

**IMPROVING STUDENTS' WRITING NARRATIVE TEXT THROUGH  
YOUTUBE VIDEOS OF THE EIGHT GRADE STUDENTS  
AT SMP NEGERI 3 PALU**



**Skripsi**

Submitted in partial fulfillment of the requirements for gaining the degree of Sarjana Pendidikan (S.Pd) at English Tadris Study Program Faculty of Tarbiyah and Teacher Training at Datokarama Islamic State University Palu

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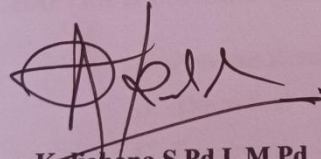
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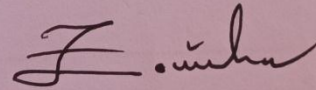
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### **Statement of Thesis Authenticity**

I hereby declare that this thesis entitled: *“Improving Students’ Writing Narrative text through YouTube videos of the Eight Grade Students at Smp Negeri 3 Palu”*, has been officially approved as my own work and it has not been and will be not submitted in the whole or in part another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, in declare comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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## ABSTRACT

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**Title : Improving Students' Writing Narrative Text Through YouTube Videos of the Eight Grade Students at SMP Negeri 3 Palu.**

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The objective of this research was to find out whether using video can improve the students to write narrative text of the eight grade students at SMP Negeri 3 Palu.

This research used quasi experimental research design with 60 students as the samples which were selected. The sample of this research were grade VIII D as the experimental class that consist of 31 students and grade VIII H as control class that consisted of 29 students. Experimental class was given the treatment while control class was given conventional teaching. The instruments of data collection were test that were divided into pre-test and post-test.

The result of data analysis showed that there was a significant difference between the result of pre-test and post-test. It indicated by the mean score of both test result where the mean score of experimental class significantly increased from 45.14 to 55.27. Meanwhile, the mean score of control class from 40.45 to 42.98. The result of pre-test and post-test the researcher found that the value of t-counted was 4.75. By applying degree of freedom (df)  $(31+29-2)$  and 0.05 level of significance. It meant that the used of YouTube video can improve of the eight grade students writing narrative text ability at SMP Negeri 3 Palu.

by using YouTube video can looked at the image the video, not only that students can also immediately hear the pronunciation of the vocabulary in the text based on the video, furthermore, learning to use YouTube video was can write with the right punctuation, how accepting the right point, comma and structure. Therefore students were not easily tired of learning English with the existence of YouTube video. Because the researcher believed that learning by using YouTube video can improve writing ability narrative text of the eight grade students' at SMP Negeri 3 Palu.

***Keywords: Improving, Writing Ability, YouTube Video***

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# CHAPTER 1

## INTRODUCTION

### *A. Background*

Writing is one of the language skills in English. It is a type of communication where students to express ideas or opinions in the form of writing. Composing is an expertise where we express the thoughts, sentiments, and considerations organized in words, sentence and passages by utilizing eyes, cerebrum and hand. Recorded as a hard copy, students share data with others, and figure out how to hold their insight. For example, when students write narrative text, it is an activity to share ideas which gives benefit to others.<sup>1</sup>

Writing is also an important part of communication because good writing can help someone to communicate with others and clarify their ideas with others beyond face to face or communication. The importance of writing can also be proven through writing learning in school and being a part of the national examination.

In light of 2013 Educational program of Middle School in Indonesia, the essential ability for showing English composition at the eight-grade understudies are the understudies can recognize conventional design, social capability and semantic components connected with story message understudies can observe several short texts about the situation of a place by mentioning the presence of people, object, animals, and their number

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<sup>1</sup>Faradila, N.W., Usman, S, Rita, F. *Using Comics in Improving the Ability of Grade X Students of SMA Negri 4 Palu in Writing Narrative Text*. 2017, p 106-113.

to then peruse with the right elocution and word pressure, the understudies can work on perusing a boisterous voice and right spelling, and sound.

However, learning how to write in English writing is not easy for some students. Based in the early observation at SMPN 3 PALU, it was found that students faced a number of problems in writing. First, students' vocabulary mastery was poor. For example, they did not have enough understanding the meaning of the words in English. Second, the students found it difficult to arranged sentence in to a good narrative text, for example, the students were confused which one of the first step and the next step. Third, the students' ability in writing with good spelling was poor. When the students write the word they were almost wrong for example when they wrote spoon, they were just writing "spun", they always forgot to put coma, semicolon, and capitalization. Fourth, the students spent more time to write narrative text and identify the generic structure of narrative text. The students' interest in writing was poor because they did not have inspiration for start to writing.

Many ways can be done in teaching writing a narrative text. To beat the understudies' concern, the specialist involved video as a media in teaching. Media is one of the devices that applied in the educating educational experience, media as a method to make that issue tackled. The specialist picked video to make the understudies' capacity recorded as a hard copy better than anyone might have expected. Video is a sort of interactive media that characterized as innovation's items that current consistent development of modern pictures, moving pictures,

enlivened pictures, or moving texts joined by sound or audio cues. The video was made the understudies intriguing to compose account text and assist the understudies with understanding the material to compose story text. The students was be easy to arrange each step of narrative text because they many get inspiration from the video.

### ***B. Problem Statement***

The student's ability in writing narrative text was poor. The researcher offered a solution to taught writing narrative text by using video. For that reason, this method applied to determine effectiveness of video. The researcher formulated the research question as follows: "Can the use of YouTube video improve students' ability to writing narrative text at SMPN 3 PALU?"

### ***C. The Objective and Significance of the Research***

#### 1. Objective of the research

The objective of the research was concrete statement describing what the research is trying to achieve. Therefore, the objective of the research was important. The objective of the research must be adapted to the research design. In this research, the type of research was experimental research. So, the objective of the research was to found out whether using video can improve the students to write narrative text of eight-grade students at SMP NEGERI 3 PALU.

#### 2. Significance of the research

The result of this research was expected to give a beneficial contribution to:

- a. For the students: the technique can improve students' skill of narrative text by using YouTube videos.
- b. For the teacher: This technique may give the teacher as a variation in teaching writing narrative text.
- c. For the researcher and the other researcher: this research can be as a comparison and the starting point, to make more comprehensive research.

#### ***D. The Outlines of the Research***

This skripsi consisted of five chapters, each chapter has related to each other, the researcher formulated the contents of this proposal as follows:

In chapter I, the introduction included background, problem formulation, objectives and benefits research, and the outlines of contents.

In chapter II, a literature review was described as a theoretical basis for research which included previous research, theoretical framework, and hypothesis.

In chapter III, the research methods included research approach and design, population and sample, research variable, operational definition, research instrument, data collection techniques, data analysis techniques.

In chapter IV discussed was research findings, testing hypothesis and discussion.

In chapter V discussed was conclusions and suggestions.

## CHAPTER II

### LITERATURE REVIEW

#### *A. Previous Research*

There are some researchers applied Video as a media in teaching English. First, the research of Pelani 2016, entitled, “The Effect of Subtitled Animated Cartoon Videos on Students’ Reading Comprehension”. This research was experimental research. The researcher conducted the research at SD IT Al-Hasanah Bengkulu. The outcome in this exploration showed that Captioned Energized Animation Recordings was successful to further develop perusing understanding at SD IT Al-Hasanah.<sup>2</sup> Be that as it may, this examination didn't completely make sense of about what sort of YouTube recordings they observed. Meanwhile, in this research the researcher will explain about what kind of YouTube videos they watched.

Second, the research of Rivai 2017 entitled, “The Effectiveness of Using Video on Students’ Writing Ability in Teaching Descriptive Text at Tenth Grade Of SMK Pasundan 1 Kota Serang”. In this research, the researcher conducted experimental research. The result showed that video was effective to improve the students’ writing ability.<sup>3</sup>

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<sup>2</sup>Pelani, G. *The effect of subtitled animated cartoon videos on students’ reading comprehension*, Journal of applied linguistics and literature. 2016, 20-29.

<sup>3</sup>Rivai, et al, *The effectiveness of using video on students’ writing ability in teaching descriptive text*. The journal of English studies, 2017, 155-165.

