

## USING ISLAMIC VIDEOS TO INCREASE THE WRITING SKILLS OF THE SENIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

The research aims to determine the effectiveness of Islamic Videos in increasing the students' writing skills and perceive the use of Islamic videos (History of Rasulullah). This research used Classroom Action Research (CAR); this study was located at Senior High School 1 Lasusua. The study was done on 28 September-02 November 2021. The research subject was XI IPA 2, and their total was 28. The instruments of this research were tests, observation techniques, and interviews. This research used two cycles in which every process had four steps: planning, implementing, observing, and reflecting. The researcher analyzed the observation qualitatively and then analyzed the test quantitatively. The students' mean score in cycle 1 was 74.46, while the mean score in cycle 2 was 80.21. It can be concluded that the Islamic video (history of Rasulullah) increased the students' ability to write narrative text students' learning outcomes. To overcome the lack of student mastery in writing narrative text, the researcher solved it in several ways: (1) the researcher applied an Islamic video (history of Rasulullah). (2) Doing exercise in every meeting. (3) Reviewing the current material in every meeting. Doing the action shows that students always made an improved learning activity and a vast understanding of the material. Besides that, the students felt enjoyed and fun during the learning process.

Keywords: English Language Teaching, English Teaching Media, Islamic Videos, Writing Skills

### INTRODUCTION

Language is a significant device for correspondence. As indicated by Oxford Progressed Student's Word reference of Current English, language is "The system of communication in speech and writing people of a particular country, the use by humans of a system of sound and words to communicate, a particular style of speaking or writing." It implies that individuals can communicate their thoughts, musings, sentiments, and wants through language.

One of the worldwide parlances is English. Most nations with different languages around the world use English as a language. It is utilized for correspondence and has an incredible capacity in numerous parts of life, like governmental issues, business, trade, and political relations. Furthermore, it is inseparably linked with the development of communication, science, economics, and education.

English has turned into the principal unknown dialect instructed from rudimentary to college in Indonesia. Accordingly, English is used in global correspondence, composed,

and spoken correspondence. In addition, many books on science and innovation, craftsmanship, and other distributed issues were written in English.

Furthermore, English is a lesson or field of study that is hard for some students as a foreign language. Based on the observations that writers have been doing, English has different writing and speech. Therefore, it is a factor that some students are not interested, are disinterested, and avoid English lessons. Moreover, due to the student's lack of knowledge in the study on descriptive, narrative, and how to create a good text corresponding to the structured English language to list.

In the English language, there are four abilities to be dominated. Listening, Speaking, Reading, and writing are four fundamental language abilities expressed by Alexander LG (1975). He also said that speaking and writing are his book's primary fundamental language abilities. "Speaking and writing are the most important of these skills since, to some extent, they presuppose the other two.

One of the four language abilities that are vital to master is writing. Nonetheless, it is challenging to dominate. Writing is the most troublesome expertise to acquire because it simultaneously requires hard thinking to create words, sentences, and paragraphs. In other words, it is hard to master because students have to master vocabulary and structure language or grammar. Thus, the students need interest recorded as a hard copy. Accordingly, the instructors should propel the understudies to write English in unknown parlance. It would not be easy to pick up writing well admirably without a solid reason. Along these lines, the teachers should have a proper procedure for showing writing and the learning system in the study hall.

Writing is an essential ability because the student cannot escape writing. When a student writes a description text of what a student learns well through visual media such as videos, students also pour out their writing capability to explain the outcome of their thoughts on the spectacle he has learned. Moreover, here, the writer uses visual media to make it easier for the students to grasp the knowledge they will put their thoughts in writing.

Writing English is more critical expertise. Thus, we need to learn how to compose a narrative text from what we watched in the video. And then narrative writing is one of the ways of working on writing admirably.

