

## ABSTRACT

**Muzakky, Mohammad Afthon** 2016. Optimizing Animation Video to enhance *student's writing skill of procedure text*. (A Classroom Action Research to the Seven Grade *Students of SMP Ma'arif 1 Ponorogo in 2015/2016 Academic Year*). Thesis, English Department State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Nurul Khasanah, M.Pd.

**Key Words: Writing Skill, Procedure Text, Animation Video.**

Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage. There are some problems that found by researcher due at the time of PPLK 2 in SMP Ma'arif Ponorogo are teacher use monotonous learning strategies, and the class condition is not effective so that students don't have motivation to learn English. Students also have difficulties to transferring idea into written text, because of that they can't arrange the steps of the procedure text. Thus, the researcher using animation video to improve student's writing skill of procedure text.

The statement of the problem in this research are: Does and to what extent the implementation of Animation Videos improve writing skill of procedure text of of seven grade student of SMP Ma'arif 1 Ponorogo in 2015/2016 academic year?

Classroom action research is used in this research. The objects of the research are tudents' activeness during teaching and learning process of writing using animation video and tudents' achievement in English subject especially writing procedure text. The researcher used Kemmis and Mc Taggart's model of classroom action research. The data was collected through test sheet and observation sheet.

In this research, two cycles were done. By using animation video student easier to comprehend the information and student become more active in the class. The research finding shows that use animation video can improve student's activeness, it is proves by the success had been fulfilled, as the requirement was 75. The student' achievement of writing procedure text increased from 33% in first cycle to 90% in the second cycle. The students' activeness also increased, from 38,09% active student and 14, 28% very active student in the first cycle, in the second cycle there was 40% active student and 45% very active student. Then, there was significance improvement of students' activeness.

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

As an international language, English is the language that must be mastered by millions of people around the world. Because without mastering English, someone will find it hard to communicate, share ideas and express feelings to others.

In Indonesia, English is a foreign language. Indonesian people use it in everyday life, and of course English is rarely used. This is the reason why there are still many Indonesian people who have not mastered the English language. In this case, a teacher who became an important actor to teach English to students so that they can master the English language, although there are other ways to learn English as a website. Teachers have one universal wish that influences almost every instructional decision they make to maximize reviews their students' learning.<sup>1</sup>

The use of English language is not only for communication, but also for business, education, tourism, science, and technology. Therefore, in this competitive era, the mastery of English language is highly recommended.

To consider the importance of the English language, English is taught from elementary school, junior high school, senior high school and college.

Indonesian Government continues to improve learning quality, how to

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<sup>1</sup> Diane Haager, Jannete K. Klingner and Terese C. Aceves, *How To Teach English Language Learners*, (San Francisco: Jossey-Bass, 2010).

increase teacher ability, curriculum adjustments and learning components. Innovation in English Language teaching provides both theoretical perspectives and practical tools for analysing, developing and evaluating English language teaching curricula. It presents English language teaching in a variety of specific institutional, geographic and cultural contexts.<sup>2</sup>

There are 2 forms of communicative competence, oral and written form. To develop the communicative competence is once of KTSP “Kurikulum Tingkat Satuan Pendidikan’s” aim, and that is why writing were taught in Junior High School. It means that the students must have ability to operate the skills and knowledge of the language in order to communicate, share ideas and express feelings to others with writing.

In addition , for students to write well, students need to know and understand what are the steps in writing. They must be able to distinguish what the clauses, phrases, and sentences in addition they should cultivate and express ideas in their minds. Because writing is multifaceted, it is only logical that it evokes different images.<sup>3</sup> Since writing is talk written down, it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation. To be a clear writer, you must first be a clear thinker.<sup>4</sup> And equally important factor is, they are capable of

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<sup>2</sup> David R. Hall and Ann Hewings, *Innovation in English Language Teaching : A Reader* (New York: Routledge, 2001)

<sup>3</sup> Caroline T. Linse, *Practical English Language Teaching : Young Learners* (New York: Mc Graw-Hill Companies, 2005), 98.

<sup>4</sup> Laurel Associates, Inc, *Writing English In Context* (United States of America : Saddleback Educational Publishing, 2000), 5.

stringing paragraphs are cohesive and coherent, so that their writing is easy for the reader to understand and to interest the reading.

There are many genre of texts: anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews. In writing procedure text, the students are expected to be able to write a simple procedure text coorectly and acceptably.

Procedure text is a genre which is purpose to show someone to do or how to make something completely. In writing of procedure text, the student must able to express their ideas, and well organized the steps how to make or use something. Based on writers teaching experience in PPLK 2, the eight grade students of SMP Ma'arif 1 Ponorogo had problem in writing, especially in writing procedure text. Many of eight grade students of SMP Ma'arif 1 Ponorogo got difficulties in transferring the idea into written text.

To provide students with creativity and practical ideas, teacher needs tools or media to teach. Its enable teacher to meet various needs and interests of their students. Media Education is important because it develops students' creative powers for those images, words and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future.<sup>5</sup> In the teaching of English Language, tape recorders, videos, televisions, radios and projectors use to be

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<sup>5</sup> Vilma Tafani, Teaching English Trough Mass Media, (Acat Didactica Napocensia, Volume 2, No: 1, 2009, ISSN 2065-1430), 83.



the most common technologies at the disposal of the teachers of English language.<sup>6</sup>

Lowe (2004) suggested that animation have potential to serve both affective function and cognitive function. Affective function refers to potraying humourous, spectacular, or bizarre way so that learners will be attracted to pay attention on the learning materials and motivated to learn. Cognitive function refers to the clear presentation of dynamic matters (which may be abstract and difficult) that can allow leraners to understand in an easier way.<sup>7</sup> From the statement above, shows the purpose of animation can attract students attention on the learning material and that is why researcher choose animation video for teaching procedure text.

The reason why the researcher choose SMP Ma'arif 1 ponorogo is due at PPLK 2, the students can not mastered the genre of procedure text. The researcher interested procedure text to teach there because it is a text genre that is new to them and hopes that they will understand and more difficulty in making procedure text. There are some problems that found by researcher due at the time of PPLK 2 in SMP Ma'arif Ponorogo are teacher use monotonous learning strategies, and the class condition is not effective so that students don't have motivation to learn English. Students also have difficulties to transferring idea into written text, because of that they can't arrange the steps of the procedure text. By considering all of the reasons above, the writer

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<sup>6</sup> Emmanuel C. Sharndama, Application of ICTs in Teaching and Learning English (ELT) in Large Classes, (Journal of Arts and Humanities (JAH), Volume -2, No.-6, July, 2013), 34.

<sup>7</sup> Isabel Hwang, Michael Tam, Shun Leung Lam and Paul Lam, Review of Use of Animation as a Supplementary Learning Material of Psychology Content in Four Academic Years ( Electronic Journal of e-Learning Volume 10 Issue 4, 2012, ISSN 1479-4403), 368.

decide to write final project entitle “OPTIMIZING ANIMATION VIDEO TO ENHANCE STUDENT’S WRITING SKILL OF PROCEDURE TEXT (A Classroom Action Research to the Seven Grade Students of SMP Ma’arif 1 Ponorogo in 2015/2016 Academic Year).

## **B. Identifications and Limitations of the Problem**

### 1. Identifications of the Problem

Due at the time of PPLK 2 in SMP Ma’arif 1 Ponorogo, the researcher found some problems in the writing class, they are as follows:

- a. Students don’t have motivation to learn English
- b. The strategy or method of learning is monotonous
- c. The class condition is not effective
- d. Students have difficulties transferring idea into written text

### 2. Limitations of the Problem

The scope and setting of the research are necessary to limit, so that they will be effective. Besides, in this research the researcher will also give limitation of the research because of limitation of the time and finance of the researcher.

To avoid far-ranging discussion, this study focuses on some concerns identified as follows:

- a. This study focuses on the animation video and students writing skill of procedure text.

- b. The subjects of this research are seven grade students of SMP Ma'arif 1 Ponorogo.
- c. The skill monitored is the skill of writing
- d. The materials implemented in the form of animation videos and they are given in the classroom.

### **C. Research Problem**

Based on the background of the study above, the problem is formulated as follows :

Does and to what extent the implementation of Animation Videos improve writing skill of procedure text of of seven grade student of SMP Ma'arif 1 Ponorogo in 2015/2016 academic year??

### **D. Objective of the Study**

Based on the problem formulation above, the objective of this research is :

To describe to what extent the use of animation video can improve students' writing skill of procedure text.

### **E. Significances of the Study**

The results of this study are expected to give theoretical and practical meaningful contribution to English and learning process.

## 1. Theoretically

The results of this study can be worthy on supporting the existing theory of the teaching writing, in particular the teaching of writing procedure text.

## 2. Practically

The results of this research can give a contribution to the teaching and learning practice of English as foreign language, especially for:

### a. English teacher

This research can be used as resources so teacher can improve students' writing skill by animation video.

### b. Student

when animation video applied in the classroom it can increase students' interest and motivation, and this research will be helpful for the students to have better writing skill of procedure text.

### c. Reader

The result of this research can to give information about teaching learning process listening comprehension to the readers, particularly the students of English Departement of STAIN Ponorogo.

### d. Other researcher

this research result may help them in finding some references for their further research.



## **F. Organization of the Thesis**

This thesis consists of five chapters as follows:

Chapter 1 : Introduction, in this chapter the researcher tells about background of the study, identification and limitation of the problem, statement of the problem, objective of the study, significances of the study and organization of the thesis.

Chapter 2 : Review of related literatures. In this chapter the researcher tells about theoretical background, previous research findings, theoretical framework, and hypothesis.

