

**THE USE OF ISLAMIC VIDEOS AS THE TEACHING MEDIA
TO INCREASE THE WRITING SKILLS OF THE SECOND
GRADE STUDENTS OF SENIOR HIGH SCHOOL 1 LASUSUA**

A THESIS

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



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

2022

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2022

THESIS APPROVAL

This thesis entitled "The Use of Islamic Videos as the Teaching Media to Increase the Writing Skills of the Second Grade Students of Senior High School 1 Lasusua" which is written by Putri Dewi Yusmananda, Reg. Number. 17.0202.0011, S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which carried out on Tuesday, 15th March 2022 M, coincided with 12th Syakban 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English Language teaching.

Tuesday, 15th of March 2022

12th Syakban 1443 H

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Assalamu'alaikum Wr. Wb

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Judul : The Use of Islamic Video (History of Rasulullah) as the Teaching Media to Increase the Writing Skill of the Second Grade Student of Senior High School 1 Lasusua

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Wassalamu'alaikum Wr. Wb

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وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ
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The researcher realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this research becomes even better. Finally, the researcher hopes that the writing of this final thesis project can provide benefits.

Palopo, 12th Januari 2022

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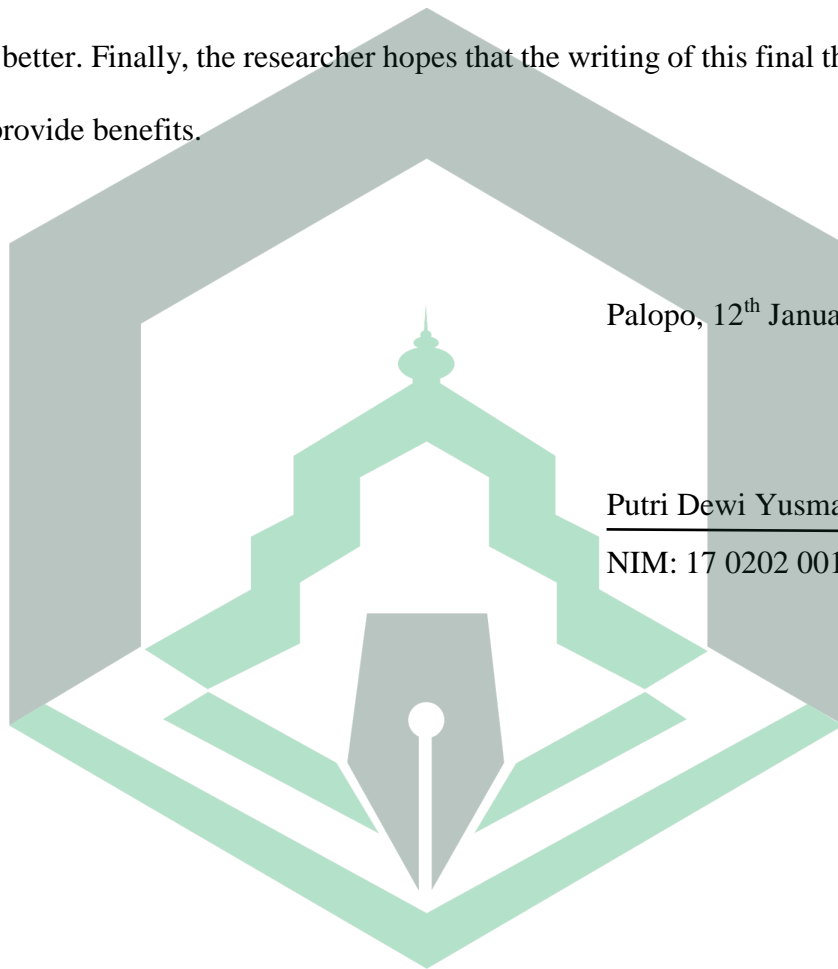
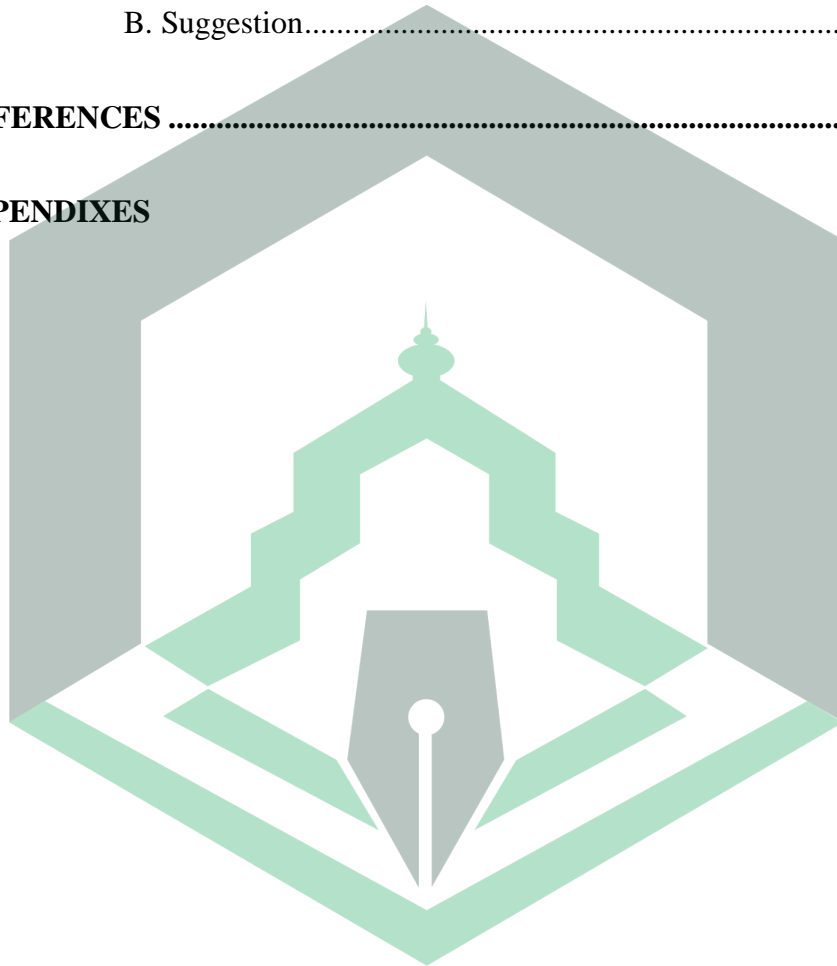


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ABSTRACT

Putri Dewi Yusmananda, 2022, "The Use of Islamic Videos as the Teaching Media to Increase the Writing Skills of the Second Grade Students of Senior High School 1 Lasusua". Thesis English Study Program Educational Department in the State Islamic Institute of Palopo. Supervised by Jufriadi and Muhammad Iksan.

The researcher focused on using Islamic Videos as the teaching media to increase the writing skills of the second grades students of senior high school 1 Lasusua. The research question was; 1) Do Islamic videos increase the students' writing skills at Senior High School 1 Lasusua? 2) how do the students' perceptions of using Islamic videos (History of Rasulullah) in teaching writing? The research aims to know the effectiveness of Islamic Videos to increase the students' writing skills and the students perceive of the use of Islamic video (History of Rasulullah). This research used Classroom Action Research (CAR); this study was located at Senior High School 1 Lasusua. The study has done on 28 September-02 November 2021. The research subject was XI IPA 2, and their total was 28. This research used cycle I and cycled II, and every process had four steps: planning, implementing, observing, and reflecting. The researcher analyzed the observation qualitatively and then analyzed the test quantitatively. On cycle I, the students' mean score was 74.46, while the mean score of the students in cycle II was 80.21. it can conclude that the Islamic video (history of Rasulullah) increased the students' ability to write narrative text students' learning outcomes. To overcome the lack of the student's mastery in writing narrative text, the researcher solved it in several ways: (1) the researcher applied an Islamic video (history of Rasulullah). (2) Doing exercise in every meeting. (3) Reviewing the current material in every meeting. After doing the action shows that students always made an improved learning activity and a vast understanding of the material. Besides that, the students felt enjoy and fun during the learning process.

Keyword: Islamic Video, Increase, Writing

CHAPTER I

INTRODUCTION

A. Background of The Study

A language is a significant device for correspondence. As indicated by Oxford Progressed Student's Word reference of Current English, language is "The system of communication in speech and writing people of a particular country, the use by humans of a system of sound and words to communicate, a particular style of speaking or writing." It implies that individuals can communicate their thoughts, musings, sentiments, and wants through language.

One of the worldwide Parlance is English. Most nations among different languages around the world use English as a language. It is utilized for correspondence and has an incredible capacity in numerous parts of life, like governmental issues, business, trade, and political relations. Furthermore, inseparably linked with the development of communication, science, economics, and education.

English has turned into the principal unknown dialect instructed from rudimentary to college in Indonesia. Accordingly, English is used in global correspondence, composed and spoken correspondence. In addition, many books on science and innovation, craftsmanship, and other distributed issues wrote in English.

Furthermore, English is a lesson or field of study hard to learn for some students as a foreign language. Based on the observations that writers have been doing, English has different writing and speech. Therefore, it is a factor that some

students do not interested, are disinterested, and avoid English lessons. Moreover, due to the student's lack of knowledge in the study on descriptive text, narrative text, and how to create a good text that corresponds with the structured English language to list.

In the English language, there are four abilities to be dominated. Listening, Speaking, Reading, and writing are four fundamental language abilities expressed by Alexander LG (1975). He also said that speaking and writing are his book's primary fundamental language abilities. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two."¹

One of the four language abilities which are vital to master is writing. Nonetheless, it is challenging to dominate. Writing is the most troublesome expertise to acquire because it simultaneously requires hard thinking to create words, sentences, and paragraphs. In other words, it is hard to master because students have to master vocabulary and structure language or grammar. Thus, the students need interest recorded as a hard copy. Accordingly, the instructors should propel the understudies to write English in unknown parlance. It would not be easy to pick up writing well admirably without a solid reason. Along these lines, the teachers should have a proper procedure for showing writing and the learning system in the study hall.

Writing is an essential ability because the student cannot escape writing. When a student writes a description text of what a student learns well through visual media

¹ L.G. Alexander. *Practice and progress*, (London: Longman Group Ltd, 1975). P.viii

such as videos, students also pour out their writing capability to explain the outcome of his thoughts on spectacle he has learned. Moreover, here, the writer uses visual media to make it easier for the students to grasp the knowledge they will put their thoughts in writing.

Writing English is more critical expertise. Thus, we need to learn how to compose something like a narrative text from what we watched in the video. And then narrative writing is one of the ways of working on writing admirably.

Using video as a visual medium in narrative writing is one way of strategy to increase students' writing ability. Because the video can stimulate the students' brains to express their ideas about something, they will say what they have seen.

Based on the background above, to test the abilities and increase students' interest in writing skills in English lessons, the writer appointed a study entitled "The Use of Islamic Videos as the Teaching Media to Increase the Writing Skills of The Second Grade Students of Senior High School 1 Lasusua".

B. Research Question

The scientist plans the examination question as follow based on background:

1. Do Islamic videos increase the students' writing skills at Senior High School 1 Lasusua?
2. How do the students perceive using Islamic videos (History of Rasulullah) to teach writing?

C. Objective research

Due to the question above, the study is:

1. To know the effectiveness of Islamic Video to increase the students writing skills.
2. To know the student's perceive of Islamic video (History of Rasulullah).

D. Significance of the Study

1. Theoretical Significant

In theory, this study may enhance understanding or learning strategies or techniques through Islamic video.

2. Practical Significant

This study benefits some as well:

- a. The students

The researcher expects the students to increase their study motivation and writing mastery. In addition, providing a fun learning for students can make it easier for students to understand the learning material.

- b. The teacher

The researcher hopes that this study can contribute to exploring an English teacher's exploration of his/her English teaching technique, especially in doctrinal writing.

- c. The researcher

It is hoped that this will give the researcher insight into teaching English, which will be a basis for consideration and information for future research.

E. Definition of Term

To get an overall comprehension of the point of the title of this research. The researcher expected that:

1. Writing is the act or practice of literary or musical composition.
2. Media is a tool used to deliver messages from the sender to the receiver to increase the recipient's understanding.
3. Islamic video is the technology of transmitting electronic signals from a moving image that contains values or systems that work within it to adopt the doctrine of Islam.

