

**THE EFFECT OF USING REVIEW STRATEGY TO IMPROVE  
STUDENTS' WRITING SKILL AT SMAN 18 MAKASSAR**

**SKRIPSI**

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY  
2023**

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Submitted to the Faculty of Teacher Training and Education in Partial  
Fulfillment of the Requirements for the Sarjana Degree

**By**

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Had been defended in front of Skripsi Examination Committee  
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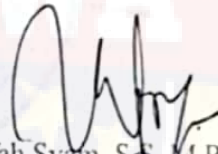
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## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

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## ABSTRACT

**Yokmeam Tiranda. 2022.** *The Effect of Using Review Strategy To Improve Students' Writing Skill At SMAN 18 Makassar. Skripsi English Language Education Study Program, Faculty of Teacher Training and Education, Bosowa University. Supervised by Restu Januarty Hamid and Ulfah Syam.*

This study aimed to know the effect of using review strategy to improve student writing skill at SMAN 18 Makassar.

This study focused on pre-experimental research one group pre-test and post-test. The population in this study was students of class XI IPA SMAN 18 Makassar. The writer took one class from the target population for the research. The sample to be used is class XI IPA 3, the number of samples is 36 students. Data obtained from writing test.

The results of this study used inferential analysis of the t-test by SPSS v.16, which showed a significant effect on the students' mean score writing skill between the pretest and post-test. The mean score of the students' writing enhanced from 55.10 in the pretest to 88.90 in the posttest. The significance value calculated 0.000 is smaller than 0.05 ( $P\text{-value} = 0.000 < 0.05$ ). Thus, it can be concluded that the review strategy is effect applied to improve students' writing skill at SMAN 18 Makassar.

**Key Word:** *Review Strategy, writing skill, film animated*

## ABSTRAK

**Yokmeam Tiranda. 2022.** *Pengaruh Penggunaan Strategi Review Untuk Meningkatkan Keterampilan Menulis Siswa di SMAN 18 Makassar. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa. Dibimbing oleh Restu January Hamid dan Ulfah Syam.*

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi review untuk meningkatkan keterampilan menulis siswa di SMAN 18 Makassar.

Penelitian ini difokuskan pada penelitian pre-eksperimental one group pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas XI IPA SMAN 18 Makassar. Penulis mengambil satu kelas dari populasi sasaran penelitian. Sampel yang akan digunakan adalah kelas XI IPA 3, jumlah sampel 36 siswa. Data diperoleh dari tes menulis.

Hasil penelitian ini menggunakan analisis inferensial uji-t dengan SPSS v.16, yang menunjukkan pengaruh yang signifikan terhadap skor rata-rata keterampilan menulis siswa antara pretest dan post-test. Nilai rata-rata tulisan siswa meningkat dari 55,10 pada pretest menjadi 88,90 pada posttest. Nilai signifikansi hitung 0,000 lebih kecil dari 0,05 ( $P\text{-value} = 0,000 < 0,05$ ). Dengan demikian, dapat disimpulkan bahwa strategi review berpengaruh untuk meningkatkan keterampilan menulis siswa di SMAN 18 Makassar.

**Key Word:** *Strategi Review, kemampuan menulis, film animasi*

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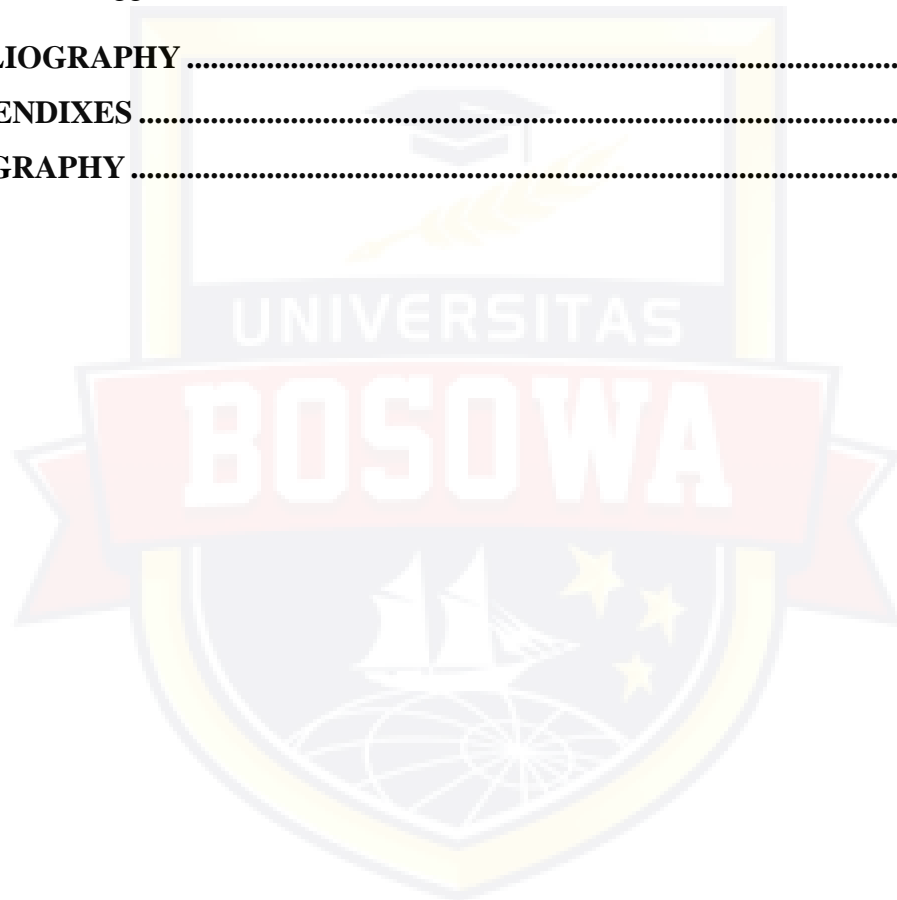
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## TABLE OF CONTENT

<b>TITTLE</b> .....	i
<b>PAGE OF APPROVAL</b> .....	iii
<b>PERNYATAAN KEASLIAN SKRIPSI</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ABSTRAK</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDIXES</b> .....	xii
<b>I. INTRODUCTION</b>	
A. Background of The Research .....	1
B. Research Question .....	4
C. Objective of the Research .....	4
D. Significant of the Problem .....	4
E. Scope of the Research .....	4
<b>II. THEORETICAL OF LITERATURE</b>	
A. Theoretical Review.....	5
B. The Previous Related Research Finding .....	20
C. Conceptual Framework .....	23
D. Hypothesis .....	23
<b>III. RESEARCH METHODOLOGY</b>	
A. Research Design.....	25
B. Time and Location of the Research.....	25
C. Population and Sample of The Research.....	26
D. Research Variables and Operation Definition.....	26
E. Instrument of the Research.....	27
F. Procedure of Collecting Data .....	27
G. Technique of Data Analysis .....	28

<b>IV. FINDINGS AND DISCUSSION</b>	
A. Finding .....	31
B. Discussion .....	42
<b>V. CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	47
B. Suggestion .....	48
<b>BIBLIOGRAPHY .....</b>	<b>49</b>
<b>APPENDIXES .....</b>	<b>51</b>
<b>BIOGRAPHY .....</b>	<b>78</b>



## LIST OF TABLES

Table 3.1	Research design` .....	25
Table 3.2	Component of Writing .....	29
Table 3.3	Scoring Classification .....	31
Table 4.1	Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Content .....	33
Table 4.2.	Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Organization .....	34
Table 4.3.	Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Vocabulary .....	35
Table 4.4.	Rate Percentage (P) and Frequency of the students Score in Pre- test and Post-test in Language Use/Grammar .....	36
Table 4.5.	Rate Percentage (P) and Frequency (F) of the students' Score in Pre-test and Post-test in Mechanics .....	37
Table 4.6.	Rate Percentage (P) and Frequency (F) of the students Score in the five Components Observed.....	38
Table 4.7	Students' score classification.....	39
Table 4.8.	Mean Score and Standard Deviation of the students' pre-test and post-test.....	40
Table. 4.9	The Result t-test .....	41

## LIST OF APPENDIXES

Appendix 1: Instrument of the Research.....	52
Appendix 2: Lesson Plan .....	57
Appendix 3: Pre-Test and Post-Test Score .....	60
Appendix 4: Students' Score Classification in Pre-test and Post-test.....	62
Appendix 5: Data Analysis .....	63
Appendix 6: Documentation .....	66
Appendix 7: Students Worksheet in Pre-test.....	68
Appendix 8: Students worksheet Post-test.....	71
Appendix 9: Administration.....	75

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background, research questions, objective of the research, significance of the research, and scope of the research.

### **A. Background**

Language skills must be mastered by students at school to improve students language skills both orally and in writing. One of the most important languages for students to learn and improve is English. In Indonesia, English is studied as a foreign language. This is very important because English is currently one of the most commonly used languages internationally. In other words, by mastering English actively or passively, we can be involved not only in the business world but can also be involved in the world of politics and education. There are four language skills in English: reading, speaking, listening, and writing. Writing is one of the skills that must be mastered by students.

According to Iskandarwassid and Sunendar (2008:248), writing requires mastery of various linguistic elements and elements outside the language that will be written. Both language elements and content elements must be intertwined in such a way as to produce a coherent.

Writing is one of the right places for someone who has a high level of imagination, by writing someone can also pour new ideas, and opinions on something interesting so that the message to be conveyed can be understood properly. Therefore, writing must go through the initiative stage, the advanced stage, the revision stage, and the termination stage. At the initiative stage, before

the researcher starts to write, the researcher must look for ideas that will be poured into the work, then after that, the researcher enters the continuation stage, at this stage, the author begins to pour and develop his ideas. After the author develops the idea, the idea must be revised because we cannot be separated from mistakes as humans. After the writing has been revised, the next stage is the termination stage or the completion stage, namely the stage where the writing or work is ready to be published. If these stages have been carried out systematically, the results of someone's writing will be better.

Based on the experience by the researcher when carrying out PLP at SMAN 18 Makassar, the lack of student interest in reviewing a work without using appropriate learning media make students find it difficult and feel bored during the learning process. The teacher conveys learning material using the lecture method and has not used film media as teaching material in learning to write review texts and only uses books so that students feel bored and sleepy during the learning process. To solve the problems experienced by these students, the way to do that is to choose interesting learning methods and learning media to attract students' interest in following the learning process.

