IMPROVING STUDENTS' WRITING SKILL BY USING "RAYA AND THE LAST DRAGON" MOVIE

THESIS

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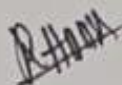Bachelor of education in english languange teaching

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Improving Students' Writing Skill by Using "Raya And The Last Dragon" Movie

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Januari 2025

Saya yang membuat pernyataan,

Cut Riski Nazila

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Bismillahirrahmannirrahim

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Last but not least, I acknowledge that, despite my best efforts, the thesis is far from perfect, as a result, helpful criticism and suggestions from readers and other stakeholders are greatly appreciated in order to futher improve this thesis. I hope this thesis gives

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Banda Aceh, January 5th, 2025

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ABSTRACT

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Thesis working title : Improving Students' Writing Skill By Using "Raya And The Last Dragon" Movie

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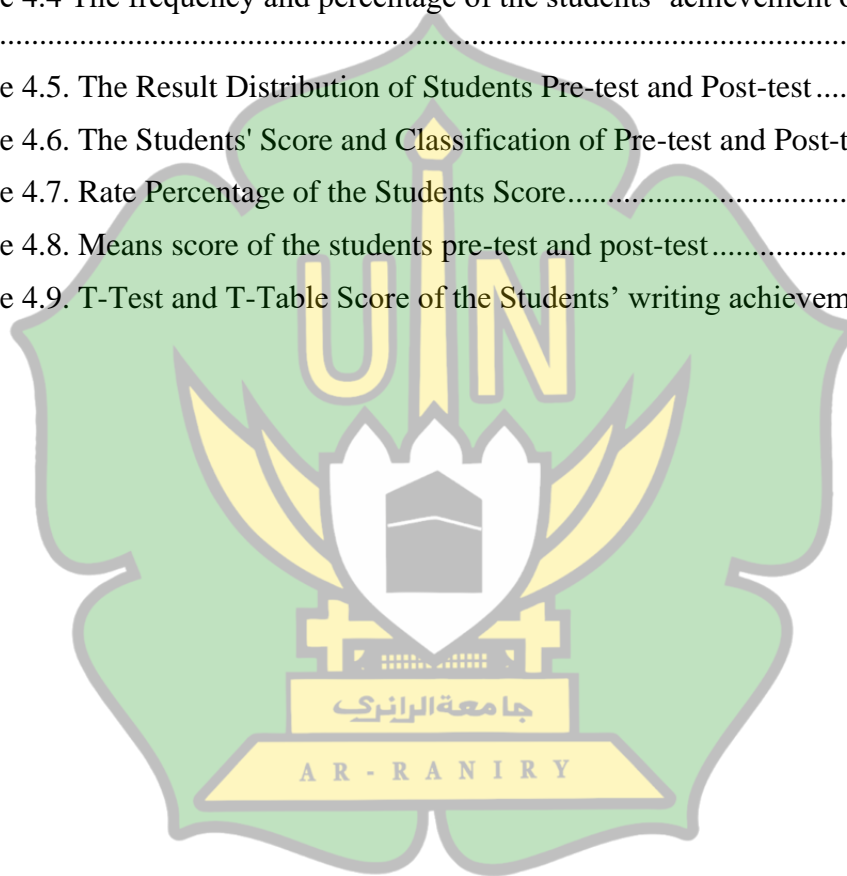Keywords : Movie-based learning, Writing skill improvement, Quasi-experimental design

This research was to find out whether using movie *Raya and the Last Dragon* improved students' writing skill that improved the most. The sample consisted of eleventh-grade students at SMKN 1 Sigli 2023–2024. The study applied a quasi-experimental design, with two groups: experimental and control. There were 25 students in each group, for a total of 50 students. I collected data using pre-test and post-test questions ; the experimental group watched the movie *Raya and the Last Dragon* as the treatment, while the control group learned to write without watching movie. Pre-test mean score was 53,48, and post-test mean score was 71,84, according to the test. The null hypothesis (Ho) has been rejected and the alternative hypothesis (Ha) accepted. Furthermore, writing skill improved from 53,48 to 71,84 points. This finding suggests that watching movie has a considerable effect on students' writing skill.

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CHAPTER I

INTRODUCTION

This part of the chapter describe the reasons for conducting the research. It presents the discussion on the background of study, statement of the problems, objective of the study, aim of the study, reserach terminology and significance of study. The elaboration of each point is explained as follow :

A. Background of Study

Juariah (2021) believed that writing is a language skill used for one-way, indirect communication that is productive and expressive, utilizing language structure and vocabulary. In Erviana (2021) view, writing was also a productive and expressive activity. Lestari (2020) suggested that expressive here meant that through writing, students could express and convey ideas, thoughts, and experiences to communicate with others. As Mahmur (2021) pointed out, writing was influenced by other productive skills, such as speaking, as well as receptive skills like reading and listening, and also vocabulary comprehension, diction, sentence effectiveness, spelling, and punctuation. Prakoso (2021) emphasized that writing skills did not come automatically but had to be developed through extensive and regular practice. Improving writing skills requires consistent and persistent practice. When faced with challenges, students should not give up easily but should instead seek solutions to overcome them.

1

According to Lusita and Emidar (2019), writing skills were considered one of the essential skills that vocational high school (SMK) students should have possessed. One of the writing skills that students needed to master was descriptive text writing. Fitrianita and Ramadhan (2018) argued that a descriptive text was a type of text that provided an exposition about a particular object or phenomenon. It described an object, place, or event clearly to the reader, allowing them to directly experience what was being conveyed in the text. Suryono (2020) believed that in English learning at the vocational high school level, descriptive text was one of the materials taught to students. Students tended to struggle with learning to write descriptive texts, which were taught to develop students' writing abilities.

The case of vocational school (vocational high school) students who faced difficulty in writing involved various challenges that affected their ability to write effectively. Some common problems that vocational school students encountered in writing included a lack of basic writing skills, a lack of understanding of context and text structure, insufficient reading experience, low motivation and engagement, a lack of critical thinking skills, and difficulty in organizing ideas.

Students experienced difficulty with the basic structure of writing, such as grammar, spelling, and punctuation, especially in English writing. They had trouble understanding different types of text (narrative, descriptive, expository, etc.) and organizing ideas in a logical and coherent way. Limitations in wide reading impacted students' ability to write well, due to a lack of exposure to a variety of writing styles and structures.

A lack of motivation or interest in writing hindered students' ability to practice and improve their writing skills. They experienced difficulty in formulating and presenting logical or analytical arguments in their writing. Students had trouble organizing their ideas in an orderly manner and constructing paragraphs effectively.

Using movies as a tool for teaching writing at the vocational high school level was highly effective. It tapped into students' interests, provided visual storytelling, and offered context that enhanced comprehension and inspired writing. Golden (2002) stated that movie narratives offered students a clear example of storytelling structure, including exposition, conflict, climax, and resolution. By analyzing movies, students could see how stories were crafted, helping them transfer these skills to their own writing. According to Bloom (2013), watching a movie allowed students to observe character development over time. Teachers encouraged students to take notes on how characters changed, what motivated them, and how they interacted with others. They could then create similar characters in their own writing or write character-driven essays. Sheridan (2014) argued that movies relevant to students' vocational fields could serve as prompts for expository writing. For example, students in a culinary program could watch a documentary about cooking and then write essays discussing the techniques or challenges shown.

The movie *Raya and the Last Dragon* served as an excellent medium to enhance students' writing skills due to its rich storyline, cultural diversity, and strong moral messages. The plot, with its engaging conflicts, epic journey, and complex characters, stimulated students to explore themes like courage, friendship,

and trust. Such themes inspired students to craft essays and creative pieces that delved into these deep and universal concepts.

