

### THE IMPLEMENTATION OF TEACHING WRITING SKILLS USING ANIMATION VIDEO FOR SEVENTH GRADE STUDENTS AT MTSN 2 MAGETAN IN THE ACADEMIC YEAR 2020/2021

Nurul Munawaroh

Department of English Education, Universitas PGRI Madiun

E-mail: [nurul.munawaroh97@gmail.com](mailto:nurul.munawaroh97@gmail.com)

#### Abstract

*The aim of this research is to find out the implementation, the strenght and the weaknesses of animation video in teaching writing descriptive text to the seventh students of MTsN 2 Magetan in academic year 2020/2021. The population of this research is the seventh-grade students of MTsN 2 Magetan in academic year 2020/2021. The sample of this research is the students of class VII C which consisted of 20 students. The data were collected through observation, interview and documentation. The findings of the research obviously showed that the implementation of animation video in teaching writing descriptive text divided into three steps, there are: pre-activity, main activity, and post activity. The used of animation video in teaching writing descriptive text can increase the students' motivation to write and improving vocabulary and grammar mastery. However, there is still weaknesses in using animation video for teaching writing descriptive text, there are sound of the video is not clear to hear by the students and it takes long time to prepare and play video in the class.*

Keywords: *Writing, Descriptive Text, Animation Video*

#### 1. INTRODUCTION

There are four skills teach in English lesson, those are: speaking, writing, listening, and reading. One of the skills is often writing in various settings and look at a person's ability to write properly. According to Nunan (2003), writing is a thinking process to express ideas and thinking about how to put ideas into systematic writing. Writing is a process that begins with developing ideas into writing. Then, writing expresses in word order that make sentence until this sentence develops into a paragraph. Writing requires special skills, include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for students. In other words, writing is a skill for students to master from other skills because it writing involves students' thinking in expressing words into writing.

Writing has been taught starting from elementary school such as exercises to complete sentences and make simple sentences. Then it proceeds to junior high school, senior high school, and college. Writing can increase students' vocabulary. The writing process helps students to think and choose the right words to compose a good written text. By writing, students may have more time to think and produce sentence in a slower way to reflect what they have learned. It is important for students to know how to write a paragraph. It is stated in curriculum 13 that the basic competition achieved in writing. Those are ability to develop and produce simple functional texts written in narrative, recount, narrative, and descriptive text.

There are many types of text in English learning and one of them is descriptive text. The description text is text that describes what someone or something looks like. Its purpose is to describe and reveal a place, animal, or other. Muklas et al., (2018) in descriptive texts, students can use imagination and common sense to make the reader, hear, feel, smell, see, and feel as they convey a good word from the subject.

Based on interview with English teacher at MTsN 2 Magetan, researcher found most of the seventh grade students have low score in writing. This is because they perceive writing as a difficult thing to do. This is due to several cases. Most of the students do not memorize vocabulary and also have difficulty in applying English grammar. When the students start writing, students are always stuck because students do not have many ideas to write about. In addition, the lack of writing practice makes students perform poorly in writing. Many of them are also reluctant to write because they are bored and not interested in the learning process.

Teachers need to change the approach of conducting English class during pandemic, namely e-learning. According to Abbad et al., (2009) e-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resources. Teachers inevitably have to apply and adapt to E-learning and Whatsapp classes in conveying writing material so that the teaching and learning process can keep going. Based on teachers' confession, they experienced difficulty in implementing e-learning classes because they rarely used it. With a short time and without training, teachers must directly apply it. Teachers require adaption and also a media to teach writing.

The use of media in the learning process at school is related to the level of psychological development and the level of ability of students who take part in the learning process and are adapted to the interests and talents of students which can arouse student motivation towards learning. In conducting learning, every teacher should have learning media. Learning media is a learning component that includes materials and equipment. With the inclusion of various theories and technologies, learning media continues to experience and appear in various types.

Some of the practical uses of using learning media are learning media that can clarify the presentation of messages and information so that they can expedite and improve learning processes and outcomes. Learning media can increase and direct students' attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to study independently according to their abilities and interests. Learning media can also overcome the limitations of the senses, space and time.

Likewise in learning English at Junior High School. The use of media in learning English at Junior High School is able to make students do more learning activities, and other activities such as observing, doing, demonstrating, and so on. Learning English at Junior High School aims to train students to be able to communicate orally and in writing. Communicating in this case is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. Therefore, the English subject at Junior High School is directed at developing listening, speaking, reading and writing skills so that graduates are able to communicate and have discourse in English.