For this reason, film media is the right learning media to improve students' writing ability through the review method. Students will not feel bored in following the learning process when the learning method used by the teacher is an interesting learning method. By using strategy review through film, students can be encouraged and motivated to improve their writing skills by reviewing the films they like in their way and creativity. Various kinds of approaches were taken

by the teacher to stimulate students' interest and increase the level of students' understanding of the review text material, but students still had difficulty understanding the material provided by the teacher. During the learning process, the teacher only provides the material with monotonous media. The monotonous media in question uses a blackboard or picture to make students feel bored in the learning process. Therefore, the selection of learning media that uses film media is appropriate to stimulate and attract students' interest in expressing the ideas or ideas they get from the film.

This research is important because considering the development of science and technology in the world of education will affect the quality of learning in schools. According to Rapi (2020), with modern technology, teachers are required to be creative in choosing or creating learning methods so that the learning process can take place more interestingly and effectively so that students become happy and do not feel bored during the learning process and obtain maximum learning outcomes. Learning will attract and motivate students in the learning process can't be separated from the selection of methods and media used. Learning media is an integral part that affects learning outcomes. The use of suitable learning media with the material presented can attract students' interest in participating in the learning process. Learning media can also help students understand the material being taught to them.

Based on the previous reason, the researcher carries out research to improve the quality of the process and learning outcomes of writing to students with the title **"The Effect of Using Review Strategy to Improve Students'**

## **Writing Skill at SMAN 18 Makassar".**

### **B. Research Questions**

Based on the above background, the researcher would like to ask the following research questions: “Is there any effect of using a review strategy through film to improve students' writing skill at SMA Negeri 18 Makassar?”

### **C. Objective of The Research**

In relation to the research question, the researcher state that the objectives of this research are: “To determine the effect of using a review strategy through film to improve students' writing skill at SMA Negeri 18 Makassar.”

### **D. Significance of The Research**

The results of this research are expected to be useful for the following parties.

1. For the researcher, hopes that the result of the research can be use as reference for the next researcher who want conduct a research in teaching writing skill.
2. For the teacher, to qualified teacher a strategy tool in learning process to improve students' writing skill.
3. For the students', the review strategy through film can make the learning process easier for students' to understand writing materials because it is an interactive, fun, and interesting learning medium for student.

### **E. Scope of The Research**

This research focused on eleventh grade students of IPA 3 SMAN 18 Makassar. By learning the use of strategy, the student expected to improve writing skill through animated film.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher explains about theoretical review, previous related research findings, conceptual framework, and hypothesis.

#### **A. Theoretical Review**

##### **1. Writing**

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

Learning to write is one of the research materials that is still very popular today. This condition can be seen in a number of serious problems experienced in the process of learning to write. One of the serious problems is that students' writing skills are still low. Various factors cause the low ability of students in writing. One of the factors is that the role of teachers in fostering students to be skilled at writing is still low.

Writing can be defined through various points of view. In a simple perspective, it can be interpreted that writing is a process that produces works that can be enjoyed by readers. Writing is basically a process of expressing ideas and opinions in written language. Basically, writing is not just giving birth to thoughts or feelings. It is also a person's knowledge, ideas, knowledge, knowledge and life experiences in written language. According to Dalman (2016:3), writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium.

According to Tarigan (2013:3), writing is a language skill that are used to communicate indirectly, not face to face with other people. According to the

KBBI, what is meant by writing is giving birth to thoughts or feelings (such as composing, and writing letters) by writing. Writing means pouring the author's heart into written form so that the author's intentions can be known to many people through written writing. A person's ability to pour his heart into work is very different, influenced by the background of the author. Thus, the quality or quality of each author's writing is also different from one another. But one thing that is no less important is related to writing activities, a writer must pay attention to the abilities and needs of his readers. According to Saddhono and Slamet (2014: 151), basically writing is not only in the form of giving birth to thoughts or feelings, but also an 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 it is mastered.

Based on the opinion above, the researcher concludes that writing is an indirect means of communication because it uses intermediary media such as stationery. Writing is an activity to train students' minds to be more creative and critical in solving various problems.

#### b. Purpose of Writing

The writer is a communicator between subjects, potential readers, and writers. Every writer certainly has a different view of others. Likewise, in conveying something to other people, there are different ways. This can be stated because of the experience, knowledge, judgment, attitudes and desires of the author. For this reason, a writer at the time before writing must first determine the means and goals or objectives to be achieved from the results of his writing.

The purpose of writing is very diverse, depending on how the response from the reader is expected by the author. Every activity has a purpose as well as writing, writing must also have a purpose. The purpose of writing is to inform everything, both data facts and events, including opinions and views on facts, data and events so that the readers can gain new knowledge and understanding about various things that can or can happen on this earth. Writing can also be persuasive, persuading in the sense that the writer must be able to persuade the reader and convince the reader with an interesting language style.

A researcher also expects support from readers regarding what has been stated. Furthermore, writing is also educational, educating in the sense that through reading the results of writing, the reader's insight can increase, and intelligence continues to be honed. According to Dalman (2015), the purpose of writing can be grouped into three, namely writing for the purpose of study, writing for the purpose of business, and writing for the purpose of pleasure (entertainment).

### c. Benefits of Writing

From writing, there are many benefits that we can get. By writing, students can gain knowledge that is very useful for their growth and social development, reasoning, and emotion.

According to Dalman (2018: 6), basically the benefits of writing, namely:

#### a. Intelligence enhancement

Writing as an increase in intelligence, meaning on time writing one's reasoning will work. In addition to issuing ideas, he also remembers the

information that has been obtained. Things like that are the same as training the sharpness of the brain's grasping power.

b. Development of initiative and creativity

Writing can develop initiative and creativity, this means that when writers see a phenomenon or event, they want to write or document it. Therefore, such writers are people who have high initiative and creativity.

c. Growing courage

Writing can grow courage it means a lot of people who are unable to convey their ideas and opinions directly or verbally. By writing, someone will be able to correct the writing error before conveying it to others.

d. Encouragement of willingness and ability to gather information

Writing can encourage searching and collecting information, meaning a topic that has been determined to be discussed in writing will not develop without the support of information in accordance with the topic.

b. Process of Writing

Writing is one of the productive skill needs a process. Teach of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. According to Harmer (2012:4), There are four main elements in process writing, namely:

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing.

This may involve making detailed notes. It is how best to order the facts, ideas, or arguments that they have decided to include

b. Drafting

Drafting is the process of putting all ideas and thoughts on a piece of paper which be in a very rough form. This stage needs aniting for checking the text. It is assumed as the first version of a piece of writing as is a draft.

c. Editing

The way to revise and improve the first draft is called editing. Editing is an essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised

d. Final Draft

The final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft.

c. The Components of Writing

According to Shehadeh (2011), there are five components in the assessment of writing text:

- a. Content: Knowledge of course content, thesis development, topic coverage, detail relevance, substance, and quantity Details.
- b. Organization: fluency of expression, clarification in the statement of ideas. support, organizing ideas, sequence, and developing ideas.
- c. Grammar: Use the use of sentence structure and construction, accuracy and

correctness of the use of agreement numbers, tenses, article word order, pronouns, prepositions, and negations.

d. Vocabulary: range, the accuracy of word choice/idiom, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.

e. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation.

d. Characteristics of Good Writing

According to Donovan (2021), There are several characteristics of a good writing namely:

a. Clarity and Focus

In good writing, everything makes sense, and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

b. Organization

A well-organized piece of writing is not only clear but it's also presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

c. Ideas and Themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain identifiable ideas and themes.

d. Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language (word choice)

We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well-crafted sentences.

f. Grammar and Style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

g. Credibility or Believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

h. Thought-Provoking or Emotionally Inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How

readers react to your work will fully determine your success as a writer.

## 2. Film

### a. Definition of Film

According to Ginanti (2020), film is a very popular mass media. Moreover, film is also an entertainment medium which is one of the functions of communication, film has its own place for the audience compared to other mass media. Mass media technology with the passage of time is increasingly developing and very advanced. A person can get information from any media that can make it easier for users to get the source of that information, mass media is a medium that provides entertainment as well as a fantasy medium for the audience to fulfill what they want. Film has a definition which is a work of art and culture which is an institution for social media and mass media made based on cinematographic rules or without sound and can be performed. Film including electronic mass media whose delivery is through visuals, motion, and sound, so from there the audience or the public can receive what they want to convey of a film. Film has an allure that can satisfy the audience so that the film becomes a very influential mass media, especially for urban residents because audio-visually, the film provides an interesting format in terms of scenes that feels alive and also a combination of sound, color, costume, panorama, and shooting system so that it makes the audience not bored, therefore the film is very easy to captivate the public to enjoy what will be served from a film. Movies are also powerful for attracting attention



mass to become their target market because the film is able to make the audience enter into fantasy and stories is in the film, so as if the audience also felt, what is said in the film. Film messages on mass communication for the audience is different too depending on what the film's mission is want to convey, but the film is not only about entertainment but movies can also give or convey messages such as education, entertainment and information.

According to Anisti (2016), the term film is not something that foreign. Film is the work of specially produced. The results of the production can be enjoyed by the audience through various channels such as cinema, television even today accessible via digital technology.

Based on some of the opinions above that explain about film, researcher can conclude that film are audiovisual media that can describe an understanding of literary works and introductions that can stimulate information and students' thoughts and feelings.

#### b. The Function of Film

Films are often watched as a form of entertainment. However, the film has a real function, namely informative, educative, and persuasive functions. According to Arsyad in Tanti Dhamayanti (2017), said that the function of films in the learning process is related to three things, namely cognitive purposes, psychomotor purposes, and effective purposes. In conjunction with cognitive purposes, films can be used for:

- a. Teach the recognition or distinction of relevant motion stimulation, such as the speed of a moving object, etc.

