

**THE USE OF STORYTELLING VIDEO TO IMPROVE THE WRITING
SKILL OF THE ELEVENTH-GRADE STUDENT'S AT SMAN 4 PALOPO**

A Thesis

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



IAIN PALOPO

Compiled By

WIWIT SURYANI

REG. NUMBER: 17.0202.0124

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Supervisor

Muhammad Ikhsan M.Pd

Dewi Furwana S.Pd.I., M.Pd

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STATE ISLAMIC INSTITUTE OF PALOPO**

2023

THESIS APPROVAL

This thesis entitled “*The Use of Storytelling Video to Improve the Writing Skill of the Eleventh-Grade Student’s at SMAN 04 Palopo*” written by **Wiwit Suryani**, reg. Number **17 0202 0124**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institue of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February 27th 2023**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, February 27th 2023

EXAMINATION TEAM

1. Dewi Furwana, S.Pd., M.Pd	Chairman	(...  ...)
2. Amalia Yahya, S.E, M.Hum	Examiner I	(...  ...)
3. St. Hartina,, S.Pd., M.Pd	Examiner II	(...  ...)
4. Muhammad Iksan, S.Pd, M.Pd	Consultant I	(...  ...)
5. Dewi Furwana, S.Pd.I.,M.Pd	Consultant II	(...  ...)

Approved by:

The Rector of IAIN Palopo
The Dean of Tarbiyah and
Teaching Training Faculty



Dr. Nurdin K.,M.Pd
NIP. 19681231 199903 1 014

The Head of the Study Program
English Language Education



Amaliyah Yahya, S.E.,M.Hum
NIP. 19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitle : **The Use of Storytelling Video to Improve the
Writing Skill of the Eleventh-Grade Student's at
SMAN 4 Palopo**

Written By

Name : Wiwit Suryani

Reg. Number : 17 0202 0124

Faculty : Tarbiyah and Teachers Training

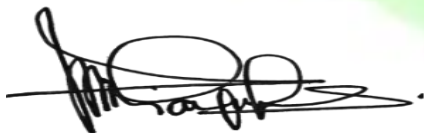
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, 27 Februari 2023

Examiner I

Examiner II



Amaliyah Yahya, S.E.,M.Hum

NIP. 19771013 200501 2 006



St. Hartina, S.Pd.,M.Pd

NIP. 19910909 201903 2 021

NOTA DINAS PEMBIMBING

Palopo, 27 Februari 2023

Lamp :-

Hal :

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

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Nama : Wiwit Suryani

Nim : 17 0202 0124

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Use of Storytelling Video to Improve the Writing Skill of the Eleventh-grade at SMAN 4 Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat – syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Consultan I



Muhammad Iksan, M.Pd

NIP. 19860327 201801 1 001

Consultant II



Dewi Furwana, S.Pd.I, M.Pd

NIP. 19860423 201503 2 005

PRONOUNCEMENT

I have been signed below:

Name : Wiwit Suryani
Reg. Number : 17.0202.0124
Faculty : Tarbiyah and Teacher Learning
Study Program: English Education

Declaress that the thesis I wrote to fulfill a requirement for a degree of education bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the state Islamic Studies Palopo entitled “ The Use of Storytelling Video to Improve the Writing Skill of the Eleventh-grade Student’s at SMAN 4 Palopo” is truly my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

Palopo, 27 Februari 2023

Researcher



Wiwit Suryani

Reg.Num. 17.0202.0124

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The writer realized that this thesis would not be created without their participation. The writer hopes this thesis can give some value to the students, English teachers, and readers. The writer admits that this thesis is not perfect so the writer will accept suggestions from the readers to make it better. Finally, the writer dedicates this thesis, may ALLAH SWT bless us. Aamiin.

Palopo, 27 Februari 2023



Wiwit Suryani

Reg.Num: 1702020124

List of Contents

TITLE PAGE.....	i
EXAMINER APPROVAL	ii
NOTA DINAS PEMBIMBING.....	iii
PRONOUNCEMENT	v
ACKNOWLEDGEMENT	vi
LIST OF CONTENT.....	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I.....	1
INTRODUCTION	1
A. Background	1
B. Research Question	4
C. The objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research	5
CHAPTER II	6
REVIEW RELATED LITERATURE.....	6
A. Previous Related Research Findings	6
B. Literature Review	9
C. Conceptual Framework.....	10
D. Hypothesis.....	20
CHAPTER III	21
RESEARCH METHOD.....	21
A. Method and Design of the Research	21
B. Time and Place of the Research	21
C. Variable of the Research	22
D. Population and Sample	22
E. Instrument of the Research	31
F. The Procedure of Collecting Data.....	35

G. The Technique of Data Analysis.....	38
CHAPTER IV	32
FINDINGS AND DISCUSSION.....	32
A.Findings	32
B.Discussion	44
CHAPTER V	48
CONCLUSION AND SUGGESTION	48
A. Conclusion.....	48
B. Suggestion	48
BIBLIOGRAPHY	50
APPENDICES	

LIST OF TABLE

Table 3.1 Time and Place on the research.....	41
Table 3.2 Score classification of content	45
Table 3.3 Score classification of organization	46
Table 3.4 Score classification of vocabulary.....	47
Table 3.5 Score classification of grammar.....	48
Table 3.6 Score classification of mechanic	49
Table 4.1 The score of students' writing ability in the pre – test	61
Table 4.2 Scoring Classification in pre – test.....	62
Table 4.3 The score of students' content in pre – test	63
Table 4.4 The mean score of students' content in pre – test	63
Table 4.5 The score of students' organization in pre – test	64
Table 4.6 The mean score of students' organization in pre – test	64
Table 4.7 The score of students' vocabulary in pre – test.....	65
Table 4.8 The mean score of students' vocabulary in pre – test	65
Table 4.9 The score of students' grammar in pre – test.....	66
Table 4.10 The mean score of students' grammar in pre – test.....	66
Table 4.11 The score of students' mechanic in pre – test	67
Table 4.12 The mean score of students' mechanic in pre – test.....	67
Table 4.13 The score of students' writing ability in post – test	68
Table 4.14 Scoring classification in post – test	68
Table 4.15 The score of students' content in post – test	69
Table 4.16 The mean score of students' content in post – test.....	69

Table 4.17 The score of students' organization in post – test	70
Table 4.18 The mean score of students' organization in post – test.....	70
Table 4.19 The score of students' vocabulary in post – test	71
Table 4.20 The mean score of students' vocabulary in post – test.....	71
Table 4.21 The score of students' grammar in post – test	72
Table 4.22 The mean score of students' grammar in post – test	72
Table 4.23 The score of students' of mechanic in post – test	73
Table 4.24 The mean score of students' mechanic in post – test	73
Table 4.25 The mean score and standard deviation of pre – test and post – test	74
Table 4.26 The paired samples statistic of pre – test and post – test.....	74
Table 4.27 The paired samples correlations of pre – test and post – test.....	75
Table 4.28 The paired samples test of pre – test and post – test	75
Table 4.29 Table of the t-test of the students'	77

LIST OF APPENDICES

Appendix 1 Instrument of the research	96
Appendix 2The lesson plan for the whole six meeting.....	97
Appendix 3 Score in pre-test and post-test.....	117
Appendix 4 Surat Keterangan Meneliti	123
Appendix 5 Lembar Validasi	125
Appendix 6 Documentation.....	126

ABSTRACT

Suryani Wiwit, 2022. *“The Use of Storytelling Video to Improve the Writing Skill of the Eleventh-Grade Student’s at SMAN 4 Palopo”*. A thesis for English Education Study Program. Tarbiyah and Teacher Training Faculty. State Islamic Institute of Palopo. Under supervisor (1) Muhammad Iksan S.Pd., M.Pd as the first consultant and Dewi Furwana S.Pd.I., M.Pd as the second consultant(2) .

This research was conducted to answer the problem formulation, namely is the use of storytelling video effective to improve students writing skill of the eleventh-grade students at SMAN 4 Palopo? The researcher used a pre-experimental method. This research conducted in six meetings with different topics. In the pre-test activity, the students’ were asked to work on the task of writing a narrative text. There were 20 students’ from class XI IPA 2 who completed the entire narrative writing task. The results of the students’ narrative writing task were analyzed by considering five elements: content, organization, vocabulary, grammar, and mechanics. In addition, data were also obtained through post-test activities by writing narrative text. The results of the two data are concluded to see the development of students’ narrative writing skills and their impressions of the use of storytelling videos. Based on the results it can be seen that there is an increase in their narrative writing skills. This can be seen in the ability to develop main sentences, logical thinking, use of grammar, and punctuation. The data from the pre-test and post-test calculations also showed that the students had a good perception of the use of video storytelling in the classroom. They even suggested that the use of video storytelling can always be used in every class meeting so that they are more interested in learning English. Therefore, English teachers are expected to use this approach in the classroom. Future researchers are expected to modify this study in more than one cycle to achieve improvement in more than five aspects of writing.

Keywords: Storytelling Video, Improve, Writing Skill

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the language skills that students learn. According to Kepmendiknas No.23/2009, high school graduates must be able to write short functional text and simple essays in daily life, such as recount, narratives, procedure, descriptive, news, reports, analytical expositions, spoofs, explanation, discussions, and reviews. Teachers should make every effort to encourage students to achieve English learning goals, particularly in writing, following this policy. Students must learn to write to communicate their ideas, thoughts, and feelings. There are numerous reasons why students should improve their writing abilities.¹

Writing activities have many benefits for children, including they can master letters and phonemics, increase vocabulary and advance children's skills in mastering lessons. That is the reason why writing skills are very important for students' academic achievement and other abilities. Not only that, along with the development of science and technology, of course writing talent is needed, especially if the results of any research must be communicated to others through writing that has a strong documentation value. According to Heaton (2010) Writing is a task which involves the student's in manipulating words in

¹ Saptania Ayu Ramadani, "Improving Student's Writing Ability in Writing Descriptive Texts Through Field Trip at SMAN 1 Godean," 2013,226

grammatical correct sentences those sentences in form of writing which successfully communicates the writer's thoughts and ideas on certain topic.²

The main problem faced by student's in writing activities is that their knowledge of notation and metalinguistic functions of text, content, and genre, mastery of structure and texture which is the main thing that can not be separated in written text is still very weak. In this case what is meant by structure is the accuracy of the arrangement and use of all sentences following the rules in English grammar, while texture is a way of arranging between sentences and paragraph in a text so that information, ideas, or instructions from the author to others, readers can be conveyed effectively. According to Nunan (2006) is writing skills can develop rapidly when student's concerns, interests are acknowledged, and they are given numerous opportunities to write.³

From the results of observations of SMAN 4 Palopo, the researcher can conclude that writing skill are still considered difficult by most student's. This is because student's can not communicate their meaning through writing well, student's also realize that many things must be considered when writing an essay. The problem of learning difficulties in writing was also seen based on the results of interviews with English subject teachers who said that the average value of writing skill of twenty student's was 71,00 while the completeness of learning to write in this senior high school was 80,00. This shows that learning writing skills are still far from the goals that have been targeted by the curriculum.

