

**THE EFFECTIVENESS OF USING SILENT FILM AS MEDIA
IN TEACHING WRITING NARRATIVE TEXT TO THE
TENTH-GRADE LEARNERS OF MADRASAH ALIYAH
NEGERI PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree
in English Education*



Composed by:

GAIDAH VEBI SORAYA

REG NUM. 18 0202 0053

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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- 1. Dr. Rustan S., M. Hum**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitles “The Effectiveness of Using Silent Film as Media In Teaching Writing Narrative Text to the Tenth Grade Learners of Madrasah Aliyah Negeri Palopo”, which is written by Gaidah Vebi Soraya, Reg. Nim 18 0202 0053, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, July 29th 2022. Coincided with Zulhijjah 29th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, August 04th 2022

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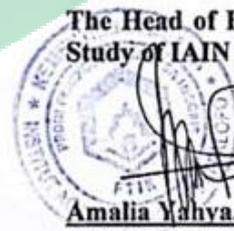
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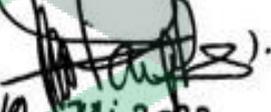
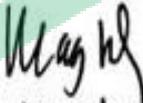
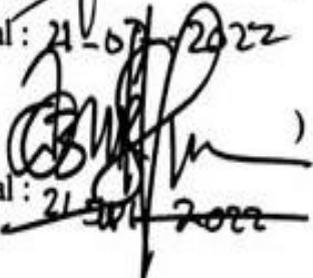
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HALAMAN PERSETUJUAN TIM PENGUJI

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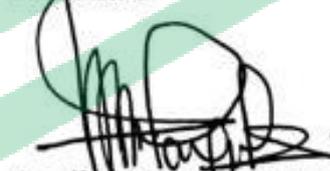
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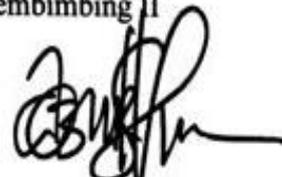
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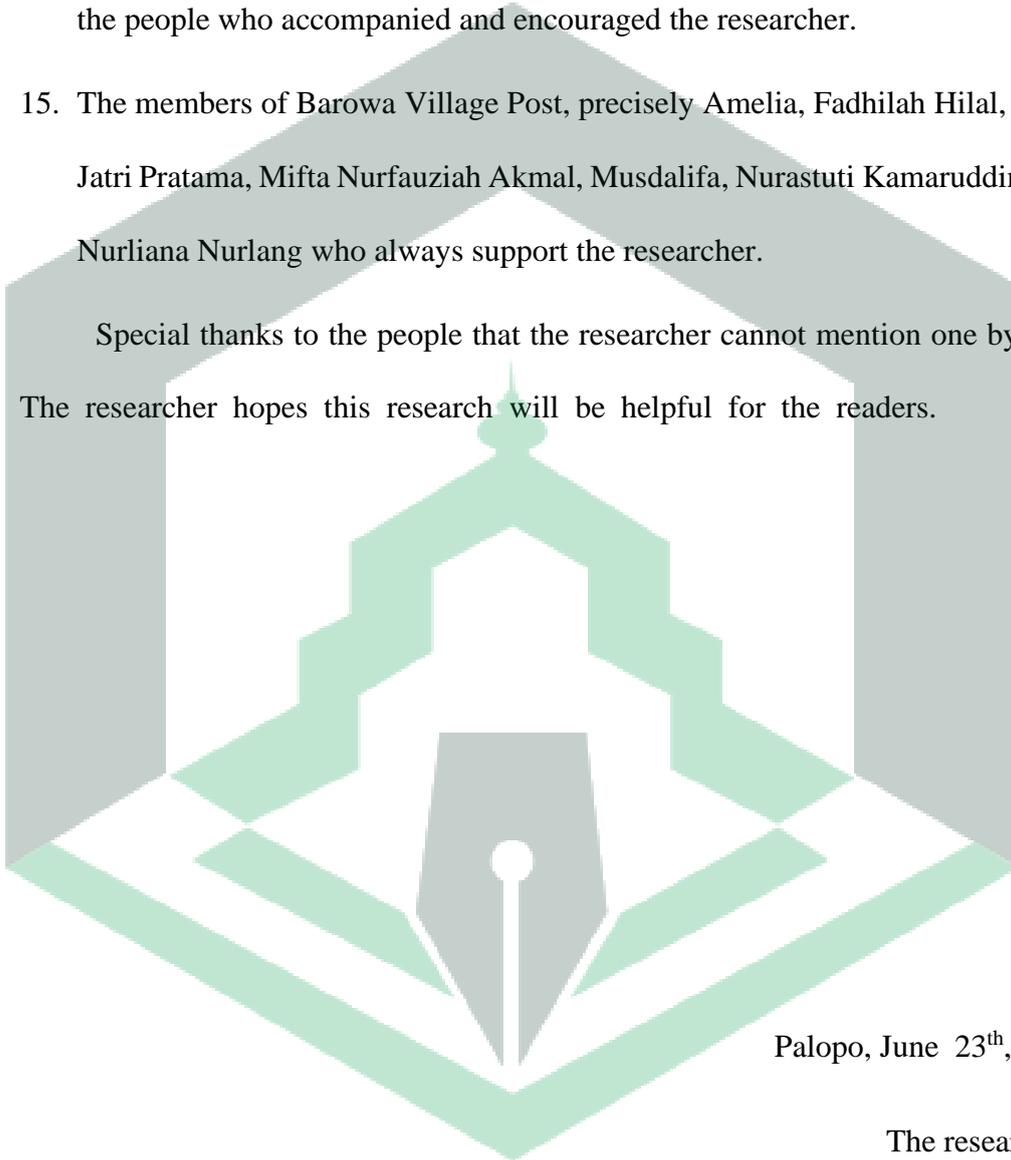
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Palopo, June 23th, 2022

The researcher,

Gaidah Vebi Soraya

TABLE OF CONTENTS

ACKNOWLEDGMENT	x
TABLE OF CONTENTS.....	xiii
LIST OF TABLE	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. The Research Question	4
C. The objective of Research.....	4
D. The Significance of the Research.....	4
E. The Scope of the Research.....	5
F. The Operational Definition.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Findings	7
B. Literature Review.....	10
C. Conceptual Framework.....	22
D. The hypothesis of the Research	24
CHAPTER III RESEARCH METHOD	25
A. The Method Design.....	25
B. The Population and Sample	26
C. The Instrument of the Research	27
D. The Procedure of Collecting Data.....	27
E. The technique of Data Analysis	29
CHAPTER IV FINDINGS AND DISCUSSION	34
A. Findings.....	34
B. Discussion	40
CHAPTER V CONCLUSION AND SUGGESTION	45
A. Conclusion	45
B. Suggestion.....	46
BIBLIOGRAPHY	48
APPENDICES	

LIST OF TABLES

Table 3.1 Research Design	25
Table 3.2. Scoring of Content	30
Table 3.3. Scoring of Organization	31
Table 3.4. Scoring of Vocabulary	31
Table 3.5. Scoring of Grammar	32
Table 3.6. Scoring of Mechanics	32
Table 3.7 The Score Classification	33
Table 4.1 The Students' Pre-test Score	35
Table 4.2 Students Frequency and Percentage in Pre-Test	36
Table 4.3 The Students' Post-test Score	37
Table 4.4 Students' Frequency and Percentage in Post-Test	37
Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test	38
Table 4.6 The Paired Sample Correlation of Pre-test and Post-test	38
Table 4.7 The Paired Sample Test of Pre-test and Post-test	39

APPENDICES

Appendix 1: Surat Izin Meneliti

Appendix 2: Surat Keterangan Penelitian

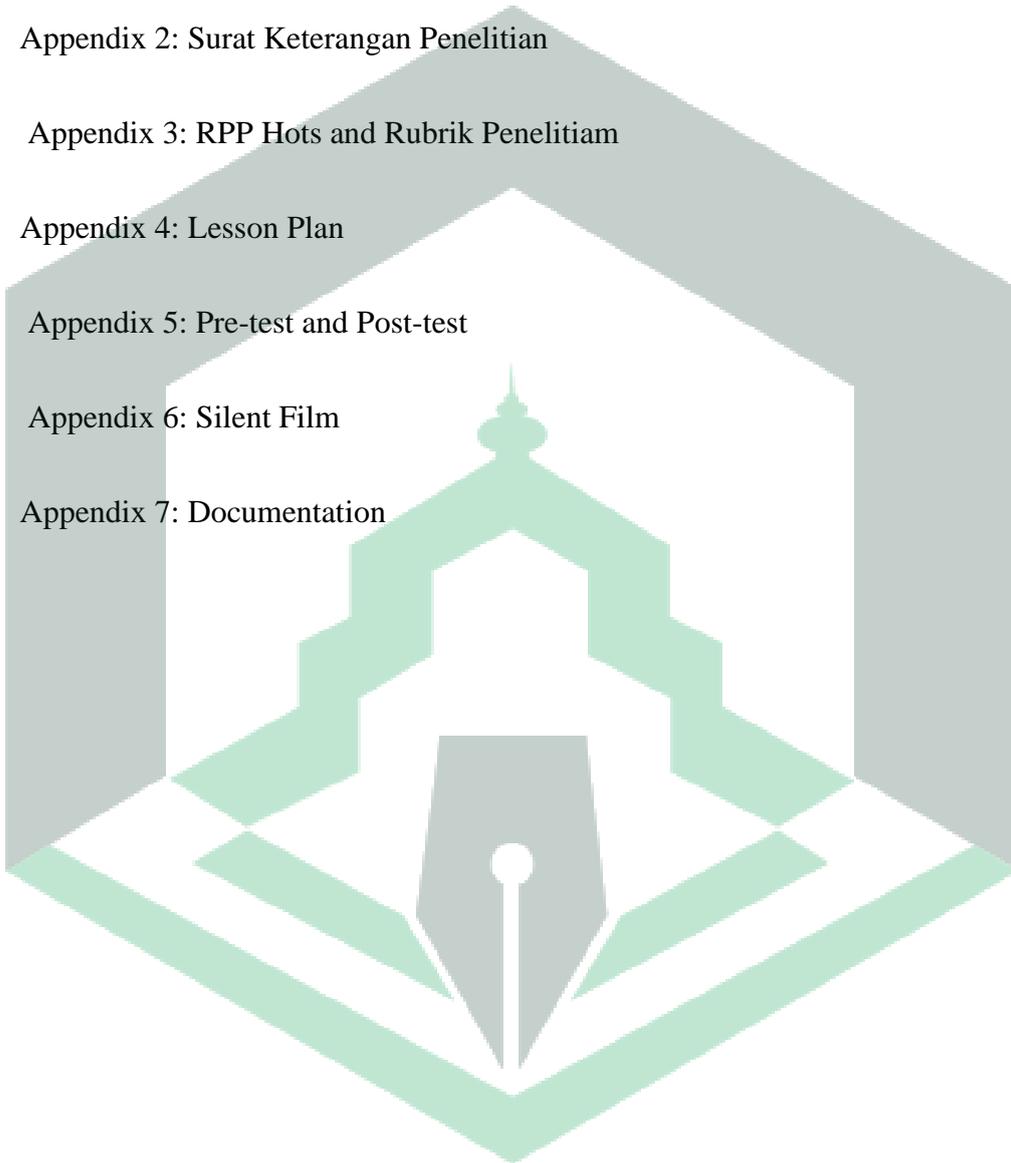
Appendix 3: RPP Hots and Rubrik Penelitian

Appendix 4: Lesson Plan

Appendix 5: Pre-test and Post-test

Appendix 6: Silent Film

Appendix 7: Documentation



ABSTRACT

Gaidah Vebi Soraya, 2022. *"The Effectiveness of Using Silent Film as Media in Teaching Writing Narrative text to the Tenth Grade Learners of Madrasah Aliyah Negeri Palopo"* A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Supervised by Dr. Rustan S., M. Hum as the first consultant, and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant.

The objective of this research is to determine whether or not silent film effectively improves writing skills in the narrative text of the tenth-grade learners of Madrasah Aliyah Negeri Palopo. The researcher adapted the pre-experimental method in this research. 15 learners were participated in this research. The instrument in this research was a writing test. The researcher collected the data through pre-test, treatment, and post-test. The data was analyzed statistically by using SPSS 22 edition. The result of the research revealed that the mean score in the post-test is higher than the pre-test score ($50,87 < 86,67$). Besides, the value of t_0 (t-count) is 20.311 with the df (degree of freedom) value of 14, while the t -table for the standard of significant level 0,05 (5%) on $df = 14$ is 2144. It means the value of the t-count is higher than the value of the t-table. The result of the student's scores on the post-test became more elevated than the pre-test representing the treatment's effectiveness in helping the learners improve writing skills. It could be summarized using silent film significantly improves the learners' writing skills, especially in writing narrative text.

Keywords: Silent film, writing skills, narrative text

CHAPTER I

INTRODUCTION

A. Background

Writing is a skill that provides more thinking time when they attempt spontaneous conversation. This skill allows the learning process to think about the language, whether they are involved in study or activation. When thinking about writing, it is helpful to distinguish between writing-for-learning and writing-for-writing. According to Harmer (2007), writing is a memory aid and exercise tool to help learners practice and work with their language.¹

Apart from the other skills, writing is a vital component of English. While writing skills are critical, it does not receive adequate time allocation or attention during the learning process. According to the KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan), learners must understand the aspects of writing to produce good writing. Additionally, writing is one of the most challenging skills students can master. They are expected to comprehend and write short essays and available texts such as descriptive, narrative, and recount to connect with others in their actual activities. Therefore, teachers must be able to lead learners in writing correctly, as this is not an easy task for learners.²

¹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2007), 112.

