

**THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILL IN  
ARGUMENTATIVE TEXT OF STUDENT GRADE X OF  
MAN 2 PALU**



**A THESIS**

*Presented as fulfillment of the requirements for the degree of Sarjana Pendidikan  
(S.pd) at the Teacher and Tarbiyah Faculty State Institute for Islamic Studies*

**By:**

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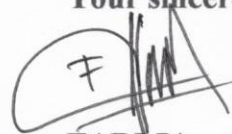
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**Your sincerely,**

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## APPROVAL PAGE

The thesis entitled: **“The Use of Short Videos to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu”** written by **Fadlia**, NIM 15.1.16.0006, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having through observation and carefull correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

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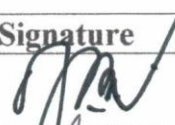
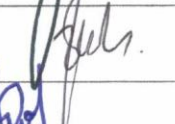
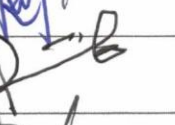




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## LEGALIZATION

A thesis by Fadlia, NIM. 15.1.16.0006 entitled “**The Use of Short Videos to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu**” which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 31<sup>st</sup> January 2022 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadrīs Study Program.

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## TABLE OF CONTENT

COVER .....	i
STATEMENT .....	ii
APPROVAL PAGE .....	iii
LEGALIZATION .....	iv
ACKNOWLEDGMENT .....	v
LIST OF CONTENT .....	vii
LIST OF TABLE .....	ix
LIST OF APPENDICES .....	x
ABSTRACT .....	xi
CHAPTER I INTRODUCTION	
A. Background of The Study .....	1
B. Identification of Problem .....	3
C. Objective of the research .....	3
D. Significance of the Reasearch.....	3
E. Escape of the Research .....	4
F. Definition of Keyterms .....	4
CHAPTER II LITERATURE REVIEW	
A. Previous Relevant Studies .....	5
B. Theoretical Framework.....	8
1. Pre writing .....	8
2. Writing skill .....	8
3. Argumentative text .....	16
4. Short video .....	19
C. Research Hypothesis.....	24
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design .....	25
B. Population and Sample .....	26
1. Population .....	26
2. Sample.....	26
C. Operasional Definition of Variable .....	27
1. Independent Variable .....	27
2. Dependent Variable.....	27

D. Research Instrument .....	28
E. Technique of Data Collection .....	28
1. Test .....	29
a. Pretest .....	29
b. Treatment .....	29
c. Posttest .....	29
F. Technique of Data Analysis .....	30
1. Scoring Technique .....	30
2. Statistical Analysis .....	33
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. The History of MAN 2 Palu .....	38
B. Result of the Test .....	40
1. Result of Pretest .....	41
2. Result of Posttest .....	44
3. Deviation and Square Deviation .....	48
4. Result of the Treatment .....	54
5. Testing Hypotesis .....	54
C. Discussion .....	55
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion .....	56
B. Suggestion .....	56
 BIBLIOGRAPHY .....	
 APPENDICES .....	
 CURRICULUM VITAE .....	



## **LIST OF TABLES**

1. Qualification of Student's Scorers .....	55
2. Result of Pretest for the Experimental Class.....	56
3. Result of Pretest for the Control Class.....	57
4. Result of Posttest for the Experimental Class.....	59
5. Result of Posttest for the Control Class .....	61
6. Deviation of the Pretest and Posttest for the Experimental Class.....	63
7. Deviation of the Pretest and Posttest for the Control Class .....	64

## **LIST OF APPENDICES**

1. Material
2. Test (pre-test and post-test)
3. Lesson Plane
4. Documentation
5. Proposal Seminar Invitation
6. Official Report
7. Permission Letter of Research
8. Letter of Research Completion
9. Appointment Letter of Advisor
10. Consultation Book
11. Seminar Card
12. Curriculum Vitae

## ABSTRACT

Name : Fadlia

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Title : The Use of Short Video to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu

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In this Study, the researcher conducted a preliminary study. The students were asked to write a paragraph, some of them did not make their own writing, but they copied from the internet. Based on this problem we can find out that the students probably hard to arrange the paragraph, they probably unmotivated because they have no idea about what to write. These things can cause them frustrated and lose their motivation to learn English especially in writing skill.

This study is aimed to better understand whether the use of short videos could help students improve their argumentative writing skill of student grade X of MAN 2 Palu. The analytical method used in this study is quantitative description.

In this research, the hypothesis divides into two. These hypotheses can be stated as follow;

Ho: The use of short videos does not to improve writing skill in argumentative text

Ha: The use of short videos to improve writing skill in argumentative text.

The result of data analysis showed that the value of  $t_{\text{counted}}$  was 3.82 and the value of  $t_{\text{table}}$  is 2.101. It shown that the  $t_{\text{counted}}$  was higher than  $t_{\text{table}}$  ( $3.82 > 2.101$ ). It means that the hypothesis of the research was accepted. In other words, the using of short videos can effectively improved the writing skill of grade X students of MAN 2 Palu.

*Keyword : Improving, Short Video, Writing Skill, Argumentative Text.*

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students.

Writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. According to Robert Todd Carroll, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc.<sup>1</sup>

Although writing is an essential skill, many students at high school are not interested in it. According to Robert Todd Carroll, many students were never required to learn proper spelling or grammar. These poor students come to think that “English” and “writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe

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<sup>1</sup> Carroll, R. T (1990) Students Success Guide – Writing Skills [Accessed 18th March 2015] Available from World Wide Web: <http://www.skepdic.com/refuge/writingskills.pdf>

they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc.<sup>2</sup>

Again, the problem will be more complicated when students are asked about their argument, then they must give supporting evidence to make their writing convinced by readers. In eleventh grade of senior high school, students will learn some kinds of this writing, the name is analytical exposition text.

In this Study, the researcher conducted a preliminary study. The students were asked to write a paragraph, some of them did not make their own writing, but they copied from the internet. Based on this problem we can find out that the students probably hard to arrange the paragraph, they probably unmotivated because they have no idea about what to write. These things can cause them frustrated and lose their motivation to learn English especially in writing skill.

By using video, students are hoped to be able to write good paragraph by getting the ideas easily and making their structure, content, and organization better. A good paragraph here means that the paragraph contains adequate cohesion, coherence, and unity. Coherence means student make their ideas can be understood by the readers easily, by making them flow and cohere together from one sentence to others. Then cohesion means understanding, it is gained by the reader from the text, it can be more or less coherent depending on a number of factors, such as prior knowledge, textual features, and reading skill.

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<sup>2</sup> Carol, R. T (1990) Students Success Guide – Writing Skills [Accessed 18th March 2015] Available from World Wide Web: <http://www.skepdic.com/refuge/writingskills.pdf>

While unity means, students have make their pharagraph focuses on the ideas, they may not put another thing that does not relate with them.<sup>3</sup>

Because of the reasons explained above, the researcher conducted pre-experimental research about the use of short videos to improve writing skill in argumentative text of student grade X of MAN 2 Palu.

### **B. Research Problem**

According to the background of the study above, a problem identified as follows: Can the use of short videos help the students of grade X improve their argumentative writing skills?

### **C. Objective of the Research**

This study is aimed to better understand whether the use of short videos could help students improve their argumentative writing skill.

### **D. Significance of the Research**

The result of this research would be useful:

1. First, this research would help students develop their argumentative writing skill.
2. Second, it would help teacher in general to provide the meaningful teaching strategies and materials for the imrovement of English writing skills of students.
3. Third, this research would provide new insight regarding teaching writing skill.

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<sup>3</sup> Brown, Douglas, *Language assessment Principles and Classroom Practices*, New York: Longman

4. Finally, the research is expected to provide some important contribution for further writing skill research.

For other researchers, the research will help to give some important contribution for them in writing research.

### **E. Scope of the Research**

This research focused on the analytical exposition in improving the writing skill in argumentative text of student grade X of MAN 2 Palu.

### **F. Definition of Key Terms**

Before starting the research, here are some definitions of important terms in the title. The terms are

1. Short videos are videos that are under 10 minutes.
2. Argumentative text is usually defined as a type of discourse concerned with the presentation and evaluation of arguments, either rhetorical or dialectical, which show the cause-effect relationship established in an event or theory.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Relevant Study

There were three previous relevant study that relates with this research: “Video as a New Teaching Tool to Increase Student Motivation” by Edna Bravo, Beatriz Amante, et al. (IEEE Global Engineering Education Conference, Jordan 2011). The purpose of this study is to explore the effect of the use videos for assessing the enhancement of students’ learning motivation. The study is based on several streaming videos created as a support material for learning and used by 12 lecturers with 487 students in three different degrees of engineering (Mechanical, Industrial and Management, and Aeronautical) at the School of Industrial and Aeronautical Engineering of Terrassa (ETSEIAT). This research used open-questions questionnaire to collect the data. This study has positive results which prove that video had been success to increase students’ motivation. The results revealed that most of students give positive response in several applications of video. For instance, in business economics, the students stated the videos captured their interest because they could watch various social psychology experiments and interviews with world-renowned psychologists that enabled them complementing the theoretical concepts of organizational behavior presented in class. The second is in Design of production and logistics systems. The students considered that videos allowed them explaining more efficiently some parts of their assignment. And the last is in continuum Mechanics. One of the student states “Videos are entertaining and helping to study some technical concepts which are difficult to



understand without a graphical representation”. This means that videos are more enjoyable way to introduce a particular subject.<sup>4</sup>

A research that was finished by Kurnia Qurrota A'yun, the title is “The Effectiveness of Using Video to Improve Students’ Understanding on Writing Spoof Text (An Experimental Research at the Eleventh Grade Students of MAN I Kebumen in the Academic Year of 2011/2012”. The background of the study is based on the students’ difficulties in writing that mostly caused by some factors such as; the students’ interest and liveliness in writing class were low because they are not familiar to write in English, then they feel burdened to write in English. The methods that she was used in her research are by dividing the class into control and experiment class and conducting test; pre-test and post-test. The result of her research, the use of video to improve students’ ability on writing spoof text was effective. It could be seen from the results of test score showing that the experiment class that were given treatment using video as media got higher score that was 76.79 compared with the control class who did not get treatment using video as media that was 70.68.<sup>5</sup>

Third, the study was written by Eka Desi Ariyuni (A graduate of English Language and Literature Department of UNIMED) and Rahmad Husein (A

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<sup>4</sup> Bravo, Edna, et al., Video As A New Teaching Tool to Increase Student Motivation, *Journal 2011 IEEE Global Engineering Education Conference (EDUCON) Institute of Electrical and Electronic Engineers*.

<sup>5</sup> A'yun, Kurnia Qurrota, *The effectiveness of using video to improve students’ (an experimental research at the eleventh grade of man I kebumen in the academic year of 2011/2012)*, Semarang: Walisongo State Institute For Islamic Studies.

lecturer of English Language and Literature Department of UNIMED) entitled their research “The Effect of Using Video on Students’ Achievement In Writing Procedure Text” proved that video is effective when it is applied to the students of grade XI at SMA Swasta Sinar Harapan Lubuk Pakam. Based on the calculation of t-test which showed that t-table at level significance of 0.05 with (df) 68, or  $4.79 > 2.00$  at level significance of 0.05 with (df) 68. The students could improve their ability in writing when they were taught by using video.<sup>6</sup>

The last is the research from R. T. William and Peter Lutes from Takamatsu University and the title is “Using Video in ESL Classroom”. The background of this research is the diversity of learning experiences based on varying methodologies in order to make the students maximize the acquisition of knowledge. And the aim of this study is to establish the impact of video in the ESL classroom on student interest and motivation. The methods were used by dividing the class into control and experiment class and conducting questionnaire. The video material used were Grapevine video 1. And for the questionnaire was distributed to 120 students. The questionnaire has five identical statements regarding the students’ attitude towards the class; “I enjoyed the teaching materials, the class was interesting, I looked forward to class, I prepared for class, I would like to take a similar class again”. The result of this study showed that both average and standard deviation are higher for the

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<sup>6</sup> Ariyuni, Eka Desi and Rahmad Husein, The Effect of Using Video On Students’ Achievement In Writing Procedure Text, *Journal of English Language Teaching of FBS UNIMED*, Vol. 4, No. 1.

test group than control group. The values of the average and the standard deviation for the statement in both of the class were statement 1; 0.41 and 0.43, statement 2; 0.29 and 0.59, statement 3; 0.50 and 0.86, statement 4; 0.43 and 0.50, statement 5; 0.51 and 0.43.<sup>7</sup>

In this study, entitled "The Use of Short Videos to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu" focuses on analytical exposition. By using two groups in data collection, the two groups are the control class and the experimental class. Where the control class did not receive treatment using video methods. With pretest and posttest as a way of collecting data, the final result shows that the experimental class has increased after receiving treatment with different videos in each meeting.

## **B. Theoretical Framework**

### **1. Pre Writing**

Edelstein and Pival states that there are some steps in the writing process. Prewriting, in this important first step, students are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can help the students to write without any hesitation and worry.<sup>8</sup>

### **2. Writing**

#### **a. The Definition of Writing**

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<sup>7</sup> William, R. T and Peter Lutes, *Using Video in ESL Classroom*, Jordan: University of takamatsu.

<sup>8</sup> Edelstein, M., & Pival, J. G. *The writing commitment*. Newyork: Harcourt Broce Jovanovich Publisher.

Writing is the way that someone use to express his ideas or thought through words that he/she writes.<sup>9</sup> It also means that the function of writing is to communicate with other people. Nowadays social media has been a trend for people around the world, Facebook, WhatsApp, twitter, etc., and all of them need writing. They are used by writing a message with a particular purpose; to communicate, to entertain, or maybe to do an online business.