Based on the explanation above, the followings are definitions of animation, video, and animation video. According to Ainsworth (2008) animations are a form of dynamic representation that display processes that change over time. Animation video is a form of



dynamic representation that display processes that change over time. The advantages of using animation video is that animation can help learners come to understand complex ideas more easily. Moreover, Oddone (2011) states that the advantages of using animation videos in the language classroom, such as the students provide instances of authentic language and can be fully exploited with the teacher's control. Besides that animation videos give access to things, places, sounds, people behavior and events clearly.

## 2. METHODS

The researcher used qualitative vision as a research design. The purpose of descriptive research is to provide a description of factual phenomena in teaching for information. According to Yin (2011) the main data source in qualitative research are words and actions, the rest are additional data such as documents, photo and others. Furthermore, descriptive analysis identified phenomena or pattern in data that had not been recognized.

In this research there are three aspects of the source data by the researcher. The source of the data consists of social situation, participant, and document. Data collection is one of the supporting activities for conducting research activities, where data collection is carried out to determine the success or failure of a research. Data collection procedures used by researchers include: observation, interview, and documentation.

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others. The steps of collecting data according to Miles and Huberman (2014): Data reduction, Data display, Data interpretation, and conclusion drawing.

Researchers use the methodology source triangulation to get data validity because the researcher use some source of data such as social situations, participant, and document. In addition, researchers collected data with use interview guidelines and documentation that can provide evidence if the participants are people who are feasible to be used as research material.

## 3. FINDINGS

In the data presentation, the researcher explains the data presentation of observation and interview documentation using animation video in teaching students writing. They are described as follows:

### 3.1 The Result of the Observation

Observation is one of the processes to collect data. The researcher has made a direct observations related to teaching and learning activities carried out by the teacher and students regarding writing descriptive text by using Animation Video in order to know the ways of teacher in implementation of Animation Video in writing class. The result of this observation was field notes. The observation activities are divided into three steps, such as pre-activity, main activity, and post-activity. These are described as follows:

#### a. Pre Activity

Pre-activities are the steps before teaching writing descriptive text using animation video. In this step, the researcher started the teaching-learning process by greeting the students and asking about the students' condition in class. The researcher says "Good Morning class", and then the students answer "Good

*Morning*". Then the researcher asks "How are you today?", and then the students answer "I'm fine, thank you". After that, the researcher explains to the students what is the meaning of animation video. After explaining a little about the animated video, the researcher checked the students' attendance through class attendance and called the students one by one. The teacher says "Tazkiya, Anggar, Indah, Vino, Dio, etc." and then the students answer "present mam".

After checking the attendance of students, the researcher gave a glimpse of the questions that lead to the learning material to be discussed. The researcher asked, "do you know what descriptive text is?" After asking questions to students, then students answered "descriptive text is a text that describes or describes an object".

### b. Main Activity

In the main activity, the researcher first gives an explanation and material descriptive text to students containing an explanation of the descriptive text to students automatically stories in the projector. The researcher says "Please, Understand the following example".

The researcher gives an example of a person's description on the slide that is displayed and explains how to properly describe a person. The researcher says "This is an example of describing people". After explaining the material and giving a brief example, the researcher then played an animation video about animals on the projector and asked students to watch the video. The researcher says "please watch the video on the projector". Then the researcher asked the students to understand the displayed text. After watching the video the researcher and students discuss the contents of the video, the researcher says "what the animal do you watch?", the students say "the animal is a rabbit mom" the researcher says "what color of the rabbit?", the students say "the color of the rabbit is black and white". The researcher as the director of the animation video can immediately allow students by asking about the material which they do not understand.

After the students and researcher discuss the video, the researcher gave several pictures of animals, people, objects, etc. as material for student evaluation, then the researcher explained one by one the procedures for describing them. The researcher says "Your task for this material is to choose one of the pictures as material to make a description that has been displayed on the front slide" then students understand one by one and start choosing which picture they will choose. The researcher says "I give you one day to work on the problem and sent the assignment in the WhatsApp Group"

After all, students have finished working on the answer sheets, in the next meeting they are collected and discussed together with the student answer sheets and discussed one by one.

### c. Post Activity

The researcher evaluates and gives a summary of the material. The researcher gives the reflection on the material. The researcher motivates the students to study hard, especially in this pandemic where the students should do all the students to stay healthy so the students can follow the online class for collecting tasks and understand the material. The researcher says "Thank you for

coming. *Don't forget to stay healthy. Any question so far?*", and then the students answer *"No, Mom"*. After that, the researcher closes the meeting.

