue is not easy beacause a language and other languages have many differences. The differences can be in the form of different pronunciation and spelling, such as "Apel dan Stroberi" in Indonesia and "Apple and Strawberry" in the English language. Both words have the same meaning, but the spelling and the pronunciation is different. Because of its importance and it is not easy to learn, our government has determined English in curriculum as a foreign language which is teach at schools from elementary up to university level.

Based on Depdiknas (2009) "*The curriculum includes content and learning materials, that are number of subjects that must be taken and studied by students to acquire some knowledge*".

Based on the definition above, Depdiknas defined curriculum that contain content and material of education, that is some subjects which should be reached and learned by the the student to get some knowledge.

In UU No.20 2003 "*The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives*".
(http://www.unpad.ac.id/wp-content/uploads/2012/10/UU20-2003-Sisdiknas.pdf)

Based on the definition, it can be said that curriculum is a set of program and arrangement containing the aim, content, and educational material and the method use, to implement learning activity to achieve the goal of national education. The writer then concludes the teaching process at school. The curriculum is use to achieve the program of education which is already determained.

In SMP Negeri 3 Palangka Raya for the eight graders, they use Kurikulum 2013. Kartono (2013) as quoted by Triyanti (2015) "*curriculum in 2013 has a target in every level. For the elementary level priority for the formation of attitudes. While the junior level in focus to hone their skills and for the high school level begins to build knowledge*".

Kartono defined curriculum 2013 has a target in every level. For the elementary level, it prioritizes for the establishment of attitude. For junior high school level it is focuses to process the skill, and for high school level it is started to bulid the knowled. Based on curriculum, in learning English there are four language skills that must be developed, they are listening, speaking, reading and writing. Each skill is important to develop in order to make the students can master all skill.

In the implementation of curriculum in every region in Indonesia, syllabus is on thing that has taken role in the teaching learning process. Syllabus is used by every teacher as the base to teach their students. Syllabus is a set of plans and rules about learning activities, how to manage class, and how to asses students learning outcomes (Depdiknas 2008). In the syllabus use by the teacher of SMP Negeri 3 Palangka Raya for the eight graders, descriptive text is one of some text which are teach at school. A part in teaching descriptive text at school is writing short simple descriptive text.

According to Samaneh (2012, p. 2), ICT use in general terms is any use of "computing devices such as desktop computers, laptops, handheld computers,software, or Internet in K-12 schools for instructional purposes". However, more specifically it refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students. EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation, grammar, vocabulary, listening and speaking,communication skills, reading, and writing. They also

use technological tools such as PCs, laptops, or mobiles in the classroom for instructional delivery very effectively and frequently. Learning applications prepared by teachers/students or commercially produced ones such as drills, tutorials,and computer-based tasks are used in the classroom to promote collaborative learning of English skills. Furthermore, EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication. In this way technology can provide learnerswith a range of authentic materials and tasks that have a positive influence on their autonomy.

The writer conduct the study about animal description because describing animal more complex than personal. Animal has several types, there are mammals, reptiles, birds, insects, aquatics animals, and also spider. From the types also has its own characteristics (Lovez & Terril, 2014). Person in generally are the same, but animal sometimes find in Australia there is no in Indonesia, for example Kanguru. Because of the problem the writer using video from YouTube video as media in teaching.

According to Beck (2009, p. 2), he said *"A video can have a strong effect on your mind and senses. It is so powerful that you may download it off the Internet or order the DVD from Amazon along with the CD soundtrack so you can extends to movies, TV programs, commercials, and music videos. Quite possibly those those students eventually may want DVDs of their classes"*.

Dudeney and Hockly (2008) explain that technology in language teaching is not new. Indeed, technonology has been around in language teaching for decades-one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video has been in use since the 1960s and 1970s, and are still used in classrooms around the world. As access to Information and Communication Technology (ICT) has become more widespread, so Computer Assisted Language Learning has move beyond the use of Computer programs to emberace the use of the Internet and web-based tools. The term TEFL (Technology Enchanced Language Learning) appeared in the 1990s, in response to the possibilities offered by the Internet and communication technology.

Alimemaj in Kanilan (2013, p. 523) states, watching video in YouTube will help students to memorize the events more easily. Beacause this website provides learners with authentic situations and with everyday clips that help them to get positive indicators when they watch nature and real life videos. It is same as other studies discovered by Sherman, Liu and Lin that students anjoy watching video/clips/pictures/films on YouTube, because it gaves them more enjoyment and exploring the world (Kanilan, 2013, p. 541). That is why the writer was interested in using YouTube animal video. The writer in this current study made used of Youtube which made the learning process not only more meaningful, but also with enjoyment.

In writing descriptive text, there are many students who still have difficulties learning descriptive text and also in the aspect of writing, they are still difficult to describe humans, animals, or objects through handwriting. Describing an animal was very difficult for eighth graders because they can only imagine, or only read from a book that has been provided by the school. Many teachers who only used the book as learning media in teaching descriptive text.

And then the advantages of using ICT animal video are; the first, animal video media can be very interesting media for learners because it has been world-wide website. When the students interest with their class they would be motivated to learn. The second, animal video media showed the animal body parts, characteristic, and their habitual action. The students not only knew what the English vocabulary is and how to spell it, but also they could rewrite it in paragraph. The third, based on Roonald (2009, p. 2), a video can have a strong effect on your mind and senses. It is so powerful that you may download it off the internet or order the DVD along with the CD soundtrack.

In order to make students are able to write descriptive text, the writer was used the animal video as a learning media. Therefore, the writer chose descriptive text.

For some students, learning English is difficult because the atmosphere in the classroom when teaching learning process is boring. To help the students in learning English, the teacher should use appropriate media for the material being taught. Based on the writer's experience, the students are interested in

learning if the teacher uses media in teaching learning process. Media make the atmosphere in the class not boring. The atmosphere of the classroom is an important factor to support students in learning English.

There are many media that can be used by the teacher in teaching learning process; one of them is using video. Video is media which can be used to make the students more interest in learning English and facilitate them to more easily to understand and remember the words and the meaning.

In this study the writer wants to know wheather the use of media would have an effect to the students on writing descriptive text. That is why in this study the writer is interesting in conducting a research entitled **"THE EFFECT OF USING ICT ANIMAL VIDEO ON WRITING DESCRIPTIVE TEXT OF THE EIGHTH GRADERSAT SMP NEGERI 3 PALANGKA RAYA"**

The reasons to choose the topic are as follows. First, ICT has benefits in terms of motivating students, ICT enables students to experiment with changing aspects of a model, which may be difficult or even impossible for them to do otherwise, and ICT can help to implement personalised learning. Second, students are also very bored if learning English just to use the book. Here the writer used the video as learning media especially animal video so that students do not get bored and get a different atmosphere than usual. Based on Lianti (2013) entitled " The Effect of Video as Media On student's Ability in Writing Procedure Text Performed by The Seventh Grade Students of SMP PGRI Palangka Raya in Academic Year 2012/2013". Lianti found

that study, there as an effect of video as media in writing procedure text. It was proven by analysis of the comparison of pretest and posttest by using t-test formula. Third, many students do not understand about the descriptive text in describing humans, plants, objects, and animals. Describing animal is hard for them. Fourth, their weaknesses in learning English is writing. They feel less vocabulary, so that to create a story or describe something in writing is very difficult. Fifth, the writer m choose this school because this school was monotonous in teaching and learning. English teacher here only used the book as a media of learning. They had never used video as a media of learning and to rate the ability of learning English, at this school is still lacking.

B. Research Problem

Based on the background of the study, the research problem were:

1. What is the effect of using ICT animal video on writing descriptive text of the eighth graders of SMP Negeri 3 Palangka Raya?

2. In what way, ICT video give contribution to students' writing product?

C. Objectives of the Study

Based on the problem of the study above, the objective of the study were:

1. To measure the effect of using video on writing descriptive text.

2. To find out the are contribution of ICT animal video to students' writing product.

D. Hypothesis

A hypothesis is a tentative explanation that accounts for a set of facts and can be teste by further investigation (Daniel, 2004, p. 8). The hypotheses of this study were as follows:

Ha: There was significant effect of using ICT animal video on writing descriptive text of the eighth graders of SMP Negeri 3 Palangka Raya.

H_o: There was no significant effect of using ICT animal video on writing descriptive text of the eighth graders of SMP Negeri 3 Palangka Raya.

E. Assumption

Based on previous study, in this study the writer conduct the assumption that animal video can help students in writing skill of animal description and students' writing skill increase after teaching using animal video.

F. Scope and Limitation

The study belongs to experimental research, the writer focused on investigating to the students are studying how to write descriptive text in term of generic structure those are identification and description.

The writer limits the study only at the eighth graders of SMP Negeri 3 Palangka Raya. In the study, it emphasizes the writing descriptive text in term of generic structure and language feature of descriptive text at the eighth grade students of SMP Negeri 3 Palangka Raya. The subject of students are

342 for eight graders. 30 students in VIII-1 class and 32 students in VIII-4 class.

G. Significances of the Study

The study has two significances. The first is theoretical significance and the second is practical significance. Theoretically, this study aims to provide contribution to support the theories of ICT in teaching English.

Practically, it is expected to describe the real ability of students' writing term of generic structure, and language features of descriptive text.The study gave contribution the teaching of English as foreign language especially the use of video media as one of the alternative media that can be used in teaching writing of descriptive text by the English teacher of the SMP Negeri 3 Palangka Raya. Moreover, it gave empirical data to both teacher and future writer about the use of video media in teaching and learning process, especially in teaching writing.

H. Definition of Key Terms

There are some definitions of the key terms as follows:

1. An Effect is a change produce by an action or cause (Jonathan, 1995, p. 369). Effect size is standard score that represents the strength of a treatment in an experiment (Edward, 1983, p. 473). In the present study, the differences between two compositions are the result of learning descriptive text using video and learning without video.

2. Descriptive text according to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In additon, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. The study is focuse on describing animal.

3. Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising. In this study writing is writing descriptive text in the term of generic structure and language feature of descriptive text that made by eighth graders of SMP Negeri 3 Palangka raya.

4. Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media (wikipedia) https://en.wikipedia.org/wiki/Video. In this study, the writer uses video as media in teaching writing descriptive texts.

5. The t_{test} is a statitical test that is used to determine if there is a significant difference between the mean or average scores of two groups. The t_{test} essentialy does two things: a) first, it determines if the means are sufficiently different from each other to say that they belong to two distinct groups. b) Second, the t_{test}also takes into account the variability in scores of the two groups (Ary and Jacobs, 2010, p. 171). The t_{test} is use for comparing the result of data calculation with t_{table}, its will tell us if the null hypothesis is plausible or if the alternate hypothesis is true.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to review some information related to this study. The information comprises definition or description and also theories about media, video, and descriptive text based on some literature cited.

A. Related Studies

There are some related studies to this topic as follow:

First, Lianti (2013) entitled " The Effect of Video as Media On student's Ability in Writing Procedure Text Performed by The Seventh Grade Students of SMP PGRI Palangka Raya in Academic Year 2012/2013". Lianti found that study, there as an effect of video as media in writing procedure text. It was proven by analysis of the comparison of pretest and posttest by using t-test formula. The similarities are this research used the video as a media and also focused on writing skill. It is explained that using video as a media in teaching procedure text is very helpful in producing the words because the students can see the animal video without imagination, so they are able to use appropriate vocabulary. The differences are this research focused on writing procedure text and difference in graders.

Second, Debbie Indriaty (2015) entitled: "The Effect of Teaching Descriptive Text By Using Tourism Objects Pictures On Students' Writing Skill of The Eighth Grade Students At SMP Negeri 3 Palangka Raya". She found that there was effect on the writing skill of the students that were taught

by using tourism objects pictures help the student to developing thir ideas, and could bring something new to describes based on the display pictures. Based on the pre-test and post-test of sample group which has been calculate by t-test formula. The similarities are focused on descriptive text and writing skill. The difference is the writer used tourism objects pictures on teaching writing descriptive text as a media.

Third, Khoirul Bariyah (2013), entitled: "The Effect of Using Situational Pictures on the Ability Writing Descriptive Text at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik". She found that the score both of them have a near ability in their writing skill. The result of experimental group was 70.86 and the control group was 68.37. It shows the effect on the ability of writing descriptive text between the students who are taught by using situational pictures and students who are not. The similarities arefocused on descriptive text and writing skill.The difference is the writer used situational pictures on teaching writing descriptive text as a media.

Fourth, Kretsai Woottipong (2014), entitled: "Effect of Using Video Materials in the Teaching ofListening Skills for University Students". He found this study revealed that the use of video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. The similarities are focused in using video as media in teaching. The difference are the writer teaching in listening skillsand the grade in university students.

B. ICT in EFL class

According Samaneh's book (2012, p. 2), ICT use in general terms is any use of "computing devices such as desktop computers, laptops, handheld computers,software, or Internet in K-12 schools for instructional purposes". However, morespecifically it refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students.

EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation, grammar, vocabulary, listening and speaking, communication skills, reading. They also use technological tools such as PCs, laptops, or mobiles in the classroom for instructional delivery very effectively and frequently. Learning applications prepared by teachers/students or commercially produced ones such as drills, tutorials,and computer-based tasks are used in the classroom to promote collaborative learning of English skills. Furthermore, EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication. In this way technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy (Samaneh, 2012, p. 2).

C. Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range of objects, pictures

and other things that can be used as instructional media to present and manipulate language and to involve students in the activities (Harmer, 1993, p. 177). Popular print media offer good opportunities for improving learner's reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and speaking (Bertram, 1993, p. 91).

According Reiser and Dick (1996:67) Designate Instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Harmer (2004, p. 177) Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projector, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures and other things can be used as instructional media to present and manipulate language and to involve students in the activities. Sands (1965, p. 5) stated that instructional process in which media, as teacher's language, deliver message to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

Visual media is media that only can be viewed by using visual sense. Audio media is media that contains a message in the form of additive. Audio visual media is a combination of visual media and audio media, so the media

is better than the other two media. in this study the writer use audio media, so the media is better than the other two media. in this study the writer use audio visual media in form of video. The video is use by the writer in teaching learning process to know the effect of using video in writing descriptive text.

Kemp and Dayton (1985 in Susilana & Riyana, 2009, p. 9), stated that there are some contribution of learning media:

1. Submission of learning message can be more standardized

2. Learning can be interesting

3. Learning to be more interactive with applying learning theory

4. Learning time can be shortened

5. The quality of learning can be imroved

6. The process of learning can take place whenever and wherever neede

7. A positive attitude of students towards learning materials and learning process can be improved

8. The role of the teacher towards a positive change

In this study, the writer used media to make teaching and learning activities can be more interesting, so that the material being taught can be absorbed and understood by students and the quality of learning can be improved. The used of media make the teaching learning process more enjoyable activities. Media help a teacher not merely always deliver the material verbally, so that students do not feel bored and the teacher is not fatigue in delivering the material. A positive attitude of students towards learning materials and learning process also can be improved. The used of

media helps the students to be more active to respond to the material being taught during the teaching learning process.

According Berk (2009, p. 10) there are some steps for using a video in teaching. The most common procedure for using a video in teaching consists of the following:

a. Pick a particular video to provide the content and concept;

b. Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the video?;

c. Introduce the video briefly to reinforce purpose;

d. Play the video;

e. Stop the clip at any scene to highlight a point or replay video for a specific in class exercise;

f. Set a time for reflection on what was scene;

g. Assign an active learning activity to interact on specific questions, or conceptsin video; and

h. Structure those quations in personal format.

D. Video

The world of education is always evolving along with the development of the world, so the educational facilities be more adequate and more complete. Similarly, the media used in the teaching and learning process to be more varied.

The development of the technology is eventually also penetrate the world of education. Many schools are now using this technology to facilitatelearning in school. Technology in learning can be a means of learning resource for students. As a means, technology is tool to make the learning becomes more interesting. As a source of learning, technology is one of the providers of information for teacher and learnings.

Video or moving picture is a media which often found on television, internet, or on CD and DVD. According to Hornby (1995, p. 1327) *"video is recorded moving pictures on video tape or video disk"*. Video is audio visual media which can make by people using video recorfer, hand phone, laptop, PC, PC tablet, etc. Video can be made by everyone and can be find not just on the television. Now, video is not just on video tape or video disk most of video are made on digital form.

After finish making video, it can be sharde on YouTube or another website. YouTube is popular website pageto share, watching, or download video. We can find many categories. Some of the videos can be used as a media in teaching process by teacher.

YouTube is a video-sharing website, create by three former PayPal employees in February 2005 and own by Foogle since late 2006. It was bought by Google for US$1.65 billion in November 2006 and now operates as a google subsidiary. Unregister users just can watch videos, and registered users can watch and upload an unlimited number of videos. YouTube uses Adobe Flash Video and HTML5 technology to display a wide variety of user-

generate and corporate media video content, including video clips, TV clips, and music videos, and amateur content such as video blogging, short original videos, and educational videos.

In this study, the video are downloaded from YouTube, the writer will use it to know effect of using video on writing descriptive text of the eighth graders of SMP Negeri 3 Palangka Raya. The video is related with descriptive text. The video will be used as a media to increase students' vocabulary and as a media to make students more active in thinking, so it can increase students' writing skill.

The advantages of using ICT animal video are; the first, animal video media can be very interesting media for learners because it has been world-wide website. When the students interest with their class they would be motivated to learn.

The second, animal video media showed the animal body parts, characteristic, and their habitual action. The students not only knew what the English vocabulary is and how to spell it, but also they could rewrite it in paragraph.

The third, based on Roonald (2009, p. 2), a video can have a strong effect on your mind and senses. It is so powerful that you may download it off the internet or order the DVD along with the CD soundtrack.

E. Writing

Writing activity have similarity with speaking activity. The similarity, they are producing words to be a sentence which contain an idea. But, they also have the difference, in speaking activity, it is done orally, and in writing activity it is done in written form.

Rosidi (2009, p. 2) on his book "Menulis... siapa Takut?" stated that:

Writing is an activity pouring minds, ideas, and feelings expressed in written language. Writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and serves as a communication tool indirectly.

On statement above Rosidi stated that, writing is an activity pouring thoughts, notion, and feelings which expressed in written language. Writing is an activity to express thoughts and feelings in the form of writing that is expected can be understood by the reader and serves as a communication tool indirectly.

Writing skill is one skills aspect that is very important in human life. With these skill, someone can pouring idea, notion, and feelings to others without must face to face directly with the people which invited to communicate. Someone which have good skills in writing will be able to communicate with other though not face to face directly.

During this time, in teaching writing skills at school more presented in the form of theories. So, when the student face a topic, the student have difficulty in expressing ideas, notion, and thoughts into written form. In this

study, the writer want to use video as a media to improve students writing skill, the video use to make the student think more, and creative more.

There are a few elements of writing, according to Alice, Oshima and Hogue (2007, p. 3) that types of writing, they are :

1. Description is a kind of writing from which is used to evoke the impression produced by some aspect of a person, place, scene or the like.

2. Exposition is a writing from in which it includes most of people read and write. Magazine, newspaper, article and so forth.

3. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.

4. Narration is a writing form is use to tell a story, to give meaning an event of a series of related events. Fiction is known as plotted narration. Anecdote is a kind of text which deals with something unexpected or out of the ordinary. Procedure is designed to describe how is something is achieved thought a sequence of action or steps. Report is to describe the way things are with reference to a range of natural, man-made and social phenomenon in our environment.

1. The Purpose of Writing

Different types of writing are require for different purposes. In general, writing can divide into three kinds: narration, description, and exposition.

- Narration tells "what happened". It tells a story. It is the kind of writing that you find in novels, short stories, and biographies.

- Description tells how something looks or feels or sounds. It talks about feature as size, shape, color, sound, or taste.

- Exposition is writing that explains something. It often answer the question what, how, and why. Its purpose is to present ideas and to make the ideas as clear as possible.

Writing activity is done with various purposes. Semi (2007, in Riadi 2013) define that:

"the objectives of write among other: a) to tell a story, b) to provide guidance or direction, c) to clarify something, d) to convince, and e) to encapsulate".

