

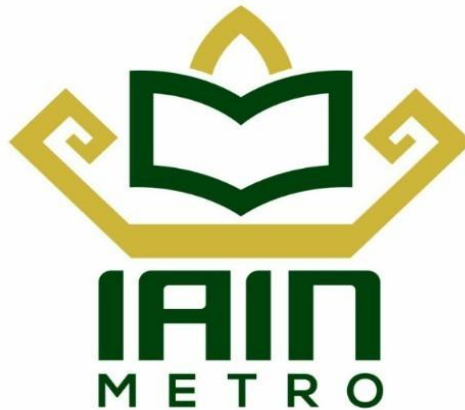
AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF SILENT SHORT MOVIE
TOWARD STUDENTS' WRITING PERFORMANCE IN
NARRATIVE TEXT AT THE TENTH GRADE OF SMA
MUHAMMADIYAH 1 METRO**

By:

Wakhda Fauziyah Ashfiyati

Student Number: 2001051043



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

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Presented as a partial fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

Wakhda Fauziyah Ashfiyati

Student Number: 2001051043

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English Education Department

Sponsor: Rika Dartiara, M. Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : THE EFFECTIVENESS OF SILENT SHORT MOVIE
TOWARD STUDENTS' WRITING SKILL IN NARRATIVE
TEXT AT THE TENTH GRADE OF SMA
MUHAMMADIYAH 1 METRO
Name : Wakhda Fauziah Ashfiyati
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NOTIFICATION LETTER

Number :
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Matter : **In order to hold the munaqosyah
of Wakhda Fauziyah Ashfiyati**

To :
The Honorable of the Dean of
Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of (IAIN)
Metro

Assalamu'alaikum, Wr. Wb

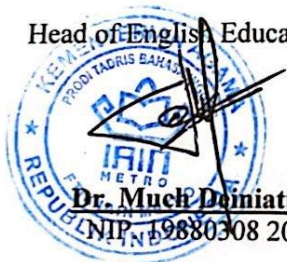
We have given guidance and enough improvement to research thesis script which is written by:

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TOWARD STUDENTS' WRITING SKILL IN
NARRATIVE TEXT AT THE TENTH GRADE OF SMA
MUHAMMADIYAH 1 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

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Kepada Yth.,
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di-Tempat

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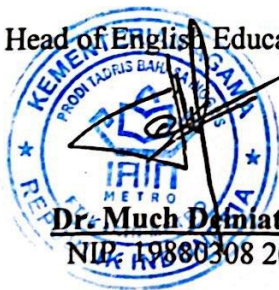
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EFFECTIVENESS OF SILENT SHORT MOVIE
TOWARD STUDENTS' WRITING SKILL IN NARRATIVE
TEXT AT THE TENTH GRADE OF SMA
MUHAMMADIYAH 1 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. B- 3014 /In. 23-1 / O / PP. 009 / 06 / 2024.

An Undergraduate thesis entitled: THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS' WRITING PERFORMANCE IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO, Wakhda Fauziyah Ashfiyati, student number 2001051043, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday 20th 2024 at 10.30 – 12.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Rika Dartiara, M.Pd

Examiner I : Dr. Much Deiniatur, M.Pd.B.I

Examiner II : Yeni Suprihatin, M.Pd

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(.....)
(.....)
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The Dean of Tarbiyah and Teaching Training Faculty



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ABSTRACT

THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS' WRITING PERFORMANCE IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO

BY:

WAKHDA FAUZIYAH ASHFIYATI

The purpose of this research was to determine the positive and significant effect of using silent short movie toward students' writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro. The students faced challenges in generating ideas and were unsure about what to write. This research explores the effectiveness of silent short movie toward students' writing performance in narrative text.

This quantitative research utilized one group pre-test post-test research design and used cluster random sampling to select the sample. Data collection methods included tests and documentation. The subject of this research was the tenth-grade students of SMA Muhammadiyah 1 Metro, specifically class X-3 that consist of 22 students. To gather data, the researcher administered a pre-test and post-test. The data were analyzed using the SPSS application.

The results of the research indicated that the t-count value was 10,683, whereas the t-table value at the 5% significance level was 2,080. Since the t-count was higher than the t-table, and the significant level (2-tailed) of the tests was less than alpha ($0,000 < 0,005$), it can be concluded that there was a positive and significant effect of silent short movie toward students' writing performance in narrative text. The use of silent short movies encourages students to use their imagination and creativity to infer the story, characters and plot, which can enhance their narrative writing performance.

Keywords: Quantitative, Writing Narrative, Silent Short Movie

ABSTRAK

EFEKTIVITAS FILM PENDEK BISU TERHADAP KETERAMPILAN MENULIS TEKS NARATIF SISWA KELAS X DI SMA MUHAMMADIYAH 1 METRO

OLEH:

WAKHDA FAUZIYAH ASHFIYATI

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan dari penggunaan film pendek bisu terhadap keterampilan siswa kelas X di SMA Muhammadiyah 1 Metro dalam menulis teks naratif. Masalah yang dihadapi oleh siswa adalah kesulitan dalam mengeluarkan ide mereka dan tidak yakin dengan apa yang harus mereka tulis. Oleh karena itu, penelitian ini membahas tentang efektivitas film pendek bisu terhadap keterampilan siswa dalam menulis teks naratif.

Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain penelitian *one group pretest-posttest* dan menggunakan *cluster random sampling* untuk memilih sample. Metode pengumpulan data yang diterapkan dalam penelitian ini adalah tes dan dokumentasi. Subjek penelitian adalah siswa kelas X SMA Muhammadiyah 1 Metro, khususnya kelas X-3 yang terdiri dari 22 siswa. Untuk mendapatkan data, peneliti memberikan dua tes, yaitu *pre-test* dan *post-test*. Setelah mendapatkan data, peneliti menganalisis data menggunakan aplikasi SPSS.

Hasil penelitian menunjukkan bahwa nilai t-hitung adalah 10,683, sedangkan nilai t-tabel pada tingkat signifikansi 5% adalah 2,080. Karena nilai t-hitung lebih besar dari nilai t-tabel, dan tingkat signifikansi (2-tailed) kurang dari alpha ($0,000 < 0,05$), dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari film pendek bisu terhadap keterampilan menulis teks naratif siswa. Penggunaan film pendek bisu dapat mendorong siswa untuk menggunakan imajinasi dan kreativitas mereka dalam menyimpulkan cerita, karakter dan plot, sehingga dapat meningkatkan keterampilan mereka dalam menulis teks naratif.

Kata Kunci: Kuantitatif, Menulis Naratif, Film Pendek Bisu

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Department : English Education
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain part which are quoted from bibliographies mentioned.

Metro, 20 June 2024



Wakhda Fauziyah Ashfiyati
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : WAKHDA FAUZIYAH ASHFİYATI

NPM : 2001051043

Department : English Education

Faculty : Tarbiyah and Teacher Training

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

Metro, 20 Juni 2024



Wakhda Fauziyah Ashfiyati
NPM. 2001051043

MOTTO

*“I only desire to improve as much as i can. My success is only by
Allah. In Him I trust and to Him i turn.”*

(Al Qur’an 11:88)

DEDICATION PAGE

I highly dedicated this Undergraduate Thesis to:

My beloved parents (Mr. Wijayanto and Mrs. Yuliana), whose unwavering prayers and endless love have always supported me.

My dear siblings (Basman Albahi, Aulin and Nizam), who have provided me with wonderful motivation.

My cherished friends (Jasmine and Tatia), who have consistently supported, helped and cared for me, i am grateful for your assistance, which enabled me to complete my undergraduate thesis.

My esteemed almamater, the State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

First and foremost, The Highest Gratitude and Grateful reward are only for Allah SWT, who has given blessing and ability to the researcher to complete this undergraduate thesis entitled “The Effectiveness of Silent Short Movie Toward Students’ Writing Performance in Narrative Text at The Tenth Grade of SMA Muhammadiyah 1 Metro.”

Secondly, the researcher would like to express her gratefulness to:

1. The Rector of IAIN Metro, Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA;
2. The Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd.;
3. The Head of English Education Department Study Program, Dr. Much Deiniatur, M.Pd.B.I.
4. Researcher’s sponsor, Ms. Rika Dartiara, M.Pd, may Allah SWT give her His better reward for the guidance, advice, given the incredible suggestions and comments to settle this undergraduate thesis.

The researcher realized that this undergraduate thesis is far from perfect, but the researcher hopes that it will be useful for the readers and other interested parties.

Metro, 20 June 2024

The researcher,



Wakhda Fauziyah Ashfiyati

St. ID. 2001051043

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CHAPTER I

INTRODUCTION

A. Background of Study

English has four essential skill for students to master, namely listening, reading, speaking, and writing. According to Wallace, writing, speaking, and listening are communication skill that are crucial accross various subjects in the curriculum.¹ Therefore, it is important for students to effectively communicate in both written and spoken language. Moreover, one's proficiency in a language is measured by their ability to clearly express their ideas in this language.

The act of writing is a complicated procedure that enables students to delve into their thoughts or ideas, and transform them into tangible and visible form. This aligns with Nunan's opinion who said that writing is a process of generating ideas, contemplating their expression, and structring them into statements or paragraphs that are coherent and easily understood by readers.² Once written, ideas can be examined, revised, expanded, reorganized and changed.

There are several types of writing, including narrative writing. Hornby argued that narrative writing, as one of the various types of writing, involves describing events, particularly within story or novels and conveying actions

¹ Trudy Wallace, *Teaching Speaking Listening and Writing* (France: TYPHON, 2004), 7.

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 88.

or emotional processes.³ Moreover, Mayers contended that narrative is an incredibly the most influential ways of communication. A narrative text provides a detailed account of the events in a story, which can range from realistic to fantastical or a blend of both.⁴ The narrative text not only includes information about the characters or where the story taking place but also the events that unfold and the reasons behind those events. Essentially, a narrative text tells a story centered around issues or situations with the objective of resolving those complications or challenging occurrences.

The researcher had conducted a pre-survey on 12th of September 2023 by conducting an interview session with the English teacher. The finding revealed some problems that faced by tenth grade students of SMA Muhammadiyah 1 Metro, that is some of students were unsure about what they should write. Additionally, the English Teacher explained that students struggled with generating their ideas and organizing the text.

The researcher also obtained students' score from the English teacher. The scores can be seen as follows:

Table 1. 1 The scores of students' writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro

No	Score	Frequency	Presentage	Category
1	80-100	2	7,4%	Good
2	60-79	3	11,1%	Average
3	0-59	22	81,5%	Bad

³ A. S. Hornby, *Oxford Advanced Students Dictionary of Current English* (New York: Oxford University Press, 1995).

⁴ R. E. Mayer, "When Static Media Promote Active Learning: Annotated Illustrations Versus Narrated Animations in Multimedia Instruction," *Journal of Experimental Psychology: Applied* 11, no. 4 (2005): 256–65, <https://doi.org/10.1037/1076-898X.11.4.256>.

Total	27	100%	
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Source: The English Teacher's archive, taken on September, 12th 2023

Based on the table above, it can be assumed that most of the students have low proficiency in writing narrative text, there are 81,5% of the students have bad category. Therefore, the researcher found that the majority of the tenth grade students at SMA Muhammadiyah 1 Metro had difficulties in their writing performance.

The low performance of students in writing narrative text is evident from the pre-survey data above which show that only 2 students have good score. It shows that only few of them could express their ideas, yet they still have difficulty in developing their thought and transforming them into proper narrative text.

Based on the aforementioned problems, the researcher believes that using a good and effective media is crucially important. Teaching media stands as a vital component in the process of transferring instructional material from the teacher to the students. According to Ibrahim, teaching media are all the resources utilized to present stimuli during teaching and learning interactions in order to accomplishing specific instructional objectives.⁵ In addition, Munadi stated that when selecting media, teacher should consider students' characteristics, which are closely connected to the learning process.⁶

⁵ Ibrahim, *Media Instruksional Proyek Peningkatan Perguruan Tinggi* (Malang: IKIP, 1981), 12.

