

**THE USE OF FILM AS MEDIA TO IMPROVE THE WRITING
ABILITY OF THE STUDENTS AT THE FIRST
YEAR OF SENIOR HIGH SCHOOL**
(A Pre-Experimental Research at the first year Students of MAN IMAKASSAR)



A THESIS

*Submitted to the Faculty of Teacher Training and Education of Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for
Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

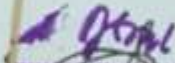
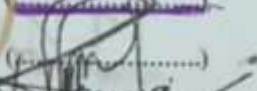

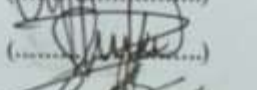



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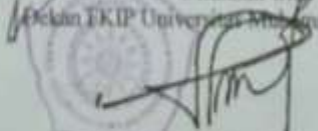
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20/12/2017	IV	reconstructing your findings & discussion	[Signature]
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Day / Date	Chapter	Note	Sign
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27/12 2017		- Abstract - Scope of the research - Previous related research - Revise the structure in Chapter III - Reorganize the findings - Conclusion	J
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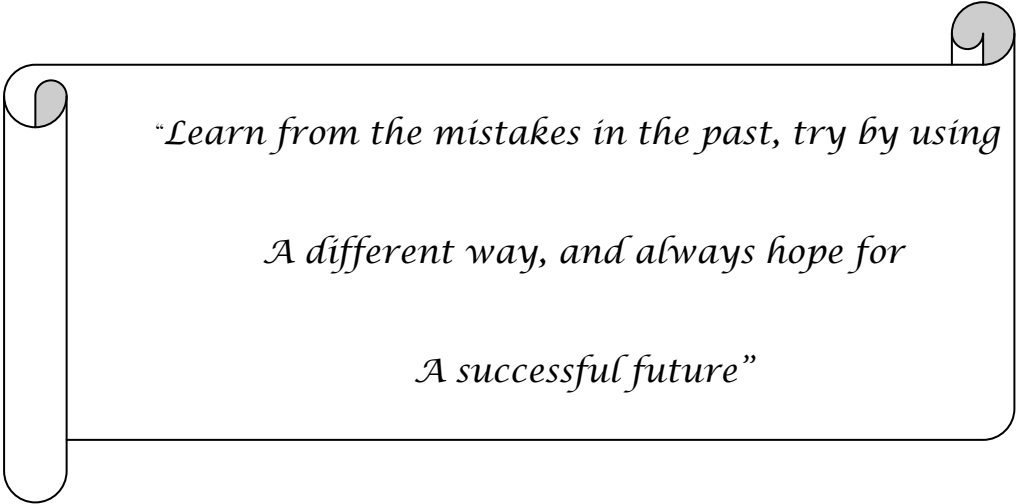
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MOTTO



*“Learn from the mistakes in the past, try by using
A different way, and always hope for
A successful future”*

“Do the best. Be the Best. And Be the Winner”

I dedicated this thesis

*Especially to my beloved parents , my beloved husband , my beloved pregnant, my
beloved sister, my beloved friends and all people who love, know and pray for me . . .*

ABSTRACT

SITTI.NURHALISAH.2017.*The Use Of Film As Media To Improve The Writing Ability Of The Students At The First Year Of Senior High School (A Pre-Experimental Research At The First Year Students Of Man 1 Makassar).* This is a thesis of English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Nunung Anugerawati.

This research aimed to find out the improvement of students achievement in writing ability by using film as media in terms of content, and organization. The researcher applied a pre-experimental design with one group pre-test and post-test design. The subject of the research was the first year's students of MAN 1 Makassar academic year 2016-2017. The sample consisted of 25 students. The research was held in eight meetings.

The result of the data analysis showed that there was a significant difference between pre-test and post-test. The research findings indicated that using film as media was effective to improve students' writing ability in terms of content and organization. It was proved by the students' mean score in pre-test was 52 and post test was 75.2 It showed that the students' writing ability in post-test was higher than pre-test. The value of t-test from content and organization was 13.47 and it was greater than t-table 2.064 at the level of significant $(p) = 0.05$ and degree of freedom $(df) = 25-1=24$, it was found that result of t-test value was greater than t-table $(13.47 > 2.064)$. So, there is a significant improvement of students' writing ability on narrative text in terms of content and organization by using film as media. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

It can be concluded that there was a significant difference between the students' writing ability before and after using film as media to improving the students' writing ability on Narrative text at the first years students' of MAN 1 Makassar.

Key words: *Film as Media, Writing Ability, Narrative Text, Content and Organization.*

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CHAPTER I

INTRODUCTION

A. Background

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to other people, such as when they need others help, so that close relation among members of the group can be carried. It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors, such as information, trade, education, etc

Writing skill as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. It means that English as a part of language education. Through writing, students can express their feeling, process information, and learn actively (Harmer 2004:31).

Writing is a very important capability for being owned by Students', writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. It means that Writing is one of the most important skills in teaching English because through writing people knows everything, people can express their ideas, especially their feeling to other people without being ashamed because people is not present in front of the writer to have face to face communication (Siburian 2013:31).

In teaching writing, an English teacher has to be a facilitator to students. The teacher must try to give good model in teaching. In this case, an English teacher can use any kinds of media to teach writing in order to make learning activity cheerful and not monotonous. According to Sowntharya et.al (2014:384) stated Media is everywhere, it has become a part of our life. Media can be used as an effective tool to educate, inform and entertain.

According to Manik (2015:173) Film is an audio visual of storytelling. Audio visual media is the media which can be heard and seen. They are television, film. This media can be used to teach a story, the events in the other place and the students are asked watch to them. Moreover, the using of Film as a media helped students to be easier in learning writing especially narrative paragraphs and Students interesting in writing through Film because they feel that were not in learning process but, just still expressing something to their book. There are some advantages involving film in teaching and learning activity. For example, the Students were given the chance to express their own experience every day, it can persuade students' imagination. It means that students can share their story about the film to their friends through narrative story telling.

Based on the researcher's experiences during in observation called Practical Teaching at the first years students', the researcher found that many students' included students' of the ten class still have problems in English Lesson, especially in writing skill. The first problem is that the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well

organized. The second problem is that there are many errors in content, organization, and vocabulary. Another problem is the students have low motivation and are not interested problem in doing the task since the writing activities are no interesting.

Based on the explanation above, the researcher would to improve the students' ability in writing. It means that the researcher found the good way to improve the students' writing proficiency in writing through using film as media. This media was very suitable to apply for senior high school at the first year of students because they had enough knowledge about writing narrative text.

From the explanation above, the researcher is interested in carrying a research entitled "The Use of Film as Media to Improve The Writing Ability of the Students at the First Year of Senior High School" (*A Pre-Experimental Research at the First year Students of MAN 1 MAKASSAR*).

B. Problem Statement

Based on the background above, the researcher formulates a research question as follows: Does the use of film as media improve students writing ability in Narrative text?

C. Research Objective

Based on the questions formulate above, the objective of the research is:
To find out the improvement of the students ability in writing Narrative text by using film as media.

D. Significant of the Research

The significant of this research are:

1. Teacher

By using film as media in teaching English , they are easy in teaching English writing narrative text .So, the researcher hope that, this media or tool can give the best contribution for the teacher and helping to teach students' in writing narrative text.

2. Students

The researcher hopes that the students will be more interested and enjoy in learning English. They also can be more active in English class.

3. The Researcher

This study is expected to become a starting point to develop the teaching model in the future in order to create a better teaching learning process.

E. Scope of the Research

This research focused on the students' improvement in writing ability by using film as media in teaching writing .The improvement of the students' writing which focuses on the students' writing content and organization.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

The researcher has found some previous researches which are related to this research. Their researches are as the following :

Nurchayasari and Enny (2006) in her study found that the implementation of music videos improved the students' ability in writing narrative texts. The students' improvement was discovered through the students' scores after the implementation of action, in which 93% of students' attained scores above 75. Furthermore, most of their writings were excellent in terms of content, organization, vocabulary, grammar, and mechanics. It showed that the implementation of music videos could be an alternative to help students in improving their ability in writing narrative texts. This improvement might also be supported by the intrinsic motivation of students to learn which was stimulated by the using of music videos as the instructional media.

Romadhoni (2010) in her study found that the improvement between before and after given the Pinocchio cartoon film as media. This study shows the improvement of the result from pre-test to post-test .Fluency: pre-test was 89,first cycle was 98,second cycle was 98,post-test was 106.Grammar: pre-test was 86,first cycle was 106,second cycle was 118,post test was 129.Vocabulary :pre-test was 92,first cycle was 96,second cycle was 99,post-test was 99.Content :pre-test was 112,first cycle was 136,second cycle was 141,post-test was 150.Spelling

:pre-test was 125.first cycle was 138.second cycle was 142,post-test 156. It was supported by the significant result of the pre-test that is lower (62.857%) than post-test (79.35%).