On above, Semi define the purpose of writing among other is: a) to telling something, b) to giving clue or directions, c) to explain something, d) to convince, and e) to summarize.

According to Rosidi's book (2009, p. 5-6), in general, the purpose of writing can categorized as follow: telling or explaining,

- Informing or explaining (aim to explains something)

- Convincing or urgently (aim to convince the reader the writer opinion is true, so the writer hope the reader will follow the opinion of the writer)

- Telling something (aims to tell the reader about something that happen)

- Influencing the reader (aim to influence or persuade the reader to follow the writer's wants)

- Portray something (also known as the description)

Based on writer's interests, writing have some purpose, that are assignment purpose, aesthetic purpose, lighting purpose, self-statement purpose. Writing with assignment purpose is often made by students to fulfill the tasks assign by the teacher. Shape posts made usually in the form of papers, reports, and free writing.

Based on the statement above the writier conclude, there are many purpose to write, starts from to telling something until to summarize. A writing can contained one purpose, but usually there is one main goal the writer make a writing.

2. **The Writing Process**

When the writing process, the writer will express her idea on paper. To express her idea correctly the writer must have good vocabulary will help the writer write correctly and clearly, so the reader can understand the writer mean.

Vocabulary is an important thing besides grammar as one of the components that can help the learners in mastering four skills of English language. We can see that on Wilkins's statement quoted by Thornbury

(2002, p. 13) *"without grammar very little can be conveyed, without vocabulary nothing can be conveyed"*. Vocabulary is one of many important things which must be learned when we learn a language. Writing or speaking using a language needs vocabulary, also in listening and reading. Somebody who has good vocabulary will not find many difficulties when learning a language because he has good understanding related to the words.

There are some writing process:

1. Prewriting:

   Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important aspect of prewriting. You can use certain prewriting strategies to help you to choose and develop a topic:

   • Make lists of ideas on a topic

   • Read and take notes on a topic

   • Make a cluster, which is a visual map of ideas and concepts related to your topic

   • Ask questions about a topic

   • Discuss ideas about a topic with others and take notes

   • Make an outline of your paper

2. Drafting:

    Drafting is the stage when you begin to put the paper in paragraph form. When you begin to draft your writing, you need to keep in mind five separate writing techniques that will help your reader to understand your paper:

a. Thesis statement: At the end of your introduction, write a one-sentence statement that is the basis for your entire paper. A good thesis statement lets the reader know what your paper will cover. For example, you might write this thesis statement: "There are four possible causes for alcoholism, yet not all alcoholics drink for these reasons." The paragraphs that follow should support this statement, and each paragraph should focus on one of the possible causes.

b. Topic sentences: Each paragraph should begin with a topic sentence that states the main idea of that paragraph. Just like the thesis statement, the topic sentence lets you know what the paragraph contains. For the first paragraph on the causes of alcoholism, you might write a topic sentence that states, 'The most compelling cause of alcoholism is genetics.' From this, the reader will know that you will cover the concept of heredity and alcoholism within this paragraph.

c. Sufficient support: While your opinions thoughts are important, they cannot be the legs your paper stands on. You need to support

you topic ideas by developing the paragraphs with evidence from credible sources. Support comes in many different forms: statistics, researched information, observations, descriptions, case studies, interviews, personal experience, hypothetical situations, definitions, etc. The more specific the information, the more interesting the paragraph. So instead of writing about all alcoholics, you might want to write about one particular alcoholic—someone you know, someone you observed, someone you interviewed, someone you researched.

d. Coherence: This means it all comes together. If an essay is coherent, all the paragraphs relate to the one before it and all the sentences relate to the one before it. Transitional words and phrases help to create bridges between sentences, words such as: however, for example, in other words, in contrast, nevertheless, etc. You set up the key words to an essay and a paragraph within the thesis statement and the topic sentences.

e. Unity: The idea here is not to veer off into the woods. Stay on the path. Make sure all sentences relate to the topic sentence and all paragraphs relate to the thesis.

   As you draft your paragraphs, you want to try to include all these effective writing techniques.

3. Revising:

a. Check to see if the essay fits the thesis.

b. Make sure each paragraph has a topic sentence.

c. Make sure there are smooth transitions between paragraphs.

d. Check for digressions.

e. Do you have sufficient support in all paragraphs?

f. Is your paper logical in order?

g. Do you have an introduction and a conclusion?

4. Editing and Proofreading:

Here is where you check on your spelling and grammar and mechanics. Spell check is your friend! In a research paper, you would also check to see if your documentation is done properly. Most students skip this step, but most teachers take off points for papers that are not proofread. It might be in your best interest to take a look, and sometimes four eyes are better than two. Have a friend look over it, or take it to the writing center for extra help.

3. The Writing Aspect

According to Djiwandono (1996, p. 128-129) that there are some elements that must be teach of in the writing achievements, they are:

1. Content

In this case, wheter or not the students are able to decade and formulate main idea and supporting main idea into the paragraph are measure in term of content.

2. **Organization**

The students must be able to organize the main idea and supporting main idea well. In this case, the ideas are logically arraged in sequence in order to be understand easily by the readers.

3. **Vocabulary**

The vocabulary use in writing should be suitable with the content and meaning of sentence being expresse.

4. **Grammar**

The sentences construct and word assemble in paragraph writing should be understandable and ambiguous. Therefore,this matter belongs to the terms of grammar.

5. **Spelling/Mechanic**

The paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators shold also be take into consideration in measuring writing skill.

F. **Descriptive Text**

Text is a written form of language as a communication act. It can be more than in paragraph and written by the writer to communicate what she thinks. Text has many genres and structure, one of the texts which are taught at school for eight grade students is descriptive text.

The social function of descriptive text is to describe a particular person, place or thing. Writing descriptive text is writing activity to describe something/object, people, or animal in writing form. Writing descriptive text is drawing something using words, to make the reader can imagine which describe by the writer.

1. **The Generic Structure of Descriptive Text**

   The generic structure of Descriptive Text is consisting of two parts.

   1. Identification

   Identification is part of Decriptive Text containing about the topic or "what" will be described. Identification always exists in the beginning of the paragraph. Because the Identification function is as general introduction to something which will be describe in the next paragraph.

   2. Description

   Description is the last part of the Descriptive Text that contains describe about topic or "what" in the Identification.

2. **The Language Features of Descriptive Text**

   The language features of descriptive text is:

   - Focus on specific animal

     Ex: My Pet.

   - Use simple present tense

     Ex: Kitty is my favorite pet.

3. Example of Descriptive Text

CROCODILE

Identification   :My neighbor have a unique pet. The pet is a crocodile. The crocodile is mae, his name is Jack.

Description   :The crocodile is big, it has long and strong tail. His tail is the strongest animal tail. He also have strong jaw and many teeth in his mouth. As a carnivore, he is like eat meat. He is not kind animal, he can't attack us sometimes if we see him in near. So, when we want to see him must see him from out of stall.

G. Teaching EFL Writing of Descriptive Text Using Video

In teaching and learning process between, teacher is expected to give all the knowledge that he have to the students, whereas the students are expected to absorb or understand what has been conveyed by the teacher. In the process of teaching and learning activities, sometimes there are many constraints so that students are difficult to understand the material being taught, meanwhile in teaching learning process the students are expected to understand the material being teach. Therefore, in order that students can more easily understand the material teachers can use the media to make the students more interested in learning and help them easy to understand the material, one of the media which can be used is video.

The excelence of video is it can display moving pictures and sound at the sametime, because we can absorb the message or information by using more than one sense. Teaching and learning activities by using a media will increase the success of material delivery and reinforces the appreciation of the learners to the material being taught. This is why in this study the writer choose using video as a media in teaching descriptive text. The writer choose to use video because video is an interesting media for students. Video is a media that expected by the writer to be able to help students develop their writing skill, because the video is related to the material presented to the students. The video are downloaded from Youtube relate to the study about descriptive text. In this study the writer focuses to the the students' ability in describing people in writing form.

In this study the writer was conducted the treatment in three meetings. In each meeting the writing was used video as the teaching media. When the writer conduct the meeting, before starting the teaching learning process the writer was greet the students, ask the students to pray, check the present list, and give information of competency, material, purpose, benefits of the lesson to the students. To start the teaching learning process, the writer was played the descriptive video and ask the student to pay attention. After that the writer ask the student to write descriptive text associate with social function, structure, and language features. In the end of the teaching learning processed, the students write the problem in writing a descriptive text in the learning journal, students and teacher together to conclude the learning.

H. Writing Assesment

There are a number of different approaches to the practice of writing skills both in and outside the classroom. In the teaching of writing we can either focus on the ptoduct of that writing or on the product of that writing or on the writing process itself (Harmer, 2004, p. 325). According to Fauziati (2011, p. 147) traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In traditional way of teaching writing, which focuses more on the product, very little attention was paid to help learners develop their ideas in the process of meaning-making.

Fauziati (2011, p. 148) the characteristics of writing as a process and product as follows:

a. The Process Approach

In the process approach, students were taught strategies that should help them to finally reach a decent product, but of course "the product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; and the students writer is less alone", Leki stated in Fauziati. The Process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get opinion from several people to help them figure out what to say and how to say it.

The process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an

unlimited number of revisions before its "relcase") to give students a chance to thinks as they write. Another way of putting it is that writing is indeed a thinking process (Brown, 2000: 336)

Fauziati (2011, p. 150) stated in teaching writing as a process, consequently, the students may produce several drafts or vesions of their writing with the emphasis on the process of writing and on getting feedback from classmates . Writing process approaches tend to be framed in three stages of writing: generating ideas, drafting, and revising.

Brown, (2000, p. 335), the terms to develop the process approach to writing instruction such as:

a. Focus on the process of writing that leads to the final written product;

b. Help student writer to understand their own composing process;

c. Help them to built repertoires of strategie for prewriting, drafting, and rewriting;

d. Give students time to write and rewrite;

e. Place central importance on the process of revision;

f. Lets students discover what they want to say as they write;

g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;

h. Encourage feedback from both the instructor and peers;

i. Include individual conference between teacher and student during the process of composition.

