AN UNDERGRADUATE THESIS

INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

By:

RITA RAHMAWATI

St. NUMBER: 13108247

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

14389H/ 2018 M

INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

in English Education Department

By:
RITA RAHMAWATI
St. NUMBER: 13108247

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. MahrusAs'ad, M.Ag.

Co-Sponsor : Trisna Dinillah Harya, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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ABSTRACT

INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

By:

RITA RAHMAWATI

The aim of this research was to show that the use of education film can improve the writing skill and learning activities at the eight grade of SMA Muhammadiyah 1 Metro. The problem which have been identified was the students have low skill in writing learning .

This research is categorized to Classroom Action Research (CAR). In order to acuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research is the students of class VIII of SMA Muhammadiyah 1 Metro.

Based on the result and the discussion of this research, it can be said that the use of film education to improve the writing skill is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria (MMC) 75. The result show that there were 84,29% of students who passed the minimum standard criteria in the post-test 2.Before the action was conducted, there were just 34,28% of students who passed the minimum standard criteria in the pre-test. It means that , the use of education film can improve the writing skiil at the eight grade of SMA Muhammadiyah 1 Metro.

ABSTRAK

PENGGUNAAN FILM PENDIDIKAN UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS 8 SMA MUHAMMADIYAH 1 METRO

OLEH:

RITA RAHMWATI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan film pendidikan dapat meningkatkan kemampuan menulis dan aktifitas belajar kelas VIII SMA Muhammadiyah 1 Metro. Masalah yang telah diidentifikasi adalah siswa memiliki kemampuan menulis membaca yang rendah dalam proses pembelajaran.

Penelitian ini dikategorikan sebagai penelitian tindakan kelas agar terdapat ketelitian dalam mengumpulkan data, peneliti menggunakan teknik pengumpulan data yaitu meliputi tes, observasi, dan dokumentasi. Penelitian ini dilakukan dalam 2 siklus dan setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas VIII SMA Muhammadiyah 1 Metro.

Berdasarkan hasil dan pembahasan penelitian ini , menunjukkan bahwa penggunaan film pendidikan untuk meningkatkan kemampuan menulis adalah sukses karena kriteria keberhasilan tercapai. Penelitian ini dapat dikatakan berhasil jika 80 % atau lebih siswa dapat meraih KKM 75.Hasil penelitian menunjukan bahwa 84,29% siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 34,28% siswa yang dapat mencapai KKM pada pre-test.Maka dari itu artinya, penggunaan film pendidikan dapat meningkatkan kemampuan menulis siswa kelas VIII SMA Muhammadiyah 1 Metro

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari Rita Rahmawati

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Rita Rahmawati
NPM : 13108247
Judul : INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr.Wb

Metro, Januari 2018

Pembimbing I,	Pembimbing II,
Dr. Mahrus As'ad, M.Ag	**Trisna Dinillah Harya, M.Pd**
NIP. 19611221 199603 1 001	NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Rita Rahmawati**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written by:

Name : Rita Rahmawati
Students Number : 13108247
Title : INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, January 2018

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

Name : Rita Rahmawati
Students Number : 13108247
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, January 2018

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

The Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
METRO Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

No: B-0504 /In.28.1/D/PP.00.9/01/2018

An undergraduate thesis entittled: INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

Written by Rita Rahmawati student number. 13108247, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24, 2018 at 13.00-15.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag .....)

Examiner I : Dedi Irwansyah, M.Hum .....)

Examiner II : Trisna Dinillah Harya, M.Pd .....)

Secretary : Eka Yuniasih, M.Pd .....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI IAIN METRO

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Ayla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: RITA RAHMAWATI
Student Number	: 13108247
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2018

The researcher,

RITA RAHMAWATI

St. ID. 13108247

ORISINALITAS PENELITIAN

Yang bertandatangandibawahini:

Nama : RITA RAHMAWATI

NPM : 13108247

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan IlmuKeguruan

Menyatakan bahwa Skripsiini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2018

Penulis

RITA RAHMAWATI

St. ID 13108247

ACKNOWLEDGEMENTS

All praises to Allah SWT, the most gracious, and the most merciful, who always give us what we need and has taught human being what we didn't know before. All thanks to Allah SWT for this gift especially the precious health tho the writer that she could accomplish this an undergraduate thesis. Peace always gives to our prophet Muhammad SAW, the best person in the world thanks for good guidance.

An undergraduate thesisentitles "increasing The Writing Skill By Using Education Film At The Second Grade Of SMA Muhammadiyah 1 Metro". This proposal is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Departement of IAIN Metro.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Dr. Akla, M.Pd., as the Dean of Tarbiyahand Teacher Training Faculty IAIN Metro.
2. Mr. Ahmad Subhan Roza, M. Pd.,as the the Head of English EducationDepartment.
3. Mr. Dr. Mahrus As'ad, M.Ag., as the first advisor,thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.
4. Mrs. Trisna Dinillah Harya, M.Pd., as the second advisor, thank yoou so muchfor your kindness and valuable knowledge and for your guidance in finishing this undergeaduate thesis.
5. Lectures and Administration Staff of IAIN Metro.
6. Mr. Drs. Ruslani,S.Pd.,M.M.,as the Headmaster of SMA Muhammadiyah 1 Metro, who gives permission to the writer to conduct the research in this school.

7. Teacher, staff and students of SMA Muhammadiyah 1 Metro,for being so nice and cooperative.
8. Mr. Sutimin and Mrs.Sukinah, as my parent and all of family, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.
9. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally the researcher hopes this undergraduate thesis can be useful for whoever who read anduse it, especially for teachers who want to use One-To-One Teaching Learning Strategy in learning process.

Metro, January 2018

The researcher,

RITA RAHMAWATI

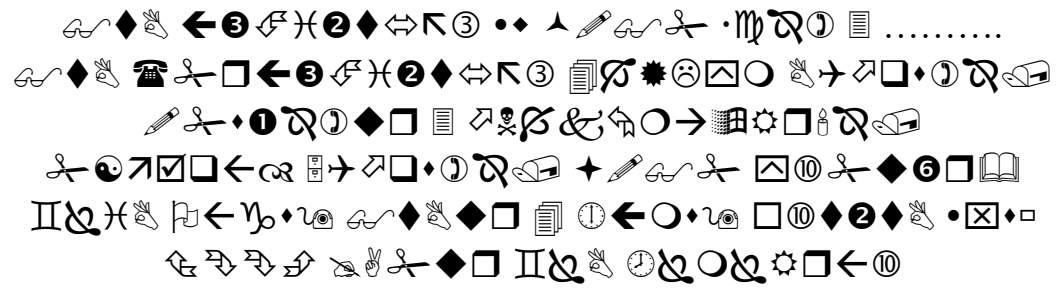
St. ID 13108247

DEDICATION PAGE

I highly dedicate this undergraduate thesis to my beloved parents (Mr. sutimin dan Mrs. Sukinah, and my beloved brothers (Mas sutris, Mas heri, and mas fredi), thanks to all of my friends. Then, My Alamamater IAIN Metro. The place where I got much knowledge and good experience.

MOTTO

Surat Al –Ra'd



……." Allah will not change the Condition of people up to they change their Condition themselves ".(Q.S. al-Ra'd: Ayat 11)

Praying without doing is the same as lie;doing without praying is the same as Proud

(*Doa tanpa usaha sama saja bohong, Usaha Tanpa doa sama saja sombong*)

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CHAPTER I

INTRODUCTION

A. Background of Study

English is used to communicate with other people from different country and to read some literatures from the other country.There are four basic skiil that should be though to the students, there are listening, speaking, reading, and writing. Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activity.

Teaching and learning English is not the same as learning any other subjects. According to communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English. So, the four language skills have to be mastered well. But, writing is one of the four skills which is difficult to be mastered. According to Paul, “writing is generally as the most difficult of the four skills”. Therefore, it is not easy for teacher to teach writing to the students.

As a part of language skills, writing plays an important role for the success of language learning. In writing activity, we can write anything to improve our skill such as letter, poem, make a paragraph and the others. Accordingly, the students can open minded their skill in writing skill especially to learn English language.

Writing is one of the important aspect in language learning. By writing, the students can share information and ideas in the written text. Writing skill

can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing skill is one of the important skills that should be mastered by the students, beside speaking, reading and listening.

Based on the result of the pre-survey at the SMA Muhammadiyah 1 Metro,

the researcher found the difficulty by the student there, especially in writingskill. The students difficult to use English because they seldom use foreign language. In learning process the teacher give the exercise of the material and explain it. The researcher assumed it is caused the teacher did not give the variation in his teaching process.

To improve the condition, there should be some actions to do in the classroom with creating and implementing suitable media to make the students interested in learning English, in this research, the researcher want to apply the media teaching by using education film while student study in the class they watch the film that can increas their writing by the actors.

Based on the explanation above, the researcher assumes the film aducation can bring variety and flexibility to the language classroom by extending the range of teaching media and resource,helping student to develop all four communicative skills. For example, a whole film or sequence can be used to practise for writing.

The researcher tried to study about improving the students writingskill by using education film. This present research will be held on the eleventh Grader of SMA Muhammadiyah 1 Metro . The researcher got the data of pre-survey on juny 17, 2017 as follows :

Table 1

Student's English Result

No.	Score	Categories	Frequency	Percentages
1.	80-100	High	5	11,75%
2.	60-79	Fair	10	29,4%
3.	0-59	Low	7	58,8%
Total			22	100 %

Based on data and table above, we can see that there are 10 students have low categories with percentages 58,8% and 7 students have fair categories with percentages 29,4%. And then, only 5 students who have high categories with precentages 11,75%. So, based on the data of pre-surveyat the eleventh Grader of SMA Muhammadiyah 1 Metro, the researcher foundthat the students still face many problems, among the noticeable problems writing slowly.

B. Problem Identification

Based on the research background, the researcher identified some problems of the statements as follows:

1. The students found difficulties to develop their idea into a paragraph.

2. Most of students writing skill still low to write the text.
3. Most of students feel more comfortable to ask anything to their friends than their teacher in class.
4. Most of the students also lack of vocabulary and grammar.
5. Lack of students' motivation in Learning English especially to write the text.

C. Problem Limitation

Based on the problem mentioned above, the researcher limits the problem only to increasing the writingskill by using education film at the second grade of SMA muhammadiyah 1 metro in the Academic year of 2017/2018.

D. Problem Formulation

Based on the problems above, the researcher are formulated as follows: "Caneducation film media increase the students writingskillat the second grade of SMA muhammadiyah 1 metro?

E. Objectives and Benefit of the study

1. Objectives of the Study

   The objective of this research is to know wether theeducation film media increase the students writingskill at the second grade of SMA Muhammadiyah1 metro

2. Benefit of the study

   a. For the student

      The students can know how to increase their skillby doing the activity in the class especially their writingskill.

b. For the teacher

The result of this study can be used by the teacher in the program of developing and raising the quality of teaching and learning writing.

c. For the school

The result of the research is expected to improve the quality of English teaching and learning especially in developing writing skill by using education film in studying English in the class.

CHAPTER II

REVIEW OF THE LITERATURE

D. The Concept of Writting Skill

1. The Definition of Writing Skill

Writing is a good way to practice new skills without worrying about a grade.[1] Besides, writing is used for wide variety of purposes it is produced in many different forms.[2] It means that writing is an important of indirect communication. According to Brown, Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. [3] The purpose of academic writing is to explain something or to give information about something.[4]

In Addition, Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which the writing puts into their mind.[5] Furthermore, Trudy Wallace,et.al. explain that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.[6] Morever,

---

[1] Luoma Sari, *Assesing Speaking*, (Cambridge: Cambridge University Press,2004), p.9.

[2] Nunan David, *Language Teaching Methodelogy*, (

[3] H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy. New York: Addison Wealey Longman, 2001. P.344

[4] Alice Oshima and Ann Hague, Introduction to Academic Writing, (New York: Longman, 1997), p. 2

[5]Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.31.

[6] Trudy Wallace, et.al, *Teaching speaking, listening, and writing, Educational Practices Series-14*, (France: Typhon, 2004), p.15.

