

# Artikel Ilmiah Syilviana

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**THE STUDENTS' PERCEPTIONS ON LEARNING MEDIA TO TEACH IN DESCRIPTIVE TEXT**  
**[Persepsi Siswa Tentang Media Pembelajaran Untuk Mengajar Teks Deskriptif]**

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**Abstract.** *The goal of this research is to replace the lecture method in junior high school with learning media in the form of animation films for descriptive text learning. The researchers doing the study used both qualitative and quantitative methods. The information for this study was gathered through surveys, interviews, figuring out how people rated things on a Likert scale, and analyzing the themes that came up. The people who were studied were seventh graders. 50 students filled out the form, and 10 students were chosen at random to be interviewed. Using a Likert scale with a percentage of more than 90% in each group, the results of this study were calculated. Coding analysis showed that using cartoon films as a learning tool for students is interesting, memorable, easy to understand, effective, and efficient. Researchers found a common theme, which was interest in science, interest in learning, and wonder. There is also a connection between these ideas. The results of this study should make it easier for students to write what they want to say and help them find new ways to make learning more fun.*

**Keywords** – Students' perception, Animation film, writing skill, descriptive text, Junior High School

**Abstrak.** *Penelitian ini bertujuan untuk menggantikan pendekatan ceramah di sekolah menengah pertama dengan menggunakan media pembelajaran dalam bentuk film animasi untuk pembelajaran teks deskriptif. Peneliti menggunakan metode penelitian kualitatif dan kuantitatif. Data dalam penelitian ini dikumpulkan melalui metode angket dan wawancara dengan perhitungan skala likert dan tematik analisis koding. Subjek penelitiannya yaitu siswa kelas VII dengan jumlah siswa sebanyak 50 orang yang mengisi angket dan 10 orang dipilih secara acak untuk melakukan wawancara. Hasil perhitungan penelitian ini menggunakan skala likert dengan presentase lebih dari 90% masuk dalam kategori sangat setuju. Untuk hasil perolehan data tematik analisis koding menemukan bahwa menggunakan media pembelajaran film animasi bagi siswa adalah sebuah hal yang menarik, mudah diingat, mudah dipahami, efisien, dan efektif. Peneliti menemukan sebuah tema yaitu, motivasi keilmuan, motivasi belajar dan keingintahuan. Selain itu, tema tema tersebut juga memiliki hubungan. Hasil dari penelitian ini diharapkan dapat mempermudah siswa dalam mengekspresikan diri mereka dalam bentuk tulisan dan menemukan cara baru agar pembelajaran semakin menarik.*

**Kata Kunci** – Persepsi siswa, Film animasi, keterampilan menulis, teks deskriptif, Sekolah Menengah Pertama

### INTRODUCTION

A descriptive text is a type of text that describes an object, location, person, or event[1]. The study of descriptive texts is challenging. The majority of students still find it difficult to communicate their ideas in writing, especially in descriptive texts. The purpose of writing is to teach students how to express themselves, their opinions, their imagination, and their vocabulary, particularly in the language aspect. They have some ideas in their heads, but they don't know how to express them in a good composition[2]. Writing is a necessary skill for students to acquire, particularly in English classes. Students can produce articles, scientific reports, essays, short stories, rhymes, and poems through the process of writing[3].

As part of the learning process, learning media can be thought of as hardware or software tools that teachers use to provide students with information[4]. The lack of variety in the teacher's media has an impact on students' learning because it fosters imagination and creativity. Students can be inspired by various media[5]. An animation film is a sequence of images that can give the impression of motion. There are images and sounds in the film that can be interesting, especially to students. Animation films in learning aim to maximize visual effects while providing continuous interaction to improve understanding of teaching materials. Animation film learning can explain something complicated or complex that would be difficult to explain only with pictures and words. With this ability, animation films can be used to visually explain the material that cannot be seen by the bare eye[6].