According Alister Cumming's book, (2001, p. 213), coming states that three basic functions of assessment in their writing courses. First, initial assessment, prior to couses beginning. Initial assessment was seldom mentioned in reference to specific-purpose writing courses, except for functions of grouping students into classes.

Second, ongoing as formative assessment in relation to writing tasks. Most accounts of assessment during the interviews focused on ongoing, formative assessment of students' writing and the grading of it. In specific-purpose and general-purpose courses alike, instructors tended to emphasize the realism and value of the tasks selected for writing as well as the importance of assessment adhering to standards.

Third, asscessing students' achievements during or upon completion of a course for the pedagogical function of assessing students' achievement, distinctive differences appeared between specific-purpose and general-purpose orientations. Specific-purpose courses defined their standards for achievement in their own terms, deriving from prior needs analyses and the constructs guiding the syllabus.

b. The Product Approach

The product is, after all, the ultimate goal: it is the reason that we go throgh the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in

a series of revisions. Process is not the end; it is the means to the end (Fauziati, 2011, p. 147).

In the traditional way of teaching writing teachers mostly concern with the final product of writing and what the product should look like. Brown in Fauziati states has mentioned some traditional criteria of good writing. Compositions, he states, are supposed to "(1) meet certain standards of prescribed English rheotrical style, (2) reflect accurate grammar, and (3) be organized in conformity with what audience would consider to be conventional (Fauziati, 2011, p. 148). How well a students' final product that is measured against a list of criteria which include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2011, p. 149).

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions. They have gone through several revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

Chudi & Mitchell (1989) stated, if students are to grow as writers they deserve regular feedback. In addition to noting errors with mechanics, teachers can respond with appropriate comments. Comments such as the following can help students grow and can validate them as writers.

By responding to more than surface mistakes, teachers become more comfortable articulating what makes one piece of writing more effective than another. They gain confidence in their own ability to evaluate writing. Forms of product assessmentinclude both holistic and analytic scoring.

I. Experimental Study

Experimental studies involve the random assignment of -participants into different groups (e.g. experimental, control) in order to determine the causal effect of a certain condition (independent variable) on a certain outcome (dependent variable). An example of an experimental study on the current topic would be to randomly assign some participants to spend 10 minutes on their facebook page (experimental treatment), and the other participants to spend 10 minutes on other websites (control group). Experimental studies are considered the gold standard in social psychological studies because researchers are able to determine causal effects with more confidence than when using any other research method.

http://www.igi-global.com/dictionary/experimental-study/10557 (access: february 7th 2016)

J. T-test

t-tests offer an opportunity to compare two groups on scores such as differences between boys and girls or between children in different school grades. A *t*-test is a type of inferential statistic, that is, an analy-sis that goes

beyond just describing the numbers provided by data from a sample but seeks to draw conclusions about these numbers among populations. To do this, the *t*-test analyzes the difference between the two means (a.k.a. two averages) derived from the different group scores. *t*-tests tell the researcher if the difference between two means is larger than would be expected by chance (i.e. *statistically significant*). In this guide we will go through two common types of *t*-test:

(1) **Dependent samples *t*-test** (also called **repeated measures *t*-test** or **paired-samples *t*-test**)

   t-tests are used when we want to compare two groups of scores and their means. Sometimes, however, the participants in one group are somehow meaningfully related to the participants in the other group. One common example of such a relation is in a pre-test post-test research design. Because participants at the pre-test are the same participants at the post-test, the scores between pre- and post-test are meaningfully related. In other words, the scores between pre- and post-test are dependent on each other. Other forms of dependency may also exist such as scores between parents and their children or between dating couples. For simplicity we present an example based on the pre-test post-test research design, but as a critical consumer of research it is important to be able to identify situations where scores from two groups are likely to be related.

   Understanding t-test, University of Arizona, p.2(access: february 7th 2016)

The results of the dependent samples t-test will tell you if the difference between the means of the two groups (e.g. pre-test and post-test) are statistically significant, that is, whether this difference is larger than would be expected by chance. In the case of the youth program intervention, if the dependent samples t-test was significant and the mean for instructor quality was higher at the post-test than at the pre-test, we might conclude that the intervention had a real, positive, effect on instructor quality. This study will use dependent sample t-test.

(2) **Independent samples *t*-tests**.

Unlike the dependent samples *t*-tests, the independent samples *t*-test is used to compare two groups whose means are not dependent on one another. In other words, when the participants in each group are independent from each other and actually comprise two separate groups of individuals, who do not have any linkages to particular members of the other group (in contrast to depend-ent samples). A common example of independent groups might be comparisons between males and females who do not have relationships between particular males and females (versus if the males and females were linked through romantic relationships). In this example the factor that differentiates the two groups, gender, does not indicate that the scores from one group (males) will be dependent on scores from the other group (females) and they are thus considered independent samples.

Understanding t-test, University of Arizona, p. 3(access: february 7th 2016)

Results of an independent samples t-test indicate whether the difference between two means (e.g., means of programs receiving intervention and means of programs not receiving intervention) are larger than expected by chance. Using the example above, if the instructors who received the intervention had higher mean quality scores compared to a group that did not receive the intervention, there would be evidence that the intervention increased the quality of instruction.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study, used the quantitative approach. According to Dornyei, "Quantitave research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical method." This study measured the effect of using video media in teaching writing descriptive text.

In the study, the writer used quasi-experimental design. Cook and Campbell in Dornyei stated Quasi-Experiments are similiar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred.

Quasi-experimental designs are similiar to randomize experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assign to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that writer be aware of the threats to both internal external validity and considers these factors in their interpretation, although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible. The use of this design basically, because of the problem of the study in which, the writer want to find the answer may be answer using quasi-experimental design.

In a typical school situation, schedules cannot be distrupted nor classes reorganize to accommodate a research study. In such a case, one uses groups already organize into classes or other preexisting intact groups, the non randomize control group, pretest-postest design is one of the most widely used quasi-experimental designs in educational research.

Table 3.1
Design of Nonrandomized Control Group,
Pretest-Posttest Design

Group	Pre-test	Independent Variable	Post-test
E	Y I	X	Y 2
C	Y1	-	Y 2

In this study, the writer took the eighth graders of SMP Negeri 3 Palangka Raya as the subjects of the study. The subject divided into two groups, the first group was become experiment group that taught by video and the second group was become control group that taught without video.

1. Variables of The Study

According to Arikunto (2002, p. 96), variables are the object of the research. Based on the definition above, variable is everything that will become object in research or factors that have role in the event that will be research. There are two variable in this study, independent variable and dependent variable:

1. Independent variable

The independent variable in this study was teaching study using ICT animal video in descriptive text (X).

2. Dependent variable

The dependent variable is a variable that is observe and measure in order to determine the effect of independent variable. The dependent variables of this study was the students' score in writing descriptive text (Y).

B. Population and Sample

1. Population

"The larger group we wish to learn about is called a population..." (Toendan, 2001, p. 69). The population of this study was the eighth graders of SMP Negeri 3 Palangka Raya. There are 10 classes. The total number of population is students.

Table 3.2 Population of Eight Graders of SMP Negeri 3 Palangka Raya

No.	Group of Population	Number of Population
1	VIII-1	30 students
2	VIII-2	35 students
3	VIII-3	35 students
4	VIII-4	32 students
5	VIII-5	35 students
6	VIII-6	35 students
7	VIII-7	35 students
8	VIII-8	35 students
9	VIII-9	35 students
10	VIII-10	35 students
Total		342 Students

2. Sample

According to Donald Ary (2010, p. 142), sample is selected individuals from the population who are representative of that population. Because the writer needed certain class so, writer used nonprobability sampling. The major forms of nonprobability sampling is purposive sampling. The writer used purposive sampling because, purposive sampling refers to as judgment sampling, sample elements judged to be typical, or representative, are chosen from the population. The writer want to know measure quality of students in the certain class with certain purpose. The writer determine the two groups. They are VIII-1 as experimental group and VIII-4 as control group.

Table 3.3
Table of Sample

No	Class	Number of Sample
1	VIII-1	30
2	VIII-4	32
Range		**62**

C. Research Instrumentation

1. Research Instrument Development

The instrument is tool of collecting data need to answer the problem of the study. This study was done to investigated wheter there was any effect of using video in teaching writing descriptive text. To get description of the students' skill progress in writing descriptive text

before and after the writer give the treatment, the writer gave pretest and posttest. The instrument was short simple present tense.

The writer gave pretest to find out students' ability before they were taught using video and posttest to find out the students' ability after they were taught using video.

Before the instrument gave to the sample of the study, the instrument is try out to the other eighth graders in SMP Negeri 3 Palangka Raya.

a. **Test**

Brown (2000, p. 384) states a test, in plain words, is a method of measuring a person's ability or knowledge in a given domain. A test is an instrument or procedure design to elicit performance from learners with the purpose of measuring their attainment of specifie criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to over peak performance, knowing that their responses are being meaure and evaluat. Test can be useful devides among other procedures and tasks design to assess students (Brown, 2010, p. 401-402). Test are valuable measuring instruments for educational research. A test is a set of stimuli present to an individual in order to elicit responses on the basis of shich a numerial score can be a assign (Donald, 2010, p. 201).

Sukardi (2003, p. 20) stated the test is a systematic procedure propose by the evaluator to compare the behavior of two or more students. In fact,the test generally consist of set of questions or tasks

that must be answer by the students or the test is a group of questions or task to which a students is to respond. The purpose of testing is to produce a quantitative representation of the ppupil trait that is design to measure.

3.4 Instrument of Writing Test

Instruction the students writing test:

1. You will have 60 minutes to write the animal description based on how the animal looks like in the video. If you do not write your description, your paper willnot be scored. If you miss some part of video, ask the examiner to playback.

