

IMPROVING DESCRIPTIVE PARAGRAPH WRITING THROUGH ANIMATION PICTURE AND POCKET GRAMMAR GUIDE

(A Classroom Action Research at One of Junior High School in Bandung Barat)

A RESEARCH PAPER

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Sarjana Pendidikan Degree



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ANIMATION PICTURE AND POCKET GRAMMAR GUIDE



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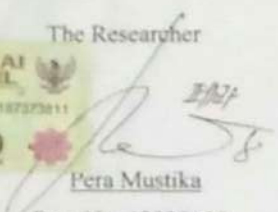
STATEMENT OF AUTHENTICITY

The researcher hereby declares that this paper is her own writing, and it is true and correct that there is no others' work or statement, except the work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Bandung Barat, May 2017

The Researcher




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PREFACE

Alhamdulillahirabbil alamin, praise to Allah SWT who has enable her to finish this research paper which is entitled **“IMPROVING DESCRIPTIVE PARAGRAPH WRITING THROUGH ANIMATION PICTURE AND POCKET GRAMMAR GUIDE”** (A Classroom Action Research at one of Junior Senior High School in Bandung Barat) as a partial fulfillment of the requirements for *SarjanaPendidikan* degree of English Education Study Program of STKIP Siliwangi Bandung. This paper explores student ability in using Animation Picture and Pocket Grammar Guide as the instructional media in writing descriptive paragraph at eighth grade students of Madrasah Tsanawiyah Bongas in academic year of 2016/2017. The researcher realized that this paper has imperfections. The researcher expects some suggestions, comments, and critics to improve this paper.

Bandung Barat, May 2017

Pera Mustika

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Praise be to Allah SWT, The Lord of Universe, Who always blesses the researcher in finishing her paper as a partial requirement for the undergraduate degree of education in English.

She realizes that she cannot complete this research without helps from others. Many people have helped her during the writing of the paper, and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to the following:

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8. Her beloved family for the prayer, support and help.
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12. Her partner job who always help and allowed her to focus in her research.

The researcher realizes that this paper is still far from being perfect. She accepts gratefully every comment and suggestion. Hopefully, this paper will be useful for the readers and English education.

Bandung Barat, Mei 2017

Pera Mustika

DEDICATION

My mother and My father, who always pray and support for her success

My beloved brother and sister; Ari Sonjaya and Amira Azhara who always care about her

My lovely friends, who always encourage her

MOTTO

I know every life is a movie
We got different stars and stories
We got different nights and mornings
Our scenarios ain't just boring

~Kim Nam Joon~

ABSTRACT

The objective of this research entitled “Improving Descriptive Paragraph Writing through Animation Picture and Pocket Grammar Guide” was to find out whether animation picture and pocket grammar guide can improve the students’ ability especially on the descriptive paragraph writing. In this research, the researcher used action research. The subject of the research was the students of class VIII A of Madrasah Tsanawiyah Bongas in the academic year 2016/2017 which consist of 27 students. The action research was conducted from April to May 2017. In this research, the researcher taught descriptive paragraph by using animation picture and Pocket Grammar Guide. She selected the topic which was appropriate with the materials and students’ interest. The researcher conducted two cycles of action. The result of the action showed that the students’ descriptive paragraph writing was improved as shown in the result of the observation. During the action the students were able to arrange the text well, easy to imagine something, became familiar with the grammar and the situation of the lesson became more joyful and interesting. They got increasing score, changing attitudes and good assumption toward English lesson, and all of the students were involved in the learning process. In addition, from the test, the mean score of pre-test was 53,89 and it improved to 67,78 in post-test 1 and it also improved to 78,2 in the final post-test. So, it can be concluded that using animation picture and Pocket Grammar Guide can improve students’ writing ability especially on descriptive paragraph.

Keywords: Descriptive Paragraph, Animation Picture, Grammar Guide.

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CHAPTER 1

INTRODUCTION

This chapter covers background of the research, research question, objective of the research, limitation of the research, benefit of the research, definition of the key terms, and organization of the research.

A. Background of the Research

English is an international language. English is considered for developing and applying science and technology, as well as for increasing the international relationship and cooperation in Indonesia (Marlinda, 2008). In Indonesia, English is one of the important subjects which should be taught in the school. Indonesia introduces it since in elementary school as a local content, in order to prepare the citizen of Indonesia in covering the globalization era. English becomes obligatory subject in Junior High School, Senior High Schools and Universities.

In English, there are four skills to learn, these are: listening, speaking, reading and writing. In language teaching process, writing is the subject which a student has to consider from the teacher and the learner. There are many kind of writing such as: creative writing, personal writing, academic writing, etc. This research is using academic writing as a basic theory. Academic writing is the kind of formal writing used in high school and college school (Oshima and Houge, 2007: 3). “Writing should reinforce and help them extend the listening, speaking, and reading ability” (Finocchiaro and Brumfit, 1983: 149). Writing ability cannot be acquired

automatically and easily because it is not a natural one. In writing paragraph, many students get some difficulties. “Writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete” (Tiwari, 2005: 120).

“Writing always brings problems which put students into trouble as shown by errors made in both the organization of the composition and the language so that the students’ writing topic cannot be stated correctly” (Oshima and Hogue, 1991: 5). Based on the statement above, students often felt difficult to arrange the words into a sentence, sentences into a paragraph, paragraphs into a discourse in which the messages are understood and grammatically correct.

The researcher made an interview to the English teacher in one of the Junior High School in Bandung Barat. From the result of the interview, it revealed that the eighth grade of that school had a problem in writing. The teacher said that the students’ writing ability were quite low even in descriptive paragraph. It could be seen from the students’ achievement writing score. From the pre observation done in pre-research, the researcher found the similar facts. They were: First, students’ interest of writing was quite low. Second, students had difficulties in imagining something. They also got the difficulties in transferring language, arranging the word into phrase or phrases into sentence, making a good sentence and so on. The students needed a lot of time in writing, mostly they feel confused as long as in the process of learning. Finally, the students had difficulties in doing exercises.

Those all made their achievement became low and caused failure in teaching and learning process. The cause of the problem came from the teacher and the students. From the teacher's side, the teacher's way of teaching writing affected the students' writing ability. In addition, unclear explanation and monotonous technique used by the teacher discouraged students to learn writing. From the students' side, the causes came from students' writing type and style, students' attitude, students' writing habit, and also students' writing knowledge. First, most of the students had almost the same writing type and style. They lack of writing format such as punctuation, margin, paragraph indented and so on. Second, almost all students also had a bad attitude in writing. Mostly when teacher asked students to write, they will complain and feel not good. They said that writing is quite hard, not interesting and so on. They did not try to discuss it and so it made them face their own difficulties. Third, the students' writing habit was bad. The students had a little allotment of time to write in English. There were many students that still did not use chance to write English either at school or in English lesson itself. The last, from the students' writing knowledge, there were some causes: the limited imagination and vocabularies, sentence construction within paragraph, and the grammatical correct.

In teaching writing, English teacher should be able to make some interesting materials for the students in the teaching process and they have to know how to apply it. Teachers also have to know the way to make the subject easy to understand. The appropriate method, technique, or strategy can solve the difficulties of

students' writing. "Writing is a skill that can be learnt by using many kinds of technique" (Langan, 2003: 12). There are a lot of techniques in teaching English for example is using instructional media like pictures and any others instructional media. "Pictures are very easy to use in the learning process" (Byrne, 1979: 91). In writing, students also feel difficult to make good sentences with grammar. Therefore, Pocket Grammar Guide which is complied in simple ways can also help students to improve their descriptive paragraph writing especially in grammatical correct.

For the reasons above, the researcher chose method known as the constructing descriptive paragraph as an alternative. In addition, the researcher has considered the technique of the research using animation picture and Pocket Grammar Guide. Therefore, she conducts her research entitled **"Improving Descriptive Paragraph Writing through Animation Picture and Pocket Grammar Guide"**.

B. Research Question

In general, the research is intended to figure out the improvement of teaching descriptive paragraph by using animation pictures and Pocket Grammar Guide. Based on the background of the research, the researcher formulates her research question as follows:

How far the animation picture and Pocket Grammar Guide can improve the students' writing ability especially on descriptive paragraph?