There are several approaches, one of which is through animation films. The use of animation film as a simple and engaging learning medium for students. Many students who are learning to write still struggle with it. This is due to learning methods that rely simply. There are several approaches, one of which is through animation films. The use of animation films as a simple and engaging learning medium for students. Many students who are learning to write still struggle with it. This is due to learning methods that rely simply on lectures, whiteboards, and books. Animation films can help teachers easily transfer material by explaining and describing things, people, places, and events[7]. Students can also draw what they will write. Films are often seen as entertainment. However, the true functions of the film are informative, educational, and persuasive. In the context of English learning, and character development, on lectures, whiteboards, and books. Animation films can help teachers easily transfer material by explaining and describing things, people, places, and events. Students can also draw what they will write[8].

Previous research related to this study has been conducted by A. Naimah[9], entitled *Persepsi Siswa Terhadap Penggunaan Media Video Sparkol Videoscribe Sebagai Media Pembelajaran*. The quantitative descriptive research approach was applied in this study. This research included 70 students from class X at MIA SMAN 29, Jakarta. In this study, questionnaires and interviews were utilized to collect data. The gathered data were examined using a Likert scale and thematic coding analysis. The results suggest that the overall indicator (73.13%) receives a good category, the explanation indicator (70.30%), and the learning characteristics indicator (72.30%) receive a good category, good, 72.14% of learning feature indicators get a good category, 62.44% of video duration and movement indicators get a good category, 63.81% of usage indications get a good category, and 65.30% of future use indicators get a good category. 65.30% will be used in the future. With a good category, the average percentage result is 67.85%. Related studies have been done previously by H. Samsiyono[10], entitled *The Effect of Using Animation Film on Writing*. This research used quasi-experimental methods were employed in this investigation. Sixty tenth-graders from SMAN PAKUSARI participated in the study; 30 from X MIPA 2 and 30 from X MIPA 5. Both the experimental group, who were taught utilizing animated films in studying descriptive text, and the control group, who were taught using the lecture approach, were drawn from Class X MIPA 2. We gathered information via a pre-test and a post-test. Each group was assigned to write descriptive language, and a t-test on independent samples was run on the resulting SPSS data. After compiling the data, the researchers compared the groups' performance on the final exam by applying the t-test statistic. The researchers found that the sig-2 tailed value was 0.006, which is less than 0.05 and hence rejects the null hypothesis of no significant difference (H<sub>0</sub>).

Researchers in this study combined qualitative and quantitative approaches because doing so has the potential to yield the best of both worlds in terms of understanding whatever phenomena are under research. The study's data was gathered through interviews and questionnaires with 50 seventh graders from SMP YPM 2 Sukodono. Teachers teach descriptive text writing at school by using the lecture method. Learning via animation films gives students an overview of writing descriptive texts, and students end up being better at producing descriptive writing as a result. Based on the results of the pre-observation, using animation films in schools as a way to learn is more effective than using the lecture method.

Similar to the previous study, this researcher examined how students perceive watching cartoons as a means to learn descriptive text. The primary goal of this research was to discover effective alternatives to the lecture method. Research related to the problem was conducted on "What are EFL students' perceptions of using animation films in their learning to write a descriptive text?"

## Descriptive Text

### Definition of Descriptive Text

A descriptive text is a piece of writing in which the author describes an object based on their observations, feelings, and experiences. The goal of descriptive text is to describe or explain something. According to [1], there are two descriptive text structures, namely: first, Identification means introducing or informing the reader about the topic being discussed. This section is usually found in the first paragraph. As a result, this section contains general information. Second, description is to describe the subject's qualities, which will include items, locations, people, physical appearance, behavior, and attributes.

There are five types of descriptive text: first, describing people is to describe how they look so that the reader or listener can recognize them without having to see or know them directly. Second,

describing a thing aims to provide a detailed explanation of an object. This is different from a report text, which only gives a general explanation. Third, describing an animal aims to describe the details of the animal. Fourth, describing a place is used to describe a specific location, such as a school, beach, city, house, or tourist attraction. This gives the reader an idea of the location. Fifth, describing an event makes the reader feel as though they are seeing and experiencing the event themselves.

