

**THE EFFECTIVENES OF SILENT MOVIES IN IMPROVING STUDENTS'
DESCRIPTIVE TEXT WRITING AT SMPN 5 PALU**



THESIS

*Submitted as a Partial Fulfilment of the Requirements for the Sarjana Degree at
the English Tadris Department Tarbiyah and Teacher Training Faculty State
Islamic University Datokarama Palu*

By

NURLAELA
NIM: 18.1.16.0074

**ENGLISH TADRIS DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU**

2025


Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: "**The Effectiveness of Silent Movies in Improving Students' Descriptive Text Writing at SMPN 5 Palu**" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to 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, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 16th Januari 2025 M.
16th Rajab 1446 H



The Researcher,


Nurlaela
NIM : 18.1.16.0098

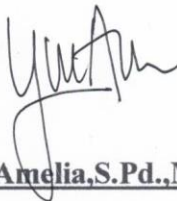
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Palu, 16th Januari, 2025 M
16th Rajab 1446 H

Approved by,

Supervisor I



Yuni Amelia, S.Pd., M.Pd.

NIP. 19906292018012001

Supervisor II






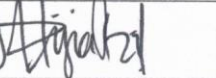

Hijrah Syam, S.Pd., M.Pd.

NIP. 198605042023212052

LEGALIZATION

Thesis by Nurlaela, NIM.181160074 entitled “**The Effectiveness of silent movies in improving students’ descriptive text writing at SMPN 5 Palu**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 22nd January 2025 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadriss Study Program.

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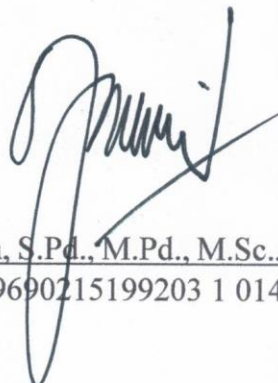
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| The Chairman | Ruslin, S.Pd., M.Pd., M.Sc., Ph.D |  |
| The Examiner I | Dr. Abdul Gafur Marzuki, S.Pd.,M.Pd |  |
| The Examiner II | Ana Kuliahana, S.Pd., M.Pd. |  |
| The Supervisor I | Yuni Amelia, S.Pd.,M.Pd |  |
| The Supervisor II | Hijrah Syam, S.Pd.,M.Pd |  |

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadriss Study Program
Head,


Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP: 19731231 200501 1 070


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215199203 1 014

FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد
وعلى اله واصحابه اجمعين, اما بعد

Praise and gratitude the researcher expresses the presence of Allah SWT, who has bestowed all the graces and guidance so that the researcher can finish this thesis. Shalawat and greetings are dedicated to the great Prophet Muhammad SAW, along with all his family and friends who have provided various examples of life as a guide for his people.

The researcher is fully aware that in writing this thesis he received a lot of moral and material assistance from various parties. Therefore, with all humility, the author would like to thank:

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Finally, to all parties, I hope that all the help given to the author is infinite from Allah SWT.

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The Researcher

Nurlaela
NIM: 181160074

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ABSTRACT

NAME : NURLAELA

NIM : 18.1.16.0074

TITLE : THE EFFECTIVENES OF SILENT MOVIES IN IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING AT SMPN 5 PALU

The purpose of this research was to determine whether the use of silent Movies is effective in improving students' writing and to determine whether there is a significant influence between students who are taught using silent movies media and students who are not taught using silent movies media in writing descriptive texts for class VII of SMPN 5 Palu.

Based on the research background that has been described, the research problem of the research is “Is the use of silent movies effective to improve students descriptive text writing of the seventh at SMP Negeri 5 Palu?”

This research is quantitative research where the research is used to exmine the population or sample. This research design uses quasi experimental. This research was conducted by providing experimental and control classes. The sampling technique in this study used non-probability purposive sampling. The population of this study was seventh grade students at SMP Negeri 5 Palu with a sample of 54 students and the instruments used in this research was tests.

This research used Statistical Product and Service Solutions (SPSS) 24 and Microsoft Excel 2011 to analyze the data. Based on the results of the research it can be concluded that silent movies is effective in improving students' on descriptive text writing skill. this can be seen from the results of data analysis where t-counted result was 17.442 with a significance of 0.001 which means that the value is lower than the specified significance value of > 0.05 , so that the independent sample t-test hypothetical test shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Some suggestions that may be important to consider are: For students the researcher suggests that students be more active in learning to write, either using techniques, books, or other media. Researchers suggest that teachers apply silent movies media in the learning process to develop achievement and increase motivation to learn to write descriptive texts. For researcher is expected to facilitate the implementation of research in each school.

CHAPTER I

INTRODUCTION

A. Background

English, as a foreign language, has been taught as a compulsory language of instruction in all secondary schools in Indonesia. The goal of the learning process, which is aligned with the curriculum, is to improve students' communication ability so that they can reach the information threshold that has been set for students to access information. As language is an important communication tool, students need to master the four basic language skills: listening, speaking, reading and writing.¹

Therefore, one of the skills used in this research is the skill of writing descriptive texts in learning English. Writing is a process of thinking to find ideas, think about how to express them into good writing, and organize ideas into statements and paragraphs clearly.²

To get good writing results, there are several components that must be considered, namely such as content, form, grammar, vocabulary, and mechanics³ These components will help to produce good writing. Writing is a very important skill that can be taught to students, especially in junior high school. Students can

¹Nurika Desitawardhani, *Improving Students' Skills Of Writing Explanation Texts Through Picture Series For The Grade Xii Students Of Sma negeri 2 Sleman* (Yogyakarta, 2014), 1.

²Nunan D, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), 88.

³Haris, *Testing English as a Second Language* (New York: McGraw Hill Book Company, 1969), 68.

express their ideas in written form using English. and to determine students' ability to master English by looking at their writing.⁴

Researcher conducted interviews with teacher at SMP 5 Palu, there are still many students who have low writing skills due to a lack of interest in studying English, especially in class VII SMP 5 Palu. Therefore, to overcome the problem of students' low writing at SMPN 5 Palu, researcher chose silent movies as a medium for developing students' writing.

The silent movies medium would be a thing interesting to students because students will gain new experiences. 1) describe the process of writing descriptive text activities using silent movies media class VII students of SMP Negeri 5 palu. 2) Describe increasing the ability to write descriptive text for class VII students at SMP Negeri 5 palu using media silent movies. 3) Describe the changes behavior of class VII students at SMP Negeri 5 palu in learning to write descriptive text using silent movies media.

In the process of teaching writing, various types of media including visual, audio and audio-visual media are used to improve students' writing skills. It is hoped that the use of this media can reduce the obstacles mentioned above for students in writing. Therefore, the author will use silent movies which are expected to improve students' writing skills because films can help students explore and develop ideas about the content that should be written. Apart from that, films can help students construct their texts through interrelated stories.⁵

⁴Basonggo, Mawardin M. Said, dan Anjar Kusuma Dewi, *Developing Writing Skill Of Grade Viii Students Through Personal Letter* (2016), 2.

⁵Viki soviyani putri, *The Effectiveness of Larva Silent Cartoon Movie on Students Writing Skill on Descriptive Text* (Tegal :University Tegal, 2019), 17.

One form of writing is a descriptive form of text. A descriptive text is a writing that is of the nature of mentioning the characteristics - characteristics of an object as a whole, clear and systematic. a description writing paints a picture in words, a description essay tries to describe the state seen using words. Describing is a key word in the sense of descriptive writing⁶

Writing descriptive texts is one of the texts in English language learning that uses the independent curriculum, especially the revised edition, so researchers are motivated to conduct this research to encourage students to develop the ability to write descriptive texts using film media to attract students' attention. in following the learning process. In today's developments and technology, students are required to be more active in the learning process, so that film media in the form of moving images and varied sounds can be used as an appropriate medium for developing students' writing descriptive text.

The reality in the field when researcher did the first observation was there are still many students who have not been able to express ideas in the form of writing. In connection with this, beside the students have not prior knowledge enough in English, writing learning also needs to move from conventional model based on assumptions (knowledge can be transferred as a whole from the teacher's thinking to the student's mind) to text-based learning in which students are guided and introduced text models according to the type of text to be learned in the teaching and learning process. The ability to write descriptive text that students have is not the same. Some students are able to write descriptive text well and some students are not. This circumstance becomes even more unfavorable due to the low quality of writing of students.

⁶Eni Imawati, *Pengaruh Pembelajaran Berbasis Teks Terhadap Kemampuan Menulis Teks Descriptive E-Journal Literasi Vol 1 No 1* (Cirebon: Pascasarjana Enswagati, 2017), 53.

A literary work without using appropriate learning media causes students to have difficulty in determining the structure of descriptive texts, so students are not able to write review texts properly because teacher in delivering learning materials use more lecture methods and have not used film media teaching materials in learning to write review texts and only use package books or other textbooks in teaching. Based on the data obtained by researcher from preliminary observation, students' learning outcomes have not reached the set standard indicators, namely 75% judging from the results of student completion so far and only a few students are included in the complete category so that the learning process activities indicate that they have not been successful.

The importance of this research is carried out because the development of science and technology in the world of education will affect the quality of the learning system in schools. The presence of modern technology, teachers are required to be more creative in making learning more interesting and effective, both in the learning process and learning media so that students will become happy and not feel bored during the learning process and obtain maximum learning results. A learning will attract and arouse students' interest in teaching and learning activities inseparable from the media used. To overcome this, the researcher finally used the media of the film.

Learning media is an integral part that also affects learning outcomes. The use of learning media that is in accordance with the material presented can stimulate students to be able to follow the teaching and learning process properly and with maximum results.

On the one hand, learning media can help students in understanding the materials taught. If this research is not carried out, the quality of learning review

texts in students will be low due to the lack of use of media that supports learning, making it difficult for students to write review texts in detail.

Based on the description above, the researcher will conduct a research as an effort to improve the quality of the process and learning outcomes of writing descriptive text ability for students with the title "The Use of Silent Movies to Improve Students' Descriptive Text Writing Skill of The Grade VII at SMP 5 Model Palu".

B. Research Question

Based on the research background that has been described, the research problem of the research is "Is the use of silent movies effective to improve students descriptive text writing of the seventh at SMP Negeri 5 Palu?"

C. Research Objectives and significance

a. Objective

The objective of this research was to find out whether the use of silent movies is effective to improve students' descriptive text writing of seventh grade students at SMPN 5 Palu.

b. Significance

By conducting this research, the researcher was expected to give useful for Teachers, students and researcher.

1. For teachers, this research is expected to be an input in using interesting media in teaching writing descriptive text.

2. For students, this research is expected to be an interesting medium to improving their ability to write descriptive texts

3. For Researcher, able to facilitate the research process in improving the ability to write descriptive text.

The significance for students and educators, silent movies are very useful because they are interactive, fun and interesting learning media applied in learning descriptive texts, this research will make it easier to understand learning materials for writing descriptive texts.

D. Outline of Contents

As an overview of the contents of this proposal thesis, it is necessary to put forward the outlines of the contents of the proposal thesis that aim to be the initial information on the problem that is examined. The proposal consists of three chapters and each chapter consists of several sub-chapters.

Chapter I, provides the introduction including background; explains in detail about the phenomenon or problem that is the focus of the research. Research problem; Problem formulation is the heart of the research. This section clearly and specifically defines what is to be answered through the research. Objectives; research objectives are the answer to the problem formulation. This section explains in detail what is to be achieved through the research and Benefits; the benefits of the research, How the results of this research can be applied in real life, and outline of the contents; explains a general overview of the overall structure of the thesis.

Chapter II, presents theoretical framework consisting of previous research, explains the relationship between the variables of research. Theoretical review; Presents a summary of research relevant to the research topic and hypothesis is generally interpreted as an answer or temporary assumption of a research problem.

Chapter III, deal with the research methodology consisting of research design,; is a research plan and implementation, sample; a small part of the population selected for the research, population; all subjects or individuals who are the objects of research, variables of Research are something that is the focus of attention that has an influence and has value, research instruments; are tools used

to collect, measure, and analyze data related to research, Data collection techniques are techniques or methods used to collect data to be research and data analysis techniques; are the process of evaluating data systematically.

Chapter IV, results and discussion, in this chapter contains the result of research, data analysis, hypothetical proof and discussion about the research.

Chapter V closing that contains conclusion and Research Implications.

CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

In this research, researchers reviewed some of previous findings there were several to the topic of this research, namely as follows.

