

IMPROVING THE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT USING ANIMATED SHORT FILM TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 6 PADANGSIDIMPUAN

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Abstract

From the researchers' personal experience, writing necessitates more abilities, and some struggle to string words together to convey the meaning of what they want to say. Lack of interest due to the monotony of learning; some people, in particular, are more interested in learning through imagery rather than listening. If we educate students through animated films, they will be more engaged. Descriptive text is difficult enough to learn by the students (Putri, 2019). They will try to describe many things they find in the movie they have just watched. The researcher's aim is that students can write appropriate descriptive text compositions faster than before. They can describe things more freely than usual and hope to contribute to a greater interest in writing. So here one of formulating of the problem in this research How far is the improvement of the students' skill in writing descriptive text after they are taught by using Animated Short Film? . Writing is one of the skills that must be learned and mastered. Writing is the expression of oneself in various media through words or thoughts. (Safitri, 2019). A descriptive text attempts to provide a detailed description of how something or someone appears (Djamdjuri & Hadi, 2021). According to (Rahmadani & Nurhaeni, 2019), Descriptive text is a type of text seen from two sides, namely from its organizational structure and function. Anything, including items, locations, creatures, and more, can seem like this thing. Animated short films are also based on the violence of contextual comics. Coupled with the ability of young children to distinguish fantasy from good and bad reality, it can also eliminate the possibility that children will exert the attraction shown in animated short films on other people in real life. In this research, the researcher used the form of action research as stated by Wallace (1998) that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be. Using animated short film in teaching can improve the students' skill in writing descriptive text to the eleventh grade students of SMA Negeri 6 Padangsidempuan in 2022 - 2023 academic year. It can be seen from the value of students mean score of the students from 61.25 become 80.79.

Keywords : skill in writing, descriptive text, animated short film

INTRODUCTION

The English curriculum in Indonesia involves descriptive writing; therefore, the best text organization is vital for both the instructor delivering the material and the pupils expected to understand it. Because, like other forms of written text, descriptive writing employs a wide variety of sentence structures and is structured according to the meaning and function of each phrase created. (Pangestu & Adiwijaya, 2021b) Students need to learn how to write several types of texts, including descriptive texts, narrative texts, spoofs, recounts, processes, reports, news

items, anecdotes, expositions, explanatory texts, discussions, commentary reviews. Most students have trouble putting their thoughts into writing, and some have trouble putting their thoughts into words. Utomo et al. (2020) state that students should learn to write in a way that assumes the reader would pick up on all of the themes and rhymes in a text and understand the information presented. Writing instruction is more challenging than the instruction of other language skills (Trisnani et al., 2021). Successful writers know the steps of the writing process and may teach them to their students.

English language learners from Indonesia need more time to process information. The teacher instructs students to concentrate on the accuracy of their language and the concept of what they will write. Additionally, students typically have a limited lexicon. Their verbal expression may be hampered as a result. Teachers have a responsibility to help pupils develop as writers. Using suitable, creative, entertaining, familiar, and effective media to teach writing helps keep students engaged and prevent them from becoming bored or confused. Media in the classroom is essential for keeping pupils interested. Because of this, they will have an easier time explaining the material to their pupils. Teachers and students benefit from digital media since it facilitates communication both inside and outside of the classroom (Prasasti et al., 2019). When it comes to instructing students how to construct descriptive texts, media is just one of many viable options. Students may also find that watching educational cartoons before class helps them relax and pay closer attention during class. As a result, it could be instructive to watch animated shorts while practicing descriptive writing in class.

The researchers agree that writing requires additional skills, and that some people have trouble putting their thoughts into coherent sentences. The repetition of learning can lead to a loss of interest, especially for those who learn better through visuals rather than lectures. Students will pay more attention if they are taught via animated films. Students often struggle with learning descriptive text (Putri, 2019). They'll attempt to detail numerous aspects of the film they've just viewed. The goal of the study is to help students improve their writing speed while increasing the quality of their descriptive texts. They have more leeway in their descriptions and are hoping that this will pique readers' interest in writing.