⁶ Y. Munadi, *Media Pembelajaran (Sebuah Pendekatan Baru)* (Ciputat: Gaung Persada Press, 2008), 255.

So, teachers need to choose media that is suitable for the students' condition or situation.

Movies, due to their reliance on the fast-paced advancements in technology, are considered as one of the teaching media that hold great potential. Therefore, movies are consistently regarded as captivating tools for educational purposes. One of the types of movies that is considered effective for use in the teaching process is silent short movie. Elizabeth and Sumarsih identified short movie as a form of motion pictures suitable for educational purposes with a duration of 40 minutes or less.⁷ Thus, the researcher defines silent short movie as audio-visual media that show moving images that contains a story without any dialogue.

The use of silent short movies teaching has gained popularity as it encourages students to become more independent in their learning. This is because according to Kasper, silent short movies convey meaning through visual imagery, allowing students to seek deeper for the messages, which in turn promotes the development of their language performances.⁸ Additionally, in a study by Kasper and Singer, it was found that it captured the students' attention and led to improvements in their writing scores.⁹ By watching silent short movie, students learn to convey emotions, depict scenes, and create coherent storylines through visual description and actions rather than relying

⁷ Dewi Elizabeth and Sumarsih, "Improving Students' Speaking Achievement by Using Short Movie Media," *Transform Journal of English Language Teaching and Learning* 2, no. 2 (2013): 5.

⁸ Loretta F Kasper, "The Imagery Of Rhetoric: Film And Academic Writing In The Discipline-Based ESL Course," *Teaching English in the Two-Year College* 28, no. 1 (2000): 52.

⁹ Loretta F Kasper and Robert Singer, "Unspoken Content: Silent Film in the ESL Classroom," *Teaching English in the Two-Year College* 29, no. 1 (2001): 16.

heavily on dialogue. In summary, silent short movie enhance students' creativity and ability to communicate through written narratives.

Based on the preceding explanation above, the researcher is interested in conducting research entitled "**THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS' WRITING PERFORMANCE IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO**".

B. Problem Identification

Based on the background above, the problems of this research can be identified as follows:

1. The students have difficulties in generating ideas.
2. The students are lack of interest in learning process.
3. The students have low score in writing.
4. The students are unsure about what they should write.
5. The students are weak in story structure.

C. Problem Limitation

Based on the problem identification above, the reasearcher narrows down the focus to problem number one and four which are the students have difficulties in generating ideas and unsure about what they should write. The subject of this research is the tenth grade students of SMA Muhammadiyah 1 Metro.

D. Problem Formulation

Based on the problem limitation mentioned earlier, the research problem is formulated as follows: “is there any positive and significant effect of silent short movie toward students’ writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro?”

E. Objective and Benefit of Study

1. Objectives of Study

The objectives of this research is to determine whether there is a positive and significant effect of silent short movie toward students’ writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro.

2. Benefits of Study

a. For Students

Students can enhance their writing performance and foster creativity by choosing to write narrative texts based on silent short movies. This option provides a unique opportunity for them to explore storytelling through visual cues and imagination.

b. For Teacher

English teacher can use silent short movies as an effective input for selecting suitable media to teach narrative text writing, fostering both capability and a joyful learning environment. This approach allows educators to integrate visual stimuli and enhances the learning experience for students.

c. For Further Researcher

Further researchers can find valuable additional information on teaching narrative text writing, particularly when utilizing silent short movies. This resource can offer insights into innovative approaches for educators looking to enhance their teaching methods in this area.

F. Prior Research

In this research, the researcher takes several prior research as a comparison in this research. The first prior research was conducted by Anjani. entitled “Improving Students’ Writing Narrative Text Through Silent Movie “LARVA””. In this research, the researcher used the methodology of Classroom Action Research (CAR) design by Kurt Lewin. This research found out that the students’ writing ability of narrative text scores increased through the using of silent movie “LARVA”.¹⁰

The second prior research was conducted by Putri entitled “The Use of Silent Movie to Enhance Students’ Speaking at Second Grade of SMP Aisyiyah Muhammadiyah 3 Malang Junior High School”. The aim of this research was to investigate the impact of silent movie on the students’ speaking motivation. The research employs the methodology of Classroom Action Research (CAR) to enhance students speaking motivation. This

¹⁰ Ayu Fitri Anjani, “Improving Students’ Writing Narrative Text Through Silent Movie ‘LARVA’” (Jakarta, Syarif Hidayatullah State Islamic University, 2020).

research found out that the implementation of silent movie enhances students speaking motivation.¹¹

The third prior research was conducted by Dewi et al. entitled “Improving Student Ability in Writing Narrative Text by Using Silent Cartoon Animation”. The aim of this research is to enhance students’ narrative writing performances by employing silent cartoon animation as a means of inspiring them to generate ideas for written expression. The employed method was Classroom Action Research (CAR) which evaluates both quantitative and qualitative data pertaining to applied linguistics. The findings of this research indicate that the silent cartoon animation boosts students’ proficiency in composing narrative texts.¹²

There are similarities and differences between this research and all of the previous research above. The similarities include the lesson topic which is narrative text and the utilization of silent movies as teaching media. While the differences lie in the research design which use Quantitative pre-experimental and the specific silent movie used contains educational value in it. Moreover, in this research, the researcher also used note taking method to help students in developing their writing.

¹¹ Sukma F. A. Putri, “The Use of Silent Movie to Enhance Students’ Speaking at Second Grade of SMP Aisyiyah Muhammadiyah 3 Malang Junior High School” (Malang, University of Muhammadiyah Malang, 2018), 1–49.

¹² Si Putu Agung A. P. Dewi, “Improving Students Ability in Writing Narrative Text by Using Silent Cartoon Animation,” *NUSA* 17, no. 4 (2022): 306–315.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Performance

1. Definition of Writing

Writing is a process of transferring thoughts and ideas into written form. Nunan describes writing as a process of generating ideas, contemplating their expression, and structuring them into coherent statements or paragraphs, easily understood by readers.¹ Also, Brown views writing as a product of the thinking, drafting, and revising process.² In other words, students focus on generate their ideas, arrange them logically and apply proper grammar through revision to create a writing as a final product.

Langan said that a lot of people struggle with engaging in the deep and active thinking required for producing coherent written work.³ Writing requires students to effectively elaborate various indicators, including vocabulary, content, organization, language usage and mechanics. All of these aspects need to work together to construct even a simple text, like a single sentence starting on a new line.

¹ Nunan, *Practical English Language Teaching*, 88.

² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (California: Longman, 2000), 335.

³ John Langan, *Exploring Writing Sentences and Paragraphs* (New York: McGraw-Hill, 2009), 10.

Furthermore, Hotimah argued that through writing students get an opportunity to explore their ideas and acquire some information. Enhance, someone can express their thoughts more communicable to other by writing.⁴ Based on these explanation, the researcher concluded that writing is a complicated process of someone to transform their ideas, organize them and put it in the form of writing that is understandable.

2. Process of Writing

In writing, there are several steps or processes that the writer goes through. However, sometimes the writer might change their mind on more that one occasion. Harmer outlines four writing steps as follows⁵:

Planning ⇨ **Drafting** ⇨ **Editing** ⇨ **Final Draft**

a. Planning

This step is so important because experienced writers engage in planning before they begin writing. This step involves determining the purpose of their writing, considering their intended audience and organizing the content's structure. Additionally, writers must thoughtfully arrange the selected facts, ideas, or opinion. Planning is crucial for effective writing and can be done through various methods, such as detailed notes or mental organization.

b. Drafting

The initial version of a written work is commonly known as a draft. It is typically created with the understand that it will undergo

⁴ Hudriatul Hotimah, "The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text" (Purwokerto, Universitas Muhammadiyah Purwokerto, 2015), 8–9.

⁵ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education, 2004), 4–6.

revisions. As the writing process progresses and moves towards the editing stage, multiple drafts may be generated before reaching the final version.

c. Editing (Reflecting and Revising)

After completing a draft, writers typically review their work to assess its strengths and weaknesses. The writers examine the clarity of the information's arrangement and the potential ambiguity or confusion in the writing. The process of reflecting and revising can be aided by feedback from others readers or editors who offer comments and suggestions. Such external perspective helps authors make appropriate revisions based on the reactions of their readers.

d. Final Version

This is a final step of others. After editing and making necessary changes to the draft, writers create the final version of their writing. The final version of writing can often differ significantly from both the initial plan and the first draft due to the editing process. However, at this stage, the writers' piece of writing is ready to be published.

From the above explanation, it can be said that to be a good writers whose produce a good writing, the writers should notice those writing elements namely: planning, drafting, editing and the final draft.

3. Indicators of Writing

The writing process encompasses various essential indicators, as identified by Jacob as follows⁶:

a. Content

This indicator pertains to the substance of the writing, representing the central idea as a cohesive unit. It involves the author's expression and development of the subject matter, utilizing transitions, restatements, and emphasis to enhance the clarity and flow of ideas.

b. Organization

Organization involves arranging and ensuring logical coherence in the content. It ensures that sentences and ideas are structured in a logical sequence, allowing for smooth progression and comprehension.

c. Vocabulary

Vocabulary selection is crucial in conveying ideas effectively. The appropriate choice of words aligns with the content and aims to express thoughts clearly and directly, aiding readability and understanding.

d. Grammar/Language Use

This aspect focuses on maintaining proper grammar, tenses and syntax, ensuring that sentences are constructed logically and

⁶ H. D. Jacob, *Testing ESL Composition: A Practical Approach* (Tokyo: New Bury House Publisher Inc., 1981), 30.

adhere to grammatical rules. Proper language usage contributes to the coherence and comprehension of the written text.

e. Mechanics

Mechanics encompass the conventional tools and knowledge related to the structure of writing. This includes understanding punctuations, spelling, capitalization, and other technical elements that contribute to the overall piece of writing.

Concluding from the above explanation, it can be inferred that considering and addressing those five aspects during the writing process helps the writer to create a well-crafted and effective written composition.

Assesment of writing performance is taken from all of those indicators. The scoring rubric of writing can be seen as follows⁷:

Table 2. 1 Scoring Rubric of Writing

Writing Aspect	Range Score	Indicators
Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, etc.
	26-22	GOOD TO AVERAGE: Some subject knowledge, adequate range, etc.
	21-17	FAIR TO POOR: Limited subject knowledge, little substance, etc.
	16-13	VERY POOR:

⁷ J. B Heaton, *Writing English Language Tests* (USA: Longman, 1990), 146.

		Doesn't show knowledge of subject, non substantive, etc.
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, etc.
	17-14	GOOD TO AVERAGE: Somewhat choppy, loosely organized but main ideas stand out , etc.
	13-10	FAIR TO POOR: Non fluent, ideas confused or disconnected, etc.
	9-7	VERY POOR: does not communicate, no organization, etc.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: Sophisticated range, effective word choice and usage, etc.
	17-14	GOOD TO AVERAGE: Adequate range and occasional errors of word form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: Limited range and frequent errors of word form, choice, usage.
	9-7	VERY POOR: Essentially translation and little knowledge of english vocabulary.

Language Use	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions, etc.
	21-18	GOOD TO AVERAGE: Effective but simple constructions, etc.
	17-11	FAIR TO POOR: Major problems in simple/complex constructions, etc.
	10-5	VERY POOR: Virtually no mastery of sentence construction rules, etc.
Mechanics	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, etc.
	4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, etc.
	3	FAIR TO POOR: Frequent errors of spelling punctuation, capitalization, etc.
	2	VERY POOR: No mastery of conventions and dominated by errors of spelling, punctuation, capitalization, paragraphing.