F. Scope of The Research

The researcher would like to use Islamic video (History of Rasulullah) as a teaching medium in the learning process to improve students' writing skills. The students would like to write a narrative text. Then, the research site was carried out at Senior High School 1 Lasusua. The subject is class XI IPA 2, which consists of 28 students.

CHAPTER II

LITERATURE REVIEW

A. General Review of the Previous Study

In composing this essay, the scientist discovered some closely related exploration to this research. Those researchers are:

Juna Warni stated that the destinations of this review were to discover 1) whether or not there was a critical improvement in students' narrative writing accomplishment among when the students were educated by involving Islamic history videos through Social-Interactive Writing for English Language Learners (SWELL) strategy. 2) whether or not there was a significant distinction between students' narrative writing accomplishment between the students who instruct by utilizing Islamic history videos through SWELL strategy and those who did not. Therefore, this review was conducted by using an experimental research method. First, the discoveries showed that the p-yield (sig 2-followed) from the combined sample t-test was 0.000, which was lower than 0.05, and the t-esteem 7.954, which was higher than t-table 2.040 (with df=31). Then, at that point, the p-yield from the independent sample t-test was 0.021, lower than 0.05, and t-esteem 2.371, higher than t-table 1.998 (with df=63). In this manner, narrative writing may be well derived by utilizing Islamic history videos through the SWELL strategy. It gave massive enhancement for the students' narrative writing accomplishment. Finally,

it showed the vast distinction between students who utilized Islamic videos through SWELL Strategy those who were not.²

Dewi Permatasari explained that this review is to clarify and portray how the video was utilized in instruct narrative texts and decide the consequence of the teaching writing and learning process after the students arranged to utilize using video. The researcher designed class action research comprising a pretest and two treatment cycles. The study's result showed an improvement in the student's writing after the students were taught by using video. It could see that the pretest normal was 59.8, the principal cycle was 68.55, the subsequent cycle was 79.03, and the posttest was 84.82. Taking everything into account, fairytale video as a medium functioned admirably recorded as a writing class, particularly for the VIII-A of SMP N 24 Semarang. The students also said they were not exhausted during the education and learning process. On the contrary, despite what was generally expected, they felt fun, and their inspiration to write the narrative texts expanded after using video. In light of the outcome above, video can be an intriguing and proper medium to instruct writing.³

Mister Gidion Maru, Sahil Nur, and Fergina Lengkoan argued that this research aimed to examine whether the videos can foster understudies' capacity to write a descriptive text. As quantitative research, they applied a pre-experimental

² Juna Warni, 'The Use of Islamic History Videos through Swell Strategy to Improve Senior High Students' Narrative Writing Achievement,' *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5.1 (1970), 53–62 <<https://doi.org/10.19109/ejpp.v5i1.2049>>.

³ Dewi Permatasari, "The Use of Video as a Medium to Improve Student's Ability in Writing Narrative Text." <https://journal.unnes.ac.id/sju/index.php/elt/article/view/1553/1502> online accessed on April 30, 2021

design. The outcomes showed that the mean score of the posttest is fundamentally higher than the pretest. The calls attention to that involving video in showing the composition of the distinct text is powerful. Nonetheless, the rise of the Coronavirus pandemic impacted learners' accomplishments. Along these lines, the aftereffect of this review is not entirely by the result of the past examinations, which theoretically brought about two to four increases in scores. Also, it infers that the utilization of video in this pandemic change period generally appears to be helpful low-even out learners as they showed high gains. Plus, this review signifies the difficulties for instructors and learners in the Coronavirus pandemic time, specifically the ability in web-based learning and the web availability access and learning mode framework.⁴

Erwin Akib and Eny Syatriana found that this review examined the impact of Explainer Video as a medium for EFL learners of Muhammadiyah College to develop their writing capacity further. The researcher used an experimental design. The information investigation uncovered that the learners in the treatment of explainer video had outperformed the in-class writing the narrative text. The outcome has suggestions for showing writing through explainer video EFL learners at Muhammadiyah University. It can conclude that explainer videos increase the students' capacity recorded as a hard copy as far as content, language use, and vocabulary parts, especially in showing narrative text. The improvement of the

⁴ Mister Gidion Maru and others, 'Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition', 4.3 (2020), 408–19.

experiment class proves it was 28.86%. It implies that the utilization of explainer video is viable in instructing.⁵

Catri Novita F. Manalu, Natalia Widya Pasca Tarigan, Mila Kristi Sitopu, and Ayu Paulina Silaban found that his study investigates brief recordings to develop further learners' writing abilities of narrative texts at senior secondary school. This review is classroom action research. The utilization of brief recordings assists learners with understanding the nonexclusive designs of narrative structures from the early on to the end section—the improvement of learners' story text made in the subsequent cycle. The learners' writing accomplishment is 76.25 in the subsequent cycle. In addition, the learners' accomplishments accomplished a passing grade. Therefore, brief recordings can further develop students' writing abilities of narrative text at senior secondary school.⁶

Much. Asshiddiq and Faridah Abd Rauf stated that this review meant to see the composting capacity development at SMA Negeri 11 Sidrap. This study aims to get exact information on the distinctions between learners' scores on writing tests that did not show utilizing the video critics' procedure. The examination strategy utilized in this exploration was semi test with a nonequivalent benchmark group plan. The information gathers through pretest and posttest. It planned to know whether video critics' teaching methodology can foster learners' writing capacity. The result showed that the mean score of the pretest was 1,5 (X1) while the mean

⁵ Erwin Akib, 'Engaging EFL Learner in Explainer Video for Creative Writing,' 355.Pfeic (2019), 119–23.

⁶ Novita F Manalu and others, 'Improving Writing Skill of Narrative Text by Using Short Video at SMA 1 Silau Kahean', 9.2 (2021), 257–63.

score of the posttest expanded to 2,65 (X2). The standard deviation of the pretest was 0,267 (SD), while the standard deviation of the posttest was 0,419 (SD). The T-test is higher than the t-table ($2.085 \geq 1.740$). The researchers concluded that the video pundits' technique could foster students' writing ability at the 11th year students of SMAN 11 Sidrap.⁷

Ratri Ikadestanti and Nanik Cipriani explained the targets of their study were to portray the learners' writing abilities showed involving instructional exercise video recorded as a hard copy of a system text. The learners' writing abilities showed involving the ordinary strategy recorded as a hard copy methodology text. To discover the contrast between learners who are shown involving instructional exercise video and traditional way recorded as a hard copy technique text, and to see if or not the class conducted utilizing instructional exercise video is superior to the class utilizing the traditional method. This research was experimental. The outcomes showed that students' writing skills taught using tutorial video were categorized as "very high" at the category scale 75-above (Mean= 80.11 and SD= 6.716). the level of the students' writing skills taught using conventional method categorized as "high" at the category scale 58.33-75 (Mean = 63.34 and SD = 6.302), the result of t-test showed sig. (2-tailed) the level was 0.000, implying a significant difference between the students' writing skills taught using tutorial video and those prepared using the conventional method. The experimental class taught using tutorial video produced better writing skills than the traditional

⁷ English Teaching Studies, 'Journal of Linguistics and English Teaching Studies,' 2019, 99–106.

way. The researchers concluded that the practices led using a tutorial video made better writing skills than the students who taught without using tutorial video (conventional method). The tutorial video can be a good solution and alternative medium for the teacher in teaching writing procedure text.⁸

In light of the past concentrated above, there are some similarities and contrasts with the researcher's exploration. First, Juna Warni has shown that he taught different study objects and methods, but the researcher used the same media and the same skill. Second, Dewi Permatasari showed that she conducted the researcher's same media, skill, and strategy. Still, she only focused on using the video to teach the narrative text and its result. Third, Mister Gideon Maru, Sahil Nur, and Fergana Lengkoan had conducted research focused on writing a descriptive text while the study focused on Narrative writing. Next, Erwin Akib and Any Syatriana showed different subjects with the researcher. They focused on investigating the effect of an explainer video as a medium for EFL students to improve their writing ability. Fourth, Catri Novita F. Manalu, Natalia Widya Pasca Tarigan, Mila Kristi Sitopu, and Ayu have conducted the same method, but we have a different place on doing our research. Then, Muh. Asshidiq and Faridah Abd Rauf had shown the same media video, and they used an experimental design while the researcher used CAR. Moreover, last, Ratri Ikadestanti and Nanik Supriani conducted the same video press. Still, they focused on improving students' writing

⁸ Ratri Ikadestanti and Nanik Supriani, 'The Implementation of Tutorial Video to Improve Students' Skill in Writing Procedure Text.'

skills in procedure text while the researcher focused on increasing their writing skills in narrative text.

B. The Concepts of Writing

1. Meaning of Writing

Writing is a movement or control of writing, such as books, stories, and articles. Writing is one of the language abilities in English and is a movement that learners ought to do most in their studies. By writing, learners can communicate their thoughts, react, and different thoughts fall and pass on the data, and they are relied upon to have the option to include all around arranged writing parts.

Writing is the capacity to communicate thoughts, feelings, opinions, et cetera. Writing is an understandable activity in written form as far as its general reason. Writing is a primary figuring out by spending through sentences and putting them on the page. The aim of convincing reading and that this through is valid, right, or great, writing as the decimal communication thoughts or byword in our spare time.⁹

Writing is a source of ideas written down communicated through time. Writing is a language where the reader can speak on parchment or stone. Writing is communicating with other people to share pictures or persuade religion or opinions. Sometimes people write to spread stories that have a meaning to them, but more modernly, people use their accounts to get wealthy.¹⁰ The writer concludes from

⁹ Melinda, 'Upgrading Students Ability in Writing Argumentation through Video at The Eleventh Grade of SMA Negeri 2 Ponrang' (IAIN Palopo, 2013)

¹⁰ https://answers.yahoo.com/question/index;_ylt=AwrXnCLAkMVgZDgAZAh1501;ylu=Y29sbwNncTEEcG9zAzEEdnRpZAMEc2VjA3Ny?qid=20071101084025AAXDn33 Online accessed on April 1, 2021

the three opinions above that writing is the achievement somebody has to declare with their thought.

As one of the language skills, writing is used to declare thoughts, it cannot master at once, but it needs practice. Many ways that can help us to practice writing.

2. Process of Writing

As we probably know, writing is English expertise that needs a lot of fixation, center, and particularly thoughts. In writing, it is inconceivable only to write anything a writer needs to write that comes through to them abruptly. However, a writer must be exact on the data they need to convey to the reader. As indicated by Harmer, there are four primary components of the creative cycle, those are:

a. Arranging

Experience authors plan what they will compose. Ordinarily, they will make a straightforward draft about developing their thoughts. However, authors need to ponder three: reason, crowd, and content design when arranging.¹¹

b. Drafting

It very well may be alluded to as the primary rendition of a piece of composing. Could make some samples of drafts until the script is finished during the editing process.

¹¹ Harmer, Jeremy. (2007). *How to Teach Writing*. Harlow: Pearson

c. Altering (Reflecting and Overhauling)

Whenever scholars have delivered a draft, as a rule, to see if it worked or not, they read through what they had written. Reflecting and modifying are frequently helped by reader (or editors) who remark and make ideas.

d. Last form

When scholars have altered, rolling out the improvements they consider to be necessary, they produce the final form. The learners choose to address these stages in an accompanying manner:

Arranging → Drafting → Altering → Last form

3. Type of Writing

Hywel bifurcated the sub-abilities of writing. Such as engaging expertise, accountability, and explanatory expertise.¹²

- a. Description: make a distinctive picture in the readers' brain and use the same subtleties to point to "word picture" for the reader (for instance, menu, brochures, banner, et cetera.)
- b. Narrative: recount an individual experience or story and consistently incorporates character, setting, and plot (for instance, brief tales, self-portraying, expounding on individuals). Then the action is the focal point of the story and is usually uncovered sequentially, yet there are some time streak advances and flashbacks in writing a narrative essay.

¹² Muhammad Javed and Wu Xiao Juan, 'International Journal of Instruction,' 6.2 (2013).

- c. Expository: informs, explains, clarifies, defines, and discusses a problem or tells a story. Furthermore, an expository essay gives information about various topics. (Example paper, writing, and report).