- b. Teach rules and principles. Films can also show a range of verbal expressions, such as in still images and print media. For example, to teach the meaning of sincerity, fortitude, etc.
- c. Show examples of appearance models, especially in situations that show human interaction. In conjunction with psychomotor objectives, films are used to show examples of motor skills.

c. The Types of Film

Marcel Danesi in his book *Semiotics Media*, writes three types or main categories of films, namely feature films, documentaries, and animated films, the explanation is as follows (Danesi, 2010:134-135). :

a. Feature Film

A feature film is a work of fiction, the structure of which is always narrative, which is made in three stages. The preproduction stage is the period when the scenario was obtained. This scenario could be an adaptation of novels, or short stories, modified fictional or true stories, or other printed works; can also be written specifically for made the film.

b. Documentary film

Documentary films are non-fiction films that depict real life situations with each individual describing feelings and experiences in the situation as it is, without preparation, directly on camera or interviewer.

c. Animated Film

Animation is the technique of using film to create illusions movement of a series of two- or three-dimensional object images. The traditional creation of motion-picture animation always begins almost together with the preparation of a storyboard, which is a series of sketches that describe an important part of the story.

According to fathurohman (2014), Animated film is a medium that combining audio and visual with storytelling using step animation or often called with cartoons. The use of animated film in learning is steps to provide convenience for teachers in applying learning materials in accordance with their roles and function. Criteria animated film as learning media is:

a. Can be captured by students' reasoning

Good animated movies to give to students that is simple, but has positive imagination power to students. The simplicity factor of the appropriate story with the condition of students making students more interesting and easy for students to remember, because these things are often experienced by students. Film animation in this study using stories that happen in students' lives everyday and it is possible to happen on student life.

b. Not too long and effective in tell a story

Animated films that are told better not too long because it will spend time studying. The need to prepare an animated film that according to

the lesson plan can help teachers in applying the material he was studying at that time. On In this study, researchers provide limits animated film showing time for regulate attention, stimulate activity, and give students time to respond to stories that have been broadcast.

c. Use polite language.

Polite and appropriate language the condition of the speaker and the partner of the speaker is a step that can applied to students to give understanding of the role of language as means of communication.

d. Contains entertaining games and no harm to students

The game is a step for improve thinking and skills students in solving problems which exists. Animated films in this study apply traditional games which can improve students' abilities in thinking, and strategizing in every move. But most importantly in this game that is not endanger students, meaning the game that is raised does not make students the more passive, but the priority can be active and play a direct role in the game.

e. Contains knowable values student.

A good animated film is inside storytelling can foster positive values and can increase students' love for their religion and his own nation. Love for homeland and able to understand wisdom local property owned by their respective regions is one of the factors that appear in animated films.

### 3. Review

#### a. Definition of Review

Review is a summary or review of several sources both from films, books, news and others. Of course, we are already familiar with the word review. The word reviews that we often hear are book reviews, film reviews, product reviews, and others.

Therefore, it can be concluded that a review is a summary that responds to a product that has been published to the wider community such as novels, poems, films, and various other works that require discussion as consideration for the public in choosing products or entertainment to be enjoyed.

#### b. The Purpose of the Review

The main purpose of a review is to provide information to readers about a product, film, book, etc, so that readers feel interested about the film or book. With a review, we can find out the advantages and disadvantages of a product, film, or book. The technique used is sufficient and quite satisfactory.

#### c. The structure of the Review

According to Leo (2022), the structure of the review is:

##### a. Introduction

This section contains an introduction to the product, work, or service being discussed. The information provided is usually general in nature, such as the name, type, or brand of the product being discussed.

##### b. Evaluation

In this section, describe in detail the products discussed. For

example, product packaging details, or a unique part of the product. In essence, the evaluation section shows striking or unique things that can be seen from a product.

c. Interpretation

This section usually describes the view of the work or object being reviewed. In this section, interpretation can be made by comparing other similar works to strengthen the view. In addition, also add advantages and disadvantages when compared to other similar products.

d. Conclusion

After that, end the article by giving a conclusion. The conclusion is a conclusion whether the product reviewed is of good value or not

#### 4. Strategy Reviewing A Film

One of the writing strategies developed by Catherine D. Wiesendanger is strategy reviewing a film. This strategy is a writing strategy to review a film.

This strategy aims to increase students' understanding and appreciation of the stories in a film.

According to Wiesendanger in Angela Merici Reni (2016), the steps in using the Reviewing A Film strategy are as follows:

1. Students watch several films to familiarize themselves with the genre or type of film.
2. After finishing discussing and reviewing the film, students are given instructions as follows:
  - a. Students recall the films they have watched and consider

- b. using thoughts and feelings about the film being watched.
- c. Students use note sheets and record ideas for each type or category of films that have been watched.
- d. When the idea sheet is complete, students take the parts that become interesting to be rearranged into a framework that has better organization.
- e. Students consider the people who will read the review of the film and try to write with confidence.

#### 5. How to Write a Film Review?

A film review is a type of review that provides a short description of a film and includes the reviewer's opinion about it. A film review can be formal or informal. When talking about an academic writing assignment, a scholarly film review should definitely use formal language.

1. Select a film to review, if one was not assigned to you by your instructor. Usually, students are given either a specific film to review or a list of films to choose from. Take note that your film of choice has to meet certain criteria your instructor has set (usually a subject you discussed in class).
2. Watch the film at least twice. It might seem like a boring and unnecessary requirement, but this rule has been proven by many. It is practically impossible to write a solid film review having watched the film only once.
3. Read about the story behind the film (whether it is based on real-life events, on a well-known novel, or on the personal experience of the director, etc.). Include any interesting and peculiar facts about the production process, the basis for the story, the cast and the crew, the

budget and the shooting location.

4. While the film is being watched for the second time, make notes of critical scenes or distinctive performances of the characters in the film, which you can later analyze in detail.
5. Write an introduction where you include all the basic information so that the film can be easily identified and there is no confusion.

Note the name, the director, main cast, and the characters in the story, along with the year (and possible date) of the premiere.

6. Write the main body. Analyze the story on the whole, the performance of the actors, and vision of the director. Discuss what you would possibly have approached differently. Include examples from the scenes you noted earlier.
7. Make a conclusion. State what the general perception of the film was by the audience and the critics. Then express your personal opinion and either recommend the film (in this case, specify what audience will most likely enjoy it) or not recommend it. Include the rationale for your opinion.

#### **B. Previous Related Research Findings**

Research conducted by Rizki Mollina (2013) in his thesis entitled *Keefektifan Strategi Reviewing A Film dalam Kemampuan Menulis Karangan Narasi Sugestif Siswa Kelas X SMA PGRI 1 Temanggung*. Rizki Mollina's research concludes that (1) there is a significant difference in the level of ability to write suggestive narratives between student learning using a film review strategy and student learning without using a film review strategy (2) using a film review



strategy. effective film strategy is used in learning to write suggestive narratives in class X SMA PGRI 1 Temanggung.

Research conducted by Angela Merinci Reni (2016) in her thesis entitled *Keefektifan Strategi Reviewing A Film Dalam Pembelajaran Menulis Naskah Drama Siswa Kelas XI SMA Negeri 2 Klaten*. Angela Merinci Reni's research concludes that (1) there is a significant difference in scores on the ability to write drama scripts between the group that follows the study using a reviewing a film strategy and the group that participates in the study without using the reviewing a film strategy. The difference is shown in the results of the calculation of the free sample t-test scores of the control class and the experimental class which were carried out with the help of the SPSS version 16.0 computer program. (2) based on the results of the related sample t-test, shows that the strategy of reviewing a film is effectively used in learning to write drama scripts. The effectiveness is shown from the calculation of the results of the t-test analysis of the pretest and posttest scores of the experimental group's drama script writing skills.

Research conducted by Ardayati (2018) in her thesis entitled "Film As A Media Used By Teachers To Teach Writing For Tertiary Level Student". Ardayati's research concluded that it is significantly effective to use film as a media to teach writing subject.

Research conducted by Peni Asih (2017), in her thesis entitled "The Effort Of Improving The Activity And Ability Of Students In Writing Review Text Through Film At Sma Negeri 1 Punggur Central Lampung". Peni Asih's research concluded that (1) Teaching learning process using film in the aspect of writing

skill can improve students' activity at class XII IPA 1 SMAN 1 Punggur year 2015/ 2016. (2) Teaching learning process using film in the aspect of writing skill can improve students' ability at class XII IPA 1 SMAN 1 Punggur year 2015/ 2016.

Research conducted by Pradiba Utari (2014), in her thesis entitled "The Effect Of Using English Movie On The Students' Achievement On Writing Review Text". Pradiba Utari's research concluded that the mean score of students' achievement taught by using English movie as media learning (79,85) is higher than the mean score of students' achievement taught without English movie as media learning (74,51). The  $t_{\text{observed}}$  (5,093) is higher than  $t_{\text{table}}$  (1,994) at the level of significance of 0,05 of the two-tailed test. The finding is if the hypothesis stated that there is a significant effect of using English movie as media learning on students' writing achievement on writing review text is accepted.

### C. Conceptual Framework

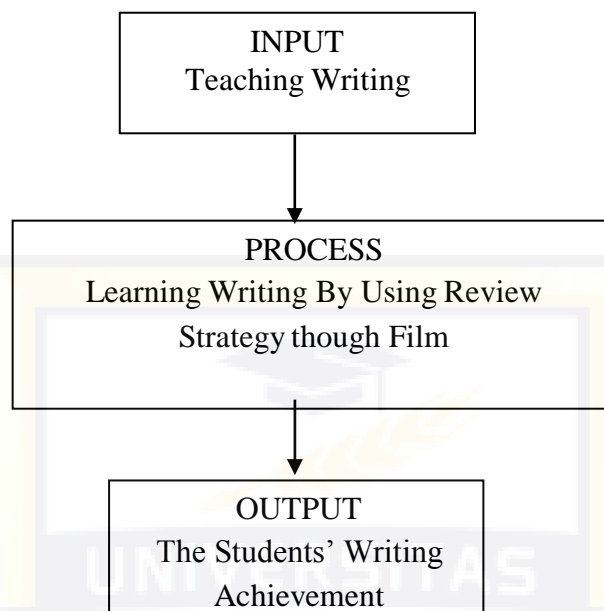


Figure 2.1 Conceptual Framework of The Research

1. INPUT: Refers to the pretest which is used to know the students' writing skill before giving treatment
2. PROCESS: Refers to the implementation of learning writing through watching film
3. OUTPUT: The output is the achievement of students' writing skills.