² Heaton (2010) *"Improving Learning and Writing Skills"*

³ Nunan (2006) *"Application of Demonstration Method in Writing Text Procedure at SMA in Pasundan 1 Cianjur"*

To solve this problem, storytelling is one of things that can be used as teaching materials, because the best possible stories can inspire, foster cultural values, and emotional intelligence can increase knowledge, and can also foster a sense of pleasure. According to Rainess and Isbell, 2002;vii listening to or observing stories can help children understand their world and use their imaginations to interact with other also they can describe the story from the story reader's description.⁴ From the creativity of the author inanimate the atmosphere that is poured into a story, it can foster the creativity of student's and listeners can also be active to interpret what things they hear.

In a study, it was said that there was an increase in student's writing skills based on the results of the analysis in giving writing assignments. This improvement is only limited to four elements of writing, namely content, organization, use of language, and mechanics. This is very clearly seen in the ability to develop main sentences, think logically, and use grammar and punctuation. The questionnaire data also shows that student's have a good perception of the use of digital storytelling in the classroom. They even give suggestions that digital storytelling can be used as an approach method that can always be used in every teaching and learning process in the classroom so that they more interested in English.⁵

This research aims to determine whether the use of teaching materials about storytelling can improve student's writing skills

⁴ Rainer and Isbell (2002;vii), *Peran Storytelling Dalam Meningkatkan Kemampuan Menulis, Minat Membaca dan Kecerdasan Emosional Siswa*

⁵ Anselmus Apri Hariadi, *"The Use of Digital Storytelling To Improve Narrative Writing Skill for 8th Grade Students of SMP Negeri 1 Yogyakarta"*, (Yogyakarta, Universitas Snata Dharma;2016)

B. Problem Statement

Based on problem above. The researcher formulated the research question as follows: Is the use of storytelling video effective to improve the writing skill of the eleventh-grade student's at SMAN 4 Palopo?

C. The Objective of the Research

Based on the research question above, the objective of the research is to find out whether or not the use of storytelling video is effective to improve students writing skills of the eleventh-grade students at SMAN 4 Palopo.

D. Significance of the Research

The result of this study is expected to be of any use theoretically and practically :

1. Theoretically, the results of this research are expected to contribute to the development of teaching language, particularly focusing on the effectiveness of video media to improve student's writing skills.
2. Practically :
 - a. For teachers, It is hoped that with the results of this research, English teachers will get inspiration or references to use video storytelling media as teaching materials to improve students' writing skill.
 - b. For Students, they are expected to be motivated to be more active in the learning process by using video storytelling specifically to cultivate their writing skill.

- c. For Another researcher, it is hoped that it can be a reference for further researchers and can obtain suggestions for follow-up

E. Scope of the Research

The scope of this research explains the effect of using video storytelling to improve students writing skill in narrative text. It turns out that video is a multimedia application that features new creations in expressing ideas. The researcher focused on five aspects namely content, organization, vocabulary, grammar, and mechanic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Few researchers have conducted previous research aimed at improving students' writing skills.

Tasdin Tahrir (2019) found that there was the application of audio-visual media in the teaching and learning process. This study focuses on the selection of learning media in the lesson plan concerning the students' KKM. This study uses a qualitative descriptive research method. This is used to determine whether the application of audio-visual media is effective in the learning process of SMA 1 Larompong.⁶

Anselmus Apri Hariadi (2016) learns about the use of narrative text teaching using video storytelling with the classroom action research method which focuses on one cycle consisting of three meetings with different topics. Writing techniques for 8th-grade students of SMP 1 Yogyakarta can be effective in teaching narrative texts. This can be seen from the improvement they get, the data shows that this writing technique has succeeded in improving students' abilities in learning.⁷

⁶ Tasdin Tahrir (2019), *"Tata Kelola Gambaran Perencanaan Media Berbasis Audio Visual Pada Mata Pelajaran Bahasa Indonesia di SMAN 1 Larompong Kabupaten Luwu"* *Kelola Journal of Islamic Education Management*, 4(1), 67-74

⁷ Anselmus Apri Hariadi, *"The Use Of Digital StoryTelling To Improve Narrative Writing Skill For Grade Students Of SMP Negeri 1 Yogyakarta"* unpublished Thesis 2016

Rosyida Rachmah (2011) learns about using video clips to improve students' writing skills in narrative texts. The topic of this research focuses on teaching students to write narrative text using video clips. The researcher emphasizes the results of the t-test score. When not given treatment, the results of the t-test calculations showed no significant difference between the experimental class and the control class and were in the H_0 area, but when given treatment from the t-test calculation the post-test value showed a significant difference between the experimental class and the control class because not in the H_0 region. From these results, it can be seen that there is a significant difference in students' narrative text writing skills after being taught by using video clips and without using video clips.⁸

The conclusion is the findings of Tasdin Tahrir using audio-visual to improve students writing skills by paying attention to students' KKM and the findings of Anselmus Apri Hariadi found an increase in students writing skills by using storytelling with different topics and focusing on 3 meetings. While Rosyida Rachmah uses video clips to improve students' narrative texts, but in this research has different, the researcher used several storytelling videos where the story is presented in a unique way to improve students' writing skill and the storyline of this storytelling video which students' will use as a source to express their ideas for writing narrative texts.

⁸Rosyida Rachmah, *"Using Video Clips to Improve Student's Writing Skills of Narrative Texts"* unpublished Thesis 2011

B.Theoretical Review

1. Writing Skill

a. The Defenition of Writing Skill

Writing is putting ideas on paper. This main idea that main that when you try to write something you must have some idea and this idea will be one interesting topic writing skill is the foundation for cultivating modern nationals' ten major basic activities. The nine-year consistent curriculum for primary, and secondary school aims at cultivating the ten major basics.⁹

Writing skill is the foundation for cultivating modern national ten major basic activities. The nine-year consistent curriculum for primary, and secondary school aims the cultivate the major basics. Abilities of modern national need to process in an effort for nationals to inherit and pass down social culture and adapt to modern life. All these require proficient Nationals language as the groundwork. Writing ability for studying the various subjects. It influences a significant action on national quality and educational performance.¹⁰

b.The Concept of Writing

1. Type of Writing

There are many types of writing. According to Brevet in Afandi (2014), there are:

a. Narration

A narrative tells a story, a series of connected incidents, or an action.in the narrative, incidents that make up the story are usually told in one order in which

⁹<http://www.fwp.Edu.ArgumentFor Implementing Remedial Teaching Or Writing Ability>

¹⁰ Rismawati Sabri, Developing the Students' Writing Skill through Describing An Object at The Eleventh Year of SMA Negeri 1 Walenrang by Ordering Sentences Activity Into Paraghrap, (Palopo: IAIN Palopo, 2014), p. 6.

they would happen when writing a narrative text, it is best to relate events chronologically.

The first paragraph should set the scene and the most exciting part should come at the end. Then the general outline for stories should be as follows::

- 1) Before the event.
- 2) The event
- 3) After the event.

b. Description

Whison & Burks (1980) state that descriptive text gives sense-impression about feeling, sound, taste, and look of things, it helps the reader.¹¹

c. Argumentation

For argumentation, we must discover a tone that uses fact when it is relevant, opinion modestly and reasonably, allows time and space for the doubts, and build a segment by paragraph steps that the reader can follow.

d. Comparison and contrast

Comparison and contrast is a kind of essay developed by comparison to emphasize similarities or likeness between people, places, or abstraction this research just wants to observe one type of writing.¹²

2. Components of Writing

In writing five components should be considered, they are content, organization, language use, vocabulary, and mechanics.

¹¹ George E. Whison & Julia M. Burks, *Let's write English* (revised Edition. New York: Educational publishing Inc, 1980), P. 128

¹² Idris Afandi, *developing students skill By using movie at the English Grade of SMP Negeri 1 Bua ponrang*, (IAIN Palopo, 2014). P.7.

a. Content

The content of the writing should be well unified and completed. The main idea is stated in the topic sentence and every supporting sentence develops it and is related to that idea.

There are three can be used to measure content:

- 1) The point of information to be brought.
- 2) The sequence in which the points are presented and
- 3) The formal signal

b. Grammar

Swam said grammar is the role that says how words are combined, arranged, and changed to show different meanings. Grammar is the role for forming and making the sentence.

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman dictationary of applied linguistics in practical English language teaching defines it as “a description of the structure of a language and how units such as words and phrases the structure of a language”. Another definition comes from A. S. Hobby in Oxford advanced learner’s Dictationary; he defines grammar as “the rules in a language for changing the form of words combining them into sentences”¹³

c. Organization

¹³Homby, A.S. Oxford learners pocket dictionary, (Thitr Edition; New York: Oxford University press,2003), p.517

The organization material in writing includes coherence, order and importance, general to specific, specific to general, chronological order, and spatial pattern. The process of organizing material in writing is as follows:

1. Coherence

Coherence means sticking, in an incoherent essay all ideas stick together. A Coherence paragraph is one in which the ideas are put in the right order and are never confused.

2. Ordering of importance

Order of importance is one of the useful ways of arranging ideas in a paragraph. The paragraph concludes with a surprise, an appeal for action, or with some other strong ending that is more likely to be successful.

3. General to specific.

General to specific is the common type of paragraph order. This arrangement begins with topic sentences that make a general statement followed by a series of supporting sentences, which supply specific: details, examples, and facts.

4. Specific to general.

From the general to a specific pattern, supporting follows the opening topic. It presents a series of individual, specific facts, details, impressions, or observations and ends with a generalization or conclusion.