Chapter 3 : Research methodology. In this chapter, the researcher tells about classroom action research object, setting and research subject characteristics, research variable, and classroom action research procedure, technique and data collection, data analysis, and research schedule.

Chapter 4 : Research result. In this chapter, the researcher tells about research setting, cycles explanation, data analysis and discussion

Chapter 5 : Conclusion in this chapter the researcher tells about conclusion and suggestion of the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Writing

###### a. The Definition of Writing

Some experts have given many definitions of writing. Patel and Preeven states, writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.<sup>8</sup>

According to Sokolik, Writing is a combination of process and product. The process is refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>9</sup> In addition, Ann Browne says that, writing is a complex activity which involves many skills. It includes deciding what

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<sup>8</sup> Dr. MF. Patel & Praveen M. Jain. (English Language Teaching (Method, Tools and Technique), (Jaipur : Sunrise Publisher and Distributor, 2008), 125.

<sup>9</sup> Caroline T. Linse, Practical English Language Teaching : Young Learners (New York: Mc Graw-Hill Companies, 2005), 98.

one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others.<sup>10</sup>

Listening and reading are receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is on producing information.<sup>11</sup> Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.<sup>12</sup>

From the definitions of writing above, it can be concluded that writing is the act of forming graphic symbols which involves the process of translating thoughts into language by considering the content, organization, vocabulary use, grammatical use, and mechanical consideration.

#### b. The Importance of Writing

Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.<sup>13</sup>

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<sup>10</sup> Ann Browne, *Teaching and Learning Communication, Language and Literacy*. (London: Paul Chapman Publishing, 2007), 81.

<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching : Young Learners* (New York: Mc Graw-Hill Companies, 2005), 24.

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching : Third Edition* (London : Longman), 255.

<sup>13</sup> Dr. MF. Patel & Praveen M. Jain. *English Language Teaching (Method, Tools and Technique)*,(Jaipur : Sunrise Publisher and Distributor, 2008), 125.

Even if there are difficulties in writing in the foreign language, it still a useful, essential, integral and enjoyable part of the language lesson.

Patel & Praveen (2008) states the useful of the writing activities as follows:

- 1) Its adds another physical dimension to the learning process. Hand are added to eyes and ears.
- 2) It lets pupils express their personalities.
- 3) Writing activities help to consolidate learning in the other skill areas. Balanced activities train the language and help aid memory. Practice in speaking freely helps when doing free writing activities. Reading helps pupils to see the 'rules' of writing, and helps build up their language choice.
- 4) Particularly as pupils progress in the language, writing activities allow for concious development of language. When we speak,we don't always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Lots of structures in the language appear more frequently in writing, and, perhaps most important af all, when we write we have the time to go back and think about we have written.
- 5) Writing is valuable it self. There is a special feeling about seeing your work in print, and enormous satisfaction in having written something



which you want to say. Never underestimate the value of making pupils' work public – with their consent, of course.<sup>14</sup>

c. Writing Purposes

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the idea themselves should arguably be seen as the most important aspect of writing.<sup>15</sup>

In order to learn to write, children need to spend a great deal of time experimenting with and practising of writing. If they are to give their time and attention to writing, they need to be convinced that it is a worthwhile and purposeful activity. They may have seen a range of writing types at home and in their community before they start in the nursery or reception class, but they may not fully understand the purposes of different sorts of writing or be aware of the relevance of writing to their own lives. Writing is a language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk it can be used to entertain, persuade, express feelings, inform, request, instruct, record, and express opinions and ideas<sup>16</sup>

In the Foundation Stage, children are expected to gain experience of a range of writing types and uses, including writing stories, poems and recounts and using writing to make lists, captions, instructions, signs,

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<sup>14</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (London : Longman), 69.

<sup>15</sup> Penny Ur, *A Course in Language Teaching : Practice and Theory*, (New York : Cambridge University Press, 1991), 163.

<sup>16</sup> Ann Brown, *Teaching and Learning Communication, Language and Literacy*, (Paul Chapman Publishing, 2007), 82.

directions, menus, labels, greeting cards and letters. All these can be illustrated at school, often by real-life texts.

d. Writing Processes

1) Pre-writing

Most writing requires some preparation. How long you spend on this preparation, and what you do, largely depends on your reader, your purpose, the content and the writing situation.<sup>17</sup> Even pupils with lots of imagination don't always know how to write about. Their vocabulary is limited. They are still not confident about the mechanics of writing. All pupils need to spend time on pre-writing work – warm-up activities which are designed to give them language, ideas and encouragement before they settle down to the writing itself.<sup>18</sup>

This is warm-up activity to get you writing freely:

- a) Give yourself a time limit (say two minutes).
- b) Write as much as possibly can on a topic.
- c) Write whatever comes into your head. It doesn't matter if it doesn't all make sense.
- d) Keep writing until time is up.

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<sup>17</sup> Kristine Brown and Susan Hood, *Writing Matters : Writing Skills and Strategies for Student English* (New York : Cambridge University Press, 1989), 7.

<sup>18</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (London : Longman), 75.

e) Don't worry about neatness and concreteness.<sup>19</sup>

## 2) Drafting

The drafting stage is where you really begin writing. The most important thing here is to get words in to paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.<sup>20</sup>

## 3) Revising

Before you begin, think about these points:

- a) Revising is the most important stage in the writing process.
- b) It involves checking that your content and purpose are clear and appropriate for your reader, in the particular writing situation.
- c) It is not just matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving out words, and so on.
- d) It is a constructive part of the writing process and it is important that you see in this way. You should give it some time and attention on all your writing. In a quick note to a friend you may not worry too much about punctuation, but you do want to make sure your message is clear.<sup>21</sup>

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<sup>19</sup> Kristine Brown and Susan Hood, *Writing Matters : Writing Skills and Strategies for Student English* (New York : Cambridge University Press, 1989), 9.

<sup>20</sup> *Ibid*, 14.

<sup>21</sup> *Ibid*, 20.

## 2. Computer Assisted Language Learning (CALL)

### a. The Definition of CALL

Computer-assisted language learning (CALL) is succinctly defined in a seminal work as "the search for and study of applications of the computer in language teaching and learning". It can be includes multi-media applications, animations, simulations, microworlds, programming languages, and even any application of computers in education.

### b. The Advantages of CALL

Some advantages of CALL, they are :

- 1) It enlivens material by making the students interact with it,
- 2) It interactivity promotes active learning,
- 3) It demonstrates some ideas that are difficult to explain in text: for example processes and interactions,
- 4) It promotes exploratory learning by providing simulations,
- 5) It is self-paced and controlled by the students,
- 6) It allows students to explore impossible, dangerous or expensive scenarios such as alternatives worlds, radiation equipment and circuit boards.<sup>22</sup>

In short, CALL highlights the language teaching, enhances the students' motivation, and challenges the teacher and the students to be

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<sup>22</sup>Weller, M. 2002. *Delivering Learning on The Net*. London: RoutledgeFalmer, Mark Warschauer, Heidi Shetzer, and Christine Meloni (2000). *Internet for English Teaching*. TESL-EJ (Online), 5 (1) : 4, (<http://tesl-ej.org/ej17/r17.html>), accessed on January 03,2015. 135



familiar with Information and Communication Technology (ICT). Several kinds of ICT such as mobile phone, television, internet, computer, etc. The discussion of this chapter focusses on the Internet.

### 3. Animation Video

#### a. Definition

Dynamic concepts are difficult to explain in traditional media such as still slides.<sup>23</sup> One of the most exciting forms of pictorial presentation is animation.<sup>24</sup>

Animations seem to have the advantage of delivering better representations of these concepts.<sup>25</sup> Animation refers to a simulated motion picture depicting movement of drawn (or simulated) objects. The main features of this definition are as follows: (1) picture – an animation is a kind of pictorial representation; (2) motion –an animation depicts apparent movement; and (3) simulated – an animation consists of objects that are artificially created through drawing or some other simulation method.<sup>26</sup>

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<sup>23</sup> Hwang I, Tam M, Lam S Land Lam P, Review of Use of Animation as a Supplementary Learning Material of Physiology Content in Four Academic Years, (The Electronic Journal of e-Learning Volume 10 Issue 4, 2012).

<sup>24</sup> Richard E. Mayer and Roxana Moreno, Animation as an Aid to Multimedia Learning, (Educational Psychology Review, Vol. 14, No. 1, March 2002)

<sup>25</sup> Hwang I, Tam M, Lam S Land Lam P, Review of Use of Animation as a Supplementary Learning Material of Physiology Content in Four Academic Years, (The Electronic Journal of e-Learning Volume 10 Issue 4, 2012).

<sup>26</sup> Richard E. Mayer and Roxana Moreno, Animation as an Aid to Multimedia Learning, (Educational Psychology Review, Vol. 14, No. 1, March 2002).

In contrast, video refers to a motion picture depicting movement of real objects.<sup>27</sup> One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.<sup>28</sup> Students like it because video presentations are interesting, challenging, and stimulating to watch.<sup>29</sup>

Based on the definition above, it can be concluded that animation video is any electronic media format that employs motion picture depicting movement of drawn simulation objects which can be used and interesting, challenging, and stimulating to watch when it presents in the language learning.

#### b. The Advantages of using Animation Video

Lowe (2004) suggested that animations have the potential to serve both affective function and cognitive function. Affective function refers to portraying things in a humorous, spectacular, or bizarre way so that learners will be attracted to pay additional attention on the learning materials and motivated to learn.<sup>30</sup>

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<sup>27</sup> Ibid

<sup>28</sup> Ismail Cakir, The Use of Vide as an Audio-Visual Material in Foreign Language Teaching Classroom, (The Turkish Online Journal of Educational Technology – TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9)

<sup>29</sup> Hwang I, Tam M, Lam S Land Lam P, Review of Use of Animation as a Supplementary Learning Material of Physiology Content in Four Academic Years, (The Electronic Journal of e-Learning Volume 10 Issue 4, 2012).