### D. Hypothesis

The research hypothesis is formulated as follows:

1.  $H_0$ : There is no significant effect between the review strategy on the writing ability of the XI grade students of SMAN 18 MAKASSAR in the 2022/2023 academic year.

2.  $H_1$ : There is a significant effect between the review strategy on the writing ability of the XI grade students of SMAN 18 MAKASSAR in the 2022/2023 academic year.



### CHAPTER III

#### RESEARCH METHOD

In this chapter, the researcher describes research design, time and location of the research, population and sample of the research, Research Variables and Operational Definition, instrument of the research, procedure of collection data, and techniques of analysis data

##### **A. Research design**

In this research, the researcher used experimental research. The researcher collected information first before deciding on the sample. The researcher found that the students at the school never using media in writing activity, so the researcher decided to use only one class namely the experimental class. The design that used was the one-group pretest-posttest design.

**Table 3.1 Research design**

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

O<sub>1</sub>=Pre-Test (Before treatment)

X = Treatment

O<sub>2</sub>=Post-Test (After teatment)

(Emzir:2015:97)

##### **B. Time and Location of the Research**

This research conducted at SMAN 18 Makassar in the academic year 2022/2023. Researcher took fourth meeting. The research took place in June-July.

## **C. Population and Sample of the Research**

### **1. Population**

The population in this research was students of class XI IPA SMAN 18 Makassar for the academic year 2022/2023 which found 180 students

### **2. Sample**

The researcher took one class from the target population for the research. The sample to be used is class XI IPA 3. The number of samples is 36 students.

## **D. Research Variables and Operational Definition**

### **1. Research Variables**

This research has two kinds of variables, namely independent and dependent variables. In this research, the independent variable is the effect of using a review strategy through films, while the dependent variable is students' writing skills.

### **2. Operational Definition**

Here is the operational definition:

#### **1. Strategy Review Through Film**

The strategy review through films is a method or strategy used in the learning process to encourage and motivate students in increasing student interest in learning. This strategy can be used in the learning process so that students do not feel bored in following English lessons.

#### **2. Writing**

According to Tarigan in Nita Rosida Maharani (2013), writing

skills are skills related to the ability to combine grammatical forms and meanings to achieve an integrated written text. Meanwhile, according to the Language Center of the Ministry of National Education (2003:1219) writing is an activity to produce thoughts or feelings with writing.

The writing skill referred to in this study is a productive activity carried out by students in reviewing a film that aims to explain or describe the contents of the film clearly, meaningfully, and in detail by combining several related sentences, so as to form systematic writing. and integrated so that readers can find out about the contents and advantages and disadvantages of the film.

#### **E. Instrument of The Research**

In data collection, the instrument used writing skill test. This writing skill test conducted to measure students' writing skills by reviewing the films they had watched. This writing ability test was carried out during the pre-test and the second test is the post-test which gave after treatment.

#### **F. Procedure of Collecting Data**

In collecting data, the researcher collect data using the following procedure:

##### **1. Pre-test**

Before giving the treatment, the researcher gave a pre-test to students. The researcher gave a spectacle of a film and then, the researcher asked the students to write down what summary from the film they have watched at least 100 words. The researcher gave 30 minutes to the students to write.

This test was conducted to determine the initial score of students' writing skills.

## 2. Treatment

At the treatment stage, the researcher explained what is writing, how to write well, what is a film review, how to write a good film review, and give examples of film reviews. The researcher did twice meeting, namely at the first meeting, the researcher explains the meaning, types, strategies, structures, the researcher gave examples about film reviews, and then the researcher gave 3 film to watch. Then at the second meeting, the researcher gave 30 minutes to review the films that have been watched by following the guidelines for writing film reviews that had been explained by the researcher.

## 3. Post-test

After giving the treatment, the researcher gives a post-test to the students.

The procedure is the same as the pre-test

## G. Technique of Data Analysis

This research is supported by quantitative data analysis. Then, classify student scores based on the following class classifications:



1. Scoring each component by using the following rating scale in the scoring of the composition, (Jacobs 2000: 6)

**Table 3.2 Component of Writing**

**Content**

30-27	Very Good: knowledge, substantive, relevant to the assigned topic.
26-22	Good: some knowledge of the subject, adequate range, mostly relevant to the topic but lacks detail
21-17	Fair: Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor: does not show knowledge of subject, substance, not enough to evaluate.

(Jacobs, 2000: 6)

**Organization**

20-18	Very Good: Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good: somewhat choppy, loosely organized but minimum ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair: non-fluent, ideas confused or disconnected.
9-7	Poor: does not communicate, no organization, not enough to evaluate.

(Jacobs, 2000: 6)

### Vocabulary

20-18	Very Good: sophisticated range, effective word/idiom choice, and usage.
17-14	Good: adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13-10	Fair: limited range, frequent errors of word/idiom from choice, and usage.
9-7	Poor: essential translation, little knowledge of English vocabulary.

(Jacobs, 2000: 6)

### Grammar/Language use

25-22	Very Good: effective complex construction.
21-18	Good: effective but simple construction
17-11	Fair: major problems in sample /complex construction
10-5	Poor: virtually no mastery of sentence construction rules.

(Jacobs, 2000: 6)

### Mechanics

5	Very Good: demonstrate mastery of convictions
4	Good: occasional errors of spelling, punctuation capitalization.
3	Fair: frequent errors of spelling, punctuation capitalization.
2	Poor: no mastery of connections, dominated by errors of spelling. Capitalization paragraphing.

(Jacobs, 2000: 6)

2. Then classify students' grades based on the following class classifications:

**Table 3.3 Scoring classification of Writing**

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2017:13)

To find out the classification of scores for each student's pretest and posttest components, the researcher converted the student's scores using the formula:

$$\text{Score classification of students} = \frac{\text{Frekuensi}}{\text{Total of students}} \times 100\%$$

The explanation shows is to calculate the average value, standard deviation, frequency table, and t-test value in identifying the difference between pre-test and post-test by using SPSS (Statistic Product and Statistic Solution) version 16.0.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes the research findings and discusses the findings. The findings correlated with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through tests to see students' writing skill after being given treatment. This discussion section, presented a description and interpretation of the findings of this research. The findings that the writer describes in this study are based on the analysis of data collection and implementation of the techniques described in the previous chapter.

#### **A. Findings**

The presentation of data in the section was obtained through an essay test. The interpretation was analyzed in three stages: assessing student tests of five assessment components namely content, organization, vocabulary, language use/grammar, and mechanics; classifying student scores; and calculating the mean, standard deviation, frequency, and other sources of supporting statistical elements.

##### **1. The classification students' score pre-test and post-test**

Classification of students' pre-test and post-test scores in the implementation of the review strategy to improve students' writing skill can be seen in the following table:

**Table 4.1 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-test and Post-test in Content.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	30-27	-	-	9	30%
2	Good	26-22	1	3.3%	18	60%
3	Fair	21-17	22	73.3%	3	10%
4	Poor	16-13	7	23.3%	-	-
Total			30	100%	30	100%

**Source: Students' writing score**

Based on table 4.1 above, the results of the pre-test and post-test conducted by students showed that in the pre-test there no students were classified as very good, 1 (3.3%) students were classified as good, 22 (73.3%) students were classified as fair and 7 (23.3%) students were classified as poor. In the post-test, 9 (30%) students were classified as very good, 18 (60%) students were classified as good, 3 (10%) students were classified as fair and no students were classified as poor.

The writer found that in the pre-test students had difficulty writing a summary of the films they watched, but after implementation a review strategy to students' writing skills, in the post-test, students found it easier to write a summary of the films they had watched. The results showed that the review strategy was effectively applied to students' writing skills in terms of content.

**Table 4.2. Rate Percentage (P) and Frequency (F) of the Students' Score in Pre-test and Post-test in Organization**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	24	80%
2	Good	17-14	6	20%	6	20%
3	Fair	13-10	21	70%	-	-
4	Poor	9-7	3	10%	-	-
Total			30	100%	30	100%

**Source: Students' writing score**

Based on table 4.2 above, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good, 6 (20%) students were classified as good, 21 (70%) students were classified as fair and 3 (10%) students were classified as poor. In the post-test, there were 24 (80%) students were classified as very good, 6 (20%) students were classified as good, and none of the students were classified as fair and poor.

The writer concludes that in the pretest, most of the students had difficulty organizing their ideas into paragraphs well, but in the post-test, the students were able to organize their ideas into paragraphs well.

**Table 4.3. Rate Percentage (P) and Frequency (F) of the Students' Score in Pre-test and Post-test in Vocabulary**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	28	93.3%
2	Good	17-14	4	13.3%	2	6.7%
3	Fair	13-10	24	80%	-	-
4	Poor	9-7	2	6.7%	-	-
Total			30	100%	30	100%

**Source: Students' writing score**

Based on table 4.3 above, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good, 4 (13.3%) students were classified as good, 24 (80%) students were classified as fair and 2 (6.7%) students were classified as poor. In the post-test there were; 28 (93.3%) students were classified as very good, 2 (6.7%) students were classified as good, and none of the students were classified as fair and poor.

The writer found that in the pre-test, students still had difficulty in choosing vocabulary so students had difficulty making good paragraphs. However, in the post-test, students find it easier to choose vocabulary, making it easier for students to make good paragraphs. The results showed that the review strategy was effectively implemented to students' writing skill in vocabulary.

**Table 4.4. Rate Percentage (P) and Frequency of the Students' Score in Pre-test and Post-test in Language Use/Grammar.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	25-22	-	-	14	46.7%
2	Good	21-18	-	-	16	53.3%
3	Fair	17-11	11	36.7%	-	-
4	Poor	10-5	19	63.3%	-	-
	Total		30	100%	30	100%

**Source: Students' writing score**

Based on table 4.4 above, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good and good. 11 (36.7%) students were classified as fair and 19 (63.3%) students were classified as poor. In the post-test there were; 14 (46.7%) students were classified as very good, 16 (53.3%) students were classified as good, and none of the students were classified as fair and poor.

The writer found that in the pre-test most of the students had not mastered the rules of sentence construction so students had difficulty making good paragraphs. In the post-test, some students can master the rules of sentence construction, so that students can make good paragraphs. The results showed that the review strategy was effectively implemented to students' writing skill in language use/grammar.