Additionally, the movie was inspired by various Southeast Asian cultures, providing a foundation for students to describe diverse settings, traditions, and characters in their writing. This exposure to different cultures helped students develop a global perspective, enriching the descriptive and analytical quality of their work.

The movie's stunning visuals further encouraged students to develop detailed descriptions. Scenes that depicted the beautiful landscapes, battles, and magical elements in *Raya and the Last Dragon* helped students practice using vivid language, making their writing more immersive and expressive. The moral themes of unity, trust, and cooperation woven throughout the story also offered valuable lessons. Students learned to incorporate meaningful moral messages in their writing by drawing from these values, enhancing their ability to think critically and convey significant ideas.

In terms of practical application, students were assigned to rewrite scenes, imagine story continuations, or describe events from a different character's perspective. These tasks fostered creative writing skills, encouraging students to develop their unique voices and styles. Literature like *A Glossary of Literary Terms* by Abrams (1999) supported the idea that understanding literary elements enhanced students' abilities to analyze story structure and character development. Similarly, Jenkins' *Convergence Culture* (2006) highlighted how popular media, including movies, could be instrumental in creative learning, while Wagner's *Dorothy*

Heathcote: Drama as a Learning Medium (1999) underscored how visual storytelling could deepen students' understanding and expression in writing. Thus, *Raya and the Last Dragon* combined compelling narrative, cultural richness, and visual beauty, making it a powerful tool for encouraging students to explore creative and analytical writing.

SMK Negeri 1 Sigli was one of the vocational schools located in Pidie Regency, situated on Jl. Tgk Chik di Reubee Sigli, Aceh. This school offered several programs or majors such as culinary arts, fashion design, hospitality management, and accounting. Vocational high schools (SMK) were designed to prepare students for immediate entry into the workforce; therefore, language skills, such as English, should have been prioritized alongside the primary skills needed to produce goods or services. A lack of foreign language skills could make it difficult to work effectively. Foreign language skills could be measured by writing proficiency. Therefore, the researcher was interested in conducting a study related to improving students' writing skills using movies as media.

B. Research Question

Based on the background of this study, the researcher formulated as follows "Does using *Raya and The Last Dragon* movie improve students' writing skill?"

C. Research Aim

In this research, the researcher formulated the purpose of the study is to To investigate the effectiveness of using movies as a tool to enhance students' writing skills in an educational setting. This aim directly aligns with your research question

and sets the stage for exploring how movies might serve as a beneficial resource in developing writing abilities in students

D. Research Terminologies

1. Writing skills

According to Troia (2006), writing skills were the practical abilities to produce written documents that met specific criteria for clarity, coherence, and effectiveness, tailored to the needs of different contexts such as business, academia, or creative writing. Writing skills could be defined as the ability to construct meaningful written content that demonstrated clear, coherent, and appropriate use of language. This included grammar, vocabulary, punctuation, and overall writing structure. In this thesis, the use of the movie *Raya and the Last Dragon* aims to improve students' ability to write narrative texts in English. The movie is used as a learning tool to help students understand the basic elements of narrative writing, such as story structure, character development, and the use of engaging and creative language.

2. *Raya and the Last Dragon* Movie

Zang (2021) argued about the context of using *Raya and the Last Dragon* as a tool and media for teaching writing skills, the film can be utilized to engage students in creative writing exercises that focus on narrative structure, character development, and thematic exploration. By analyzing the plot, characters, and setting, students can learn how to develop storylines, create conflict, and construct compelling narratives. Additionally, the film's rich cultural backdrop and themes

of trust, unity, and leadership provide opportunities for students to reflect on these values and incorporate them into their own writing. For instance, students can write alternative endings, character backstories, or essays discussing the themes presented in the film, thus improving both their writing proficiency and critical thinking skills.

E. Hypothesis

1. Hipotesis Nol (Ho) : There is no significant difference in students' writing skills before and after using the movie *'Raya and the Last Dragon'* as a teaching tool."

2. Hypothesis Alternative (H1) : The use of the movie *Raya and the Last Dragon* significantly improves students' writing skills compared to conventional teaching methods.
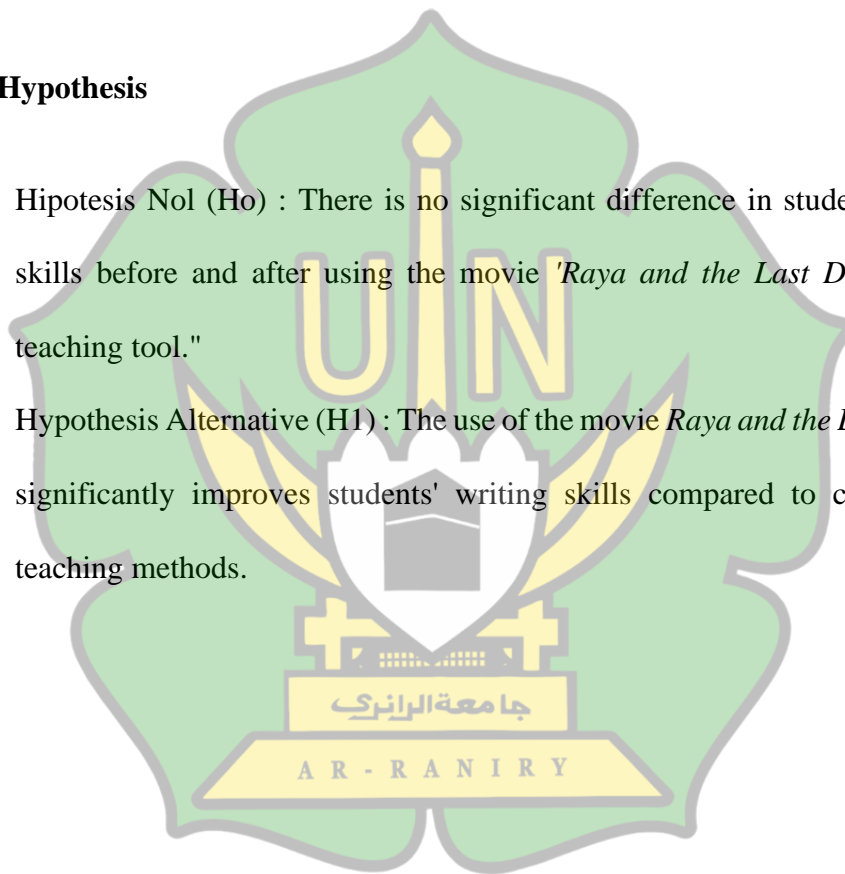
CHAPTER II

LITERATURE REVIEW

A. Definition of Writing Skills

According to Mahboob (2014), writing is an essential skill in language production. Its importance grew when it came to writing in English, a language widely used for the global dissemination of knowledge. Dar and Khan (2015) also claimed that writing was the most difficult aspect of learning a second language. This difficulty stemmed from the need for proper and strategic language use, with structural accuracy and communicative potential. In Pakistan, students' writing skills were alarmingly weak and subpar. However, the number of English language users in Pakistan had risen significantly, from 2% in 1961 to 49% in 2003.

Kustati and Yuhardi (2014) noted that writing has always been a challenging aspect of language learning, especially in comparison to other language skills (such as reading, speaking, and listening). This challenge was not only faced by learners but also by teachers. Karim (2012) highlighted that students struggled to meet the demands of writing due to their limited proficiency in the language. Additionally, students' insufficient knowledge of English vocabulary, grammar, spelling, and punctuation further contributed to their lack of interest in writing.