Jordan explains that writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing, human being constructs their communication in various ways.[7]

From the definition above, the writer conclude that writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

2. The Kinds of Writing Skill

There are four kinds of writing Skill :[8]

1) Skill to be able to discribe historical profile, place, time and event. Here the student should understand a text which will be discribe first. So they can describe suitable with generic structure descriptive.
2) Skill to be able to explain venture profile which deeply about occupation or business. Here, they must to know chronology about work profile. futhermore, the student understand about occuption/ business.
3) Skill to be ableto report from interview, field observation. students must collect information about something such as someone, thing, place from interview and observation.

[7] R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p.41.

[8] Alma Prima Nurlaila. *The Use Of Mind Mapping Technique In Writing Descriptive Text*. Journal Of English And Education 2013, 1(2), 9-15. p. 11.

4) Skill to be able to tells about characteristic someone. The students must to know person it self first and then they can tell about characteristic someone.

3. The Characteristics of Good Writing

According Boardman, there are three characteristic of good writing:[9]

1) Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

2) Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence.

3) Unity

The final of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in

[9] Natanael Saragih, et all, "The Effectiveness of Using Recount Text to Improve Writing Skill",*IOSR Journal Of Humanities And Social Science (IOSR-JHSS),* (www.iosrjournals.org),Vol.XII, 19 February 2014, p.57.

space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

4. Writing skill at The Grades of SMA Muhammadiyah 1 Metro

Writing skill an aspect that needs special attention and instruction. Writing in SMA Muhammadiyah 1 Metro, specially at the grades still now base on the pre-survey result. The student has low vocabulary, so the student difficult to express their idea in writing activity. The students has many error in vocabulary. The student is not active and not focuses in the class, so they need interactive activities with other. So the teacher should find out suitable strategy to teaching writing. Finally the researcher use education film education in the writing activities to increase writing skill.

5. The Measurement of Writing

In order to measure the students writing skill, it is verry essential to provide a guidance of writing skill assesment According to Brown, writing skill is able to be measured through the use of following rubics:[10]

[10]Douglas H Brown, *"Language Assessment Principles*, p.244.

Table 2.1

The Measurement Rubrics of Writing Skill

Writing Skill	**Score**	**Criteria**	**Details**
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	-17	Poor	Limited knowledge of subject, little substance, inadequate

			development of topic
	-13	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks

			logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of

			sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.

	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.[11]
	-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

[11]*Ibid*, p.245.

	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

E. The Concept of Film Education

1. The Definition of Education film

Film is a medium art, but it is also uniquely, a very complex technological undertaking.[12] Film covers a broad range, from practical (as a technical invention it is an important scientific tool) through environmental, on through pictorial, dramatic, and narrative to music. Although we know it best as one of the dramatic arts, film is strongly pictorial, which is why films are collected more often in art museums than in libraries; it also has a much stronger narrative element than any of the other dramatic arts, a characteristic recognized by filmmakers ever since D. W. Griffith, who pointed to Charles Dickens as one of his precursors. And because of its clear, organized rhythms as well as its soundtrack it has close connections with music. Finally, in its more abstract incarnations, film is strongly environmental as well: as display technologies mature, architects increasingly integrate film backgrounds into their more tangible structures.[13]The following chapters will add substance to this form by focusing on practice.

The form of inquiry in film studies involves a three fold distinction:

a) Theory

Films are analysable on the basis of their inherent form and structure. However, this structure is not immediately visible in itself. Instead, certain aspects of it become visible from within a

[12] Monaco james,*How To Read A Film,(*new york oxford university : 2000), p.17
[13] Ibid,p.29

certain theoretical perspective (andother aspects become visible from other theoretical perspectives). Moreover, theoretical perspectives may overlap in incommensurate ways. In general, the aim of theory is to make visible the invisible structure that orders and confers intelligibility upon films. The invisible structure is unknown and cannot, therefore, be discovered by means of inductive procedures such as taxonomies. At the same time, the structure is not unknowable, for it can be represented as a system of theoretical hypotheses, concepts, or propositions, which only have a tentative or speculative status. Theories therefore offer explanatory depth rather than mere empirical generalizations. A particular theory enables the analyst to identify specific aspects of a film's structure, and to look at and listen to the film from the perspective of its own values. There is no value-free perspective from which we can directly 'see' and 'hear' a film; we can only 'look at' and 'listen to' a film with a particular set of values. The aim of theory is to construct different conceptual perspectives on a film, each informed by a specific set of values.

b) Method

Every discipline establishes standards of professional competence - or, negatively, pressure to conform to professional standards. To gain competence in film studies involves, to a significant extent, the mastery of methods, since the methods of

film studies constitute the 'acceptable' (the profession's preferred) ways of carrying out film analysis. The term 'method' is used here simply to refer to procedural knowledge, rather than declarative knowledge.

c) Analysis

After theory and methods, the third and final part of the answer to the question 'How to study film?' involves analysis. One major objective of close textual reading is to address the problem of cinematic signification: of how a film creates meaning. The question could be phrased in the form of a series of paradoxes. Is there not a contradiction between, on the one hand, the perception of a film as a continuous experience, with the action often starting *in medias res* (without a narrator setting the scene or introducing the characters, and the story developing its own momentum, as it follows a more or less linear trajectory right to the end) and, on the other hand, the fact that when we look at the strip of celluloid, or even when we slow it down on the video player, a film is made up of wholly discontinuous, discrete and separate entities (individual scenes, which themselves consist of segments).[14]

2. The Use of Film Education in Teaching Writing Skill

The purpose of academic writing is to explain something or to give information about something. A media of learning is an important

[14] Elcaeser Thomas, Studying Contemporary American Film, (Newyork :2002),p.4

aspect in teaching learning process. If we want to be successful in teaching and learning English is suggested to use a good media. Choosing a good media is important. The students will enjoy in studying if the media can make them interested in learning, especially for the students of senior high school. One of the media to teach writing is Talking about film education. The use of film education media will be very helpful to increase students' writing skill because film education is one of teaching media that can improve the students' writing skill. In addition, It can improve students' writing skill because the teacher can monitor the students to be active in the class, not only a student that dominates the writing activity in the class.

3. Procedures of Education Film

There are some several procedures of writing skill by using education film:

a. Pre-writing

   1) Greeting the student

   2) Introducing the education film

b. While writing

   1) Playing the film and ask the students to watch and listen to the education movie carefully.

   2) Let the students follow the education film say

   3) Giving a chance to the students to ask difficult words to pronounce and giving the right pronounciation.

4) Make a group, for one group consist four students.

5) Playing the education film two until three film and let the students make a sentence or paragraph.

6) The students by one in group tell the story of education film and another harped on one string.

c. Past-speaking

1) Dooming the answer

2) Giving the correct answer to the students.

3) The use of education film to increase speaking abilities

The learnes of english have some problems in studying writing. The students will feel more difficult in learning english when the media that are used by the teacher are inappopriate in english instruction. There are many media in english. One of them is education film. Films are a type of visual communication which use moving pictures and sound to tell stories or inform. While being thought, the students of senior high school usually feel comfort in the class and easier in comprehend the material when they are bright by the teacher which used media and game in their instruction. In instruction, teacher can use education film to make student easier in comprehending their material.

4. The steps of film education

To make the media is successful in teaching learning in the classroom, there are some steps to have to do, such as:

a. Greeting and self-introductions were made.
b. The teacher prepares the materials and the topic.
c. Teammates place Talking about film education in the center of the table to make sure everyone conntributes to the team discussion.
d. Each students takes turns talking.
e. Based on the steps above the students can implement and participating in discussing.

F. Action Hypothesis

Based on the literature review above, the researcher formulates the hypothesis as follow:“Film education can increasing the writing skill at the second grade of the SMA Muhammadiyah 1 Metro in Academic year 2016/2017”

CHAPTER III

RESEARCH METHOD

A. Setting

The researcher will conduct the classroom action research at SMA Muhammadiyah 1 Metro. The school was constracted at 1984 and located at Jln. A.R. Prawira Negara No.1 of Central Metro. SMA Muhammadiyah 1 Metro is one of the oldest high school in Lampung Utara, it has 536 students and 45 teachers.

B. Subject and Object of The Study

The subject of this present research are the students of eleventh greade of SMA Muhammadiyah 1 Metro, Lampung. While, the subject of this research is the students writing skill at class XI MIA 1 of SMA Muhammadiyah 1 Metro. More detail clearly explore at the table as belows :

Table 3
The Subject of the research

No.	Score	Categories	Frequency	Percentages
1.	80-100	High	5	11,75%
2.	60-79	Fair	10	29,4%
3.	0-59	Low	7	58,8%
Total			22	100 %

Source : data students of the eleventh graders.

The object of this study is the students' increasing the writing skill. The collaborator in this reaserch is the English teacher at the second grade of SMA Muhammadiyah 1 Metro. Her name is Mr. Ngaderi, S.Pd.

C. The Concept of Classroom Action Research

According to Car and Kemmis action research is simply a form of self-reflective inquiry undertaken by participants in social situations,teachers in order to improve the rationality and justice of their own practices[15]. It means that through self-reflection the teacher conducted that study in his own class.

Then , Jean McNiff and Jack Whitehead suggest that "Action research is a label given to particular way of researching your own learning." It means that action research is a way to explore our learning technique in the class[16]. Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.[17]

In the light of the above notion, the meaning of a study conducted by the teacher in his own class through self-reflection, in order that the teacher while increase his performance as a teacher, the student learning goals to be improved. The researcher would like to divide the research in to two cycles in the classroom action research. According to Kemmis and McTaggart Classroom action research (CAR) has various models but in this research the researcher will use research design. According to Kemmis and Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as

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[15]Henning, John E.; Stone, Jody M and Kelly, James L.*Using Action Research to Improve Instruction .: anInteractive Guide for Teachers,*(London : Taylor & Francis Routledge.2009). P.8.

[16]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (Routledg: Falmer, London, 2002), P. 13. B

[17]John Creswell, *Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (Boston: Pearson Education, 2012), P.577

planning, action, observation, and reflection in spiral system.[18]Those phases can be seen by following figure :

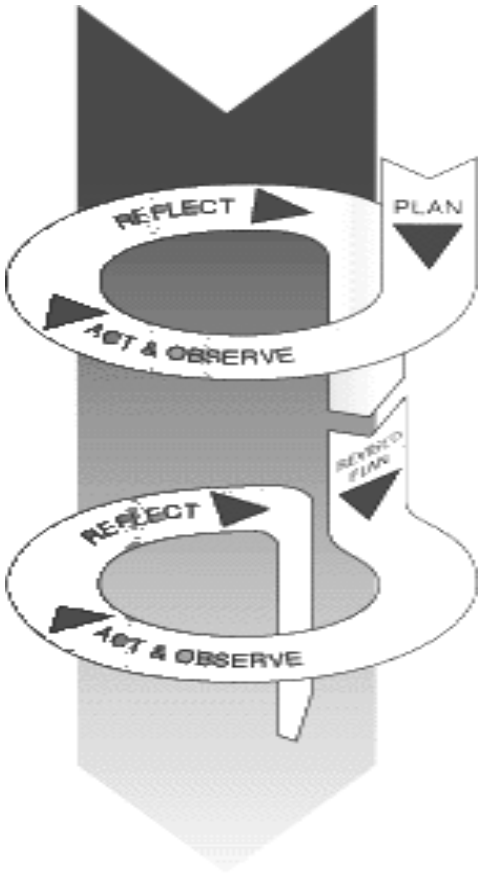


Figure 1
Kemmis and Mac Taggart Model[19]

This figure describes the sequence of the research that is preceded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The researcher makes plan, how to stimulate the student by the technique and based on the cycle.