4. Kinds of Writing

Different types of writing aim to have various effects on readers, such as informing, persuading, or entertaining. According to Kane, there are some types of writing as follows⁸:

a. Exposition

Exposition serves to explain various topics, ranging from how things work to ideas, facts, history and controversial issues. It reveals the thoughts, knowledge, or beliefs of the researcher and follows a logical structure.

b. Description

Description focuses on capturing visual perceptions and arranging them into a meaningful pattern. In contrast to the logical structure of exposition, description relies on spatial relationships such as above/below, right/left, etc.

c. Narration

Narration involves presenting a series of interconnected events in a chronological order, forming a story. The challenge of narration lies in both organizing the events and conveying their significance.

d. Persuasion

Persuasion aims to change readers' thought or beliefs, often addressing controversial subjects and utilizing arguments, evidence,

⁸ Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 2000), 6–7.

and logical reasoning. Satire, another form of persuasion, makes fun of silly things or evil in various degrees of subtlety or crudeness. Additionally, persuasion also eloquent, appealing to ideals and noble sentiments.

The explanation above stated that there are several kinds of writing, namely: exposition, description, narration and persuasion. The kind of writing that used in this research is narrative writing

5. Teaching Writing

Writing, as a language performances, is a complex activity. Writing pedagogy is so important. It means that students need to master this performance and it is the teacher's duty to guide and teach them, as Harmer stated by claiming that in teaching learning process we need to give more time to students for planning and editing.⁹ In other word, to produce a good writing, students need to go through a process and need guidance from the teacher.

Byrne suggests the principles for teaching writing as follows¹⁰:

- a. Teach the learners how to write

The assumption that individuals who can speak and write in their native language can automatically write well in a second language is incorrect. Writing is a distinct form of communication that differs from speech, so it requires a specific teaching method.

⁹ Harmer, *How to Teach Writing*, 6.

¹⁰ Donn Byrne, *Teaching Writing Skills* (New York: Longman, 1993), 27–29.

b. Provide adequate and relevant experience of the written language

To develop writing performance, students need prior exposure to diverse examples of written language. If students only been exposed to certain written language, they will struggle to produce other forms of writing.

c. Show the learners how the written language functions as a system of communication

The students need to understand how written communication differs from spoken communication. It is important to teach them that all writing, regardless of its intended audience, serves a communicative purpose.

d. Teach the learners how to write texts

The ability to effectively organize sentences into a coherent whole paragraph or text is crucial in writing. Writing practice should begin by focusing on teaching devices that necessary to composing different types of text. This practice help them to enhance their overall writing proficiency.

e. Teach the learners how to write different kinds of texts

When it comes to teaching written expression, it is imposible to expect learners to master all of the variety of language. But, it nessesary to exposed them to different types of writing in order to develop their skill and performances.

f. Make writing tasks realistic and relevant

In teaching writing, using texts as practice material is not enough. We should focus on identifying forms of writing that align with learners' need, such as personal and institutional communication, and establish classroom contexts for practicing them.

g. Integrate writing with other skills

It is important to intergrate writing with other skills rather than it as an isolated skills. By incooperating writing activities, students will percieve writing as a meaningful and authentic activity, increasing their motivation to engage in writing tasks.

h. Use a variety of techniques and practice formats

By using diverse technique and practice in teaching writing, it prevents students boredom and accomodate different proficiency levels.

i. Provide appropriate support

Writing tasks are often impose, and students may lack of relevant ideas or motivation when working on their own. To address this issue, teacher may provide a proper support such as make them in pair and group work to make writing a collaborative activity in the classroom.

j. Be sympathetic

It is crucial for teacher to relinquish their role as judges and instead perceive learners' writing as attempts to communicate, focusing on their success rather than their shortcomings.

It can be concluded that in order to teach writing effectively, various factors, as mentioned above, need to be taken into consideration.

B. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is a text that tells about an event that happened in the past, including conflicts and its resolutions. According to Kane, narrative text presenting a series of interconnected events in a chronological order, forming a story.¹¹ Moreover, Lubis mentioned that narrative text contains an interesting story intended to captivate and amuse the readers.¹² The narrative text not only includes information about the characters or where the story taking place but also the events that unfold and the reasons behind those events. In other word, narrative text can conjure up images in the readers' head about the way the story unfolds.

¹¹ Kane, *The Oxford Essential Guide to Writing*, 7.

¹² Rayendriani Fahmei Lubis, "Narrative Text," *English Education* 4, no. 2 (2016): 3, <https://doi.org/10.24952/ee.v5i2.1176>.

2. Generic Structure of Narrative Text

To comprehend narrative text, it is essential to consider the generic structure. As Anderson in Defrioka stated the generic structure as follows¹³:

a. Orientation

In this stage, the narrator provides the background information about the story. This includes introducing the characters involved, the time period which the story takes place and story's setting.

b. Complication

The complication setting of a series of events that shape the narrative. It introduces a problem, conflict or challenge that the characters must face and overcome.

c. Sequence of events

This stage encompasses the main body of the narrative. It involves a chronological progression of events and characters respond to the complication.

d. Resolution

The resolution marks the point in the story where the characters finally find a solution to the complication or conflict. The resolution may involve a climax or turning point, where tensions are at their highest before being resolved.

¹³ Andri Defrioka, "Retelling: An Alternative Strategy in Teaching Reading Narrative Text," *SELT* 2, no. 1 (2014): 47.

e. Coda

The coda serves as a concluding elements of the narrative. It offers a commentary or moral that reflects upon the events and lessons learned throughout the story.

From the explanation above, it can be concluded that by following those steps, students can construct a well-rounded and engaging narrative that captivates the audience and effectively conveys its intended purpose or message.

3. Language Features of Narrative Text

Anderson outlines the key language features of narrative text as follows¹⁴:

a. Nouns

Nouns play a crucial role in narrative text as they identify and specify the characters, objects, and places that are central to the plot.

b. Adjectives

Adjectives contribute to the richness of the narrative by providing descriptive details (such as: old, young, beautiful, crowded, quiet, etc.) about the characters and the settings.

c. Verbs

Verbs are fundamental in narrating actions and events. They depict the dynamic aspects of the story by expressing the actions, movements and the characters' behaviors.

¹⁴ Mark Anderson and K. Anderson, *Text Types in English* (Australia: McMillan, 1998), 8.

d. Time words

Time words are essential for establishing a clear timeline and sequence of the events in a narrative. Time words such as “one day,” “first,” “later,” “then” or specific temporal references (e.g., “yesterday,” “in the evening”) provide temporal markers and enhance the structure of the narrative.

e. Simple past tense

The use of simple past tense is common in narrative texts as it allows for the narration of completed actions or events that have already taken place.

By employing these language features effectively, narrative text can engage readers or listeners by painting vivid pictures, conveying a sense of time and place and bringing the story to life through compelling characters and dynamic actions.

C. The Concept of Teaching Media

1. Definition of Teaching Media

Teaching Media is a tool used by teachers to convey learning materials in teaching learning processes to enhance students' understanding. According to Andriani, teaching media is something we utilize to convey information, capture students' attention and thoughts

during learning activities in order to achieve educational goals.¹⁵ Furthermore, Sukiman said that teaching media is anything that can be used to transmit a message from the teacher to the student in a way that stimulates the learner's thoughts, feelings, attention, interest and willingness, all with the aim of facilitating the learning process effectively.¹⁶

Moreover, A cognitive theory of multimedia learning by Mayer states that the brain absorbs information through various channels depending on its presentation. The initial channel is dedicated to visually represented content, encompassing pictures, videos or charts and the second channel is reserved for auditorily presented material, involving spoken words in narration and other non-verbal sounds.¹⁷ In the other hand, Kristanto said that teaching media serves several essential functions.¹⁸ It ensures that educational messages are delivered consistently across teachers, add clarity and appeal to learning through elements like sound, images, motion and color, promotes interactive learning with active communication, increases efficiency in achieving learning goals, improves student's comprehension, enables flexible learning, fosters a positive attitude toward learning and allows educators to take on broader educational responsibilities beyond content delivery.

¹⁵ Kiki Andriani, Ardiana, and Firman, "Teaching Media in EFL Classrooms, What Are They and Why Select Them!," *Journal of Language Testing and Assessment* 2, no. 1 (2022): 88.

¹⁶ Sukiman, *Pengembangan Media Pembelajaran* (Yogyakarta: Pedagogia, 2012), 29.

¹⁷ R. E. Mayer, *Multimedia Learning Second Edition* (USA: Cambridge University Press, 2009), 228.

¹⁸ Andi Kristanto, *Media Pembelajaran* (Surabaya: Penerbit Bintang Surabaya, 2016), 10–11.

2. Kinds of Teaching Media

According to Arsyad, teaching media is categorized into three types as follows¹⁹:

a. Visual Media

Visual media, also referred to as printing media, encompasses all forms of media that students can see or touch. Examples of this type of media include images, cards, charts and tangible objects. Visual media differs from text as it relies on spatial arrangement rather than linear reading. Both text and visual media enable one-way communication and reception, are presented in a statistical manner, depend on language principles and visual perception for development, are student-oriented, and allow users to rearrange information as needed.

b. Audio Media

Audio media, also known as listening media, serves the purpose of conveying information through sound for students to listen and comprehend. This medium primarily supports one-way communication and includes examples like radios, tape recorders and compact disks.

c. Audio Visual

Audio-visual media combines both auditory and visual elements, making information both audible and visible. This medium

¹⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2010), 13.

offers several advantages such as the ability to represent abstract concepts and non-verbal vocabulary, capturing students' attention and enhancing their understanding. To deliver audio-visual content, mechanical and electronic devices are often required to convey both auditory and visual messages. The examples of this category are multimedia presentations, educational videos, movies or animations.

The explanation above suggests that three types of teaching media that we can use in the teaching and learning process, namely visual media, audio media and audio-visual media. In this research, the type of teaching media that used is audio-visual media.

D. The Concept of Silent Short Movie

1. Definition of Silent Short Movie

Silent short movie is a movie that has duration less than 40 minutes and use visual storytelling to showcase their journey and expertise without the need for dialogue. According to Kasper, silent short movies convey meaning through visual imagery, allowing students to seek deeper for the messages, which in turn promotes the development of their linguistic performances.²⁰ Additionally, Taylor said that when using videos that contain little to no dialogue, the barriers of language is removed.²¹ By watching silent short movie, students focus on the more

²⁰ Kasper, "The Imagery Of Rhetoric: Film And Academic Writing In The Discipline-Based ESL Course," 52.

²¹ James Taylor, "Silent Movies," Educational Types, 2011, <https://theteacherjames.com/2011/12/20/silent-movies/>.

crucial aspect of engaging with the material using their personal beliefs, ideas and expression rather than relying heavily on dialogue.

2. Advantages and Disadvantages of Silent Short Movie

Silent short movie is regarded as a pure expression of visual art.²² Unlike movies with sound, silent movies convey only motion and gestures with background without the characters' spoken words. Silent movies are anticipated to aid students in exploring their creative ideas and simplifying the process of turning them into narrative text.

The advantages of using silent short movie as an educational tool are as follows:

a. Accurate illustration of repeatable processes

Silent short movie as a visual media is effective in accurately depicting processes that can be observed repeatedly when needed. This means that visual aids can effectively demonstrate a process, allowing students to observe and understand it thoroughly with the advantage of revisiting their writing.

b. Motivates and enhances students' enthusiasm

Silent short movie has the capability to motivate and boost students' enthusiasm for learning. The visual elements engage students and create a more dynamic and appealing educational environment.

²² Esti Ambarwati, "Keefektifan Media Film Bisu dalam Pembelajaran Menulis Naskah Drama pada Siswa Kelas XI SMA Negeri 1 Maos Kabupaten Cilacap" (Yogyakarta, University of Yogyakarta, 2012), 21.

c. Inspire students to generate their creative ideas

Silent short movie can inspire students to generate their creative ideas for crafting narrative text. By presenting visual stimuli, it prompts students to think creatively and develop their own imaginative concepts when working on narrative writing.

In addition to its advantages, silent short movies as an educational medium also come with disadvantages as follows:

a. Full concentration is essential when watching silent short movies

Achieving full concentration is crucial when watching silent short movie. If students lack of concentration , they may struggle to fully comprehend the content of the silent movie they are viewing.

b. Movies may not always align with the specific learning needs

Movies may not consistently align with learning needs and objectives, unless they are custom-designed and produced explicitly for educational purposes.

