

THESIS

**THE EFFECTIVENESS OF USING VIDEO CLIP IN TEACHING
WRITING SKILL AT THE SURVIVAL STUDENTS AZIZY COURSE IN
AL AZIZIYAH DORMITORY AT PONDOK PESANTREN
DARUSSALAM BANYUWANGI IN ACADEMIC YEAR 2019/2020**



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**ENGLISH EDUCATION DEPARTMENT
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ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

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THESIS

Presented to the Faculty of Education and Teacher Training in a Partical
Fulfillment of the Requirement for the Degree of Strata 1
in English Education Departement

BY :

**ANA LAILATUL HILMIAH
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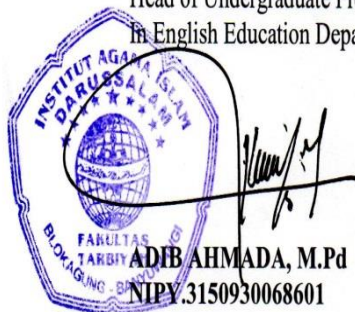
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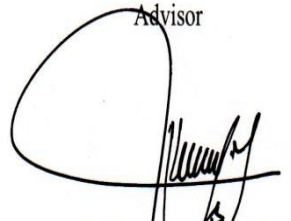
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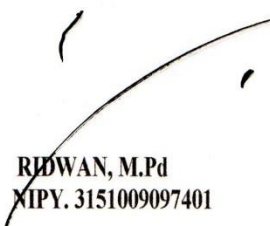
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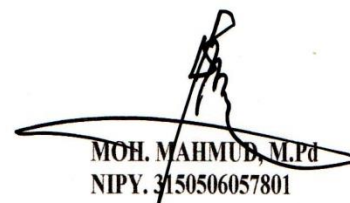
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MOTTO

“If you can't explain simply, you don't understand it well enough”.

(Albert Einstein)

DEDICATION

Praise the presence of Allah swt who has given grace, taufiq and guidance to us, this thesis I offer to:

1. My beloved wonderful, my light in this life my parent Saiful Kahfi and Istiqomah for patiently loving, praying, motivating, supporting, advising and guiding, everlasting.
2. My beloved sister always keeps your spirit and always teaches everything.
3. All of my big family, thank you so much for everything
4. My friends in my room Al Misfalah also gives spirit, and know my situations.
5. Oma wardah we always worked this thesis and other administrations together, until you slept in my room and we eat gorengan every night.
6. All my friends in arms English Tadris 2016 full of struggle working on thesis, and thanks for supporting, cheering up, disturbing, laugh, and motivating.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
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Declator,



ANA LAILATUL HILMIAH

ABSTRACT

Hilmiah, A.L. 2019. The effectiveness of Using Video Clip in Teaching Writing Skill at Azizy Course Students of Al Aziziyah Dormitory in Academic Year 2019/2020.

Key word: video clips, writing skill

The researcher is interested to conduct this research because using video clips as media for teaching writing skill is more effective in helping students to writing and fasted understand about the material of writing. Therefore, the problem in this research is “Do the students of Azizy Course have better writing achievement after being thought by using video clip as media?”

This research used an experimental research exactly Pre-experimental. The sample of the research was Azizy Course students’ of Al Aziziyah Dormitory in academic year 2019/2020. The total number of the students is 30 students. In order to get the data, the researcher used pre-test and post-test. Pre-test was given by students before treatment, and post-test was given by students after treatment. In analyzing the data, the researcher gives test to the students. Second steps, the researcher corrects the students answer papers and giving score. After getting the score, the researcher analyses them.

Based on the data analysis of the research are follow: (1) the students’ writing before taught by video clips as media is fair, (2) the students’ writing after taught by video clips as media is good, (3) there is significant different of the students’ writing of Azizy Course students in Al Aziziyah Dormitory in academic year 2019/2020 before and after being taught by using video clips as media for teaching writing skill.

So the researcher conclude that, teaching writing skill using video clips as media is effective in increase the writing skill , based on the result of data analysis in this study. This can be seen from the significant value (2-tailed) less than 0.05 (95% confidence interval) that is 0.00. This indicated that the results of the analysis are significant.


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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “skripsi” after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, the last of his messenger, The researcher would like appreciation are addressed to:

1. H. Ahmad Munib Syafa'at , Lc., M.E.I. The Rector of Islamic Institut of Darussalam .
2. Siti Aimah, S.Pd. I., M.Si. Dean of Faculty of Education and Teacher Training.
3. Adib Ahmada, M.Pd. Head of Undergraduate program in english education department, and also my advisor who has given me sincere advise and available
4. All family and freands who have supported my spirit and have helped me to finish this thesis.

The researcher does expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin

Banyuwangi, 25th july 2020



The Writer

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CHAPTER I

INTRODUCTION

This chapter gives a brief description of the whole content of the research background, research problem, research objective, hypothesis formulation, assumption, Limitation of the study, significant of the study, and definition of the Key Terms.

1.1 Background of study

English as a foreign language in Indonesia plays an important role in many aspects of life like educations, economy, lifestyle, etc. Related to the problem in teaching English, Indonesia it self-introduces English since in elementary school as a local content. English competence becomes a compulsory subject in Junior High School, Senior High School and University (Riyanto, 2015:6).

In English there are four skills: listening, speaking, reading, and writing (Oxford, 1990:2).The function of English subject also stated indecision of the Director General of Primary and Secondary Education Management of the National Education Department 2003:15,

“Bahasa Inggris dan Bahasa Asing lain, berfungsi sebagai alat untuk berkomunikasi dalam rangka mengakses dan bertukar informasi secara global untuk membina hubungan interpersonal, dan meningkatkan wawasan tentang budaya bangsa asing (wawasan internasional)”.

Its means that English language and foreign languages, functions as a tool to communicate in the globally.

According to Hartoyo (2009:45) one of important skill in the education of English is writing, writing is one of the abilities in English that must be improved, especially writing academically because writing needs complex skills such as the creation of ideas, variations of vocabulary and also the use of good and correct grammar. Handoyo (2006: 1) states that writing is not only a means of communication, but also as a media of learning, thinking, and also generating ideas. Therefore, writing can be used as a means to express all inspiration in various forms, such as stories, even though various difficulties are encountered in writing, especially writing in the context of English. This is because most students lack vocabulary it is difficult to produce ideas in writing and are less able to string words in good and correct English grammar. Khoii (2011) revealed that the difficulties faced by students not only in terms of generating ideas in writing but also in terms of placing these ideas in the text or writing that is worth for reading. Therefore, a teacher should be able to increase students' interest in writing by using various methods, so students are able to produce a good writing or essay.