4. Teaching Writing Methodology

Teaching writing is simple. However, teaching writing great is just tricky. There should be a few stages to be called teaching English writing admirably. Harmer clarifies that there should be five stages basically in educating composing.¹³

The absolute initial phase for this situation is illustrated. In this stage, the instructor gives learners instances of a text type that they will learn. Next, they are clarified exhaustively, similar to their motivation, social capacities, and syntactic element—finally, learners are given a comprehension of the distinctions among text types.

In the wake of illustrating, the second stage is rousing and inciting. Here, educators will invigorate and urge learners to track down thoughts for entertainment only ways. It will be better for educators to plan how they will support understudies' perspectives before entering class. For instance, educators set up a few confusing pictures to show. From the photos, understudies can track down their thoughts. They can request the correct sentences after getting thoughts.

The third step in instructing English writing great is supporting. Learners need much help from instructors. Educators ought to be accessible whenever learners need their administration in the homeroom along these lines. In the creative cycle,

¹³ Harmer, Jeremy. 2004. *How to Teach Writing*. Essex: Pearson Education Ltd.

learners should have many inquiries to pose. They will get information about sentence structure, vocabulary, accentuation, and anything managing writing highlights.

The fourth means to do after supporting is reacting. Again, instructors give ideas to learners' works up until this point. Once more, it is concerning how the analyst their writing is. Here, the educator will not correct the students' outcomes. Indeed, it is a tie-in with giving ideas rather than filling their works loaded with remedy images. For instance, the instructor says, *"You have to be careful with your future tense. The students are able. It is just about their carefulness."* The italic sentence illustrates ideas from instructors in reacting to learners' work.

The last advance, however not least, is assessing. It is considered an absolute necessity in each errand or movement. In evaluating, educators judge learners' work as the eventual outcome. While assessing, instructors will get every learners' score. Educators usually give remedy images on learners' work. It can likewise use as a learning an open door. After learners accept their contents loaded up with amendment images, they can realize where they committed errors and consider them.

An important task that comes to the attention of both teachers and students in educating a second dialect or a methodically foreign language is the use and application of the appropriate practice classes, with the evidence of natural language practical teaching and its usage.

Traditionally, differences have been made between syllabus and methodology, and agendas are interested in what, why, and when, whereas methods on how.

In Longman's applied linguistic dictionary, the methodology is defined as:

- 1) The study of practices and procedures used in teaching
- 2) The study of natural language skills
- 3) Studying the drafting of RPP, material, and books
- 4) Assessment and understanding of teaching methods

The writing class should consider the learners' purpose to write that exceeds the text discussion for the teacher's evaluation. Handwriting abilities can proliferate when learners' interests are recognized whenever they are offered many chances to write and urged to partake in the author's local area.¹⁴

The outcomes situated way to deal with the advanced of writing more supports class exercises where students are involved with mimicking, replicating, and changing the models of the proper language process that most follow:

- 1) Zero in on the creative writing that prompts the end handwriting product.
- 2) Help the understudy learners to comprehend the process of their composition.
- 3) Assist them with building a repertoire of writing methodologies before writing, redrafting, and revamping.
- 4) It gives students time to compose and revamp.
- 5) Place primary interest in the correction interaction. Allow the learners to observe what they need to say as they compose.
- 6) Incorporate individual gatherings among teachers and learners during the composition process.

¹⁴ David Nunan, 'Language Teaching Methodology A Textbook for Teachers', 1–17.

- 7) Encourage feedback from instructors and peers.¹⁵

C. History of Rasulullah

In some Sirah Nabawiyah, it is mentioned that the Prophet Muhammad SAW was born in Mecca on the 12 Rabiul Awwal years of the elephant year coincides with 570 a.d.

The Prophet Muhammad was the son of Abdullah bin Abdul Mutalib and Aminah Binti Wahab. Abdullah was a merchant who traveled extensively to the land of Sham. However, Abdullah died when Aminah conceived the 2-month-old Prophet, Muhammad. After that, the Prophet Muhammad was born without a father present.

After birth, the Prophet Muhammad is given to Halimah Sa'idah to feed. It was customary to provide their children to village women in ancient times. Her children intended to grow up in a country neighborhood with clean air. For four years, the Prophet Muhammad lived with his mother's milk in Bani Sa'ad. Then, when he was 6, she died. The Prophet Muhammad SAW was later cared for by his paternal grandfather Abdul Muthalib. Within two years, the grandfather died.

Ever since the Prophet Muhammad, SAW was treated by his uncle Abu Talib who was one of the top men of the Hashim family. The Prophet Muhammad SAW often accompanied his uncle in business at Sham.

Growing up, the Prophet Muhammad married Siti Khadija. Siti Khadija was a prominent, beautiful woman and came from a class of people in Arabia. The

¹⁵ Melinda, 'Upgrading Students Ability in Writing Argumentation through Video at The Eleventh Grade of SMA Negeri 2 Ponrang' (IAIN Palopo,2013)

Prophet Muhammad was married at 25 years old. Khadija, at the time, was 40 years old.

The Prophet Muhammad SAW had a revelation at the age of 40. After receiving a revelation from God almighty, the Prophet Muhammad began to preach.

At first, He did the preaching in secret. Then, the Prophet Muhammad died at the age of 63. He had been in pain for some time. His temperature was high until he finally expired.¹⁶

D. The Concept of Media

1. Definition of Media

As an Association for Educational Technology and Communication (AETC), media is an entire form used for the data diverting cycle. Though indicated by National Educational Association (NEA), media is controlling item tours, hearing, perusing, or conversing with instruments that will be utilized to get the hang of the showing process and can impact informative projects adequately.

Media gives a message and stimulates the students' brain, sentiments, and longing to make the learning system for them utilize media imaginatively that will get.¹⁷

From the clarification above, we can conclude that media disperses messages and impacts our touring, hearing, perusing, and talking until the learners are keen on the matter they will learn.

¹⁶ <https://news.detik.com/berita/d-5371734/kisah-nabi-muhammad-saw-singkat-dari-lahir-hingga-wafat> Online accessed on April 20, 2021

¹⁷ Asnawir Usman, *Media Pembelajaran*, (Cet 1; Jakarta: Ciputat Press: 2002)

2. The Capacity of Media

According to Asnawir Usman, media has a practical function as follow:

- 1) First, media can overcome the limited experience that the students had individually experience have different ways and the society determiners of their expertise.
- 2) Media can overcome the classroom. The students have many difficult things directly in the class, like the object is too big or too small, the moves that are watched closely sometimes list and sometimes too slow. So, with the media, it can solve the difficulties.
- 3) Media possibility makes a direct interaction between the students and the environment. Physical indication and social indication can communicate with the students.

3. Sorts of Media

There are five sorts of media, they are:

- 1) Movement audio-visual media
- 2) Silent audiovisual media
- 3) Semi movement audio media
- 4) Movement visual media
- 5) Silent visual media

There are four classifications of media:

- 1) A visual item that can be seen is filmstrips, transparency, micro-projector, blackboard, graphic, poster, map, et cetera.

- 2) The audio aid or we can only hear example record, radio, and tape recorder, et cetera.
- 3) Dramatize role play, socio drama, pantomime, et cetera.
- 4) The aid that we can see and hear example: film and television, et cetera.

E. The Concept of Video

1. Meaning of Video

The video is an innovation in electronic capture, recording, handling, conducting, sending, and remaking the silent grouping that handles moving scenes. For example, video is recording and showing pictures on television.¹⁸ Video is the recording, reproducing, or broadcasting of moving visual pictures.¹⁹

2. Advantages of Video

- 1) Overcoming distance and time
- 2) Be able to describe the events of the past in realistic in a short time
- 3) Can carry adventurous students from county to country and from one period to another period
- 4) Can be rehashed is important to add clearness
- 5) Messages are conveyed rapidly and effectively recollected
- 6) Develop students thought and opinion
- 7) Develop imagination
- 8) Clarify the things abstract and provide a more realistic

¹⁸ Longman <http://www.dictionaries> online accessed on April 22, 2021

¹⁹ Merriam webster www.dictionary/Video. Online accessed on April 22, 2021

- 9) Ability to act as a primary medium for documenting social reality that will operate in the classroom
- 10) Ability to work as a storyteller who can provide creativity or learners expressing their ideas.²⁰

3. Disadvantage of Video

- 1) Audio-visual media and other videos also overstate the importance of the material rather than the process of developing such materials.
- 2) Use of the media was also impressed cost is not cheap.²¹

F. Types of Classroom Writing Performance

While different types of composing text flourish, homeroom composing execution is, by examination, restricted; consider the accompanying five significant classifications of study hall composing variant:

1. Imitative or Writing

Writing might start with the basic composing expertise imitative composition. In this composition, starting language, students start composing by duplicating materials they have now dominated by hearing, talking, and perusing. The materials might be the text that they have remembered. Since in this composing language, students just emulate they compose gathering words, sentences, or expressions instead of single words.

2. Transcription

²⁰ <http://en.wikipedia.org/wiki/Video> online accessed on April 22, 2021

²¹ Rizcybl.com/kelebihan-dan-kelemahan-media-video-pembelajaran online accessed on April 22, 2021

After language students have had good practice in imitative composition, they might start with transcription. The materials can be the exchanges that they have remembered. The educator can understand sentences or portions of the discussion, and students fill in the missing words or purposes. By having correspondence, students fill in missing words or purposes. Language students work on having aural perception and spelling accurately by having correspondence. The transcription system might be as follows: the language educator reads the following multiple times during the principal perusing, the language instructor reads the text at typical speed, and language students listen cautiously and make no endeavor to compose. Next, language students write in the subsequent perusing, which they accomplish more leisurely. Finally, in the third reader, the instructor read the text normally, and the language students make essential rectifications.

3. Directed composition

Directed composition is the third step for expanding writing capacity after the language learning has rehearsed imitative and correspondence. In directed composition, language educators showed language students to compose short directions. The system of directed composing way takes different structures.

- 1) The educator peruses a section two times and afterward offers fragmented expressions in the course. Finally, language students complete the words.
- 2) The educator read an entry two times and posed a few inquiries. Then, language students compose the responses to each address.
- 3) The educator peruses a section survey and requests that language students reword the entry in the most natural-sounding way for them. Finally, language

students compose every section read by the educator in the most natural-sounding way.

- 4) The instructor peruses an entry two times and requests that language students change the strained, i.e., from the straightforward past tense. Then, language students shift all sentences in the direction. On the other hand, the educator requests that language students change all particular people in the entry to plural.
- 5) The educator peruses a few inquiries, and language students compose the responses in a section—language students with the piece because of the inquiries.

4. Controlled Writing

If great practice in directed writing has been given, language students can start with controlled composition. Like the past strides of writing, the controlled content also evolved from the exchange. It is like modifying, yet students change a section from converse with the account or bad habit stanza in this writing language. Controlled writing might appear as a letter, has been given significant practice inconsistent composition. The technique in the excellent paper can direct language students to have a structure in the objective language.

The piece gets from "make": language students make unique, autonomous, and free controlling of language. It generally takes composed structures. Recorded as a hard copy of a piece of language, students should have pictures or thoughts, information on the objective language, and words and articulations. There are three arrangements: controlled, coordinated plan, and free article.

Other than the four language abilities, additionally thinks about showing the topic of language, vocabulary, and sentence structure. Nonetheless, punctuation and vocabulary are not a progression of thought as a legitimate game plan of structure, implications, ideal models, and rules extricated from the composed language, yet an arrangement of syntactic examples continually happen in language communicated. This suspicion recommends that jargon and punctuation are not educated independently of the four abilities. All things being equal, the topic of the language is advanced unwittingly. The language educator might introduce the topic because of its significance and recurrence. This perspective on punctuation is not the same as past strategies, which consider the topics of grammatical forms, parsing sentences, retaining rules, or interpreting sentences.

Vocabulary and sentence structure are shown basically through impersonation of local speakers of the objective language or the language educator as an objective language model. Consequently, the language students ought not to be approached to deliver unique expressions in the objective language until they have become wholly acquainted with the primary examples required through the show and penetrates in the class.

G. Procedures Teaching Video

The researcher taught English using the media to eliminate boredom, a video telling students the subject matter. Saturation is to be lost because the video uses audio and visual that is not monotonous. Using video as a medium of learning English is very helpful in many ways.