Evidently, this media can be applied to Elementary School and Vocational School. Video is effective to teach writing skills and Reading Skill. This media can be used to teach reading comprehension and descriptive text. However, this media is a successful to teach writing skills in vocational School and reading in elementary school, but it is not necessarily successful to apply in Junior High School. In the meantime, in this research the researcher will apply in Junior High School to determine whether this media is effective to apply in Junior High School.

## ***B. Literature Review***

### **1. The Nature of Writing in Language Learning**

#### a. Writing

Composing is a significant piece of correspondence. Composing process has four principal components: arranging, drafting, altering (reflecting and overhauling), and last adaptation (draft)".<sup>4</sup> It is an approach to sharing data, considerations, thoughts, and encounters to others in the composed structure<sup>5</sup>". There are three steps in teaching using video; pre-viewing, viewing, post-viewing". The learners can get much information or explore ideas by writing. Moreover, in Junior High School and Senior High School, the students learn how to make good writing with good content and vocabulary.<sup>6</sup>

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<sup>4</sup>Harmer , Jeremy,*How to Teach Writing*.( England Oxford: Person Education Limited, 2004)

<sup>5</sup> I Wy .Dirgeyasa, *College Academic Writing A Genre Based Perspective*, Jakarta, (2016), p. 60.

<sup>6</sup> Andrew P. Johnson, *Teaching Reading and Writing* , (USA: Rowman& Littlefield Education, 2008), p. 179-180.



Writing it is a process of expressing ideas or mind in words. But in the process of writing is not easy. The writing process will give the writers the chance to think to compose and concept of the writing. To mastered writing skill that is difficult. It means that students have to study hard to master writing because writing does not come naturally.

The creative cycle incorporates, prewriting, drafting, revising, altering, editing, distributing and introducing. The most common way of composing happens in a few phases are:

- a. Prewriting is anything you do before you compose a draft of your reports. It incorporates thinking, taking notes, conversing with other, conceptualizing, illustrating, and assembling data.
- b. Drafting includes writing your thought down in generally the configuration you in end for the completed work.
- c. Revising is the stage where you adjust your most memorable draft to work on its substance and design.
- d. Editing and editing include amending mistakes in punctuation, spelling, and mechanics.
- e. Publishing and introducing are the sharing of your work with others.<sup>7</sup>

The writing component includes, content, organization, grammar, vocabulary, and mechanic. The component of writing occurs in several stages are:

- a. Content is unity. That means every sentence contributes one principle uniting the whole. Furthermore, unity is the first effective sentence quality. The

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<sup>7</sup>UtamiDewi , (2013), *How to write, Medan* : Latansa Express, P. 9

writing content about the ability to think creatively and develop through, except all irrelevant information. It must be learned for the reader. This they can understand what message is saying and get information from it. Also the contents of the writing must be good and complete. Because of the characteristics of good writing. The writing content must be clear to the reader so that the reader can understand the message being held and get the information form. In order for the content of the writing to be good, the content must be unified and complete. This term is usually known as unity and completeness, which characterizes good writing.

- b. Associations recorded as hard copy include rationality, request, or significance, general to explicit, intended to general request, sequential and spatial patterns and express familiar articulate thoughts clearly stated/supported, compact, well-sorted, plausible groupings and durable. In this type of writing worry about how to go through specialist settings and sort out thoughts asking rub in composition. There are many ways used by specialists to sort or arrange compositions.
- c. Grammar has many pattern that rely upon circumstance and condition, by and large call by tenses. Tenses are a significant material in learning English, since it assist us with forming sentence well, particularly in utilizing action word.
- d. Vocabulary is one of the language perspectives managing the method involved with composing jargon as one of the necessities of good composing is consistently subject to the compelling utilization of the word.

e. Mechanic includes capitalization, punctuation and spelling appropriately. The reader means understanding and recognizing what the author means of course. The use of mechanical writing will guide the reader to easily understand the ideas or messages conveyed. Based on the definition mentioned the researcher decided to analyze the indicators in writing in term of content and organization. As we know, there are five writing indicators but Researchers only choose content, and organization.<sup>8</sup>

b. Narrative Text

In connection with this study, narrative text is a type of text that will be discussed. Narrative text itself is a type of text which aimed to tell the readers a story. Also, narrative text shows a view of the world that used to amuse and entertain the readers (Dirgeyasa, 2016). In addition, narrative text can be either fictitious or real story form that contains a series of events in which the story is told. And the way the context is given as features of the story building (Barwick, Targeting Text, 2006).<sup>9</sup>

Narrative itself. essentially centers around concentrating on an individual by gathering the information through the narratives assortment of the primary person, conveying the tales, and learning the significance of those accounts for the perusers (Creswell, 2012). Narrative text is not always about entertainment thing, but as it has stated by Clouse before, writing tells the stories with the moral value

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<sup>8</sup>BurhanNurgiantoro, *penilaiandalampengajaranbahasadansastra*, (Yogyakarta, PPFE Yogyakarta, 2001), 306.

<sup>9</sup>AyuFitriAnjani, *Improving Students` Writing Narrative Text Through Silent Movie "Larva"*, Skripsi (Jakarta:UinSyaiifHidayatullah, 2020) , 10-11.

delivered to the readers (Clouse, *The Student Writer: Editor and Critic*, 2006, p. 186). The readers can grasp the lesson in the stories whether to be good to each other, family, and others. Thus, the reader will absorb and learn from what are conveyed in the story. From the definition that has been mentioned above, it can be concluded that narrative text is a text in which tells a story and the norms that aims to entertain its reader.

A class list of narrative text was cited on Wiwin Suprianti's thesis might include the follows<sup>10</sup>

- a. Adventure: a story that incorporates energizing and hazardous occasions that characters need to tackle.
- b. Horror story: a story which endeavors to startle the peruser or audience with frightening occasions yet which typically closes joyfully.
- c. Romance: Romance: a story which manages heartfelt love. There are a few hindrances in the manner yet genuine romance as a rule wins out eventually.

The nonexclusive construction of a story text contain:

- a. Orientation: in which the essayist educates the crowd concerning who the person in the story are, where the story is occurring, and when the activity is occur.
- b. Complication: where the story is moved along by a progression of events, during which we as a rule anticipate a confusion or issue to arise of some kind. This confusion will include the primary character(s) and frequently

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<sup>10</sup>Wiwinsuprianti, *The Effectiveness of Fairytale Movie as A Medium In The Teaching Narrative Writing. An Experimental Research* (study with class VIII G and VIII H of 8<sup>th</sup> grade student of SMP18 Semarang 2009/2010 academic year) 053411264",

serves to (transiently) toward them, for arriving at their objective. Story reflects the confusions we face throughout everyday life and will in general console us that they are resolvable.

c. Resolution: in "fulfilling" story, a goal of the difficulty is achieved. The confusion might be settled for better or for more terrible, but it is seldom left totally unsettled (albeit this is obviously conceivable in surely sorts of account, which leave us pondering, how is the end?).<sup>11</sup>

The language highlights of system text are:

- a. A account text centers around unambiguous members.
- b. There are many activity action words, verbal and mental cycles.
- c. Direct and backhanded addresses are frequently utilized.
- d. It typically utilizes past tense.
- e. Linking words are utilized, related with time.
- f. There are some of the time a few exchange and the strained can change.

## 2. YouTube Videos in Learning English

Video is one of the techniques in teaching English which helps the students in learning. Based on the Oxford dictionary, video is a type of magnetic tape used for recording television pictures and sound. Video is a technique of teaching adopted by the audio-lingual method. This method developed by Charles Fries (1945) of the University of Michigan.

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<sup>11</sup>AgustaDevigantai *Improving students' ability in writing narratives text using short animated stories at class VIII C of SMPN 2 Sanden, Bantul in the Academic year of 2013/2014* (23-24).

The example utilizing video is shown a first-year Spanish class by Dr. James S. Taylor of Brigham Young University. The illustration starts with a concise survey of good tidings in Spanish, trailed by a show and remembrance of discourse utilizing visual guides. This followed by an adaption and development ease in which understudies are educated to "customize" the exchange by subbing different articulations to tell how they are feeling or where they are going right now. The illustration finishes up with a progression of example drills of compressions and action word structures as indicated by sentences extricated from the exchange.

There are a few advantages of showing English utilizing video. They are as per the following:

- a. Students appreciate language learning with the video

One of the points of instructing English to students is still in them. The possibility that language learning is blissful experience and video establishes an appealing charming learning climate. Showing utilizing video make the educating educational experience more different. The different media that are applied by the educators can propel the understudies to learn and give open to feeling during educating growing experience in the homeroom.

