STUDENTS' PERCEPTION ON THE USE OF ANIMATION VIDEO IN TEACHING WRITING PROCEDURE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of English Language Education
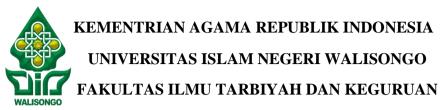

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title	:	Students' Perception on The Use of Animation Video in Teaching Writing Procedure Text
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The aim of this study was to describe the students' and the teacher's perception of the use of animation video in teaching writing procedure text, and to know the obstacle faced by students on the use of animation video in teaching writing procedure text. The data collecting procedure of this study was the interview. The interview was done with ten students and an English teacher of the ninth grade class at SMPN 16 Semarang. Then the researcher analyzed the data by adopting Matthew B. Miles and A. Michel Huberman, including the stages of data reduction, data display, and drawing the conclusion. The result of the study showed that the students and the teacher have a positive perception of the use of animation video in teaching writing procedure text. The animation video makes students to be enthusiastic and motivated to learn English, and it helps students improve their comprehension, wrtiting skill, and vocabulary. Moreover, the teacher stated that animation video makes the activity of the classroom run well. Besides, there is an obstacle faced by some students on the use of animation video in teaching writing procedure text. They need more time and clear video to understand the subject. It can be concluded that the students and the teacher give positive perception on the use of animation video even there is an obstacle faced by some students.

Keywods: Animation Video, Procedure Text, Students' Perception

DEDICATION

I sincerely dedicate this final project to my dearest parents, Mrs. Piol and Mr. Slamet, my niece, Renata Al-Fais Ramadhania, and also to all my family and my friends who have supported and motivated me in completing this thesis. And also, I am dedicated to myself who have struggled hard in completing my studies until now with the grace of Allah SWT.

MOTTO

"And whoever puts all his trust in Allah (God), then He will suffice them."

(Q.S. At-Talaq: 4)

"If you take a step, there may be results, and there may not be results. But if you don't take a step, There are definitely no results"

(Mahatma Gandhi)

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Finally, the writer realizes that this final project is far from perfect, so it requires suggestions from readers and subsequent writers to improve it. The author hopes that this thesis can be useful and May Allah always provides the best way for us. Aamiin

Semarang, 19 December 2022
The Writer,

Fista Pujiyani

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CHAPTER I

INTRODUCTION

This chapter comprises the background of the study, research questions, the objective of the study, the significances of the research.

A. BACKGROUND OF THE STUDY

In Indonesia, the English language is a foreign language. Learning a foreign language is challenging for Indonesian learners. They need the effort to use or even learn it. This idea is proven by the data from English First (EF) English Proficiency Index cited by Yoannes and Paulus in their journal which shows that "*Indonesia is ranked 74 from 100 non-native English countries and number 15 in Asia. The CEFR score an avof erage of 453 or in BI is referred to low proficiency in English acquisition"*.[1] *T*o support the students, English is obligated subject that to be learnt by the students. The students will be taught English from elementary school until university. And The students learn the four competences of English language, so students will be able to use English well, namely reading, writing, speaking, and listening

Writing is one of important English competence that students have to master. Mastering writing as a productive skills helps students improve their English language skill. With writing students can express their ideas into some of words or sentences. Therefore,

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[1] Yoannes Yuka Krisdianata and Paulus Kuswandono, "Investigating EFL High Schol Students' Metacognitive Awareness in Writing", *Journal BASIS,* (vol. 9, no. 1, April 2022), p. 185-186. https://doi.org/10.33884/basisupb.v9i1.5434

the students should learn writing competence. The command to learn writing is contained in the Qur'an Surah Al- Alaq: 1- 5

الَّذِيْ عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ2

"(God) who teaches (humans) by means of qalam, teaches humans what (He) does not know." (QS. Al-Alaq: 4-5)

In the book An-Nafahat Al-Makkiyah, Shaykh Muhammad bin Shalih asy-Syawi interpreted surah Al-'Alaq verses 4-5 that and among His generosity is to teach humans to read and write with a pen. There is no doubt that the pen is a writing tool where we record knowledge of what the samawiyyah books are (also) written with; With which civilizations were built, therefore it is a blessing from the greatest blessings of Allah for humans. And from His generosity God also teaches people who were previously in a state of ignorance from various types of fields and knowledge, which is the reason for humanity's exit from darkness (ignorance) to the light of knowledge.[3]

The relationship between the Qur'an Surah Al-Alaq verses 4- 5 is, as human, we are should learn writing competence besides learn reading competence. Because writing has an important role in our life, like for expressing ideas, communication, and with writing, knowledge can be maintained from being forgotten or lost, and improving our knowledge.

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[2]Harfin, "Esensi Qalam dan Anjuran Menulis Dalam Al- Qur'an", https://tafsiralquran.id/esensi-qalam-dan-anjuran-menulis-dalam-al-quran/, accessed at 28 December 2022

[3] Tafsir surat A-Alaq verses 4- 5, "Tafsir Web", https://tafsirweb.com/12870-surat-al-alaq-ayat-4.html, accessed at 28 Desember 2022

Learning writing improves human's knowledge and their skill of communication, and even can support their career. Therefore, Indonesian students are taught writing competence. In fact, students still lack to express their ideas in English written text. According to Fauzan et al. (2020) argues that the most difficult from the four skills of learning EFL is writing.[4] Linuwi and Winardi (2020) staed a same opinion with Fauzan's that *"writing is a greatest problematic in matter that needs to be solved in Indonesian studens"*.[5] From those research, it can be said that Indonesian English Learners still strugle to use English language in written text. It is happened because English and Indonesian have different style of writing a sentence or even a word in the term of the part of speech, the grammatical rules and the spelling which unfamilar for the students. In other words, to write students' ideas, they not only think to express their ideas into written text, but they also must think what the correct sentence in English. It is faced by most of students when they write any kinds of text.

One of the factor of the lack students' writing skill is less of motivation in learning. Here, the role of the teacher is needed by students to motivate them in learning. In addition, improving students' motivation is also a task of teacher in providing and transfering their knowledge to the students. The teachers must use their creativity to address the limitations and constraints that arise

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[4] Fauzan, et.al., "Writing Error Analysis in Exposition Text of The EFL Junior Hight School Students", Indonesian Journal of EFL and Linguistics, (vol.5, no.2, 2020), p. 519. https://www.researchgate.net/publication/348061123

[5] Linuwih, E.R., and Winardi, Y.K., "Improving Students' riting Skill Using An Application", *Journal BASIS,* (vol.7, no.2, 2020), p. 281-290. https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=LaMWje4AAAAJ&citation_for_view=LaMWje4AAAAJ:Y0pCki6q_DkC

from their students in order to minimize the obstacles that cause failures in the process of teaching and learning English. Creating an effective and interesting activity in the classroom will support students to be motivated joining the writing class.

Nowadays, the technology has been increased rapidly. The existence of technological improvement can help and facilitate an advanced facilities in the process of teaching and learning, referred to as learning technology.[6] The learning technology produced many innovations to support the learning process, like an innovation in learning media. The innovations in the learning media such as computers, television sets, radio, video, games, etc can be used by the teachers in the class, so the activity of the learning will be more interesting. Using the modern learning media give an easy way to introduce the topics that will be learned, because audiovisual media can be seen and heard to clarify the message and information conveyed, and then it makes the students remember the topic for a longer period of time. Moreover, the use of audio visual can help to bring an effectiveness learning, because students will be more interested and motivated to learn.

Recently, animation video has been included in the learning environment. The use of animation video in the education learning process is growing rapidly.[7] The animation video is used as a media of the learning process. The use of animation video in the teaching

[6] Cross, Andrea, et.al., Exercise Messengers: Exploring Students-Learning Perceptions of a Science Animation Video Using Q-metodology, *The FASEBJournal,*(vol.34,April2020),p.1-1. https://doi.org/10.1096/fasebj.2020.34.s1.06843

[7] Andrew J. Dahl, et.al., "CRTICAL Thinking and Reflective Learning in The Marketing Education Literature: A Historical Perspective and Future ResearchNeed",*SAGEJournal*,(vol.40,2018),p.101-116 https://doi.org/10.1177/0273475317752452

and learning has been studied by many researchers in different fields and contexts, such as Vukoja (2005), Tanya (2005), Hastilanda (2018), Hasrat (2020), Ulin (2022), and ect. These studies showed the positive results of the animation video implementing and it is effective to be used in learning process. The effectiveness of animation may vary based on the learning objective levels and the learning abilities of students. In technological learning, animation is frequently employed to enhance and facilitate the students' comprehension of difficult practices that change the time.[8] Animation video will make students easier to understand the material given by the teachers, because animation shows a visual thing that is combined by the audio also. It make students will be interested, then students will be motivated to learn. When students to be motivated to learn, it will makes the learning process run effectively. In addition, animation has an important and creative role in the learning, because animation videos take place in the better process of teaching and learning English.

Animation videos have been used by many teachers to teach English as a media of learning like in teaching writing skil. In writing, there are some kinds of text which are taught by the teacher throught animain video. One of them is procedure text. Procedure text is a text that is made to explain how someone makes or does something step by step. Richard states that procedure text is to show

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[8] Sharoon Ainsworth and Nicolas Van Labeke, Multiple Form of Dynamic Representation, *Learning and Instruction, (vo. 14, no. 3, 2004), p. 241-255.*
https://www.academia.edu/897489/Multiple_forms_of_dynamic_represent ation

how processes or events are accomplished- how something is done.[9] It can be said that the goal of procedure text is to explain how something can be done. Procedure text is closely relates with our daily activities. We can find the procedure text easily, such as in cooking recipe, game rules, or how to do something. Therefore, students have to learn what procedure text is and how to make it. Here, one of reason of many teachers who used animation video is to support students in learning material of English, especially procedure text.

There were many researchers who have investigated the effectiveness and the perception of the use of animation videos in teaching various topics and skills in learning English. The student's perception of the use of animation videos is an initial step in implementing this new innovation in the learning process. The researchers, Geminastiti Sakira, Syaifuddin Dollah, and Jamaluddin Ahmad (2020) have conducted research that focuses on the student's perception of the use of the YouTube learning English process in the English Education Department. In this study, the researchers used questionnaires to collect the data. The result of the research showed that the students have a positive perception towards and a willingness to use YouTube in the EFL classroom. It also explained that the students have used YouTube to help them complete their course assignments and study tasks.[10]

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[9] Jack C. Richard, Second Language Writing, (New York: Cambridge University Press, 2003), p. 20. (Richard, Second Language Writing, 2003)
[10] Geminastiti Sakkir, et.al., "Students' Perception towards Using You Tube in EFL Classrooms", *Jurnal of Applied Scince, Engineering, Technology, and Education*,(vol.2,no.1,2020),p.1-10.
https://jurnal.ahmar.id/index.php/asci/article/view/25

Moreover, Chyntya Rahayu Marsiyanti investigated the students' perceptions of using animation video in teaching listening to narrative text (a case study on the tenth-grade students of Madrasah Aliyah Negeri 4 Jakarta). The researcher used qualitative and case design to collect the data. The study concluded that the use of animation video in teaching listening narrative text got a positive response from the students and it also gave them some advantages.[11]

From the previous studies above, the researcher concluded that animation videos have a positive impact on the teaching and learning English process. And allmost the students have a positive perception on the use of animation video in the teaching English. However, those who felt the impact of using animation videos are students themselves. Each student has a different perception, whether the students are comfortable, interested, fun, or not in the learning activities. Goldstein (2010: 28) stated that perception is related to their emotions. Emotions can build positive or negative perceptions. There are emotional factors that occur in each student when they feel happy or unhappy with the use of animation video.[12] In addition, students in every school has different perception of something, and their perception arise because of different factors also. Besides, there is no researcher who investigates the students' perception on the use of animation video in teaching procedure text. Therefore, in this study, the researcher is interested in exploring the students' perception on the use of animation video in teaching

[11] Chyntya Rahayu Mardianti, "Students' Perception of Using Animation Video In Teachng Listening Of Narrative Text", *Tesis* (Jakarta; UIN Syarif Hidayatullah,2018),p.60
https://repository.uinjkt.ac.id/dspace/handle/123456789/39211
[12] Thalia R. Goldstein, and Ellen Winner, "Enhancing Empaty and Theory of Mind", *Journal of Cognition and Development*, (vol. 13, no. 1, 2012), p. 19-37. http://dx.doi.org/10.1080/15248372.2011.573514

procedure text of the ninth-grade SMPN 16 Semarang and to investigate the gap between the students and the teachers.

B. RESEARCH QUESTIONS

The purpose of this study is to answer the following questions:

1. How are the students' perceptions on the use of animation videos in teaching procedure text?
2. How is the teacher's perception on the use of animation videos in teaching procedure text?
3. What are the are the obstacles faced by the the students on the use of animation video in teaching witing procedure text?

C. RESEARCH OBJECTIVE

The objective of this study is to describe the students' and the teacher's perceptions on the use of animation videos in teaching writing procedure text, and to investigate the obstacles faced by the students on the use of animation video in teaching writing procedure text.

D. SIGNIFICANCES OF THE STUDY

In particular, the result of the study is expected to give many advantages in the field of education knowledge theoretically and practically, as follows:

1. Theoretically
   This research is expected to provide a brief contribution of knowledge in an effort to develop teaching English, especially writing skills by using animation videos as a media of teaching.
2. Practically
   The researcher is expected that the result of this research will contribute as follows:
   a. For the teacher

The result of this research is expected to give additional information to teachers. And it can be used to improve students' writing skills, especially writing procedure text. So, the result of the study is beneficial in the English teaching-learning activity.

b. For the students

Hopefully, the students will get new experiences in the learning process using animation videos as a media in English learning. And it will support students to think critically about what they are doing or what they receive from the teacher.

c. For the researcher

The researcher hopes that the research helps her complete her study. In addition, this study could be a reference for useful information for her to develop teaching-learning activities.

d. For the next researcher

Hopefully, the result of this research can be a reference for the next researcher that will conduct similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides information on several previous types of research that were conducted in the same field related to this research topic and theoretical review related to the research problem.