2. You may make an outline if you wish, but your outline will not count toward your score.

3. Write about at least 10 sentence (100-150) words in one paragraph.

4. Yo will not be graded on the apperance of your paper, but your handwriting must be readable.

5. Your paragraph will be judged on clarity of the writing aspects on

    -   Hand writing originality

    -   Appropriate content with title

    -   Ordinally text

    -   Diction

    -   Grammar

    -   Diction writing

- Handwriting orderly

Adapted from MELAB instruction (Sara, 2002, p. 104)

b. **Questionnaire**

According to Donald (2010, p. 398), the questionnaire is an important factor influencing response rate. We have already offered guidelines for writing the quations. In this section, wed. Discuss the overall arrangement of the questions, the cover letter, the follw-ups, and other factors that contribute to the success of a mailed questionnaire. The purpose of the questionnaire are to translate the required information into the specific question that the respondent will answer, and to capture the involvement of the respondent in the interview to cooperate in completing the question and answer session. Then with the questionnaire, the writer can find opinions and effects obtained after using video media during the learning process.

c. **Interview**

Nasution (2004, p. 113) stated, the interview is a kind of verbal communication so as a conversation the purpose is got information, as usually communication conduct by face to face but communication is able to conduct by phone. The purpose of the interview are to obtain data from the first hand (primer), as a complement to other collection techniques, and to test the results of other data collection

2. **Instrument Validity**

Heaton (1975, p. 153) stated that "the validity of a test is the extent to which it measures what it is suppose to measure and nothing else". Therefore, validity is an important thing in this study because it indicates that the study is conduct in a proper measure where it gives solution and answer the problem of the study. The instrument should be valid to get a valid data and the test item must be appropriate with the writer's research, in this tudy the writer will use two validities; they are content and construct validity.

a. **Content Validity**

Content validity concerns with what are included in the test. There the content of the test should be appropriate to the material which is tauht to the students. Content validity refers to the extent to which a data collection process measures a representative sample of the extent to which a data collection process measures a representative sample of the subject matter or behavior that should be encompasse by operational definition (Toendan, 2011, p. 119). It means that the test items and the particular course objectives should be suitable. The content validity in this study concerns with writing descriptive text with the specification as follows:

Table 3.4 Content specification of the test

Kind of test	Criteria	Number of text
Writing descriptive text	Describing animal	1 descriptive text about animal

b. **Face Validity**

Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived.

Ary te al. (2010, p. 288) stated, face validity is a term sometimes use in connection with a test's content. Face validity refers to the extent to which examines believe the instrument is measuring what it is supposed to measure.

c. **Construct Validity**

Construct validity refers to the extent to which the result of a data collection process can interpreted in term of underlying psychological constructial constructs. A construct is a label or hypopthetical interpretation of an internal behavior psychological quality such as self-confidence, motivation or intelligence that we assumed that exits to explain some observed behaviour (Toendan, 2011, p. 120).

Construct validity is very important, because it is related to the content validity. It refers to the suitability of the test with the ability and skill of the students. Construct validity of this study concerns with writing descriptive text, as follows:

- Able to write descriptive text with correct generic structure / fluency / relevance (identification&description).

- Able to write descriptive text with correct languge feature / grammar / vocabulary / mechanics (in form simple present tense)

3. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administred to the same candidates on different occasions it should show the consistency of the result. The reliability of the instrument was tested by using Product Moment Formula as follows:

$$r\text{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum X^2) - (\sum X)^2) x N(\sum Y^2) - (\sum Y)^2)]}}$$

Where:

x : score of the rater 1

y : score of rater 2

N : number of subject

$\sum$: the sum total

$\sqrt{}$: root square

The interpretation of instrument reliability is as follows:

$0.800 - 1.000$: very high

$0.600 - 0.799$: high

$0.400 - 0.599$: fair

$0.200 - 0.399$: poor

$0.000 - 0.199$: very poor

(Mayasyarah, 2014)

In rather reliability, there are inter-rater reliability. A simple way to determine the reliability of ratings is to have two or more observers

independently rate the same behaviours and then correlate the observers'
ratings. The resulting correlation is called the interrater. The writer use inter-
rater reliability because it indicated accuracy in scoring compositions of two
different raters.

D. Data Collection Procedure

There are some procedures in collecting the data of the students' score.
The procedures are as follows:

1. Finding out the information about how many classes and students at the
   eighth graders of SMP Negeri 3 Palangka Raya.

2. Selecting the sample. The writer took the eight graders as the target
   population and sample. Selection of sample was done by using purposive
   sampling.

3. Coding the students' name. It means to protect the students' privacy and
   to avoid mentioning the real names by giving codes, such as E1, E2, E3...

4. Giving pretest to experimental and control group

5. Teaching the experimmental group using video (the treatment conduct
   three meeting)

6. Teaching the control group using book (the treatment conduct three
   meeting)

7. Giving post-test to experimental and control group

8. Checking and scoring the answersheet of the student based on a scoring
   rubric of writing. The scoring rubric of writing can be seen as follows:

Table 3.5 Scoring Rubric of Writing

NO	ASPECT	INDICATOR	SCORE
1	**Generic**		
	a. Content (C)	The topic is complete and clear and the details are related to the topic	4
		The topic is complete and clear but few details are not related to the topic	3
		The topic is not clear and the details are not related to the topic	2
		The topic is not clear and the the details are not related to the topic	1
	b. Organization (O) - Identification - Description	Complete features of generic structure in an organized way	4
		Some features of generic structure have a few disorganize	3
		Some features of generic structure have many disorganized	2
		Features of generic structure is really disorganize	1
2	**Language Features**		
	a. Grammar (G)	Very little gramatical problem	4
		Few gramatical problem	3
		Many gramatical problem	2
		Dominated by gramatical problem	1
	b. Vocabulary (V)	Very little misuse of vocabularies and word form	4
		Few misuse of vocabularies, word form, but not change the meaning	3
		Many misuse of vocabularies and word form	2
		Dominated by misuse of	1

		vocabularies, word form, and not understandable	
	c. Mechanics (M) - Pounctuation - Spelling - Capitalization	Very little mechanical problem	4
		Few little mechanical problem	3
		Many little mechanical problem	2
		Dominated by little mechanical problem	1

Adapted and modified from syllabus of curriculum 2013
  a. Maximum score:

$$
\begin{array}{l}
\text{Content (C)}=4 \\
\text{Organization (O)}=4 \\
\text{Grammar (G)}=4 \\
\text{Vocabulary (V)}=4 \\
\underline{\text{Mechanics (M)}=4} \\
\text{Sum}=20
\end{array} +
$$

  b. Student's score $= \dfrac{\text{Scores acquisition}}{\text{the maximum score}} \times 100$

9. Tabulating the data. The students' score are put into a table as follows:

Table 3.6 Students' Score of Pretest

No	Students' Code	Score Pretest												Final Score
		Rater 1						Rater 2						
		C	O	G	V	M	Score	C	O	G	V	M	Score	

Table 3.7 Students' Score of Posttest

N o	Stude nts' Code	Score Pretest												Final Score
		Rater 1						Rater 2						
		C	O	G	V	M	Score	C	O	G	V	M	Score	

Table 3.8 The Procedure of Collecting Data and Data Source

No	Source of Data	Instrument	Data Needed
1	Students	Writing test	The students' writing score
2	Students	Questionnaire	The students' opinion on ICT
3	Students	Interview	The contribution area of ICT on the writing process

E. Data Analysis Procedure

The procedurs of the data analysis are explain as follows:

1. Collecting the score from pretest and posttest on the table.

2. Testing the normality and homogeneity of the data using "SPSS 18.0" to know the distribution of the data is normal or non-normal.

For test normality, if the result of the data distribut normally then **T-Test** could be used and if the result of the data not normally distribute and the writer then has to use **Wilcoxon Signed Rank Test.**

Toendan (2012: 102), stated that:

The paired t-test is a parametric statistical method that assumes the observed treatment effect are normally distributed with the same variances. The paired t-test examines the changes that occur before and after a single experimental intervention on the same individuals to determine whether or not the treatment had a significant effect.

If distribution of the data pretest and posttest score is non-normal the hypothesis will be analyze using Wilcoxon Signed Rank Test. Toendan stated that *"If you know that the distribution of the observed effect are non-normal, use the Wilcoxon Signed Rank Test".*

3. Interpreting the test result to know whether the hypothesis is accepted or reject.

   Criteria of accepted or rejected:

$$t_o = \frac{Mx_1 - Mx_2}{SEmx_1 - mx_2}$$

Where:

$Mx_1 - Mx_2$: Diferentation of two means

$SEmx_1 - mx_2$: The standartd Error of the difference between Two means

With the criteria:

If $t_{test} \geq t_{table}$ = Ha is accepted and Ho is rejected

If $t_{test} < t_{table}$ = Ha is rejected and Ho is accepted

If the result of t_{test} is higher than t_{table}, Ha is accepted but if the t_{test} is lower than t_{table}, Ho is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Presentation

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of pretest of experimental and control group, the result of posttest of experimental and control group, result of data analysis, and discussion.

1. Writing Test

Based on the score can be classify into as illustrated in table:

Table 4.1 The Comparison Between Pre Test and Post Experiment Group

	Experiment Group						
	Content (C)	Organization (O)	Grammar (G)	Vocabulary (V)	Mechanics (M)	Score	Improvement
Pre Test	2	2	2	3	3	60	20
Post Test	3	3	3	3	4	80	

2. Questionnaire

Based on the questionnaire,

1. The students students enjoy learning English.

2. The students feel very helpful in writing English by using video.

3. The students very fond of learning English using video.

4. The students the ability in writing English text is quite good.

5. The use of media in the form of video is very helpful students in writing text.

6. The explanation given by the teacher in writing text using video is clear enough.

7. The students are very pleased to be given videos in writing English text.

8. The students felt that their writing skills were greatly improved after the application of animal video techniques provided by the teacher.

9. The students feel very motivated to write English text using video.

10. The role of teachers in teaching and learning process by using animal video technique is very helpful.

3. Interview

From the interview, students learn English since elementary school. They are very fond of English lessons because English is an International language. Then they are challenged to learn English because it is enough to sharpen the intelligence of the brain. By using video media, they feel there is progress of writing ability in English. Then the perceived benefits after learning English by using video media are to learn the words or sentences well and find many words that have not been studied, make the learning atmosphere becomes more different, become more exciting, not quickly bored and more easily understand the subject matter. With the existence of this video media can improve students' ability in writing English.