According to Jozsef Horvath, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subject.<sup>10</sup> This means that when we write something, we are developing our thoughts that maybe come from our experience or someone's experience to become a good writing. As a good writing, we can analyze, what our writing has had "good" grammar, vocabulary, and content.

O'Malley and Pierce on Kurnia Qurrota add that writing is a personal act in which researchers take ideas or prompts and transform them into self-initiated topics.<sup>11</sup> Students will process the ideas to be an organized structure into form of a topic.

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<sup>9</sup> Merriam and Webster. *Merriam-Webster Dictionary Application*, Merriam-Webster Inc.

<sup>10</sup> Horvath, Jozsef, *Advanced Writing in English as a Foreign Language A Corpus-Based Study of Processes and Products*, *Lingua Franca C soport*

<sup>11</sup> A'yun, Kurnia Qurrota, *The effectiveness of using video to improve students' (an experimental research at the eleventh grade of man I kebumen in the academic year of 2011/2012)*, Semarang: Walisongo State Institute For Islamic Studies.

From the explanations above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

Writing is one of language skill which is defined by Brown as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”.<sup>12</sup> From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

#### b. The Process of Writing

Writing is process, we cannot write just once to produce a good writing, we need some steps to make it better. According to Harmer, there are some steps that we have to pass through in writing; planning, drafting, editing, final version/draft.

##### 1) Planning

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<sup>12</sup> Brown, H. D. Teaching by Principles : An Interactive Approach to Language Pedagogy (2nd edition). New York : Longman.

This means that before we write something we must think about what we will write. In this step we will take the time to create and to explore our imagination. First, we must consider about what the purpose of our writing, who the audience/reader, and how the content structure. The audience has a role to make us easy to determine what our writing will be formed, it can be a formal or informal. This is will be one of solution for the students that take much time to think about the ideas. Their ideas will be generated and put in order. Moreover, there are three usable formats for prewriting to help us in planning what we will write include brainstorming, the bubbling (mind web), and outlining. First is brainstorming. It means that researchers “storm” or look for ideas. They can do these following steps to do brainstorming:

- a) Teacher can give the students some topics to be chosen
- b) The ideas that students got have not to be in English. Then they should write the ideas down directly/quickly.
- c) Teachers convince the students to not to be worry about how the ideas will be useful or not and also about neatness and correctness.<sup>13</sup>

Second way that students can use is the bubbling (mind web). Writing students’ topic in the center of the page, they will circle or

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<sup>13</sup> Brown, Douglas, *Language assessment Principles and Classroom Practices*, New York: Longman.

box it and connect related ideas. In other references, this method usually called as mind mapping. The topic that student choose will be connected directly to the ideas that students get. It may represent paragraphs in a draft. This connected circle looks like bubbles. This bubble will be formed like branches. Every bubble will help students to build paragraph easily. The bubbling technique is generally easy to get many ideas.<sup>14</sup>

## 2) Drafting

According to Brown and Hood, “drafting is where you really begin to write. The most important thing here to get words onto paper. It is not time to worry about spelling, grammar, punctuation, or the best wording”.<sup>15</sup> This is a process of making a writing until it is better, the first version of writing is called as first draft, and to make it better, we can revise and produce it as a second draft, and so on.

## 3) Revising/Editing

The third is editing. This process function is to see and edit something that has been used inappropriately such as word, ambiguous statement, ideas, etc. Then we can result the better one. There are some important things that we must think in doing revising:

a) Revising is the most important part in writing process

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<sup>14</sup> Sundem, Garth, *Practical Strategies for Successful Classroom Improving Student Writing Skill*, Huntington Beach: Shell Education.

<sup>15</sup> Brown, Douglas, *Language assessment Principles and Classroom Practices*, New York: Longman.

- b) Revising includes checking our content and purpose are clear and appropriate for readers or audiences, in the particular writing situation.
- c) Revising also includes arranging, changing, adding, leaving out words, and so on.
- d) This is constructive and important part. Make sure that our writing is really clear.<sup>16</sup>

#### 4) Final Version

The last is final version. This is the last step, after editing/revising process will result the final draft/writing, this draft is hoped as the best draft.

#### c. The Purpose of writing

As a researcher, we must consider the purpose of our writing, we must adjust the content of our writing to the readers in order to be understood easily. There are three types of the purpose of writing; informative writing, expressive/narrative writing, and persuasive writing.

##### 1) Informative Writing

According to Edith “the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that you understand and are able to use this information for a variety of rhetorical purposes.”<sup>17</sup>

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<sup>16</sup> Ibid, *Testing For Language Teachers*, New York: Cambridge University Press.

<sup>17</sup> Wagner, Edith N, *Express yourself Writing Skills for High School*, New York.



It is where we select the information and organize it to show that we understand it. For example, describing events or experience and the social studies essay that asks to explain the economic, social, and political causes of the Civil War.

## 2) Expressive/Narrative Writing

This is individual or imaginative expression that is used by researcher to demonstrate our story or essay. This kind usually is used for entertainment and pleasure.<sup>18</sup>

## 3) Persuasive Writing

This kind of writing is often called *writing for critical analysis* to use that information to prove a point of view.<sup>19</sup> this type has purpose to influence people and to argue a point. For example, in advertisement, the researcher must write something that influence people in order to buy a product that is advertised and the other are when you are not agree with National Examination is appropriate instrument to measure students' eligibility to continue their study.

## d. Characteristic of an Effective Paragraph

Paragraph is a group of sentences which discuss about a particular topic. Paragraph can be made just a sentence and even ten sentences. But, to make our main idea can be understood by readers, it is better to

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<sup>18</sup> Ibid, *Testing For Language Teachers*, New York: Cambridge University Press.

<sup>19</sup> Ibid, *Testing For Language Teachers*, New York: Cambridge University Press.

make it long enough.<sup>20</sup> Long paragraph usually can be formed an essay or a book. In Avoiding readers' ambiguity, a paragraph should be connected with others in order to make the readers easy in getting the main idea. "A paragraph is self- contained but should link logically with the previous and following paragraphs so that the flow and cohesion of the writing is maintained."<sup>21</sup>

There are three components of requirements to make an effective paragraph; coherence, cohesion, and unity.

#### 1) Coherence

It means that student make their ideas can be understood by the readers easily, by making them hold together and flow smoothly from sentence to others.<sup>22</sup> to make reader understand, researcher have to concern about these two things:

##### a) The researcher's purpose

A coherent text can be showed by the reader that can understand what researcher's purpose or not. It can form giving information or expressing opinion about something.

##### b) The researcher's line of thought

According to Harmer, the reader should be able to follow a story even though it is an excursive text. The reader can follow the

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<sup>20</sup> Oshima, Alice and Ann Hogue, *Writing Academic English Fourth Edition*, Pearson Longman.

<sup>21</sup> Jeynes, W. H, *Effects of parental involvement and family structure on the academic achievement of adolescents*, Marriage & Family Review, vol. 37.

<sup>22</sup> Oshima, Alice and Ann Hogue, *Writing Academic English Fourth Edition*, Pearson Longman.

movement ideas in previous to the following paragraph, the reader can understand what researcher describes about the story, for example is characters etc.<sup>23</sup>

## 2) Cohesion

According to Chyntia and Frydenberg, “when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence”.<sup>24</sup> It means that cohesion is interrelatedness among all supporting sentences and words in order to the readers understand what the idea is.

## 3) Unity

Unity means that a paragraph just discusses about one main idea from the first to the end the paragraph. For instance, when we discuss about the advantages of gadget, we just only “talking” about that, do not include the disadvantages of gadget. And in each paragraph, we should discuss one advantages in order to the readers are not confused what we “talking” about. Then, we make the next paragraph for the next advantage.<sup>25</sup>

### 3. Argumentative Text

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<sup>23</sup> Harmer, Jeremy, *How to teach writing*, Essex: Longman Pearson.

<sup>24</sup> Boardman, Chyntia A. and Jia Frydenberg, *Writing to Communicate Paragraphs and Essays*, New York: Pearson Education Inc.,

<sup>25</sup> Oshima, Alice and Ann Hogue, *Writing Academic English Fourth Edition*, Pearson Longman.

In the real life, when we discuss about something, sometimes there are some people that do not agree with what we talk. They maybe give us their arguments. We can accept their argument, if they have evidence to be proved or they have evidence to support their argument. This case is the same with analytical exposition text. This text needs supporting evidence when we write our arguments about something, in order to the readers believe with what we wrote.

This was in accordance with Knapp “arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion”. Especially when we are in the class, our teacher often asks us to give an opinion of a story, write about a topical issue, or give reasons for a viewpoint.<sup>26</sup>

Argumentative writing, or persuasive writing, as many of us used to call it. This overview will be most helpful to those who are new to teaching writing, or teachers who have not gotten good results with the approach you have taken up to now. If you are an experienced English language arts teacher, you probably already have a system for teaching this skill that you like.<sup>27</sup>

The methods are:

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<sup>26</sup> Kelana, Irwan. *Ini Tantangan Mengajar Siswa Milenial*, Jakarta.

<sup>27</sup> Kelana, Irwan. *Ini Tantangan Mengajar Siswa Milenial*, Jakarta.

a. Watch How it's Done

One of the most effective ways to improve student writing is to show them mentor texts, examples of excellent writing within the genre students are about to attempt themselves. Ideally, this writing would come from real publications and not be fabricated by me in order to embody the form.

b. Informal Argument, Freestyle

Although many students might need more practice in writing an effective argument, many of them are excellent at arguing in person. To help them make this connection, we would have them do some informal debate on easy, high-interest topics.

c. Informal Argument, Not So Freestyle

Once students have argued without the support of any kind of research or text, we would set up a second debate; this time with more structure and more time to research ahead of time. We would pose a different question, supply students with a few articles that would provide ammunition for either side, then give them time to read the articles and find the evidence they need.

d. Introduction of the Performance Assessment

Next we would show students their major assignment, the performance assessment that they will work on for the next few weeks.

What does this look like? It's generally a written prompt that describes the task, plus the rubric we will use to score their final product.

e. Building the Base

Before letting students loose to start working on their essays, we make sure they have a solid plan for writing. We would devote at least one more class period to having students consider their topic for the essay, drafting a thesis statement, and planning the main points of their essay in a graphic organizer.

f. Researcher's Workshop

The next seven to ten days would be spent in researcher's workshop, where I would start class with a mini-lesson about a particular aspect of craft. We would show them how to choose credible, relevant evidence, how to skillfully weave evidence into an argument, how to consider the needs of an audience, and how to correctly cite sources.

g. Final assessment

Finally, the finished essays are handed in for a grade. At this point, we pretty familiar with each student's writing and have given them verbal (and sometimes written) feedback throughout the unit; that's why we make the researcher's workshop phase last so long.<sup>28</sup>

#### 4. Short Video

a. Definition of Video

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<sup>28</sup> Kelana, Irwan. *Ini Tantangan Mengajar Siswa Milenial*, Jakarta.

Based on the explanation before, we have known that video is kind of audiovisual media. According to Merriam and Webster dictionary, video can be a movie, television program/event that can be watched through a flash disk or cassette on television or computer.<sup>29</sup> Video can be found at internet or made by ourselves by using camera or mobile phone. Video can contain movie, explaining picture or documents, etc.

Video also can be part of a lesson which helps teacher to exemplify topics that are working on, to highlight language point, and to take students' attention. There are three functions of video as part of a lesson. First, video can help introduce a short two or three minutes topics. Second, video can introduce new language to the students, then enhancing the lesson, whether it is in grammatical, linguistic components such as lexical, functional, and then in finding ideas. According to Harmer "Video extracts can be used to introduce new language, practiced already known items, or analyze the language used in certain typical exchanges and genres".<sup>30</sup> And the last, relaxation. This is usually used to activate students after they do many activities that can lose students' focuses.

We can conclude from the explanations above, that video is kind of audiovisual media which helps students to make easy in understanding a lesson especially in English. This media advantage both of teacher and

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<sup>29</sup> Merriam and Webster . *Merriam-Webster Dictionary Application*, Merriam-Webster Inc.

<sup>30</sup> Harmer, Jeremy, *How to teach writing*, Essex: Longman Pearson.

student. This can help teacher to explain the materials are clearer than using other media. For students, they can understand easily, because they will be more focused to the material on the video that is being played on a monitor.

According to Smaldino, video is an electronic storage of moving images.<sup>31</sup> He adds that any electronic media format that employs motion pictures to present a message can be referred to as video. Harmer states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help the students feel more realistic.<sup>32</sup>

#### b. Video Types

There are three kinds of video types that can use in classroom; off-air programs, “real-world” video, and language learning videos.<sup>33</sup>

##### 1) Off-air Programs

Off-air program is recorded from a television channel. When we use this type, we must consider about how difficult this video for students’ comprehensibility, such as the accent, length. The best program is ones which can we use for a range of activities including

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<sup>31</sup> Smaldino, S. E. *Instructional media and technology for learning* 7th Edition. New Jersey. Prentice Hall, Inc.

<sup>32</sup> Harmer, J. *The practice of English Language teaching*, third edition. London: Longman, Inc.

<sup>33</sup> Ibid, *Testing For Language Teachers*, New York: Cambridge University Press.



cross-cultural awareness, teaching language, or as a motivation for students' own to be creative.

## 2) Real-world Video

“Real-world video is an international stock video footage library and educational visual encyclopedia containing hundreds of digital video clips from around the world”.<sup>34</sup> We can get the real-world video in some websites. So many videos can be used to help teaching learning process. We have to choose the best video which is related to material in order to students more understand the material in the teaching learning process.

## 3) Language Learning Video

The purpose of language learning video is to accompany workbooks. The main advantage of this type is this can use to students in particular level. This type designed to cause students are interested with the materials that are deserved by teacher.