A. PREVIOUS RESEARCH

In completing this research, the researcher considers several previous studies to support this research:

First, a journal by Geminastiti Sakkira, Syarifuddin Dollah, and Jamaluddin Ahmad (2020) entitled *Students' Perception towards Using YouTube in EFL Classroom*. The objective of this study was to investigate the students' perception of the use of YouTube in the learning English process at the English Education Department, Universitas Negeri Makassar Indonesia. The researchers collected the data using a questionnaire that collected the background information of the participants and a five-point Likert scale to gauge the students' perception of the use of YouTube in EFL classrooms. The finding from this research indicates that the majority of students showed a positive perception and a willingness to use YouTube in the EFL Classroom. It was also discovered that the students have used YouTube to help them complete their course assignments and study tasks. Hence, it can be concluded that the students preferred to use English YouTube videos to help them enhance their English language level proficiency. My research has similarities with the research on how students' perception on the use of video as a media in teaching English. There are some differences found in this research, also. First, the author of this research describes the

students' perception on th use animation video in EFL clasroom, while the writer describes students perception on the use animation video in teaching procedure text. Second, in collecting data, the researcher of this study used a questionnaire, and my research used an interview to collect the data. Besides that, the location and the participants are different.

Second, a journal by Misbah Hayati Siregar (2021) by title *The Utilization Animation Video in Narrative Text Writing Class: An Exploration of Students Perception*. The utilization of animation video as a strategy based on the CALL (Computer-Assisted Language Learning) approach has been implemented by English language teachers, practitioners, and facilitators due to its enjoyable and meaningful impacts on students' learning. This study aimed to describe the students' perception of utilizing animation video in English writing class focusing on the narrative text. A qualitative research approach, particularly a case design was employed to conduct this study. The author collected the data using a questionnaire, interview, and documentation which was analyzed by descriptive statistics and Miles Huberman's theory. Twenty-eight students were recruited as the participants in this study, however, only three were invited to the interview session conducted to deeper explore their perceptions, namely: 1) enthusiasm for the use of animation video as a learning media. 2) better comprehension of the story which helped the to portray the concept easily, acquire more vocabulary, organize the generic structure, and convey the moral lesson, and 3) Students felt motivated to write narrative text properly. From the result, this study concludes that the utilization of animation video in the narrative text writing class has given great contributions to the students' learning. That study suggests that the use of animation video be practiced in the English language

teaching-learning process, particularly in the teaching and learning of narrative text writing. The method of this research is similar to my research which used qualitative research. Here are some differences. The first, the researcher of this research used a questionnaire, interview, and documentation to collect the data, while my research only used interviews. The second is the participants and the location. The third, the topic of this study is the use of animation video in teaching narrative text, while my research is the use of animation video in teaching procedure text. Besides, the location and the participants are different also.

Third, a study by Kretsai Wootipang (2014) by title *Effect of Using Video Materials in the Teaching of Listening Skills for University Students*. The purpose of this study was 1) to develop the listening skills of university students studying English with the use of video materials and 2) to evaluate students' attitudes towards the use of video materials in teaching listening skills. The sample of the student population for this study was 41 first-year English major students in the second academic year 2012 at Thaksin University, Thailand. They were selected by simple random sampling. The study was conducted over 20 teaching periods. The one-group pretest-posttest design was implemented in this study. The instruments used in this study were 1) the Lesson plan 2) the English comprehension test (pretest and posttest) and 3) a questionnaire of the student's attitudes. Regarding the data analysis, mean, percentage, and t-test scores for the dependent sample were employed. The result indicated that 1) the students' English listening comprehension ability increased significantly after learning with videos and 2) students had positive attitudes towards using video in teaching listening skills. The similarity found in this study is that the researcher wants to determine the students' perception of

the use of video as a media for learning English. Some of the differences found in this study are: this research focused on the use of video on YouTube to improve listening skills, while mine focuses on the use of animation video in teaching procedure text. It can be said that the researcher focus on a specific kind of video than the previous researcher. This research used quantitative, but my research used qualitative methods. In addition, the subject and the location of the study are different.

Forth, a study by Ronald A. Berk (2009) titled Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the college Classroom. How can video clips embedded in multimedia presentations be used to improve learning in college courses? To answer this question, a review of the theoretical and research evidence on videos and the brain is presented first. That is followed by a description of the theory of multimedia learning as it relates to videos and a review of studies using videos over the past four decades in college courses. The result of this study and the verbal and visual components of a video potentially provide the best fit to the characteristics of this Net Generation of students and a valid approach to tap their multiple intelligences and learning styles. Concrete guidelines are given for using available video technology in the classroom, selecting appropriate video clips for any class, and applying those clips as a systematic teaching tool. The use of clips and also attaining 20 specific learning outcomes. Toward that end, 12 generic techniques with examples to increase video clips in teaching across the college curriculum are described. The researcher assumed that the research written by Ronald A. Berk is related to her research because it raises the same topic, namely the use of video to improve the learning process. However, Ronald A. Berk examined learning activities in the classroom using the action

research method. While in this study the researcher examined students' perception of the use of animation video using qualitative research. The level of the participants who participated in the research is also different. The participats of this study is students of college courses, while the participants of the writer's research is junior hight school students.

Fifth, a journal by Firda Pratiwi, Siti Suharsih, and Yusti Fargianti (2022) titled *Students' Perception of Using Animation Video in Teaching Narrative Text.* The objective of this study is to reveal students' perception of using animation video in teaching writing narrative text and also to find out the advantages and disadvantages of animation video. This research was conducted at MA Ibad Ar-Rahman Islamic Boarding School. The writer has conducted a qualitative method by using a case research design. The tools of data collection are open-ended questionnaires, semi-structured interviews, and documentation. It was found that the students have a positive perception of using animation videos. The writer used animation video as a medium in teaching writing narrative text. The students agree that animation videos can help them in learning writing narrative text, 95% of students give a positive perception and 5% of students give a negative perception. The utilization of animation videos can make students feel happy because they do not need to imagine the story of the narrative text. However, if the duration of the video is too long, it makes the students feel bored. The author assumed that the journal is related to her research because it raised the same variable, namely about students perception on the use of animation video in teaching writing, and it used qualitative methods to collect the data. However, the topic is different, the researcher of the research focusses in teaching narrative text, while my research focusses in

teaching procedure text. Moreover, the participants and the location are different, also.

Sixth, a study by Abdullah Sarani, Esmail Zare Behtash, and Saeed Moslemi Nezhard Arani by title The Effect of Video-Based Tasks in Learning Comprehension on Iranian Pre-Intermediate EFL Learners. This study aimed to find the effect of video-based tasks in improving the listening comprehension ability of Iranian pre-intermediate EFL (English Foreign Language) Learners. After determining the level of learners, an experimental and control group, every 20 participants, were nominated to contribute to the study. From the time the pre-test was administered to each group, the experimental was taught by a course of instruction based on video tasks for teaching listening comprehension. The control group was directed by a course of instruction only based on audio materials. Paired sample T-Test computation was utilized by SPSS software to calculate the significance of the difference in pre-test and protest. The result shows that teaching listening on the basis of video-based tasks has a significant effect on learners' listening comprehension in realizing and understanding the authentic language more effectively. The researcher assumes that this study is related to her research because the topic of the discussion is very related. Although this research can be used as a reference for writers, the two are different. Abdullah Sarani, Esmail Zare Behtash, and Saeed Moslemi Nezhard Arani's research aims to determine the effectiveness of video use, while this study provides an explanation of students' perceptions of video use.

B. LITERATURE REVIEW

In this sub-chapter describes some theoretical materials related to the research discussion. The materials are a discussion of perception, video, writing, and procedure text.

1. Perception

In this part, the researcher elaborates on the definition of perception, the process of perception, the factors of perception, perception and learning, and students' perception in learning.

a. The Definition of Perception

There are many definition of perception that put forward by several experts. According to Slameto, perception is a biological process that takes place in the human brain. It is the process that concerns the entry of messages or information through five senses, namely the sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch.[13] Furtherore, Mike way in his book under title Sensation and Perception defines that perception is something to observe and how to interpret.[14] Santrock also stated that "Perception is the interpretation of what is sensed".[15]

Moreover, based on Longman Dictionary, perception is the way you think about something and your idea of what it is like, how you notice things with your senses of sight, hearing, touch, taste, and smell, and also the natural ability to understand or tice things quickly.[16]

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[13] Slameto, Belajar dan Faktor- Faktor yang Mempengaruhinya, (Jkarta: Rineka Cipta, 2013), p. 102

[14] Mike Way, Sensation ad Perception, (New York: Chelsea House, 2007), p. 1

[15] Jhon W. Santrock, Life Span Development 13th Eition, (New York City: Mc Graw- Hill Companies, 2011), p. 132 http://www.mim.ac.mw/books/John%20W.%20Santrock%20-%20Life-span%20Development%2013th%20Edition.pdf

[16] Oxford Learners Dictionnaries, Oxford Learners Dictionnaries, https://www.ldoceonline.com/dictionary/perception, accessed 12 November 2022

It can be concluded that perception is a thought that results from a process of interpreting information in human brain that is gotten through the five senses. With this thought, human will have views regarding an object, case, or event. Every human being can give different perceptions even though given the same stimulus. It can be a positive or negative perception.

b. The Process of Perception

According to Alex Sobur, the process of perception has three main components[17], are:

1) Selection

The first component of perception is selection. Selection is a process of selection by sensory organs toward stimuli that come from outside of the individual. It means that selection is the process of filtering stimuli using five senses. Every day, stimuli will always come through the five senses. Some stimuli or information come together and then will receive and processed by the sense to be selected. This selection process will produce an assessment, for example, which information or stimulus is more important or unimportant, interesting or not interesting, etc.

2) Organization

After selecting some information received from the outside, then move to the second component which is called organization. The organization is a process of organizing information so that it has meaning for someone. It means that after the information to be sellected, the infrmation will be

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[17] Alex Sobur, Psikologi Umum, (Publisher: Pustaka Setia, 2016), p. 447

interpreted so it has meaning for someone and it will be formulated in human mind. There are some factors that influence the organization, for instance, previous experience, motivation, personality, and intelligence.

3) Interpretation and perception

Interpretation and perception are then interpreted in the form of behavior as a reaction. This component is also called as a reaction component. Here, after someone received the interpretation, the interpretation will determine their action going to do.

c. The Factors of Perception

Someone's perception of an object is influenced by some factors. According to Bimo Walgito, there are three factors that occur in perception[18]. Those factors are the following:

1) Object is perceived

Stimulus object raises the sensory organs or receptors. Stimulus not only comes from outside the individual, but it can also come from within the individual itself which is directly received by receiving nerves that work as a receptors. However, most of the stimuli come from outside the individual.

2) Sensory Organs, Nerves, and Central Nervous System

Sensory organs or receptors are some means to receive the stimulus. In addition, there must be sensory nerves as a means to transmit the stimuli received by the receptors to the central nervous system, namely the brain as the center of consciousness.

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[18] Bimo Walgito, Pengantar Psikologi Umum, (Yogyakarta: Andi Offset, 2014), p. 89- 90

3) Attention

To realize the perception required attention. Attention is the first step as preparation in order to perceive the object. Attention is a centralization or connection of all individual activities toward something or objects.

d. Perception and Learning

Perception and learning are interrelated. Perception in learning will help provide information about the learning that has been implemented. The information obtained is usually related to the goal of learning. M. Kubra Kaymaz and Mine Sungur stated that perception is defined as the process by which someone organizes and interprets patterns of stimuli in the environment.[19] Then, learning is defined as a relatively permanent change in behavior due to experience.[20] Hence, someone who receives something from their environment will act to learn about their environment, and they use what they learn to determine the action they take.

In Psikologi Pendidikan, Wasti Soemanto states that a positive perception leads to happiness, on the other hand, a negative perception leads to unhappiness.[21] Then, if students have a positive perception combined with high interest will produce a positive attitude toward learning. So that there will be desire or motivation to

[19] M. Kubra Kaymaz and Mine Sungur, The Effect of Knowledge Acquisition Levels on Perception in Art Education, ResearchGate, 2018, p.267- 271. http://dx.doi.org/10.18039/ajesi.88361
[20] Raygor, The Science of Psychology, (New York: Hrcourt College Publisher, 2005), p. 236
[21] Wasty Soemanto, Psikology Pendidikan (Jakarta: Rineka Cipta, 2016), p. 26

excel the students. The growth of motivation will improve students learning outcomes. Therefore, students' perceptions of teacher competence in managing learning, students interest and attitude towards learning must continue to be explored and improved so that learning process runs well. Hence, it will bring a change in students regarding the way of thinking, acting, or behaving in everyday life.

Mamat Rahmat (2012) examined the relationship between students perception, teacher competence, students motivation, and students learning outcomes, entitled "Hubungan Persepsi Siswa tentang Keterampilan Guru dan Motivasi Berprestasi dengan Hasil Belajar Siswa Sekolah Menengah Kejuruan" concluded that there is a positive relationship between students' perception of teachers skill in teaching with students' learning outcome.[22] The more students have a good perception of the teacher's competence, the students' learning outcomes will be better also. Because if students have a positive perception of the learning activities provided by the teacher, they will be motivated to learn or will be motivatd to take a part in the learning process as well.

