

**THE EFFECTIVENESS OF “BRAVE” ANIMATION FILM IN WRITING
DESCRIPTIVE TEXT**

SKRIPSI



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LEGITIMATION

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This is to certify that the sarjana's skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education August, 20th 2019

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important tool for communication. According to Oxford Advanced Learner's Dictionary of Current English, language is “(1)The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing”. It means people can express their ideas, thoughts, feelings, and desires by language.

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C. Richards and Theodore S. Rodgers said that Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied as foreign language today.

In Indonesia, English has become the first foreign language which is taught from elementary school up to university. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English. In English language, there are four skills to be mastered. Those are listening, speaking, reading and writing. Through listening and reading we can

understand something and through speaking and writing we can communicate about our feeling, need, and desires. According to Harmer (2007:265) speaking and writing are productive skills where students actually have to produce language themselves. It means that in writing process, students produce the text. Writing is one of the four language skills which is very important to learn. As we all know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. To produce the text well, the students should be able to arrange words become sentences grammatically into written text. Even the students need to gather much information by listening to other people, making conversation with others, and reading some books. Because writing requires many skills, it is more complex than other skills. So, it is essential to improve students' writing skill.

In teaching English to seventh grade students, there should be language practice in each language skills, include writing skill. Writing will help students master the other skills and master English completely. According to Robert (in Andris, 2013: 1) teaching as that which leads to improve student achievement using outcomes that matter to their future success. From the statement, the student result depends on how the teacher taught. Student will be easier to understand if the teacher has many media to present the material.

In Junior High School, there have been many genres of the text to be mastered such as narrative, recount, report, descriptive, procedure and

exposition text. According to Hyland (2004: 4), genre is a term of grouping text together, representing how writers typically use language to respond to recurring situation. Genre commonly refers to one of the text types. One of them is descriptive text. It is a kind of text with a function to describe things, animals, or persons. Based on syllabus of Junior High School, descriptive text is one of the materials taught in second semester.

According to James (2003: 11) a medium (plural, media) is a means of communication and source of information. The purpose of media is to facilitate communication and learning. The research animation film is used as media to facilitate in learning process. Based on observations at the Mts. Muhammadiyah 1 Randublatung, the students are bored and not interested in learning English. The students are confused when the teachers ask them to write a text. So, the writer wants to make English learning process more interesting, especially in teaching writing descriptive text. To select appropriate media, the teacher must consider the characteristic of the students learning styles such as verbal, visual, and audio perception skill.

It is assumed that the use of English animation film is one way to improve the students' skill in writing, especially in writing descriptive text. Animation film is able to make the students understand the material easily because it contains pictures, gestures, and expressions. The researcher decided to use Brave Animation film in teaching writing descriptive text because this animation is often screened in the television

and it will make the student more understand the content, plot and characters in it. It means the students will be easy to write descriptive text.

Wina Sanjaya (2006: 147) state that lecture method is a way to explain the lesson by speech or give an explanation to the students directly. It is an easy and popular method, most of teacher using this method in the class but in the implementation of lecture method the teacher needs special skill in conveying the material in order to make the students more enthusiastic in learning process. Lecture method is effective to explain the material but the students will be passive and only listening the teacher's explanation without doing any activity.

Based on the problems above, the researcher wants to conduct a research in order to know how effective the use of *Brave* Animation Film to improve students' writing skill. The researcher gives the titles "**The Effectiveness of "Brave" Animation Film in Writing of Descriptive Text**".

B. Statement of the Problems

The statements of the problem can be formulated as follows:

1. How effective is *Brave* AnimationFilm in teaching writing skill of descriptive text to the seventh grade students of MTs. Muhammadiyah 1 Randublatung in academic year 2018/2019?
2. Is there any significant difference between the students who taught by *Brave* AnimationFilm and picturesin teaching writing skill of

descriptive text to the seventh grade students of MTs Muhammadiyah
1 Randublatung in academic year 2018/2019?

C. Objectives of the Study

The main purposes of the research are as the following:

1. To find out how effective is the use of *Brave* Animation Film in teaching writing skill of descriptive text to the seventh grade students of MTs. Muhammadiyah 1 Randublatung in academic year 2018/2019.
2. To find out whether there is significant differences on students who taught by *Brave* Animation Film and pictures in teaching writing skill of descriptive text to the seventh grade students of MTs Muhammadiyah 1 Randublatung in academic year 2018/2019.

D. Significances of the Study

The researcher hopes that the result of this research will be useful for the development of English learning, especially for:

1. The teacher

The teacher can use English animation film as alternative teaching media. The result of the research can be implemented on the teaching activity to get the better result of the learning process.

2. The students

Students are excited on English learning activity and build their awareness on improving writing skill, especially in descriptive text. The activity can build a positive atmosphere during learning process.

3. Future Researcher

Hopefully, this research will contribute as a good reference for next researchers who conduct a research with the same topic as the researcher has done.

E. Definition of Key Terms

To avoid wrong definition about the main problem I feel that is needed to give explanation for some significant words used in the title.

1. Writing

The definition writing are variously stated by some experts. According to Harmer (2004:4) writing is sequence of letters, words, or symbols marked on a surface. Brown, (2001: 336)also claimed that writing is a thinking process. Moreover, Nunan (2003: 88) states that writing is the mental work of inverting ideas, thinking how to express them, organizing them into statement and paragraphs that will be clear to a reader.