5. Chronological order.

Chronological order or step arrangement of ideas by time or order. Some give direction or explain a process others summarize historical events and others report the step or actions can take by an individual or organization, nevertheless, they share an underlying similarity to present their ideas.

d. Language use

Language use in writing includes correct usage and points of grammar. Mistakes in writing are much more serious since we have the opportunity to read to correct what we have written. The writer must be able to find and correct errors in arrangement, and clarify the meaning of her/his writing. There are many opportunities for the use of verbs and mistakes in the arrangement are very common mistakes in writing works, however, they are many areas serious, and since we have the opportunity to read and correct errors in verb forms.

e. Vocabulary

The use of words or vocabulary influence good writing. The lack of vocabulary will make someone fails to compose what they are going to say to convey their ideas. The effective use of words will always result in good writing. specific and technical writing, vocabulary is one of the components of writing. Express ideas always deal with vocabulary.

f. Mechanic

Mechanic refers to the use of capitalization correctly, punctuation, and spelling appropriately. This aspect is very important since it leads the readers to understand or recognize immediately what the writer means to express definitely. The use of appropriate mechanics in writing will make readers easy to understand the ideas or message of the writer that is stated in the writing ¹⁴

The research focuses on five components namely: content, organization, vocabulary, grammar and mechanics

¹⁴Nurhidayah. *Improving Writing Skill Through Writing Diary at the eleventh year students of PMDS Putri Palopo*. (Palopo: STAIN Palopo, 2013), p 8.

3. The process of writing

Before writing had to know the process of writing such as planning, drafting, and revising.

a. Planning

Planning is a state of strategies designed to find production information in writing when people begin writing a project, people have to discover what possible people need to locate and explore a variety of subjects.

b. Drafting

Drafting is a series of strategies designed to organize develop sustain met place of writing. Drafting has enabled people to identify several subjects and encouraged people to gather information on the subject from a different perspective.

c. Revising

Revising is a series of strategies designed to examine and evaluate the chosen the created piece of writing. After people have completed their luminary draft, they need to stand back from their text and decide what action would saw to be productive¹⁵

d. Editing

After that, the students should edit their writing first before they publish their writing. Editing can be said as the last stage done in the writing process before publishing. Nation and Newton (2009:120) stated that editing involves the students rewriting and making changes to the organization, style,

¹⁵Ibid. p. 17.

grammar, lexical accuracy, and conformity. If previously revising was done by the writers to review and modify the writing, then editing is the final stage to ensure that the writing is correct and appropriate so it is worth reading because the function of editing is to finish and fix the writing after revising done. Editing can be said to be the last stage done after passing the previous revision.

e. Publishing

The last step is publishing. It is the last stage in the writing process. When someone completes their writing, the last thing they have to do is publish their writing to be read by others. Therefore the content in their writing is very important because their writing should be easy and feasible to be read by the public. In the teaching-learning process of writing, for the publishing stage usually, after writing, the teacher will ask students to read their writing in front of the class.

4. The problems in writing

There are five problems in writing. They are:

- a. We do not know our ability and potential of ourselves.
- b. Never look for and dominate information related to the topic which is written
- c. The idea is not the organization as systematic and gives expression as the writer
- d. Cannot observe and appraise the idea as objective.

e. There is no planning when we start to write we do not think and speak orderly¹⁶

Based on the research can help to improve and finish many problems in writing cause so interest in writing.

D. StoryTelling

1. Definition of Storytelling

Storytelling is an art that uses language, vocalizations as well as physical movements, and body gestures to express the message contained in the story to the audience who witnessed it directly, which is more specific and detailed to complete the story.¹⁷ According to Anne Pellowski in Sarip, storytelling is an art or it can be said as a craft of narrative stories that are poured in the form of poetry or prose, as is done before the audience witnesses directly, some stories are narrated so that they can be spoken, conveyed through singing without music or using music, conveyed through pictures or conveyed through other accompaniment obtained from sources orally, printed or recorded mechanically for entertainment.¹⁸

Storytelling is a way to convey an event in the form of words, pictures, or sounds and is always accompanied by improvisation or decoration. Narrative stories that have been shared in various cultures are used as a means of entertainment, and education, to preserve culture or develop moral values. There

¹⁶ Wiwik muliani. *Developing Writing Skill Through Descriptive Composition at the first year students of SMU Negeri 2 Palopo*. STAIN PALOPO 2007. P 19.

¹⁷Listserv, *National Storytelling Association*, 1997, (http://www.eldrbarry.net/roos/st_defn.htm. Accessed on March 12th,2021)

¹⁸Anne Pellowski in Sarip, *Storytelling Through Picture in Development of Speaking Skill*, (Bogor. IBN Khaldun University,2011),p.8. <http://universityofibnkhaldunbogor-indonesia.blogspot.com>. Access on March 14th,2011

are three most important elements in the story, namely real or imaginary, narrative or commonly said to be an element of telling an event, and narrative in terms of how the story is told. This is a familiar model with the description of childhood experiences described earlier. Story vocalization is the most important factor in the transmission of information.

Storytelling is a form of art that is shown interactively. The relationship that occurs between the storyteller and the audience is an important element in storytelling. The audience can match the words and actions of the storyteller. Storytellers use non-verbal goals spontaneously and improvise to adjust tone, word, or speed in the story to better suit the audience's needs.

2. The Strength of Storytelling

There are positive things in the use of storytelling in the world of adult education such as getting attention, imagination, information retention, and introducing critical thinking. On the other hand, storytelling activity has a limit in its use which must be maintained in the form of an appropriate time. Do not rule out student learning styles in terms of individual attention and consideration of the subject matter that will be delivered in a story. Stories can activate and awaken children's spirits because children will always ponder meaning and follow various story situations, so that students' are influenced by the characters and topics of the story. ¹⁹Directing all emotions so that they unite in one conclusion that occurs at the end of the story. Stories are always captivating, because they invite you to

¹⁹ Listserv, *National Storytelling Association*, 1997, (http://www.eldrbarry.net/roos/st_defn.htm. Accessed on March 12th, 2021)

follow the events and ponder their meaning. Can affect emotions, such as fear, feelings of being watched, willing, happy, reluctant, or hate so that it surges in the folds of the story. If seasoned with stories, it will be able to increase their memorization power, in which there are new depictions of life, moreover added artistic value in their demeanor, so that a listener feels enjoy and lives it.

3. The Weakness of Storytelling

In addition to the advantages, there are weaknesses in using storytelling as teaching material, namely, it will take time to memorize or some things can be forgotten. For example, forgetting the essence of a joke or what information makes it funny. Oral storytelling must involve the audience directly. There will be no interaction that occurs if you do it yourself even when you are still practicing to tell something in the bathroom, of course, you imagine the audience as well as performances in cultures that use oral storytelling, of course, there will be no personal nature.²⁰

4. The Main Types of Story

There are many different types of stories, with different labels the most generally include:

a. Story

It can be said as a story if the story tells about events that are connected in a series of stories that are considered true or just fiction. The plot is out there but the

²⁰ Listserv, *National Storytelling Association*, 1997, (http://www.eldrbarry.net/roos/st_defn.htm. Accessed on March 12th, 2021)

most important steps have to be taken. The first thing that must be considered selectively to describe a relationship, is cause, motive, feeling, and consequence in the meaning of the word.

b. Narrative

A narrative is a description of events that are packaged in the form of a story.

c. Springboard story

A springboard story is a story whose plot is unpredictable and has an impact that is difficult to inform but through catalytic understanding. Therefore listeners can express a story with an analogous context involved.

d. Anti-story

An anti-story is a story that appears elsewhere to chance the authenticity of the story. As an example of the show that is always performed by Dave Snowden, one of the stories that can cause cynicism to the positive elements of the official story. But it does not close the limitations in the official story situation. This led to a negative response to the story, again explaining that the aim was to undermine the authenticity of the story.²¹

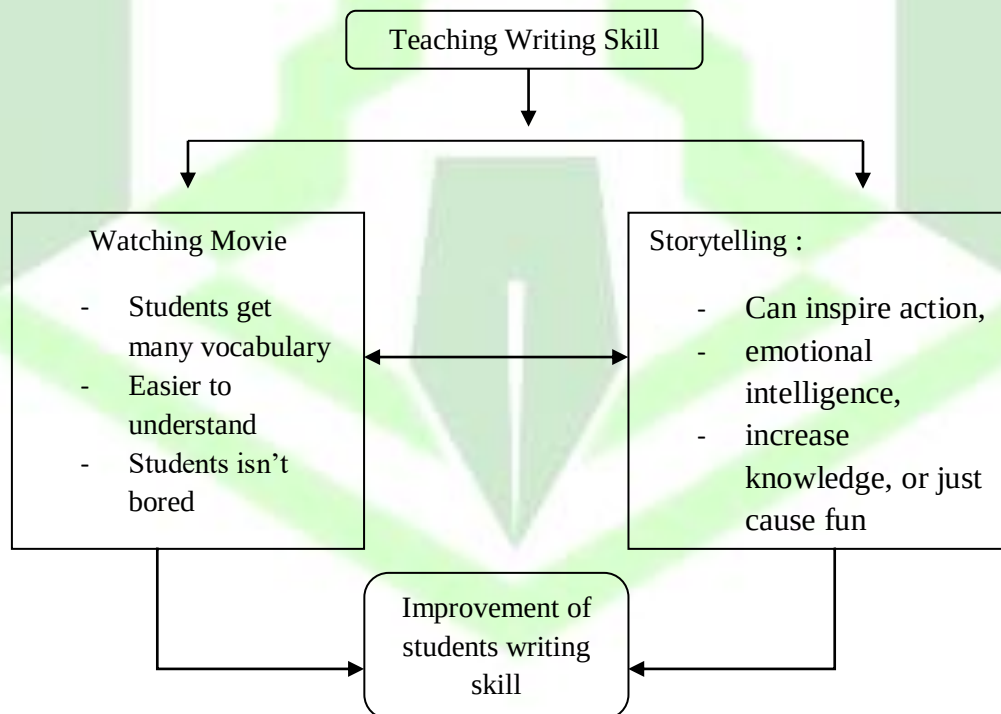
In this case, since the material that will be conveyed is about storytelling the researcher decides to use narrative text as a reference in his research where the

²¹Yusuf , *Improving Students Speaking Skill in Retelling Story Through Picture at the Third Semester Students of STAIN Palopo*, (Palopo: STAIN Palopo 2010),p.10-11

material will be arranged as attractively as possible in the form of videos so that students can be entertained.