From the results of observation, it also can be concluded that the implementation of animation video works enhanced the student's motivation in learning. The students were delighted and enthusiastic to learn English especially to write. The use of animation videos can improve conditions related to the teaching and learning process of writing in grade 7<sup>th</sup> C. It has a positive effect on students' writing skills. Using animation video, students are motivated to engage in the writing teaching and learning process. In addition, their vocabulary and grammar were better than ever. They can better formulate a descriptive text.

### 3.2 The Result of the Interview

The first meeting was held on Monday, November 22, 2021, from 07.40 a.m to 09.00 a.m the researcher entered the school by working with the English teacher to conduct an interview. The researcher began by introducing herself and telling the students that she was going to do an English study about the descriptive text for one meeting.

After the implementation of the action in the cycle, the researcher and the collaborators discuss how the action affects the students' writing skills. Overall the teaching and learning process goes well during the performance of the cycle. The researcher also conducted interviews with some English students and teachers to get their opinion. Here are the interviews that the researcher conducted with the teacher and three students to sample data companion.

#### a. Interview with Teacher

R : Bagaimana prosedur mengajar writing dengan menggunakan media video animasi bu? (*How does writing teaching procedure using animation video, miss?*)

T : Prosedur yang digunakan saat mengajar writing itu anak harus tahu betul vocabularynya dan tata cara menulisnya. Kalau mereka sudah memahami itumaka dengan adanya pembelajaran animation video tentang deskripsi, mereka akan memahami dengan mudah dan dapat mengikuti dengan baik. (*Procedure used when teaching writing the child should be familiar with its subterfuge and writing its ordinances. When they have understood that then with animation video of description, they will understand it easily and will be able to follow well.*)

R : Bagaimana respon siswa saat diberikan video animasi? (*How do students respond when given animation video?*)

T : Ada beberapa anak yang mengikuti dengan seksama dan ada juga anak yang mengabaikan pembelajarannya. Mungkin karena bagi mereka ada yang berpikir itu menarik atau tidak menarik. (*There are children who follow closely and there are children who neglect their learning. Perhaps because they think it's interesting or not.*)

R : Apa manfaat menggunakan video animasi? (*What are the benefits of using animation video*)

T : Sebenarnya manfaat belajar menggunakan video animasi itu sangat banyak. Terutama untuk menarik minat siswa supaya fokus lagi belajar dan tidak menoton dengan materi atau tulisan. (*The benefits of learning to use*

*animation video are great. Especially to appeal to students to refocus on studying and to avoid material).*

R : Apa kesulitan dan bagaiman solusinya? (*What is the difficulty and what is the solution?*)

T : Kesulitan yang didapat dalam pembelajaran descriptive text menggunakan animasi video ini yaitu adanya siswa yang tidak mengikuti pembelajaran dengan baik, dan suara dari video yang kurang jelas. . (*Difficulty found in writing and grammatically text is this animation where students do not follow the study well, and the sound of the video is not clear).*

R : Apa dampak positif dan dampak negatif dengan pembelajaran menulis deskriptif teks dengan video animasi? (*What positive and negative affect are having with textual descriptive study by animation video?*)

T : Dampak positifnya sih dengan adanya pembelajaran video animasi ini mungkin dapat membuat siswa menjadi tertarik atau dapat memahami bagaimana cara mendiskripsikan hewan, orang, dll. Karena dalam video ditampilkan subtitlesnya. Kalau dampak negatifnya bagi siswa yang kurang memahami tentu sulit untuk membuat deskripsi. Karena mereka tidak mengikuti videonya dengan seksama. (*On the positive side, because of the study of this animation video may make students interested or can understand how to assess animals, people, etc. Because the video shows the subtitles. If it is a negative effect on students who lack understanding it is surely difficult to make a description. Because they didn't follow the video closely).*

#### b. Interview with students

##### Question 1:

R : Bagaimana pendapatmu tentang penggunaan video animasi untuk materi menulis teks deskriptif? (*How do you feel about the use of animation video for descriptive text material?*)

S1 : Penggunaan video animasi itu sangat menarik bagi saya. Lebih jelas dan menyenangkan jadi tidak merasa bosan. (*The use of animation video really appealed to me. It's more obvious and fun no to be bores).*