2. Descriptive Text

Descriptive text is a text which describes special of people, animals, things, or places. Instead of just telling them that a place is pretty, unusual, or horrible, you show them the place so that they can see

its beauty, uniqueness, or ugliness for themselves. (Meyers, Alan. 2005:60).

3. Animation Film

Animation is a method in which pictures are manipulated to appear as moving images. According to Oxford Dictionary (1991) animation is the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence. Meriam Webster's Dictionary defines animation is a way of making a movie by using a series of drawing, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement. This research uses Brave Animation Film as media. Brave Animation film is an animation film which released on 22nd June 2012. It is directed by Brenda Chapman and Mark Andrews.

It can be concluded that Brave animation film is a technique of photographing by a series of drawing, computer graphics, or photograph of object that directed by Brenda Chapman and Mark Andrews and release on 22nd June 2012.

F. Outline of the Research

This skripsi is arranged to help the reader easier to understanding the contents of the research.

Chapter I is introduction. This chapter consists of general background of the study, statements of problem, objectives of study, significances of the study, the definition of key terms, and outline of the research.

Chapter II presents review of related literature. This chapter explains the reviews of related theories, previous study, rationale and research hypothesis.

Chapter III discusses the methodology of the research. This chapter consists of design of the research, subject of the research, procedure of research, instrument, technique of collecting the data, technique of analyzing the data, and statistical hypothesis.

Chapter IV consists of description of research findings and discussion. In this chapter the researcher presents the result of the study and discussion.

Chapter V consists of conclusions and suggestions. This chapter gives the conclusions of the research, and some suggestions based on the research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Writing Skill

1. The Nature of Writing

Communication can be done in twoways: in oral and written form. When someone cannot share the ideas by speaking, they can use a written form to communicate with others. There are some definition of writing based on the some experts. Harmer (2004: 4) says, writing is sequence of letters, words, or symbols marked on a surface. It is used for a wide variety of purposes it is produced in many different form. Writing involves the ability of all elements target language such as grammar, content, vocabulary and mechanic together. Brown, (2001: 336) also claimed that writing is a thinking process. He states that writing can be planned and given with unlimited number of revisions before its release. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that

writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992: 21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly. Nura (2003: 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to adapt with society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Gaith (2002 : 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, considered, added, rearranged, and changed.

Based on experts' opinion mentioned previously, the researcher concludes that writing is an activity of thinking process which it is expressed into letters, words, or symbols in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good writing which concerns all elements in it such as organization, content, vocabulary, mechanic and interesting language. In other words, writing is

closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed. In writing there are five elements organization, grammar, content, vocabulary and mechanic. It must be included in the written text in order to produce good written text.

2. The Importance of Writing

Writing is the complex process. It means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning writing. They are as follows:

- a. Writing is often not time-bound in the way conversation is. It means that students have longer time to think than in speaking activity. They can check their grammar patterns.
- b. Writing encourages students to focus on accurate language use because they think as they write. It may provoke development as well as they resolve problems which writing puts in their mind.
- c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.
- d. Writing frequently useful as preparation for some other activity.
- e. Writing can also be used as an integral part of larger activity where the focus is on something else such as language practice, acting

out, or speaking. As the example, the teacher asks the students to make a short dialogue which they will then act out.

- f. Writing is also use in questionnaire activity. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written. From the explanation above the researcher can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

3. The Criteria of Good Writing

The stock of vocabulary, grammar, and comprehend how to make a correct sentence must be considered to make good writing. The students' writing score will be evaluated by the scoring system. The aspects of scoring are organization, content, grammar, vocabulary, and mechanic (Brown, 2001: 357).

- a. Organization

It means how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

- b. Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant.

The good content had to fulfill the criteria such as full of

information, substantive make a clear thesis development and relevant with the problem.

c. Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

d. Vocabulary

If the students could choose the correct words as it is function and master informing words.

e. Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So, the students should be mastered in writing good paragraph.

In addition, according to Nurgiyanto (2001 : 307) there are some aspects of writing that can be evaluated, those are :

a. Content (the agreement with the title)

A good writing is when the title represent the content of it.

The content of a text should be relevant or equivalent and describe the title in complete. As stated by Brown (2004: 73) the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with example or evidence, to compose response to one assigned topic in standard written English and to generate.

b. Organization (Paragraph unity, coherence and cohesion)

It means that how the students organize their idea. Whether each paragraph organize well or not. However, a good text consist of paragraphs which are arranged well with some connecting words which can make the paragraph coherence.

c. Vocabulary (The precision of using vocabulary)

Rivers as cited Nunan (1992: 11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write.

d. Grammar

The tenses and structure mastery are really necessary to have paragraphs constructed. It is not important to use a long sentence, but the grammar that is used is correct. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

e. Mechanic (Spelling and punctuation)

Paragraph is combination of some sentences which needs good spelling and punctuation. Whether the students master the role how to write and make only few faults in the spelling.

The theory of categories for evaluating writing is organization, content, language, vocabulary, and mechanic. It is used by the researcher to asses the students' descriptive text.

4. The Process of Writing

In writing there are some important things that the researcher has to notice when the researcher will make writing. Based on the explanation of writing process in simple situation, Harmer in book “How to Teach Writing” (2004: 4) was divided the writing process into four elements. These elements will be explained as follows:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, usually the writer decides the topic or the idea that will be said. For some writers this may involve making detailed notes. But others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning to write, the writers have to think three main issues.