**Table 4.5. Rate Percentage (P) and Frequency (F) of the Students' Score in Pre-test and Post-test in Mechanics**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	5	-	-	18	60%
2	Good	4	-	-	12	40%
3	Fair	3	14	46.7%	-	-
4	Poor	2	16	53.3%	-	-
	Total		30	100%	30	100%

**Source: Students' writing score**

Based on table 4.5 above, the results of the pre-test and post-test conducted by students showed that in the pre-test none of the students were classified as very good and good, 14 (46.7%) students were classified as fair, and 16 (53.3%) students were classified as poor. In the post-test 18 (60%) students were classified as very good, 12 (40%) students were classified as good, and none of the students were classified as fair and poor.

The writer found that in the pre-test most of the students had not mastered good spelling rules, but in the post-test, the writer found that some students were able to write with good spelling rules. The results showed that the review strategy was effectively implemented in students' writing skill in mechanics.

**Table 4.6. Rate Percentage (P) and Frequency (F) of the students' Score in the five Components Observed.**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	91-100	-	-	13	43.3%
2	Good	90-76	-	-	17	56.7%
3	Average	75-61	4	13.3%	-	-
4	Poor	51-60	20	66.7%	-	-
5	Very Poor	0-50	6	20%	-	-
Total			30	100%	30	100%

**Score: Students' writing score**

The results of data analysis in table 4.6 show that in the pre-test none of the students were classified as very good and good, 4 (13.3%) students were classified as average, 20 (66.7%) students were classified as poor category, and 6 (20%) students were classified as very poor. In the post-test 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good, and none students were classified as average, poor and very poor.

The writer found that most of the students got low scores in the pre-test. But in the post-test, most of the students can get good grades. The results showed that the review strategy was effectively implemented to the writing skill of students in class XI IPS 3 at SMA Negeri 18 Makassar.

After calculating the students' pre-test and post-test results. The score of students' achievement were classified into five levels. Can be seen in the following table:

**Table 4.7 Students' score classification**

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AAPR	65	Average	87	Good
2	AGP	53	Poor	91	Excellent
3	AAP	48	Very Poor	91	Excellent
4	ANQ	64	Average	88	Good
5	ARP	60	Poor	92	Excellent
6	AMFL	49	Very Poor	90	Good
7	ATRW	50	Very Poor	87	Good
8	AAP	55	Poor	92	Excellent
9	AL	50	Very Poor	83	Good
10	ANW	45	Very Poor	95	Excellent
11	AP	41	Very Poor	88	Good
12	FNE	54	Poor	91	Excellent
13	FD	56	Poor	91	Excellent
14	JTAB	56	Poor	85	Good
15	KBT	63	Average	83	Good
16	KF	60	Poor	93	Excellent
17	MNZ	55	Poor	85	Good
18	MAKP	62	Average	94	Excellent
19	MAF	60	Poor	90	Good
20	Nu	55	Poor	84	Good
21	NR	58	Poor	89	Good
22	PRNJ	58	Poor	92	Excellent
23	RAF	56	Poor	90	Good
24	RGR	51	Poor	86	Good
25	SSM	57	Poor	92	Excellent
26	SRS	52	Poor	92	Excellent
27	TAW	59	Poor	95	Excellent
28	UM	51	Poor	85	Good
29	VDP	56	Poor	82	Good
30	WM	54	Poor	84	Good
<b>TOTAL</b>		<b>1653</b>		<b>2667</b>	

Source: Students' writing score

Based on the table 4.7 above, the classification students' score pre-test and post-test; In the pre-test; 4 (13.3%) students were classified as average, 20 (66.7%) were students classified as poor and 6 (20%) students were classified as very poor. In the post-test; 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test.

#### 1. Mean Score and Standard Deviation

Based on the result students' score then were tabulated and analyzed using SPSS version 16 to test the statistics of students' score pre-test and post-test into percentage. The mean score and standard deviation of the students writing skill are presented the following table:

**Table 4.8. Mean Score and Standard Deviation of the students' pre-test and post-test.**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	30	41	65	1653	55.10	5.536
PostTest	30	82	95	2667	88.90	3.782
Valid N (listwise)	30					

Based on the data of pre-test and post-test the above, the writer found that there is significant enhanced after giving the treatment. In the pre-test, the total score is 1653, the mean score is 55.10 and the standard deviation is 5.536. While in post-test, the total score 2667 with the mean is 88.90 and the standard deviation is 3.782. The total and mean score of the post-test is higher than the pre-test.

## 2. Test Of Significance (t-test)

After conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test. The using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis ( $H_0$ ) stated that the implementation the review strategy is not effective on the writing skill of students in class XI IPA 3 at SMA Negeri 18 Makassar. While the Alternative hypothesis ( $H_1$ ) state that the implementation the review strategy is effective on the writing skill of students in class XI IPA 3 at SMA Negeri 18 Makassar. If the value of significance is 2 or sig. (2-tailed) lower than 0.05,  $H_1$  accepted and  $H_0$  rejected.

The t-test of the students' writing skill is presented in the following table:

**Table. 4.9 The Result t-test**

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-33.800	6.594	1.204	-36.262	-31.338	-28.077	29	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that the implementation of the review strategy is effective on students' writing skill in English class XI IPA 3 SMA Negeri 18 Makassar.

## **B. Discussion**

This section presents a discussion of both pre-test and post-test tests in the research findings. There is one research question posed in this study, namely the effect of the review strategy on students' writing skills in class XI IPA 3 SMA Negeri 18 Makassar.

Based on the findings, that there is an increase in students' writing skill after being given treatment through the implementation of the review strategy. Students' writing skill, especially for the five components (Content, Organization, Vocabulary, Grammar, and Mechanics) before treatment were lacking, and after treatment had increased. Students indicated that the implementation of the review strategy made them interested in attending the class. They are also more active and creative during the teaching and learning process. Therefore, the writer concludes that the implementation of the review strategy is effective on students' writing skill in English.

The results of the content on the students' writing skill show that from their pre-test and post-test scores; none students were classified as very good, 1 (3.3%) students were classified as good, 22 (73.3%) students were classified as fair and 7 (23.3%) students were classified as poor. In the post-test, 9 (30%)

students were classified as very good, 18 (60%) students were classified as good, 3 (10%) students were classified as fair and no students were classified as poor. The writer found that in the pre-test students had difficulty in making paragraphs relevant to each other, but after implementation of the review strategy to students' writing skill, in the post-test students were easier to make relevant paragraphs. The results showed that the review strategy was effectively implemented in students' writing skill in content.

The results of the organization on the students' writing skill showed that from their pre-test and post-test scores; none of the students were classified as very good, 6 (20%) students were classified as good, 21 (70%) students were classified as fair and 3 (10%) students were classified as poor. In the post-test, there were; 24 (80%) students were classified as very good, 6 (20%) students were classified as good, and none of the students were classified as fair and poor. The writer found that in the pretest, most of the students had difficulty organizing their ideas into paragraphs well, but in the post-test, the students were able to organize their ideas into paragraphs well. The results showed that the review strategy was effectively implemented in students' writing skill in organization.

The results of the vocabulary on the students' writing skill showed that from their pre-test and post-test scores; none of the students were classified as very good, 4 (13%) students were classified as good, 24 (80%) students were classified as fair and 2 (6.7%) students were classified as poor. In the post-test there were; 28 (793.3%) students were classified as very good, 2 (6.7%) students were classified as good, and none of the students were classified as fair and poor.

The writer found that in the pre-test, students still had difficulty in choosing vocabulary so students had difficulty making good paragraphs. However, in the post-test, students find it easier to choose vocabulary, making it easier for students to make good paragraphs. The results showed that the review strategy was effectively implemented in students' writing skill in vocabulary.

The results of the language use/grammar on the students' writing skill show that from their pre-test and post-test scores; none of the students were classified as very good and good. 11 (36.7%) students were classified as fair and 19 (63.3%) students were classified as poor. In the post-test there were; 14 (46.7%) students were classified as very good, 16 (53.3%) students were classified as good, and none of the students were classified as fair and poor. The writer found that in the pre-test most of the students had not mastered the rules of sentence construction so students had difficulty making good paragraphs. In the post-test, some students can master the rules of sentence construction, so that students can make good paragraphs. The results showed that the review strategy was effectively implemented in students' writing skill in language use/grammar.

The results of the mechanics on the students' writing skill show that from their pre-test and post-test scores; none of the students were classified as very good and good, 14 (46.7%) students were classified as fair, and 16 (53.3%) students were classified as poor. In the post-test 18 (60%) students were classified as very good, 12 (40%) students were classified as good, and none of the students were classified as fair and poor. The writer found that in the pre-test most of the students had not mastered good spelling rules, but in the post-test, the writer



found that some students were able to write with good spelling rules. The results showed that the review strategy was effectively implemented in students' writing skill in mechanics.

In line with the results of statistical analysis on the students' writing skill show that from their pre-test scores; none of the students were classified as good and very good, 4 (13.3%) students were classified as average, 20 (66.7%) students were classified as poor category, and 6 (20%) students were classified as very poor. In the post-test 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good, and there none students were classified as average, poor and very poor. There are some students who are not included in the classification because their vocabulary is still lacking and it is difficult to make sentences into a paragraph, and there are also students whose pre-test scores are low but after being given treatment, students feel motivated to learn. When the post-test was given the student's score was higher. The writer found that in the pre-test, most of the students got low scores. But in the post-test, most of the students can get good grades.

The result of the t-test analysis shows that there is a significant difference between the result of the pre-test and post-test. The mean score from the pre-test is 55.10 and is classified as poor. While the total mean score from the post-test is 88.09 and is classified as good. It means that the implementation of the review strategy is effective in students' writing skill in English. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. This result means that there was a

significant difference between the results of the pre-test and post-test.

In addition, the implementation of this study was conducted to determine the effect of the application of the learning model of writing skills, namely the effect of using review strategy through animated film to improve students' writing skill of class XI IPA 3 students of SMA Negeri 18 Makassar. The use of learning models in each learning process will provide a more interesting learning experience for students to increase students enthusiasm for learning. There are various learning models that can be used by teachers in carrying out learning that can be adapted to the material being taught. The learning model is a pattern that has been prepared by the teacher before carrying out the learning process and will be a guide in carrying out the learning process. One of the learning models that can be used in the learning process is the review strategy.