Each learning medium possesses its unique strengths and weaknesses. Therefore, educators are encouraged to select media that align with their instructional requirements or goals, with the expectation that the use of such media will facilitate the achievement of learning goals.

3. Teaching Procedure of Silent Short Movie

When using silent short movie to enhance students' narrative writing performances, we can follow these teaching procedures:

a. Introduction to Narrative Writing

Start by explaining the concept of narrative writing to the students. Ensure they understand the elements of narrative text, such as characters, setting, plot and conflict.

b. Select a Suitable Silent Short Movie

Choose a silent short movie that has a clear and engaging storyline.

c. Pre-watching Activity

Before showing the movie, conduct a pre-watching activity to activate the students' prior knowledge. We can discuss the movie's genre, title, and predict what the story might be about.

d. Viewing the Silent Movie

Show the silent short movie to the students. Encourage them to pay close attention to the visual elements, including characters' expression, actions and the setting.

e. Post-watching Activity

Engage students in a discussion about what they observed in the movie and have the students create a timeline by do notes-taking that can help them structure and develop their narrative.

f. Narrative Writing Tasks

With the help of their timeline and class discussion, instruct the students to write a narrative text based on the silent movie.

g. Final Presentation

Allow students to share their narratives with the class. This can be done through oral presentations, reading aloud or displaying written work.

E. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables involve in this research: an independent variable (X) that represents the utilization of silent short movie as a teaching media and a dependent variable (Y) that pertains to the students' writing performance in narrative text. The aim of this research is to assess how the independent variable (X) affect the dependent variable (Y).

Writing holds a significant role in the process of learning English. Through writing, someone can express their thoughts, ideas, feelings, and acquire new knowledge. Unfortunately, there are several issues that students face when it comes to writing. Some students do not enjoy the learning process and find it uninteresting. Additionally, many of them also struggle to express their ideas and organize them into written form.

Considering the aforementioned problems, the researcher proposes a solution by using silent short movie as a teaching tool to assist students in their narrative text writing. If the using of silent short movie is applied properly, so students' writing performance in narrative text will be good. Otherwise, if the using of silent short movie is applied

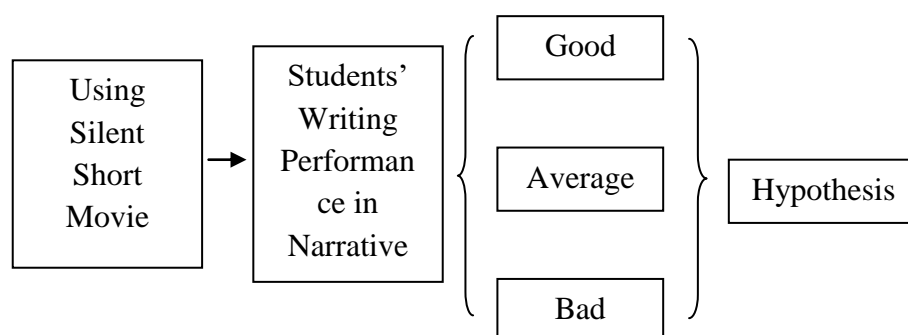
unproperly then students' writing performance in narrative text will be bad.

2. Paradigm

According to the Kartini Kartono, paradigm is a concept that utilized by an individual or group to investigate an event based on the theoretical framework, allowing them to research the given indication.²³

Based on the provided theoretical framework, the researcher defines the paradigm as follows:

Figure 2. 1 The Paradigm of The Effectiveness Of Silent Short Movie Toward Students' Writing Performance In Narrative Text at Tenth Grade of SMA Muhammadiyah 1 Metro



F. Hypothesis

A hypothesis is a provisional answer to research problems that needs empirical examination.²⁴ On the other hand, it represents the researcher's expectations about the connection between variables.²⁵

²³ Kartini Kartono, *Pengantar Metodologi Research Sosial* (Bandung, tnp, 1986), 86.

²⁴ Edi Kusnadi, *Metodologi Penelitian* (Metro: Ramayana Pres&STAIN Metro, 2008), 59.

²⁵ John W Creswell, *Research Design* (London: Sage Publication, 2002), 108.

Hypothesis come in two forms: null and alternative hypothesis. The null hypothesis posits that there is no significant effect among variable to ather variable. Otherwise, the alternative hypothes predicts an expected outcomebased on prior literature and research on the topic, indicating a potential result .²⁶

Derived from the provided theoretical framework and paradigm, the researcher states the following hypothesis:

Ha: there is a positive and significant effect of using silent short movie toward students' writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro.

Ho: there is no positive and significant effect of using silent short movie toward students' writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro.

²⁶ *Ibid.*, 110.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher employed quantitative research using an experimental research design in this research. Quantitative research requires the researcher to explain how one variable affects another variable.¹ The type of experimental research that used in this study is pre-experimental research. Pre-experimental research is a type of experiment involving a single group without a comparison or control group, to assess the impact of silent short movie on students' narrative writing performance. This design, as described by Sugiyono, entails a one-group pre test-post test, where a single group being given a pre test before treatment and a post test after the treatment and then their results will be compared.² This design can be illustrated as follows:

Table 3. 1 Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

¹ Creswell, 59.

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung, Indonesia: Penerbit Alfabeta, 2013), 74.

B. The Operational of Variable

1. Independent Variable

The independent variable, also known as a stimulus, predictor or antecedent variable, is commonly referred to as a free variable. It is the variable that exerts an influence or leads to changes in the dependent variable (bound).³ An independent variable is a factor that is believed to be the reason behind variations in other explanatory variables.⁴ The independent variable used in this research is silent short movie.

The indicators of independent variable can be seen as follows:

- a. Students are able comprehend and interpret the storyline, characters and overall content of the silent short movie
- b. Students are able to express their creativity in their narrative writing, including word choice and expression.

2. Dependent Variable

The dependent variable, often termed the output variable, criteria or consequence is commonly known as a bound variable. It is the variable that is influenced or becomes a result of the presence of independent variable.⁵ In this research, the dependent variable is the students' writing performance in narrative text.

The indicators of dependent variable can be seen as follows:

- a. Students are able to write narrative text containing appropriate content with the topic.

³ *Ibid.*, 39.

⁴ John Bacon Shone, *Introduction to Quantitative Research Methods*, 2022, 29.

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 39.

- b. Students are able to write narrative text using the right organization.
- c. Students are able to write narrative text using appropriate vocabulary.
- d. Students are able to write narrative text using appropriate grammar.
- e. Students are able to write narrative text by using writing mechanism including spelling, capitalization and punctuation correctly.

C. Population, Sample and Sample Technique

1. Population

According to Syahrums, population is the complete set of objects that are going to be studied.⁶ Additionally, Zina said that a population refers to the complete membership of a group of people, objects or events.⁷ The population of this research consists of all of the tenth grader students at SMA Muhammadiyah 1 Metro. The data of population can be seen as follows:

Table 3. 2 The Population of Tenth Grader Students at SMA Muhammadiyah 1 Metro

Class	Students
X-1	35 Students
X-2	34 Students
X-3	22 Students
Total	91 Students

⁶ Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka, 2014), 113.

⁷ Zina O'Leary, *The Essential Guide to Doing Your Research Project*, 3rd Edition (UK: SAGE Publications, 2017), 12.

2. Sample

According to John Bacon, a sample consists of individuals chosen from the overall population for research purposes.⁸ A sample is the most effective way to accurately represent a significant population. It involves choosing a subset of the population for measurement in the research. The sample must accurately mirror and stand for the overall population. Based on these principles, this research uses class X-3 that consists of 22 students as a sample.

3. Sampling Technique

Sampling techniques involve selecting a sample size from a population in a manner that considers population characteristics, ensuring a representative subset for accurate data representation.⁹ This process aims to create sample that reflects the population's distribution and attributes. The researcher employed a random sampling technique, specifically cluster random sampling in this research. The researcher randomly select one class to be the research sample. This sampling technique is applied to assess the effectiveness of silent short movie toward students' writing performance in narrative text.

D. Data Collecting Technique

To collect the data, the researcher employed the following technique:

⁸ Shone, *Introduction to Quantitative Research Methods*, 38.

⁹ Syahrums and Salim, *Metodologi Penelitian Kuantitatif*, 115.

1. Test

Brown stated that test is a method to measuring person's ability or knowledge in a specific domain.¹⁰ In this research, the researcher administered two tests which were pre-test and post test to the students.

a. Pre-test

The pre-test conducted before giving the treatment. Through this test, the researcher assessed the students' performance in writing narrative text. Each student was given a topic related to fairytale story and asked to create a narrative text based on that topic.

b. Post test

The post test was administered after doing the treatment. As a post test, the researcher played a silent short movie in front of the students and asked them to watch the movie carefully, take a notes and then create a narrative text based on the silent short movie that has been played.

2. Documentation

Documentation was employed as a means to obtaining detailed information from written language or documents.¹¹ In this research, the researcher utilizes this method to gather detailed information about the historical background of SMA Muhammadiyah 1 Metro, the population of the tenth grader students of SMA Muhammadiyah 1 Metro and the profile of SMA Muhammadiyah 1 Metro.

¹⁰ H. Douglas, Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Fransisco: San Fransisco State University, 2001), 384.

¹¹ O'Leary, *The Essential Guide to Doing Your Research Project*, 177.

E. Research Instrument

1. Instrument Blueprint

In this study, the researcher employed a written test instrument, including both pre-test and post test to acquire data relevant to the research problem.

Table 3. 3 Instrument Blueprint

Test Objective	Writing Aspect	Indicators	Instrument
To examine students' writing performance in narrative text	<ul style="list-style-type: none"> • Content • Organization • Vocabulary • Language use/Grammar • Mechanics 	<ul style="list-style-type: none"> • The students are able to generate the ideas in writing narrative text. • Students are able to write logical organization of the content and the correct generic structure • Students are able to select 	Create a narrative text based on the topic. The text will be evaluated based on five aspects of writing, such as: content, organization, vocabulary, language use and mechanics.

		<p>the words that suitable with content in narrative text.</p> <ul style="list-style-type: none"> • Students are able to use the grammatical and syntactic pattern in narrative text correctly. • Students are able to use the mechanics of language. 	
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2. Instrument Calibration

The instruments of this research include a pre test and a post test. The pre test provided before the treatment to assess students' performance in writing narrative text. While, post test provided after the treatment to identify the effectiveness of silent short movie toward students writing performance in narrative text. Researcher uses one item for the pre test and one item for the post test.

F. Data Analysis Technique

1. Normality Test

Before choosing between parametric and non parametric statistics for analyzing the research hypothesis, the researcher assessed the normality of the data. The normality test conducted by using SPSS employ Shapiro-Wilk test, aimed to ascertain if the data followed a normal distribution.¹² If the significance value exceeded 0.05, indicating normality, the data is considered normally distributed. Otherwise, if the significance value is below 0.05 the data significantly different from a normal distribution. The hypothesis criteria were set as follows:

- Ho: a significant score > 0.05 indicates that the data is normally distributed.
- Ha: a significant score < 0.05 indicates that the data not normally distributed.

2. Hypothesis Test

This research used the paired sample t test through SPSS. The paired sample t test used to determine the average difference (mean) of two paired samples with the condition that the data is normally distributed.¹³ By analyzing the average difference (mean) between pretest and post test data, the researcher can analyze and compute the significant

¹² Agus Eko Sujianto, *Aplikasi Statistik Dengan SPSS 16.0* (Jakarta: Prestasi Pustaka, 2009), 77.

¹³ C.R. Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International (P) Limited Publishers, 2004), 214.

effect of silent short movie toward students' writing performance in narrative text, employing SPSS for the calculation.

$t_{\text{count}} > t_{\text{table}} = H_0$ rejected and H_a being accepted.