Harmer (2007: 79) explains that the ability to write is not something that is carried from birth, but an ability that must be learned and practiced. In the process, many components can support writing activities to be successful such as the environment, friends, family, teachers and the media used. Therefore, because writing is one of the subjects that must be studied at the school or university level, a teacher should be able to increase student interest in writing by using various methods, so students are able to produce a high-value writing or essay.

Besides that, teaching writing using media is very important to build an atmosphere of effective, interesting and fun learning space. As stated by Whitaker (2011:34),

“It is necessary for the teachers to select instructional media to provide the students the opportunity to learn through verbal and visual methods by optimizing the facilities available in the school.”

Therefore, optimizing educational facilities in the learning area is also very important to support students in achieving learning objectives.

The researcher take writing skills because writing an English text is more complex and difficult to learn for Junior High School students, it is not as easy as writing in their native language. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. As a result, their scores in writing are not as good as other skills (Widi, 2010: 11).

In this case, video is one of the media that can be used in the process of learning English. Rammal (2012) states that video is an effective tool that can be used for learning English, both for adolescent and adult students. In this case, a teacher / educator can use video clip media to improve the ability of students to write narrative texts because the media provides many benefits for both the instructor and the students themselves. For teachers, video clips are easy to obtain and are affordable and easy to apply in the teaching and learning process. While the benefits for students, by using video clip media can increase curiosity about the story of the video clips that are displayed, so that it attracts their interest in writing narrative essays.

As Gorbman (1998)

“States that the setting of music to a movie can influence our perception of narrative's character and mood and, therefore, fulfill the function of adding to the narration.”

Furthermore, by using video clips, students can increase their imagination so that they are able to come up with good ideas to produce great essays (Brown, 1997:25). As it is known when writing a narrative essay, ideas are very important in producing stories that are interesting and have wide meaning. If the narrative essay is lacking and less in ideas, it is certain that the results of the writing will not be maximized (Meyers, 2005:45). Therefore, as mentioned above, each component plays an important role in supporting students to improve their writing skills.

According to Ortrun Zuber Skerritt (2006:25), by using video clips as teaching media, the teaching learning process will be more interesting for the students. Before the students try to write a narrative text based on the video clips, they can listen to the song and enjoy the moving pictures in the video clips. Interesting English song, music, and story in the video clips will stimulate them to start enjoying writing English text especially in writing narrative text.

The lyrics and the interesting moving pictures can help students to explore and get the ideas of what they want to write. In other words, the students will use video clips as sources for students to write narrative text.

But in dealing with this course, there is a problem faced by researcher. Therefore, researcher tries to use the methods that can effect the writing skill of members. The obstacles When the researcher was trying to apply the method to

increase member's narrative there were some problems that are not done yet, as like first, they thought English is difficult. That bad thought influence the intention of the members so much, so if the members had that thought it will be so difficult to increase their writing skill.

Second, they lack of the vocabularies that they studied will make them difficult in making narrations and will make them not confident. From the reasons above can be concluded that the first problem can be resolved by using an interesting method and the second problem will make the members memorized easier and multiplied the vocabularies by using an interesting method, the point is by using an interesting method of using video clip we hope it is the solution to increase the writing skill and to multiply the vocabularies of the members.

There was a research about improving writing skill using video. It was conducted by Tristy (2010) in her final project entitled Improving Students' Writing Skill in Writing Report Text with All about Animal VCD. She concluded that teaching report text through watching animal VCD was an attractive technique. The students could enjoy their English class more than before. They were able to write down their report text according to what they had watched and she take population on SMA NEGERI 1 TEGALKLOPO KEDIRI. If the research which was done by Tristy used animal VCD, the researcher will use video clips with song, music and story to teaching writing skills of narrative texts and the researcher will use video clip from Katy Perry entitled Roar.

The second researcher conducts about improving speaking skill with audio-visual. It was from Shafa Akmal (2019:2) in her final project The Use of Audio-Visual Media in Speaking Ability of English Speaking Club Students at Stmik Royal Kisaran. In this study there are some similarities found in research belonging to Safa Akmal (2019), Apply audio visual media to apply the learning and the hypothesis about. The difference between this study and Akmal Safa is the skill, this study use writing, differences in terms of the place.

The third researcher conducts about improving writing skill with animation video. It was from Ayres (2017) in her final project entitled Improving Students' Writing Skill in writing narrative text with All about Animation video. She concluded that teaching narrative text through watching animation video was effective technique. The students were enjoying their English class more than before. If the research which was done by Ayres (2017) used animation video, the researcher will use video clips with song, music and story to teaching writing skills of narrative texts. The researcher will use video clip from Katy Perry entitled Roar.

In this study the researcher will take Azizy Course students of Al Aziziyah Dormitory. Al Aziziyah Dormitory is one of excellent program of SMP PLUS DARUSSALAM, the location in Blokagung Karangdoro Tegalsari Banyuwangi. The subject of this research is 15 students.

Based on experts opinions in background of the study and the result of research in previous study. So the researcher conduct this research using video clip under the title "The Effectiveness of Using Video Clip in Teaching Writing Skill at Azizy Course Students of Al Aziziyah Dormitory"

1.2 Research Problem

Based on the background mentioned above, the writer conducts a study concerning the video clip in teaching writing at Azizy Course. The main problem of this research can be formulated into specific problems as stated below: Do the students of Azizy Course have better writing achievement after being taught by using video clip as media?

1.3 Research Objective

The objective of the study is to know that the students of Azizy Course have better writing achievement after being taught by using video clip as media.

1.4 Hypothesis Formulation

Based on experts opinions in background of the study and the result of research in previous study, the researcher can conclude this hypothesis:

“Students of Azizy Course who have been taught by using video clip as media significantly achieve higher rating score.

1.5 Limitation of the study

The study will focus on the effectiveness of using video clip in teaching writing of narrative text at the Azizy Course students of Al Aziziyah Dormitory in academic year 2019/2020.

1.6 Significance of study

1.6.1 Practical benefits

First, for the students, it may motivate students to increase their writing class, so that they will have a good skill and knowledge in writing narrative text. Besides, the students are more interested when teacher uses video as

teaching media on writing skill. Second, for the teachers, they can use the result of this study as a new media if they want to increase their students in teaching narrative text writing.

1.6.2 Theoretical benefits

This research enriches the studies on writing narrative text using video clip. It can also be new reference to other researchers for final project in the future.

1.7 Definition of Key Terms

1. Video clip as media means media to teach writing narrative texts to the students, the researcher will use video clip from Katy Perry entitled Roar.
2. Writing skill means the activity in teaching learning process in which the students are able to express their idea, thought, opinion, and feeling and recognize them in simple sentence based on the media given by the teacher and compose them into text.

CHAPTER II

LITERATURE OF RELATED REVIEW

In this chapter, the researcher would like to discuss some theories related to the research. They are theoretical review. In the theoretical review, the writer presents the definition, and the characteristic of narrative text.