² Sintawati Yulianti, Siska Nuraeni & Aseptiana Parmawati, "Improving Students' Writing Skill Using Brainswriting Strategy," *Edu academia Journal* 2, no 5 (Setember, 2019): 715. <http://doi.org/10.25273/jipm>.

Writing has some types; one of them is narrative text. Hornby (1995) stated that a narrative text describes events, especially in stories or novels, actions or processes of feeling in a story.³ Mayers (2005) argued that narrative is one of the most powerful ways to communicate with others.⁴ A details the events of a story, which may be realistic, fantastic, or a combination of the two. Additionally, the narrative text contains information about the story's characters, the event that occurs in the story, and the cause for the event's occurrence. The narrative text is a story about problems or situations that seek to resolve these complications or problematic events.

Based on the preliminary observation in Madrasah Aliyah Negeri Palopo On 22nd February 2022, the researcher found several problems those are; (1) learners are lack habitual in recognizing the words in English, (2) learners are lack vocabulary and still confused about structure, and (3) learners have no motivation or idea in writing. The teacher also stated that learners are more active and more interested in studying when they use media in the learning process.

According to the teacher, the researcher needs to develop engaging instructional materials, so learners look forward to class. An excellent narrative text can be taught by using a silent film, which can assist learners in enhancing their vocabulary. Additionally, students who have seen a silent film are more likely to use their imaginations when creating narrative texts based on the story they have

³ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), 502.

⁴ Allan Meyers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay* (New York: Longman, 2005), 52.

seen in the film.

One of the most significant things a teacher can do to aid learners' comprehension is employ teaching media. Teaching and learning media incorporate visuals to help students stay engaged throughout the process. A silent film is an excellent teaching tool for students.⁵ Silent films are becoming increasingly popular in EFL classrooms because they can encourage learners to be more self-sufficient in their learning. This occurs because a silent short film can send a message through visuals, but the consequences are that the learners do not immediately grasp the story's meaning. Kasper et al. (2018) discovered that a silent animated film might capture students' attention, resulting in students improving their writing scores due to the experience. (Kasper & Singer, 2018).

Some scholars who researched the silent film in teaching English, such as Putri (2019), found that instructing students in writing through a larva silent cartoon film has a more substantial influence. Students benefited from the learning process in a variety of ways. They are more driven to learn to write and have a positive learning experience, and as a result, their self-confidence has risen.⁶

Based on the explanation above, the researcher is interested in composing a thesis titled **"The Effectiveness of Using Silent Film as Media in Teaching Writing Narrative Text to The Tenth Grade Learners of Madrasah Aliyah Negeri Palopo."**

⁵ Ddeubel, "Using Silent Video in The ELT Classroom," May 17, 2015, <http://ddeubel.edublogs.org/2015/05/17/using-silent-video-in-the-elt-classroom/>

⁶ Viki Sofiyani Putri, "The Effectiveness of Larva Silent Cartoon Movie (LSCM) on Students Writing Skill in Descriptive Text," *Thesis Universitas Pancasakti Tegal*, (July, 2019): 70

B. The Research Question

Based on the background, the research question is: Does silent film effectively improve writing skills in the narrative text of the tenth-grade learners of Madrasah Aliyah Negeri Palopo?

C. Research Objective

Concerning the research question above, this research aims to determine whether or not silent film effectively improves writing skills in the narrative text of the tenth-grade learners of Madrasah Aliyah Negeri Palopo.

D. Research Significance

1. Theoretical significance

This research is hoped to develop English knowledge and provide information about the use of silent film in teaching narrative text to the tenth-grade learners of Madrasah Aliyah Negeri Palopo.

2. Practical Significance

a. For Teacher

This research will serve as a reference for teachers at Madrasah Aliyah Negeri Palopo to enhance learners' writing skills, particularly narrative text, through media to prevent students from becoming bored while learning English.

b. For further researchers

Researchers can use the findings of this research in the future to provide additional information about this research.

c. For learners

This research will provide learners with a new experience in learning English and be more capable and creative when writing narrative text using silent film as a medium.

E. The Scope of the Research

This research is focus on improving students' writing skills by using silent films an titled Bao, Laluna, Piper, Pip (guide dog), and Coin-operated. To the tenth-grade learners of Madrasah Aliyah Negeri Palopo, especially write a complete narrative text that contains orientation, complication, and resolution. The researcher applied writing assessments of J.B. Heaton that include content, organization, vocab, grammar, and mechanic.

F. The Operational Definition

1. Writing

Writing skill is a complex process of transforming thought and ideas, thinking, expressing, and organizing them in some statements and paragraphs to make them visible and concrete on the piece of paper. In writing students are expected to be able to write good writing by paying attention to punctuation, sentence structure, grammar, and vocabulary used. Students are also expected to be able to write a complete narrative text which has a generic structure consisting of orientation, complication, and resolution.

2. Narrative Text

The narrative text is a text that relates to a series of occasions that narrate a story, apply imaginative and emotional language, also mainly use the simple past tense. the narrative text also is a text that contain moral value. Narrative text is a non-fiction story in the form of fairy tales, myths, folklore, and others. The type of narrative text used in this research is fairy tale. Fairy tale is a type of narrative text with the genre of fantasy or unreal stories, usually in the form of folk tales, children's stories whose stories are shrouded in magic and animated films also include fairy tale narratives.

3. Silent Film

the silent film is a series that tells a story without including any explicit dialogue, establishing communication through the gestures and actions performed by the characters who are involved in the plot. A silent film is a series that tells a story without including explicit dialogue, establishing communication through gestures and actions by the characters involved in the plot. The silent film that is shown is a silent film that has a short storyline and is easy to understand as well as a silent film that has an interesting story, one of which is animation so that students are interested in paying attention to the films that are shown.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In this research, the researcher discovered the following literature that was relevant to this research:

Kartika et al. (2017) researched "*The Effect of Silent ShortMovie on EFL Writing Achievement on Vocational High School Students.*" Following the result of the research, which demonstrated that watching a silent shortmovie had a substantial impact on students' ability to write narratives, three pedagogical implications are highlighted based on the findings. First and foremost, when teaching writing, teachers should incorporate silent short movies into their lessons. Second, students' interest can be piqued by showing them a silent short movie to encourage them to use their imaginations before beginning to write. Finally, offering them a silent short movie can encourage interaction between students in a good discussion or between students and the teacher by increasing their motivation to write.⁷ The similarities of this study are the skill, the media, and the method. The difference in this research is the lesson topic and the object.

⁷ Rahmani Ayu Rinda Kartika, S. Susilo, Muhammad Natsir, "The Effect of Silent Short Movie on EFL Writing Achievement on Vocational High School Students," *Jurnal Pendidikan Vokasi* 7, no. 2 (June 2017) : 168-179, <http://journal.yny.ac.id/index.php/jpv>

Putri (2019) conducted research titled "*The Effectiveness of Larva Silent Cartoon Movie (LSCM) on Students Writing Skill in Descriptive Text.*" According to the research findings, the researcher discovered that teaching writing using a larva silent cartoon movie has a more significant impact on students. During the learning process, the students gained some benefits. They are more motivated to learn writing, have a positive experience with the learning process, and have increased self-confidence.⁸ The similarity of this research is the writing skill and the media; the research method is experimental design. The differences indicate in this research is the topic lesson.

Usman's research (2019) titled "*Teaching Writing Narrative by Using Silent Animated Movie at The Eleventh Grade of Muhammadiyah Senior High School Palopo.*" Using a silent animated movie in class successfully enhanced students' interest in writing; they became eager to learn about writing narrative text.⁹ The similarities with this research are the lesson topic, narrative text, and the use of writing skills. The differences indicated in this research are the method used, Classroom Action Research (CAR), and the level of this research.

Anjani's (2020) research titled "*Improving Students Writing Narrative Text Through Silent Movie LARVA.*" The researcher was pleased with the outcomes of the observation checklist, which the researcher used. Most students were not scared to express themselves by asking questions they were unfamiliar with that were pertinent to the lesson. They were also demonstrating their progress in the

⁸ Viki Sofiyani Putri, "The Effectiveness of Larva Silent Cartoon Movie (LSCM) on Students Writing Skill in Descriptive Text," *Thesis Universitas Pancasakti Tegal*, (July, 2019): 70

⁹ Titi Yuniarti Usman, "Teaching Writing Narrative by Using Silent Animated Movie at The Eleventh Grade of Muhammadiyah Senior High School Palopo," *Thesis Institut Agama Islam Negeri Palopo*, (January 29, 2019): 50

writing class by sharing 70 pieces of knowledge with their classmates. The students were more engaged in the activities during the English class than previously. In-class activities such as viewing the movie, playing the game during the ice-breaking time, and participating in the quiz to recollect the students' memories of the lesson, they did a good job contributing to the group. Furthermore, the pupils gradually gained the ability to participate in group activities under the supervision of their instructor. In addition, the leaders of each group provided opportunities for their members' groups to participate in the writing class activities as well.¹⁰ The similarities in this research are the lesson topic, narrative text, and the media, a silent movie. The difference indicated in this research is the method of this study used Classroom Action Research (CAR).

¹⁰ Ayu Fitri Anjani, *“Improving Students Writing Text Trough Silent Movie LARVA,” Universitas Islam Negeri Syarif Hidayatullah Jakarta* (July 06, 2020): 71

B. Literature Review

1. Writing

a. The Definition of Writing

Writing is considered one of the most productive skills in the English language. Writing requires evidence that substantiates the concept with clear justifications or facts. While speaking is a spontaneous action, it does not need people to justify their statements.¹¹ To improve a skill, people can learn and practice it extensively, but more importantly, they can build the conviction that the skill will improve.¹² Harmer (2004) stated that Spoken language, for a child, is acquired naturally due to being exposed to it, whereas the ability to write has to be consciously learned.¹³ Writing definitions from educational experts abound. Writing is an action in which we create anything with various tools such as a book or piece of paper, a pen or pencil, a computer, or other gadgets. Today, writing can be accomplished not just with paper and pencil but also with technological devices.

Barnet et al. (1983) stated that writing is a physical activity that involves both material and energy and is a skill that must be developed.¹⁴ While Rosen stated that, restated in *Writing by Hedge*, Writing is divorced from the breadth of expressive possibilities available in speech. It necessitates a high level of organization and correctness and the use of complicated grammatical devices, word

¹¹ Laidlaw Brothers, *Composition and Grammar II: Steps in the Writing Process*, (California: The Laidlaw Brothers Publishers, 1985), 13.

¹² John Langan, *Exploring Writing: Paragraphs and Essays*, (New York: McGraw-Hill, 2008), 3.

¹³ Jeremy Harmer, *How to Teach writing*, (Essex: Pearson Education, 2004), 3.

¹⁴ Sylvan Barnet and Marcia Stubbs, *Barnet & Stubbs's Practical Guide to Writing: Fourth Edition*, (Canada: Little, Brown & Company (Canada) Limited, 1983), 3.

choices, grammatical patterns, and sentence structures.¹⁵

Scholes et al. (1985) stated that it is an act of humanity. This suggests that writing is a method of communication.¹⁶ The writer will talk in their own words through a written form after reading other materials. Writing is a method of remembering and thinking. It makes thoughts permanent and expands human beings' collective memory more than verbal memory.¹⁷ In writing, the concept is permanently imprinted on a medium, whereas there is no such medium. As a result, writing is employed in schools as proof of effective learning or as a learning method.¹⁸

The distinction between writing and speaking can be apparent in the medium used. While writing requires a medium to convey ideas, such as paper, a book, or a laptop, speaking requires direct communication. Still, the speaker may utilize a medium such as a telephone, video chat, or another device. It is merely a link between two speakers, not a vehicle for exchanging ideas. Even though writing is a productive skill in communication, writing itself is a complex one that includes four stages: prewriting, organizing, writing, and revising. Writing is a complex process that consists of four stages: Writing well-organized starts writing because some people are prewriting, organizing, writing, and editing.¹⁹ The four stages help people

¹⁵ Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1988), 5.

¹⁶ Robert Scholes and Nancy R. Comley, *The Practice of Writing: Second Edition*, (New York, St. Martin's Press Inc, 1985), 2-3.

¹⁷ James C. Raymond, *Writing (Is an Unnatural Act)*, (New York: Harper & Row Publishers, 1980), 2.

¹⁸ Jack C. Richards, *The Language Teaching Matrix*, (USA: Cambridge University Press, 1990), 100.

¹⁹ *Composition and Grammar II: Steps in the Writing Process*. (California: The Laidlaw Brothers, 1985), 13.

arrange confusion and what ~~is~~ they will write.

b. The Purpose of Writing

Writing skills include the capacity to arrange ideas, compose the right sentences, utilize acceptable tenses, and select appropriate words. Writing is a lifelong skill. To produce good writing, students are expected to grasp several areas of writing, including content, structure, and diction. However, writing has the purpose of communicating to deliver ideas to the readers. Based on Miller, the purposes of writing are²⁰:

- 1) To define what a writer intends to achieve in their writing.
- 2) To provide excitement for the readers.
- 3) To convince the reader (like in hortatory exposition)

While Carol A. Binder and Susan Lopez-Nerney stated the following about the purpose of their writing²¹:

- 1) To inform. Writing conveys information in various ways, including in newspapers, articles, novels, and magazines. That is, writing can assist readers in determining what they do not know before reading the text.
- 2) To express an opinion. Writing can convey the writer's feelings or thoughts

²⁰ Robert Keith Miller, *Motives for Writing Fifth Edition*, (New York: McGraw-Hill, 2006), 4.

²¹ Carol A. Binder and Susan Lopez-Nerney, *Op.cit.*, p. 7.

and opinions or responses to anything.