C. Objective of the Research

The researcher has conducted the objective of this research that is as follows:

She wants to find out whether animation picture and Pocket Grammar Guide can improve the students' ability writing especially on the descriptive paragraph.

D. Limitation of the Problem

There are many genres of writing paragraphs and it is important to get focused on specific area of teaching writing which is useful to give a general boundary.

Therefore, the researcher limits the research on teaching descriptive paragraph by using animation picture and Pocket Grammar Guide.

E. Benefit of the Research

For students:

Through this research, it is hoped that the students can be more creative to express their ideas, thought, feeling as freely as possible in descriptive paragraph writing and they can understand the correct grammar.

For teacher:

1. The result of research can enrich the research on teaching writing and give more information on constructing descriptive paragraph through animation picture and Pocket Grammar Guide.
2. The result of this research can be used as the direction to find a solution for teaching descriptive paragraph.

3. The result of this research can be used as the direction for the teacher to choose method and technique in teaching descriptive paragraph.

For the next researchers:

1. The result of the research can improve the researchers' and readers' knowledge on constructing descriptive paragraph through animation pictures and Pocket Grammar Guide.
2. The result of the research can be used as a reference for those who want to conduct a similar research in English teaching learning process.

F. Definition of the Key Terms

In order to avoid misunderstanding of this investigation to the readers, the definitions of key terms are used to make it clear in comprehending this research, such as; writing, descriptive paragraph, animation picture, and grammar.

1. Writing

“Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly” (Nunan, 2003: 88). Academic writing is the kind of formal writing used in high school and college school (Oshima and Houge, 2007: 3).

2. Descriptive Paragraph

”Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds (Oshima and Houge, 2007: 61). “Descriptive

paragraph is a paragraph which describes in such vivid details about place, person or thing so that the readers can easily visualize it” (Prastihana, 2014).

3. Animation Pictures

Sometimes, teacher says that they have difficulty finding the instructional media for students. So, Animation pictures can used as an instructional media to help students in writing process. Animation Pictures are developed by whitely (2008).

4. Grammar

Grammar is the study of the way the sentences of a language are formed. “The students’ need, is guidance in understanding and applying aspects of grammar that are most relevant to writing” (sidebar, p. 22). Students often feeling difficult when writing with a good grammar. The relevant research confirms what everyday experience reveals: that teaching "grammar" “in the context of writing works better than teaching grammar as a formal system, if our aim is for students to use grammar more effectively and conventionally in their writing” (Weaver, 1996).

Based on statement above means that the researcher tries to make the animation pictures and pocket grammar guide as the instructional media for helping the teacher to improve the students’ descriptive paragraph writing.

G. Organization of the Research

This final project contains five chapters. With the purpose of facilitating the reader to understand the research, this writing is organized as follows:

Chapter 1 Introduction

This chapter consists of background of the research, research question, objective of the research, benefit of the research, limitation of the research, definition of the key terms, and organization of the research.

Chapter 2 Literature Review

In this chapter contains review of the theoretical framework and previous studies.

Chapter 3 Research Methodology

This chapter discusses the research design, research method, population and sample, instruments, data collection technique and analysis.

Chapter 4 Findings and Discussion

This chapter presents the findings and discussion of pre-test, post-test, observation, field note and questionnaire.

Chapter 5 Conclusion(s) and Suggestion(s)

This chapter gives the conclusion of the research and some suggestions on the basis of research finding.

CHAPTER 2

LITERATURE REVIEW

This chapter covers review of the previous studies and theoretical framework which are contain writing ability, descriptive paragraph, students' writing descriptive paragraph, media, and animation picturesand Pocket Grammar Guide.

A. Theoretical Framework

1. Writing Ability

a. Definition of Writing

“Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that explores the ideas and makes them into good paragraph“(Nunan, 2003: 88).

b. The Concept of Writing

“A paragraph is a basic unit of organization in writing which a group of related sentences develops one main idea” (Oshimaand Hogue, 2007: 38). They further explain that there are three major structural parts of paragraph such as:

1. Topic sentence

A topic sentence has two parts, they are: a topic and controlling idea (Oshima and Hogue, 2007: 38). “A topic names the subject in a paragraph. While, controlling idea tells what the paragraph will say about the topic. It controls or limits the topic to a very specipic point(s)” (Oshima and Hogue, 2007: 39).

2. Supporting sentence

Supporting sentences are sentences that develop the topic sentences by giving reasons, facts, statistic, quotation, comparison, definition, classifications, descriptive (Oshima and Hogue, 2007: 44).

3. Concluding sentence

“A concluding sentence is a sentence which signals the end of the paragraph and leaves the reader with the important points to remember” (Oshima and Hogue, 2007: 47).

c. Kinds of Writing

There are types of writing:

1. Practical Writing

This type deals with the fact and functional writing. We can find it on letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

The purpose of the writing such as:

a. Narration (narrative writing)

Narration is kind of writing. “It called the story writing which is used time order to organize the sentence” (Oshima and Hogue, 2007: 36).

b. Description (descriptive writing)

“Description deals with perceptions—most commonly visual perceptions” (Kane, 1987: 7). The idea of description is to make the thing described seem real to the readers’ imagination. When you use words, you can paint more than what you see but also what you feel, hear, smell and taste.

c. Exposition (expository writing)

“Exposition explains how things work, how the idea came and facts of everyday life—how many people get divorced” (Kane, 1987: 6).

d. Persuasion (persuasive writing)

“Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof” (Kane, 1987: 7).

2. Writing Process

According to Brown (2000: 348) there are some techniques of writing, such as:

1). Prewriting

“The prewriting stage encourages the generation of ideas, which can happen in numerous ways: reading a passage, skimming or scanning a passage, brainstorming, listening, discussing a topic or question, and so on” (Brown, 2000: 348).

2). Drafting/revising

The drafting and revising stages are core of process writing. There are several strategies and skills apply to the drafting/revising process in writing: “getting started (adapting the freewriting technique), optimal monitoring the ones’ writing, peer-reviewing for content, using instructors’ feedback, editing some grammatical error, read aloud technique, and proofreading” (Brown, 2000: 348).

3. Teaching Writing

“Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing” (Kirby and Crovitz, 2005: 9). Many teachers dread teaching writing precisely because it takes lots of time, in class and out. In addition, “the kids may be tough to reach, the curriculum is demanding, and conventional class schedules are not particularly amenable to the teaching of writing” (Kirby and Crovitz, 2005: 9). “To teach writing well, teacher should attend students inner language, their individual sensations, perceptions, emotions, incipient understandings, observations, and perspectives. Writing, like all other acts of creation, develops from the inside out” (Kirby and Crovitz, 2005: 10).

4. Descriptive Paragraph

Description is about sensory experience—how something looks, sounds, tastes, and/or feels. Mostly it is about visual experience, but description also deals with other kinds of perception. “A paragraph is a group of sentences about a single *topic*”

(Zemach and Rumisek, 2005: 11). Together, the sentences of the paragraph explain the researcher's main idea (most important idea) about the topic. "Descriptive paragraph explains how someone or something looks or feels and a process to explain how something is done" (Zemach and Rumisek, 2005: 25). "A good descriptive paragraph is a text picture; the reader can imagine the object, place, or person in his/her mind" (Oshima and Hogue, 2007: 61). "There are generic structure of descriptive text consists of identification and description" (Haines, 2007: 42).

5. Students' Writing Descriptive Paragraph

Writing descriptive paragraph actually is the easier writing text than another kind of texts. However, students are often feeling difficult when they write. They do not know how to arrange a group of words into a phrase, or make phrases into a clause, clauses into a sentence, and sentences developed into paragraph. Therefore, the researcher chooses the animation picture and Pocket Grammar Guide as Medias for improving the descriptive paragraph writing.

6. Media

a. Definition of media

"Media are various components in learners' environment which support the learners learn" (Gagne in Ruis, et al, 2009: 2). "Media are physical means which are used to send messages to the students and stimulate them to teach" (Briggs in Ruis, et al, 2009: 2). According to Ricard in ruis, et al (2009) states that "in general term, media means for television, radio and newspapers considered as

a whole and as ways of entertaining of spreading news or information to a large number of people”.