In addition to providing the roar of the flames, the visual images in animated films can pique a student's interest in studying. Since an animated short film is neither purely aural nor purely visual, it can be used to liven up classroom sessions and engage students more deeply in their learning. Merindriasari, and others. (2014) One form of audiovisual media that can help pupils with their writing is film. Students will find that acquiring writing abilities is both straightforward and entertaining with the help of this material's incorporation of aural and visual aspects (Pangestu & Adiwijaya, 2021b). The animated short video is a great way to encourage and inspire kids to develop their writing skills. It changes how learning appears and how students pay attention in class. Learning can be more enjoyable for children, especially those in middle and high school, who typically lose interest in schoolwork quite quickly. They're eager to learn about cutting-edge topics that pique their interest. In order to foster a positive learning environment, teachers should use their creativity to come up with engaging methods of instruction. It is crucial to implement animated short films to make learning methods more interesting than ever before. Both the instructors and the pupils must realize its importance. With the help of the cartoon, they may construct ideas and spark a desire to learn.

Drawing on the above, the author has settled on the following study's topic: "Improving the students' skill in writing descriptive text using Animated Short Film to the eleventh grade students of SMA Negeri 6 Padangsidempuan."

In addition to the aforementioned factors, the following were taken into account when selecting this subject: The writer has chosen to focus on teaching descriptive writing since it is an essential ability and because it allows pupils to form mental images. Writing that paints a vivid picture is an asset in virtually any field. And The writer has decided to utilize an animated short film as a means of introducing the target language because watching movies is a great way to pass the time. Visual forms that students can view will help them understand the material better and meet their own learning goals. However, the researchers' experience suggests that some students may have a different perspective on learning than the researchers do, despite the fact that media like films and videos make language acquisition easier and learning more pleasurable.

Based on what has been said so far, it is clear that the problem plays a significant part in the research process. A researcher's efforts can be focused by carefully crafting a research

problem. Research is based on the premise that every problem has a solution. Typically, a question is asked to frame the issue one of the formulation of the problem is How far is the improvement of the students' skill in writing descriptive text after they are taught by using Animated Short Film?

a. The Explanation of Writing

Bahri et al. (2021) say that people usually think of writing as drawing or tracing letters or words on paper or another suitable surface with a pen or pencil. From the above definitions, it seems clear that to describe oneself through writing, one must understand and be good at writing. The language and format of the writing must match the purpose of the writing. Writing is also a good way to share ideas and thoughts that can be used as reading material or just for fun. It gives information and is a favorite reading tool because it shows interesting stories or news. Writing is another thing that both teachers and students need to think about. One is to find ways to make learning to write easier and more fun, so that the writing people make in the future is good and can communicate the author's ideas. This is why writing, in addition to speaking, reading, and listening, is one of the hardest parts of learning a language.

Different kinds of writing in the school (H.DouglasBrown, 2001) says that there are five main types of writing performance in the classroom: imitation, intensive writing, self-writing, show writing, and realwriting. It's how they're talked about:

- 1) Students learn the rules of the orthographic code by writing or copying English letters, words, and sentences.
- 2) Whether the lesson is intense or controlled, the teacher lets up on the rules while giving awards.
- 3) In self-writing, students are told to write for no one else but themselves.
- 4) Display writing, where students are told to use pictures in their writing.
- 5) Real writing to tell the general public something. This type of writing can be used in a variety of academic, technical, professional, and personal settings.

b. The Explanation of Descriptive Text

(Fitriana, 2018) says that Hyland says that a descriptive text serves a social purpose by explaining real or imagined events. Text that describes or explains something is called

descriptive text. A descriptive text tries to explain in detail how something or someone looks (Djamdjuri & Hadi, 2021). Rahmadani and Nurhaeni (2019) say that descriptive text is a type of text that can be looked at from two different points of view: how it is organized and what it does. This thing can look like anything, like items, places, animals, and more.

A detailed text tells the reader everything there is to know about a person, animal, thing, or place (Purnamasari et al., 2021). This is supported by (Yoandita, 2019), which says that descriptive text is writing that gives details about specific people, animals, and things that the author has addressed. The process of clearly explaining features, starting with their names, categories, attributes, behaviors, functions, etc., so that readers or listeners can focus on what the author wrote as if they were looking at it with their own eyes (Noprianto, 2017). Like other types of writing, the descriptive text is put together in steps.