<sup>30</sup> Ibid

Cognitive function refers to the clear presentation of dynamic matters (which might be abstract and difficult) that can allow learners to understand in an easier way. Compared with static images and text, animations can present procedural information (e.g. biochemical reaction steps, physiological mechanisms) more explicitly as they show the steps in an orderly manner. Hegarty (2005) mentioned that animation is used for representing the mechanical motions directly while static images could just show the motions indirectly through arrows and phase diagrams. She carried on suggesting that animations bring “more realistic representations, that is more isomorphic to the reality they represent”.<sup>31</sup>

Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.<sup>32</sup>

The use of videos for teaching and learning has resulted in valuable collaboration, communication and reflection among learners

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<sup>31</sup> Ibid

<sup>32</sup> Ismail Cakir, The Use of Vide as an Audio-Visual Material in Foreign Language Teaching Classroom, (The Turkish Online Journal of Educational Technology – TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9)

and instructors. Video is a popular and engaging medium especially to students with short attention span as it is a rich medium presenting materials that incorporates multimedia content for e-learning, presenting complex information and processes clearly as compared to single medium.<sup>33</sup>

### c. Techniques in Using Animation Video

Recent advances in multimedia and communication technologies have resulted in powerful learning systems with instructional video components. The emergence of non-linear, interactive digital video technology allows students to interact with instructional video. This may enhance learner engagement, and so improve learning effectiveness.<sup>34</sup> To get a successful result is teaching learning using animation video, Ismail Cakir stated, there are some practical techniques for video implication in classroom as follows :

#### 1) Active Viewing

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board

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<sup>33</sup> Yuen May-Chan, User Generated Videos as Support for Teaching and Learning 3D Animation, (Faculty of Creative Multimedia : Multimedia University, Cyberjaya, Selangor, Malaysia)

<sup>34</sup> D. Zhang et al, Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness, (Information & Management 43 (2006)), 16.



about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

## 2) Freeze Framing and Prediction

Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene the students can be asked what is going to happen next. So they speculate on what will happen in the next act. Freeze framing is excellent for speculation. This activity also fires the imagination of the students by leading them predicting and deducing further information about the characters.

### 3) Silent Viewing

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video.

### 4) Sound and Vision off Activity

This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

### 5) Repetition and Role-Play

When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understanding their own behaviour and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.

### 6) Reproduction Activity

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages

students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

#### 7) Dubbing Activity

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

#### 8) Follow-Up Activity

It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and co-operative skills.<sup>35</sup>

### B. Previous Study

Nafik Fitriana, a researcher from Universitas Sebelas Maret did a research to improve how well the eleventh grade students of SMA Negeri 1 Teras master the language skill especially ability of writing narrative text. She used animation movies to improve students' writing skill of narrative text.

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<sup>35</sup> Ismail Cakir, The Use of Vide as an Audio-Visual Material in Foreign Language Teaching Classroom, (The Turkish Online Journal of Educational Technology – TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9)



Since teaching writing of narrative text using animation movies, it can help student develop their writing skill, the researcher gave more exercises on writing narrative text of an animation movies.

The result of the tests shows that the students' mean scores in the writing procedure text in the pre-test are 63.38. Students got 70.43 in the test in the post test 1. The mean score had gradually improved since the first test. The students had higher mean score in the post test 2, which was 78.07. It means that the test was successful.

The other research was held by Cherissa Jeihan. The research findings show that animation video can improve students' writing skill of narrative text. The researcher experienced that animation video can make the students able to write narrative text better detail of the story and longer paragraph. The students also can organize the text better and students are better in grammatical aspects. Besides, students are able to use better choices of words which are easier to be understood and they can performs better writing mechanics.

I Gede Putu Prastihana, a researcher from Mahasaraswati Denpasar University have done a research entitle Improving Descriptive Paragraph Writing through Animation Pictures of the Eighth Grade Students in SMPN 3 Amlapura in Academic Year 2013/2014.

Based on the result of the pre-test which was carried out in the pre-cycle, it considered the subjects' ability in writing descriptive paragraph was categorized as low. Then the subjects' writing skill needed to be improved

through Animation Pictures in two-planned cycles. In addition, the result of the post-test in each cycles obviously showed the improvement of the subjects' ability in writing descriptive paragraph from the low level to good. Moreover, this research also showed that there was changing learning behavior of the positive responses to the model applied in improving the subjects' writing skill. Finally, the researcher concludes that Animation Pictures could improve the students' writing skill especially in writing descriptive paragraph.

Based on the result of previous studies, it can be concluded that the use of animation are effective and suitable to improve students' writing skill. Students have improvement of achievement and learning participation in the teaching and learning process. If in previous study several researchers using animation to teach descriptive and narrative text, in this research, researchers tried to use an animation, exactly animation video for teaching procedure text.

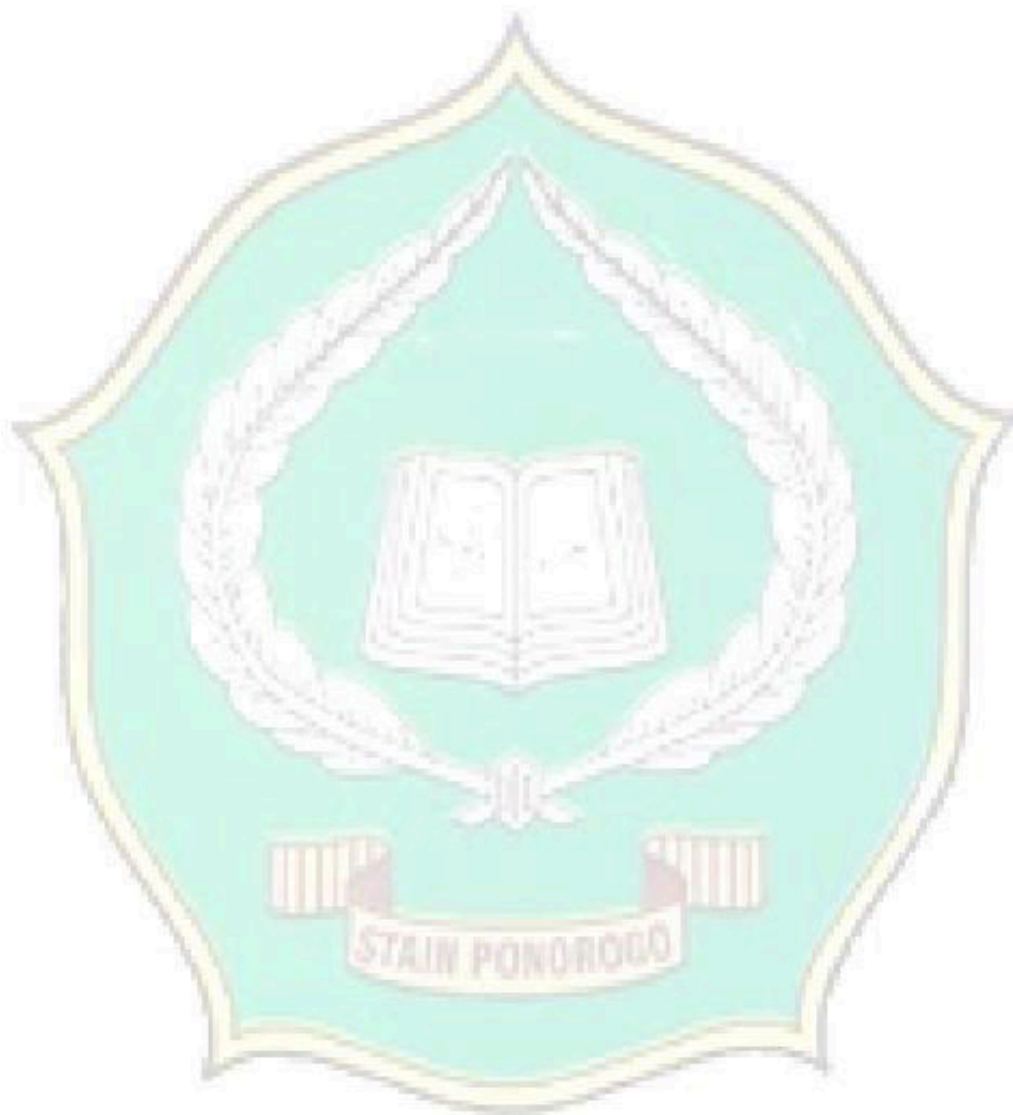
### **C. Theoretical Framework**

The method or technique presenting the lesson is a knowledge of how to teach those used by the teacher or as teacher-controlled presentation techniques to teach or provide teaching materials to students in the classroom, so that lesson can be understood and used by students with both.

In this study the researcher wants to know “The implementation of Animation Video can improve the seven grade students skill in writing procedure text”.