1) Purpose

Purpose is the first issue when planning to write something. Because purpose of their writing will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

2) Audience

Experienced writer think of the audience they are writing for. Since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but

also the choice of language, whether, for example, it is formal or informal in tone.

3) The Content Structure

The writers when write something have to consider the content structure of the piece. That is how best sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

c. Editing (reflecting and revising)

When the writers have produced a draft, usually they read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Maybe the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

The researcher have edited their draft, making the changes they consider to be necessary, they produce the final version. It makes the final version looks different with the first final version and the first draft, because things have changed in the editing process.

Based on the description above, it can be concluded that in producing the final version which can be served to the readers, needs some steps such as; panning,drafting, and editing.

B. Definition of Genre

Genre is a term of grouping text together, representing how writers typically use language inrespond to recurring situations (Hyland,2004: 4). Commonly, genre refers to text types. Christie (2005: 233) states that genre is a technical term for a particular instance of a text type. In line with the definition above, Knapp and Watkins (2009: 21) also stated that genre is an organizing concept for our culture practices, any field of genres constitutes a network of contrasts according to a variety of parameters, genre is a place occasion, function, behavior, and interactional structure. It is very rarely useful to think of it is a kind of text, genre is culture competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, knowing how to shift from one to another and how many factors would be involve in any such shift.

According to Hyland (2004: 29) genre can be classified in several types. Genres are the rhetorical structure fundamental to various forms of

communication in a culture. Some core educational genres are listed in table below.

Table 2.1 Classification of Text Genre

| Genre | Social purposes |
|-------------|--|
| Recount | To reconstruct past experiences by retelling events in original sequence. |
| Procedure | To show how something is done. |
| Narrative | To entertain and instruct via reflection on experience. |
| Description | To give an account of imagined or factual events. |
| Report | To present factual information, usually by classifying things and then describing their characteristics. |
| Explanation | To give reasons for a state of affairs or a judgment. |
| Exposition | To give arguments for why a thesis has been proposed |

Based on the statement above, genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations. There are seven genres that is recount, procedure, narrative, description, report, explanation, and exposition.

C. Descriptive Text

There are many kinds of reading text, one of them is descriptive text. Descriptive text contains the clear description of people, places, objects, or events using appropriate detail. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details usually used to sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. According to Kane (2000: 352) description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Wediman in Fitriyani (2014: 16) stated that descriptive text which describes particular thing, person or other. Descriptive text has two main parts, those are identification and description. The structure of a text is called the generic structure. Descriptive text likes to describe white house, animals, fruits, etc. (Mukarto, 2007:140).

It can be concluded that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The text is contain 2 parts, those are identification and description.

1. Generic Structure of Descriptive Text

The generic structures of descriptive text according to Pardiono (2007: 34) are identification and description. Identification is consisting of identification phenomenon to be described, whereas description is consisting of description parts or things (physical appearance) qualities

(degree of beauty, excellence, or worth of value), characteristics (prominent aspects that are unique).

2. Language Features of Descriptive Text

According to Ariyanto (2009: 4) descriptive text has different language features with the other kind of text.

- a. Tense which is often used Simple Present Tense, sometimes it uses Past Tense if the thing to be described doesn't exist anymore.
- b. Focus on specific participant, for example: My Beautiful Mother, Sarah's Cat, or My Crowded Online Shop.
- c. Using Relational Process (verbs of being and having), for example : My mother is pretty, She has flat nose.
- d. Using detailed Noun Phrase to give information about the subject. An example: A very thick book, very large building.

D. Animation Film

1. Definition of Animation Film

In learning descriptive text, people have many strategies and techniques to teach. Depend on the students which one they can improve their writing skill. In this research, the researcher suggest to use animation film to improving students' writing skill.

Film is a sequence of images of moving objects photographed by a camera and providing the optical illusion of continuous movement when projected into a screen. By using film, students will enthusiast to learn. The word animate means to give life to, and animating is the process of

moving something that can not move by itself. Animation film is one in which puppets or drawings appear. Horrison and Hummell (2010: 20) define it as a quick display of a sequence of statistic image that create the illusion of motion. Meanwhile, Oxford Dictionary (1991) termed animation is the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.

Meriam Webster's Dictionary defines animation is a way of making a movie by using a series of drawing, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement. Dealing with theory, animation as slight movement of text, sound and pictures.

In this research, the researcher choose *Brave* Animation film. *Brave* Animation Film is a film that has some cartoon animation characters. It is released on 22nd June 2012. It is directed by Brenda Chapman and Mark Andrews. This film is about a princess from a Kingdom. It tells a naughty princess that want to refuse the parent's request to marry with a prince from other kingdom. Then she goes to a witch to get a cake poison so that change the parent's request to her. The researcher choose this animation film because the movie has a good story, contain suitable material for teenagers and the use of simple language so that the students can understand well. automatically, It make the students easy to write descriptive text.

Based on the description above, Brave Animation Film can be used as a media of teaching uses cartoon animation characters to stimulate the students' thinking.

2. The implementation of Animation film :

The use of teaching media in the classroom should be prepared well by the teacher. Sand (1956: 353-355) and Brown et al (1983: 244-245) suggested some procedures in applying video or audio visual media in teaching English :

a. Preparing yourself

The first thing to do by the researcher before showing the video to the students is previewing the video to the students and make some notes about the content of the video. Teacher may invite some students to preview video and see their point of view about.

b. Preparing the environment

After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop computer should be located appropriately so that the students can get good view while watching the video.

c. Preparing the students

When the student watch the video. The teacher should help them to understand why they must watch the video and tell what they

can get by watching it. Teacher can also discuss the content of video then relate to what they know and they do not know.

d. Showing the video

While watching the video, make students comfortable and try to show the video without interruption such as giving question in the middle of video.

e. Carrying out the follow up

After showing the video, teacher asks the students about the content of video to know their opinion about the video. They can also discuss the video with their classmate. The follow up is necessary to detect misunderstanding they may have. Teacher can give a repetition show if needed to clear up any confusion.