In this research, the researcher used video which is one kinds of real-world videos to teach analytical exposition text writing. The researcher chooses video which are contains of introductory statement, series arguments to convince the readers, and conclusion that reinforces point of view. This can make students more understand than read the analytical exposition text only. Then, it can help students' imagination when they are writing analytical exposition text.

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<sup>34</sup> International video footage lybrary, “Real word video”, Jakarta.

## 5. Theoretical Framework

Writing is one of complex materials in English subject, because students need more efforts to make it better. The efforts are, they should pass some processes. The students have to find some ideas to be developed into a good paragraph. Then, the second difficulty can be found when students are choosing appropriate grammar and vocabularies that they have to use. Therefore, one of solutions which can be applied by English teachers is by using media in the classroom.

There are so many media which teachers can use. In this research, researcher choose short video as a media. The researcher choose video because it can help students find ideas easily. According to Berk, video can elicit emotions and feelings. Because they can increase mood that produced by visual scenes, the actors, and/or the background music. In addition, video can affect mind and senses, therefor video is hoped to be able to stimulate the students in order to find the ideas easily. It maybe has powerful effect, because it works by reliving the whole students' experience. Then they can remember what experience that relates to the writing task that they are doing.<sup>35</sup>

In order to help the students to write or express their ideas, this research choose one kind of genre text. Analytical exposition text is kind of text that is used to express argument about phenomenon surrounding.

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<sup>35</sup> Berk, Ronald A., Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*. 5(1), 1–21.

Besides, this text is learnt on eleventh grade senior high school curriculum, the researcher also considers another reason why this text is chosen. The students on the tenth grade face many kinds of complex materials on their school and it demands the students to think critically. Moreover, in arranging an argumentative paragraph is not as easy as we make other paragraphs. Thus, we can do it by trying them in writing their argument on analytical exposition text.

In conclusion, we can use short video method in writing analytical exposition text which is one of complicated genre texts. By using video, it may affect to improve student's writing skills especially in argumentative text.

### **C. Research Hypothesis**

Hypothesis is temporary answer to the problem of a statement, because hypothesis still based on relevant theory not empirical facts.<sup>36</sup> In this research, the hypothesis divides into two. These hypotheses can be stated as follow;

Ho: The use of short videos does not to improve writing skill in argumentative text

Ha: The use of short videos to improve writing skill in argumentative text

In conducting the research, the researcher proposed the working hypothesis; there is a significant difference (Ha) between the improvement students' writing skill in argumentative text after they were given a treatment

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<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R &D)*, Bandung: Alfabeta.

using of short videos. It means that “the use of short videos and writing skill in argumentative text” is effective.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design is the most important part of a research, because this will determine what our research will be look like. In this research, the researcher used quantitative approach to analyze the data. According to Sugiyono quantitative approach is a research based on the philosophy of positivism, used to examine a particular population or sample. This type of research has a data analysis that is statistically with the aim to test the determined hypothesis.<sup>37</sup>

This research has one dependent variable and one independent variable. The dependent variable (Y) is writing skill in argumentative text. Then, the independent variable is the use of short videos (X).

In this study, the researcher used an experimental research design with the form of pre-experimental two group pretest-posttest design. According to W. Creswell, Experimental research is “you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”. The researcher measured students’ comprehension and ability after they experienced that treatment. The experimental research is used when the researcher possible cause and effect between independent and dependent variables.<sup>38</sup>

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<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R &D)*, Bandung: Alfabeta.

<sup>38</sup>

The design of this research used the method:<sup>39</sup>

O<sub>1</sub> X O<sub>2</sub>

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O<sub>3</sub> O<sub>4</sub>

Note:

O<sub>1</sub>: pretest of experimental class

O<sub>2</sub>: posttest of experimental class

O<sub>3</sub>: pretest of control class

O<sub>4</sub>: posttest of control class

X: treatment of experimental class

-----: there is no random of subject

## **B. Population and Sample**

### **1. Population**

Population is the generalized composed of the object/subject that have certain qualities and characteristics are determined by the researcher to learn and than draw the conclusion.<sup>40</sup>

The population of the research is grade X of student of MAn 2 Palu and all of students grade X Man 2 Palu is 344.

### **2. Sample**

Sample is the representative of the population. Sugiono stated that sample is the part of the number and characteristic that is processed by the population.<sup>41</sup>

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<sup>39</sup> Tuti Masnihar, "The Use of English Kids Song To Improve Students' Listening Comprehension."(Banda Aceh, UIN Ar-Raniry, 2015) p.25

<sup>40</sup> Sugiono in Hamdiah Arif, "The Effectiveness of Talking stick Method in Teaching Vocabulary at the Second Grade of MTs Madani PaoPao"

In this study, researchers took 2 classes as samples. class (X IPA) as the experimental class and (X Agama) as the control class. Because of the pandemic, researchers only took 10 student data from each class by conducting online research.

### **C. Operational Definition of Variable**

Variable is the condition or characteristics when the experiment can be manipulate, control or observe. Variable in this research is analytical exposition. Each research has its variables that influence each other. Variable is a construct or a characteristic that can take on different values or scores.<sup>42</sup> Based on the statement above, the operational defines as follows:

#### **1. Independent Variable**

Independent variable is one or more group receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent of this research is the use of short videos.

#### **2. Dependent Variable**

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is writing skill im argumentative text. It can be defined as knowledge

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<sup>41</sup> *Ibid*

<sup>42</sup> Ary D. Jacobs, L. C. & Razavieh A. "Introduction to research in education." (Wadsworth, Thomson Learning, 2002)

that students get based on answer the text that the student has read. This variable used to measure by giving written test.

#### **D. Research Instrument**

Instrument will be the tools used by the researcher to collect data. Gay, Mills and Airasian stated that instrument is a tool that is used in collecting data.<sup>43</sup> While, Arikunto revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy.<sup>44</sup>

Research instrument is about how the researcher collected data and what instrument that the researcher used to collect the data. The instrument was used after it has been examined its validity and reliability. In this study, there are two variables, the use of short videos as variable X, then writing skill in argumentative text as variable Y. Besides, instruments and techniques of data collection used in this research are test.

#### **E. Technique of Data Collection**

##### 1. Test

In this research, the researcher used test as one of instrument that was used to collect the data. According to Brown “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain”.<sup>45</sup> Test is used to know students’ level ability in a particular skill.

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<sup>43</sup> Gay and Airasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/3/skripsi%20CHAPTER%20III%2026-36.pdf>) (accessed on December 09, 2019)

<sup>44</sup> *Ibid*

<sup>45</sup> Brown, Douglas. *Language assesment Principles and Classroom Practices*, New York: Longman.



In conducting this research, the researcher used test as the first instrument in collecting the data. The test was used to collect the writing skill in argumentative text of student that must be analyzed and identified the student's writing skills especially in argumentative text.

There were two tests that conducted in this research, pre-test and post-test.

a. **Pre-Test**

Pre-test finished to measure students' ability before they are given treatment, therefore the researcher can compare whether the result of the students' ability has increased or not. The pre-test finished by giving students a certain topic to be written in argumentative text form without using video about at least 100 words in 40 minutes.

b. **Treatment**

After giving the pre-test, the researcher was conduct the treatment that used in teaching strategy. The researcher conducted the treatment to the experimental class while the control class will be taught the different way.

c. **Post-Test**

The post-test was held after all treatments were conducted. Post-test used to measure the students' competence on writing skills especially in argumentative text after watching short videos.

## **F. Technique of Data Analysis**

The researcher will need some steps to analyze the data. Here are some steps that was used by the researcher (Sugiyono 2010):

### **1. Scoring Technique**

In this research, the researcher used analytical scoring to asses the writing skill in argumentative text of student, as Brown said that classroom evaluation of learning is best served through analytic scoring.

The guidance of scoring of the categories are:

#### **a. Content**

- 1) 30-27 : Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
- 2) 26-22 : Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
- 3) 21-17 : Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.
- 4) 16-13 : Very poor: does not show knowledge of subject; nonsubstantive; not pertinent.

#### **b. Organization**

- 1) 20-18 : Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.

- 2) 17-14 : Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
- 3) 13-10 : Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
- 4) 9-7 : Very poor: does not communicate; no organization.

c. Vocabulary

- 1) 20-18 : Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
- 2) 17-14 : Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
- 3) 13-10 : Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
- 4) 9-7 : Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.

d. Language use/grammar

- 1) 25-22 : Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
- 2) 21-18 : Good to average: effective but simple constructions; minor problems in complex constructions; several errors of

agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

3) 17-11 : Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.

4) 10-5 : Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.

#### e. Mechanics

1) 5 : Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

2) 4 : Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

3) 3 : Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused

4) 2 : Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

## 2. Statistical Analysis

The researcher analyzed the data by using statistical analysis. It used to analyze the test instrument result (pre-test and post-test) of two classes. The researcher computed the individual score both in pretest and posttest by using formula propose by Arikunto:

$$\sum = \frac{X}{N} \times 100\%$$

Where :  $\sum$  = Standard Score  
 $X$  = Achieve score  
 $N$  = Maximum score  
 100 = Constant number<sup>46</sup>

After having the mean scores of experimental and control class, The researcher computed the standard of deviation of both classes by using formula as proposed by Arikunto:

1. The formula for experimental class

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

2. The formula for control class

$$My = \frac{\sum y}{N}$$

$Mx$ : Mean score of deviation of experimental class

$My$ : Mean score of deviation of control class

$\sum x$ : Sum scores of experimental class

$\sum y$ : Sum scores of control class

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<sup>46</sup> Arikunto, *Prosedur penelitian*, 308.

$N$ : Number of students in each class<sup>47</sup>

Afterwards, the researcher computed the sum squared deviation by employing formula proposed by Arikunto (2006:312) as follows:

1. The formula for experimental class

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$$

2. The formula for control class

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{n}$$

Where:

$\Sigma x^2$  : The square of deviation sum of experimental class

$\Sigma y^2$  : The square of deviation sum of control class

$\Sigma x$  : The score sum of experimental class

$\Sigma y$  : The score sum of control class

$N$  : The total number of students

After calculating all the formula above, the researcher computed the result of the mean score and square deviation in order to know the significant difference in both two classes by using t-count formula as suggested by Arikunto (2006:311) as follows:

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<sup>47</sup> Ibid.,306.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t: t-test formula

*Mx*: Mean of experimental class

*My*: Mean of control class

$\Sigma x^2$ : The total square of experimental class

$\Sigma y^2$ : The total square of control class

*Nx*: Total number of experimental class

*Ny*: Total number of control class.<sup>48</sup>

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<sup>48</sup> Ibid., 311.

$\alpha$ untuk Uji Satu Pihak ( <i>one tail test</i> )						
dk	0,25	0,10	0,05	0,025	0,01	0,005
	$\alpha$ untuk Uji Dua Pihak ( <i>two tail test</i> )					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
$\infty$	0,674	1,282	1,645	1,960	2,326	2,576



## CHAPTER IV

### RESULT FINDING AND DISCUSSION

#### A. A Brief Overview of MAN 2 Palu

In 1975 he became a 4-year and 6-year PGAN, as well as the inauguration of the Gedung Madrasah, Offices and Halls by the Minister of Religion of the Republic of Indonesia, Prof. Dr. H. A. Mukti Ali.

In the Decade of 1992, the 6-Year PGAN changed its function to MAN 2 Palu based on a decree. The Minister of Religion of the Republic of Indonesia No. 64 Years 1990, in 1998 MAN 2 Palu switched to MAN 2 Palu Model Based on SK. DIRECTOR GENERAL OF DEVELOPMENT OF THE MORA RI. No. E.IV/PP-00.6/KEP/17.A/98. And on November 26, 2016 it changed to MAN 2 Palu City based on the Decree of the Minister of Religion Number 680 of 2016.

Leaders who have served since its inception until becoming MAN 2 Palu are:

1. 1963 – 1981: Zubir Zein Garupa, BA
2. 1981 – 1983: Drs. H.M. Dahlan Petalolo
3. 1983 – 1988: Drs. Ahdin B. Ngagai
4. 1988 – 1989: Drs. H. Ahmad Yamani
5. 1989 – 1992: Dra. Hj. Siti Mahra B. (In 1992 PGAN became MAN 2 Palu)
6. 1992 – 1998: Drs. H. Abdullah Sada (In 1998 became MAN 2 Model Palu)
7. 1998 – 2001: Drs. H. Taufikurahman

8. 2001 – 2004: Drs. Syamsuddin Badarong
9. 2004 – 2011: Dra. Hj. Adawiyah Mentemas, M.Pd.I
10. 2011 – 2017: Taufik Abd. Rahim, S.Ag., M.Ag.(On November 26, 2016 changed to MAN 2 Palu)
11. 2017 – 2018: H. Muhammad Fadly, S.Ag., M.Ag.
12. 2019 – Present: Drs. H. Muhammad Anas, M.Pd.I

Madrasah Aliyah is a public high school that is characterized by Islam organized by the Ministry of Religion.

MAN 2 Palu is a Technical Implementation Unit of the Ministry of Religion in the field of Education which is operationally responsible to the Regional Office of the Ministry of Religion of Central Sulawesi Province, administratively responsible to the Office of the Ministry of Religion of Palu.

MAN 2 Palu is one of the MAN which functions as a Pilot School and has complete facilities & infrastructure as a Joint Learning Resource Center (PSBB); It is also a place of empowerment to develop self-reliance for Madrasahs and the Central Sulawesi Community.

The goal of MAN 2 Palu

1. More than 90% of graduates of MAN 2 Palu are accepted by quality universities both at home and abroad.
2. Obtaining good academic achievements for alumni of MAN 2 Palu during their education at universities.