#### D. Hypothesis

Based on the formulation of the problem then the hypothesis proposed is “The implementation of Animation Video can improve the seven grade students skill in writing procedure text”.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Action research integrates research and action, in a series of flexible cycles involving, holistically rather than as separate steps: the collection of data about the topic of investigation; analysis and interpretation of those data; the planning and introduction of action strategies to bring about positive changes; and evaluation of those changes through further data collection, analysis and interpretation...and so forth to other flexible cycles until a decision is taken to intervene in this process in order to publish its outcomes to date. Because action research is an integral part of the ongoing activities of the social group whose work is under study, the cyclical processes unlikely to stop when the research is 'written up,' although the extent of data collection and intensity of the inquiry is likely to reduce.<sup>36</sup>

Action research engenders powerful learning for participants through combining research with reflection on practice. The development of self understanding is important in action research, as it is in other forms of qualitative research, because of the extent to which the analysis of data and the interpretive process of developing meanings involves the self as a research instrument. Primarily, this is a matter of ensuring the quality of research through understanding how personal values and assumptions shape

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<sup>36</sup> Bridget Somek,. Action Research: a Methodology for Change and Development (McGraw-Hill Education England: Open University Press, 2006), 6.



research findings. However, because of the focus on their practice, action research also necessarily involves powerful personal–professional learning for the participant–researchers about the impact of their own assumptions and practices on work outcomes and relationships with colleagues. For ‘outsiders’ this form of learning may be less intense than for ‘insiders’, but the new relationships and practices involved in carrying out the action research will lead to reflection on their research role and activities and hence to personal–professional learning.<sup>37</sup>

The researcher chose classroom action research because by using classroom action research, it can enable the researcher to find out a solution to the teaching problem. Classroom action research encourage the researcher to be a reflective in his own practice in order to develop the quality of the education for the teacher itself and for the pupils.

## **B. Classroom Action Research Objects**

The objects of the research are:

1. Students’ activeness during teaching and learning process of writing using Animation Video.
2. Students’ achievement in English subject especially writing procedure text.

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<sup>37</sup> Ibid, 8.

### **C. Setting and Research Subject Characteristics**

#### **1. Setting/ location of classroom action research**

The research is conducted at SMP Ma'arif 1 Ponorogo, located at Jl. Batoro Katong 13 Ponorogo. SMP Ma'arif 1 Ponorogo had already produced many graduates; most of them continued their studies to MAN, and some of them continued to SMA, or SMK.

#### **2. Subject of classroom action research**

The subject of this research is the seven grade students of SMP Ma'arif 1 Ponorogo. The seven C class were chosen because the classrooms have with LCD projector that supports teaching and learning to use animation video. The student was 21 students. It consists of female 13 students and male 8 students.

### **D. Research Variabel**

This research would be focused on output variable that is Animation Video in improving the students' writing skill.

### **E. Classroom Action Research Procedure**

#### **1. Definition of Action Research**

Research is about generating new knowledge. Action research creates new knowledge based on enquiries conducted within specific and often practical contexts. As articulated earlier, the purpose of action research is to learn through action leading to personal or professional

development.<sup>38</sup> AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.<sup>39</sup> Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.<sup>40</sup>

Classroom action research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classrooms.<sup>41</sup> Action research has become increasingly popular around the world as a form of professional learning. It has been particularly well developed in education, specifically in teaching, and is now used widely across the professions. One of the attractions about action research is that everyone can do it, so it is for ‘ordinary’ practitioners as well as principals, managers and administrators. Students can also do, and should do, action research.<sup>42</sup>

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<sup>38</sup> Valsha Koshi, *Action Research for Improving Practice: A Practical Guide* (Paul Chapman Publishing: London, 2005), 3.

<sup>39</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010).

<sup>40</sup> Richard Sagor, *Guiding Improvement School with Action Research* (Virginia: (ASCD) Association for Supervision and Curriculum Development, 2000), 3.

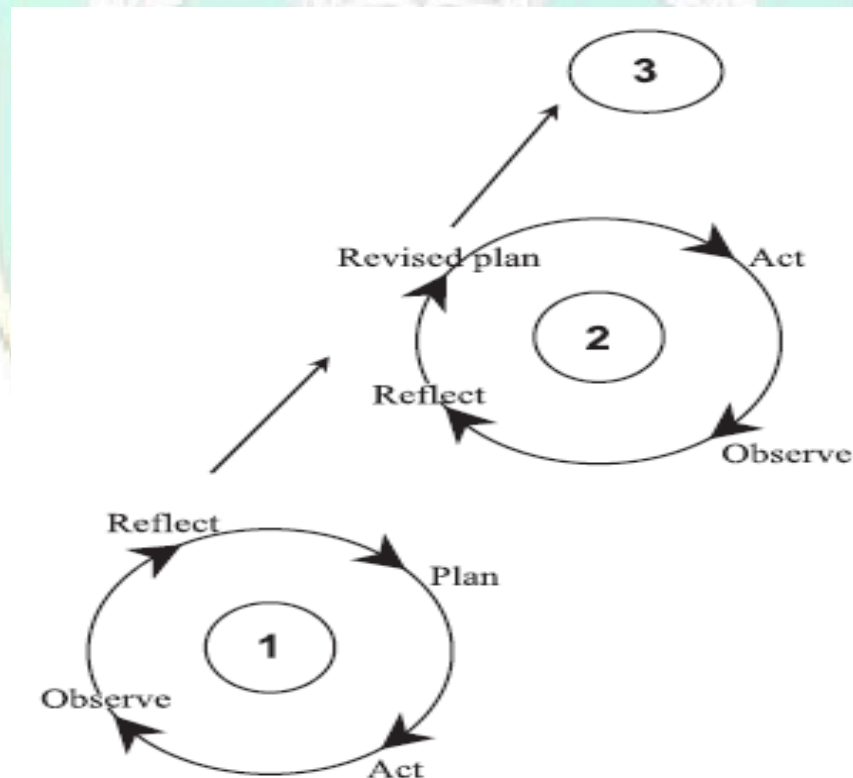
<sup>41</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2013), 144.

<sup>42</sup> Jean McNiff & Jack Whitehead, *All You Need to Know About Action research*, (London: Sage Publications, 2006), 7.

## 2. Model of Action Research

According to Kemmis and McTaggart (1988), who are major authors in this field, AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.<sup>43</sup> Action research activities involve repeated cycles, each consisting of a planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.<sup>44</sup>

The fourth components will be described at the following scheme:



<sup>43</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010), 7.

<sup>44</sup> M. Adnan Latif, *Research Method on Learning an Introduction*, 145.



Adapted from Kemmis & Mc Taggart's model 1988: 11

The study procedure would be explained bellow:

Cycle 1

a. Planning

The nature of AR is such that some teachers find the focus becomes clearer only when they begin the research.<sup>45</sup> Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem.<sup>46</sup>

For the first cycle, the activities that will be done in planning phase are:

1) Choosing the subject material

The reseacher chose a theme. The theme was how to make or how to use something

2) Making lesson plan

The reseacher prepared the lesson plan for the first cycle and defined indicators are as guidance to teach.

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**BERBASIS PTK**

Satuan Pendidikan : SMP Ma'arif 1 Ponorogo

<sup>45</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010), 23.

<sup>46</sup> M. Adnan Latif, *Research Method on Learning an Introduction*, 148.

Mata Pelajaran: Bahasa Inggris

Kelas/Semester : VII/Genap

Skill : Writing

Alokasi waktu : 2 x 40 menit

## I. Standar Kompetensi

### 12. Menulis

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

## II. Kompetensi Dasar & Indikator

Kompetensi Dasar	Indikator
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedure	12.2.1 Siswa mampu melengkapi teks procedure sesuai dengan Video Animasi yang ditayangkan didalam kelas 12.2.2 Siswa mampu menyusun teks berbentuk procedure sesuai dengan Video Animasi yang

	ditayangkan didalam kelas
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### III. Tujuan Pembelajaran

1. Mampu mengisi blank spaces pada teks procedure sesuai video animasi “Can you operate the TV” yang di tayangkan di dalam kelas
2. Mampu menyusun teks procedure sesuai video animasi “Can you operate the TV” yang di tayangkan di dalam kelas

#### 3) Preparing teaching instrument

The instruments prepared by the reseacher were:

##### a) Portfolio Sheet

How can you operate the TV

TV can be operating easily. We can turn on and change the channel of television set easily. To on this television we need a cable and stop contact. Then follow this instruction....

Tools: A Television set, Cable, Stop contact

Steps:

1. First, Connect the cable of the Television to an AC wall outlet

2. Second, Switch the Television on by “pressing” the button of “power”
3. Third, Choose the channel you like by pressing the button of the “channel”
4. Fourth, If you want to turn on the television or change the channel from far distance, use a remote. It will help you to operate the TV easily.
5. Enjoy the program you like

b) Checklist

Checklist used to give marked the student attention in teaching process.

Table 3.1

Observation sheets for activeness

No	Name	Aspect			Score	Explanation
		Student Asking	Response/ Idea	Attention		
1	Danu Widiatmoko					
2	Guruh Guscahyono E.P.					
3	Haidar Bendung					
4	Lutfi Hakim Hayatulloh					
5	Muhammad Fikri T.					
...	.....					



## b. Acting

Acting is the second step after planning step to implement instructional strategy that has been planned.<sup>47</sup> This stage consist three way such as;

### 1) Pre activity

- a) The teacher greeted the students before starting the lesson
- b) The teacher introduced to the students
- c) The teacher asked students about their condition
- d) The teacher asked students to pray together
- e) The teacher checked the present list

### 2) Whilst activity

- a) The teacher asked students about the understanding of procedure text
- b) The teacher give a brief explanation about procedure text
- c) The teacher played Animation Video of procedure text
- d) The teacher and the students expostulate about information in procedure text Animation Videos
- e) The teacher distribute the student's work sheet
- f) The teacher asked students collected the works

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<sup>47</sup> Ibid., 149.