Muliani (2019) said that as writing was a productive skill, the ability to generate and connect ideas in a well-structured form of writing was a highly complex process that was required in writing. Hayes and Flower (2015) said that writing was a cognitive process that involved the generation and organization of

ideas, as well as the translation of those ideas into written language. They argued that writing was not simply putting words on paper, but rather a complex cognitive process involving multiple stages, including planning, drafting, revising, and editing.

Moreover, Dyah (2023) summarized that writing was recognized as a complex and multifaceted skill essential for success in various fields, including education and personal communication. Writing well was crucial for expressing oneself clearly, persuading others, and building relationships. In summary, writing was the process of communicating ideas and information through written language. It involved various cognitive, social, and cultural factors and was recognized as an essential skill for success in many areas of life.

1. **Elements of Writing**

Creswell (2014) stated that several key elements ensured scholarly rigor and clarity. The introduction set the stage for the research by establishing the topic, outlining the objectives, and presenting a literature review that situated the current study within existing research. This section clearly articulated the research question or problem and provided the theoretical context for the study. Silverman (2013) asserted that the methods section described the research design, including whether the study was qualitative, quantitative, or mixed methods, and explained the data collection and analysis procedures. It detailed participant information, the tools used to gather data, and how the data were analyzed to address the research questions.

Maxwell (2013) explained that in the results section, the findings of the study were presented clearly, often with the support of tables, graphs, or other visual aids. This section focused on objectively presenting the data without interpretation, which occurred in the following discussion section. The discussion interpreted the findings, compared them with prior research, and explored their implications, while also acknowledging the study's limitations and suggesting directions for future research. According to Bryman (2012), the conclusion briefly summarized the study's findings and their broader implications, contributing to the understanding of the research topic or influencing future studies or policy. Johnson and Christensen (2019) stated that the references section listed all sources cited throughout the article, formatted according to a specific citation style such as APA, MLA, or Chicago, ensuring proper attribution to the original authors and providing readers with the necessary information to locate the sources. Writing based on journal articles also required attention to clarity, precision, and critical analysis of the literature. Scholars engaged with existing research, evaluating its strengths and weaknesses, and provided a balanced, objective discussion throughout their work.

2. Obstacles in Writing

Writing, particularly academic writing, came with various obstacles that could hinder productivity, affect the quality of the work, and delay progress. These challenges arose from both internal and external factors. Understanding these obstacles and how to overcome them was crucial for writers aiming to improve their writing process and output. Some of the key obstacles included: writer's block, lack of clear focus or direction, poor time management, perfectionism, difficulty

organizing thoughts, lack of research or resources, imposter syndrome, technical and formatting issues, distractions and external pressures, and language barriers.

According to Pennebaker (2017), one of the most common challenges writers faced was writer's block, where they experienced a mental block that prevented them from starting or continuing their writing. This could be caused by stress, lack of inspiration, or a fear of producing imperfect work. Writer's block could be particularly frustrating, leading to procrastination and reduced motivation. Creswell (2014) stated that a lack of clear focus or direction occurred when writers lacked a clear understanding of their thesis or research question, causing their writing to become unfocused and unclear. It was important to have a well-defined purpose to guide the writing process and maintain clarity throughout the work. Without clear direction, writers might have struggled to stay on topic or to construct logical arguments.

Zimmerman (2000) claimed that effective time management was essential for academic writing. Many writers, especially students, faced time constraints due to other commitments, leading to rushed writing and lower quality. Procrastination was often at the root of poor time management, resulting in incomplete or poorly executed work. Higgins (2012) pointed out that a perfectionist mindset could prevent writers from completing their work. Writers might have become overly focused on making their work flawless from the start, leading to excessive revisions or difficulty moving forward. This "paralysis by analysis" could have slowed down the writing process significantly.

Swales and Feak (2012) mentioned that academic writing often required the organization of complex ideas, data, and arguments. Writers might have found it challenging to structure their work logically, leading to confusion in the final product. Having a clear outline or framework for the paper could have helped overcome this obstacle and ensured a coherent flow of ideas. Booth, Colomb, and Williams (2008) stated that effective academic writing relied heavily on thorough research. Writers might have encountered obstacles if they did not have access to the necessary resources or if they struggled to find quality sources. This could have hindered the development of strong arguments and undermined the credibility of the paper.

Creswell (2014) explained that many writers, especially new academics, experienced imposter syndrome, which involved feelings of self-doubt and fear that their work was inadequate. This could have led to procrastination or a reluctance to share work for feedback, as writers felt their ideas were not valuable or original. Technical and formatting issues also posed challenges. Adhering to specific academic writing guidelines and citation styles (e.g., APA, MLA, Chicago) could have been a significant challenge for some writers. The pressure to meet these requirements while simultaneously crafting strong content might have distracted from the main task of writing. Writers often found themselves spending excessive time on formatting and citations, which could have led to frustration.

Kaufman and Karpinski (2017) stated that distractions and external pressures, such as noise, family obligations, or social media, could distract writers and make it difficult to concentrate. Time pressures from multiple responsibilities, such as

work, school, or personal matters, might have also interfered with focused writing time. Hyland (2004) also stated that language barriers posed challenges, as non-native speakers might have faced additional difficulties with grammar, vocabulary, and sentence structure. Even fluent writers could have struggled with maintaining clarity, conciseness, and tone in academic writing. Writing in a second language may have required additional effort in editing and revising to ensure that the content was easily understood.

Zimmerman (2000) concluded that to overcome these challenges, writers could have used strategies such as setting realistic goals, breaking the writing process into manageable tasks, seeking feedback from peers or mentors, and allowing for imperfection during the drafting stage. Additionally, writing regularly and creating a structured routine might have helped overcome writer's block and improve time management. Higgins (2012) stated that overcoming perfectionism required letting go of the need for flawless first drafts and recognizing that revisions could improve the quality of writing over time.

B. Using Movie in Teaching English

1. Type of Movie in Teaching English

The type of movie used in teaching writing skills can significantly influence the development of students' abilities to express ideas effectively. Studies have shown that various genres of films can be applied to different writing tasks. Narrative films, for example, are particularly effective for teaching storytelling techniques, as they provide clear examples of plot structure, character development,

and conflict resolution. According to a study by Lee (2018), narrative films allow students to engage in creative writing exercises such as crafting alternative endings or character monologues. On the other hand, documentary films can be useful for improving argumentative and persuasive writing skills. These films often present factual information or social issues, providing students with real-world content to analyze and discuss in essays. As noted by Jamil (2019), using documentaries in writing instruction helps students develop their ability to support arguments with evidence and create well-structured persuasive essays. Finally, animated films, such as *Raya and the Last Dragon*, offer a unique opportunity for students to explore visual storytelling while also addressing themes and characters that can inspire reflective and critical writing, as highlighted by Zang (2021). Overall, the genre of the movie selected can be aligned with specific writing objectives, helping students to hone different aspects of writing, from creativity and narrative technique to argumentation and analysis.

2. Benefits of Using Movie in Teaching English

Using movies in teaching English offers numerous benefits that enhance both language acquisition and student engagement. One of the primary advantages is the opportunity for authentic language exposure. Films provide students with real-life dialogues, expressions, and accents, which are often more reflective of natural spoken language than textbooks or classroom materials. According to Baratta and McDonald (2017), exposure to various accents and colloquial speech patterns through movies helps students improve their listening comprehension and pronunciation. Additionally, movies create a multisensory learning environment,

combining visual and auditory stimuli, which aids in retention and understanding. As noted by Wichadee (2016), the combination of visuals and sound helps students make connections between vocabulary and context, enhancing vocabulary acquisition and comprehension.