- b. Video is an appealing approach to concentrating on non-verbal communication

Language students are finding out about their general surroundings. Since the video comprises of activity, so the understudies can find out about non-verbal communication in light of the activity of the video.

c. Students gain certainty through redundancy

Understudies love to hear stories over and over and the equivalent goes for video. By watching a video a few times youngsters can advance by ingestion and impersonation.<sup>12</sup>

The fundamental drawbacks of Video are cost, burden, upkeep, and a few cases, and feeling of dread toward innovation. One more significant issue for this situation is that the educator ought to be thoroughly prepared on utilizing and taking advantage of the video. In any case, it becomes exhausting and purposeless for understudies. As far as possible the understudies' capacity recorded as a hard copy association, understudies' jargon, and mechanics of composing, incorporates spelling, accentuation and capitalization.<sup>13</sup>

### ***C. Theoretical Framework***

Writing is an important part of the Curriculum. Writing is basic in work, learning and in the community. In writing, someone expresses who they are. Writing will helps others to give feedback to the writer. It is beneficial, especially for those who are emotional and do not express their ideas and do not express verbally. Writing is important to write our ideas and experiences for future references.

There are many problems that the researcher may find when doing investigation to the students in class. First, the students' ability in organization is

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<sup>12</sup>Tomalin, B. (1999) *Teaching young children with video in stempleski, S. and arcando, p. (Eds) video in second language teaching : using, selecting and producing video for the classroom. Teaching of English to speakers of other languages, INC.*

<sup>13</sup>Cakir, I. 2006. *The Use of video as an audio-visual material in foreign language teaching classroom.* Turkish online journal of education technology, vol 5. Issue 4, article 9 ISSN 1302-6521.

poor. How to arrange steps by steps in the narrative text, it becomes something difficult when the students write narrative text. The students need to reach their vocabulary because it is very low. The students doing the assignment is too long.

The researcher prefers video techniques to solve the problem. Video is the visual multimedia source that combine a sequence of image to form a moving picture. Video has become an important part of higher education. By using video teaching English will give higher motivation to students. <sup>14</sup>

The researcher chooses this technique because this technique has much strength. First, Videos are mostly very demonstration- friendly. Second Video can give the learner true concept clarity, as everything can be visualized and explained in detail. Third, video tends to be more interesting and engaging, when compared to text. It is appropriate with the researcher titles' teaching writing narrative text.

Even though the technique has strength, this technique also has some weakness. First, using video to teach can use a lot of electrical energy and spend more time. Second, the video could be a disturbance when the structure of the video is not appropriate with what the teacher needs to be taught. Third, using video spend more time to search for good videos.

During the teaching-learning process, the researcher must carefully. The researcher must keep the situation in class so that the researcher can control the weakness. First, the researcher apply video which just short duration so it will not spend more time and not spend a lot of electrical energy. Second, before starting

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<sup>14</sup>Smaldino, E. Sharon et al .*Instructional Technology and media for lernaning*.New Jersay2005.



the learning process by using video, the researcher will choose the video with good structure so that the learners not confused to understand the step by step in video and the researcher will adjust with learning needs. Third, the researcher will prepare good videos which easy to learn by learners.

Teaching writing narrative text by using video will organize the steps of teaching so that the teaching-learning process is more effective. The researcher will explain first about the material which will be learning, and give an example. The researcher will be a select interesting topic so that the learners will be excited to enjoy the material. I may not using video which has a long duration because it can make the learners boring. I will invite the learners to ask when the learners find parts of the video that they do not understand.

#### ***D. Hypothesis***

Hypothesis, based on the Cambridge Dictionary, the hypothesis is an idea or explanation for something that is based on known facts but has not yet been proved. The research hypothesis consists of two parts, the Null hypothesis, and the Alternative hypothesis. This research hypothesis used is as an alternative hypothesis. The researcher choose directional hypothesis. There is a relation between learners who teach using video techniques or not. The researcher states the hypothesis with the possibility;

Improving students YouTube videos eight-grade students' in writing narrative text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this examination, the specialist utilized a semi trial research plan. The specialist utilized non-identical benchmark group plan. This examination utilized

two classes, one class as a control class and the other one as a trial class. The plan should be visible as follow:

Experiment group  $O_1 X O_2$

Control Group  $O_3 - O_4$

Where:

$O_1 O_3$  = Pretest

'X' = Treatment

$O_2 O_4$  = Post Test

In the primary gathering pretest was given in trial class and control class. In the control class was not given a treatment and trial class as a class that was give treatment. In this exploration, it was center around involving video as a treatment in the trial class and the control class utilized customary educating procedure. At long last, the analyst looked at the aftereffect of the exploratory.

class and control class after given 4-6 treatment in light of the post-test in the last gathering.<sup>15</sup>

## ***B. Population and Sample***

### **1. Population**

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<sup>15</sup>Sugiyono.. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif,* (Bandung :Alfabeta, 2015) .

A population is a group of people, things or events. The population of this research was the third year of SMPN 3 PALU. They consisted of seven classes. The researcher chose two classes as her experimental group and control group. <sup>16</sup>

## **2. Sample**

The sample of the research was smaller than the population, not all the members of the population to assess. This examination just involved two classes as an example of the review. The example of this examination was utilized purposive testing. The scientist accepted just two classes as an example in this exploration in view of their composing expertise in English subject. The example of this examination was VIII-D as investigation class and VIII-H as a control class.

### ***C. Research Variable***

In this exploration the variable comprised of two, there were the autonomous variable and ward variable. The reliant variable relies upon different elements that are estimated. The free factor is steady and unaffected by different factors. The free factor is Video media and the reliant variable is composing story text.

### **D. Operational Definition**

- a. Writing is activity to create a note or information media in the form of paper and using pencils and pens.
- b. YouTube is a site that permits clients to save, watch and offer recordings openly. YouTube is the best spot/implies for sharing recordings from around the world, going from brief recordings,

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<sup>16</sup> Ibid.

instructional exercises, video blog, short film, film trailers, music, training, movement, diversion, news, television, and different other intriguing data. The higher growth of smartphone and internet users makes YouTube videos also more varied.<sup>17</sup>

- c. Narrative Text is a type of text that tells a series of events in a chronological or interconnected system.

### **E. Research Instruments**

The research instrument is a tool used to measure the observed natural and social phenomena. Meanwhile, research instruments are basically tools used to collect data in research.<sup>18</sup>

Test: In this research test is the more important instruments to collect the data. It was used to know the influence of video on teaching writing narrative text, the test used is written test.

### **F. Technique of Data Collection**

To collect the obtained data based on the research instruments, one of the procedures was Paper and Pencil Test. The test which most commonly used in collection data of the research was Paper Pencil Test or usually called PAPI. Paper pencil Test (PAPI) the process given a test and the researcher was given

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<sup>17</sup>Salma <https://id.m.wikipedia.org>, Tuesday, on 19 July 2022.

<sup>18</sup> | Komang Sukendra, S.Pd., M.Si., M.Pd. *Instrumen Penelitian Universitas Mahadewa Indonesia*, 2020. P1

some question. This test was measure the students' ability so that the researcher knows where she conducted the research.

#### 1. Pre-test

The data would be collected when pre-test in both classes. The test was to know the difference between the two classes which taught by using video and conventional teaching strategy. Based on pre-test can give a little information about the initial ability of students about writing narrative text. The pre-test was held in both classes to measure the students' ability before the treatment.

#### 2. Treatment

The researcher applied the video as a treatment in teaching writing narrative text. After conducting the pre-test, the researcher was given the treatment, students in the experimental class learn how to recognize the relationship between words and concepts using their prior knowledge about a topic through YouTube video. The treatment conducted for six meetings.

#### 3. Post-test

After the researcher applied the video during 4-6 times, then the post-test would be given. Moreover, the test was given in a written form. The students had to be able to answer the questions which contain some vocabularies and the content of the text had to correct. After the post-test was given, the score

from the two groups were compared to determine they differ significantly.

Finally, the result of the test was scored and calculated.

### ***G. Technique of Data Analysis***

1. Scoring result of the students' text classified as following :

The researcher correct the students writing based on the analogies scale for writing.