2.1 Definition

2.1.1 Writing

Olshtain (2001: 207) states that writing is a communication activity that needs support and motivation during learning. This is because writing is a complex activity which contains several steps of adjustment (Chen, 2002: 101). Oshima and Hogue (1997: 2) add that:

"Writing is an ongoing activity where when someone writes, it is the result of his thoughts about what is being expressed and how to express it. After completing the writing, of course he must re-read what was written and improve what was needed. Therefore, writing is not an easy thing, but a gradual process. "

Some other experts such as Byrne (1984: 1) state that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. It is clear that writing is an activity that requires special skill so that it can produce a quality essay.

Akhdiah (1996: 3) states that writing is an activity of delivering messages by using language as the medium. Message is the content or content contained in the text. Writing is a system of communication between people using symbols or language symbols that have been agreed

upon by the user, in written communication there are four elements involved in it, including: (1) the writer as the sender of the message, (2) the message or content of the writing, (3) the channel or medium, (4) the reader as the recipient of the message (Richard, 2001:15)

In terms of objectives, the general purpose of writing is to communicate thoughts and feelings through the written language developed in a paragraph. Before starting to write, one must first determine the purpose of his writing. As Carino (1991: 34) states that the purpose of writing must be clear which is shown through the process of writing itself because it can affect the way a person writes.

D'Angelo (1980: 176) explains that each article has a variety of purposes including informing or instructing, persuading or influencing, entertaining or pleasing the reader. With the existence of a variety of objectives in a paper, readers are expected to be interested in the information presented and can make useful contributions for the writers themselves. Other experts such as Fowler and Aaron (2006: 14) classify writing goals as follows: a) to entertain the reader, b) express feelings or ideas, c) explain something to the reader, and d) influence the reader to accept ideas or ideas that submitted by the author.

The same thing about the above is also explained by Raimes (1983: 95), that the purpose of writing is to communicate with readers by exploring ideas without the pressure to communicate face-to-face so as to create

beautiful communication. To build a good communication or interaction is not easy, because it requires various components that support each other.

From some definitions of writing above, the researcher able to conclude that writing is not as simple as putting or making letters on a paper or other media. Writing needs a process from planning until presenting the text. By doing writing, someone is able to express her/his thoughts, organize them into logical order, and share them to otherpeople.

2.1.2 Writing process and types of writing

There are several methods that vary in the process of producing a good and correct writing. According to Stone (1995: 232), the process of writing is learning how to write by getting used to writing. This is in accordance with the definition of writing as expressed by experts previously that writing was a complex activity that needed a series of preparations to get good writing results. Without getting used to writing, it is impossible for a writer to be able to create an imaginative essay with high artistic value.

The following are some writing processes:

- 1. Pre-writing**, is the first step in starting a writing by writing any ideas on a piece of paper, although there are still many mistakes. Douglas (2008: 1) explains that pre-writing is a way to start a writing consisting of an idea and how to organize it.
- 2. Setting ideas**, after writing down a few ideas on a piece of paper, the next is how to arrange these ideas so that they become an interconnected essay. As Oshima and Hogue (1997: 20) emphasize to sort ideas first before

composing writing where the ideas become a reference in making a good and correct essay. This is very necessary especially for novice writers.

3. Draft writing, Meyers (2005: 6) suggests several steps in making a draft as follows: a) start the idea first, b) write quickly by hand or by using a computer, c) use only one side of the paper, d) type using a space of 2 spaces to make changes if needed, and e) save the written results that have been written every 5 or 10 minutes into the computer.

4. Improvements to the draft, is a very important step, especially for those who write in foreign languages.

Meyers (2005: 7) suggests several tips that can be used to improve the draft, including: (a) Make notes in the margins or write new material on separate sheets of paper (b) Circle the word that is misspelled and change it later (c) Tape and staple additions where it is necessary (d) On the computer, use the cut and paste bottom or insert command to move things around (d) Print out a double space copy for revisions: slow down and revise by pencil.

In terms of the types of writing, Gerot and Wignell (1994) group text into 2 (two) parts, namely essays in the form of stories and facts, where the story consists of: (a) Narrative: To tell a story as a means of making scratch of events and happenings in the world, it can be both entertaining and informing (b) New story: To inform the reader of the event of the day that is considered verbosely or news important (c) Exemplum: To deal with an incident that is in some respect out of the usual, point to some general value in the cultural context (d) Recount: To reconstruct past experiences by retelling events and

incidents in the order in which they have occurred (e) Anecdote: To share with others an account of an unusual or amusing incident (f) Spoof: To retell an event with humorous twist.

While essays in the form of facts consist of: (a) Procedure: To show how something can be accomplished through a series of types or actions to be taken (b) Explanation: To explain why things are as they are or how things work (c) Report: To present factual information about a class of things and then describe their characteristics (d) Exposition: To advance or justify an argument or put forward a particular point of view (e) Discussion: To present factual information and opinions about more than one side of an issue. It may be a recommendation based on the evidence presented (f) Review: To critique a network or an event for a public audience (g) New item: To inform the reader of the event of the day that is considered news worthy or important (h) Commentary: To explain the processes involved in the information (evaluation) of a social cultural phenomenon or through a natural phenomenon.

The entire type of text or essay above can be used by students in writing so as to create a written essay varies. In writing, of course, students must pay attention to the rules of language, especially English, to obtain correct and appropriate written results. Students' ability to pronounce vocabulary pronunciation correctly also affects writing skills.

Richards and Renandya (2006: 303) state that a writer must pay attention to the highest level of writing ability such as planning and organizing ideas, as well as the lowest level of writing ability such as the accuracy of writing words, vocabulary choices and punctuation. Both of these are increasingly

difficult to apply if the vocabulary pronunciation ability is very low. In other words students must master the level of writing from the lowest to the highest, so they are able to produce writing that is interesting and worth reading.

2.1.3 Writing Assessment Models

In relation to the assessment method, Brown (2007) outlines there are three main ways in writing evaluation namely:

1. Holistically (holistic scoring),
2. Analytic scoring method, and
3. Triat based scoring method.

But he proposes essentially that there are two main methods of valuing a writing commonly used by assessors, namely analytic and holistic methods.

Glass (2005) outlines five components that must be assessed in a paper. The five components are: (a) ideas or contents (b) organization (c) word choice (d) sentence fluency, and (e) conventions.

In addition, each weight has a gradation and quality rating or category such as *excellent to very good*, *good to average*, *fair to poor*, and *inadequate*. Heaton (1989) also assessed the five components of writing in terms, (a) fill (b) organization (c) vocabulary (d) grammar, and (e) mechanical.

The five components are given a maximum value of 30 each for content, 20 for organization, vocabulary 20, grammar 25, and mechanics 5. The difference in the maximum score for each aspect or component of writing depends on the weight, role, and contribution in writing as a whole.