### 3) Post activity

- a) The teacher asked the students about the difficulties during process teaching learning in writing procedure text with theme “How can you operate the TV”
- b) The teacher gave conclusion for the materials that were given
- c) The teacher gave motivation
- d) The teacher closed the lesson in the meeting of first cycle

### c. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problem.<sup>48</sup> Observing and describing have a key role to play in AR. Collecting data through observation is to do with ‘making familiar things strange’, or in other words, seeing things that are before our eyes in ways we haven’t consciously noticed before. As teachers we are so used to being in classrooms we don’t always really ‘see’ what is interesting, unexpected, unusual or just plain routine, even when we think we are ‘looking’. Good AR observation is about becoming ‘strangers’ in our own classrooms.<sup>49</sup>

The researcher observed the teaching learning process and student’s activeness during teaching and learning writing using Animation Video.

<sup>48</sup> M. Adnan Latif, *Research Method on Learning an Introduction*, 149.

<sup>49</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010), 57.

#### d. Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also shows what factors support the success of the strategy or what other problems may occur during the implementation process.<sup>50</sup> Reflection involves creative insights, thoughts and understandings about what you have been doing and finding, and it happens right from the beginning. For action researchers, reflection flavours and moulds the whole AR experience.<sup>51</sup>

The researcher made the evaluation from the observation and action result. The result of the first cycle was unsuccessful, so the researcher carries on the study in the second cycle.

#### F. Technique of Data Collection.

When you set up an action plan for your action research, you will have given some consideration to an all important part of conducting any research – gathering data.<sup>52</sup>

The technique of data collection was all of way nature who used by researcher to get data in the research. Data was important factors, because

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<sup>50</sup> M. Adnan Latif, *Research Method on Learning an Introduction*, 152.

<sup>51</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010), 141.

<sup>52</sup> Valsha Koshi, *Action Research for Improving Practice: A Practical Guide* (Paul Chapman Publishing: London, 2005), 81.

data was a need to prove the real hypothesis. In this research, the researcher applies many techniques in collecting the data. They are observation and test.

### 1. Observation

Observation is a normal process.<sup>53</sup> Observation is a primary research method in action research. The teacher researcher is the main protagonist and in his or her professional role collects evidence to stimulate action to support specific inclusive goals. The researcher doesn't need to gain access to another culture to establish rapport, because he or she is already situated within the educational culture in multiple professional roles.<sup>54</sup>

To observe as a student teacher-researcher is to critically and deliberately watch as a participant in the classroom. The act of observing recognizes that "live action" provides powerful insights for teacher researchers.<sup>55</sup>

The main purpose of collecting data through observation is measuring the variable. The researcher observed the teaching process and activities in the class and listed the results in observation sheet by using checklist (√). Then, the researcher wrote the results in percentage, which was counted by certain measurements.

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<sup>53</sup> Herbert Altrichter, Peter Posch and Bridget Somekh, *Teachers investigate their work: An introduction to the methods of action research*, (New York : Routledge, 1993), 83.

<sup>54</sup> Christine O'hanlon, *Educational Inclusion as Action Research: an Interpretive Discourse*, (England: Open University Press, 2003), 73.

<sup>55</sup> Kalmbach, *Becoming the Teacher Through Action Research*, Second Edition: Process, context and Self-Study, 77.



Observation is done before the activity runs in order to gather sufficient information about the condition of teaching-learning writing activity, the subjects and the setting of the research. Observation is also done to monitor the teaching-learning process during the implementation of Animation Video in writing class. The researcher used an observation sheet to monitor the activities during the implementation of this strategy. The students' activity to be observed covers their learning process and the attitude during the implementation of Animation Video of writing class.

## 2. Test

One way to conceive of a language test is as a means for controlling the context in which language performance takes place.<sup>56</sup> Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.<sup>57</sup>

The test techniques are conducted by giving pre-test before the action begins and post-test in the end of the action. The researcher gives writing test to know students' ability in writing procedure text.

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<sup>56</sup> Lyle F. Bachman, *Fundamental Consideration in Language Testing*, (New York: Oxford Unity press, 1990), 111.

<sup>57</sup> Donald Ary, et al., *Instruction to Research in Education* 8<sup>th</sup> edition (USA: Wadsworth, Chengang Learning: 2010), 201.

## G. Data Analysis

On the other words data analysis was conducted when the researcher collects data. The data analysis could be conducted when the researcher completes the process of collecting data. The data analyzed were qualitative and quantitative data.

### 1. Qualitative Data

There are five steps in analyzing qualitative data, those steps are:

#### a. Assembling the data

The first step is to assemble the data which are collected over the period of the research such as field notes, journal entries, questionnaire, etc. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

#### b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, theme, and types. Once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.

#### c. Comparing the data

Once the data have been categorized, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques.

d. Building interpretations

This stage is the point which moves beyond describing, categorizing, coding and comparing to make some sense of meaning of the data. This stage is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors interactions or attitude have engaged.

e. Reporting the outcomes

The final stage involves presenting an account of research for others. A major consideration is to ensure that the reports sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.<sup>58</sup>

2. Quantitative Data

The result of data analysis is to see whether the implementation of Animation Video is successful or not in improving the students writing skill of procedure text. In this research, the students' mean score of the pre-test, test and post test was compared to know whether there was any improvement of the writing skill.

The second data is quantitative by calculating the students' answers of test and average score of the test and percentages of students score whether they achieve the minimum mastery criterion (KKM) or not

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<sup>58</sup> Anne Burns, Collaborative Action Research for English Language Teacher, (United Kingdom: Cambridge University Press, 1999), 156-160.

through the formula. The data from test was analyzed by using calculating the mean the formula: <sup>59</sup>

$$M = \frac{\sum Fx}{N}$$

Explanation:

M : Mean

$\sum fx$  : Total the score

$\Sigma$  : Sum of the score

N : Total numbered of the students

F : Frequency

x : Total score

N : Number of students

It also analyzed by using percentage method such as follows:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage                      N : Number of respondent

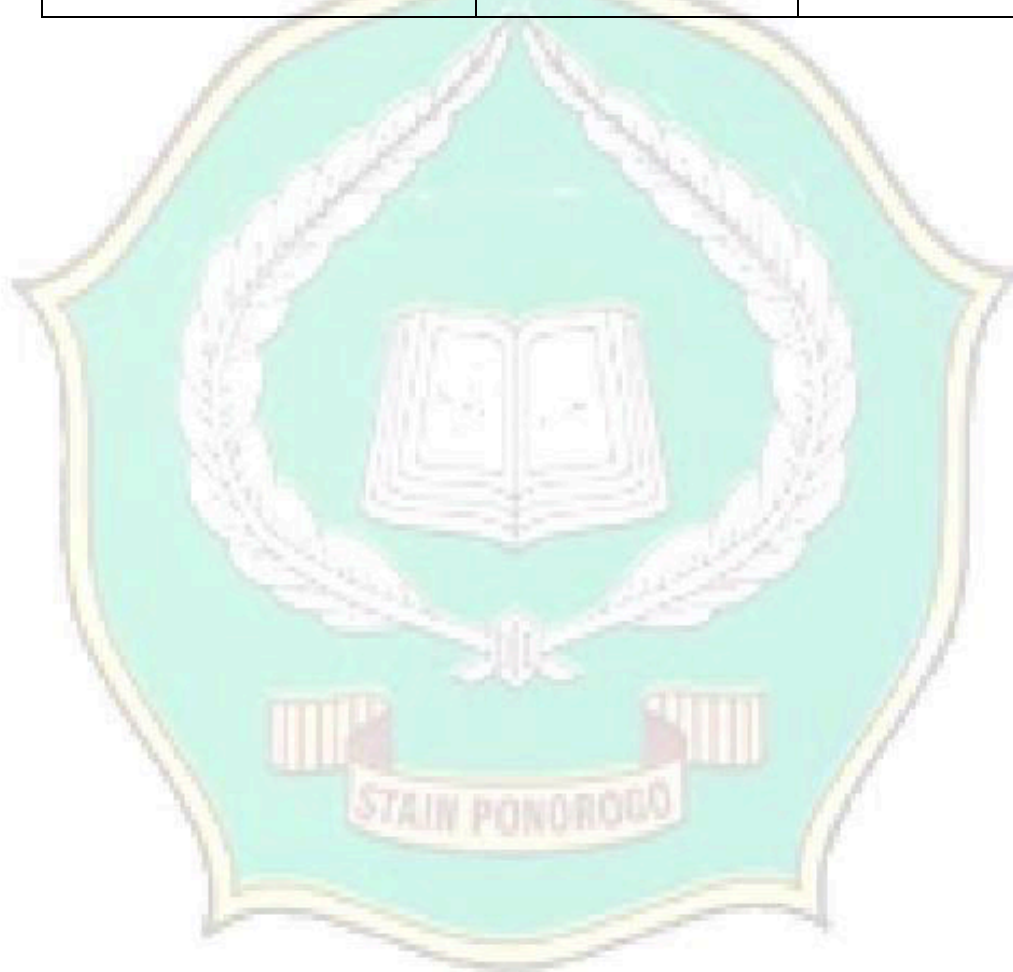
F : Frequency of answer

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<sup>59</sup> Retno Widyaningrum, Statistik Pendidikan, (Ponorogo: STAIN PO Press, 2007), 20-49.

**H. Research Schedule**

Date / Month/ Year	Activity	Note
27 March - 30 March 2015	Planning	
30 March - 18 April 2015	Observating	
12 January – 13 January 2016	Acting	
14 January – 28 January 2016	Making Research	





## CHAPTER IV

### RESEARCH FINDING

#### A. Research Setting

This research was conducted at SMP Ma'arif 1 Ponorogo, which is located at Batoro Katong street Ponorogo.