3. The creation of religious life in the madrasa environment which is shown by sincere, independent, simple, ukhuwah, and free creative behavior
4. Produce outputs that have quality vocational competence.
5. Creating a clean, healthy, leafy and comfortable environment for MAN 2 Palu.

## **B. Result of the Test**

This chapter shows the process of how the result of the research could be taken up from pretest and posttest of the experimental class and control class. The data was collected from September 2021 until November 2021 at MA 2 Palu. There were two kinds of test used in this research, they were pretest and posttest. The pretest was administered to both experimental and control class in order to find out the students' writing skill in argumentative text. While the posttest was administered to both experimental class and control class in order to find the students' improvement after the treatment. The treatment was applied only in the experimental class. The results of pre test were compared to measure whether the use of short videos can improve students' writing skill or not. The results of the tests are presented as follows:

### **1. Result of Pretest**

As the first procedure of collecting the data, pretest was administered before implementing the treatment to the students. In this case the researcher asked the students ascertain topic to be written in argumentative text. The test conducted the pretest on for both experimental class (X IPA) and control class (X Agama). In computing the standard score of the student, the study used the

formula by dividing students' obtained score with maximum score and the multiplied by 100 as constant number. The results of pretest for experimental class is presented in table 4.2.

### Qualification of Student's Scores

No	Score	Category
1	86-100	Excellent
2	76-85	Very Good
3	66-75	Good
4	56-65	Fair
5	36-55	Poor
6	00-35	Very Poor

(Depdikbud, 1999)

Table 4.2.

### Result of the Pretest for the Experimental Class

No.	Initial	Score					O	M	S	Category
		C	O	V	G	M				
1.	Student A	16	9	9	11	2	47	100	47	Poor
2.	Student B	20	15	15	15	3	68	100	68	Poor
3.	Student C	21	17	16	17	3	74	100	74	Fair
4.	Student D	13	19	14	13	2	61	100	61	Poor
5.	Student E	14	9	7	16	3	49	100	49	Poor
6.	Student F	15	14	14	17	3	63	100	63	Poor
7.	Student G	21	14	13	13	2	63	100	63	Poor

8.	Student H	16	12	13	18	3	62	100	62	Poor
9.	Student I	20	13	13	14	2	62	100	62	Poor
10.	Student J	21	14	13	17	3	68	100	68	Poor
<b>Total Score</b>									<b>617</b>	
<b>Mean Score</b>									<b>61.7</b>	

Remarks

C : content

G : grammar

O : Obtained

O : organization

M : mechanics

M : Maximum Score

V : vocabulary

S : Standar

The pretest result of experimental class shown in table above and the result of computation showed that none of the students got maximum score. The highest score was 74 which obtained by only a student and the lowest score was 47. After computing the students' score on pretest, the researcher calculated the students' mean score on pretest in experimental class by adding the standard score and dividing with the number of the students which can be seen as follows:

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

$$X = \frac{617}{10}$$

$$X = 61.7$$

The mean score of the experimental class is 61.7.

The researcher provided the pretest's results table of the control class as seen in Table 4.3.

Table4.3.

**Result of the Pretest for the Control Class**

No.	Initial	Score					O	M	S	Category
		C	O	V	G	M				
1.	Student A	13	8	7	9	2	39	100	39	Very Poor
2.	Student B	15	10	9	8	2	44	100	44	Poor
3.	Student C	10	9	9	7	2	37	100	37	Very Poor
4.	Student D	9	9	10	10	3	41	100	41	Poor
5.	Student E	12	10	11	10	3	46	100	46	Poor
6.	Student F	15	11	11	8	3	48	100	48	Poor
7.	Student G	16	11	13	9	2	51	100	51	Poor
8.	Student H	11	9	7	8	2	37	100	37	Very Poor
9.	Student I	12	8	8	9	2	39	100	39	Poor
10.	Student J	16	12	10	10	3	51	100	51	Poor
<b>Total Score</b>									<b>433</b>	
<b>Mean Score</b>									<b>43.3</b>	

Remarks

C : content

G : grammar

O : Obtained

O : organization

M : mechanics

M : Maximum Score

V : vocabulary

S : Standar

By looking at the pretest of the control class, it was obviously found that the highest score is 51 and the lowest score is 37. After calculating the pretest score in control class, the researcher computed the students' mean score. The mean computation presented as follows:

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

$$X = \frac{433}{10}$$

$$X = 43.3$$

The mean score of the control class is 43.3.

## **2. Result of PostTest**

The posttest was administered to both experiment and control class. It was given after the treatment to measure the improvement of the writing skill by using short videos at the X grade students of MA 2 Palu. This posttest used the same type of the test as in the pretest, but in control class without treatment. The result of the posttest is presented in the following table.

Table 4.4.

### **Result of the Posttest for the Experimental Class**

No.	Initial	Score					O	M	S	Category
		C	O	V	G	M				
1.	Student A	22	10	10	12	3	57	100	57	Poor
2.	Student B	25	20	16	15	4	80	100	80	Good
3.	Student C	23	18	19	18	4	82	100	82	Good
4.	Student D	19	20	15	15	4	73	100	73	Fair
5.	Student E	18	12	11	16	3	56	100	60	Poor
6.	Student F	20	14	14	17	4	69	100	69	Poor
7.	Student G	23	18	17	15	3	71	100	76	Fair
8.	Student H	20	14	13	15	4	66	100	66	Poor
9.	Student I	24	15	15	15	3	72	100	72	Fair
10.	Student J	24	14	15	18	4	75	100	75	Fair
<b>Total Score</b>									<b>710</b>	
<b>Mean Score</b>									<b>71</b>	

Remarks

C : content

G : grammar

O : Obtained

O : organization

M : mechanics

M : Maximum Score

V : vocabulary

S : Standar

On seeing the table above, the result of posttest of the experimental class the highest score 82 and the lowest score is 57. The mean score of each aspect were progressed in the posttest. Afterward in getting the total score of the



students, the researcher calculated the mean score of posttest by using the formula below:

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

$$X = \frac{710}{10}$$

$$X = 71$$

The mean score of posttest in experimental class is 71.

Furthermore, in order to find out the posttest' result of the control class, the researcher provided the posttest's result table of the control class as seen in the table below:

Table 4.5.

**Result of the Posttest for the Control Class**

No.	Initial	Score					O	M	S	Category
		C	O	V	G	M				
1.	Student A	13	9	9	9	3	43	100	43	Poor
2.	Student B	15	10	9	10	3	47	100	47	Poor
3.	Student C	11	9	10	8	2	40	100	40	Poor
4.	Student D	14	10	9	10	3	46	100	46	Poor
5.	Student E	13	11	11	8	3	46	100	46	Poor

6.	Student F	15	10	10	8	3	45	100	51	Poor
7.	Student G	16	12	13	9	2	52	100	52	Poor
8.	Student H	12	10	7	8	3	40	100	40	Poor
9.	Student I	12	8	8	9	3	40	100	40	Poor
10.	Student J	16	12	12	11	3	54	100	54	Poor
<b>Total Score</b>									<b>459</b>	
<b>Mean Score</b>									<b>45.9</b>	

Remarks

C : content

G : grammar

O : Obtained

O : organization

M : mechanics

M : Maximum Score

V : vocabulary

S : Standar

The table above shows the highest score is 54 and the lowest one is 40. To know the students' mean score in control class the researcher calculated data as follows:

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

$$X = \frac{459}{10}$$

$$X = 45.9$$

The mean score of the control class in posttest is 45.9.

Based on the result of posttest in experimental or control class, the researcher found the difference between both classes. After got the treatment, the posttest students' mean score in experimental class is 71, it is meant that the students' mean score in experimental class improved from 61.7 in the pretest before.

### 3. Deviation and Square Deviation

After computing the mean score of both experiment and control class, the researcher found the deviation and the square deviation of both classes. The mean deviation and square deviation in the experimental class as seen in table 4.6

Table 4.6.

Deviation of the pretest and posttest for the Experimental Class

No	Initial	Score		Deviation (d) (y-x)	Square Deviation (d <sup>2</sup> )
		Pre-Test (x)	Post-Test (y)		
1	Student A	47	57	10	100
2	Student B	68	80	12	144
3	Student C	74	82	8	64
4	Student D	61	73	12	144
5	Student E	49	60	11	121
6	Student F	63	69	6	36

7	Student G	63	76	13	169
8	Student H	62	66	4	16
9	Student I	62	72	10	100
10	Student J	68	75	7	49
<b>Total Score</b>		$\Sigma x = 617$	$\Sigma y = 710$	<b>86</b>	<b>943</b>

By looking at the table, the researcher found the total score of the students in the experimental class in the pretest was 617 while the total score in the posttest was 710. It was proven that short videos can improve students writing skill in argumentative text because the students' score in posttest was higher than their score in pretest. Furthermore, the researcher subtracted the students' standard scores in the posttest from the students' standard score in the pretest to get the deviation scores. Based on the table, the highest deviation score was 13 and the lowest deviation score was 4.

Afterward, to get the square deviation, the researcher squared the deviation score of each student in the experimental class. By looking at the table, the highest square deviation was 169 and the lowest deviation score was 16. Moreover the total deviation was 86 and the square deviation was 943.

In addition, in order to find out the deviation and the square deviation of the control class, the researcher also provides the data of deviation and the square deviation of the control class. It can be seen in table 4.7.

Table 4.7.

Deviation of the pretest and posttest for the Control Class

No	Initial	Score		Deviation (d) (y-x)	Square Deviation (d <sup>2</sup> )
		Pre-Test (x)	Post-Test (y)		
1	Student A	39	43	4	16
2	Student B	44	47	3	9
3	Student C	37	40	3	9
4	Student D	41	46	5	25
5	Student E	46	46	0	0
6	Student F	48	51	3	9
7	Student G	51	52	1	1
8	Student H	37	40	3	9
9	Student I	39	40	1	1
10	Student J	51	54	3	9
<b>Total Score</b>		<b><math>\Sigma x = 430</math></b>	<b><math>\Sigma y = 459</math></b>	<b>26</b>	<b>88</b>

Based on the table above, the researcher found the total score of the students in control class in the pretest was 430 and the posttest was 459. The table above indicates that the posttest higher then pretest, but there was no significant improvement as in the experimental class. Furthermore, to get the deviation

scores, the researcher subtracted the students' standard scores in the posttest from the students' standard scores in the pretest. The highest deviation was 5 and the lowest was 0.

Moreover, the researcher squared the deviation score of each student in control class to get the square deviation. Based on the data, the highest square deviation was 25 and the lowest one was 0. Moreover the total deviation was 26 and the square deviation was 88.

After computing the deviation scores of both classes, the researcher counted the mean score deviation of experimental class and control class as shown below:

*Experimental Class*

$$M_x = \frac{\sum x}{N} = \frac{86}{10} = 8.6$$

*Control Class*

$$M_y = \frac{\sum x}{N} = \frac{26}{10} = 2.6$$

Thus, the mean deviation of the experimental class was 8.6 and the mean deviation of control class was 2.6. Furthermore, the researcher counted the sum of square deviation both of experimental and control class as shown below:

a. *The sum of square deviation for experimental class*

$$\begin{aligned}\Sigma x^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{n} \\ &= 943 - \frac{(86)^2}{10} \\ &= 943 - \frac{7396}{10} \\ &= 943 - 739.6 \\ &= 203.4\end{aligned}$$

b. *The sum of square deviation for control class*

$$\begin{aligned}\Sigma x^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{n} \\ &= 88 - \frac{(26)^2}{10} \\ &= 88 - \frac{676}{10} \\ &= 88 - 67.6 \\ &= 20.4\end{aligned}$$

To find out the significant difference in using short videos for experimental class in improving students' writing skill in argumentative text, the researcher used  $t_{\text{counted}}$  formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{8.6 - 2.6}{\sqrt{\left(\frac{203.4 + 20.4}{10 + 10 - 2}\right) \left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{6}{\sqrt{\left(\frac{223.8}{18}\right) (0.2)}}$$

$$t = \frac{6}{\sqrt{(12.43)(0.2)}}$$

$$t = \frac{6}{\sqrt{2.48}}$$

$$t = \frac{6}{1.57}$$

$$t = 3.82$$

#### 4. Result of the Treatment

The researcher concluded that as long as the researcher conducted research at the school. Most of the students had good morals and social relations between



students and teachers. During the researcher taught in the class, students also had an active learning in asking question do the exercises and listening to the material given. Students in the experimental class and control class have different level of ability. Where the researcher was getting the data during the researcher gave assignments or exercises to them during the learning process the values obtained from the two classes taught are different where the experimental class is superior compared to the control class.

### 5. Testing Hypotesis

The hypotesis testing aimed to know whether the use of short videos that was conducted successfully or not. It also used to know whether the hypothesis is accepted or rejected. The criteria of testing hypothesis stated that if the  $t_{counted}$  is greater than  $t_{table}$ , it means that the hypothesis of this research is accepted. In other words, the students' writing skill of grade X students of MA 2 Palu can be improve by using short videos. Otherwise, the hypothesis of this research is rejected if the  $t_{conted}$  is lower than  $t_{table}$ . In other words, the speaking ability at the eleventh grade students of MA 2 Palu cannot improve by using short videos. The researcher measures the  $t_{table}$  by applying the degree of freedom as follows:

Degree of freedom:  $(df) = N_x + N_y - 2$

$$= 10 + 10 - 2$$

$$= \mathbf{18} \text{ (between 10-20)}$$

With the level of significance 0.05 for two-tailed test.