Nuryani (2011) in her study found that the implementation of video is successful viewed from some dimensions. First, video can improve students' writing skill of narrative text. The students are easier to generate their ideas, they have richer vocabulary, and they can organize their story well. The students also can make sentences in correct past form. Second, video can improve the students' self-confidence in writing narrative. Finally, the students are more active in class and also pay close attention to the teacher explanation. The students' score also improve, where before action the mean score was 53, 5 and after implementing the action the score was 82,01.

Based on the previous findings, the researcher can explain that the research of Nuryani, Nurcahyasari and Rachmah are similar with researchers' research. These researches have some concerns with the students 'writing narrative text. However, these researches are different in using a media or technique in teaching English writing narrative text. The research of Nuryani using Video and Romadhoni using Pinocchio Cartoon Film and also Nurcahyasari using music Videos . But this research concerned in improving the students' writing ability by using the film as media of the fairy tale stories in term content and organization.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definitions of writing

Byrne (1990:1) state that writing is clearly much more than the production of graphic symbols. Just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions. The symbols are also arranged to be words, from words to sentences, sentences to paragraph, and paragraph to essay.

Sharples in Siburian (2013:31) state that Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Actually, writing is an opportunity, it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Harmer (2004:86) writing is a process and the influence of genre force. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. Rohman (2002:7) Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.

From the statement above, the researcher concludes that writing is a tool of communication which is used to transmit messages or ideas in our mind in written

materials. By written activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through the way that is impossible through others means.

b. Types of writing

According to Huy (2015) writing has four types, namely:

1. Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

2. Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

3. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation,

which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

4. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

Description as a rhetorical mode

The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

Description as a fiction - writing mode

Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions.

c. Writing Process

Vahapassi (in Fachrurrazy: 2014) proposes several steps of writing process. Those are:

1. Finding a topic, in which the students may brainstorm to determine the topic to write
2. Outlining, in which the students are guided to make an outline of the topic to be written. This can be done for whole class, if all the students have to write the same topic; or, it can be done individually, for individual topic

3. Drafting, in which the students write the first draft of their writing. In this step students should be reminded to begin with a topic sentence for every paragraph
4. Revising and editing. The draft written by the students can be corrected by the teacher.
5. Writing final product and publishing. In writing the final product, the students are reminded to use appropriate format (title, paragraphing, mechanics)

d. Writing Activities

Vahapassi (in Fachrurazzy, 2014) offers the stages of writing can begin from copying, reproduction or modification, combination or transformation, guided writing, and free writing. Writing activities can be any of the following:

1. Copying, quoting, transforming, imitating a model of sentence or paragraph
2. Retelling, note-taking, making resume, making summary, making outline, re-paraphrasing
3. Writing report news, instruction, announcement, telegram, or short message service (sms)
4. Writing Recount text
5. Narrative writing
6. Descriptive writing
7. Expository writing: (extended) definition, academic essay, commentary, book review
8. Argumentative writing: editorial, critical essay/article
9. Writing for entertainment: song, poetry, story, anecdote

e. The Components of writing

Oshima & Hogue (1997) in Fauziah (2011:10) define that there are five components of writing. They are content, organization, language use, vocabulary and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the reader, so that they can get the good information from it. To have a good content of writing. The content should be unity and complete. Unity in writing means that each sentence must relate each other and support main idea, while completeness means that the main idea has been explained and develop fully by particular information.

b. Organization

Organization concern with the way of how the writer arranges and organizes their idea and their message in writing form which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the reader. It must be supported by cohesion. In addition, Byrne (1998) states that the writers should be take care of the organization in their writing because it will help them to communicatesuccessfully with the reader.

c. Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be on that is capable of production grammar. We should not be able to do anything more than

utter separate items of language for separate function. And also grammar can help students improve the use formal language.

d. Vocabulary

Vocabulary is one of the important components of writing. So the effective use of word always good in writing both specific and technical writing .To express ide we always deal with the vocabulary. So the lack of vocabulary we face difficulty to express our ide in writing form..

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

f. Aims of Writing

People write in order to achieve the goals of their writing. Here, Vahapassi (in Fachrurazzy, 2014) classifies the aims of writing into:

1. Writing to convey emotion or feeling, e.g. writing a diary
2. Writing to learn, e.g. writing in book margin
3. Writing to inform, e.g. writing an announcement
4. Writing to convince or persuade, e.g. writing an application letter
5. Writing in order to entertain, e.g. writing short story for publication

2. Narrative Text

a. Definition of Narrative Text

Oshima and Hogue (1997:27) stated that narration is story writing. They also state that if we write about narrative paragraph, we write about events in the order that they happened. We should use time to organize our sentences. Narration is the story about our experience and whatever that included our interest, likely with a true fiction. According to Manik (2015:173) Narrative means tells a story or account. It is an interesting writing for students because they could share their idea, opinion, imagination, and own experience.

Sulaiman (2017:47) stated that the narrative text defines as a story or book which is in the form of story or series of events of a story. It is a text telling a story, deal with problematic which lead to a crisis or turning point of some kind which in turn find a resolution. The communicative purpose of narrative text is to entertain readers about the story and to teach and inform writer's reflection on experience. There are many kinds of narrative text, such as fairy tales, mystery, science fiction, romance, horror, etc.

b. Generic Structures of Narrative Text

According to Wardiman (2002:98) stated that the generic Structure includes:

1. Orientation : Sets scene and introduces the participants.

It means that it is about the opening paragraph where the characters of the story are introduced.

2. Evaluation (optional) : A step back to evaluate the plight.

3. **Complication** : A crisis arises. It means that where the problem in the Story developed.
4. **Resolution** : The problem is resolved for better or worse. It means that where the problems in the story is solved.
5. **Re-Orientation (optional)**

c. Language Features of Narrative Text

According to Millan in Saparuddin (2013:25) the language features usually found in a narrative:

1. Use simple past tense.

The formula of simple past as follows:

Subject + verb II

2. Use The time conjunction (when,then, suddenly,next)
3. Use specific time (one day, once upon a time, one afternoon)

Where the specific time is used in the beginning of the narrative paragraph

d. The Form of Narrative Text

Pumamawati in Astria(2011-25) States that the common form of narrative text are :

- a. Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human his story. Typically a legend is a short, traditional and historicized narrative performed in a conversational mode.

Example: The legend of Toba Lake, Sangkuriang and Timun Mas

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings, Example the Ants and Grasshopper, The smartest parrot, etc.

c. Fairy Tale

A fairy tale typically features like folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example Snow White, Cinderella, the Story of Rapunzel

d. Science Fiction

Science fiction is fiction based upon some imagined development of science or upon the extrapolation of a tendency in society .Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C.Clarke.

3. The Concept of Film

a. Definition of Film

Risdianto (2012:31) stated that Film is a colloid art of storytelling. Visual plays an important role in our lives. Films can also be considered for social change. Film is the biggest and the best mass medium which reaches to all the masses and also Film is something which is remembered, recalled and relished.

According to Erichah (2011:28) a film is a motion picture, often referred to as a movie.¹⁴ Filmis a sequence of pictures in frame in which the sequence is

presented through LCD. As a result, we can see that the sequence of pictures is alive and moving.

Harmer in Yatimah (2014:21) stated a film is a visual aid that can be used in writing class. It makes lessons more fun. It can also be used to create a situation for writing classes more clearly, that the students have a big enthusiasm in the teaching learning process in writing class.

b. Types of Film

Bordwell and Thomson (1997:42-51) in Romahdoni (2010:25) state that there are four types of films, they are:

1. Documentary Film

A documentary film is a purpose to present factual information about the world outside the film. As a type of film, documentaries present themselves as factually trustworthy. According to Bordwell and Thomson (1997:44) there are two types of documentary films, they are:

- a. Compilation films: produced by assembling images from archival sources
- b. Direct cinema: recording an ongoing event as it happens with minimal interference by the filmmaker.

2. Fictional Film

A fictional film is a presentation of imaginary beings, places, or events. Yet if a film is fictional that does not mean that it is completely unrelated to actuality. For one thing, not everything shown or implied by the fictional films needs to be imaginary, a typical fictional film stages its events, they are designed, planned, rehearsed,

filmed and refilled .In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated film

Animated film are distinguished from live-action ones by the unusual kinds of work that one at the production stage. Animators do not do continuously filming and ongoing action in real time, but the create a series of images by shooting on a frame at a time.

4. Experimental or Avant -Grade Film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reason, they are (1) the filmmakers wish to express personal experience or view point.(2)the filmmakers may also want to explore some possibilities of the medium itself.(3)the experimental film maker may tell no story but they may create no story fictional story that will usually challenge the viewer.

In this research, the researcher will use animated films as media to facilitate students' learning process because the researcher thinks that the animated film is suitable for young learner to increase their ability in mastering the material.

4. The Concept of Media

a. Definition of Media.

Sowntharya et.al (2014:384) stated that Media is everywhere; it has become a part of our daily life. People today are better informed and more enlightened thanks to the service of the media. Complaints about its negative effects have been

heard and even those who criticize media for its negative impact cannot ignore the fact that media can be used as an effective tool to educate, inform and entertain.