### **Animation Film**

#### **Definition of Film**

The film is defined as the use of light to create motion[11]. An optical illusion involves animation. It involves the appearance of motion brought on by sequentially displaying still images. We can see still images move through animation. The image appears to be moving because each image is recorded on film one at a time and displayed at a speed of 24 images per second[12]. Judging from the technique of making animation that exists today can be categorized into 3, namely[6]: first, the stop motion animation technique produces animation by photographing objects (dolls or others) as they move step by step. Second, traditional animation is the most well-known animation technique. When animation was first invented, traditional animation techniques were used. Traditional animation depicts each stage of motion separately. Third, computer animation was created entirely on a computer. It is done on a computer, from setting the movement of the "players" and the camera to providing sound and creating special effects.

#### **The Effect of the New Method of Animation Film as English Learning Media**

Learning media stimulate imagination, interest, and a pleasant atmosphere. Media can enliven the classroom environment and improve students' comprehension of the topic. Media can inspire learning and improve pupils' comprehension[13]. Some teachers have made various efforts to increase student learning outcomes, such as through the lecture method, question-and-answer sessions, and group work; however, only a few students are active, and their learning outcomes are categorized as good. Meanwhile, students classed as "less" continue to lag behind their peers[14]. Films are more entertaining than books for education. Moreover, seeing a film brings additional benefits that cannot be found in books[8].

Lessons learned in school are not always well accepted by students because each student has various thoughts, perspectives, and absorptions of the subject matter presented by the teacher [15]. Learning media can also be interpreted as a technique that is purposefully meant to assist students in learning more successfully to attain learning objectives more effectively. More efficiently achieve learning objectives[16]. Students can benefit from the natural and diverse language in English animations. Animation films offer a realistic and diversified sublanguage supply that can help one's English vocabulary[17]. Students may find the experience of using video content to be fascinating, relevant, and useful, as well as a motivator to work better in class.

As a new way of teaching English, animation films can be used. Animation film learning can explain something complicated or complex that would be difficult to explain only with pictures and words. With this ability, animation films can be used to visually explain the material that cannot be seen by the bare eye[6]. This article makes use of an animation short film called "The Present," which details the daily lives of a young boy and a dog who share a physical trait uncommon among humans: neither of them has a limb that is severely restricted in its range of motion.

## **METHODOLOGY**

### **Research Design**

The purpose of this study is to obtain the truth and scientific knowledge using established research methodology procedures. Recognizing that it collects research data in the form of numbers and analyzes it using statistics, this sort of study employs thematic qualitative methods of coding analysis and Likert scale quantitative methods[18]. The goal of quantitative research is to demonstrate the relationship between variables and to develop theories and hypotheses about natural phenomena that occur.

The design of this study employs an explanatory research format, which explains why the symptoms, events, and phenomena occur based on the assumption that the signs, events, and phenomena do not stand alone, but that there are factors that precede and become the cause. To increase the veracity of the data, this study employs questionnaires and interview methods to collect data from natural (rather than artificial) settings, but researchers use treatment in data collection, such as distributing questionnaires and conducting structured interviews in schools that serve as research objects[18]. As a



result, this study design employs both qualitative and quantitative approaches in the form of explanatory research using questionnaires and interviews.

#### Research Setting

The research was conducted at SMP YPM 2 Sukodono. This school was selected because it is appropriate for the subject to be transmitted and has never been done before to learn more about learning writing skills utilizing animation films.

#### Research Participant/Subject

Participants in the study were seventh-grade students from SMP YPM 2 Sukodono. The selected topic was descriptive writing. The number of participants is 50 students for questionnaire and randomly selecting 10 students for in-depth interviews.

#### Data and Source of the Data

Data is an object that lacks meaning for the recipient and requires further processing, processing. Data can be a situation, an image, a sound, a letter, a number, a mathematical expression, a language, or any other symbol that can be used to visualize the environment, objects, events, or a concept. Based on their source, research data can be categorized as either primary or secondary [19]. First, primary data are data obtained or collected directly from the data source by researchers. Primary data is also known as original data or fresh data with current properties. To obtain primary data, researchers must directly collect it. Second, secondary data are information gathered by researchers from a variety of existing sources (second-hand). Sources for secondary data include books, reports, and journals, among others [19].