Research conducted by Viki soviyani putri "The Effectiveness of Larva Silent Cartoon Movie on Students Writing Skill on Descriptive Text" The aims of this research are to describe is there any positive effect and to find out whether there is any significant difference of writing achievement between the students who were taught by using Larva Silent Cartoon Movie and the students who were not taught by using Larva Silent Cartoon Movie in writing Descriptive text This research is an experimental research by using two-group designs. The population of this research is all of the first grade students of SMAN 1 Bulakamba Brebes in academic year of 2018/2019. The total number of the population is 374 students. The writer uses cluster random sampling technique to choose the sample of the research. The sample is divided into of two groups: the experimental group (X Mipa 4) and control group (X Mipa 5). The number of the sample is 68 students. The writer uses post-test as the instrument of the research. Based on the data analysis ,the average post-test value in the experimental group is 74,76 while the average post-test value in the control group is 59.53 which means the result of learning in the experimental group is higher than control group. In the paired t-test show that Sig.2 tailed is

0.000<0.05. So the null hypothesis (H0) is refused and the alternate hypothesis (H1) is accepted.¹

Rahmani Ayu Rinda Kartika entitled "The effect of silent short movie on EFL writing achievement of vocational high school students" discussed about the research was to investigate whether or not there is a significant effect of silent short movie on EFL writing achievement of the vocational high school students. This study was quasi-experimental using a nonrandomized control group, pretest-posttest design. There were 61 students who were selected randomly from the 10 classes of tenth-graders of the 6th State Vocational School in Samarinda. The instruments used in the study was writing test. The result revealed that the vocational high school tenth grade students who were taught by silent short movie (M = 8.01, SD = .32) got significantly different achievement in EFL writing than did the vocational high school tenth grade students who were not taught by silent short, $t(58) = -2.22, p = .030$ ²

Elis Kalisma Detik entitled "Using silent short movie and silent web comic to enhance students' ability in writing narrative text: A comparative study at the 3rd grade students of SMPN 20 Bandung" This research aims to: 1) To find out the process of students' learning writing narrative text by using silent short movie and silent webcomic. 2) To find out the improvement of the ability in writing the narrative text of students who are taught by using the silent short movie. 3) To find out the improvement of the ability in writing the narrative text of students who are

¹Viki soviyani putri, *The Effectiveness of Larva Silent Cartoon Movie on Students Writing Skill on Descriptive Text* (Tegal : University Tegal, 2019), 9.

²Rahmani Ayu Rinda Kartika, *The Effect Of Silent Movie On EFL Writing Achievement Of Vocational High School Student Vol 7 No 02 Jurnal Pendidikan Vokasi* (Kaltim: University Isnukaltim, 2017), 169.

taught by using the silent webcomic. 4) To compare the improvement of students' ability in writing narrative text by using silent short movie and silent webcomic.

The method used in this research is a mixed-method approach with comparative study. The research was conducted in SMPN 20 Bandung academic year 2019-2020. Based on the process, silent short movie and silent webcomic can be used as media to teach narrative text. Meanwhile, based on non-parametric analysis data conducted using the N-gain formula, it is known that the improvement in students' ability to write narrative text using silent short movie media is 37.4%, while the improvement in students' ability to write narrative text using silent short movie media is 50.4%. Mann-Whitney Test Results show the level of significance after using the two media is $0.001 < 0.05$, which means there are significant differences in the results of the application of both media. From the significance level of improvement in students' writing abilities, it can be concluded that the silent webcomic media is more recommended to be applied as a media for narrative text learning.³

Based on the research of "Viki Soviyani Putri", the discussion above shows that this research has the same objective, while the difference was that previous research used an experimental design, and this research uses a quasi-experimental design.

³Elis Kalisma Detik, *Using silent short movie and silent web comic to enhance students' ability in writing narrative text: A comparative study at the 3rd grade students of SMPN 20 Bandung Skripsi* (Bandung:UIN Sunan Gunung Jati, 2019), 1.

B. Literature Review

1. Definition of writing

Writing is to derive or paint graphic symbols that depict a language understood by a person, so that other people can read the symbols of the graph if they understand the language and the graphic image⁴. Basically writing is not just about giving birth to thoughts or feelings. It is also the expression of one's ideas, knowledge, knowledge, and life experiences in written language. Therefore, writing is not a simple activity and does not need to be learned, but rather mastered.

writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. This shows that looking for ideas and making good paragraphs, writing is both a physical and a mental act. It is the physical act of attaching words or ideas to a medium, whether it is an object, a symbol, or an email message. When a researcher gets an idea, the writing process will take place.⁵

a. Purpose of Writing

Every writer must have a clear purpose for the writing that the writer is going to write. Rini Kristiantari, reveals that a clear goal will guide a person in his efforts to make good writing⁶. Writing to simply complete a task or fulfill an obligation cannot be said to be a real writing goal.

⁴ Henry Guntur Tarigan, *Menulis Sebagai Sesuatu Keterampilan Bahasa* (Bandung: Angkasa Bandung, 2008), 22.

⁵ Nunan, *partica English language teaching* (Singapore : McGraw Hill, 2003), 88.

⁶ Rini Kristiantari, *Pembelajaran Menulis di Sekolah Dasar Menulis Deskripsi dan Narasi*. (Sidoarjo: Media Ilmu, 2004), 101.

b. Benefits of Writing

Writing has a very important role for humans who are always required to socialize with others, many benefits can be obtained from writing activities. Komaidi mentioned some of the benefits of writing activities as follow:

- 1). we want to write, it will definitely cause curiosity (*curiocity*) and traisensitivity in seeing the reality around us. It is the sensitivity in seeing an environmental reality that is sometimes not possessed by people who are not writers.
- 2). Writing activities encourage us to look for references such as books magazines, newspapers, journals and the like. When reading references, of course, we will increase our insight and knowledge of what we are going to write.
- 3). Writing activities, we are trained to structure our thoughts and arguments in a sequence, systematic and logical manner.
- 4). Writing psychologically will reduce our level of tension and stress. Feelings of joy or sadness can be shed through writing where in writing people can freely write without being disturbed or known by others.
- 5). By writing where the results of our writing are published by the mass media or published by a publisher we will get inner satisfaction because the writing is considered useful to others, in addition to also obtaining honorarium (appreciation) that helps us economically.
- 6). By writing where our writing is read by many people (maybe tens, hundreds, thousands, even millions) makes the author more popular and known by the public reader.⁷

⁷ Didik komaidi, *aku bisa menulis* (Yogyakarta : Sabda Media, 2007), 12.

The above opinion suggests that the benefits of writing are to generate curiosity, look for references, writing activities, reduce the level of tension and stress, and benefit others.

c. Process of writing

Bars in Ahyani Media Rapi, revealed that writing is a process whose ability, implementation, and results are obtained gradually.⁸ there are four elements of writing The process that needs to be considered is as follows:

a) Planning

Before starting to write or type, students try to decide what they will write that fits the topic

b) Preparation

This stage is the stage when students write down the main ideas in an organized manner with a clear beginning, middle and end

c) Editing

Editing at this stage combines content modifications and punctuation appropriate to the topic

d) Final version

The final version concludes the writing circle process.⁹

Based on several expert opinions regarding the writing process, it can be concluded that writing is a process consisting of several stages. The stages of writing include pre-authoring, writing, and post-authoring stages. The three stages are not viewed separately, but are components that exist and are passed by a writer in the process of writing.

⁸ Ibid,15.

⁹ Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), 4.

2. Definition of Descriptive text

Description is a form of writing related to the efforts of the authors to provide details of the object being discussed. In the description the author transfers his impressions, transfers the results of his observations, and feelings to the readers, conveying the nature and all the details of the form that can be found on the object. The goal to be achieved by a description writer is to create or allow the creation of imaginary power (imagination) in the readers, as if the reader sees the object as a whole for himself¹⁰.

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like, band acts like, what a place looks like, and what an object looks like.

Pardiyono, state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture

¹⁰ Keraf Gorys, *Komposisi Sebuah Pengantar Kemahiran Bahasa* (Ende Flores: Nusa Indah, 1984), 93.

of what something looks like. Jolly, asserts there are five types of descriptive writing paragraph. They are:

- a) Describing Process, Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.
- b) Describing and event, To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.
- c) Describing a personality, In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)
- d) Describing a place, Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.
- e) Describing an object, To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on¹¹.

The reason is because in silent movies, of course, there are things that are stated as processes, events, the personality of a person, the place where an incident occurs, and also the object. that's why researcher use the five types of opinions

¹¹ Dr. Tiur Asih Sibuurian, *Improving Student Achievement On Writing Descriptive Text Through Think Pair Share Journal Faculty Of Language And Arts* (Universitas Negeri Medan Indonesia, 2013), 33-35.

above about descriptive writing because all of them are included in my assessment category in improving students' descriptive text writing skill.

a. The function of writing descriptive

Text descriptive aims to describe an object so that the reader can seem to see, hear, feel or experience the objects and events that the author describes. According to tarigan, the purpose of writing a descriptive text is to invite readers to jointly enjoy, feel, understand as well as possible some objects (goals, intentions), scenes, activities (activities), people (personal, individual), or mood (mood) that have been experienced by someone who is writing¹². A complete discourse can be divided based on the general purpose implied behind the discourse.

Meanwhile, according to Rosdiana, states that writing descriptive text aims to make the reader realize by life what the author absorbs through the sensory, stimulates the reader's feelings about what they describe, presents a quality of direct experience¹³.

b. Generic structure of descriptive text

In various types of texts, of course, there must be a fundamental understanding of the elaboration or definition of a text because it is very important to support the formation of a descriptive text. In addition, there are also things that support in emphasizing a type of text being discussed. The thing that supports this is in the form of a structure that must be known in a type of text, including in the descriptive text. Structure is a part that is characteristic in a text and the characteristics of knowing a text can be seen from its structure.

¹²Djago Tarigan, *Membina Keterampilan Menulis Paragraf dan Pengembangannya* (Bandung: Angkasa, 1983), 50.

¹³ Rosdiana, *Bahasa dan Sastra Indonesia di SD* (Jakarta: Universiatas Terbuka, 2008), 21.

Hyland states that generic structure descriptive text as follows:

a. Identification

In this section, the author identifies the phenomena that will occur explained. The author introduces a subject that is appropriate to the topic to be explained

b. Description

This section discusses the characteristics of the subject being described. These characteristics may include physical appearance, color, qualities, behaviors, and traits that the subject possesses and that are appropriate to the topic.¹⁴

In the Ministry of Education and Culture 2014, it says that the structure of the descriptive text consists of two parts, namely the general descriptive and the descriptive of the section. The general descriptive is usually located at the beginning of the paragraph. In the structure describes a matter that is widely discussed and has not been detailed. Meanwhile, in the descriptive section already discusses in detail and is clearly depicted in the mind of the reader when imagining the reading of the description. The structure of the section descriptive is located after the general descriptive¹⁵.

In the 2016 revised edition of the Ministry of Education and Culture, it says that the structure of the descriptive text consists of an identification or overview, a descriptive of a section, and a conclusion or impression. The identification or overview contains the name of the described object, its location, history of birth, meaning of the name, general statements about the object. The descriptive of the section contains the details of the object part but is detailed based on the subjective response of the author. Details can contain what is seen (part of it, color

¹⁴ Ken Hyland, *Genre and Second Language Writing* (United States of America : The University of Michigan Press, 2004), 33.

¹⁵ Kementerian Pendidikan dan Kebudayaan, *Hidup Rukun : Buku Guru / Kementerian Pendidikan dan Kebudayaan* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), 45.

composition, what kind of object is seen in the impression of the author). Details may also contain details of what was heard (heard any sound, what those voices looked like or the author compares with what). Details can also contain what the consisting of criticism and suggestions, the closing part is also generally always present in other types of text¹⁶.

According to some author feels by observing the object. Whereas, the conclusion or impression of this section is the conclusion of the structure of the descriptive text which usually contains a conclusion of the opinions above, there are similarities but the language used is conveyed with their respective submissions. The similarity between the three is the presence of the contents and cover parts. Even in the ministry of education and culture, it is almost the same, but the renewal every year makes things different.

c. Descriptive Writing

Descriptive writing is a field of writing that develops images through appropriate use of sensory phrases and words, as well as tools such as word sounds and metaphors. Beautiful poems, vivid story paragraphs that help us see the state of forests, seascapes, or city streets, streets that show us people acting, speaking, and feeling in ways that make them believable and real to us. us, makes us think about the requirements for descriptive writing appropriately. At the same time, descriptive writing is a type of “maverick” domain that should ideally appear in other domains as well. In both expository and narrative writing, description is used to present facts clearly.¹⁷

¹⁶ Kementerian Pendidikan dan Kebudayaan, *Hidup Rukun : Buku Guru / Kementerian Pendidikan dan Kebudayaan* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), 19.

¹⁷ McCarthy, T, *Descriptive writing*. (Scholastic Inc, 1998), 5.

3. Definition of Media

The word media comes from the Latin *medius* which literally means "middle", "introduction". In Arabic, the media is an intermediary (*wasilah*) or delivery of a message from the sender to the recipient of the message. There are also those who use it in explaining the word "middle" as in the sentence "medio of the 19th century" (or mid-19th century). Some use the word media in the term "mediation", which is a word commonly used in the peace process of the two warring sides¹⁸. More specifically, Azhar Arsyad said, the notion of media in the teaching and learning process tends to be interpreted as a tool – a graphic tool, or electronic to capture, process, and recombine visual or verbal information¹⁹. It means the media is used in teaching learning process is using modern technology such as LED projector, tape recorder etc.

Based on some of the above opinions it can be concluded that the medium is everything that objects or components that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interest of students in the learning process. Film has many meanings, each of which can be described broadly. Film is a social communication medium formed from the combination of two senses, sight and hearing, which has the core or theme of a story that emphasizes a lot of social reality that occurs around the environment where the film itself grows. The development of this storage media technology has changed the meaning of film from a term that refers to materials, to a term that refers to the form of audio-visual artwork. In short, film is now defined as a genre (branch) of art that uses audio (sound) and visual (image) as the medium²⁰.

¹⁸Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2009), 3.

¹⁹Ibid, 4.