Heinich in indriani (2015:8) said that the term of media refers to anything that carries information between a source and receiver. It can be film, television, radio, audio recording, photographs, printed materials, and the like are media of communication.

The other definition media above, media can be described as a tool for helping someone in delivering some information to the readers or listeners. Media can be visual and audio-visual.

b. Types of Media

According to Rahmi(2014:6) Media has Three types, namely:

1. Audio Media

Audio media offer a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie (1989) in Onasanya (2004: 130) defines that audio aids are media that can be listened to.

- a. Tape recorder and cassette recorder
- b. Radio
- c. Smart phone

2. Visual Media

- a. Book or textbook.
- b. Magazine or newspaper

- c. Flashcard, picture or poster.
- d. Real object/Realia/Model/Mock up
- e. Puzzle
- f. Blackboard or whiteboard
- g. Stick figure

3. Audio-visual Media

The instructional media that involve the sense of sight and hearing are named: audio-visual media (kasbolah.1995:19). In language teaching, Richards, et.al (1985:21) defines that audio-visual media is great help in stimulating and facilitating the learning of foreign language. The example of audio-visual media are : television, and computer, video.etc.

From the summary above, it can be seen that there are many choices for the teachers to match the media with the learning objective and learning product. In this case, the researcher will use one of audiovisual media as a medium to teach writing especially narrative texts.

C. Conceptual Framework

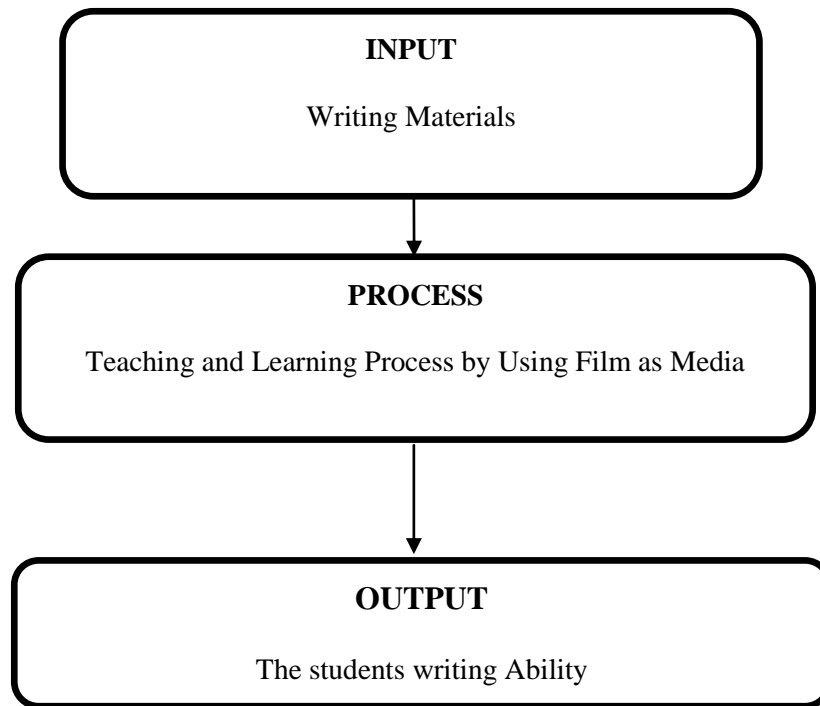


Figure 2.1: Conceptual Framework.

The three variables briefly clarify as follows:

1. Input refers to the writing material namely Narrative Text
2. Process refers to the strategy is used in teaching writing namely use of film as media
3. Output refers to the students' improvement on narrative writing.

In this conceptual framework, the students face many problems in learning English, especially in writing. Based on the problem, the researcher using film as media to overcome the problem. Film could be the solution for solving these problems. This media is expected to improve the students' motivation in writing class.

D. Hypothesis

To test the research uses statistic hypothesis, namely:

1. Alternative hypothesis (H1):

There is any significant difference between the students' writing ability after using film as media

2. Null hypothesis (H0)

There is no significant difference between the students' writing ability after using film as media.

CHAPTER III

RESEARCH METHOD

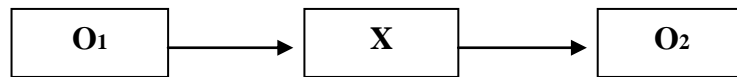
This chapter deals with research design, research variable, population and sample, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Design

This research used a pre-experimental method with one group pretest and posttest design.

The design was represented as follows:

Figure 3.1 Research Design



Emzir (2015:97)

Where: O1 : Pre-test (Before Treatment)

X : Treatment

O2 : Post-test (After Treatment)

B. Research Variable

Relating to variable, there were two variables in this research, namely dependent and independent variable those are:

- a. Independent variable of this research was the use of film as media in teaching writing narrative text

- b. Dependent variable was the improvement of the students' writing narrative text in term of content and organization.

C. Population and Sample

1. Population

The population of this research was the first year students in senior high school of MAN 1 Makassar in 2016/2017 academic year that consisted of seven classes. Each class consisted of 25-38 students. So, the total population was 201 students.

2. Sample

The researcher used purposive sampling technique to choose the sample of this research. So, the researcher chose the first years students 'of MAN 1 Makassar, namely class MIA X.1 that consisted of 25 students' .So, the total of sample was 25 students.

D. Research Instrument

The instrument of this research was writing test where the students' were given the test as pre-test and post-test. The pre-test was intended to find out the students basic knowledge and their skill in writing .while the post-test was aimed to find out the students skill in writing after the treatment were given.

E. Procedure of Data Collection

The procedure of collection data in this research as follows:

a. Pre-test

Before doing the treatment, the students were given pre-test to know their prior knowledge. The test consisted of the writing test. In this writing test, all students watched the film, and then the researcher gave an assignment to write a narrative text.

b. Treatment

Treatment was given after pre-test. The students were taught narrative text by using film as media. The researcher explained about the Narrative Text, and then, the researcher displayed Animation Film with English subtitle and with the loud voice. After the students had watching the film, the students asked to answer the question about the story by answering the test .The students watched animation film for eight meeting with different tittles of the fairy tales story.

c. Post-test

After giving treatment, the researcher gave posttest to the students with the same test in pretest namely writing test. The test was given in order to know the improvement of students' ability in narrative text.

F. Technique of Data Analysis

1. The students' score are tabulate by using follow criteria :

Data of students' writing test focused on the two English writing ability scoring classification. There were Content and Organization. .the researcher formulated as follow:

Table 3.1 Content Scoring Classification

a) Content Scoring

Score	Classification	Criteria
30-27	Excellent to Very Good	Knowledgeable-Substantive-etc.
26-22	Good to Average	Some knowledge of subject-adequate range-etc.
21-17	Fair to Poor	Limited knowledge of subject-little substance-etc.
16-13	Very Poor	Does not show knowledge of subject –non-substantive-etc

Heaton (1975)

Based on the table above, the students got excellent to very good if their score was 30-27, good to average if their score was 26-22, fair to poor if their score was 21-17, and very poor if their score was 16-13.

Table 3.2 Organization Scoring Classification

b) Organization Scoring

Score	Classification	Criteria
20-18	Excellent to Very Good	Fluent expression-ideas clearly stated-etc
17-14	Good to Average	Somewhat choppy –loosely organized but main ideas stand out -etc.
13-10	Fair to Poor	Non-fluent-ideas confused or disconnected-etc
9-7	Very Poor	Does not communicate-no organization -etc

Heaton (1975)

Based on the table above, the students got excellent to very good if their score was 20-18,good to average if their score was 17-14,fair to poor if their score was 13-10,and very poor if their score was 9-7.

2. To classify students' score, there are seven classification which was used as follows:

Table 3.3 Score Classification

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Dekdikbud in Syaipullah 2016:27)

3. Finding the improvement's percentage of students' writing achievement after using film as media

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where:

P : The improvement percentage

X₁ : The mean score of pre test

X₂ : The mean score of post test

(Gay :1981)

4. Computing the frequency and the rate percentage of the students' score:

$$p = \frac{F}{N} \times 100$$

Notation:

- P = Rate percentage
F = Frequency of the correct answer
N = The total number of students'

(Gay :1981)

5. Calculating the means score by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

- \bar{X} = Mean score
 $\sum x$ = Sum of score in the group
N = Number of sample

Gay(2006:320)

6. Finding out the means of the different score by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Notation:

- \bar{D} = The mean of the different score
 $\sum D$ = The same of all score
N = The total number of student

(Gay,2006)

7. Finding the significant different between pre-test and post test by concussing the value of test. The formula as following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

t = Test of significant differences

\bar{D} = Deviation

$\sum D$ = The sum of D square

$\sum D^2$ = The some of $\sum D$

N = Number of student

Gay (2006:356)

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly covers the findings and discussion of the research. The finding of the research cover the description of the result from the data collected through a writing test (pre-test and post-test).Then, the discussion described further explanation and interpretation of the findings given.