- 3) To convince. Convince is synonymous with persuasion. Writers can persuade readers through their writing while debating a topic. Today, certain writers and journalists write to convince many people through the mediums of online articles, newspapers, magazines, and books.
- 4) To argue. Apart from persuasion, writing defends an issue that some people discuss.
- 5) To entertain. That is, writing engages readers through the written content. Short stories, novels, and entertainment news are all examples of amusing literature. It provides such mental rejuvenation and inventive ideas and includes narrative content.

c. **The Principle of Good Writing**

A good piece of writing is free of errors. Whether they are grammatical, punctuation, vocabularies, or sentence structure.

1. Grammar

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning.

2. Punctuation

Punctuation is the system of symbols that we use to separate written sentences and parts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark".

3. Vocabulary

Vocabulary is analyzable into constituents that are both formally and semantically related to the meaning of the complex word.

4. Sentence structure

Sentence structure is how all the parts of a sentence fit together. If you want to make more advanced and interesting sentences, you first have to understand how sentence structure works.

A good part of writing is more than just precise syntax; this is an article that will pique our readers' interest.

5. Writing is deemed to be effective if it serves a purpose.
6. The writing's meaning is conveyed.
7. It substantiates that assertion with specific information.
8. The data is linked and organized.
9. The word is suitable; the phrases are concise, emphatic, and proper.

d. The Process of Writing

Harmer (2007) implied that the method is divided into four stages²². The author employs these techniques to create an impressive concluding textual structure. That completed the definition of the writing process.

1) Planning

The authors devise a plan for their work. The issue is that their work lacks a precise aim, audience, and organization. They must evaluate three major writing concerns before beginning to write.

2) Drafting

After deciding what to write, the author drafts the first draft. Their draft is amendable. Due to an editing step, numerous drafts can be prepared until the final version is released.

3) Editing

At this point, the author should reread his work to ensure that his writing is clear. Additionally, they check for grammatical errors in the manuscript. The author may revise their initial manuscript. They can alter the spelling of words to fit specific sentences. Additionally, readers (or editors) of other people's remarks (or editors) frequently think about and revise them.

²² Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited,2007), 118.

4) Final version

The author will finalize the draft after editing and amending it. When an author makes numerous modifications throughout the editing process, the final product may resemble the first draft. On the other hand, the author is now prepared to distribute the written text to the desired audience.

e. The kinds of writing

According to Kane, there are four forms of writing²³. He categorized the most prevalent types of writing as follows:

1) Descriptive

A descriptive text is intended to describe the specifics of the object or scene described. She referred to a writing piece describing an event, character, or scene associated with the experience.

2) Expository

An expository text is one that is intended to teach or provide information to the reader.

3) Persuasive

Persuasive writing is prose that persuades the reader to accept the writer's suggested point of view. This text provides a case, establishes a ratio, proves or refutes a proposition, or combines these things.

4) Narrative

This text explains a real-life sequence of events to present a story in chronological order.

²³ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), 6-7.

2. Narrative Text

a. Definition of narrative text

A narrative is a semiotic depiction of a sequence of events linked together in time and space. Narratives in the broadest sense include films, dramas, comic books, novels, newsreels, chronicles, and treatises on geological history, among other things. Because of this versatility in semiotic media, narratives can be formed utilizing a wide range of semiotic media, including written or spoken language, images, gestures, and acting.

The narrative text is a piece of writing that explains the sequence of events in a story that might be realistic, fantastic, or both. The narrative text includes information on characters in a story, the event in the story, and the event that occurred. The narrative text is a story that has complexities or problematic situations, and it attempts to discover solutions to these complications or difficult events. The narrative mode, a collection of strategies for communicating the narrative text through a process narration, is an important component of the narrative text's structure.

The writing and narrative process can benefit from genre-based teaching methods. Comedy, romantic saga, true story-based fiction, historical fiction, thriller, fantasy, science fiction, diary fiction, and adventure are some of the genres that comprise narrative texts. There are also combinations of storylines within each of these basic categories. According to Richard, a genre-based strategy necessitates authors' experience in various manuscript genres.

b. Generic Structure of Narrative Text

Derewianka states the steps for constructing narrative text²⁴:

1) Orientation

The writer informs the audience about the character in the story, the setting in which the story takes place, and the period during which the action occurs.

2) Complication

When the plot is propelled forward by a succession of events, we can expect some form of complication or obstacle to develop along the sequence. It wouldn't be as intriguing if something surprising happened now and again. This complication will involve the main character (s) and, in many cases, servers who will (temporarily) work toward them to achieve their objective. The complications we experience in reality are mirrored in the narrative, and the narrative tends to comfort us that they are resolvable.

3) Resolution

A "satisfying" tale is one in which the problem is successfully resolved. While the complication may be handled positively or negatively, it is rarely left entirely unresolved. However, this is conceivable in certain styles of narrative that leave us wondering (how is the end?).

²⁴ Derewianka, Beverly. *Exploring How Texts Work*. (Sydney: Primary English Teaching Association, 1990), 55.

3. Silent Film

a. Definition of Film

The film is one of the audiovisual mediums that contains a tale that may be used to assist students in learning to write. It is a highly efficient method of motivating and helping learners in their language comprehension.

Furthermore, motion pictures, often known as movies, films, or cinema, are one of the most popular types of entertainment because they allow people to immerse themselves in an imaginative world for a brief amount of time. According to Azhar (2016:50), a film is a collection of images in a frame that is mechanically projected through the lens of a projector so that the visuals appear alive on a screen after each frame has been captured. In contrast, the film in Microsoft Encarta (2006) is a series of images projected onto a screen to show motion.

b. The types of film

There are several various types of films, each serving a different purpose. David and Kristin propose the kinds of movie are as follow:

1) Animated Film

They generally consist of drawings and paintings by an artist called cartoons.

2) Documentary Films

Documentary films present information on many subjects. They explain events in science and technological processes and illustrate various aspects of life in nature. They show men live and work throughout the world.

3) Experimental and avant-garde

Films Experimental films are made for many reasons. The filmmaker may wish to express personal experiences or viewpoints in ways that seem eccentric in a mainstream context. The filmmaker may also use staging to express distinct feelings or ideas. Any footage may be used for several avant-garde films.

According to Efendi, the advantages of cartoon film media as a learning medium, namely: animated films can create a deep impression on the teacher or student; the sound and movement shown is a depiction of reality, according to the material presented. Psychologically, cartoons can fulfil elements of exchange and contrast; cartoon films as a medium have superior sound, moving cartoon images, lines, and symbols are displayed; cartoon films can complement students' essential experiences when discussing and practicing.

c. Definition of Silent Film

A silent film has no synchronized recorded sound, especially with no spoken dialogue. Therefore, the term silent film is a retronym, which is a term created to distinguish something retroactively.

A silent film is made without sound in the dialogue. The audience is forced to get the film's story based on the gestures of the actor and some of the text in the film; just comics fill the film's dialogue. While the film also has instrument music that usually involves a solo player, pianist, and organist, silent films are about actors being able to express themselves without speaking, and it might be a mini-orchestra.

The music is played to match every scene of the film. In the book Charlie

Chaplin, Jade defined that "Silent film is a film without dialogue, no sound effects or sound. Body gestures, pantomime, and title cards are used to replace the role of dialogue or narration.

d. The Advantages of Silent Film

The silent film will bring the students to have hypotheses before writing. The students can improve their writing narrative text freely so they would not get lost in the film's story since this silent film aims to inspire students to use their imagination, experiences, and understanding to come up with good writing. Also, the students can see and investigate the idea organization and the content. It is an interesting and exciting media that will encourage the students to try using as many new vocabularies as they are not inserted in the film. The important is that using silent films will help students concentrate on the topic shown in the film and less on the dialogues.

Furthermore, this is interesting and motivating media that can be a beneficial source. It is reflected as an interesting and fun activity and visual learning support to help students have some thinking in their minds and a motivational teaching media for practicing and inspiring them in the writing activity (Marashi & Adiban, 2017). Also, the silent movie depends on colorful mechanisms and collaborative images to signify personal battles, interpersonal communications, and societal issues that can attract students' interest in learning writing. The silent movie can create communication between students to students or students to their teachers in a good discussion or working group (Rinda Kartika, Susilo, & Natsir, 2017).

e. Disadvantages of silent film

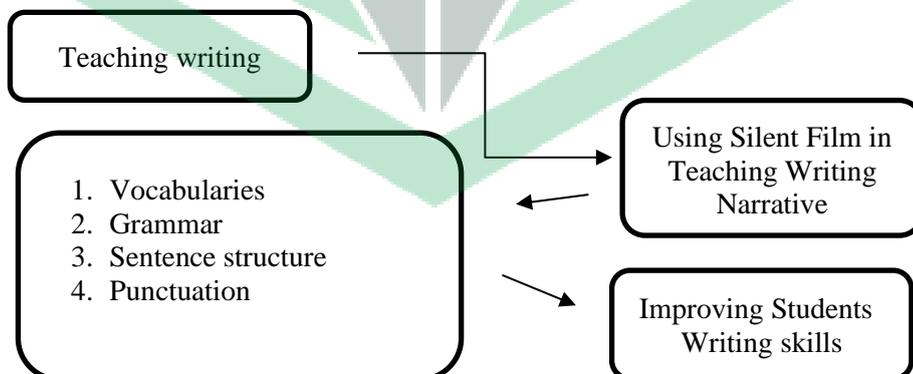
According to Azhar, the following are some of the downsides of employing film in the teaching and learning environment:

- 1) If the film is shown, the images will likely change often, making it difficult for all students to keep up with the information being conveyed.
- 2) Films may not always correspond to the audience's requirements and desires regarding learning objectives. Because the film creates a fresh and enjoyable environment for students to learn while watching, the writer is interested in taking on the research project title.

The writer has devised a strategy to counteract the negative aspects of the procurement film by strategically pausing and rewinding the film to allow the students to take in the information presented in it. As well as removing some inappropriate scenes from the film to ensure that students' concentration does not wane if they watch for an extended period.

C. Conceptual framework

Chart 2.1 Conceptual Framework



Considering the aim of teaching English stated in the School-Based Curriculum that students should be able to communicate in either written or spoken language, the researcher believes that students should master the four skills of English. In connection with this statement, writing is one of the basic skills that must be mastered by students. Writing is usually considered a complex thing because of the many elements contained in it, the principle of good writing such as grammar, sentence structure, spelling problems, vocabulary and types of text that students must also understand. However, to increase students' interest in learning English without fear of making errors, especially in writing, teachers must prepare appropriate media that can make students feel happy and can be more active during the teaching and learning process. For this reason, researchers use silent films as learning media to improve students' narrative writing skills.

Silent film is a positive learning media for students, it is a great attraction to explore imagination in thinking, with silent films students are easier to know and have the opportunity to have good writing because in silent films already present the storyline from beginning to end so that students can put it in full written form. In addition, many silent films are easy to find. Students can develop their creativity by using various silent film titles. Silent films in the form of animated shorts are very good to use because with animation students will be more interested in watching it and also the stories that are broadcast are not too long so students will not feel bored and it is easier to understand than pour it in written form. Therefore, the researcher believes that silent films as a medium in teaching writing can significantly improve students' ability to write complete narrative text sentences.

D. The Hypothesis

The hypothesis of the research is mentioned and summarized below based on the theories and assumptions:

1. Alternative Hypothesis

The hypothesis states the relationship between the variable x and y (independent variable and dependent variable). So the alternative hypothesis (H_a) in this study is: "Silent film effective in teaching writing narrative text to the tenth-grade learners of Madrasah Aliyah Negeri Palopo."

2. The Null Hypothesis

The hypothesis emphasizes the absence of a relationship between the variables x and y (independent and dependent variables). So the null hypothesis (H_0) in this research is: "Silent film does not become effective in teaching writing narrative text to the tenth-grade learners of Madrasah Aliyah Negeri Palopo."

CHAPTER III
RESEARCH METHOD

A. The Method Design

This study aims to see if the silent film can be used to teach writing, especially writing narrative text. Pre-experimental is a research method used by researchers in this research. Pre-experimental procedures included three steps: pre-test, treatment, and post-test.

This research was conducted in a pre-experimental method. The researcher used a pre-test, treatment, and post-test design. The following describes the methods used in this research.

The following formula will be utilized in this research:

Table 3.1 Research Design

PRE-TEST	TREATMENT	POS-TEST
O_1	X	O_2

Note:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. The Population and Sample

1. Population

The population of this research is the tenth-grade learners of Madrasah Aliyah Negeri Palopo in the academic year 2022/2023. The total number of tenth grades is 250 students. X MIPA class consists of three classes, namely X MIPA 1 (24), X MIPA 2 (33), and X MIPA 3 (30).

2. Sample

The researcher conducted at X MIPA 1 of Madrasah Aliyah Negeri Palopo. The researcher used purposive sampling for it. The sample is part of the number in the population. Based on the population above this research for the example, the researcher chose X MIPA I in Madrasah Aliyah Negeri Palopo academic year 2022/2023, consisting of 24 students. However, the researcher took only a sample of 15 people in the class because there were only 15 students present during the research in progress. The student's ages ranged from 14 – 15 yearsold. The students have the same English teacher.

C. The Instrument of the Research

The instrument of this research is the test that purposes to know the level of students writing skills, especially in writing narratives. This research applied two kinds of tests consists of pre-test and post-test. Before beginning the treatment, the students were given a pre-test to determine their past expertise in writing narratives. After the treatment, post-tests were used to assess the students' ability to write narrative text.