The result of data analysis showed that the value of  $t_{\text{counted}}$  was 3.82 and the value of  $t_{\text{table}}$  is 2.101. It shown that the  $t_{\text{counted}}$  was higher than  $t_{\text{table}}$  ( $3.82 > 2.101$ ). It means that the hypothesis of the research was accepted. In other words, the using of short videos can effectively improved the writing skill of grade X students of MA 2 Palu.

### **C. Discussion**

The use of short videos had an impact on students' writing skill in argumentative text. The data proved increasing writing skill in argumentative text after getting video treatment. This result was supported by William and Lutes. They conducted some research related to the video usage in classroom. First research proved that video motivated students in learning, this was showed by the result of treatment that had more positive experience. The enjoyment of the materials would be more conducive a better motivation.

After that, the use of video helped students to get ideas to be written on students' paper. This could be seen on students' pretest and posttest. The students who got highest score in posttest seemed very enthusiast with the lesson that The Researcher delivered from the beginning to the end of the treatment, but they did not get the highest N-gain. Moreover, the students that got the highest N-gain were not the students who got high score , they actively expressed their ideas and asking something difficult. Then for the student that got lowest score in pretest felt very difficult when The Researcher asked him to write argumentative text

about the negative effects of smoking. Besides, the student did not try to ask his friends or the researcher about his difficulties. His writing was unrelated with the theme was given.

From pretest and posttest score by using video, it helped them to increase their writing skill in argumentative text. This made them easier to assimilate analytical exposition text in their mind. These findings support the previous study by Bravo Amante et.al which proved that the video is a tool to increase students' motivation in any courses. For example, student of continuum mechanics said that video was entertaining and help her studying some technical concepts which was difficult to be understood without a graphical representation. In another course, students of design of production and logistic system considered that video make them explaining more efficiently some parts of their assignment.

And the last, Teachers have important characters in the classroom. The students' success is depend on what media that was used by the teachers to deliver the material and how they deliver it. The students asked their teacher to use media in teaching. Because they feel it can be understood easily. This also supported by statement "To get better understanding, I prefer to choose teacher who give an explanation by using textbook".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

There was different between students' writing skill in argumentative text before and after using short videos. After using a short video in the experimental class, it shows that there is an improvement in the experimental class. While in the control class there was no significant improvement as in the class that received treatment (experimental class).

#### B. Suggestion

##### 1. For the English Teacher

It is quite important for the English teacher especially the English teacher in MAN 2 Palu to improve students writing skills. The teacher needs to design certain activities that make the students work actively and will not get them bored during the teaching and learning process. It is better for them to add teaching technique when they teach writing to the students. The teacher also needs to use short videos as teaching media for argumentative texts, because it still seems too complicated for them when we just teach argumentative text without media as a help.

##### 2. For other researchers

Future researchers may conduct a research writing by using video on another genre texts such as report, recount, and descriptive text and they also try to conduct another aspect except motivation such as students' awareness, attitudes, anxiety, etc.



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### **PRE-TEST**

- Make an argumentative text paragraph (analytical exposition) with the title “Is smoking good for us”?

### **POST TEST**

- Make an argumentative text paragraph (analytical exposition) with the title “Is smoking good for us”?

By paying attention to the following:

1. Goals of the text: what is the purpose of writing the text, for example, what is the purpose, social function, aim of the text
2. Generic structure : paragraph structure of the written text, for example what is the generic structure of the text
3. General information: main idea; topic; title; core sentence/paragraph; plot/plot; conclusion.
4. Specific information: details of the argument as to what person A said; occurs where the event occurs; implied meaning; the author says X, what does X mean, reference to the meaning of a word, and so on.
5. Word meaning: words meaning, includes similarities and opposites, for example synonyms, close meaning, antonyms, etc.
6. Word reference: reference, where a word refers, for example the pronoun it, they, them, etc.



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Sekolah</b> :	<b>MAN 2 Palu</b>	<b>Kelas/Semester</b> :	<b>X / 1</b>	<b>KD</b>	<b>: 3.4 dan 4.4</b>
<b>Mata Pelajaran</b> :	<b>B. INGGRIS</b>	<b>Alokasi Waktu</b> :	<b>1 x 45 menit</b>	<b>Pertemuan ke</b> :	<b>1</b>
<b>Materi</b>	<b>: Analytical Exposition Text/ Is smoking good for us?</b>				

NO	KOMPETENSI DASAR (KD)	INDIKATOR
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menganalisis unsur-unsur eksposisi dari sebuah kalimat</li> <li>• Memahami struktur teks eksposisi analitis</li> <li>• Memahami unsur kebahasaan dari teks eksposisianalitis</li> </ul>
4.4	Teks eksposisi analitis	<ul style="list-style-type: none"> <li>• Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</li> <li>• Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> </ul>
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual	
4.4.2	Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

**1. TUJUAN PEMBELAJARAN**

Setelah mengikuti (menyelesaikan) pelajaran teks Analytical Exposition Text dengan langkah-langkah 4Cs (Critical Thinking, Collaboration, Communication and Creativity) dan Metode Problem Based Learning, peserta didik mampu:

**Lower Order Thinking**

1. Mengidentifikasi fungsi sosial teks Analytical Exposition
2. Menjawab pertanyaan tentang teks setelah membaca, mendengar, dan melihat tayangan video yang berkaitan dengan teks tersebut untuk mendapatkan pemahaman tentang teks (Critical Thinking)
3. Menguraikan teks berdasarkan unsur kebahasaan yang sesuai dengan teks Analytical Exposition terutamaberhubungan dengan makna teks dan struktur teks (Colaboration)

**Hinger Order Thinking**

4. Menganalisis bagian-bagian teks untuk mendapatkan pemahaman yang menyeluruh tentang teks secara kelompok dan mempersentasikannya (Critical Thinking and Communication)
5. Mengevaluasi suatu teks seperti tentang kesimpulan/ conclusion dibagian akhir suatu teks apakah sudahsesuai dengan Thesis dan Arumentation (Critical Thinking and Communication)
6. Membuat teks Analytical Exposition yang sesuai dengan structure text yang telah dipelajari
7. Mepresentasikan Reiteration menjadi Saran atau Pesan tertentu untuk dimengerti dan dilaksanakan bersama(Collaboration dan Creativity)

**Media:**

- Lembar Kerja Peserta Didik (LKPD)
- Lembar Penilaian
- LCD Proyektor/ Slide Persentasi (ppt)
- Platform Edmodo

**Alat :**

- Spidol dan Papan Tulis
- Laptop
- Link video telah dibagikan sebelum pembelajaran melalui WA group

**2. LANGKAH-LANGKAH PEMBELAJARAN**

**KEGIATAN PENDAHULUAN**

- Peserta didik memberi salam, berdoa, menyanyikan lagu Nasional (PPK)
- Guru mengecek kehadiran peserta didik dan memotivasi (yel-yel/ ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

**Kegiatan Literasi**

- Peserta didik mencari bahan bacaan dari internet yang terkait dengan teks Analytical Exposition
- Peserta didik merangkum bahan bacaannya dan mengirimnya di WA group yang telah dibentuk
- Peserta didik menunjukkan teks yang telah mereka baca dan rangkum
- Guru menunjuk salah satu peserta didik untuk membacanya dan peserta didik lain menanggapi
  - What is the title of the text?
  - What is the text tell about?

		<p><b>Statting the Problem</b></p> <ul style="list-style-type: none"> <li>□ Guru memperkenalkan topik mengenai “Is smoking good for us?” (pertanyaan dijawab di aplikasi google meet) <ul style="list-style-type: none"> <li>- What do you thing about smoking? / Do you smoking?</li> <li>- Why do you think smoking is not good?</li> <li>- Do you agree that smoking is not good? Give the reason!</li> </ul> </li> </ul> <p><b>Define the Problem based on the Video</b></p> <ul style="list-style-type: none"> <li>□ Peserta didik diberi motivasi dan panduan untuk melihat dan mengamati tayangan video yang berkaitan dengan topik. (link <a href="http://sharevideo1.com/v/WTE-Vno1MU5rb3M-?t=yib&amp;f=cp">http://sharevideo1.com/v/WTE-Vno1MU5rb3M-?t=yib&amp;f=cp</a>)</li> </ul>
	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>➢ Setelah peserta didik melihat dan mengamati video yang diberikan, Guru memberi pertanyaan singkat dan panduan untuk menganalisa tayangan video tersebut. Peserta didik dan Guru terlibat dalam diskusi. (dijawab dengan menggunakan aplikasi google meet) <ul style="list-style-type: none"> <li>- What do you think about the video?</li> <li>- What information you get from it?</li> <li>- What does the smokers do to be healthier?</li> <li>- What happen if smoker stop in the first 20 minutes?</li> <li>- How long the lung recovery after stop smoking?</li> </ul> </li> </ul>
	<b>Collaboration</b>	<p><b>Organizing the Students</b></p> <ul style="list-style-type: none"> <li>➢ Peserta didik dibagi dalam kelompok diskusi sebanyak 4 orang 1 kelompok</li> <li>➢ Guru membagikan teks bacaan Analytical Text Exposition yang ada kaitannya dengan topik “Is smoking good for us?” (teks dapat berupa hard copy dan soft copy yang dikirim di WA Group atau aplikasi google meet)</li> </ul> <p><b>Guding the Students</b></p> <ul style="list-style-type: none"> <li>➢ Peserta didik diarahkan untuk menyimak teks yang dibacakan temannya dengan baik</li> <li>➢ Guru memberi penjelasan tentang definisi dari Analytical Exposition text</li> <li>➢ Guru memberi penjelasan terkait social function dari teks Analytical Exposition</li> <li>➢ Guru memperkenalkan dan memberi penjelasan tentang Generic Structures dari teks Analytical Exposition dan urutannya</li> <li>➢ Guru mengaitkannya dengan teks yang diberikan</li> </ul> <p><b>Collecting Data</b></p> <ul style="list-style-type: none"> <li>➢ Peserta didik masing-masing diberikan LKPD (dapat berupa hard copy dan soft copy yang dikirim di WA Group atau aplikasi google meet)</li> <li>➢ Peserta didik diminta untuk menulis nama, kelas dan kelompok peserta didik dilembar LKPD yang telah disediakan</li> <li>➢ Peserta didik diarahkan untuk mengumpulkan informasi berdasarkan teks yang diberikan dengan memberikan pertanyaan dan mengidentifikasi social function dan generic structure dari text tersebut.</li> <li>➢ Peserta didik menjawab pertanyaan tentang text yang diberikan <ul style="list-style-type: none"> <li>- What the effects of smoking?</li> <li>- Do you agree smoking is not good? Give the reason</li> <li>- What information you get from the text?</li> </ul> </li> <li>➢ Peserta didik berdiskusi dengan kelompoknya (dapat dilaksanakan di WA Group atau aplikasi google meet) untuk mengumpulkan informasi dari teks yang diberikan dan menuliskannya di lembar LKPD yang telah disediakan</li> </ul> <p><b>Processing Data</b></p> <ul style="list-style-type: none"> <li>➢ Peserta didik melakukan diskusi bersama Guru</li> <li>➢ Guru membimbing peserta didik untuk mendiskusikan hasil dari diskusi kelompoknya masing-masing yang telah dituliskan di lembar LKPD</li> <li>➢ Peserta didik mempersentasikan hasil diskusi kelompoknya</li> <li>➢ Peserta didik dan guru saling bertukar informasi dan saling memberi tanggapan terkait hasil diskusi setiap kelompok</li> <li>➢ Peserta didik diberi kesempatan untuk memverifikasi dan memperbaiki hasil diskusi mereka dan menyempurnakannya</li> </ul>
	<b>Communication</b>	<p><b>Sharing the Result</b></p> <ul style="list-style-type: none"> <li>➢ Tiap kelompok diminta mempersentasikan hasil diskusinya di depan kelas</li> <li>➢ Peserta didik dan Guru menanggapi hasil diskusi setiap kelompok yang melaksanakan persentasi</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Guru memberikan apresiasi</li> <li>☐ Guru mengumpulkan lembar LKPD masing-masing peserta didik (dapat dikirimkan di WA Group)</li> </ul>
	<b>Creativity</b>	<ul style="list-style-type: none"> <li>➤ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait topik dan pengertian teks Analytical Exposition, social function- dari text dan generic structurenya.</li> <li>➤ Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
	<b>Penutup</b>	<ul style="list-style-type: none"> <li>➤ Guru dan peserta didik merefleksikan pengalaman belajar</li> <li>➤ Guru memberikan penilaian lisan secara acak dan singkat</li> <li>➤ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>
<b>PENILAIAN</b>		
• <b>Sikap</b>	:	Lembar Pengamatan
• <b>Pengetahuan</b>	:	LK Peserta Didik
• <b>Keterampilan</b>	:	Kinerja & Observasi Diskusi
<b>Mengetahui,</b>		<b>Palu, September 2021</b>
<b>Kepala Sekolah</b>		<b>The Researcher</b>
<b><u>Drs. H. Muhammad Anas, M. Pd. I</u></b>		<b><u>FADLIA</u></b>
NIP. 196608241994011001		NIM. 151160006

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Sekolah</b> : MAN 2 PALU	<b>Kelas/Semester</b> : X / 1	<b>KD</b> : 3.4 dan 4.4
<b>Mata Pelajaran</b> : B. INGGRIS	<b>Alokasi Waktu</b> : 1 x 45 menit	<b>Pertemuan ke</b> : 2
<b>Materi</b> : Analytical Exposition Text/ Is smoking good for us?		