Writing Evaluation Model According to Brown:

1. Assessment Components: Contents

Description: Thesis statement, related ideas, ideas development through experience, illustrations, facts, opinions; use of description, cause and effect, comparison and consistency of focus.

Rating Scale: 0-24

2. Assessment Component: Organization

Description: Effectiveness of introduction, logical and chronological order of ideas, concordance and conclusions.

Rating Scale: 0 – 20

3. Component Assessment: Syntax

Description: How words are arranged into sentences.

Rating Scale: 0 – 12

4. Components of the Assessment: Vocabulary

Description: Selection of the right words to develop and show ideas.

Rating Scale: 0 – 12

5. Assessment Components: Mechanical

Description: Spelling, punctuation, reference citation if any, neatness and appearance or appearance

Rating Scale: 0 - 12

Writing evaluation model According to Heaton:

1. Assessment Components: Contents

Description: Ideas, topics or themes, focus, facts and written illustrations.

Scale of Score: 30 - 27

Category: Perfect to very good

Criteria: Substantial knowledge acquisition

Score Scale: 26-22

Category: Good to average

Criteria: Mastery of some adequate knowledge of substance.

Scale of Scores: 21-17

Category: Fair to weak / lacking

Criteria: Mastery of limited knowledge about a topic or content

Scale of Scores: 16-13

Category: Very poor or weak

Criteria: Mastery of knowledge about the topic and substance is very lacking.

2. Assessment Component: Organization

Description: Physical structure, or rhetorical structure, chronological order, coherence, conclusion and writing layout.

Scaling Scale: 20-18

Category: Perfect to very good

Criteria: Disclosure of ideas clearly and smoothly written down

Scale of Scores: 17-14

Category: Good to average

Criteria: Somewhat unorganized but the main idea remains focused

Scale of Score: 13 - 10

Category: Fair to weak / lacking

Criteria: Not smooth or sometimes ideas are confusing and tend to be disconnected

Scale of Score: 9 - 7

Category: Very poor or weak

Criteria: Ideas are not communicated and are meaningless and not organized

3. Assessment Components: Vocabulary

Description: Substance of vocabulary, choice of words, and registers.

Scaling Scale: 20-18

Category: Perfect to very good

Criteria: The use and selection of words / idioms / phrases are appropriate, appropriate and effective

Scale of Scores: 17-14

Category: Good to average

Criteria: Occasional errors occur in the form of words / phrases / idioms, choice of words and their use but do not affect meaning essentially

Scale of Score: 13 - 10

Category: Fair to weak / lacking

Criteria: Frequent forms of words / phrases / idioms and choice of words and their use occur

Scale of Score: 9 - 7

Category: Very poor or weak

Criteria: In principle tend to be translating and inadequate choice of words and their use.

4. Component Assessment: Grammar

Description: Variation and types of sentences, efficiency and effectiveness.

Scale of Score: 25-22

Category: Perfect to very good

Criteria: Correct and effective use of complex sentences

Scale of Scores: 21-19

Category: Good to average

Criteria: Effective use but the construction tends to be simple

Scale of Score: 18-11

Category: Fair to weak / lacking

Criteria: There are many problems in sentence construction

Scale of Score: 10 - 5

Category: Very poor or weak

Criteria: The use of sentence construction is completely inappropriate

5. Assessment Components: Mechanical

Description: Spelling, punctuation, reference citation, convention, cleanliness and neatness.

Scale of Score: 5

Category: Perfect to very good

Criteria: Excellent convention of writing, spelling and punctuation, and capitalization

Score Scale: 4

Category: Good to average

Criteria: Sometimes errors occur in the use of writing conventions, spelling and punctuation and capitalization

Score Scale: 3

Category: Fair to weak / lacking

Criteria: Errors in writing, spelling and punctuation and capitalization conventions often occur

Scaling Scale: 2

Category: Very poor or weak

Criteria: There is no mastery of writing conventions, and many errors in spelling and punctuation and capitalization

2.1.4 Narrative

Narrative texts have various definitions which are essentially texts that relate to stories that consist of a series of events followed by various characters that play a role in it. The word narrative comes from the Latin word *narre* which means to be known or known, to convey information, learning media about the world (Slávka, 2009: 1). While Polkinghorne (1991: 136) claims that narratives are cognitive processes that refer to temporary events that are part of the plot and the structure of the narrative is used to arrange these events into the form of stories.

Furthermore, Hutchinson (2005: 10) also added that narrative is a fictional and non-fictional continuous story that is usually told in the chronological form of events. The core of the narrative concept is the composition in the form of stories obtained from observations of events that

occur daily as well as stories originating from stories in cyberspace. Besides the narrative text is an interesting story that aims to entertain and provide information to the reader in a fun way.

Anderson (1997: 14) states that a good narrative essay should be able to illustrate: a) how the character of the performer (experience), b) where the event takes place (place), and c) how the event occurs (action / event). Thus it can be concluded that the concept of narrative is a story-shaped composition that describes the whole action in an event in a systematic and sequential manner so that it is interesting to read. Many students like reading narrative texts because it can entertain them through the story for examples, Cinderella, Alice in the Wonderland, Peterpan, Timun Emas, Tangkuban Perahu, Snow White, Legend of Tarzan etc.

2.1.5 The elements of narrative text

There are many kind of text that also has different elements among them. There are four elements that go into narrative text: point of view, characters, action (or conflict), and dialogue. Here are the descriptions of each element (Ploeger, 1999:261-262).

a. Point of view

This point of view is used the decided the right point of view to us. Point of view can be first person (I), second person (you), or third person (he/she/they/it). For most personal narrative, the first person point of view is used. This point of view distances the reader from the story, as if the reader is watching the story from the bleachers with the rest of the audience.

b. Characters

All stories have characters. Narrative use real people in real conflicts, with real feelings, needs, and fears. These details are used to make the story more real and exciting for the reader.

c. Action or conflict

Every narrative text has one major action or event. All discussion leads up to the final, climactic, scene, the final explosion or insight. Sometimes, the action involves conflict. All good stories involve some kind of conflict, which serves the purpose of the story. Conflict can have the character in conflict with someone else, with himself or herself, with society, or with nature. The conflict keeps the readers attentions and interest in the story.

d. Dialogue

Recording dialogue between characters or having the character talk to himself or herself, bring the story alive for the reader.

2.1.6 The generic structure of narrative text

The generic structure of narrativetexts; Orientation meansthe opening paragraph where the characters of the story are introduced, Complication meanswhere the problems in the story developed, Resolution means where the problems in the story is solved, Coda / reorientation means lesson from the story (Marry, 2010:12).

2.1.7 The grammatical features of narrative text

Narrative text usually includes the following grammatical features

(Mark and Kathy, 1998:3):

- a. Nouns that identify the specific characters and places in the story.
- b. Adjective that provides accurate descriptions of the characters and settings.
- c. Verbs that show the actions that occur in the story.
- d. Time words that connect events, telling when they occurred.