In a language teaching, there are various kinds of media which can be used. The appropriate media for students particularly young learners is visual aids. “The visual aids which are commonly used for teaching English are pictures, really or real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards” (Ruis, et al, 2009: 2).

b. The beneficial of using instructional media

Media is very useful in learning English. Teachers, instructors and learners are helped by using media to achieve their learning goals. So, the teachers should apply the media in teaching - learning activities. The reasons are:

1. Instructional media can be solved the lack of the learners’ experiences. Learners have different background such as family life, society, social economic, etc (Ruis, et all, 2009: 3).
2. Instructional media can be reached everything out of the class. “There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors” (Ruis, et all, 2009: 3).
3. Instructional media are created the possible direct interaction between the learners and their environment (Ruis, et all, 2009: 3).

4. Media are produced some observation. “The learners’ observation can be directed into the important things based on the teachers’ aims” (Ruis, et all, 2009: 3).
5. Media can be kept the basic, concrete and real concepts of the teaching (Ruis, et all, 2009: 3).
6. The learners’ motivation is arise by using media in learning.
7. Media are integrated the experience from the concrete things to the abstract ones (Ruis, et all, 2009: 3).

c. Kinds of Media

There are so many instructional media are used in teaching that starting from the simplest or cheapest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity.

According to Vernon in Ruis, et al (2009) states that there are some kinds of media;

1. Drawing or teacher mode drawing

“This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process” (Ruis, et al, 2009).

2. Still pictures

“This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which

may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc”(Ruis, et al, 2009).

3. Audio recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. “Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience”(Ruis, et al, 2009).

4. Motion picture and TV

“A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation” (Ruis, et al, 2009). “Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor”(Ruis, et al, 2009).

5. Real object, simulation and model, etc.

“This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are countless real objects in the immediate community”(Ruis, et al, 2009).

7. Animation pictures

There are some explanations related to animation picture below.

a. The meaning of picture and animation pictures

The word *animate* comes from the Latin verb *animare*, meaning “to make alive or to fill with breath. “We can take our most childlike dreams or the wackiest worlds we can imagine and bring them to life” (Wright, 2005: 1). In animation we can completely restructure reality. We take drawings, clay, puppets, or forms on a computer screen, and we make them seem so real that we want to believe they’re alive. Animation is close to the students especially young learners. Kemp and Daylon (1985) claims that “visual aids (picture) in motivationg and maintaining attention can adding variety and making the lesson more intersting”. In addition, ”The combination of the text and pictures promote comprehension and problem solving transfer” (Mayer, et al, 2005).

“Kids or students want and deserve to be entertained.Life today is very stressful,even for kids. In some countries and in many urban neighborhoods mere survival is an issue. Educational programming is a good idea, but sometimes it’s not entertaining” (Wright, 2005: 316). So, “an animation can be seen as the explicit external representation of a process; such an external model that could be useful for learner with a less developed visual style to help them develop an adequate mental representation” (Salomon, 1979). “Animations are

supposed to help learner to imagine processes properly and also to be able to build up adequate mental representation” (Hoffler, 2010).

b. The benefit using animation pictures

According to Ruis, et al (2009) there are some benefits in using animation pictures as an instructional media. They are:

1. Increase the learners’ motivation.

Animation is a brilliant and innovative new way to encourage student to increase their idea to write. it can be particularly useful as a tool to encourage the creativity of students who find the great imagination.

2. Avoid the bored feel for students.

The student often feeling enjoy when they see their favorite. When students feel enjoy, it will avoid the bored feeling.

3. Make the learners easy to understand the materials.

4. Make the teaching learning process more systematic.

8. Pocket Grammar Guide

When we write an academic writing, the grammar have to used. We have to use grammatical corrected which is agreeing with standard written English. Grammar is the study of the way the sentences of a language are formed. The students’ need, is guidance in understanding and applying aspects of grammar that are most relevant to writing (sidebar, p. 22). “The idea of teaching grammar in context proposes that we embed small units of mini-instruction as occasions present themselves with student work” (Kirby and Crovitz, 2005: 4). Make a sentence with

grammatical correct is really hard for students. They are not to be familiar with grammar. They feel confused when learning grammar. When students write, there are often found the grammatical error. Grammatical error appears as a lack of grammar. “The learners’ inability to conform to the grammatical rules of standard written English” (Pongsiriwet, 2001).

According to the problem, the reseacher complied or made some materials of the grammar which is often used in descriptive paragraph writing. The media called Pocket Grammar Guide. This media can use as guidance in writing to make students familiar with grammar. This media also can be used as a tool to memorizing grammar especiallyon descriptive paragraph.

9. Improving the Descriptive Paragraph Writing through Animation pictures and Pocket Grammar Guide

This research is concern to students’ writing descriptive paragraph using instructional media. The instructional media which are used in this research are Animation Picture and Pocket Grammar Guide.

Animation pictures are defined as media in teaching writing, which teachers use animation pictures to students in learning short descriptive paragraph in accordance with Animation Pictures to describe the contents the of Pictures. Moreover, Pocket Grammar Guide is also used as a supporting media by teacher to make students familiar with grammar. This media can use as guidance in writing. So, students will familiar with grammar. In addition, it can be used as a tool for

memorizing grammar especially on descriptive paragraph. Those of media hoped can be appropriate to students' learning style. Therefore, these media can improve students' writing descriptive paragraph.

B. Previous Studies

This part would be focused on discussing about the review of some researches which have been done by the researchers. There are studies which are related to descriptive text, media, and grammar:

Firstly, according to the research that has been done by Alma Prima Nurlaila 2014 entitled "The Use of Mind Mapping Technique in Writing Descriptive Text", The result of the research at Junior High School in Bandung that consisted of a number of students, showed the improvement of the subjects' ability in writing descriptive text using mind mapping from the low level to good. This research successful motivated students in writing descriptive text in enjoyable way. Looking at the result of her research, The Use of Mind Mapping Technique in Writing Descriptive Text was successful.

Secondly, according to the research that has been done by Febby Febriani Annisa 2014 entitled "The Use of Games in Improving Students' Grammar Accuracy in Writing Descriptive Text", The result of the research at Junior High School in Bandung that consisted of a number of students, showed the improvement of the subjects' ability in writing descriptive text using games from the low level to good. Looking at the result of her research, The Use of Games in Improving Students' Grammar Accuracy in Writing Descriptive Text was successful effective.

Lastly, according to the research that has been done by Nur Hikmah Laila 2009 entitled “Improving students’ reading ability by using printed mass media”. The result of the research at Junior High School in Karanganyar that consisted of a number of students, showed the improvement of students’ reading ability using printed mass media from the low level to good. This research successful motivated students in reading ability especially reading comprehension in enjoyable way. Looking at the result of her research, The Use of Printed Mass Media in Reading Ability was successful.

CHAPTER 3

RESEARCH METHODOLOGY

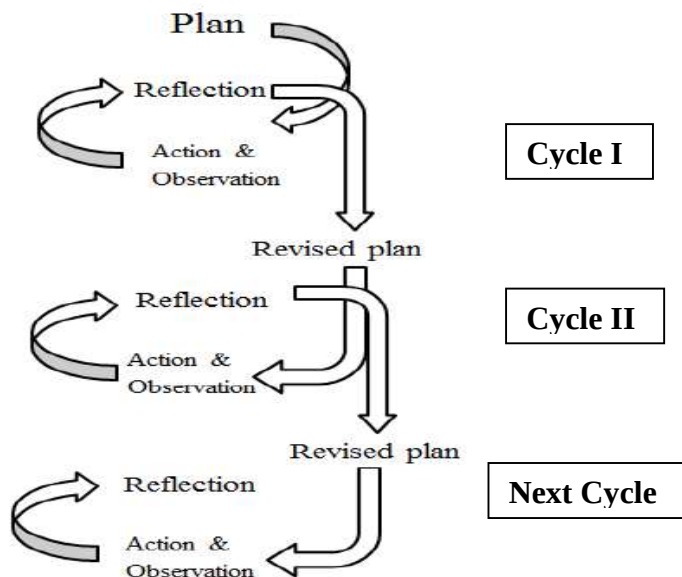
This chapter covers research design, research method, population and sample, instruments and data collection technique and analysis.

A. Research Design

Classroom action research design (PTK) is used in this investigation. Action research in this research uses the model developed by Kemmis and McTaggart in Burns (2010: 7-9). According to the model, the implementation of the action research includes four steps. They are identifying problems, planning the action, action and observation, reflecting the result of the observation, and revising the plan for the following step.