3. Advantages and Disadvantages of Teaching with Animation Film

According to Agina (2003) the advantages dan disadvantages of using animation film are followed

The advantages are:

- a. Emphasises development of students' skills and understanding of creating and responding.
- b. Enables students to apply Imagination & Rational Thinking.
- c. Enables students to invent and explore multiple solutions to a problem.
- d. Enables students to understand the value of reflection and critical judgment in creative work.

- e. Facilitates positive peer interaction, including receiving and using feedback.
- f. Encourages self-motivation to create and problem solve.
- g. Uses artistic literacy as a natural enhancement to learning in other content areas.
- h. Fosters positive attitudes toward Art & Animation.
- i. Introduces career possibilities

The disadvantages are :

- a. Teacher only has short time class period
- b. Teacher needs a technical in preparing the equipment before the class is started

E. PICTURE

1. The Definition of Picture

Picture is an oldest teaching media applied in educational institution. Picture is categorized as one of aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned (Allen, 1983: 33). Picture is drawings, photographs, posters, slides, cartoons, magazines advertisements, diagrams, graphs, tables, charts, and maps, can be valuable resource for teaching writing (Ann Raimes, 1983: 27).

While Wright (1997: 2) says that pictures are not just an aspect of method but through their representation of places, objects, and people they are in essential part of the overall experiences we must help our students to

cope with. White and Arndt (1997: 35) state that picture is classified into visually representational material. Picture has own particular characteristic that will be appropriate to the kinds of use. Based on the use of picture, it is divided into two kinds: single picture and picture sequences. First, using single picture are good as prompts for static or momentary descriptions, descriptions of spatial relationship, evoking and describing a mood or feeling, and conjecturing. It might show either one main event or scene with a considerable amount of details, and perhaps a number of events taking place, as are commonly the case in a wall picture. In addition, single picture is usually named by situational picture. Situational pictures are those that show person is doing something with object and show the relationship of the object with the person. This type of the picture is appropriate for particular writing activities, for examples, to describe the picture, or to find the differences of two pictures like they are asked to find out some objects in a picture, which do not exist in other picture (Eldridge, 1987: 24).

According to Nana Sudjana (2000: 77) lecture method is a way to delivery a material orally. In this method usually the teacher typically stands in front of the students and may use a visual aid, such as a powerpoint presentation, chalkboard or handout.

Wina Sanjaya (2006: 147) state that lecture method is a way to explain the lesson by speech or give an explanation to the students directly. Lecture method is an oral presentation intended to present information od teach people about a particular subject, for example by a university or

college teacher. This method will be more effective if the students train their thought to understand a process by making some questions, giving a response and writing their own definition about the material systematically.

From the definition above it can be concluded that the lecture method is the way to teach materials by speech and the teacher will explain the material directly in order to make the students understand the material deeply.

2. The Implementation of Teaching by Using Pictures

In this method there are two steps, they are :

a. Preparation step

- 1) Finding the learning objectives to be achieved that wants to reach.
- 2) Determine the principal subject matter will be explained.
- 3) Preparing teaching aids.

b. Implementation step

- 1) Describe the purpose and benefits of the material to be delivered.
- 2) Delivery the material clearly by using picture.
- 3) Answer the question from the students if there is a material that has not been understood by students.
- 4) Close the learning by giving the conclusion of the material.

3. Advantages and Disadvantages of Using Pictures

According to White Betty Morgan Bowen (1994:1) picture media has some advantages and disadvantages include :

The advantages are :

- a. Pictures are very useful for presenting new grammatical and vocabulary items.
- b. Pictorial material allows for meaningful practice of vocabulary and structure presented by the teacher.
- c. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages, that is, to speak, to read, to write.
- d. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structures.
- e. Pictorial material can be used to supplement.
- f. Pictorial material is easy to collect, to make and to transport.

The disadvantages are follows:

- a. The material will limited on the teacher's explanation.
- b. Make the students passive in teaching learning process.
- c. Often it is difficult to keep students stay interested in what is learned
- d. Low power absorbed and quickly disappear because they are memorized.

F. Previous Studies

Some previous research had been read. The first previous research, in Journal of Teaching Writing, Volume 28.1, on 2012 by Jason Palmeri that is reviewed by Jennifer A. Swartz entitled "Remixing Composition: A History of Multimodal Writing Pedagogy". The research got a good result by using

media in teaching writing can make the student be enjoyable without make them confused.

The second research entitled “Using Film to Introduce and Develop Academic Writing Skills among UK Undergraduate Students” written by Alex Baratta and Steven Jones from Journal of Educational Enquiry, Vol. 8, No. 2, 2008, 15-37 ISSN: 1444-5530. The result showed that teaching writing using movie is the modern way to make students were able to transfer the knowledge especially their vocabulary so that they can choose the good diction in their writing. In this journal also showed that movie more effectively within a written academic context.