1. Choose a video that is suitable for the history of Rasulullah.

2. Editing.
3. Prepare an evaluation, and the students respond to the videos they have watched.



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CHAPTER III

RESEARCH METHOD

A. Research Design

An examination technique was one of the main things when the researcher did research. CAR is a method for discovering what works best in the class to improve understudies learning. There are numerous ways of upgrading information about educating. Numerous instructors practice individual reflection on schooling; others direct formal experimental examinations on educating and learning. CAR is more orderly than individual reflection, yet it is more casual and private than legitimate, instructive examination.²²

Classroom action research is a realization to learned activity as one action which deliberates being arisen and happening in one class collectively. The method used in this study was the (CAR) method; planning, action, observation, and reflection are the four stages used in the CAR method. This exploration hold around two cycles. They were the first and second cycles, and each cycle had a close connection. Where the acknowledgment of the second proceeded and fixed from the primary cycle.

The researcher used Classroom Action Research (CAR) to support my research because the study found a proper way to improve the learners' capacity in narrative writing through video at the 11th grade of senior secondary school 1 Lasusua.

²² Julian Hermida, *The What, Why, And How of Classroom Action Research*. online accessed on April 22, 2021

So, the researcher thinks the Classroom Action Research fits into the researcher's research. The Class Action Research procedure is planning, action, observation, and reflection. CAR is a study that uses collaborator as its partner.

B. The Subject of the Research

I have researched at senior high school 1 Lasusua. The subject will take from the eleventh year to 2021/2022. The students consisted of 28 students.

C. The Procedure of the Research

There are two research cycles with assessment toward the finish of each cycle. In the main cycle, the arrangement was discussed with all the examination individuals throughout a specific time carried out in the class. Toward the finish of not entirely settled, reflection and assessment of the program are finished. The shortcoming and issues that happened in the principal plan are noted from the assessment.

The exploration led depended on Kemmis and McTaggart's model as Consumes (2010:7-9).²³ The examination steps were planning, action, observing, and reflecting. For instance, it very well may be found in the accompanying picture:

²³ Burns, Anne. 2010. *Doing Action Research in Language Teaching: A Guide to Practitioners*. London & New York: Routledge

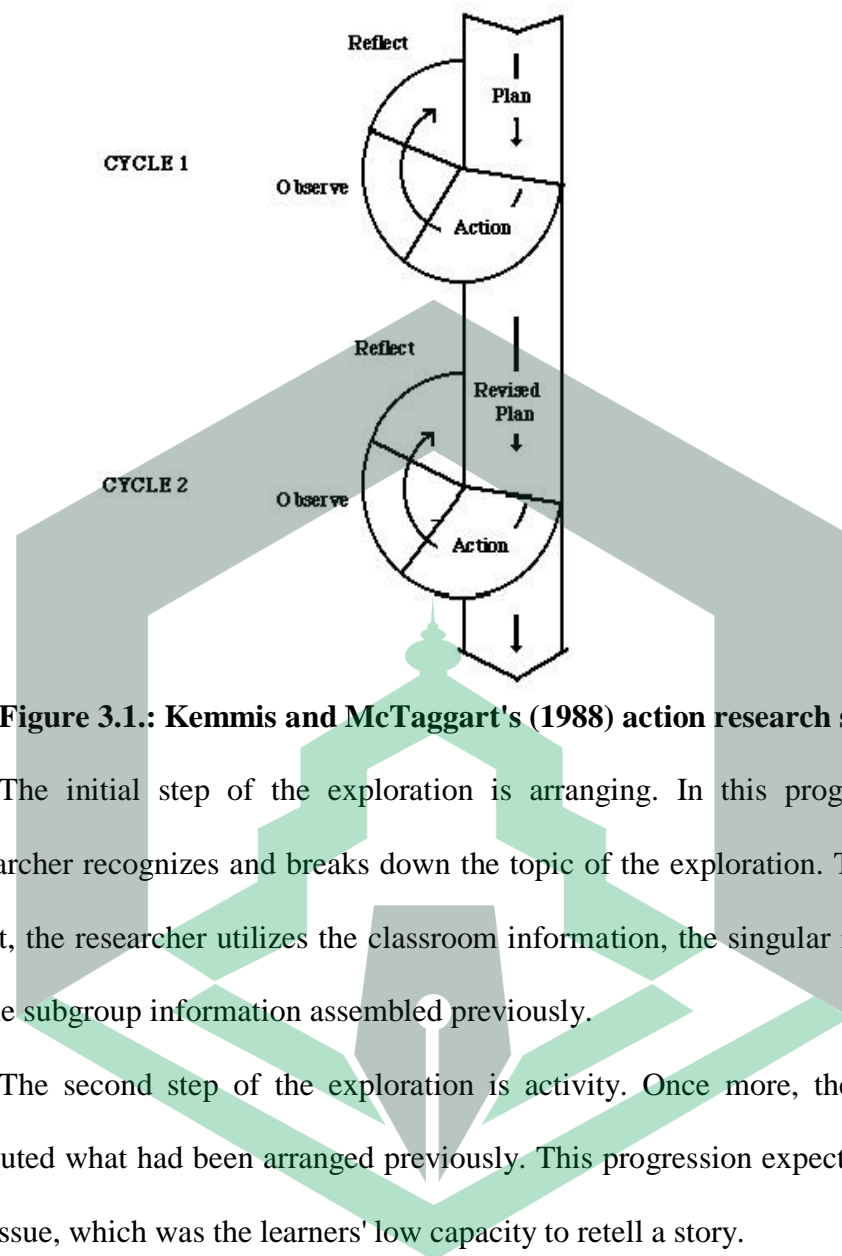


Figure 3.1.: Kemmis and McTaggart's (1988) action research spiral

The initial step of the exploration is arranging. In this progression, the researcher recognizes and breaks down the topic of the exploration. Then, at that point, the researcher utilizes the classroom information, the singular information, or the subgroup information assembled previously.

The second step of the exploration is activity. Once more, the researcher executed what had been arranged previously. This progression expects to address the issue, which was the learners' low capacity to retell a story.

Observation is the third step that the analyst did in this scientist's attempt to expound the information, the information assortment system, and the instrument used to gather the information.

The subsequent stage is reflection. The analyst and the partners did reflections. The reflections step is vital because it may be utilized to gauge the exploration's

prosperity. The researcher saw whether the activities had a negative or constructive outcome on the educating learning process.

1. First cycle

a. Arranging

- 1) Making an illustration arrangement.
- 2) I was planning to show material about a narrative text.
- 3) I was setting up the Islamic video as the media teaching.
- 4) I was making the instrument utilize
- 5) In each pattern of the CAR, namely writing test, observation, and documentation,

b. Acting

The researcher prepared all of the instruments in the class before starting teachings such as video and paper.

- 1) The researcher prepared the video to teach write a narrative text.
- 2) The analyst introduced the materials of the lesson about the narrative text.
- 3) Give a video to the students to watch.
- 4) Students were given time to pay attention to the video provided by the researchers.
- 5) After watching the video, the students could tell what they watched in writing.
- 6) After finishing up his/her writing, the student collects his/her work from the researcher.
- 7) Researchers explain the material from the video students watch.
- 8) The researcher closed the class.

c. Observation

In this section, identify and take a note of the multitude of issues that we wanted in the educating and learning process in light of the observation paper that has been organized. The researcher evaluated the students' responses using a checklist observation that the students completed.

d. Reflecting

Toward the finish of this cycle, the analyst has a reflection in which the researcher and teacher judge the success or deficiency of cycle I and then decide to continue the second cycle or not.

2. The second cycle

The action plan in cycle II is intended to reflect and mend toward implementing learning cycle I.

a. The procedure of data collection

Overview of research will become apparent when the view is supported by the data collection tools that have been provided. For researchers, it is determined by the tools available. The maturation of the preparation of both theory and experience is very influential on the instrument and affects the results of field data collection. Handle of the instrument as a field officer is the only one deliberately put in the desired form to be used simultaneously in a given time. The instrument in question is as follows:

1) Student

To get data about the consequence of learning and the learners' active participation in the learning and the teaching process.

2) Teacher

To see the level of the teaching implementation success of result in studying and learners' action in educating and learning process.

3) Partner and Associate

Partner and associate are intended to be the data source to comprehensively see CAR implementation, either from the students or teacher.

D. Technique and Instrument of the Research

1. Test

The test comprises of pretest and posttest or writing test. The pretest determines the ability to write a student before using the teaching media that the researcher prepared. Then, a posttest/writing test was utilized in the primary cycle and the second cycle to know which there was an 'improvement in students' writing performance.

2. Observation technique

The observation technique takes data information by seeing, and there is attention accommodate activity to an object with use all sense organ.

3. Interview

The interview is a conversation to know their perception about whether the video was good and become like the media. The second is to know whether the students were more active by using Islamic videos they have watched in the learning process.

E. The Technique of Data Analysis

As indicated by Weigle, there are five parts of writing. They are:

1. Content of the substance of composing, the thought communicated.
2. The organization is the reason for the material recorded as a hard copy that occurs from starting as far as possible.
3. Vocabulary is every one of the words utilized by understudies.
4. Language use is the right utilization of syntactic examples and underlying words.
5. Finally, a mechanic utilizes the reality show of the language.

a. Content

Table 3.1. Score arrangement of content for writing

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, and interesting detail, complete, rich, well-focused, the main idea stands out, secondary ideas do not usurp too much attention.
2	15-26	Good	Cleared the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, to general.
3	12-14	Fair	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	Very poor	No organization, not enough to evaluate because no meaningful.

b. Organization

To evaluate the score of the organization, the researcher used the following scale:

Table 3.2. Score arrangement of organization for writing

No	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly state. 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 is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	12-14	Fair	Lack logical sequencing, and the development is not fluent. In addition, the writing lacks direction, with ideas detail.
4	9-11	Poor	No communication, transition is very week, leaving. The connection between ideas is fuzzy, incomplete, or bewildering.
5	5-8	Very poor	No organization, not enough to evaluate.

c. Vocabulary

Table 3.3. Score arrangement of vocabulary for writing

No	Score	Classification	Criteria
1	18-20	Very good	The word was effective, choice, 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; some words may lack precision while the overall meaning is clear.
3	12-14	Fair	The writer struggle with eliminating vocabulary groping for words.
4	9-11	Poor	Many errors of words/idiom, choice, and usage. Language is so vague and abstract, 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	Very poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

d. Grammar

Table 3.4. Score arrangement of grammar for writing

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction few errors of agreement, tense, number word, order/function pronoun, preposition.
2	20-22	Good	Effective but simple construction is a minor problem in complex construction several errors of tense, word error, function, pronoun, and preposition but seldom meaning cored.
3	16-19	Fair	The major problem is simple construction, frequent negative errors, agreement, tense, word, order/function, pronouns, preposition, and fragment. Do not communicate.
4	9-15	Poor	It was dominated by error grammar. Cannot understand and evaluate.
5	5-8	Very poor	Virtually there is no master on sentence constructions' rule.

e. Mechanics

Table 3.5. Score arrangement of mechanics for writing

No	Score	Classification	Criteria
1	5	Very good	Demonstration mastery of convention was not a problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing but not observed.
3	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling functions capitalization, paragraphing.
5	1	Very poor	Illegible writing.

The action noticed the nature of the students' writing score on the five parts.

The consequence of the classification was categorized in arrangement follows:

80-100 classified as very good

70-79 classified as good

60-69 classified as satisfactory

50-59 classified as enough

0-49 classified as bad²⁴

To analyze the objective text from the students, the researcher uses the formula for getting the mean score as follows:²⁵

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

Note: Mx: The mean of the student

$\sum x$: The Total Score

N: The total number of students.

To achieve class presentation value, the writer uses the formula:

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

P: the class percentage

F: total percentage score

N: number of students.

²⁴ Weigle, Sara Cushing. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

²⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.81

CHAPTER IV

RESULT OF THE RESEARCH

This section consists of two sections. The initial segment is the information investigation found, and the second is the discussion.