Movies also foster cultural awareness, as they often showcase different cultures, customs, and social contexts. As suggested by Ismail (2019), movies allow students to explore cultural nuances and societal issues, which can broaden their understanding of global perspectives and improve their intercultural communication skills. Furthermore, films are engaging and motivating, as they capture students' attention and make learning more enjoyable. A study by Lee (2020) found that students were more likely to participate in language learning activities when movies were incorporated into lessons, as the visual elements of films made the material more stimulating and accessible. Moreover, films offer opportunities for critical thinking and reflection, especially when discussing the themes, characters, and narratives presented in the movies. Through post-film discussions or written assignments, students can analyze and interpret content, thereby improving their speaking and writing skills. Overall, using movies in teaching English not only enhances language proficiency but also enriches students' cultural understanding and critical thinking abilities (Huang, 2018; Ahmed and Liu, 2017).

C. Previous Study

Previous studies have explored the effectiveness of using movies as a tool in teaching writing skills, demonstrating that films can engage students in creative and

analytical writing tasks. For instance, a study by Koksal (2015) examined the use of movies in enhancing writing skills and found that students who watched films and then wrote reflections or essays based on the movie were able to improve their ability to organize ideas and express them clearly. The visual and emotional engagement provided by films helps students to connect with the content, making the writing process more enjoyable and meaningful. Furthermore, films provide rich contextual material, which students can analyze and use as a basis for argumentative or narrative writing, as shown in the research by Hwang (2017), which highlighted how movies helped students improve their descriptive and narrative writing abilities by encouraging them to write about the plot, characters, and themes. These studies indicate that movies, as a medium, can stimulate students' creativity, enhance their vocabulary, and improve their writing fluency.

Aydin (2013) reviewed the use of movies as a tool for enhancing language learning in the classroom. It discussed how movies could help students improve their writing by exposing them to authentic language, cultural context, and narrative structures. The study also emphasized the importance of active engagement in learning activities related to movies, such as writing summaries and creative writing exercises. Rahmat and Zuraida (2019) investigated how watching movies and completing associated writing activities could improve students' writing skills. The study found that students showed significant improvement in their ability to write descriptive and narrative texts after participating in activities that combined movie viewing with writing tasks, such as summarizing the plot and writing character analyses.

Suriyanti and Sulistyo (2017) examined the impact of using movie clips as a teaching tool to improve students' writing skills, specifically in narrative texts. The study concluded that movie clips, when combined with specific writing tasks, helped students understand story structure and boosted their creative writing abilities. The study also discussed how movie clips served as visual aids that enhanced students' understanding of plot, character development, and conflict. Maharani and Widyastuti (2020) explored the effectiveness of using movies in the classroom to enhance students' writing skills, focusing on narrative texts. The results showed that students who watched a movie and then engaged in writing activities such as retelling the story or writing alternative endings improved their narrative writing skills. The study highlighted the role of movies in motivating students and providing them with creative content for writing.

D.   **Sinopsis Raya and The Last Dragon**

Raya and the Last Dragon was an animated movie released by Walt Disney Animation Studios in 2021. The story was set in the fantasy world of Kumandra, a land inspired by Southeast Asian cultures and divided into five regions: Fang, Heart, Spine, Talon, and Tail. The narrative followed a young warrior named Raya from the Heart region. Years ago, dragons had sacrificed themselves to save humans from an evil force called the Druun. However, the Druun had returned, threatening Kumandra once again. To defeat the Druun and restore peace, Raya had to find the last living dragon, Sisu. Sisu was not just any dragon; she had the unique ability to transform into a human and assist in various ways.

Raya embarked on an epic journey to collect the pieces of a magical gem that could defeat the Druun. Along her journey, she encountered various unique characters from each region, such as Boun, a young owner of a floating restaurant; Tong, a formidable warrior from Spine; and Noi, a crafty thief from Talon. Throughout this journey, Raya learned about trust, friendship, and cooperation. With the help of her friends and Sisu, Raya strived to bring peace and unity back to Kumandra. The movie delivered a strong message about the importance of trust and working together to overcome common challenges.

The movie *Raya and the Last Dragon* (2021) was often regarded as a valuable resource for teaching writing, particularly for its rich storytelling, character development, and visual elements. While there was no direct consensus among all experts specifically recommending this film for teaching writing, there were several reasons why *Raya and the Last Dragon* could have been a good choice based on its narrative structure, themes, and visual storytelling.

First was strong storytelling and plot structure. *Raya and the Last Dragon* followed a well-structured narrative with a clear protagonist, central conflict, rising action, and resolution, which could have served as an excellent model for students learning how to structure their own stories. Experts like Swales and Feak (2012) emphasized the importance of understanding narrative structure in writing, and *Raya and the Last Dragon* offered a clear example of these elements. Writing exercises based on the movie could have included analyzing the plot, identifying key events, and recreating similar structures in students' own creative writing.

Second was character development and motivation. The movie's characters, particularly Raya, were well-developed, with clear motivations, flaws, and growth throughout the story. Writing experts like Cohen (2015) highlighted that character development was crucial in effective storytelling, and students could have learned a lot from the way the film portrayed characters' evolution. Writing exercises could have focused on creating multi-dimensional characters, exploring internal conflicts, and using dialogue and actions to reveal motivations, all of which were key skills in writing fiction and narrative essays.

Third was the theme of trust and unity. The movie's central themes of trust, unity, and overcoming differences could have been explored in writing assignments, particularly for persuasive or reflective essays. McKee (1997) argued that a strong theme could be the backbone of a compelling narrative, and *Raya and the Last Dragon* offered a powerful exploration of these themes, which could have inspired students to write persuasive essays or reflective pieces on similar topics. Students could have analyzed how the film conveyed its messages and then applied that understanding to their own writing.

Fourth was visual and descriptive writing. The stunning animation and world-building in *Raya and the Last Dragon* provided ample opportunities for students to practice descriptive writing. According to Rosenblatt (2005), visual media could help students enhance their descriptive language by encouraging them to notice details and express them in writing. Students could have written about the different locations in the movie, described characters or scenes in vivid detail, and practiced using sensory language to enhance their writing.

Fifth was cultural and social contexts. *Raya and the Last Dragon* introduced audiences to a fictional Southeast Asian-inspired world, which offered a chance for students to explore cultural diversity and incorporate this awareness into their writing. Experts like Hyland (2004) argued that understanding cultural contexts could enrich writing, as students could draw from a wider range of experiences and perspectives. Writing assignments could have included discussions of cultural elements from the movie and explored how different cultures shaped storytelling.

The last was moral and ethical lessons. The film taught important moral lessons about selflessness, trust, and redemption, which could have been used as the basis for argumentative or expository essays. Gere (2002) suggested that narratives with strong moral lessons could provide a foundation for persuasive writing, as students could develop arguments based on the ethical dilemmas or decisions characters faced. Analyzing the decisions made by the characters and their outcomes could have led to discussions on ethics, personal responsibility, and community-building.

While *Raya and the Last Dragon* had not been specifically mentioned by all experts as a top choice for teaching writing, it was a movie that aligned well with many principles in writing instruction. The film offered rich opportunities for narrative analysis, character study, thematic exploration, and descriptive writing exercises, making it a solid choice for engaging students and enhancing their writing skills. Writing assignments inspired by this movie could have encouraged students to develop their creative writing, persuasive writing, and reflective thinking.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research on methodology which consists the population and sample, Technique of data collection, and data analysis of this study.

A. Research Design

The research design followed a quasi-experimental approach, where students were divided into two classes: an experimental class that watched *Raya and the Last Dragon* as part of their learning process, and a control class that learned writing skills using traditional methods. This design allowed the researcher to examine whether the use of the movie contributed significantly to improving students' writing skills.