²⁰Panca javandalasta, *Lima Hari Mahir Bikin Film* (Surabaya: MUMTAZ MEDIA, 2011), 1.

a. Using of media

In a teaching and learning process, two very important elements are teaching methods and teaching media. Teaching method is the method that used by teacher consist of principles which orientated to students, while teaching media is the tools that used in teaching learning process. These two aspects are interrelated. The selection of one particular teaching method will affect the appropriate type of teaching media, although there are still various other aspects that must be considered in choosing a medium, including teaching objectives, the types of tasks and responses that students expect to master after teaching, and the learning context including the characteristics of learners²¹.

One of the main functions of the media is as a teaching aid that also affects the climate, conditions, and learning environment that is organized and created by the teacher. The use of teaching media at the learning orientation stage will greatly help the effectiveness of learning and the delivery of messages and the content of the material at that time. In addition to generating student motivation and interest, media can also help them increase understanding, present data attractively and reliably, facilitate data interpretation, and condense information.

Educators should use the right media in the learning process. This is because the use of the right media will achieve optimal teaching goals and can increase the interest and learning outcomes of students. One of the right media is the silent movie.

Movie can depict an object moving together with a natural sound or an appropriate sound. The ability to paint vivid images and sounds gives him its own

²¹Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2003), 15.

charm. Films are generally used for entertainment, documentation and educational purposes²².

Film media is a very interesting learning media because it is able to reveal the beauty and facts of moving with sound effects, images and motion, movies can also be played repeatedly according to needs. In addition, some of the advantages of film as a learning medium are:

- 1) reading skills or mastery of language that are lacking, can be overcome by using movie very appropriate to explain a process
- 2) can present theory or practice from general to special or vice versa
- 3) Movies can bring in an expert and sound his voice in front of the class
- 4) Movies can be more realistic, abstract things can be seen to be clearer
- 5) Movies can also stimulate the motivation of learners' activities²³.

4. Definition of Silent movie

A silent movie is a movie with no synchronized recorded sound, especially with no spoken dialogue. The term silent movie is therefore a retronym, that is a term created to distinguish something retroactively. Silent movie is made without sound in the dialogue. The audience is forced to get the story of the movie based on the gestures of the actor and some of text on the movie just like comics that is filled of the dialogue of the movie. While the movie also have instrument music that is usually involves solo player, pianist, organist, and it might be a mini orchestra. The music is played match to the every scene of the movie. Silent films are about actors being able to express themselves without speaking. Make sure to do the most important part of the writing process. The use silent movie in learning process is

²²Ibid,48

²³Supriatna dan Dadang, *Pengenalan Media Pembelajaran-Bahan ajar untuk Diklat E-Training PPPPTK TK dan PLB* (2009), 12.

another activity that uses video without the sound. The beauty of silent video is that students can comprehend what they see far more easily than what they hear. Teacher can limit the language input, or choose a video that fits well with what teacher has been studying²⁴.

Jade in the book Charlie Chaplin defined that “Silent movie is a movie without dialogue, no sound effects or no sound at all. Body gestures, pantomime, and title cards are used to replace the role of dialogue or narration. Silent movie itself was popular until 1920s”.

Lubis, It is also stated in the Kamus Istilah Film Popular that silent movie is a movie made without using the sound of recording, especially in the dialogue. It means, the audience is “forced” to understand the story of the movie through the gesture of the artist and the writing that appears between the motion pictures like it is reading a comic that contains some dialogue. In addition, the silent movie medium required a greater focus on highlighting the body language and facial expression, so that the audience could better understand what an actor was feeling and portraying on screen (Silent Film, 2019).²⁵

a. The advantages of the using of silent movie in the teaching of writing

Media is one of the determining factors for learning success. Through the silent movie, learning is more interesting and fun. An important aspect of using silent movie is being able to clarify the material, so the media acts as a tool to clarify the message conveyed in the teaching and learning process²⁶. The use of silent

²⁴Titi Yuniarti Usman, *Teaching Narrative Writing By Using Silent Animated Movie At The Eleventh Grade Of Muhammadiyah Senior High School Palopo Skripsi* (Palopo: IAIN Palopo, 2019), 22.

²⁵Ayu Fitri Anjani, *Improving Students' Writing Narrative Text through Silent Movie "Larva"* (Jakarta : Hidayatullah, 2020), 19.

²⁶Hardianti dan Wahyu Kurniati Asri, *Keefektifan Penggunaan Media Video Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas Xii Ipa Sma Negeri 11*

movies can stimulate students' knowledge, train logical thinking, analytical, be more creatively effective, increase students' imagination and be fun. Students are also given the opportunity to discuss the text of the descriptions made, understand each other, exchange information with each other so that students will gain an understanding of broader writing learning.

Marashi & Adiban, this is interesting and motivating media that can be a beneficial source and not only reflected as interesting and fun activity, but also as a visual learning support to help students to have some thinking in their mind and a motivational teaching media for both practicing and inspiring them in the writing activity.

Rinda Kartika, Susilo, & Natsir silent movie depends on the colourful mechanism, collaborative images, and to signify personal battles, interpersonal communications, and societal issues that can attract students' interest in the learning writing. In the end, silent movie can create the communication between students to students or students to their teacher in a good discussion or working group.²⁷

b. Steps of teaching writing by using silent movie

In the use of media, the teacher must follow certain steps, with systematic planning. There are six steps that teachers can take when they teach using media. Those steps are:

- 1) Formula teaching objectives by utilizing media

Makassar (Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra vol 1 no 2 makassar: Universitas Negeri Makassar, 2017), 124.

²⁷ Ayu Fitri Anjani, *Improving Students' Writing Narrative Text through Silent Movie "Larva"* (Jakarta : Hidayatullah, 2020), 20.

- 2) Teacher preparation. In this phase, the teacher chooses and determines which media to use to achieve the goal. In this case the principle of selection and the basis of its consideration are worth paying attention to.
- 3) Class preparation. In this phase, students or classes must have preparation, before they receive lessons using media. Teachers must be able to motivate in order to be able to assess, anticipate, live learning using learning media.
- 4) Steps for presenting lessons and utilizing media. In this phase, the presentation of learning materials by utilizing teaching media. The media is seconded by the teacher to help with his task of explaining the teaching materials. The media is developed its use for the effectiveness and efficiency of the achievement of goals.
- 5) Steps for student learning activities. In this phase, students learn by utilizing teaching media.
- 6) Teaching evaluation step. In this step, learning activities are evaluated, to the extent to which learning objectives are achieved, which can also be assessed the extent to which the influence of media as a tool can support the success of the student learning process. The results of the evaluation can be used as a basis or material for the next learning process²⁸.

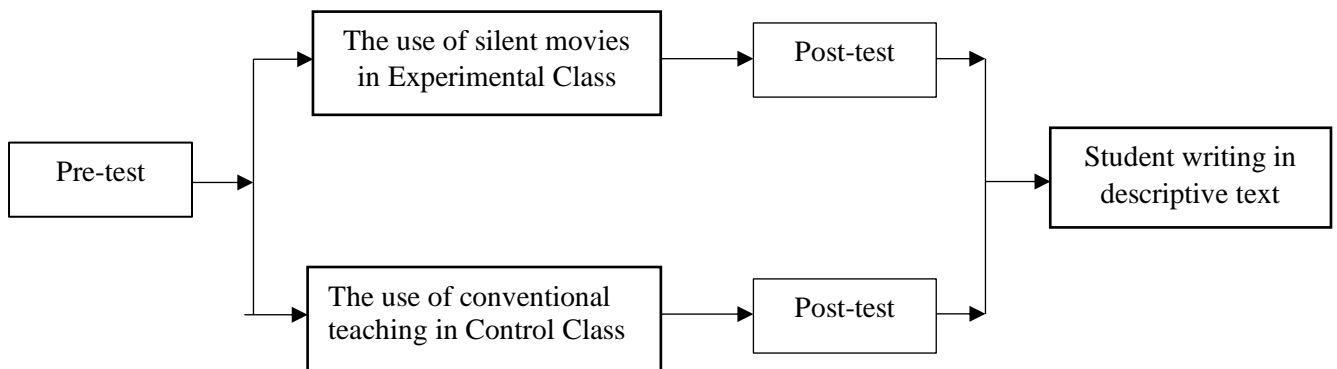
²⁸Syaiful Bahri Djamarah dkk, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), 136.

C. Theoretical framework

Citing the book quantitative research methods by Dominikus Dolet Unaradjan, a framework of thought is a basic idea that contains a combination of theory and practice, observation, and library research, which will be used as a basis for conducting research. thus the framework of thought can be used as a basis for answering problems. the framework of thought can be represented by a diagram that shows the researcher's thought process and the relationships between the variables studied. this chart can also be called a research model or design.

The conceptual framework underlying the research was described as follows:

Bagan 2.1 Conceptual framework



D. Hypothesis

The hypothesis of this research is:

H0: (Null Hypothesis) the use of silent movies is not effective in improving students' writing skill on descriptive text

H1: (Alternative Hypothesis) the use of silent movies is effective in improving students' writing skill on descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design

According to Sugiono, this research is quantitative research where the research method is used to examine the population or sample¹. This research design uses quasi- experimental. this research was conducted by giving an experimental class and a control class. However, the control class cannot function fully to control outside variables that affect the implementation of the experiment.² The design of this research used the method.³

Table 3.1
Nonequivalent Control Group Design

| PRE TEST | TREATMENT | POST TEST |
|----------------|-----------|----------------|
| O ₁ | X | O ₂ |
| O ₃ | | O ₄ |

Note :

- O₁ : pretest of experimental class
- O₂ : posttest of experimental class
- O₃ : pretest of control class
- O₄ : posttest of control
- X : treatment of experimental class.

¹ Sugiyono, *metode penelitian kuantitatif,kualitatif dan R&D* (Bandung : Alfabeta, 2010), 23.

² Sugiyono, *metode penelitian kuantitatif,kualitatif dan R&D* (Bandung : Alfabeta, 2015), 114.

³ Tuti Masnijar, *The Use Of English Kids Song To Improve Students' Liteningg Compreheansion* (Banda Aceh, UIN Ar-Raniry, 2015), 25.

B. Population and Sample of research

1. Population

A population was an area of generalization consisting of subjects that had certain qualities and characteristics that were determined by the researcher to be studied and then draw conclusions.⁴ The population of this research will be entire subject of the research, namely all grade VII students at SMP Negeri 5 Model Palu, where the number of students in class VII consisted of 108 students consisting of four classes, namely class A.27 student, B.27 student, C.27 student, D.27 students and E. 27 student. So, the population is 135 students.

Tabel 3.2
Number Of Population

| Number | Class | Amount |
|---------------|--------------|---------------|
| 1 | VII A | 27 |
| 2 | VII B | 27 |
| 3 | VII C | 27 |
| 4 | VII D | 27 |
| 5 | VII E | 27 |
| Total | | 135 |

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan RAD* (Bandung : Alfabeta CV, 2011), 80.

2. Sample

Sample is part of the number and characteristics owned by the population. The sampling technique in this study used Non-Probability Purposive Sampling, this technique is a sampling technique that does not provide equal opportunities or chances for each element or member of the population to be selected as a sample because this sampling technique uses a subjective method or based on convenience. so the researcher chose a sample, namely class 7A as an experimental class consisting of 27 students and class 7B as a control class consisting of 27 students.

C. Research Variable

The meaning of variable is object of the research, or something which is a centre point in a research⁵. this research variable is the object to research. in this research there are two variables as follows :

1. Independent variable of the research is the use silent movies.
2. Dependent variable of the research is the student's writing descriptive text

D. Operasional Definition

According to D.C Philips Operational definition of research that tells how to measure a variable. To reduce misunderstanding between the researcher and the readers about the terms. The operasional definition are defined. They are as follow:

1. Silent movies.

Silent movies is a movies that does not have synchronized sound recordings, especially spoken dialogue. Therefore, the term silent film is a retronym, which is a term created to distinguish something retroactively. Silent films are made without sound in their dialogue. The audience is forced to follow the storyline of the film based on the actor's body language and some text in the

⁵ Arikunto, Suharsimi. *Procedure Penelitian* (Jakarta: Rineka Cipta. 2010),161.

film, like a comic strip full of film dialogue. Meanwhile, the film also has instrumental music that usually involves soloists, pianists, organists, and maybe a mini orchestra. Music is played according to each scene in the film. Silent films are about actors who are able to express themselves without speaking.⁶

2. Writing

Writing is producing or depicting graphic symbols that describe a language understood by someone, so that other people can read the graphic symbols if they understand the language and graphic images. Basically, writing is not just giving birth to thoughts or feelings. Writing is also an expression of ideas, knowledge, insights, and life experiences of a person in written language. Therefore, writing is not a simple activity and does not need to be learned, but must be mastered.⁷

3. Descriptive text.

Descriptive text is a written work that is intended to convey meaning to the reader through sensory details and provide an overview to the reader. In addition, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and that have one purpose of commentary that is often used to describe what someone looks like, what someone's actions are like, what a place looks like, and what an object looks like.⁸

⁶ Titi Yuniarti Usman, *Teaching Narrative Writing By Using Silent Animated Movie At The Eleventh Grade Of Muhammadiyah Senior High School Palopo Skripsi* (Palopo: IAIN Palopo, 2019), 22.