$t_{\text{count}} < t_{\text{table}} = H_a$ rejected and H_0 being accepted.¹⁴

¹⁴ Nuryadi, et.al, *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 102.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMA Muhammadiyah 1 Metro

SMA Muhammadiyah 1 Metro, more commonly known as SMA Muhi Metro, was established on 28th May 1968. This institution was officially inaugurated with the Registered Certificate from the Central Leadership Education Council of Muhammadiyah Number: 2087/M/440/III-26.

Originally known as SMA Pembangunan (a private institution), it operated within SMAN 1 Metro and was led by Mr. Tauhid since 1964. However, in 1966, Mr. Sirajudin Juhidin, the head of SMAN 1 Metro, transferred the ownership of SMA Pembangunan to the Muhammadiyah Branch Education and Teaching Council of Metro. Consequently, SMA Pembangunan was officially renamed SMA Muhammadiyah 1 Metro under the leadership of Mr. Sirajudin Jahidin.

b. Vision and Mission of SMA Muhammadiyah 1 Metro

The vision and mission of SMA Muhammadiyah 1 Metro can be seen as follows:

1) Vision

Educated based on Islamic beliefs, proficient and outstanding in science and technology (IPTEK), and entrepreneurship.

Indicators:

- a) The realization of integrated and continuous Islamic education and guidance.
- b) The realization of effective learning and guidance based on information technology (IT).
- c) The realization of a culture of excellence, discipline and competitiveness among all members of the school community.
- d) The realization of independent, disciplined and competitive students.
- e) The realization of academic and non-academic achievements.
- f) The availability of adequate learning facilities and infrastructure.
- g) The cultivation of an entrepreneurial spirit through entrepreneurship programs and the integration of entrepreneurial values in schools.

2) Mission

- a) Cultivating a deep understanding of Islam so that it becomes a source of personality and daily behavior.
- b) Cultivating a deep understanding of Islam so that it becomes a source of personality and daily behavior

- c) Improving competitiveness in mastering science and technology, as well as fostering an Islamic personality and mentality.
- d) Instilling a strong work ethic, understanding rights and obligations and discipline in all school activities.
- e) Enhancing the welfare of educators and other educational staff.
- f) Improving the provision, utilization and maintenance of educational facilities gradually.
- g) Enhancing the quality of service, both in general education, religious and moral education.
- h) Developing an environmentally conscious attitude in sustainable learning.

2. Description of Research Data

a. The Result of Pre-test

Before introducing silent movies, the researcher conducted a pre-test on April 24th, 2024 to know students' performance before implementing the teaching media. Students were instructed to compose a narrative text on the provided topic. Before administering treatments using silent movies, the researcher analyzed the pre-test results of the students based on multiple factors, including content, organization, vocabulary, grammar and mechanics, which resulted in the table below.

Table 4. 1 The Result of Students' Pre-test in Writing Performance at The Tenth Grade of SMA Muhammadiyah 1 Metro

No.	Name	Score	Category
1.	AMH	70	Average
2.	AI	65	Average
3.	ANK	45	Bad
4.	AMR	68	Average
5.	ATA	50	Bad
6.	EDW	72	Average
7.	FMK	80	Good
8.	FDE	75	Average
9.	FO	55	Bad
10.	IS	48	Bad
11.	MFA	40	Bad
12.	MRS	52	Bad
13.	NZ	57	Bad
14.	NI	58	Bad
15.	NKMS	67	Average
16.	NB	71	Average
17.	RSAP	55	Bad
18.	SDS	47	Bad
19.	TRZ	54	Bad
20.	TW	76	Average
21.	UKD	48	Bad
22.	AM	64	Average
Total			1317
Mean Score			59,86

The table above presents the students' pre-test scores. The lowest score recorded was 40, while the highest score was 80. These scores were assessed based on factors like content, organization, vocabulary, grammar and mechanics. This assessment reflects the students' writing performance before introducing silent movies as an instructional media. The average of pre-test score for all students was 59,86, which is considered "Bad."

Table 4. 2 Pre-test Score Frequency

Category	Range	Frequency	Percentage
Bad	< 60	12	54,5%
Average	60-79	9	40,9%
Good	80-100	1	4,6%
Total		22	100%

According to the data presented in the table 4.6, out of the total number of students, 12 students, which constitutes 54,5%, scored less than 60, placing them in the “Bad” category. Additionally, 9 students, making up 40,9% of the total, achieved scores within the range of 60-79, classifying as “Average” and only 1 student, representing 4,5% of the group, attained a “Good” score.

b. The Treatment

1) First Treatment

The first treatment was held on April 24th, 2024, right after conducted the pre-test. At this meeting, the researcher reviewed the material about narrative text that they had received from the English teacher. After that, the researcher prepared to play a silent short movie. Before playing the silent movie, the researcher informed the students that they would be watching a narrative video and divided the students into several groups.

The researcher then showed the title and an image from the video entitled “Coin Operated”. Along with this visual aid, the researcher distributed a paper learning sheet to each group. This

sheet contained space for note-taking some important scene from the movie. The researcher emphasized the importance of taking detailed notes, as the notes would be crucial for developing their narrative text. During the movie screening, the researcher asked each group to discuss which parts of the film were the complication, resolution and coda, and asked them to take notes.

Next, the students revisited their notes helped by the researcher. The researcher played the video again, as their prompt to developing the narrative text based on their notes before. In the last activity, the researcher asked the students to perform by narrating their own version of the story. After each performance, the researcher provided constructive feedback and suggestions for improvement. This personalized feedback helped students to refine their storytelling performances and gain confidence in their narrative abilities.

2) Second Treatment

The second treatment was held on May 8th, 2024. In this meeting, the students showed their interest in learning using silent short movie. The researcher played silent short movie entitled “Pip” from YouTube and asked the students to did the same procedure as the previous treatment. after that the researcher gave chance to the students to ask for help if they encountered any difficulties.

c. The Result of Post-test

After utilizing silent movies in the lessons, a post-test was conducted on May 15th, 2024. Students were required to write a narrative text based on the silent movie given. The researcher then assessed the post-test outcomes, focusing on several criteria including content, organization, vocabulary, grammar and mechanics. These results were analyzed and compiled into the following table.

Table 4. 3 The Result of Students' Post-test in Writing Performance at The Tenth Grade of SMA Muhammadiyah 1 Metro

No.	Name	Score	Category
1.	AMH	85	Good
2.	AI	73	Average
3.	ANK	78	Average
4.	AMR	82	Good
5.	ATA	75	Average
6.	EDW	82	Good
7.	FMK	87	Good
8.	FDE	80	Good
9.	FO	77	Average
10.	IS	76	Average
11.	MFA	66	Average
12.	MRS	70	Average
13.	NZ	72	Average
14.	NI	76	Average
15.	NKMS	84	Good
16.	NB	85	Good
17.	RSAP	78	Average
18.	SDS	72	Average
19.	TRZ	76	Average
20.	TW	83	Good
21.	UKD	68	Average
22.	AM	80	Good
Total			1705
Mean Score			77,50

The findings in table 4.7 indicate that the students has significantly improved their writing performances in post-test. This is evident from the students' mean post-test score was 77,5, which is a significant increase from their pre-test scores. This improvement serves as proof that the students made considerable progress due to the treatment they received.

Table 4. 4 Post-test Score Frequency

Category	Range	Frequency	Percentage
Bad	< 60	0	0%
Average	60-79	13	59,1%
Good	80-100	9	40,9%
Total		22	100%

According to the data presented in the table 4.8, out of the total number of students, 13 students, which constitutes 59,1%, scored between 60-79, placing them in the “Average” category. Additionally, 9 students, making up 40,9% of the total, achieved scores within the range of 80-100, classifying as “Good” score.

3. Hypothesis Testing

a. Normality Test

The purpose of normality test is to determine whether the data from both tests follow a normal distribution, which is common assumption for many statistical tests. Data were collected from a sample of students who participated in a writing performances pre-test and post-test. The score were than analyzed to check for normality through SPSS.

Table 4. 5 The Normality Test of Students' Pre-test and Post-test in Writing Narrative Text

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Normality Pretest	,119	22	,200 [*]	,960	22	,480
Normality Post test	,100	22	,200 [*]	,974	22	,801

The Shapiro-Wilk test for normality above indicated that the pre-test scores sig. value was 0,480. Since the value is greater than 0,05, the null hypothesis that the pre-test scores are normally distributed was accepted. Similarly, the post-test scores had a sig. value of 0,801, which also exceeds 0,05, indicating that it was normally distributed.

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

Table 4. 6 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	59,86	22	11,432	2,437
	Post-test	77,50	22	5,780	1,232

The table above presents the results of the paired sample t-test. The data shows that there were 22 students (N=22) who participated in the study. For the pre-test, the mean score was 59,86, with a standard deviation of 11,432, indicating some variability in the students' initial writing performance. After the implementation of the silent movie treatment, the post-test result showed a significant

improvement, with a mean score of 77,50 and a reduced standard deviation of 5,780, suggesting more consistent performance among the students following the treatment.

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

Table 4. 7 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	22	,788	,000

The correlation coefficient (r) between pre-test and post-test was 0.788, indicates a strong positive relationship. This suggests that students who performed well on the pre-test tended to also perform well on the post-test, and those with lower pre-test scores generally showed improvement in their post-test scores.

d. The Paired Test of Pre-test and Post-test

Table 4. 8 Paired Sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test - Post-test	-17,636	7,743	1,651	-21,069	-14,203	-10,683	21	,000

The researcher discovered that in Table 4.12, the paired sample test illustrates that the value of t-count (t_o) was 10,683 with 21 degrees of freedom (df), while the t-table (t_t) for a significance level of 0,05 (5%) with df=21 is 2,080. This means that the t-count value was higher than the t-table value ($10,683 > 2,080$).

Furthermore, the table shows that the significance level (2-tailed) is 0.000, which is smaller than 0,05, the standard significance level. This result indicates that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. The findings confirm that using silent short movie is effective in teaching writing in narrative text at tenth-grade students of SMA Muhammadiyah 1 Metro.

B. Discussion

Before introducing silent movies as a teaching media, the researcher conducted a pre-test to assess the students' narrative writing performance. The students were instructed to compose a narrative text on a given topic. The pre-test results revealed a wide range of scores, with the lowest being 40 and the highest being 80. The average pre-test score was 59,86 and 54,5% of the students scored below 60, indicating significant room for improvement.

Following the pre-test, the researcher implemented the first treatment. The session began with a review of narrative text material previously covered by the English teacher. The researcher then introduced a silent short movie titled "Coin Operated" and divided the students into groups. Each group received a learning sheet for note-taking during the movie. The students were instructed to identify key narrative elements such as orientation, complication, resolution and coda. After watching the movie, the student discussed their notes and the researcher played the movie again to help them develop their narrative text. The session concluded with students performing

their own version of the story, followed by personalized feedback from the researcher. This process was repeated in a second treatment session using a different silent short movie titled “Pip.” The post test conducted also by using different silent short movie titled “Snack Attack,” showed significant improvement with the average score rising to 77,50.

The analysis of the pre-test and post-test scores using the paired sample t-test provides significant insights into the students’ writing performance. According to Nuryadi, Ha accepted if t-count is higher than t-table, vise versa.¹ The paired sample t-test results of this research revealed a t-count value of 10,683 with 21 degrees of freedom, which is significantly higher than the t-table of 2,080 at the 0,05 significance level. Furthermore, the 2-tailed significance value of 0,000, being less than 0,05, indicates a statistically significant improvement in students’ writing scores after treatments. The mean score increased from 59,86 (pre-test) to 77,50 (post-test), reflecting an average improvement of 17.636 points. The significant increase in post-test scores suggests that the implementing of silent short movie as a teaching media was highly effective in enhancing the students’ narrative writing performance.

According to Kasper, silent short movies convey meaning through visual imagery, allowing students to seek deeper for the messages, which in turn promotes the development of their linguistic performances.² These

¹ Nuryadi, et.al, *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 102.