In addition, the result of Dina Siti Logayah's research (2010) that explored the "Hubungan antara Persepsi Kompetensi Professionalisme Guru dan Minat Belajar dengan Keterampilan Geografis (Geographic Skil) di SMA Kota Bandung" concluded that : 1) there is a realationship which is significant among students'

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[22] Mamat Rahmat, "Hubungan Persepsi Siswa tentang Keterampilan Guru dan Motivasi Berprestasi dengan Hasil Belajar Siswa Sekolah Menengah Kejuruan", Thesis (Bandung: Program Pascasarjana Universitas Pendidikan Indonesia, 2012)

perceptions about teacher professional competence (X1) with geographic skill (Y), a large corellation is indicated by a corellation coefficient of 0.429 and the strength of the relationship is indicated by a regression form; 2) there is a significant relationship between learning interest (X2) and geographic skill (Y), The corellation is large indicated by the number of the corellation coefficient of 0.417 and the strenght of the relationship is indicated by the form of regrassion; and 3) there is a significant relationship between students' perception of teacher professional competence (X1) and learning interest (X2) with geographic skills (Y), as indicated by a correction coefficient of 0.479.[23]

Based on the results of the research above, it can be summarized that students' perceptions of the learning process especially regarding the effectiveness of using learning media, students' interest and attitudes towards learning have a significant relationship with student learning outcomes Students' Perception of Learning.

e. Students' Perception of Learning

Hamalik (2011) cited by Evi stated in his book that the learning process is a series of learning activities carried out by the teacher and students to achieve a learning objective, namely a description of the behavior that is expected to be achieved by students after learning takes place.[24] Further, Dimyati and Mudjiono (2009)

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[23] Dina Siti Logayah, Relationship Between Teachers Perception of Competence and Professionalism Interest Students With Geographic Skill at Hght School Bandung City, *Gea Journal Geography,* (Vol. 11, No. 2, 2011), p. 158- 160. http://dx.doi.org/10.17509/gea.v11i2.1627

[24] Evi Fitriana, Sugeng Utaya, Budjianto, Hubungan Perspsi Siswa Tentang Proses Pembelajaran Dengan Hasil Belajar Geografi di *Homeschooling* Sekolah Dolan Malang, *Jurnal Pndidikan: Teori,*

cited by Suardi stated that learning is an effort that deliberately involves and uses the teacher's professional knowledge to achieve curriculum goals.[25] It can be concluded that learning is a series of activities designed by the teacher for students who have the goal of being able to achieve a learning goal after the learning itself is carried out.

In the learning process there will be interaction between the teacher and the students. The teacher will convey information or material to students with methods and media designed by the teacher. It aims to make easier for students in absorbing the material that the teacher conveys. Besides, media and methods are also expected to encourage students to play an active role as well during learning, so that there is interaction between students and teachers in learning. The learning process will run well if the students like the lesson, the environment, the material that is delivered, and the perception of ongoing learning.

Students' perception is the point of view or understanding of the students on information they have received in the learning process. Perception is closely related to the five senses because peception occurs after the object in question sees, hears, or feels something and organizes and interprets it so that perception arises. This also occurs in students' perception of learning in class. Perception can arise due to the influence of the social environment around the individual. Bloom (in Wulandari, 2010) states that learning outcomes are

Penelitian, dan Pengembangan, (vol. 1, no. 4, April 2016), p.662- 667. http://dx.doi.org/10.17977/jp.v1i4.6212

[25] Moh. Suardi, Belajar dan Pembelajaran, (Yogyakarta: Deeppublish, 2018), p. 6.

influenced by the cognitive characteristics and affective behavior of students combined with the quality of teaching and learning activities in the learning process.

Students' perception is something important in the learning process. It was stated also by Moos that students' perception of the learning environment provides an important meaning that can affect learning activities. When teachers use different approaches and methods, students will have different perceptions as well. The role of students' perception in the learning process is important and helps teachers where teachers are required to be able to create and improve effective learning conditions so that the teaching and learning process activities can run optimally in accordance with the objective to be achieved. So teachers need to know students' perceptions of the learning process they received. If the teaching-learning and learning process occurs effectively and efficiently, students will be able to absorb the knowledge provided by the teacher well and students will have a good achievementent.

2. Video

Media facilitated the tasks of language learning as a tool for language learning or teaching. The use of media is needed to ensure an effective communication in order to improve the quality of teaching learning process. Media offers some positive contributions toward the teaching and learning process, for instance, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Roblyer cited by Ulin states that media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and

books did.[26] One of the most exciting media to apply in language learning and teaching is video. Video supports comprehension and production of foreign language input or output because it provides interesting and motivating to accompany audio or written inputs. As Herron concluded that video is lauded for contextualizing language and depicting foreign culture more effectively than other instructional material.

a. Definition of Video

Stempleski and Tomalin (1990) as cited in Rasouli and Shari argued that video is the combination of moving pictures and sound which can present language comprehensively.[27] According to Richard E. Breg, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.[28] Moreover, the definition of video in the Oxford Dictionary is a system of recording moving pictures and sound, either using a digital method of storing data or (in the past) using videotape.[29] From the description above, the researcher defines video as one of the visual media that products featuring a moving picture

[26] Ulin Muallamatus Sholihah, The Use of Animation Videoin Teaching Narrative Text for Reading Class at SMAN 1 Jenangan Ponorogo, Skripsi (Ponorogo: Progam S1, 2022)

[27] Giti Rasouli and Elnaz Shoari, The Effect of TV Commercial on Iraninan EFL Leraners' ;2 Vocabulary Recall, *Journal of Applied Linguistics and Language Research, (vol. 2, 2015), p. 25.* http://www.jallr.com/index.php/JALLR/article/view/184

[28] Richard E. Berg and David Stork G., The Psikis of Sound, United State: Pearson Education, 2005.

[29] OxfordLearnersDictionaries, https://www.oxfordlearnersdictionaries.com/definition/english/video_1?q=video, 12 November 2022

with audio that is recorded, reproduced, or broadcasted and saved digitally or on videotape.

As multimedia technology, video becomes more accessible to teachers and learners of other languages, its used as a tool to enhance foreign language skills, hopefully, becomes a new strategy in teaching a foreign or second language. Video allows the integration of text, graphics, audio, and motion video in a range of combinations. According to Meskill (1995), as cited in Fachmi "video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students".[30] According to Harmer, a video is an excellent aid to see language in use, such as comprehension, since students are able to see general meanings and moods conveyed through expression, gesture and other visual clues and uniquely bridge the cross-cultural understanding.[31] By displaying moving images and audio that are produced attractively, video makes students feel more understanding and enthusiastic about learning. Then it helps Students to know the correct pronunciation by watching videos with subtitles. And it makes easier for studnets to remember the information they get from the learning.

b. Definition of Animation Video

In teaching and learning process, the innovations and creations from the teachers in applying

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[30] Teguh Fahmi, The Effect of Using Descriptive Video in Teaching Listening Comprehension, (Jakarta: Program Sarjana 1 Jakarta State Iskamic University, 2014), p. 14 https://repository.uinjkt.ac.id/dspace/bitstream/123456789/36327/1/Yulis%20Julehayant-FITK

[31] J. Harmer, The Practice of English Language Teaching 3rd edition, (London: Longan Group Ltd, 2001)

innstructional media are very needed in order to help achieve the learning objective. They need to explore more media that can be used in the teaching and learning. In line with that, Johnson, as cited in Ramadhika, states that to enhance the listening experience for students, video can be used as a new tool in teaching listening by the teacher in the practice classroom. There are some components that students can observe while watching a video such as settings, actions, emotions, gestures, etc. Besides, for language production and practice, the video also provides the students with an important stimulus.[32] Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in learning English in the EFL classroom. One of the kinds of vido is aniamtion video.

There are many definition of animation video which are elucidated by experts. Mostly, they have the same ideas that animation is a series of drawings or photographs created by a computer. Webster that is cited by Mardianti says that animation is a series of drawings, computer graphics, or photographs of inanimate objects (such as puppets) which is made into a motion picture. However, Collins dictionary also states that animation is the process of making films in which the drawings or puppets appear to move.[33] According to Richard E.

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[32] Boris Ramandhika, Improving Students' Listening Skill Using Animation Video For The Eight Grade Students of SMPN 16 Magelang, Thesis (Yogyakarta: Program Sarjana 1 Yogyakarta State University,2014),p.25
http://eprints.uny.ac.id/18424/1/Boris%20Ramadhika%201020224402 2.pdf
[33] Chantya Rahayu Mardianti, Studnets Perception of Using Animatio Video in Teaching Listening of Narative Text, Thesis,(Jakarta: UIN SyarifHidayatullah,2018).

Mayer cited by Ulin stated that Animation refers to a simulated motion picture depicting the movement of drawn (or simulated) objects.[34] The main features of this definition are as follows: (1) picture, the animation is a kind of pictorial representation; (2) motion, an animation depicts apparent movement; and (3) simulated, animation consists of objects that are artificially created through drawing or some other simulation method. Furthermore, Oxford dictionary says that animation is the process of making films, videos and computer games in which drawings, models or images of people and animals seem to move.[35]

In conclusion, animation video is an attractive video that is design from a series of images, and combined with audio. Moreover, it is shown in a way that makes them move and appear to be alive.

c. Th advantages of using animation video in the language classroom

There have been a lot of researchers who have investigated the effectiveness of the use of animation video in various subjects at all levels of education. And the use of animation video in teaching learning have to be done by many teachers or practitioners as a media in language classroom, because there are many benefits of animation video as a media in teaching-learning. According to Dea Aprilia Haryanto, the advantages of using animated video in language classrooms are making the students easier and interesting in listening and the

https://repository.uinjkt.ac.id/dspace/bitstream/123456789/39211/1/chyntia%20rahayu-FITK

[34] Sholihah, "The Use of Animation Video...",p.31

[35]OxfordLearnersDictionaries,https://www.oxfordlearnersdictionaries.com/definition/english/animation?q=video. 12 November 2022

second is that the use of video animation can give the students a view on how to interact in a conversation and give advice on how to live better.[36] Other advantages are video animation get enriches knowledge, vocabulary, grammar, and pronunciation. And the use of video animation in the class can be very enjoyable for the students.

Furthermore, the research that done by Boris Ramadhika states that a major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc.[37] Both of them are in line with Jeremy Harmer's statement that one major advantage of videos is that learners not only can listen to the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.[38] Additionally, Ainsworth, cited by Rizka Amalia, stated that The main advantage of using animation videos is that animations can help learners come to understand complex ideas more easily.[39]

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[36] Dea Aprilia Haryanto, Tudents' Perception on The Use Animation Video to The Teaching of Listening The First Grade at SMA Negeri 1 Pakel Academic, (Tulungagung: IAIN Tulungagung, 2014), p. 14 https://www.semanticscholar.org/paper/STUDENTS%E2%80%99-PERCEPTION-ON-THE-USE-VIDEO-ANIMATION-TO-Haryanto/eb1f01998a84cf41fa533b7c87cdcc02e0da69a7#citing-papers

[37] Ramadhika, "Improving Stdens' Listening Skill...", p. 25

[38] Harmer, The Practice of English language Teaching...

[39] Rizka Amalia, Improving Listening and Speaking Skills by Using Animation Video and Discussion Method, (Palembang: Master Program of English Education Sriwijaya University), p. 32. https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/652

Moreover, statement of Oddone in Amalia's Journal stated that the advantages of using videos in the language classroom are: 1). they provide instances of authentic language and can be fully exploited with the teacher's control. (2). Videos give access to things, places, people's behavior, and events. (3). Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things".[40]

Although there is a lot of researchers stated that animation video is an effective learning media to be used, there are also those who oppose it. An article from the European Journal of Psychology of Education pointed out that extraneous details in the animations can distract students from the relevant message.[41] It is true that it can happen. But distracting students will happen if the learning context that could be accepted by the students is not conveyed. In using video animation, apart from preparing or editing interesting animated videos, teachers must determine the learning objective of using animation videos. Determining the objective of the use of animation video can help the teacher to avoid unnecessary distractions. Then, the teachers have to consider and ensure that the videos they make can provide theoretical and empirical support for their use as a teaching medium, and are able to support the achievement of their learning objective. According to Ronald A. Berk (2009), there are several issues in choosing videos for the classroom Those issues are (1)

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[40] Rizka Amalia, Improving Listening and Speaking Skills..., p. 32

[41] Richard K. Lowe, Extracting Information From an Animation During Complex Visual Learning, *European Journal of Psychology of Education,*(1999),p.225
https://link.springer.com/article/10.1007/BF03172967

criteria for selecting, there are three sets of criteria that must be considereed: (a) the students' characteristics, (b) the offensiveness of tthe video, and (c) the video structure. (2) types of videos, selecting types of video epends on the instrutional goals, and students' characteristics and interest. (3) source for selecting videos, the purpose f using videos in the classroom is usually to study, critisize, and or prouce videos. Related to this, the selection of animated videos includes published sources and Web Sites, looking for in the students world, and technical resources for videos.[42]

d. The disdvantages of the use of animation video in Language Classroom

On the contrary to the advantages mentioned above, Arsyad (2011, p.50) also stated some disadvantages of using video: first, particularly, using film and video need much time and money. Second, when the film is being shown, the pictures are moving continuously that make some students cannot get the information from the film.Third, film and video sometimes do not meet the need of the learning goal, unless the film and video are designed andproduced specifically for certain need. [43]

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[42] Ronald Alan Berk, Multimedia Teacing with Video Clips: TV, Movies, Youtube, mtvU in the College Classroom, *International Journal of Technology in Teaching and Learning,* (vol. 5, no. 1, 2009), p.1-21. https://www.researchgate.net/publication/228349436_Multimedia_Teaching_with_Video_Clips_TV_Movies_YouTube_and_mtvU_in_the_College_Classroom

[43] Riska Amalia, Improving Listening and Speaking Skills by Using Animation Videos and Discussion Methode, *Journa of English*

According to Harmer (2001) cited by Astari Maylani,, when someone want to use videos in the classroom, they have to be aware of some problems within. The "nothing new" syndrome is the first problem here. If we just use a video which is the replication video from television, it makes students not really interesting with the video. We have to provide the video activity which involvesthe uniqueness and interesting material to make the student more enthusiast in the classroom.

The second is called as poor quality tapes and disks. The poor quality tapes and disk make the students not really engaged in following the study. When we decide to choose the videos, we have to judge about the quality of tapes and disk or material in using videos.

The last if the video is quite longer, it causes the students who participate in the classroom will sleep and get boring or event they will lost concentration in following the material, especially if the video only contains full of text which isnot interesting media rather than cartoon, moving picture, and so on.[44]

from the explanation above, it can be concluded that the disadvantages of using animated videos in language classes depend on how the teacher uses them as a medium in teaching. Animation will benefit if the video is used properly, by choosing the right one and using it at the right time and place.

3. Writing

LanguageTeaching, (v. 2, n. 1, p. 30-36, july 2017), https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/652

[44] Astari Maylani, The Effect of Using Animation Video in English Teaching on the Students' Listening Skill at MTSN 2 Jambi, *Thesis,* (Jambi: The Bachelor's Degree of UIN Sulthan Thaha Saifuddin, 2019), http://repository.uinjambi.ac.id/1790/

a. Definition of Writing

   Writing is one of the four main skills in language. It is a productive skill. Writing has an usefull part for human life, because it is one of tools of communication. Ma'mun (2015) states that writing is also a tool of communication and learning, a way of sharing obsevation, information, feeling, or ideas with others.[45] It means that writing is a tool of communication to express our opinion and to share information or knowledge.