⁷ Henry Guntur Tarigan, *Menulis Sebagai Sesuatu Keterampilan Bahasa* (Bandung: Angkasa Bandung, 2008), 22.

⁸ Dr. Tiur Asih Sibuurian, *Improving Student Achievement On Writing Descriptive Text Through Think Pair Share Journal Faculty Of Language And Arts* (Universitas Negeri Medan Indonesia, 2013), 33.

E. Research Instrument

Research instruments was an important step the research procedure.⁹ According to Arikunto, data collection instruments are tools selected and used by researcher in their activities so that the activities become systematic and easy. From the opinion above, researchers use test sheets in the pretest to assess and test students' writing skills before the application of silent movies, while the posttest is given after the application of silent movies as a medium to assess and test students' writing skills.

F. Technique of Data Collection

The data collection technique required in this study is the right data collection technique so that the data obtained is really precise or valid and relevant. The techniques used in the data collection of this study are:

1. Pre-Test

Pre-test is a test carried out before learning begins in two groups using a test. This test aims to determine the extent of students' understanding of teaching materials. The test carried out is to determine students' understanding in writing descriptive texts.

2. Treatment

After both groups were given a pretest and were considered appropriate, then the next stage is to carry out treatment. Treatment in the experimental class used an instrument in the form of a silent movie, while in the control group it was used tests in general.

⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan RAD* (Bandung : Alfabeta CV, 2017), 1.

3. Post-test

Post-Test is a test that is carried out after the final results of learning. This test aims to find out the extent to which students' achievements towards writing descriptive texts. The test carried out is with students being able to rewrite a picture of a series of events from a silent movie that has been displayed in written form.

The data collected through quantitative analysis. The researcher used a procedure as follow:

The researcher correction the students writing based on the analogies scale for writing. To score the test, the researcher applied the scoring system for writing assessment. Weigle states, there are five components presented in the analytical scoring rubric for writing are content, organization, vocabulary, grammar, and mechanics.¹⁰

Table 3.3 Analytical Scoring Rubric

| Aspect | Level | Score | Criteria |
|---------------------|---------------------|--------------|--|
| Content | Excellent-very good | 25-30 | Relevant to the topic, give the detail information, and match the purpose of the text. |
| | Good-Average | 20-24 | Mostly relevant to the topic, |
| | Fair- poor | 15-19 | Inadequate development of the topic, almost match to the purpose of the text. |
| Organization | Excellent-very good | 16-20 | Fluent expression, ideas clearly stated, well organized, logical sequencing cohesive. |
| | Good-average | 13-15 | Loosely organized, limited support, logical but incomplete sequencing |

¹⁰ Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 116.

| | | | |
|-------------------|---------------------|-------|---|
| | Fair-poor | 10-12 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing |
| Vocabulary | Excellent-very good | 27-30 | Use effective word/word choice/word usage, word form mastery |
| | Good-average | 21-26 | Occasional errors of word form, choice/word usage but meaning not obscured. |
| | Fair- poor | 17-20 | Frequent errors of word form, choice, usage and meaning obscured/confused. |
| | Very poor | 15-16 | Essentially translation, little knowledge of English, not enough to evaluate |

G. Data Anliysis

This research used Statistical Product and Service Solutions (SPSS) 24 and Microsoft Excel 2011 to analyze the data. Before the researcher processes the data using SPSS, the researcher first calculates the individual student scores using the formula below:¹¹

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

After the researchers added up the individual scores of students, to classify the values of students' reading comprehension, this research used the "Classification of Student' Ability Level"¹²

¹¹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. (ALFABETA Bandung, 2010), 78.

¹² Budiyo, *Statistika untuk penelitian*. (Surakarta: University Press, 2004), 170.

After the data was collected using pre-test and post-test, the author analyzed the test results. To find out the test results, the author used T-test analysis with a significance level of 0.05. The author analyzed the experimental results using the T-test formula:

1. Normality Test

Normality test was performed on both classes experimental class and controlled class. Used to find out whether the data from the sample group studied came from a population with a normal distribution or not. It normality test analysis in this research used Kolmogorov Smirnov and Shapiro Wilk using SPSS 24 software. Then, if the normality value is more than 0.05, It can be said that the data distribution is normal. On the other hand, if the normality test score shows less than 0.05, it can be said that the data distribution is not normal:¹³

2. Homogeneity Test

After the normality test gave an indication that the data is normally distributed, then required for the homogeneity test. Used to determine the similarity of two conditions or populations. The author calculated the homogeneity test using Levene Statistics Technique with SPSS 24 software with $\alpha = 0.05$. The data can be said homogeneous if the homogeneity value is more than 0.05.¹⁴

3. T-Test

T-test is the main data analysis process that is purposed to test if any significant difference between the two classes can be identified. By t-test, it determined which of the hypothesis offered, the null hypothesis or alternative hypothesis, is accepted or rejected. The t-test used in this research especially is

¹³ . S. S. Shapiro, M. B. Wilk & Mrs. H. J. Chen, *A Comparative Study of Various Tests for Normality*, Journal of the American Statistical Association, (1968)

¹⁴ Riadi, E., *Statistika Penelitian* (Analisis Manual dan IBM SPSS. 1th ed. Yogyakarta (2016)

Independent Samples T-test with a 2-tailed test of significance. If the result indicates p-value or sig (2-tailed) is higher than sig $\alpha = 5\%$ (0,05), then the null hypothesis is rejected. On the values, if p-value sig (2-tailed) is lower than sig $\alpha = 5\%$ (0,05), then the alternative hypothesis is accepted.

The hypotheses are:

H0: (Null Hypothesis) the use of silent movies is not effective in writing descriptive text

H1: (Alternative Hypothesis) the use of silent movies is effective in improving students' writing skill on descriptive text.

While the criteria for acceptance or rejection of the hypothesis are:

Ho is accepted if Sig. $>\alpha = 0.05$

Ha is accepted if Sig. $<\alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Reseach

1. Description of the research

In conducting the research, the researcher gave a pre-test at the beginning of the meeting in the experimental class. This aims to determine the initial knowledge of students in writing descriptive tests. Therefore, the researcher gave a test to all students in the experimental and control classes at the beginning of the meeting in the form of an essay test to create a descriptive paragraph about "yourself". After that, students describe themselves in the form of descriptive text. and after the treatment the researcher gave a post-test to both classes, namely the experimental and control classes in the form of an essay test to create a descriptive paragraph about "teacher". the purpose of giving a post-test to students is to determine the increase in students' abilities in writing descriptive texts.

a. Result of experiment class

The experimental class was class VII A SMP Negeri 5 Palu which consists of 27 students. This class was given treatment using silent movies, The researcher gave a pre-test first to determine the students' initial abilities and students' scores. Then the researcher calculated the students' scores using the following formula.

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

Tabel 4.1**The Score of Pre-Test, Post-Test, and Gained Scores of Experimental Class**

| No | Initial Name | Score | | Gained Score |
|--|--------------|--------------|--------------|--------------|
| | | Pre-Test | Post-Test | |
| 1 | ADL | 45 | 62 | 17 |
| 2 | LSW | 41 | 66 | 25 |
| 3 | MAD | 42 | 56 | 14 |
| 4 | MA | 42 | 71 | 29 |
| 5 | MF | 41 | 62 | 21 |
| 6 | MRZ | 43 | 62 | 19 |
| 7 | MRP | 43 | 66 | 23 |
| 8 | MFT | 42 | 61 | 19 |
| 9 | MFR | 42 | 66 | 24 |
| 10 | MAD | 44 | 61 | 17 |
| 11 | MLA | 43 | 56 | 13 |
| 12 | AN | 42 | 65 | 23 |
| 13 | MFG | 46 | 71 | 25 |
| 14 | AS | 46 | 61 | 15 |
| 15 | BZK | 41 | 71 | 30 |
| 16 | CO | 43 | 67 | 24 |
| 17 | DR | 40 | 62 | 22 |
| 18 | MZT | 41 | 66 | 25 |
| 19 | MKW | 42 | 66 | 24 |
| 20 | NZD | 44 | 66 | 22 |
| 21 | NS | 44 | 62 | 18 |
| 22 | SA | 44 | 71 | 27 |
| 23 | ZS | 44 | 67 | 23 |
| 24 | MMT | 44 | 60 | 16 |
| 25 | NN | 42 | 66 | 24 |
| 26 | FA | 41 | 71 | 30 |
| 27 | OLV | 41 | 69 | 28 |
| The Total Score (Σ) | | 1153 | 1750 | 597 |
| The Mean Score | | 42.70 | 64.81 | 22.11 |

Based on table 4.1 above, the highest pre-test score was in the experimental class, which was 46 and the lowest was 40. While the highest post-test score was in the experimental class, which was 71 and the lowest was 56. After the researcher collected data on MS, Excel 2011, the average pre-test score in the experimental class was 42.70, which means low qualifications and the average post-test score

was 64.81, which means good qualifications, so the average score obtained by the experimental class was 22.11.

b. Result of Control Class

The control class is class VII B of SMP Negeri 5 Palu which consists of 27 students, this class was not given any treatment. The researcher gave a pre-test first to find out the students' initial abilities and grades, then the researcher calculated the students' grades using the following formula :

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

Tabel 4.2

The Score of Pre-Test, Post Test, and Gained Score of The Control Class

| No | Initial Name | Score | | Gained score |
|----|--------------|----------|-----------|--------------|
| | | Pre-Test | Post-Test | |
| 1 | DS | 44 | 48 | 4 |
| 2 | FC | 46 | 48 | 2 |
| 3 | MFS | 46 | 47 | 1 |
| 4 | MFY | 42 | 42 | 0 |
| 5 | MNA | 42 | 46 | 4 |
| 6 | MS | 45 | 44 | -1 |
| 7 | MKA | 40 | 49 | 9 |
| 8 | MJM | 45 | 42 | -3 |
| 9 | S | 41 | 44 | 3 |
| 10 | ZA | 41 | 51 | 10 |
| 11 | F | 41 | 51 | 10 |
| 12 | AN | 46 | 51 | 5 |
| 13 | AH | 42 | 45 | 3 |
| 14 | CL | 46 | 42 | -4 |
| 15 | FZW | 43 | 44 | 1 |
| 16 | JDC | 42 | 47 | 5 |

| | | | | |
|--|-----|--------------|--------------|-------------|
| 17 | M | 42 | 49 | 7 |
| 18 | NP | 40 | 51 | 11 |
| 19 | NPR | 41 | 44 | 3 |
| 20 | NPI | 40 | 46 | 6 |
| 21 | PB | 44 | 47 | 3 |
| 22 | R | 43 | 51 | 8 |
| 23 | RNA | 45 | 49 | 4 |
| 24 | SA | 47 | 48 | 1 |
| 25 | YA | 44 | 42 | -2 |
| 26 | NA | 42 | 44 | 2 |
| 27 | MF | 44 | 51 | 7 |
| The Total Score (Σ) | | 1164 | 1263 | 99 |
| The Mean Score | | 43.11 | 46.78 | 3.67 |

Based on table 4.2 above, the highest pre-test score was in the control class, which was 47 and the lowest was 40, while the highest post-test score was in the control class, which was 51 and the lowest was 42. After the researcher collected data on MS. Excel 2011. The average pre-test score in the control class was 43.11, which means it is low qualified, and the average post-test score of 46.78 is also still low qualified, so the average score obtained in the control class is 3.67.

This research aims to answer the researcher's question about whether silent movies are effective in improving students' descriptive text writing skills in class VII of SMP Negeri 5 Palu. Normality Test, Homogeneity Test, and T-Test are used to answer the research questions carried out in both the experimental and control classes:

1. The Normality Test

This is one of several requirements that must be met before conducting a T-test. This test aims to determine whether the data from both classes are normally distributed or not. Researchers used Kolmogorov-Smirnov and Shapiro-walk to conduct normality tests. IBM SPSS Statistics 24 was used to analyze the data. The results can be seen as follows:

Table 4.3
Normality Test of Pre-Test

Tests of Normality

| kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pre-test pre test experiment | .190 | 27 | .014 | .930 | 27 | .070 |
| pre-test control | .182 | 27 | .023 | .933 | 27 | .081 |

a. Lilliefors Significance Correction

Based on table 4.3 shows the value of $p > \alpha$ where the significance value of the experimental class is $(0.070 > 0.05)$ and the significance value of the control class is $(0.081 > 0.05)$ which means that the pre-test data in this research is normally distributed. The p value can be checked through Sig. in the Shapirowilk column table.

Table 4.4
Normality Test of Post-Test

Tests of Normality

| kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| post post-test experiment | .163 | 27 | .063 | .926 | 27 | .054 |
| post-test control | .143 | 27 | .165 | .908 | 27 | .020 |

a. Lilliefors Significance Correction

While the results of table 4.4 above show that the significance of the experimental class is $(0.054 > 0.05)$ and the significance of the control class is $(0.020 > 0.05)$. If the data is greater at significance = 0.05 then the data is normally distributed. It can be concluded that the data is normally distributed because the

significance of both classes is above 0.05 and the use of silent movies is effective in improving writing skills in descriptive text.

After conducting a normality test, the researcher conducted a homogeneity test which aims to show that two or more groups of sample data taken come from the same population.