The third research entitled “The Use of English Animated Movie to Improve Students’ Ability in Writing Descriptive Text” written by Sri Wahyuni from Getsempena English Educational Journal of Educational Enquiry, Vol. 4, No. 1, 2017, 76-78 ISSN: 2355-004X. The result explained that the students in post test who taught by using animated movie got higher score than pretest. This method made the student more active in learning process where they should find out more information about the material. The teacher just a facilitator who explained about guideline or give instruction for the students in order to improve students writing skill.

The fourth research is a thesis of Anggi Tri Prasetya Ningtyas from State University of Surabaya and the tittle is “The Use of Cartoon Video As A Media to Teach Descriptive Writing Text The Eighth Graders of Junior High School”. The result of her research is cartoon video is effective in

teaching writing of descriptive text. It helps the students write descriptive text easily and the students really enjoy.

These arguments are strengthened by the fifth research about “The Effectiveness of Japanese Short Anime Cartoon Movies in Teaching Learning Process of Writing Descriptive Text”. It was found that the writing skill achieved by seventh grade at SMP N 1 Kesasi, Pekalongan in academic year 2013/2014 is effective after they were taught using Japanese Short Anime Cartoon Movies and the student were motivated to be active in the class. They could learn of the topic easier and faster than memorizing words independently.

According to the previous studies which show the effectiveness of Animation film in teaching writing of descriptive text, the researcher also wants to conduct a similar study in order to find out whether Brave animation film is effective to improve the students’ writing skill.

G. Rationale

In this competition era, writing is very important. Writing is not merely related to books but it is one aspect that the students can give a positive contribution through any other media like internet (blog, social media, and website). Now all information published can be found easily in internet such as news, articles, magazines, advertisement, journals, letters are in written form. So, in the school there is English subject and includes 4 aspects. One of it is writing skill. To master it well we should have a good writing skill. In the

other hand, there are several problems in writing English text, one of them is the students are able to find the topic of what they want to write about, but they feel hard developing the topic of what they want to expand.

From the theoretical review above, the reseacher wants to solve this problem by using a different technique. Brave animation film is one of media which can solve the teacher's problem in teaching writing skill. Brave animation film can make the students enjoy and more active.

Writing is complex skill because the learner need a good content, organization, vocabulary, grammar, and mechanic. When they are writing. Many students have no interest in writing because they have lack of vocabulary, difficulties in organizing idea and low grammar accuracy.

H. Research Hypotesis

H_0 : Brave animation film is not effective in improving students' writing skill.

H_1 : Brave animation film is effective in improving students' writing skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the method of the research which is used by researcher to the way of designing the research. It consists of research design, subject of the research, instrument, data collection and method of data analysis.

A. Research Design

Research design is a plan or program made by a researcher, as the activity target that will be done Arikunto (2002). This study was conducted by using an experimental research. According to Creswell (2008) an experimental design is the traditional approach to conduct quantitative research. According to Sugiyono (2013: 107) experimental design is a research methodology that used to find out an influence of certain treatment to others in a restrained condition.

This research is using quantitative method. According to Sugiyono (2013: 14) quantitative research method can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample.

According to Sugiyono (2013: 112) experimental design is the researcher can control all of the out variable that influence the work of

experiment. In the true experimental research there are six types, as follow:

1. Pre-test-Only Design

This type of design has two randomly assigned groups: an experimental group and a control group. Neither group is pretested before the implementation of the treatment is applied or manipulation. This type of design is common when it is not possible to pretest the subject.

2. Pre-test - Post-test Control Only Design

In this design, there are two groups that was chosen randomly, and then the reseacher gave pretest to know the first condition wether there is any differences between experiment group and control group or not. The good result is if the mark of experimental group is not different or nearly same. Both groups are receives the treatment and both of groups are post-tested to examine the effect of manipulating the independent on the dependent variable on the dependent variable.

3. Solomon Four Group Design

Subjects are randomly assigned four groups. There are two experimental groups and two control group. Only two groups are pretested. One pretested group and one unpostested group receive the treatment. All four groups will receive the post-test. The effects of dependent variable originally observed are then compared to the

effects of the independent variable on the dependent variable as seen in the post-test results. This method really a combination of the previous two methods and is used eliminate potential sources of error.

4. Factorial design

The researcher manipulates two or more independent variables (factors) simultaneously to observe their effects on the dependent variable. This design allows for the testing of two or more hypothesis in a single project. One example would be a researcher who wanted to test two different protocols for burn wounds with the frequency of the care being administered in 2, 4 and 6 hour increments.

5. Randomized Block Design

This design is used when there are inherent differences between subjects and possible differences in the experimental conditions. If there are a large number of experimental groups, the randomized block design may be used to bring some homogeneity to each group. For example, if a researcher wanted to examine the effect of three different kinds of cough medications may depend on age. Method for reducing the variability among treatment groups.

6. Crossover Design (also known as Repeat Measures Design)

Subject in this design are exposed to more than one treatment and the subjects are randomly assigned to different orders of the treatment. The groups compared have an equal distribution of characteristics and there is a high level of similarity among subjects that are exposed to different conditions. Crossover designs are excellent research tools, however, there is some concern that the response to the second treatment. In this type of design, the subjects serve as their own control groups.

The design of this research is Pretest-Posttest Control Only Design using quantitative approach. In this research, there are two groups, experimental group and control group which chosen randomly and both of them will get post-test, pre-test and treatment.