Implementation of the review strategy on the writing skill of class XI IPA 3 at SMA Negeri 18 Makassar is expected to change the learning pattern by emphasizing the focus of learning on students. The use of the review strategy can also allow students to learn anywhere and anytime and can access other additional material that can be learned from various sources.

The implementation of research in class XI IPA 3 at SMA Negeri 18 Makassar has several obstacles, but all of them can be solved in other ways, starting from some students who do not have an internet quota to access learning on Youtube, student delays entering into the same classroom to study together. However, all of them did not become a barrier to the smooth running of this research process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consisted of two parts. The first deals with the conclusion of the findings, and the second deal with the suggestion.

#### **A. Conclusions**

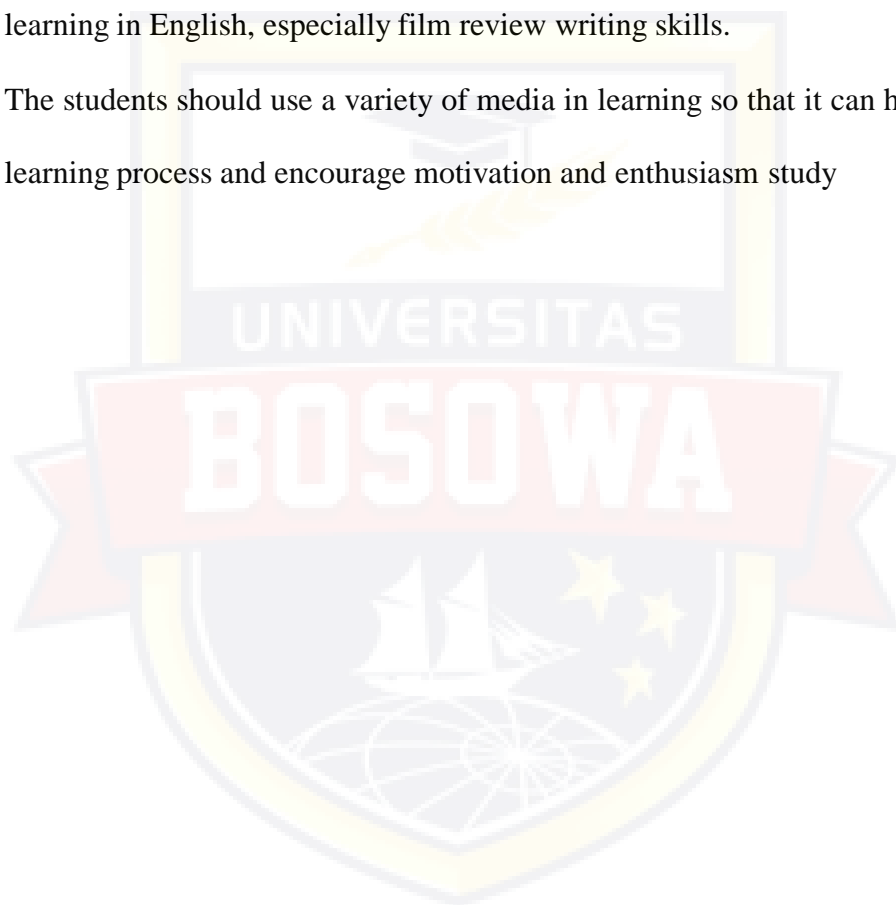
The classification students' score pre-test and post-test; In the pre-test 4 (13.3%) students were classified as average, 20 (66.7%) were students classified as poor and 6 (20%) students were classified as very poor. In the post-test; 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test.

The result of conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. Therefore, the conclusion is that the implementation of the review strategy is effective on students' writing skill in English class XI IPA 3 SMA Negeri 18 Makassar.

## **B. Suggestion**

The results of this study are expected to contribute ideas in the world education, especially language subjects English. The suggestions for utilization and future research are:

1. Learning using animated film media can be used as an alternative to learning in English, especially film review writing skills.
2. The students should use a variety of media in learning so that it can help the learning process and encourage motivation and enthusiasm study



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# APPENDIXES

## Appendix 1 : Instrument of the Research

### 1. Pre-Test and Post Test

1. Students watch the film "BRUISED"

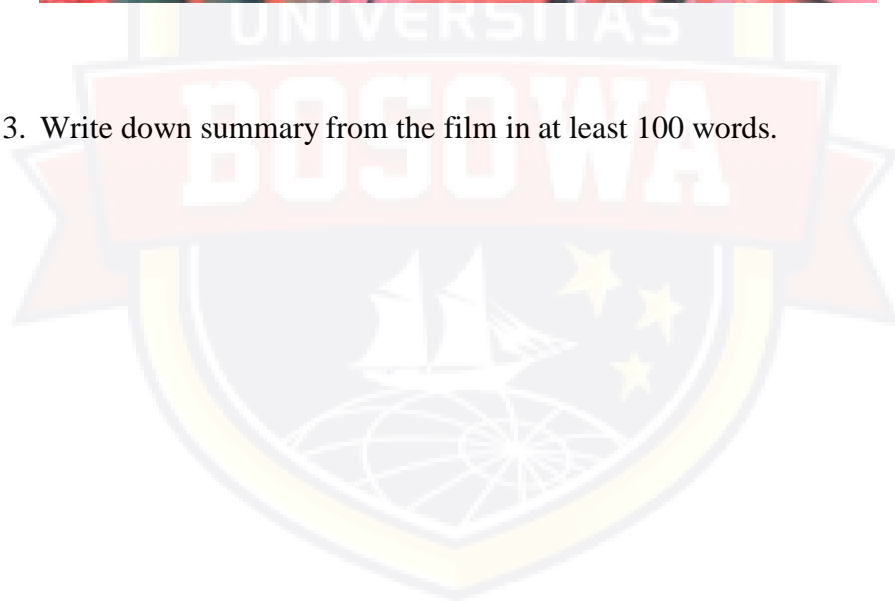




## 2. A Folded Wish



3. Write down summary from the film in at least 100 words.



## 2. Treatment

- ❖ At the treatment stage, the researcher will explain what is writing, how to write well, what is a film review, how to write a good film review, and give examples of film reviews.
- ❖ Students watch the film:

### 1. The World's Greatest Home



### 2. Two Different Kinds of Love



### 3. Life is Great



4. Let's eat



5. Umbrella



## 6. Miles To Fly



- ❖ Students review the film they have watched by following the film review writing guidelines that have been explained by the researcher.

**Appendix 2: Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMAN 18 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Ganjil

Alokasi Waktu : 90 Menit

**1. Standar Kompetensi**

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**2. Kompetensi Dasar**

- Membedakan fungsi sosial, struktur teks ulasan (review) tulis dengan memberi dan meminta penilaian terkait film/buku/cerita sesuai dengan konteks penggunaannya.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks ulasan (review) tulis terkait film/buku/cerita

**3. Indikator**

Menulis review film dengan menggunakan pedoman strategi review film



#### 4. Materi Pembelajaran

Menulis review film menggunakan pedoman strategi review film

#### 5. Media/ alat, Bahan dan Sumber Belajar

Guru, kamus, film, laptop, Handphon

#### 6. Langkah-Langkah Pembelajaran

Tahap Kegiatan	Langkah-Langkah Pembelajaran
<b>Kegiatan Pendahuluan (15 menit)</b>	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan menanyakan kabar kepada siswa ketika memasuki ruang kelas</li> <li>• Ketua kelas memimpin doa sebelum kegiatan belajar dimulai</li> <li>• Mengecek kehadiran siswa</li> <li>• Mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ul>
<b>Kegiatan Inti (60 menit)</b>	<ul style="list-style-type: none"> <li>• Guru menyampaikan judul materi yang akan di bahas.</li> <li>• Guru memberikan film kepada siswa untuk di tonton</li> <li>• Siswa menuliskan review film</li> <li>• Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.</li> <li>• Siswa mengumpulkan tugas yang telah</li> </ul>

	<p>dikerjakan.</p> <ul style="list-style-type: none"> <li>• Siswa memahami teks yang ditulisnya.</li> <li>• Siswa diberi kesempatan untuk berfikir, menganalisa, menyelesaikan masalah tanpa rasa takut.</li> </ul>
<b>Kegiatan Akhir (15 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas.</li> <li>• Guru menutup pembelajaran dengan doa dan mengucapkan salam</li> </ul>

## 7. Penilaian

Proses penilaian dilaksanakan selama proses berlangsung

Makassar, 22 Agustus 2022

Mengetahui:

**Guru Mapel**

**Mahasiswa**

**A. Alihusni, S.S., M.Pd**  
NIP. 197201012002121019

**Yokmeam Tiranda**  
NIM: 4518101007

**Appendix 3: Pre-Test and Post-Test Score**  
**Pre-Test**

No	Student's Name	The score of each component of writing					Final score pre-test
		Pre-test					
		C	O	V	G	M	
1	A. Alya Poetri Rahman	17	15	13	17	3	65
2	A. Gemintang Pamungkas	17	10	14	10	2	53
3	Alain Antonius Padandangan	17	10	10	9	2	48
4	Alisiya Nur Qolbi	19	9	12	15	3	64
5	Andhika Restu Pratama	21	17	10	10	2	60
6	Andi Muh. Fadjar Launru	17	10	10	10	2	49
7	Andi Tenriajeng Roem Wajuanna	15	13	10	10	2	50
8	Anggun Amelia Putri	16	13	13	10	3	55
9	Aozidah Lutfiah	15	13	10	10	2	50
10	Atifah Nur Wafirah	15	10	9	9	2	45
11	Ayu Puspita	20	15	12	10	2	41
12	Fadhiah Nur Elvina	19	13	10	10	2	54
13	Feby Deswita	20	13	10	10	3	56
14	Jelitha Thresianty Ady Bumbungan	17	13	13	10	3	56
15	Khen Bryan Tambun	20	17	13	10	3	63
16	Khusnul Fatimah	17	17	13	10	3	60
17	Monaliza Najwa Zalzabila	20	13	10	10	2	55
18	Muh. Adhian Kasmala Putra	21	17	10	11	3	62
19	Muhammad Alfian Fathir	20	13	13	11	3	60
20	Nurhikmah	20	13	10	10	2	55
21	Nurlia Ramadaud	17	13	14	11	3	58
22	Putri Risva Nafisa J	21	10	13	12	2	58