- a. Content

**Table 3.2 classification in scoring content**

<b>Score</b>	<b>Criteria</b>
5	<ol style="list-style-type: none"> <li>1. Meaning is conveyed effectively.</li> <li>2. Show a clear understanding of writing, topic and main idea.</li> <li>3. Contains some ideas and they are coherence with each other.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Meaning is conveyed but <u>break</u> down at items.</li> <li>2. Show a good understanding of writing, topic and main idea development.</li> </ol>

	3. Contain some ideas and they are coherence with each other.
3	1. Meaning is frequently clear. 2. Show some understanding of writing, topic and main ideas, less development.
2	1. Meaning is unclear. 2. Shows little evidence of discourse understanding. 3. Contains some ideas and they not coherence each other.
1	1. No complete sentences are written. 2. No evidence of concept writing.

(Adapt from Harmer).<sup>4</sup>

b. Organization

**Table 3.3 classification in scoring organization**

<b>Score</b>	<b>Criteria</b>
5	1. Organization is appropriate to write assignment and contains clear introduction, developments of ideas, and conclusion. 2. Transition one idea to another is smooth and provides readers with clear understanding that topic is changing.
4	1. Events are organized logically, but some of the sample may not be fully develop. 2. Some transition of ideas evidence
3	1. Organization may be extremely simple of there may be evidence of disorganization. 2. There are few transitional markers or repetitive transitional markers.



2	<ol style="list-style-type: none"> <li>1. Sample is compared if only a few disjoin sentences.</li> <li>2. No transitional markers.</li> </ol>
1	<ol style="list-style-type: none"> <li>1. No complete sentences are written.</li> <li>2. No evidence of concepts of writing.</li> </ol>

(Adapt from Harmer).<sup>19</sup>

c. Vocabulary

**Table 3.4 classification in scoring vocabulary**

Score	Criteria
5	1. Sophisticated range, effective word or idiom choice and usage, appropriate register.
4	1. <u>Adequater</u> range, occasional errors of word or idiom form.
3	1. <u>choice</u> and usage.
2	<ol style="list-style-type: none"> <li>1. Limited range, <u>frequens</u> errors of word or idiom form choice and usage.</li> <li>2. Little knowledge of English vocabulary, idiom or not enough to evaluate.</li> </ol>

(Adapt from Sara ChusingWiegler)<sup>20</sup>

<sup>19</sup>WahyuniPutri “ *The Application of picture –word inductive model in enriching learner’s ability in writing narrative text At the first grade of SMA pmdspalopo*” (A study with class X students of 10<sup>th</sup> SMA PMDS Palopo 2021 Academic year). Faculty Tarbiyah and Teacher Training 2021). P. 42-45.

<sup>20</sup>Sara Chusing Wiegler, (2002), *Assessing Writing*, united kingdom: Cambridge University, 155.

### 1.5 Classify Score

No	Classification	Score
1	Excellent	85-100
2	Good	65-84
3	Fair	55-64
4	Poor	35-54
5	Very poor	0-34

The data collected was be process by comparing with pre-test and post-test to see the significant difference after and before given by treatment. The gathered data used to figure out whether or not the experimental class achieved a good result than the control class on teaching writing narrative text at SMPN 3 Palu. In the wake of gathering the information of pre-test and post-test from the exploratory class and control class, the specialist estimated the score distinctions from pre-test and post-test by the measurable computation. In this study the researcher formulated with the steps below:

- a. The first step the researcher put the score of the individual score of pre-test and post-test.

$$\sum = \frac{x}{N} \times 100$$

Where:

$\sum$  : Standard score

$x$  : obtained score

$N$  : Maximum score

100 : constant score

- b. The mean score of the students' achievement:

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

Where :

$\chi$  : Mean score

$\sum \chi$  : The sum of all score

$N$  : The total number of sample

- c. After that, the analyst searches for the amount of square deviation between the consequence of the trial and the control classes by utilizing the recipe from as follows:

- d. The formula for experimental class:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

- e. The formula for control class:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Where:

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

$\sum y^2$ : a sum of square deviation of the control class

$\sum X$ : a sum of deviation score of experimental class

$\sum Y$ : a sum of deviation score of the control class

N: a total of students<sup>21</sup>

- f. The last one, the scientist determined the worth of t-built up to see the massive contrasts between the two classes by involving the equation as proposed

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

Where:

t: the value of t-counted

Mx: mean deviation score of experimental class

My: mean deviation score of the control class

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

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

Nx: a total of students of experimental class

Ny: a total of students of the control class.<sup>22</sup>

<sup>21</sup>Arikunto, *Metode Penelitian Kuantitatif*, (Jakarta: Bumi Aksara 2006).

<sup>22</sup>Arikunto, *Metode Penelitian Kuantitatif*. (Jakarta: Bumi Aksara 2006).

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The aftereffect of information taken by utilizing pre-test and post-test was the instrument of the examination. The analyst led pre-test before execution the treatment and giving post-test after led the treatment by involving video in trial class. The specialist gave pre-test in the main gathering to figure out the understudies advancement recorded as a hard copy story text. After treatment, the specialist gave post-test in trial and control class in the last gathering. The analyst utilized three from five components of writing to score the understudies' ability to compose. There are content, association, and jargon of composing. The score for every part are 1 until 5 so the limit of the score is 15.

##### 1. The result of pre-test

To address the examination question in the past part, the scientist Administrated a pre-test. First and foremost, pre-test was given before the treatment. Also, post-test was given after the treatment. The aftereffect of the understudies' capacity to compose story message was introduced in the table, bellow:

**Table 4. 2 the result of students' pre-test in control class**

No	Students	Content	Organization	Vocabulary	Score	Standard
1	ADY	1	2	1	4	26.66
2	ATR	1	2	3	6	40
3	ANF	1	1	1	3	20
4	AAN	3	1	2	6	40
5	GMH	3	2	3	8	53.33
6	GLG	2	2	3	7	46.66
7	JCS	1	1	2	4	26.66

8	KAT	3	1	3	7	46.66
9	MFF	3	1	3	7	46.66
10	MHI	2	1	3	6	40
11	MRA	1	1	1	3	20
12	MAF	3	3	4	10	66.66
13	MBA	1	2	2	5	33.33
14	MGA	1	1	2	4	26.66
15	MFA	1	2	2	5	33.33
16	MNW	1	2	2	5	33.33
17	NAS	3	1	3	7	46.66
18	NRH	1	1	1	3	20
19	NIM	2	3	3	8	53.33
20	NFY	4	1	3	8	53.33
21	OVP	1	1	1	3	20
22	RAR	2	1	2	5	33.33
23	RKY	2	2	2	6	40
24	RIR	1	2	1	4	26.66
25	SRN	2	1	3	6	40
26	SZH	1	1	2	4	26.66
27	SFZ	1	2	2	5	33.33
28	SAP	1	1	2	4	26.66
29	VRH	1	1	2	4	26.66
Total		50	43	62	157	1173,21

Related to the table, there are 29 students who accepted the pre-test in charge class. The absolute grade of content was 50, association was 43 and following by jargon was 62. It showed that the highest score was 10, while the lowest score was 3. From the data showed was students' in control class had reached the good criteria. The students were lack of knowledge about writing narrative text. The students not write complete structure narrative text. Some of the students also wrong to write the spelling. They lowest score was in organization.

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

$$X = \frac{1173.21}{29}$$

$$X = 40.45$$

After calculating the data, can be seen that mean score of students' pretest of the control class was 40.45.