A. Finding

1. The execution of Classroom Action Research

CYCLE I

Cycle I was held for one meeting for the pretest, one meeting in the learning process, and one for evaluation or writing test toward the finish of the cycle meeting. Given the CAR procedure, a few stages have been taken in the main cycle as follows:

a. Arranging

Arranging up to the instrument was a more significant thing before the execution of CAR, so in this part, the specialist did the means as follows:

- 1) But, first, the researcher arranged the illustration plan given the material.
- 2) The researcher arranged the instructing learning process assets, for example, the material she gave about narrative text's definition, types, and characteristics. The observation sheet observed students' responses during the learning process, especially narrative writing, test writing, and camera for documentation.

b. Acting

Before taking action in the educating learning process, the researcher gave a pretest to the learners to know the students' ability in writing English. The pretest

gave on September 28, 2021. Therefore, activity one took on 5th and 19th October 2021. In deciding the time, the learners and the educator work cooperatively. After making an illustration arrangement and deciding the time, the researcher, as the instructor, executed the educating learning process. Finally, the researcher began to show the material that the learners would learn. To clarify what occurred in each gathering, here are the clarifications:

1) First gathering

Day/date: Tuesday, October 5, 2021

Topic: Narrative Writing

Opening class

Firstly, the researcher opens the class by giving good tidings and inspiration as the teacher. Then, the researcher clarified her motivation for leading the classroom action research. Next, the researcher checked the students' attendance. Then, likewise, the researcher conveyed the learning targets and a short clarification of the material.

Main activities

Researchers start lessons by asking the students what they knew about the narrative text. Some students answered timidly, but most showed that they had forgotten and were still confused by the narrative text. The researcher then gives them material on narrative text's textual, types, and characteristics. After the students wrote the material, the researcher explained the material given. After that, the researcher gave some examples of narrative text and then asked the students

to tell what other examples of narrative text they had known. Finally, the researcher gave some exercises on narrative text.

Closing

The researcher collected the students' worksheets, opened a questions and answers section for the students who did not yet understand the material, and provided some information about the material learned in the next meeting. The researcher, eventually, closed the class.

2) Second meeting

Day/date: Tuesday, October 5, 2021

Topic: Narrative writing

Opening

Toward the start of the class, the researcher checked the students' attendance, got some information about the students' condition, and reviewed the previous material. Likewise, the researcher conveyed a concise clarification of the material.

Main activities

The researcher began the class by assessing the past material by asking the students to raise their hands and answer the question from the researcher. Then, the analyst disclosed how to exercise by watching the Islamic video from that point onward. In this gathering, the understudies would learn in gathering. Before they watched the video, the scientist partitioned them into four gatherings. In this video, understudies need to watch the overall story of the video. Then, after watching the video, they have to write down what they remember about the story.

Closing

The researcher shut the meeting by giving a test to the learners. The test consisted of 1 number. It used to realize how far learners worked in narrative writing.

Table 4.1 The Outcomes of Students' Writing Test in Cycle 1

No	Student	Score	KKM
1	N1	77	Complete
2	N2	68	Incomplete
3	N3	81	Complete
4	N4	74	Incomplete
5	N5	80	Complete
6	N6	74	Incomplete
7	N7	73	Incomplete
8	N8	81	Complete
9	N9	79	Complete
10	N10	79	Complete
11	N11	71	Incomplete
12	N12	67	Incomplete
13	N13	73	Incomplete
14	N14	80	Complete
15	N15	80	Complete
16	N16	81	Complete
17	N17	76	Complete
18	N18	58	Incomplete
19	N19	68	Incomplete
20	N20	80	Complete
21	N21	75	Complete
22	N22	69	Incomplete
23	N23	70	Incomplete
24	N24	79	Complete
25	N25	76	Complete
26	N26	73	Incomplete
27	N27	65	Incomplete
28	N28	78	Complete
Jumlah		2085	
Mean		74,46	

In light of the outcome assessment of cycle one. The normal benefit of the result of class XI. students of Senior High School 1 Lasusua acquire by the normal recipe: $2085 : 28 = 74$. So, the normal score of learners using Islamic video as the

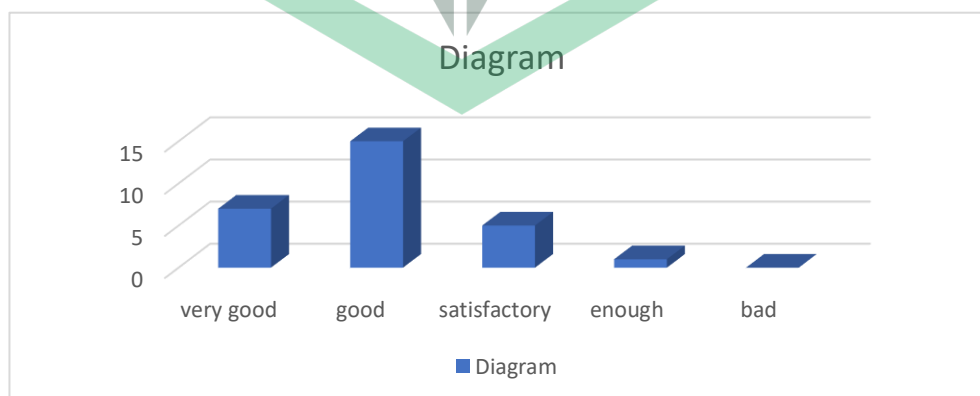
media in learning English narrative writing above shows that 28 students who took the assessment test in the first cycle, students who got 75 were 15 or 54%. The individuals who scored underneath the KKM were 13 or 46% learners. Assuming that the worth of learners learning results of u learners introduced as follows:

Table 4.2 Students' Frequency and Percentage in writing test of the cycle I

No	Score	Category	Frequency	Percentage
1	80-100	Very good	7	25%
2	70-79	Good	15	54%
3	60-69	Satisfactory	5	18%
4	50-59	Enough	1	3%
5	0-49	Bad	0	
Total			28	100%

Given the table above, it tends to see that 28 learners who stepped through the test in the first cycle ended up being seven learners who got great categories, 15 students got good categories. These five learners got grades, including helpless classes, and one student got poor categories.

Diagram 4.1 Category and Frequency of Students Activeness in Cycle I



The outlines show that the learners who scored above KKM were 15 learners, while those who scored underneath the KKM were 13 learners. Along this-lines, in light of the graph, it tends to be seen that the learning results of the 11th grade at Senior Secondary School 1 Lasusua. Fifteen students meeting satisfy guidelines. However, there are as yet 13 learners who have not accomplished the KKM score, so this exploration needed to continue to cycle II.

c. Observation

Because the researcher does the perception through the most common way of instructing and learning, the researcher presumed that Islamic videos effectively increase students' narrative writing. However, the learning and teaching process required several strategies to make students disciplined and interested.

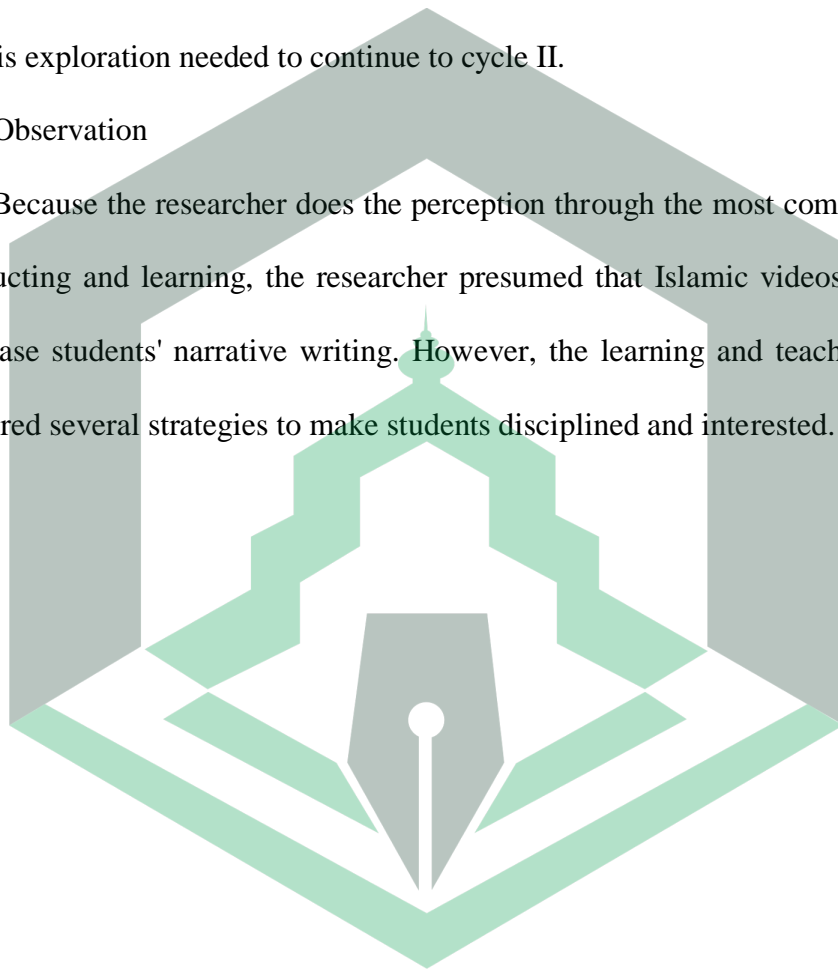


Table 4.3 The Result of Observation Students' Activeness in Cycle 1

No.	Students Name	Activeness			
		More Active	Active	Less active	Not Active
1	N1			✓	
2	N2				✓
3	N3	✓			
4	N4			✓	
5	N5			✓	
6	N6				✓
7	N7			✓	
8	N8			✓	
9	N9			✓	
10	N10		✓		
11	N11	✓			
12	N12	✓			
13	N13		✓		
14	N14	✓			
15	N15			✓	
16	N16		✓		
17	N17		✓		
18	N18		✓		
19	N19				✓
20	N20			✓	
21	N21		✓		
22	N22			✓	
23	N23			✓	
24	N24			✓	
25	N25		✓		
26	N26			✓	
27	N27		✓		
28	N28			✓	
Jumlah		4	8	13	3

Where:

- 1) Very active: the learners are responsive and take an interest in movements of every kind in the instructing system.
- 2) Active: the learners' reaction to the material using narrative writing through Islamic video as a medium in the educating system.
- 3) Less Active: the learners focus and give reactions sometimes.
- 4) Not Active: the learners did not give a reaction to the material. She looks confounded, exhausted, and now and then leaves the class.

The portrayal investment of learners in cycle I was gotten from 28 learners of class XI IPA 2 of Senior Secondary School 1 Lasusua. After applying Islamic video as a media in the cycle, I, very active students reached an average of 14%, students who were active 29%, less active students 46%, and students who were not active 11%.

d. Reflection

The following step is to reflect, examine, and assess the learning exercises. Reflection finished discovering the insufficiency or limitations of cycle I.

For example, involving Islamic video media in the principal cycle can be very great. However, there are still a few impediments. First, the requirements refer to: a few understudies are still less active in the learning process or only active while in class. It resembles focusing on the instructor while clarifying toward the start of learning, but it was not very much concern at the end of learning because some students were not ready to write through video. Moreover, it was still a new method in the school, and the researcher completed a few tools to complete the issue in cycle II. Then the scientist gave support variations in the learning process to the students because many students were not active and less active in the class, confused to transfer the words in the English language. That is why this research continues to the second cycle.

CYCLE II

Cycle II was held for two gatherings, two eye-to-eye meetings, and one assessment toward the finish of cycle II. The movement in cycle II is to rehash the

exercises completed this cycle I by making enhancements that are as yet thought to be deficient with regards to cycle I.

a. Planning

Setting up the devices was a more significant thing before the execution of CAR, so in this part, one did the means below:

- 1) First, decide the material to be shown utilizing Islamic video.
- 2) Making illustration arrangements involving Islamic video in teaching writing narrative text.
- 3) Finally, prepare an evaluation test/writing test about the material taught.

b. Action

- 1) First meeting:

Day/Date: Tuesday, October 26, 2021

Topic: Narrative text

Opening

As the teacher, the researcher welcomed the learners as normal and explained the purpose of today's learning. The researcher reviewed the attendance of the students after that.

Main activities

The researcher began the lesson plan by giving the students material about the structure and characteristics of narrative text. After that, the researcher gives an exercise to the students.

Closing

The researcher closed the class by checking the result of the exercise done. After that, the researcher gave some advice and knowledge on what will be learned in the next meeting.

2) Second meeting

Day/Date: Tuesday, November 2, 2021

Topic: Narrative text

Opening

The researcher, as the teacher, greeted the students as usual and explained the purpose of today's learning. After that, the researcher checked the students' attendance.