[18]Anne Burns, *Collaborative Action Research for English Language Teacher,* (Cambridge: Cambridge University Press, 1999), p.32

[19]*Ibid*,P.33

In the classroom action research, the researcher would like to hole the reaserch in two cycles. The steps were the follow :

1. Cycle I

   a) Planning

      Before conducting the research, the researcher explains about what,why, where, who, and doing action[20]. There are four steps that will be applied in this stage. They are: (a) identifying the problem and finds the problem solving; (b) preparing the material and technique of teaching; (c) preparing the source of learning; and (d) preparing guidance to observe and evaluate. The plan is aimed at the trialing a particular course of action andcollecting data on the outcomes of the action.[21] Then the researcher with the collaborator (teacher) prepare some plans to conduct the classroom, they are following :

      1) The researcher prepare the lesson plan, procedure, media and relevant material to be aplied in classroom.
      2) The researcher prepare the learning source for student.
      3) The researcher determines the technique to be applied in acting phase. The researcher will film education to increase students' writing skill.
      4) The researcher with the collaborator make the criteria of success.

[20]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (London :RoutledgeFalmer), P. 3

[21]*Ibid.*,p.37

b) Acting

This step is the implementation of the planning. This step must follow the plant hat had been planned in the planning steps. The second step in every cycle is action. In which the researcher put the plan into action through the following steps :

1) The researcher tries to arrange the seats at classroom in a line or in groups with the students facing one person in front of the class;
2) The researcher lets the students speak englis that speaker's platform in front of the class.
3) At first stage, teacher allow the students to prepare their self for the presentation.
4) The teacher divides the student into 2 groups then they have to share their opinion or idea based on the topic.

c) Observing

Observing is either an activity of a living being, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity. Based on the observing, the researcher decide whether is there anything that the researcher has to be increase soon in order that action achieve the

aim of the researcher goals. The researcher observes them in every activity.

d) Reflecting

The last step that the researcher will be doing is reflecting. The researcher will try to see and think again something that researcher has done. It is also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done.

If there still found the problems the researcher and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a) Re-Planning

When the reasercher found the problem in the first cycle, the researcher will repair the problem in the next cycle. It will explained as a follow :

1) The researcher will study the reflection result to obtain the solving problem.
2) The reasercher creates the material and revise the lesson plan including the media, and teaching procedure based on the problem that appear in cycle 1.

3) The writier will rearrange observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in previous cycle

b) Acting

The researcher will apply the same step in previous cycle with the collaborator, but they apply the revise plan such as lesson plan, material, and instrument for evaluation. The they are :

1) Pre teaching activity

a. The researcher starts the lesson by greeting to the students.
b. The researcher and students pray together.
c. The researcher checks student attendance.
d. The researcher informs to the students about the competence, the indicators and objectives that should be achieved.

2) While teaching activity

a. The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question and answer to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.
b. The teacher divided the class into 2 large groups. Suppose if there are 40 children in a class, then each large group consists of 20 people.

c. On a large group that consist of 20 people divided again into two groups. Each group contains of 10 people arranged face to face with 10 other people with standing position. This pair is called the first couple.

d. Then the teacher handing out different topics to each spouse to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.

e. After discussion, 20 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learner gets new partner and share information different so on. A move clockwise new stop when learners back into its place of origin. The mutual movement shifted and a variety of information that resembles film education movement.

f. The results of the discussion in every large group presented to the entire class. Teachers facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major group can be understood and become knowledge along with the rest of the class[22]

[22]Huda, Miftahul,*Cooperative Learning.*(Jakarta :2009),P.147.

3) Observing

In the third phase the researcher will observe students' activity, their participation, and makes the note about the learing process.

4) Reflecting

After contrasting the score distribution of pre-test and post-test,the researcher review and reflect on the view and teacher performance whether is positive or negative.

D. Data Collecting Technique

In order collecting the data, the researcher will use the following techniques :

1. Test

According to Douglas Brown test is a technique of measuring a person's competence or knowledge in a given domain[23]. The researcher will employ test in form pre-test and post-test.

2. Pre-test

In the first meeting the researcher administered pre-test of the researcher in order to find out the difference between the individual who have similar level. The pre-test employed in this research is in the form of writing skill test. In order to know the student's writing skill, the researcher employ oral question. It would be administrated orally by the teacher.

[23]H. Dougalas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Fransisco State University, 2001, p.384.

3. Post-test

After treatment to know the influence of the technique whether it is able to increase the student's writing skill. It will be held after they have gotten the treatment. Both of prepare test and post-test are different. In order to know the student's writing skill, the researcher uses oral question. It will be administrated orally by the teacher.

4. Observation

In this present research, observation is used to know the student performance in learning procedure.

5. Documentation

Documents are a readily accessible source of data in action reaserch as many already exist in institutional system. There is awide rank of documents that could be pertinent to the reaserch focus, including student portfolios of written work, student records and profile, lesson plans, materials, letters, class memos and news letters, and previous test or examination papper[24]. In this present research, the researcher also employs documentation for to know all data of SMA Muhammadiyah 1 Metro Lampung.

6. The Field Note

To gather the data more accurately, the researcher uses the field note; it is making the data analyzing simpler. In many professions, it is a manner of good practices to make "field note" while actually

[24] Burns, Anne *Collaborative Learning*,p.140

engaged in professional[25]. This note has been prepared systematically and given interpretation by the research.

E. Data Analysis Technique

To find out how does education film can increase writing skill, the researcher administered the pre-test before using education film media and after using education film media.

To analyze the data, the researcher computer data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:

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

$\bar{X}$: Mean of average score

$\sum X$: Total score

N : Total number of student.[26]

Then, to know the result the researcher will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 65. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

[25]Michael J. Wallace, *Action Research for Language Teachers.* (Cambridge University Press, 1997) p.57

[26] Ary Donald,*Introduction to reasearch Education*.(USA :Wadworth) P.110.

F. Criteria of Success

To know the gain the data will be conducted in each test by taking the average score of pre-test and post-test furthermore. After the result is suitable by the minimum standard of writing skill in this class at least 65. If the goals score of the student has been fulfilled more than 75, and 75% of the students has been passed, so the researcher can sftop the research. But if there are some students not successful, and it is about less than 75% of the total students, so the researcher have to continuous in cycle II. The minimum cycle in classroom research action is two cycles.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Description of Research Location

a. The History of SMA Muhammadiyah 1 Metro

Senior High School Muhammadiyah 1 Metro was established in 1983. Since 1983 this school undergone school headmaster change the condition of leadership since its establishement in1983, Senior High School Muhammadiyah 1 Metro had several headmaster as follows : Mr. Sirajudin Jahidin from 1983-1987 as the first principal, the next year 1987-1991 was led by Mr. R. Ahmad Matin, BA. As second principal, the next year 1991-1995 was led by Mr. Sarjono, S.Pd as the third principal, the next year 1995-1999 was led by Mr. Tukiman as the fourth principal, after that in 1999-2005 was led by Mr. M Bashori as the fifth principal, the next year 2005-2013 lead by Mr. Nurhasim, S. Ag as sixth principal and the last was led by Drs. Ruslani M. Ro'i, as the seventh principal in 2013 until now.

b. The School Identity

1. Name : SMA Muhammadiyah 1 Metro
2. NSS/NDS : 302120201007/L.02014001
3. Adress : Jln. Khairbras No. 65 Ganjarasri

a. District : Metro Barat

b. City : Kota Metro

c. Province : Lampung

4. Phone/fax : 0725-42192

5. School status : Swasta

6. Accreditation : A

c. The Condition of Teacher and Official Employees

Table 4

The Condition of Teacher and Official Employees in SMA Muhammadiyah 1 Metro

No.	Name	Sex	Occupation
1.	Drs. Ruslani M. Ro'i	Male	Headmaster
2.	Drs. Mukhisban	Male	Islamic Teacher
3.	M. Nurissalam, S.Si	Male	Chemistry Teacher
4.	Nurhasim, S.Ag	Male	Islamic Teacher
5.	Ahkaf Fikri, S.E	Male	Economics Teacher
6.	Dra. Alfiati	Female	History Teacher
7.	Arsi Herawati, S.Pd	Female	Physics Teacher
8.	Dra. Asnawilis	Female	Mathematics Teacher
9.	Badrun, BA.	Male	Geography Teacher
10.	Baiturrahman, S.Pd	Male	Arabic Language Teacher
11.	Bulan Purwandari	Female	Biology Teacher

12.	Desna Iriani, S.Pd	Female	Biology Teacher
13.	Diah Indriani, S.Psi	Female	Counselor
14.	Dra. Dwi Rahayu Supratiwi	Female	Chemistry Teacher
15.	Drs. Edi Tripuji Astono	Male	Indonesian Language Teacher
16.	Eko Suwarno, S.Pd	Male	Counselor
17.	Eva Trisnawati, S.S	Female	Lampungnese Language Teacher
18.	Fitri Ayu Arum Sari, S.S	Female	Japanese Language Teacher
19.	Fitria Nurul Fatimah, S.Sos	Female	Sociology Teacher
20.	Heni Widiyarti, S.Pd	Female	Chemist Teacher
21.	Ibnu, S.Pd	Male	Art Teacher
22.	Iwan Suparli	Male	Economics Teacher
23.	Jamal Al Fajri, S.Pd	Male	Arabic Language Teacher
24.	Maman Sudirman	Male	Physical Education Teacher
25.	Dra. Mardiyati	Female	Indonesian Language Teacher
26.	Mutmainah, S.Pd	Female	English Teacher
27.	Neni Agustia Pakti, S.Pd	Female	Economy Teacher
28.	Ngaderi, S.Pd	Male	English Teacher
29.	Dra. Ngatini	Female	Indonesian Language Teacher
30.	Resesi Darmawati, S.Pd	Female	Counselor
31.	Ridwan Awaludin, S.Pd	Male	Physical Education

			Teacher
32.	Dra. Ristuning	Female	Geography Teacher
33.	Roni Faslah, S.Pd	Male	Mathematics Teacher
34.	Rosya Gusnaida, S.Pd	Female	English Teacher
35.	Rudion, S.Pd.I	Male	PKn Teacher
36.	Samsul Hadi, S.Pd.I	Male	KMD Teacher
37.	Sari Yunis, S.Pd	Female	Indonesian Language Teacher
38.	Siti Maisaroh, S.Ag	Female	PKn Teacher
39.	Dra. Sri Haridayati	Female	History Teacher
40.	Sriyanto, S.Si	Male	Technology Information and Communication
41.	Suyadi, BA.	Male	Economics Teacher
42.	Tengku Mismawati, S.Pd	Female	Physics Teacher
43.	Wariyanti, S.S	Female	Indonesian Language Teacher
44.	Waryoto, S.Pd	Male	Mathematics Teacher
45.	Dra. Wastamah	Female	Islamic Teacher
46.	Dra. Sri Hananing Hartati	Female	Sociology Teacher
47.	Ristuning Waluyati, S.Pd	Female	English Teacher
48.	Agus Pramono	Male	Art Teacher
49.	Sunu	Male	Mathematics Teacher
50.	Burhan Isro'i S.Pd.I	Male	Ibadah Teacher
51.	Darwis, LC	Male	Ibadah Qur'an Hadits Teacher

52.	Drs. Sigit Riyono	Male	Mathematics Teacher
53.	Putri Mayangsari, SN, S.Pd	Female	TIK Teacher
54.	Heruniasih, S.Sos	Female	Art Teacher
55.	Yovi Restiandari, S.Pd	Female	Sociology & Anthropology Teacher

Source: The Documentation of SMA Muhammadiyah 1 Metro

d. The quantity students of SMA Muhammadiyah 1 Metro

The quantity students of SMA Muhammadiyah 1 Metro that can be identified, as follows:

Table 5

The Students Quantity of SMA Muhammadiyah 1 Metro in the Academic year 2017/2018

Class	Gender		Amount
	Male	Female	
X IPA 1	**27**	**-**	**27**
X IPA 2	**-**	**25**	**25**
X IPA 3	**12**	**17**	**29**
X IPS 1	**14**	**13**	**27**
X IPS 2	**12**	**14**	**26**
X IPB	**11**	**10**	**21**
XI IPA 1	**13**	**15**	**28**
XI IPA 2	**11**	**19**	**30**