A. Findings

The findings of this research dealing with the answer of the problem statement which aimed to know the improvement of the students' writing ability on narrative text by using film as media in terms of content and organization.

1. The Students' Writing Ability in Narrative Text (Pre-test)

Table 4.1 The Mean Score of The Students' Writing Narrative Text

Indicator	Mean score (Pre-test)
Content	16.35
Organization	9.8

Table 4.1 shown the students 'ability in writing narrative text in term of content and organization .The students' score improved before using film as media in teaching and learning process. The score of students' for content in pre-test was 16.35 score. While, the score of students' for organization in pre-test was 9.8.

2. The Students' Writing Ability on Narrative Text in Content (Pre-test)

The findings present the result of score percentage of students' writing ability on narrative text in term of content and comparing the score percentage in Pre-test.

In pre-test, the researcher presents the result of students' score percentage in writing narrative text in term of content before using film as media. This research involved 25 students' and conducted at the first year students' of MAN 1 Makassar.

Table 4.2 The Score Percentage of Students' Writing Narrative Text in Content

No	Score	Classification	Pre-Test	
			F	%
1	96-100	Excellent	-	0
2	86-95	Very good	-	0
3	76-85	Good	1	4
4	66-75	Fairly Good	5	20
5	56-65	Fair	2	8
6	46-55	Poor	12	48
7	0-45	Very Poor	5	20
Total			25	100

In pre-test, the researcher presents the result of students' score percentage in writing narrative text in term of content before using film as media. This research involved 25 students' and conducted at the first year students' of MAN 1 Makassar. Table 4.2 shows that from 25 students' who followed the pre-test, 12 students' (48%) got Poor score, 2 students' (8%) got Fair score, 5 students' (20%) got

Fairly Good ,1 students'(4%) got Good score. It means that the students' score and the percentage in pre-test were still low because a half of students' got Poor score.

3. The Student's Writing Ability in Organization (Pre-test)

The finding presents the result of score percentage of students' writing skill on narrative text in term of organization and comparing the percentage in pre-test.

In pre-test, the researcher presents the result of students' score percentage in writing narrative text in term of organization before using film as media. This research involved 25 students' and conducted at the first years students' of MAN 1 Makassar.

Table 4.3 The Score Percentage of Students' Writing Narrative Text in Organization

No	Score	Classification	Pre-Test	
			F	%
1	96-100	Excellent	-	0
2	86-95	Very good	-	0
3	76-85	Good	-	0
4	66-75	Fairly Good	1	4
5	56-65	Fair	7	28
6	46-55	Poor	4	16
7	0-45	Very Poor	13	52
Total			25	100

In pre-test, the researcher presents the result of students' score percentage in writing narrative text in term of organization before using film as media. This

research involved 25 students' and conducted at the first years students' of MAN 1 Makassar. Table 4.3 shows that from 25 students' who followed the pre-test, 13 students'(52%)got Very Poor score, 4 students'(16%) got Poor score,7 students'(28%)got Fair score,1 students'(4%)got Fairly Good score. It means that the students' score and the percentage in pre-test were still low because a half of students' got very poor score.

4. The students' Writing Ability in Total Score (Pre-test)

In pre-test, the researcher presents the result total score of students' in writing narrative text in term of content and organization before using film as media. This research involved 25 students' and conducted at the first years students' of MAN 1 Makassar.

Table 4.4 The Total Score of Students' Writing Narrative Text in Content and Organization

No	Classification	Score	Pre-Test	
			F	%
1	Excellent	96-100	-	0
2	Very good	86-95	-	0
3	Good	76-85	1	4
4	Fairly Good	66-75	4	16
5	Fair	56-65	5	20
6	Poor	46-55	5	20
7	Very Poor	0-45	10	40
Total			25	100

The table 4.4 above shows the total score of students' writing narrative text in content and organization. The table shows in pre-test there were

10 students'(40%)got Very Poor score, 5 students'(20%) got Poor score,5 students'(20%)got Fair score,4 students'(16%)got Fairly Good score.1 students'(4%)got Good score. It means that the total score of students' writing narrative text in content and organization in pre-test were still low because only 1 of students' got Good score.

5. The Students' Writing Ability in Narrative Text (Post-test)

Table 4.5 The Mean Score of The Students' Writing Narrative Text

Indicator	Mean Score (Post-test)
Content	23.32
Organization	14.24

Table 4.5 shown the students 'ability in writing narrative text in terms of content and organization. The students' score improved after using film as media in teaching and learning process. The score of students' for content in post-test was 23.32 score. While, the scores of students' for organization in post-test was 14.24.

6. The Students' Writing Ability in Narrative Text (Post-test)

The findings present the result of score percentage of students' writing ability on narrative text in term of content and comparing the score percentage in Post-test.

In post-test, the researcher presents the result of students' score percentage in writing narrative text in term of content after using film. This research involved 25 students' and conducted at the first year students 'of MAN 1 Makassar.

Table 4.6 The Score Percentage of Students' Writing Narrative Text in Content

No	Classification	Score	Post-Test	
			F	%
1	Excellent	96-100	-	0
2	Very good	86-95	6	24
3	Good	76-85	13	52
4	Fairly Good	66-75	2	8
5	Fair	56-65	2	8
6	Poor	46-55	2	8
7	Very Poor	0-45	-	0
Total			25	100

Table 4.6 It means that the score and percentage in post-test was better and higher than in pre-test, because in the post-test 6 students' got very good score and 13 students' got good score while in the pre-test were not.

7. The Student's Writing Ability in Organization (Post-test)

The finding presents the result of score percentage of students' writing skill on narrative text in term of organization and comparing the percentage in post-test.

In post-test, the researcher presents the result of students' score percentage in writing narrative text in term organization after using film. This research

involved 25 students' and conducted at the first years students' of MAN 1 Makassar.

Table 4.7 The Score Percentage of Students' Writing Ability in Organization

No	Classification	Score	Post-Test	
			F	%
1	Excellent	96-100	-	0
2	Very good	86-95	4	16
3	Good	76-85	6	24
4	Fairly Good	66-75	3	12
5	Fair	56-65	5	20
6	Poor	46-55	7	28
7	Very Poor	0-45	-	0
Total			25	100

Table 4.7 in post-test , 7 (28%) students' got poor score, 5 (20%) students' got fair score,3 (12%) students' got fairly good score, 6 (24%) students' got good score,4 (16%) students' got very good score. It means that the score and the percentage of the score in post-test was better than in pre-test, because in the post-test their 4 students got very good and 6 students' got good score while in the pre-test were not.

8. The students' Writing Ability in Total Score (Post-test)

In post-test, the researcher presents the result total score of students' in writing narrative text in term of content and organization after using film as media. This research involved 25 students' and conducted at the first years students' of MAN 1 Makassar.

Table 4.8 The Total Score of Students' Writing Narrative Text in Content and Organization

No	Classification	Score	Post-Test	
			F	%
1	Excellent	96-100	-	0
2	Very good	86-95	4	16
3	Good	76-85	10	40
4	Fairly Good	66-75	5	20
5	Fair	56-65	6	24
6	Poor	46-55	-	0
7	Very Poor	0-45	-	0
Total			25	100

The table 4.8 above shows the total score of students' writing narrative text in content and organization. The table shows in post-test, there were 6 students' (24%) got Fair score, 5 students' (20%) got Fairly Good score. 10 students' (40%) got Good score. 4 students' (16%) got Very Good score. It means that the total score of students' writing narrative text in content and organization in post-test the students' can develop their ideas in writing narrative text because there were 10 students' got Good Score while in the pre-test only 1 students' got Good Score.

9. The Improvement Pre-test and Post-test

After calculated the result of the students' pre-test and post-test, the researcher presents the improvement of students' writing. The result showed that the students' writing was increased.

Table 4.9 The Improvement Pre-test and Post-test

Indicator	Pre test	Post test	Improvement
Content	16.35	23.32	42.63%
Organization	9.8	14.24	45.31%
Total Score	54	75.2	44.61%

Table 4.9 above shows the statistical summary of the students' writing improvement of content and organization. In the content variable the mean score of pre-test was 16.35 and in the post-test was 23.32 with improvement 42.63%. In organization variable the mean score of pre-test was 9.8 and in the post-test was 14.24 with improvement 45.31%. and after calculating the content and organization score of the students' the researcher got the students' writing total score. The mean score of the students' writing of pre-test was 54 and post-test was 75.2 with improvement 39.26 %. It means that the mean score of the students' writing of post-test was higher than the mean score of pre-test. So, the use of film was improving the students' writing narrative text in term of content and organization.

10. The T-Test of Students' Achievement

The researcher used t-test analysis for the level of significance (α) =0.05 and with the degree of freedom (df) = 24 and the value of the t-table was 2.064. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.10
The Result of t-test Calculation

Variable	t-test	t-table
Writing Ability	13.47	2.064

Table 4.10 indicates that the value of the t-test was higher than the value of the t-table ($13.47 > 2.064$). It was indicated that there was a significant difference between the result of the students' pre-test and post-test by using film.