B. **Research Problem**

1. The Result of Pre test Experimental Group and Control Group

The writer gave Pre test to the Control Group on Saturday, April 1st, 2017, at 09.15 a.m with 32 students in class VIII 4. The students were assigned to write descriptive text and the theme about Cow in 100-150 words. The time allocated to write is 60 minutes. Besides, the writer gave Pre test to the Experiment Group on Monday, April 3th 2017, at 09.15 a.m with 30 students in class VIII 1.The students were assigned to write descriptive text and the theme about Cow in 100-150 words. The time allocated to write is 60 minutes.

The pre test scores of control group and experiment group were presented in the Table 4.1.

Table 4.2 The Description of Pre Test Scores of the Data Achieved by the Students in Control Group and Experimental Group

	Control Group			Experimental Group		
No	Students' Code	Total Score	Category	Students' Code	Total Score	Category
1	C1	41	Low	E1	41	Low
2	C2	70	High	E2	70	High
3	C3	70	High	E3	75	High
4	C4	70	High	E4	73	High
5	C5	60	Moderate	E5	65	Moderate
6	C6	50	Moderate	E6	57	Moderate
7	C7	70	High	E7	71	High
8	C8	55	Moderate	E8	57	Moderate
9	C9	54	Moderate	E9	60	Moderate
10	C10	56	Moderate	E10	60	Moderate
11	C11	38	Low	E11	40	Low
12	C12	70	High	E12	75	High
13	C13	60	Moderate	E13	65	Moderate
14	C14	70	High	E14	73	High

15	C15	63	Moderate	E15	66	Moderate
16	C16	70	High	E16	75	High
17	C17	54	Moderate	E17	60	Moderate
18	C18	59	Moderate	E18	64	Moderate
19	C19	60	Moderate	E19	65	Moderate
20	C20	60	Moderate	E20	61	Moderate
21	C21	32	Low	E21	38	Low
22	C22	58	Moderate	E22	62	Moderate
23	C23	47	Low	E23	50	Moderate
24	C24	33	Low	E24	45	Low
25	C25	67	Moderate	E25	72	High
26	C26	40	Low	E26	45	Low
27	C27	54	Moderate	E27	60	Moderate
28	C28	54	Moderate	E28	65	Moderate
29	C29	30	Low	E29	35	Low
30	C30	33	Low	E30	35	Low
31	C31	30	Low			
32	C32	40	Low.			
Highest Score		70		Highest Score	75	
Lowest Score		30		Lowest Score	35	
Mean		53.875		Mean	59.7	

Based on the score above the score can be classify into as illustrated in table:

Table 4.3 Classification Score

Control Group			Experimental Group		
Category	**Number**	**Percentages**	**Category**	**Number**	**Percentages**
Very High	0		Very High	0	
High	7	21.875%	High	8	25%
Moderate	15	46.875%	Moderate	15	46.875%
Low	10	31.25%	Low	7	21.875%
Little	0		Little	0	

The distribution of students' score in pretest score of Control group can
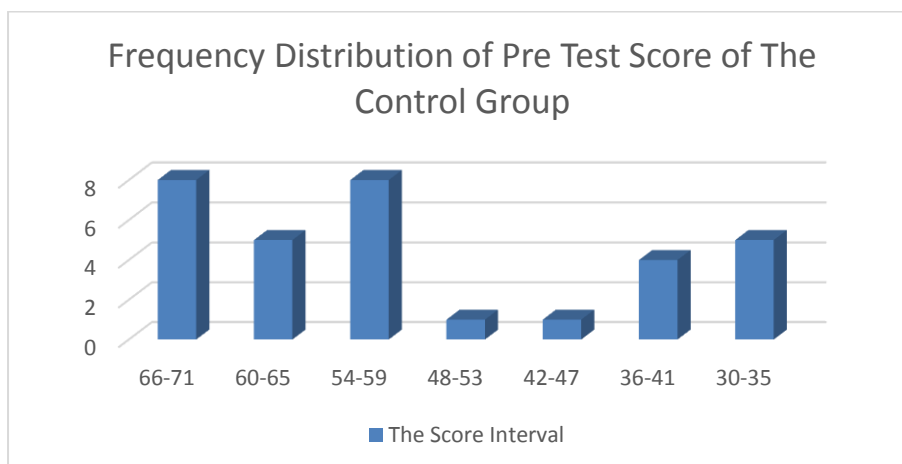
also be seen in figure 4.1 .

Figure 4.1 The Frequency Distribution of Pre – Test Score of The Control Group

It can be seen from the figure above, the students' pretest score in control group. There were eight students got 66-71. There were five students who got 60-65. There were eight students who got 54-59. There was one student who got 48-53. There was one student who got 42-47. There were four students who got 36-41. The last, there were five students who got 30-35. Based on the data, it can be seen that the students' highest score was 70 and the lowest score was 30.

The distribution of students' score in pretest score of Experimental group can also be seen in figure 4.2.
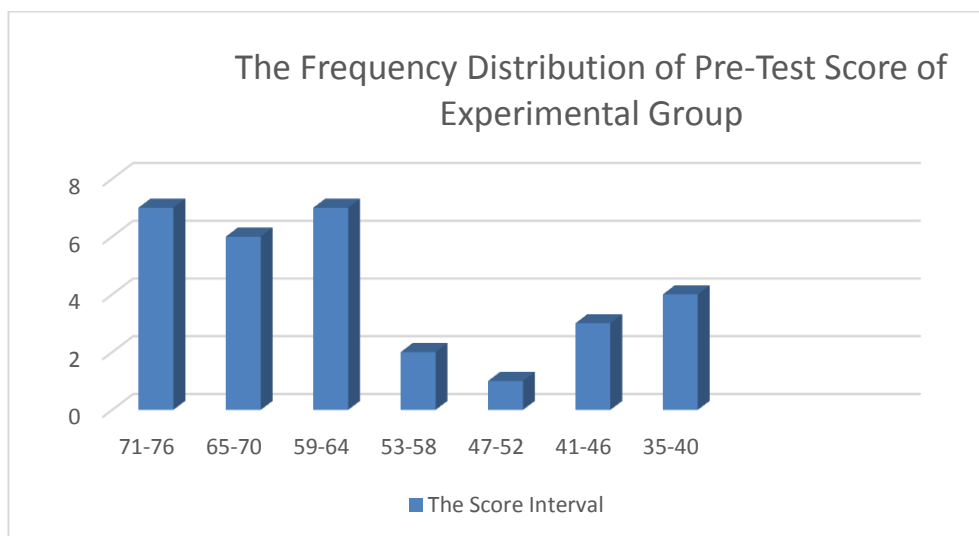
The Frequency Distribution of Pre-Test Score of Experimental Group

Figure 4.2 The Frequency Distribution of Pre Test Score of The Experimental Group

It can be seen from the figure above, the students' pretest scores in experimental group. There were seven students who got score 71-76. There wer six students who got score 65-70. There were seven students who got score 59-64. There were two students who got score 53-58. There was one student who got score 47-52. There were three students who got score 41-46. The last, there were four students who got score 35-40. Based on the data above, it can be seen that the students' highest score was 75 and the students lowest score was 35.

2. The Result of Post-test Experimental Group and Control Group

The writer gave post test of Control Group on Saturday, April 22th 2017, at 09.15 a.m with 32 students in class VIII-4. The students were assigned to write descriptive text and the theme about Butterfly in 100-150 words. The time allocated to write is 60 minutes. Besides, the writer gave post test of

Experiment Group on Friday, May 12 th 2017, at 07.40 a.m with 30 students

in class VIII-1.The students were assigned to write a descriptive text and the

theme about Butterfly in 100-150 words. The time allocated to write is 60

minutes.

The test scores of Control group and Experiment Group were presented

in the Table 4.9

**Table 4.4 The Description of Post Test of the Data Achieved by the students
in Control Group and Experiment Group**

	Control Group			Experimental Group		
No	Students' Code	Total Score	Category	Students' Code	Total Score	Category
1	C1	60	Moderate	E1	60	Moderate
2	C2	61	Moderate	E2	62	Moderate
3	C3	64	Moderate	E3	70	High
4	C4	65	Moderate	E4	73	High
5	C5	69	Moderate	E5	70	High
6	C6	50	Moderate	E6	65	Moderate
7	C7	80	High	E7	84	High
8	C8	55	Moderate	E8	70	High
9	C9	70	High	E9	80	High
10	C10	56	Moderate	E10	70	High
11	C11	70	High	E11	80	High
12	C12	73	High	E12	83	High
13	C13	70	High	E13	73	High
14	C14	70	High	E14	80	High
15	C15	66	Moderate	E15	68	Moderate
16	C16	70	High	E16	75	High
17	C17	70	High	E17	85	High
18	C18	55	Moderate	E18	70	High
19	C19	71	High	E19	75	High
20	C20	61	Moderate	E20	67	Moderate
21	C21	62	Moderate	E21	70	High
22	C22	70	High	E22	75	High
23	C23	77	High	E23	80	High
24	C24	70	High	E24	79	High
25	C25	70	High	E25	70	High
26	C26	70	High	E26	76	High

27	C27	70	High	E27	80	High
28	C28	65	Moderate	E28	73	High
29	C29	70	High	E29	80	High
30	C30	80	High	E30	80	High
31	C31	54	Moderate			
32	C32	50	Moderate			
Highest Score		80		Highest Score	85	
Lowest Score		50		Lowest Score	60	
Mean		66.187		Mean	74.1	

Based on the score above the score can be classify into as illustrated in table:

Table 4.5 Classification Score

Control Group			Experimental Group		
Category	Number	Percentages	Category	Number	Percentages
Very High	0		Very High	0	
High	17	53.125%	High	25	83.333%
Moderate	15	46.875%	Moderate	5	16.666%
Low	0		Low	0	
Little	0		Little	0	

The distribution of students' score in posttest score of Control group can also be seen in the figure 4.3.
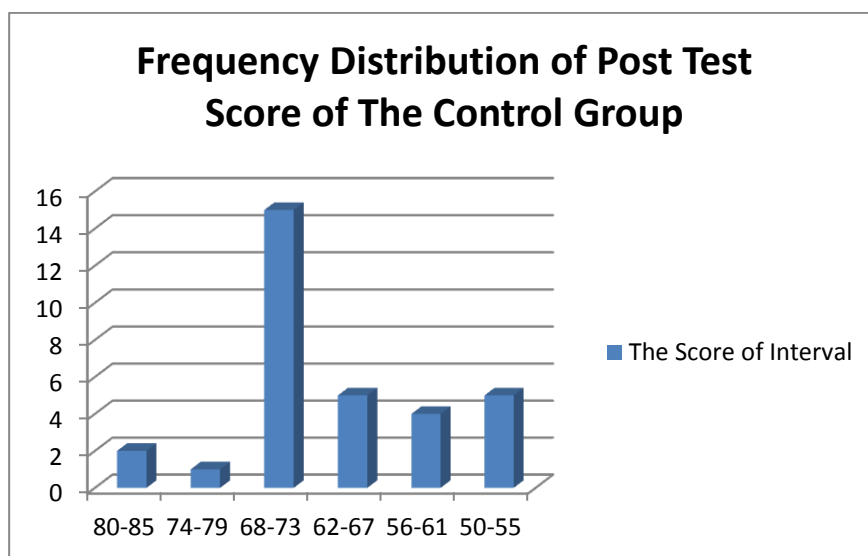
Figure 4.3 Frequency Distribution of Post Test Score of The Control Group

It can be seen from the figure above, the students' post test score in control group. There were two students who got 80-85. There was one student who got 74-79. There were fifth teen students who got 68-73. There were five students who got 62-67. There were four students who got 56-61. The last, there were five students who got 50-55. Based on the data, it can be seen that the students' highest score was 80 and the lowest score was 50.