XI IPA 3	**10**	**16**	**26**
XI IPS 1	**11**	**15**	**26**
XI IPS 2	**9**	**16**	**25**
XI IPB	**7**	**9**	**16**
XII IPA 1	**10**	**17**	**27**
XII IPA 2	**12**	**14**	**26**
XII IPA 3	**8**	**16**	**24**
XII IPS 1	**9**	**13**	**22**
XII IPS 2	**10**	**13**	**23**
XII IPS 3	**17**	**12**	**29**
XII IPB	**9**	**6**	**15**
Total	**212**	**260**	**472**

Source: Documentation of SMA Muhammadiyah 1 Metro

e. Facilities and Infrastructure

Table 6

Building Condition of SMA Muhammadiyah 1 Metro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Class Room	21

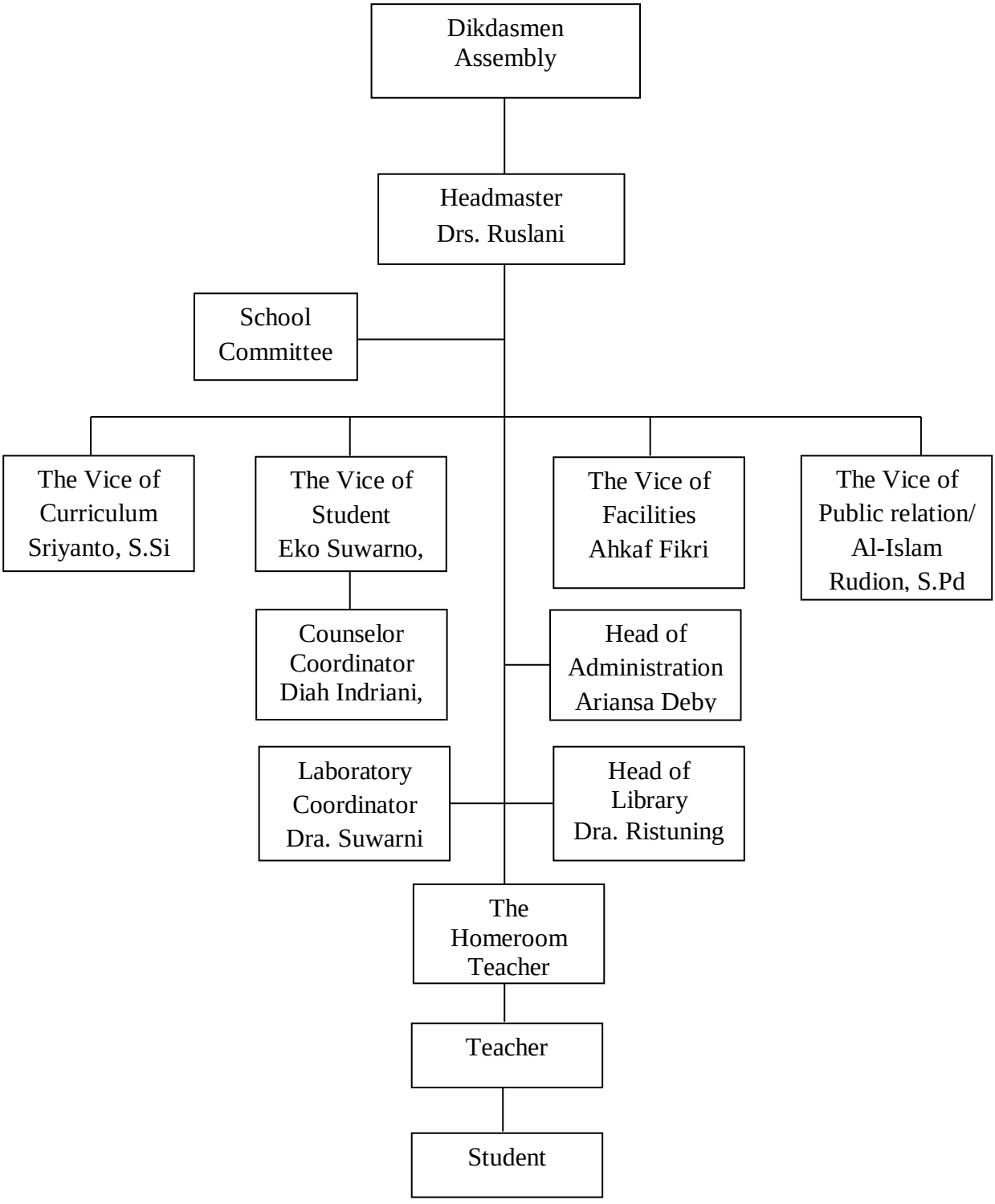
5.	Library	1
6.	Physics Laboratory	1
7.	Chemist Laboratory	1
8.	Biology Laboratory	1
9.	Language Laboratory	1
10.	Computer Laboratory	1
11.	School Healthy Unit Room	1
12.	The Counselor Room	1
13.	Mosque	1
14	Mushola	1
15.	Canteen	1
16.	Boarding Room	2
17.	Kitchen	1
18.	Teachers' Toilet	2
19.	Students' Toilet	6
20.	Parking Bicycles/ Motorcycle	1

Source: Documentation of SMA Muhammadiyah 1 Metro

f. Organization structure SMA Muhammadiyah 1 Metro

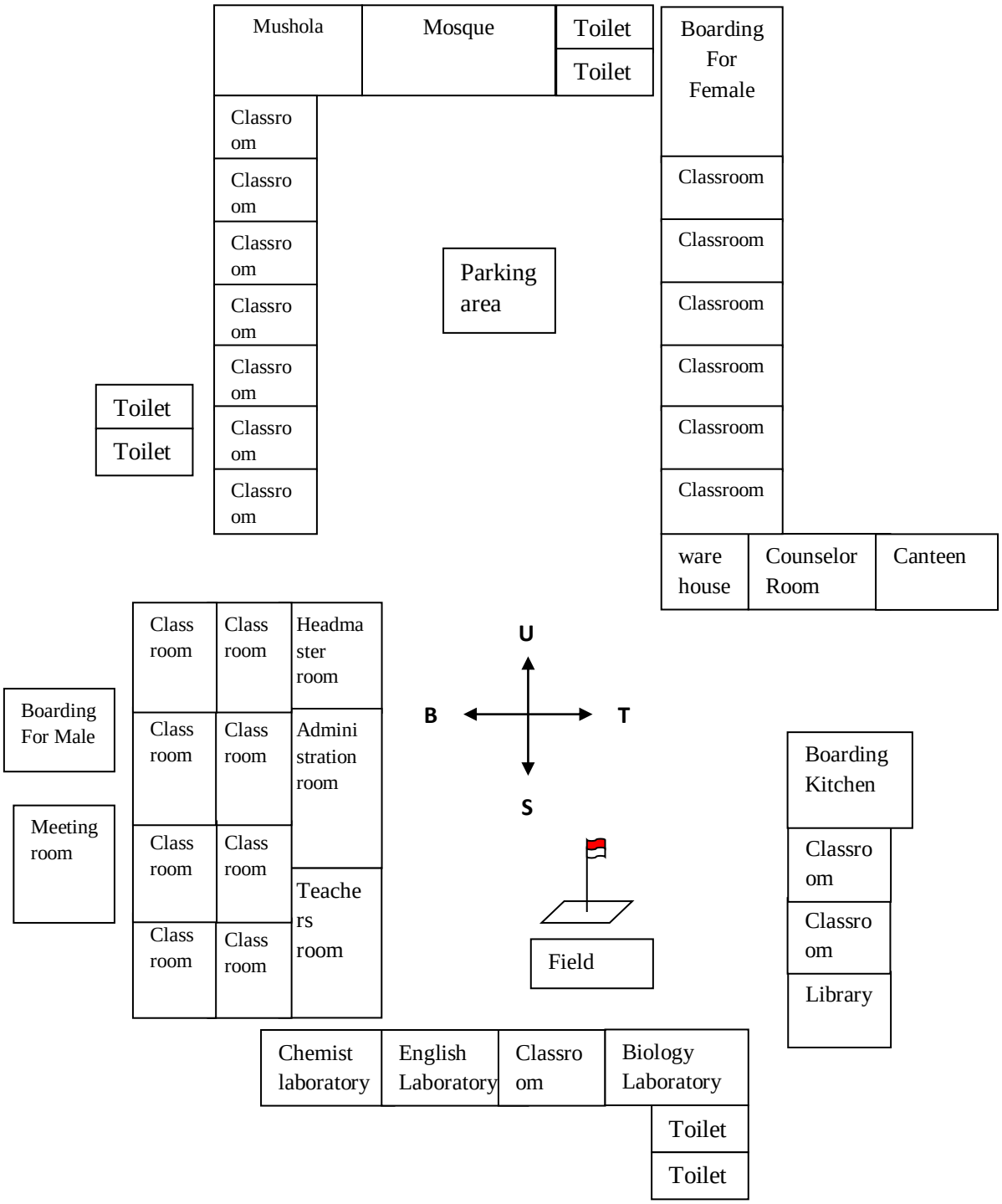
Figure 2

Organization structure of SMA Muhammadiyah 1 Metro



g. The Map of SMA Muhammadiyah 1 Metro

Figure 3. The Map of SMA Muhammadiyah 1 Metro, Lampung



A. Description of Result Finding

This research was classroom action research (CAR). It was carried out at the tenth graders students (TKJ 1) of the State Vocational high school Muhammadiyah 1 Metro. This research was conducted in two cycles, each cycles consisted of four stages that were planning, acting, observing and reflecting and accomplished in three meetings in each cycle. The students' result of descriptive writing skill was gained through test which consisted of pre test and post test in the beginning research and in the end of each cycles while the students' activities were gained from observation during the learning process. The schedule of the research is as follow:

Table 7

The Schedule of the Implementation of Classroom Action Research (CAR)

No	Description	Day/Date	Time	Time Allocation
1	Pre- Test	Wednesday,25thOktober 2017	7.30-9.00	2 × 45 Minutes
2	Treatment 1	Thursday, 26thOktober 2017	11.30-13.00	2 × 45 Minutes
3	Post-Test 1	Monday , 30thOktober 2017	07.30-09.00	2 × 45 Minutes
4	Treatment 2	Thursday, 23thNovember 2017	11.30-13.00	2 × 45 Minutes
5	Post-Test 2	Thursday, 30thNovember 2017	07.30-09.00	2 × 45 Minutes

In this research before the process of cycle one, the researcher conducted the pre-test on Oktober 25th, 2017. The result of the students' Score can be seen on the table as follows:

Table 8

The Students Pre-test Result of Descriptive WritingSkill

No	Name	Score
1	AS	50
2	ADP	60
3	ASA	75
4	ADC	50
5	AF	60
6	AAK	55
7	AWS	50
8	ANS	60
9	ATZ	50
10	BH	65
11	DS	75
12	DAP	80
13	DP	65
14	EM	55
15	EI	80
16	FY	75
17	FNR	50
18	FA	60
19	FJE	74
20	FSR	80
21	FA	55
22	HS	80
	Total	1404
	Average	63,81
	High score	80
	Low score	50

Source: The result of pre-test on Oktober 25th 2017

Table 9
Frequency of Students' Score of Pre-test of Descriptive Writing Skill

NO	SCORE	FREQUENCY	PERCENTAGES	CATEGORY
1	<75	14	63,63%	Incomplete
2	>75	8	36,36%	Complete
Total		22	100%	

Source: the result of pre-test on Oktober 25th 2017.

Based on the result of student's pre-test score, it can be inferred that there was only 36,36% or 8 students passed the Minimum Mastery Criteria (MMC) that was 75 while 63,63% or 14 students did not pass the Minimum Mastery Criteria (MMC) or less than 75. It indicated that the result of students writing was still low. By calculating and analyzing the result of pre-test, the writer and collaborator made a plan to implement the action that consisted of planning, acting, observing, and reflecting in each cycle to repair the weakness.

B. Description of the Research

1. Cycle I

a. Planning

In the cycle, the researcher and collaborator (Mr.ngaderi, S.Pd) would like to make and discuss about the lesson plan. The minimum mastery criteria (MMC) at SMA Muhammadiyah 1 Metro for English was 75. The lesson is writing, Descriptivewriting especially. In this meeting, the students were expected by the teacher got specific information of the descriptive. In the first and second

meeting, the teacher would explain about writing and the education film. Therefore, in the last meeting, the teacher would evaluate for the 22 students of IPA 1 class. The evaluation was about writing.

Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (75).Then, they discussed about what education film is and the procedure of education film, because the researcher would be implemented the education film in writing lesson.

b. Acting

The implementation of this cycle was conducted in two meetings. The first meeting was done on Thursday, Oktober 25th, 2017. In this meeting the collaborator was being the teacher and the researcher was being the observer. This meeting was started by praying and greeting, checking the attendance list, and asking the students'condition. Before doing the next action, the teacher explained education film for students.

In the second meeting was conducted on Monday, Oktober 30, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the assignment that the students have done at the first meeting and the teacher asked the students what they understanding about education

film. Then, the teacher would explain education film and after that the researcher gave a test. The teacher and the students made conclusion together before closed the meeting.

Table 10
The Students Post-test 1 Result of WritingSkill in Cycle I

No	Name	Score
1	AS	60
2	ADP	65
3	ASA	77
4	ADC	80
5	AF	72
6	AAK	60
7	AWS	76
8	ANS	65
9	ATZ	75
10	BH	78
11	DS	80
12	DAP	75
13	DP	73
14	EM	65
15	EI	78
16	FY	77
17	FNR	65
18	FA	50
19	FJE	74
20	FSR	78
21	FA	72
22	HS	75

	Total	1570
	Average	71,36
	High score	80
	Low score	50

Source: The result of post-test 1 on Oktober 25th 2017.

Table 11
Frequency of Students' Score of Post-Test in Cycle I

No	Score	Frequency	Percentages	Category
1	<75	7	31,81%	Incomplete
2	>75	15	68,18%	Complete
Total		22	100%	

Source: The result of post-test 1 on Oktober 25th 2017.

Based on the result of student's post-test score, it could be inferred that there was 31,81% or 7 students did not passed the Minimum Mastery Criteria (MMC) that was 75 while 68,18% or 15 students passed the Minimum Mastery Criteria (MMC) or more than 75 and the average score was 71. It indicated that the result of students descriptive writing skill was improved if it compared with the pre-test score that was 71,36 but viewed from the indicator of success of this research stated that 75% of the total students must pass the MMC. It means that the result was unsuccessful to achieve the indicator of success.

c. Observing

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to write descriptive writing. The teacher explained the mind of education film to the

students. Although the teacher explained education film, but the students confused about what should they do and got difficulty to express their idea into word and how construct sentence become a good paragraph.

In the second meeting, the researcher explained the mind education film before giving the students assignment by using English fully. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the test, there were 15 (68,18%) out of 22 students got good score. Although, only 15 students who got good score. But, the result of the students' test was better than the students' test before giving treatment.

Table 12
The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	1	20%	1	20%	Constant
2	ADP	2	40%	2	40%	Constant
3	ASA	2	40%	3	60%	Improve
4	ADC	2	40%	4	80%	Improve
5	AF	1	20%	3	60%	Improve
6	AAK	1	20%	1	20%	Constant
7	AWS	1	20%	3	60%	Improve
8	ANS	1	20%	1	20%	Constant
9	ATZ	3	60%	3	60%	Constant
10	BH	2	40%	3	60%	Improve

11	DS	3	60%	4	80%	Improve
12	DAP	1	20%	3	60%	Improve
13	DP	2	40%	2	40%	Constant
14	EM	1	20%	1	20%	Constant
15	EI	2	40%	3	60%	Improve
16	FY	3	60%	3	60%	Constant
17	FNR	2	40%	2	40%	Constant
18	FA	2	40%	2	40%	Constant
19	FJE	3	60%	3	60%	Constant
20	FSR	2	40%	3	60%	Improve
21	FA	1	20%	2	40%	Improve
22	HS	2	40%	3	60%	Improve

Source: The result of students activities on Oktober 25th 2017.

Note :

≤50% = Not Active

≥50% = Active

The students Score Criteria:

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 13
Frequency of Students' Activities Result In Cycle I

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	2	6,98%	3	6,98%	Very Good
3	3	7	16,28%	16	37,21%	Good
4	2	-	-	-	-	Enough
5	1	13	30,23%	3	6,98%	Low
Total		22	100%	22	100%	

Source: the result of students activities on Oktober 25th 2017

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 6,98% of positive activity in learning process,16,28%,the students interested, 46,51% enough active and then 30,23% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to write about descriptive. It happened because the teacher has not explained more about

education filmyet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained Education film more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the assignment in the first meeting and the test in the second meeting.

Got score more than 75 only, but there was increase in it. It proves that implement the education film was better than not implement it. The teaching and learning process will be effective if the teacher used bilingual language, those are English and Indonesian.

Although there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

2. Cycle II

a. Planning

In the planning, the researcher would like to made and discuss about the lesson plan. The lesson was ,writing especially. In this meeting, the students expected able to get specific information of the descriptive text. In the first and second meeting, the teacher would explain more about writing and the procedure of education filmtechnique. Therefore, in the last meeting, the teacher would

evaluate for the 22 students of IPA 1 class. The evaluation was write about film. Then, they discussed more about education film is and the procedure of education film, because the researcher would like to implement the education film in writing lesson.

b. Acting

The action of this cycle was conducted in two meetings. The first meeting was done on Thursday november 2017. In this meeting, the collaborator was being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the researcher explained the material. The material was the descriptive. Therefore, the teacher explained the education film more.

The second meeting was conducted on Tuesday October 25 2017. In this session, the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that the teacher asked to the students to explain about what descriptive is and what education film is. After some students explained, then the teacher gave a test to write descriptive. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. There were 36 out of 22 students could do well.

Table 14
The Students Post-test2 Result of Writing Skill in Cycle II

No	Name	Score
1	AS	65
2	ADP	70
3	ASA	65
4	ADC	80
5	AF	73
6	AAK	67
7	AWS	80
8	ANS	73
9	ATZ	80
10	BH	80
11	DS	80
12	DAP	80
13	DP	75
14	EM	80
15	EI	80
16	FY	65
17	FNR	75
18	FA	77
19	FJE	75
20	FSR	65
21	FA	80
22	HS	77
	Total	1642
	Average	7463
	High score	80
	Low score	65

Source: The result of post test2 on November 23th 2017.

Table 15
Frequency of Students' Score of Post-Test in Cycle II

No	Score	Frequency	Percentages	Category
1	<75	7	31,81%	Incomplete
2	>75	15	68,18%	Complete
Total		22	100%	

Source: The result of post test 2 on november 30th 2017.

Regarding to the result of student's post-test score, it could be seen that the mean score in post-test II was 76. Based on the indicator of success of this research that was 75 % of the total students could pass the score at least 76 so it could be inferred that 76,74 % or 33 students from the total of students had passed the minimum mastery criteria (MMC) in post-test II of cycle II. In addition, there was only 23,26 % or 10 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

c. Observing

From the observation of the researchers' action, she presented two meetings in cycle II. The researcher implemented the education filmfor the descriptive writing lesson. It expected able to help the students to write of descriptive easily. In this meeting, the students were seriously in following the class. They interested in write descriptive.

In the second meeting, the researcher explained the education film before giving the students a test. In this meeting, the students

began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was good because most of the students could do the test easily. The students who got score more than 75 were 33 (76.74%) out of 22 students.

Table 16
The Students' Activities Result in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	3	60%	3	60%	Constant
2	ADP	3	60%	3	60%	Constant
3	ASA	4	80%	5	100%	Improve
4	ADC	5	100%	5	100%	Constant
5	AF	4	80%	4	80%	Constant
6	AAK	3	60%	3	60%	Constant
7	AWS	3	60%	4	80%	Improve
8	ANS	3	60%	3	60%	Constant
9	ATZ	3	60%	3	60%	Constant
10	BH	4	80%	4	80%	Constant
11	DS	5	100%	5	100%	Constant
12	DAP	4	80%	5	100%	Improve
13	DP	3	60%	3	60%	Constant
14	EM	3	60%	4	80%	Improve
15	EI	4	80%	4	80%	Constant
16	FY	4	80%	5	100%	Improve
17	FNR	3	60%	3	60%	Constant
18	FA	3	60%	4	80%	Improve
19	FJE	4	80%	5	100%	Improve

20	FSR	4	80%	4	80%	Constant
21	FA	3	60%	4	80%	Improve
22	HS	4	80%	5	100%	Improve

Source: The result of students activities on oktober 25th 2017.

Note :

≤50% : Not Active

≥50% : Active

The students Score Criteria:

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 17
Frequency of Students' Activities Result In Cycle II

No	Score	First Meeting		Second Meeting		Criteria
		Frequency	Percentages	Frequency	Percentages	
1	5	7	16,28%	13	30,23%	Excel lent
2	4	13	30,23%	2	6,98%	Very Good

3	3	2	6,98%	7	16,28%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		22	100%	22		100%

Source: The result of students activities on November 23-30th 2017.

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good pragraph. It happened because the teacher explained education film more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the education film is effective media to increase the student's writing skill. The students who got score more than 75 were 33 (76,74%) out of 22 students. This research was stated finish and could be stopped in cycle 2 because the result of the

students' activities had achieved the indicator of success that was 75%.

C. Discussion

1. The Result of Pre-test

To see the students' writing skill before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, November 23, 2017.

From the result of pre-test shown that most of the students difficult for answering the test., it can be seen that the students' average was 63.55. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 8 (18.61%)out of 22 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs improvement by education film.

2. The Result of Post-test Cycle I

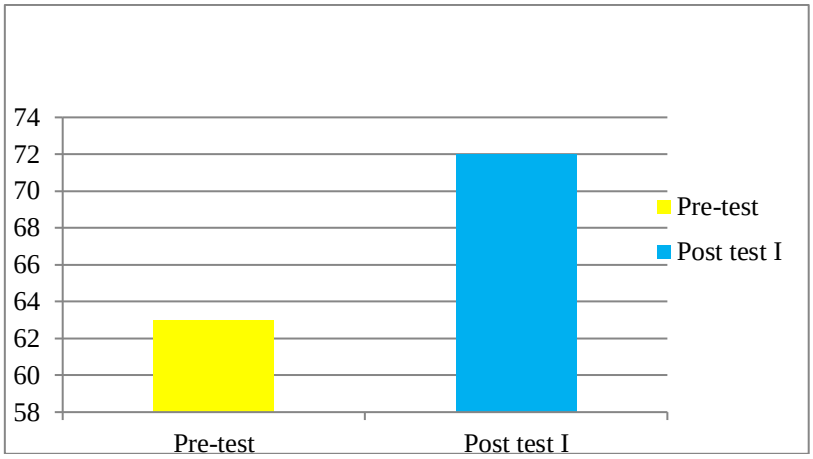
To see the students writing skill after implementing the treatment, the researcher conducted the post-test. It carried out on Tuesday, September 27, 2017., it can be seen that the students' average was 72,23, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 20 (46.52%) out of 22 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs improvement by education film.

Table 18
The Result Score of Students' Pre-test and Post-test 1

No	Name	Students Result			Category
		Pre test	Post test 1	Improve	
1	AS	50	60	10	Improve
2	ADP	60	65	5	Improve
3	ASA	75	77	2	Improve
4	ADC	70	80	10	Improve
5	AF	60	72	12	Improve
	AAK	55	60	10	Improve
7	AWS	50	76	26	Improve
8	ANS	60	65	5	Improve
9	ATZ	74	75	1	Improve
10	BH	65	78	13	Improve
11	DS	75	80	5	Improve
12	DAP	55	75	20	Improve
13	DP	65	73	8	Improve
14	EM	55	65	10	Improve
15	EI	63	78	15	Improve
16	FY	75	77	2	Improve
17	FNR	65	65	0	Constant
18	FA	60	60	0	Constant
19	FJE	74	74	0	Constant
20	FSR	64	78	14	Improve
21	FA	55	72	17	Improve
22	HS	67	75	8	Improve
Total		1456	1580		
Average		66,18	71,81		

Source: The result of pre test and post test 1.