Rugayamanan, who was quoted in Fitriana (2018), said that a detailed text is usually put together like this:

1. Identification: a short summary of the thing being described, Feature description: a list of the things that make the object unique. At the same time, descriptive writing has the following language traits: using names of things.
2. The use of specific groups of nouns to describe the topic in detail.
3. The use of different kinds of words.
4. Explaining the subject with terms that have something to do with it.
5. The use of the verbs think and feel shows how the author feels about the subject and how the subject thinks and feels.
6. Using action verbs to talk about what the person is doing.
7. The use of adjectives to explain more about this behavior.
8. Using metaphors, similes, and other figures of speech, especially when describing things in writing.

3. The Explanation of Animated Short Film

Animated short films are short pictures about cartoons or animation. Learners are more interested in the target language when animation films set it in a real-life situation. Learners become part of the world of the target language when they hear it used in real life. Sajana (2018)

says that the learner's unconscious role in this process of linguistic interaction helps them learn the language. The movie lasts about 7 to 10 minutes, so it will help the teacher keep track of class time. It fits with how short animation films with stories are usually put together.

When students watch animated short films, they can learn about the setting, the story, and, most importantly, the moral lessons. Animated short films are movies where the movement and figures are made one frame at a time. Most of the time, they fit into one of two main types of animation: story-based or surreal. Some of the ways animated films are made are with hand-drawn animation, computer animation, stop-motion, clay animation, population animation, cutout animation, prescreening, camera multiple-pass images, frame-by-frame kaleidoscopic effects, and drawing on the film frame.(From <https://youtu.be/efGqe1j3RNk>)The most important idea or thought for the listener. Kids can learn to think more critically and remember more if they watch short movies. A short film should be short so that its message is clear. Because short films are easy to find, students need to improve their English skills (writing, reading, listening, and speaking). Students not only see and hear everything in the film, but they may also be inspired to talk about it and share their thoughts. The violence in contextual comics is also used as a basis for short animated movies. Along with young children being able to tell the difference between fantasy and good or bad reality, this can stop them from being as attractive to other people as they are in animation short films.

One example is the short cartoon movie "Let's Eat," which was made by Anamon Studios. A Chinese-American mother and daughter's friendship is the subject of an 8-minute animated short film. The more grown-up a child is, the more they still need a mother figure. This is what this short cartoon film shows. As we get older, we tend to have more and bigger differences of opinion, but the most important thing is that we should always be thankful for our mothers. The kids who watch this short animation film will pay more attention to their mother. They will feel something in their hearts and think about what might happen to them in the short cartoon film. The result is, of course, that they act and feel more concerned about their mother. This animated short film is great for the audience, the message it sends, and how the moral lesson is used in real life. One of the good things about cartoon movies is that what people hear and see in them makes them want to write more (Fitriana, 2018). Animation has a positive effect on how students learn

and makes the classroom setting feel more alive. According to Azhar, who was quoted in Fitriana (2018), using movies in teaching and learning is usually expensive and takes a lot of time. All children won't be able to understand what's going on in the video because the image keeps changing and the film doesn't always meet the needs and learning goals.

METHODOLOGY

In scientific research, it's important to use the right method because it can help solve problems that come up during the study. A study can't be done without a method. Using the scientific method, the method should be used in a planned way. LR Gay (1988) says that research is the formal, systematic application of the scientific method to the study of problems. Educational research is the formal, systematic application of the scientific method to the study of educational issues.

In this study, the researcher used a method called "action research," which Wallace (1998) says is a systematic way to gather information about a lesson and analyze it so that choices can be made about what the next lesson should be. It means that in action research, a researcher not only needs the ideas that support research, but also needs to practice and act with the subject of research.