2. Homogeneity Test

The homogeneity test in this research used the Levene statistical method on SPSS 24. The researcher analyzed the homogeneity of the pre-test data with a significance level of 0.05. The results of the pre-test data homogeneity test are presented as follows:

Tebel 4.5
Homogeneity Test of Pre-Test
Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|---|---------------------|-----|--------|------|
| pre-test | Based on Mean | 3.980 | 1 | 52 | .051 |
| | Based on Median | 3.059 | 1 | 52 | .086 |
| | Based on Median and with adjusted df | 3.059 | 1 | 51.582 | .086 |
| | Based on trimmed mean | 3.912 | 1 | 52 | .053 |

The pre-test homogeneity test in Table 4.5 shows that the pre-test significance is 0.051. Thus, it can be concluded that the distribution of pre-test data in the experimental class and control class is homogeneous because the significance level is greater than the significance level. In other words, $0.051 > 0.05$.

Tabel 4.6

**Homogeneity of Post-Test
Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|------|---|---------------------|-----|--------|------|
| post | Based on Mean | 2.430 | 1 | 52 | .125 |
| | Based on Median | 1.354 | 1 | 52 | .250 |
| | Based on Median and with adjusted df | 1.354 | 1 | 41.335 | .250 |
| | Based on trimmed mean | 2.233 | 1 | 52 | .141 |

From table 4.6 above, it can be seen that the significance of post-test homogeneity in the experimental class and control class is 0.125 and the degree of significance is 0.05. This means that the distribution of post-test in the experimental class and control class is homogeneous because the significance of the post-test is greater than the level of significance, in other words $0.125 > 0.05$

3. The hypothesis test

Based on the prerequisite test, statistical analysis shows that the data is normally distributed and homogeneous. Furthermore, the data was analyzed using the t-test. This test aims to determine whether there is a significant effect on the difference in students' writing scores on the post-test between the experimental class and the control class after being given treatment. This test was conducted with SPSS 24. To calculate the data, the formula used is the average value of the experimental class and the control class. Then, the significance value or alpha (α) is set at 0.05. The names in the calculation table include the experimental class and the control class. Furthermore, the results of the t-test with SPSS are presented in the following table:

Table 4.7

The Result of T-test Calculation

| | | Group Statistics | | | |
|-------|------------------------|-------------------------|-------|----------------|-----------------|
| | kelas | N | Mean | Std. Deviation | Std. Error Mean |
| Nilai | Post-test (Experiment) | 27 | 64.81 | 4.342 | .836 |
| | Post-test (control) | 27 | 46.78 | 3.166 | .609 |

Table 4.7 shows the statistical results of the post-test of both experimental and control classes. In each class there were 27 students who participated in the test. The table also shows the average score for each class taken from the post-test score. The average score between the two classes is different, where the average score of the experimental class is 64.81 while the average score of the control class is 46.78.

Table 4.8

The Independent Sample Test of Post-Test

| | | Independent Samples Test | | | | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|--------------|-------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | One-Sided p | Two-Sided p | | | Lower | Upper |
| Nilai | Equal variances assumed | 2.430 | .125 | 17.442 | 52 | <.001 | <.001 | 18.037 | 1.034 | 15.962 | 20.112 |
| | Equal variances not assumed | | | 17.442 | 47.559 | <.001 | <.001 | 18.037 | 1.034 | 15.957 | 20.117 |

Independent Sample Test Data as described in Table 4.8 above shows the statistical hypothesis of this research. The population data is normally distributed, the number of variances assumed to be the same is 17,442 with Sig. (one-sided p) is 0.001. This means that the score is lower than the specified significance value of 0.05. As a result, it can be seen that $0.001 < 0.05$ which means that the null

hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. As a result, there is an effect of using silent movies media on the ability to write descriptive text.

B. Discussion

In this research, the researcher applied silent movies media in four treatments. There are four forms of silent movies used in the research to improve the students descriptive text writing at SMPN 5 Palu. This is supported by previous research by Viki Sofiyani Putri and Rahmi Ayu Rinda Kartika which found that there was a good influence or improvement in students' ability to write descriptive texts in the teaching and learning process using silent movies media. Therefore, in this research it was found that students who experienced learning using silent movies media had an influence in improving their ability to write descriptive texts.

In this case there are differences in previous studies not only in sampling techniques, research design and research subjects, but also, there are differences in the form of media where previous studies only used one silent movie while this research used not only one but more than one silent movie. Therefore there are also similarities, apart from the results of the research objectives which have similarities, there are also similarities in difficulties where students find it difficult to develop ideas in written form because students lack vocabulary and have not mastered grammar.

Therefore In this research, the researcher instructed students to use their mobile phones to watch silent movies because the school's infocus could not function. before the researcher instructed students to write, the researcher provided an explanation of the material to be studied. When students start writing, students must determine the topic and title, because the topic helps them to focus on what will be written. In producing a text, the writing process consists of four stages,

namely planning, composing, editing, and the final version. In planning, before students start writing, students try and decide what they will write. In composing, students write down their main ideas in an organized manner from a clear beginning, middle, and end. In editing, students combine modifications in content and punctuation. And finally in the final version students can ask the researcher about vocabulary or look in the dictionary. So the author expects students to be able to develop their ideas into writing.

Based on the results of the treatment conducted by the researcher, the researcher concluded the following findings: in the first treatment the researcher began by explaining the descriptive text material and its text structure, then the researcher applied silent movies media based on the descriptive text material. At the beginning of this learning, students were very happy with the learning media that the researcher applied, because silent movies were able to make students speak in a language that made students so engrossed that they forgot that they were learning. at the second meeting students were able to describe silent movies with sentences that were more than one paragraph, and at the third meeting students were not only able to describe but students were able to retell what they saw in silent movies. and at the last meeting students were able to understand the form of descriptive text learning and what the purpose of the descriptive text was.

Since there is an influence in the use of silent movies by researchers in the experimental class, by using silent movies, students can improve their writing better and more focused. this can minimize errors made by students and they do not need to hesitate when writing because, following the directions given by the researcher. therefore the results above mean, proving the effectiveness of the use of silent movies after the treatment and the hypothesis of this research is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research it can be concluded that silent movies is effective in improving students' on descriptive text writing . This can be seen from the results of data analysis where t-counted result was 17.442 with a significance of 0.001 which means that the value is lower than the specified significance value of > 0.05 , so that the independent sample t-test hypothetical test shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, the results of this research indicate that the effectiveness of silent movies in improving students on descriptive text writing of class VII students of SMP Negeri 5 Palu.

B. Suggestion

This research has proven the effectiveness of using silent movies on students' writing skills in descriptive texts with several advantages and disadvantages revealed. Therefore, the author would like to provide some suggestions to teachers, students, or other researchers who wish to carry out part or all of this research or conduct further related research. Some suggestions that may be important to consider are:

1. For students

The researcher suggests that students be more active in learning to write, either using techniques, books, or other media.

2. For teachers

Researcher suggest that teachers apply silent movies media in the learning process to develop achievement and increase motivation to learn to write descriptive texts..

3. For researcher

The researcher is expected to facilitate the implementation of research in each school.

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1. Thesis Supervisor Decision Letter

KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 228 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Menimbang : a. 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 UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;

b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;

c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;

5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;

6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;

7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :

1. Yuni Amelia, S.Pd., M.Pd.

2. Hijrah Syam, S.Pd., M.Pd.

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Nur Laela

NIM : 181160074

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE USE OF SILENT MOVIES TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL OF THE GRADE IX AT SMP 5 MODEL 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 UIN Datokarama Palu Tahun Anggaran 2022

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 : 21 Maret 2022


Dr. H. Askan, M.Pd.
NIP. 195705211993031005

2. Research Permit.

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax: 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 3001 /Un.24/F.I/PP.00.9/08/2024 Palu, 05 Agustus 2024
Lampiran : -
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala SMPN 5 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 :

Nama : NurLaela
NIM : 181160074
Tempat Tanggal Lahir : Baulu, 30 Juli 2000
Semester : XII (Dua Belas)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Malaya
Judul Skripsi : THE EFFECTIVENES OF SILENT MOVIES IN IMPROVING STUDENT'S ON DESCRIPTIVE TEXT WRITING SKILL SMPN 5 MODEL PALU
No. HP : 082287629446

Dosen Pembimbing :
1. Yuni Amelia, S.Pd., M.Pd
2. Hijrah Syam, 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. Saepudin Mashuri, S.Ag., M.Pd.
NIP. 19731231 200501 1 070

3. Statement Letter For Conducting Research.

 **PEMERINTAH KOTA PALU** 
SMP NEGERI 5 PALU
NISS : 201186002005 – NIS : 20050 – NPSN : 40203584
KP. : 94224 Telepon : 085241186784
JALAN DHARMA PUTERA 03 KELURAHAN TAVANJUKA – KECAMATAN TATANGA
Laman : [Http / WWW.smpn5palu.sch.id](http://www.smpn5palu.sch.id) Email : smpnegeri5palu@gmail.com

Nomor : MN.15/ 161 /421.3/Dikbud
Lampiran : -
Perihal : Surat Balasan Penelitian

Yth.
Ketua Jurusan Universitas Islam Negeri Datokarama (UIN) Palu
di -
Tempat

Dengan hormat,

Berdasarkan Surat Permohonan Studi Pendahuluan /Pengambilan Data Awal dengan nomor surat: 3801/Un.24/F.I/PP.00.9/08/2024 tanggal 05 Agustus 2024.


Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Palu dengan ini menerangkan bahwa :

| | |
|---------------|--|
| Nama | : NURLAELA |
| Jenis Kelamin | : Perempuan |
| No. Stambuk | : 181160074 |
| Mahasiswa | : Universitas Islam Negeri (UIN) Palu |
| Program studi | : Tadris Bahasa Inggris |


Telah melaksanakan penelitian di SMP Negeri 5 Palu guna melakukan pengumpulan data awal dalam rangka Penyelesaian Skripsi dengan judul penelitian yaitu *"THE EFFECTIVENES OF SILENT MOVIES IN IMPROVING STUDENTS ON DESCRIPTIVE TEXT WRITING SKILL SMPN 5 PALU "*.

Demikian surat balasan ini dibuat untuk digunakan sebagaimana mestinya.

Palu, 28 Agustus 2024
An.Kepala Sekolah
Wakil Ur.Kesiswaan


NINA SAVITRI, S.Pd
NIP.19700911198012002

4. Invitation For Thesis Proposals.

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : **24/Un.24/F.I/PP.00.9/06/2024** Palu, **6 Juni 2024**
Sifat : **Penting**
Lamp : **-**
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Yuni Amelia, S.Pd., M.Pd. (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd. (Pembimbing II)
3. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

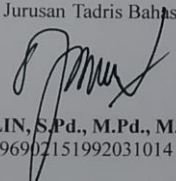
Nama : Nurlaela
NIM : 181160074
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF SILENT MOVIES TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL OF THE SEVENTH GRADE AT SMP 5 MODEL PALU

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 12 Juni 2024
Waktu : 08.30 - 10.00
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh


a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris


RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196907151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

5. Berita acara proposal skripsi.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

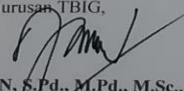
Pada hari ini Rabu, 12 Juni 2024 telah dilaksanakan Seminar Proposal Skripsi:


Nama : NurLaela
NIM : 181160074
Program Studi : Tadris Bahasa Inggris
Judul Proposal : THE USE OF SILENT MOVIES TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING SKILL OF THE SEVENTH GRADE AT SMP 5 MODEL PALU
Pembimbing I : Yuni Amelia, S.Pd., M.Pd.
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.
Penguji : Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

| No. | Aspek Penilaian | Nilai | Catatan |
|------------------------|---------------------------|-------|---------------|
| 1. | ISI | 84 | Lihat noskren |
| 2. | BAHASA & TEKNIS PENULISAN | 84 | |
| 3. | METODOLOGI | 84 | |
| 4. | PENGUASAN | 84 | |
| Jumlah | | | |
| Nilai Rata-rata | | 84 | |

Palu, 12 Juni 2024

Mengetahui
 a.n. Dekan
 Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
 NIP. 196902151992031014

Penguji,

Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
 NIP. 198307112011011006

Catatan
 Nilai Mengubah Angka:

| Nilai Angka | Nilai Huruf | Keterangan |
|-------------|---------------|---|
| 85-100 | A | Harap memberikan nilai dalam bentuk angka |
| 80-84 | A- | |
| 75-79 | B+ | |
| 70-74 | B | |
| 65-69 | B- | |
| 60-64 | C+ | |
| 55-59 | C | |
| 50-54 | D | |
| 0 - 49 | E (mengulang) | |

2023/2024

MODUL AJAR

BAB I : About Me



PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 PALU

Alamat : Jl. Dharma Putera No. 3, Kota Palu, Sulawesi Tengah



MODUL AJAR

KURIKULUM MERDEKA

INFORMASI UMUM

| | | | |
|-------------------|---|------------------|-------------------------|
| Nama Penyusun | : Nina Savitri, S.Pd. | Kelas / Semester | : VII/Ganjil |
| Satuan Pendidikan | : SMP Negeri 5 Palu | Alokasi Waktu | : 18 JP (6 x Pertemuan) |
| Mata Pelajaran | : Bahasa Inggris | Fase | : D |
| Elemen Mapel | : Menyimak - Berbicara, Membaca - Memirsa, Menulis - Mempresentasikan | | |

IDENTITAS MODUL

KOMPETENSI AWAL

- Introduce Themselves And Others;
- Talk About Hobbies;
- Describe People's Physical And Personality Traits, And
- Describe Their Daily Activities.