E. Conceptual Framework

The focus of this research is on improving the second-year students' writing skills by watching a movie. The use of video as a learning medium plays an important role in improving student's writing skill because with the use of video, students will more quickly capture the material shown. In connection with this, the use of video media is coupled with the use of storytelling as teaching material presented. The combination of videos as media and storytelling as learning materials is expected to motivate students to enjoy learning more and increase students' knowledge in the future. The theoretical framework of this research is as follows:



The conceptual framework shows the process of the research to improve students' ability in writing skills by using the storytelling video and this research using pre-experimental research.

F. Hypothesis

Based on explaining in chapter I which is an introduction, so the hypothesis in this research is formulated as follows:

1. Null Hypothesis (Ho): The use of storytelling video is not effective to improve students' writing skills in the eleventh grade at SMA 4 Palopo.
2. Alternative Hypothesis (Ha): The use of storytelling video is effective to improve students' writing skills in the eleventh grade at SMA 4 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research applied a pre-experimental method; whether using short stories can improve students' writing skills. Experimental methods are included in the quantitative method. Experiment means try, seek, and confirm. Experimental research in education is a research activity that aims to assess the effect of an educational treatment or action on students' behavior not to test a hypothesis about whether or not the action is effective when compared to other actions. The reason the researcher choose the experimental method is that this research method is structured systematically, logically, and meticulously in controlling the condition. Compared to the non-experimental method in which research is carried out on several characteristics of research subjects according to what they are.

An experimental method consists of a pre-test, treatment, and post-test where the design of the research will be descent as follows :

O1 X O2

Notation :

O1: Pre-test

X: Treatment

O2: Post-test²²

²²Suharsini Arikunto, *Prosedur Penelitian*, (Cet, IV, Rineka Cipta, 1997), P.

B. Time and Place of the Research

This research was conducted at SMAN 4 Palopo. This research focused on using storytelling videos to improve student's writing skill at SMAN 4 Palopo, located on Bakau street, Palopo. This research was also for six meetings.

Table 3.1

Time and Place of the Research

	July	Augst	Sept	Oct	Des	Jan	Feb	Nov
Pre Observation	✓							
Writing Proposal	✓	✓						
Proposal Seminar				✓				
Giving Pre-test						✓		
Treatment							✓	
Giving Post-test							✓	
Result Seminar								✓
UT								

C. Variable of the Research

In this research, the researcher determined two categories of variables. They were dependent variables and independent variables.

1. The independent variable is storytelling videos.
2. The dependent variable is students' achievement in writing.

D. Population and Sample

1. Population

The population of this research chooses 120 students from the eleventh grade of SMA 4 Palopo in the 2020/2021 academic year.

2. Sample

This research used purposive sampling. The reason the researcher took this technique is that this sampling is very relevant to the research design. Besides that this sampling is very easy and can produce samples that can logically be considered representative of the population. The samples that choose are the students' that have been considered.

In this research, the researcher took class XI.IPA 2 consists of 26 students' from the eleventh grade of SMA 4 Palopo. The researcher chooses this class as the sample because students have a low ability in English Knowledge. Besides that, they are also learning English, even though their ability in English is still low especially in terms of writing.

E. Instrument of the Research

The data was collected by using writing text. The researcher used a writing test to measure the students' ability to write in English before and after giving treatment. The researcher gave some instruments to collect all the information and data as long as it could help the research. The instruments are given in :

1. Pre-test

The research used a writing test in which essay questions about writing stories about their daily activities as a pre-test.

2. Post-test

The research used a writing test in which essay questions about writing stories about their unforgettable experience as a post-test.

F. Procedure of Collecting Data

The data would be collected by using the procedure below:

1. Pretest

The pre-test was given before the researcher gave the treatment. In this section, the researcher gave a test by writing about their daily activities. The researcher asked the students' to answer the questions. The researcher spent 20 minutes administering the test and obtaining data for each student.

2. Treatment

The researcher-directed treatment required four meetings to complete. The following are the methods :

Firstly, the researcher brainstormed before explaining narrative text material to the students', it aims to get students' latest ideas regarding the material to be taught. Then the researcher explains about narrative text which consist of understanding, its types and the structure of the narrative text itself to all students'.

Then the researcher gives time to students' to pay attention to the material and is given the opportunity for students' to ask questions about narrative text, after that the researcher asked student's to prepare their respective cellphones, in which the researcher had sent a video that would be shown to all student's. After that the researcher instruct student's to play the storytelling video and told them to focus on watching the story. Played a storytelling video with different story titles at each meeting.

- a. First meeting presented a story about "The Gingerbread Man" ,
- b. The second meeting about "Snow White and the Seven Dwarves",
- c. The third meeting about " Red Shoes and the Duck"
- d. The last meeting about "The Lazy Girl".

After that, students' are given the opportunity to watch the story and the researcher gave instructions to the students' to rewrite the story with their ideas and creativity without changing the contents of the original story. In the first meeting the researcher asked the student's to watch the story individually and make their own version of the essay. Then at the second meeting of thte two researchers divided student's into three groups to watch the story and compose stories according to the theme of storytelling stories with their group friends. In the third meeting, the researcher divided the student's into pairs and then they watched and worked on essay writing with their respective seat partners. Then in the last meeting the researcher again asked the student's to watch and write their own version of the essaybin accordance with the topic of the story shown individually. This aims to see their cooperation and to see their an increase in

student's writing when doing it alone or with their group mates, it also aims to carry out good learning so student's do not get bored when learning is in progress.

3. Post-test

The researcher gave a post-test with questions about writing an unforgettable experience. Then they answer the question and give about 25 minutes. After the students answered the question, the researcher collected all the students' answers.

G. The Technique of Data Analysis

Step to data analysis include :

1. Classifying the Score

The components from J.B Heaton, the scales included in the objective score, are divided into five.

- a. Content refers to the idea represented or the substance of writing.
- b. Keeping the content organized is the goal of organization.
- c. Any terms that students use in their writing are referred to as vocabulary.
- d. Grammar is made up of structural terms as well as syntactic patterns.
- e. The use of a language's graphic convention is known as mechanics.

An analytical rating scale for evaluating written language

1. Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, the main idea stand out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or insubstantial, too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4	9-11	Poor	Not fluent, does not communicate information is very limited, and boring.
5	5-8	Very poor	No organization, not enough to evaluate because not meaningful.

2. Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and Accurate.

2	14-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Is quite clear, some words may lack precision. The writer struggled with eliminating vocabulary grouping for words.
4	7-9	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, verbs are weak and view in number: is, are, were, dominated.
5	5-6	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and Accurate.
2	15-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader

			imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary grouping for 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, verbs are weak and view in number: is, are, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

4. Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word order/ function, pronouns, prepositions.
2	20-22	Good	Effective but simple construction minor the problem in complex construction several error of tense, word order, function, pronouns, and

			preposition but meaning seldom or cured.
3	16-19	Fair	The major problem in simple construction, is a frequent error of negative, agreement, tense, word order /function, pronouns, preposition, and or fragment. Do not communicate.
4	9-15	Poor	Dominated by an error of grammar, can not be understood and evaluated.
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

5. Mechanic

6. No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not a problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors in spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some errors are spelling, punctuation, capitalization, and paragraphing.
4	2	Poor	Many errors in spelling, punctuation, capitalization.

5	1	Very poor	Illegible writing. ²³
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2. Counting the students' pre-test and post-test score

$$Score = \frac{3G + 2O + 2G + 1,5V + 1,5M}{100}$$

3. Classifying the students' score by H. Douglas Brown as follows²⁴:

No.	Score	Classification
1.	91-100	Very good
2.	76-90	Good
3.	61-75	Fair
4.	51-60	Poor
5.	0-50	Very poor

Calculate the data's mean score, standard deviation, significance tests, and standard value using the SPSS 22 application in Windows 10.

²³ J.B Heaton, Writing English Language Test, (New York: Longman 1988), p.146.

²⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2004), p. 287

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study uses a frequency distribution table for the fair or gains classification method and the percentage of student scores is taken from several criteria, namely, content, organization, vocabulary, grammar, and mechanics in the pre-test is presented as follows:

1. Pre test

Table 4.1 : The Student Score in Pre-test

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Jumlah
RD1	10	11	12	10	2	45
RD2	12	14	12	15	2	55
RD3	10	13	14	17	3	57
RD4	9	10	13	12	1	45
RD5	13	14	15	16	2	60
RD6	11	13	15	15	1	55
RD7	16	16	15	16	2	65
RD8	14	13	17	18	2	56
RD9	12	15	14	14	2	68
RD10	15	12	15	20	3	55
RD11	18	13	13	15	2	47
RD12	13	12	11	15	2	50
RD13	9	11	14	15	1	72
RD14	10	12	16	13	1	65
RD15	20	16	15	17	3	55
RD16	15	15	14	18	2	65
RD17	11	13	15	16	1	55
RD18	15	14	11	16	2	62
RD19	13	12	11	15	2	53
RD20	14	15	14	14	1	58

The researcher also had written the students scoring classification of frequency and percentage of the results of students' score in the pre-test as follow:

a. Content

Table 4.2 : The criteria and percentage of the student's content in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Very Good	23-26	-	0%
3	Fair	12-22	12	64%
4	Poor	9-11	8	36%
5	Very poor	5-8	-	0%
	Total		20	100%

Table 4.2 shows the criteria and percentage of student content in the pre-test. It shows that there are no students got excellent, good, or poor scores. There are 8 students (36%) got fair scores and 7 students (64%) got students to be poor.

Table 4.3 The Mean Score of Students' content in Pre-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. deviation
Content	20	9	20	13,00	2,956
Valid N (listwise)	20			(Fair)	

Based on the table 4.3, it that the highest score of students' is 20 and the lowest score is 9. In addition, students' scores also show that the mean score of students' content in pre-test is 13.00 and the standard deviation is 2.956

b. Organization

Table 4.4 : The criteria and percentage of the student's organization in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	14-17	-	0%
3	Fair	10-13	9	18%
4	Poor	7-9	11	72%
5	Very Poor	5-6	-	0%
	Total		20	100%

Table 4.4 displays the students' frequency and organization percentage in the pre-test. It shows that not students' got excellent, good, and very poor scores (0%). The frequency dominates in eleventh students' got poor (72%) and nine students' got fair (18%).