Graph 1
The Average of the Students' Score on Pre-test and Post-test 1



Source: the result of pre test and post test 1

3. The Result of Post-test Cycle II

To see the students' descriptive writing skill after implementing the treatment, the researcher conducted the post-test. It carried out on Thursday, October25, 2017. It can be seen that the students' average was 76.69, it shown that most of the students passed in achieving the minimum mastery criteria (75). Therefore, there are 33(76,74 %) out of 22 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

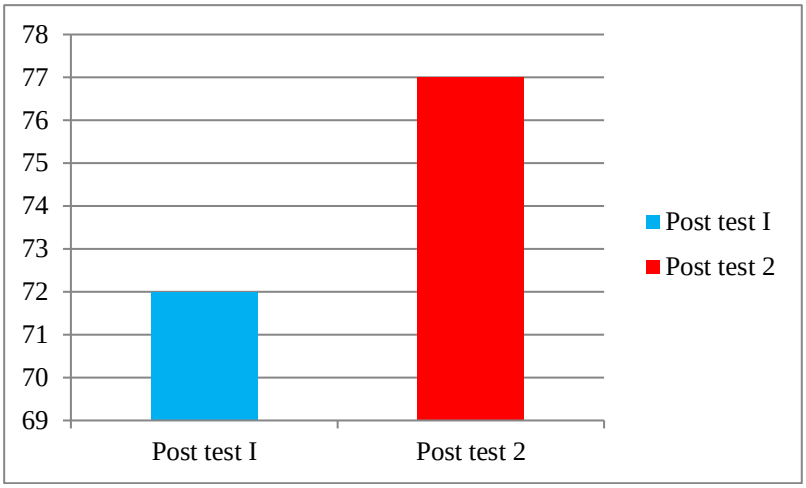
Table 19
The Result Scoreof Students' Post test 1 and Post-test 2

No	Name	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AS	60	65	5	Improve
2	ADP	65	70	5	Improve
3	ASA	77	80	3	Improve
4	ADC	80	80	0	Constant
5	AF	72	77	5	Improve
6	AAK	60	67	7	Improve
7	AWS	76	80	4	Improve
8	ANS	65	73	8	Improve
9	ATZ	75	80	5	Improve
10	BH	78	80	2	Improve
11	DS	80	80	0	Constant
12	DAP	75	80	5	Improve
13	DP	73	78	5	Improve
14	EM	65	80	15	Improve
15	EI	78	80	2	Improve
16	FY	77	80	3	Improve
17	FNR	65	75	15	Improve
18	FA	60	77	17	Improve
19	FJE	74	80	6	Improve
20	FSR	78	80	2	Improve
21	FA	72	80	7	Improve
22	HS	75	77	3	Improve
Total		1580	1699		
Average		71,81	77,22		

Source: The result of post test 1 and post test 2

Graph 2

The Average of the Students' Score on Post test 1 and Post test 2



Source: the result of post test 1 and post test 2.

4. The Comparison of Pre-test, Post-test I and Post-test 2

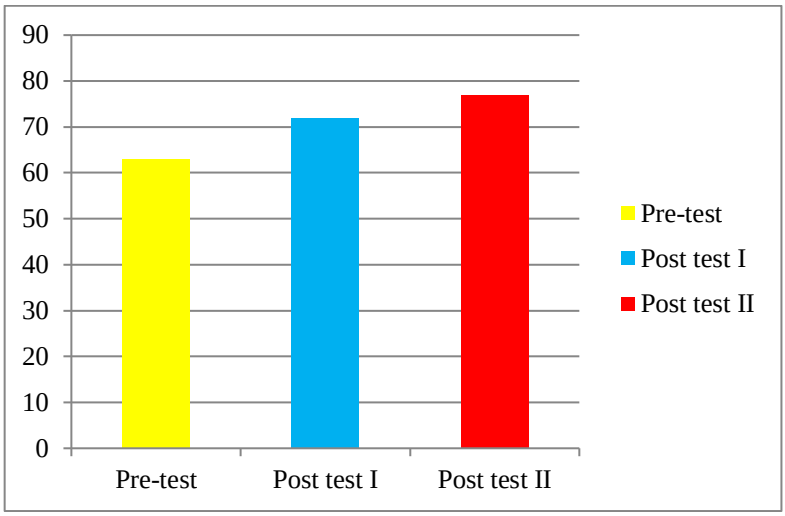
Based on the table, it can be seen that there is progress from 71,81 to 72, 23 to 77.22. From pre-test to the post-test cycle I, there is increase, and from the post-test cycle I to the pot test cycle II, there is increase for about. To know clearly about the increase of the pre-test, post-test cycle I and cycle II, the researcher shows the line of table and graph.

Table 20
The Result Score of Students' Pre test, Post test 1 and Post-test 2

No	Name	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	AS	50	60	65	Improve
2	ADP	60	65	70	Improve
3	ASA	75	77	80	Improve
4	ADC	70	80	80	Improve
5	AF	60	72	77	Improve
6	AAK	55	60	67	Improve
7	AWS	50	76	80	Improve
8	ANS	60	65	73	Improve
9	ATZ	74	75	80	Improve
10	BH	65	78	80	Improve
11	DS	75	80	80	Improve
12	DAP	55	75	80	Improve
13	DP	65	73	78	Improve
14	EM	55	65	80	Improve
15	EI	63	78	80	Improve
16	FY	75	77	80	Improve
17	FNR	65	65	75	Improve
18	FA	60	60	77	Improve
19	FJE	74	74	80	Improve
20	FSR	64	78	80	Improve
21	FA	55	72	80	Improve
22	HS	67	75	77	Improve
Total		1392	1580	1699	
Average		63,27	71,81	77,22	

Source: The result of pretest, post test 1 and post test 2.

Graph 3
The Comparison of the Average Score of the Students at Pre-test, Post test 1 and Post test 2



*Source:*The result of pretest, post test 1 and post test 2

Table 21
The Percentage of Students' Score at Post test Cycle I and Post test Cycle II

No	Score	Percentage		Category
		Post test 1	Post test 2	
1	<75	53,48	23,26	Incomplete
2	>75	46,52	77,22	Complete
Total		**100%**	**100%**	
Average		**72**	**77**	

Source: The result of pretest, post test 1 and post test 2.

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 75% of students got Score ≥75 and they could understand the material and can practice descriptive well than before. It means that they can increase their in writing skill.

5. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

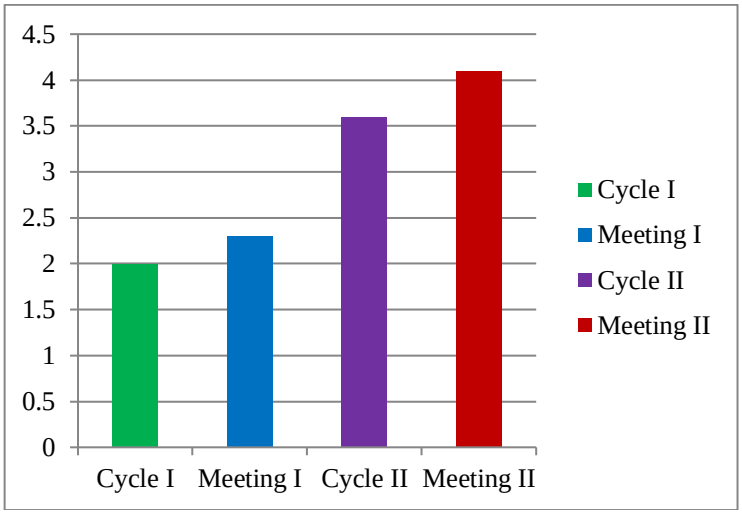
Table 22
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AS	1	1	3	3
2	ADP	2	2	3	3
3	ASA	2	3	4	5
4	ADC	2	4	5	5
5	AF	1	3	4	4
6	AAK	1	1	3	3
7	AWS	1	3	3	4
8	ANS	1	1	3	3
9	ATZ	3	3	3	3
10	BH	2	3	4	4
11	DS	3	4	5	5
12	DAP	1	3	4	5
13	DP	2	2	3	3
14	EM	1	1	3	4
15	EI	2	3	4	4
16	FY	3	3	4	5
17	FNR	2	2	3	3
18	FA	2	2	3	4
19	FJE	3	3	4	5
20	FSR	2	3	4	4

21	FA	1	2	3	4
22	HS	2	3	4	5
Total		38	55	79	88
Average		1,7	2,5	3,5	4

Source: The result of students' activities in cycle I and II.

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



*Source:*The result students' activity in cycle I and cycle II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using descriptive text. It means that descriptive text had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum score 75. Based on the result of this research was known that more

than 75% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Interpretation

The research is success if the students able to achieving of the minimum mastery criteria (MMC), that is 75. Based on the result of pre-test and the post-test, it can be seen that education film is able to increase the students' descriptive writing skill significantly.It can be seen from the students' average before and after given the treatment. The students' average in the pre-test is 18, 61, in the post-test I is 46, 52, and in the post-test II is 76, 74. There are gains from the result of pre-test to post-test I, and post-test I to the post-test II. The gain from the pre-test to the post-test I is 27,91 points, and from post-test I to the post-test II is 30,22points.

There is increasing of the students who got score from the pre-test to the post-test cycle I and from post-test cycle I to the post-test cycle II. From 8 students (18.60%) in pre-test to the 20 students (46, 52%) in post-test I, and to the 22 students (77,22%) in post-test II. This increase shows that the education film can increase the students .

Thus, the writer assumes that education film is one of the media which can increase the writing, therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of education film media in writing, it can be concluded that the using of education film media can increase the students learning activities and the students descritive writing skill and of the students of SMA Muhammadiyah 1 Metro. Therefore, the education film media can be effective media in writing skill and it can be used as alternative media in learning writing because the media easy for implementation and it can be increase the students writing skill.

B. Suggestion

Based on the result of the research. The researcher would like to give some suggestions as follows:

1. For students
    a. The students should be active in learning process especially English writing subject.
    b. The students are suggested to increase their writing by using education film media.
    c. The students should be practice to write in daily activities.

2. For English teacher

   a. It is suggested for the English teacher to use education film as media because this media is effective to increase the students writing skill in learning.

   b. It is suggested for the English teacher to give explanation about education film clearly. Without give more explanation from the teacher, the students difficult for understanding what is education film and how implement in writing skill. The explanation can be used English or combine with native language, it is depend on the students' condition.

3. For Headmaster

   a. The headmaster should support the English learning process by preparing the facilitations and instruments completely.

   b. The headmaster is recommended to make the further research about increasing writing skill by using education film media.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya,	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran: *Why don't you…*	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi**	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi	2 x 2jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*What about …?* *You should …* *You can ….* *Do you need ….?* *Unsur kebahasaan* (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	• Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'	melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial*	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon	• Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …* *I suppose...* *In my opinion …* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di	menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.		berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	**Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	**: SMA MUHAMMADIYAH 1 METRO**
MATA PELAJARAN/KELAS	**: BAHASA IGGRIS/XI**
SEMESTER	**: I (GANJIL)**
MATERI POKOK	**: TEKS FILM PENDIDIKAN**
ALOKASI WAKTU	**: 2 X 45 MENIT**

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Indonesia dan menggunakannya sesuai dengan kaidah dan konteks untuk mempersatukan bangsa.

2.1 Menunjukkan sikap tanggung jawab,responsif, dan imajinatif dalam menggunakan bahasa Indonesia untuk mengekspresikan impian, misteri, imajinasi, serta permasalahan remaja dan sosial.

3.1 Memahami struktur dan kaidah teks film pendidikan, baik secara lisan maupun tulisan

3.1.1 Mengetahui struktur isi teks film pendidikan.

3.1.2 Mengetahuiciri bahasa teks film pendidikan.

4.1 Menginterpretasi makna teks film pendidikan, baik secara lisan maupun tulisan.

4.1.1 Memahami isi teks filmpendidikan.

C. TUJUAN PEMBELAJARAN

Setelah pembelajaran ini diharapkan:

1. Peserta didik dapat mengetahui struktur isi teks filmpendidikan.
2. Peserta didik dapat mengetahui ciri bahasa teks filmpendidikan.
3. Peserta didik dapat memahami isi teks filmpendidikan.
4. Peserta didik dapat mengetahui ciri-ciri teks film pendidikan.