   According to Baker, writing is a way of thinking. Writing actually creates a thought, and generates your ability to think; you discover your thoughts you hardly knew to had, and come to know what you know.[46] Furthermore, Brown (2001: 336) cited by Via states that writing defines writing ideas down on paper to transform thought into words, sharpen the man ideas or feeling to give them structure and organization.

   Based on the theories above, it can be concluded that writing is a way of communication that exppress thought, ideas, feeling, or information into written form using appropriate syntax, grammer, and editing.

b. The process of Writing

   According to M. Yunus, Writing is the result of a deep understanding of something and after that put it into some kind of product that consists of symbols, marks, and characters. This action needs a deeper understanding of what students need to write. Students should aware of what they

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[45] Naidiah Ma'mun, The Grammatical Errors on The Use Paragraph Writing of The English Department Students, *Vision: Journal of Language and Foreign Language Learning,* (vol. 5, no. 1, 2016), p. 95- 131 https://doi.org/10.21580/vjv5i1862

[46] Sheridan Baker, The Practical Stylist, Sixth Edition, (New York: Harper and o Publisher, 1987), p. 2.

want to write and what strategies are necessary to use to compose meaningful writing products.[47] Successfully understanding and implementing this skill can be beneficial for students in expressing their thoughts and ideas. Students can easily deliver their thinking in terms of writing. In addition, Scott (1990: 69) as cited in Virdiyana (2016) defines Writing as an interesting activity, it can give students some advantages although basically there are difficulties in writing it is still a useful, essential, integral, and enjoyable part of the foreign language lesson.[48] Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into a coherent and cohesive form.[49] Therefor, someone needs a process to write well.

The process of writing is the stages that have to be done by the writer. According to Richards and Willy, there are four main stages in the process of writing, namely planning, drafting, revising, and editing.[50] First, planning (free-writing) is writing anything from the writer's mind without stopping and worriying about form, style, or even grammer for a set time period. Second, drafting is a stage where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness.

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[47] Endar Rachmawati Linuwih and Yohanes Kurniawan Winadi, Improving Students' Writing Skils Using a Mobile Learning Application, *Journal BASIS,* (2020), P. 281- 282.

[48] N. K. Virdiyana, Teaching Writing Skills by Using Brainwriting, (2016), p. 66-67.

[49] Afriana Jusmaya, Teachers Believe and Classroom Practice Towards Grammar Instruction in The Communicative Learning, Applied Source and Technology, (vo. 1, no. 1, 2017), p. 184- 192

[50] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching, (New York: Cambridge University Press, 200), p. 315.

Third, revising is an activity to review the text on the basis of the feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meanings to the reader. The last is editing stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, etc.

Meanwhile, Grenville stated that writing is a process that involves the following steps: getting ideas, choosing or selecting the ideas, outlining, drafting, revising, adding, or moving parts of this draft where necessary, and the last is editing.[51]

From the statements above, the writer inferred that those two theorists argued about writing process differently, however they have the same ideas that is the writing process provides a series of planned to write in order to help the writer write better and the results will be easier to beunderstood by the reader. Therefore, the process of writing is important to produce a better writing and it can support the writer to more develop the writing.

c. The Purpose of Writing

The purpose of writing based on Penny Ur is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.

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[51] Katee Grenville, Writing From Start to Finish: A sixt steps guide, (Australia: Allen and Unwin, 2001), p. 8.

Miller said some purposes of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse, and to inspire others.[52]

1) Writing to understand experience

   The writers who have this motive of writing draw upon to help them understand who they are, how they become that way, what they like, or what they want. Eventhough, the writers are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience to the readers.[53]

2) Writing to inform

   In much of writing, it will intend simply to inform the reader about a subject. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.[54]

3) Writing to explain

   Writing to explain means to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject to the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanations.[55]

4) Writing to persuade

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[52] Robert Keith Miller, Motives for Writing, 5th ed, (New York: The Mcgraw-Hill Comp, 2006), p. 47.
[53] Ibid., p. 47.
[54] Ibid., p.97.
[55] Ibid., p. 451

Persuassion is very important things in human's life. You will use persuassion an attempt to get someone to do something you want for yourself, to achieve benefits for others, or to solve the problem. For instance, when you apply for job, try to borrow money, persuade the government to protect an endangered species. So, it can be assumed that writing to persuade others has an aim which is the need to change someone's mind.[56]

5) Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feelings that need to be reinforced.[57]

6) Writing to amuse

Writing to amuse requires the writer to focus on the readers rather than himself or themselves The writers may enjoy the experience and take pride in what you accomplish, but or he cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.[58]

Meanwhile, according to Dietsch, writing has four general purposes: to inform, to persuade, to express, and to entertain.[59] Based on those two

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[56] Ibid,

[57] Ibid., p. 521

[58] Ibid., 569

[59] Betty Mattix Dietsch, Reasoning & Writing Well; A Rhetoric, Research Guide, Reader, and Handbook 4th ed, (New York: Mcgraw-Hill, 2006), p. 7. 14 A

statements above, the writer concluded that every writing has a purpose that is the writer wants to convey to the readers. Wthat ever the writer does in their writing, they have clear purpose. Miller and Dietsch have the same point that purpose of writing might be giving information, persuading, entertaining or amusing readers. However, Miller added some purposes of writing such as giving explanation and inspiration, and understanding experience. Meanwhile, Dietsch added writing to express as a purpose of writing.

4. Procedure Text
   a. Definition of Text

   Before going to the definition of procedure text, it is better to know definition of the text itself. Jack C. Richard on his book "Longman Dictionary of Applied Linguistics" stated that "Text is a segment of spoken or written language. It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context ".[60] Moreover, Anderson argued that "Texts are pieces of spoken or written language created for a particular purpose. It means when we write or speak, we create texts. When we listen, read, or view texts, we interpret them for meaning.[61]

   Thus from the definitions above, the researcher inferred that text is a group of several words arranged in

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[60] Jack C. Richards and friends, Longman Dictionary of Language Teaching & Applied Linguistics 4 th ed, (Great Britain: Pearson Education Limited, 2010), p. 594

[61] Mark Anderson and Kathy Anderson, Text Types in English 3. (South Yarra: Mcmillan Education Ltd, 1998), p.28.

a form and structure that aims to convey a meaning so that it can be understood by readers or listeners. This text can be spoken or written form. In learning writing skils at junior high school, there are kinds of texts that should be learnt by students such as; descriptive text, narrative text, procedure text, recount text, and report text. Each texts has da ifferent purpose and generic structure. In this study, tthe writer focuses in procedure text.

b. Definition of Procedure Text

There are many kinds of texts which we found in our daily life. One of them is procedure text which is a text that aims to describes how to make something or how to do something. Pardiyono (2010: 31) states that procedure text is the kind of text contains of instructions or to finish some job.[62] Further, Mark and Kathy Anderson through their book "Text Types in English 3" that is cited by Suaeni defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere.[63] In addition, Professional Development Service for Teachers stated that a procedure text has a social function to explain how something is done, in a series of sequenced steps.[64] As it can be seen above, procedure text is defined as a text that explains, tells or

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[62] Pardiyono, Pasti Bisa: The Art of Teaching, (Yogyakarta: Andi, 2010)

[63] Suaeni, Improving Students' Skill in Writing Procedure Text Through Picture Sequences, *Thesis,* (Jakarta: Undergraduate (S1) Syarif Hidayatulah State Islamic Unversity, 2015), p. 11 https://repository.uinjkt.ac.id/dspace/bitstream/123456789/27593/1/SUAENI-FITK.pdf

[64] http://www.pdst.ie/sites/default/files/Writing%20Booklet%20to%20circulate.pdf

shows someone how to do something, and how to make something that have to be done in a series of sequenced steps. The examples of procedure text are directions, Instruction manual, and recipes.

c. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features:

1) Sentences begin with action verb (imperative sentences). e.g., pour hot water into the cup.
2) Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.
3) Adverbs of manner to describe how the actions should be performed. e.g. quickly, firmly.
4) Precise terms and technical language. e.g. ml, grams, etc.[65]

In addition, the other sources added some of language features of procedure text which are not included in Anderson's book. They are:

1) Nouns or noun groups are used in the listed material or equipment.
2) The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.
3) Words related to direction and specific locations are found. e.g. left, north, Jamison street.
4) Adjectives add details relating to size, shape, color, and amount.
5) Present tense is generally used.[66]

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[65] Suaeni, Impoving Students' Skills...", p. 11- 12.

To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

e. Structure of Procedure Text

Anderson (2003: 52) cited by Putri and Nurdiawati states that the language features usually found in a procedure text is arranged of three main parts, are: Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.[67]

1) An introductory statement giving the aim or goal.

This part can be the title of the procedure text, it is also may include an introductory paragraph.

2) List of materials needed for completing the procedure

This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain procedure text this part sometime is omitted or left out, because not all of the procedure needs materials.

3) A sequence of steps in the correct order

This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1,2,3 ...) or by using words such

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[66]http://assets.readingeggsassets.com/teacher_resources/rex/writing/pdfs/middle/procedure_te   xts_introduction_and_overview-fp-9569b444.pdf

[67] Khusna S.E. Putri and Dede Nurdiawati, The Effetiveness of "Snowball Throwing" Methode in Teaching Writing Procedure Text, *Dialektika Journal*, (vol. 4, no. 2, September 2016- Februari 2017), p. 39- 53.

as first, second, third, etc. Words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Those are aim/goal, materials/ingredients, and steps. Aim/goal is part of procedure text that tells the purpose of the text. It is usually told in the title of the text, for example: How to send a massage using instagram application. It has been seen the goal of the text that aims to explain the steps of sending message in instagram applicattion. The second generic structure of procedure text is materials/ ingredients. It tells about the materials/ ingredients that need to be prepared for making or doing something. The example of this part is the ingredients of cooking fried rice: 2 garlics, 2 onions, 1 plate of rice, 1 egg, chili, salt, soy sauce, and oil. It tells necessary thing in making or doing something. Nevertheless, this structure is sometimes not found in certain types of procedure texts, because some activities did not need materials/ ingredients to do it. For example: in procedure text that tells How to be an usefull people for someone, how to use risecooker, direction of how to get to certain place, and video game rules. It can be said that in procedue text of behavior and how to operate something, sometimes there is no list of materials/ ingrediets needed. The last generic structure of procedure text is steps. Steps is an important part that must exist in procedure text, because the purpose of rocedure text is to inform someone the

steps of making or doing something. In other words, steps in procedure text must be conveyed sequentially according to the sequence of steps that must be carried out, so that readers or listeners can understand the text properly and they can do or make something correctly.

CHAPTER III

METHOD OF RESEARCH

This chapter discusses research methods comprising research design, research setting, participants of the study, technique of data collection, and data anaysis.

A. RESEARCH DESIGN

This study employed the qualitative method with descriptive approach. The descriptive qualitative method was choosen because ths study aims to describe a phenomenon, namely students' perception on the use of animation video in teaching writing procedure text in depth. Qualitative and descriptive research methods have been common procedures for conducting research in many diciplines, including education, psychology, and social science.[68] A qualitative research is an interpretative approach that attempts to obtain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants. The goal is to understand the phenomena from the viewpoint of the participants with its particular institutional and social context intact.[69] This study involved the students and the teacher in conducting the research.

B. RESEARCH SETTING

The research is conducted at SMP Negeri 16 Semarang in the academic year 2022/2023. The school located at Prof. Dr. Hamka Street, Ngaliyan, Ngaliyan District, Semarang City, Central Java

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[68] Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type Versus Data Analysis', *Language Teaching Research,* (vol. 19, no. 2, 2015), p. 129- 32 https://doi.org/10.1177/136216881557747.

[69] Cathryne Palmer and Amanda Bolderson, A Brief Introduction to Qualitative Research, *Canadian Journal of Medical Radition Technollogy.* (vol.37, no.1, 2016), p. 16- 19.

50181. The research will be conducted on 6th- 8th of Desember 2022. The research is conducted in the first semester. The research was conducted in this school, because the ninth grade of SMP Negeri 16 Semarang were taught procedure text by the teacher using animation video. It means that the location is suitable to be conducted the research.

C. PARTICIPANTS

The participants of this research were ten students and a teacher of ninth grade (E) of SMPN 16 Semarang in the Academic year 2022/2023. The reason why the researcher chosed this class is because it is one of the class whom ever being taught by the teacher using animation video for learning English. In addition, this class is the most active class in learning English using animation video. The students in the class consista of 30 students. Then 10 students are interviewed by the researcher to find out their perception on the use of animation video in teaching writing procedure text. The researcher only conducted ten students, because they have given enough information. According to Heryana, there is no sample size in qualitative method. Furthermore, in qualtitative method the subject is called as informants not a sample. The number of informants is flexible meaning. It means that the researchers can increase the number of informants in the middle of the research process, if the information is still lacking. Researchers can also reduce the number informants if the information is sufficient. Besides, the researcher also can even replace the informant if the person/subject selected was not cooperative in answering the interview. Different with a strictly defined sample, researcher rying

to sample above the minimum amount, and can't easily replace the sample (there are rules to follow). [70]

D. RESEARCH FOCUS

The focus of this research was the students' perception on the use of animation video in teaching writing procedure text. In order to strengthen the data, the researcher also conducted interview with the English teacher to find out how teachers' perception on the use of animation video in teaching writing procedure text is. Besides, the researcher also focus on finding the obstacle on the use of animation.

E. DATA COLLECTION TECHNIQUE

Data collection techniques are important parts of research because the main purpose of research is to get data. The data collection technique in this research is expected to find out data accurately and specifically. The data collection techniques commonly used in qualitative research are observation, interview, documentation, and combination.[71] Then in this research, the researcher used interviews to collect data.