#### Data Collection Technique

In this study, The techniques used in data collection are questionnaires and interviews, which are based on the suitability between the level or measurement scale and the data collection technique. The type of questionnaire that was sent in was direct and had closed questions and the type of interview is open ended. The goal was to give respondents the freedom to choose how to answer to get data for variables (X) and variables (Y). A Likert scale was employed for quantitative data collection, and thematic analysis coding was used for qualitative data collecting.

Table 1. Data Collection Technique

Data	Instrumen	Description
The Students' Perception of Animation Film in Descriptive Text in Junior High School	1. Questionnaire	1. Students were given the questionnaire after watching the animation film "The Present."
	2. Interviews	2. The interview was held following the completion of the students' questionnaire.

#### Instruments For Research

##### Questionnaire

The questionnaire employed in this study is a closed questionnaire with a Likert scale (scale 5) with alternate responses Completely Agree, Agree, Hesitate, Disagree and Completely Disagree [20].

Table 2. Instruments for Questionnaires

No	Aspek	Skor
1	Completely Agree	5
2	Agree	4
3	Hesitate	3
4	Disagree	2
5	Completely Disagree	1

### Interviews

These interview indicators were developed for use in student interviews. The purpose of this interview was to help students strengthen their descriptive writing by exploring how they feel about animation films.

Table 3. Indicators of Interview

No.	Questions
1.	Is the animation film beneficial to learning?
2.	What are the educational advantages of using animation film?
3.	How much time does it take to see an animation film?
4.	When should you utilize an animation film learning video?

### Data Analysis

After the data is collected, it is examined. A Likert scale was utilized in the questionnaire. As stated by [21] A Likert scale is used to assess a person's or a group's attitudes, views, and perceptions of social phenomena. To examine data received from questionnaires ranging from 1 to 5, The researchers came to the following conclusion on the meaning of each alternative: Completely agree, signifying the greatest level of agreement. I agree, signifying a lower rank without the term "Completely". Undecided, which indicates skepticism because it is less than "agree," is assigned a value of 3. A value of 2 is assigned to disagreement, suggesting below-average skepticism. A value of 1 is assigned to completely disagree, signifying the lowest rank. The perception questionnaire in this study is also divided into four categories.

Table 4. Interpretation of Percentage Score

score	Interpretation
0% - 25%	Very bad
25% - 50%	Bad
50% - 75%	Good
75% - 100%	Very good

Before moving on to the following phases in thematic analysis coding, researchers are required to get acquainted with the material they have collected[22]. The following step is to choose and transcribe the data, the primary goal of this initial stage is for the researcher to begin to feel as if he understands the content of the data he is acquiring. Then start looking for items in the data that are linked to his research goals. To do this, it is normal for the researchers to want to read the interview transcripts at least once, twice, or even three times until the researchers feels truly understood and 'near' to the material. at least once, twice, and even three times until the researchers genuinely feels that he understands and is 'near' to the data. Furthermore, when paired with the notes produced throughout the reading, it will be critical. It is essential to be vigilant in order to investigate the depth of the data that he reads.

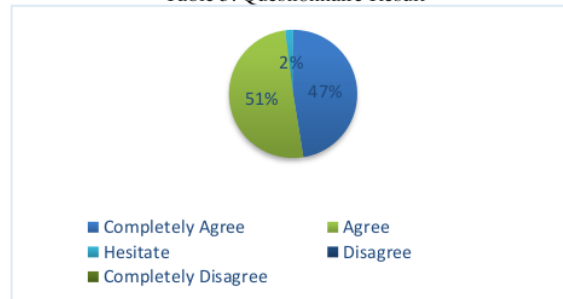
Compiling codes, Researchers are highly recommended to re-read the data they have after the coding of the first or even third transcript is complete. The researchers hopes that once he or she begins coding, the following If the researcher begins coding the next transcript, it will be able to decide whether to use the code it has created or to create a new one. This step is only complete when all data has been coded and all codes with the same meaning have been grouped together. The final stage is to decide on a theme, The first stage in establishing the topic is to choose a preliminary theme. It is named tentative because the themes that will be created later are the first themes emerging from the analysis, and topics may alter based on the assessment of the preliminary themes.