D. MATERI PEMBELAJARAN

1. Pengenalan struktur isi teks film pendidikan.
2. Pengenalan ciri bahasa teks film pendidikan.
3. Pemahaman isi teks film pendidikan.
4. Analisis isi teks film pendidikan.
5. Analisis bahasa teks film pendidikan.

6. Penyuntingan bahasa sesuai dengan: struktur kalimat, ejaan, dan tanda baca.
7. Langkah-langkah membuat sinopsis teks film/drama.

E. METODE PEMBELAJARAN

Metode: Pemberian film pendidikan

F. MEDIA DAN SUMBER BELAJAR

1. laptop
2. Buku kumpulan tentang film pendidikan
3. Speaker
4. LCD

G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	Peserta didik merespon salam dan pertanyaan guru yang berhubungan dengan kesyukuran kepada Tuhan. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan yang akan dilaksanakan. Peserta didik menerima informasi tentang kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan. Peserta didik menerima pengarahan bahwa melalui topik pembelajaran ini agar dapat mengembangkan sikap santun, jujur,	

	kerja sama, tanggung jawab, dan cinta damai.	
Inti	**Mengamati** Peserta didik membaca contoh teks film pendidikan. Peserta didik mencermati uraian yang berkaitan dengan struktur isi teks film pendidikan (abstrak, orientasi, komplikasi, resolusi, evaluasi dan coda). Peserta didik membaca contoh teks film pendidikan yang lain. **Mempertanyakan** Peserta didik mempertanyakan uraian yang berkaitan dengan struktur isi teks film pendidikan yang dibaca. Peserta didik membuat pertanyaan yang berhubungan dengan isi teks film pendidikan dengan bahasa yang komunikatif. **Mengeksplorasi (menalar)** 0. Peserta didik menemukan struktur isi teks film pendidikan. 1. Peserta didik menemukan ciri-ciri teks film pendidikan. 2. Peserta didik mendiskusikan hasil temuan terkait dengan struktur isi dan ciri bahasa teks film pendidikan. **Mengasosiasi (mencoba)** 3. Peserta didik mencari hubungan antara struktur isi dan ciri bahasa film pendidikan.	

	4. Peserta didik mendiskusikan hubungan antara struktur isi dan ciri bahasa film pendidikan. 5. Peserta didik menyimpulkan unsur intrinsik dan unsur ektrinsik teks film pendidikan dalam diskusi kelas dengan saling menghargai. **Mengomunikasikan** 6. Peserta didik menjelaskan struktur isi dan ciri bahasa teks film pendidikan. 7. Peserta didik saling menilai kebenaran/ketepatan penjelasan teman/kelompok. 8. Peserta didik mempresentasikan unsur intrinsik dan unsur ekstrinsik teks film pendidikan dengan rasa percaya diri. 9. Peserta didik menanggapai presentasi teman/ kelompok lain secara santun.	
Penutup	10. Peserta didik dan guru menyimpulkan materi pelajaran. 11. Refleksi terhadap kegiatan yang sudah dilakukan. 12. Peserta didik menerima tugas dari guru.	

H. PENILAIAN

Teknik penilaian:

1. Penilaian proses/ pengamatan.
2. Tertulis.
3. Lisan.
4. Pemberian tugas

Bentuk Instrumen:

2. Tes tertulis:

1) Tentukan struktur isi teks film pendidikan yang telah dibaca!
2) Tentukan ciri bahasa teks film pendidikan yang telah dibaca!
3) Tentukan isi teks film pendidikan yang telah dibaca!
4) Tentukan ciri-ciri teks film pendidikan!
5) Tentukan unsur-unsur intrinsik dalam teks film pendidikan!
6) Tentukan unsur-unsur ekstrinsik dalam teks film pendidikan!

Penilaian Proses/Pengamatan:

No.	Nama	Prilaku yang Diamati dalam Proses Pembelajaran				
		Menghargai orang lain	Disiplin	Aktivitas	Kerjasama	Komunikasi
1. 2. 3. 4. 5. Dst.						

Keterangan: Skala penilaian dibuat dengan rentangan 1 s/d 5

Skor	Penafsiran Angka
1	Sangat kurang
2	Kurang
3	Cukup baik
4	Baik
5	Sangat baik

Penilaian Tes Tertulis:

No	**Aspek**	**skor**			
		1	**2**	**3**	**4**
1	Content				
2	Language				

3	Vocabulary				
4	Organization				
5	Mechanic				
	Total Score				
	Maximum Score	20			

Keterangan: Skor yang di peroleh

Nilai akhir = ---------- x 100

Skor maksimal

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	**: SMA MUHAMMADIYAH 1 METRO**
MATA PELAJARAN/KELAS	**: BAHASA IGGRIS/XI**
SEMESTER	**: I (GANJIL)**
MATERI POKOK	**: TEKS FILM PENDIDIKAN**
ALOKASI WAKTU	**: 2 X 45 MENIT**

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Indonesia dan menggunakannya sesuai dengan kaidah dan konteks untuk mempersatukan bangsa.

2.1 Menunjukkan sikap tanggung jawab,responsif, dan imajinatif dalam menggunakan bahasa Indonesia untuk mengekspresikan impian, misteri, imajinasi, serta permasalahan remaja dan sosial.

3.1 Memahami struktur dan kaidah teks film pendidikan, baik secara lisan maupun tulisan

3.1.1 Mengetahui struktur isi teks film pendidikan.

3.1.2 Mengetahuiciri bahasa teks film pendidikan.

4.1 Menginterpretasi makna teks film pendidikan, baik secara lisan maupun tulisan.

4.1.1 Memahami isi teks film pendidikan.

C. TUJUAN PEMBELAJARAN

Setelah pembelajaran ini diharapkan:

1. Peserta didik dapat mengetahui struktur isi teks film pendidikan.
2. Peserta didik dapat mengetahui ciri bahasa teks film pendidikan.
3. Peserta didik dapat memahami isi teks film pendidikan.
4. Peserta didik dapat mengetahui ciri-ciri teks film pendidikan.

D. MATERI PEMBELAJARAN

E. METODE PEMBELAJARAN

Metode: Pemberian film pendidikan

F. MEDIA DAN SUMBER BELAJAR

1. laptop
2. Buku kumpulan tentang film pendidikan
3. Speaker
4. LCD

G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	Peserta didik merespon salam dan pertanyaan guru yang berhubungan dengan kesyukuran kepada Tuhan. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan yang akan dilaksanakan. Peserta didik menerima informasi	

	tentang kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan. Peserta didik menerima pengarahan bahwa melalui topik pembelajaran ini agar dapat mengembangkan sikap santun, jujur, kerja sama, tanggung jawab, dan cinta damai.	
Inti	**Mengamati** Peserta didik membaca contoh teks film pendidikan. Peserta didik mencermati uraian yang berkaitan dengan struktur isi teks film pendidikan (abstrak, orientasi, komplikasi, resolusi, evaluasi dan coda). Peserta didik membaca contoh teks film pendidikan yang lain. **Mempertanyakan** Peserta didik mempertanyakan uraian yang berkaitan dengan struktur isi teks film pendidikan yang dibaca. Peserta didik membuat pertanyaan yang berhubungan dengan isi teks film pendidikan dengan bahasa yang komunikatif. **Mengeksplorasi (menalar)** 0. Peserta didik menemukan struktur isi teks film pendidikan. 1. Peserta didik menemukan ciri-ciri teks film pendidikan. 2. Peserta didik mendiskusikan hasil temuan	

	terkait dengan struktur isi dan ciri bahasa teks film pendidikan. **Mengasosiasi (mencoba)** 3. Peserta didik mencari hubungan antara struktur isi dan ciri bahasa film pendidikan. 4. Peserta didik mendiskusikan hubungan antara struktur isi dan ciri bahasa film pendidikan. 5. Peserta didik menyimpulkan unsur intrinsik dan unsur ektrinsik teks film pendidikan dalam diskusi kelas dengan saling menghargai. **Mengomunikasikan** 6. Peserta didik menjelaskan struktur isi dan ciri bahasa teks film pendidikan. 7. Peserta didik saling menilai kebenaran/ketepatan penjelasan teman/kelompok. 8. Peserta didik mempresentasikan unsur intrinsik dan unsur ekstrinsik teks film pendidikan dengan rasa percaya diri. 9. Peserta didik menanggapai presentasi teman/ kelompok lain secara santun.	
Penutup	10. Peserta didik dan guru menyimpulkan materi pelajaran. 11. Refleksi terhadap kegiatan yang sudah dilakukan. 12. Peserta didik menerima tugas dari guru.	

H. PENILAIAN

Teknik penilaian:

1. Penilaian proses/ pengamatan.
2. Tertulis.
3. Lisan.
4. Pemberian tugas

Bentuk Instrumen:

2. Tes tertulis:

1) Tentukan struktur isi teks film pendidikan yang telah dibaca!
2) Tentukan ciri bahasa teks film pendidikan yang telah dibaca!
3) Tentukan isi teks film pendidikan yang telah dibaca!
4) Tentukan ciri-ciri teks film pendidikan!
5) Tentukan unsur-unsur intrinsik dalam teks film pendidikan!
6) Tentukan unsur-unsur ekstrinsik dalam teks film pendidikan!

Penilaian Proses/Pengamatan:

No.	Nama	Prilaku yang Diamati dalam Proses Pembelajaran				
		Menghargai orang lain	Disiplin	Aktivitas	Kerjasama	Komunikasi
1. 2. 3. 4. 5. Dst.						

Keterangan: Skala penilaian dibuat dengan rentangan 1 s/d 5

Skor	Penafsiran Angka
1	Sangat kurang

2	Kurang
3	Cukup baik
4	Baik
5	Sangat baik

Penilaian Tes Tertulis:

No	**Aspek**	**skor**			
		1	**2**	**3**	**4**
1	Content				
2	Language				
3	Vocabulary				
4	Organization				
5	Mechanic				
	Total Score				
	Maximum Score	20			

Keterangan: Skor yang di peroleh

Nilai akhir = ---------- x 100

Skor maksimal

INSTRUMENT PRE TEST

OF WRITING SKILL

Name :	**Time : 60 minutes**
Class :	**Date:**

Direction :

- ✓ Please write your name and class on the answer sheet!
- ✓ Do you self, be confidence!

Intruction :

- ✓ Make a sinopsis of film (UP) that you have watch!!

POST TEST I

- ✓ Make a sinopsis of film (UP) that you have watch!!

POST TEST II

✓ Make a sinopsis of film (The black cat) that you have watch!!

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

No	Name	Content				Language				Vocabulary				Organization				Mechanic				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AN		✓					✓					✓		✓					✓		60		
2	ANS	✓					✓					✓				✓			✓			65		
3	AB			✓					✓		✓				✓					✓		60		
4	AR	✓					✓					✓					✓				✓	70		
5	CCA		✓				✓				✓			✓						✓		61		
6	DGBY	✓						✓				✓					✓				✓	75		
7	DDS			✓					✓	✓					✓				✓			65		
8	DRB		✓					✓		✓					✓					✓		72		
9	EWP	✓					✓					✓					✓					72		
10	ENJ		✓					✓				✓		✓								65		
11	FAH			✓				✓				✓			✓			✓				60		
12	IMPP	✓							✓				✓			✓		✓				70		
13	IAMKA		✓					✓				✓					✓			✓		70		
14	KW				✓								✓			✓					✓	72		
15	LFD	✓					✓				✓			✓					✓		✓	72		
16	MAA		✓					✓				✓					✓					71		
17	MMA				✓				✓			✓				✓			✓			60		
18	NKMA	✓					✓					✓				✓			✓			75		
19	NPOD				✓			✓					✓		✓			✓				75		
20	NPSA		✓					✓				✓					✓			✓		75		
21	NPYA			✓					✓			✓			✓				✓			72		
22	PDA				✓				✓				✓		✓			✓				71		
23	PDL															✓					✓	75		
24	PACI																							

25	PMK
26	PRD
27	RD
28	RS
29	RYA
30	VL
31	YJS
32	YTP

NOTES:

Indicators of students activities that observed are

1. Giving attention to the explanation of preparing for the film
2. To understand the task in writing skill
3. To do the task in writing skill by using media of film
4. Showing the film

Direction:

- Give a tick (√) for the active student
- Let it empty for un active student.