Based on Burns views (2010: 9) the model of Kemmis and McTaggart can be illustrated as follows:

Figure 1. The model of Action Research by Kemmis and McTaggart



B. Research Method

In conducting the research, the researcher uses action research. As a starting point, it is necessary to present a definition of action research. “Action research 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’. it involves taking a self-reflective, critical, and systematic approach to exploring own teaching contexts” (Burn, 2010: 2). “Action research is a study to bring social change which is designed systematically in collecting information technique” (Burns, et al, 1999: 30).

According to Kemmis and McTaggart (1980) “action research is applying dynamic and adjust process which consists of four base characteristic moments of planning, action, observation, and reflection. These moments are the main steps of the process”. Each moment explains as follows:

1. Moment of planning: a process to develop a plan of a critically informed action in order to improve what is already happening.
2. Moment of action: an act to apply the plan.
3. Moment of observation: a process of observing the effects of a critically informed action in the context in which it occurs.
4. Moment of reflection: a reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, through a succession of stages. (Kemmis and McTaggart, 1980)

The model of action research above is the framework in under taking a classroom action research. The five steps can be, namely:

1. Planning

The researcher prepares everything related to the action that will be implemented (Prastihana, 2014); the researcher designs the lesson plan, make some grammar guidelines, and prepare the suitable pictures for the eighth grade students. The researcher plans to conduct three meetings in the first cycle and two meetings in the second cycle.

2. Action

The researcher implements the teaching and learning activity in the classroom by using pictures and pocket grammar guide. There are three main activities that will be conducted in the action namely: pre-activity, whilst-activity, and post-activity (Prastihana, 2014).

The teaching process starts from pre-activities. Pre activities are used to activate the subjects' pre-existing knowledge related to the topics, which will be discussed and practiced (Prastihana, 2014). The second phase is whilst-activities. In this phase the researcher brings the main process of teaching. The last phase is post-activities. In post-activities, the teacher asks the students' difficulties in writing descriptive paragraph by using pictures and pocket grammar guide. The students work is collected, and the errors find out will be discussed in the upcoming sessions so that the students learn from their errors and mistakes (Prastihana, 2014). Teacher gives the review about what the

students have learned today and tells to them about their change in learning writing descriptive paragraph in the next session and gives some motivation to the subjects about their achievement (Prastihana, 2014).

3. Observation

Observation is to observe the action in order to know how the effectiveness of teaching learning process is and whether or not the picture and pocket grammar media improve the students' achievement. These steps are observing and recording the class condition during the data obtain. It includes the students' behaviors and the analysis of the result of the questionnaire and test (Prastihana, 2014).

4. Reflection

Reflection comes out when the effect of the action have been diagnosed. In reflection, there are processes of comparing the result of pre-test and the result of the post-test in each cycle. The reflection holds at the end of each action which is important in deciding the next action. After the researcher identifies the problem in previous action, the researcher tries to find out the solution that can be applied in the next cycle (Prastihana, 2014).

The researcher makes an evaluation on all she has observed to find the weaknesses and the strengths of the teaching activities already carried out. Besides, the researcher has to observe the students' progress during the teaching and learning process (Prastihana, 2014).

5. Revising the plan

Based on the result of the observation and reflection, the researcher revises the plan for the next cycle(s) (Prastihana, 2014).

C. Population and Sample

According to Moleong, (1988: 224) “Sampling aims to capture as much information from various sources and gather information which will be the basis of design and the emerging theory”. “Sample is a sample if the source can provide information. Sample is things, events, people, and a circumstance of studied” (Nasution, 1996: 32).

Based on the description above, there are obtained: The populations of this research are the eighth grade students at MTs Bongas. There are three classes of the eighth grade students of MTs Bongas with the total number of the students are 85. The students of Class VIII A which consist of 27 students are selected as the sample of the research by random sampling.

The researcher concerns on the problem in learning English especially in writing. Mostly students have no imagination in writing. In addition, they did not know the correct grammar which should use in writing descriptive paragraph. Therefore; using animation picture and Pocket Grammar Guide Made by Teacher will improve students' writing skills at the eighth grade of MTs Bongas.

D. Instruments

The researcher uses some instruments in collecting and evaluating the data. They are tests and questionnaire:

C. Test

The students given a test. The tests consist of two tests. There are pre-test and post-test. The pre-test organized in order to find out the students' pre-existing writing skill before the researcher conducted the research by applying animation pictures and pocket grammar guide made by teacher.

Furthermore, the post-test organized in the end of each session. However, the action will be desisted if the result of posttest showed the expected progress of the subjects. Post test used to evaluate the effectiveness of the media itself in the form of writing (Prastihana, 2014). Thus, the result of the tests can be known by giving score and the score is ranging depend on scoring rubric of writing descriptive paragraph that is adapted from Oshima and Hogue (2007:196). This scoring rubric is the ideal rubric to assess the students' work.

Table 3.1 Scoring Rubric of Writing Descriptive Paragraph (Oshima and Houge, 2007: 196)

	Max. Score	Actual Score
FORMAT – 5 POINTS		
☐ There is a title	1	
☐ The title is centered	1	
☐ The first line is indented	1	
☐ There are margins on both sides	1	
☐ The work is tidy	1	
Total	5	
PUNCTUATION AND MECHANICS – 10 POINTS		
☐ There is a period after every sentence	2	
☐ Commas are used correctly	2	
☐ Capitalization & other punctuations are used	2	
☐ The spellings are correct	4	
Total	10	
CONTENT – 20 POINTS		
☐ The paragraph fits the assignment	4	
☐ The paragraph is unified	8	
☐ The paragraph is coherent	8	
Total	20	
ORGANIZATION – 35 POINTS		
☐ The text began with the identification	5	
☐ The text contain with the description	25	
☐ The text ends with a conclusion	5	
Total	35	
GRAMMAR & SENTENCE STRUCTURE – 30		
Estimate a grammar and sentence structure score	30	
Grand Total	100	

D. Questionnaire

The questionnaire conducted to the eighth grade students of MTs Bongas after the completion of cycle II. It is used to get information relating to the students' responses of learning English, especially to know how is their judgment or interest during teaching learning process in writing skill.

E. Data Collection Technique

In this classroom action research, the researcher collects the data using qualitative and quantitative method. Mason and Bramble (1997: 42) say that “action research is designed to find the effective ways of confront real world problems and action research is not confined to a particular methodology or paradigm”. The action research may use qualitative or quantitative methodology or a mixture of both. The technique of qualitative as follows:

H. Observation

According to Alwasilah (2002: 155) states that “when doing the observation, researchers will see unspoken understanding (tacit-understanding) how theory is used directly (theory-in-used), and the viewpoint of the respondent who may not unearthed while doing other research techniques”. In addition, the researcher did an observation dealing with the real situation of the teaching and learning process.

I. Field notes

“Notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style” (Burns, 1999: 87). “Field Notes is a written record of what is heard, seen, experienced, and well thought out in order to collect data and reflection on qualitative research data” (Moleong, 2007). By being personally in the field of researchers the opportunity collect more data, detailed, and more carefully.

Therefore, “the observation is one of the important factors in data collection techniques” (Nasution, 2003: 60). In Field note, the researcher made notes in each observation done.

J. Questionnaire

The questionnaire organized in the end of cycle II to figure out how far their improvement of learning behaviors after teaching writing descriptive paragraph through animation picture and Pocket Grammar Guide.

The Second, the technique of collecting the data using quantitative method as follows:

1. Pre-test

In The pre-test or Initial reflection (IR) organized to the subjects under study to obtain their pre-existing writing descriptive paragraph ability (Prastihana, 2014). In pre-test the subjects are asked to write sentences by their ability in writing.

2. Post-test

Post-test or reflection organized for six times (four times in cycle I and two more times in cycle II).

F. Data Analysis Technique

In analyzing qualitative data, the researcher analyzes the result of the observation which has been done during the teaching and learning process by using Constant Comparative Method as suggested by Strauss and Glesser in Moleong (2004: 288-289). They say in general, the data analysis includes data reduction, data classification, data synthesis, and ended by action hypothesis. They are as follows:

a. Data Reduction

- a. Unit identification: the smallest unit which is found in the data. It must have closed relationship with the research problems (Laila, 2009).
- b. Making codification: The unit coded to know where is the data come from (Laila, 2009).

b. Categorization

This stage is used to categorize the unit with the same characteristic. Then, every category must be labeled (Laila, 2009).

c. Synthesis

This stage is used to find the relationship between one category to another (Laila, 2009).

d. Stating 'Action Hypothesis'

After all the analysis has been done, the data formulated to a proportional statement (Laila, 2009).