B. Subject of the Research

The researcher should select the subject of the research because it is important thing in the research. Without subject of the research, the researcher cannot go on the research. There are several steps in selecting the subject of the research such as:

1. Population

According to Sugiyono (2013: 117) that population is a general area which consists of object/subject who has certain quantitative and characteristic that implemented by researcher for

studied and concluded. population is all the research objects, consist of: human, things, animals, plants, events, test mark, as the resources which has certain characteristic in a research.

The population of this research was the seventh grade students of MTs.Muhammadiyah 1 Randublatung. The number of population 113 students consist of four classes, they are : VII A, VII B, VII C, VII D.

Table 3.1
Population of the seventh grade students of
Mts.Muhammadiyah 1 Randublatung

| | Class | Total |
|----|-------|-------|
| 1. | VII A | 32 |
| 2. | VII B | 34 |
| 3. | VII C | 34 |
| 4. | VII D | 33 |
| | Total | 131 |

2. Sample

The sample is part of the number and characteristics possessed by this population (Sugiyono 2013: 118). The sample that taken from the population should really representative. Arikunto (2002:109) states that “sample is a part of population or the representation of population being assessed.” Therefore, the process of taking the sample from the population is crucial in a research. The researcher asked permission to the headmaster to do the experiment there and he permitted her to do it. The headmaster asked the researcher toconsult with the English teacher.

Seventh grade students of MTs. Muhammadiyah 1 Randublatung, it is divided into 4 classes. Then, the researcher asked permission to the teacher to take two classes as samples. There are 66 students for the two classes of experimental group and control group. Ideally, a sample is taken randomly to avoid bias in the sense that no member of population has more chance of being selected as sample. According to Gay (1987:101) “samples are usually drawn by random samples, each students of the population has an equal chance of being selected for the samples.”

According to Best (1981: 9), randomization has two important applications in research:

- a. Selecting groups of individuals for observation that are representative of population about which the researcher wishes.
- b. Equating experimental and control groups in an experiment. Assigning individuals by random assignment is the best method of providing their equivalence. In this research, the researcher used random sampling because there are some limitations, it was impossible to observe all samples in this research. Therefore, the researcher assumed that the averages of students' quality are different. They have low, medium and high intelligence.

However, they have equal background. They are in the same level, medium to low background. Besides, they have not had

the scores which as consideration for the process of sampling technique. According to Gay (1987:101), “sampling is the process of selecting a number of individuals to represent the larger group from which they are selected.”

The process of sampling technique proposed by Gay (1987:104-105) is the very simple way of random sampling. The process of taking the samples was employed as follows:

- a. Wrote each individual’s class in a separate slip of paper.
- b. Placed all the slips in a container.
- c. Shook the container.
- d. Selected the two slips from the container.

Therefore, the result which was gotten of the process of taking random sampling was VIIB as the experiment group and VII B as the control group by shaking the container. The number of the sample is 66 students were chosen (32 from VII A and 34 from VII B) the sample was chosen randomly. The experimental class is VII A and the control class is VIIB.

Table 3.2 Sample of Population

| Class | Number of students |
|--------------------|--------------------|
| Control Class | 34 |
| Experimental Class | 32 |

C. Procedure of Research

Conducting an experiment always requires some steps which have to be done in a chronological order. The following steps were taken by the researcher as she worked on her experiment:

1. The researcher choses the seventhgrade students of MTs.Muhammadiyah 1 Randublatung as the population.
2. The researcher took two groups of students as the subject randomly, one as the experimental group and the other as the control group.
3. The researcher conducted the real experiment. It was conducted by giving pretest, giving treatments by using Brave Animation Film and post-test. The test were essay. Below was the schedule of activitiesduring the research.

Table 3.3 The Table of Activities During the Research

| No | Activities | March 11,2019 | March 18,2019 | March 25,2019 | April 04,2019 | April 11,2019 |
|----|---------------|------------------|------------------|------------------|------------------|------------------|
| 1. | Pre-test | | | | | |
| 2. | Treatment I | | | | | |
| 3. | Treatment II | | | | | |
| 4. | Treatment III | | | | | |
| 3. | Post test | | | | | |

1. The Activities of the Experimental Group

In this research, the reseacher conducted several activities.

They were:

a. Pre-test

Pre-test was given before doing the experiment.

First, the reseacher came to the chosen class and conditioned herself to explain the students what they were

going to do. It was begun by distributing the instruments and asking them to do the pre-test.

b. Activities in conducting the research

In conducting the research, the students were given with Brave Animation Film. Then they were given an explanation about Brave Animation Film.

c. Post-test

Post-test was given after conducting all the activities above. The test to the students was the different with pre-test but it has same integrity as the pre-test.

2. The Activities of the Control Group

a. Pre-test

Pre-test was given before doing the treatment. First, the researcher came to the chosen class and conditioned herself and explained to the students what they were going to do. It was begun with distributing the instruments and asking them to do the pre-test.

b. Activity in conducting the experiment

In the experiment, the students were given writing descriptivematerial based on textbook. They are asked to read a text and understood the content of text.

c. Post-test

Post-test was given after conducting the activity above.

The test given to the students was the different with pre-test but it has same integrity as the pre-test.

D. Instrument

In a research, the reseacher uses an instrument as a tool in collecting the data. Creswell (2008: 151) explains that “Instrument is a tool for measuring, observing, or documenting quantitative data.”

1. Test

In this research, the researcher used test as the instrument. Kind of test which is used to measure the students’ skill in this research is essay test. The students make two paragraphs by choosing one of three titles that is written in a question sheet. They have to write minimal 50 words in each paragraph.