B. Discussion

This section deals with the interpretation of the findings and also the description of the data from the students' score percentage of pre-test and post-test result on writing narrative text in terms of content and organization.

1. The Students' Pre-test in Content and Organization

The result of the students' writing in pre-test was low, especially in content and organization. The score percentage in writing narrative text before using film at the first year students' of MAN 1 Makassar especially class X MIA 1 were very poor.

According to Heaton as quoted by Tambunan in Sinurat (2015:175) stated the score of the content depends on the students' ability to write their ideas and information in logical sentence form. Oshima & Hogue (1997) in Fauziah (2011:10) stated that Organization concern with the way of how the writer arranges and organizes their idea and their message in writing form which consist of some partial order.

In content pre-test showed that from 25 students none of them (0%) classified into 'Excellent' category and 'Very Good' category, 1 student (4%) classified into 'Good' category, 5 students (20%) were classified into 'Fairly Good' category, 2 students (8%) were classified into 'Fair' category, 12 students (48%) classified into 'Poor' category and 5 students (20%) classified into 'Very Poor' category. It means that 12 students' (48%) got "poor" category, it was because most of students' did not know how to write down the narrative text especially in mastering the content of their writing.

In organization pre-test showed that from 25 students none of them (0%) classified into 'Excellent', 'Very Good' and 'Good' category, 1 student (4%) classified into 'Fairly Good' category, 7 students (28%) were classified into 'Fair' category, 4 students (16%) were classified into 'Poor' category and 13 students (52%) were classified into 'Very Poor' category. It means that 13 students (52%) got 'Very Poor' category. It was because they were very difficult to arrange the generic structure of narrative text in the organization.

2. The Students' Post-test in Content and Organization.

In treatments, the researcher applied film as media in English teaching and learning process specially in writing narrative text. After giving some treatments by using film, the students' writing narrative text especially in term of content and organization was improved. It was suitable with Harmer in Yatimah (2014:21) a film is visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. By using animated films as media to facilitate students' learning process because the animated film is suitable for young learner to increase their ability in mastering the material. It is supported by Richards, et. al (1985:21) defines that audio-visual media is great help in stimulating and facilitating the learning of foreign language.

In content posttest showed that from 25 students there were none of the students (0%) classified into 'Excellent' category, 6 students (24%) were classified into 'Very Good' category, 13 students (52%) were classified into 'Good' category, 2 students (8%) were classified into 'Fairly Good' category, 2 students (8%) were classified into 'Fair' category, 2 student's (8%) were classified 'Poor' category, and none of the students (0 %) classified into 'very poor' category. It means that 13 students (52%) got 'Good' category. It was because the students can developed their ideas in writing paragraph based on the content score.

In Organization posttest showed that from 25 students there still none of the students (0%) classified into 'Excellent' category, 4 student (16%) classified

into 'Very Good' category, 6 student (24%) classified into 'Good' category, 3 students (12%) were classified into 'Fairly Good' category, 5 student (20%) were classified into 'Fair' category, 7 students (28 %) were classified into 'Poor' and none of the students (0%) classified into 'Very Poor'. It means that none of the students (0%) got 'Very Poor' category .it was the students can arrange their generic structure in writing paragraph based on the organization score.

3. Improvement of The students' Content and Organization Through Film as Media

The use of film as media in the classroom can improve students' writing ability in content and organization. It is proved by the writing test as indicated by the significant difference between the score of pre-test and post-test.

In line with the study which were conducted some researchers. First, Nuryani (2011) found that video can improve students' writing skill of narrative text. The students are easier to generate their ideas, they have richer vocabulary, and they can organize their story well. The students also can make sentences in correct past form and video can improve the students' self-confidence in writing narrative. The other research was Nurcahyasari and Enny (2006) in her study found that the implementation of music videos improved the students' ability in writing narrative texts in terms of content, organization, vocabulary, grammar, and mechanics. Beside, Romadhoni (2010) found that the improvement between before and after given the Pinocchio cartoon film as media. This study shows the improvement of the Fluency, Grammar, Vocabulary, Content, and Spelling. Thus, the use film as media in teaching and learning process can improve the students'

writing ability in their writing narrative text through animation film, especially in content and organization

Besides, the mean score of pre test in content was 16.35 and in the post test were 23.32 with improvement 42.63%. In organization, the mean score of the students' pre test was 9.8 and post test was 14.24 with the improvement 45.31%. The researcher got the students' writing total score. The mean score of the students' writing in content and organization score of pre-test was 54 and post-test was 75.2 with improvement 39.26 %. It means that the mean score of the students' writing of post test was higher than the mean score of pre test. Thus, it can be concluded that the using film as media was effective to develop the students' idea in writing paragraph of Narrative text

4. Test of significant Testing and Hypothesis

After calculating and comparing the t-test value and t-table value, it was found that t-test value was higher than t-table value. From the t-test, the result of data analysis on the table 4.10 showed that from the level of significance (α) = 0.05 (5%) and the degree of freedom (df) = 24, which got from formula $df = N - 1$ (25-1) With t-table = 2.064. While, the researcher found that t-test value of students 'writing narrative text was 13.47

The result showed that t-test value was higher than t-table value (13.47 > 2.064). It indicated that the null hypothesis (H₀) was rejected, while the alternative hypothesis (H₁) was accepted. It means that, there was a significant difference between students 'writing narrative text before and after teaching and

learning processed by using film as media. Based on the result of data analysis and testing, the researcher concluded that, the use film as media at the first year students of MAN 1 Makassar was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. The use of film improved students' writing ability on narrative text in term of content at the first years students of MAN 1 Makassar .It was proved by the score of content in the post-test was higher than pre-test ($23.32 > 16.35$).
2. The use of film improved students' writing ability on narrative text in term of organization at the first years students of MAN 1 Makassar .It was proved by the score of organization in the post-test was higher than pre-test ($14.24 > 9.8$).
3. The use of film as media in teaching writing ability is effective to improve the students' writing narrative text at the first years students' of MAN 1 Makassar. It is proven by the students' mean score in post-test is greater than their mean score in pre-test ($75.2 > 52$) and the improvement of the students' writing is 44.61%. Based on the hypothesis testing, the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted. It is proven by the t-test value of students' writing ability (13.47) which is greater than t-table value (2.064). In the words, the use of

film as media in teaching writing skill is effective in improving the students' writing ability.

From the data analysis the researcher found that the ability of the students' writing was getting better after the researcher use film as media in teaching learning process. That technique was successful to improve the students' writing ability in term of content and organization.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestions to the English teachers, the students and the researchers as follows:

1. For English Teacher

- a. It is suggest to English teacher for using the interesting media in teaching students' such as use a film in teaching and learning process to improve the students' writing ability especially in improving their writing narrative text.
- b. The Teachers of English should be more creative to teach and manage the materials for teaching writing.

2. For The Students'

- a. The students of the first year students of MAN 1 Makassar should be active and serious in studying English especially in writing ability.

- b. To improve writing ability, the students' have to develop their knowledge and do many exercise in order to get a better achievement in producing written text.

3. For The Researcher

The researcher can develop her knowledge in English teaching. The use film as media is not only the one method to improve writing ability. There is other method which can use to improve students' writing ability.

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APPENDICES

APPENDIX A

Pre-Test

(Time 60 Minutes)

Instruction:

- **Write your Name and Class!**
- **Choose one of Film (fairy-tale) that you like and retell in narrative text from!**

Name :

Class :

Write your text here!

Title :

Orientation :

Complication :

Resolution :

Research Instrument

Post-Test

(Time 60 Minutes)

Instruction:

- **Write your Name and Class!**
- **Choose one of Film (fairy-tale) that you like and retell in narrative text from!**

Name :

Class :

Write your text here!

Title :

Orientation :

Complication :

Resolution :

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) (1)

Nama Satuan Pendidikan	: MAN 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Materi pokok	: Narrative Text
Alokasi waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah..

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. Indikator Pencapaian Kompetensi

- 3.9.1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat
 - Siswa dapat mengidentifikasi unsur sosial cerita rakyat
 - Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
 - Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
- 4.15.1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat
 - Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

D. Tujuan pembelajaran

1. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.
2. Merespon makna teks narrative sederhana berbentuk cerita rakyat.

E. Materi Pembelajaran

1. Narrative Text: Narrative text is a kind of text to retell the story that past tense . The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. Generic Structure :

According to Wardiman (2002:98-102) stated that the generic Structure includes:

- a) Orientation: Sets scene and introduces the participants. It means that it is about the opening paragraph where the characters of the story are introduced.
- b) Evaluation (optional): a step back to evaluate the plight.
- c) Complication: a crisis arises. It means that where the problem in the Story developed.
- d) Resolution: the problem is resolved for better or worse. It means that where the problems in the story is solved.
- e) Re-Orientation (optional)

3. According to Millan in Saparuddin (2013:25) the language features usually found in a narrative:

4. Use simple past tense.

The formula of simple past as follows:

Subject + verb II

5. Use The time conjunction (when,then, suddenly,next)
6. Use specific time (one day, once upon a time, one afternoon)

Where the specific time is used in the beginning of the narrative paragraph

F. Model Pembelajaran

Using film (Fairy-tale) as media

G. Langkah-langkah Pembelajaran

Pertemuan Pertama

1. Kegiatan Awal
 - a. Berdoa sebelum belajar.
 - b. Mengabsen siswa
 - c. Menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Memberikan motivasi dan menanyakan tentang film atau cerita yang mereka sukai.
 - b. Menjelaskan tentang narrative text serta contohnya
 - c. Memberikan kesempatan siswa untuk bertanya seputar materi
 - d. Menampilkan film Pinocchio untuk ditonton siswa
 - e. Meminta siswa untuk membuat narrative text sederhana berdasarkan film yang ditonton.