NO	KOMPETENSI DASAR (KD)	INDIKAT OR
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menganalisis unsur-unsur eksposisi dari sebuah kalimat</li> <li>• Memahami struktur teks eksposisi analitis</li> <li>• Memahami unsur kebahasaan dari teks eksposisi analitis</li> </ul>
4.4	Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</li> <li>• Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> </ul>
<b>1. TUJUAN PEMBELAJARAN</b>		
Setelah mengikuti (menyelesaikan) pelajaran teks Analytical Exposition Text dengan langkah-langkah 4Cs (Critical Thinking, Collaboration, Communication and Creativity) dan Metode Problem Based Learning, peserta didik mampu:		
<p><b><u>Lower Order Thinking</u></b></p> <ol style="list-style-type: none"> <li>1. Mengidentifikasi fungsi sosial teks Analytical Exposition</li> <li>2. Menjawab pertanyaan tentang teks setelah membaca, mendengar, dan melihat tayangan video yang berkaitan dengan teks tersebut untuk mendapatkan pemahaman tentang teks (Critical Thinking)</li> <li>3. Menguraikan teks berdasarkan unsur kebahasaan yang sesuai dengan teks Analytical Exposition terutama berhubungan dengan makna teks dan struktur teks (Colaboration)</li> </ol> <p><b><u>Hinger Order Thinking</u></b></p> <ol style="list-style-type: none"> <li>4. Menganalisis bagian-bagian teks untuk mendapatkan pemahaman yang menyeluruh tentang teks secara kelompok dan mempersentasikannya (Critical Thinking and Communication)</li> </ol>		

	<p>5. Mengevaluasi suatu teks seperti tentang kesimpulan/ conclusion dibagian akhir suatu teks apakah sudahsesuai dengan Thesis dan Arumentation (Critical Thinking and Communication)</p> <p>6. Membuat teks Analytical Exposition yang sesuai dengan structure text yang telah dipelajari</p> <p>7. Mepresentasikan Reiteration menjadi Saran atau Pesan tertentu untuk dimengerti dan dilaksanakanbersama (Collaboration dan Creativity)</p>
<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>➤ Lembar Kerja Peserta Didik (LKPD)</li> <li>➤ Lembar Penilaian</li> <li>➤ LCD Proyektor/ Slide Persentasi (ppt)</li> <li>➤ Platform Edmodo</li> </ul>	<p><b>Alat :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spidol dan Papan Tulis</li> <li><input type="checkbox"/> Laptop</li> <li><input type="checkbox"/> Link video telah dibagikan sebelum pembelajaran melalui WA group</li> </ul>
<p><b>2. LANGKAH-LANGKAH PEMBELAJARAN</b></p>	
<p><b>KEGIATAN PENDAHULUAN</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik memberi salam, berdoa, menyanyikan lagu Nasional (PPK)</li> <li>➤ Guru mengecek kehadiran peserta didik dan memotivasi (yel-yel/ ice breaking)</li> <li>➤ Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>➤ Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>	
<p><b>Kegiatan Litearasi</b></p>	<p><b>Statting the Problem</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peserta didik mencari bahan bacaan dari internet yang terkait dengan teks Analytical Exposition</li> <li><input type="checkbox"/> Peserta didik merangkum bahan bacaannya dan mengirimnya di WA group yangtelah dibentuk</li> <li><input type="checkbox"/> Peserta didik menunjukan teks yang telah mereka baca dan rangkum</li> <li><input type="checkbox"/> Guru menunjuk salah satu peserta didik untuk membacanya dan peserta didik lainmenanggapinya <ul style="list-style-type: none"> <li>- What is the title of the text?</li> <li>- What is the text tell about?</li> <li>- How do you feel if you seat beside the smokers?</li> </ul> </li> </ul> <p><b>Define the Problem based on the Video</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peserta didik diberi motivasi dan panduan untuk melihat dan mengamati tayanganvideo yang berkaitan dengan topik. (link <a href="http://sharevideo1.com/v/WTE-Vno1MU5rb3M=7t-yib&amp;E=cp">http://sharevideo1.com/v/WTE-Vno1MU5rb3M=7t-yib&amp;E=cp</a>)</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Setelah peserta didik melihat dan mengamati video yang diberikan, Guru memberi pertanyaan singkat dan panduan untuk menganalisa tayangan video tersebut. Peserta didik dan Guru terlibat dalam diskusi. (dijawab dengan menggunakan aplikasi google meet) <ul style="list-style-type: none"> <li>- What does the video is talking about?</li> <li>- How much chemical substances contact into smoker body?</li> <li>- How the smoker is look like?</li> <li>- What makes the teeth of smoker is black?</li> <li>- What is smoking damaged in smoker nose?</li> </ul> </li> </ul>

## **Collaboration**

### **Organizing the Students**

- Peserta didik dibagi dalam kelompok diskusi sebanyak 4 orang 1 kelompok
- Guru membagikan teks bacaan Analytical Text Exposition yang ada kaitannya dengan topik “Is smoking good for us?” (teks dapat berupa hard copy dan soft copy yang dikirim di WA Group)

### **Guding the Students**

- Peserta didik diarahkan untuk menyimak teks yang dibacakan temannya dengan baik berjudul
- Guru memberi penjelasan tentang bagian-bagian generic structure yang terdapat didalam teks.
  - Thesis
  - Arguments, and
  - Reiteration
- Guru memberi penjelasan tentang Language Fetures- Words that link arguments ex. Firstly, Secondly, The first, However, therefore, finally, etc
- Guru mengaitkannya dengan teks yang diberikan

### **Collecting Data**

- Peserta didik masing-masing diberikan LKPD (dapat berupa hard copy dan soft copy yang dikirim di WA Group)
- Peserta didik diminta untuk menulis nama, kelas dan kelompok peserta didik dilembar LKPD yang telah disediakan

		<ul style="list-style-type: none"> <li>➢ Peserta didik diminta untuk menguraikan teks berdasarkan Thesis, Arguments, dan Reiteration beserta maknanya</li> <li>➢ Peserta didik diarahkan untuk mengumpulkan informasi dan menganalisis teks yang diberikan <ul style="list-style-type: none"> <li>- Can you define the thesis of the text? And what information you get from this part?</li> <li>- Can you define the argument of the text? And what information you get from this part?</li> <li>- Can you define the Reiteration of the text? And what information you get from this part?</li> </ul> </li> <li>➢ Peserta didik berdiskusi dengan kelompoknya (dapat dilaksanakan di WA Group atau google meet) untuk mengumpulkan informasi dan menguraikan teks beserta maknanya berdasarkan struktur text yang telah dipelajari.</li> <li>➢ Dalam kegiatan diskusi bersama kelompok, peserta didik diarahkan untuk menganalisis bagian-bagian teks untuk mendapatkan makna dari teks yang diberikan dan menuliskannya di lembar LKPD yang telah disediakan</li> </ul> <p><b>Processing Data</b></p> <ul style="list-style-type: none"> <li>➢ Peserta didik melakukan diskusi bersama Guru</li> <li>➢ Guru membimbing peserta didik untuk mendiskusikan hasil dari diskusi kelompoknya masing-masing yang telah dituliskan di lembar LKPD</li> <li>➢ Peserta didik mempersentasikan hasil diskusi kelompoknya</li> <li>➢ Peserta didik dan guru saling bertukar informasi dan saling memberi tanggapan terkait hasil diskusi setiap kelompok</li> <li>➢ Peserta didik diberi kesempatan untuk memverifikasi dan memperbaiki hasil diskusi mereka dan menyempurnakannya</li> </ul>
	<b>Communication</b>	<p><b>Sharing the Result</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tiap kelompok diminta mempersentasikan hasil diskusinya di depan kelas</li> <li><input type="checkbox"/> Peserta didik dan Guru menanggapi hasil diskusi setiap kelompok yang melaksanakan persentasi</li> <li><input type="checkbox"/> Guru memberikan apresiasi</li> <li><input type="checkbox"/> Guru mengumpulkan lembar LKPD masing-masing peserta didik (dapat dikirimkan di WA Group)</li> </ul>
	<b>Creativity</b>	<ul style="list-style-type: none"> <li>➢ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait topik tentang struktur teks Analytical Exposition dan Language Feature nya.</li> <li>➢ Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum Dipahami</li> </ul>
	<b>Penutup</b>	<ul style="list-style-type: none"> <li>➢ Guru dan peserta didik merefleksikan pengalaman belajar</li> <li>➢ Guru memberikan penilaian lisan secara acak dan singkat</li> <li>➢ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>
<b>PENILAIAN</b>		
• <b>Sikap</b>	:	Lembar Pengamatan
• <b>Pengetahuan</b>	:	LK Peserta Didik
• <b>Keterampilan</b>	:	Kinerja & Observasi Diskusi
<b>Mengetahui,</b> <b>Kepala Sekolah</b>		<b>Palu, September 2021</b> <b>The Researcher</b>
<b><u>Drs. H. Muhammad Anas M. Pd. I</u></b> NIP. 196608241994011001		<b><u>FADLIA</u></b> NIM. 15116006



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Sekolah</b> :	<b>MAN 2 Palu</b>	<b>Kelas/Semester</b> :	<b>X / 1</b>	<b>KD</b>	<b>: 3.4 dan 4.4</b>
<b>Mata Pelajaran</b> :	<b>B. INGGRIS</b>	<b>Alokasi Waktu</b> :	<b>3 x 45 menit</b>	<b>Pertemuan ke</b> :	<b>3</b>
<b>Materi</b>	<b>: Analytical Exposition Text/ Is smoking good for us?</b>				

NO	KOMPETENSI DASAR (KD)	INDIKATOR
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menganalisis unsur-unsur eksposisi dari sebuah kalimat</li> <li>• Memahami struktur teks eksposisi analitis</li> <li>• Memahami unsur kebahasaan dari teks eksposisianalitis</li> </ul>
4.4	Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</li> <li>• Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> </ul>

**1. TUJUAN PEMBELAJARAN**

Setelah mengikuti (menyelesaikan) pelajaran teks Analytical Exposition Text dengan langkah-langkah 4Cs (Critical Thinking, Collaboration, Communication and Creativity) dan Metode Problem Based Learning, peserta didik mampu:

**Lower Order Thinking**

1. Mengidentifikasi fungsi sosial teks Analytical Exposition
2. Menjawab pertanyaan tentang teks setelah membaca, mendengar, dan melihat tayangan video yang berkaitan dengan teks tersebut untuk mendapatkan pemahaman tentang teks (Critical Thinking)
3. Menguraikan teks berdasarkan unsur kebahasaan yang sesuai dengan teks Analytical Exposition terutama berhubungan dengan makna teks dan struktur teks (Collaboration)

**Hinger Order Thinking**

4. Menganalisis bagian-bagian teks untuk mendapatkan pemahaman yang menyeluruh tentang teks secara kelompok dan mempersentasikannya (Critical Thinking and Communication)
5. Mengevaluasi suatu teks seperti tentang kesimpulan/ conclusion dibagian akhir suatu teks apakah sudah sesuai dengan Thesis dan Arumentation (Critical Thinking and Communication)
6. Membuat teks Analytical Exposition yang sesuai dengan structure text yang telah dipelajari
7. Mepresentasikan Reiteration menjadi Saran atau Pesan tertentu untuk dimengerti dan dilaksanakan bersama (Collaboration dan Creativity)

**Media:**

- Lembar Kerja Peserta Didik (LKPD)
- Lembar Penilaian
- LCD Proyektor/ Slide Persentasi (ppt)
- Platform Edmodo

**Alat :**

- Spidol dan Papan Tulis
- Laptop
- Link video telah dibagikan sebelum pembelajaran melalui WA group

**2. LANGKAH-LANGKAH PEMBELAJARAN**

**KEGIATAN PENDAHULUAN**

- Peserta didik memberi salam, berdoa, menyanyikan lagu Nasional (PPK)
- Guru mengecek kehadiran peserta didik dan memotivasi (yel-yel/ ice breaking)
- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

**Kegiatan Literasi****Statting the Problem**

- Peserta didik mencari bahan bacaan dari internet yang terkait dengan teks Analytical Exposition
- Peserta didik merangkum bahan bacaannya dan mengirimnya di WA group yang telah dibentuk
- Peserta didik menunjukkan teks yang telah mereka baca dan rangkum
- Guru menunjuk salah satu peserta didik untuk membacanya dan peserta didik lain menanggapi
  - What is the title of the text?
  - What is the text tell about?