Metro , Nov 2017

Guru Bahasa Inggris

NGADERI S.Pd
NIP : 197007072000071001

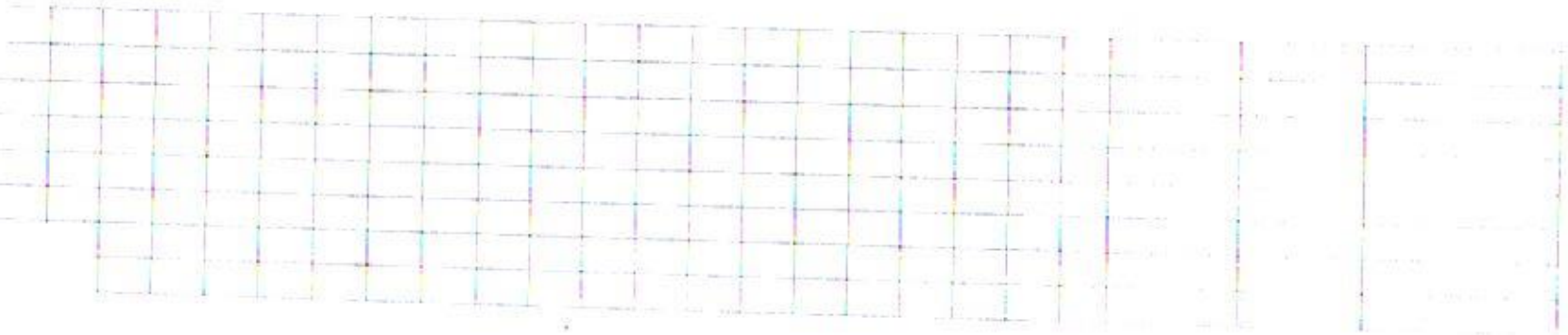
Penulis

RITA RAHMAWATI
Npm 13108247

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

No	Name	Content				Language				Vocabulary				Organization				Mechanic				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AN			✓			✓				✓				✓							71		
2	ANS		✓					✓			✓					✓						72		
3	AB						✓				✓						✓					77		
4	AR			✓					✓			✓			✓							60		
5	CCA				✓				✓			✓			✓							65		
6	DGBY			✓					✓				✓		✓							72		
7	DDS				✓			✓					✓			✓						75		
8	DRB		✓					✓				✓					✓					65		
9	EWP			✓				✓			✓						✓					60		
10	ENJ	✓					✓					✓			✓							71		
11	FAH				✓		✓				✓				✓							75		
12	IMPP		✓				✓					✓			✓							75		
13	IAMKA			✓		✓					✓						✓					72		
14	KW				✓		✓			✓							✓					65		
15	LFD		✓					✓		✓							✓					75		
16	MAA			✓			✓			✓							✓					60		
17	MMA		✓					✓					✓				✓					62		
18	NKMA				✓				✓				✓				✓					72		
19	NPOD			✓					✓				✓			✓						72		
20	NPSA		✓					✓			✓				✓							65		
21	NPYA				✓			✓				✓					✓					75		
22	PDA				✓		✓					✓					✓					75		

MK
RD
D
S
YA
IS
TP



s:

cators : nts activities that observed are

- Giving attention to the explanation of preparing for the film
- To understand the task in writing skill
- To do the task in writing skill by using media of film
- Showing the film

n:

- Give a tick (√) for the active student
- Let it empty for un active student

METRO, nov 2017

Guru Bahasa Inggris

NGADERI S.Pd
NIP : 197007072000071001

Penulis

RITA RAHMAWATI
NPM 13108247

ATTENDANCE LIST OF PRE TEST

Class :

Date :

NO.	NAME	SIGNATURE
1	Andrias setya prayoga	1.
2	Alfrida Rizkiyah Safitri	2.
3	Alvian Mahendra	3.
4	Auzan Nur Fadilah	4.
5	Ayub Fatayudin Karomah	5.
6	Cindi Marcela	6.
7	Dimas Adi Saputra	7.
8	Eny Murtafingah	8.
9	Ika Faidatul Fiza	9.
10	Indri Seha Lestari	10.
11	Ita Allyani Zahro	11.
12	Mujjtahid Surya Fahriza	12.
13	M. Nur Rohman	13.
14	Nesti Nur Azizah	14.
15	Niken Sari Nastiti	15.
16	Nuroni Kusniyah	16.
17	Pika Agustin	17.
18	Rida Prihandini	18.
19	Rifky Komaru Zaman	19.
20	Riris Oktaning Tias	20.
21	Septika Anggraini	21.
22	Silahul Mu'min	22.

ATTENDANCE LIST OF POST TEST CYCLE 1

Class :

Date :

NO.	NAME	SIGNATURE
1	Andriyas setya prayoga	1.
2	Alfrida Rizkiyah Safitri	2.
3	Alvian Mahendra	3.
4	Auzin Nur Fadilah	4.
5	Ayub Fatayudin Karomah	5.
6	Cindi Marcela	6.
7	Dimas Adi Saputra	7.
8	Eny Murtafingah	8.
9	Ika Faidatul Fiza	9.
10	Indri Seha Lestari	10.
11	Ita Allyani Zahro	11.
12	Mujjtahid Surya Fahriza	12.
13	M. Nur Rohman	13.
14	Nesti Nur Azizah	14.
15	Niken Sari Nastiti	15.
16	Nuroni Kusniyah	16.
17	Pika Agustin	17.
18	Rida Prihandini	18.
19	Rifky Komaru Zaman	19.
20	Riris Oktaning Tias	20.
21	Septika Anggraini	21.
22	Silahul Mu'min	22.

ATTENDANCE LIST OF POST TEST CYCLE 2

Class :

Date :

NO.	NAME	SIGNATURE
1	Andriyas Setya Prayoga	1.
2	Alfrida Rizkiyah Safitri	2.
3	Alvian Mahendra	3.
4	Auzin Nur Fadilah	4.
5	Ayub Fatayudin Karomah	5.
6	Cindi Marcela	6.
7	Dimas Adi Saputra	7.
8	Eny Murtafingah	8.
9	Ika Faidatul Fiza	9.
10	Indri Seha Lestari	10.
11	Ita Allyani Zahro	11.
12	Mujtahid Surya Fahriza	12.
13	M. Nur Rohman	13.
14	Nesti Nur Azizah	14.
15	Niken Sari Nastiti	15.
16	Nuroni Kusniyah	16.
17	Pika Agustin	17.
18	Rida Prihandini	18.
19	Rifky Komaru Zaman	19.
20	Riris Oktaning Tias	20.
21	Septika Anggraini	21.
22	Silahul Mu'min	22.

POST TEST II

✓ Make a sinopsis of film that you have watch!! 75

UP

Some day Mr. Frederick Play and meet with Ellie. After thet marry marry they want hafe children but they can't nafe it. they live together until old age finally Ellie died.

Then the old man was recommended to stay in the nursing home because his home would be destroyed but he did not want to. Then he went with his house to go the heaven waterfall.

he go there because of the promoise the made ~~the~~ because his wife had died the old men had gone there. on the way there is a son whom participated.

POST TEST II

✓ Make a sinopsis of film that you have watch!!

70

UP

The story tell about a granfather named Carl Ferdriksen who tried make drem come to go to Paradise waterfall with his wife. But his wife leave him and he must make drem come true alone. When he try to make drame come true, he cant any problem to get it But in the end he can get it.

POST TEST II

✓ Make a sinopsis of film that you have watch!!

UP :

15

Young Carl Fredricksen is a shy, quiet boy who idolizes renowned explorer Charles F. Muntz. He is saddened to learn, however, that Muntz has been accused of fabricating the skeleton of a giant bird he had claimed to have discovered in paradise falls, Vanezuela, South America and was Fired.

and

A young member of the "wilderness explorers" (a fictional youth organization) named Russell becomes an accidental passenger, having pestered Carl earlier in an attempt to earn his final merit badge "Assisting the Elderly"

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : Sti.13/JST/PP.00.9/1395/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMA Muhammadiyah 1 Metro
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	Rita Rahmawati
NPM	:	13108247
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul	:	INCRESING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

untuk melakukan pra survey di SMA Muhammadiyah 1 Metro.

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juli 2016
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS :TERAKREDITASI A
Alamat : Jl. Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. 42192

SURAT KETERANGAN

Nomor : 22 /KET/IV.4.AU/F/2014

بسم الله الرحمن الرحيم

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

Nama	: **RITA RAHMAWATI**
NPM	: 13108247
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)

ISI KETERANGAN

Bahwa benar mahasiswa tersebut di atas telah mengajukan izin dan di izinkan untuk melakukan penelitian guna menyelesaikan tugas akhir dengan judul : "INCRESING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 24 Agustus 2016
Kepala Sekolah,

Drs. Ruslani
NBM : 772 931

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B.2194/In.28.1/J/TL.00/10/2017 23 Oktober 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag
2. Trisna Dinillah Harya, M.Pd.

Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Rita Rahmawati
NPM : 13108247
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2273/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2272/In.28/D.1/TL.01/10/2017, tanggal 25 Oktober 2017 atas nama saudara:

Nama	:	**RITA RAHMAWATI**
NPM	:	13108247
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE WRITING SKILL BY USING EDUCATION FILM AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2017
Wakil Dekan I,

Dra. Siti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rita Rahmawati
NPM : 13108247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Senin 12/17 6		✓	Acc Ch. II continue to Ch. III	
6.	Jum'at 14/17 7		✓	Revise grammar - Revise Figure 1.	
7.	Rabu 26/17 7		✓	Acc Ch. III continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rita Rahmawati
NPM : 13108247
Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 27/3/17		✓	Revise grammar	
2.	Selasa 2/5/17		✓	Perhatikan Pemakaian Article dalam kalimat	
3.				- Buat kalimat yang benar sesuai dengan grammar	
3.	Selasa 30/5/17		✓	Acc ch. I Continue to ch. II	
4.	Jum'at 9/6/17		✓	Pay Attention more how to quote theories - Revise Spasi	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Rita Rahmawati** Jurusan : TBI
NPM : 13108247 Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10/Rabu 2018		V	Revise table 2.	
2.	11/Kamis 2018		✓	Perbaikan grammar!	
			✓	Acc munaqosah.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rita Rahmawati
NPM : 13108247
Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 27/3/17		✓	Revise grammar	
2.	Selasa 2/5/17		✓	Perhatikan Pemakaian Article dalam kalimat	
3.				- Buat kalimat yang benar sesuai dengan grammar	
3.	Selasa 30/5/17		✓	Acc ch. I Continue to ch. II	
4.	Jum'at 9/6/17		✓	Pay Attention more how to quote theoris - Revise Spasi	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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Nama : Rita Rahmawati
NPM : 13108247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 10/7/17	✓		Revise table of content & Chapter II	
2.	Rabu 2/8/17	✓		Revise chapter II	
3.	Jum'at 4/8/17	✓		Acc for Seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Rita Rahmawati** Jurusan : TBI
NPM : 13108247 Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu/10-1-208		L	Revise Ch. II	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M. Ag
NIP. 19611221 199303 1 001

CURRICULUM VITAE

The name of the writer is Rita Rahmwati. she was born two nine banjarsari Metro, on september27, 1995. She is the four child out of three brothers of Sutimin and Sukinah.

she was enrolled her study in Metro at TK aisyah in 1999 and graduated in 2001. she continued his study at State Primary School ibtidaiyah in 2001 and graduated in 2007. He continued his study at State Junior High School 1 Metro in 2007 and graduated in 2010. she continued her study at Senior High School 1 Metro in 2010 and graduated in 2013. in the same year of 2013, she was registered as a S-1 student of English Education Program of the State Institute for Islamic Studies of Metro.