**Table 4.3 the result of students pre-test in experimental group**

No	Students	Content	Organization	Vocabulary	Total	Standard
1	AMZ	2	1	2	5	33.33
2	ASA	2	3	3	8	53.33
3	ADD	1	1	3	5	33.33
4	AMR	2	3	2	7	46.66
5	AJR	1	1	3	5	33.33
6	ASM	4	2	3	9	60
7	ANZ	3	1	3	7	46.66
8	EFL	2	1	2	5	33.33
9	FNI	3	2	2	7	46.66
10	FLA	4	3	3	10	66.66
11	HMR	4	3	3	10	66.66
12	IAR	3	3	4	10	66.66
13	KNA	3	2	2	7	46.66
14	KAP	2	1	3	6	40
15	MRH	2	2	3	7	46.66
16	MTA	4	4	2	10	66.66
17	MFL	2	2	2	6	40
18	MFZ	3	2	2	7	40
19	MFR	3	1	2	6	33.33
20	MHF	2	1	2	5	33.33
21	MNI	4	2	3	9	60
22	RHN	2	1	2	5	33.33
23	RDA	2	3	2	7	46.66
24	RSK	2	2	3	7	46.66
25	SYF	2	1	2	5	33.33
26	SAG	3	2	2	7	46.66
27	ZAR	5	3	2	10	66.66
28	MFI	2	1	2	5	33.33
29	MFR	1	1	2	4	26.66
30	NHS	2	1	2	5	33.33
31	TAA	3	2	1	6	40
Total		80	58	74	212	1399.5

Related to the table the total of content was 80, organization was 58 and following by vocabulary was 74. The students' highest score was 66.66 and the lowest score was 26.66 from the data showed that the result of pre-test in experimental class the students who had reached the good criteria was 7 and the students who got category poor was 13 and category very poor was 11. It meant students were lack of knowledge about writing narrative text. The students did not write complete structure narrative text. Some of the students also wrong to write the spelling. They lowest score was in organization.

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

$$X = \frac{1399.5}{31}$$

$$X = 45.14$$

After calculating the data, can be seen that the mean score of students' pretest of the experimental class was 45.14.

## 2. The Result of the Post-Test

**Table 4.4 the result of students post-test in control class**

No	Students	Content	Organization	Vocabulary	Score	Standard
1	ADY	1	3	2	6	40
2	ATR	2	3	3	8	53.33
3	ANF	1	1	1	3	20
4	AAN	1	3	2	6	40
5	GMH	3	3	2	8	53.33
6	GLG	1	3	3	7	46.66
7	JCS	4	2	3	9	60
8	KAT	2	3	3	8	53.33
9	MFF	2	2	3	7	46.66
10	MHI	2	2	3	7	46.66
11	MRA	1	3	3	7	46.66
12	MAF	3	4	3	9	60
13	MBA	2	1	2	5	33.33



14	MGA	1	1	2	4	26.66
15	MFA	1	3	2	6	40
16	MNW	1	2	2	5	33.33
17	NAS	2	3	3	8	53.33
18	NRH	1	1	1	3	20
19	NIM	3	3	3	9	60
20	NFY	2	3	3	8	53.33
21	OVP	2	2	2	6	40
22	RAR	2	2	2	6	40
23	RKY	2	1	3	6	40
24	RIR	1	2	1	4	26.66
25	SRN	2	3	3	8	53.33
26	SZH	2	3	3	8	53.33
27	SFZ	1	2	3	6	40
28	SAP	1	1	2	4	26.66
29	VRH	1	2	3	6	40
Total		50	67	71	187	1246.59

Related to the table, there were 29 students who accepted the posttest in control class. The absolute grade of content was 50, association was 67 and following by jargon was 71. From the data showed that the result of pre-test in control class the students who had reached the good criteria was 4 and the students who got category poor was 19 and category very poor was 6.

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

$$X = \frac{1246.59}{29}$$

$$X = 42.98$$

After calculated the data, it can be seen that the mean score of posttest of the students' control class was 42.98.

**Table 4.5 the result of students post-test in experimental class**

No	Students	Content	Organization	Vocabulary	Score	Standard
1	AMZ	3	3	2	8	53.33
2	ASA	3	3	3	9	60
3	ADD	2	1	3	6	40
4	AMR	3	3	3	9	60
5	AJR	3	1	3	7	46.66
6	ASM	4	3	3	10	66.66
7	ANZ	3	1	3	7	46.44
8	EFL	3	2	3	8	53.33
9	FNI	3	2	3	8	53.33
10	FLA	4	3	3	10	66.66
11	HMR	3	3	4	10	66.66
12	IAR	3	3	3	9	60
13	KNA	3	2	3	8	53.33
14	KAP	3	3	4	10	66.66
15	MRH	4	2	4	10	66.66
16	MTA	3	3	4	10	66.66
17	MFL	3	4	3	10	66.66
18	MFZ	2	2	2	6	46.66
19	MFR	2	1	2	5	40
20	MHF	3	2	2	7	46.66
21	MNI	3	4	3	10	66.66
22	RHN	2	3	3	8	53.33
23	RDA	4	3	3	10	66.66
24	RSK	4	2	3	9	60
25	SYF	2	2	2	6	40
26	SAG	3	3	3	9	60
27	ZAR	4	3	3	10	66.66
28	MFI	2	1	2	5	33.33
29	MFR	2	2	2	6	40
30	NHS	2	1	3	6	40
31	TAA	3	3	3	9	60
Total		91	74	90	255	1713.55

Related to the table, there are 31 students who accepted the posttest in experimental class. The total grade of content was 91, organization was 74 and following by vocabulary was 90. From the data showed that the result of post-test in experimental class the students who had reached the good criteria was 15 and

the students who got category poor was 14 and category very poor was 2. It meant some of students increased. So the researcher can concluded that the students' VIII<sup>th</sup> grade SMP Negeri 3 Palu in writing English narrative text after applying the YouTube video as a media was better than before.

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

$$X = \frac{1713.55}{31}$$

$$X = 55.27$$

After calculated the data, it can be seen that the mean score posttest of the students' experimental class was 55.27.

### 3. The students' Deviation and Square Deviation in Both of Classes

**Table 4.5 Deviation and square deviation of posttest control class**

No	Students	Scores		Deviation (D)	Square deviation (D <sup>2</sup> )
		Pretest	Posttest		
1	ADY	26.66	40	13.34	177.9
2	ATR	40	53.33	13.33	177.6
3	ANF	20	20	0	0
4	AAN	40	40	0	0
5	GMH	53.33	53.33	0	0
6	GLG	46.66	46.66	0	0
7	JCS	26.66	60	33.34	1111.5
8	KAT	46.66	53.33	6.67	444.8
9	MFF	46.66	46.66	0	0
10	MHI	40	46.66	6.66	443.5
11	MRA	20	46.66	26.66	710.7
12	MAF	66.66	60	6.66	443.5
13	MBA	33.33	33.33	0	0
14	MGA	26.66	26.66	0	0
15	MFA	33.33	40	6.67	444.8
16	MNW	33.33	33.33	0	0
17	NAS	46.66	53.33	6,67	444.8

18	NRH	20	20	0	0
19	NIM	53.33	60	6.67	444.8
20	NFY	53.33	53.33	0	0
21	OVP	20	40	20	400
22	RAR	33.33	40	6.67	444.8
23	RKY	40	40	0	0
24	RIR	26.66	26.66	0	0
25	SRN	40	53.33	13.33	177.6
26	SZH	26.66	53.33	26.67	711.2
27	SFZ	33.33	40	6.67	444.8
28	SAP	26.66	26.66	0	0
29	VRH	26.66	40	13.67	186.8
<b>Total scores</b>				$\Sigma y = 213.68$	$\Sigma y^2 = 11200.6$

By taking a gander at the table above, should be visible that the most noteworthy deviation (D) score was 20 and least deviation was 0, while the most noteworthy square deviation (D<sup>2</sup>) was 1111.5 and the most reduced square deviation was 0.