Table 4.5 : The Mean Score of Students' Organization in Pre-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. deviation
Organization	20	10	16	13,20	1,673
Valid N (listwise)	20			(Fair)	

Based on the table 4.5, it can be found that the highest students score is 16 and the lowest score is 10. In addition, the students' score also shows that the mean score of the students' organization in the pre-test is 13.20 and the standard deviation is 1.673.

c. Vocabulary

Table 4.6 : The criteria and percentage of the student's vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	9	41%
3	Fair	12-14	9	41%
4	Poor	9-11	2	17%
5	Very Poor	5-8	-	0%
	Total		20	100%

Table 4.6 gives information about the students' frequency and percentage of vocabulary in the pre-test. It can be seen that the frequency dominates in nine

student's receiving good (41%), nine students' got fair (41%) and two students' got poor (17%), and no receiving excellent and very poor.

Table 4.7 : The Mean Score of Students' Vocabulary in Pre-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. deviation
Vocabulary	20	11	17	14,00	1,589
Valid N (listwise)	20			(Fair)	

Based on the table 4.7, it can be found that the students' highest score was 17 and the lowest score was 11. In addition, the students' scores show that the mean score of the students' vocabulary in the pre-test is 14.00 and the standard deviation is 1.589.

d. Grammar

Table 4.8 : The criteria and percentage of the student's Grammar in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	1	9%
3	Fair	16-19	9	40%
4	Poor	9-15	10	50%
5	Very Poor	5-8	-	0%
	Total		20	100%

Table 4.8 shows the students' frequency and percentage of grammar in the pre-test. There were no students' who receiving excellent and very poor grades (0%). The frequency dominates in ten students' got poor (50%), nine students' got fair (40%), and one students' got good (9%).

Table 4.9 : The Mean Score of Students' Grammar in Pre-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. deviation
Grammar	20	10	20	15,40	2,21
Valid N (listwise)	20			(Fair)	

Based on the table 4.9, it can be found that the students' highest score was 17 and the lowest score was 11. In addition, the students' scores show that the mean score of the students' vocabulary in the pre-test is 14.00 and the standard deviation is 1.589.

e. Mechanic

Table 4.10 : The criteria and percentage of the student's mechanics in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0%
2	Good	4	-	0%
3	Fair	3	3	14%
4	Poor	2	10	54%
5	Very Poor	1	7	32%

	Total		20	100%
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Table 4.10 shows that the criteria and percentage of student mechanics in the pre-test show that there are no students who get excellent, good, and very poor scores. There are 3 students (27%) got fair scores, 10 students (54%) got students to be poor scores and 7 students (32%) got very poor scores

Table 4.11 : The Mean Score of Mechanic in Pre-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. deviation
Mechanic	20	1	3	1,80	0,696
Valid N (listwise)	20			(Poor)	

Based on the table 4.11, it can be found that the students' highest score was 3 and the lowest score was 1. In addition, the students' scores show that the mean score of the students' vocabulary in pre-test is 1.80 and the standard deviation is 0.696.

2. Post-Test

In the section, the researcher displays the students' writing ability scores namely content, organization, vocabulary, grammar, and mechanics which are produced in full in the average value and standard deviation of students after treatment in the post-test.

Table 4.12 : Score of Student's Writing Ability in Post-test

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Jumlah
RD1	15	16	16	15	3	65
RD2	18	17	17	20	3	75
RD3	17	18	18	23	4	80
RD4	14	15	16	18	2	65
RD5	15	17	18	19	3	72
RD6	14	18	17	20	3	72
RD7	25	18	20	23	4	90
RD8	20	17	20	21	2	80
RD9	18	19	20	24	4	85
RD10	20	16	17	20	2	85
RD11	23	17	18	24	3	75
RD12	28	16	16	20	2	85
RD13	14	14	15	24	4	72
RD14	13	15	16	20	1	65
RD15	26	26	20	23	3	61
RD16	23	23	18	23	2	92
RD17	15	15	17	20	2	85
RD18	17	17	17	18	3	70
RD19	16	16	15	20	2	70
RD20	20	20	18	16	2	74

The researcher also had written the students' scoring classification of frequency and percentage of the result of students' score in post-test as follows :

a. Content

Table 4.13 : The criteria and percentage of the student's content in the post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	1	9%
2	Very Good	23-26	4	32%
3	Good	12-22	15	59%

4	Fair	9-11	-	0%
5	Poor	5-8	-	0%
	Total		20	100%

Table 4.13 shows that the criteria and percentage of student content in the post-test show that 1 student (9%) got excellent, 4 students (32%) got very good, 1 student (9%) fair, 15 students (59%) got a good score. There are no students on very poor.

Table 4.14 : The Mean Score of Students' Content in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	13	26	18,05	3,845
Valid N (listwise)	20			(Good)	

Based on the table 4.14, it can be seen that the highest score of students' is 26 and the lowest score of students' is 13. In addition, students' scores also show that the mean content of students' in the post-test is 18.05 and the standard deviation is 3.845.

b. Organization

Table 4.14 :The criteria and percentage of the student's organization in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%

2	Very Good	14-17	-	0%
3	Good	10-13	20	100%
4	Fair	7-9	-	0%
5	Poor	5-6	-	0%
	Total		20	100%

Table 4.15 show that student's frequency and percentage of organization in the post-test. It was discovered that twelve students' (100%) received an good score. There are no students on excellent, very good , fair and poor.

Table 4.16 : The Mean Score of Students' Organization in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Organization	20	14	20	17,00	1,487
Valid N (listwise)	20			(Good)	

Based on the table 4.16, it can be seen that the highest score of students' is 20 and the lowest score of students' is 14. In addition, students' scores also show that the mean organization of students in post-tests is 17.00 and the standard deviation is 1.487.

c. Vocabulary

Table 4.17 : The criteria and percentage of the student's vocabulary in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	9	45%
2	Good	15-17	11	54%
3	Fair	12-14	-	0%
4	Poor	9-11	-	0%
5	Very Poor	5-8	-	0%
	Total		20	100%

Table 4.17 displays the frequency and percentage of vocabulary used by students' in post-test. It is reported that nine students (45%) got excellent score and eleventh students' (54%) got good score. There are no students on fair, poor, and very poor.

Table 4.18 : The Mean Score of Students' Vocabulary in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	15	20	17,45	1,605
Valid N (listwise)	20			(Good)	

Based on the table 4.18 it can be seen that the students' scores in post-test. The students' highest score is 20 and the lowest score is 15. In addition, students'

scores also show that the mean organization of students' in post-test is 17.45 and the standard deviation is 1.605.

d. Grammar

Table 4.19 : The criteria and percentage of the student's Grammar in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	5	13%
3	Fair	16-19	7	40%
4	Poor	9-15	6	14%
5	Very Poor	5-8	1	9%
	Total		20	100%

Table 4.19 shows that the criteria and percentage of student grammar in the post-test show that 5 students (13%) get good, 7 students (40%) get fair scores, 6 students (27%) get a poor score and 1 students (9%) get a very poor scores.

Tabel 4.20 : The Mean Score of Students' Grammar in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	20	15	24	20,05	2,704
Valid N (listwise)	20			(Fair)	

Based on the table 4.20 it can be seen that the students' scores in post-test. The students' highest score is 24 and the lowest score is 15. In addition, students' scores also show that the mean organization of students' in post-tests is 20.05 and the standard deviation is 2.704.

e. Mechanic

Table 4.21 : The criteria and percentage of the student's mechanics in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Very Good	4	5	21%
3	Good	3	8	36%
4	Fair	2	7	35%
5	Poor	1	-	0%
	Total		20	100%

The frequency and percentage of mechanics during the post-test are shown in table 4.19. as can be seen that 5 students (20%) got very good, and 7 students (35%) got good scores and 9 (36) students got fair scores.

Table 4.21 : The Mean Score of Students' Mechanic in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Mechanic	20	1	4	2,70	0,865
Valid N (listwise)	20			(Good)	

Based on the table 4.21 it can be seen that the students' scores in post-test. The students' highest score is 4 and the lowest score is 1. In addition, students' scores also show that the mean organization of students in post-tests is 2.70 and the standard deviation is 0.865.

Besides showing the mean score of each component of writing that included content, organization, vocabulary, grammar, and mechanics one by one, this researcher also presented the total mean score and standard deviation in pre-test and post-test, and then this research compared both of them. The result would be presented in the table of descriptive statistics as follows:

Table 4.22 : The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	45	72	57.40	7.430
Posttest	20	61	92	75.25	8.723
Valid N (listwise)	20				

Based on table 4.22, indicates that the standard deviation in the pre-test was 7.430 and post-test 8.723. it also showed that the mean score of students' on the pre-test was 57.40 and the mean score of students on the post-test was 75.25. the result of the table showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the use of video storytelling as a medium to improve students' writing skills.

To know whether the pre-test and post-test were significantly different, and also the acceptability of the hypothesis of this research, the researcher used to test and analyze, and calculated it by using SPSS 22. The result had been presented in the table of paired samples statistics, paired samples correlations, and paired samples tests. It was presented in the following tables :

Table 4.23 : The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.40	20	7.430	1.661
	Posttest	75.25	20	8.723	1.951

The table of the paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test was 7.430 and the value standard deviation in post-test was 8.723.

In addition, the standard error means in the pre-test was 1.661 and the standard error mean in the post-test was 1.951. Table 4.26 also showed that the mean score on the pre-test was 57.40 and the mean score on the post-test was 75.25. it can be concluded that the student's scores improved from 57.40 to 75.25.

Table 4.24 : The Paired Samples Correlations of Pre-test and Post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.904	.000

Table 4.24 of the paired samples correlation of pre-test and post-test presented that the correlation of the students' competency before and after

treatment was 0.904. it means that there was a significant correlation between students' skill before and after treatment.

Table 4.25 : The Paired Samples Test of Pre-test and Post-test

Paired Samples 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	-17.850	3.760	.841	-19.610	-16.090	-21.233	19	.000

Based on table 4.25 of the paired sample test of pre-test and post-test. The researcher got the data that $t_o(t_{count}) = 21.233$ and df (degree of freedom) = 19. Based on the table distribution of $t_t = 2.093$, it was the standard of significant 0.05 with the degree of freedom (df) = 19. Based on the result, the researcher concluded that $t_o(t_{count})$ was higher than $t_t(t_{table})$, $t_o \geq t_t$.

$$21.233 \geq 2.093$$

Related to the result that ($t_o . t_t$) the t_{count} was higher than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was a significant difference before and after using video storytelling as a medium. Because of that, the researcher believes that the video was effective to improve students' writing skill at SMAN 4 Palopo.