D. The Procedure of collecting data

The procedure of collecting data in this research is as follows:

1. Pre-test

The pre-test will conduct before the treatment. The researcher does the pre-test to know the student's ability in writing narrative text. This pre-test will occur for one day. The researcher will be applied a writing test to ascertain students' ability to write narrative text; the students will be divided into several groups. students are divided into several groups to separate student seats so that they are separated between students who get the same title. Each group will be given one topic related to the princess story, and each student will be required to create a narrativetext based on the story assigned to their group.

2. Treatment

After doing the pre-test, the researcher gave the treatment. Treatment was carried out in several steps in five meetings, for each meeting the researcher played different title of silent films; the steps are as follows:

- a. The first step, the researcher told the students that the material was about narrative. Then, in preparing for the situation, the researcher showed and explained a PowerPoint Teaching Writing Narrative slide that contained meaning, kinds, generic structures, language features, and some examples of narrative cover stories such as Pinocchio, Beauty and The Beast, Snow White, and others.
- b. The second step, the researcher showed the narrative text about snow white and then the researcher gave some questions to the students about the narrative text in general. The questions were the definition, the generic structure, the language features, and the function of the narrative.
- c. The third step, before playing the silent film, the researcher informed the students that they would watch a narrative video. Then, the students should guess what the story in the video is about. Sometimes the researcher stopped the video to stimulate the student's thinking.
- d. The fourth step, the researcher showed the title and the image of the video and distributed a paper learning sheet. The researcher told the students that they should take notes about the story. Moreover, the researcher said they had to answer the question on the learning sheet.
- e. The fifth step, after the video had been played, the researcher gave the

students some minutes to answer the questions on the learning sheet and asked them what the story was about.

- f. The sixth step, the researcher and the students discussed the silent film. In the discussion, the students participated actively.
- g. The seventh step, they discussed their prediction, and the researcher played the video again while reading a script about the video to compare and know the students' predictions correctly.
- h. The eighth steps, In the last activity, the researcher asked the students to perform. The researcher gave some suggestions and comments after the students performed.

3. Pos-test

The post-test gave to the students after doing the treatment. The researcher evaluated the students with the same material that had been given in treatment. The researcher played a silent film an titled "*coin-operated*" and asked the students to watched the film carefully and make sure they note all of the things that happen.

E. The Techniques of Data Analysis

The following is the technique of data analysis:²⁵

1. Classified the learner's writing skill

The objective score is classified into five scales; the components involved

- a. *Content* is the substance of writing, the idea expressed.

²⁵ J.B. Heaton, Writing English Language Test, Longman Inc., New York, vol. 18, 1990.

- b. *Organization* is the purpose of organization material in writing which happens from beginning to end.
- c. *Vocabulary* is all the words used by the students.
- d. *Grammar* is the correct use of syntactic patterns and structural words.
- e. *Mechanics* is the use of the graphic convention of the language.

Table 3.2. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Excellent	Clear, focused, and interesting detail, complete, rich, and well-focused, the main idea stands out, and secondary ideas do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Average	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is very limited
5	5-8	Bad	No organization, not enough to evaluate because there is no meaningful

Table 3.3. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a strong conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logical be incomplete sequencing
3	12-14	Average	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	9-11	Poor	No communication and transition is very weak, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Bad	No organization, not enough to evaluate, confusing sender

Table 3.4. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, choice, and the usage, specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is quite clear, some words may lack precision
3	12-14	Average	The writer struggle with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text: verb are weak and view in number: is, are, was, were, and dominated
5	5-8	Bad	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling

Table 3.5. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions but meaning seldom cored
3	16-19	Average	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Bad	Virtually not the master of sentence construction rules

Table 3.6. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Excellent	Demon station mastery of convention, not problems of spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing
3	3	Average	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Bad	Illegible writing

2. To analyze the data, the researcher uses the following steps:

a) Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

b) Identifying the rate based on the table below:

Table 3.7 The Score Classification

Classification	Score	Indicator
Excellent	96-100	Demonstrates mastery of all the Criteria
Good	86-95	Minor Problems in Criteria
Average	75-85	Several errors in the Criteria
Poor	36-74	A major problem in Criteria
Bad	≤ 35	No mastery

c) In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using the SPSS application.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher mentioned using the pre-test and post-test to conduct this research in the previous chapter. This chapter will show the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The purpose of the pre-test and post-test is to accumulate the learner's writing skill that corresponds to the pre-experimental method. The researcher employed silent film as a teaching tool when employing this method. The following represents the research's findings:

1. The Result of Students' Writing Test in the Pre-Test

Before implementing silent film, a pre-test was conducted. Students were instructed to compose a narrative text on the given subject. Before administering treatments using silent film, the researcher analyzed the pre-test results of the students based on multiple factors, including content, organization, vocabulary, grammar, and mechanics, which resulted in the data presented in the table below:

Table 4.1 The Students' Pre-test Score

No	Students	Criteria					Total Score	Classification
		Content	Organization	Vocabulary	Grammar	Mechanic		
1	S1	12	10	11	10	2	45	Poor
2	S2	12	14	13	10	3	52	Poor
3	S3	10	12	10	11	2	45	Poor
4	S4	23	14	12	16	3	68	Poor
5	S5	11	10	10	10	2	43	Poor
6	S6	12	13	13	16	3	57	Poor
7	S7	10	10	11	10	1	42	Poor
8	S8	14	14	13	14	2	57	Poor
9	S9	15	14	12	12	3	56	Poor
10	S10	12	14	13	12	3	54	Poor
11	S11	10	11	10	10	2	43	Poor
12	S12	14	14	13	11	2	54	Poor
13	S13	12	10	14	13	3	52	Poor
14	S14	10	11	12	10	2	45	Poor
15	S15	12	12	11	12	3	50	Poor
Total		Mean Score					50,87	Poor

The students' pre-test scores are displayed in the table above. The lowest score on the pre-test was 42, while the highest score was 68. The students' pre-test scores were categorized according to certain criteria such as content, organization, vocabulary, grammar, and mechanic. Based on the classification, it demonstrates the outcome of writing the score before implementing the treatment using silent film as the media; the cumulative mean score for writing ability on the pre-test for all students is 50.87, which is classified as a "Poor" score.

Table 4.2 Students' Frequency and Percentage in Pre-Test

Classification	Range	Pre-test	
		Frequency	Percentage
Bad	≤ 35	0	0%
Poor	36-74	15	100%
Average	75-85	0	0%
Good	86-95	0	0%
Excellent	96-100	0	0%
Total		15	100%

Based on the data in table 4.2, it shows that there are no students who achieved "Bad" with the score range ≤ 35 , which calculates to 0%, 15 students achieved "Poor" score under the range score 36-55 with the percentage 100%, there are no students achieve "Average" score with range 56-85 that calculate into 0%, there are no students who achieved "good" score with range score 86-95 which calculate into 0% and there are no students who achieved "excellent" with range score 96-100.

2. Students' Post-Test Score

After the implementation of silent film, a post-test was given. Students were instructed to compose a narrative text on the given subject. After applying silent film treatments, the researcher discovered the post-test results of the students based on numerous characteristics, including content, organization, vocabulary, grammar, and mechanics, which were analyzed and resulted in the following table.

Table 4.3 The Students' Post-test Score

No	Students	Criteria					Total Score	Classification
		Content	Organization	Vocabulary	Grammar	Mechanic		
1	S1	22	16	17	25	5	85	Average
2	S2	24	18	18	25	3	88	Good
3	S3	24	16	15	25	5	85	Average
4	S4	26	17	18	22	4	87	Good
5	S5	24	17	17	23	5	86	Good
6	S6	22	18	18	25	3	86	Good
7	S7	24	18	17	22	5	86	Good
8	S8	25	16	18	25	4	88	Good
9	S9	22	17	18	24	4	85	Average
10	S10	26	17	17	25	5	90	Good
11	S11	22	17	18	24	5	86	Good
12	S12	22	18	17	25	5	87	Good
13	S13	22	17	17	25	5	86	Good
14	S14	22	17	18	25	4	86	Good
15	S15	25	18	17	25	4	89	Good
Total		Mean Score					86,67	Good

The findings presented in table 4.3 demonstrate that administering a post-test to the students increases their writing skills. It is demonstrated by the fact that the students' mean score on the post-test was 86.66 points, which is a score that is considered to be in the "Good" range. It is proof that the students have progressed as a result of the treatment that they received.

Table 4.4 Students' Frequency and Percentage in Post-Test

Classification	Range	Post-test	
		Frequency	Percentage
Bad	≤ 35	0	0%
Poor	36-74	0	0%
Average	75-85	3	20%
Good	86-95	12	80%
Excellent	96-100	0	0%
Total		15	100%

According to the data presented in table 4.4, it can be seen that there are no students who achieved "Excellent" with the score range 96-100, which calculates to 0%, 12 students achieved "Good" scores under the range score 86-95, which calculates into 80%, there are 3 students who achieved "average" scores with the range score 75-85, which calculates into 20%, there are no students who achieved "poor" with a range score 36-74, which calculates into 0%, and there are no students who achieved "bad" with a range score ≤ 35 .

3. The Statistic Analysis of Pre-test and Post-test Results

a. The Paired Sample T-Test of Pre-test and Post-test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.87	15	7.190	1.856
	Posttest	86.67	15	1.496	.386

The result of the paired sample statistic test score is shown in the data that is located in the table that is located above. According to the collected data, the total N value is 15, representing the total number of students. The standard deviation for the pre-test is 7,190 points, while the mean score on the test is 50,87. In addition, the standard deviation for the post-test is 1,496, and the mean score on the post-test is 86,67.

b. The Paired Sample Correlations of Pre-test and Post-test

Table 4.6 The Paired Sample Correlation of Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.341	.214

The results of the correlation analysis between the pre-test and post-test are presented in table 4.6. There is a correlation of 0.341 between the two variables, and the significance level is 0.214. These findings demonstrate a connection between students' levels of writing ability before and after receiving treatment.

c. The Paired Sample Test of Pre-test and Post-test

Table 4.7 The Paired Sample Test of Pre-test and Post-test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pretest – Posttest	35.800	6.826	1.763	-39.580	-32.020	-20.311	14	.000	

The researcher discovered that in table 4.7, the paired sample test illustrates the value of t_o (t_{count}) is 20.311 with the df (degree of freedom) value 14 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on $df = 14$ is 2.144. It means the value of the t-count is higher than the value of the t-table.

$$20.311 > 2.144$$

The table above shows the value of the significant (2-tailed) = 0,000, which means smaller than 0,05 (the value for the standard of significant level). The value on the table above proves that the research H_a (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The result confirms that silent film is effective in teaching writing narrative text to the tenth-grade learners of Madrasah Aliyah Negeri Palopo.

B. Discussion

The experimental class that was designed to evaluate students' writing skills through silent film found that students' test results after the treatment stage were significantly different. It is clear that the average score on the pre-test was only 50.87 which categorized as a “poor” score, but after taking the post-test, it rose to 86.67 which categorized as a “good” score. The improvement in students' writing can be seen from the results of the post-test of students which shows that the results of students' writing have improved in various aspects such as organization, vocabulary, grammar, content, and mechanics. Students also understand the generic structure of narrative text.

The students will be able to apply the writing activity by making use of silent film, thanks to the research that they have done. the use of silent film as a medium will be more effective if it is carried out in several steps, those are when showing a silent film, sometimes the teacher has to stop it to stimulate students' thinking. After that, the teacher distributes a learning sheet containing questions about the film or a generic narrative text structure that will be filled in when the film is finished. During the film, students must write down notes so they don't forget the plot of the film being shown. after the video had been played, the researcher gave the students some minutes to answer the questions on the learning sheet and asked them what the story was about then, the teacher and the students discussed the silent film. In the discussion, the students participated actively. The last they discussed their prediction, and the teacher played the film again while reading a script about the video to compare and know the students' predictions correctly. In addition, by watching silent films, the students are allowed to develop their ideas in writing

narrative text. Furthermore, watching a silent film is an efficient way for the students to practice their writing skills. On the other hand, the researcher discovers that silent film is appropriate for the student' equirement to improve their writing skills. This is an example of a student's writing test result before and after the treatment:

Students Pre-test:

A country in Arabic live a sultant and princess jasmine, who is famous for being smart and beautiful. He third and final request surprised everyone. But it only made their friendship even closer. They were no longer poor and never lacked food. Aladin can find work with the help of the genie magic lamp.

Students Post-test:

One day, a boy went shopping with his mother, and while he was there, he played with his toys and found a spaceship toy. He liked it because he was interested in things about space.

The boy asked his mom to put a coin in it. The Boy's mother tried to pull him away at first, but he begged her to let him go. Then he found a coin in his pocket and pretended to fly into space by climbing on the spaceship toy, but he didn't. Boy tried to push the button many times, but the toy stayed in the same place until it came off. Boy was so sad that he decided to build a store.

Every day, until he was too old, the Boy sold lemons. After a while, the Boy had a lot of coins, so he went to the toy spaceship. But the toy didn't move after he climbed on it and put all the coins in. He was sad and thought there was no way out. But when all of the coins were put into the spaceship toy, it moved and took off into space.

From the test results above, it can be seen that the students' writing results increased after the treatment, both in terms of writing aspects and the generic structure of the narrative text. Before the treatment, the students' writings were not structured, the orientation, complications and resolutions were not clear, while after the treatment the students were able to distinguish generic structures of narrative text and then put them together in a complete narrative form. The vocabulary that students know is also quite increased, and the content is clear. In terms of grammar, students are also more structured using the past tense in writing narrative texts.