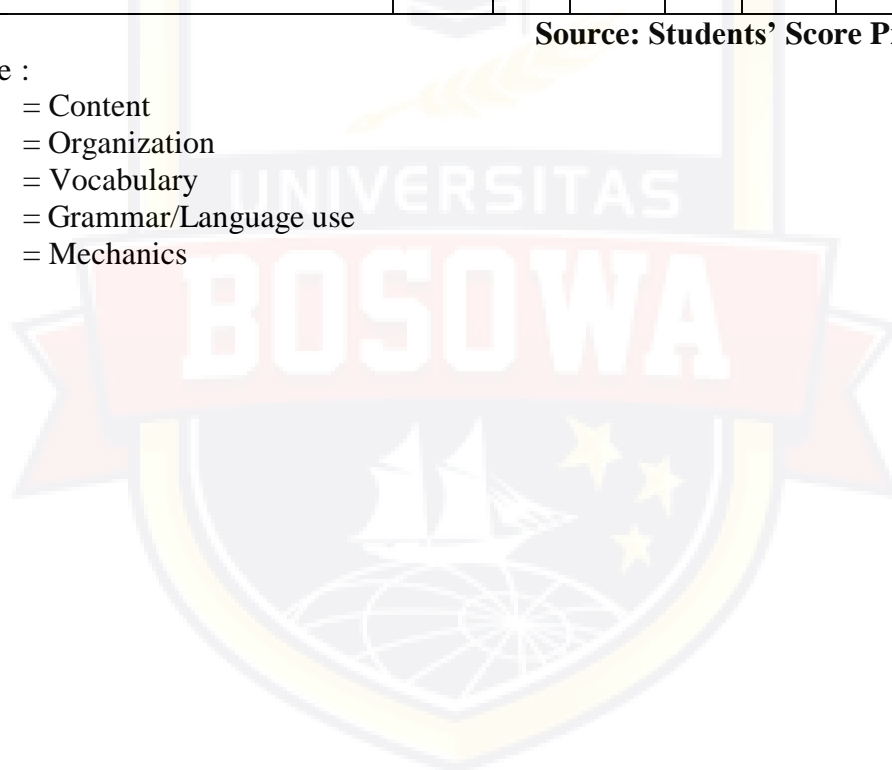


23	Rhuina Aura Fadiga	16	13	14	10	3	56
24	Rio Gawa Revlito	15	9	13	11	3	51
25	Salsabila Sri Maharani	20	13	10	12	2	57
26	Sirat Rizqi Salamun	21	10	10	9	2	52
27	Tsania Agustina Wandini	22	9	14	11	3	59
28	Ummul Muafiah	14	10	13	12	2	51
29	Victhor Djuand Pallangan	17	13	10	13	3	56
30	Wardah Mufidah	21	13	9	9	2	54
<b>TOTAL</b>		<b>547</b>	<b>377</b>	<b>345</b>	<b>322</b>	<b>74</b>	<b>1653</b>

**Source: Students' Score Pre-test**

Where :

- C = Content
- O = Organization
- V = Vocabulary
- G = Grammar/Language use
- M = Mechanics



### Post-Test

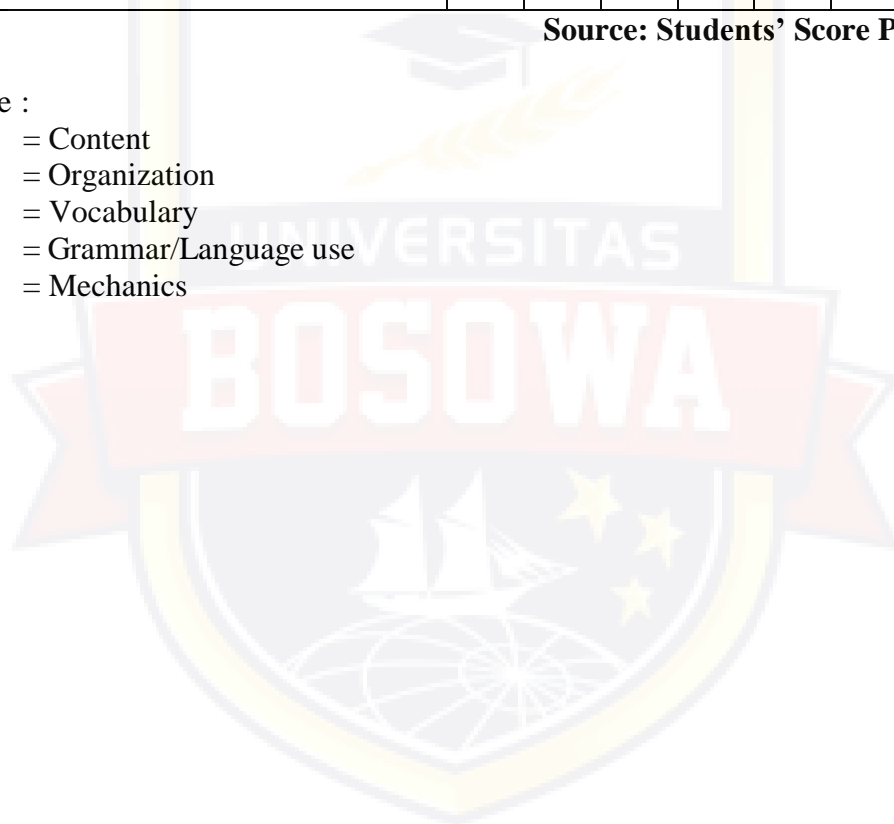
No	Students' Name	The score of each component of writing					Final score post-test
		Post-test					
		C	O	V	G	M	
1	A. Alya Poetri Rahman	22	20	20	21	4	87
2	A. Gemintang Pamungkas	26	20	20	21	4	91
3	Alain Antonius Padandangan	27	19	20	21	4	91
4	Alisiya Nur Qolbi	22	19	20	22	5	88
5	Andhika Restu Pratama	25	19	20	23	5	92
6	Andi Muh. Fadjar Launru	22	18	20	25	5	90
7	Andi Tenriajeng Roem Wajuanna	22	15	20	25	5	87
8	Anggun Amelia Putri	26	17	20	25	4	92
9	Aozidah Lutfiah	25	14	20	20	4	83
10	Atifah Nur Wafirah	27	18	20	20	5	95
11	Ayu Puspita	26	19	19	20	4	88
12	Fadhiah Nur Elvina	28	20	19	19	5	91
13	Feby Deswita	29	20	19	19	4	91
14	Jelitha Thresianty Ady Bumbungan	22	20	18	20	5	85
15	Khen Bryan Tambun	24	18	17	20	4	83
16	Khusnul Fatimah	30	19	15	24	5	93
17	Monaliza Najwa Zalzabila	21	15	19	25	5	85
18	Muh. Adhian Kasmala Putra	27	18	19	25	5	94
19	Muhammad Alfian Fathir	24	18	20	23	5	90
20	Nurhikmah	22	19	20	18	5	84
21	Nurlia Ramadaud	27	18	20	19	5	89
22	Putri Risva Nafisa J	28	20	20	20	4	92
23	Rhuina Aura Fadiga	26	20	18	22	4	90

24	Rio Gawa Revlito	22	20	18	22	4	86
25	Salsabila Sri Maharani	25	20	18	25	4	92
26	Sirat Rizqi Salamun	24	20	19	24	5	92
27	Tsania Agustina Wandini	29	20	19	22	5	95
28	Ummul Muafiah	22	20	20	18	5	85
29	Victhor Djuand Pallangan	21	18	20	18	5	82
30	Wardah Mufidah	21	18	20	20	5	84
<b>TOTAL</b>		<b>742</b>	<b>559</b>	<b>577</b>	<b>646</b>	<b>138</b>	<b>2667</b>

Source: Students' Score Pre-test

Where :

- C = Content
- O = Organization
- V = Vocabulary
- G = Grammar/Language use
- M = Mechanics



**Appendix 4: Students' Score Classification in Pre-test and Post-test**

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AAPR	65	Average	87	Good
2	AGP	53	Poor	91	Excellent
3	AAP	48	Very Poor	91	Excellent
4	ANQ	64	Average	88	Good
5	ARP	60	Poor	92	Excellent
6	AMFL	49	Very Poor	90	Good
7	ATRW	50	Very Poor	87	Good
8	AAP	55	Poor	92	Excellent
9	AL	50	Very Poor	83	Good
10	ANW	45	Very Poor	95	Excellent
11	AP	41	Very Poor	88	Good
12	FNE	54	Poor	91	Excellent
13	FD	56	Poor	91	Excellent
14	JTAB	56	Poor	85	Good
15	KBT	63	Average	83	Good
16	KF	60	Poor	93	Excellent
17	MNZ	55	Poor	85	Good
18	MAKP	62	Average	94	Excellent
19	MAF	60	Poor	90	Good
20	Nu	55	Poor	84	Good
21	NR	58	Poor	89	Good
22	PRNJ	58	Poor	92	Excellent
23	RAF	56	Poor	90	Good
24	RGR	51	Poor	86	Good
25	SSM	57	Poor	92	Excellent
26	SRS	52	Poor	92	Excellent
27	TAW	59	Poor	95	Excellent
28	UM	51	Poor	85	Good
29	VDP	56	Poor	82	Good
30	WM	54	Poor	84	Good
<b>TOTAL</b>		<b>1653</b>		<b>2667</b>	

Source: Students' Writing Score

### Appendix 5: Data Analysis

#### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	30	41	65	1653	55.10	5.536
PostTest	30	82	95	2667	88.90	3.782
Valid N (listwise)	30					

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-33.800	6.594	1.204	-36.262	-31.338	-28.077	29	.000

Frequency Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 41	1	3.3	3.3	3.3
45	1	3.3	3.3	6.7
48	1	3.3	3.3	10.0
49	1	3.3	3.3	13.3
50	2	6.7	6.7	20.0
51	2	6.7	6.7	26.7
52	1	3.3	3.3	30.0
53	1	3.3	3.3	33.3
54	2	6.7	6.7	40.0
55	3	10.0	10.0	50.0
56	4	13.3	13.3	63.3
57	1	3.3	3.3	66.7
58	2	6.7	6.7	73.3
59	1	3.3	3.3	76.7
60	3	10.0	10.0	86.7
62	1	3.3	3.3	90.0
63	1	3.3	3.3	93.3
64	1	3.3	3.3	96.7
65	1	3.3	3.3	100.0
Total	30	100.0	100.0	

**Frequency Post-Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 82	1	3.3	3.3	3.3
83	2	6.7	6.7	10.0
84	2	6.7	6.7	16.7
85	3	10.0	10.0	26.7
86	1	3.3	3.3	30.0
87	2	6.7	6.7	36.7
88	2	6.7	6.7	43.3
89	1	3.3	3.3	46.7
90	3	10.0	10.0	56.7
91	4	13.3	13.3	70.0
92	5	16.7	16.7	86.7
93	1	3.3	3.3	90.0
94	1	3.3	3.3	93.3
95	2	6.7	6.7	100.0
Total	30	100.0	100.0	

## Appendix 6: Documentation



**Picture 1: The researcher was giving pre-test**



**Picture 2: The researcher was giving the first treatment**





**Picture :** The researcher was giving the second treatment



**Picture 4:** The researcher was giving post-test

## Appendix 7: Students Worksheet in Pre-test

Nama: Andi Tendriajeng R.W.  
 Kelas: XI IPA 3

Pre-test.