B. Discussion

Data collection shows that teaching writing by using storytelling video can help students' write better in five sections: content, organization, vocabulary, grammar, and mechanics. Their scores indicate the students' performance on each test component. Based on the findings data analysis, researchers determine the efficacy of using storytelling video in improving students' narrative text writing skills in eleventh-grade at SMAN 04 Palopo. The average score of the students' pre-test was 57,40, and their mean post-test score was 75,25, as determined by data analysis. The pre-test standard deviation was 7.430, and the post-test standard deviation was 8.723. This shows that storytelling video has succeeded in improving students' writing skill.

After being given a pre-test, some students' had not fulfilled the writing aspect. However after giving the post-test, the researcher saw that there was the development of the writing aspect after being given treatment for four meetings where in this treatment the average students' often asked questions and was active in writing activities. There is a technique that can be used to teach writing but researchers teach writing using storytelling video teaching materials. In addition, using video storytelling to write instructions improve students' writing skills. Students' in the pre-test showed some deficiencies in this process, including content and organization. Almost all students' get bad grades in this regard topic by looking at the pre-test scores in the five components it's proven. That students'

make many grammar mistakes when expressing their ideas during, this test. Their vocabulary is still lacking, some of them struggle to find them ideas.

In addition, the post-test revealed a decrease in students' weaknesses. The students' attempted to communicate their feelings based on them observations during this final test. Their post-test results showed that almost all of them students' raise their marks for each component.

The effectiveness of storytelling video in teaching writing supported by Putri Aulia Gunawan (2019) which found that the use of digital storytelling has a significant effect on students' writing abilities. This is evidenced by an increase in students' scores where students' post-test scores were higher than students' pre-test scores when doing research in class. Also Sri Wahyuningsih (2018) find out that teaching writing narrative texts using storytelling videos can develop students' writing mastery. There was a significant difference between the students' face to face class and the mixed class this can also be seen from the results of the null hypothesis (H_0) which was rejected and the alternative hypothesis (H_a) which was accepted. Thus the ability to write narrative texts in class combined with storytelling video is better than the ability of students' in face to face classes with storytelling. The suggestion is that storytelling video techniques can be implemented in learning to write narratives in a blended classroom to make teaching and learning activities effective and fun. In line with Ratna Dewi (2021) found that the results of document analysis and interviews with respondents indicated that students' activities in learning narrative text were

more effective using digital storytelling. These results can be seen from document analysis as well that students' can describe better and are able to write stories after seeing stories through videos or film. That's because they can immediately describe it and imagine. in learning activities students' pay more attention and understand because one of them is interesting and does not get bored easily.

From the explanation above, data analysis shows that storytelling video has been used by several previous researchers to carry out learning activities several years ago. The use of storytelling video is also recommended as a learning medium because it can increase students's interest in learning because nowadays students' like something that mixes with video and they also spend more time using gadgets.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this chapter indicates a conclusion and some suggestions

A. Conclusions

Based on the findings, the researcher concluded that using storytelling video as a material and learning media is very effective in improving student's writing skill in class XI. IPA 2 at SMAN 4 Palopo. This is evidenced by the fact that t_0 (t_{count}) is higher than t_t (t_{table}), $t_0 > t_t$, $21.233 > 2.093$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there is a significant difference between improving students' writing skill before and after being given treatment.

B. Suggestions

Based on the conclusions above, the researcher would like to give some suggestions as follows :

1. The teacher must be more selective in choosing appropriate strategies in teaching English, especially in teaching writing, so that students are more interested and enthusiastic in participating in the teaching and learning process in the classroom. English teachers who want to teach writing are advised to use video media as learning media and storytelling as a medium. Teaching materials because using the media has been proven to be an effective way of teaching writing and

students are also very enthusiastic and do not make students bored and create great enthusiasm in participating in class learning.

2. For the further researcher who wants to develop this research in the future by using video media as a medium in learning because through this media in carrying out the teaching and learning process, this can be applied to students in writing paragraphs such as descriptive text, narrative text, recount text and other types of paragraph.

Finally, the researcher realizes that this thesis is still far from being perfect and because of that constructive critics and advice are expected for the perfection of this thesis. The researcher hopes that the results of this research can be useful for the readers.

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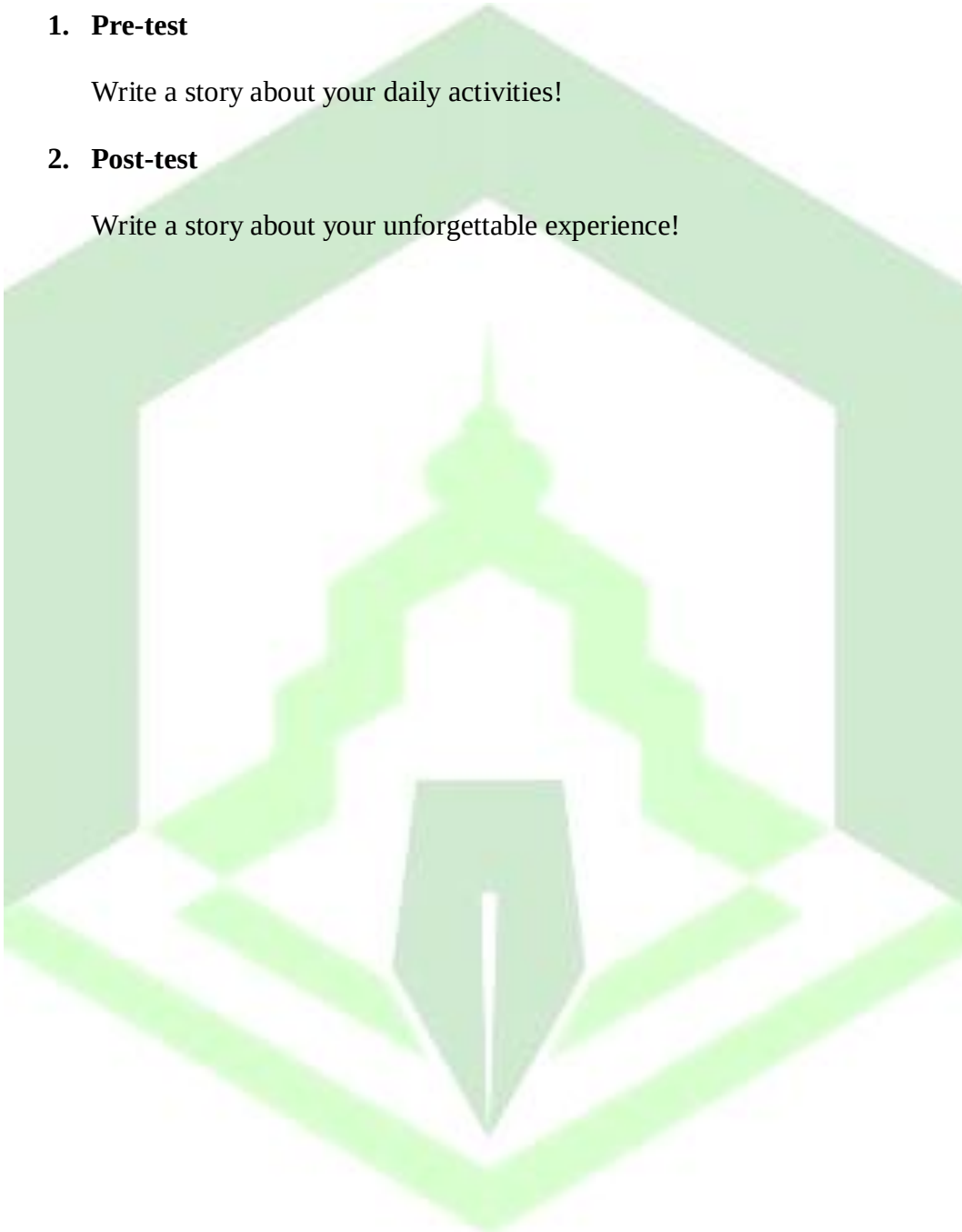
APPENDIX 1 Instrument of the research

1. Pre-test

Write a story about your daily activities!

2. Post-test

Write a story about your unforgettable experience!



APPENDIX 2 : The Lesson Plan For the Whole Six Meetings

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 04 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPA 2/Genap

Materi Pokok : Narrative text

Alokasi waktu : 40 menit

Pertemuan : 1

Kompetensi Dasar

“Menggunakan makna dalam teks tertulis fungsional dan essay pendek sederhana berbentuk narrative”.

Tujuan Pembelajaran

1. Peserta didik mampu menuliskan teks pendek dan sederhana dalam bentuk narrative text dengan langkah retorika yang benar.
2. Karakter siswa diharapkan dapat dipercaya, mempunyai rasa hormat dan tekun.

Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru menyapa peserta didik dan dilanjutkan dengan berdoa
2. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

1. Guru menanyakan kepada siswa apa yang mereka ketahui tentang narrative text.
2. Peserta didik diminta untuk memperhatikan kegiatan yang sedang berlangsung.

3. Guru menyampaikan materi tentang narrative text (pengertian, tujuan dan struktur).
4. Peserta didik diberikan kesempatan untuk memahami materi.
5. Guru memberikan kesempatan siswa untuk bertanya.
6. Guru memperkenalkan salah satu video storytelling yang berjudul “The Gingerbread Man” dan guru meminta siswa untuk menonton video tersebut.
7. Siswa diharapkan untuk membuat karangan versi mereka sendiri sesuai dengan video yang ditampilkan tanpa mengubah cerita aslinya (individual).

c. Kegiatan Penutup

Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa.

Palopo, 2022

Diketahui

Guru Bahasa Inggris



Zetly Limbu, S.Pd

Peneliti



Wiwit Suryani

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 04 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPA 2/Genap

Materi Pokok : Narrative text

Alokasi waktu : 40 menit

Pertemuan : 2

Kompetensi Dasar

“Menggunakan makna dalam teks tertulis fungsional dan essay pendek sederhana berbentuk narrative”.

