

**THE USE OF ISLAMIC ANIMATION MOVIE IN THE TEACHING OF WRITING  
DESCRIPTIVE TEXT**

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**ABSTRACT**

The purposes of this study are to recognize how Islamic animation movies are used to teach descriptive text writing and to understand what perceptions students have about the use of Islamic animation movies to learn descriptive writing. The methodology used in this research was a case study. This research was carried out at one of the Islamic Boarding Schools in Bogor in the third grade of junior high school and five students were chosen for this study. The data was collected through observation and interview. The result of this research indicates that the teacher has well-prepared descriptive text material that is used in Islamic movies to teach descriptive text writing. The activities were enjoyable and made the students understand the teaching and learning process and embrace it. Meanwhile the perceptions of learners using Islamic animation films to learn to write descriptive text; they felt joyful, interested, and also had new vocabulary. The students could also learn more about the Prophet Muhammad's story. This medium is useful for learning how to write descriptive texts for junior high school students. It is also useful for learning and teaching, as it provides visuals and sounds that help students imagine what they are going to write. Islamic animation is also an appropriate medium for teaching and learning descriptive text writing.

**Keywords:** Islamic animation movie, teaching of writing, descriptive text

**INTRODUCTION**

Writing is a process of transforming the concept into some alphabet symbols or letters with some laws so that the meaning can be understood. According to (Cahyono & Agesta, 2017), the writing process requires the addition of many signs and symbols of a language. There are some things of writing, such as grammar, choice of words, and so on that make writing difficult. As pointed by (Miftah m. z., 2015). Writing is known to be the most difficult and complicated language skills. And it's supported by (Wahyuni s. , 2016), writing isn't easy, but it's less challenging than students expect.

There are various problems in learning writing. The students have got the problem which is the most of the students has got the difficulties to write and to create image in their minds and confused to create the sentences of descriptive text, it is supported by the research of (Alhamdani, 2016). The result shows that students have some problems in writing descriptive text, students could not explain the descriptions of objects, animals and people because students have no idea when they are asked to describe and construct the descriptive text sentence on their minds. Furthermore, (Kurotun, 2015) claimed that the feelings of the students were difficult to write because when they wrote, there were some problems. They have not enough time to write. This is because they needed to come up with the idea, create the idea, and prepare for the terms to be condemned. Several students find it difficult to master it. In recognizing the complicated teaching, the students have

difficulties. It happens because the text is created by a lack of media to stimulate students. The students are bored, more passive and worried to learn English because according to (Amanda, 2019), the English teacher lack of ability in using media.

However as far as the 21st century is concerned, students in the advanced field are now adjusting to technology. This is because technology facilitates human and social resources for teachers and students in order to improve communication, engagement and involvement in the classroom and to encourage the development of positive learning environments. (Masyhudianti, Masithoh, & nisa, 2018). Therefore, in this research, the researchers here used animation movie as one kind of technology to solve the problems in writing especially descriptive text. Movie can help students to understand the learning process of writing well. This is because in teaching descriptive text, Movie helps teacher in teaching stimulating the classroom discussion about the topic. Furthermore, (Fitriani N. , 2011) concluded that movie is chosen because it has many advantages to apply in the teaching writing for students. It can be applied for English vocabulary mastery, narrative, descriptive, expository, report, persuasive forms of writing. According to (Harmer J. , The Practice of English Language Teaching 3rd Ed, 2001) the use of audio visual media in writing can motivate students because they will get information on they should write. Furthermore, (Harmer J. , 2001) stated that a film or video is one of the visual aids that can be

used in writing class. Also, animation is very interesting and the students at all ages like it (Haryanto, 2015). And it is support by (Amanda, 2019), movie combines entertainment with instruction that makes the learning process more enjoyable. As a result, the teaching-learning process will become more interested. In this article, the researchers brings an animated movie that was given to students and then assigns students to write a short descriptive paragraph by animation to explain the quality of a picture or animation. The Islamic animation movie is also used in this analysis.