The researcher took several previous studies that increased writing skills by using Islamic videos by Juna Warni (2017). In her research, Islamic history videos greatly enhanced the students' narrative writing accomplishment. Therefore, this review was conducted by using an experimental research method. The result showed that the p-yield (sig 2-followed) from the combined sample t-test was 0.000, lower than 0.05, and the t-esteem was 7.954, higher than t-table 2.040 (with df=31). Then, at that point, the p-yield from the independent sample t-test was 0.021, lower than 0.05, and t-esteem 2.371, higher than t-table 1.998 (with df=63). Dewi Permatasari (2013) stated that fairytale video as a medium functioned admirably recorded as a writing class, particularly for the VIII-A of SMP N 24 Semarang. The students also said they were not exhausted during the education and learning process.

On the contrary, despite what was generally expected, they felt fun, and their inspiration to write the narrative texts expanded after using video. Given the outcome above, video can be an intriguing and proper medium to instruct writing. It could be seen that the pre-test normal was 59.8, the principal cycle was 68.55, the subsequent cycle was

79.03, and the post-test was 84.82. Erwin Akib and Eny Syatriana's (2019) research also shows that video can improve the writing skill of narrative text with the result the students' score in the experiment class have higher scores (58.85) than those taught using a conventional technique (50.79). Then, Catri Novita F. Manalu, Natalia Widya Pasca Tarigan, Mila Kristi Sitopu, and Ayu Paulina Silaban (2021) also found that a short video can further develop students' writing abilities of narrative text with the pre-test 61.75, for the post-test in cycle 1 70.55, and 76.25 for the post-test in cycle 2.

Using video as a visual medium in narrative writing is one strategy to increase students' writing ability. Because the video can stimulate the students' brains to express their ideas about something, they will say what they have seen.

Based on the background above, to test the abilities and increase students' interest in writing skills in English lessons, the writer appointed a study entitled "The Use of Islamic Videos as the Teaching Media to Increase the Writing Skills of The Second Grade Students of Senior High School 1 Lasusua".

## **METHOD**

### ***Design***

An examination technique was one of the main things when the researcher did research. CAR is a method for discovering what works best in the class to improve understudies learning. There are numerous ways of upgrading information about education. Numerous instructors practice individual reflection on schooling; others direct formal experimental examinations on educating and learning. According to Julian Hermida (2001), CAR is more orderly than individual reflection, yet it is more casual and private than legitimate, instructive examination.

This study used Classroom Action Research: planning, action, observation, and reflection. The data source used in this study was students of SMAN 1 Lasusua. There were there are many classes in the school. Because there are so many populations, the researchers only chose one class used as a study sample. The class used in this was a class XI IPA 2, which consists of twenty-eight students.

The exploration depended on Kemmis and McTaggart's model of Consumes (2010:7-9). The examination steps were planning, action, observing, and reflecting. For instance, it very well may be found in the accompanying picture:

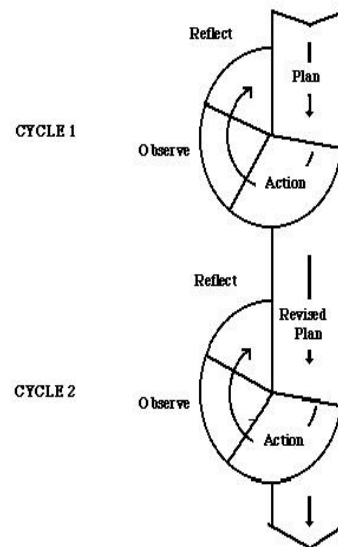


Figure 1. Kemmis and McTaggart model

The initial step of the exploration is arranging. In this progression, the researcher recognizes and breaks down the topic of the exploration. Then, at that point, the researcher utilizes the classroom information, the singular information, or the subgroup information assembled previously.

The second step of the exploration is activity. Once more, the researcher executed what had been arranged previously. This progression expects to address the issue of the learners' low capacity to retell a story.

Observation is the analyst's third step in this scientist's attempt to expound the information, the information assortment system, and the instrument used to gather the information.

The subsequent stage is reflection. The analyst and the partners did reflections. The reflection step is vital because it may be utilized to gauge the exploration's prosperity. The researcher saw whether the activities negatively or negatively impacted the educating learning process.