The reseacher makes a list of criteria for each component based on Brown (2004: 246). The criteria are as follows:

Table 3.4

Score of writing element

| THE WRITING ELEMENT | | |
|--|-----------|--|
| I. Organization: Introduction, body, conclusion | | |
| 20 – 18 | Excellent | Appropriate tittle; effective introductory paragraph, topic is stated, leads to the body; transitional expressions used; arrangement of material shows plan (could be outline by reader); supporting evidence given for generalizations; conclusion logical and complete |
| 17 – 15 | Good | Adequate tittle, and introduction and conclusion; body for essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but |

| | | |
|---------|------------|---|
| | | transitional expressions may be absent or misused |
| 14 – 12 | Adequate | Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere |
| 11 – 6 | Inadequate | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization |
| 5 – 1 | Failing | Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |

II. Logical Development of Ideas: Content

| | | |
|---------|------------|---|
| 20 – 18 | EXCELLENT | Essay addresses the assigned topic: the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought |
| 17 – 15 | GOOD | Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present |
| 14 – 12 | Adequate | Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right |
| 11 – 6 | Inadequate | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content |
| 5 – 1 | Failing | Essay is completely inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully |

III. Grammar

| | | |
|---------|------------|---|
| 20 – 18 | EXCELLENT | Native-like fluency in English grammar; correct use of relative clause, prepositions, modals, articles, verb form and tenses sequencing; no fragments or run on sentences |
| 17 – 15 | GOOD | Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run – on sentences |
| 14 – 12 | Adequate | Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication, run – on sentences or fragments present |
| 11 – 6 | Inadequate | Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences |
| 5 – 1 | Failing | Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure |

| IV. Punctuation, spelling, and mechanics | | |
|---|------------|--|
| 20 – 18 | EXCELLENT | Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling very neat |
| 17 – 15 | GOOD | Some problems with writing conventions are punctuation; occasional spelling errors; left margin correct; paper is neat and legible |
| 14 – 12 | Adequate | Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas |
| 11 – 6 | Inadequate | Serious problems with format of paper; parts of essay not illegible; errors in the sentence punctuation and final punctuation; unacceptable to educated readers. |
| 5 – 1 | Failing | Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margin, and severe spelling problems |
| V. Style and quality of expression | | |
| 20 – 18 | EXCELLENT | Precise vocabulary usage; uses of parallel structures; concise; register good |
| 17 – 15 | GOOD | Attempts variety; good vocabulary; not wordy, register OK; style fairly concise |
| 14 – 12 | Adequate | Some vocabulary misused; lacks awareness of register; may be too wordy |
| 11 – 6 | Inadequate | Poor expression of ideas; problems in vocabulary; lacks variety of structure |
| 5 – 1 | Failing | Inappropriate use of vocabulary; no concept of register or sentence variety |

Table 3.5

Scoring of Writing Criteria

| Element of writing | Score |
|--------------------|------------|
| Content | 20 |
| Organization | 20 |
| Grammar | 20 |
| Vocabulary | 20 |
| Mechanics | 20 |
| Total | 100 |

To get the data, posttest is given to the experimental and control group. Post-test is given in order to know the skill of students who are taught using animation film and taught without using animation

film. The writing test includes the elements of writing are content, organization, grammar, vocabulary, and mechanic.

a. Readability

In a research, the researcher should verify the readability of the instrument that will be used. Richards and Schmidt (2002: 442) define readability as how easily written materials can be read and understood. The researcher use Flesch-Kincaid readability which developed by Rudolf Flesch and J. Peter Kincaid. To test the validity of the instrument is using this formula :

$$\text{Flesch Reading Ease} = 206,835 - 1.015 \times \text{ASL} - 84.6 \times \text{ASW}$$

Where:

ASL : The average sentence length (in words)

ASW : The average syllables per word

The result is readable from its text. If the result low, it means that readability of the text is more difficult. And if the result high, it means that readability of the text is more easy. The explanation of readability through Flesch Readability Formula are as follows:

Table 3.6
Scoring of Readability Criteria

| Reading Ease Score | Description | Estimated Reading Grade |
|--------------------|----------------|-------------------------|
| 0-30 | Very difficult | College graduation |
| 30-50 | Difficult | College |

| | | |
|--------|------------------|---|
| 50-60 | Fairly difficult | 10 th – 12 th Grade |
| 60-70 | Standart | 7 th – 9 th Grade |
| 70-80 | Fairly easy | 6 th Grade |
| 80-90 | Easy | 5 th Grade |
| 90-100 | Very easy | 4 th Grade |

E. TechniqueCollecting the Data

Collecting data is the most important activity in the research. There are some steps taken by the writer as follows:

1. Test

Cohen (2007: 414) defines that in test, “the writers have at their disposal a powerful method of data collection, an impressive array of test for gathering data of a numerical rather than verbal kind.”

The researcher usedessaytest to obtain the students’ score. The score then is analyzed to answer the objective of the research. The objective of this research is to obtain the students’ writing skills by using *Brave Animation* film.

2. Documentation

Documentation is used to get the secondary data from the documents. The school profile, the number of students, students name list, syllabus, lesson plan and the teaching schedule are obtained by using documentation.