Islamic animation is more preferred by students in order to make them fascinating and make it easier for students to think about writing paragraph descriptive text. It also gives students the importance of Islamic education and also increases the standard of education. Based on (Djamdjuri & Wulandari, 2018), "Trend of today's education has done a lot by integrating Islamic value in general education such as teaching English". It is therefore very important for Islamic teaching to be incorporated into the learning process. This is because students not only learn about animated films in descriptive text writing, but also learn the Islamic value of the film to be incorporated into their lives.

Lots of studies already have been conducted in the case of strategy for students to improve their writing. The first, untitled "Improving Students Writing Skill on Descriptive Text Using Visualization Technique", (Alhamdani, 2016) the researcher applied visualization technique to improve the students writing skill on the descriptive text and used the experiment method. The second, untitled "Improving Students' Vocabulary Mastery through Animation Movie by (Purnama, 2018), the researcher examined the improvement of students' vocabulary mastery by using Animation Movie. The researcher successfully collected the data using pre-experimental teaching, test, and questionnaire as the instruments in order to answer the research question and hypothesis. And the third, untitled "The use of Islamic Short Movie in Learning Media to help the students in English Vocabulary Mastery by Amanda (2019), the reseacher was conduction at TK in Bogor. Based on the pre-Test result, the process of implementing English vocabulary mastery at TKA in Bogor was relatively low and need to be stimulated with interesting ways. One of them is using Islamic short movie. Here is table of Pre-test results of Class B1 in English vocabulary mastery which will later be observed from each aspect.

Based on background and some previous study mentioned above, in this study the researchers focused on Junior High School and used Islamic animation as the medium of teaching

writing descriptive text. The Islamic animation used here entitled "Omar & Hana". The researchers focused on the writing and use Islamic animation movie as media learning descriptive text. The researchers had intended to study more and selects for these purposes about *The Use of Islamic Animation Movie in the Teaching of Writing Descriptive Text*. The research questions to be addressed are: How the use of Islamic animation movie in teaching writing descriptive text is and what students' perceptions about the use of Islamic animation in learning descriptive writing are

## LITERATURE REVIEW

### Definition of Writing

Good and efficient communication can be accomplished by the use of correct and acceptable skills and the ability to learn English by writing. There are a number of definitions of writing. According to (Cahyono & Agesta, 2017) Writing is a mechanism that puts together many signs and symbols of a language. A different point of view is described. In addition, students can express their feelings and ideas by writing. Allah also told us to write trough says in Al-Qur'an surah Al-Alaq verse 4-5 which means: "(4) *Who taught by the pen* (5) *Taught man that which he knew*". From these verses we can see in the fourth and fifth verse, that Allah not only told the students to write but to all human that writing is important to be learned. Allah also had taught us the importance before we knew it.

Moreover, according to (Rizkina, 2017), writing is the representation of language in the form of letters, symbols and terms. In addition, writing is a vital medium of communication that has been used to communicate with others in order to share our thoughts and opinions (Ilmiah, Supardin, Latief, & D, 2017). From some meanings, writing is the expression of language in the form of letters, phrases, signs and symbols. Writing also means how to express your opinion to another person on the paper.

### The writing Process

The writing process as a classroom activity incorporates the basic stage writing process. According to (Pratama, 2019), there are 4 stages in the process writing, there are Planning (pre-writing), drafting, revising, and editing. According to (Wahyuningsih, 2011), editing stage involves checking and tidying up the texts the writer prepare the final draft and this includes checking grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material as well.

Teaching writing skill is a difficult skill to be mastered by the teacher. According to Harmer (2010) cited in (Dunifa, Ahiri, & Karno, 2017) notes that The rational explanation for teaching

writing is to give students the ability to spontaneously sharpen their knowledge of language processing. This includes benefits for students, for example: 1) as a good way to help students improve their ability to use vocabulary and grammar, and to enhance their ability to use language; 2) as an important tool to support other skills, and if a student has strong writing skills, they will speak and read text more effectively; 3) as a means of approaching modern information technology as well as human intelligence.

Teaching how to write effectively is one of the most critical life-long skills that educators teach to their students. Teachers must be careful to select resources while teaching writing and support materials that not only help them teach how to write, but that will also be the most effective way to help their students learn how to write. Teaching students to write well is one of the most challenging educational tasks.