Main activities

The researcher started the class by asking some questions to the students. It aimed to review the material that students have learned. Also, it is used to know how far students understood the narrative text. There, the researcher shared a video with the students to watch and identify the content of the video. After they finished their writing, the researcher was not divided them into groups. Instead, the students switched their work with other friends and answered the assignment. Finally, the learners returned the paper to the proprietor to look at their task from that point onward.

Closing

Toward the finish of the exploration, the researcher gave a test to learners consisting of 1 number. After that, it plans to know how far students perceive the narrative text.

Table 4.4 The Result of Students' Writing Test in Cycle 1

No	Student	Score	KKM
1	N1	79	Complete
2	N2	70	Incomplete
3	N3	90	Complete
4	N4	80	Complete
5	N5	81	Complete
6	N6	78	Complete
7	N7	82	Complete
8	N8	84	Complete
9	N9	80	Complete
10	N10	84	Complete
11	N11	74	Incomplete
12	N12	70	Incomplete
13	N13	93	Complete
14	N14	82	Complete
15	N15	83	Complete
16	N16	82	Complete
17	N17	87	Complete
18	N18	70	Incomplete
19	N19	72	Incomplete
20	N20	82	Complete
21	N21	82	Complete
22	N22	80	Complete
23	N23	75	Complete
24	N24	84	Complete
25	N25	80	Complete
26	N26	78	Complete
27	N27	80	Complete
28	N28	84	Complete
Jumlah		2246	
Mean		80,21	

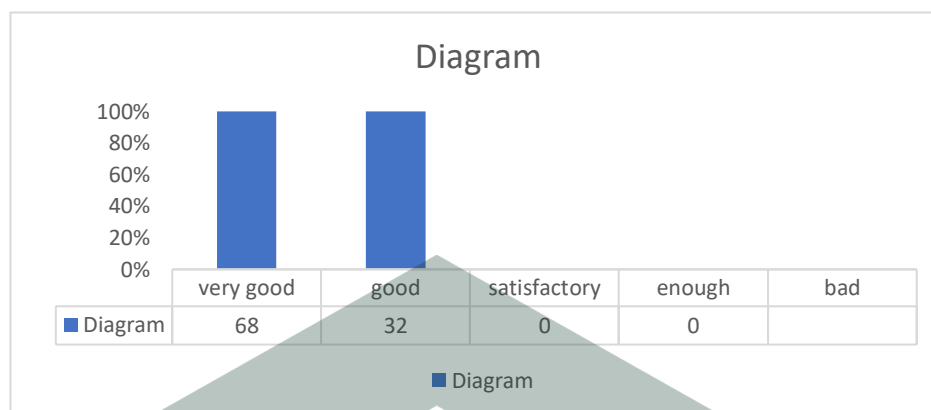
Given the assessment of cycle 2 in the table, the normal benefit of learning results of class XI IPA 2 at Senior Secondary School, the average obtains 1 Lasusua: $2246:28 = 82$. Hence, the normal score of students involving Islamic video as the

media in learning narrative text writing above shows that the 28 students who took the assessment test in the second cycle, students who got 75 were 23 or 82% students and those who scored beneath the KKM upwards of 5 or 18% students. If the worth of students learning results in cycle one is introduced gathered into five classes, the learning results of students are as follows:

Table 4.5 Students' Frequency and Percentage in writing test of cycle II

No	Score	Category	Frequency	Percentage
1	80-100	Very good	19	68%
2	70-79	Good	9	32%
3	60-69	Satisfactory	0	0%
4	50-59	Enough	0	0%
5	0-49	Bad	0	0%
Total			28	100%

In light of the table above, it tends to be seen that 28 learners who stepped through the examination in the subsequent cycle ended up being 19 learners who took awesome classifications, nine learners got grades including great classifications, 0 learners got in the category satisfactory, 0 students who got in enough category and 0 students including bad classifications.

Diagram 4.2 Category and Frequency of Students Activeness in Cycle I

The graph shows that learners who scored over the KKM were 23 learners, while those who scored underneath the KKM were five learners. So, in light of the graph, it very well may be seen that learning results of class XI IPA 2 at Senior Secondary School there who 23 students who satisfy the guidelines, yet there are as yet three learners who have not accomplished KKM score. Therefore, the researcher closes this activity until the subsequent cycle because of the base culmination esteem in English subject with the KKM 75 norm.

c. Observation

In the second cycle, the observation phase, the researcher noticed the cooperation of liveliness in every learner toward learning English. The class condition was superior to the primary cycle. The eyewitness said that the greater part of the learners was energetic to respond to the inquiry given by the scientist because of the learning material. The learners ' movement was acquired from observation sheets in gathering recorded in each cycle; the observation sheet was

utilized to decide the interest or inspiration of learners in learning English to increase their writing skills using Islamic video as the media.

Table 4.5 The Result of Observation Student's Activeness in Cycle II

No.	Students Name	Activeness			
		More Active	Active	Less active	Not Active
1	N1		✓		
2	N2		✓		
3	N3	✓			
4	N4		✓		
5	N5	✓			
6	N6		✓		
7	N7		✓		
8	N8	✓			
9	N9	✓			
10	N10	✓			
11	N11	✓			
12	N12	✓			
13	N13		✓		
14	N14	✓			
15	N15	✓			
16	N16	✓			
17	N17	✓			
18	N18	✓			
19	N19			✓	
20	N20		✓		
21	N21		✓		
22	N22	✓			
23	N23			✓	
24	N24		✓		
25	N25	✓			
26	N26			✓	
27	N27	✓			
28	N28	✓			
Jumlah		16	9	3	0

Where:

- 1) Very active: the learners are responsive and take an interest in movements of every kind in the instructing system.
- 2) Active: the learners' reaction to the material using narrative writing through Islamic video as a medium in the educating system.

- 3) Less Active: the learners focus and give reactions sometimes.
- 4) Not Active: the learners are not given a reaction to the material. She looks confounded, exhausted, and now and then leaves the class.

The description participation of students in cycle II was obtained from Twenty-eight students of class XI IPA 2 at Senior High School 1 Lasusua after applying Islamic video in cycle II. Very active students reached an average of 57%, students who were active 32%, students who were less active 11%, and students who were not active 0%.

d. Reflecting

The implementation of Islamic video as the learning media has been carried out with the designs previously prepared. After seeing observations, it was known that Islamic video as the learning media had increased students' writing skills. Therefore, in cycle II, students enjoy learning because they know how to write narrative text through Islamic video as the learning media.

2. The Interview Result

The researcher interviewed some students. The questions were asked the researcher as follow:

- 1) What is the importance of learning English?
- 2) What difficulty do you face in writing the primary English text?
- 3) Did you ever learn the narrative text before I was in teach?
- 4) What do you know about narrative text?

- 5) How do you feel about writing the narrative text using the video about the apostle's history? Is it interesting and helpful to express your thoughts about the story in the video?
- 6) As I teach, do you understand the lessons I teach? Is there something unclear?
- 7) Is the use of videos as learning media effective?
- 8) Can I suggest Islamic video media to teachers to use learning media for students?
- 9) Is it easy for you to memorize the plot using a video?

The students' answers are mentioned below:

Students' 1

I think learning English is very important for us in the future. Since you will be embarrassed to go to the restaurant to eat, that is inappropriate. Especially English is an international language.

Students' 2

Yes, it is important because English is the international language used by all the world's people. When we speak English, of course, we will be able to adapt and talk to anyone easily as we move from country to country. Moreover, today's times are advancing. Therefore, this reality is forcing us to join this course of progress in the best possible way that we are not defined as traditional by others, so here is one of the important reasons for learning

Students' 3

It is important because English is very different from English (another language) in which English is spoken and in which it is written.

Students' 4

I think it is very important since English can help us study and find work related to English.

B. Discussion

Most of the eleventh-grade students (XI IPA 2) of Senior High School 1 Lasusua were still low in mastering the writing skill, particularly in narrative writing, due to certain issues looked at by the students. The problem is that they need thoughts and have less vocabulary authority. The researcher gave them a point to expound on, yet they were not progressing nicely. They just could make a few sentences. However, after the researcher used Islamic video as the learning media, their writing ability increased.

Due to the statement above, Islamic video as the learning media is one of the effective ways to increase the understudies' ability in writing, especially in narrative writing. All in all, by making students watch a video, they hear a thought or point of view from the video. After watching a video, they can make the ideas and the suppositions in the discussion. When they watch the video, it is additionally drilled their tuning in. It can animate their thoughts and inspiration by a visual improvement.

In executing the CAR, the analyst applied the Islamic video in two ways: in groups and individually to overcome the problem. The first way in the second meeting implemented cycle one and the second meeting of cycle two. In this way, the students have to complete the exercise by watching the video, and after that, they make their ideas on paper. While in the second meeting of cycle two, the

students complete their exercises individually. After they finish their work, they will switch their work with other friends. Besides that, the researcher also supported the research with exercise tests, reviewing material, and helping the students if they had difficulties translating the words.

From the result of the observation, it was shown that there was some progress in students in every meeting. For example, in the first meeting, students were lack of confidence in writing and not active in answering or asking a question to the researcher. However, at the next meeting, they show progress in it. In other words, the students showed a better condition in the class. They have enjoyed the class and showed good progress from the exercise result.

As indicated by the students' exercise activities in every meeting and writing test outcome, the students greatly improve narrative writing. It also could be viewed from the mean test score of the students in cycle one to cycle two. The mean of the students improves from 74,46 to 80,21.

According to Juna Warni, using Islamic video make the students feel easier in the brainstorming process, become more enjoyable in writing a narrative text, and feel more confident in doing their writing.²⁶ This media helped the students write because they could explore their ideas by watching videos. So that way, the implementation of Islamic video as a medium in the teaching and learning process positively affects the students' achievement because they can study easily and relax without hard feelings. A conducive and comfortable situation will make them enjoy

²⁶ Warni, Juna, 'The Use of Islamic History Videos through Swell Strategy to Improve Senior High Students' Narrative Writing Achievement,' *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5.1 (1970), 53–62 <<https://doi.org/10.19109/ejpp.v5i1.2049>>

learning and getting good results. Moreover, the information can be understood and maintained memory well. So, based on the above, the media effectively gives the students in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

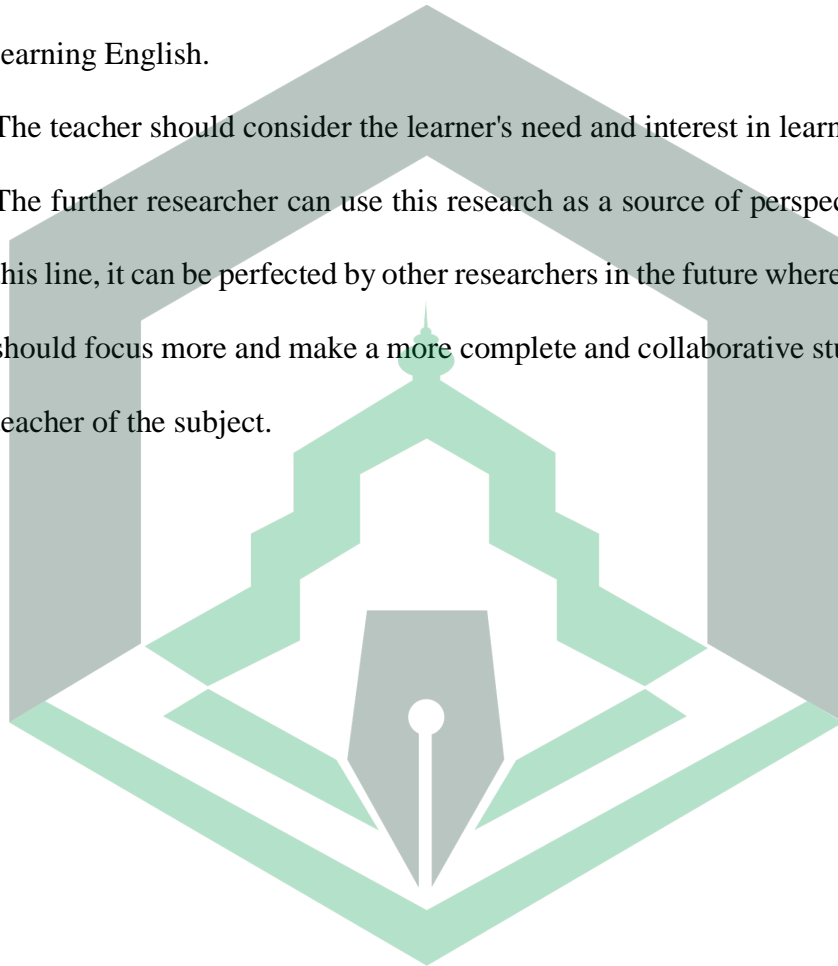
Because of the portrayal in the result of the research in consequence of the exploration in the past, the researcher depicted the conclusion as follow:

1. After taking action in the classroom, the researcher found that Islamic videos increase the students writing ability, especially in narrative writing. In writing the narrative text, students poured out their ideas on the story in the video in written form. So, students had already done the exercises that helped them assemble their writing ability confidently.
2. Students respond positively to the learning media that students have been given. The students feel the impact from the Islamic video on which the students are more likely to understand the material presented in the video; the students will readily remember the storyline found in the narration story, capable of expressing his or her thoughts with confidence in writing the narrative text. Then, students gain additional knowledge. The last students are attracted and not bored during the learning process because of the learning media and how researchers teach that is not monotonous.
3. The researcher designed a classroom action research. The students show their progress in every meeting, which shows from the pretest writing test at the end of cycles one and two. For example, the mean score of the students increased from 43,82 (pretest) to 74,46 (writing test 1) to 80,21 (writing test 2).