Tujuan Pembelajaran

1. Peserta didik mampu menuliskan teks pendek dan sederhana dalam bentuk narrative text dengan langkah retorika yang benar.
2. Karakter siswa diharapkan dapat dipercaya, mempunyai rasa hormat dan tekun.

Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan
 1. Guru menyapa peserta didik dan dilanjutkan dengan berdoa
 2. Guru menyampaikan tujuan pembelajaran
- b. Kegiatan Inti
 1. Guru menanyakan kepada siswa apa yang mereka ketahui tentang narrative text.
 2. Peserta didik diminta untuk memperhatikan kegiatan yang sedang berlangsung.
 3. Guru menyampaikan materi tentang narrative text (pengertian, tujuan dan struktur).
 4. Peserta didik diberikan kesempatan untuk memahami materi.

5. Guru memberikan kesempatan siswa untuk bertanya.
6. Guru memperkenalkan salah satu video storytelling yang berjudul “Snow White and Seven Dwarves” dan guru meminta siswa untuk menonton video tersebut.
7. Siswa diharapkan untuk membuat karangan versi mereka sendiri sesuai dengan video yang ditampilkan tanpa mengubah cerita aslinya (kelompok).

c. Kegiatan Penutup

Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa.

Palopo, 2022

Diketahui

Guru Bahasa Inggris



Zetly Limbu, S.Pd

Peneliti



Wiwit Suryani

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 04 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPA 2/Genap

Materi Pokok : Narrative text

Alokasi waktu : 40 menit

Pertemuan : 3

Kompetensi Dasar

“Menggunakan makna dalam teks tertulis fungsional dan essay pendek sederhana berbentuk narrative”.

Tujuan Pembelajaran

1. Peserta didik mampu menuliskan teks pendek dan sederhana dalam bentuk narrative text dengan langkah retorika yang benar.
2. Karakter siswa diharapkan dapat dipercaya, mempunyai rasa hormat dan tekun.

Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru menyapa peserta didik dan dilanjutkan dengan berdoa
2. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

1. Guru menanyakan kepada siswa apa yang mereka ketahui tentang narrative text.
2. Peserta didik diminta untuk memperhatikan kegiatan yang sedang berlangsung.
3. Guru menyampaikan materi tentang narrative text (pengertian, tujuan dan struktur).
4. Peserta didik diberikan kesempatan untuk memahami materi.

5. Guru memberikan kesempatan siswa untuk bertanya.
 6. Guru memperkenalkan salah satu video storytelling yang berjudul “Red Shoes and the Duck” dan guru meminta siswa untuk menonton video tersebut.
 7. Siswa diharapkan untuk membuat karangan versi mereka sendiri sesuai dengan video yang ditampilkan tanpa mengubah cerita aslinya (berpasangan)
- c. Kegiatan Penutup

Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa.

Palopo, 2022

Diketahui

Guru Bahasa Inggris



Zetly Limbu, S.Pd

Peneliti



Wiwit Suryani

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 04 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPA 2/Genap

Materi Pokok : Narrative text

Alokasi waktu : 40 menit

Pertemuan : 4

Kompetensi Dasar

“Menggunakan makna dalam teks tertulis fungsional dan essay pendek sederhana berbentuk narrative”.

Tujuan Pembelajaran

1. Peserta didik mampu menuliskan teks pendek dan sederhana dalam bentuk narrative text dengan langkah retorika yang benar.
2. Karakter siswa diharapkan dapat dipercaya, mempunyai rasa hormat dan tekun.

Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan
 1. Guru menyapa peserta didik dan dilanjutkan dengan berdoa
 2. Guru menyampaikan tujuan pembelajaran
- b. Kegiatan Inti
 1. Guru menanyakan kepada siswa apa yang mereka ketahui tentang narrative text.
 2. Peserta didik diminta untuk memperhatikan kegiatan yang sedang berlangsung.
 3. Guru menyampaikan materi tentang narrative text (pengertian, tujuan dan struktur).

4. Peserta didik diberikan kesempatan untuk memahami materi.
5. Guru memberikan kesempatan siswa untuk bertanya.
6. Guru memperkenalkan salah satu video storytelling yang berjudul “The Lazy Girl” dan guru meminta siswa untuk menonton video tersebut.
7. Siswa diharapkan untuk membuat karangan versi mereka sendiri sesuai dengan video yang ditampilkan tanpa mengubah cerita aslinya (individual)

c. Kegiatan Penutup

Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa.

Palopo, 2022

Diketahui

Guru Bahasa Inggris



Zetly Limbu, S.Pd

Peneliti

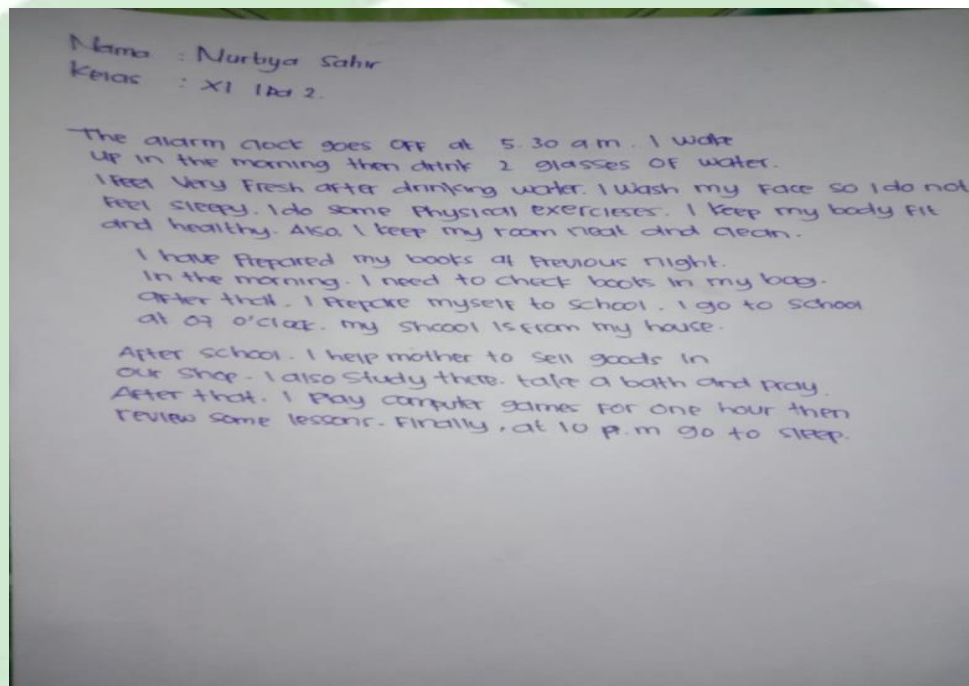


Wiwit Suryani

APPENDIX 3 Respondent got high score in pre – test and post - test

I. Respondent 15 who got high score in pre – test

Picture 4.1
Students' Pre – test answers

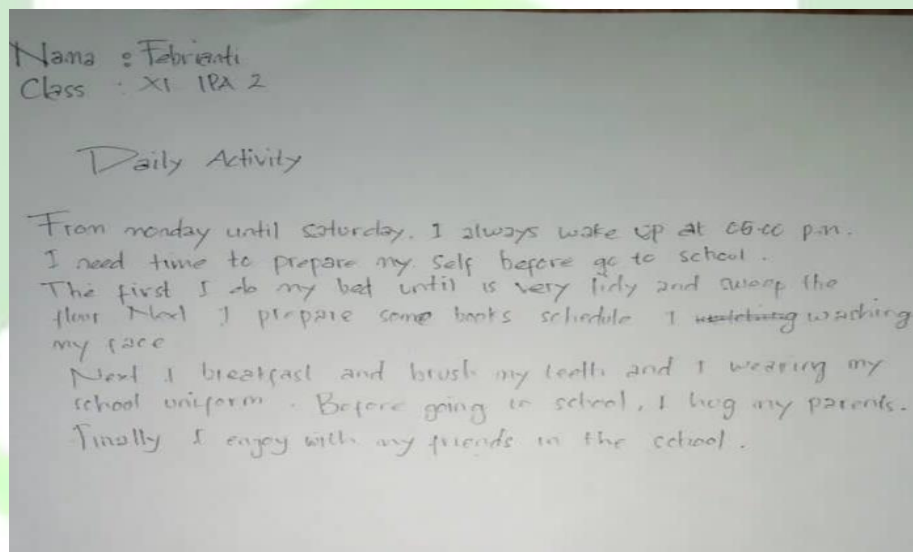


For this respondent's paragraph, her content is clear and focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, or too general, so she got a score of 20. In her organization, the reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing, so she got a score of 16. Her vocabulary, adequate range occasional error of word/idiom, choice, and usage. The language

communication rarely captures the reader's imagination, while the overall meaning is quite clear, some words may lack precision, so she got a score of 16. Her grammar, major problems in simple construction, frequent errors of negative, agreement, tense, word, order/function, pronouns, prepositions, and fragments. Does not communicate, so she got to score of 17, and her mechanic got a score of 3 because of some errors in spelling, punctuation, capitalizations, and paragraphing.

II. Respondent 11 who get a high score in the pre-test

Picture 4.2
Students' Pre – test answers



For this respondent's paragraph, her content is clear and focused, even though the overall results may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, or too general, so she got a score of 18. Her organization lacks logical sequencing, and development is not fluent. The writing lacks direction, with ideas, so she

got a score of 13. Her vocabulary, adequate range occasional error of word/idiom, choice, and usage. The language communication rarely captures the reader's imagination, while the overall meaning is quite clear, some words may lack precision, so she got a score of 15. Her grammar, effective but simple construction minor problem in complex construction seven errors of tense, word order, function, pronouns, preposition but meaning seldom of core. So she got to score of 20 and her mechanics, got a score of 2 because of many errors in spelling, function, capitalization, and paragraphing.

1. Treatment

After giving a pre-test, the writer gave the treatment during four meetings. In this case, the students were expected to understand how to construct the paragraph in writing based on the content, organization, vocabulary, grammar, and mechanics. In process of writing, the students were given a storytelling video then students' look at the video, make the intelligence to create some sentences, and arrange the sentences became a paragraphs.