B. Research Participants

In quasi-experimental research, sample selection must be done carefully because random sampling techniques, as used in true experimental research, are not applied. One common method in quasi-experimental research is selecting groups based on certain relevant criteria. For example, if a researcher wants to assess the effect of using movies in teaching English writing, they could select two pre-existing class groups (e.g., Class A and Class B) that have followed the same curriculum, but one group would use movies as a learning media, while the other group would not. This method allows the researcher to examine the effect of the intervention within real-world constraints (Cohen, Manion, and Morrison, 2017).

According Creswell (2012), population is a group of people with the same characteristic that the researcher can identify and study. In this research, the term "participants" refers to individuals who have the necessary information and the ability to relate their experiences. The researcher selected 50 students to be participants, but before doing so, the researcher asked for their consent to determine whether they wished to participate in the study.

In this research, I use purposive sampling to select participants who meet specific criteria relevant to the study, such as eleventh-grade students at SMKN 1 Sigli. This method ensures that the sample consists of individuals who have the necessary background and experience to provide valuable insights into the impact of movie-based learning on writing skills. By choosing participants who are directly involved with the topic of interest, purposive sampling allows for a more focused and meaningful analysis of the research question.

The target class participants would be senior high school students from a specific class or grade level. The group would be diverse in terms of language proficiency. Number of Participants: At least two classes would be involved—one as the experimental group and one as the control group, with at least 25 students in each group to ensure validity. The researchers chose 50 students and make two classrooms as participants because they believed that with 50 participants, they would be able to obtain valid data for the research.

According to Sugiyono (2017), a population is an area used as the basis for data collection, consisting of objects and subjects that have certain characteristics, allowing researchers to learn, understand, and then describe conclusions. The

population in this research was the students, specifically 50 students, all of whom were Class XI students of SMKN 1 Sigli. The definition of a sample is a part of the number and characteristics possessed by the population. Samples were taken using a sampling technique, specifically simple random sampling, where members were selected from the population.

C. Research Instruments

To measure the effectiveness of the movie on writing skills, various instruments were used: pre-tests and post-tests and questionnaires

1. Pre-test and post-test

Both the experimental and control groups would be given a pre-test to assess their writing abilities before any intervention, and a post-test after the intervention period to assess improvements in writing skills. The tests would focus on assessing key writing elements such as: Organization and Structure (introduction, body, conclusion), Creativity and Originality (use of narrative, unique ideas), Vocabulary and Grammar (range of vocabulary, sentence complexity, grammar accuracy), and Coherence and Cohesion (logical flow, transitions between ideas). The writing tasks could involve: Writing a short story or narrative based on a theme explored in *Raya and the Last Dragon*, a reflective essay discussing the character development or moral lessons from the movie, and a creative writing assignment where students invented their own stories inspired by the world or themes of the movie.

2.   Intervention Method (Experimental Group)

The experimental group received a lesson based on the movie *Raya and the Last Dragon*. The intervention occurred over a 3-week period, with the following steps: Week 1 for pre-test and introduction to the movie. First, the students took a pre-test to assess their current writing skills. Next, the teacher introduced the movie *Raya and the Last Dragon*, focusing on its plot, characters, and themes.

Week 2 was for watching the movie and guided discussions. Students watched *Raya and the Last Dragon* in class (or at home as an assignment, followed by a class discussion). After watching the movie, students engaged in discussions on the movie's themes (e.g., bravery, trust, and unity), character development, and story structure. Week 3 was for writing tasks based on the movie. Based on the movie, students were given various writing tasks, such as: narrative writing, character analysis, and reflection essay. In narrative writing, students wrote their own adventure story inspired by the movie's setting. Character analysis was a written analysis of one of the main characters (e.g., Raya or Sisu), discussing their motivations, growth, and challenges. Reflection essay was a reflective essay on the lessons learned from the movie and how these could apply to their lives or society.

The control group class used traditional writing instruction. The control group received the same writing instruction on narrative structure, character development, and themes but without using the movie. Instead, they read short stories or other content and wrote based on traditional writing prompts.

3.   Data Collection and Analysis

The pre-test and post-tests were evaluated based on a set rubric focusing on writing quality (organization, creativity, grammar, etc.). The changes in writing scores (improvement from pre-test to post-test) were compared between the experimental and control groups using statistical methods, such as t-test, to determine if there was a significant difference in writing improvement.

a. Scoring the students' correct answer of pre-test and post-test by using this formulas

$$score = \frac{students'correct\ answer}{total\ number\ of\ items} \times 10$$

b. Knowing mean score each test, by formulas :

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

Where :

M = Mean score

$\sum X$ = The sum of all scores

N = Total number of students

c. Computing the frequency and the rate percentages of the students' score :

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Number of correct answer

N = Total number of students

d. Comparing the result of the test to know whether used movie could
develop students' writing skill or not. Classifying the students' score into
following criteria :

Table 3.6. *Score Classification*

No.	Classification	Score
1	Excellent	9,6 - 10
2	Very Good	8,6 - 9,5
3	Good	7,6 - 8,5
4	Fairly Good	6,6 - 7,5
5	Fair	5,6 - 6,5
6	Poor	4,6 - 5,5
7	Very Poor	0,0 - 4,5

e. Calculating the standard deviation of the students' score in pre-test and
post-test by used the following formulas :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD : Standard deviation

$\sum X^2$: The sum of all the square

$(\sum X)^2$: The square of the sum

f. Finding out the mean of the different score by use the formula :

$$D = \frac{\sum D}{N}$$

Where:

D : The mean of the different score

∑D : The sum of all scores

N : The total number of students

g. To calculated the value of t-test of the hypothesis concerning the differences between pre-test and post-test using the following formula Furchan (2005) :

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T : Test of significance

D : The difference of mean score

∑D² : The sum of the difference score

(∑D)² : The difference score of the sum

N : The total numbers of students

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter was divided into two sections: data analysis and the discussion of the data analysis. The research findings focused on the results from the data analysis, which included the pre-test and post-test outcomes, the percentage rates of the students' scores, the mean scores of both the pre-test and post-test, and the t-test value.

A. Findings

The data were gathered using a pre-test and post-test. The pre-test was administered prior to the treatment, while the post-test was given following the treatment.

Table 4.1. The Student's Raw Score and Converted Score of the Pre-test

No.	Sample	Score of each component					Raw score	Converted score
		C	V	O	G	M		
1	S1	21	14	16	10	2	63	6,3
2	S2	13	10	10	9	2	44	4,4
3	S3	13	9	8	9	2	41	4,1
4	S4	21	13	16	10	2	62	6,2
5	S5	13	9	10	10	3	45	4,5
6	S6	14	8	10	9	2	43	4,3
7	S7	21	13	16	10	2	62	6,2
8	S8	21	10	16	10	2	59	5,9
9	S9	14	7	9	7	2	39	3,9
10	S10	17	8	8	8	2	43	4,3
11	S11	16	9	10	10	2	47	4,7
12	S12	13	9	10	12	2	46	4,6
13	S13	14	7	9	7	2	39	3,9
14	S14	18	13	14	13	3	61	6,1
15	S15	17	13	14	15	3	62	6,2
16	S16	17	12	13	12	3	57	5,7
17	S17	20	15	15	18	4	72	7,2

18	S18	17	13	14	15	3	62	6,2
19	S19	18	12	14	11	3	58	5,8
20	S20	20	10	12	9	3	54	5,4
21	S21	22	16	16	16	4	74	7,4
22	S22	14	7	9	7	2	39	3,9
23	S23	13	9	10	10	2	44	4,4
24	S24	17	13	14	15	3	62	6,2
25	S25	14	14	9	13	3	53	5,3
	SUM	420	275	304	275	63	1331	133,1
	MEAN	16,8	11	12	11	2,5	53,24	5,324

The table 4.1 displayed the values of the students' correct answers and their scores in the pre-test. A total of 25 students were observed in this research prior to receiving the treatment. The results indicated that all students included as samples in this study achieved very low scores. The highest score was 7.4, attained by only one student, while the lowest score was 3.9.