### ***Instruments***

Researchers provide training to students as an instrument for gathering information about their comprehension to write narrative text. In this part, the researcher used instruments as follows:

#### *Test*

The test comprises of pre-test and post-test or writing test. The pre-test determines the ability to write a student before using the teaching media that the researcher prepared. Then, a post-test/writing test was utilized in the primary and second cycles to determine whether students' writing performance was improved.

#### *Observation technique*

The observation technique takes data information by seeing, and there is attention to accommodate activity to an object using all sense organs.

*Interview*

The interview is a conversation to know their perception about whether the video was good and become like the media. The second is to know whether the students were more active by using Islamic videos they have watched in the learning process.

**Data Analysis**

Data analysis techniques include planning. The researcher provides material, an observation sheet, and a sheet of test instruments researchers use for the teaching and learning process. At this stage, the researcher asks the students to watch the Islamic video and then rewrite the story in their own words. Observations: this stage is carried out simultaneously with the implementation stage. Reflection: at this stage, the researcher observes whether the Islamic video is successful. If it does not match the criteria, the researcher must revise the strategy and proceed to the second cycle. The research conducted by the researcher is in the form of content, organization, vocabulary, grammar, and mechanics. There are five categories of assessing students' quantitative ability: very good, good, satisfactory, enough, and bad.

As indicated by Weigle (2002), there are five parts of writing. They are:

1. Content of the substance of composing, the thought communicated.
2. The organization is the reason for the material recorded as a hard copy that occurs from starting as far as possible.
3. Vocabulary is every one of the words utilized by understudies.
4. Language use is the right utilization of syntactic examples and underlying words.
5. Finally, a mechanic utilizes the reality show of the language.

*Content*

To analyze the content of students writing results, the researcher followed the criteria as shown in the table below:

Table 1. Score arrangement of content for writing

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, interesting detail, complete, rich, and well-focused, the main idea stands out, and secondary ideas do not usurp too much attention.
2	15-26	Good	Cleared the focus, even though the overall result may not be captivating. Support is attempted but may be limited, obvious, insubstantial, or general.
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme.
4	9-11	Poor	Not fluent, does not communicate, and information is very limited.
5	5-8	Very poor	No organization is not enough to evaluate because it is not meaningful.

*Organization*

To evaluate the score of the organization, the researcher used the following scale:

Table 2. Score arrangement of organization for writing

No	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized means the order structure or presentation is compelling and moves the reader through the text: good introduction, good placement of detail, and a strong conclusion.
2	15-17	Good	The reader can readily follow what is being said. Still, the organization may sometimes be ineffective, poor to obvious, or the main idea stands out with logical but incomplete sequencing.
3	12-14	Fair	There is a lack of logical sequencing, and the development is not fluent. In addition, the writing lacks direction, with ideas in detail.
4	9-11	Poor	There is no communication, and the transition is very weak, leaving. The connection between ideas is fuzzy, incomplete, or bewildering.
5	5-8	Very poor	There is no organization, not enough to evaluate.

*Vocabulary*

To evaluate the score of the vocabulary, the researcher used the following scale:

Table 3. Score arrangement of vocabulary for writing

No	Score	Classification	Criteria
1	18-20	Very good	The word was effective, choice, usage, specific, and accurate.
2	15-17	Good	Adequate range of occasional errors of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; some words may lack precision while the overall meaning is clear.
3	12-14	Fair	The writer struggles with eliminating vocabulary groping for words.
4	9-11	Poor	There are many errors of words/idiom, choice, and usage. Language is so vague and abstract, redundant. Devoid of detail that only the broadest, many repetitions, often words do not feat the text: verb are weak and view in number: is, are, was, were and dominated.
5	5-8	Very poor	Almost all the words used are wrong, colorless, insufficient to evaluate, and much wrong spelling.