1. Interview

In collecting the data, the researcher used interviews to find out students' and teacher's perceptions on the use of animation video as a media for teaching writing procedure text. The interview process was face-to-face interviews. An interview is one of the data collection techniques in qualitative research. An interview offers the possibility of gaining insight into the interviewer's world and a deeper understanding of the nature or meaning of the interviewer's everyday experiences. Interview

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[70] Ade Heryana, "Informan dan Pemilihan Informan dalam Penelitian Kualitatif",*Researchgate,*https://www.researchgate.net/publication/329351816, accesed at 22th December 2022

[71] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Penerbit Alfabeta 2016),

provides an opportunity for the researcher to listen, to view or experiences of the respondents for a period of time and to ask investigative questions to explore more ideas. There are three kinds of interview including structured interview, semi-structured interview, and unstructured interview. Here, the researcher used a semi-structure interview where the researcher is more flexible in conducting the interview than using a structured interview and researchers can ask new questions that are not on the interview list.[72] Here were some listed questions for the interviews.

Table 3. 1 Interview Guideline for Students

Table 1- Intrerview Guidline for Students

No.	Questions
1.	What kind of video does your teacher use in teaching English?
2.	What do you think about the use of animation video in learning English?
3.	What do you feel when the animation video is used in the classroom? Why?
4.	Does using animation video make you easier to learn English? Why?
5.	Do you think that animation video can motivate you to learn English? Why?
6.	Does learning English with animation video help you increase your English vocabulary? Why?
7.	Do you think learning English using animation video can improve your wrting skills? Why?

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[72] Djam'an Satori and Aan Komariah, Metode Penelitian Kualitatif, (Bandung: Alfabeta, 2017)

No.	
8.	Do you think the use of animation video help you to remember the material? Why?
9.	Have you ever had difficulty understanding English material using animation video? Why?
10.	Do we need to use animation video in learning English to improve your writing skills? why

3.2 Interview Guideline for Teacher

Table 2- Interview Guideline for The Teacher

No.	Questions
1.	What kind of video does your teacher use in teaching English?
2.	What do you think about the use of animation video in learning English?
3.	Why did you choose to use animation video in teaching English?
4.	Do you think using animation video make the learning activities to be more effective? Why?
5.	Does the use video in teaching can increase students' Englsh vocabulary? Why?
6.	Do you think using video in teaching English can improve students' writing skills? Why?
7.	What are the advantages and the disadvantages of using animation video in teaching English?
8.	Do you get an obstacle in using animation video as a media of teaching? What are they?
9.	What is your preparation to anticipate the problem?

F. INSTRUMENT

A research instrument is a tool used to measure the observed natural and social phenomena. The instrument used in this research is interviews.

1. Interview

Interviews were used to obtain data about students' and teacher's perceptions on the use of animation video in teaching writing procedure text and to determine the gap between them, which were carried out by face-to-face interviews. To make easier for respondents, the interview was done using bahasa Indonesia. Furthermore, in arranging tthe interview it consist of some indicators of perception. before conducting interviews, the researcher first made a lattice of interviews guidelines as follows:

Table 3.3 Lattice of interviews guidelines about students' perception on the use of animation video in teaching witing procedure text

Table 3- Lattice of Interview Guideline for Students

Variable	Indicator Instrument	Number
Students' perception on the use of animation video in teaching writing procedure text	Accepting	1,2,3
	Understanding	4,5,6,7
	Evaluating	8,9,10

Table 3.4 Lattice of interviews guidelines about teacher's perception on the use of animation video in teaching writing procedure text

Table 4- Lattice of Interview Guideline for The Teacher

Variable	Indicator Instrument	Number

Teacher's perception on the use of animation video in teaching writing procedure text	Accepting	1,2,3
	Understanding	4,5,6
	Evaluating	7,8,9

G. DATA ANALYSIS TECHNIQUE

To analyze the data, the researcher used the data analysis model of Miles and Huberman in Sugiyono. There are three stages in data analysis, namely data reduction, data presentation or display data, and drawing a conclusion.[73] In essence, data analysis in qualitative research is a process that implies that its implementation should have started from the stage of data collection in the field and then intensively after the data is collected or in other words, performed in conjunction with the data collection process.

1. Data Reduction

Data Reduction meant summarizing, choosing, and focusing on the important thing of data. It was intended to find the patterns of the finding based on the social phenomena that happen in the field. It could be from the interview with the students and teacher. The reduction is to get the data based on the problem statement. The process were selecting, abstracting, and transforming interview transcriptions and the other supports materials. The data was summarized, sorted, and organized.

The researcher selected the entire data from the interview. In abstracting, the researcher tried to make the data as simple as possible to be more focus with the problems. After that, the data

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[73] Sugiyono, Metode Penelitian..., p. 246- 252.

would be analyzed to obtain important information from students' perceptions on the use of animation video to learn English.

2. Data Display

Data display was organizing and describing the data from reduction. In this step, the researcher described the answers to the problem statement. The researcher described all the data obtained from the interview. By interviewing the researcher was able to know, how students' perception of the use of animation video in teaching English and teachers' perception of the use of animation video for teaching English.

5. Drawing Conclusion

The conclusion of the study was a research finding. Drawing a conclusion or verification was done if the data collected and analyzed are supported by valid, consistent, and enough data. The researcher drew a conclusion from his last research. The conclusion was the result of the analysis based on the problem statement. In this study, the conclusion would be a description of students' perception of the use of animation video in teaching procedure text and teachers' perception of the use of animation video in teaching procedure text.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer discusses about the research finding and the discussion which is the answer of problem statements that contained in the first chapter. The problem statements are (1) How are the students' perception on the use of animation video in teaching writing procedure text. (2) How is the teacher's perception on the use of animation video in teaching writing procedure text. (3) What is the gap between teacher and studens.

A. RESEARCH FINDINGS

In this sub-chapter, the findings that is collected from the interview data of 10 students and a teacher is presented.

1. **Students' Perception on the Use of Animation Video in Teaching Writing Procedure Text**

Based on the interview conducted by the researcher, studens gave positive perception on the animation video used by the teacher in teaching writing procedure text. The students' perception will be described in this sub-chapter based on the indicators by Bimo Walgito. There are three kinds of indicators of perception which is stated by Walgito, are; accepting, understanding, and evaluating.

a. Accepting

In this category, the researcher described students' perception based on one of the indicator of perception that is accepting. According to Robbin cited by Ikhlas, accepting is one of the indicators of perception on psychological stages, it is about the function of humans' five senses that receive the stimuli from the outside.[74] This means that the first stage of having perception is

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[74] Al Ikhlas, Students' perception on the synchronous English language Learning During Covidd- 19 Pandemic at 4th Semester English Education Department of UIN

accepting stimuli or information from outside which is accepted by five senses, both sight, hearing, touching, smelling, and testing individually or together. It seems with the use of animation video that can be seen and heared. Therefore, animation video is useful for students in learning process especially learning English. With the use of interesting animation video in teaching learning English, it can make students to be happy and then to be interested, enthusiastic, and motivated to learn.

Table 4.1 Students' Perception Based on Accepting Indicator

Table 5- Students' Perception based on Accepting Indicator.

Students' answer of interview	
S1	..Yes I was motivated...
S2	...I was happy and motivated to learn..
S3	...makes me corious and enthusiastic..
S4	...makes me excited and motivated to learn...
S5	I was happy and excited to learn..
S6	...I was happy and excited to learn..
S7	...I was happy, interested and motivated..
S8	...It motivated me to more pay attention..
S9	...I was happy and to be

Suka Riau, Thesis (Riau: Under Graduate UIN Sultan Syarif Kasim,2021),P.18-19
http://repository.uin-suska.ac.id/id/eprint/54935

		motivated..
S10		...I was happy and interested, and it motivated me..

Table 4.1 shows that animation video that used by the teacher in teaching procedure text can provide positive perception of students. With the use of animation video in teaching procedure text makes students to be happy, enthusiastic, interested, and motivated to learn English in the class. The students stated that the use of animation video was new interesting experience that makes the learning process to be interested, not bored, so that the students were happy and interested to learn English. In other word, they were motivated to learn English. Moreover, the students were more enthusiastic to pay attention the material taught by the teacher.

b. Understanding

In this part, writer described the students' perception based on understanding which is the second indicator of perception. In understanding stage, the stimuli that are accepted by the five senses than move to the brain which the stimuli or the object are organized, classified, compared, and interpreted by the brain, so that the understanding is formed. Based on Robbin as cited by Zakiyyah stated that understanding was defined as the result of an analysis which was subjective or different for each person. It means that every people has different perception even they are given the same stimulli. However, the teacher used animation video in teaching procedure text for some reasons, are ; it is used to make students to be easier in learning procedure text, and to improve students.

Table 4.2 Students' Perception Based on Understanding indicator

Tabel 6- Stuents' Perception Based on Understanding Indicator

Students' answer of interview	
S1	...it makes easier...
S2	...It makes me easier to undestand...
S3	...it makes easier..
S4	...it makes easer for me...
S5	...ofcourse, it makes easier..
S6	...it makes easier to undestand..
S7	...it makes easier to understand..
S8	...It makes easier..
S9	...It very makes easier...
S10	...it makes easier..

The data showed in table 4.2 described that the use of animation video makes students easier to understand the material which is procedure text. Animation video helps students to be easier in learning procedure text, because it is interesting, motivating and providing clear context that is completed with audio and pictures that can moved like real which is very usefull in teaching foreign language where the students can hear how the sounds to be said, and they are supported to know the meaning of the spoken text in the video by watching the movement of the animation, in other words they guess the meaning by looking the body movement of the characters in the video. Those all are the reasons why students can understand the material easier because of the use animatio video.

c. Evaluating

Evaluating is the third stage of the perception occurence that after the object to be understood by the central nervous system, the brain, than the brain can give respons like judgement, realizing, and interprating to the object. It means that

it is the stage of the existence of perception where someone have interprated all the stimuli they received and organized to be a specific meaning. Walgito (1990: 54-55) cited by Widodo stated about evaluating that after forming understanding, individual judgments take place. Individuals compare the meaning or newly acquired understanding with established criteria or norms obtained by individuals subjectively.[75]

In this part, the students' perception on the use of animation video in teaching procedure text will be described based on evaluating indicator. The result of students' answers toward the interview based on evaluating indicators of perception are; the use of animaton video makes students to be easier to remember the English subject and it needs to be use in teaching English.

1) The students can remember the English subject easier

The next students' perception on the use of animation video in teaching procedure text is that the use of animation video supports students to remember the proccedure text easier.

Table 4.3 Students' Answers Based on Evaluating Indicator

Table 7- Students' Perception Based on Evaluating Indicator 1

Students' answer of interview	
S1	...it makes easier for me to remember the subject...
S2	...It really helps me remember..
S3	...it makes easier to understand..
S4	...helps me remember...

[75] Sapto Widodo, Perception of Class XI Students of MAN 1 Magelang, *thesis* (Semarang: Under graduate Programe of Universitas NegeriSemarang,2019), http://lib.unnes.ac.id/id/eprint/34622

S5	...ofcourse, it makes easier to remember..
S6	...it makes easier to remember..
S7	...absolutely, it helps me remember...
S8	...It makes it very easy to be rememered...
S9	...right, it makes easier for me to remember...
S10	...easier to remember..

From the table 4.3 the writer found that the use of animation video helps students remember the subject taught by the teacher easier. They stated that the subject was easier to be remembered, because of the use of animation video that provides an interesting video, audio, and clear information. It support the students to understand for along time, so that they can remember the subject easier.

2) The students stated that animation video is need to be used in teaching English

The next perception of students based on evaluating will be described in this part. The next students' perception on the use of animation video in teaching procedure text is that the students gave the same response that animation video is need to be used in teaching procedure text, generally in teaching English foreign language.

Below is the result of the interview in the form of evaluating indicator.

Table 4.4 The Students' Answer Based on Evaluating Indicator

Table 8- Students' Perception Based on Evaluating 2

Students' answer of interview	
S1	...animation video is very needed...
S2	...It is needed in teaching English...
S3	... It is needed to make more understand..
S4	... ofcourse, it needs to be applied...
S5	...needs to be aplied...
S6	...my opinion, it is needs to be applied...
S7	...needs to be applied...
S8	...very needed to be implemented...
S9	...yes, needs to apply it...
S10	...animation video is very needed to be applied...

Table 4.4 above showed the students' perception that stated the use of animation video needs to be implemented as a media of teaching process in teaching procedure text, generally in teaching English foreign language. It is because of animation video supports students to learn English easier. The animation video provides clear information and interested video that makes students to be motivated and enthusiasted to learn, supports students to get more

vocabularies by finding the meaning of new vocobularies spoken in the video, and it improves students' writing procedure text. Besides, animations video makes the learning process going well and interested,not bored, which makes students to be motivated to pay attention the subject they learnt. Moreover, the use of animation video in teaching English subject is a new experience for them. Because of those all reasons, the students stated that animation video must to be implemented in teaching and learrning English process by the teacher with designing the video interestingly and combining the explanation of the teachers itself in order to makes the learning process runs effectively.

2. **Teachers' Perception on The Use of Animation Video in Teaching Writing Procedure Text**

In this second part of research finding, the writer described teacher's perception on the use of animation video in teaching writing procedure text that aims to obtain reinforcing data, so that the writer also interviewed the English teacher in 9th grade of SMPN 16 Semarang. The teachers' perception is described by the writer based on the indicators of perception, also. The indicators of the perceptions contain three stages of perception. According to Walgito, the three indicators of perception are: accepting. Understanding, and evaluating.

a. Accepting

First, the teacher's perception will be described based on the first stage indicator of perception, accepting. Based on accepting indicator, the teacher stated that the use of animation video was used to makes students easier to learn by watching the intersting video, and it was used because it was in accordance with the teaching material at that time, namely

procedure text. Besides, this animation video was also in accordance with the character of class 9E students who were more active in learning English so that they were able to face challenges in learning using videos. the challenge of using animation video is that in understanding the information contained in the video students must be active, critical and must pay close attention. In addition, the teacher stated that in choosing a learning media the teacher must consider and adjust to the material to be taught and adjust the character of the students so that learning will run effectively. Therefore, the teacher used animation video in order to make the learning run effectively, because the video is interesting that is suitable to be applied in teaching procedure text and is suitable to be applied to the students of 9E class.