SARANA DAN PRASARANA

1. Gawai
2. Laptop/Komputer PC
3. Internet
4. Buku Teks
5. Papan tulis/White Board
6. Lembar kerja
7. Handout materi
8. Infokus/Proyektor/Pointer
9. Referensi lain

MODEL PEMBELAJARAN

Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi



PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan yang maha Esa
2. Bergotong royong
3. Berkebinekaan global
4. Mandiri
5. Bernalar Kritis, dan
6. Kreatif



TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

KOMPETENSI INTI

I. TUJUAN PEMBELAJARAN

- Learners are able to introduce themselves and others;
- Students are able to talk about hobbies;
- Learners are able to explain the physical and personality traits of people, and
- Students are able to describe their daily activities.

II. PEMAHAMAN BERMAKNA

- Able to understand reading Galang from Kalimantan
- Able to understand reading I Love Fishing
- Able to understand reading Galang and Friends

III. PERTANYAAN PEMANTIK

1. Pertanyaan Pemantik Pembelajaran
 - Can you talk about yourself?

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Galang from Kalimantan SECTION 1-7

Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong,

Galang from Kalimantan SECTION 1-7

Pendahuluan (10 Menit)

dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

| | |
|---|---|
| Kegiatan Inti (90 Menit) | Section 1 - Say What You Know |
| | <ul style="list-style-type: none">• Guru mengarahkan Peserta didik untuk membuka Worksheet 1.1.• Guru meminta peserta didik untuk mengidentifikasi hal-hal yang biasa dikatakan saat memperkenalkan diri. Bahasa Indonesia bisa digunakan bila peserta didik belum memiliki kosa kata jawaban dalam Bahasa Inggris.• Guru meminta peserta didik untuk menulis respon mereka di bagan. Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban. |
| | Section 2 - Listening |
| | <ul style="list-style-type: none">• Guru memperdengarkan Audio 1.1 tentang seorang anak laki-laki yang sedang memperkenalkan dirinya. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.• Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.• Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat disampaikan kepada peserta didik:<ol style="list-style-type: none">a. Siapa yang memperkenalkan diri?b. Dari mana dia berasal?c. Apakah dia dari Bali?d. Apakah dia tinggal di Bali?e. Apakah dia berumur 13 tahun?f. Apa yang dia suka?g. Apakah dia memiliki saudara?• Guru meminta peserta didik untuk menyimak Audio 1.1 dan membaca teks tentang Galang lagi.• Guru membantu peserta didik berlatih melafalkan perkenalan Galang• Ketika peserta didik dianggap sudah bisa mengucapkan dengan baik, guru mengucapkan secara keseluruhan, yang diikuti oleh peserta didik• Guru menampilkan Worksheet 1.2. Guru bersama peserta didik menuliskan informasi yang ada pada rekaman audio dan |

Galang from Kalimantan SECTION 1-7

Pendahuluan (10 Menit)

menuliskannya pada Worksheet 1.2 (nama, asal, alamat, usia, hobi, sekolah, dan jumlah saudara kandung)

Section 3 - Your Turn: Speaking

- Guru menayangkan Worksheet 1.3.
- Guru meminta peserta didik untuk menulis identitas mereka pada Worksheet 1.3.
- Guru meminta peserta didik untuk menulis pengenalan diri mereka pada Worksheet 1.4 mengikuti contoh transkrip Audio 1.1.
- Guru membantu peserta didik untuk berlatih menuliskan kalimat pengenalan diri mereka pada Worksheet 1.5. Pada kegiatan ini, guru dapat berkeliling kelas dan membantu peserta didik untuk berlatih di tempat masing-masing.
- Setelah dianggap siap, peserta didik dapat diminta untuk menampilkan pengenalan diri mereka dalam Bahasa Inggris kepada teman-temannya di kelas.

Section 4 - Listening

- Guru menampilkan transkrip percakapan Audio 1.2 dan memperdengarkan rekaman Audio 1.2.
- Rekaman percakapan dapat diputar beberapa kali. Bisa dilakukan bertahap: Part 1 lalu Part 2.
- Guru memandu peserta didik membicarakan isi percakapan.
- Guru menampilkan Worksheet 1.7, kemudian meminta peserta didik melengkapi Worksheet 1.7.

Section 5 - Language Focus

- Guru berkeliling memastikan peserta didik berlatih dengan teman sebangkunya.
- Guru mengingatkan bahwa setelah berlatih, mereka akan melakukan survei.
- Guru meminta peserta didik melakukan latihan tanya jawab dengan teman sebangku menggunakan identitas masing-masing. Guru berkeliling mengecek latihan peserta didik dan memberi bantuan ketika diperlukan. Bila tidak memungkinkan dengan teman sebangku, peserta didik dapat melakukannya dengan salah satu temannya di dalam kelas.
- Guru meminta peserta didik berkeliling untuk saling memperkenalkan diri dengan menggunakan ungkapan dalam pertanyaan dan jawaban tentang pengenalan.

Galang from Kalimantan SECTION 1-7

Pendahuluan (10 Menit)

- Guru meminta peserta didik menyimpan hasil survei dengan baik karena akan digunakan pada kegiatan selanjutnya.

Section 6 - Listening

- Guru menampilkan dan memperdengarkan rekaman Audio 1.3. (Guru dapat memutar rekaman beberapa kali).
- Guru memandu peserta didik berbicara tentang isi percakapan.
- Guru memutar rekaman kembali. Guru dan peserta didik mengidentifikasi cara Andre memperkenalkan Monita kepada Galang.
- Guru memutar rekaman kembali dan memerintahkan peserta didik membuka Worksheet 1.9.

Section 7 - Your Turn: Speaking

- Guru menampilkan ungkapan menyapa orang yang sudah dikenal dan memperkenalkan orang lain.
- Guru menjelaskan ungkapan memberi salam
- Guru menjelaskan ungkapan dalam mengenalkan orang lain.
- Guru memandu peserta didik berlatih melafalkan ungkapan-ungkapan pada Table 1.2.
- Guru menginformasikan bahwa ungkapan ini akan digunakan untuk kegiatan memperkenalkan teman di kelas.
- Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

I Love Fishing SECTION 1-6

Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran

I Love Fishing SECTION 1-6

Pendahuluan (10 Menit)

2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

| | |
|--|---|
| Kegiatan Inti (90 Menit) | Section 1 – Say What You Know |
| | <ul style="list-style-type: none">• Guru meminta peserta didik untuk mengamati Picture 1.1 pada Buku peserta didik.• Guru meminta peserta didik membaca kata-kata dalam bubbles, kemudian menunjuk kegiatan yang sesuai pada Picture 1.1. |
| | Section 2 – Listening |
| | <ul style="list-style-type: none">• Guru memperdengarkan Audio 1.4 Part 1 mengenai beberapa orang membicarakan tentang hobinya. Bila tidak tersedia alat pemutar audio, guru membacakan transkrip kepada peserta didik.• Guru memperdengarkan rekaman Audio 1.4 Part 2 dan meminta peserta didik untuk menyimak dialog dua orang lainnya untuk mengerjakan Worksheet 1.12. |
| | Section 3 – Listening |
| <ul style="list-style-type: none">• Guru memperdengarkan Audio 1.5 dan menampilkan percakapan pendek antara Galang dan Andre tentang hobi mereka.• Guru menyampaikan bahwa percakapan ini bisa didengarkan secara bertahap dari Part 1 sampai dengan Part 4. Bila peserta didik dianggap mampu, maka percakapan bisa dilakukan tanpa jeda di setiap bagiannya.• Guru dapat memperkenalkan memberikan contoh ungkapan tamahan yang menunjukkan frequency, seperti always, often, once a week, every weekend, dan lain sebagainya.• Guru meminta peserta didik menuliskan jawaban pada kotak yang disediakan pada Worksheet 1.13.• Peserta didik menjodohkan gambar (alat-alat yang digunakan untuk melakukan hobi) dengan jenis hobi pada Worksheet 1.14 | |
| Section 4 – Reading | |
| <ul style="list-style-type: none">• Guru menampilkan gambar Galang, Monita, Andre, Sinta, dan Ibu Posma yang berisi deskripsi singkat tentang gambar tersebut.• Guru mengingatkan peserta didik untuk memperhatikan cara pengucapan (<i>pronunciation</i>) serta membahas perbedaan karakter untuk membedakan penggunaan He dan She serta efeknya pada kata kerja yang menyertainya. Misalnya He loves ... dan She likes ...• Guru meminta peserta didik mengisi Worksheet 1.15 sesuai dengan teks dan gambar sebelumnya. | |

I Love Fishing SECTION 1-6

Pendahuluan (10 Menit)

- Guru memperlihatkan Worksheet 1.16 yang berisi pertanyaan pemahaman. Peserta didik dapat mengisi Worksheet 1.16 mengacu pada Worksheet 1.13 dan teks sebelumnya

Section 5 – Language Focus

- Guru meminta peserta didik untuk memperhatikan dan membaca deskripsi singkat tentang hobi Galang.
- Guru meminta peserta didik untuk memperhatikan kata ganti yang merujuk kepada Galang.
- Guru meminta peserta didik untuk memperhatikan dan membaca penjelasan Ibu Ida dalam komik strip 1.8.
- Guru meminta peserta didik melengkapi kata ganti pada tabel.
- Guru meminta peserta didik untuk melengkapi kalimat rumpang dengan kata ganti yang sesuai.

Section 6 – Your Turn: Reading

- Read the text about Pak Edo's Hobby. See the **Wordbox**.
- Guru meminta peserta didik untuk memperhatikan dan membaca teks singkat tentang hobi Pak Edo.
- Guru meminta peserta didik untuk menjawab pertanyaan pemahaman pada Worksheet 1.19.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

My Friends and I SECTION 1-7

Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

My Friends and I SECTION 1-7

Pendahuluan (10 Menit)

| | |
|--|--|
| Kegiatan Inti (90 Menit) | Section 1 – Say What You Know |
| | <ul style="list-style-type: none">• Guru menunjukkan Picture 1.2 .• Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.• Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat. |
| | Section 2 – Writing |
| | <ul style="list-style-type: none">• Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat deskripsi orang di Section 1, 2 dan 3.• Guru meminta peserta didik untuk membuat daftar katakata lain yang berhubungan dengan deskripsi seseorang.• Guru menunjukkan Worksheet 1.20 dan meminta peserta didik menuliskan kata-kata yang ditemukan ke dalam tabel.• Guru meminta peserta didik untuk membandingkan jawabannya dengan jawaban temannya. Dengan demikian, peserta didik dapat saling menambah kosakat• Guru meminta peserta didik untuk mendeskripsikan Galang dan teman-temannya dengan menggunakan kata-kata dalam Part a. Peserta didik juga dapat memperhatikan gambar untuk melihat hobby mereka. |
| | Section 3 – Reading and Viewing |
| | <ul style="list-style-type: none">• Guru menunjukkan Picture 1.3.• Guru memberikan informasi umum mengenai Picture 1.3, misalnya menanyakan jumlah orang yang ada dalam gambar atau menanyakan apakah ada anak laki-laki dan perempuan dalam gambar.• Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada karakter isik masing-masing tokoh. Peserta didik dapat diarahkan untuk menggunakan kata-kata dalam <i>cloud</i>.• Guru kembali mengingatkan tentang kosakata yang sudah digunakan pada saat berdiskusi di Section 1.• Guru meminta peserta didik mengerjakan Worksheet 1.22 dengan mengisi bagian kosong pada teks dengan kosakata yang sesuai.• eserta didik diperbolehkan menggunakan kata yang terdapat dalam Clouds di Part b. Sebelum mengerjakan, guru dapat membahas makna kosakata yang terdapat dalam Clouds di Part b.• Guru membimbing peserta didik untuk membaca dan mengisi jawaban untuk setiap bagian dari teks dengan menggunakan petunjuk yang ada dalam Picture 1.3.• Bila dianggap mampu, peserta didik dapat mengerjakan setiap bagian dari teks ini secara keseluruhan. Bila diperlukan, guru dan peserta didik membahas setiap bagian secara bertahap. |

My Friends and I SECTION 1-7

Pendahuluan (10 Menit)

- Guru membahas masing-masing jawaban untuk bagian kosong pada teks dengan membandingkan teks dengan gambar yang tersedia.
- etelah membahas jawaban untuk Worksheet 1.22, Guru membimbing peserta didik untuk memberi label pada Picture 1.3.

Section 4 – Reading

- Guru meminta peserta didik untuk membaca teks yang berjudul *Made, the Basketball Player*.
- Guru meminta peserta didik untuk mengisi Worksheet 1.24 dengan informasi yang tepat sesuai dengan teks yang berjudul '*Made, the Basketball Player*'.
- Guru membahas jawaban bersama peserta didik.

Section 5 – Language Focus

- Guru meminta peserta didik untuk mengisi Worksheet 1.25 dengan informasi yang tepat sesuai dengan penjelasan pada Section 5.a.
- Guru meminta peserta didik untuk mengamati struktur paragraph dari teks berjudul '*Made, the basketball Player*'.