² Kasper, “The Imagery Of Rhetoric: Film And Academic Writing In The Discipline-Based ESL Course,” 52.

findings align with previous research that has demonstrated the effectiveness of multimedia tools in education. Study conducted by Kasper and Singer has shown that visual aids, such as silent short movie, can enhance students understanding and retention of narrative structures, vocabulary and so on.³ The use of silent short movie as a teaching media provides a multi-sensory learning experience that can engage students more deeply than traditional text-based methods alone. Additionally, silent short movie encourage students' to use their imagination and creativity to infer the story, characters and plot, which can enhance their narrative writing performance.

The positive results of this research suggest that incorporating silent short movie into the teaching learning process could be valuable strategy for improving students' writing performances. Educators should consider integrating multimedia resources into their teaching practices to provide diverse learning experiences that cater to different learning styles. Additionally, the success of this intervention highlights the importance of innovative teaching methods in enhancing student engagement and learning outcomes.

While the results are promising, it is important to acknowledge the limitations of this study. The sample size of 22 students is relatively small, which may limit the generalizability of the findings. Future reseach couls involve larger sample sizes and diverse student populations to validate the effectiveness of silent short movies in different educational contexts.

³ Loretta F Kasper and Robert Singer, "Unspoken Content: Silent Film in the ESL Classroom," *Teaching English in the Two-Year College* 29, no. 1 (2001): 16-31.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The study demonstrates that the use of silent short movies is an effective method for improving the narrative writing performances of tenth-grade students at SMA Muhammadiyah 1 Metro. This is affirmed by the result score test that increase from an average of 59,86 to 77,50, highlights the positive impact of this multimedia implementation. Moreover, the strong statistical evidance, with a t-count value of 10,683, which is larger than the t-table value of 2,080 and a significance level of 0,000, supports the rejection of the null hypothesis and acceptance of the alternative hypothesis. Based on the result, it can be concluded that there is a positive and significant effect of silent short movie toward students' writing performance in narrative text at the tenth grade of SMA Muhammadiyah 1 Metro.

B. Suggestions

1. For Teachers

Teachers can integrate silent short movie and multimedia tools into their lessons to create more engaging and interactive learning experiences for students. Additionally, creating activities that encourage student participation and critical thinking based on silent short movies can help enhance understanding and retention of key concept.

2. For Students

Students can actively engage with silent short movie activities by participating in discussions and applying them to their writing. Regular practice in narrative writing using silent short movies as prompts can help improve creativity and storytelling performances.

3. For Further Researchers

Further researchers can conduct research with larger and more diverse samples to explore the effectiveness of using silent short movies in education across different contexts and student populations.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggumulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

Nomor : B-4326/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : IZIN PRASURVEY

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, atas nama :

Nama : WAKHDA FAUZIYAH ASHFIYATI
NPM : [2001051043](#)
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF SILENT SHORT MOVIE
TOWARD STUDENTS WRITING SKILL IN NARRATIVE
TEXT

untuk melakukan prasurvey di SMA MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP [198711022015031004](#)



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591**



STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN

Nomor : 302/KET/IV.4.AU/F/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Ketua Jurusan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Metro, Nomor: B-4326/In.26/J/TL.01/09/2023 tanggal 04 September 2023 perihal : Izin Prasurey

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

NO	NAMA	NPM	PRODI
1	WAKHDA FAUZIYAH ASHFIYATI	2001051043	Pendidikan Bahasa Inggris

ISI KETERANGAN

Bahwa nama tersebut di atas diijinkan melakukan Prasurey dalam rangka salah satu syarat menyelesaikan tugas akhir Skripsi, dengan judul: "THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS WRITING SKILL IN NARRATIVE TEXT."

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.



Dikeluarkan di : Metro
Pada Tanggal : 12 September 2023

Kepala Sekolah,

[Signature]
Drs. Ruslani
NBM : 772 931



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1438/In.28.1/JJTL.00/03/2024
Lampiran : -
Perihal : SURAT **BIMBINGAN SKRIPSI**

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
Rika Dartiara (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **WAKHDA FAUZIYAH ASHFIYATI**
NPM : **2001051043**
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS WRITING SKILL IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO**

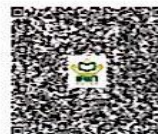
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP [19880308 201503 1 006](https://id.kemendiknas.go.id/198803082015031006)



**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-1530/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1529/In.28/D.1/TL.01/03/2024, tanggal 08 Maret 2024 atas nama saudara:

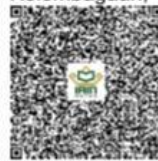
Nama : **WAKHDA FAUZIYAH ASHFIYATI**
NPM : [2001051043](#)
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MUHAMMADIYAH 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS WRITING SKILL IN NARRATIVE TEXT AT TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO".

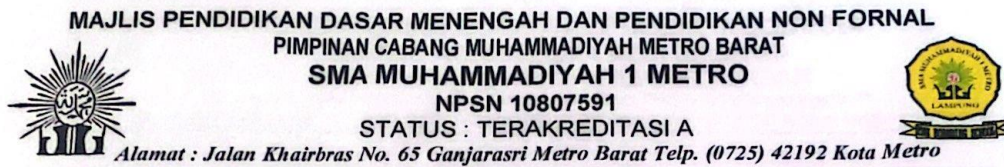
Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP [196705311993032003](#)



MAJLIS PENDIDIKAN DASAR MENENGAH DAN PENDIDIKAN NON FORMAL
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A
Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN

Nomor : 490 /KET/IV.4.AU/F/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Metro, Nomor: B-1530/In.28/D.1/TL.00/03/2024 tanggal 08 Maret 2024 perihal : Izin Research

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

NO	NAMA	NPM	PRODI
1	WAKHDA FAUZIYAH ASHFIYATI	2001051043	Tadris Bahasa Inggris

ISI KETERANGAN

Bahwa nama tersebut di atas diijinkan melakukan Research/Survey dalam rangka salah satu syarat menyelesaikan tugas akhir Skripsi, dengan judul:
"THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS WRITING SKILL IN NARRATIVE TEXT AT TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO."

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.



Dikeluarkan di : Metro
Pada Tanggal : 01 April 2024
Kepala Sekolah,

RUDION, M.Pd.I
NBM : 1029 424



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Normor: B-1529/In.28/D.1/TL.01/03/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WAKHDA FAUZIYAH ASHFIYATI**
NPM : 2001051043
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF SILENT SHORT MOVIE TOWARD STUDENTS WRITING SKILL IN NARRATIVE TEXT AT TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 08 Maret 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wakhda Fauziah Ashfiyati
NPM : 2001051043

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis / 16 Nov 2017		Background of the research - add main idea and supporting idea. - add novelty of your research. - enrich your theory. - Post note. - add indicator of writing.	
	Selasa / 20 Nov 2017		revise assessment of writing - check chapter III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIPN 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wakhda Fauziyah Ashfiyati
NPM : 2001051043

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa / 12 Okt 2013		Acc for seminar. good luck.	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN 2005099101





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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wakhda Fauziyah Ashfiyati
NPM : 2001051043


Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin / 15 Jan 2021		Tambahan ttd guru. Acc AD.	

Mengetahui,
Ketua Program Studi TBI


Dr. Much Demiatu, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing


Rika Dartiara, M.Pd
NIDN 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nama : Wakhda Fauziah Ashfiyati
NPM : 2001051043

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	30/2024 /5		<ul style="list-style-type: none"> - Penyeleksi Deteksi lokasi Yoga and akrobatis Yoga. - Use post tense - charge tense - Research location make one - two paragraph - table 	
	31/2024 /5		<ul style="list-style-type: none"> - perse fone 	



Dosen Pembimbing

Rika Dartiara, M.Pd
NIP. 2015029101



**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

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

Nama : Wakhda Fauziyah Ashfiyati
NPM : 2001051043

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	4/2024 6		elaborate discussion with the theory in chapter II.	
	5/2024 6		Revisi done. See me, soon! feel spirit.	

Mengetahui
Ketua Program Studi TBI

Dr. Much-Demiatur, M.Pd.B.I.
NIP. 198303082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101



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IAIN METRO**

Nama : Wakhda Fauziyah Ashfiyati
NPM : 2001051043

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 10/2014 /6		elaborasi the conclusion with writing Rubric . Acc for munasqsyah. Make PPT and master your Content . good luck !	



Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 205099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-394/ln.28/SU.1/OT.01/05/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : WAKHDA FAUZIYAH ASHFIYATI
NPM : 2001051043
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051043

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Mei 2024
Kepala Perpustakaan



[Handwritten Signature]
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Wakhda Fauziah Ashfiyati
NPM : 2001051043
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2024

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I

NIP. 198803082015031006

WAKHDA FAUZIYAH ASHFIYATI_2001051043_
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Module

IDENTITAS SEKOLAH	Nama penyusun : Wakhda Fauziyah Ashfiyati Institusi : SMA Muhammadiyah 1 Metro Tahun Pelajaran : 2023/2024 Jenjang Sekolah : Sekolah Menengah Atas Kelas : X Alokasi Waktu : 2JP/Pertemuan
CAPAIAN PEMBELAJARAN FASE E	<p>Setelah peserta didik menyelesaikan pembelajaran materi pada Buku Siswa, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di kelas X ini. Peserta didik dapat menggunakan Bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka, atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mendapatkan dan mempelajari suatu informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam Bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
ELEMEN – CAPAIAN	<p>Menyimak – Berbicara</p> <p>Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan</p>

strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan Bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

Membaca – Memirsa

Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Menulis – Mempresentasikan

Peserta didik menulis berbagai jenis teks iksi dan non-iksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja

	umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
TUJUAN PEMBELAJARAN	Memproduksi teks naratif tulis terkait topik dan sesuai dengan konteks dan tujuan yang hendak dicapai.
KONSEP UTAMA PERTANYAAN PEMANTIK	<ol style="list-style-type: none"> 1. Have you read or heard a good story? 2. What makes a good story?
PROFIL PELAJAR PANCASILA	<ol style="list-style-type: none"> 1) Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) Mandiri, 3) Bernalar kritis, 4) Kreatif, 5) Bergotong royong, dan 6) Berkebinekaan global.
KATA KUNCI	Story, Narrative Text
TARGET PESERTA DIDIK	Peserta didik reguler
ASSESMEN	Guru menilai tercapai atau tidaknya tujuan pembelajaran
JENIS ASSESMEN	<ul style="list-style-type: none"> • Assesmen individu • Assesmen Kelompok • Produk Tertulis
MODEL PEMBELAJARAN	Tatap muka
METODE PEMBELAJARAN	<ul style="list-style-type: none"> • Diskusi • Ceramah • Project based learning
SARANA DAN PRASARANA	<ul style="list-style-type: none"> • Whiteboard • Spidol

	<ul style="list-style-type: none"> • Gadget • Laptop • Lembar kerja • Handout Materi • Referensi yang mendukung • Proyektor • PPT • Internet (YouTube)
<p>PERSIAPAN PEMBELAJARAN</p>	<ul style="list-style-type: none"> • Menyiapkan bahan ajar/materi • Menyiapkan alat dan bahan • Menyiapkan rubic penilaian
<p>PELAKSANAAN ASSESMEN</p>	<ul style="list-style-type: none"> • Melakukan penilaian terhadap peserta didik • Mengamati refleksi peserta didik • Proyek tertulis berupa teks naratif
<p>KRITERIA PENILAIAN</p>	<p>Penilaian terhadap hasil proyek didasarkan pada rubic penilaian</p>
<p>REFLEKSI GURU</p>	<ul style="list-style-type: none"> • Apakah kegiatan pembelajaran berhasil? • Berapa persen peserta didik mencapai tujuan? • Kesulitan apa yang dialami guru dan peserta didik?
<p>REFLEKSI PESERTA DIDIK</p>	<ul style="list-style-type: none"> • Bagian mana menurutmu yang paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu? • Bagian mana dari pembelajaran ini yang kamu anggap menyenangkan?