Table 4.5 The Teachers' Answer Based on Accepting Indicator

Table 9- Teacher' s Perception Based on Accepting Indicator

No.	The Teacher's Answer
1.	...the video is interesting media..
2.	...suitable with the students' character and type of material...

b. Understanding

The teacher's perception will be described based on understanding indicator of perception. In this part, the teacher stated that the use of animation video in teaching writing procedure text supported the learning to run effectively. Furthermore, it helped students increase their vocabularies with students being asked to look for the difficult vocabularies and its meaning. Besides, the teacher

stated that the use of animation video improved students' writing procedure text skill.

Table 4.6 The Teacher's Perception Based on Understanding Indicator

Table 10- Teacher' Perception Based on Understanding

No.	The Teacher's Answer
1.	...makes the learning to go effectively..
2.	...helps the students to increase their vocabularies...
3.	...it improved students' writing skill..

Looking to the table above, the researcher found that the teacher has positive perception on the use of animation video that makes the learning process going effectively, supports students in increasing vocabularies, and motivates students to improve their writing skill, especially writing procedure text.

c. Evaluating

This is the lats part of indicator that is very subjective. This part will describe teachers' perception on the use of animation video in teaching writing procedure text based on evaluating indicator. The teacher has positive perception about the use of anmation video. The writer found that the teacher interprated that the use of animation video in teaching procedure text is very usefull media for students. She stated that animation video needs to be implemented in teaching English as a

media of teaching and learning process, because it is interesting media. The following is the data from interviews with teachers.

Table 4.7 The Teacher Answer Based on Evaluating Indicator

Table 11- Teacher' Perception Based on Evaluating

No.	The Teacher's Answer
1.	...animation video is important and needed to be applied...

However, the teacher also stated that there are some obstacles in implementing animation video in the class, including it tooks quite long time to prepare the supporting tools, such as cable, lcd, speaker, etc.

3. The Obstacle Faced by The Students on The Use of Anmation Video in Teaching Writing Procedure Text

Based on the interview with the students and the teacher, the writer concluded that students and teachers have positive perception on the use of aimation video in teaching English, especially writing procedure text. Using animation video motivates students to learn the English subject, and it motivates students to pay attantion to the lesson. Besides, the teacher can helps students understand the materials easier by implementing animation video in the teaching learning process, so that the teaching learning process can run effectively.

However, there are some students stated that they got an obstacle in learning English using animation video. They stated that they needs the teacher's explanation of the information included in the video, while they are watching the video. Furthermore, a student stated that she could not see the subtitle

from behind, because the video was nt clear. The following is the students' anwers.

Table 4.8 The Students' Answer of The Obstacle on The Use of animation Video

Table 12- The Students' Answer on The Use of Animation Video

The Students Answer	
Students	**The Answer**
S2	...need teacher to explain while we are watching...
S	...need teacher's explanation...
S4	..from behind, the subtitle of the video can not be seen..

Based on the table above, it can be said that there are two gaps between the students and the teachers. Firts, the teacher stated that animation video helps students to learn the English subject, but there are two students that still got difficulty to understand the information provided by the video, so that they need the teacher's explanation while they are watching the animation video. Those two students got difficult in understanding the subject, procedure text, because they need a long time to understand it. Although the students still needs the teacher's explanation in order to understand the material faster and better, they stated that animation video helps her enough to understand the material rather than books did. Second, the teacher stated that she provided subtitle in the video in case to helps students to understand the information easier, but there is a students stated that she could not see the subtitle from behind. It makes students rather difficult to understand the procedure text, so that she tried to understand by paying attention the movement of the character's body in the video.

B. DISCUSSION

This sub-bab presents the discussion of the findings after getting the result of the research by focusing the research objective. The purpose of the research is to describe the students' perception on the use of animation video in teaching writing procedure text. To describe the students' perception, the researcher used interviews in collecting the data. To support the data, the researcher also interviewed the teachers to get her perception on the use of animation video. Besides, the researcher investigate the gap between the students and the teacher to support the data, also. So that the objective of the research are; (1) to describe the students perception on the use of animation video in teaching writing procedure text (2) to describe the teacher's peception on the use of animation video in teaching writing prcedure text (3) to investigate the ostacle faced by th students. In the previous sub-chapter, the result has been found by analyzing data.

After conducting the analysis, the researcher found the result of the analysis data, which is the researcher knows the perception of the students and the teacher on the use of animation video in teaching writing procedure text, and the obstacle faced by the students which are related to the theory.

1. The Students' Perception on The Use of Animation Video in Taching Writing Procedure Text

Based on the result of the analysis data, the students' perception on the use of animation video in teaching writing procedure text is described according to the indicators of perception based on Bimo Walgito. Walgito stated that there are three stages of indicators in perception.

The first indicator is accepting. Students' perception on the use of animation video in teaching writing procedure text based on the accepting indicator is found that the use of animation video can makes students to be happy, enthusiastic, interested, and motivated to learn English in the class. They are

to be motivated, interested, happy, and enthusiastic to learn English because it is a new experience for them, so that they are happy and enthusiastic to learn. Besides, because the video is interesting in within the movements of the images, and providing clear audio, it makes the students to be motivated to pay attention to the video in case learning the procedure text.

The second indicator is understanding. After accepting stimuli by five senses which has been described in the first indicator of perception before, then the students organized all the stimuli to get a specific understanding. Based on the result of the interview related to the understanding indicator is found that they are to be helped by the animation video to increase their vocabularies, to improve their writing skill, and to make the learning English writing procedure text to be easier for them. While watching the videos, the students are asked to write down the difficult vocabularis or the new vocabulaies, and to look for the meaning of them, so that the use of animation video can incease the students vocabulary.

The Third indicator is evaluating. In this stage, the students gave response, judgments, or interpretation towards the use of animation video after getting specific understanding. From the finding, the students' perception based on the evaluating indicator is they can remember the material easier, because the English subject was provided in interesting animation video. With interesting video that provided clear information, it is easy for the students to remember the material for a long time. Moreover, they argued that animation video is needed to be applied in teaching and learning English process, because it gives any adavantages for students like motivating to learn English, increasing vocabularies, improving students' writing skill, and making students to understand the subject easier.

The finding research of this study is related to the theory by Misbah Hayati Siregar (2021) with the exploration of the students perception on the utlization of animation video in narrative text writing. The finding of the study is the students are excited when watchi the animation video for learning to write the narrative text. Animation video is known as an audiovisual media that can be heared and be seen by the sudents and it can make stdens interest to watch. It is combined with a picture movement and displayed an interesting dynamic visual such as cartoon video and fable. In addication, the students felt excited because it was very first time for them in the term of learning English by using media particularly animation video.[76] Therfore this study showed that the use of animation video in teaching English can make students to be excited, happy, and motivated to learn English subject.

In addition, the result of this study is supported by Kritsai Wootipang (2014) under title Effect of using video materials in teaching of listeningg Skills for University students. Bassed on the result of the study indicated that the students' English listening comprehension ability increased significantly after learning with the videos, and students had poitive attitudes towards using video in teaching listening skills. Furtherore, the students agreed that videos were beneficial in learning English.[77] It can be concluded that the use of video such as animation can help students to understand and remember the English subject easier, and it is beneficial to use in teaching English

[76] Misbah Hayati Siregar, The Utilization of Animation Video in Narrative Text Writing Class: An Exploration of Students Perceptions, *Vision Journal,* (vol. XVII, no. 2, 2021), p. 76- 88 http://jurnaltarbiyah.uinsu.ac.id/index.php/vision/article/view/1154

[77] Kritsai Wootipang, Effect Using Video Matrials in The Teaching of Listening Skills for University Students, *International Journal of Linguistics*, (vol. 6, no. 4, 2014), http://dx.doi.org./10.5296/ijil.v6i4.5870

2. Teacher's Perception on The Use of Animation Video in Teaching Writig Procedure Text

To strengthen the students' perception, the researcher conducted interviews with the teacher. This part aims to describe the teacher's perception on the use of animation video in teaching writing procedure text. From the finding, the teacher's perception can be inferred that she has a positive perception on the use of animation video in teaching writing procedure text. The result of the analyzing data is described based on the indicators of the perception. It is like describing students' perception. Bimo walgito stated there are three segments of indicator in perception.

The first is accepting indicator. From the finding, the teacher's perception on the use of animation video is described related to the accepting indicator. The result of the analyzing data is the teacher stated that animation video is interesting media of teaching learning English. This interesting animation video made students happy and interested to learn the information provided by the video, so that they were motivated and enthusiastic to join the learning activity of the day. With feeling motivated and enthusiastic of students in learning, it encourage the learning activities to run well. It was one of the reasons why the teacher chose animation video to be media of learning. Besides the teacher choosed to use animation video in order to make students to be interested, enthusiastic, and motivated in learning English, there are two crucial reasons. First reason is because of the animation video is suitable to be applied in 9E class which the students are more active in learning English than the other class, so animation video is suitable to be used in teaching English at this class. Second, the animation video is suitbale also to provide the material of the English lesson that is about writing procedure text. The teacher

stated why the two reasons are crucial, because when teachers choose a media of learning, they must adapt to the character of the students and the type of material, is the media suitable for students who have this character?, and can this media convey the material being taught?. This statement is proofed by Sudjana (1990: 4-5) cited by Sungono stated that. There are several criteria that must be considered in choosing a learning media, are; 1) the accuracy of the media with the purpose of teaching; 2) support for the content of learning materials; 3) ease of obtaining media; 4) teacher skills when using it; 5) available time to use it; 6) according to the child's level of thinking. [78] Therefor, the teacher stated that the use of animation video in teaching writing procedure text is suitbale to the criteria.

The second is understanding indicator. The teacher's perception was described related to the understanding indicator. The result is the teacher stated that the animation video made the learning pocess goes effectively. Beacuse of the use of animation video in the class, the students were happy and interested to join the class. After that, they were motivated to pay attention to the video provided the information of procedure text. Besides, they were motivated to learrn beacuse the video provided clear information, so that they were active and enthusiastic in the learning process. Those all supported the learning activity to run well, so that the teacher stated that animation video makes the learning process goes effectively. Further, the teacher also stated that animation video helped the students increase their vocabularies. To increase the students' vocabularies, first the teacher asked students to watch the video provided several animation people that show a step of cooking

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[78] Sungkono, Pemilihan dan Penggunaan Media Dalam Proses Pembelajaran, *Majalah Ilmiah Pembelajaran, (vol. 4, no. 1. 4th of May2008),p.71-79*
https://journal.uny.ac.id/index.php/mip/article/view/6878

fried rice. After watching, the teacher asked the students to write down the vocabularies and look for the meaning of them. Therefore, animation video increased the students' vocabularies. Moreover, the teacher stated that animation video improves students' writing skill, because after watching the video, the teacher asked students to analyze the generic structure of the procedure text that was included in the video. After that the teacher ordered the students to make a procedure text individually. With a good understanding of procedure text, they could make the procedure text easily. It can be referred that animation video helps students improve their writing skill, especially writing procedure text.

The third is evaluating indicators. The data of teacher's perception is found, and it was described related to the third indicator of perception, namely evaluating. From the finding, the teacher's perception related to the evaluating indicator is that the teacher respond toward the use of animation video. The teacher's respond of the use animation video is that it is important and needed to be implemented in teaching English, because the animatioon video not only provides images that can move but also audio, so it makes students easier to understand the information provided in the video and helps students be familiar with the spoken text. Moreover, the teacher stated that animation video is suitable to be applied in teaching procedure text for junior hight school students, because it can show the example of procedure text that is design in the form of interesting and simple video, so the students will be interested to learn and more understand the procedure text in a real life.

The result of the study is in line with Pratiwi (2022) Students' Perception of Using Animation Video in Teaching Writing Narrative Text. The result of the study explained that the students agreed that animation video can help students in learning writing narrative text. 95% students give positive

perception and 5% students give negative perception. The utilization of animation video can make the students feel happy because they do not need to imagine the story of the narrative text.[79] It inferred that animation video can help and make students happy in learning English.

Moreover, the result of the study related to the previous reseach by Abdullah Sarani (2014) The Effect of Video- Based Task in Listening Comprehension of Iraninan Pre-Intermediat EFL Learners'. It showed the result that teaching listening on the basis of video- based tasks has a significant effect on learners' listening comprehensio in realizing and understanding the authentic language more effectively.[80] It can be said that the use of video makes the learnig process run effectively.

3. **The Obstacle Faced by The Students on The Use of Animation Video in Teaching Writing Procedure Text**

From the finding of the research, there was an obstacle faced by some students on the use of animation video in teaching writing procedure text. They stated that they were still difficult to understand the material through animation video even though the teacher has given an interesting and simple video. The students still got difficult, because they need more time to understand the English subject, so that they need the teacher's explanation while they were watching the animation video to make them understand the material faster. Besides, there is a students got an obcstacle in understanding the

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[79] Firda Pratiwi, et.al, Students' Perception of Using Animation Video Teaching Writing Narrative Text, *Journal of Linguistics, Literacy and Pedagogy,* (vo. 1, no. 1, 2022), p. 1- 18 http://dx.doi.org/10.30870/jllp.v1i1.15419

[80] Abdullah Sarani, et.al., The Effect of Video- Based Tasks in Listening Comprehension of Iranian Pre- intermediate EFL Learners', *Gist Educations and Research Journal,* (no. 8, 2014), p. 29- 47. https://doi.org./10.26817/16925777.112

material, because she did not see the subtitle clearly. The subtitle was not seen by the students who sat behind.

Th finding of the this research related to the literature review in chapter II about the diisadvantages of the use animation video according to Harmer (2001) stated that the poor quality tapes and disk make the students not really engaged in following the study. When we decide to choose the videos, we have to judge about the quality of tapes and disk or material in using videos. Furthermore, Arsyad (2011) stated that when the film is being shown the pictures are moving continuousl that make some students cannot get the information from the film. Therefore, it can be summarized that some students still difficult ot learn English subject throught animation video for two reasons, namely becasue they could not understand the subject faster, and because the bad quality of the video.

From the obstacle above, the researcher inferred that the teacher should used various method in using animation video in order to help students who lack understanding of English. In addition, the teacher should make sure that the animation video can bee seen by all students before the learning begin.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclussion of the stuy based on what have been discussed in the previous chapter and suggestion related to the study.