*Grammar*

To evaluate the score of the grammar, the researcher used the following scale:

Table 4. Score arrangement of grammar for writing

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction with few errors of agreement, tense, number word, order/function pronoun, and preposition.
2	20-22	Good	Effective but simple construction is a minor problem in complex construction, with several errors of tense, word error, function, pronoun, and preposition but seldom meaning cored.
3	16-19	Fair	The major problem is simple construction, frequent negative errors, agreement, tense, word, order/function, pronouns, preposition, and fragment. Do not communicate.
4	9-15	Poor	Grammar errors dominated it. Cannot understand and evaluate.
5	5-8	Very poor	Virtually there is no master on sentence construction' rule.

*Mechanics*

Table 5. Score arrangement of mechanics for writing

No	Score	Classification	Criteria
1	5	Very good	Demonstrating mastery of convention was not a problem with spelling, punctuation, capitalization, or paragraphs.
2	4	Good	There were a few spelling, punctuation, capitalization, and paragraphing errors, but they were not observed.
3	3	Fair	Some errors of spelling, punctuation, capitalization, and paragraphing.
4	2	Poor	There are many errors in spelling functions, capitalization, and paragraphing.
5	1	Very poor	Illegible writing.

The action noticed the nature of the student's writing score on the five parts. The consequence of the classification was categorized in the arrangement as follows:

- 80-100 : classified as very good
- 70-79 : classified as good
- 60-69 : classified as satisfactory
- 50-59 : classified as enough
- 0-49 : classified as bad

According to Anas Sudijono (2008), to analyze the objective text from the students, the researcher uses the formula for getting the mean score as follows:

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

Note:

$M_x$  : The mean of the student

$\sum x$  : The Total Score

$N$  : The total number of students.

To achieve class presentation value, the writer uses the formula:

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

P: the class percentage

F: total percentage score

N: number of students.

## FINDINGS

### *Cycle 1*

This cycle was held for one meeting for the pre-test, one meeting in the learning process, and one for evaluation or writing tests toward finishing the cycle meeting. Given the CAR procedure, a few stages have been taken in the main cycle as follows:

Arranging up to the instrument was a more significant thing before the execution of CAR, so in this part, the researcher did the means as follows: the researcher arranged the illustration plan given the material, the researcher arranged the instructing learning process assets for example, the material she gave about narrative text's definition, types, and characteristics. The observation sheet observed students' responses during the learning process, especially narrative writing, test writing, and camera for documentation.

Before taking action in the educating learning process, the researcher gave a pre-test to the learners to know the students' ability to write English. The pre-test was given on September 28, 2021. Therefore, activity one was taken on the 5th and 19th October 2021. In deciding the time, the learners and the educator work cooperatively. After making an illustration arrangement and deciding the time, the researcher, as the instructor, executed the educating learning process. Finally, the researcher began showing the material the learners would learn. To clarify what occurred in each gathering, here are the clarifications:

At the First gathering, the researcher opens the class by giving good tidings and inspiration as the teacher. Then, the researcher clarified her motivation for leading the

classroom action research. Next, the researcher checked the students' attendance. Then, likewise, the researcher conveyed the learning targets and a short clarification of the material. Researchers start lessons by asking the students what they know about the narrative text. Some students answered timidly, but most showed they had forgotten and were still confused by the narrative text. The researcher then gives them material on narrative text's textual types and characteristics. After the students wrote the material, the researcher explained the material given. After that, the researcher gave some examples of narrative text and then asked the students to tell what other examples of narrative text they had known. Finally, the researcher gave some exercises on narrative text. The researcher collected the students' worksheets, opened a questions and answers section for the students who did not yet understand the material, and provided some information about the material learned in the next meeting. The researcher eventually closed the class.

At the Second meeting, toward the start of the class, the researcher checked the students' attendance, got some information about the student's condition, and reviewed the previous material. Likewise, the researcher conveyed a concise clarification of the material.

The researcher began the class by assessing the past material by asking the students to raise their hands and answer the question from the researcher. Then, the analyst disclosed how to exercise by watching the Islamic video from that point onward. In this gathering, the understudies would learn in a gathering. Before they watched the video, the scientist partitioned them into four gatherings. In this video, understudies need to watch the overall story of the video. Then, after watching the video, they have to write down what they remember about the story. The researcher shut the meeting by giving a test to the learners. The test consisted of 1 number. It used to realize how far learners worked in narrative writing.