B. Suggestion

Considering the conclusion above, the researcher might want to present a few suggestions that the students' have great capacity in dominating English writing, especially for class 11th IPA 2 at Senior Secondary School 1 Lasusua.

1. The researcher should guide and motivate the learners in instructing and learning English.
2. The teacher should consider the learner's need and interest in learning.
3. The further researcher can use this research as a source of perspective. Along this line, it can be perfected by other researchers in the future where researchers should focus more and make a more complete and collaborative study with the teacher of the subject.



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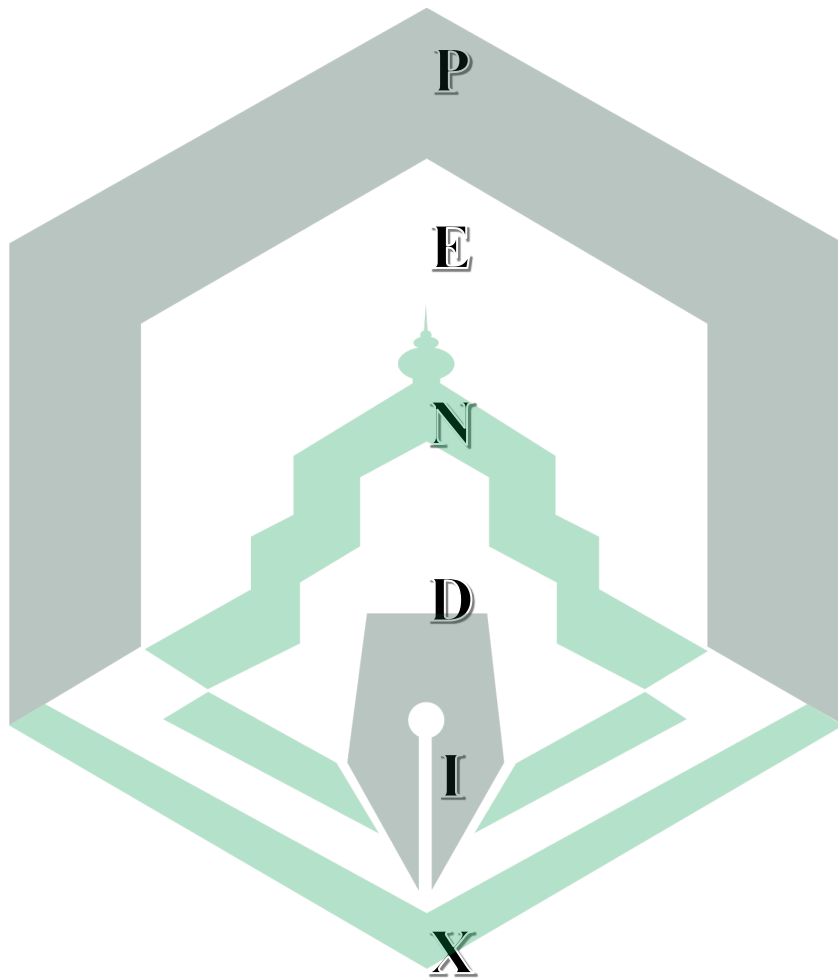
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S



LEMBAR OBSERVASI PTK SIKLUS I

KOMPONEN SISWA

No.	Hal yang Diamati	Skor			
		1	2	3	4
1.	Keaktifan Siswa: a. Siswa aktif mencatat materi pembelajaran b. Siswa aktif bertanya c. Siswa aktif mengajukan ide				
2.	Perhatian Siswa: a. Diam, tenang b. Terfokus pada materi c. Antusias				
3.	Kedisiplinan: a. Kehadiran/absensi b. Datang tepat waktu c. Pulang tepat waktu				
4.	Penugasan/Resitasi: a. Mengerjakan semua tugas b. Ketepatan mengumpulkan tugas sesuai waktunya c. Mengerjakan sesuai dengan perintah				

Keterangan:

4 : Sangat Baik

3 : Baik

2 : Tidak Baik

1 : Sangat Tidak Baik

Lasusua, 20

Pengamat

.....

NIM.

LEMBAR OBSERVASI PTK SIKLUS II
KOMPONEN SISWA

No.	Hal yang Diamati	Skor			
		1	2	3	4
1.	Keaktifan Siswa: a. Siswa aktif mencatat materi pembelajaran b. Siswa aktif bertanya c. Siswa aktif mengajukan ide				
2.	Perhatian Siswa: a. Diam, tenang b. Terfokus pada materi c. Antusias				
3.	Kedisiplinan: a. Kehadiran/absensi b. Datang tepat waktu c. Pulang tepat waktu				
4.	Penugasan/Resitasi: a. Mengerjakan semua tugas b. Ketepatan mengumpulkan tugas sesuai waktunya c. Mengerjakan sesuai dengan perintah				

Keterangan:

4 : Sangat Baik

3 : Baik

2 : Tidak Baik

1 : Sangat Tidak Baik

Lasusua, 20

Pengamat

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NIM.

LESSON PLAN

First Cycle

Subject : English
Class : XI
Material : Writing narrative text
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Islamic video, students are expected to write a good narrative text

B. LEARNING ACTIVITIES: first meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces herself, checks students' attendance, and explains the material to be discussed.
3. The teacher explains narrative text by explaining and some examples about the narrative text.
4. The teacher gives some exercises on the narrative text.
5. The students collect their exercise.
6. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skill assessment: exercise result

LESSON PLAN

First Cycle

Subject : English
Class : XI
Material : Writing narrative text
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Islamic video, students are expected to write a good narrative text.

B. LEARNING ACTIVITIES: Second meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation.
2. The teacher checks student attendance and reviews previous meeting material.
3. The teacher gives an exercise about narrative text by using Islamic video (<https://youtu.be/RSkT1Wb0pIE>).
4. The teacher divides students into groups.
5. Students work on an exercise about narrative text by using a paper to write down what they have watched on the video.
6. The teacher and students check the results of the exercise that has been done together.
7. The teacher closes the meeting by gave them a test.

C. ASSESSMENT

Attitude assessment: Observation

Skill assessment: exercise result



LESSON PLAN

Second Cycle

Subject : English
Class : XI
Material : Writing narrative text
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Islamic video, students are expected to write a good narrative text.

B. LEARNING ACTIVITIES: first meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation.
2. The teacher checks student attendance and reviews the previous meeting material.
3. The teacher explains more about narrative, especially the structure of a narrative text and its characteristics.
4. The teacher gives some exercises on the narrative text.
5. The teacher and students check the results of the exercise that has been done together.
6. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skill assessment: exercise result

LESSON PLAN

Second Cycle

Subject : English
Class : XI
Material : Writing narrative text
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Islamic video, students are expected to write a good narrative text.

B. LEARNING ACTIVITIES: Second meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation.
2. The teacher checks student attendance and reviews the previous meeting material.
3. The teacher gives some exercises on the narrative text by Islamic video (<https://youtu.be/mg5rej-wjdM>).
4. Students work on an exercise about narrative text using paper media.
5. The students switch their work with other friends and answer the assignment.
6. The teacher and students check the results of the exercise that has been done together.
7. The teacher closes the meeting by gave the students a test.

C. ASSESSMENT

Attitude assessment: Observation

Skill assessment: exercise result

Notes: Contoh RPP dapat diakses di (<https://alhidayahdepok.com/contoh-rpp-1-lembar-sesuai-edaran-mendikbud-no.14-tahun-2019>)



THE STUDENTS WRITING ASSESSMENTS SECTION

1. Score arrangement of content for writing

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, and interesting detail, complete, rich, well-focused, the main idea stands out, secondary ideas do not usurp too much attention.
2	15-26	Good	Cleared the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, to general.
3	12-14	Fair	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	Very poor	No organization, not enough to evaluate because no meaningful.

2. Score arrangement of organization for writing

No	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly state. 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 is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	12-14	Fair	Lack logical sequencing and the development is not fluent. In addition, the writing lacks direction, with ideas, detail.
4	9-11	Poor	No communication, transition is very weak, leaving. The connection between ideas is fuzzy, incomplete, or bewildering.
5	5-8	Very poor	No organization, not enough to evaluate.

3. Score arrangement of vocabulary for writing

No	Score	Classification	Criteria
1	18-20	Very good	The word was effective, choice, 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	Fair	The writer struggle with eliminated vocabulary, groping for words.
4	9-11	Poor	Many errors of words/idiom, choice, and usage. Language is so vague and abstract, 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	Very poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

4. Score arrangement of grammar for writing

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction few errors of agreement, tense, number word, order/function pronoun, preposition.
2	20-22	Good	Effective but simple construction is a minor problem in complex construction several errors of tense, word error, function, pronoun, and preposition but seldom meaning cored.
3	16-19	Fair	The major problem is simple construction, frequent negative errors, agreement, tense, word, order/function, pronouns, preposition, and fragment. Do not communicate.
4	9-15	Poor	It was dominated by error grammar. Cannot understand and evaluate.
5	5-8	Very poor	Virtually there is no master on sentence constructions' rule.

5. Score arrangement of mechanics for writing

No	Score	Classification	Criteria
1	5	Very good	Demonstration mastery of convention was not a problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing but not observed.
3	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling functions capitalization, paragraphing.
5	1	Very poor	Illegible writing.

The action the nature of the students' writing score on the five parts noticed.