The research subject was 21 students of VII C class of SMP Ma'arif 1 Ponorogo in academic year 2015/ 2016. There are 8 male and 13 female students. The research was done in two cycles, each cycles has four stages: planning, acting, observing, and reflecting.

#### B. Cycle Explanation

In this study, the researcher reported the result of the cycles that used Animation Video in teaching writing of procedure text. This research was done in two cycles. Each cycle would describe four components of classroom action research. They are planning, acting, observing, and reflecting. The scheme of classroom action research can be seen as follows:

##### 1. Cycle 1

The first cycle was conducted on January 12<sup>th</sup>, 2016. In this cycle the researcher did one day meeting done in 2 x 40 minutes.

##### a. Planning

In this step, the researcher planned everything needed for the research. Based on the observation and information gotten from the English teacher of SMP Ma'arif 1 Ponorogo previously, the researcher

prepared treatment to improve students' writing skill. In the first cycle the researcher did a teaching learning process done in 2 x 40 minutes. It was normal schedule. The teaching learning activities used Animation Videos with theme How can you operate the TV. Some steps planned holding Classroom Action Research in the first cycle was:

1) Preparing the material

The material was asking Animation Videos downloaded from YouTube. The researcher prepared all material, and Animation Video taken from related indicators so it made easy students to get all aspect from indicators

2) Making lesson plan based on the theme

The researcher prepared the lesson plan for the first cycle and defined indicators as guidance to teach with theme How can you operate the TV. (See on Appendix 1)

3) Preparing the research instruments

The instruments prepared by the researcher were:

a) Worksheet

How can you operate the TV

TV can be operating easily. We can turn on and change the channel of television set easily. To on this television we need a cable and stop contact. Then follow this instruction....

Tools: A Television set, Cable, Stop contact

Steps:

6. First,.....
7. Second,.....
8. Third,.....
9. Fourth,.....
10. ....

➤ Put the sentences below into the blanks to complete the procedure  
“How can you operate the TV”

- a. Switch the Television on by “pressing” the button of “power”
- b. If you want to turn on the television or change the channel from far distance, use a remote. It will help you to operate the TV easily.
- c. Enjoy the program you like
- d. Connect the cable of the Television to an AC wall outlet
- e. Choose the channel you like by pressing the button of the “channel”

b) Observation sheets

Observation sheets were used to record the students’ activeness in classroom. Besides that, the researcher would record the students’ interest of teaching learning process in writing procedure text classroom.

Below was observation sheets to record students’ activeness:

Table 4.1

Observation sheets for activenesscycle 1

No	Name	Aspect			Score	Explanat ion
		Student Asking	Respon se/ Idea	Attenti on		
1	Danu Widiatmoko					
2	Guruh Guscahyono E.P.					
3	Haidar Bendung					
4	Lutfi Hakim Hayatulloh					
5	Muhammad Fikri T.					
...	.....					

Checklist guide:

Get Score 1 = Less Active

Get Score 2 = Active

Get Score 3 = Very Active

c) Assesment Guidance

Correct answer= score 3 Maximum Score= 15

Incorrect answer= score 1

Students' score Maximum= 100

$$\text{Students' Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

**b. Acting**

The researcher took the action on January 12<sup>th</sup> 2016. The first meeting was on Tuesday. The usage of Animation Video in teaching learning writing procedure text stated from lesson plan. The steps of the action in classroom were :

## 4) Pre activity

The teacher greeted the students before starting the lesson. After that, teacher introduced to the students and asked students about their condition. Before the teacher checked the present list, the teacher asked students to pray together.

## 5) Whilst activity

The teacher asked students about the understanding of procedure text. Before the teacher played the video, the teacher gives a brief explanation about procedure text. After that, the teacher and the students expostulate about information in procedure text Animation Videos. Then, the teacher distributes the student's work sheet and the teacher asked students collected the works.

## 6) Post activity

The teacher asked the students about the difficulties during process teaching learning in writing procedure text with theme "How can you operate the TV". Then, the teacher gave conclusion for the materials that were given. After that, the teacher gave



motivation. The last, the teacher closed the lesson in the meeting of first cycle with praying together.

### c. Observing

In this phase, the researcher not only taught but also observed. While teaching, the researcher observed students' activeness. The researcher used observation sheet to observe the students' participation in the teaching learning process. The students activeness measured from how they participated the learning process and how they followed instructions. Below is record of students' activeness during the learning process in the first cycle:

Table 4.2  
Result of the activeness observation in cycle I

No	Name	Aspect			Score	Explanation
		Student Asking	Response/ Idea	Attention		
1	Danu Widiatmoko			√	1	Less Active
2	Guruh Guscahyono E.P.			√	1	Less Active
3	Haidar Bendung			√	1	Less Active
4	Lutfi Hakim Hayatulloh			√	1	Less Active
5	Muhammad Fikri T.	√		√	2	Active
6	Nopian Dwi Saputra	√		√	2	Active
7	Yudha Prana Bany S.			√	1	Less Active
8	Zainal Nur Rafiqy	√		√	2	Active
9	Alfi Nur Azizatur R.			√	1	Less Active
10	Alfionita Indah A.	√		√	2	Active
11	Armayfa Zahidha Raj	√		√	2	Active

12	Ayu Nur Widyawati	√		√	2	Active
13	Caecilila Oktavia S. P.	√	√	√	3	Very Active
14	Desy Fitriani A.	√		√	2	Active
15	Intan Febriana A. S.			√	1	Less Active
16	Mariana Indah Fitriani			√	1	Less Active
17	Nanda Ria Puspitasari			√	1	Less Active
18	Oktaveryana L.	√	√	√	3	Very Active
19	Salsa Marlina Putri			√	1	Less Active
20	Triana Kusuma W.	√		√	2	Active
21	Ulul Mona Shofah	√	√	√	3	Very Active

Besides activeness, the teacher tested students' study result.

The result of writing procedure of can you operate the TV. Because the teacher had already taught material of can you operate the TV, the teacher wanted to know how far they understood it. The students applied the given material in their own Animation video how can you operate the TV sheet.

Here is the result of students' writing procedure text work:

Table 4.3

The students' writing procedure text study result of cycle I

No	Name	Score	Notify
1	Danu Widiatmoko	100	Passed
2	Guruh Guscahyono Eka P.	100	Passed
3	Haidar Bendung	73,33	
4	Lutfi Hakim Hayatulloh	60	

5	Muhammad Fikri Taqiyyudin	60	
6	Nopian Dwi Saputra	60	
7	Yudha Prana Bany S.	60	
8	Zainal Nur Rafiqy	100	Passed
9	Alfi Nur Azizatur Rosyida	73,33	
10	Alfionita Indah Ayuningtyas	73,33	
11	Armayfa Zahidha Raj	100	Passed
12	Ayu Nur Widyawati	100	Passed
13	Caecilila Oktavia Septiana P.	73,33	
14	Desy Fitriani Ambarwati	73,33	
15	Intan Febriana Anggita Sari	100	Passed
16	Mariana Indah Fitriani	73,33	
17	Nanda Ria Puspitasari	73,33	
18	Oktaveryana Lombaryanto	73,33	
19	Salsa Marlina Putri	73,33	
20	Triana Kusuma Wardani	100	Passed
21	Ulul Mona Shofah	73,33	

From the table above, we can see that only 7 students (33,33%) was passed the test, and the rest was failed.

#### **d. Reflecting**

From the acting and observing stage, there were advantages and disadvantages during the researcher implementation using Animation Video.

From the observation above, it can be concluded that:

- 1) The student's activeness have not spread widely yet

2) Any students who did not passed the standard of minimum criteria score

3) Because this is the first time using Animation Video, the students felt difficult to comprehend the information.

Based on the reflection above, the researcher decided to continue the research to cycle 2, and the problems in this cycle would be solved in the next cycle.

## **2. Cycle II**

The second cycle was conducted on January 13<sup>th</sup>, 2016. The steps of classroom action research in the second cycle were :

### **a. Planning**

The second cycle of classroom action research was conducted based on the result of evaluation and reflection on the first cycle. The researcher used defferent Animation Video and the same strategy from the previous cycle. The activities of this step were as follows:

1) Preparing the material

The researcher prepared all materials and Animation Video taken from related indicators so it made easy students to get all aspect from indicators.

## 2) Making lesson plan based on the theme

The lesson plan for second cycle was not researcher prepared the lesson plan for the first cycle and defined indicators as guidance to teach with theme how to make Godoh cake. (See in Appendix 2)

## 3) Preparing the research instruments

### a) Worksheet

#### How to make Godoh Cake

##### Materials/Ingredients:

- Ripe bananas
- Rice flour
- Sugar
- Vegetable oil
- water

##### Tools :

- Knife
- Bowl
- Frying pan
- Frying spatula
- Stove

##### Steps:

1. First, we take the ripe bananas
2. ...., we peel them
3. Third, we..... the bananas into two parts with knife
4. Four, put the rice flour ..... a bowl
5. After that, add some sugar and water into it
6. Next, mix them well



7. Next, boil the..... in the frying pan and wait for about 5.....
8. After that, ..... bananas in to the mixture
9. Then, ..... the stove and fry it using ..... about 3 minutes,
10. ...., the Godoh cake ready to.....

➤ Put the words below into the blanks to complete the procedure “How to make Godoh cake”!!!

a. Dip	f. Prepare
b. Slice	g. Vegetable oil
c. Serve	h. Into
d. Second	i. Minutes
e. The last	j. Spatula

b) Observation sheets

The researcher would record the students' interest of teaching learning process in writing procedure text classroom. Observation sheets were used to record the students' activeness in classroom

Below was observation sheets to record students' activeness:

Table 4.4

## Observation sheets for activeness cycle II

No	Name	Aspect			Score	Explanat ion
		Student Asking	Respon se/ Idea	Attenti on		
1	Danu Widiatmoko					
2	Guruh Guscahyono E.P.					
3	Haidar Bendung					
4	Lutfi Hakim Hayatulloh					
5	Muhammad Fikri T.					
...	.....					