2.1.8 The types of narrative text

There are some common types of narrative text that are learned in secondary schools and those are usually some popular ones (Astuti, 2010:90):

- a. Real-life drama
- b. Classic
- c. Fantasy
- d. Fairy tale
- e. Adventure
- f. Legend
- g. Science fiction
- h. Myth
- i. Mystery
- j. Fable

2.1.9 Video clip

Today the development of technology is increasingly sophisticated and strongly supports the world of education. One part of technology that can

support the education sector is the use of video clips to improve students' ability to write, especially writing narrative texts (Russell, 2013:12), also defines that:

“Video clip is a short film that usually provides images to interpret the meaning of a popular song, it is a small section of a larger video presentation, and a series of video frames is run in succession to produce a *short, animated video*”.

This compilation of video frames results in a video clip. “Furthermore Berk (2009: 3) also states that

"A video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships ".

Harmer (1998: 285) formulates that the use of video is as a way of hearing by using pictures, where students not only hear but also see visually. Therefore Harmer stated several benefits of using video as learning experience, including: a) *seeing language in use*, b) *cross-cultural awareness*, c) *the power of creation*, and d) *motivation*.

According Dwyer, video clip is capable of channeling messages or information into the human soul through the eyes and ears and is able to make people generally remember 50% of what they see and hear from program shows.

Video clip is digital media that shows the arrangement or sequence of images and gives illusions, image. Munir (2012:290). Beside video media is one the audio-visual media, where this media combines from several human senses, students not only listen to what is explained by the teacher but also see the facts of what is shown by the teacher in the media. Sokhibul Anshor (2015:4).

There are many kinds of video clips, for example video clips from a security camera, movie thriller, video clips from a singer or a music band, etc. In this research, the researcher take video clips that contain song, music and story with interesting moving pictures coming from Katy Perry entitled Roar. Those video clips can be downloaded from the Internet.

Based on the above definition it is known that the video clip is not only a tool to entertain but can also be used as a medium that is very helpful in improving students' ability to learn. This is because the video display accompanied by sound and images can attract students' attention during the teaching and learning process so that it can create a comfortable and pleasant learning environment. Another benefit of using video clips in the learning process is that it can help students enjoy the lessons being presented, relieve stress, broaden horizons and correctly recite vocabulary (Brown, 2010:15)

2.1.10 Benefit of Video Clip

According Andi Prastowo (2012:302) some of the benefits video media that can only help development of increased learning interest member learning, he also give the benefit of video clip such us:

1. Give unexpected experiences to students.
2. Show real something that was initially impossible to see.
3. Analyze changes in a certain time period.
4. Give experiences for students to feel a certain situation.
5. Present a case study presentation about life that can trigger student discussion.

Based on experts opinions about video clip. The method of applying video media makes students more interested in learning that feels boring, because the methods applied before are not attractive to students. Therefore, this method will make students more interested in learning being taught.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology. It includes research design, research subject, research instrument, and data analysis method.

3.1 Research Design

In this research, the researcher will conduct Pre-experimental research design. Based on (Borg, W.R., M.D. 1989:670) another name for this Pre-experimental design is one-group pretest-posttest design.

Types of Pre-Experimental Design (Muhid:2012)

a. One-shot case study design

A single group is studied at a single point in time after some treatment that is presumed to have caused change. The carefully studied single instance is compared to general expectations of what the case would have looked like had the treatment not occurred and to other events casually observed. No control or comparison group is employed.

b. One-group pretest-posttest design

A single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

c. Static-group comparison

A group that has experienced some treatment is compared with one that has not. Observed differences between the two groups are assumed to be a result of the treatment.

In this research, the

The steps of the research are:

1. The researcher gave pre-test for testing the first student skill in writing
2. The researcher gave video clip as the treatment for students, to apply the opinions of experts that say video clip is effective as media for learning.
3. The researcher gave post-test to find out the students final ability and also to find out the result of after given by treatment.

3.2 Teaching Procedure

First meeting:

The researcher gave greeting, and directly researcher introduction her self, the researcher asked what Disney their liked, and students told the Disney their like, after that the researcher gave pre-test about Cinderella for know their first students skill in writing and gave the vocabulary for help students for writing, and the researcher gave 45 minutes to made minimum 2 paragraph or 150 words.

Second meeting:

The researcher gave a greeting, directly the researcher absent the class, the researcher give back her paper after correct the writing of pre-test, next the researcher gave lesson about narrative text used by very good power point and the researcher gave treatment and will show video clip coming from Katy Perry entitled Roar, student gave their opinion about the video clip they have watched, such as whom the character were, what the characters did, how the story was, and other details they could get from video clip

Third meeting:

The researcher gave a greeting, directly the researcher absent the students, next the researcher review the last material about narrative text and asked some question depend on the generic structure and etc. After gave review the researcher show the video clip again and cutting it into three parts according to the generic structure of narrative text, students actively learn and try compose the sentence and the paragraphs in groups and individually, they share their results with others, after they finished writing the text, students were gave it to researcher to check it, then the researcher gave their writing back after give correction or feedback. They did some revisions to get their best text.

Fourth meeting

The researcher gave greeting and directly absent the students and also review for narrative text again and the last treatment that given to students and the researcher gave post-test about snow white and 7 dwarf next, the researcher gave some vocabulary about snow white and 7 dwarfs to help them for writing, the researcher gave 45 minute to made minimum 2 paragraph or 150 of words, and students collect the writing to the researcher.

The researcher starts to analyses of their data and comparing the score of pre-test and post-test. Than for count the result, the researcher used SPSS (Statistical Package for Social Science) for windows.

3.3 Time Allocation/schedule

No	Research activities	April	May	Jun	July
1	Submission of tittle				
2	Preparation of proposal				
3	Proposal examination				
4	Asking permission for research				
5	Experiment to students				
6	Analysis and collecting data				
7	Thesis preparation				

3.4 Research Subject

The researcher was take Azizy Survival Course of Al Aziziyah Dormitory the location in Blokagung Karangdoro Tegalsari Banyuwangi. Research subject selected because the location is reachable for researcher to conduct the research, the total students are consist 15 students.

3.5 Research Instrument

An instrument is anything used to collect data (Schreiber & Asber-self, 2011). Instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, the researcher will use test instruments.

In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed

by individual or group to collect data (Olstain, 2001: 34). The researcher will use test to measure the effectiveness of video clips as media in improving students writing skill of narrative text.

The test of pre-test is students asked to write Cinderella in the stories in 45 minute minimum 150 of words or 2 paragraphs. And the test for post-test is students asked to write snow white and 7 dwarfs in 45 minute minimum 150 words or 2 paragraphs.