3. Kegiatan Akhir

- a. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Pertemuan Kedua

1. Kegiatan Awal

- a. Berdoa sebelum belajar.
- b. Mengabsen siswa
- c. Menyampaikan tujuan pembelajaran.

2. Kegiatan Inti

- a. Mengulang kembali pelajaran yang terakhir
- b. Menampilkan film Cinderella untuk ditonton siswa
- c. Meminta siswa untuk membuat narrative text sederhana berdasarkan film yang ditonton.
- d. Guru mengoreksi tugas bersama dengan siswa.

3. Kegiatan Akhir

- a. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H. Penilaian

1. Teknik :Menulis
2. Bentuk Instrumen : make a narrative text
3. Instrument : using Film Pinocchio and Cinderella (Terlampir)
4. Pedoman Penilaian
 - a. Penilaian Content

Score	Classification	Criteria
30-27	Excellent to Very Good	Knowledgeable-Substantive-etc.
26-22	Good to Average	Some knowledge of subject-adequate range-etc.
21-17	Fair to Poor	Limited knowledge of subject-little substance-etc.
16-13	Very Poor	Does not show knowledge of subject –non-substantive-etc

b. Penilaian Organization

Score	Classification	Criteria
20-18	Excellent to Very Good	Fluent expression-ideas clearly stated-etc
17-14	Good to Average	Somewhat choppy –loosely organized but main ideas stand out - etc.
13-10	Fair to Poor	Non-fluent-ideas confused or disconnected-etc
9-7	Very Poor	Does not communicate-no organization -etc

I. Media, Alat, dan Sumber Pembelajaran:

1. Media : *using film*
2. Alat : *laptop, LCD, White Board, Spidol, LKS*
3. Sumber Belajar lainnya

Makassar, 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa,

St Nursiah AN, S.Ag

Sitti Nurhalisah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)(2)

Nama Satuan Pendidikan	: MAN 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Materi pokok	: Narrative Text
Alokasi waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah..

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. Indikator Pencapaian Kompetensi

- 3.9.1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita Rakyat
 - Siswa dapat mengidentifikasi unsur sosial cerita rakyat
 - Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
 - Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
- 4.15.1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat
 - Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

D. Tujuan pembelajaran

1. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.
2. Merespon makna teks narrative sederhana berbentuk cerita rakyat.

E. Materi Pembelajaran

1. Narrative Text: Narrative text is a kind of text to retell the story that past tense . The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. Generic Structure :

According to Wardiman (2002:98-102) stated that the generic Structure includes:

a) Orientation: Sets scene and introduces the participants. It means that it is about the opening paragraph where the characters of the story are introduced.

b) Evaluation (optional): a step back to evaluate the plight.

c) Complication: a crisis arises. It means that where the problem in the Story developed.

d) Resolution: the problem is resolved for better or worse. It means that where the problems in the story is solved.

e) Re-Orientation (optional)

3. According to Millan in Saparuddin (2013:25) the language features usually found in a narrative:

1. Use simple past tense.

The formula of simple past as follows:

Subject + verb II

2. Use The time conjunction (when,then, suddenly,next)
3. Use specific time (one day, once upon a time, one afternoon)

Where the specific time is used in the beginning of the narrative paragraph

F. Model Pembelajaran

Using film (fairy-tale) as media

G. Langkah-langkah Pembelajaran

Pertemuan Pertama

1. Kegiatan Awal
 - a. Berdoa sebelum belajar.
 - b. Mengabsen siswa
 - c. Menyampaikan tujuan pembelajaran.
2. Kegiatan Inti
 - a. Mengulang materi sebelumnya
 - b. Memberi kesempatan siswa untuk bertanya seputar materi.
 - c. Menonton film Beauty and the Beast
 - d. Guru memberikan tugas found unfamiliar word dan membuat sebuah kalimat berdasarkan film yang di tonton
3. Kegiatan Akhir
 - a. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Pertemuan Kedua

1. Kegiatan Awal

- a. Berdoa sebelum belajar.
- b. Mengabsen siswa
- c. Menyampaikan tujuan pembelajaran.

2. Kegiatan Inti

- a. Mengulang kembali pelajaran yang terakhir
- b. Menonton film Aladdin and the magic lamp
- c. Guru memberikan tugas found unfamiliar word dan membuat sebuah kalimat berdasarkan film yang di tonton
- d. Siswa mengoreksi tugas bersama dengan guru.

Kegiatan Akhir

- a. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H. Penilaian

- 1. Teknik : Menulis
- 2. Bentuk Instrumen : Unfamiliar Word and Make a Sentences
- 3. Instrument : using Film Beauty and the Best , Aladdin and the magic lamp
- 4. Pedoman Penilaian

a. Penilaian Content

Score	Classification	Criteria
-------	----------------	----------

30-27	Excellent to Very Good	Knowledgeable-Substantive-etc.
26-22	Good to Average	Some knowledge of subject-adequate range-etc.
21-17	Fair to Poor	Limited knowledge of subject-little substance-etc.
16-13	Very Poor	Does not show knowledge of subject –non-substantive-etc

b. Penilaian Organization

Score	Classification	Criteria
20-18	Excellent to Very Good	Fluent expression-ideas clearly stated-etc
17-14	Good to Average	Somewhat choppy –loosely organized but main ideas stand out -etc.
13-10	Fair to Poor	Non-fluent-ideas confused or disconnected-etc
9-7	Very Poor	Does not communicate-no organization -etc

I. Media, Alat, dan Sumber Pembelajaran:

1. Media : *Using Film*
2. Alat : *laptop, LCD, White Board, Spidol, LKS*
3. Sumber Belajar lainnya

Makassar, 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa,

St Nursiah AN, S.Ag

Sitti Nurhalisah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) (3)

Nama Satuan Pendidikan	: MAN 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Materi pokok	: Narrative Text
Alokasi waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah..

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. Indikator Pencapaian Kompetensi

3.9.1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat

Siswa dapat mengidentifikasi unsur sosial cerita rakyat

Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat

Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat

4.15.1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat

Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

D. Tujuan pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.

2. Merespon makna teks narrative sederhana berbentuk cerita rakyat.

E.Materi Pembelajaran

1. Narrative Text: Narrative text is a kind of text to retell the story that past tense . The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. Generic Structure :

According to Wardiman (2002:98-102) stated that the generic Structure includes:

a) Orientation: Sets scene and introduces the participants. It means that it is about the opening paragraph where the characters of the story are introduced.

b) Evaluation (optional): a step back to evaluate the plight.

c) Complication: a crisis arises. It means that where the problem in the Story developed.

d) Resolution: the problem is resolved for better or worse. It means that where the problems in the story is solved.

e) Re-Orientation (optional)

3. According to Millan in Saparuddin (2013:25) the language features usually found in a narrative:

1. Use simple past tense.

The formula of simple past as follows:

Subject + verb II

2. Use The time conjunction (when,then, suddenly,next)

3. Use specific time (one day, once upon a time, one afternoon)

Where the specific time is used in the beginning of the narrative paragraph

F.Model Pembelajaran

Using film (fairy-tale) as media

G.Langkah-langkah Pembelajaran

Pertemuan Pertama

1.Kegiatan Awal

a.Berdoa sebelum belajar.

b.Mengabsen siswa

c.Menyampaikan tujuan pembelajaran.

2. Kegiatan Inti

a.Guru Menampilkan film Peter Pan untuk ditonton siswa

b.Meminta siswa untuk mengisi fill in the blank pada sebuah percakapan berdasarkan film yang ditonton.

c.Siswa mengoreksi tugasnya bersama dengan guru.

4. Kegiatan Akhir

a.Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

Pertemuan Kedua

1. Kegiatan Awal

- a. Berdoa sebelum belajar.
- b. Mengabsen siswa
- c. Menyampaikan tujuan pembelajaran.

2. Kegiatan Inti

- a. Mengulang kembali pelajaran yang terakhir
- b. Menonton film The Little Red Riding Hood
- c. Guru meminta siswa mengerjakan tugas multiple choice berdasarkan film yang ditonton
- d. Siswa mengoreksi tugasnya bersama dengan guru.