Checklist guide:

Get Score 1 = Less Active

Get Score 2 = Active

Get Score 3 = Very Active

c) Assesment Guidance

Correct answer = score 3      Maximum Score = 30

Incorrect answer = score 1

Students' score Maximum = 100

$$\text{Students' Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

**b. Acting**

The first meeting was in Wednesday, January 13<sup>th</sup>, 2016. The use Animation Video in teaching learning writing procedure text stated from lesson plan. The steps of the action in classroom were :

## 1) Pre activity

The teacher greeted the students before starting the lesson. After that, teacher introduced to the students and asked students about their condition. Before the teacher checked the present list, the teacher asked students to pray together.

## 2) Whilst activity

The teacher asked students about the understanding of procedure text. Before the teacher played the video, the teacher gives a brief explanation about procedure text. After that, the teacher and the students expostulate about information in procedure text Animation Videos. Then, the teacher distributes the student's work sheet and the teacher asked students collected the works.

## 3) Post activity

The teacher asked the students about the difficulties during process teaching learning in writing procedure text with theme "How to make Godoh cake". Then, the teacher gave conclusion for the materials that were given. After that, the teacher gave

motivation. The last, the teacher closed the lesson in the meeting of first cycle with praying together.

### c. Observing

The students' activeness and achievement were increased in the second cycle. The teaching learning process was more active. The students felt enjoy with the lesson used Animation Video in writing. So, it could build the attractive situation in the classroom. Below is the record of students' activeness during the learning process:

Table 4.5  
Result of the activeness observation in cycle II

No	Name	Aspect			Score	Explanation
		Student Asking	Response/ Idea	Attention		
1	Danu Widiatmoko		√	√	2	Active
2	Guruh Guscahyono E.P.	√		√	2	Active
3	Haidar Bendung	SICK				
4	Lutfi Hakim Hayatulloh			√	1	Less Active
5	Muhammad Fikri T.	√		√	2	Active
6	Nopian Dwi Saputra	√	√	√	3	Very Active
7	Yudha Prana Bany S.			√	1	Less Active
8	Zainal Nur Rafiqy	√	√	√	3	Very Active
9	Alfi Nur Azizatur R.		√	√	2	Active
10	Alfionita Indah A.	√	√	√	3	Very Active
11	Armayfa Zahidha Raj	√	√	√	3	Very Active
12	Ayu Nur Widyawati	√	√	√	3	Very Active

13	Caecilila Oktavia S. P.	√	√	√	3	Very Active
14	Desy Fitriani A.	√	√	√	3	VeryActive
15	Intan Febriana A. S.	√		√	2	Active
16	Mariana Indah Fitriani	√		√	2	Active
17	Nanda Ria Puspitasari		√	√	2	Active
18	Oktaveryana L.	√	√	√	3	Very Active
19	Salsa Marlina Putri			√	1	Less Active
20	Triana Kusuma W.	√		√	2	Active
21	Ulul Mona Shofah	√	√	√	3	Very Active

Here is the result of the students' writing achievement:

Table 4.6

The result of the tudents' writing achievement of second cycle

No	Name	Score	Notify
1	Danu Widiatmoko	100	Passed
2	Guruh Guscahyono Eka P.	100	Passed
3	Haidar Bendung	SICK	
4	Lutfi Hakim Hayatulloh	100	Passed
5	Muhammad Fikri Taqiyyudin	100	Passed
6	Nopian Dwi Saputra	80	Passed
7	Yudha Prana Bany S.	80	Passed
8	Zainal Nur Rafiqy	100	Passed
9	Alfi Nur Azizatur Rosyida	100	Passed
10	Alfionita Indah Ayuningtyas	100	Passed
11	Armayfa Zahidha Raj	73,33	
12	Ayu Nur Widyawati	100	Passed
13	Caecilila Oktavia Septiana P.	100	Passed



14	Desy Fitriani Ambarwati	100	Passed
15	Intan Febriana Anggita Sari	100	Passed
16	Mariana Indah Fitriani	100	Passed
17	Nanda Ria Puspitasari	80	Passed
18	Oktaveryana Lombaryanto	100	Passed
19	Salsa Marlina Putri	66,67	
20	Triana Kusuma Wardani	100	Passed
21	Ulul Mona Shofah	100	Passed

From the table above we can see that almost of students passed the test, only 3 students failed the test.

#### **d. Reflecting**

In the second cycle, the students were serious in doing their assignment. And they enjoyed the teaching learning process in the classroom. It means the second cycle was successful. It was proven from 21 students; the 19 ones have fulfilled the comprehension standard already. There was significance improvement in achievement of students' writing skill of procedure text used Animation Video from cycle I and cycle II. From this result, we can conclude that the implementation of Animation Video in teaching writing of procedure text to the seven grade students of SMP Ma'arif 1 Ponorogo was success.

### C. Cycle Analysis

This research has two cycles. Every cycle has shown good enough improvement. Process data analysis as the results of classroom action research includes the students' understanding the materials and activeness in learning writing especially writing procedure text used Animation Video. Clearly, it is going to be shown below:

#### 1. Cycle I

During teaching learning process, the teacher observed the students' interest and activeness as well. Based on the table 4.2 it can be seen that the activeness of students are as follows:

Table 4.7

Finding on the students' activeness of cycle I

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	10	8	3

Based on the amount above, it can be stated in percentage by a formula below:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

f : Frequency of answer

n : Number of respondent

Here is calculating of the observation data:

a. Students' activeness

- Less active Students  $= \frac{f}{n} \times 100\%$   
 $= \frac{10}{21} \times 100\%$   
 $= 47,62\%$
- Active Students  $= \frac{f}{n} \times 100\%$   
 $= \frac{8}{21} \times 100\%$   
 $= 38,09\%$
- Very active students  $= \frac{f}{n} \times 100\%$   
 $= \frac{3}{21} \times 100\%$   
 $= 14,28\%$

Therefore, the observation result of students' activeness as follows:

Table 4.8

Percentage of the students' activeness of cycle I

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	47,62%	38,09%	14,28%

The observation sheet shows, that the students had less qualification of activeness concerning the percentage above.

The researcher also observed students' study result. It can be seen that no student have passed the writing skill of procedure text assignment used Animation Video sheets. Also, it is good to measure average mark of the class. It can be taken the average mark as follows:

Table 4.9

Mean of the students' writing skill test score in cycle I

X	F	F.x
100	7	700
73,33	10	733,3
60	4	240
Total	21	1673,3

$$\begin{aligned}
 M &= \frac{\sum Fx}{N} \\
 &= \frac{1673,3}{21} \\
 &= 79,68
 \end{aligned}$$

Based on the table 4.3 above, it can be seen the percentage of passed failed students as follows:

$$P = \frac{f}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f}{n} \times 100\% = \frac{7}{21} \times 100\% = 33,33\%$$

Percentage of failed students is:

$$P = \frac{f}{n} \times 100\% = \frac{14}{21} \times 100\% = 66,67\%$$

Table 4.10

The percentage of passed and failed the students in cycle I

Writing Skill	Total Students	Percentage
Passed	7	33,33%
Failed	14	66,67%

From the data above, the result of the first cycle showed that students could reach the standard of minimal were less than 40%. The standard of Mastery Mainimum Criteria Score for English subject at SMP Ma'arif I Ponorogo is 75. Therefore, the implementation of Animation Video in teaching learning writing of procedure text of seven grade especially C class students of SMP Ma'arif I Ponorogo in the first cycle should be continued in the next cycle.



## 2. Cycle II

Based on the table 4.5 , it can be seen that the activeness of students are as follows:

Table 4.11

Finding on the students' activeness of cycle II

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	3	8	9

Based on the amount above, it can be stated in percentage by a formula below:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

f : Frequency of answer

n : Number of respondent

Here is calculating of the observation data:

a. Students' activeness

- Less active students  $= \frac{f}{n} \times 100\%$ 

$$= \frac{3}{20} \times 100\%$$

$$= 15\%$$

- Active Students  $= \frac{f}{n} \times 100\%$   
 $= \frac{8}{20} \times 100\%$   
 $= 40\%$
- Very active students  $= \frac{f}{n} \times 100\%$   
 $= \frac{9}{20} \times 100\%$   
 $= 45\%$

Therefore, the observation result of students' activeness as follows:

Table 4.12

Percentage of the students' activeness and interest of cycle II

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	15%	40%	45%

Also, it is a good measure average mark of the class. Looking at gotten score of all students in the table 4.5, it can be taken the average mark as follows:

Table 4.13

Mean of the students' writing skill test score in cycle II

x	F	F.x
100	15	1500

80	4	320
73,33	1	73,33
66,66	1	66,67
Total	20	1960

$$M = \frac{\sum Fx}{N} = \frac{1960}{20} = 98$$

Based on the table 4.3 above, it can be seen the percentage of passed failed students as follows:

$$P = \frac{f}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f}{n} \times 100\% = \frac{18}{20} \times 100\% = 90\%$$

Percentage of failed students is:

$$P = \frac{f}{n} \times 100\% = \frac{2}{20} \times 100\% = 10\%$$

Table 4.14

The percentage of passed and failed the students in cycle II

Writing Skill	Total Students	Percentage
Passed	18	90%
Failed	2	10%

## D. Discussion

### 1. Students' activeness

Concerning to the students' activeness and students' study result the researcher find out that the students get good enough improvement during two cycles done. The research result had established students' writing skill of procedure text using Animation Video is very satisfaction. It can be seen in a table below:

Table 4.15

The students' activeness

CYCLE	STUDENTS' ACTIVENESS		
	Less Active	Active	Very Active
Cycle one	47,62%	38,09%	14,28%
Cycle two	15%	40%	45%

As shown in the data above, it can be stated that the students activeness rise in the second cycle. It proves that the Animation Video can improve activeness of the students in teaching learning, especially in writing procedure text. It can be seen in the table that the students with very good activeness increase well.