Table 6. The Outcomes of Students' Writing Test in Cycle 1

No	Student	Score	KKM
1	N1	77	Complete
2	N2	68	Incomplete
3	N3	81	Complete
4	N4	74	Incomplete
5	N5	80	Complete
6	N6	74	Incomplete
7	N7	73	Incomplete
8	N8	81	Complete
9	N9	79	Complete
10	N10	79	Complete
11	N11	71	Incomplete
12	N12	67	Incomplete
13	N13	73	Incomplete
14	N14	80	Complete
15	N15	80	Complete
16	N16	81	Complete
17	N17	76	Complete
18	N18	58	Incomplete

19	N19	68	Incomplete
20	N20	80	Complete
21	N21	75	Complete
22	N22	69	Incomplete
23	N23	70	Incomplete
24	N24	79	Complete
25	N25	76	Complete
26	N26	73	Incomplete
27	N27	65	Incomplete
28	N28	78	Complete
Total		2085	
Mean		74,46	

In light of the outcome assessment of cycle 1. The normal benefit of the result of class XI. Senior High School, 1 Lasusua student, acquired by the normal recipe:  $2085 : 28 = 74$ . So, the normal score of learners using Islamic video as the media in learning English narrative writing above shows that 28 students who took the assessment test in the first cycle got 75 15 or 54%. The individuals who scored underneath the KKM were 13 or 46% of learners.

At the observation stage, the researcher does the perception through the most common way of instructing and learning. The researcher presumed that Islamic videos effectively increase students' narrative writing. However, the learning and teaching process required several strategies to make students disciplined and interested. The portrayal investment of learners in cycle 1 was obtained from 28 learners of class XI IPA 2 of Senior Secondary School 1 Lasusua. After applying Islamic video as a medium in the cycle 1, very active students reached an average of 14%, students who were active 29%, less active students 46%, and students who were not active 11%.

At the reflection stage, the following step is to reflect, examine, and assess the learning exercises. Reflection finished discovering the insufficiency or limitations of cycle 1. Involving Islamic video media in the principal cycle can be very great. However, there are still a few impediments. First, the requirements refer to a few students who are still less active in the learning process or only active while in class. It resembles focusing on the instructor while clarifying toward the start of learning, but it was not very much concern at the end of learning because some students were not ready to write through video.

Moreover, it was still a new method in the school, and the researcher completed a few tools to complete the issue in cycle 2. Then, the researcher gave support variations in the learning process to the students because many were not active and less active in the class, confused about transferring the words in the English language. That is why this research continues to the second cycle.

## Cycle 2

Cycle 2 was held for two gatherings, two eye-to-eye meetings, and one assessment toward the finish of cycle 2. The movement in cycle 2 is to rehash the exercises completed in cycle 1 by making enhancements that are thought to be deficient regarding cycle 1.

In the planning stage, Setting up the devices was more significant before the execution of CAR, so in this part, one did the means: First, decide the material to be shown utilizing Islamic video. Second, making illustration arrangements involving Islamic video in teaching writing narrative text. Finally, prepare an evaluation test/writing test about the material taught.

Next, at the action stage, the researcher welcomed the learners as normal on the first meeting and explained the purpose of today's learning. The researcher reviewed the attendance of the students after that. The researcher began the lesson plan by giving the students material about the structure and characteristics of narrative text. After that, the researcher gives an exercise to the students. The researcher closed the class by checking the results of the exercise. After that, the researcher gave some advice and knowledge on what will be learned in the next meeting.

Then, at the next meeting, the researcher greeted the students as usual and explained the purpose of today's learning. After that, the researcher checked the students' attendance. The researcher started the class by asking some questions to the students. It aimed to review the material that students have learned. Also, it is used to know how far students understood the narrative text. There, the researcher shared a video with the students to watch and identify the content of the video. After they finished their writing, the researcher did not divide them into groups. Instead, the students switched their work and answered the assignment with other friends. Finally, the learners returned the paper to the proprietor to look at their task from that point onward. Toward the end of the exploration, the researcher gave a test to learners of 1 number. After that, it plans to know how far students perceive the narrative text.