The consequence of the classification was categorized in arrangement follows:

80-100	classified very good
70-79	classified as good
60-69	classified as satisfactory
50-59	classified as enough
0-49	classified as bad

WRITING TEST CYCLE I

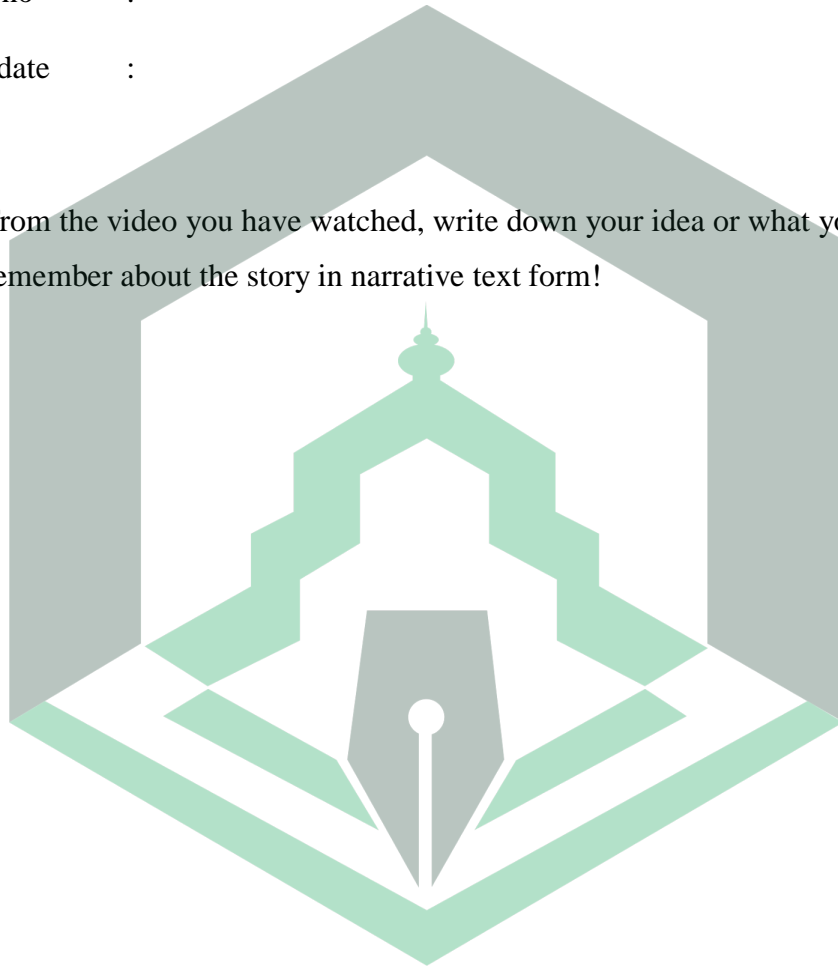
Name :

Class :

Reg. no :

Day/date :

From the video you have watched, write down your idea or what you remember about the story in narrative text form!



WRITING TEST CYCLE II

Name :

Class :

Reg. no :

Day/date :

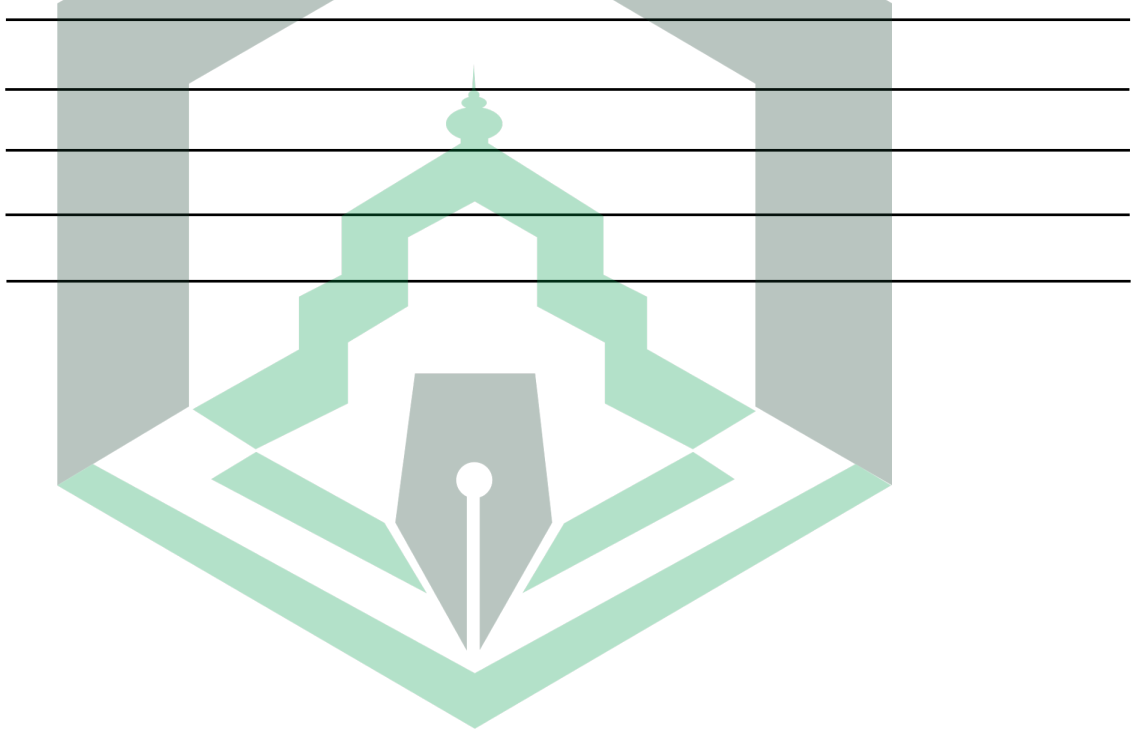
From the video you have watched, write down your idea or what you remember about the story in narrative text form. Then, make sure you write the incorrect structure of the narrative text below!

Orientation

Complication

Resolution

Re-orientation



DOCUMENTATION



The students watching the video



Students doing chores



The students collect their assignment

Result of pre-test

PRE-TEST

Name : Masita Agistiyah Muthlis
Class : XI IPA 2
Day/dates : 28 Selasa 28 September

Write down your unforgettable experience!

Camping

At the time I went camping in framework of the annual inter-school competition. And at that time I took part in the quiz competition, and I'm the winner. That's the first time I win in quiz competition.

C : 9
O : 9
V : 9
6 : 12
M : 2

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Result of writing test I

WRITING TEST CYCLE I

Name : AISYA
Class : XI MIPA 2
Reg. no : 6952
Day/date : Tuesday, 19 - October - 2021

C : 23
O : 17
V : 17
G : 20
M : 4

From the video you have watched, write down your idea or what you remember about the story in narrative text form!

Title = wrapping Data Palm

Figure = 1) Data tree

- 1) Rasulullah SAW (Shalallahu alaihi wassalam)
- 2) Friends Rasulullah (Shalallahu alaihi wassalam)

One day the messenger of ALLAH was preaching in a simple mosque with a fairly long duration, so some friend saw the messenger of ALLAH feeling tired, so one of the companions took a date palm tree trunk to be used as a support for the Prophet while preaching. After the sermon was in 7 H, one of the friends suggested making the pulpit from wood and replacing the date palm trunk was moved there was a sound of crying which turned out to be from the date palm trunk. The messenger of ALLAH approached the date palm trunk while stroking the trunk just like a father stroking his own child. As H.R. Bukhari no 205 Rasulullah Shalallahu alaihi wassalam said: "The date palm tree cries because it used to be the remembrance that of often heard, now it is no longer."

Result of writing test II

WRITING TEST CYCLE II

Name : Maharani hafizah
Class : XI IPA 2
Reg. no : 7002
Day/date : Tuesday, 02, November 2021

From the video you have watched, write down your idea or what you remember about the story in narrative text form. Make sure you write it in correct structure of narrative text below!

Orientation

The Prophet Muhammad before being appointed as a messenger of Allah had a role as a husband. At the age of 25, he married Siti Khadijah bin Khuwailid Al-Asadiyah, who was then 40 years old. Some sources say Khadijah was 20 years old when she married the Prophet saw. Before the revelation of the Islamic treatise, Siti Khadijah was nicknamed ath-thahira (holy). Because the noble woman never even participated in the current wave of Jahiliyyah.

Complication

Khadijah wants to have a live father who has a noble character with out wanting the property he has

Resolution

hafisa who told khadijah that the
only one who had good morals and
was suitable for her was the
Prophet ~~who~~ Muhammad saw

Re-orientation

Don't worry about mate because Allah SWT
has created men and women in pairs.

C : 25
O : 17
V : 16
G : 20
M : 5

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PEMERINTAH KABUPATEN KOLAKA UTARA
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU

Jl. Kompleks Perkantoran Pemda No. Fax. Lasusua, 93554

SURAT KETERANGAN IZIN PENELITIAN

Nomor : 303/83/DPMTSP/IX/2021

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia nomor 3 tahun 2018 tentang Surat Keterangan Penelitian dan berdasarkan Peraturan Bupati Kolaka Utara Nomor 14 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kolaka Utara serta berdasarkan Surat Dekan Fakultas Tarbiyah & Ilmu Keguruan IAIN Palopo Nomor : 1857/I.n19/FTIK/HM.01/09/2021 pada tanggal 10 Juli 2021 perihal Permohonan Izin Penelitian / surat Keterangan Penelitian, maka yang bertandatangan dibawah ini Kepala Dinas PMPTSP Kabupaten Kolaka Utara memberikan Surat Keterangan Penelitian kepada :

1. Nama	: PUTRI DEWI YUSMANANDA
NIM	: 1702020011
Judul Penelitian	: "THE USE OF ISLAMIC VIDEO (HISTORY OF RASULULLAH) AS THE TEACHING MEDIA TO INCREASE THE WRITING SKILL OF THE SECOND GRADE STUDENT OF SENIOR HIGH SCHOOL 1 LASUSUA"
Program Studi	: Pendidikan bahasa Inggris
Fakultas	: Fakultas Tarbiyah & Ilmu Keguruan
Lokasi Penelitian	: SMA Negeri 1 Lasusua Kab. Kolaka Utara
Tanggal dan lamanya penelitian	: Mulai tanggal 27 September 2021 s.d. 27 November 2021.

Dengan ketentuan Pemegang Izin Penelitian :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/walikota C q. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab/Kota.
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan menghindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy laporan hasil penelitian Kepada Bupati Kolaka Utara. Cq. Kepala Badan Penelitian dan Pengembangan Daerah Kab. Kolaka Utara.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak menaati ketentuan tersebut diatas.

Selanjutnya peneliti diwajibkan melaporkan hasil penelitiannya dilaporkan ke Badan Penelitian dan Pengembangan Daerah Kabupaten Kolaka Utara.

Lasusua, 24 September 2021

a.n. Kepala Dinas PMPTSP

SEKRETARIS

DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU
SATU PINTU

KOLAKA UTARA

INDAWATI, S.Pd

Pembina Tk. I, Gol. IV/b

NIP. 196404041985122004



PEMERINTAH PROVINSI SULAWESI TENGGARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 LASUSUA

Jl. Trans Sulawesi Desa Watuliwu, Kec. Lasusua, Kab. Kolaka Utara, 93911.
Email : sman1lasusua@yahoo.com, Website : sman1lasusua.sch.id



SURAT KETERANGAN SELESAI MENELITI

Nomor : 422 / 231 / SMAN.01.KU / 2021

Yang bertanda tangan di bawah ini :

Nama : PAULUS F. FAUTNGILYANAN, S.Pd.
NIP : 197710302005021006
Pangkat/Gol. : Pembina Tk. I, IV/b
Jabatan : Kepala SMAN 1 Lasusua

Menerangkan dengan sesungguhnya bahwa :

Nama : PUTRI DEWI YUSMANANDA
NIM : 1702020011
Jenis Kelamin : Perempuan
Prodi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Benar telah Melakukan penelitian/ Pengambilan Data di SMA Negeri 1 Lasusua Kab. Kolaka Utara Sulawesi Tenggara dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi Yang dilaksanakan mulai tanggal 27 September 2021 s.d. 27 November 2021, dengan judul:

"THE USE OF ISLAMIC VIDEO (HISTORY OF RASULULLAH) AS THE TEACHING MEDIA TO INCREASE THE WRITING SKILL OF THE SECOND GRADE STUDENT OF SENIOR HIGH SCHOOL 1 LASUSUA"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kolaka Utara, 2 Desember 2021

Kepala Sekolah,

Paulus F. Fautngilyanan, S.Pd
Pembina Tk. I, Gol. IV/b
NIP. 197710302005021006





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Putri Dewi Yusmananda

NIM : 17 0202 0011

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 21 Desember 2021

Ketua Prodi

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

CURRICULUM VITAE



Putri Dewi Yusmananda, was born in Lasusua, on November 11th 1999. The author is the first child of M. Yusman Y. and Marmuliati. She has two brothers and one sister. She comes from Lasusua, Desa Patowonua, Kecamatan Lasusua, Kabupaten Kolaka Utara, while in Palopo, she lives on Jl.

Cempaka, Balandai.

She started her formal education for the first time at SDN 2 Lasusua and graduated in 2011. Then, she continued her study in MTsN 1 Lasusua and finished in 2014, after graduated in MTsN 1 Lasusua, she continued her study in SMAN 1 Lasusua. Then, she continued her study at English Language Education Study Program at IAIN Palopo in 2017.

While studying at IAIN Palopo, she wrote a Thesis entitled **“The Use of Islamic Videos as the Teaching Media to Increase the Writing Skills of the Second Grade Students at Senior High School 1 Lasusua.”**