In this research, the researcher discovers that adding silent film as a learning medium provides students with a new atmosphere for acquiring information. Based on the statistical test results, this study demonstrates the efficacy of improving writing skills. Based on the SPSS 22 edition calculation, the significant 2-tailed value was determined to be 0.00, which is less than the standard significance level of 0.05 (0.00 < 0.05). This statistical calculation led to the acceptance of the researcher H_a and the rejection of hypothesis H_0 . It signifies that the use of silent film reveals significant differences in the students' writing abilities. There was a total of 15 students in this experimental class.

This research was in line with the previous research findings; Usman (2019) concluded that silent film could effectively improve students' writing skills in narrative text.²⁶ Students' writing skills can be enhanced through silent film media because they can imagine the storyline before expressing their ideas in written form. Furthermore, students are more focused on the issues presented in silent films, and

²⁶ Titi Yuniarti Usman, "Teaching Writing Narrative by Using Silent Animated Movie at The Eleventh Grade of Muhammadiyah Senior High School Palopo," Undergraduate Thesis Institut Agama Islam Negeri Palopo, (January 29, 2019): 63

the absence of dialogue encourages them to employ new vocabulary as much as possible. Silent film is also a very innovative and current media that can prevent learners from becoming bored during class activities. Kartika et al. (2017) stated that silent short movies significantly affect students' achievement in writing narratives. Students' writing skills can be improved by giving silent short movie to make them imagine before creating a write, and with a silent short film, students also don't feel bored to study in class.²⁷

Meanwhile, Setiadi (2019) found that using silent film as a teaching medium can make students more responsive and active in the lesson activity.²⁸ According to Anjani (2020), during the English lesson activities, the students were more responsive than they had been in the past. They participated actively in the activities that were going on in the classroom, such as watching the movie, playing the game during the ice-breaking time, and taking part in the quiz to test the students' material comprehension that had been taught.²⁹ Kasper & Singer (2001) asked the learners to fill out questionnaires about the usage of silent movies in ESL classes, they respond enthusiastically. Students say they loved watching the silent picture and that it was amazing to see a film from so long ago.³⁰

²⁷ Rahmani Ayu Rinda Kartika, S. Susilo, Muhammad Natsir, "The Effect of Silent Short Movie on EFL Writing Achievement on Vocational High School Students," *Jurnal Pendidikan Vokasi* 7, no. 2 (Juni 2017): 168-179. <http://journal.yny.ac.id/index.php/jpv>

²⁸ Donna Citra Setiadi, "the Effectiveness of Using Silent Movie as a Teaching Medium to Teach Writing Narrative Text (An Experimental Study of the Tenth Graders at SMAN 11 Semarang in The Academic Year 2018/2019). Undergraduate Thesis, Universitas Islam Sultan Agung, 2019.

²⁹ Ayu Fitri Anjani, "Improving Students Writing Text Trough Silent Movie LARVA," Universitas Islam Negeri Syarif Hidayatullah Jakarta (July 06, 2020): 70

³⁰ Loretta F. Kasper & Robert Singer, *Unspoken Content: Silent Film in the ESL Classroom*, 2021, <https://lkasper.tripod.com/unspoken.pdf>

Writing skills could be improved if the lesson process used the right media. A silent film can be a suitable form of media if it has parts similar to what students need to write. On the other hand, a silent film had a good effect on the students and helped them write more accurately.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was done in the first grade at Madrasah Aliyah Negeri Palopo. It started on May 30, 2022, in the second semester of that year. Therefore, the researcher comes to the following conclusion after doing this research.

The use of silent films can improve students' writing skills. The researcher's result demonstrates the improvement of the students' test scores after receiving the treatment using silent film. The mean score in the post-test stage is higher than the pre-test score ($50.87 < 86.67$). Besides, the value of *t-count* is 20.311 with the *df* (degree of freedom) value of 14, while the *t-table* for the standard of significant level 0,05 (5%) on $df = 14$ is 2.144. It means the value of the *t-count* is higher than the value of the *t-table*. Therefore, the result of the student's scores on the post-test becomes higher than the pre-test, representing the treatment stage's effectiveness in helping the students enhance their writing skills. Furthermore, the implementation of the silent film can be approved as a suitable medium to increase writing skills due to its effectiveness in improving the students' writing skills.

B. Suggestion

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teacher

Various media available can be used to pique students' interest in learning English. One of the interesting media proven to improve the students' writing skills is a silent film, which is worth trying to use in the writing of the narrative text. Silent films make the students write easily and share their opinion in their writing. The teacher should choose a suitable title of silent films with the student's level before giving it to the students. The teacher should choose a silent film that has a storyline that is easy to understand. The teacher should choose a silent film with short and interesting story, for example, the animation. The teacher must explain clearly what the students do with this media in teaching writing class.

2. For the students

Because vocabulary is the first and most crucial skill in learning English, the students should read English books and listen to English music frequently to increase their vocabulary. It will be simple for them to practice their other skills, such as writing and speaking if the students have a large vocabulary committed to memory. The students are expected to put in as much effort as possible during their free time to practice writing. The students are expected to practice writing, especially narrative text, as much as possible in their free day by utilizing the silent film and paying attention to the generic structure and the language feature of narrative text.

3. For the further researcher

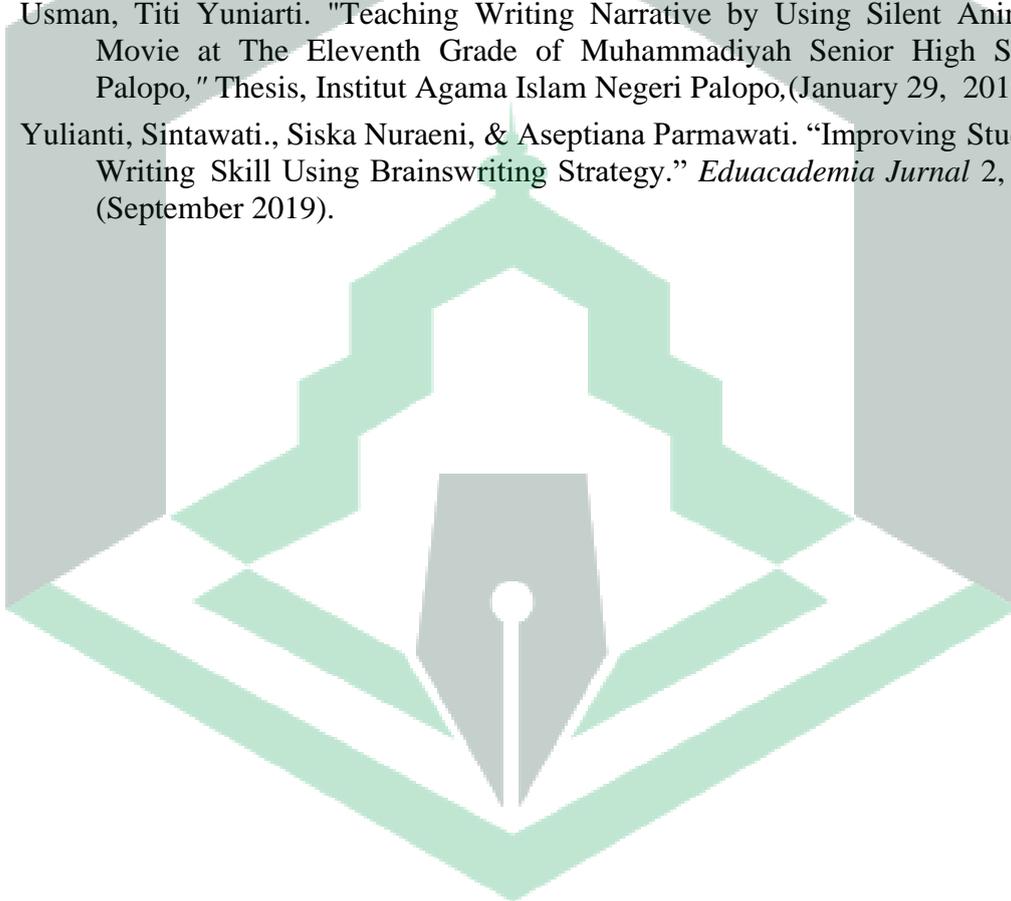
The researcher hopes this research can be used by the reader or other researchers as a reference for alternative and interesting ways to teach and learn English, especially writing skills. The researcher also hopes that other researchers will do this study with different research objects and methods.



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APPENDIX 1:
IZIN PENELITIAN





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : J. K.H.M. Hasyim No.3 Kota Palopo - Sulawesi Selatan Telpo : (0411) 329048

ASLI

IZIN PENELITIAN

NOMOR : 6094/PDPMPTSP/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2003 tentang Cipta Karya;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Peraturan Surat Kelembagaan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Penyelenggaraan Kelembagaan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Unitan Perizinan Kota Palopo dan Kelembagaan Perizinan dan Nonperizinan Yang Menjadi Unitan Perizinan Yang Dilakukan Pelayanan Kelembagaan Walikota Palopo Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: GAIDAH VEBI BORAYA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Sultan Hasanuddin Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0053

Maksud dan Tujuan mengadakan penelitian dalam rangka persiapan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING SILENT FILM AS MEDIA IN TEACHING WRITING NARRATIVE TEXT TO THE TENTH GRADE LEARNERS OF MADRASAH ALIYAH NEGERI PALOPO

Lokasi Penelitian	: MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	: 25 Mei 2022 s.d. 25 Juni 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatl semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) ekuipilar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaatl ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 25 Mei 2022
 W. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pejabat Pemata Tk I
 NIP. 19330414 200701 1 005

Terdistribusikan :

1. Kepala Badan Kelembagaan Periz. Satu Pintu
2. Walikota Palopo
3. Danas 400 EWP
4. Kepala Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kelembagaan Kota Palopo
7. Untuk tidak terbagi. pelaksanaan penelitian





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN

Nomor : 271 /Ma.21.14.01/TL.00/VI/2022

Yang bertanda tangan dibawah ini :

N a m a : Dra. Hj. Jumrah, M.Pd.I
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : Galdah Vebi Soraya
Kelamin : Perempuan
Alamat : Jl. Sultan Hasanuddin Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0053

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Effectiveness Of Using Silent Film As Media In Teaching Writing Narrative Text To The Tenth Grade Learners Of Madrasah Aliyah Negeri Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Juni 2022

Kepala Madrasah,


Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X MIA / Genap

Materi pokok : Descriptive Text

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan mampu menganalisis, mengevaluasi menciptakan serta menguasai, literasi dasar, karakter, kompetensi, dan melakukan secara tulisan narrative teks sederhana: Tentang cerita dongeng (fable), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi narrative text dan siswa memahami dan mampu mengidentifikasi generic struktur dari narrative text, setelah siswa memahami tentang narrative text guru akan menayangkan sebuah film bisu, kemudian siswa menyusun cerita dalam bentuk narrative text dan menuliskan teks narrative dari film yg ditayangkan.

2. Strategi Pembelajaran

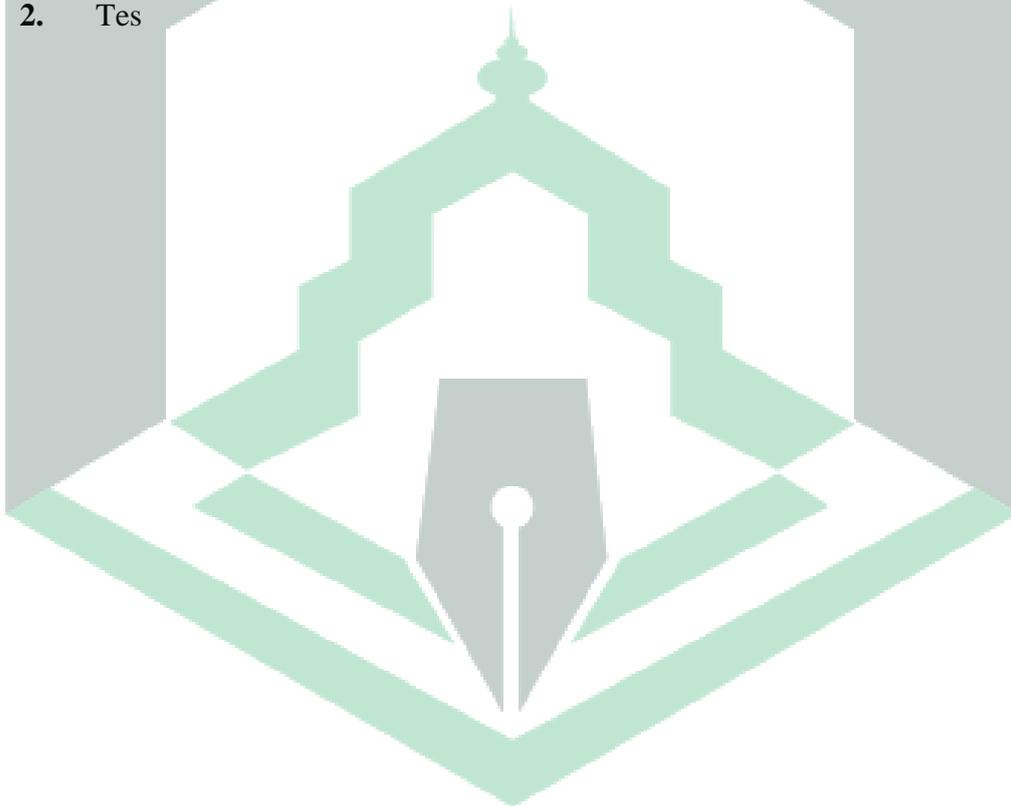
- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, Presentasi, Tanya Jawab.
- e. Teknik : Presentasi
- f. Perangkat : Rpp, Buku, Film bisu.
- g. Moda : Offline