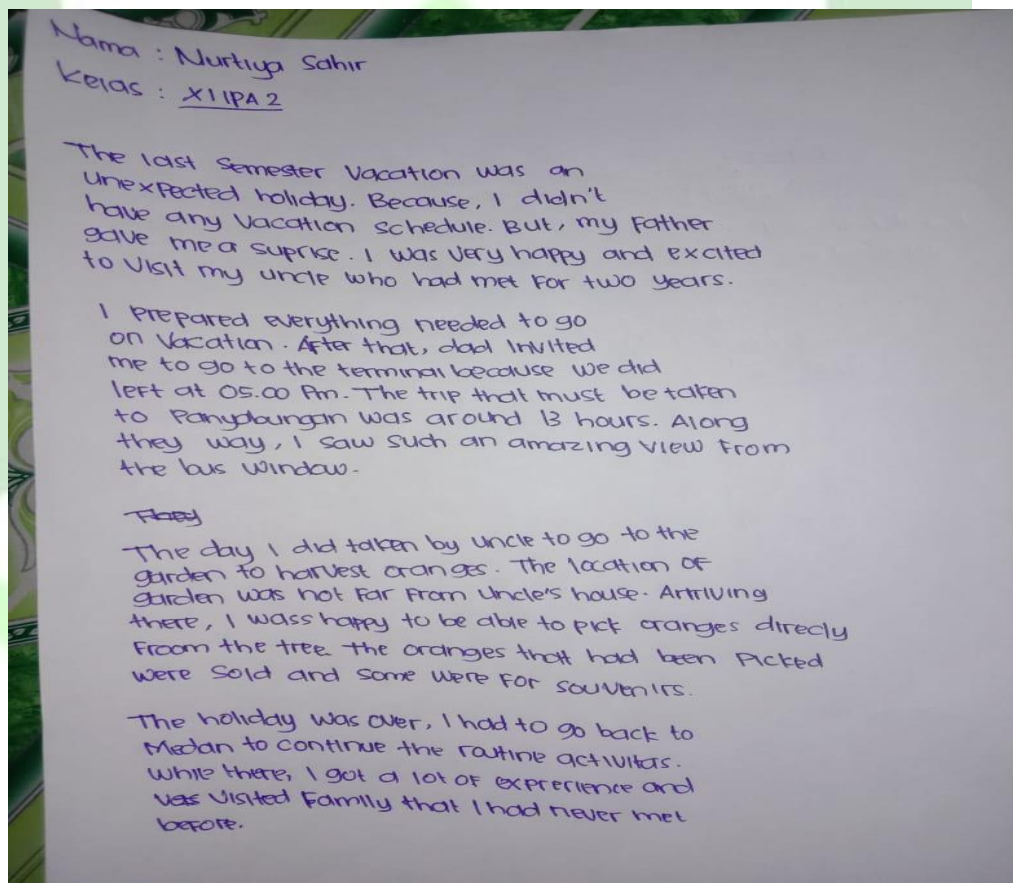
2. Post-test

The last procedure of collecting data that the researcher conducted was post-test. In the post-test, the researcher gave the storytelling video to the students in the class. Then the researcher asked them to write or explain their unforgettable experience. After giving the post-test, the researcher found that there was an improvement in the students'

paragraphs. Most of the students were able to write a good paragraph. Their paragraph was organized well and consist of content, organization, vocabulary, grammar, and mechanics. In this section, the researcher would show some respondents' paragraph who get a high score that represents all samples in this research as follow :

I. Respondent 15 who got the highest score in post-test

Picture 4.3
Students' Post-test answers

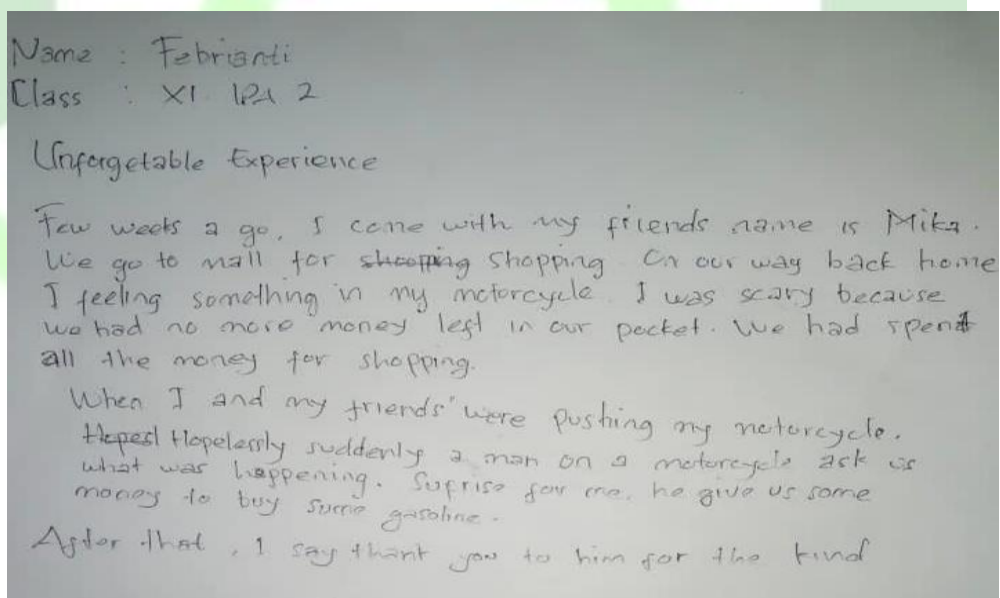


For this respondent's paragraph, her content is clear and focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, or too general,

so she got a score of 18. Her organization, fluent expression, ideas clearly stated, supported logical sequencing, and well-organized means the other, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion, so she got a score of 20. Her vocabulary, effective words, choice, and usage, specific and accurate, she got a score of 20. Her grammar, effective complex construction few errors of agreement, tense, number, word, order/function pronoun, and preposition, so she got to score of 23 and her mechanic got a score of 3 because of some errors of spelling, punctuation, capitalization, and paragraphing.

II. Respondent 11 who got the highest score in post-test

Picture 4.4
Students' Post-test answers



Name : Febrianti
Class : XI IPA 2

Unforgettable Experience

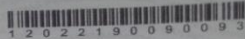
Few weeks ago, I came with my friends name is Mika. We go to mall for shopping. On our way back home I feeling something in my motorcycle. I was scary because we had no more money left in our pocket. We had spend all the money for shopping.

When I and my friends were pushing my motorcycle. Hopeless suddenly a man on a motorcycle ask us what was happening. Suprise for me, he give us some money to buy some gasoline.

After that, I say thank you to him for the kind

For this respondent's paragraph, her content is clear and focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general, so she gets a score of 23. In her organization, the reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing, so she got a score of 17. Her vocabulary, effective words, choice, and usage, are specific and accurate, so she got a score of 18. Her grammar, effective complex construction few errors of agreement, tense, number, word, order/function pronoun, and preposition, so she got a score of 24, and her mechanic, she got a score of 3 because of some errors of spelling, punctuation, capitalization, and paragraphing.

APENDIX 4 Surat keterangan meneliti


1 2 0 2 2 1 9 0 0 9 0 0 9 3

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 093/IP/DPMPSTSP/II/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: WIWIT SURYANI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Cempaka No.27 Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 1702020124

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

THE USE OF STORYTELLING VIDEO TO IMPROVE STUDENTS' WRITING SKILL AT SMA 4 PALOPO

Lokasi Penelitian	: SMA NEGERI 4 PALOPO
Lamanya Penelitian	: 09 Februari 2022 s.d. 09 Maret 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. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar 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 menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 09 Februari 2022
Plt. Kepala Dinas Penanaman Modal dan PTSP





MUH. IHSAN ASHARUDDIN, S.STP, M.SI
Pangkat : Pembina Tk.I
NIP. 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Candem 1403 SWG
4. Kapothan Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Setiap terkait tempat dilaksanakan penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Balandai No. Telp (0471) 21475 Email: sman04plp@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/ 516 -UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

N a m a	: Wiwit Suryani
NIM	: 17 0202 0124
Tempat / Tgl. Lahir	: Palopo, 18 Januari 2000
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Cempaka, Kelurahan Balandai, Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, terhitung mulai tanggal 09 Februari 2022 s/d 09 Maret 2022, guna melengkapi Skripsi yang berjudul :

**"The Use Of Story Telling Video To Improve Student's Writing Skill
At SMA Negeri 4 Palopo".**

Demikian Surat Keterangan Penelitian ini di buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



Drs. H. Kurniawan, M.Pd
Pembina Utama Muda
NIP. 19641231 198903 1 242

APPENDIX 5 Lembar Validasi

LEMBAR VALIDASI TES KEMAMPUAN SISWA DALAM PEMBELAJARAN

Judul penelitian : *The Use of Storytelling Video to Improve Writing Skill at SMA 4 Palopo*

Peneliti : Wiwit Suryani

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Magfirah Thayyib, S.S., M.Hum.

Petunjuk:

Berilah tanda cek (√) pada kolom nilai yang sesuai dengan penilaian Bapak/Ibu terhadap instrumen penelitian dengan skala sebagai berikut:

- | | |
|-----------------|-----------------|
| 1 : Tidak baik | 4 : Baik |
| 2 : Kurang baik | 5 : Sangat baik |
| 3 : Cukup baik | |

No.	Aspek yang dinilai	Nilai				
		1	2	3	4	5
1.	Kesesuaian soal dengan tujuan penelitian					√
2.	Kejelasan petunjuk pengerjaan soal			√		
3.	Kejelasan maksud dari soal				√	
4.	Kemungkinan soal dapat terselesaikan				√	
5.	Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris				√	
6.	Kalimat soal tidak mengandung arti ganda				√	
7.	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan, menggunakan bahasa yang dikenal siswa				√	

Komentar dan Saran

Petunjuk tes bisa dibuat lebih detail dengan menambahkan ketentuan panjang cerita yang harus ditulis (jumlah paragraf atau jumlah kata) dan durasi waktu pengerjaan soal.

Kesimpulan

Berdasarkan penilaian di atas, tes kemampuan *writing* siswa dinyatakan:

- Layak digunakan tanpa revisi
- Layak digunakan dengan revisi
- Tidak layak digunakan

Palopo, 03 Januari 2022

Validator,



(Magfirah Thayyib, M.Hum.)

APPENDIX 6 DOCUMENTATION

PRE – TEST



TREATMENT







POST-TEST