Writing evaluation model According to Heaton:

Assessment Components: Contents

Description: Ideas, topics or themes, focus, facts and written illustrations.

Scale of Score: 30 - 27

Category: Perfect to very good

Criteria: Substantial knowledge acquisition

Score Scale: 26-22

Category: Good to average

Criteria: Mastery of some adequate knowledge of substance.

Scale of Scores: 21-17

Category: Fair to weak / lacking

Criteria: Mastery of limited knowledge about a topic or content

Scale of Scores: 16-13

Category: Very poor or weak

Criteria: Mastery of knowledge about the topic and substance is very lacking.

Assessment Component: Organization

Description: Physical structure, or rhetorical structure, chronological order, coherence, conclusion and writing layout.

Scaling Scale: 20-18

Category: Perfect to very good

Criteria: Disclosure of ideas clearly and smoothly written down

Scale of Scores: 17-14

Category: Good to average

Criteria: Somewhat unorganized but the main idea remains focused

Scale of Score: 13 - 10

Category: Fair to weak / lacking

Criteria: Not smooth or sometimes ideas are confusing and tend to be disconnected

Scale of Score: 9 - 7

Category: Very poor or weak

Criteria: Ideas are not communicated and are meaningless and not organized

Assessment Components: Vocabulary

Description: Substance of vocabulary, choice of words, and registers.

Scaling Scale: 20-18

Category: Perfect to very good

Criteria: The use and selection of words / idioms / phrases are appropriate, appropriate and effective

Scale of Scores: 17-14

Category: Good to average

Criteria: Occasional errors occur in the form of words / phrases / idioms, choice of words and their use but do not affect meaning essentially

Scale of Score: 13 - 10

Category: Fair to weak / lacking

Criteria: Frequent forms of words / phrases / idioms and choice of words and their use occur

Scale of Score: 9 - 7

Category: Very poor or weak

Criteria: In principle tend to be translating and inadequate choice of words and their use.

Component Assessment: Grammar

Description: Variation and types of sentences, efficiency and effectiveness.

Scale of Score: 25-22

Category: Perfect to very good

Criteria: Correct and effective use of complex sentences

Scale of Scores: 21-19

Category: Good to average

Criteria: Effective use but the construction tends to be simple

Scale of Score: 18-11

Category: Fair to weak / lacking

Criteria: There are many problems in sentence construction

Scale of Score: 10 - 5

Category: Very poor or weak

Criteria: The use of sentence construction is completely inappropriate

Assessment Components: Mechanical

Description: Spelling, punctuation, reference citation, convention, cleanliness and neatness.

Scale of Score: 5

Category: Perfect to very good

Criteria: Excellent convention of writing, spelling and punctuation, and capitalization

Score Scale: 4

Category: Good to average

Criteria: Sometimes errors occur in the use of writing conventions, spelling and punctuation and capitalization

Score Scale: 3

Category: Fair to weak / lacking

Criteria: Errors in writing, spelling and punctuation and capitalization conventions often occur

Scaling Scale: 2

Category: Very poor or weak

Criteria: There is no mastery of writing conventions, and many errors in spelling and punctuation and capitalization.

3.5.1 validity

3.5.1.1 pre-test

Correlations

		pre	pre	pre	pre	Pre
Pre-test	Pearson	1	.233	.337	-.127	.417
	Correlation					
	Sig. (2-tailed)		.403	.220	.653	.122
	N	15	15	15	15	15
	Pearson	.233	1	.516*	.601*	.795**
	Correlation					
	Sig. (2-tailed)	.403		.049	.018	.000
	N	15	15	15	15	15
	Pearson	.337	.516*	1	.532*	.876**
	Correlation					
	Sig. (2-tailed)	.220	.049		.041	.000
	N	15	15	15	15	15
	Pearson	-.127	.601*	.532*	1	.750**
	Correlation					
	Sig. (2-tailed)	.653	.018	.041		.001
N	15	15	15	15	15	
Pearson	.417	.795**	.876**	.750**	1	
Correlation						
Sig. (2-tailed)	.122	.000	.000	.001		
N	15	15	15	15	15	

3.5.1.2 post-test

Correlations

		VAR000 01	VAR000 02	VAR000 03	VAR000 04	VAR000 05
VAR000 01	Pearson	1	.756**	.782**	.917**	.930**
	Correlation					
	Sig. (2-tailed)		.001	.001	.000	.000
N		15	15	15	15	15
VAR000 02	Pearson	.756**	1	.961**	.863**	.935**
	Correlation					
	Sig. (2-tailed)	.001		.000	.000	.000
N		15	15	15	15	15

VAR000	Pearson	.782**	.961**	1	.823**	.929**
03	Correlation					
	Sig. (2-tailed)	.001	.000		.000	.000
	N	15	15	15	15	15
VAR000	Pearson	.917**	.863**	.823**	1	.966**
04	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.000
	N	15	15	15	15	15
VAR000	Pearson	.930**	.935**	.929**	.966**	1
05	Correlation					
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	15	15	15	15	15

3.5.2 reliability

3.5.2.1 pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.787	5

3.5.2.2 post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.844	5

In the table reliability above, it describe:

If Alpha > 0, 7 reliability is enough

If Alpha > 0, 8 reliability is hard

If Alpha > 0, 90 reliability is perfect

If Alpha > 0, 50 - 0, 70 reliability is mean

If Alpha > 0, 50 reliability is low

3.6 Data Analysis Method

All data collected of this study were analyzed. The researcher will compare the students score in pretest and posttest. The results of the comparison will used to answer the statement of the problem of this study, whether there is the students of Azizy Course have better writing achievement after being thought by using video clip as media.

“A t-test is a statistical test that allows you to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference” (Tuckman 1978: 257).

In this research, the researcher used SPSS for windows with used 2 parts:

a) With comparing the t-value with t-table

1. If t-values > t-table, Ho is rejected.

2. If $t\text{-values} < t\text{-tables}$, H_0 is accepted.

b) With comparing the rate of taraf significance (p-value).

1. If $\text{significance} < 0.05$, H_0 is refused.

2. If $\text{significance} > 0.05$, H_0 is received.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with data description, the result of pre-test and post-test, and discussion of the research findings.

4.1 Data Description

After giving the test, the researchers continue to analyze the data. Data get from the test result of writing narrative text before and after being taught video clips as method. The researcher looking for the students test results.