C. Assessment/ Evaluasi Pembelajaran

1. Non Tes : Menggunakan Rubrik

- a. Literasi dasar (semantik, matematik, berbicara dan digital),
- b. karakter (moral dan kinerja), dan
- c. kompetensi (critical thinking, creative thinking, collaboration, and communication)

2. Tes



RUBRIK PENILAIAN SISWA

Mata Pelajaran : Bahasa Inggris

Semester : Genap

Sub topik : Narrative Text

No.	Nama Siswa	Literasi Dasar				Karakter		Kompetensi			
		Seman tik	Matema tik	Berbicar a	Digita l	Moral	Kine rja	Criti cal Think ing	Creativ e Thinki ng	Collabor ation	Communi cation
1.	Muh. Fakhridzai Fauzi Fuad	4	2	3	4	3	3	4	3	3	4
2.	Salsabila	4	2	3	4	3	2	3	3	3	4
3.	A. Azizah Febriani Malik	4	2	3	4	3	3	3	3	3	4
4.	Nurmalasari	4	3	3	4	3	2	4	3	3	4
5.	Nun Ainuun	4	3	3	4	3	2	3	3	3	4
6.	Ega Saputri Karidi	3	3	3	4	3	2	3	3	3	4
7.	Nun Zahra	4	2	3	4	3	3	3	4	3	4
8.	Keysha Pratiwi	3	2	3	4	3	3	4	4	3	4
9.	Auliya Rizki Fahmayanti	3	4	3	4	3	3	4	3	3	4
10.	Nabila Azzahhra	3	4	3	4	3	3	4	3	3	4
11.	Riki Riyadi	4	3	3	4	3	3	3	4	3	4
12.	Xiang Fei Fatimah	3	3	3	4	3	3	4	4	3	4
13.	Muharram Risky Al Fajar	3	3	3	4	3	2	3	4	3	4
14.	Sasmita	4	3	3	4	3	2	3	3	3	4
15.	Mahesa Putri Lukman	4	4	3	4	3	3	4	4	3	4

Kolom aspek penilai diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat Sempurna

3 = Sempurna

2 = Cukup Sempurna

1 = Kurang Sempurna





APPENDIX 4:
LESSON PLAN

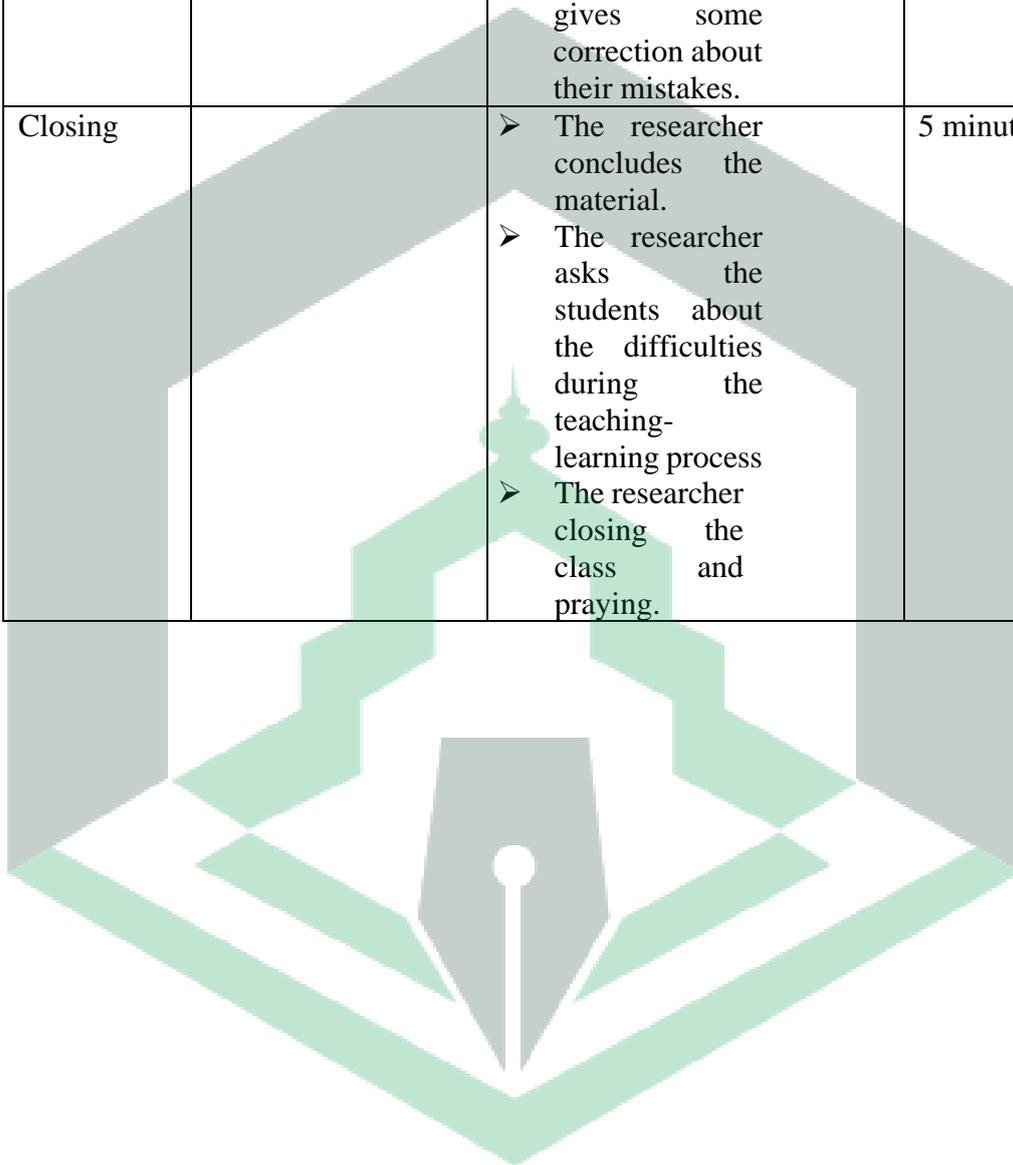
LESSON PLAN 1

1. School : Madrasah Aliyah Negeri Palopo
2. Class : X MIPA 1
3. Times : 1 x 45 minutes
4. Meeting : 1st (Treatment 1)
5. Learning Objectives : a. To know what is narrative text.
b. Identify the generic structure, language features, and narrative functions
6. Learning Materials : LCD projector and powerpoint

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none"> ➤ The researcher will open the class by greeting and ask the student's condition. ➤ The researcher will ask the class leader to lead a prayer. ➤ The researcher will check the student's attendance list. ➤ The researcher gives the students attention grabs. <p><i>T: Sauce and chili</i> <i>Ss: hu..ha...</i></p>	2 minutes

	Lead In	<ul style="list-style-type: none"> ➤ The researcher gives motivation to the students before giving the material. ➤ The researcher gives lead in that is related to the material. 	3minutes
	Language Focus	<ul style="list-style-type: none"> ➤ the researcher tells the students that the material is about narrative. ➤ the teacher showed a PowerPoint Teaching Writing Narrative slide and some examples of narrative cover stories such as Pinocchio, Beauty and The Beast, Snow White, and others. 	10minutes
Practice	Control Practice	<p>The researcher allows the students to read and identify the text.</p> <p>the researcher asks the students about the narrative text in general. While they read the text.</p>	15minutes

Production	Practice Result	the researcher gives the students some questions about the story. The researcher gives some correction about their mistakes.	10 minutes
Closing		<ul style="list-style-type: none">➤ The researcher concludes the material.➤ The researcher asks the students about the difficulties during the teaching-learning process➤ The researcher closing the class and praying.	5 minutes



LESSON PLAN 2

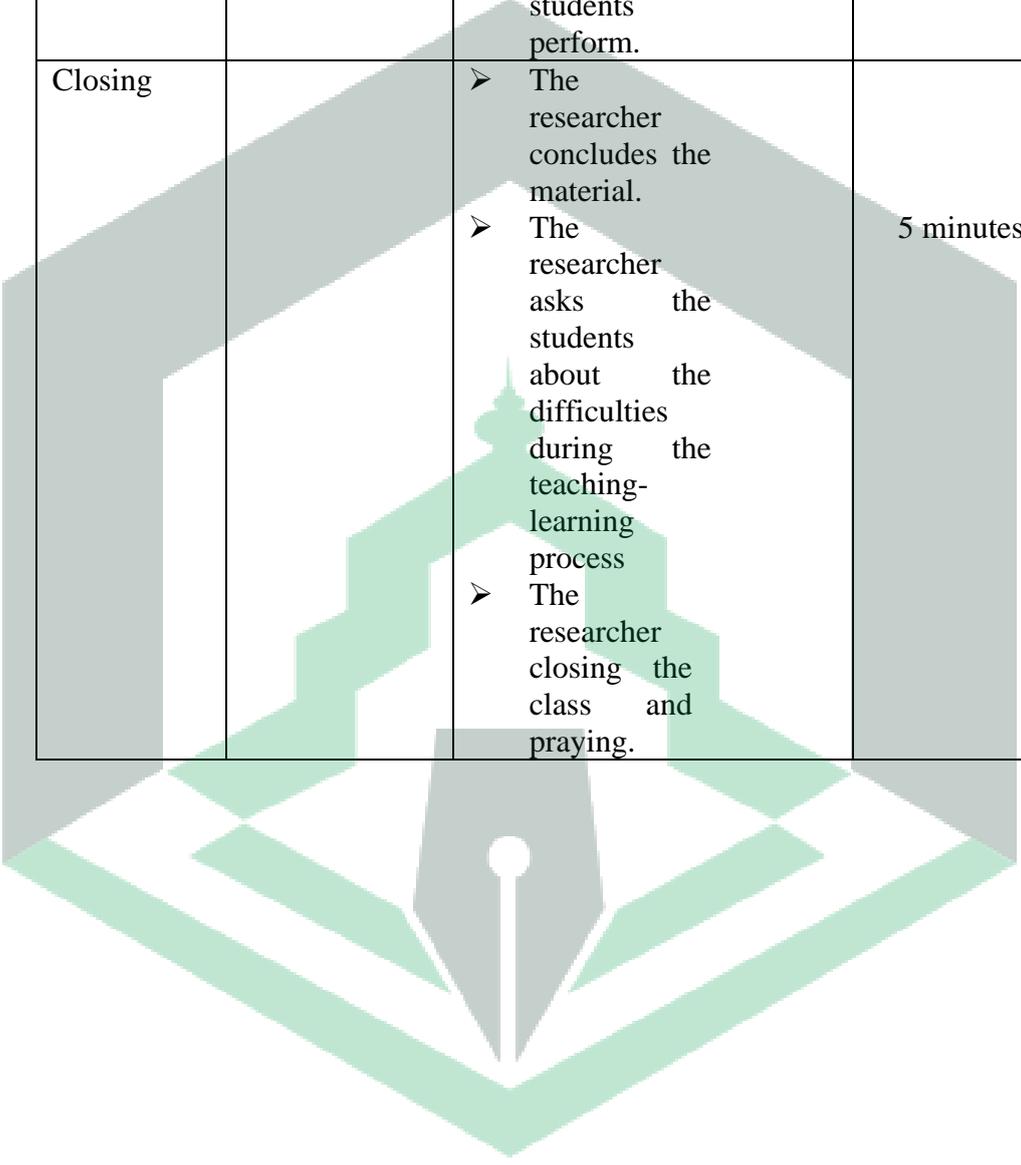
1. School : Madrasah Aliyah Negeri Palopo
2. Class : X MIPA 1
3. Times : 1 x 45 minutes
4. Meeting : 2nd (Treatment 2)
5. Learning Objectives : a. writing the narrative text based on the film
b. read the narrative text that they have written
6. Learning Materials : LCD projector and silent film with the title Bao

STEP	ACTIVITIES	PROCEDURES	TIME
presentation	Warm Up	<ul style="list-style-type: none"> ➤ The researcher will open the class by greeting and ask the student's condition. ➤ The researcher will ask the class leader to lead a prayer. ➤ The researcher will check the student's attendance list. ➤ The researcher gives the students attention grabs. <p><i>T: snake is coming</i> <i>Ss: husss....</i> <i>while put their index finger front of lips</i></p>	2 minutes

	Lead In	<ul style="list-style-type: none"> ➤ The researcher gives motivation to the students before giving the material. ➤ The researcher gives lead in that is related to the material. 	3 minutes
	language focus	<ul style="list-style-type: none"> ➤ the teacher informs the students that they will watch a narrative video. ➤ The researcher plays the silent film with the title "BAO,". ➤ The teacher tells the students that they shall take notes about the story and use the notes to help them retell the story. ➤ Sometimes the researcher stops the video to stimulate the student's thinking. 	10 minutes
Practice	Control practice	<ul style="list-style-type: none"> ➤ the students guess what the story in the video is about before the teacher shows the title and the image of the video. ➤ The teacher distributes a 	15 minutes

		<p>paper learning sheet and asks the students that they have to answer the question on the learning sheet.</p>	
Production	Practice result	<ul style="list-style-type: none"> ➤ The researcher divide the students into several group. ➤ the teacher and the students discuss the silent film. In the discussion, the students participate actively. ➤ The researcher discussed their prediction, and the teacher plays the video again while reading a script about the silent film "Bao" to compare and know the students' predictions correctly. ➤ the researcher asks the each group to perform. 	10 minutes

		<ul style="list-style-type: none">➤ The researcher gives some suggestions and comments after the students perform.	
Closing		<ul style="list-style-type: none">➤ The researcher concludes the material.➤ The researcher asks the students about the difficulties during the teaching-learning process➤ The researcher closing the class and praying.	5 minutes



LESSON PLAN 3

1. School : Madrasah Aliyah Negeri Palopo
2. Class : X MIPA 1
3. Times : 1 x 45 minutes
4. Meeting : 3rd (Treatment 3)
5. Learning Objectives : a. writing the narrative text based on the film
b. read the narrative text that they have written
6. Learning Materials : LCD projector and silent film with the title *Piper*.