The distribution of students' score in posttest score of Experimental group can also be seen in the figure 4.4.
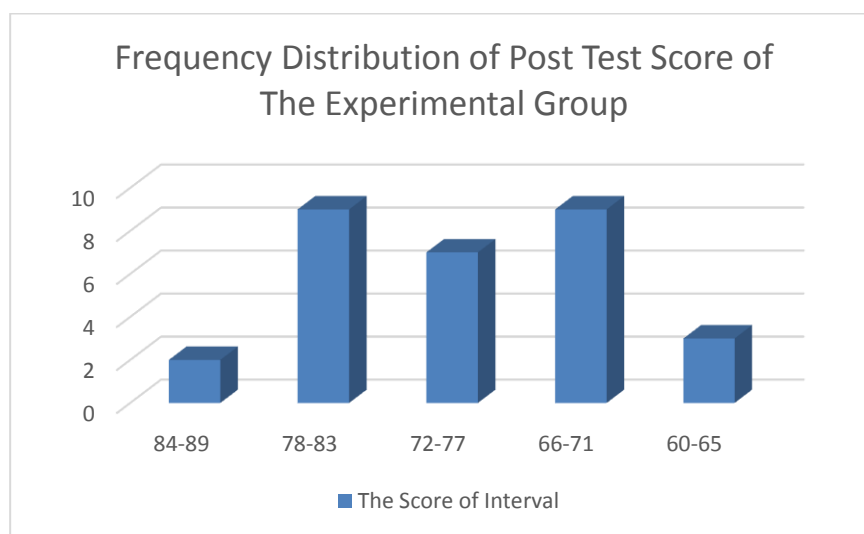

Figure 4.4 Frequency Distribution of Post Test Score of The Experimental Group

Figure 4.4 Frequency Distribution of Post Test Score of The Experimental Group

It can be seen from the figure above, the students' pretest score in experimental group. There were two students got 84-89. There were nine students who got 78-83. There were seven students who got 72-77. There were nine students who got 66-71. The last, there were three students who got

60-65. Based on the data, it can be seen that the students' highest score was

85 and the lowest score was 60.

Table 4.6 The Comparison Between Post Test Control Group and Experiment Group

No	Code	Post Test Score Control	Code	Experiment	improvement
1	C1	60	E1	60	0
2	C2	61	E2	62	1
3	C3	64	E3	70	6
4	C4	65	E4	73	8
5	C5	69	E5	70	1
6	C6	50	E6	65	15
7	C7	80	E7	84	4
8	C8	55	E8	70	15
9	C9	70	E9	80	10
10	C10	56	E10	70	14
11	C11	70	E11	80	10
12	C12	73	E12	83	10
13	C13	70	E13	73	3
14	C14	70	E14	80	10
15	C15	66	E15	68	2
16	C16	70	E16	75	5
17	C17	70	E17	85	15
18	C18	55	E18	70	15
19	C19	71	E19	75	4
20	C20	61	E20	67	6
21	C21	62	E21	70	8
22	C22	70	E22	75	5
23	C23	77	E23	80	3
24	C24	70	E24	79	9
25	C25	70	E25	70	0
26	C26	70	E26	76	6
27	C27	70	E27	80	10
28	C28	65	E28	73	8
29	C29	70	E29	80	10
30	C30	80	E30	80	0
31	C31	54			0
32	C32	50			0
Total		2114		2223	
Mean		66.187		74.1	
Lowest		50		60	

Highest	80	85	

From the table above the mean scores of experimental group and control group of the post test were 74.1and 66.187. Meanwhile the highest scores of experimental group and control group of the post test were 85 and 80, the lowest scores of experimental group and control group of the post test were 60 and 50.

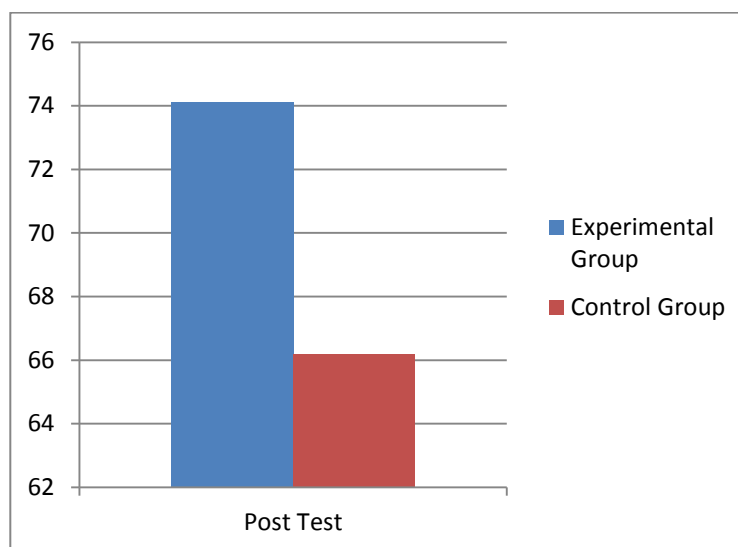The distribution of students' predicate in Pre test and posttest score of Control Group and Experimental group can also be seen in the figure 4.5.

Figure 4.5 The Distribution frequency of students' pretest and posttest score for Control Group and Experimental Group

C. Research Findings

1. Testing Normality and Homoginity

a. Normality

The calculation of test normality in this study used SPSS version 18.0 application. The result for pretest and posttest is as follows:

Table 4. 7 Result Test of Normality of Pre Test Using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		30	32
Normal Parameters[a,b]	Mean	59.33	53.69
	Std. Deviation	12.573	13.475
Most Extreme Differences	Absolute	.188	.166
	Positive	.106	.113
	Negative	-.188	-.166
Kolmogorov-Smirnov Z		1.029	.936
Asymp. Sig. (2-tailed)		.241	.345

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation using SPSS 18.0, the asymptotic significance normality of experimental group was 0,241 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of experimental group 0,241>0,05 it could be concluded that the data was normal distribution and the asymptotic normality of control group was 0, 354 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of control group 0,345>0,05 it could be concluded that the data was normal distribution.

Table 4. 8 Result Test of Normality of Post Test Using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		30	32
Normal Parameters[a,b]	Mean	74.10	66.06
	Std. Deviation	6.451	7.816
Most Extreme Differences	Absolute	.153	.224
	Positive	.137	.151

Negative	-.153	-.224
Kolmogorov-Smirnov Z	.839	1.267
Asymp. Sig. (2-tailed)	.482	.081

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation using SPSS 18.0, the asymptotic significance normality of experimental group was 0, 482 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of experimental group 0, 482>0,05 it could be concluded that the data was normal distribution and the asymptotic normality of control group was 0,081 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of control group 0, 081>0,05 it could be concluded that the data was normal distribution.

b. Homogienity

The calculation of test homogienity in this study used SPSS version 18.0 application. The result for pretest and posttest is as follows:

Table 4. 9 Result Test of Homogienity of Pre Test Using SPSS 18.0 Program

Test of Homogeneity of Variances

Control Group

Levene Statistic	df1	df2	Sig.
6.835	6	12	.006

Based on data above, the writer concluded that the homogienity of pre test was accepted because the value of significance (sig) was 0.006 higher than the significance level 5% (0.006>0.05). It can be concluded that data were homogienity.

Table 4. 10 Result Test of Homogienity of Post Test Using SPSS 18.0 Program

Test of Homogeneity of Variances

Control Group

Levene Statistic	df1	df2	Sig.
4.040	3	16	.026

Based on data above, the writer concluded that the homogienity of post test was accepted because the value of significance (sig) was 0.026 higher than the significance level 5% (0.026>0.05). It can be concluded that data were homogienity.

2. **Testing hypothesis**

A. **Testing Hypothesis Using Manual Calculation**

The writer chose the significance level on 5%, it means the significance level of refusal of null Hypothesis on 5%. The writer decided the significance level at 5% due to the Hypothesis type stated on non directional (two tailed test). It meant that the Hypothesis cannot direct the prediction of alternative Hypothesis.

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2. It was found the standard deviation and the standard error of post test of X_1 and X_2 at the previous data presentation. It could be seen on this following table:

Table 4.11 The Standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	6.738	1.251
X_2	7.968	1.431

Where:

X_1 = experimental group

X_2 = control group

The result of the standard deviation calculation of X_1 was 6.738and the result of the standard error mean calculation was 1.251. The result of the standard deviation of X_2 was 7.968and the result of the standard error mean calculation was 1.431.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard error of mean of score difference between variable I and variable II:

$$SEM1 - SEM2 = \sqrt{SEm1^2 + SEm2^2}$$

$$SEM1 - SEM2 = \sqrt{1.251^2 + 1.431^2}$$

$$= \sqrt{1.565 + 2.047}$$

$$= \sqrt{3.612}$$

$$= 1.900$$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 5.198. Then, it was inserted to the t_o formula to get the value of t observe as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_o = \frac{74.1 - 66.187}{1.900}$$

$$t_o = \frac{7.913}{1.900}$$

$$t_o = 4.231$$

with the criteria:

If t-test (t-observed) $\geq$ t-table, H_a is accepted and H_o is rejected.