### 2. Students' study result

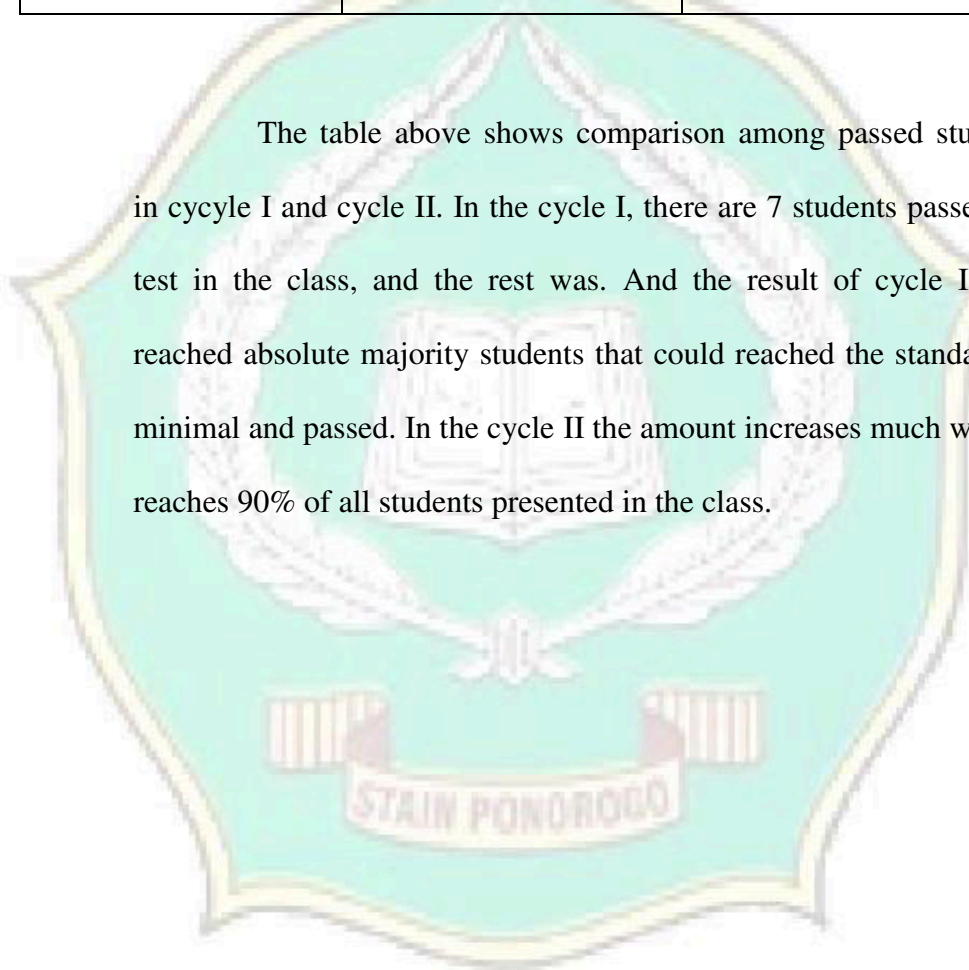
The research result are showing of improving writing skill of procedure text, and achievement taht can be seen in the table below:

Table 4.16

The students' achievement

CYCLE	STUDENTS' ACHIEVEMENT	
	Passed	Failed
Cycle one	33,33%	66,67%
Cycle two	90%	10%

The table above shows comparison among passed students in cycle I and cycle II. In the cycle I, there are 7 students passed the test in the class, and the rest was. And the result of cycle II had reached absolute majority students that could reached the standard of minimal and passed. In the cycle II the amount increases much well. It reaches 90% of all students presented in the class.





## CHAPTER V

### CONCLUSION

#### A. Conclusion

The final discussion in the previous chapter can be drawn into two conclusions, as follow:

Firstly, the use of Animation Video as teaching media can improve students writing skill, especially for writing procedure text. It is taken into account that the students had positive progress in the writing procedure text as mentioned in the research findings. Based on the result of teaching writing used Animation Video, the percentage of passed students of the test in the first cycle is 33,33% and the second cycle is 90%. It means that the students writing skill increase in the next cycle.

Secondly, Animation Video gives students fun experience in writing and it can improves the situation during teaching and learning process. Referring to the research findings, the students' activeness improves well in every cycle. They even become more active and tried to involve the classroom activity. Hopefully, the students will improve their English especially writing skill.

#### B. Suggestion

Based on the conclusion above, there would be some suggestions dealing with the teaching of writing.

1. For the teacher

The writing class commonly seems not to interesting for the students since most of them thought that is a difficult skill to be learned. Consequently, teachers face many problems during teaching and learning process. Therefore the teachers should apply attractive media and teaching technique that can both change their students' attitude and achievement towards writing and improve their students' writing skill. Teachers can apply Animation Video as a teaching media. The content of Animation Video can be suited with the topic and the need of learners.

2. For the students

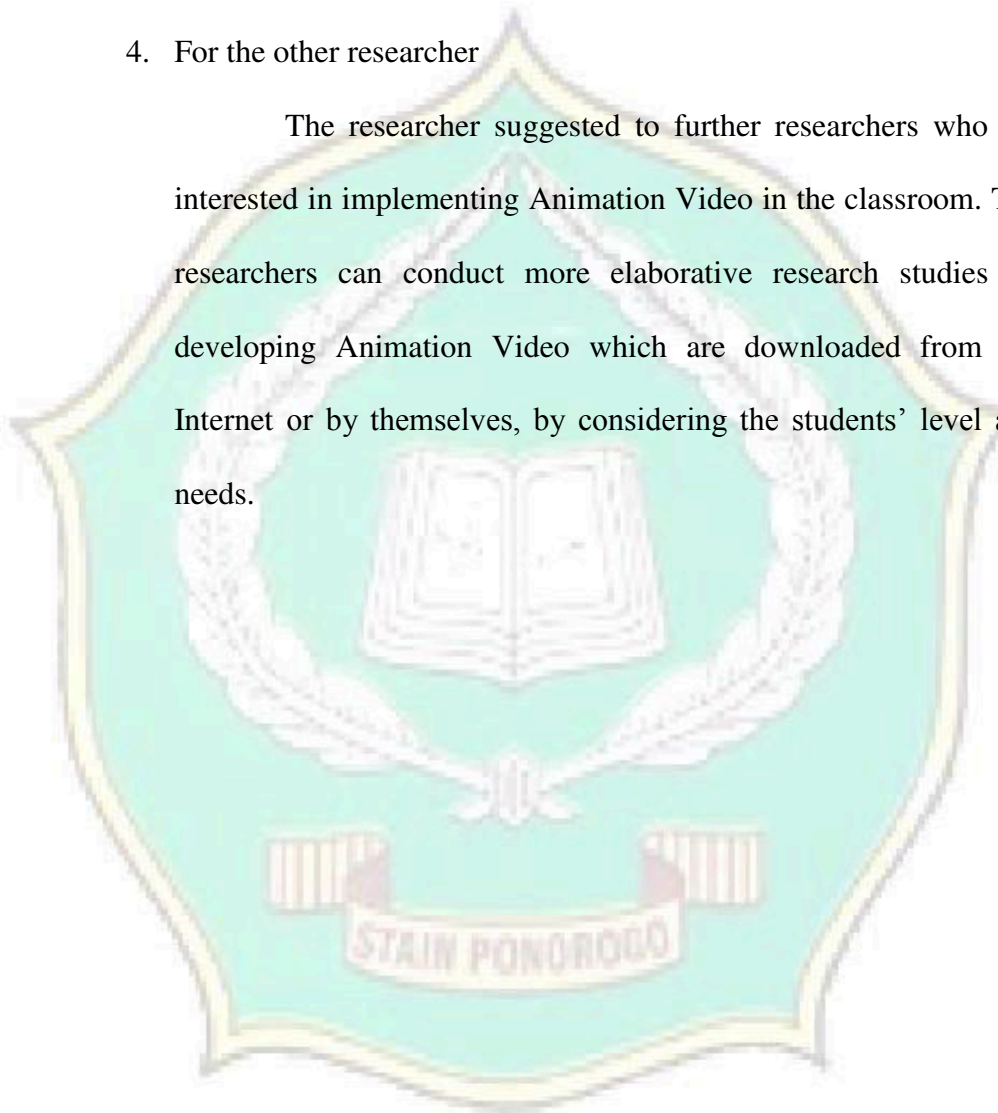
The students should motivate themselves to learn English. They can use Animation Videos by themselves. They can search and select the Animation Video based on their need and use them to study more about writing English. They can improve their writing skill by themselves anywhere and anytime, because the Animation Video are available in many source.

3. For the institution

It is hoped that SMP Ma'arif I Ponorogo can give support for the application of the Animation Video, for example by giving facilities; TV, LCD Projector, and computers suitable with the ways in teaching writing.

4. For the other researcher

The researcher suggested to further researchers who are interested in implementing Animation Video in the classroom. The researchers can conduct more elaborative research studies by developing Animation Video which are downloaded from the Internet or by themselves, by considering the students' level and needs.



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