Table 4.1.aThe component students pre-test score in class according to (Heaton:2007)

Student	Pre test				Score
	Content	Organization	Vocabulary	Grammar	
1	25	15	25	14	79
2	25	15	10	15	65
3	20	15	20	24	79
4	25	15	15	15	70
5	25	10	10	10	55
6	20	15	10	10	55
7	27	18	18	15	78
8	25	18	18	17	78
9	27	18	18	15	78
10	25	15	15	14	69
11	25	14	15	10	64
12	20	10	10	10	50
13	25	10	10	10	55
14	25	10	15	10	60
15	20	15	10	15	60

					Σ 66.33333
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Table 4.1.b The component students post-test score in class

Student	Post test				Score
	Content	Organization	Vocabulary	Grammar	
1	27	19	19	18	83
2	25	15	15	15	70
3	27	19	19	19	84
4	25	17	17	18	77
5	20	15	15	10	60
6	20	15	15	11	61
7	28	19	19	19	85
8	27	19	19	18	83
9	27	18	18	19	82
10	25	17	17	16	74
11	25	15	15	14	69
12	25	15	15	15	70
13	25	15	17	13	70
14	27	19	19	18	83
15	27	19	19	18	84
					Σ 75.6666667

From the table above, it can be seen that the average score of students' pre-test in class is 66, 34 and the average score of their post-test is 75.68 From the pre-test and post-test scores.

4.2 The Result of Pre-test and Post-test

The result of pre-test and post-test were analyzed statically by using SPSS (Statistical package for the Social Sciences) especially paired t-test formula to know the value before and after giving treatment.

Here are interpretations of SPSS output:

Table. 4.2. a Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	66.3333	15	10.31411	2.66309
Post-Test	75.6667	15	8.59125	2.21825

In the table paired samples statistic above, it describe about writing narrative text between before and after giving video clips which include, mean, standard deviation and standard error mean.

Data of students between before and after giving video clips = 15, the average (mean) writing narrative text before giving video clips as media = 66.3333 and average (mean) mastering students toward writing narrative text after giving video clips as media = 75.6667 standard deviation before giving students' video clips as media = 10.31411 and after giving students' video clips as media = 8.59125.

Based on comparison between average (mean), the level of mastering students to writing narrative text between before giving students' video clips as media = 66.3333 and after giving students' video clips as media = 75.6667 that means there was the high of effective about giving students' video clips for writing narrative text. So the gained score between before giving students video clip and after giving video clip = 9.33333

Beside on used average data above, for analysis result of data the researcher also used paired sample test such us comparing between t-table and t-value, for analysis result of data.

Table. 4.2. b Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-Test	-9.33333	7.26702	1.87634	-13.35767	-5.30899	-4.974	14	.000

In the table 4.2.b above, it contains the result of analysis data of t-test two samples pairs that contain t-value and significance. Based on that data above, it can be set up in two ways of testing hypothesis as follows:

a) With comparing the t-values with t-table

- 1) If $t\text{-values} > t\text{-table}$, H_0 is rejected.
- 2) If $t\text{-values} < t\text{-table}$, H_0 is accepted.

To see the rate of t-table, so it was based on the degree of freedom, which amount is $N-1$ ($15-1=14$), based on the result of t-test analysis of paired two samples, it got t-value 4.974, if t-valued was absolute, it will become

4.974, and it got the following result:

T-value was bigger than t-table ($4.974 > 2.145$), so H_0 is accepted, it means that students of Azizy Course who have been taught by using video clip as media significantly achieve higher rating score.

Beside on comparing between t-value and t-table, the researcher also comparing between the rate of taraf significance (p-value).

- 1) If significance < 0.05 , H_0 is refused.
- 2) If significance > 0.05 , H_0 is received.

Take the conclusion:

If the significance (2-tailed) < 0.05 that are proved the differences very significant both of first variable and last variable. It is proved the effective very useful of during treatment video clip as media.

If significance (2-tailed) > 0.05 that are proved there is no differences very significant both of first variable and last variable. It is proved there is no effective of during treatment by using video clip.

In the table above the significant (2-tailed) $= 0.00 < 0.05$. its mean that the pre-test and post-test there are differences very significant. So during treatment for teaching writing using video clip as media is very useful.

4.3 Discussion

In this research to get the primary data about the students' achievement, the test was given to the student. The test is writing narrative text about snow white minimum 150 words or 2 paragraphs. Then, the students' test result is analyzed by using paired sample t-test by using SPSS (Statistical Package for Social Science). The result of data analysis in this study indicates that students taught by video clips as media gives a significant effective on writing narrative text. This can be seen from the significant value (2-tailed) less than 0.05 (95% confidence interval) that is 0.00. This indicated that the results of the analysis are significant.

From the results before treatment, it can be seen that the average score pre-test of group is 66.34. The average score of post-test is 75.68. In this study, the calculations showed that the average differences before treatment and after treatment was significant because post-test result were higher than pre-test. Based on the result of the tests conducted, it is evident that the effectiveness of using video clips in teaching writing skill at Azizy Course students of Al Aziziyah Dormitory. The use of video clip as media in teaching writing narrative text makes writing and learning activities more effective and varied. Finally, the use of video clip as media makes the students more easily understand the lesson. It can be concluded that in this study, the use of video clip as media in teaching writing narrative text was effective in the Azizy Course of students Al Aziziyah Dormitory.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research and the discussions in the previous chapters, this chapter presents the conclusions and suggestions.

5.1 Conclusions

Based on the result of writing narrative text is given by after treatment in the class, it was found that there was significant effective of students' taught by video clips as media on writing narrative text at Azizy Course of students Al Aziziyah Dormitory.

Based on the result of data analysis and hypothesis, it can be concluded that students' taught by video clips as media make students more easily understand the lesson and makes writing and learning activities more effective and varied.

Based on analysis of t-test two samples paired, it can conclude that there was a difference between students' writing narrative text before and after giving video clips as media. Based on comparison between average (mean pre-test 66.34) and (post-test mean 75.68), the result of writing narrative text between after giving treatment was higher than before giving the treatment of video clips as media.

It means there was significant effective, so this video clips was very effective to teaching students writing skill of narrative text at Azizy Course of students Al Aziziyah Dormitory.

5.2 Suggestions

Based on the conclusions, some suggestions can be proposed that hopefully will be useful for students, teachers, schools, and other researches.

1. For the students

Students should be responsible for the discussions of the material given by the teachers. In additions, students should participate more actively in groups. When they are formed in groups, they should use their time wisely by discussing the material well because each student has a responsibility to master the material.

2. For the teachers

In applying video clips as media, teachers should use time as efficiently as possible because the teaching learning process by using video clips as media takes a quite long time so teachers should be able to manage the time. The teachers also should provide the material well for example used power point and added good animations for teaching the material, student will be interested in relating video clips as media.

The video clips can download from internet or DVD it will intensification students' interest as well. Teachers should be well-prepared before coming to the classroom. It means that teachers need to know everything that potentially happens in the classroom not only awareness but also under awareness as video clips is being applied.

3. For the course

The suggestions that maybe useful and can be used as a reflection for schools should afford supporting facilities that can enable teachers to teach will and effectively. The facilities can be a projector in the class room and good book or wall pictures as learning sources.

4. For future researchers

Researchers should practice what they have known and learned about the knowledge in teaching. Researchers that want to conduct a research should also be well-prepare and make an environment of teaching learning process to be as good as be potential.