In analyzing the data, the researcher investigates the field notes made regularly by the researcher. The classroom action research in this research will be successful if there is an improvement of students' writing descriptive paragraph. The successful can pass the test. Besides, the students' response and reaction to the lesson is better than before where they enjoy and feel comfort in learning writing descriptive paragraph in the classroom (Laila, 2009).

The quantitative data are analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. In analyzing the data in the form of numbers as the result of the test, the researcher finds the mean scores of the pre-test and the post-test. Then, the researcher compares those scores. The improvement can be seen from the score in posttest which is higher than the score in the pre-test (Laila, 2009).

Then the data are analyzed in percentage by Furchan (2004: 158) as follows:

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

In which:

M = mean score

$\sum x$ = sum of the score of pre-test

$\sum y$ = sum of the score of post-test

N = Number of students

The mean score are going to use to evaluate the achievement of teaching learning process by using animation picture and pocket grammar guide, whether it is effective to improve the students' writing skill or not.

G. Success Indicator

This research conducted in VIII A students of Madrasah Tsanawiyah Bongas, which consist of 27 students. Based on the curriculum used by the school, the minimum mastery criterion (KKM) in English course is 70. Therefore, this research considered to be successful and be ended if 80% of the subjects under study can obtain the target score in writing skill. In addition, if less than 80% of the students who obtain the target score, there are conducted the next cycle until 80% the subject under study can reach the criterion or showing an improvement. It means that the research is ended after 80% of the students achieve the target (KKM).

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discusses the result of the research. This chapter describes some findings and discussion about the improvement of students' descriptive paragraph writing through animation picture and pocket grammar made by teacher.

A. Findings

In this classroom action research, the researcher was an active participant teacher and observer. The researcher conducted the action research in two steps. First, she did the pre-observation or pre-test and then she conducted the action research. In this research, the implementation was held in two cycles. Each cycle included several meetings; each meeting took about 80 minutes.

Pre-observation and pre-test was conducted on April 6th 2017. Meanwhile, the researcher divided cycle I into three meetings and cycle II into two meetings. In cycle I, was conducted on April 8th 2017, April 13th 2017, and April 15th 2017. In this cycle, researcher used some animation pictures which can be choose by students. The topic was Super Hero animation. Each of students was given the Pocket Grammar Guide to make student more familiar with the grammar. In cycle II, was conducted on April 22nd 2017 and April 27th 2017. The topic was the popular cartoon animation. Pocket grammar still used in this cycle. Each cycle in this action research consists of six steps: identifying the problems, planning the action, action,

observation, reflecting the action and revising the plan. The researcher can explain each part as follows:

1. Cycle 1

There are six steps of cycle I as follows:

A. Identifying the Problems

The researcher had some pre-observation and interview from teacher and some students before she implemented the research. The researcher conducted pre-test on Thursday April 6th 2017. Pre test was conducted at 08.00 a.m. to 09.20 a.m. before the researcher taught writing skill through animation picture and Pocket Grammar Guide. In this cycle, Students asked to write descriptive paragraph individually about describing their favorite idol or character without using any media.

After had some pre-observation and interview to the teacher, the researcher concluded the fact that the eighth grade of junior high school students of MTs Bongas had a problem with writing ability. It could be seen from the students' achievement writing score. There were some facts that indicated the problem. First, students' interest of writing was very low. Second, students had difficulties in expressing their idea into a piece sentence. They cannot express their feeling better and hard to imagine the topic. Third, they had difficulties when transferring some words into phrase or sentence in English. The students did many errors in vocabulary, grammar, and spelling. They said that it was really hard to arrange some words into a good sentence,

and some sentences into a good paragraph and so on. Fourth, the students needed a lot of time in making paragraph writing. Finally, the students had difficulties in doing tasks.

In addition, their teacher usually asked to students to write sentences and paragraphs without being given some clue so that it was difficult for them to express their ideas on a piece of paper. Those all made their achievement became low and caused failure in teaching and learning process.

B. Planning the Action

With the consideration of the facts above, the researcher planned and conducted some materials which were used in the research. She decided that the topic should be interesting and also popular for the students in that age. She also made the media guide namely Pocket Grammar Guide for students with the simple explanation which students can understand easily. The researcher believed that those media which were used in this research can improve students' descriptive paragraph writing and also changed their assumptions toward English lesson.

The researcher constructed some lesson plans that consisted of three terms. They are pre-activity, whilst-activity, and post-activity. The steps took 80 minutes in one meeting. She was used some animation pictures which can be choose by students. The topics were favorite and popular cartoon animation. Each of students was given the Pocket Grammar Guide to make student more familiar with the grammar.

In the first meeting of cycle I, the researcher explained the structure of descriptive text and format of the text. The second meeting of the cycle I, the researcher explained some grammars which were often used in descriptive paragraph. In the last meeting of cycle I, the researcher did the first post-test.

C. Action

1. First Meeting (11.10 a.m. – 12.30 p.m.)

A. Pre-activity

The first meeting was conducted on Saturday April 8th 2017. In the beginning of the lesson, the researcher as the teacher greeted the students and checked students' attendance. The researcher tried to create a good atmosphere by made some interaction.

B. Whilst-activity

Firstly, the researcher asked the students *"Is there anyone who's like writing?"* Some of students said *"No, miss"* and other students said *"Yes, but no in English"*. Then, she asked to students the reason. Students answered *"it's so hard, miss"* *"No imagination"* *"I have no idea at all"* *"i don't know English words"* *"too lazy, miss"* and so on. After that, she said *"Okay, but have you ever write English text?"* All of students said *"Yes, miss"*. *"So, do you know what's paragraph?"* Some of students could answer and the others just kept their attention.

Secondly, the researcher asked their understanding about descriptive paragraph. Some students still confused, but another could answer the

question. After that, the researcher explained the descriptive text, including its purpose, generic structure, and how to arrange a good paragraph.

Thirdly, students given the example of descriptive text and teacher asked students to analyze and translate the text as well. While do the instruction, some students still had the mistake in arrange the words although in Bahasa. They often asked to teacher “*why this words are not connected?*”, “*Why the structure of English are not same with Bahasa?*”, and so on. After finished the instruction, students and the researcher discussed together.

C. Post-activity

Having finished conducting the first meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students’ understanding in writing. When the researcher found that the students had understood the lesson, she closed the class.

2. Second Meeting (08.00 a.m. - 09.20 a.m.)

1) Pre-activity

The second meeting was conducted on Thursday April 13th 2017. The researcher opened the lesson by greeting and checking the students’ attendance. Besides, the researcher reminded and checked the students understanding about previous material which is descriptive text.

2) Whilst-activity

Firstly, the researcher distributed media which is Pocket Grammar Guide to the students. The students seem enthusiast and directly asked what this is?

Secondly, the researcher asked what reason writing is hard. All of students said *"Grammar is too complicated, miss"*. Then, the research said *"Alright, I would like to explain to you some grammars which is used in descriptive text"*. *"Please look at your handout, and try to understand"*. Most of students seem understood but there are another still confused.

Therefore, the researcher explained more clearly. After that, students asked to make the example from each of the topic. Finally, the researcher checked the assignment. Most of the students got high score.

3) Post-activity

Having finished conducting the second meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in grammar of descriptive text. When the researcher found that the students had understood the lesson, she closed the class.

3. Third Meeting (11.10 a.m. - 12.30 p.m.)

1) Pre-activity

The third meeting was conducted on Saturday April 15th 2017. The researcher opened the lesson by greeting and checking the students'

attendance. Besides, the researcher reminded and checked the students understanding about previous material.

2) Whilst-activity

The researcher said that "*Today is post test for cycle 1*". The topic was Super Hero Animation. She prepared 5 pictures which can be chosen by students. The Students can use the Pocket Grammar Guide as the media for memorizing and make a familiar with the grammar to do the test but no cheating and no discussing with friends. "*Just do it by yourself*". The test took long times it was about 70 minutes.