	<ul style="list-style-type: none"> <li>- Based on the previous meeting, if you agree smoking is not good. How do you send the message to everyone in surrounding you that smoking is not good?</li> </ul> <p><b>Define the Problem based on the Video</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik diberi motivasi dan panduan untuk melihat dan mengamati tayangan video yang berkaitan dengan topik. (link <a href="http://sharevideo1.com/v/WTE-Vno-MU5rh3M-31-vib&amp;E=cp">http://sharevideo1.com/v/WTE-Vno-MU5rh3M-31-vib&amp;E=cp</a>)</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>➤ Setelah peserta didik melihat dan mengamati video yang diberikan, Guru memberi pertanyaan singkat dan panduan untuk menganalisa tayangan video tersebut. Peserta didik dan Guru terlibat dalam diskusi. (dijawab dengan menggunakan aplikasi google meet) <ul style="list-style-type: none"> <li>- What does happen in a year that smoker stop smoking?</li> <li>- What does happen in 5 years?</li> <li>- What does happen in 10 years?</li> <li>- Can you describe them based on the video?</li> </ul> </li> </ul>
<b>Collaboration</b>	<p><b>Organizing the Students</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik dibagi dalam kelompok diskusi sebanyak 4 orang 1 kelompok</li> <li>➤ Guru membagikan beberapa teks bacaan Analytical Text Exposition yang ada kaitannya dengan topik “Is smoking good for us?” (teks dapat berupa hard copy dan soft copy yang dikirim di WA Group)</li> </ul> <p><b>Guding the Students</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik diarahkan untuk menyimak teks yang dibacakan temannya dengan baik</li> <li>➤ Guru memberi penjelasan tentang bagian-bagian generic structure yang terdapat didalam teks. Yaitu: Reiteration</li> <li>➤ Guru memberi penjelasan tentang pentingnya Reiteration dan fungsinya yang harus sesuai dengan Thesis dan Argumentation pada text.</li> <li>➤ Guru mengaitkannya dengan teks yang diberikan</li> </ul> <p><b>Collecting Data</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik masing-masing diberikan LKPD (dapat berupa hard copy dan soft copy yang dikirim di WA Group)</li> <li>➤ Peserta didik diminta untuk mengevaluasi Reiteration teks yang diberikan dengan makna Thesis dan Argumentation</li> <li>➤ Peserta didik diarahkan untuk mengumpulkan informasi dan mengevaluasi teks yang diberikan</li> <li>➤ Peserta didik berdiskusi dengan kelompoknya (dapat dilaksanakan di WA Group atau aplikasi google meet) untuk mengumpulkan informasi dan mengevaluasi teks beserta maknanya berdasarkan struktur text yang telah dipelajari.</li> <li>➤ Dalam kegiatan diskusi bersama kelompok, peserta didik diarahkan untuk menganalisis bagian teks akhir yaitu Reiteration untuk mendapatkan makna dan keterkaitan dengan unsur struktur text lainnya dan menuliskannya di lembar LKPD yang telah disediakan</li> </ul> <p><b>Processing Data</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik melakukan diskusi bersama Guru</li> <li>➤ Guru membimbing peserta didik untuk mendiskusikan hasil dari diskusi kelompoknya masing-masing yang telah dituliskan di lembar LKPD</li> <li>➤ Peserta didik mempersentasikan hasil diskusi kelompoknya</li> <li>➤ Peserta didik dan guru saling bertukar informasi dan saling memberi tanggapan terkait hasil diskusi setiap kelompok</li> <li>➤ Peserta didik diberi kesempatan untuk memverifikasi dan memperbaiki hasil diskusi mereka dan menyempurnakannya</li> </ul>
<b>Communication</b>	<p><b>Sharing the Result</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tiap kelompok diminta mempersentasikan hasil diskusinya di depan kelas</li> <li><input type="checkbox"/> Peserta didik dan Guru menanggapi hasil diskusi setiap kelompok yang melaksanakan persentasi</li> <li><input type="checkbox"/> Guru memberikan apresiasi</li> <li><input type="checkbox"/> Guru mengumpulkan lembar LKPD masing-masing peserta didik (dapat dikirimkan di WA Group atau Platform Edmodo)</li> </ul>

**Creativity**

- Peserta didik diberikan tugas untuk menuliskan teks Analytical Exposition dengan judul “Smoking is silent killer”
- Peserta didik mengerjakannya secara individu dan mengirimkannya di WA Group atau Platform Edmodo

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Peserta didik diminta untuk menilai perjaan temannya dan memberika komentar yang membangun.</li> <li><input type="checkbox"/> Peserta didik diminta untuk membuat sebuah pesan dari Reitaration yang merak buat tentang “Smoking is not goo” berdasarkan pengalaman belajar mereka masing-masing</li> <li><input type="checkbox"/> Produk berupa Notice dan dikirim di WA group atau Platform Edmodo untuk dinilai dan dicetak ditempat-tempat umum, sekolah atau lingkungan mereka berada.</li> <li><input type="checkbox"/> Guru dan peserta didik membuat kesimpulan tentang hal-hal yang yang telah dipelajari terkait topik tentang Analytical Exposition</li> <li><input type="checkbox"/> Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum Dipahami</li> </ul>
	<b>Penutup</b>	<ul style="list-style-type: none"> <li>➤ Guru dan peserta didik merefleksikan pengalaman belajar</li> <li>➤ Gru memberikan penilaian lisan secara acak dan singkat</li> <li>➤ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>
<b>PENILAIAN</b>		
• <b>Sikap</b>	:	Lembar Pengamatan
• <b>Pengetahuan</b>	:	LK Peserta Didik
• <b>Keterampilan</b>	:	Kinerja & Observasi Diskusi
<b>Mengetahui,</b>		<b>Palu, September 2021</b>
<b>Kepala Sekolah</b>		<b>The Researcher</b>
<b><u>Drs. H. Muhammad Anas, M. Pd. I</u></b>		<b><u>Fadlia</u></b>
NIP. 196608241994011001		NIM. 151160006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id); email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : /In.13/F.I/PP.0004/06/2021 Palu, 04 Juni 2021  
Sifat : Penting  
Lampiran : -  
Perihal : **Undangan Menghadiri Seminar Proposal Skripsi.**

Yth. Bapak/Ibu Tim Penguji Skripsi  
Tarbiyah dan Ilmu Keguruan IAIN Palu  
1. *Drs. Muhammad Ihsan, M.Ag.* (Pembimbing I)  
2. Ana Kuliñana, S.Pd. M.Pd. (Pembimbing II)  
3. Rasmi, S.Pd., M.Pd. (Penguji)

Palu

*Assalamualikum wr. wb.*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan dipresentasikan oleh:

Nama : FADLIA  
NIM : 15.1.16.0006  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILLS IN ARGUMENTATIVE TEXT OF GRADE X OF MAN 2 PALU

Maka dengan hormat diundang untuk menghadiri seminar proposal skripsi tersebut yang Insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa 08 Juni 2021  
Jam : 15.30 - 16.30 WITA  
Meja Sidang : -  
Tempat : Gedung F Lt. 2 ( Ibnu Khaldun).

Demikian, atas kehadirannya diucapkan terima kasih.

*Wassalam,*

a.n. Dekan  
Pit. Ketua Prodi Tadris Bahasa Inggris

*Rasmi, S.Pd., M.Pd.*  
NIP.198606242019032011

**Catatan :**

- Undangan ini difotocopi sejumlah 7 rangkap dengan rincian:
- 1 rangkap untuk Dosen Pembimbing I (dengan proposal skripsi)
  - 1 rangkap untuk Dosen Pembimbing II (dengan proposal skripsi)
  - 1 rangkap untuk Dosen Penguji (dengan proposal skripsi)
  - 1 rangkap untuk Ketua Program Studi
  - 1 rangkap untuk ditempel pada papan pengumuman
  - 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan
  - 1 rangkap untuk Subbag Akmah Fakultas Tarbiyah dan Ilmu Keguruan



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id); email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 08 Juni 2021, telah dilaksanakan Seminar Proposal Skripsi:

Nama : FADLIA

NIM : 15.1.16.0006

Program Studi : Tadris Bahasa Inggris (TBI-1)

Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILLS IN ARGUMENTATIVE TEXT OF GRADE X OF MAN 2 PALU

Pembimbing : I. Drs. Muhammad Ihsan, M.Ag

II. Ana Kuliahana, S.Pd. M.Pd.

Penguji : Rasmi, S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	Tenses used. unparafict. & <i>attach the instrument.</i> <i>once used.</i>
2.	BAHASA	87	
3.	METODOLOGI	89	
4.	PENGUASAAN	87	
5.	JUMLAH	498	
6.	NILAI RATA-RATA	87	

Diketahui Oleh :

a.n Dekan  
Plt. Ketua Prodi TBI

Rasmi, S.Pd., M.Pd.  
NIP. 198606242019032011

08/06/2020  
Palu, ..... 2020  
Penguji,

Rasmi, S.Pd., M.Pd.  
NIP. 198606242019032011

Catatan :

85 - 100 : A  
80 - 84 : A-  
75 - 79 : B+  
70 - 74 : B  
65 - 69 : B-  
60 - 64 : C+  
55 - 59 : C  
50 - 54 : D  
49 : E



### BERITA ACARA UJIAN PROPOSAL SKRIPSI


Pada hari ini Selasa, tanggal 08 Juni 2021, telah dilaksanakan Seminar Proposal Skripsi:

Nama : FADLIA  
NIM : 15.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBI-1)  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILLS IN ARGUMENTATIVE TEXT OF GRADE X OF MAN 2 PALU  
Pembimbing : I. Drs. Muhammad Ihsan, M.Ag.  
II. Ana Kuliahana, S.Pd. M.Pd.  
Penguji : Rasmi, S.Pd., M.Pd.

#### SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	89	lihat catatan pd naskah
2.	BAHASA	88	—
3.	METODOLOGI	90	—
4.	PENGUASAAN	89	Cukup
5.	JUMLAH		
6.	NILAI RATA-RATA		

Diketahui Oleh :  
a.n Dekan  
Plt. Ketua Prodi TBI

  
Rasmi, S.Pd., M.Pd.  
NIP. 198606242019032011

Palu, 08 Juni 2021  
Penguji,

  
Drs. Muhammad Ihsan, M.Ag.  
NIP. 196505301982031006

Catatan :  
85 - 100 : A  
80 - 84 : A-  
75 - 79 : B+  
70 - 74 : B  
65 - 69 : B-  
60 - 64 : C+  
55 - 59 : C  
50 - 54 : D  
49 : E





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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 08 Juni 2021, telah dilaksanakan Seminar Proposal Skripsi:

Nama : FADLIA  
NIM : 15.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBI-1)  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILLS IN ARGUMENTATIVE TEXT OF GRADE X OF MAN 2 PALU  
Pembimbing : I. Dtt- Mahammad Ihsan, N.Ag.  
II. Ana Kuliahana, S.Pd. M.Pd.  
Penguji : Rasmi, S.Pd., M.Pd.

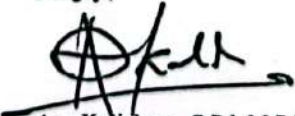
**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	}	
2.	BAHASA		past tense, change all.
3.	METODOLOGI		prepare your video. after this.
4.	PENGUASAAN		read ur proposal again carefully.
5.	JUMLAH	<	
6.	NILAI RATA-RATA	85	

Diketahui Oleh :  
a.n Dekan  
Plt. Ketua Prodi TBI

  
Rasmi, S.Pd., M.Pd.  
NIP. 198606242019032011

Palu, 08 Juni 2020  
Penguji,

  
Ana Kuliahana, S.Pd. M.Pd.  
NIP. 198202142005012004

Catatan :  
85 - 100 : A  
80 - 84 : A-  
75 - 79 : B+  
70 - 74 : B  
65 - 69 : B-  
60 - 64 : C+  
55 - 59 : C  
50 - 54 : D  
49 : E



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DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2020/2021

Nama : FADLIA  
NIM : 15.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBI-1)  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILLS IN  
ARGUMENTATIVE TEXT OF GRADE X OF MAN 2 PALU  
Tgl / Waktu : 08 Juni 2021 / 15.30 - 16.30 WITA

NO.	NAMA	NIM	PRODI	TTD	KET.
1	FAHRUNISA	16.1.05.0001	PIAUD		
2	Wahyu Slamet Paryadi	181010153	PAI		
3	Rifka S. Mbirongi	171160105	TBI		
4	Nuraini M. Ngade	171160073	TBI		
5	Moh. Fahrul	171160043	TBI		
6	Sitti Fatimah	161050034	PIAUD		
7	Zuliyanti	161050035	PIAUD		
8	Hardiyanti	161050035	PIAUD		
9	<del>Syaiful</del> Ramadhan	163150141	PSEI		
10	Syaiful Nuradika	15.1.16.0042	TBI		
11	Mohammad Irfan	17.31.0073	FEBI		
12	Roni Prabowo	17.31.0156	FEBI		
13	Natidea	21.10.20033	FTIK		
14	Nurhidayani	20.11.60056	FTIK		
15	Mahmud	17.10.10002	FTIK		

Palu, 08 Juni 2021

Pembimbing I

Drs. Mohammad Ihsan M.Ag  
NIP. 196505301992031006

Pembimbing II

Ana Kurniana, S.Pd. M.Pd.  
NIP. 198202142005012004

Penguji,

Kasni, S.Pd., M.Pd.  
NIP. 198606242019032011

\*Mengetahui  
a.n. Dekan  
Plt. Ketua Prodi TBI

Rasmij, S.Pd., M.Pd.  
NIP. 198606242019032011



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Website : [www.lainpalu.ac.id](http://www.lainpalu.ac.id), email : [humas@lainpalu.ac.id](mailto:humas@lainpalu.ac.id)

Nomor : 1926/In.13/F.I/PP.00.9/8/2021  
Lampiran : -  
Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Palu, Agustus 2021

Yth. Kepala Madrasah Aliyah Negeri (MAN) 2 Palu

di  
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Fadlia  
NIM : 15.1.16.0006  
Tempat Tanggal Lahir : Palu, 20 Oktober 1997  
Semester : XIII  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Perumahan Griya Tadulako Permai  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILL  
IN ARGUMENTATIVE TEXT OF STUDENT GRADE X OF  
MAN 2 PALU  
No. HP : 0813 4089 8005

Dosen Pembimbing :  
1. Drs. Muhammad Ihsan, M.Ag  
2. Ana Kuliahana, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di MAN 2 Model Palu

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan  
  
Dr. Hamliani, M.Ag  
NIP. 196906061998031002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA PALU**  
**MADRASAH ALIYAH NEGERI 2 KOTA PALU**  
Jln. Moh. Husni Thamrin No. 41 Telp. (0451) 421455  
<http://www.man2modelpalu.sch.id> E-mail: [man2palu@kemenag.go.id](mailto:man2palu@kemenag.go.id)

**SURAT KETERANGAN PENELITIAN**


Nomor: B- 021 /Ma.09.03/PP.00.6/12/2021

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 2 Kota Palu menerangkan bahwa:

Nama : Fadlia  
Nomor Stambuk : 15.1.16.0006  
Program Studi : Tadris Bahasa Inggris  
Jurusan :  
Judul Tesis : "THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILL IN ARGUMENTATIVE TEXT OF STUDENT GRADE X OF MAN 2 PALU"