A. Conclusion

Based on the finding and the discussion in the previous chapter, the writer concluded the result of this study into three points. First, the students' perceptions on the use of animation video in teaching writing procedur text showed that they were happy, enthusiastic, interested, motivated, and help them to learn procedure text easier through the use of animation video in teaching the text than the use of book. In addition, the animation video improved their ability in writing skill, and it increased their vocabulary. Second, the teachers' perceptions on the use of animation video in teaching writing procedure text described that animation video supported students to learn English easier and enthuasiastic, so it supported the learning process to run effectively. Moreover, it improved the students ability of mastering English. Third, the researcher found the obstacle in teaching writing procedure text throught the animation video that some students still difficult to learn the procdure text throught animation video because of two reasons, are: some students needed teacher's explanation while watching the video in order to make them uderstand the subject faster. The second reason was becasue the video could not be seen clearly from the behind.

Finally, the researcher concluded that the students and the teacher gave positive perception on the use of animation video in teaching writing procedure text. There was an obstacle

faced by the students on the use of animation video in teaching writing procedure text.

B. Suggestion

Based on the research, the researcher would try to give some suggestion that hopefully can be beneficial for teacher, students, and next researcher.

1. For The Teacher
   The teacher should use various method in using animation video in order to helps the students who lack in understanding spoken text provided the video.
2. For The Students
   The researcher hope the students will keep enthusiastic in learning English and other lesson with or without the use of animation video.
3. For The Next Researcher
   The researcher hope this study can be reference for the next researcher who want to study the same topic. And the researcher hope, the next researcher will conduct the study on investigating the perception of students and teacher in order to get comprehensive understanding, so that it can improve the teaching and learning proces to be perfect.

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Appendix 1 Transcript of Interview with Students

Name: Dzakiya Amira Rosada

Date : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did Mrs. Tari ever use videos in English teaching?
	Learner	Do you mean zoom?
2.	Researcher	No, I mean the video used as a learning medium in the classroom. For examples: movies, video animation, and so on.
	Learner	Oh, I see. We were ever taught procedure text by the teacher using video. The video conveys the example of the procedure texts.
3.	Researcher	What kind of vide that is used by Mrs. Tari?
	Learner	Animation video.
4.	Researcher	What do you think about the use of animation video in teaching writing procedure text? Why?
	Learner	I think it helps me in learning the text, but it is not always. Sometimes I feel difficult because there are some vocabularies that I don't understand.
5.	Researcher	What did you do when you din't understanding those words?
	Learner	I raised my hand to ask Mrs. Tari the meaning of those words. Besides, I also write some of them on my book.
6.	Researcher	Oke, then. What did you feel when the animation

		video was applied? Tell me the reason?
	Learner	I like it so much, because it is the first time for me in learningEnglish using animation video.
7..	Researcher	Did the use of animation video motivate you in learning English, especially procedure text? Why?
	Learner	Yes, it did. Because, before Mrs. Tari never used animation video in teaching English, she only used PPT, picture, or mostly just giving explanation. Therefor, I corious what inside the videoand I think it interesting experience. Moreover, the video in interesting, so I excited to learn the procedure text.
8.	Researcher	Ok, next question. Did the animation video increase your vocabularies?
	Learners	Yes, it did. There some vocabualries which I know from the video.
9.	Researcher	Then, did the use of animation video help you in writing procedure text?
	Larnerrs	Yes, it help me, because I look the real example through the video.
10.	Researcher	Since the use of animation video, what are the obstacle did you faced?
	Learner	The obstacle I faced only that there are some vocabualries I did not know the meaning.
11.	Researcher	Can you tell me why it's difficult?
	Learner	The difficulty is, if I want to ask the teacher later I will miss watching the video, besides, the teacher was also focusing on watching the video.
12.	Researcher	What did you do then?
	Learner	I look for the meaning of the vocabularies by myself.
13.	Researcher	So, what do you think about the use pf animation video, do you think it need to be used in teaching English? And why?

	Learner	Yes, it needs to be used in English. Besides, the teacher should prepare an interesting video, and she explains while we are watching the video in order to make us understand well.

Name : Sastra Jendia Hayuningrat Pangruwating Diyu

Date   : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taught an English subject throught ideo?
	Learner	Yes, miss. Mrs Tari ever taught us using video. It was only once.
2.	Researcher	What do yo think about the use of video in teaching the English subject?
	Learner	It interesting for me, because the video is interesting, if it is not interesting video I think it just so so.
3.	Researcher	Why?
	Learner	Because, if the video is not interesting it will makes us bored and lazy to learn.
4.	Researcher	What kind of video did the teacher use?
	Learner	Like an animation video.
5.	Researcher	What is the subject did you learn?
	Learner	it was about the steps how to cook something. I mean I learned
6.	Researcher	Do you mean procedure text?
	Learner	Yes, that is right.
7..	Researcher	What do uou when the animation video is use in English class?
	Learner	Ofcoure, I'm happy.

8.	Researcher	Why?
	Learners	Beacsue it did not make us bored, there was animation and audio that makes me easier to learn English.
9.	Researcher	Was the audio of the video clear to be heared??
	Larnerrs	Yes, it was clear audio.
10.	Researcher	Did the animation video help you to understand the subject?
	Learner	Yes, it makes it easier for me to learn the text, but I think it will be better if the teacher give explanation while we aare watching the video. I'm sure I'll understand the subject very well.
11.	Researcher	Ok, did the video motivate you in learning English?
	Learner	It can be said like that, because with the fun and interesting video, it motivates me to learn and pay attention to the explanation conveyd by the video.
12.	Researcher	Next, did the use of animation video make you eaier in learning English, especially learning procedure text?!
	Learner	It makes easier, but I still need the explanation from the teacher.
13.	Researcher	When do you need the teacher's explanation? When the video is playing or after?
	Learner	When the video is playing.
14.	Researcher	Anwer my question basded on your experience, did the use of the video increase your vocabulary?
	Learner	Yes, it did. .
15.	Researcher	Next, did the use of animation video help you understand the material?
	Learner	yes, it help me innundertsanding the material.
16.	Researcher	Ok, did the teacher ask you to make a procedure text individually?
	Listener	Yes, miss.

17.	Researcher	Did the use of animation improve your writing skill?
	Learner	Yes, ofcourse. It improve my writing, because it shows the real example of procedure text in our life. So, I don't need imagine it, then it inspires me to write procedure text easily
18.	Researcher	Susahnya di apanya?
	Listener	Di ininya ka, di bahasa inggrisnya ini apa gitu ka. Jadi masih harus buka kamus gitu ka.
20.	Researcher	Oe, let's move to the next questions. Did the use of animation video help you to remember the material easier?
	Listener	Yes, it helps me to remember the material easier, because it is a video so it is easy for us to remember.
21.	Researcher	What are the obstacle did you faced on the use of animation video in teaching writing procedure tect?
	Listener	The obstacle is only there is no the teacher's explanantion while we are watching, so we understand by ourselves.
22.	Researcher	Did the teacher explain the material after the video to be applied?
	Listener	Yes, the teacher explained the procedure text after we watched the video. First, the teascher asked some question including the generic structure of procedure text that conveyed in the video. After that, she explained the material.
23.	Researcher	Last question, do yo think animation video is needed to be applied in teaching English procedure text?
	Listener	Yes, miss. Not to be applied in teaching procedure text but for all materials of English. But the teacher also should explaine what are in

		the video slowly, while we are wathing the video in order to more understand.

Name: Gisella Aura Putri Deswita

Date : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taught using animation video?
	Learner	Yes, I did.
2.	Researcher	What kind of video did the teacher use?
	Learner	Cartoon video, animation video.
3.	Researcher	Oh, I see. What is the subject?
	Learner	it is about procedure text.
4.	Researcher	So, what do you think about the use of animation video in teaching procedure text?
	Learner	I think, it's a good experience, because Mrs. Tari never used animation before.
5.	Researcher	What do you feel when animation video used in teaching English?
	Learner	I am happy, because the video is interesting, miss.
6.	Researcher	Did the use of animation video help you to learn procedure text easily?
	Learner	Yes, it makes easier. Because it used video, before Mrs. Tari only used a book to explain the subject.
7..	Researcher	Did the use of animation video can motivate you to learn English?
	Learner	Yes, because the video is interesting so it makes me corius what inside the video is, and makes me to more pay attention.
8.	Researcher	Oke, did the use of animation video increase your

		knowledge of vocabularies? Why?
	Learners	Yes, miss. Because in the video are subtitle, from that subtitle I get new vocabularies. And from the movement of the animation I can guess the meaning of the word spoken by the animation.
9.	Researcher	Do you still remember the vocabulary you got from the video?
	Larner	For example "stir", "blanch"
10.	Researcher	Great, now move t the next questions, do you think that the use of animation video can improve your witing skill? In ths cas writing procdure text?
	Learner	Sorry, wwhat do you mean? Ccan you explain the question, please!
12.	Researcher	Ok, i will give you an example. For example, befoore you watch the video you don't know what thhe procedure iis, and how to make procudere text wel. After you watch the video, you understan what the procedure text is , and you undrstand how to make the procedure text well. After that you can make a good procedure text individually.
	Learner	Oh I see. Yes, miss. I think the animation video improve my writing skill.
13.	Researcher	why?can yu explain!
	Learner	Because, the video show the example of procdure txt usig animation video, for example a video that show a wome who is cooking fried rice. From the video I more understand what rocedure text is. So, I can make procedure text well individually.
14.	Researcher	Oke, next question, did the use of animation video make you easier to remember the material ?
	Learner	Yes, miss.
15.	Researcher	Can you tell me the reason?

	Learner	Because, the material explained using animation vdeo, so it easier for me t remember thee material..
16.	Researcher	May I ask about procedure text?
	Listener	Hmmm... sure, miss.
17.	Researcher	Ok,please mention tthe struture of procedure teext!
	Learner	Hmm.. there are three the srtucture of procedure text, are: title, steps, and materials.
18.	Researcher	Ok, good job. Let's continue to the next questn. When animation video was used in the class, what obstacle did you face ?
	Listener	My obstacle is when the teacher explain the materials using English language. That's it.
19.	Researcher	Ok, baik. Oke, last question. Is animation video needed to ee applied in teaching procedue text?
	Listener	Yes miss in order to make a nw experience.

Name: Eva Aulia Ramadhani

Date : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taugh usinganimation videeo?
	Learner	Yes, i did.
2.	Researcher	Wat is the subject wich taught by the teaher using animation video?
	Learner	The subject is about how to cook something. It is called milku baby.
3.	Researcher	What do you think about the use of animation video in teachng riting procedure text?
	Learner	It is interesting, but the video rather unclear.

4.	Researcher	Can you tell me more about it?
	Learner	Yes sure, it becaue i think there are many vocabularies that I don't know the meaning..
5.	Researcher	Are there no subtitles or subtitles in the video?
	Learner	No, there is subtitle in tthe video. But I didn't see it clearly because I sat behind.
6.	Researcher	What did you feel when animation video used in teaching procedure text?
	Learner	I was happy, because it is somthing new for us..
7..	Researcher	Did the animation video make you easier in understanding the subject? ?
	Learner	Actually it help me, but because I didn't see the suntitle clearly, so it difficult for me to understand.
8.	Researcher	Ok, did tthe use of animation video in taching writing proocedure text increase your vocabulary?
	Learners	Yes, miss. There arre some vcabularies I know from the video .
9.	Researcher	Oke, the next question is "did the use of animation video can improve your writing procedure text skill?"
	Learner	Yes,Ii think.
12.	Researcher	Did the use of animation video help you to remember the subject conveyed by th video ?
	Learner	Yes, miss. Because it is video, so easy for us to remember, .
13.	Researcher	What is the obstaclee did you faced in the use of animation vieo in teacching writing procedure text?
	Learner	the obstacle is only i couldn't see tthe video clearly, it because there is a light of sun.
14.	Researcher	Ok, to close thi interview session, i want ask you the last question? Do you think thatt animatio video needed to be appied in English learing

		process
	Learner	Yes, sure. But the video should be played in other room
15.	Researcher	Ok,enough, thank you so much.
	Learner	Yes, miss. You are wellcome

Name : Tia Nikmatul Khomsah

Date : December 7th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taught English subject using animation video?
	Learner	Yes miss, I ever.
2.	Researcher	What is the subject that taught by usig animation video?
	Learner	The subject is about procedure text, miss.
3.	Researcher	What do you tink about the use of animation video in teching writing procedure text?
	Learner	It is good, doesn't make bored. And it is aimation video, so i like watch cartoon.
4.	Researcher	What did you feel when aniamtion video was used?
	Learner	I'm happy, miss.
5.	Researcher	Why you were happy?
	Learner	First, because it was animation video so i like it so much. Besides, I never being taught using animation video.
6.	Researcher	Did animation video make you easier to learn English?
	Learner	Yes, miss. It makes m e asier to learn English, beacuse it is animation video, so make easier to

		remember the material, miss.
7.	Researcher	Okdid the use of animation video i teaching writng prcedure text increase your vocabularies?
	Learners	Yes miss, increase.
9.	Researcher	Ok, did animation video increae your writing skill?
	Learner	Yes, miss. That is right.
13.	Researcher	Can you please, tell me the reason.
	Learner	Mrs. Tari gave us some example in he form of animaton video like showing a tutorial of how to cook fried rice. So It inspires me to make a kind of procedure text
14.	Researcher	Oke, next question. Did the use of animation video make you easier to remember the material?
	Learner	Yes, miss. It makes me easier to remember the material.
15.	Researcher	Can you eexplain it! Please..
	Learner	I think it more easier for me to remember the material than the explanation from the teacher, beacuse the explanation of the procedure text convey in the form of animattion video.
16.	Researcher	Is there the obstacle you faced when animation video is useed in teaching writing procedure text.
	Listener	Hmmm...I think there is no obstacle I faced.
17.	Researcher	Ok, last question. Do you think animatio video need to be used in teaching writing procedure text?
	Listener	Yes, ofcourse miss. Because it is interesting and can make use easier to understand the procedure text.