Action research is a set of steps that teachers can take to improve their teaching or to figure out if certain activities and methods work or are appropriate. Also, classroom action research is a reflective study done in a classroom by a teacher to find an answer to a problem until it can be solved. (Harder, 2002)

Classroom Action study is a type of study that the researcher plans to use in her own research. A teacher could do it with a group of students to improve the teaching and learning process. Classroom Action Research has four steps: planning (finding the problems), acting (gathering the data), watching (analyzing and making sense of the data), and reflecting (coming up with an action).

The writer does study in the library and in the field to get the information she needs. The library research is done because we need theories and information from books about the topic of this study. The field research, on the other hand, is done because we need accurate information from the field, in this case from SMA Negeri 6 Padangsidimpuan.

As the writer said before, this study was done using action research and Kurt Lewin's model, which has four steps in each cycle: planning, acting, watching, and reflecting. These four steps all work together. Each step was done based on what had been done before and what would be done next. It means that the writer has to plan the facilities for teaching and learning before doing an action study. Those plans are then put into action steps. The writer then watched how the students responded while teaching and learning so that he or she could think about the next cycle.

From the quotes above, we can say that a population is a group of people or the total number of the topic being studied, from which data can be collected and analyzed. It is a group that the researcher is interested in and to which she or he would like the study's data to be applicable. So, we can say that the population of this study is all of the 11th-grade kids at SMA Negeri 6 Padangsidempuan in the 2022-2023 school year. There are 313 people in it.

According to Arikunto (2006) sample is half of the population that was being observed. Arikunto (2006) writes that we may take the entire subjects if the subject is less than 100, but if the subject is too big we may take 10% - 15% or 20% - 25% based on the capability of the researcher.

In this research the writer applies random sampling. It is relevant to the statements of LR Gay (1988) that states that random sampling is the best way to obtain a representative sample. The writer applies the cluster random sampling. In this case the writer takes only 70 students as the sample of this research. They come from two classes. They are : class XI-IPA 2 and XI-IPA 3.

In analyzing the collected data the writer applies the techniques:

1. The writer calculates the average of the students' skill in writing descriptive text score in every test. It is used to measure how far the students' skill in writing descriptive text is. It uses the formula by Ana Sudijono (2008) as follows :

$$M_X = \frac{\sum X}{N}$$

In which :

M_x = Mean

ΣX = Sum of Individual Score

N = Number of Students

2. After that , the writer tries to know the class percentage which pass the KKM (minimal completeness criteria) considering English subject gain score 70 , the writer uses the formula :

$$P = \frac{F}{N} \times 100 \%$$

In which :

P = The Class Percentage

F = Total Percentage Score

N = Number of Students

3. After getting mean of students' score per actions, the writer identifies whether or not there might have any improvement of students' skill in writing descriptive text from pre-test up to students' average score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula by David E. Meltzer (2008) as follows:

$$P = \frac{y^1 - y}{y} \times 100 \%$$

In which :

P = The Percentage of Students' Improvement

y = Pre-test result of 1st cycle

y^1 = Post-test result of 1st cycle

While, to measure the students' improvement in writing descriptive text skills from pre-test 2 up to the post-test 2 in the second cycle, the writer used formula as follow :

$$P = \frac{y^2 - y}{y} \times 100 \%$$

In which :

P = The Percentage of Students' Improvement

y = Pre-test result of 2nd cycle

y_2 = Post-test result of 2nd cycle

The research is seen successful if there is improvement 30% of students' mean score from the pre-test to post-test cycle 1 and the post-test in cycle 2. If there is no improvement, so the next step would be done.

RESULT/FINDINGS

In this discussion, the writer can show result of the treatment at the pre-test and post-test. The result from the data pre-test shows the students' mastery in Writing descriptive text before they are taught by using animated short film to the eleventh grade students of SMA Negeri 6 Padangsidempuan can be categorized into "uncapable category" (61.25).

And from the result of cycle one and cycle two, it can be stated the students' skill in writing descriptive text can be categorized into "capable category" they are :73.29 for the cycle 1 and 80.79 for the cycle 2.

From the data analysis of the research, it can be assumed that animated short film can give significant effect to develop students' writing descriptive text because the score in post-test which after being taught by using animated short film is higher than before the researcher gave the treatment. This is equivalent to the results of their interview stating that they felt their writing descriptive text increased.