If t-test (t-observed) $<$ t-table, H_a is rejected and H_o is accepted.

Then, the writer interpreted the result of t-test. Previously, the writer accounted the degree of freedom (df) with formula:

$$df = (N_1 + N_2) - 2$$

$$= (30 + 32) - 2$$

$$= 60$$

T_{table} at df 60/60 at 5% significant level $= 2.00$

The writer choose the significant levels on 5%, it means the significant level of refusal of null hypothesis on 5%. The writer decided the significance level at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It mean that the hypothesis can not direct the prediction of alternative hypothesis.

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.12 The Result of T-Test

Variable	T Observed	T Table		Df/db
		5%	1%	
X_1-X_2	4.231	2.00	2.660	60

Where:

X_1 = Experimental Group

X_2 = Control Group

T observe = The Calculated Value

T table = The Distribution of t Value

Df/db = Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at significance level or $2.000 < 4.231$. It meant H_a was accepted and H_o was rejected.

It could be interpreted based on the result of calculation that H_a stating that using of animal video media increases the eighth graders students' writing skill at SMP Negeri 3 Palangka Raya was accepted and Ho stating that using animal video media does not increase the eighth graders students' writing skill at SMP Negeri 3 Palangka Raya.

B. Testing Hypothesis Using SPSS Program

The writer also applied SPSS 18.0 program to calculate t-test in testing hypotheis of the study. The result of t test using SPSS 18.0 was used to support the manual calculation of the t test.

Based on the output of SPSS 18.0, it can be seen as follows:

Table 4.13 The Calculation T-Test Using SPSS 18.0 Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Nilai	Equal variances assumed	.847	.361	4.400	60	.008	8.03750	1.82686	4.38323	11.69177
	Equal variances not assumed			4.427	59.075	.008	8.03750	1.81553	4.40472	11.67028

The table showed the result of t test calculation using SPSS 18.0 program was 4.427 and the significance 0.361. since the sig (0.361) is lower and 0.5, it can be said that there is a significance difference between two means.

The next step is to interpreted the result as describe in table 4.26

3. Interpretation of the Results

Table 4.14 The Result of T-observed and T-table / T-test

Variable	T Observed	T Table		Df/db
		5%	1%	

$X_1 - X_2$	4.427	2.000	2.660	60

It was found the t-observe was greater than the t table at 5% significance level or 2,000 < 4.427. It was found the t-observe was greater than t-table at 1% smaller than and 5% significance level 4.427> 2.000. It could be interpreted based on the result of calculation that H_a stating that animal video media increses the students' writing skill was accepted and H_o stating that animal video media does not increses the students' writing skill was rejected. It meant that teaching writing using animal video media gave very significant effect toward students' writing skill of animal description at the eighth graders of SMP Negeri 3 Palangka Raya.

It could be interpreted based on the result of calculation that H_a stating that Using Animal Video Media was effective in writing Descriptive text at SMP Negeri 3 Palangka Raya was accepted and H_o stating that Using Animal Video Media was not effective in writing was rejected. It mean that animal video media gave facilitative effect toward the students' writing ability at SMP Negeri 3 Palangka Raya at 1% and 5% significance data.

D. **Discussion**

The Result of the data analysis showed that animal video media gave very significance effect on the students' writing skill for the eighth graders at SMP Negeri 3 Palangka Raya. The students who were used animal video

media got higher score than students who were taught without using animal video media. It was proved by the mean score of the students who were taught using animal video media was 74.1 and the students who were taught without using animal video media was 66.187. Based on the result of hypothesis test calculation, it was found that the value of $T_{observed}$ was greater than the value of T_{table} at 1% and 5% significance level or $2.000 < 4.427 > 2.660$. It mean that animal video media gave facilitative effect toward the students' writing ability at SMP Negeri 3 Palangka Raya at 1% and 5% significance data.

Based on the results finding of the study, it was shown that animal video gives benefical contribution in increasing the students' writing skill during the instructional process. Animal video media implemented in this study consists of some steps. Those are; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be animal video media played, 4) pick a particular clip to provide the content or illustrate a concept or principle, 5) play a clip and stop the clip at any scene to highlight a point, 6) assign an active learning activity to interact on specific question, issues or concept, and 7) set a time for reflection on what was scene and guilding the students to rewrite based on their own word.

There were some possible reason why animal video media was effective in teaching writing at the eighth graders at SMP Negeri 3 Palangka Raya. The first reason was when the writer taugh English using animal video media, indirectly gave the students some daily activity practice, where the students

unconciously seen the animal and know the part of body, characteristic in indonesian language, but they never practice to mention or explain in English. The second reason was when the writer taught English using animal video media, the students gave their attention to the media played. The third reason was when teaching English the writer taught English using animal video media on their learning material which suitable with their environment or contextual learning. It made students could comprehend the material easier.

These finding were suitable with the theories as stated in chapter II. The first, animal video media can be very interesting media for learners because it has been world-wide website. When the students interest with their class they would be motivated to learn.

The second, animal video media showed the animal body parts, characteristic, and their habitual action. The students not only knew what the English vocabulary is and how to spell it, but also they could rewrite it in paragraph.

The third, based on Roonald (2009, p. 2), a video can have a strong effect on your mind and senses. It is so powerful that you may download it off the internet or order the DVD along with the CD soundtrack.

The finding was also supportred by Lianti (2013) entitled " The Effect of Video as Media On student's Ability in Writing Procedure Text Performed by The Seventh Grade Students of SMP PGRI Palangka Raya in Academic Year 2012/2013". Lianti found that study, there as an effect of video as media in writing procedure text. It was proven by analysis of the comparison of pretest

and posttest by using t-test formula. The similarities are this research used the video as a media and also focused on writing skill. It is explained that using video as a media in teaching procedure text is very helpful in producing the words because the students can see the animalvideo without imagination, so they are able to use appropriate vocabulary. The differences are this research focused on writing procedure text and difference in graders.

The finding was also supportred by Debbie Indriaty (2015) entitled: "The Effect of Teaching Descriptive Text By Using Tourism Objects Pictures On Students' Writing Skill of The Eighth Grade Students At SMP Negeri 3 Palangka Raya". She found that there was effect on the writing skill of the students that were taught by using tourism objects pictures help the student to developing thir ideas, and could bring something new to describes based on the display pictures. Based on the pre-test and post-test of sample group which has been calculate by t-test formula. The similarities are focused on descriptive text and writing skill. The difference is the writer used tourism objects pictures on teaching writing descriptive text as a media.

The finding was also supportred by Kretsai Woottipong (2014), entitled: "Effect of Using Video Materials in the Teaching ofListening Skills for University Students". He found this study revealed that the use of video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. The similarities are focused in

using video as media in teaching. The difference are the writer teaching in listening skillsand the grade in university students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter discusses conclusion and some suggestions. The conclusion is based on the result of the study, meanwhile the sugesstion are addressed to students, teacher, and future researcher.

A. Conclusion

The result of t test using manual calculation showed that the calculated value (tobserved) was greater than ttable at 5% significance level or 2.000 < 4.427. The result of t-test using SPSS 18.0 program calculation found the calculated value (tobserved) was also greater than ttable 5% significant level or 2.000 < 4.427.

The Result of the data analysis showed that animal video media gave very significance effect on the students' writing skill for the eighth graders at SMP Negeri 3 Palangka Raya. The students who were used animal video media got higher score than students who were taught without using animal video media. It was proved by the mean score of the students who were taught using animal video media was 74.1 and the students who were taught without using animal video media was 66.187. Based on the result of hypothesis test calculation, it was found that the value of $T_{observed}$ was greater than the value of T_{table} at 1% and 5% significance level or 2.000 < 4.427 > 2.660. It mean

that animal video media gave facilitative effect toward the students' writing ability at SMP Negeri 3 Palangka Raya at 1% and 5% significance data.

This indicated that the alternative hypothesis that animal video media increases the students English skill in writing descriptivetext of animal at the eighth gradersof SMP Negeri 3 Palangka Raya was accepted and the null hypothesis stating that animal video media does not increases the students' English skill in writing descriptive text of animal at the eighth graders of SMP Negeri 3 Palangka Raya was rejected.

B. Suggestion

Based on the findings of this study, the researcher gave syggestion and recommendation. Then the suggestion are addressed to students, teacher, and future researcher.

1. For the students

The students are recommended to choose and apply the animal video media of learning strategy to make them easy and enjoy during learning process. It is recommended that the students use animal video media in writing descriptive text. First, the students have to pas attention to the lesson given by the teacher. Second, the students pay attention to the animal video that the teacher is showing. Then, students also noted the content of the animal video that was showed. Third, the students have to do assignment carefully and seriously. Fourth, the students have to try to comprehend the

materials by them selves without always ask to the teacher to read the materials orally. Fifth, the students have to focus to the lesson and do not cheat on the task each other. Sixth, students come to the front of the class to read the descriptive text they have done.

2. **For the teacher**

It is recommended that the teacher teaching writing by using animal video as media can motivate the students. The English teacher should consider some aspects in implementing the technique. First, the teacher should set the time as effective as possible. Second, the teacher should deliver the explanations or instructions clearly. Third, the teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still have poor vocabulary. Fourth, the teacher shows the animal video one to two times. Fifth, teachers ask students whether they understand or not with the video they have watched. Six, the teacher gives some tasks to the students.

3. **For the future researcher**

It is suggested that the next researchers use the video as online media. The next researcher can use real video and avoid using animation because based on the disadvantages found by writer the animation animal is not really help the students in imagine the animal body parts. In other world, the future researcher can also use this research as the reference for conducting further

research. The future researchers can use the video as a teaching media at grade 7 or grade 9 at the same school or at a different school to find out the effects of using animal video on writing descriptive text.

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