Name : Nurmala

Date : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taught English using animation video?
	Learner	Yes, ever miss.
2.	Researcher	What do you think on the use of animation video in teaching writing proceudre tex?
	Learner	It is interesting, miss.
3.	Researcher	What did you feel when animation video is applied in the classroom?
	Learner	I am happy, miss.
4.	Researcher	Why did you feel hapy?
	Learner	Because it was fun, miss.
5.	Researcher	Did the animation vide make you easier of the use of animation video?
	Learner	Yes, miss. Because the video show the example of procedure text. More over it is animation video.
6.	Researcher	There are exampls i the book also, isn't it?
	Learner	I think it s different, miss. The example of the txt is showed in the form of video like a tutorial, it is more understandable.
7.	Researcher	Ok, next. Did the use of animation video increase your vocabularies?
	Learners	Yes, it's helped, because the video has sound . So I can know how to read te words and know what it means. Moreover, I was also taking notes while watching it.
8.	Researcher	What did you write?
	Learner	I wrote the imortpant part of procedure text, like the structure of the text, and the new and difffult vocabularies.

9.	Researcher	Ok, next question. Did the use of animation video increase your writing skill?
	Learner	Iya ka.
10.	Researcher	Why did it increase your writing skill?
	Learner	Because I look the example in the video directly.
11.	Researcher	Ok, next. Did the use of animation video in teaching writing procedure text help you to remember the subject?
	Learner	Yes, that is rght.
12.	Researcher	Why?
	Learner	It becaus the subject was explained through animation video, so it s easy to reemember.
13.	Researcher	Did yyou get an obstacle on the use of animation video in teaching writing procedure text?
	Listener	No, miss.
14.	Researcher	Ok, last question. What do you think if the animation video is used by all englis teacchr to teach procedure text?
	Listener	I think it is verygood, because animation video is interesting it makes us easier to learn English.

Name: Cahmiya Amara Priska

Date : December 6th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did you ever being taught uisng animation video?
	Learner	I ever, miss.
2.	Researcher	What do you think about the use of animation video?
	Learner	I think it is interesting media than before that is

		only getting explanation from the book.
3.	Researcher	What did you feel on the use of animation video in teaching writing procedure text?
	Learner	Happy, miss.
4.	Researcher	Why did you feel happy?
	Learner	Because, i can understand the subject easier.
5.	Researcher	Did the use of animation video make you easier to understand the procedure text?
	Learner	Yes, miss. The explanation of procedure text is more clear.
6.	Researcher	Did animation video motivate you i learning procedure text?
	Learner	Yes, miss it motivate me to more pay attention.
7.	Researcher	Did the use of animation video increase your vocabualries?
	Learners	Yes, it did. Because the animated characters in the video speak English, so I know some words of English in the way how to speak and the meaing of its.
8.	Researcher	Did the use of animation video increase your writing skill?
	Learner	Yes, it did
9.	Researcher	can you exlain me why it can increase yur wrting skill?
	Learner	From hearing and watching the video of th explanatio and the example of procedure text which is conveyed by the video miss, so it can increase my writing skill.
10.	Researcher	Is there an obstacle on the use of animation video in teaching writing procedure text?
	Learner	Hmm...the obstacle I faced is only about my difficult in understanding what the characters of the animation
11.	Researcher	Is there is no subtitle on the video?

No	Interviwer/ Intervieewee	Questions/ Answer
	Learner	There is subtitle, miss.
12.	Researcher	Why did you still difficult in understanding the video?
	Learner	Actually it has helped me, but still there ae some words i dont know. May be I have to replay the video twice or three times i order to understand the inforrmation.
13.	Researcher	Did the use of animation videeo make you easier in remembering the subject?
	Listener	Yes, ofcourse it helped m more than studying using book. It helped me maybe beacuse video is more intersting than book.
14.	Researcher	Ok, last question. Do yu think that animation video eed to be applied n teaching prceduer text?
	Listener	Yes, animation video is needed to be applied in teaching writig proceduere text. But e still need teacher's explanation in order to make us more understand.

Name : Zafarina Salwa Nafiza

Date   : December 7th, 2022

No	Interviwer/ Intervieewee	Questions/ Answer
1.	Researcher	Did your English teacher teach you procedure text using animation video?
	Learner	Yes, miss.
2.	Researcher	What did you think on the use of animationvideo in teaching writing procedure text?
	Learner	I think it is good, interesting, because I never been taught using animation video.
3.	Researcher	What did you feel when animation video was

		used in teaching writing procedure text by your teacher?
	Learner	I am happy.
4.	Researcher	Why were you happy?
	Learner	Because of watching video, especially animatio ideo. I like animation video so much.
5.	Researcher	Did animation ideo help you to learn the procedure text esier?
	Learner	Yes, miss. Because the exlanation of procedure text is using animation video it maks me want to pay attetion.
6.	Researcher	Did the use of animation video motivate you to learn English i the class?
	Learner	Yes, it motivates me.
7.	Researcher	Why did it motivate you to learn English?
	Learner	Because the video is interesting it makes me corious. Therefore, i want to moe pay attention th explaation of the procedure text .
8.	Researcher	Did animation video increase your vcabularies?
	Learners	Yes, miss. It increased my vocabulaies .but nt all the vocabularies i wrote, i just could write some words.
9.	Researcher	Did the use of animation video increase your writig skill?
	Learner	Hmmm, yes miss.
10.	Researcher	What is the something from the use of animation video that makes you easier to learn procedure text?
	Learner	It starts from watching the example of procedure text such as a tutorial of hw to makes fried rice and how to use handphne. It inspires me what procedure text i should make. Because after watching the video till the end, we were asked to make procedure text individually.

11.	Researcher	Did you get an obstacle when the animation video was used in the classroom?
	Learner	I only difficult in writing the vocabularies, because i don't know the correct written.
12.	Researcher	Is there is no the discussion sbot the vvocabularien whic were conveyed by the animation video?
	Learner	No, there is the discussion. It got the difficult only when I watch the video.
13.	Researcher	Oke, then. Did the sue of animation video ake you easier to remember the subject?
	Learner	Yess, miss that is correct.
14.	Researcher	Why?
	Listener	For me, video is more memoreable than written text.
15.	Researcher	Ok, the last question is do you think thatt animation video beneficial to be applied in teaching English, especially procedure text?
	Listener	Absolutely, it is beficial. It has some advantagaes in he teaching English language.

Name : Alesha Hanisa

Date : December 7th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Did your teacher ever teach English subject using animation video ?
	Learner	Yes miss, ever.
2.	Researcher	What is the material?
	Learner	it is about steps to do something, i forget the name of the text, miss.

3.	Researcher	Do you mean procedue text?
	Learner	Yes mis that is right.
4.	Researcher	What do you think about the use of animation video?
	Learner	I like the use of anmaton video in teaching English yesterday.
5,	Researcher	Did animation video mak e you easier to learn procedure text?
	Learner	Yes, miss. After giving explanation, there is some examples of procedure text conveyed by the video
7.	Researcher	Did the use of animation video increase your vocabularies?
	Learner	Yes, miss. The vocabularies which are i don' t know, i write it down on my book. After that i look for the meaning or directly ask to the teacher.
8.	Researcher	Did animation video icrease your writing skill?
	Learner	What does skill mean, miss?
9.	Researcher	Skill means your ability..
	Learner	Oh yes by watching this animated video, I can understand more about procedural text examples. as in the video there is mention of steps, for example first, second. and the first structure is the title or purpose, watching the video makes it easier for me to understand. Before watching, I'm confused about what it means.
10.	Researcher	Then, did the use of animation video maake easier to remember the subject?
	Learners	Yes, ofcourse. Even thought not all part of the vedio i can remember, but it makes the subjct to be remembered easily.
11.	Researcher	Ok lt's continue to the last question.
	Learner	Oke, miss.

No.		
12.	Researcher	From your experince on the use of animation video, do you think animation video need to e applied in teaching writing procedure text?
	Learner	In my personality opinion, it needs to be appied in teaching English process. Beacause, English is difficult. If the re is an interesting media in teaching writing process, students will be motivated to learn English.

Name: Jihan Talita Putri

Date : December 7th, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Oke, i want to begin the interview. Did animation video is ever used in teaching writing procedure text?
	Learner	Yes, ever once miss.
2.	Researcher	Oh i see, but still you remember?
	Learner	Yes, miss.
3.	Researcher	What do yyou think about the use of animattion video i teaching writing procedue text?
	Learner	I am happy, althaought the video like for children. wkwk
6.	Researcher	What did you feel when animation video is used in teaching procedure text?
	Learner	I am happ. But i am lazy also, becaus after watching the video we were asked to do some task.
7.	Researcher	Why were you lazy?
	Learner	I am lazy, because every lesson there is a task.
8.	Researcher	Dii not the us of animation video help you?

	Learners	No, it help me alot. Watching the video motivates to pay attention the information conveyed by the video. But when the students were asked to do a task we still need to open te dictionnarries.
9.	Researcher	Did not the use of animation video increease yuour vocabularies?
	Learner	It icreased, because the teacher was asked students to write the difficult vocabularies on the book and to lookfor te meaning of the them.
10.	Researcher	O, next question, did the use of animation increase your writing skill?
	Learner	Yes, miss it increased my writin skill. Maybe because i understand wha t procedure text is well, so i don't get difficult to write it individually.
11.	Researcher	Oke, do you think that animatio video can help you to remember the subject?
	Learner	Yes, miss. I can remember what i have studied easier when the teacher tauht uing animatio video than using book.
12.	Researcher	Why? Explain it please!
	Learner	Because video is very memoreable, noreover the video is interesting.
13.	Researcher	Oke, is there any obstacle you faced?
	Learner	No, miss. My obstacle only when i must write prcedure text individualy i should open th dictionary, because i don't know the English.
14.	Researcher	Now the last queston for you. From your pesonal opiion, does the animation video is eneficial to be usd as amedia in teaching procedure text?
	Listener	Yes, animated videos really need to be applied in teaching procedure text, if necessary, don't do it once, because by using this animated video, we are happier and more enthusiastic about learning.

		however, the animated video shown should be better... hehe

Appendix 2 Transcript of Interview with Teacher

Name: Mrs. Nur Lestari

Date : 6th December, 2022

No	Interviwer/ intervieewee	Questions/ Answer
1.	Researcher	Sory, did you ever teach English subject using animation v ideo?
	Teacher	Yes, because the media is not only on social media. In teaching there are also, such as videos, songs, pictures. There are also learning media.
2.	Researcher	What do you think about the use of animation video in teaching writing procedure text?
	Teacher	I applied video in class 9. Because in my opinion, this video is one of the interesting media. But not all material can be explained in the video. For me, for example in teaching writing procedure text, children are asked to see a video, namely an animated video that displays several examples of the procedure text, then after finishing, I will ask something like "What is the goal of the text contained in the video?" "what do you think about the video", and bla..bla..bla..
3.	Researcher	Why did you choose animation video?
	Teacher	Because in my opinion, this video is in accordance with the material that I was taught at that time, namely procedure text. Apart from that, in determining learning media, we must also consider and adapt it to the character of the

		students. Like in the 9th grade, they are the active students in learning English than other class , so I think this is suitable for teaching English in this class.
4.	Researcher	Did the use of animation video make the activity of the learning run effectively?
	Teacher	Yes, it did. Because it is suitabl with the material and students' characters.
5.	Researcher	Did the use of animation video motivates students to learnn English?
	Teacher	Yes it did. They will be motivated when watching. Actually, after watching, some students objected when I asked them to analyze what was in the video, because their language skills were not good. So indeed the use of this video must consider the teaching materials and the character of the students. Therefore, I chose to use simple animated videos in teaching procedure text, so that students are able to follow teaching and learning activities well..
6.	Researcher	Did the use of animato video increase the students' vocabularies?
	Teacher	Yes, animated videos support students to acquire new vocabulary, because I also ask children to write down vocabularies that they have never known before. But you need to understand that not all video animations can add to students' vocabulary, if the video used doesn't have written text it will actually make it difficult for students, because students can't catch the words spoken by native speakers who speak really fast right, so students will find it difficult . So for junior high school students I use a video that is easy, simple to use and the storyline is familiar to children. So

		you can add to the vocabulary in the video for children and I also provide subtitles in the video to make it easier for them.
7.	Researcher	Did the use of animation video increase sttudents' writing skill?
	Teacher	Yes, ofcourse. After watching the simple video they were asked to wrie a kind of procedure text individualy.
8.	Researcher	Is there obstacle on usnig animation video in teaching writing proceure text?
	Teacher	The only obstacle is the preparation, which requires more time, such as preparing the LCD, cables, and speakers. It took a long time because the LCD had trouble.
9.	Researcher	Is the use of video animation important or needs to be used in teaching procedure text?
	Teacher	I have said from the start that this animated video is important and beneficial, it also needs to be implemented, but we must be able to choose what kind of student character can receive this video.

Appendix 3 Letter of Research Permission

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 16 SEMARANG
JL. Prof DR HAMKA. Tlp. (024) 7606676/7618848 Kode Pos. 50181

SURAT KETERANGAN
Nomor : 070 / 446 / 2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Semarang menerangkan kepada :

Nama   : Fista Pujiyani

NIM   : 1803046060

Program Studi   : Pendidikan Bahasa Inggris – UIN Walisongo Semarang

Telah melaksanakan penelitian di SMP Negeri 16 Semarang untuk keperluan penulisan skripsi dengan judul "STUDENTS' PERCEPTION ON THE USE OF ANIMATION VIDEO IN TEACHING WRITING PROCEDURE TEXT"

Adapun pelaksanaannya telah dilaksanakan pada tanggal 6 – 8 Desember 2022 .

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 8 Desember 2022
Kepala Sekolah

Parjumi Subadiyah, S. Pd., M. Pd.

CURRICULUM VITAE

Personal Identity

Name	:	Fista Pujiyani
Student Number	:	1803046060
Place and date of Birth	:	Brebes, 12 May 1997
Address	:	RT.04/ RW.01, Ciklenteng, Cilibur, Paguyangan, Brebes, Central Java

Formal Education

Education	:	
Primary School	:	SDN 03 Cilibur graduated in 2010
Junior High School	:	SMP Ma'rif NU Paguyangan graduated in 2013
Senior High School	:	MA Darunnajat graduated in 2017
University	:	PBI, FITK, UIN Walisongo Semarang

Non- Formal Education

Pondok Pesantren Modern Darunnajat Bumiayu

Semarang, 19 Desember 2022

Fista Pujiyani
NIM.1803046060