Section 6 – Your Turn: Writing

- Section 6 merupakan latihan menulis bagi peserta didik. Kegiatan dapat dilakukan dalam satu pertemuan atau lebih. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraph deskriptif yang berterima.
- Guru dapat memberikan instruksi secara bertahap sesuai dengan tahapan kegiatan menulis di Section 6.
- Guru meminta peserta didik untuk memikirkan seorang teman, kemudian menuliskan kata-kata yang mendeskripsikan teman tersebut.
- Guru meminta peserta didik untuk membuat kerangka teks dari hasil pemikiran mereka.
- Guru meminta peserta didik untuk menuliskan paragraf yang mendeskripsikan teman tersebut.

Section 7 – Fun Time: Guess Who!

- When you inish, give your paragraph to a friend and let him/her read.
- Ask your friend to guess who you are describing and see if he/she has the correct guess.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

My Friends and I SECTION 1-7

Pendahuluan (10 Menit)

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

ASESMEN / PENILAIAN

KURIKULUM MERDEKA

A. PENILAIAN PEMBELAJARAN

1. Rubrik Penilaian

Nama Sekolah : SMP/MTS
Kelas/Semester : VII/ 1
Tahun Pelajaran :

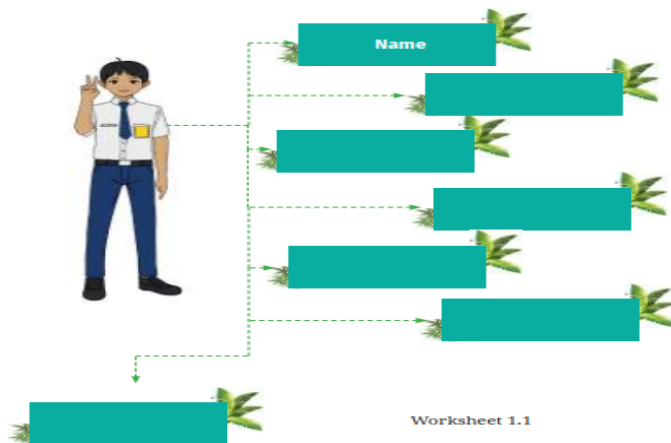
Kriteria Penilaian

Students Name: _____

| FOCUS | Very Good (4) | Good (3) | Fair (2) | Poor (1) |
|-------------------------|---------------|----------|----------|----------|
| Genre | | | | |
| Text structure | | | | |
| Accuracy | | | | |
| Vocabulary | | | | |
| Mechanics | | | | |
| TOTAL | | | | |
| Overall comments | | | | |

Lembar Kerja:

Write what you usually say when introducing yourself in Worksheet 1.1. One box has been completed for you.



B. PENGAYAAN DAN REMEDIAL

1. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD).
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Berdasarkan hasil analisis penilaian, peserta didik yang sudah memencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi.

2. Remedial

- Siswa diminta untuk menjawab secara lisan mengenai kegiatan pembelajaran hari ini. Guru dapat memberikan skala 0–100 yang dapat dipilih siswa untuk menunjukkan pemahaman mereka terhadap materi maupun aktivitas yang telah dilakukan.

REFLEKSI GURU DAN PESERTA DIDIK

KURIKULUM MERDEKA

A. Refleksi Guru:

1. Apakah kegiatan pembelajaran berlangsung dengan baik?

2. Apa momen paling berkesan saat proses kegiatan pembelajaran?
3. Apa tantangan yang dihadapi saat proses kegiatan pembelajaran?
4. Bagaimana cara mengatasi tantangan tersebut?

B. Refleksi Peserta Didik:

- Bagaimana yang menurutmu paling sulit di pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
- Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?
- Jika kamu diminta untuk memberikan bintang 1 samapi 5. Berapa bintang yang akan kamu berikan?
- Bagian mana dari pelajaran ini yang menurut kamu menyenangkan?

LAMPIRAN-LAMPIRAN

KURIKULUM MERDEKA

Lampiran 1 : Lembar Kerja Peserta Didik (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas/Semester : VII /
Mata Pelajaran :
Hari/Tanggal :
Nama siswa :
Materi pembelajaran :
.....
.....

A. Penilaian Pembelajaran 1

Lampiran 2 : Bahan Bacaan Guru Dan Peserta Didik

Lampiran 3 : Glosarium

Introducing myself, greetings & saying goodbye, introducing others, describing hobbie, describing people, describing daily activities.

Lampiran 4 : Daftar Pustaka

- Ika Lestari Damayanti, dkk. 2022. a. Buku Paket English for Nusantara Kelas VII Penerbit Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- KBBI, PUEBI
- Internet (Google, Youtube dan situs ilmuguru.org)
- Sumber lain yang Relevan
- Dan Lingkungan sekitar dan Lain-lain

Mengetahui,
Kepala Sekolah

Ilman Usman, S.Pd., M.Pd.
NIP. 19640725 198703 1 010

Palu, Juli 2023
Guru Mata Pelajaran

Nina Savitri, S.Pd.
NIP. 1970911 199801 2001

LEARNING MATERIAL

Descriptive Text

Dalam bahasa Inggris, teks deskripsi disebut dengan descriptive text. Kali ini, kita akan belajar teks deskripsi dalam bahasa Inggris. So, kamu enggak cuma bisa mendeskripsikan sesuatu dalam bahasa Indonesia saja, tapi pakai bahasa Inggris juga!

□ Definition of Descriptive Text (Pengertian Teks Deskripsi)

Descriptive text is a text that describes a particular object in detail. Dalam bahasa Indonesianya, descriptive text atau teks deskripsi adalah sebuah teks yang mendeskripsikan objek tertentu secara rinci. Jadi, seperti yang sudah disinggung di awal, pada teks ini, kamu akan menggambarkan objek secara jelas. Bisa ukurannya, warna, bentuk, bau, dan lain sebagainya.

- The purpose of descriptive text is to describe an object in detail.

Tujuan dari descriptive text adalah mendeskripsikan atau menggambarkan suatu objek secara detail (rinci). Objek-objek ini bisa berupa orang, hewan, benda, atau tempat.

□ Misalnya : descriptive text tentang seekor hewan. Teks tersebut dapat memuat berbagai informasi tentang deskripsi fisik, makanan, habitat, asal usul, perkebangbiakkan, hingga fakta-fakta unik yang terkait.

Ingat, descriptive text hanya menjelaskan satu objek tertentu secara detail. Jadi, kalau kamu mau membuat sebuah descriptive text, kamu bisa menjelaskan ciri-ciri salah satu kucing peliharaanmu, bukan menjelaskan ciri-ciri kucing secara umum yang ada di dunia.

□ Structure of Descriptive Text (Struktur Teks Deskripsi)

Setiap teks pasti terdiri dari beberapa bagian yang menyusunnya ya. Struktur descriptive text terdiri dari dua bagian, yaitu : identification (identifikasi) dan description (deskripsi).

identification berisi pengenalan objek yang akan dideskripsikan. Contohnya seperti, 'objek itu apa?' atau 'dari mana objek itu berasal?'. Sedangkan bagian description berisi penjelasan yang lebih spesifik dari objek yang sedang dideskripsikan. Di bagian ini, kamu bisa menjelaskan tentang penampilan maupun kepribadian objek tersebut.

- ❖ Language Features of Descriptive Text (Kaidah Kebahasaan Teks Deskripsi)

Dalam menulis descriptive text, ada kaidah kebahasaan yang harus kamu gunakan. Language features of descriptive text terdiri dari tiga, yaitu adjective, Simple Present Tense, dan adverb of frequency.

1. Adjective

Descriptive text tidak terlepas dari adjective atau kata sifat. Saat mendeskripsikan suatu objek, kita pasti menggunakan kata sifat, seperti besar, kecil, tinggi, pendek, pintar, ramah, dan lain sebagainya. Contoh:

- Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and long hair. She is smart and friendly.

Adjective yang digunakan pada descriptive text di atas adalah pretty (cantik), oval (oval/lonjong), rounded (bulat), pointed (mancung), long (panjang), smart (pintar), dan friendly (ramah).

2. Simple Present Tense

Simple Present Tense biasa digunakan untuk menyatakan fakta atau kebenaran umum, serta kebiasaan. Saat mendeskripsikan suatu objek, kita akan menggunakan tense jenis ini karena apa yang kita jabarkan dari objek tersebut adalah fakta.

3. Adverb of Frequency

Adverb of frequency adalah kata keterangan yang berguna untuk menunjukkan seberapa sering suatu kegiatan dilakukan. Nah, dalam descriptive text, kita bisa menjelaskan kebiasaan objek menggunakan ini.

Contoh:

- Hevi is a helpful and polite person. She **often** helps me to do my homework and **always** respects the elders.

Dari deskripsi tersebut, penulis menggunakan adverb of frequency, yaitu often dan always.

dari tadi kita sudah bahas pengertian, struktur, hingga kaidah kebahasaan teks deskripsi. Nah, sekarang kita buat contoh teks deskripsi dalam bahasa Inggris tentang Hanni secara lengkap.

❖ Example of Descriptive Text (Contoh Teks Deskripsi)

Seperti apa sih contoh descriptive text?

My Best Friend, Hanni

Identification:

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Description:

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

8. The Students Pre-Test And Post-Test

➤ **Soal Descriptive Text (Pre-Test)**

Please write a descriptive text based on the criteria below:

1. Consists of 100 words
2. Must pay attention to the generic structure of descriptive text
 - a. Identification;
 - b. Description; describes the parts, qualities or characteristics.
3. Describe a topic about “your self”?

➤ **Soal Descriptive Text (Post-Test)**

Please write a descriptive text based on the criteria below:

1. Consists of 150 words
2. Must pay attention to the generic structure of descriptive text
 - a. Identification;
 - b. Description; describes the parts, qualities or characteristics.
3. Describe a topic about your English teacher ?

9. The student pre-test and post test

➤ Pre-Test Class Eksperimen

Nama : Salsabila
Kelas : VII.A

No. _____
Date

MYSELF

my name is salsabila, I am student at SMPN 5 Palu. my school is on Darma Putra street.

My characteristic I have white skin but when exposed to the sun my skin will turn red because my skin is sensitive.

My hobby is cooking, I like cleaning the house, I am smart person, my body posture is my weight is 45-47, my height is 144-145, I am muslim, I am 12 years old.

➤ Post-test Eksperiment

Nama : Salsabila
Kelas : VII.A

No. _____

Date _____

my English Teacher

I have an English Teacher named Mrs. Nina.
Mrs. Nina is also the homeroom teacher in Seventh grade.
Mrs. Nina is always patient in teaching us, she is kind.
Every time she goes to school she always wears glasses,
wears a hijab and often wears a black skirt and a white shirt.
Every Wednesday Mrs. Nina always teaches in our class, she
often uses a motorbike when teaching in our class but often
also walks.



➤ Pre-test control

Nama : Yuna Anggraini
Kelas : VII. B.

No. _____

Date: _____

my self

Let me introduce my self, my name is yuna anggraini I am years old. I like playing games my hobby is cooking and my dream is to become a successful entrepreneur and I also get angry and also patient and I am a very active person, my tribe is bugis palopo and I am from south Sulawesi.

➤ Post-test class kontrol

Nama : Yuna Anggraini
Kelas : VII B

No. _____

Date: _____

my english teacher

~~my~~ my english teacher is Mrs. Nina.

Her activities are teaching in class. her hobby are sports and cooking. She is kind, friendly and also beautiful.



APPENDIX

First meeting , the researcher gave a pre-test in picture from to experimental class and control class. We can see the picture bellow :