3) Post-activity

Having finish conducting the test. The researcher asked to students the reason why it was took long times. The students just smiled and said some reason. So the researcher concluded that they have not become accustomed of descriptive text yet. Then, the researcher found the reason; it can be concerned in the cycle II. After that, she closed the class.

D. Observation

To observe the result of the action done in the cycle I, the researcher used some techniques: test and observation. The researcher conducted the post-test 1 at third meeting of the cycle 1 in order to measure how far the improvement the students were made. The improvement of students' achievement could be seen from the improvement score of the test. The next technique was observation. It

was done during the teaching and learning process and the data was poured in the field notes.

In cycle 1, there were three meetings. The first meeting focused on students' understanding of format of the paragraph, definition and structure of descriptive text. The second meeting focused on language use and the grammar which is often used in descriptive text. The third meeting focused on post test.

From the explanation above, as the result of the observation of the teaching and learning process and also supported by the test, there were some improvement on students' writing descriptive text. They were paragraph arrangement, language use, and correct grammars.

From observing the teaching learning process in the first cycle, the researcher finds that the use of animation picture and Pocket Grammar Guide can motivate the students in learning English, especially in writing. It can be seen from their activeness during the lesson; they were easily to arrange the word into phrases or phrases into sentence and so on.

E. Reflection

After observing and analyzing the result of observation in cycle I, the researcher found several positive and some weaknesses. They were as follows:

1. Positive results

- 1) There was an improvement of students writing ability. It was shown from the result of the first post-test. The mean score for the post-test 1 was higher than the mean score of the pre-test.

- 2) There were changes from students' behavior toward teaching and learning process. It could be seen from students' interest during the lesson. They paid more attention to the teacher's explanation.
- 3) The researcher conclude that the picture and Pocket Grammar Guide were good enough and suitable for the eighth grade students of junior high school in learning descriptive text, even though some students got difficulty in choosing the correct words.

2. Weaknesses

- 1) There were some objectives which had not been achieved yet, such as they took long times for once test. It was about more than one hour. The students still got the difficulties on finding the words which were agreed to the sentences. The students still felt difficult because they were not familiar with the language use yet.
- 2) Some students still got difficulty in choosing the correct words.
- 3) Although students were active but there were some students still passive. Some students did not involve in choosing unfamiliar words by looking for in the dictionary because they did not bring it.

From the result of the reflection above, it can be seen that the action resulted in the positive result and weaknesses. With consideration of those results, the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

2. Cycle II

5. Revised Plan

From the result of observation in cycle I, the researcher wanted to solve the problem. She revised the plan and prepared two meetings for the second cycle. In this cycle, the researcher as the teacher used two different topics. Besides, trying to enhance students' writing ability. This cycle also tried to improve students' activeness. It focused in changing student's assumption toward English lesson to make the lesson more interesting so they were active and involved in the teaching and learning process. The researcher tried to make intimate situation with the students by turning around the class while the students doing their task in order to avoid noise during the lesson and checking the students activeness in doing their task.

6. Action

1. First Meeting (08.00 a.m. – 09.20 a.m.)

3. Pre-activity

The first meeting of cycle II was conducted on Thursday April, 20th 2017. The researcher opened the class by greeting and checking students' attendance. Before the teacher started the lesson, she gave the students some questions dealing with the last material. It was done in

order to check students' understanding about the materials they have learnt. Most of them still remembered it.

4. Whilst-activity

Firstly, the researcher distributed copies of students' test results. Some students seem unhappy with their score. But there were more than a half of students got standard score. Secondly, the researcher explained some errors of students' result. There are the form of good sentence, punctuation, capitalization, spelling, and some grammars. Thirdly, the researcher asked students to analyze their own results and corrected it.

Lastly, in order to make students more active and to apply their grammar writing, the researcher played a game which is related to descriptive paragraph. Students divided into five groups, every group should draw a character (free) as hard as possible. The drawings collected by researcher to put a number. Then, each group should describe whatever they choose. Students allowed to use Pocket Grammar as their guidelines. During the game, students seem enthusiast and being more active.

5. Post-activity

Having finished conducting the first meeting in cycle 1, the researcher asked to the students whether they have enjoyed or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in writing

descriptive paragraph. The researcher closed the lesson when the bell rang.

2. Second Meeting (11.10 a.m. – 12.30 p.m.)

1) Pre-activity

The second meeting of cycle II was conducted on Saturday April, 22th 2017. The researcher opened the class by greeting and checking students' attendance. Before the teacher started the lesson, she made such a good atmosphere. Then, she gave the students some questions dealing with the last material. And continued the lesson.

2) Whilst-activity

Firstly, the researcher told students that the topic was popular cartoon/ animation. The researcher asked students *"what is your favorite animation film?" "Can you tell me your favourite character?"*, *"tell the reason?"* Secondly, the researcher showed the animation pictures. She also distributed copies of students' worksheets. Then, asked to students to describe what the picture is it. As usual, students allowed using Pocket Grammar as a guideline. Then, the researcher asked students *"Please, Do not be cheating, do your best, and silent please!"*. The students answered *"Alright, miss"*. During the task, students seem more focus and did their best. The task took earlier than before, it was about 50 minutes.

3) Post-activity

Having finished conducting the second meeting, the researcher asked to the students whether they have enjoyed or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading descriptive paragraph. The researcher closed the lesson when the bell rang.

7. Observation

To observe the result of the action done in cycle II, the researcher used some techniques; they were test, questionnaire, and observation. The researcher conducted the post-test 2 in order to measure how far the improvement the students were made. The improvement of students' achievement could be seen from the improvement score of the test. The next technique was questionnaire. The researcher distributed the questionnaire to students and asked them to answer it according to their own perspective during all of the lessons. It was used to know how far the action influences toward the lesson. And the other technique was observation. The last technique was observation. It was done during the teaching and learning process and the data was poured in the field notes.

In cycle II, there were two meetings. The first meeting focused on review their error of the first post test and also made some interesting atmosphere by a game. The second meeting focused on their writing skill in order to get familiar with describing something.

From the explanation above, as the result of the observation of the teaching and learning process and also supported by the test result, there were some improvement on students' writing descriptive text. They were paragraph arrangement, language use, and correct grammars. In addition, their attitudes and their assumption were change toward English lesson.

Generally, the improvement of students ability could be seen from the result of the post-test 2 score. The mean score of the post-test 2 increased from the mean score of the post-test 1. The mean score of the post-test 2 was 78,2 It was higher than the mean score of the post-test 1 that was 67,78

From observing the teaching learning process in the second cycle, the researcher found that the use of animation picture and Pocket Grammar Guide can motivate students in learning English. It can be seen from their activeness during the lesson. They were easily to arrange the word into phrases or phrases into sentence and so on. In addition, by using some various methods can also make students more active during the lesson. The class can be controlled although sometimes they are noisy during the lesson.

8. Reflection

The researcher found some differences between the result of action in cycle I and the result of action in cycle II. There were positive and negative results of the action:

1. Positive Results

- 1) The students still remembered the kind of text taught in cycle I and cycle II,
- 2) The researcher could manage the class better than in the first cycle. The researcher gave reflection to the students. She gave a game and adding score to the students who could work well. Moreover, the researcher also managed the time and gave instructions in each activity in order to reduce wasting time. It was important not only to make the students involved in the teaching - learning process but also made the time more effective.

2. Weakness

- 1) In the teaching and learning process, the students tended to make noise during the lesson. The teacher controlled them to speak not too loud and monitored every activity they done.