Benar yang bersangkutan telah selesai mengadakan penelitian di *Madrasah Aliyah Negeri 2 Kota Palu*, Sejak tanggal 01 September s/d 14 Oktober 2021 berdasarkan Surat Izin Penelitian dari Uneversitas Islam Negeri Datokarama Palu dengan Nomor : 1926/In.13/F.I/PP.00.9/B/2021, tanggal 31 Agustus 2021

Demikian Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palu, 01 Desember 2021  
Kepala Madrasah,  
  
Drs. H. Muhammad Anas, M.Pd.I  
NIP.19660824 199401 1 001





# BUKU KONSULTASI

## Pembimbingan Skripsi

Nama : FADLIA  
NIM : 15.1.16.0006  
Jurusan/Prodi : Tadris Bahasa Inggris  
Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE  
WRITING SKILL IN ARGUMENTATIVE TEXT  
of STUDENT GRADE X ~~MA~~ MAN 2 PALU

FAKULTAS TARBIYAH & ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU

BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI

Photo  
2 X 3

NAMA : FADLIA  
NIM: 15.1.16.0006  
JURUSAN : Tadris Bahasa Inggris  
PEMBIMBING : I. Drs. Muhammad Hasan, M. Ag  
II. Ana Kulkahana, S.Pd, M. Pd  
ALAMAT : BTN Aniya Tadulako Peruwá  
NO. HP : 083 9089 8005




JUDUL SKRIPSI






THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILL  
IN ARGUMENTATIVE TEXT OF STUDENT GRADE X OF  
MAN 2 PALU




5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan di tambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI





Nama : FADLIA  
 NIM: 15.116.0006  
 Jurusan.Prodi: TADRIS Bahasa Inggris  
 Judul Skripsi : THE USE OF SHORT VIDEOS TO IMPROVE WRITING SKILL IN ARGUMENTATIVE TEXT  
 BY STUDEN GRADE X OF MAN 2 PALU  
 Pembimbing I : Drs. Muliawati Wisoni, M. Ag  
 Pembimbing II : Ana Kulkahana, S. Pd, M. Pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Jum'at, 31/Jan/20	Proposed	<ul style="list-style-type: none"> <li>- Tambahkan daftar is</li> <li>- Perbaiki foot note</li> <li>- Baca kembali pedoman penulisan</li> <li>- Tenda banyak background</li> <li>- Perbaiki dalam bentuk pertanyaan.</li> <li>- Perbaiki tense (grammar)</li> <li>- Perbaikan judul</li> <li>- Kata researcher disambung writer.</li> <li>- Quantitative bukan Plk</li> <li>- Identification of Problem diganti can the use?</li> <li>- Dijabarkan penulisan (Bagaimana cara men)</li> </ul>	
2.				
3.				

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Rabu		<p>Tambahan urutan penelitian</p> <ul style="list-style-type: none"> <li>- Techniq of data collection</li> <li>- Techniq of data analysis</li> <li>- Dijabarkan scoring Techniar</li> <li>- kriteria penelitian</li> <li>- Scoring system</li> <li>- komponen argumentative text</li> <li>- was conducted <math>\Rightarrow</math> was finished</li> <li>- Applying video dengan 'how are you going to use video'</li> </ul>	 
5.				
6.	Rabu, 28/01/21		<ul style="list-style-type: none"> <li>- Literatur review</li> <li>• Apa itu Argumentative text?</li> <li>• Writing skill?</li> <li>• Short videos?</li> <li>- Re-baitan catatan kaji</li> </ul>	  
7.	Jumat,			

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
7.	Jumat, 28/01/21		<ul style="list-style-type: none"> <li>- Penulisan (caption)</li> <li>- Fungsi Bab IV</li> </ul>	
8.	Senin, 17/01/21		- Pembinaan Bab IV	
9.	Selasa, 19/01/21		- Tanda tangan Approval page	
10.	Selasa, 19/01/21			



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
8.	Selasa, 18/12/20		- Penulisan tahun dicatat 2020 → 2022. - Susunan halaman daftar isi	
9.	Rabu, 23/12/20		- Bab 9. bagian diskusi tidak menggunakan teori, hanya opini.	
10.	Kamis, 20/01/21		- Logo UIN diganti UIN - Pix logo	
11.	Jumatah, 24/12/20		- Ace Skripsi	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

**Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:**

Yth. Ketua Jurusan Tadris Bahasa Inggris (TBI)  
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
 IAIN Palu

Yang bertanda tangan di bawah ini:  
 1. Nama : Dr. Muhammad Ihsan, M.A.  
 NIP : 196505301972031006  
 Pangkat/Golongan : Pembina TK-I/ (W/B)  
 Jabatan Akademik : Lektor Kepala  
 Sebagai : Pembimbing I


2. Nama : An Kukuluma, S.Pd., M.Pd.  
 NIP : 19820912005012004  
 Pangkat/Golongan : Penta / IV c  
 Jabatan Akademik : Lektor  
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : PADUA  
 NIM : 1716 0006  
 Jurusan : Tadris Bahasa Inggris  
 Judul : The use of short videos to improve writing skill in programeductive text of student grade X of MAN 2 PALU

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

  
Dr. Muhammad Ihsan, M.A.  
 NIP. 1965 0530 1972 03 1006

Palu, 28 Januari 2012  
 Pembimbing II

  
An Kukuluma, S.Pd., M.Pd.  
 NIP. 1982 0912 2005 01 2 004

## TATA TERTIB SEMINAR

### A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

### B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen-Pembimbing dan Ketua Jurusan serta 20 orang pembimbing umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

## KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : FADLIA

T.T.L : PALU, 20 Oktober 1997

NIM. : 151160006

JURUSAN : TADDIS BAHASA INGGRIS

ALAMAT : Jl. Melanda











INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

**KARTU SEMINAR PROPOSAL SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA : FADLIA  
NIM. : 151160006  
JURUSAN : TARBIYAH Bahasa Inggris

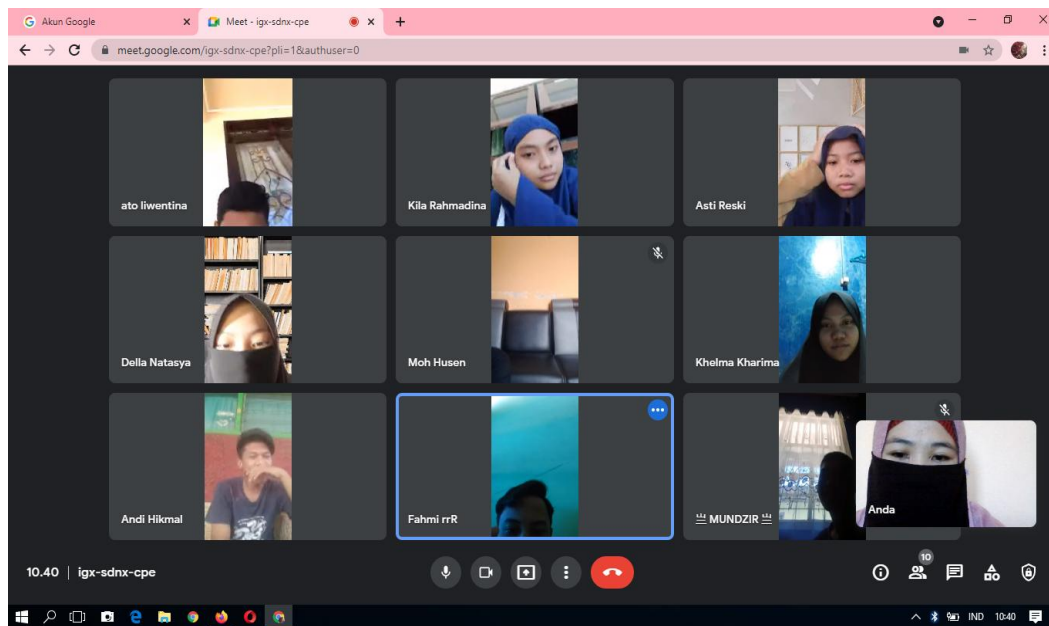
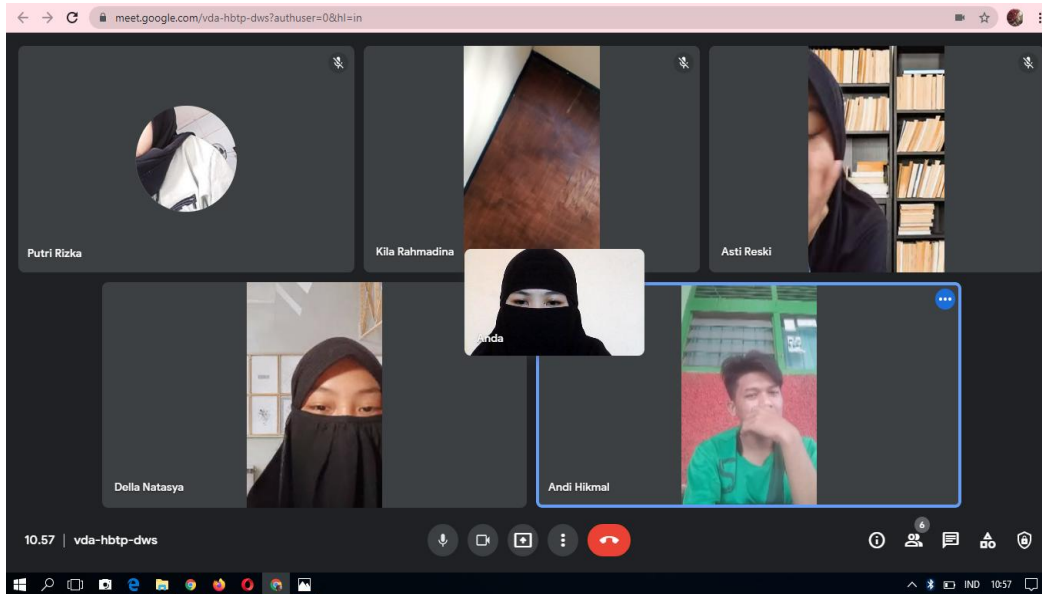
FOTO 3 X 4

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jum'at. 20 Juli 2018	SUKRIANTO	Nilai-nilai pendidikan humanistik terhadap peningkatan prestasi belajar peserta didik (studi pada pelajaran PAI) di SMPN 3 PALU	1. Drs. Syahril, M.A 2. Dr. Gusmanb, M.Pd	
2	20 Juni 2018	ANDI AHMAD	Nilai-nilai pendidikan Islam dalam Al-Quran surah Luqman 12-19 dan implementasinya terhadap pendidikan anak dalam keluarga	1. Dr. H. Astar, M.Pd 2. Sulhams, S.Ag, M. Ag	
3	Jum'at 23-07-2018	Panru Gunawan	analisis manajemen sastra dimediasi alyan al-huairat tampe kec. siraya kab. donggala	1. Dr. Merti. Au. M. Pd 2. Dr. Gusmanb, M. Pd.	
4	Selasa 16.06.2020	Sitti guruh hamzah	Pengaruh bagi hasil dan kebutuhan modal terhadap minat URMK mengagukan pembiayaan padaleni- baya keuangan syariah Di kota palu.	1. Dr. Marzuki, M.H. 2. Ahmad Arief, Lc., M.H.I	
5	Selasa 16.06.2020	MIFTAHUL JAMAH	Pengaruh faktor rasional dan religius terhadap minat menabung masyarakat Kelurahan Lere di (Kec) Bawu Mualat, Sis AL-Buffi	1. Dr. Malkow, M. Ag. 2. Syaifulloh NS. S. Ag. M. S.I	
6	Selasa 17. September. 2020	Moh Sukur	Nilai-nilai spiritual melalui program beasiswa pelaksanaan Sudek (latihan) sadar pasia masyarakat suku marator di desa sapa' bea pasangkayu	1. Prof. Dr. H. Asyari M. Ag 2. Dr. H. Ahsad Sahrin Amrunan (S. Pd)	
7	Selasa 17/11/2020	FATHUNISA	Peran simbol parent dalam pemahaman nilai-nilai religius melalui pembiasaan pada anak usia dini di TK Al-Nahdlatul panji, kec. dajeneas, kab. pangajene	1. Dra. Retoliah. M. Pd.1 2. Rusmi, S. Ag. M. Pd.	
8	Kamis 18/02/2021	Mega Haruw	Penggunaan media visual untuk mengembangkan bahasa anak usia dini di TK Al-istiyah	1. Dr. Fatmah Sagami, M. Si 2. Kaswiah, S. Ag., M. Pd. I	
9				1.	
10				2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

# DOCUMENTATION

## Online Learning Activities



## CURRICULUM VITAE



Name : Fadlia

Date of birth : Palu, 20 October 1997

Gender : Female

Religion : Islam

Department : English Department

Faculty : Teacher Training and Tarbiyah Faculty

NIM : 15.1.16.0006

Phone Number : 0813-4089-8005

Address : BTN Bumi Roviega

Father Name : Sa'adulah A. Mahadali

Religion : Islam

Education : High School

Work : Entrepreneur

Address : BTN Bumi Roviega

Mother Name : Rugaiya Dj. Mahadali

Religion : Islam

Education : Elementary School

Work : House Wife

Address : BTN Bumi Roviega

**B**

• a. SD/MI, Graduated year : Mis Sis Al Jufri, 2009.

**E**

d b. SMP/M.Ts., Graduated year : SMP Negeri 1 Momunu, 2012.

**u**

c c. SMA/MA, Graduated year : SMA Negeri 1 Momunu, 2015.

**a**

**tion details**

Palu, 27 September 2022

Author