S2 : Untuk videonya sih menarik Bu. Tapi bagi saya sebelumnya untuk menulis text deskripsi itu cukup susah, tetapi setelah mendengarkan penjelasan dan menonton vidionya jadi saya semakin tau. (*The video is interesting, ma'am. But before, it was quite difficult for me to write a descriptive text, but after listening to the explanation and watching the video, I know more and more).*

S3 : Menurut saya video itu menunjukkan deskripsi tentang binatang tersebut. Jadi bisa dipahami bu. Karena dijelaskan satu persatu isi kalimatnya. (*I think it shows a description of the animal. So understandable, ma'am. Because it was explained one by one the contents of the sentence).*

##### Question 2:

R : Apakah media video animasi membuat termotivasi untuk belajar menulis? (*Does animation video media make it motivated to learn writing?*)

S1 : Tentu saja, Bu. (*Sure, mom).*

S2 : Untuk videonya sih menarik, jadi saya lebih termotivasi untuk belajar membuat teksnya. (*The video is interesting, ma'am. So I more motivated to make the text.*)

S3 : Menurut saya video itu menunjukkan deskripsi tentang binatang tersebut yang dijelaskan satu persatu bagaimana binatang itu. Jadi bisa dipahami bu. (*I think it shows a description of the animal which explain one by one how the animal. So understandable, ma'am.*)

**Question 3:**

R : Apa kesulitanmu saat menggunakan video animasi dalam materi menulis descriptive text? (*what is your trouble with the animation video on the descriptive text material?*)

S1 : Kesulitannya ya tadi bu. Suaranya kurang jelas serta gambarnya juga tidak terlalu jelas. (*The voice is not clear and the picture was also not clear.*)

S2 : Tidak ada kesulitan bagi saya bu, videonya sih menarik bu. Jadi lebih bisa mengerti dengan adanya suara, gambar dan tulisan dibawahnya video. (*The video is interesting, mom. So it's better to understand with the voice, the image and the writing underneath the video.*)

S3 : Kesulitan bagi saya ya karena ada teman yang tidak memperhatikan, jadi saya kurang focus bu. (*The difficulty for me there are friends who don't pay attention, so I am less focused.*)

**Question 4:**

R : Apakah manfaat yang kamu dapatkan saat memahami materi menggunakan video animasi? (*How do you benefit from understanding the material using animation video?*)

S1 : Manfaat belajar menggunakan video animasi itu ya lebih jelas dan menarik untuk dipahami bu, karena dapat melihat gambar textnya, serta terjemahannya. (*The benefits of learning to use animation video are clearer and interesting to understand, mom, because it can see pictures of the text, and the translation.*)

S2 : Manfaatnya ya lebih menarik, tidak bosan dan dapat memahami karena ada suara, text dan gambar tadi. (*The benefit are more interesting, less bored and understanding because of the text and the pictures.*)

S3 : Manfaat untuk saya ya tidak bosan dengan teks buku saja. Sambil menonton bisa juga membaca dan memahami jadi lebih mudah. (*Good for me don't get bored with text books only. It's easier to read and understand while watching.*)

**Question 5:**

R : Apakah kamu merasa senang dengan pembelajaran menulis descriptive text melalui video animasi ini? (*Are you pleased with the literacy text study in this animation video?*)

S1 : Kalau saya senang bu. Karena lebih jelas dan menarik tadi, jadi saya dapat memahami "Oh begitu ceritanya tadi". (*If I am happy ma'am. Because it was more obvious and interesting, so I was able to understand "Oh that's how it happened"*).

- S2 : Kalau melihat videonya ya senang bu. Jadi lebih terarah untuk menyusun teks deskripsi itu bagaimana. (*It's nice to see the video. So it's more directed to arrange how to the text*).
- S3 : Kalau saya sih senang bu menonton video itu.. (*I'd love to see that video*).

### 3.3 The Result of the Documentation

Documentation consists of some aspects such as students' works, RPP, syllabus, photos, and students' scores during teaching and process. The results of the documentation are explained below.

#### a. Syllabus

The syllabus was a plan for the course that was built explicitly and coherently. It is considered a map for students and teachers that contain topics, themes, and materials for even each meeting. By having this guide, both students and teachers can prepare well before the course begins. The curriculum is usually made by a teacher who involves a student expressing his or her ideas.