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm Up	<ul style="list-style-type: none"> ➤ The researcher will open the class by greeting and ask the student's condition. ➤ The researcher will ask the class leader to lead a prayer. ➤ The researcher will check the student's attendance list. ➤ The researcher gives the students attention grabs. <p><i>T: hello</i> <i>Ss: haii</i> <i>T: hello hello</i> <i>hai</i> <i>Ss: hai hai</i> <i>hello</i></p>	2 minutes
Presentation			

	Lead In	<ul style="list-style-type: none"> ➤ The researcher gives motivation to the students before giving the material. ➤ The researcher gives lead in that is related to the material. 	3 minutes
	Language focus	<ul style="list-style-type: none"> ➤ the teacher informs the students that they will watch a narrative video. ➤ The researcher plays the silent film with the title "<i>Piper</i>,". ➤ The teacher tells the students that they shall take notes about the story and use the notes to help them retell the story. ➤ Sometimes the researcher stops the video to stimulate the student's thinking. 	10 minutes
Practice	Control Practice	<ul style="list-style-type: none"> ➤ the students guess what the story in the video is about before the teacher shows the title and the image of the video. ➤ The teacher 	

		<p>distributes a paper learning sheet and asks the students that they have to answer the question on the learning sheet.</p>	15 minutes
Production	Practice Result	<ul style="list-style-type: none"> ➤ The researcher divided the students into several groups. ➤ the teacher and the students discuss the silent film. In the discussion, the students participate actively. ➤ The researcher discussed their prediction, and the teacher plays the video again while reading a script about the silent film "Piper" to compare and know the students' predictions correctly. ➤ the researcher asks each group to perform. ➤ The researcher gives some suggestions and comments after the students perform. 	10 minutes

Closing		<ul style="list-style-type: none">➤ The researcher concludes the material.➤ The researcher asks the students about the difficulties during the teaching-learning process➤ The researcher closing the class and praying.	5 minutes
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LESSON PLAN 4

1. School : Madrasah Aliyah Negeri Palopo
2. Class : X MIPA 1
3. Times : 2 x 45 minutes
4. Meeting : 4th (Treatment 4)
5. Learning Objectives : a. writing the narrative text based on the film
b. read the narrative text that they have written
6. Learning Materials : LCD projector and silent film with the title "LALUNA"

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none"> ➤ The researcher will open the class by greeting and ask the student's condition. ➤ The researcher will ask the class leader to lead a prayer. ➤ The researcher will check the student's attendance list. ➤ The researcher gives the students attention grabs. <p><i>T: clap one</i> <i>Ss: clap one time</i> <i>T: clap two</i> <i>Ss: clap two times</i></p>	2 minutes

		<i>T: huss....</i>	
	Lead In	<ul style="list-style-type: none"> ➤ The researcher gives motivation to the students before giving the material. ➤ The researcher gives lead in that is related to the material. 	3 minutes
	Language Focus	<ul style="list-style-type: none"> ➤ the teacher informs the students that they will watch a narrative video. ➤ The researcher plays the silent film with the title "<i>LALUNA</i>". ➤ The teacher tells the students that they shall take notes about the story and use the notes to help them retell the story. ➤ Sometimes the 	10minutes

		<p>researcher stops the video to stimulate the student's thinking.</p>	
Practice	Control Practice	<ul style="list-style-type: none"> ➤ the students guess what the story in the video is about before the teacher shows the title and the image of the video. ➤ The teacher distributes a paper learning sheet and asks the students that they have to answer the question on the learning sheet. 	15minutes
Production	Practice Result	<ul style="list-style-type: none"> ➤ The researcher divide the students into several group. ➤ the teacher and the students discuss the silent film. In the discussion, the students participate actively. ➤ The researcher discussed their prediction, and the 	10minutes

		<p>teacher plays the video again while reading a script about the silent film "Geri's game" to compare and know the students' predictions correctly.</p> <ul style="list-style-type: none"> ➤ the researcher asks the each group to perform. ➤ The researcher gives some suggestions and comments after the students perform. 	
Closing		<ul style="list-style-type: none"> ➤ The researcher concludes the material. ➤ The researcher asks the students about the difficulties during the teaching-learning process ➤ The researcher closing the class and praying. 	5 minutes

LESSON PLAN 5

1. School : Madrasah Aliyah Negeri Palopo
2. Class : X MIPA 1
3. Times : 2 x 45 minutes
4. Meeting : 5th (Treatment 5)
5. Learning Objectives : a. writing the narrative text based on the film
b. read the narrative text that they have written
6. Learning Materials : LCD projector and silent film with the title *Pip guide dog*

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none"> ➤ The researcher will open the class by greeting and ask the student's condition. ➤ The researcher will ask the class leader to lead a prayer. ➤ The researcher will check the student's attendance list. ➤ The researcher gives the students attention grabs. <p><i>T: snake is coming</i> <i>Ss: huss.... while put their index finger front of lips</i></p>	2 minutes
	Lead In	<ul style="list-style-type: none"> ➤ The researcher gives motivation to the students before giving the material. ➤ The researcher gives lead in that is 	3 minutes

		related to the material.	
	Language Focus	<ul style="list-style-type: none"> ➤ the teacher informs the students that they will watch a narrative video. ➤ The researcher plays the silent film with the title "<i>Pip guide dog</i>". ➤ The teacher tells the students that they shall take notes about the story and use the notes to help them retell the story. ➤ Sometimes the researcher stops the video to stimulate the student's thinking. 	10 minutes
Practice	Control Practice	<ul style="list-style-type: none"> ➤ the students guess what the story in the video is about before the teacher shows the title and the image of the video. ➤ The teacher distributes a paper learning sheet and asks the students 	15 minutes

		<p>that they have to answer the question on the learning sheet.</p>	
.Production	Practice Result	<ul style="list-style-type: none"> ➤ The researcher divide the students into several group. ➤ the teacher and the students discuss the silent film. In the discussion, the students participate actively. ➤ The researcher discussed their prediction, and the teacher plays the video again while reading a script about the silent film "Pip guide dog" to compare and know the students' predictions correctly. ➤ the researcher asks the each group to perform. ➤ The researcher gives some suggestions and comments after the students perform. 	10 minutes

Closing		<ul style="list-style-type: none">➤ The researcher concludes the material.➤ The researcher asks the students about the difficulties during the teaching-learning process➤ The researcher closing the class and praying.	5 minutes
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SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum
 Jabatan/Pekerjaan : Lektor Kepala
 Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

The effectiveness of using silent film as media in teaching writing narrative text to the tenth grade learners of Madrasah Aliyah Negeri Palopo

dari mahasiswa:

Nama : Gaidah Vehi Soraya
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18.0202.0053

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 31 Mei 2021

Validator,


 Dr. Masruddin, S.S., M.Hum

NIP

*coret yang tidak perlu

The Instrument of the Test
Pre-Test

Name :

Grade/Class :

Do you know princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Cinderella

<p>Orientation : Contains the opening of the paragraph to introduce the characters of the story.</p>	
<p>Complication : How the problems in the story developed</p>	
<p>Resolution : How the problems in the story solved.</p>	

The Instrument of the Test
Pre-Test

Name :

Grade/Class :

Do you know princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Aladin

Orientation : Contains the opening of the paragraph to introduce the characters of the story.

Complication : How the problems in the story developed

Resolution : How the problems in the story solved.

The Instrument of the Test
Pre-Test

Name :

Grade/Class :

Do you know princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Snow White

<p>Orientation : Contains the opening of the paragraph to introduce the characters of the story.</p>	
<p>Complication : How the problems in the story developed</p>	
<p>Resolution : How the problems in the story solved.</p>	

The Instrument of the Test
Pre-Test

Name :

Grade/Class :

Do you princess stories? Please write a story based on what your group finds.
Write at least three sentences for each paragraph. Good luck!

Beauty and the Beast

<p>Orientation : Contains the opening of the paragraph to introduce the characters of the story.</p>	
<p>Complication : How the problems in the story developed</p>	
<p>Resolution : How the problems in the story solved.</p>	

The Instrument of the Test

Pre-Test

Name : MUH. FAKHRUZZAH FAUZI FAWO

Grade/Class : Xmpg 1

Do you princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Cinderella

<p>Orientation : Contains the opening of the paragraph to introduce the characters of the story.</p>	<p>One day, there was a beautiful girl named cinderella. she lived with a wicked stepmother and her two step sisters</p>
<p>Complication : How the problems in the story developed</p>	<p>Her stepmother and her sister were invited to attend the party. However they did not allow her to go to the party</p>
<p>Resolution : How the problems in the story solved.</p>	<p>The prince married cinderella and they lived happily ever after</p>

The Instrument of the Test

Pre-Test

Name : Mahesa Rizki Lukman
Grade/Class : X MIPA 1

Do you know princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Aladin

Orientation : Contains the opening of the paragraph to introduce the characters of the story.

Once upon a time, there was a boy named Aladin who lived with his mother in the land of Iraq and Iran. Aladin was really poor. Until one day, a Merchant from Arabia came to take him to work.

Complication : How the problems in the story developed

Aladin and the Merchant went into a cave filled with gold and treasure. They also found a magic lamp. It turns out that the Merchant was a con and he planned to trap Aladin in the cave. Aladin brushed the lamp and a genie came out. The Genie could grant three wishes.

Aladin's first wish was to go home. The second wish was to get Aladin a palace and riches. Therefore, a cruel magician wanted to take away the lamp, and he did it. Aladin's palace, mother, and princess vanish.

Resolution : How the problems in the story solved.

Aladin used a magic ring to bring him to the magic lamp. He snatched the lamp from the magician and made the third wish; send the evil magician to a place where he can never return again.

Aladin finally got to live happily ever after with his mother, palace, and princess.

The Instrument of the Test

Pre-Test

Name : MUN ARIANTI
Grade/Class : X MIPA 1

Do you know princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Snow White

Orientation : Contains the opening of the paragraph to introduce the characters of the story.

Once upon a time there lived a lovely princess with fair skin and blue eyes. She was so fair that she was named snow white.

Complication : How the problems in the story developed

The wicked stepmother wanted to be the most beautiful lady in the kingdom.

She ordered her huntsman to take snow white to the forest and kill her.

Resolution : How the problems in the story solved.

One day, prince charming was going past the cottage and he saw snow white lying in the coffin. He said to the dwarfs : "my! my! she is so beautiful! I would like to kiss her!" and he did.

The Instrument of the Test

Pre-Test

Name : HUN Zahra

Grade/Class : X MIPA 1



Do you princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Aladin

Orientation : Contains the opening of the paragraph to introduce the characters of the story.	Once upon a time , in the city of persia a mother lived with her son named Aladin . They live poor in an old hut .
Complication : How the problems in the story developed	his third and final request he surprised everyone . But it only made their friendship even closer .
Resolution : How the problems in the story solved.	They were no longer poor and never lacked food . Aladdin can find work with the help of the genie magic lamp .

The Instrument of the Test

Pre-Test

Name

Nurmalasari m

Grade/Class

X MIPA 1

Do you princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Beauty and the Beast

Orientation : Contains the opening of the paragraph to introduce the characters of the story.

Lefou, played by Josh Gad and also a friend of Gaston (Luke Evans)

Complication : How the problems in the story developed

Beauty and the Beast ~~is~~ is actually a 16th century romance in France between a maid and a man who has a problem with photographs.

Resolution : How the problems in the story solved.

Country girl Bella to a castle to save her father.

The Instrument of the Test
Pre-Test

Name : Muhamad Azzay Al Fajor
Grade/Class : X SMP 1

42

Do you princess stories? Please write a story based on what your group finds. Write at least three sentences for each paragraph. Good luck!