The improvement of the students descriptive paragraph writing can be seen from the score of the test in pre-test, post-test 1 and post-test 2 below,

Table 4.1 The students' improvement score of the test in pre-test, post-test 1 and post-test 2

Subject	Pre-test	Post-test 1	Post-test 2
1	40	53	70
2	50	73	82
3	50	62	80
4	40	54	70
5	64	76	80
6	50	73	84
7	49	69	78
8	69	80	85
9	62	74	77
10	53	62	78
11	51	73	75
12	66	79	88
13	40	53	70
14	45	63	71
15	40	54	70
16	41	55	75

17	54	63	71
18	51	71	73
19	59	71	78
20	40	54	70
21	67	79	88
22	42	55	74
23	68	77	88
24	75	82	89
25	68	76	82
26	60	75	84
27	61	74	81
Total	1455	1830	2111
Mean	53,89	67,78	78,2

Furthermore, The questionnaire were use as an additional data. The answers of the questionnaire were quantitatively scored using the rating 1-4 (A: 4, B: 3, C: 2, and D: 1). The scores obtained from administering questionnaire showed the students' changing attitudes and motivation in writing descriptive paragraph using related media as follows:

Table 4.2 The students' total score of the questionnaire

Subject	A	B	C	D
1	8	4	2	-
2	9	4	1	-
3	6	7	1	-
4	8	6	-	-
5	9	5	-	-
6	7	5	2	-
7	7	7	-	-
8	9	5	-	-
9	7	6	1	-
10	6	6	2	-
11	4	8	2	-
12	7	7	-	-
13	3	8	1	1
14	7	6	1	-
15	9	5	-	-
16	5	7	2	-
17	6	6	1	1
18	7	6	1	-
19	8	6	-	-
20	8	5	1	-
21	9	5	-	-
22	6	7	1	-
23	10	4	-	-
24	8	6	-	-
25	7	6	1	-
26	6	7	1	-
27	7	7	-	-
Total	193	161	21	2
Grand Total (A+B+C+D) = (193+161+21+2) = 377				

Table 4.3 Sum up of the improvement of descriptive paragraph writing and their changing attitude from pre-observation to cycle II

Pre-observation	Cycle I	Cycle II
1. Students' interest of writing was quite low. 2. Students had difficulties in expressing their idea. They cannot express their feel better and hard to imagine the topic. 3. Students had difficulties when transferring some words into phrase or sentence in English. The students did many errors in vocabulary, grammar, and spelling. 4. Students felt difficult to arrange some words into a good sentence, and some sentences into a good paragraph and so on. 5. Students needed a lot of time in making paragraph writing. 6. The students had difficulties in doing tasks. 7. The teacher usually asked to students to write sentences and paragraphs without being given some clue.	1. The mean score for the post-test 1 was higher than the meanscore of the pre-test. 2. They paid more attention to the teacher's explanation. They seem more interest than before. 3. They still took long times for once test. It was about more than one hour. 4. The students still got the difficulties on finding the words which were agreed to the sentences. 5. Some students still got difficulty in choosing the correct words. 6. There were some students still passive. Some students did not involve in choosing unfamiliar words by looking for in the dictionary because they did not bring it.	1. A few of students still made grammatical error, but more than half students did well in grammar. 2. They were able to write a paragraph with their own imagination well. 3. Joyful and interesting atmosphere during the lesson. 4. They feel easier and familiar to arrange the words into a sentence or some sentences into a paragraph using Pocket Grammar Guide. 5. Their attitudes and assumption were change toward English lesson. 6. All of the students were involved in the teaching and learning process. 7. The class can be managed better than in the first cycle. 8. The time and giving instructions in each activity can also be managed. 9. The mean score for the post-test 2 was higher than the meanscore of the post-test 1.

Based on the result findings, the researcher came to a conclusion that the use of animation picture and Pocket Grammar Guide in improving descriptive paragraph writing encouraged students and made them more active and enjoy during the teaching and learning process.

B. Discussion

The last step of action research was discussing the result of the research with the teacher M as a final reflection. Teacher M and the researcher concluded that using animation picture and Pocket Grammar Guide was an effective way to improve students descriptive paragraph writing.

Teacher R and the researcher decided to stop the cycle since the result of the last cycle has shown a good improvement of students' writing ability in descriptive paragraph. It can be seen from:

1. Test analysis

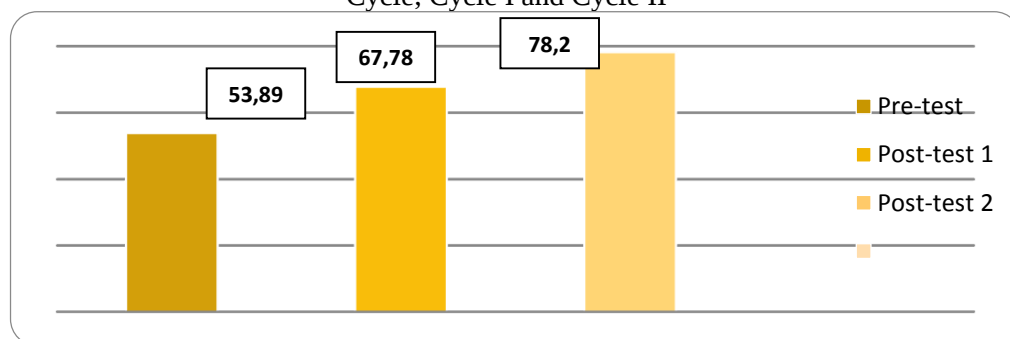
From the analysis of the mean score of the descriptive paragraph writing test, it can be concluded that by using animation picture and Pocket Grammar Guide could improve students' descriptive paragraph writing.

Table 4.4 The mean score of the test in pre-test, post-test 1 and post-test 2

Pre-test	Post-test 1	Post-test 2
53,89	67,78	78,2

To make it clear, the main findings of the data showing the increasing comparative mean figures of pre-test and the post-test scores obtained by the eighth grade students of MTs Bongas in academic year 2016/2017 for pre-cycle, cycle I and cycle II could be presented as follows:

Graph 4.1 depicting the subjects' Progressing Achievement in Writing Skill of Pre Cycle, Cycle I and Cycle II



Therefore teacher M and the researcher didn't revise the plan. From the comparison result between mean scores in pre-test, post – test 1 and post – test

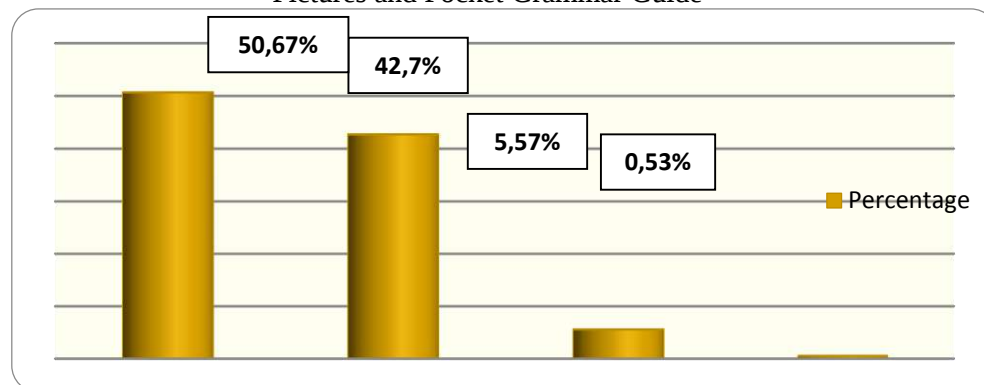
2 which had shown a good improvement. Finally, having finished the second cycle the researcher discussed the result of the research with the teacher M as the final reflection. The researcher and the teacher M decided not to revise the next plan and stop the cycle since the result of the last cycle has shown a good improvement of students' writing descriptive ability.

2. Questionnaire

The additional supporting data was also collected by administering questionnaire at the end of cycle II. The data obtained from the questionnaire should be computed and discussed. The computation of the comparative percentages for the scores of the items of the questionnaire showing the students' total responses for the item of A, B, C and D was shown as follows:

- 1) Total percentage of item A = $\frac{193}{377} \times 100 \% = 50,67 \%$
- 2) Total percentage of item B = $\frac{161}{377} \times 100 \% = 42.7 \%$
- 3) Total percentage of item C = $\frac{21}{377} \times 100 \% = 5.57 \%$
- 4) Total percentage of item D = $\frac{2}{377} \times 100 \% = 0.53 \%$

Graph 4.2 depicting the subjects' Changing Learning behavior through Animation Pictures and Pocket Grammar Guide



3. Research Diary

This section presents the discussion of the research findings concerning with the students response toward the use of animation picture during the teaching and learning process. The materials given to the students could create good situation in learning English writing. Students were enjoy and also active to do the worksheet. The situation in the class becomes comfortable, the interaction among the students became more joyful. The students easier to imagine their favorite character animation without any hesitation. The relation between the student and the teacher becomes more comfortable so that the students weren't afraid to ask about the difficulties they found in the materials.

From the explanation above, it could be concluded that there were some contributions in using animation pictures and Pocket Grammar Guide as media in teaching and learning. It can be related to the theory in chapter 2 that "Media is a physical term that used by teacher to send messages to the students and also to stimulate them" (Briggs, 1970). Media is very useful in learning English.