#### b. Lesson Plan

A lesson plan or RPP (Rencana Pelaksanaan Pembelajaran) is a kind of document made by the teacher in the teaching and learning process. The difference between a lesson plan and a syllabus is lesson plan gives a detailed explanation of the steps of teaching. While the syllabus explains the outline of the teaching and learning process. The lesson plan was created by the teacher to help them be taught to fit the basic competence and competence standards of the day.

#### c. Students Score

Students' score is the score of the result of the student assignment after they do the task. Students' score is to know the ability of each student in understanding the material that has been given by the teacher during the teaching and learning process. The score is also used for calculating the score that determines the scale rating, and the corresponding amount of the entire answer. To calculate the ideal scoring number throughout the item.

#### d. Photographs

Photo is one of the important things in research. The researcher needs the photo as documentation to support the data. The researcher takes the picture of when teaching and learning process to give the evidence that the researcher follows the process of teaching and learning process.

## 4. DISCUSSIONS

### 4.1 The Implementation of Teaching Writing Skills Using Animation Video for Seventh Grade Students at MTsN 2 Magetan in the Academic Year 2021/2022.

This part discusses the research data found in research related to the use of Animation Video in teaching descriptive text. The researcher uses qualitative research as a method in this research. The observation was done by using direct observation. The position of the researcher was as an observer. Researcher conducted research in November 2021 during the first semester of her academic year 2021/2022. The process of teaching writing by using Animation video divided into three phases:

The first, pre-activities. In pre activities there are greetings (greetings), the teacher asks the class leader to lead the prayer, checks student attendance, motivates



students to keep learning enthusiasm, informs KD and learning objectives to be achieved, teacher provides stimulus in the form of questions about things will be discussed today. These activities are relevant with lesson plan, result of observation, interview and documentation.

The second, main activities, the researcher provides an explanation of the material discussed, namely descriptive text, the researcher provides an explanation and procedure for writing the correct descriptive text, after giving an explanation the researcher gives an example of a descriptive text that describes a person, which is then understood by students. that describes such a person. Then, after the students understood the example, the students make a description of each other's parents. Then, the researcher then gave an animation video with material describing a pet, namely a rabbit. In the video, it explains that the animal was a gift from his parents on his birthday with black and white colour, has long ears, and very smooth fur. He puts his pet in the cage for fear that the animal will die etc. The researcher explains one by one sentence in the animation video text so that students can understand how to describe an object.

After understanding the description of the object displayed in the animation video, the researcher then displays several image objects such as animals, people, etc., as evaluation material at the end of the lesson. Furthermore, the researcher explained that the students would choose one of the images for them to make a text description. Researchers gave time until 8 o'clock instead for them to work at home and then they sent the task via Whatsapp group. The next meeting, the researcher and students discussed the student work that they had collected through the whatsapp group. These activities are relevant with lesson plan, the result of observation, interview, and documentation.

For better explanation, the main activity consists of three steps there are: 1) Pre-viewing, in the pre-viewing the teacher tried to asks the students about their background knowledge that they already known, such as the generic structure and the type of descriptive text and so on. In this activity the teacher had already gave a brainstorming activity which lead them activates their background knowledge of the students about the basic of descriptive text which lead the to compose a good descriptive text. 2) Viewing, the teacher always reminded the students to pay attention to the media, the teacher also asked the student to take a note of important information which appeared on animation video. In this activity the teacher discussed about the description in that animation video. The purpose of reviewing activity is to facilitate the actual viewing of video. The meaning is to get the information before composing a good descriptive text; the students should watch the animation video. 3) Post-viewing, the teacher asked to students to compose their own descriptive text based on the animation video that they already seen. They should make their description with their own words. After that the teacher asked them to collect their work to teacher desk.

The third is Post activity, The researcher evaluates and gives the summary of the material. The researcher gives the reflection on the material. The researcher motivates the students to study hard, especially in this pandemic where the students should do all the students to stay healthy so the students can follow the online class for collecting tasks and understand the material. These activities are relevant to lesson plan, the result of observation, interview, and documentation.



After the implementation of the media, it resulted the animation media can help the students to develop their idea and imagination into narrative text because animation video can bring a good atmosphere in the classroom. The teacher also can reach the goal in teaching and learning process.

#### **4.2 The Strength in The Implementation of Teaching Writing Skills Using Animation Video for Seventh Grade Students at MTsN 2 Magetan in the Academic Year 2021/2022.**

In this part, the researcher explains about the strength in the implementation of teaching writing skills using animation video for seventh grade students in MTsN 2 Magetan in academic 2021/2022. The explanation based on the data that have been collected from observation and interview.