3. Kegiatan Akhir

- a. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H. Penilaian

1. Teknik : Menulis
2. Bentuk Instrumen : Fill in the Blank and Multiple choice
3. Instrument : using Film Peter Pan and The Little Riding Hood
(Terlampir)

4. Pedoman Penilaian

a. Penilaian Content

Score	Classification	Criteria
30-27	Excellent to Very Good	Knowledgeable-Substantive-etc.
26-22	Good to Average	Some knowledge of subject-adequate range-etc.
21-17	Fair to Poor	Limited knowledge of subject-little substance-etc.
16-13	Very Poor	Does not show knowledge of subject –non-substantive-etc

b. Penilaian Organization

Score	Classification	Criteria
20-18	Excellent to Very Good	Fluent expression-ideas clearly stated-etc
17-14	Good to Average	Somewhat choppy –loosely organized but main ideas stand out - etc.
13-10	Fair to Poor	Non-fluent-ideas confused or disconnected-etc
9-7	Very Poor	Does not communicate-no organization -etc

I. Media, Alat, dan Sumber Pembelajaran:

1. Media : *narrative text , using film*
2. Alat : *laptop, LCD, White Board, Spidol, LKS*
3. Sumber Belajar lainnya

Makassar, 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa,

St Nursiah AN, S.Ag

Sitti Nurhalisah

APPENDIX C

Data Analysis of Students' Total Score

Code of Students	Pre-Test (X_1)	Post-Test (X_2)	Gain ($X_2 - X_1$)	D^2
S-1	64	80	16	256
S-2	44	56	12	144
S-3	48	82	34	1156
S-4	40	78	38	1444
S-5	64	90	26	676
S-6	46	84	38	1444
S-7	42	58	16	256
S-8	40	70	30	900
S-9	58	82	24	576
S-10	42	56	14	196
S-11	42	72	30	900
S-12	62	80	18	324
S-13	66	94	28	784
S-14	44	70	26	676
S-15	50	72	25	626
S-16	44	62	18	324
S-17	72	82	10	100
S-18	46	76	30	900
S-19	44	68	24	576
S-20	40	82	42	1764

S-21	42	64	22	484
S-22	70	80	10	100
S-23	76	90	14	196
S-24	56	64	8	64
S-25	58	88	30	900
N=25	$\sum X_1 = 1300$	$\sum X_2 = 1880$	$\sum D = 583$	$\sum D^2 = 15766$

Calculating the t-test value

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{583}{25}$$

$$= 23.32$$

$$\sum D^2 = 15766$$

$$\sum D = 583$$

$$N = 25$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{23.32}{\sqrt{\frac{15766 - \frac{(583)^2}{25}}{25(25-1)}}$$

$$= \frac{23.32}{\sqrt{\frac{15766 - \frac{339889}{25}}{600}}}$$

$$= \frac{23.32}{\sqrt{\frac{15766 - 13959}{600}}}$$

$$= \frac{23.32}{\sqrt{3.011}}$$

$$= \frac{23.32}{1.73}$$

$$= 13.47$$

The Percentage of The Students Score in Content Classification

1. Pretest

a. Poor

$$F = 12. N = 25$$

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

$$P = \frac{12}{25} \times 100\% = 48\%$$

b. Fairly good

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

c. Fair

$$F = 2. N = 25$$

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

$$P = \frac{2}{25} \times 100\% = 8\%$$

d. Good

$$F = 1. N = 25$$

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

$$P = \frac{1}{25} \times 100\% = 4\%$$

e. Very poor

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

2. Post Test

a. Fairly good

$$F = 2. N = 25$$

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

$$P = \frac{2}{25} \times 100\% = 8\%$$

b. Fair

$$F = 2. N = 25$$

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

$$P = \frac{2}{25} \times 100\% = 8\%$$

c. Good

$$F = 13. N = 25$$

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

$$P = \frac{13}{25} \times 100\% = 52\%$$

d. Very Good

$$F = 6. N = 25$$

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

$$P = \frac{6}{25} \times 100\% = 24\%$$

e. Poor

$$F = 2. N = 25$$

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

$$P = \frac{2}{25} \times 100\% = 8\%$$

The Percentage of The Students Score in Organization Classification

1. Pretest

a. Very Poor

$$F = 13. N = 25$$

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

$$P = \frac{13}{25} \times 100\% = 52\%$$

b. Poor

$$F = 4. N = 25$$

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

$$P = \frac{4}{25} \times 100\% = 16\%$$

c. Fairly Good

$$F = 1. N = 25$$

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

$$P = \frac{1}{25} \times 100\% = 4\%$$

d. Fair

$$F = 7. N = 25$$

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

$$P = \frac{7}{25} \times 100\% = 28\%$$

2. Post Test

a. Fairly Good

$$F = 3. N = 25$$

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

$$P = \frac{3}{25} \times 100\% = 12\%$$

b. Fair

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

c. Good

$$F = 6. N = 25$$

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

$$P = \frac{6}{25} \times 100\% = 24\%$$

d. Very Good

$$F = 4. N = 25$$

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

$$P = \frac{4}{25} \times 100\% = 16\%$$

e. Poor

$$F = 7. N = 25$$

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

$$P = \frac{7}{25} \times 100\% = 28\%$$

The Percentage of The Students Writing Total Score

1. Pretest

a. Very Poor

$$F = 10. N = 25$$

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

$$P = \frac{10}{25} \times 100\% = 40\%$$

b. Poor

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

c. Fairly Good

$$F = 4. N = 25$$

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

$$P = \frac{4}{25} \times 100\% = 16\%$$

d. Fair

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

e. Good

$$F = 1. N = 25$$

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

$$P = \frac{1}{25} \times 100\% = 4\%$$

2. Post Test

a. Fairly good

$$F = 5. N = 25$$

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

$$P = \frac{5}{25} \times 100\% = 20\%$$

b. Fair

$$F = 6. N = 25$$

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

$$P = \frac{6}{25} \times 100\% = 24\%$$

c. Good

$$F = 10. N = 25$$

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

$$P = \frac{10}{25} \times 100\% = 40\%$$

d. Very Good

$$F = 4. N = 25$$

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

$$P = \frac{4}{25} \times 100\% = 16\%$$

Calculating the Mean Score of and the Improvement of Students' Writing

Code of Students'	Pre Test			Post Test		
	Content	Organization	Total Score	Content	Organization	Total Score
S-1	19	13	64	24	16	80
S-2	13	9	44	18	10	56
S-3	14	10	48	25	16	82
S-4	13	7	40	24	15	78
S-5	19	13	64	27	18	90
S-6	14	9	46	26	16	84
S-7	14	7	42	16	13	58
S-8	13	7	40	24	11	70
S-9	16	13	58	25	16	82
S-10	13	8	42	16	11	56
S-11	14	7	42	23	13	72
S-12	21	10	62	25	15	80
S-13	21	12	66	28	19	94
S-14	15	7	44	24	11	70
S-15	14	10	50	23	13	72
S-16	22	8	44	21	10	62
S-17	14	14	72	23	18	82
S-18	14	9	46	25	13	76
S-19	13	8	44	23	11	68

S-20	14	7	40	26	15	82
S-21	22	7	42	19	13	64
S-22	25	13	70	23	17	80
S-23	25	13	76	27	18	90
S-24	16	11	56	21	11	64
S-25	21	13	58	27	17	88
Total	409	245	1300	583	356	1880

1. Content classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{409}{25} = 16.35$$

b. Mean score of Post Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{583}{25} = 23.32$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{23.32 - 16.35}{16.35} \times 100\%$$

$$= 42.63\%$$

2. Organization classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{245}{25}$$

$$= 9.8$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{356}{25}$$

$$= 14.24$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{14.24 - 9.8}{9.8} \times 100\%$$

$$= 45.31\%$$

3. Writing total score

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$= \frac{1300}{25}$$

$$= 52$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1880}{25}$$

$$= 75.2$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{75.2 - 52}{52} \times 100\%$$

$$= 44.61\%$$

APPENDIX D**Critical Value of t-table****Level of Significance for one-tailed test**

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.595
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.704
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922

19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.880
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.058	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.701	3.551
50	1.671	2.000	2.660	3.460
60	1.658	1.980	2.617	3.373

APPENDIX E

The Students' Classification of the Pre Test and Post Test in Content

Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Total Score		Row Score	Total Score	
1	S-1	19	63,33	Fair	24	80	Good
2	S-2	13	43,33	very Poor	18	60	Fair
3	S-3	14	46,67	Poor	25	83,33	Good
4	S-4	13	43,33	Very poor	24	80	Good
5	S-5	19	63,33	Fair	27	90	Very good
6	S-6	14	46,67	Poor	26	86,67	Very good
7	S-7	14	46,67	Poor	16	53,33	Poor
8	S-8	13	43,33	Very poor	24	80	Good
9	S-9	16	53,33	Poor	25	83,33	Good
10	S-10	13	43,33	Very poor	16	53,33	Poor
11	S-11	14	46,67	Poor	23	76,67	Good
12	S-12	21	70	Fairly good	25	83,33	Good
13	S-13	21	70	Fairly good	28	93,33	Very Good
14	S-14	15	50	Poor	24	80	Good
15	S-15	15	50	Poor	23	76,67	Good
16	S-16	14	46,67	Poor	21	70	Fairly good