Teachers, instructors and learners are helped by using media to achieve their learning goals. So, the teachers should apply the media in teaching - learning activities (Ruis, et al, 2009: 3). Picture is often used as a media in learning process. "Picture and video can serve as a connection between the mother tongue and English" (Feuntein, 1995). In addition, "The combination of the text and pictures promote comprehension and problem solving transfer" (Mayer, et al, 2005). Animations are supposed to help learner to imagine processes properly and also to be able to build up adequate mental representation (Hoffler, 2010). When the ideas have formed, the other factor should be concerned is writing a good grammar in a paragraph. The students' need, is guidance in understanding and applying aspects of grammar that are most relevant to writing (sidebar, p. 22). Pocket Grammar Guide is a media which is made by teacher to make students familiar with grammar. This media can use as guidance in writing. So, students will familiar with grammar.

For the teacher, this resource of materials can give some references to find a suitable media in teaching writing. For the students, the varieties of animation pictures can be motivating students' descriptive paragraph. It is related to the theory in chapter 2 that "visual aids (picture) in motivating and maintaining attention can adding variety and making the lesson more interesting" (Kemp and Daylon, 1985). The picture is close to their daily life, so that they could feel that writing is not boring activity anymore. From the observation results of the field notes and questionnaire and also supported by

the photographs of the students showed that there was differences of the students' interest in writing before and after the teacher implemented the action.

From the explanations above, The use of animation picture and Pocket Grammar Guide make students easy to imagine something, and also easy to arrange the words and sentences. They became familiar with the text and the grammar itself and so they feel easier in doing the task, although they are not yet quite right in writing descriptive paragraph. However, with the increasing score of students and the changing attitudes and assumption toward English lesson. Therefore, it could be prove that by using animation picture and Pocket Grammar Guide students can enhances students' writing ability especially on desriptive paragraph. In addition, animation picture and Pocket Grammar Guide could be an alternative reference in teaching descriptive paragraph writing.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

The classroom action research was conducted to help the students to improve and develop their writing ability. Based on the previous research findings and discussion, there are some conclusions; The first is to answer the research problem: How far the animation picture and Pocket Grammar Guide can improve the students' writing ability especially on descriptive paragraph.

From the result of the observation, field notes and questionnaire; the researcher concluded that during the action, the students have shown their improvement such as they were able to write a paragraph with their own imagination well, the situation of the teaching and learning process becomes more joyful and interesting, they feel easier and familiar to arrange the words into a sentence or some sentences into a paragraph using Pocket Grammar Guide. In addition, their attitudes and assumption were change toward English lesson. Therefore, all of the students were involved in the teaching and learning process.

The enhancement of the students' writing ability especially on descriptive paragraph was also supported by the result of the test score. The mean score of pre-test was 53,89 and it improved to 67,78 in post-test 1 and it also improved to 78,2 in the final post-test.

The researcher draws conclusions that animation picture and Pocket Grammar Guide which are used in this research can give the stimulant to the students. As a result, it proved that the use of animation picture and Pocket Grammar Guide can improved students' writing ability especially on descriptive paragraph.

B. Suggestions

The results of the reseacrh prove that the the use of animation picture and Pocket Grammar Guide made by teacher can improve students' writing ability especially on descriptive paragraph. Based on the result above, the researcher hopes that this research will give some benefits for the improvement of English teaching and learning process. The researcher would like to give some suggestions which hopefully will be useful for the students, teachers, the school, the other researcher, and the government.

1. Students

If students learning English as a second language with no will and less motivation in leaning process, English can be difficult to teach. They should be motivated and also encouraged to have more practice to increase their achievement. The students who are taught by using animation picture and Pocket Grammar Guide should be aware of the importance of writing to get a good text. They should not judge that writing as a difficult and boring activity. The encouragement of students' will to learn English is important.

2. Teachers

The teacher should know how to enhance the students' ability in teaching and how to develop a good atmosphere in the class, so that the students learn at ease and comfortably in their class. Beside that, the teacher should be selective and creative in choosing appropriate materials, various media and methods to improve the students ability and to enhance students' motivation in learning English. The teacher can use animation picture and Pocket Grammar Guide as the instructional media. The use of animation picture is close for students' daily life and also students will get some joys. So, it can be use as teaching materials in descriptive paragraph writing lesson.

3. For the School

- a. The school should improve the quality of English teachers by giving some regular training.
- b. The school has to complete the facilities which can support the development of teaching and learning quality.

4. The other researchers

This research discusses the use of animation picture and Pocket Grammar Guide which can improve the students' writing ability especially on descriptive paragraph which is conducted on the eighth grade of Junior High School students. The researcher hopes that this technique can be applied by other researchers in the other level students and also make some improvement to this research. In addition, the researcher hopes that the other researchers

could do better research related to animation pictures, which can be applied not only for teaching descriptive paragraph but teaching other text.

5. The Government

The researcher hopes that the result of the research can give some consideration for the government in making educational system and learning approach in Indonesia.

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APPENDICES



Yayasan ITTIHAADUL ASAATIIDZ
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Cililin, 29 April 2017

SURAT KETERANGAN

Nomor: 107/05/TU/MTs/2017

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Bongas dengan ini menerangkan bahwa:

Nama : Pera Mustika
NIM : 13220158
Fakultas : STKIP Siliwangi Bandung
Jurusan : Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian di Madrasah Tsanawiyah Bongas dengan judul penelitian "*Improving Descriptive Paragraph Writing through Animation Picture and Pocket Grammar Guide*" terhitung mulai tanggal 27 April 2017 s/d 27 Mei 2017.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Hormat kami,



Kepala Madrasah Tsanawiyah Bongas

H. Dedy Nurhadiyat, S. Ag.
NUPTK. 9643746648200022



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

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Akreditasi Institusi Perguruan Tinggi "B"

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Nomor : 045/S1/April/P-Bahasa Inggris/STKIP-Siliwangi/2017
Perihal : *Permohonan izin Riset.*
Kepada Yth : Kepala Sekolah MTs Bongas

: di
: Tempat
: (Jl. Bongas kec. Cililin Kab. Bandung Barat)

Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung, dengan ini mengajukan izin Pelaksanaan Riset untuk :

Nama : Pera Mustika
Nomor Pokok : 13220158
Program Studi Pendidikan : Bahasa Inggris

Bermaksud mengadakan Riset/penelitian di: MTs. Bongas Kel/Desa Bongas Kec. Cililin Kota/Kab. Bandung Barat.

Tmt. April s/d Mei 2017

Untuk bahan penulisan Skripsi Strata Satu (S.1) STKIP Siliwangi Bandung.

JUDUL SKRIPSI: *Improving Descriptive Paragraph Writing through Animation Picture and Pocket Grammar Guide Made by Teacher.*

Atas perhatian dan izin Bapak/Ibu kami ucapkan terima kasih.

Cimahi, April 2017

A.n. Ketua,

Ketua Prodi Pendidikan Bahasa Inggris


Basen Suprijadi, S.Pd., M.Pd
IDN: 0816107169

embusan :

Kadisdikpora Kota/Kab.
Camat Kecamatan
Kepala Kel/Desa
Kepala Sekolah

BIOGRAPHY



Pera Mustika. She was born on January, 31st 1996 in Bandung. She lives in Cililin with her family. Her family consists of her father, mother, sister and brother. She is the first child and she feels happy with her family. Her father works at Leuwigajah as employer, his name is Sunanjaya and her mother's name is Mulyati, they are the best parents because they love her and they always understand what she needs. She started her study in the elementary school in five and half years old at SDN 2 Rancapanggung. After that, she continued her junior high school in 2007 at SMPN 2 Cililin. Three years later, in 2010 she started her vocational high school at SMK Bina Pemuda Cihampelas with Computer and Networking Technique major. She was very enjoy with her major. She always did the best for her study. After that, she continued her study, she decided to take English Education Study Program in STKIP Siliwangi Bandung; meanwhile, her dream is to become someone who used the ability in her jobs. One of her dream is, she wants to be an English teacher because she likes teaching in the classroom and sharing her knowledge with others. On the other hand, she has a dream to go around the world. Furthermore, she was very lucky to be a part of their university because she got a lot of knowledge, motivation and change her mind.