At the first, the researcher found that the use of animation video can increase the motivation of students to write. This based on the students' interview data who said that the use of animation video is interesting and make them able to understand the material which being taught by the teacher. The students were enthusiastic about studying the material and doing the tasks. The research shows that the use of animation video has improved the writing skills of students. Use of animation video helps students focus on specific topics so that they can produce and compose paragraphs easily. Futhermore, using animation video does not bore students. They were excited to enjoy class. This implies that teachers can use animation video in the teaching and learning process of writing. This strengthen by the result of teacher interview which said that the benefits of learning to use animation video are great. Especially, to appeal to students to refocus on studying and to avoid material

Second, the use of animation video is effective for improving vocabulary and grammar mastery of the students. These actions help students become more active in finding the correct answers from practice. In addition, students can arrange sentences with the right words and coreect grammar so that they can write paragraphs easily. It implies that English teachers can use it to improve the ability of students to write paragraphs. Then, English teachers should be creative in using interesting media and activities to get students motivated and interested in participating in class. This strengthen by the RPP which used subtitles in the teaching using animation video, so that the students can learn new word which occurs in the subtitles.

Third, the animation video can improve students' writing descriptive text in a simple way, through the animation video students are able to understand how to describe an object they choose as evaluation material more easily. This based on the students interview result which most of them said that beside interesting, the used of animation video can increase their knowledge in understanding how to write the better descriptive text.

Moreover, the finding about the contribution of video in teaching is also lined by the previous research that has been done by Yuza (2019). She found that teaching using animation video had significantly affected students' descriptive text writing. The teaching learning process though video was very interesting for the students. Students were actively participated in writing descriptive text by watching animation video.



#### 4.3 The Weaknesses in The Implementation of Teaching Writing Skills Using Animation Video for Seventh Grade Students at MTsN 2 Magetan in the Academic Year 2021/2022.

In this part, researcher explain the weaknesses of the implementation of animation video in teaching writing skills for seventh grade students at MTsN 2 Magetan.

##### 1. Sound of video is not clear

One of the weaknesses in using animation video in learning to improve writing skills is that the sound from the video is not heard. In using animation video in learning, of course, in addition to pictures, the teacher must also pay attention to the sound of the video being heard clearly by all students. This can support the attractiveness of students to pay attention to animation video and also the material presented. Meanwhile, sometimes schools do not provide loudspeaker hardware so that this limitation is one of the weaknesses in using animation video for classroom learning.

##### 2. It takes long time to play videos

Time is one of the things that must be taken into account by teachers when they want to do learning. This is usually taken into account carefully by the teacher when preparing the lesson plans regarding the time allocation and the selection of media that they think can be used maximally in the allotted time. In this case, the use of animation video media will certainly be considered more deeply considering it takes quite a lot of time to show animation video in learning. Therefore, before carrying out learning activities using animation video, usually the teacher has first prepared or even turned on the computer so that when entering the predetermined time allocation learning can be carried out optimally using animation media. this is also the weakness of using animation video in learning activities.

Those weaknesses are relevant with the result of interview conducted by researchers with one of the teachers about the benefits and drawbacks of using animation video in learning descriptive texts in class. The results of the interview said that by using animation video, many students became interested in paying attention to the material given, but some students did not seem to show any interest at all. especially when in the video that is shown his voice is not heard well by all students.

#### 5. CONCLUSIONS

This research is designed to analyze animation video by students' in writing descriptive text in MTsN 2 Magetan. Based on the findings and discussions in the previous chapter, the researcher concluded that:

1. The implementation of using animation video in teaching writing skills has some steps which teacher can do, there are: 1) Pre-activity, teacher used to attract the students' interest into the learning material. 1) Main activity, after the teacher can attract the students, the teacher shows the animation video which contain writing descriptive text material. 3) Post activity, after all the activity the teacher give an assignment about what the material which being learnt.
2. There are some strengthness in the implementation of using animation video in teaching writing skills, there are: 1) the animation video can attrarct the students'



- interest about the learning material. 2) Using animation video to teach students is an effective way in the way improving students' vocabulary and grammar mastery. 3) Using the animation video can improve students' writing, especially in writing a descriptive text.
3. Besides of those the strength of using animation video in teaching, the animation video has some weaknesses if it is used as a media in teaching and learning activity, the weaknesses are: the video's sound is not clearly heard by the students and it takes some time to prepare the media.

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