LANGKAH LANGKAH PEMBELAJARAN

Pertemuan 1	<p>Pendahuluan:</p> <ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan posisi dan tempat duduk peserta didik. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran <p>Inti:</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan pemantik kepada siswa. • Guru memberikan kesempatan untuk siswa menjawab. • Guru mengaitkan jawaban siswa dengan tujuan pembelajaran. • Guru menyampaikan materi tentang teks naratif melalui PPT. • Siswa menyimak penjelasan guru tentang definisi, <i>language features, generic structure, etc.</i> serta contoh dari narrative text. • Guru memberikan beberapa pertanyaan terkait materi yang sudah disampaikan kepada siswa. • Guru memberikan masukan dan koreksi kepada siswa. <p>Penutup:</p> <ul style="list-style-type: none"> • Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. • Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses
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	<p>pembelajaran.</p> <ul style="list-style-type: none"> • Mengakhiri pembelajaran dengan doa • Menutup pembelajaran.
Pertemuan 2	<p>Pendahuluan:</p> <ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan posisi dan tempat duduk peserta didik. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran <p>Inti:</p> <ul style="list-style-type: none"> • Guru menyampaikan kepada siswa bahwa mereka akan menonton sebuah video naratif. • Guru memutar <i>silent short movie</i> berjudul “Hope.” • Guru menyampaikan kepada siswa bahwa mereka harus membuat catatan penting terkait <i>silent short movie</i> yang diputar untuk membantu mereka menceritakan kembali film tersebut. • Guru akan sesekali menghentikan film untuk menstimulasi siswa dengan menebak apa yang akan terjadi di dalam film. • Guru membagi siswa kedalam beberapa kelompok dan mendiskusikan jalan cerita dari <i>silent short movie</i>. • Guru memutar kembali <i>silent short movie</i>, kemudian siswa memeriksa kembali hasil kerja mereka dengan bantuan guru.

	<ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk menceritakan kembali <i>silent short movie</i> yang telah diputar berdasarkan hasil kerja kelompok mereka. • Guru memberikan saran dan masukan setelah siswa tampil. <p>Penutup:</p> <ul style="list-style-type: none"> • Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. • Tanya jawab tentang materi yang telah dipelajari dan kesulitan yang dihadapi untuk mengetahui hasil yang dicapai dalam proses pembelajaran. • Mengakhiri pembelajaran dengan doa • Menutup pembelajaran.
<p>Pertemuan 3</p>	<p>Pendahuluan:</p> <ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian posisi dan tempat duduk peserta didik. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran <p>Inti:</p> <ul style="list-style-type: none"> • Guru menyampaikan kepada siswa bahwa mereka akan menonton sebuah video naratif. • Guru memutar <i>silent short movie</i> berjudul “Pip.” • Guru menyampaikan kepada siswa bahwa mereka harus membuat catatan penting terkait <i>silent short movie</i> yang

	<p>diputar untuk membantu mereka menceritakan kembali film tersebut.</p> <ul style="list-style-type: none"> • Guru akan sesekali menghentikan film untuk menstimulasi siswa dengan menebak apa yang akan terjadi di dalam film. • Guru membagi siswa kedalam beberapa kelompok dan mendiskusikan jalan cerita dari <i>silent short movie</i>. • Guru memutar kembali <i>silent short movie</i>, kemudian siswa memeriksa kembali hasil kerja mereka dengan bantuan guru. • Guru meminta setiap kelompok untuk menceritakan kembali <i>silent short movie</i> yang telah diputar berdasarkan hasil kerja kelompok mereka. • Guru memberikan saran dan masukan setelah siswa tampil. <p>Penutup:</p> <ul style="list-style-type: none"> • Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. • Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. • Mengakhiri pembelajaran dengan doa • Menutup pembelajaran.
Pertemuan 4	<p>Pendahuluan:</p> <ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian posisi dan tempat duduk peserta didik. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.

	<ul style="list-style-type: none">• Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.• Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran <p>Inti:</p> <ul style="list-style-type: none">• Guru menyampaikan kepada siswa bahwa mereka akan menonton sebuah video naratif.• Guru memutar <i>silent short movie</i> berjudul “Coin Operated.”• Guru menyampaikan kepada siswa bahwa mereka harus membuat catatan penting terkait <i>silent short movie</i> yang diputar untuk membantu mereka menceritakan kembali film tersebut.• Guru akan sesekali menghentikan film untuk menstimulasi siswa dengan menebak apa yang akan terjadi di dalam film.• Guru membagi siswa kedalam beberapa kelompok dan mendiskusikan jalan cerita dari <i>silent short movie</i>.• Guru memutar kembali <i>silent short movie</i>, kemudian siswa memeriksa kembali hasil kerja mereka dengan bantuan guru.• Guru meminta setiap kelompok untuk menceritakan kembali <i>silent short movie</i> yang telah diputar berdasarkan hasil kerja kelompok mereka.• Guru memberikan saran dan masukan setelah siswa tampil. <p>Penutup:</p> <ul style="list-style-type: none">• Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.• Tanya jawab tentang materi yang telah dipelajari untuk
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	<p>mengetahui hasil yang dicapai dalam proses pembelajaran.</p> <ul style="list-style-type: none"> • Mengakhiri pembelajaran dengan doa • Menutup pembelajaran.
<p>Pertemuan 5</p>	<p>Pendahuluan:</p> <ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian posisi dan tempat duduk peserta didik. • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran <p>Inti:</p> <ul style="list-style-type: none"> • Guru menyampaikan kepada siswa bahwa mereka akan menonton sebuah video naratif. • Guru memutar <i>silent short movie</i> berjudul “Snack Attack.” • Guru menyampaikan kepada siswa bahwa mereka harus membuat catatan penting terkait <i>silent short movie</i> yang diputar untuk membantu mereka menceritakan kembali film tersebut. • Guru akan sesekali menghentikan film untuk menstimulasi siswa dengan menebak apa yang akan terjadi di dalam film. • Guru membagi siswa kedalam beberapa kelompok dan mendiskusikan jalan cerita dari <i>silent short movie</i>. • Guru memutar kembali <i>silent short movie</i>, kemudian

	<p>siswa memeriksa kembali hasil kerja mereka dengan bantuan guru.</p> <ul style="list-style-type: none"> • Guru memberikan lembar kerja post test dan meminta siswa untuk mengerjakan soal sesuai instruksi. • Guru memeriksa hasil kerja siswa. <p>Penutup:</p> <ul style="list-style-type: none"> • Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. • Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. • Mengakhiri pembelajaran dengan doa • Menutup pembelajaran.
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MATERI

Definition / Pengertian

Narrative text adalah teks yang berfungsi untuk menceritakan suatu kejadian yang tidak nyata atau fiksi. Tujuan utama dari teks ini adalah untuk menghibur pembaca dengan urutan kejadian yang saling berkesinambungan. Sebagai karya fiksi, kisah dalam *narrative text* tidak harus menceritakan suatu kisah nyata dan merupakan imajinasi dari penulis.

Structure / Struktur

- **Orientation** (Orientasi) – Bagian ini merupakan bagian atau paragraf pembuka yang bertujuan untuk memperkenalkan karakter dan latar (tempat, waktu, situasi) cerita.
- **Complication** (Komplikasi) – Bagian dimana konflik pada cerita mulai bermunculan
- **Resolution** (Resolusi) – Konflik pada cerita mulai mereda atau terselesaikan.

- **Coda** (Reorientasi) – Bagian yang menceritakan akhir cerita atau dapat juga menceritakan amanat/pesan yang dapat diambil dari cerita tersebut.

Language / Tata Bahasa

- Menggunakan kata/kalimat kerja lampau (**Past Tense**). Contoh: *went, sent, drove, drank*, dll.
- Memiliki keterangan waktu (**Adverb of Time**). Contoh: *once upon a time, one day, yesterday*, dll.
- Menggunakan kata hubung waktu/urutan (**Time Conjunction**). Contoh: *when, then, suddenly, before, after, until*, dll.
- Seringkali menggunakan kata kerja aktif (**Action Verbs**). Contoh: *walked, stayed, drove, went*, dll.
- Seringkali memiliki dialog antar karakter yang menggunakan kalimat langsung (**Direct Speech**). Contoh: “*My name is Tortoise*”.

Types / Jenis-jenis

- **Fable/Fabel** – Cerita yang menggunakan personifikasi binatang untuk menggantikan manusia.
- **Myth/Mitos** – Cerita yang bersumber dari kejadian unik pada masyarakat dan seringkali dianggap sebagai kisah nyata
- **Legends/Legenda** – Cerita rakyat yang menggambarkan asal mula suatu daerah atau tempat.
- **Folk Tale/Cerita Rakyat** – Kisah yang diceritakan turun temurun dan telah menjadi bagian dari masyarakat.
- **Fairy tale/Dongeng** – Mirip dengan cerita rakyat namun kental dengan hal mistis atau magis.

LEMBAR PENILAIAN PRE-TEST

No.	Nama Siswa	Aspek Penilaian					Nilai Akhir
		Content	Organi zation	Vocab ulary	Langu age Use	Mecha nics	
1.	AMH	22	14	15	16	3	70
2.	AI	20	15	13	14	3	65
3.	ANK	13	9	8	11	4	45
4.	AMR	21	14	14	16	3	68
5.	ATA	14	11	10	10	3	50
6.	EDW	23	15	15	16	3	72
7.	FMK	24	15	18	19	4	80
8.	FDE	23	17	15	17	3	75
9.	FO	16	10	13	12	3	55
10.	IS	15	10	10	11	2	48
11.	MFA	13	8	7	10	2	40
12.	MRS	15	10	12	11	3	52
13.	NZ	15	10	14	13	3	57
14.	NI	17	11	15	12	3	58
15.	NKMS	20	16	14	13	4	67
16.	NB	21	15	16	16	3	71
17.	RSAP	15	10	14	13	3	55
18.	SDS	17	9	9	10	3	47
19.	TRZ	16	12	14	10	2	54
20.	TW	24	16	17	15	3	76
21.	UKD	15	11	8	11	3	48
22.	AM	19	14	15	13	3	64
23.							
24.							
25.							

LEMBAR PENILAIAN POST TEST

No.	Nama Siswa	Aspek Penilaian					Nilai Akhir
		Content	Organi zation	Vocab ulary	Langu age Use	Mecha nics	
1.	AMH	28	17	17	18	5	85
2.	AI	23	15	16	15	4	73
3.	ANK	25	15	17	18	3	78
4.	AMR	26	17	18	17	4	82
5.	ATA	24	15	17	15	4	75
6.	EDW	25	15	20	18	4	82
7.	FMK	28	18	17	20	4	87
8.	FDE	26	17	15	19	3	80
9.	FO	23	18	15	17	4	77
10.	IS	24	16	16	15	5	76
11.	MFA	21	14	13	15	3	66
12.	MRS	21	17	14	15	4	70
13.	NZ	22	15	15	17	3	72
14.	NI	24	14	17	17	4	76
15.	NKMS	27	18	15	20	4	84
16.	NB	29	17	16	19	4	85
17.	RSAP	24	17	16	18	3	78
18.	SDS	22	15	15	17	3	72
19.	TRZ	20	16	13	18	5	76
20.	TW	25	18	18	19	3	83
21.	UKD	21	14	15	14	4	68
22.	AM	26	16	18	16	4	80
23.							
24.							
25.							

27.							
28.							
29.							
30.							
31.							
32.							
33.							