### Technique of teaching writing

There are some technique to teaching writing: 1) Brainstorming, according (Rizkina, 2017), brainstorming is an activity which most people are familiar. Brainstorming means the use of brain to active problem solving and the brainstorming session aims to develop creative solutions to problems. 2) Free writing, the purpose of free writing, as proposed by (Khaerani, 2015), it is an individual activity for getting thoughts from our head on the paper. 3) Journalistic Question, according to (Elvisa, Sumadi, & AyuNoerjanah, 2018), journalistic questions approach a topic in a more structured manner. Start by reviewing the question words: *who, what, where, when, why, and how*. 4) Cluster Mapping, according to (Fitriani N. , 2018), cluster mapping is a great way to show relationships between ideas. Cluster mapping is also part idea generation and part organization, so students will know exactly how to group their ideas once they are ready to write. This is a way of generating and connecting ideas visually.

Along with the times, the method of teaching writing is also developing. Some teachers have used media in their teaching writing.

### Media of teaching writing

Media is something that has characteristic: delivering the message and can stimulate the thinking, feeling, and motivation of the students so motivate occurred the learning process itself (Solechah, 2017). According to (Fitriani I. , 2018), media are the message mediators or companions from the senders to the receivers. This indicates that the media are instruments used to transmit information from the senders to the receivers. Linked to teaching-learning, the media are resources that have essential roles to promote the

teaching-learning process in classrooms and help teachers transfer information to students.

There are several benefits to learning by using the media, as (Amalia, 2018) explains the benefits of using learning media as follows: Learning media explain the presentation of messages and information in order to enhance the learning process and the product; (2). Learning media provides inspiration for learning, engagement between students and the community, and the opportunity for students to learn individually on the basis of their own skills and interest. Based on the above argument, the media are instruments used to relay information from senders to receivers. Relevant to teaching-learning, the media are instruments that have essential roles to promote the teaching-learning process in classrooms and help teachers transfer information to students and make students more involved in learning.

There are several kinds of media which can use in teaching writing. Among them are audio, visual, audio visual media. But, in this technology are, the use of audio visual media in teaching writing has become more popular for English teachers and it is easier to teaching the media. According to (Amalia, 2018), media is divided into 5 types: text, visual, video and games and simulations. According to (Puspitaningrum, 2017), teaching media can be classified into three categories. There are: 1) Visual Media, 2) Audio Media 3) Audio Visual Media. Movie is an example of Audio and Visual media in teaching. In this study the researchers used the audio visual media named Islamic animation movie, because by using animation movie make the students more fun and motivated. It also helps the student to create the short paragraph.

### Islamic movie

Islamic movie or Islamic animation movie is movie that has the content about the Islamic value and has the advantage to propagate Islamic information or spread da'wah to the students. In the Islamic perspective, moral has high position. Refer to a high position of morality in islam Prophet *sallallahu'alaihiwasallam* made it as barometer of faith. He said: "The most perfect believer of his faith is the best of character." (Narrated by Abu Dawud and Tirmidzi) as cited in (Bafadhol, 2017). According to (Amanda, 2019), Islamic movie is "a movie that conforms to Islamic laws customs and values". In addition, (Hasan, 2018) he further identified three main objective of Islamic movie. They are: (1) to inculcate ethical values, (2) to encourage good deeds (*amar ma'ruf*) and to forbid bad deeds (*nahi munkar*), (3) to propagate Islamic information (spread da'wah).

Based on (Juniasari, 2017), the process of the stages of the Islamic film has several characteristics: A film in which tells about love to Allah SWT, Prophet, love for the Muslims, and all creatures of Allah SWT, fellow human beings and the universe; a film whose story is based on Islamic morals sourced from the Qur'an and hadith and exemplary stories; a film that every end of the story has educational and wisdom values that we can make a picture of life; a film that do not teach polytheism, tyranny and disobedience. So, Islamic movie must have criteria. It must tell the morality of good Muslims, presents a good example for viewers of the movie.