17	S-17	22	73,33	Fairly good	23	76,67	Good
18	S-18	14	46,67	Poor	25	83,33	Good
19	S-19	14	46,67	Poor	23	76,67	Good
20	S-20	13	43,33	Very poor	26	86,67	Very good
21	S-21	14	46,67	Poor	19	63,33	Fair
22	S-22	22	73,33	Fairly good	23	76,67	Good
23	S-23	25	83,33	Good	27	90	Very Good
24	S-24	16	53,33	Poor	21	70	Fairly good
25	S-25	21	70	Fairly good	27	90	Very good

The Students' Classification of the Pre Test and Post Test in Organization

Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Total Score		Row Score	Total Score	
1	S-1	13	65	Fair	16	80	Good
2	S-2	9	45	Very poor	10	50	Poor
3	S-3	10	50	Poor	16	80	Good
4	S-4	7	35	Very poor	15	75	Fairly Good
5	S-5	13	65	Fair	18	90	Very good
6	S-6	9	45	Very poor	16	80	Good
7	S-7	7	35	Very poor	13	65	Fair
8	S-8	7	35	Very poor	11	55	Poor
9	S-9	13	65	Fair	16	80	Good
10	S-10	8	40	Very poor	11	55	Poor
11	S-11	7	35	Very poor	13	65	Fair
12	S-12	10	50	Poor	15	75	Fairly Good
13	S-13	12	60	Fair	19	95	Very Good
14	S-14	7	35	Very poor	11	55	Poor
15	S-15	10	50	Poor	13	65	Fair
16	S-16	8	40	Very poor	10	50	Poor
17	S-17	14	70	Fairly good	18	90	Very good
18	S-18	9	45	Very poor	13	65	Fair

19	S-19	8	40	Very poor	11	55	Poor
20	S-20	7	35	Very poor	15	75	Fairly Good
21	S-21	7	35	Very poor	13	65	Fair
22	S-22	13	65	Fair	17	85	Good
23	S-23	13	65	Fair	18	90	Very Good
24	S-24	11	55	Poor	11	55	Poor
25	S-25	13	65	Fair	17	85	Good

APPENDIX F

Documentation







Research Instrument

Pre-Test

(Time 60 Minutes)

Instruction:

- Write your Name and Class!
- Choose one of Film (fairy-tale) that you like and retell in narrative text from!

Name : Andi Fiqri
Class : IX VII 1

Write your text here!

Title : The fox and the Grapes -

Orientation : one afternoon there was a fox that was waiting through the forest and spotted a bunch of grapes hanging from over a lofty branch.

Complication : "Just the thing to quench my thirst," quored the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, one and tried to reach them but he still missed.

Resolution : Finally, giving up the fox turned up his nose and said "They're probably sour anyway," and proceeded to walk away.

Research Instrument

Post-Test
(Time: 60 Minutes)

Instruction:

- Write your Name and Class!
- Choose one of Film (fairy-tale) that you like and retell in narrative text from!

Name : Andi Fiqru
Class : X MIA 1

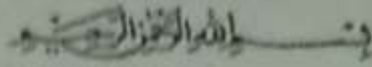
Write your text here!

Title : Thumbelina

Orientation : One upon a time, there was a kind woman who had no child longed for a baby and would often say, "How I would love to have a baby girl, even a tiny little one." A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed blossomed into a tuft, the woman saw a tiny, beautiful girl no bigger than her thumb. She decided to call her Thumbelina.

Complication : One night when she was sleeping, he carried her off to his tiny pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, "Come swim with me to warmer lands." Young Thumbelina flew away on the swallow's back. They flew across the seas and came to a land of sunshine. The swallow said, "This is my home, you can live in one of the loveliest and biggest flowers." When Thumbelina stopped inside, she found a handsome fairy, as tiny as her, in the house. He was the son of the king of flowers and he fell in love with Thumbelina. He asked her to marry him.

Resolution : So Thumbelina became queen of the flowers and the two lived happily ever after.



Nomor : 1597/FKIP/A.1-II/IX/1439/2017
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang T terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang
namanya di bawah ini :

Nama : SITI NURHALISAH
NIM : 10535 5409 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin II

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

Dengan judul : **The Use of Film as Media to Improve the Writing Ability
of the Students at the First Year of Senior High School
(A Pre-Experimental Research at the First Year Students of
MAN 1 Makassar)**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, September 2017


Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Unismuh Makassar
F. Y. Alih, M.Pd., Ph.D.
NIM 840974



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 235 Telp. 840972 Fax 8401805583 Makassar 90221 E-mail: ap@umh.ac.id



LEMBAGA PENELITIAN
PENGEMBANGAN
DAN
PENGABDIAN
KEPADA MASYARAKAT

or : 2271/Izn-S/C.4-VIII/X/37/2017

19 Muharram 1439 H

p : 1 (satu) Rangkap Proposal

09 October 2017 M

: Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT PZI BKPMD Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1597/1/KIP/A.1-II/X/1439/2017 tanggal 7 Oktober 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SITI NURHALISAH

No. Stambuk : 10535 5409 13

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Film as Media to Improve the Writing Ability of the Students at the First Year of Senior High School (A Pre-Experimental Research at the First Year Students of MAN 1 Makassar)"

Yang akan dilaksanakan dari tanggal 14 Oktober 2017 s/d 14 Desember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MAKASSAR
MADRASAH ALIYAH NEGERI 1**

Jl. Tala' Galang No. 46 Makassar
Telepon (0411) 868996 Faksimili (0411) 864006
E-mail: man_ujungpandang@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : 1537/Ma.21.12.01/PP.00.6/12/2017

Berdasarkan surat dari Kantor Kementerian Agama Kota Makassar, tanggal 11 Oktober 2017 Nomor : B-5646/KK.21.12/1/TL.00/10/2017 Penhal : Permintaan Izin Melaksanakan Penelitian, maka dengan ini Kepala MAN 1 Makassar menerangkan :

Nama : SITTI NURHALISAH
Pekerjaan : Mahasiswa (S1) UNISMUH Makassar
Nomor Pokok/Stambuk : 10535540913
Prog. Studi : Pendidikan Bahasa Inggris

Saudara tersebut di atas, telah mengadakan penelitian pada MAN 1 Makassar pada tanggal 14 Oktober 2017 s/d 27 November 2017 dengan judul penelitian :

"THE USE OF FILM AS MEDIA TO IMPROVE THE WRITING ABILITY OF THE STUDENTS AT THE SECOND YEAR OF SENIOR HIGH SCHOOL (A PRE-EXPRIMENTAL RESEARCH AT THE SECONDOF YEAR STUDENTS MAN 1 MAKASSAR)"

Demikian Surat Keterangan Penelitian ini dibuat untuk dipergunakan seperlunya.

Makassar, 05 Desember 2017

Kepala MAN 1 Makassar

Ramli Rasyid, S.Ag, M.Pd.I, M.Ed.
NIP. 197708112003121006



UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU
 PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS

Jalan ...
 ...
 ...

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
KONTROL PELAKSANAAN PENELITIAN


Nama Mahasiswa : Siti Nurhalisah
 NIM : 10535 5409 13
 Judul Penelitian : *"The Use of Film as Media to Improve the Writing Ability of the Students at the First Year of Senior High School (A Pre Experimental at the First Year Students of MAN 1 Makassar)"*
 Tanggal Ujian Proposal : 16 September 2017
 Tempat/Lokasi Penelitian : MAN 1 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis 19 Oktober 2017	Mengantar Surat Penelitian	St. Nursiah A.M.S.Ag	
2	Substia 26 Oktober 2017	Melaksanakan Pre - test	St. Nursiah A.M.S.Ag	
3	Sabtu 04 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
4	Selasa 07 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
5	Sabtu 11 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
6	Selasa 14 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
7	Sabtu 18 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
8	Selasa 21 November 2017	Melaksanakan Treatment	St. Nursiah A.M.S.Ag	
9	Sabtu 25 November 2017	Penberian Post - Test	St. Nursiah A.M.S.Ag	
10				

.....2017

Mengetahui,

Ketua Jurusan,


 Ummi Nurrahman Syam, S.Pd., M.Pd
 NBM 947807

Pimpinan/Kepala Sekolah,


 Ranti Karyd, S.Ag, M.Pd, I.M.Ed
 Nip. 19710811 200512 1 006

CURRICULUM VITAE



Sitti Nurhalisah is the youngest daughter of marriage Abdul Karim and St Rosmina. She was born on November 19st, 1993 in Ujung Pandang. She has two sisters. She graduated her school in 2005 at SDN Mannyampa Takalar. In the same year she continued her study at SMPN 26 Makassar and graduated in 2008. Then, she registered in MAN 1 Makassar and graduated in 2011 and she has been to stop study during two years and she decided to work in Mall. In 2013 she continued her study and registered in Makassar Muhammadiyah University by choosing English Department.