In summary using animated short film is effective to improve the students' skill in writing descriptive text.

As explained in the previous section, the description of the data analysis of the use of animated short film media in improving the students skill in descriptive text writing to the eleventh grade students of SMA Negeri 6 Padangsidempuan, which was carried out by observation, questionnaires, and interviews showed that students after using short animated films made students learn to write texts better descriptively than before. Before giving animated short films in learning to write descriptive texts, based on the observation findings, the researcher concluded that animated short films were an effective teaching tool for the preparation of descriptive texts. This media could motivate and stimulate students' ability to write and express their opinions and describe in more detail because animated short films provided a clear picture of an object.

The use of this animated short film was successfully carried out without problems by teachers in English subjects with descriptive text material. In the results of observations made, students were more focused during the lesson because they looked enthusiastic and interested when the teacher said that she would play a short animated film. From the animated short films shown, students were able to describe the objects easily because they could see directly the objects and their functions.

Then student responses were obtained through the results of interviews and questionnaires which could be interpreted that students were very enthusiastic and enjoyed learning activities using short animated films rather than just learning through books and pictures.

The difficulties found in using animated short films in learning to write descriptive texts were constraints on the tools to be used, as well as some problems from students who have eye problems where these students had difficulty watching the animated short films shown because they occupy seats at the back. Another problem is that students cannot watch it only once because it takes longer than other students to understand the contents of the animated short film. Apart from the problems mentioned earlier, of course difficulties in the teaching process become a barrier for teachers, moreover children were always bored with the learning process which makes them lose focus. Because of this loss of focus, students ultimately cannot get or even understand what they were learning in class. Several students stated that they agreed with the use of animated short films, and agreed that animated short films could help them learn to write, especially writing descriptive text, but there were also some students who disagreed. This indicates that the use of animated short films is still not a perfect solution for teaching. Even though there were difficulties from some students and teachers, a solution has been found for the problem. The teacher said that problems with the tools to be used could be overcome by asking permission to use the tools in advance so as not to borrow from other teachers at the same time. The teacher also said that the problem with the equipment was not too serious and could still be solved. Then, the solution to the problems faced by students has also been found, namely by changing sitting positions and paying attention to students who have difficulty seeing and hearing in order to get

seats at the front. The teacher also considers showing the animated short film twice to help children who still don't understand the contents of the animated short film.

And to set the time so that the learning process is completed according to the allotted time, the teacher will play the second animated short film for the second time and will ask them to watch it while working on their descriptive text assignments.

CONCLUSION

After finishing the whole steps of classroom action research (CAR), the writer arranges some conclusion based on the result of the research as follows :

1. Before applying the animated short film in teaching learning process, the students' skill in writing descriptive text can be categorized into "uncapable" category. It can be seen from the mean score of pre-test that is 61.25
2. After applying the animated short film in teaching, the students' skill in writing descriptive text can be categorized into "capable" category. It can be seen from the mean score of post test, they are : 73.29 for cycle 1 and 80.79 for cycle 2
3. Using animated short film in teaching can improve the students' skill in writing descriptive text to the eleventh grade students of SMA Negeri 6 Padangsidempuan Padangsidempuan in 2022 - 2023 academic year. It can be seen from the value of students mean score of the students from 61.25 become 80.79
4. The percentage of the eleventh grade students of SMA Negeri 6 Padangsidempuan Padangsidempuan in 2022 – 2023 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.89 %.
5. There is a significant improvement of the students' skill in writing descriptive text after they are taught by using animated short film to the eleventh grade students of SMA Negeri 6 Padangsidempuan in 2022 - 2023 academic year. It can be seen from the percentage improvement of the end cycle that is 31.90 %.
6. The hypothesis of this research is accepted.
7. The students received the use of an animated short film to teach descriptive text well, even so there were still some students who disagree because they felt the use of animated short films does not change many things in their learning process. But even so, students

were quite excited to used this mediain class to learn English, moreover it could made an atmosphere that was moreexcited than usual learning which only focused on the books. The studentswere eager to used this media in the classroom to learn English.

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