**Table 5.6 Deviation and square deviation of posttest experimental class**

No	Students	Scores		Deviation (D)	Square deviation (D <sup>2</sup> )
		Pretest	Posttest		
1	AMZ	33.33	53.33	20	400
2	ASA	53.33	60	6.67	444.8
3	ADD	33.33	40	6.67	444.8
4	AMR	46.33	60	136.7	186.86
5	AJR	33.33	46.66	133.3	177.68
6	ASM	60	66.66	6.66	443.5
7	ANZ	46.66	46.66	0	0
8	EFL	33.33	53.33	20	400
9	FNI	46.66	53.33	6.67	444.8
10	FLA	66.66	66.66	0	0
11	HMR	66.66	66.66	0	0
12	IAR	66.66	60	6.66	443.5
13	KNA	46.66	53.33	6.67	444.8
14	KAP	40	66.66	266.6	710.75
15	MRH	46.66	66.66	20	400
16	MTA	66.66	66.66	0	0

17	MFL	40	66.66	20	400
18	MFZ	40	46.66	6.66	443.5
19	MFR	33.33	40	6.67	444.8
20	MHF	33.33	46.66	133.3	177.68
21	MNI	60	66.66	6.66	443.5
22	RHN	33.33	53.33	20	400
23	RDA	46.66	66.66	20	400
24	RSK	46.66	60	133.4	177.68
25	SYF	33.33	40	6.67	444.8
26	SAG	46.66	60	133.4	177.68
27	ZAR	66.66	66.66	0	0
28	MFI	33.33	33.33	0	0
29	MFR	26.66	40	133.4	177.68
30	NHS	33.33	40	6.67	444.8
31	TAA	40	60	20	400
<b>Total scores</b>				$\sum x = 1283.3$	$\sum x^2 = 9473.6$

The highest deviation of posttest was 266.6, and the square deviation of posttest was 710.75. While the lowest deviation of posttest was 0, and the lowest square deviation was 0. After getting the deviation and square deviation of control class and experimental class, the researcher calculated the mean deviation of both the groups by using the formula.

$$M_y = \frac{\sum y}{n} \qquad M_x = \frac{\sum x}{n}$$

$$= \frac{213.68}{29} \qquad = \frac{1283.3}{31}$$

$$= 7.36 \qquad = 41.3$$

Furthermore, the researcher computed the square deviation of both control and experimental groups by using formula.

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N} \qquad \sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\begin{aligned}
&= 11200.6 - \frac{(213.68)^2}{29} &= 1283.3 - \frac{(9473.6)^2}{31} \\
&= 11200.6 - \frac{45.659}{29} &= 1283.3 - \frac{89.749}{31} \\
&= 11200.6 - 1.574 &= 1283.3 - 2.895 \\
&= 11.199 &= 16.117
\end{aligned}$$

Next, the researcher also continued calculating sum-squared deviation around the means of the experimental class and control class as shown below:

$$\begin{aligned}
t &= \frac{My - Mx}{\sqrt{\left(\frac{\sum y^2 + \sum x^2}{Ny + Nx - 2}\right)\left(\frac{1}{Ny} + \frac{1}{Nx}\right)}} \\
t &= \frac{41.3 - 7.36}{\sqrt{\left(\frac{11.199 + 16.177}{29 + 31 - 2}\right)\left(\frac{1}{29} + \frac{1}{31}\right)}} \\
t &= \frac{33.94}{\sqrt{\left(\frac{27.376}{58}\right)\left(\frac{29}{899} + \frac{31}{899}\right)}} \\
t &= \frac{33.94}{\sqrt{\left(\frac{27.376}{58}\right)\left(\frac{60}{899}\right)}} \\
t &= \frac{33.94}{\sqrt{(0.472)(0.06)}} \\
t &= \frac{33.94}{\sqrt{(0.02)}} \\
t &= \frac{33.94}{0.14} \\
t &= 4.75
\end{aligned}$$

## 2. Testing hypothesis

Testing Speculation is utilized to know whether the theory is acknowledged or dismissed. The analyst would to test it related the consequence of the information investigation. The scientist uncovered the standard of testing

speculation was if t-counted is higher than t-table, the speculation is acknowledged or it very well may be suggested that video YouTube increment the understudies' capacity composing story text, yet on the off chance that t-counted was lower than t-table the theory is dismissed. It implied YouTube Video can't expand the understudies' capacity recorded as a hard copy story text of the eighth grade understudies at Smp Negeri 3 Palu.

To achieve t-table worth and to figure out the importance distinctions between the worth of t-counted and t-table, the analyst applied introduction equation to count the level of opportunity of the t-table by applying  $(df) = N_x + N_y - 2 = 31 + 29 - 2 = 58$  with the of importance 0.05. In request to accomplish t-table worth and to figure out the importance distinctions between the worth of t-counted and t-table, the scientist applied interjection recipe to count the level of opportunity of the t-table by applying  $(df) = N_x + N_y - 2 = 31 + 29 - 2 = 58$  with the of importance 0.05.

Experimental class ( $N_x$ ) = 31

Control class ( $N_y$ ) = 29

Degree of freedom =  $N_x + N_y - 2$

=  $31 + 29 - 2 = 58$

The computation above presented that the value of t-table was 0.05. The researcher then compared the value of t-counted and the value of t-table the t-counted was 4.75 was higher than the t-table (1,672). It meant, the hypothesis of this research was accepted. In other words, the use of YouTube video can

improve students' writing narrative text of the eighth grade students at SMP Negeri 3 Palu.

### 3. Discussion

In this researcher, the researcher firstly conducted the pretest for the students. The pretest aimed to find out the students' prior knowledge in writing narrative text. It was administered in October 14<sup>th</sup> 2022 before giving the treatment. The researcher asked the students to write a simple narrative text based on the stories they know. Based on the result, the researcher found that the students' had some problem in vocabulary, organization and content in writing narrative text. First in vocabulary, the students' had problem in using appropriate words. Second in content, the students' had problem in the structure of a fairy tale. Third in organization students' had problem how to organize, grammar and put punctuation, there are still many that are not quite right. After getting the problem, the researcher gave treatment to the experimental group only.

The researcher applied YouTube video when giving treatment by instructing the students to limit and focus their ideas only related to the topic in the YouTube video given before writing narrative text. The researcher explained how to write a paragraph of narrative text with good content, organization, and vocabulary.

In the wake of giving the treatment, the specialist directed the posttest to the two gatherings to figure out the understudies' improvement recorded as a hard copy. After that the specialist gave a posttest. The researcher found some progress



in the students' work such as most students' wrote narrative text by using good content, organization and vocabulary.

The analyst figured the consequence of the posttest of the two gatherings. The mean score of the exploratory gathering was 55.27 and the benchmark group was 42.98. By taking a gander at the improvement, the scientist reasoned that YouTube video was helpful in working on understudies' capacity recorded as a hard copy story text. From the information that the scientist got in his examination, the analyst can reasoned that educating by utilizing YouTube video was powerful in further developing the understudies' composing story text expertise. It is demonstrated by the understudies' score posttest of the trial bunch. It showed that there was a critical enhancement for the understudies' work.

Briefly, utilizing video during the treatment the specialist figured out that there was huge level of the improvement of the understudies' composing story text of the eight grade understudies' at SMP Negeri 3 Palu, particularly in the trial class. They can write narrative text with a good vocabulary with the right organization with a good structure and with the right. So, it is an effective way to improve the students' writing skill.

## CHAPTER V

### CONCLUSION SUGGESTIONS

#### A. Conclusion

In light of the consequence of exploration that had been directed by the analyst increment the understudies composing story text of the eighth grade understudies' at SMP NEGERI 3 PALU. After the specialist directed the treatment, the understudies showed their upgrade recorded as a hard copy story text. It is demonstrated by looking at the score between the t-counted and the t-table, where the aftereffect of the t-counted (4.75) is more prominent than the t-table (0.05). It indicated that the students' have significant improvement. In other words, the hypothesis of this research is accepted. The researcher used a laptop while in class and divides into groups to made it more effective.

The execution of video during the treatment changed the understudies to be great impact during the showing growing experience. The students difficulty in writing before using video, they don't have inspiration to write, lack of vocabulary and also difficult to spell the word. However, after the researcher implemented the video as a media in teaching learning process in experimental class the students showed the significant progress in their writing and also in speak the vocabulary.

## B. Suggestions

To further develop the understudies capacity English composing story text, the Analyst might want to suggest the English instructor, so they use video as one of the great media when they need to show composing. This media evidently is effective to overcome the students' problem in writing. This media can help the problem in writing such as given idea, increase the students' vocabulary and their spelling, and also the attractive media in teaching learning process. As result, the understudies' capacity recorded as a hard copy increment. As a matter of fact, there is no ideal procedure or media in showing growing experience, it rely upon the understudies', on the grounds that the capacity of every understudies are unique. The understudies have different method for grasping material. Consequently, the educator ought to be more to reexamine the manner in which in showing educational experience. In addition, the educator each gathering need to work on the expertise in educating for the understudies' upgrade. Finally, schools must prepare adequate facilities.

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## LESSON PLAN

School : SMPN 3 PALU  
 Subject : English  
 Class/Semester : VIII/1  
 Main Material : Narrative Text  
 Time allocation : 2x 40 minutes

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### A. Basic Competence

1.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (perhatikan unsure kebahasaan kalimat *short story in narrative text*).