Table 7. The result of the Students' Writing Test in Cycle 1

No	Student	Score	KKM
1	N1	79	Complete
2	N2	70	Incomplete
3	N3	90	Complete
4	N4	80	Complete
5	N5	81	Complete
6	N6	78	Complete
7	N7	82	Complete
8	N8	84	Complete
9	N9	80	Complete
10	N10	84	Complete
11	N11	74	Incomplete
12	N12	70	Incomplete
13	N13	93	Complete
14	N14	82	Complete
15	N15	83	Complete
16	N16	82	Complete
17	N17	87	Complete
18	N18	70	Incomplete
19	N19	72	Incomplete
20	N20	82	Complete
21	N21	82	Complete

22	N22	80	Complete
23	N23	75	Complete
24	N24	84	Complete
25	N25	80	Complete
26	N26	78	Complete
27	N27	80	Complete
28	N28	84	Complete
Total		2246	
Mean		80,21	

Given the assessment of cycle 2, the normal benefit of learning results of class XI IPA 2 at Senior Secondary School, the average obtains 1 Lasusua:  $2246:28 = 82$ . Hence, the normal score of students involving Islamic video as the media in learning narrative text writing above shows that the 28 students who took the assessment test in the second cycle, students who got 75 were 23 or 82% students, and those who scored below the KKM upwards of 5 or 18% students.

In the second observation phase cycle, the researcher noticed the cooperation of liveliness in every learner toward learning English. The class condition was superior to the primary cycle. The eyewitness said that the greater part of the learners were energetic to respond to the inquiry given by the scientist because of the learning material. The learners' movement was acquired from observation sheets in gathering recorded in each cycle; the observation sheet was utilized to decide the interest or inspiration of learners in learning English to increase their writing skills using Islamic video as the media. The description participation of students in cycle 2 was obtained from Twenty-eight students of class XI IPA 2 at Senior High School 1 Lasusua after applying Islamic video in cycle 2. Very active students reached an average of 57%, students who were active 32%, students who were less active 11%, and students who were not active 0%.

Then, the reflection steps and the implementation of Islamic video as the learning media have been carried out with the designs previously prepared. After seeing observations, it was known that Islamic video as the learning media had increased students' writing skills. Therefore, in cycle 2, students enjoy learning because they know how to write narrative text through Islamic video as the learning media.

### ***The Interview Result***

The researcher interviewed some students. The questions were asked the researcher as follows:

- 1) What is the importance of learning English?
- 2) What difficulty do you face in writing the primary English text?
- 3) Did you ever learn the narrative text before I was teaching?
- 4) What do you know about narrative text?
- 5) How do you feel about writing the narrative text using the video about the apostle's history? Is expressing your thoughts about the story in the video is interesting and helpful?
- 6) As I teach, do you understand the lessons I teach? Is there something unclear?
- 7) Is the use of videos as learning media effective?
- 8) Can I suggest Islamic video media to teachers to use as learning media for students?

9) Is it easy for you to memorize the plot using a video?

The students' answers are mentioned below:

Student 1:

*I think learning English is very important for us in the future. Since you will be embarrassed to go to the restaurant to eat, that is inappropriate. Especially English is an international language.*

Student 2:

*Yes, it is important because English is the international language used by all the world's people. When we speak English, of course, we will be able to adapt and talk to anyone easily as we move from country to country. Moreover, today's times are advancing. Therefore, this reality is forcing us to join this course of progress in the best possible way that we are not defined as traditional by others, so here is one of the important reasons for learning English.*

Student 3:

*It is important because English is very different from English (another language) in which English is spoken and in which it is written.*

Student 4:

*I think it is very important since English can help us study and find work related to English.*

## **DISCUSSION**

Most of the eleventh-grade students (XI IPA 2) of Senior High School 1 Lasusua were still low in mastering the writing skill, particularly in narrative writing, due to certain issues looked at by the students. The problem is that they need thoughts and have less vocabulary authority. The researcher gave them a point to expound on, yet they were not progressing nicely. They could make a few sentences. However, their writing ability increased after the researcher used Islamic video as the learning medium.