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APPENDIX

CURRICULUM VITAE



The writer's name is **ANA LAILATUL HILMIAH**. She usually called Naek, she was born 25 June 1998 in Banyuwangi, she has been living in small village exactly in Gombengsari, Kalipuro, Banyuwangi. She is the second sister of Mr Saiful Kahfi and Istiqomah. She has a sister Annisa. She has passed for school :

- ❖ SDN 1 GOMBENGSAARI
- ❖ SMP PLUS DARUSSALAM
- ❖ MA AL-AMIRIYYAH DARUSSALAM

After finishing her education in MA AL-AMIRIYYAH DARUSSALAM, she went to Blokagung on 2016 and continued her study in the Institut Agama Islam Darussalam at English department until now. She was taking thesis program for requirements to obtain S-1 degree. Studying in Blokagung. The writer was staying in Islamic Boarding School exactly Al-Arofah dormitory and Al-misfalah room.

Tabel 1
 Nilai-Nilai dalam Distribusi t

df	Tingkat signifikansi uji satu arah					
	0,10	0,05	0,025	0,01	0,005	0,0005
	Tingkat signifikansi uji dua arah					
	0,20	0,10	0,05 ^c	0,02	0,01	0,001
1	3,078	6,314	12,706	31,821	63,657	636,619
2	1,886	2,920	4,303	6,965	9,925	31,599
3	1,638	2,353	3,182	4,541	5,841	12,924
4	1,533	2,132	2,776	3,747	4,804	8,610
5	1,476	2,015	2,571	3,385	4,032	6,869
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,408
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,012	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,947	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,235	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,813	3,819
22	1,321	1,717	2,074	2,508	2,791	3,792
23	1,319	1,714	2,069	2,500	2,807	3,768
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,697	2,021	2,423	2,704	3,551
60	1,296	1,671	2,000	2,390	2,660	3,460
120	1,289	1,658	1,980	2,358	2,617	3,373
∞	1,282	1,645	1,960	2,326	2,576	3,291



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Nomor : 31.5/166.01 /FTK/IAIDA/C.3/VII/2020

Lamp. : -

Hal : PENGANTAR PENELITIAN

Kepada Yang Terhormat:

Kepala Azizy Couse
Blokagung, Tegalsari, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **ANA LAILATUL HILMIAH**
 TTL : Banyuwangi, 25 Juni 1998
 NIM / NIMKO : 16112210001 / 2016.4.071.0147.1.000001
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Program Studi : Tadris Bahasa Inggris (TBIG)
 Alamat : Gombongsari - Kalipuro - Banyuwangi - Jawa Timur
 HP :
 Dosen Pembimbing : Adib Ahmada, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

"The Effectiveness of Using Video Clips in Teaching Writing Skill at Azizy Course Students of Al Aziziyah Dormitory in Academic Year 2019/2020"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 25 Juli 2020



Dr. Siti Aimah, S.Pd.I., M.Si.
 NIP. 3150801058001



Nomor : 31.3/32/AZIZIYAH/EXTENT/VII/2020

Perihal : PENERIMAAN PENELITIAN

Kepada Yang Terhormat:

LEMBAGA INSTITUT AGAMA ISLAM DARUSSALAM

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini The Head of Azizy Course Asrama Al-Aziziyah menerima izin penelitian mahasiswa atas nama:

Nama : ANA LAILATUL HILMIAH
 Ttl : Banyuwangi, 25 Juni 1998
 Nim : 16112210001
 Fakultas : Tarbiyah Dan Keguruan (FTK)
 Prodi : Tadris Bahasa Inggris
 Alamat : Gombengsari-Kalipuro-Banyuwangi-Jawa Timur
 Dosen pembimbing : Adib Ahmada, M. Pd.

Dengan ini kami menyatakan bahwasannya mahasiswa tersebut telah **MELAKSANAKAN PENELITIAN** di Azizy Cours Asrama Al-Aziziyah.

Demikian surat penerimaan izin ini kami buat, atas perhatiannya kami sampaikan terima kasih.

Wassalamu'alaikum Wr Wb.

Blokagung, 29 Juni 2020

Mengetahui,



NIM NAMA FAKULTAS 16112210001

PROGRAM STUDI PERIODIKAL BINA LAILATUL HILMIAH TARBIYAH DAN KEGURUAN S1 TADRIS BAHASA INGGRIS 20192

JUDUL The Effectiveness of Using Video Clips in Teaching Writing Skill at Azizyah Course Students of Al Aziziyah Dormitory in Academic Year 20192020



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	26 Juli 2020	26 Juli 2020	Submit revisi bab 1-5	Acc daftar ujian skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit bab 1-5	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Konsultasi bab 4	Penjelasan
4	20192	05 Juli 2020	05 Juli 2020	Revisi pasca ujian proposal	Revisi
5	20192	08 Mei 2020	08 Mei 2020	Submit bab 1,2,3	Siap ujian proposal
6	20192	04 Mei 2020	04 Mei 2020	Submit bab 3	Revisi
7	20192	30 April 2020	30 April 2020	Revisi bab 1 dan bab 2	Revisi
8	20192	25 April 2020	25 April 2020	Revisi bab 1 dan submit bab 2	Revisi
9	20192	20 April 2020	20 April 2020	Revisi judul dan bab 1	Revisi
10	20192	13 April 2020	13 April 2020	Submit judul dan bab 1	Revisi



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CHAPTER I INTRODUCTION This chapter gives a brief description of the whole content of the research background, research problem, research objective, hypothesis formulation, assumption, Limitation of the study, significant of the study, and definition of the Key Terms. Background of study English as a foreign language in Indonesia plays an important role in many aspects of life like educations, economy, lifestyle, etc.

Related to the problem in teaching English, Indonesia it self-introduces English since in elementary school as a local content. English competence becomes a compulsory subject in Junior High School, Senior High School and University (Riyanto, 2015:6). In English there are four skills: listening, speaking, reading, and writing (Oxford, 1990:2).

The function of English subject also stated in Keputusan Direktur Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional 2003:15, "Bahasa Inggris dan Bahasa Asing lain, berfungsi sebagai alat untuk berkomunikasi dalam rangka mengakses dan bertukar informasi secara global untuk membina hubungan interpersonal, dan meningkatkan wawasan tentang budaya bangsa asing (wawasan internasional)".

One of important skill in the education of English is writing, writing is one of the abilities in English that must be improved, especially writing academically because writing needs complex skills such as the creation of ideas, variations of vocabulary and also the use of good and correct grammar. Handoyo (2006: 1) states that writing is not only a means of communication, but also as a media of learning, thinking, and also generating ideas.

Therefore, writing can be used as a means to express all inspiration in various forms, such as stories, even though various difficulties are encountered in writing, especially