## B. Learning Objectives

1. Students are able to write short stories correctly.
2. Students to be able to see, listen carefully while watching videos on YouTube.

## C. Learning Media & Learning Resources

- Media ; Marker, Whiteboard,Laptop, YouTube video
- Learning Resources: Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris When English Rings the Bell, Kelas, VIII, Kemendikbud, Revisi Tahun 2016.

## D. Learning Steps

### Pre- Activities

1. The teacher greets students. The teacher prepares students to follow the process of starting the learning process such as praying, attendance, preparing books and pen.
2. The teacher distributes paper to students.
3. The teacher conveys the assessment that was be used.
4. Conveying motivation about what can be obtained (objectives & benefits) by studying the material about a story.
5. Before starting the teacher divides the group into students' with a maximum of 6 groups.
6. After that the teacher played the video that donates approximately 4 minutes.
7. The social function of spoken and written interpersonal interaction texts involves the act of ordering, inviting, asking for permission.
8. Explain the things to be learned, the competencies to be achieved as well as the learning methods to be taken.

### While Activities

- a. Literacy Activities: students are given motivation and guidance to see, watch, observe,read, and rewrite it. Provide an explanation of the elements of narrative text. They were given material about story : **THE DEER AND CROCODILE**



One day the mouse deer was walking in the forest. Suddenly his stomach felt hungry. Then he saw that there were lots of fresh fruit on the other side of the rushing river. The mouse deer was confused about how he could cross the river to get food. Finally, Kancil found a brilliant idea to be able to cross the river. Then the mouse deer called a crocodile who lived in the river. "Hey crocodile come out, I have good news". Hearing the hare's voice, finally a crocodile came out and approached the hare. "What's wrong Mouse Deer, you're disturbing my sleep!" said the crocodile. "I'll give you lots of fresh meat," said Mouse Deer with a cheerful face. "Where's the meat?" replied the crocodile with a ferocious look on his face. "Looks like there's quite a lot of meat, you should call your friends to eat it too. Finally the big crocodile called for another herd of crocodiles. After all gathered, Kancil asked them to line up neatly. "Why should we line up?" ask the crocodile "I have to count how many you guys are to distribute the meat evenly". The mouse deer managed to convince them and the crocodiles formed a line like forming a bridge. "Okay, I'll start counting, one... two... three..." said the mouse deer, stepping on one by one the crocodiles through the rushing river. Kancil also managed to cross the river by passing a group of crocodiles. After that he burst out laughing. "Hahahaha actually I didn't bring any meat, I just wanted you to line up so I could cross the river. It's so easy to take advantage of you!" Kancil said the group of crocodiles finally got angry and wanted to eat the mouse deer. But it's too late because Kancil has run away from them.

The question: make a story without YouTube video. !

- b. Critical Thinking: students are asked to observe the material in the students about what they watch.
- c. Collaboration: students discuss the material that was been observed.
- d. Communication: the teacher give students the opportunity to ask questions based on what they have observed.

e. Creativity: students are then given the opportunity to ask questions about things that have not been understood. Closing activities.

f. **Closing**

Attitude: Observation

1. Spiritual: Saying greetings and prayers, and polite in speaking.
2. Social: be presents online on time and be active in learning activities.
3. Knowledge: assignments.
4. Students write one short and simple paragraph related to things in the classroom.
5. Skills: practical test.

## LESSON PLAN

School : SMPN 3 PALU  
Subject : English  
Class/Semester : VIII/1  
Main Material : Narrative Text  
Time allocation : 2x 40 minutes

### **B. Kompetensi Inti**

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, denganwawasankemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dankomunikatif, dalam rana konkret dan ranah abstrak seusai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### **A. Basic Competence**

4.5 Mengidentifikasi fungsisi osial, struktur teks, dan unsure kebahasaan interaksi transactional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang,

binatang, benda, sesuai dengan konteks penggunaannya. (perhatikan unsure kebahasaan kalimat *declarative, interrogative, narrative text*).

### **B. Learning Objectives**

3. Students are able to write narrative text with good and correct structures.
4. Students to be able write short stories using the narrative text component such as the right punctuation.

### **C. Learning Media & Learning Resources**

- Media ; Marker, Whiteboard, Laptop, YouTube video.
- Learning Resources: Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris When English Rings the Bell, Kelas, VIII, Kemendikbud, Revisi Tahun 2016.

### **D. Learning Methods**

Pendekatan : Scientific

Modal : Problem Based Learning (Daring)

### **E. Learning Steps**

Pre- Activities

9. Open the class with greeting and praying to start learning, checked the attendance of younger siblings as an attitude of discipline.
10. The teacher distributes paper to students.
11. The teacher conveys the assessments that was be used.
12. Before starting the teacher divides the group into students' with a maximum of 6 groups.
13. After that the teacher played the video that donates approximately 4 minutes.
14. Conveying motivation about what can be obtained (objectives & benefit) by studying the material about a story.
15. The social function of spoken and written interpersonal interaction texts involves the act of ordering, inviting, asking for permission.
16. Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken.
  - First: the teacher explains what is narrative text.
  - Second: the teacher explains the structure and components of narrative text.

Third: the teacher give students the opportunity to ask about the teacher explanation of narrative text.

Fourth: the teacher give them examples of short stories.

#### While Activities

- a. Literacy Activities: students are given motivation and guidance to see, watch, observe, read, and rewrite it. Provide an explanation of the elements of narrative text. They were given material about story : THE LION AND THE MOUSE

One day, a lion was sleeping in the forest. A little mouse passed by and saw the lion. He liked the lion's name and started to play with it. The lion got up and got very angry. He caught the mouse on his paws, and roared loudly "hrrrr how did you touch my name? I want to eat you hrrrr! Roared the lion "please don't eat me, I promised to help you someday" the mouse squeaked. The lion started laughing "ha haha how can a little mouse ever help me? However, he let the mouse get away. A few days later, the lion got caught on the hunter's net. He roared loudly and tried to break free but he could not. Help me somebody please help me" he roared. The mouse heard the lion's roared" o my friend lion was in trouble, I have to save him now" he said. And then he came running to help the lion. Don't worry my friend I will save you" he said. He bite on two ropes the hunter's net with his sharp teeth. The lion was free and happy" thank you my little friend, you saved my life" the lion and the mouse was good friend from that day on.

The question: make a story based on the YouTube that have you watched and used by your own word. !

- b. Critical Thinking: students are asked to observe the material in the students about what they watch.
- c. Collaboration: students discuss the material that was been observed.
- d. Communication: the teacher give students the opportunity to ask questions based on what they have observed.
- e. Creativity: students are then given the opportunity to ask questions about things that have not been understood. Closing activities.

#### **F. Closing**

6. Attitude : Observation
7. Spiritual: Saying greetings and prayers, and polite in speaking.
8. Social: be presents online on time and be active in learning activities.
9. Knowledge: assignments.

10. Students write one short and simple paragraph related to things in the classroom.
11. Skills: practical test.

## LESSON PLAN

School	: SMPN 3 PALU
Subject	: English
Class/Semester	: VIII/1
Main Material	: Narrative Text
Time allocation	: 2x 40 minutes

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### A. Basic Competence:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkahlaku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

## **B. Learning objectives**

After following the learning process, students are expected to be able to:

- E. Students identify the words in a story sentence.
- F. Students are expected to be able to conclude what is in the story.
- G. Students can write short stories well.

## **H. Learning Methods**

Pendekatan : Scientific

Model : Problem Based Learning ( During)

## **C. Learning Media & Learning Resources**

- Media ; Marker, Whiteboard, Laptop, YouTube video.
- Learning Resources: Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris When English Rings the Bell, Kelas, VIII, Kemendikbud, Revisi Tahun 2016.

## **D. Learning Steps**

### 1. Introductory Activities

1. Open the class with greeting and praying to start learning, checked the attendance of younger siblings as an attitude of discipline.
2. The teacher distributes paper to students.
3. The teacher give the initial assignments to students determine students abilities.
4. Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken.  
First: the teacher explain what is narrative text.  
Second: the teacher explains the structure and components of narrative text.



Third: the teacher give students the opportunity to ask about the teacher explanation of narrative text.

Fourth: the teacher give them examples of short stories.