### **Animation**

Animation combine entertainment with instruction that makes the learning process is enjoyable. According (Khairani, 2019) states that animation is an activity to turn the dead object (image) as if were alive, because an animation may explain is to motivate users (students) and makes them active the process. In addition, And according to (Trunbull, 2010), animation is the process of making the film/ movies, videos and games in which drawings or models of people and animals seem to move. In addition, Hamdan (2019), that animation movie can be a good device of teaching and learning activities because the movie can amuse the students the imaginary word and the students will be imitate what they seen and listen. Through animation movie the students feel enjoy during teaching and learning process because of the visual and sound. The interesting animation movie can support the students to imitate what they have seen and heard.

### **Moral value of Islamic education**

Islamic education is process of conscious guidance of a teacher so that the physical, spiritual and intellect aspect of students grow and develop towards the formation of an Islamic personal, family and society (Amanda, 2019). (Sheikh & Ali, 2019), stated that Islamic education should be clear in its objective. The purpose of education should basically be to create a realization and to facilitate to achieve the purpose of life, which is submission to Allah, as Allah says "I did not create the jinns and the human beings except for the purpose that they should worship Me (Qur'an: 51:56).

Islamic views values or moral education as the core of education itself. The value in question is the moral code, namely value derived from the Islamic religion that originated in the Qur'an and Hadith. Cited in (Zaini, 2016), Prophet Muhammad SAW said: "The most perfect believer is the most moral person" (Narrated by Abu Dawud

and Tirmidhi). Moreover Allah says in surah (Al-Qalam, 4), "And indeed, you (Muhammad) are of a great moral character". And also the hadith of the Prophet Muhammad which reads "Innama buistu liutammima makaral akhlaq" (I was only sent to perfect noble character) (Narrated by Ahmad). Some purposes of Islamic education as (Amanda, 2019) stated: development, distribution, Improvement, prevention and adjustment. Adjustment is to adjust the environment both the physical environment and social environment and can change its environment according with Islamic teaching.

### **Descriptive Text Writing**

Descriptive text is writing about the characteristic features of a particular thing. According to (Oshima, Hogue, & Ann, 1997, p. 50), descriptive writing appeals to the senses, tells how something looks, feels, smells, taste and sounds. The reader can imagine the object, place or person in his or her mind. (Johan, Introducing Descriptive Text to the Students Use English Tourism Brochures, 2018), stated that "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception. Moreover (Rivai, Arniz, & Mujadidi, 2017), stated that description / descriptive is used to add details about something physical a person, place, or things. So, it can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place may also be used to describe the outwards appearance people.

Descriptive text aims at giving vivid detail of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description of another thing (Rinawati, 2018). According to (Johan, Introducing Descriptive Text to the Students Use English Tourism Brochures, 2018), the social function of descriptive text is to describe particular person, place, and things. And in generic structure consist of identification (identifies phenomenon to be described) and description (describes part, qualities and characteristic). Meanwhile, according to (Oshima, Hogue, & Ann, 1997) as cited in (Johan, 2018), the language features of descriptive text are: use of particular nouns, use of detailed noun groups to provide information about the subject, use of the variety of types of subjective, use the relating verbs provide information about the subject. Moreover, according to (Utami, 2014), the descriptive text has two parts of generic structure: Identification and description. Identification means identifying the phenomenon in parts, qualities and characteristic.

The function of the parts of generic structure above is to make the descriptive text more structured so that it makes the writer easier in writing descriptive text.

#### **METHOD**

A qualitative Case study is a research which tends to explore depth phenomenon and provide the best understanding of a research problem by revealing the general characteristic of issues (Masyhudianti, Masithoh, & nisa, 2018). Furthermore, Case study research may focus on a program, event, or activity involving individuals rather than a group (Creswell, 2011). In other words, it explained that A Case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.

In line with the explanation above, a qualitative case study was conducted in this study to explore the students and teacher to use Islamic animation movie in the teaching of writing descriptive text. This research was also conducted in two instrument; interview and observation. The participants of this research have been taken at Islamic Boarding School at Bogor and the researcher chose third grade of junior high school and the participant consists of 5 students.

#### **FINDING AND DISCUSSION**

The result of this study shows that on the use of Islamic animation in teaching writing descriptive text the teacher has well delivered descriptive text material used Islamic animation movie to teaching writing descriptive text, it was interesting and make the students enjoy and make teaching and learning was enjoyable. Meanwhile, the students' perceptions on the used Islamic animation movie in learning writing descriptive text; they felt happy, interested and they had new vocabularies. Moreover, the students know about the story of Muhammad SAW. This media is useful for junior high school to learn writing descriptive text this media was good for teaching and learning because this contain pictures and sounds that help to imagine what students would write. Hence Islamic animation was suitable media that can be used by the teacher in teaching and learning writing descriptive text.