F. Technique of Analyzing the Data

1. Prerequisite Test

The gathered data was used to find out the differences of students' writing skill in experimental class and controlled class. In the line with this, the researcher used statistic calculation through some formulas. The analysis of pre-test to know the first skill of both of classes. The post-test knows the differences of students' writing skill after using *Brave* animation film media and pictures media. The prerequisite test uses the normality test with the Lilliefors method because the data is in the form of a single data and homogeneity test with the F method. Prerequisite tests are used for balancing testing and hypothesis testing. The testing of the data is as follows :

a. Normality test

To test whether the data obtained is normally distributed or not, a normality test is carried out. In this research the normality test used is Lilliefors method because the data used is in the form of a single data that is:

1. Formulating the statistical hypothesis

H_0 = The data from normal distributed population

H_1 = The data from non-normal distributed
population

2. Deciding the significance level $\alpha = 5\%$

3. Statistical analysis,

$$L = \text{Maks} |F(z_i) - S(z_i)|$$

With

$$F(z_i) = P(Z \leq z_i)$$

$$Z \sim N(0, 1)$$

z_i : Standart score

$S(z_i)$: Proportion chopped $Z \leq z_i$ to all z_i

4. Critical Areas

$$DK = \{L \mid L > L_{\alpha; n}\}$$

Where n is the sample

5. Testing decision

H_0 is accepted if the value of $L_{\text{obs}} \notin DK$ (if the value of the test statistic observation are not in DK)

H_0 is rejected if the value of $L_{\text{obs}} \in DK$ (if the value of the test statistic observation are in DK)

b. Homogeneity test

Before the data obtained is analyzed, it must be tested for homogeneity to know that homogeneous populations or originating from populations with the same variance. In this homogeneity test using the F test.

These are some steps in the homogeneity test:

1) Formulating the statistical hypothesis

H_0 = Homogeneous sample

H_1 = non-homogeneous sample

2) Deciding the significance level $\alpha = 5\%$

3) Statistical analysis

$$F = \frac{S1^2}{S2^2}$$

And

$$s^2 = \frac{\sum(X-\bar{X})^2}{(n-1)}$$

(Budiyono, 2009:176)

Where :

F : homogeneity

S1² : the biggest variance

S2² :the smallest variance

4) Critical Areas

$$DK = \{F \mid F > F_{\alpha;v1,v2}\}$$

F_{table} is looked at F table distribution

5) Testing decision

H_0 is accepted if the value of $F_{count} \notin DK$ (if the value of the test statistic observation are not in DK)

H_0 is rejected if the value of $F_{count} \in DK$ (if the value of the test statistic observation are in DK)

c. **Balancing Test**

Before the experiment took place, the two classes those are experimental and control. It were tested for the average balance. It has purpose so that the results of the

experiment are really the result of the treatment made, not because of other influences. This balancing test is used to test two mean of experimental class and control class. Assuming that the sample comes from a population that is normally distributed and homogeneous. The balance test procedure in this study used the two parts of t-test because in this research there were two populations compared.

The balance test steps with the two parts of t test are as follows:

1) Formulating the statistical hypothesis

$H_0: \mu_1 = \mu_2$ (experimental class students and control class students have same initial skill).

$H_1: \mu_1 \neq \mu_2$ (experimental class students and control class students did not have same initial skill).

2) Deciding the significance level $\alpha = 5\%$

3) Statistical analysis

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where :

\bar{X}_1 = the average first sample

\bar{X}_2 = the average second sample

n_1 = number of students in first group

n_2 = number of students in second group

S_1^2 = variance from first sample

S_2^2 = variance from first sample

4) Critical areas

$$DK = \left\{ t \mid t < -t_{\frac{\alpha}{2}, v} \text{ atau } t > t_{\frac{\alpha}{2}, v} \right\}$$

For α and v , $t_{\frac{\alpha}{2}, v}$ can be seen on t table value.

5) Testing decision

H_0 rejected if statistical value of t test that is $t_{count} \in$

DK

H_0 accepted if statistical value of t test that is

$t_{count} \notin DK$

(Budiyono, 2009 : 157)

G. The Statistical Hypothesis

The researcher formulated the statistical hypothesis that consists of null hypothesis (H_0) and alternative hypothesis (H_1).

The hypothesis of this research is as follow:

1. There is difference between Brave Animation film and pictures to teach writing at the seventh grade students of MTs. Muhammadiyah

1 Randublatung

$$H_0: \mu_1 \leq \mu_2$$

There is no significant difference in writing skill students who are taught using Brave Animation film and students who are taught using pictures at the seventh grade of MTs. Muhammadiyah 1 Randublatung.

$$H_1: \mu_1 > \mu_2$$

There is any significant difference between the students who are taught using Brave Animation film and the student who are taught using pictures at the seventh grade of MTs. Muhammadiyah 1 Randublatung.

2. Significance level $\alpha = 5\%$
3. Statistical analysis

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$$s_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

4. Critical Value

$$DK = \left\{ t_{obs} \mid t_{obs} < -t_{\frac{\alpha}{2}, n_1 + n_2 - 2} \text{ atau } t_{obs} > t_{\frac{\alpha}{2}, n_1 + n_2 - 2} \right\}$$

5. Testing decision

H_0 is accepted if $t_{count} \notin DK$

H_0 is rejected if $t_{count} \in DK$

6. Conclusion

H_0 is accepted : There is no significant difference in writing skill students who are taught using Brave Animation film and students who are taught using pictures at the seventh grade of MTs. Muhammadiyah 1 Randublatung

H_0 is rejected : There is any significant difference between the students who are taught using Brave Animation film and the student who are taught using pictures at the seventh grade of MTs. Muhammadiyah 1 Randublatung.

(Budiyono, 2009: 157-158)