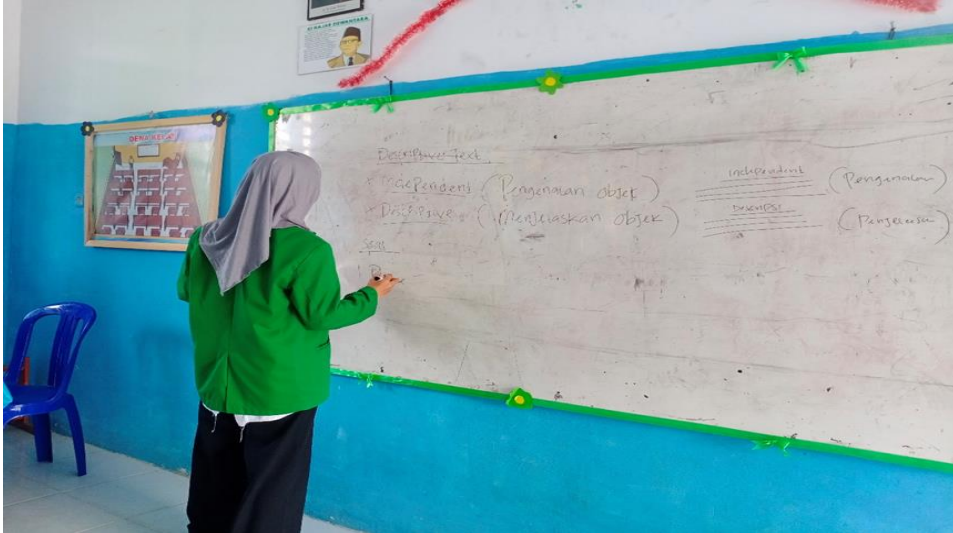
Control class seven B



Experimental class seven A



Give treatment to experimental class



Explain about descriptive text and generic structure

Meeting 2



The student to describe about themselves and others

Meeting 3



The student to describe about hobbies

Meeting 4

The



student to describe about physical and personality traits of people

Meeting 5



The students to describe about daily activities

The last meeting the teacher gave post-test to both classes in from some test



Control class to write their English teacher

Experimental class to write their English teacher

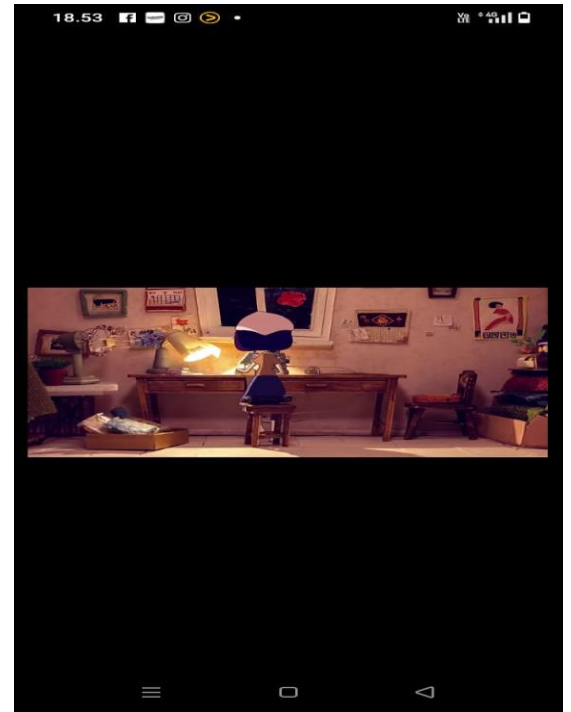
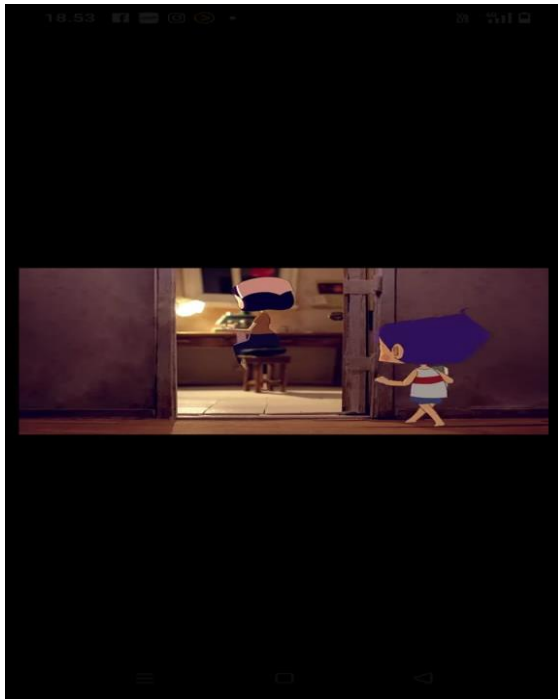


➤ Example The Silent Movies

1. Descriptive Text About Themselves And Others

The Title Of The Movies : Felt Love

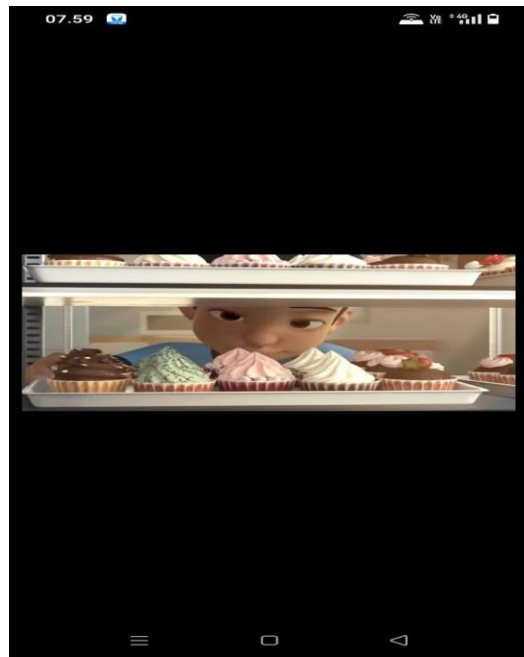
<https://youtu.be/1yNuUWApSS0?si=7eLj3YsDWZ-jqI87>



2. Descriptive Text About Hobbies

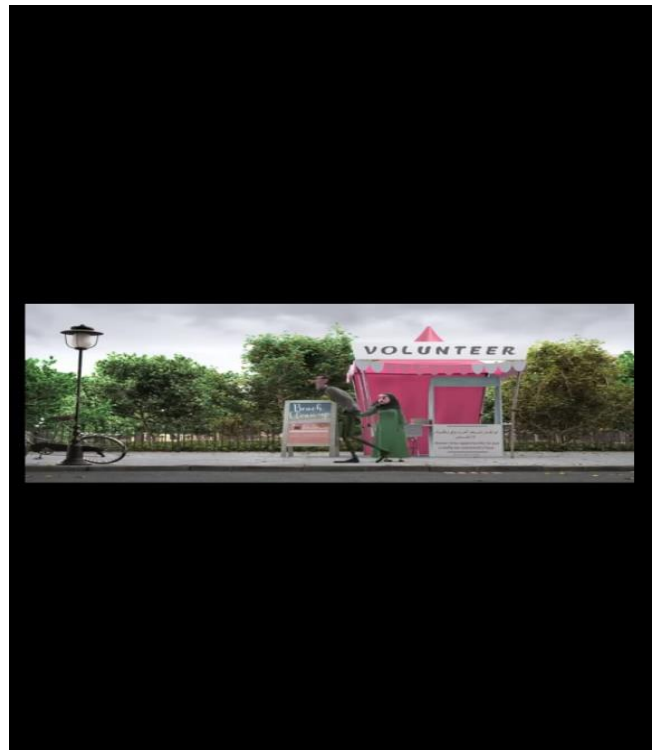
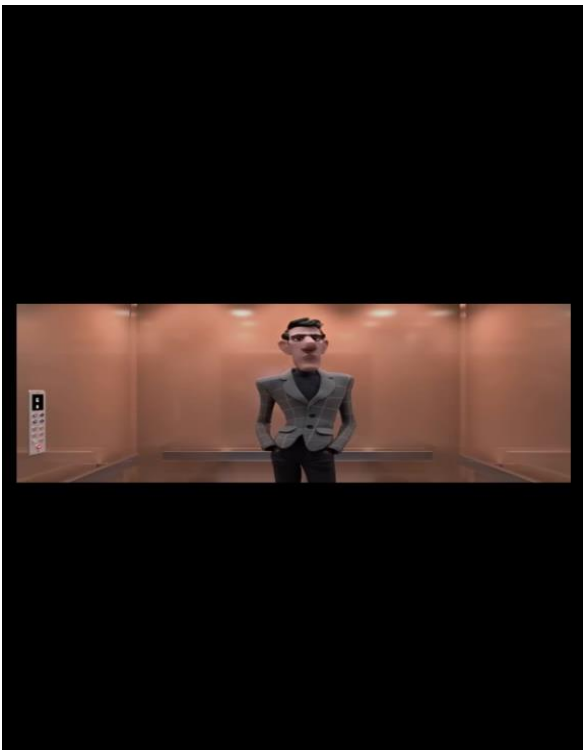
The Title Of The Movies : Miles To Fly

<https://youtu.be/1oYvVDX8eN8?si=Zzo9nBF3FePQgdIq>



3. Descriptive Text About Physical And Personality Traits Of People
The Title Of The Movies : 'World Kindness Day.'

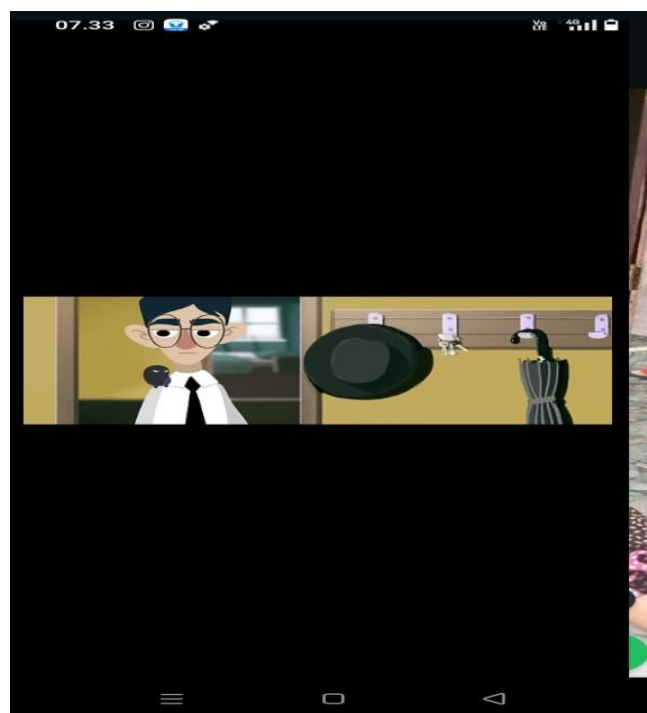
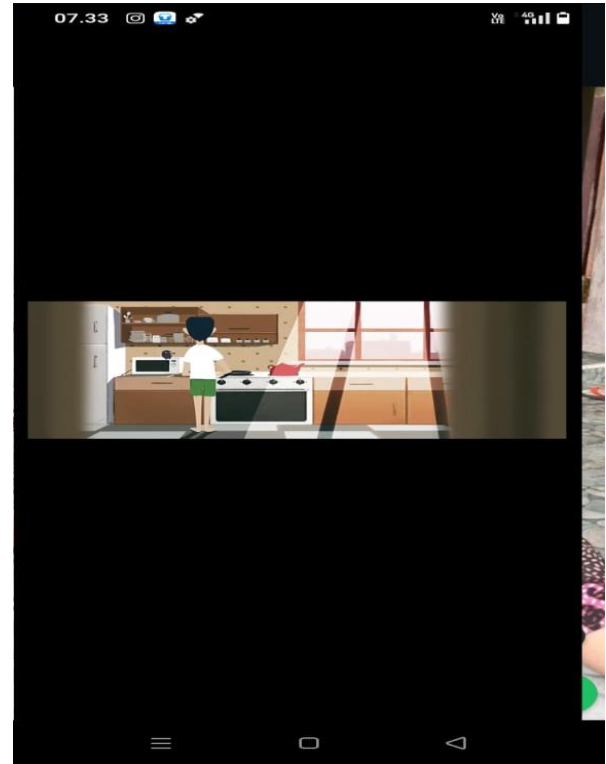
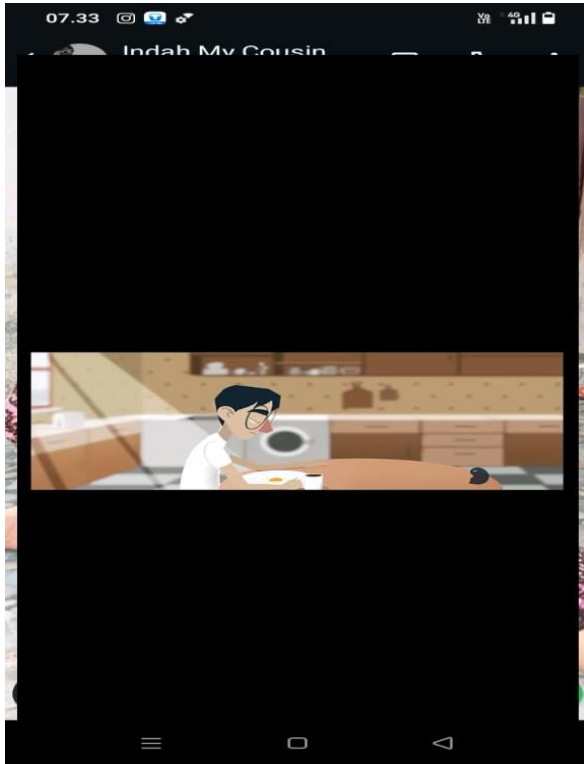
https://youtu.be/A6PWu3EH7Xw?si=CanD_OnhqMMLVUPL



4. Descriptive Text About Daily Activity

The Title Of The Movies : "The Routine"

https://youtu.be/BRLmzQH-Hd4?si=T073_3g5bu4VI0CD



CURRICULUM VITAE

A. Researcher Identity

Name : Nurlaela
Place : Baulu
Date of Birth : Juli, 30th 2000
Gender : Female
Religion : Islam
Status : Married
Major : English Tadris Department
Faculty : Teacher Training and Tarbiyah
Faculty Number of Student : 18.1.16.0074
Address : Jl.Malaya, Kelurahan Birobuli Selatan,
Kecamatan Palu Selatan, Palu, Sulawesi Tengah

B. Parent Identity

1. Father

Name : Sudarwin AS Bake
Religion : Islam
Profession : Farmer
Address : Desa Baulu, kec.Togean Kab. Tojo Una-Una,
Sulawesi Tengah.

2. Mother

Name : Mahwani L.Jani
Religion : Islam
Profession : Housewife
Address : Desa Baulu, kec.Togean Kab. Tojo Una-Una,
Sulawesi Tengah

C. Educational Details

1. SDN 1 Baulu Finished 2012
2. MTS N Chairul Amin Ampana Kota Finished 2015
3. Madrasah Aliyah Ampana kota Finished 2018
4. Continue The Studies At The State Islamic University, Majoring English Tadris Department, Teacher Training and Tarbiyah Faculty in 2018