Referring to the research findings above, the researcher provides this section to discuss the findings gained. This research focuses on the use of Islamic animation movie in the teaching of writing descriptive text and the perception of the students on the use of Islamic animation movie on learning writing descriptive text. The data for the first research questions gained from the observation checklist that was adapted from (Pertiwi, 2019), the result is the teacher has well delivered descriptive text material by using media animation and in this

case the teacher using Islamic animation movie to teaching descriptive text, it is interesting and makes students enjoy. According to (Harmer J. , 2001), the use of audiovisual media in writing can motivate students because they will get information on what they should writing and a film or video is one of the visual aids that can be used in a writing classroom. Also, the animation is very interesting and the students of all ages like it (Haryanto, 2015) . By using this Islamic animation movie to follow observations and interviews conducted by the researcher, students feel more helped in writing descriptive texts and seem interested in learning.

The students' perceptions on the use of an islamic animation movie in learning of writing descriptive, from the interview, the participant shares their perception. The findings of this study show that students have positive perception about learning writing descriptive by using Islamic animation movie. They felt happy and enjoyable during watched the Islamic animation movie in learning writing descriptive text. And it is supported by (Amanda, 2019), the movie combines entertainment with instruction that makes the learning process more enjoyable. Based on the result of an interview the students felt happy and enjoyable during learning writing descriptive by used Islamic animation movie. The students argued that by learning writing descriptive text by using Islamic animation they not only learned to write and make descriptive paragraphs but by watching Islamic animation movie they could find out about the story of the Prophet Muhammad. The researcher gets that the students also learn about their religion in this case they gain knowledge about the story of the prophet Muhammad. As (Djamdjuri & Wulandari, 2018) mentioned; "Trend of today's education has done a lot by integrating Islamic value in general education such as teaching English". Islamic animation movie (audio-visual) makes it easy for them to work on and complete their paragraph writing descriptive and gets the new vocabulary because they can hear the sound and the picture.

Based on the result of the data analysis, the teacher has well delivered descriptive text material by using media animation and in this case the teacher using Islamic animation movie to teaching descriptive text, it is interesting and makes students enjoy, make teaching and learning process is enjoyable moreover the students' perception on the use of Islamic animation movie in learning writing descriptive text; they are feel happy, interest, and they got new vocabularies. This media is useful for Junior High School to learn writing descriptive text because this media is good for teaching and learning to write descriptive text because this contains pictures and sounds that help to imagine what students will write. Hence, Islamic animation movie is suitable media that can be used by the

teacher in teaching and learning writing descriptive text.

## CONCLUSION

After conducting the whole steps of case study research, the researchers gave some conclusions about the result of this research. Furthermore, related to the conclusion the writer also gave some suggestions. Based on the discussion of this research, it could be concluded that the use of Islamic animation movie can help the teacher in the teaching and learning process. First, Islamic animation movie help the students to writing descriptive text. Second, the students get a positive perception using Islamic animation movie. Last, an Islamic animation movie help the teacher in creating enjoyable teaching and learning process which in this research was appeared in the students' perception.

From the result of interviewed the students' perceptions on the use of Islamic animation movie in the learning writing descriptive text, first, the students' felt comfortable, enjoyable, and interesting during the teaching and learning process by using Islamic animation movie, second, the students got new vocabularies, last, by learning how to write descriptive text by watching and using Islamic animation, students gain new knowledge about the story of the Prophet of Muhammad SAW.

Based on the result of the research, the researcher gave some suggestions as follow: Islamic animation movie was useful for students in writing descriptive text. The teacher needs to maintain using Islamic animation movie as media of the teaching and learning process. Moreover, the teacher should give a clear explanation and instruction in directing students' writing using Islamic animation movie. In addition, in teaching writing in the classroom, the teacher is hoped to be more creative in teaching his/her students in order to maximize teaching learning process and did not make the students felt bored.

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