#### Core Activities

- a. Literacy Activities: students are given motivation and guidance to see, watch, observe, read, and rewrite it. Provide an explanation of the elements of narrative text. They were given material about story : **THE TALE OF THE MOUSE DEER AND THE TIGER**

Mouse Deer was grazing when suddenly a tiger approached him, "Hehe, my luck is very good, this afternoon I will eat a delicious Mouse Deer."

The mouse deer was surprised, and he was cornered, but he tried to calm down.

"Mr. Tiger, you are indeed extraordinary," praised the Mouse Deer. "But my king once said that whoever wants to eat his people must have his permission."

"So you've had a king all this time?" The tiger sneered. "I am not afraid."

"His Majesty the King said, if his people are harassed, he will go after the intruder and his family. Imagine if he chased after Mr. Tiger's children."

"How strong is he anyway?" The tiger was furious.

"My king is very strong but humble. No other animal can compete with him. He once defeated an elephant."

"I can't believe it, Mouse Deer!" said the tiger annoyed.

"He doesn't like being praised, let alone boasting. However, we as his people can see evidence of his strength."

Feeling challenged, the Tiger said, "Where is your king's palace?"

"No, Mister Tiger. His Majesty My King doesn't want to know where he lives even if he is in a luxurious palace.

"Show me or I eat you now!" tiger moan. They walked up to a well.

"Ah, His Majesty the King is sleeping, apparently," whispered Kancil, pressing his ear to the wall of the well.

"Why are you whispering? Wake him up!" The tiger is impatient. He went forward and looked at the edge of the well and then shouted "King Mouse Deer, come out!"

The scream echoed "Aaaaaah!" from the well. The tiger took a step back, thinking it was the answer from the king of the mouse deer. Then forward again.

"Enough, Mister Tiger," Deer persuaded "My king R-king in there is very angry," Kancil was nervous. "You'd better go home, Mr. Tiger."

"No, I want to meet him!" said the Tiger, greeted with a "Yaaaaa!" from the well.

"I'm going to your place now!" said the Tiger again, met with an echo of "Aaaaang!"

"Hmm, Mouse Deer, I want to enter, how do I do that?"

"If indeed Mr. Tiger is ready, please climb into the bucket, I will help Mr. down with the rope to meet the King," said Mouse Deer with a look of fear.

The tiger climbed the bucket, and Mouse Deer hoisted the bucket rope slowly. In the middle, Mouse Deer rocked the bucket rope, until the Tiger lost his balance. "Byuuur!" The tiger fell into the well.

Mouse Deer ran from the well and shouted "Please talk to the King, Mr. Tiger!"

"Watch out for you, Kancil!" shouted the tiger from the well.

- b. Critical Thinking: students begin to write about a story.
- c. Collaboration: students stars collecting their assignments.
- d. Communication: the teacher give the opportunity for students to ask question.
- e. Creativity: students are then given the opportunity to ask questions about things that have not been understood. Closing activities.

#### **E. Closing**

- 12. Attitude: Observation
- 13. Spiritual: Saying greetings and prayers, and polite in speaking.
- 14. Social: be presents online on time and be active in learning activities.
- 15. Knowledge: assignments.
- 16. Students write one short and simple paragraph related to things in the classroom.
- 17. Skills: practical test.

## LESSON PLAN

School : SMPN 3 PALU  
Subject : English  
Class/Semester : VIII/1  
Main Material : Narrative Text  
Time allocation : 2x 40 minutes

**B. Kompetensi Inti**

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**A. Basic Competence:**

3.7 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkahlaku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

## **B. Learning objectives**

After following the learning process, students are expected to be able to:

5. Students are able to write narrative text with good and correct structures.
6. Students to be able write short stories using the narrative text component such as the right punctuation.

## **C. Learning Media & Learning Resources**

- Media ; Marker, Whiteboard, Laptop, YouTube video.
- Learning Resources: Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris When English Rings the Bell, Kelas, VIII, Kemendikbud, Revisi Tahun 2016.

## **D. Learning Methods**

Pendekatan : Scientific

Modal : Problem Based Learning (Daring)

## **E. Learning Steps**

Pre- Activities

17. Opening with greetings and praying to start learning, checking the attendance of younger siblings as an attitude of discipline.
18. The teacher distributes paper to students and students start preparing pens.
19. Conveying motivation about what can be obtained (objectives & benefits by studying the material about a story.
20. Before that the teacher explained about the structure text and various components in writing.
21. The teacher divides the students into six groups.

22. The teacher starts playing a video using a laptop for a maximum of 4 minutes.

#### While Activities

- a. Literacy Activities: students are given motivation and guidance to see, watch, observe, read, and rewrite it. Provide an explanation of the elements of narrative text. They were given material about story: THE RABBIT AND THE TURTLE.

Once upon a time there was a rabbit walked to the park and got rest. At the time, the Rabbit saw the turtle walked so slowly. Then the Rabbit went to the turtle and said hello to the turtle. Hello, Mr. Turtle why you walk so slow. Actually, I am not walking now, but I am running, you now.” Ha haha what did you say? are you kidding ? “hey look at me, running is like this. How funny you are”. The Rabbit ran so fast, and made the turtle shocked and got angry at the same time. Mr, Rabbit, you are so arrogant, let’s have a race. “hahaha have a race? With you?Hahaha you are a dirty, dull and slow turtle. Oke let’s have a race tomorrow. And I’ll be the winner and you will be the loser. Yu huu. The next day, they had already prepared to take a race. The referee was ready to start the racing. The referee said”one..two..three” go..and the game started. And then they ran, the rabbit ran so fast and left the turtle behind, on the other hand, the turtle ran so slowly. Hahaha catch me if you can, slow turtle. Because of running so fast, the rabbit got hungry, tired and sleepy. Then the Rabbit ate much and he felt asleep soon. Then, the Rabbit felt asleep soundly soon. On the other hand, the Turtle kept running. He ran and ran. He saw the Rabbit sleeping soundly. Horray I get the finish line. I am the winner “ oh my god what a shame I’m a loser. Suddenly the Rabbit woke up. He jumped up and then he ran faster than before. But he was too late. Realizing that being the loser, the Rabbit ran away from the Turtle.

- b. Critical Thinking: Teacher and students make conclusions about things that have been learned to the story and written interpersonal interaction texts that involve the act of asking.
- c. Collaboration: the teacher tells students individually to explain a little about the story they write.
- d. Communication: students explain a little about their respective stories by standing so the other friends can see.
- e. Creativity: students are then given the opportunity to ask questions about things that have not been understood. Closing activities.

#### F. Closing

18. Attitude: Observation
19. Spiritual: Saying greetings and prayers, and polite in speaking.
20. Social: be presents online on time and be active in learning activities.
21. Knowledge: assignments.
22. Students write one short and simple paragraph related to things in the classroom.
23. Skills: practical test.

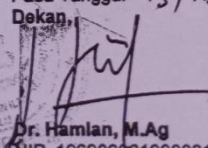
KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 597 TAHUN 2021

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
  - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
  - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
  - Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
  - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
  - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2020-2021
- MEMUTUSKAN**
- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
- KESATU** :
- Menetapkan saudara :
- Ana Kuliahana, S.Pd., M.Pd
  - Zuhra, S.Pd., M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Ramadani Restu Utami  
NIM : 18.1.16.0046  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : IMPROVING STUDENTS WRITING SKILL OF NARRATIVE TEXT THROUGH YOUTUBE VIDEOS OF THE EIGHT GRADE STUDENTS AT SMPN 3 PALU
- KEDUA** : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 31 Agustus 2021

Dekan,

  
Dr. Hamian, M.Ag  
NIP. 196906061998031002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

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Nomor : 4571 /Un.24/F.I/PP.00.9/9/2022 Palu, 21 September  
2022  
Lampiran : -  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala SMP NEGERI 3 PALU

Di  
Tempat

Assalamualaikum wr.wb.


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

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Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Lasoso  
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No. HP : 082293044658

Dosen Pembimbing :  
1. Ana Kuliahana, S.Pd., M.Pd.  
2. Zuhra, S.pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan,  
  
Dr. H. Askar, M.Pd  
NIP. 196705211993031005



**(CURRICULUM VITAE)****A. Personal details**

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**B. Educational Background**

1. Elementary School : SD Negeri 1 Petunasugi
2. Junior High School : SMP Negeri 1 Petunasugi
3. Senior High School : Madrasah Aliyah Sigi