Due to the statement above, Islamic video as a learning media is one of the effective ways to increase the understudies' ability in writing, especially in narrative writing. By making students watch a video, they hear a thought or point of view from the video. After watching a video, they can make the ideas and the suppositions in the discussion. When they watch the video, it is additionally drilled their tuning in. It can animate their thoughts and inspiration through visual improvement.

In executing the CAR, the analyst applied the Islamic video in two ways: in groups and individually to overcome the problem. The first way in the second meeting implemented cycle 1 and the second meeting of cycle 2. In this way, the students have to complete the exercise by watching the video, and after that, they make their ideas on paper. While in the second meeting of cycle 2, the students complete their exercises individually. After they finish their work, they will switch their work with other friends. Besides that, the researcher also supported the research with exercise tests, reviewing material, and helping the students if they had difficulties translating the words.

From the result of the observation, it was shown that there was some progress in students in every meeting. For example, in the first meeting, students lacked confidence in writing and were not active in answering or asking a question to the researcher. However, at the next meeting, they show progress in it. In other words, the students showed a better condition in the class. They have enjoyed the class and showed good progress from the exercise result.

As indicated by the students' exercise activities in every meeting and writing test outcome, the students greatly improved narrative writing. It also could be viewed from the students' mean test scores in cycles one to two. The students' mean improves from 74.46 (writing test one) to 80.21 (writing test two).

According to Juna Warni (2017), using Islamic video makes the students feel more comfortable brainstorming, more enjoyable writing a narrative text, and more confident. This media helped the students write because they could explore their ideas by watching videos. That way, implementing Islamic video as a medium in the teaching and learning process positively affects the students' achievement because they can study easily and relax without hard feelings. A conducive and comfortable situation will make them enjoy learning and getting good results. Moreover, the information can be understood and maintained memory well. So, based on the above, the media effectively gives the students in the classroom.

## **CONCLUSION**

### ***Conclusion***

Because of the portrayal in the result of the research as a consequence of the exploration in the past, the researcher depicted the conclusion as follows:

After taking action in the classroom, the researcher found that Islamic videos increase students' writing ability, especially in narrative writing. In writing the narrative text, students poured out their ideas on the story in the video in written form. So, students had already done the exercises that helped them assemble their writing ability confidently.

Students respond positively to the learning media that students have been given. The students feel the impact of the Islamic video on which they are more likely to understand the material presented in the video; the students will readily remember the storyline found in the narration and be capable of confidently expressing their thoughts in writing the narrative text. Then, students gain additional knowledge. The last students are attracted and not bored during the learning process because of the learning media and how researchers teach that is not monotonous.

The researcher designed a classroom action research. The students show their progress in every meeting, which is shown from the pre-test writing test at the end of cycles one and two. For example, the mean score of the students increased from 43,82 (pre-test) to 74,46 (writing test 1) to 80,21 (writing test 2).

### ***Suggestion***

Considering the conclusion above, the researcher might want to present a few suggestions that the students' have great capacity in dominating English writing, especially for class 11th IPA 2 at Senior Secondary School 1 Lasusua. The researcher should guide and motivate the learners in instructing and learning English. The teacher

should consider the learner's need and interest in learning. The researcher can use this research as a source of perspective. Along these lines, it can be improved in the future by other researchers, in which the researchers should focus more on comprehensive and collaborative studies on teachers as the subject.

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## Video resources:

- Muhammad and Khadijah's wedding, <https://youtu.be/mg5rej-wjdM>
- The birth of the last Prophet, <https://youtu.be/RSkT1Wb0pLE>
- The date Palm that cries for the Messenger of Allah SWT., <https://youtu.be/RSkT1Wb0pLE>
- To know the Queen of Mecca, <https://youtu.be/mg5rej-wjdM>