Table 4.2. The student's raw score and converted score of the post-test

No.	Sample	Score of each component					Raw score	Converted score
		C	V	O	G	M		
1	S1	26	17	17	16	3	79	7,9
2	S2	21	14	17	15	3	70	7
3	S3	21	14	17	15	3	70	7
4	S4	21	15	17	15	3	71	7,1
5	S5	17	14	14	15	3	63	6,3
6	S6	26	17	17	16	3	79	7,9
7	S7	26	17	17	16	3	79	7,9
8	S8	21	14	17	15	3	70	7
9	S9	21	15	17	15	3	71	7,1
10	S10	21	14	17	15	3	70	7
11	S11	16	14	14	14	3	61	6,1
12	S12	17	14	14	15	3	63	6,3
13	S13	17	10	10	11	2	50	5
14	S14	20	17	17	16	4	74	7,4
15	S15	26	18	18	20	4	86	8,6
16	S16	21	15	17	15	3	71	7,1
17	S17	28	19	19	21	4	91	9,1
18	S18	20	15	15	16	3	69	6,9

19	S19	21	14	15	15	3	68	6,8
20	S20	22	15	17	15	3	72	7,2
21	S21	27	18	18	20	4	87	8,7
22	S22	20	17	17	16	4	74	7,4
23	S23	16	10	13	15	3	57	5,7
24	S24	20	17	20	16	4	77	7,7
25	S25	20	17	17	16	4	74	7,4
	SUM	532	381	408	394	81	1796	179,6
	MEAN	21,28	15,24	16,32	15,76	3,24	71,84	7,184

Table 4.2 presented the values of the students' correct answers and their scores in the post-test. It highlighted the difference between the pre-test and post-test results, where all students who participated in the research showed significant improvement, with their scores rising from very low in the pre-test to higher scores in the post-test. The highest score in the pre-test was 7.4, achieved by only one student, and the lowest was 3.9. After the treatment, 25 students were observed, and the results indicated that all students performed well in the post-test. The highest score was 9.1, attained by one student; and the lowest was 5. The researcher concluded that the students' performance improved after the post-test, indicating a notable enhancement in their writing skills at SMKN 1 Sigli through the use of a highly influential movie.

1. Students' writing achievement

The students' raw scores from the pre-test and post-test were categorized into several criteria, with the corresponding percentages listed as follows:

Table 4.3. The frequency and percentage of the students' achievement on

pre-test

No.	Interval score	Classification	PRE-TEST	
			Frequency	Percentages
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very Good	-	-
3	7,6 – 8,5	Good		
4	66 – 7,5	Fairly Good	2	8%
5	5,6 – 6,5	Fair	10	40%
6	4,6 – 5,5	Poor	4	16%
7	0 – 4,5	Very Poor	9	36%
	Total		25	100%

Table 4.4 The frequency and percentage of the students' achievement on

post-test

No.	Interval score	Classification	POST-TEST	
			Frequency	Percentages
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very Good	3	12%
3	7,6 – 8,5	Good	5	20%
4	66 – 7,5	Fairly Good	12	48%
5	5,6 – 6,5	Fair	4	16%
6	4,6 – 5,5	Poor	1	4%
7	0 – 4,5	Very Poor	-	-
	Total		25	100%

Both tables 4.3 showed that prior to the treatment, no students achieved excellent or very good scores. Only two students were categorized as good or fairly good, which was just 8% of the twenty-five students. The majority of students scored fairly, with thirteen students receiving poor or very poor scores. This indicated that the students' writing skills were still very weak and needed improvement. However, after the treatment, the tables revealed that none of the twenty-five students received a very poor score. Only one student scored poor, and

four students scored fair. Most students in the post-test scored fairly good, with

eight students achieving good or very good scores. This indicated that the students'

writing skills had improved after the treatment using movies.

Table 4.5. The Result Distribution of Students Pre-test and Post-test

No.	Sample	X1	X2	X1²	X2²	D(X2-X1)	D²
1	S1	6,3	7,9	39,69	62,41	1,6	2,56
2	S2	4,4	7	19,36	49	2,6	6,76
3	S3	4,1	7	16,81	49	2,9	8,41
4	S4	6,2	7,1	38,44	50,41	0,9	0,81
5	S5	4,5	6,3	20,25	39,69	1,8	3,24
6	S6	4,3	7,9	18,49	62,41	3,6	12,96
7	S7	6,2	7,9	38,44	62,41	1,7	2,89
8	S8	5,9	7	34,81	49	1,1	1.21
9	S9	3,9	7,1	15,21	50,41	3,2	10,24
10	S10	4,3	7	18,49	49	2,7	7,26
11	S11	4,7	6,1	22,09	37,21	1,4	1,96
12	S12	4,6	6,3	21,16	39,69	1,7	2,89
13	S13	3,9	5	15,21	25	1,1	1,21
14	S14	6,1	7,4	37,21	54,76	1,3	1,69
15	S15	6,2	8,6	38,44	73,96	2,4	5,76
16	S16	5,7	7,1	32,49	50,41	1,4	1,96
17	S17	7,8	9,1	60,84	82,81	1,3	1,69
18	S18	6,2	6,9	38,44	47,61	0,7	0,49
19	S19	5,8	6,8	33,64	46,24	1	1
20	S20	5,4	7,2	29,16	51,84	1,8	3,24
21	S21	7,4	8,7	54,76	75,69	1,3	1,69
22	S22	3,9	7,4	15,21	54,76	3,5	12,25
23	S23	4,4	5,7	19,36	32,49	1,3	1,69
24	S24	6,2	7,7	38,44	59,29	1,5	2,25
25	S25	5,3	7,4	28,09	54,76	2,1	4,41

Table 4.6. The Students' Score and Classification of Pre-test and Post-test

No.	Sample	Pre-test		Post-test	
		Score	Classification	Score	Classification
1	S1	6,3	Fair	7,9	Good
2	S2	4,4	Very Poor	7	Fairly Good
3	S3	4,1	Very Poor	7	Fairly Good
4	S4	6,2	Fair	7,1	Fairly Good
5	S5	4,5	Very Poor	6,3	Fair

6	S6	4,3	Very Poor	7,9	Good
7	S7	6,2	Fair	7,9	Good
8	S8	5,9	Fair	7	Fairly Good
9	S9	3,9	Very Poor	7,1	Fairly Good
10	S10	4,3	Very Poor	7	Fairly Good
11	S11	4,7	Poor	6,1	Fair
12	S12	4,6	Poor	6,3	Fair
13	S13	3,9	Very Poor	5	Poor
14	S14	6,1	Fair	7,4	Fairly Good
15	S15	6,2	Fair	8,6	Very Good
16	S16	5,7	Fair	7,1	Fairly Good
17	S17	7,8	Good	9,1	Very Good
18	S18	6,2	Fair	6,9	Fairly Good
19	S19	5,8	Fair	6,8	Fairly Good
20	S20	5,4	Poor	7,2	Good
21	S21	7,4	Fairly Good	8,7	Very Good
22	S22	3,9	Very Poor	7,4	Fairly Good
23	S23	4,4	Very Poor	5,7	Fair
24	S24	6,2	Fair	7,7	Good
25	S25	5,3	Poor	7,4	Fairly Good