A. Content

1. Excellent to very good : 30 - 27
2. Good to average : 26 - 22
3. Fair to poor : 21 - 17
4. Very poor : 16 - 13

B. Organization

1. Excellent to very good : 20 - 18
2. Good to average : 17 - 14
3. Fair to poor : 13 - 10
4. Very poor : 9 - 7

C. Vocabulary

1. Excellent to very good : 20 - 18
2. Good to average : 17 - 14
3. Fair to poor : 13 - 10
4. Very poor : 9 - 7

D. Language Use

1. Excellent to very good : 25 - 22
2. Good to average : 21 - 18
3. Fair to poor : 17 - 11
4. Very poor : 10 - 5

E. Mechanics

1. Excellent to very good : 5
2. Good to average : 4
3. Fair to poor : 3
4. Very poor : 2

Mengetahui,

Guru Bahasa Inggris



Rosya Gusnaida S.Pd
NBM. 1340 147

Metro, 19 Februari 2024

Peneliti



Wakhda Fauziah Ashfiyati
NPM.2001051043

Instrument Test

PRE-TEST INSTRUMENT

Name :

Class :

- a. Aladdin
- b. Snow White
- c. Cinderella
- d. Beauty and The Beast
- e. Rapunzel

- I. Please choose one story and fill in the generic structure table below based on the story you choose! (Pilihlah satu cerita dan isilah tabel *generic structure* di bawah ini berdasarkan cerita yang anda pilih!)

<p>Orientation (the background information about the story)</p>	<p>Time:</p> <p>Place:</p> <p>Characters:</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	
<p>Resolution (it shows how the characters solve the problem or complication)</p>	
<p>Coda (conclusion or moral value of the story)</p>	

POST-TEST INSTRUMENT

Name :

Class :

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

<p>Orientation (the background information about the story)</p>	<p>Time: Place: Characters:</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	
<p>Resolution (it shows how the characters solve the problem or complication)</p>	
<p>Coda (conclusion or moral value of the story)</p>	

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

Documentation of Research







Answer Sheet

PRE-TEST INSTRUMENT

Name : Fitri Oktaviona

Class : X.3

a. Aladdin

d. Beauty and The Beast

b. Snow White

e. Rapunzel

c. Cinderella

- I. Please choose one story and fill in the generic structure table below based on the story you choose! (Pilihlah satu cerita dan isilah tabel *generic structure* di bawah ini berdasarkan cerita yang anda pilih!)

Orientation (the background information about the story)	Time: Once upon a time Place: in a village Characters: Ella, prince, godmother fairy, stepmother and step sisters
Complication (it introduces a problem or conflict that the characters must face and overcome)	One day, a fancy invitation for a royal ball arrived. Ella wanted to go. But her step family forbidden her.
Resolution (it shows how the characters solve the problem or complication)	Suddenly, a fairy appeared, granting Ella's wish to attend the ball.
Coda (conclusion or moral value of the story)	The prince searched the village for the owner of the shoe and found ella. They married and they lived happily ever after.

- II. Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)



Cinderella

Once upon a time, in a bustling village, there lived a young girl named Ella. Ella ^{was} sweet, but her ~~step~~ stepmother and stepsisters ~~were~~ were cruel and made her do all the chores.

One day, a fancy invitation for a royal ball arrived. Ella wanted to go, but her stepfamily ~~forbade~~ forbade her. Suddenly, a fairy appeared, ~~granted~~ granted Ella's wish to attend the ball. At the stroke of midnight, Ella dashed out, leaving behind her shoe. ~~she~~

The prince found it and searched the village, eventually finding Ella. Finally, they married and lived happily ever after.

$$C = 16$$

$$O = 11$$

$$V = 14$$

$$L = 12$$

$$M = 2$$

$$\hline 55$$

PRE-TEST INSTRUMENT

Name : Nadia Istitho'ah

Class : X-3

- a. Aladdin
- b. Snow White
- c. Cinderella

- d. Beauty and The Beast
- e. Rapunzel

- I. Please choose one story and fill in the generic structure table below based on the story you choose! (Pilihlah satu cerita dan isilah tabel *generic structure* di bawah ini berdasarkan cerita yang anda pilih!)

Orientation (the background information about the story)	<p>Time: once upon a time</p> <p>Place: in a small France village, castle</p> <p>Characters: Belle, Maurice, Beast</p>
Complication (it introduces a problem or conflict that the characters must face and overcome)	Maurice gets lost and imprisoned by a beast in a enchanted castle. Belle takes his place as the beast's prisoner.
Resolution (it shows how the characters solve the problem or complication)	Belle and the beast fall in love. Belle's love breaks the curse, turning the beast back into a prince.
Coda (conclusion or moral value of the story)	Belle and the prince celebrate their new life together, bringing joy and harmony to the castle and the village.

- II. Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

Beauty and The Beast

Once upon a time, Belle lived in a small French village with her father, Maurice. She loves books and dreams of adventure. One day, Maurice got lost and imprisoned by a Beast in an enchanted castle. Belle takes his place as the Beast's prisoner.

As time ~~flies~~ ^{passed}, Belle and the Beast ~~fall~~ ^{took} fall in love. Belle's love breaks the curse, turning the Beast back into a prince. Finally, Belle and the prince celebrated their new life together, bringing joy and harmony to the castle and the village.

C: 17

O: 11

V: 15

W: 12

M: 3

58

POST-TEST INSTRUMENT

Name : Isnaini faturrahma, Tri wulan Dai, Nur Baii, Adza Mauida Hidayat
 Class : X3

Please watch the silent short movie carefully and and fill in the generic structure table below based on the silent short movie. Good luck!

Orientation (the background information about the story)	Time: Once upon a time Place: Urban Characters: mother, little boy/old man
Complication (it introduces a problem or conflict that the characters must face and overcome)	When he was little he wanted to ride a toy rocket, but he didn't have enough coins.
Resolution (it shows how the characters solve the problem or complication)	Finally he decided to sell lemon juice until he was old so he could have enough coins to ride a rocket into space.
Coda (conclusion or moral value of the story)	We have to work hard to get what we want

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

One day, there was a boy and his mother who were walking. then the child saw a toy rocket, he played with the rocket and hoped it would fly to the moon. he was short of coins, and finally decided to sell the lemons until they were old. After he had enough coins, he climbed the rocket toy at his old age, and finally fly into space.

POST-TEST INSTRUMENT

Name : Alin Istiqamah, Sheryl Dya Safitri, Fitri Oktaviana, Nadia Isti'ah, Azka Taqya A,
Class : X.3

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

<p>Orientation (the background information about the story)</p>	<p>Time: One day Place: side of the city road and lemon shop Characters: The boy and his mother</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	<p>When he wanted to fulfill his dream of going out into space he saw a toy rocket for which he paid around 5 coins, but when he tried it he couldn't reach into space but also he has no money</p>
<p>Resolution (it shows how the characters solve the problem or complication)</p>	<p>So he decided to open a lemon drink shop, so he could collect lost of coins, and he could ride a rocket out of space</p>
<p>Coda (conclusion or moral value of the story)</p>	<p>Every Effort will not betray the result</p>

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

POST-TEST INSTRUMENT

Name : Azka Tadya Aini, Fimi Oktavia, Nodia Ishtoh, Slerly Nya, Alin Ishqamrah
 Class : X₃

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

<p>Orientation (the background information about the story)</p>	<p>Time: One day Place: Cemine University Characters: pip, coach, judges (guy), blind woman</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	<p>He does not have enough height when learned to take food and when guided the trainer in walked practice he closes his eyes, so he lose hope of becoming a guide dog for blind people with disabilities</p>
<p>Resolution (it shows how the characters solve the problem or complication)</p>	<p>But when he lost hope, he saw a blind woman lost in the middle of a construction road, the dog guided the woman to a safe place, his actions were watched by trainers and judges until he received an award</p>
<p>Coda (conclusion or moral value of the story)</p>	<p>Never stop trying and helped someone in need.</p>

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

POST-TEST INSTRUMENT

Name : Adzra Maulida H, Nurbaiti, Tri Wulandari, Isnaini Faturahma

Class : X.3

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

<p>Orientation (the background information about the story)</p>	<p>Time: one day Place: Canine university Characters: dog, dog trainer, test jury</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	<p>the dog that was trained was too short so he failed his first test and was thrown out of dog school and he cried</p>
<p>Resolution (it shows how the characters solve the problem or complication)</p>	<p>Finally he saw a blind woman who was almost run over by a construction truck, and he immediately helped her across the building site and was seen directly by the dog trainer.</p>
<p>Coda (conclusion or moral value of the story)</p>	<p>Never stop doing good to anyone, even though you have failed.</p>

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

POST-TEST INSTRUMENT

Name : Nadia Istikhroh

Class : X-3

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

<p>Orientation (the background information about the story)</p>	<p>Time: once upon a time Place: on a bench Characters: an elderly woman and the boy</p>
<p>Complication (it introduces a problem or conflict that the characters must face and overcome)</p>	<p>She started eating her cookies and noticed the boy taking some too. Anger flared within her, but she choose to remain calm, eating the cookies more quickly. The boy continued taking cookies, seemingly unaware of her irritation.</p>
<p>Resolution (it shows how the characters solve the problem or complication)</p>	<p>When only one cookies was left, he broke it in half and offered her a piece with a smile. As her train arrived, she stood and discovered her own unopened packet of cookies in his bag. She realized she had been eating his cookies.</p>
<p>Coda (conclusion or moral value of the story)</p>	<p>She grateful for the lesson in patience and humility.</p>

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)

Snack Attack

An elderly woman, with some time before her train, ^{bought} bought a packet of cookies, and found a seat on a bench. She watched the bustling station with a serene expression. Soon, a teenage boy, lost in his music, sat beside her. She started eating her cookies and noticed the boy taking some too. Anger flared within her, but she chose to remain calm, eating the cookies more quietly. The boy continued taking cookies, seemingly unaware of her irritation. When only one cookie was left, he broke it in half and offered her a piece with a smile. As her train ^{trick} arrived, she stood and discovered her own unopened packet of cookies in ^{his} her bag. She realized she had been eating his cookies. She boarded the train, grateful for the unexpected lesson in patience and humility.

$$C = 24$$

$$O = 14$$

$$V = 17$$

$$W = 19$$

$$M = 4$$

$$76$$

POST-TEST INSTRUMENT

Name : Fitri Oktaviana

Class : X.3

Please watch the silent short movie carefully and fill in the generic structure table below based on the silent short movie. Good luck!

Orientation (the background information about the story)	Time: one day Place: In a bustling train station Characters: an elderly woman and a boy
Complication (it introduces a problem or conflict that the characters must face and overcome)	The boy began helping himself to her cookies, she was shocked to see the boy also eat those cookies. She was shocked and felt disrespected but didn't confront him directly.
Resolution (it shows how the characters solve the problem or complication)	With only one cookie left, the boy offered her half of it.
Coda (conclusion or moral value of the story)	Later, on the train the woman found her own cookies.

Please make up a narrative text based on the information you have written in the table above! (buatlah teks naratif berdasarkan informasi yang telah anda tulis dalam tabel di atas!)



Snack attack

In a bustling train station, an elderly woman treated herself to cookies while waiting for her train. She sat down on a bench next to a teenage boy who ~~is~~ ^{was} busy listening to music through his headphones.

The boy began helping himself to her cookies, she was shocked to see the boy also eat those cookies. She was shocked and felt disrespected but didn't confront him directly.

With only one cookie left, the boy offered her half of it, ~~the~~ breaking the tension with a gesture of unexpected kindness. Later, on the train the woman found her own untouched ~~pack~~ ^{of} cookies, realizing she had misunderstood the situation. This experience ^{taught} ~~teach~~ her the importance of empathy and don't judge a book by its cover.

C: 23
 O: 18
 V: 15
 Lu: 17
 M: 4
 ————
 77

Critical values of t for two-tailed tests

Significance level (α)

Degrees of freedom (df)	.2	.15	.1	.05	.025	.01	.005	.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	2.807	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291

CURRICULUM VITAE



Wakhda Fauziah Ashfiyati was born on September 27, 2001, in Seputih Surabaya, Central Lampung. She completed her primary education at SD Negeri 1 Pasiran Jaya from 2007 to 2012, followed by her middle school education at SMP Negeri 1 Dente Teladas from 2013 to 2016. She then attended SMA Muhammadiyah 1 Metro for her high school education from 2016 to 2019. In 2020, Wakhda enrolled in the English Education Department at IAIN Metro Lampung through the UM-PTKIN selection pathway, embarking on her journey to become a proficient English Educator.