Aladin

Orientation : Contains the opening of the paragraph to introduce the characters of the story	a country in the Arabic. live a Sultan with Princess Jasmine, who is famous for being smart and beautiful
Complication : How the problems in the story developed	his third and final request surprised everyone. But it only made their friendship even closer.
Resolution : How the problems in the story solved.	They were no longer poor and never lacked food. Aladin can find work with the help of the genie magic lamp

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masrudin, S.S., M.Hum
 Jabatan/Pekerjaan : Lektor Kepala
 Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *post-test* dengan judul:

The effectiveness of using silent film as media in teaching writing narrative text to the tenth grade learners of Madrasah Aliyah Negeri Palopo

dari mahasiswa:

Nama : Gaidah Vebi Soraya
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0053

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 31 Mei 2022

Validator,


 Dr. Masrudin, S.S., M.Hum

NIP 19800 613 200 5011 005

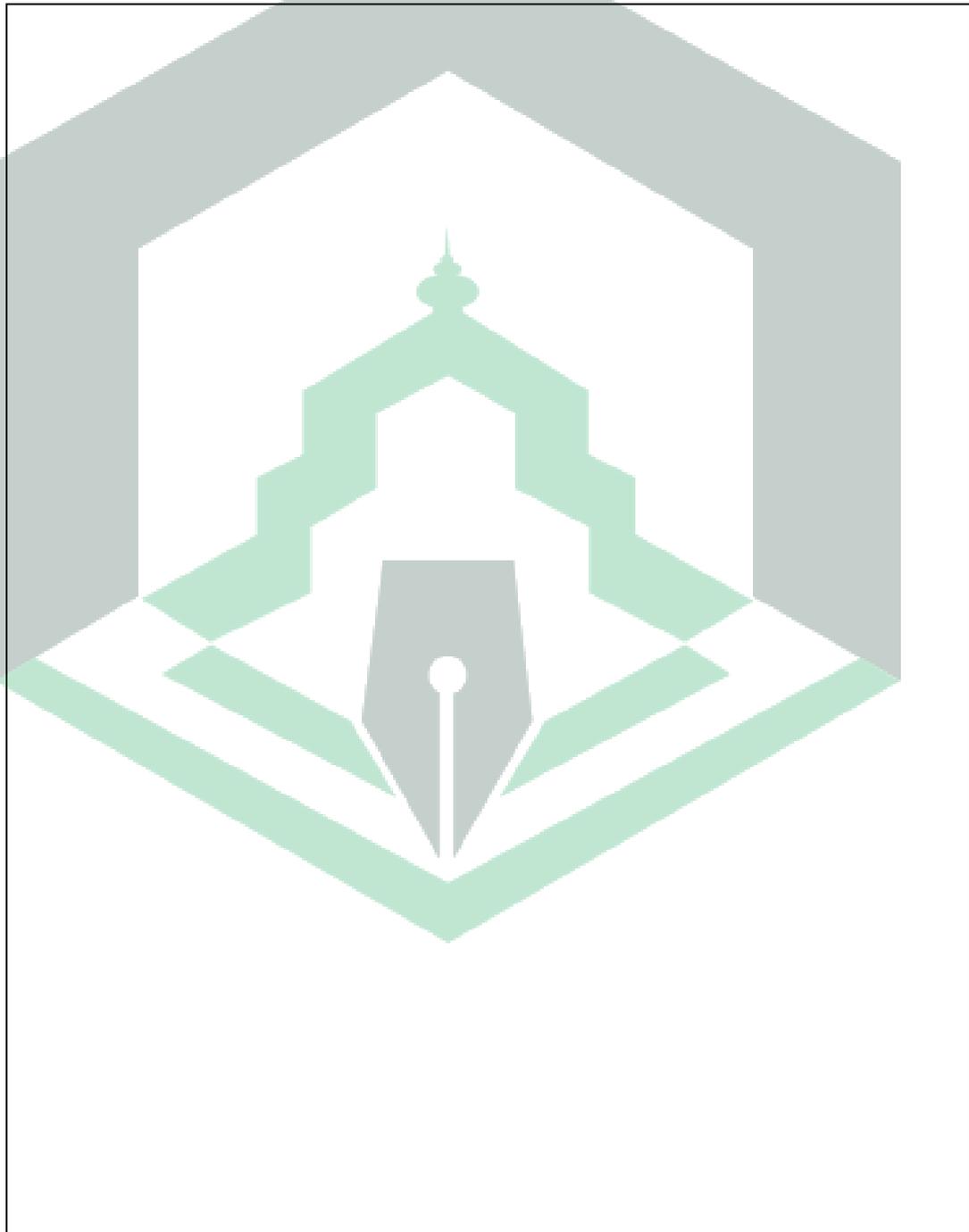
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**The Instrument of the Test
Post-Test**

Name :

Class :

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film. Good luck!



The Instrument of the Test

Post-Test

Name : Keysha Pratiwi

Class : x ulpa 1

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film.
Good luck!

COIN OPERATED

A boy and his mother went shopping one day. While they were there, the boy played with his toy and found a spaceship toy. He liked it because he liked learning about things in space.

The boy asked his mother to put a coin in it. At first, the boy's mother tried to pull him away, but he pleaded with her to let him go. Then he found a coin in his pocket and pretended to fly into space by climbing on the toy spaceship, but he didn't. Boy tried to push the button many times, but the toy stayed in the same place until it fell off. Boy was so upset that he built a store.

The boy sold lemons every day until he got too old. After a while, the boy had a lot of coins, so he went to his toy spaceship. But after he climbed on it and put all the coins in, the toy didn't move. He was sad and thought he couldn't get out of it. But suddenly when all of the coins were put into the spaceship toy, it moved and went into space.

The Instrument of the Test

Post-Test

86

Name : Moharram Rizay

Class : X MIPA 1

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film. Good luck!

"Coin Operated"

One day, a boy went shopping with his mother, and while he was there, he played with his toys and found a spaceship toy. He liked it because he was interested in things about space.

The boy asked his mom to put a coin in it. The boy's mother tried to put him away at first, but he begged her to let him go. Then he found a coin in his pocket and pretended to fly into space by climbing on the spaceship toy, but she didn't. Boy tried to push the button many times, but the toy stayed in the same place until it came off. Boy was so sad that he decided to buy a store.

Every day, until he was too old, the boy sold lemons. After a while, the boy had a lot of coins, so he went to the toy didn't move after I climbed on it and put all the coins in. He was sad and thought there was no way out. But when all of the coins were put into the spaceship toy, it moved and took off into space.

The Instrument of the Test

Post-Test

86

Name : Nurmalasari.m

Class : X MIPA 1

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film.
Good luck!

A boy went to the shops with his mother and found a spaceship toy he liked space-related stuff.

Boy asked his mother for a coin. Boy's mother firstly hauled him away, but he begged her to let him go. then he discovered a coin and pretended to fly into space on a spaceship toy. the boy repeatedly pressed the button, but the thing stayed motionless until it slipped off. sad, the boy started a business.

Boy sold lemons until he was old. the boy accumulated coins and bought a

spaceship toy. the toy didn't move after being climbed and fed coins. sad, he felt hopeless. when all the coins entered the spaceship toy, it took flight.

The Instrument of the Test

Post-Test



Name : NABILA AS ZAMRATI

Class : X MIPA 1

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film.
Good luck!

"COIN OPERATED"

At some point, a kid went with his mom to shop while played with his toy found a space ship transportation toy. He preferred it since he enjoyed things that had to do with space.

The boy requested that his mom put a coin in it. From the store, the boy's mom pulled him away, however the boy beseeched her to let him go. Then, he found a coin in his pocket and climbed the spaceship toy, pressing to fly into space. Yet he didn't. The boy attempted to press the button commonly. Yet the toy remained in a similar state until it fell off. Since the boy was so miserable, he chose to fabricate a shop.

The boy sold lemons consistently until he was excessively old. Inevitably, the boy had a great deal of coins, so he went to the spaceship toy. Notwithstanding, even in the wake of climbing it and placing in the coins in general, the toy didn't move. He was exceptionally miserable and felt like there was no expectation notwithstanding, when each of the coins entered the spaceship toy, it abruptly moved and flew into space.

The Instrument of the Test

Post-Test

87

Name : Mahesa Putri Lukman

Class : X MIPA 1

Watch the silent film carefully and write a story about "Coin Operated" based on the silent film.
Good luck!

Coin Operated

One day, a boy accompanied his mother to shop while played with his toy found a spaceship transportation toy. He liked it because he liked things that had to do with space.

The Boy asked his mother to put a coin in it. At first, the Boy's mother pulled him away, but the Boy begged her to let him go. Then, he found a coin in his pocket and climbed the spaceship toy, pretending to fly into space, but he didn't. The Boy tried to press the button many times, but the toy stayed in the same place until it came off. Because the Boy was so sad, he decided to build a shop.

The Boy sold lemons every day until he was too old. After a while, the Boy had a lot of coins, so he went to the spaceship toy. However, even after climbing it and putting all the coins, the toy didn't move. He was very sad and felt like there was no hope. However, when all of the coins entered the spaceship toy, it suddenly moved and flew into space.

KUESIONER PENILAIAN AHLI MATERI

a. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Umur : 41 tahun
 Jenis kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman mengajar : 0,2 tahun
 2-4 tahun
 4-6 tahun
 > 6 tahun

b. Table Evaluasi

Isilah table berikut ini dengan member tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi dalam bahan ajar <i>Silent Film</i> dengan kebutuhan siswa Madrasah Aliyah Negeri Palopo		✓			
2.	Kedalaman materi dalam bahan ajar memadai.		✓			
3.	Keaslian isi materi dalam bahan ajar memadai.	✓				
4.	Isu-isu terbaru didalam bahan ajar <i>silent film</i> secara menarik.		✓			

Rangkuman kualitatif:

B. Bahasa

5.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa.	✓				
6.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
7.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.	✓				
8.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.	✓				

C. Desain dan Layout

9.	Tampilan materi jelas.		✓			
10.	Tampilan materi menarik.		✓			
11.	Ukuran huruf sesuai.	✓				
12.	Jenis huruf sesuai.	✓				
13.	Jarak spasi sesuai.		✓			
14.	Penggunaan tanda baca benar.	✓				

Rangkuman kualitatif:

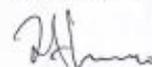
A. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
 b. Layak dengan perbaikan
 c. Tidak layak

Palopo,

Penilai Kelayakan,


 Dr. Masroddin. S.S., M.Hum

**APPENDIX 6:
SILENT FILM**



1. BAO



2. PIPER



3. PIP



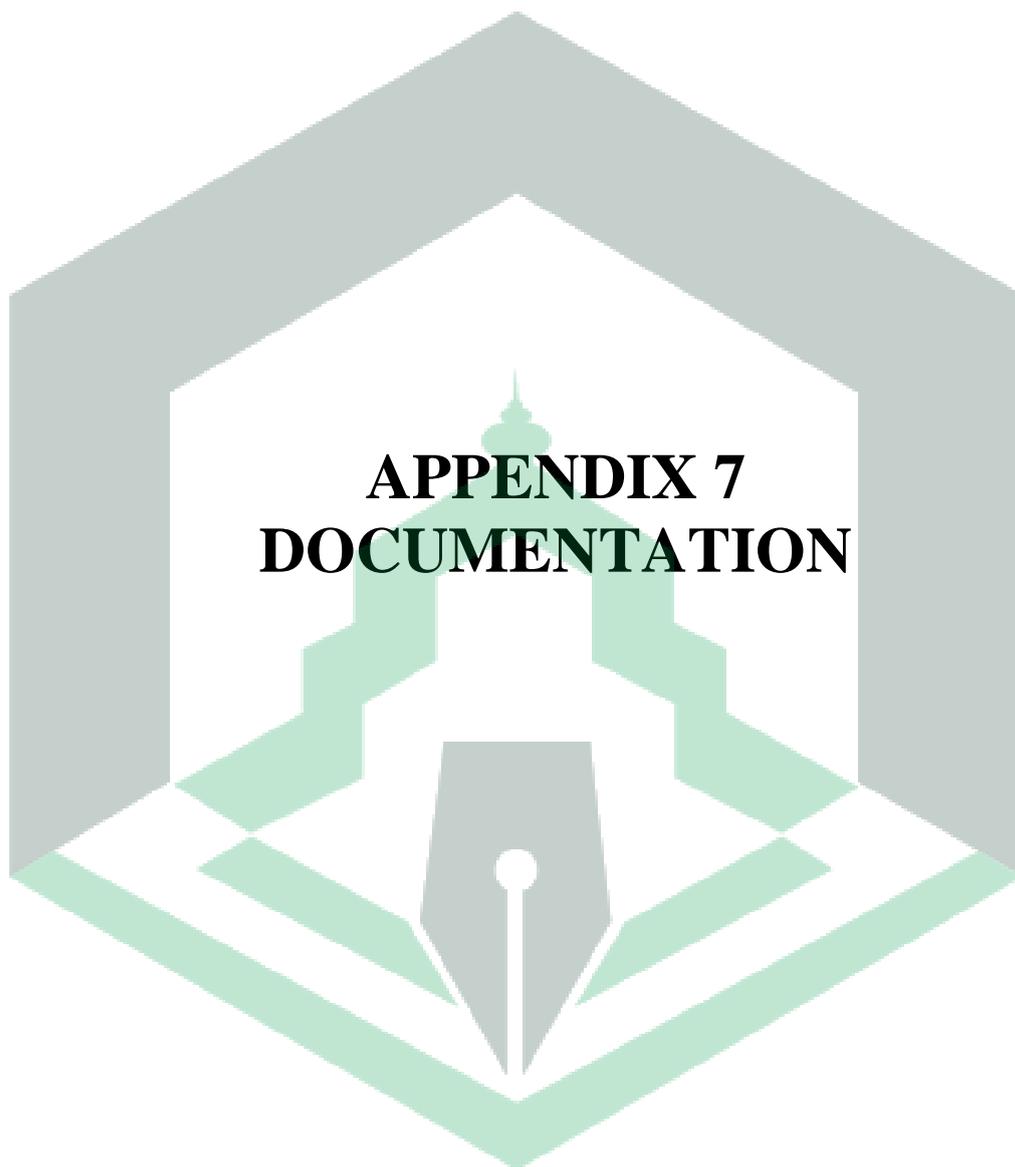


4. COIN OPERATED



5. LALUNA





APPENDIX 7
DOCUMENTATION

PRE-TEST



FIRST TREATMENT



SECOND TREATMENT



THIRD TREATMENT



FOURTH TREATMENT



FIFTH TREATMENT



POST-TEST



BIOGRAPHY



Gaidah Vebi Soraya, was born in Palopo on July 13rd 2001. She is the daughter of Roman and Maryati. She is the first child of 2 siblings. She is live in Sultan Hasanuddin Street Km. 27 Battang Barat Palopo. She was graduated from SDN 21 Paredean in 2012, and then she studied in Junior High School No. 11 Palopo until 2015. After that, she was graduated from Madrasah Aliyah Negeri Palopo in 2018, and she continued her study at the State Islamic Institute of Palopo as an English Department student. At the end of the study at the State Islamic Institute of Palopo, she wrote a Thesis entitled “The Effectiveness of Using Silent Film as Media in Teaching Writing Narrative Text to the Tenth Grade Learners of Madrasah Aliyah Negeri Palopo”.