Table 4.7. Rate Percentage of the Students Score

No.	Interval score	Classification	Pre-test		Post-test	
			F	%	F	%
1	9,6 – 10	Excellent	-	-	-	-
2	8,6 – 9,5	Very Good	-	-	3	12%
3	7,6 – 8,5	Good	1	4%	5	20%
4	66 – 7,5	Fairly Good	1	4%	12	48%
5	5,6 – 6,5	Fair	10	40%	4	16%
6	4,6 – 5,5	Poor	4	16%	1	4%
7	0 – 4,5	Very Poor	9	36%	-	-
	Total		**25**	**100%**	**25**	**100%**

2. Means score of the students pre-test and post-test

Pre-test

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

$$X = \frac{133,7}{25}$$

$$X = 5,348$$

Post-test

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

$$X = \frac{179,6}{25}$$

$$X = 7,184$$

Table 4.8. Means score of the students pre-test and post-test

Pre-test	Post-test
5,348	7,184

The Table 4.8 showed that the mean score of the students in the post-test (7.184) was higher than the mean score in the pre-test (5.348). This demonstrated that using movies was effective in improving the students' writing skills in the eleventh grade at SMKN 1 Sigli.

3. Test of value

   a. T-Test

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{1,836}{\sqrt{\dfrac{100,55 - \dfrac{(45,9)^2}{25}}{25(25-1)}}}$$

$$t = \frac{1,836}{\sqrt{\dfrac{100,55 - 84,2724}{600}}}$$

$$t = \frac{1,836}{\sqrt{\dfrac{16,2776}{600}}}$$

$$t = \frac{1,386}{\sqrt{0,027129333}}$$

$$t = \frac{1,836}{0,164709844}$$

$$t = 11,147$$

b. T-table

The mean of differences (D) = 1,836

Degree of freedom (df) = N-1 = 25-1 = 24

T – observed : 11,147

T – Table = 1,711

1,711 < 11,147

Table 4.9. T-Test and T-Table Score of the Students' writing achievement

Variable	T-Test	T-Table
X-Y	11,147	1,711

The table 4.9 showed that the value of the T-test (11.147) was greater than the T-table (1.711). This indicated that the students' writing achievement had improved, confirming that there was a significant difference between the pre-test and post-test results.

4. Hypothesis Testing

The hypothesis was tested using T-test statistical analysis. The result showed that at a significance level of 0.05 and a degree of freedom (df) of 24 (n - 1), the value of the T-test (11.147) was greater than the T-table value (1.711). This meant that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected.

B.   Discussion

This section discusses the interpretation of the findings based on the results of the statistical analysis of the pre-test and post-test writing assessments. The data collected through these tests aimed to evaluate the students' writing skills in learning to write using movies as a teaching method.

Before the treatment, the students' writing achievements were categorized as very poor, poor, fair, fairly good, and good. The pre-test results showed that 9 students (36%) scored very poor, 4 students (16%) scored poor, 10 students (40%) scored fair, 1 student (4%) scored fairly good, and 1 student (4%) scored good. None of the students achieved very good or excellent scores (Table 4.3). After the treatment, the students' writing achievements were categorized as poor, fair, fairly good, good, and very good. The post-test results revealed that 1 student (4%) scored poor, 4 students (16%) scored fair, 12 students (48%) scored fairly good, 5 students (20%) scored good, and 3 students (12%) scored very good. No students received

excellent or very poor scores (Table 4.4). This showed a significant difference between the pre-test and post-test results.

The mean score of the students in the post-test (7.184) was higher than the mean score in the pre-test (5.348). The results of the statistical t-test indicated a significant difference, as the t-test value (11.147) was greater than the t-table value (1.711) at a significance level of 0.05 and a degree of freedom of 24. Therefore, the null hypothesis (H0), which stated that teaching writing using movies cannot improve the students' writing skills, was rejected, while the alternative hypothesis (H1), which stated that teaching writing using movies can improve the students' writing skills, was accepted. This means that there was a significant improvement in the students' writing skills after being taught with movies.

The positive effect of using movies in teaching writing can be supported by several educational theories that emphasize the importance of multimedia and authentic materials in enhancing language learning. One key theory is Multimodal Learning Theory, which suggests that combining different modes of learning, such as visual and auditory stimuli, helps improve comprehension and retention. Movies, as a form of multimodal input, provide students with visual context, emotional engagement, and authentic language use, which aids in better understanding and production of written language (Mayer, 2009). The integration of visual elements, such as body language, setting, and facial expressions, helps students better understand vocabulary and context, making it easier to incorporate these elements into their writing (Wichadee, 2016).

Moreover, the Social Constructivist Theory by Vygotsky (1978) emphasizes that learning is a social process, where students benefit from interaction and collaboration with peers. In the context of using movies, students can engage in discussions, reflect on the content, and share their interpretations, which fosters critical thinking and collaborative learning. This interaction not only helps in enhancing writing but also allows students to connect their ideas to real-world scenarios and express them more effectively in writing (Huang, 2018).

Additionally, Task-Based Language Teaching (TBLT) suggests that engaging students in real-world tasks, such as writing about the themes, characters, or events in a movie, helps them develop practical language skills (Ellis, 2003). By using movies, teachers can provide students with meaningful writing tasks, like composing essays, narratives, or analyses based on the movie's content, thereby improving both their writing skills and their ability to think critically and organize ideas coherently.

Thus, the use of movies in teaching writing aligns with these theoretical frameworks by providing students with authentic, engaging, and multimodal learning experiences that enhance their writing skills.

CHAPTER V.

CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusion and suggestion of the result this research.

A.   Conslusion

Based on the analysis of the data, the research concludes that using the *Raya and the Last Dragon* movie significantly improves students' writing skills. The improvement is clearly reflected in the students' test scores, where the mean score in the post-test (7.184) was notably higher than the pre-test mean score (5.348). Furthermore, the t-test results showed a t-value of 11.147, which is greater than the critical t-table value of 1.711, indicating that the difference in scores is statistically significant. This suggests that the use of the *Raya and the Last Dragon* movie as a teaching tool had a positive effect on the students' ability to write. Therefore, the study confirms that incorporating movies like *Raya and the Last Dragon* can be an effective strategy for enhancing students' writing skills, particularly for the eleventh grade students at SMKN 1 Sigli. The movie's engaging content and rich narrative structure likely contributed to the students' improved writing performance.

B.   Suggestion

Success in teaching does not rely solely on the lesson plan; more importantly, it depends on how the teacher presents the lesson and employs various methods to make the class more dynamic and enjoyable. These methods also assist both teachers and lecturers while providing ample opportunities for students to actively

engage in the teaching and learning process. In relation to teaching writing skills using movies, the researcher offers the following suggestions for both teachers and students :