## FINDING AND DISCUSSION

### Finding

According to the data gathered from the VIIA student survey, the overall score of 90% out of 50 students was considered very good. They like utilizing animation films to study the English language. The vast majority of students' who have seen the video are convinced that it can be used to teach lessons. Students generally believe that cartoons may inspire them and improve their ability to retain information. Based on student feedback, it appears that teaching English using an animation film medium is more enjoyable at SMP YPM 2 Sukodono than using solely the lecture technique. In this study, students' perceptions of their animation films learning media were examined. The test results are depicted in the diagram below.

Table 5. Questionnaire Result



To round up the findings from the survey, the interviews were evaluated as well. After the survey session, 10 people were chosen at random to be interviewed. More than 90% of pupils polled expressed enthusiasm for lessons that used animation films. Ten students were interviewed, and responses from S1, S4, S6, and S10 indicated that these groups found animation helpful as a study tool. S2, S3, S7, S8, and S9 all agreed that using animation videos to study will make the process more engaging and enjoyable. While S5 admits that viewing animation films might be helpful, he stresses that reading books is far and away his preferred method of entertainment.

This article makes use of an animation film called "The Present," which details the daily lives of a young boy and a dog who share a physical trait uncommon among humans: neither of them has a limb that is severely restricted in its range of motion. The students can give a good summary of the video since it is presented with engaging visuals, simple storylines, and straightforward language. The presentation scores and categories that students generated after seeing animation films were quite high, indicating that the films had a significant impact on the students' ability to grasp descriptive text.

### Discussion

Animation films are a great way to boost motivation when learning English, especially for writing. This is confirmed by the findings of [23], which found that teaching through animation films improved students' retention and comprehension of material. Findings from [24] suggest that without teachers providing learning aids, animation films are not likely to be effective for learning. Animation Film may be very useful educational tools when paired with the right learning aids and exercises. Students are able to have a more meaningful learning experience thanks to the movie's audiovisual aids. In line with the findings of research [9], from which it can be concluded that the use of video learning media provides an average percentage of the overall indicator of 73.13% getting a good category, meaning that users give positive responses, the aforementioned study found that the results of questionnaires and interviews that had a positive influence with a very good category.

It follows that children's animation films might inspire a renewed interest in education. Many students have found that watching animation films as a learning tool is an effective and enjoyable way to retain information. English-language films are a great media to employ since they may pique the interest and attention of pupils, as was found in [25]. Also, studies [26] show that when movies are used in EFL classes with well-thought-out exercises and objectives, students are more engaged, learn more, and retain what they've learned longer.

### CONCLUSION AND SUGGESTION

Using all five senses, animation film provided a vivid picture of the world. The animation film "The Present" is shown to students so that they can experience the strong bond that develops between a boy and his pet. They start with the same physical condition, so their weaknesses can be balanced out. Students were able to understand the main theme of the movie and the implications messages. To ensure that when asked to produce a report, the students can do so effectively in writing. Findings from this research suggest that students might motivated to learn and maintain their interest in English classes when they are exposed to the language through learning media like animation films. Therefore, it is beneficial to use a variety of media in the classroom rather than relying just on the standard lecture format in order to capture the attention of the students.

It's important to provide students and educators a few pointers for shaping the future. Both instructors and students might benefit from increased variety in their approaches to teaching and the use of alternative educational tools. Teachers may inspire their pupils and open up lines of communication to foster innovation in the classroom. There were restrictions placed on this study. It is intended that this would serve as a continuation of prior studies with a new angle. Descriptive text writing, as used in the context of narrating events via animated films, might be the subject of future research. This study was conducted with the expectation that it will serve as a beneficial resource for readers, particularly those involved in English language teaching.

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**Conflict of Interest Statement:**

*The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.*

# Artikel Ilmiah Syilviana

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