Content: 17  
 Organisation: 13  
 Vocabulary: 13  
 Grammar: 10  
 Mechanics: 3

(56)

Bruised

"This film is a story about a young girl who is ~~was~~ abused at home the make her cannot focus on her fest. she is doing her best to hide a bruised from the rest of the class and the teacher. but while hiding the bruise, the bruise come elived and moved that make her teacher saw it".

△ faded wish.

"A short film that tells a story about of two twins who are make a thousand arogami so that their wishes can be come true. They wish that their disease can be cured, but while making arogami they got sick that made one of them fainted.

SIDU

No.

Date:

## PRE-TEST

Content = 20

organization = 13

Vocabulary = 10

Grammar = 10

Mechanics = 2

 Nama : Nurhikma Kelas : XI IPA 3 Film 1 - Bruised.

The conclusion that i can get from the Bruised movie  
 is that we should not do violence to children because  
 it can have an impact on the mentality of the child.

As a result, Children are easily Frightened,  
 Not confident, and afraid to take action. If children  
 make mistakes, they should be taught well, not violently.

 Film 2 - A folded wish.

Two sister's who make paper cranes in order to grant  
 wishes. The two sisters were sick and they prayed  
 for each other to get well by making paper cranes.  
 The ~~is~~ blue girl wants to made a thousandth  
 paper cranes to wish for her sister's, but her  
 sister makes a thousandth paper cranes before  
 that night and wished for blue eyes.



Content = 19  
 organization = 15  
 vocabulary = 10  
 Grammar = 10  
 Mechanics = 2

54

Nama : Fadiah Nur Elvina  
 Kelas : XI IPA 3

### PRE-TEST

#### BRUISED

This film is a short story about a young girl who is abused at home that make her cannot focus on her test, she's doing her best to hide a bruised from the rest of the class and the teacher moved that make her teacher saw it.

#### A FOIDED WISH

This animated short films tells the story of two sister who live with grandmother and love spend it can help them, their illness if they foilded one thousand origami crones.

## Appendix 8: Students Worksheet Post-test

Nama: Anji Tenrijeng R.W  
 Kelas: XI IPA3  
 No. \_\_\_\_\_  
 Date: 22  
 Organization: 65  
 Vocabulary: 20  
 Grammar: 25  
 Mechanics: 5

(87)

Bruised

Bruised film is a film made by Rok wanthuang and Samantha tu, this film has a duration of 2 minutes 43 seconds. In this film, there is little girl, her classmates and a math teacher.

Bruised film is the story of deeply complicated problem for a child who experiences parental violence against him and tries hard to hide it.

A young girl who was abused at home was afraid to participate in class because of her bruises.

Her teacher embraces her to provide her with much needed love and support.

Bruised is a short film with an animation genre, this film deserves to be watched by young people and adults. This film does not make us bored when watching this film even though this film is a short film.

A folded wish

A folded wish is an animated film made by Quan Tu sean, this film is 8 minutes long.

In this film there are 2 children who live with their grandmother.

This film tells a story about of two fauns who are make a thousand aragani so that their wishes can be come true. They wish that their disease can be cured, but while making aragani

BOST



No.

Content Date = 28  
 Organization = 20  
 Vocabulary = 19  
 Grammar = 19  
 Mechanics = 15

Nama : Fadhiyah Nur Elvira

kelas : XI IPA 3

### POST-TEST BRUISED

Bruised Film is a film made by Samantha to, this  
 film has a duration of 2 minutes 43 second. In this film  
 there is a little girl, his classmates and a math teacher.  
 In the bruised movie there is a student who always  
 feel alone. Bruised is the story of a deeply complicated  
 problem for a child who experiences parental violence  
 against him and tries hard to hide it. A young girl  
 who is abused at home is afraid to participate in  
 class because of her bruise. Her teacher embraces  
 her to provide her with much needed love and support.  
 Bruise is a watched by young people and adults.

### A FOLDED WISH

A Folded wish is an animated film made by Quan Yu Sean.  
 This film is 8 minutes. In this film there are two twins  
 who live with her grandma. They have Chinese ancestry, they  
 like to make miniature ducks. They are very happy to play  
 together while making miniature crafts, playing with dolls. They  
 also like play in the outdoor is very cool because of the many trees.



Post-test.

Content : 22  
 Organization : 19  
 Vocabulary : 20  
 Grammar : 18  
 Mechanics : 5

84

Nama : Nurhikmah

Kelas : XI IPA 3.

Bruised.

Bruised film is a film made by Rex Wan Hwang and Samantha Tu, this film has a duration of 2 minutes 43 seconds. In this film there is a little girl, her classmates and a math teacher. One day in the class all the student were doing their assignment except this one girl. She's looked sad restless, she accidentally dropped her pencil her teacher was about to give her pencil but she's became affraid. Bruised is the story of a deeply complicated problem for a child who experiences parental violence against him and tries hard to hide it. A young girl who is abused at home is affraid to participate in class because of her Bruise. Her teacher embracer her to provide her with much needed love and support. Bruised is a short film with an animation genre, this film deserves to be watched by young people and adults. This film does not make us bored when watching this film even though this film is a short film.



No. \_\_\_\_\_


Date: \_\_\_\_\_

### A FOLDED WISH

A folded wish is an animated film made by Guan Yu Sean, this film is 8 minutes long. In this film there are 2 young girls who live with their grandmother. These two twins everyday playing and making origami craft. One day one of the twins is sick, as days past the girl's condition get worse, late at night she being notices that her sick sister is up and making more origami. This animated short film tells the story of two twins. They make origami paper and believe it can help them, their illness if they folded one thousand origami cranes.



## Appendix 9: Administration


**UNIVERSITAS BOSOWA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231  
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568  
<http://www.universitاسbosowa.ac.id>

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**SURAT KETERANGAN PERBAIKAN PROPOSAL**


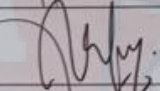
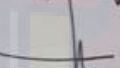
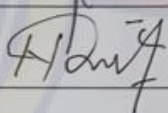
Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama Mahasiswa : Yokmeam Tiranda  
 No. Pokok Mahasiswa : 4518101007

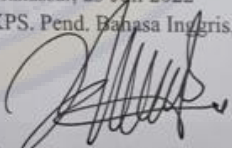
Judul Proposal

The Effect of Using Review Strategy to Improve Students' Writing Skill At SMAN 18  
 Makassar

Benar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan penguji sebagai berikut :

No.	Pembimbing/Penguji	Tanda Tangan
1.	Restu Januarty Hamid, S.Pd.I.,M.Pd	1. 
2.	Ulfah Syam, S.S.,M.Pd	2. 
3.	Dr. A. Hamzah Fansury, S.Pd.,M.Pd	3. 
4.	Nurfaizah Sahib, S.Pd.,M.Pd	4. 

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 23 Juli 2022  
 KPS. Pend. Bahasa Inggris,  
  
**Astrafunnisa, S.S., M.Hum**  
 NIK. D. 450 451



# UNIVERSITAS BOSOWA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.463/FKIP/Unibos/VII /2022

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,  
Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel  
di –  
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Yokmeam Tiranda  
NIM : 4518101007  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :

**The Effect Of Using Review Strategy To Improve Students' Writing Skill At  
SMAN 18 Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.


Makassar, 22 Juli 2022



Dr. Asdar, S.Pd., M.Pd.  
NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

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Nomor : **6480/S.01/PTSP/2022** Kepada Yth.  
 Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel  
 Perihal : **izin penelitian**

di-  
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.463/FKIP/UNIBOS/VII/2022 tanggal 22 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **YOKMEAM TIRANDA**  
 Nomor Pokok : **4518101007**  
 Program Studi : **Pendidikan Bahasa Inggris**  
 Pekerjaan/Lembaga : **Mahasiswa (S1)**  
 Alamat : **Jl. Urip Sumoharjo Km. 04 Makassar**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE EFFECT OF USING REVIEW STRATEGY TO IMPROVE STUDENTS' WRITING SKILL AT SMAN 18 MAKASSAR "**


Yang akan dilaksanakan dari : Tgl. **29 Juli s/d 29 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 29 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN  
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN



**Ir. H. SULKAF S LATIEF, M.M.**  
Pangkat : **PEMBINA UTAMA MADYA**  
Nip : **19630424 198903 1 010**

Tembusan Yth  
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;  
 2. *Perlinggal*.

## BIOGRAPHY



**Yokmeam Tiranda** was born in Bungadidi on September 21<sup>th</sup>, 1999. She is 22 years old, the youngest of 4 siblings from the marriage of couple Mr. Yunus Pasassang, and Mrs.Hana. She has two brother and one sister. She started her elementary school at SDN 211 Beringin, in 2006 until 2012. In the same year she continued her education at SMP Negeri 3 Bone-Bone and finished in 2015. Then she continued her education at SMAN Negeri 1 Jayapura, and graduated in 2018. After that, she decided to continue her education at Bosowa University Makassar, English Language Education Study Program, Faculty of Teacher Training and Education and finished in 2022 In Bosowa University she was active in several organization like Student Executive Board Faculty of Teacher Training and Education (BEM FKIP), Students Association of English Language Education (HIMAPBING), Ecumenical Christian Student Fellowship (PMKO).