1. English teachers today should incorporate media that combine both visual and audio elements in teaching writing skills, ensuring that students remain engaged and enjoy the class. Using multimedia, such as movies, can be an effective approach to achieve this.
2. The researcher also suggests that future researchers interested in this topic (writing) explore other methods that might be more engaging than movies for teaching writing.
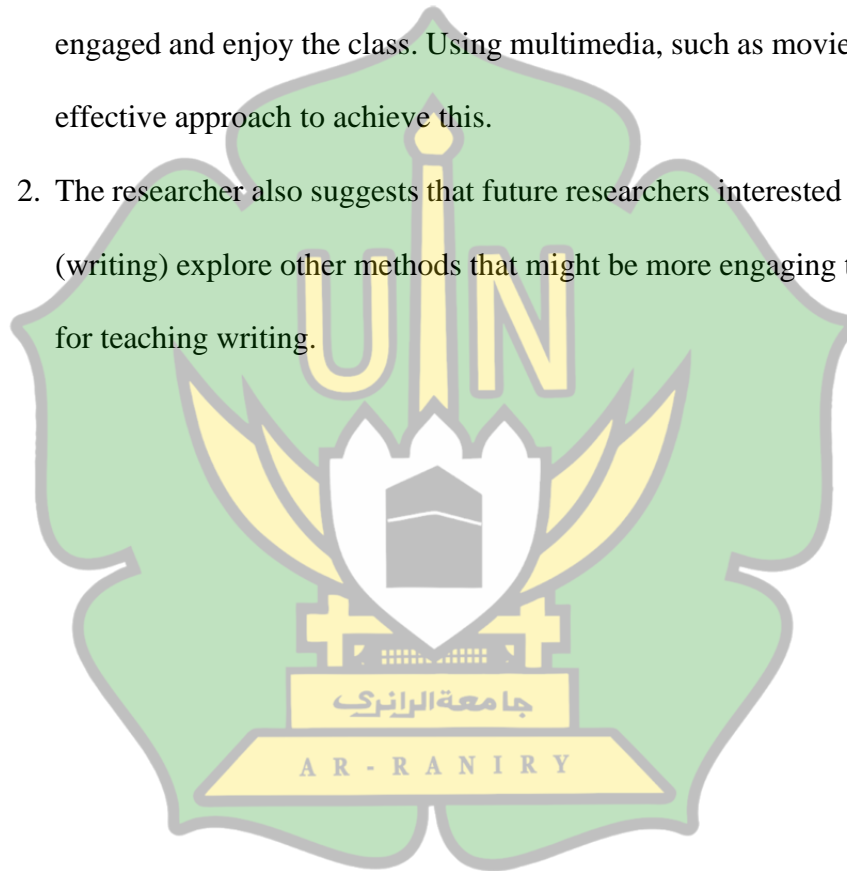
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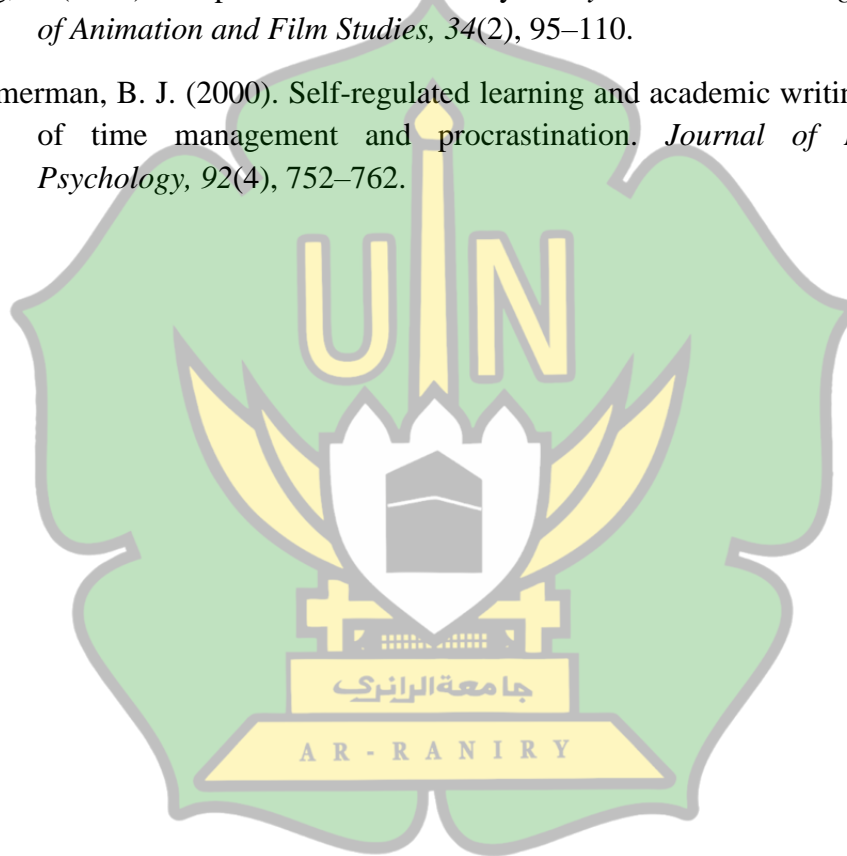
Appendix A

Pre-Test Question

Instructions : Answer the following questions as best as you can.

Duration : 60 minutes

1. Write a story about a brave character who embarks on a quest to unite a divided kingdom. Include a beginning, middle, and end in 150-200 words.

2. Trust is an important theme in stories. Write a short essay (100-150 words) on why trust is important in relationships, giving examples from your imagination or real life.

Appendix B

Post-test Question

Instructions : Answer the following questions inspired by the film *Raya and the Last Dragon*.

Duration : 60 minutes

1. Write a story about a brave character who embarks on a quest to unite a divided kingdom. Include a beginning, middle, and end in 150-200 words.

2. Trust is an important theme in stories. Write a short essay (100-150 words) on why trust is important in relationships, giving examples from your imagination or real life.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 370 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
		b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
		c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
		5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	:	Menunjuk Saudara :

Rita Hermida, S.Pd.I, M.Pd

Untuk membimbing Skripsi

Nama	:	**Cut Riski Nazila**
NIM	:	180203224
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving Students Writing Skills by Using Movie Raya and The Last Dragon**

KEDUA	:	Kepada pembimbing yang tersebut namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	:	Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	:	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di	: Banda Aceh
Pada tanggal	: 16 Oktober 2024
Dekan,	

Safrul Muluk

Tembusan :
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor   : B-10323/Un.08/FTK.1/TL.00/12/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*
Kepada Yth,
  Kepala SMKN 1 Sigli
Assalamualaikum Warahmatullahi Wabarakatuh.
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM   : 180203224
Nama   : cut riski nazila
Program Studi/Jurusan   : Pendidikan Bahasa Inggris
Alamat   : desa menjee kec.glumpang tiga kab.pidie

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *IMPROVING STUDENTS' WRITING SKILL BY USING "RAYA AND THE LAST DRAGON" MOVIE*

Banda Aceh, 13 Desember 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 24 Januari 2025

Appendix C

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 SIGLI
BIDANG KEAHLIAN BISNIS & MANAJEMEN
JalanTgk. Chik Di Reubee No.6, Telp/ Fax. (0653) 21540 KodePos 24112
Alamat Email : smkt_sigli@yahoo.co.id

SURAT PERNYATAAN
Nomor : 424.2/ 262 / XII / 2024

Saya yang bertanda tangan dibawah ini :

Nama   : MUSTAFA, S.Pd
NIP   : 19691231 200008 1 001
Jabatan *)   : Kepala Sekolah

Dengan ini menyatakan bahwa Saudara :
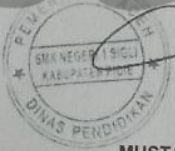
Nama   : Cut Riski Nazila
NIM   : 180203224
Alamat   : Desa Meunjee, Kec. Glumpang Tiga, Kab. Pidie
Prodi/Fakultas : Pendidikan Bahasa Inggris / FTK UIN Ar-Raniry Banda Aceh

Benar yang bersangkutan telah melaksanakan kegiatan **penelitian** dan **Pengambilan Data** di SMK Negeri 1 Sigli dengan judul *"Improving Students' Writing Skill By Using "Raya And The Last Dragon" Movie* pada tanggal 16 s.d 18 Desember 2024.

Demikian surat ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Sigli, 20 Desember 2024
Yang membuat pernyataan
Kepala Sekolah SMKN 1 Sigli

MUSTAFA, S.Pd
NIP. 19691231 200008 1 001

Appendix D

Research Documentation