

## **CHAPTER II**

### **THEORITICAL FRAMEWORK**

#### **A. Islamic Movie Media**

##### **1. Definition of Islamic Movie Media**

Islamic movies with a large variety of themes abound using many ways of mediations and practices. Islamic Movie is a movie that consider to Islamic laws values and customs. Actually, there are three main objective of Islamic Movie such as application the morality value, to propagate Islamic knowledge (Da'wah), to encourage good deeds (Amar Ma'ruf) and forbid bad deeds (Nahi Munkar). Of course, an Islamic movie must contain Islamic messages, delivered through the visualization of the movie. So, Islamic movie must have criteria. It must tell the morality of good Muslims, present a good example for viewers of the movie.<sup>1</sup>

In this case, Movies picturing Islamic symbols, ritual and values, whether in a propagative (Da'wah)

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<sup>1</sup> Amanda. (2019). The Use of Islamic Short Movie as Learning Media to Help the Students in English Vocabulary Mastery. Journal of English and Education.

manner or not are not only screened in theaters, but also broadcast on TV, available on disk and may be downloaded from the internet.

As a result, new cinematic practices have emerged in the country. Many good Indonesian Muslims avoided going to the Movies, because it was associated with improper behavior, now a days, even devout Muslims living in *Pesantren* (Islamic boarding house) may attend films screened in theaters and produce movies of their own. However, at times, certain Muslims groups become aggressively opposed to certain movies to such an extent that they ask the authorities to ban them from public viewing.<sup>2</sup>

## **2. Types of Islamic Movie**

Islamic Movie as Islamic as long as it contains Islamic values, moral and deeds that are relate with Islamic learning in writing descriptive text. Movie may define as media as long as contains Islamic features and cites the Qur'an verse or the saying of the prophet

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<sup>2</sup> Dewi Suryani and Ilmiah Hadi (2020), The Use of Islamic "Omar and Hana" Animation Movie in Teaching of Writing in Descriptive text. The second Bogor English Student and Teacher (BEST) conference, Universitas Ibn Khaldun Bogor

Muhammad SAW. In Islamic movies referred to propaganda Movie or *Da'wah* Movie, today is discourse uses many different names such as: Religion Movie, or even Islamic Movie. Furthermore, *Da'wah* Movie from the early fifties considerably differs from present day movie. So that, it is not surprising that Islamic movie could be regarded as Islamic in contemporary.

In this case, “Land of five towers” Movie is a movie about *Pesantren* life, it provide interesting evidence about fleeting set of ideas pertaining to Islamic Movie. The movie is about the group of *Pesantren* students who amount five persons, having gone through the *Pesantren* Islamic educational systems, successfully transform their educational experience into a powerful philosophy for their adult live. The movie is based on an autobiographical novel written by one of the novel’s characters.<sup>3</sup>

### **3. Using Land of five towers Movie as Media in Teaching Writing skill in descriptive text**

In this study, the movie entitled “Negeri 5 Menara was purposefully selected because it consisted

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<sup>3</sup> Juniasari, M. (2017). Islamic Movie and Da'wah message.

of a language used by all learner of age, residing in a boarding school area. The researcher will be conducts the Islamic movie as media in learning writing descriptive text.<sup>4</sup> Movie adapted from a novel “Negeri 5 Menara tells the story of Alif’s friendship between five other friends. They are Atang from Bandung, Baso from Gowa, Raja from Medan, Dulmajid from Madura and Said from Surabaya. This Movie first produced by Kompas Gramedia production and Million Pictures This Movie released on 1<sup>st</sup> of March 2012 by director, Affandi Abdul Rahman. This Movie was shot at the Pondok Modern Darussalam –Ponorogo Gontor, East Java, West of Sumatera, Bandung and London.

Therefore, the researcher is going to use “Negeri 5 Menara Movie in teaching writing in descriptive text as a communication through media such Whatsapp or emails. Hopefully, this kind of activity motivates the students since it is meaningful and has a purpose to communicate. Numerous changes in writing have been developed by the fast expansion of technology. The use of electronic media network such as Movie provides

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<sup>4</sup> Astuti, mardiaty 2016, “ Comparative analysis of story plan of the movie and novels “ Land of five towers” created by A. Fuadi and the learning plan in senior high school, Indonesian language and literature education: UNTIRTA repository.

opportunities for genuine interaction with the real audience reader which can be explored in the writing.

#### **4. Teaching Procedure by Using “Land of five towers” Movie**

The following are teaching procedure by using “Land of five towers” Movie Media:

- The first step, the researcher explains to the students the aim of Movie media in descriptive text, actually “Land of five towers” Movie.
- The second step, researcher divide students into pairs or small group if desired.
- The third step, the researcher provides one example for the students to see as an example of Islamic Movie Media in descriptive text, actually Land of five towers Movie.
- The fourth step, researcher gives students the form in descriptive text as thing to create “Land of five towers” Movie Paragraph.
- The fifth step, the students types paragraph on the Microsoft words which the topic appropriate about “Land of five towers”.
- The process of “Land of five towers” Movie Paragraph, researcher is suggested to give

correction toward student's mistakes if the students do not respond correctly.

In practice, after teacher gives as reading passage, students need to comprehend the text by creating Movie Media.

For example, student can create a Movie media on the descriptive text. The students can create their Movie Paragraph based on what they already know about the topic. From there the students can pair up and share their Movie media to further build on their background knowledge. Once the Movie Paragraph is completed the students read about the topic. After the students complete the writing, they should go back and check their Movie media, make corrections, and add any new information. By encouraging the students to think about the topic, the students will increase their critical thinking using movie media.

## **B. Writing**

### **1. Definition of Writing**

Writing as a skill: by far the most important reason for teaching writing, of course, it is a basic language skill, just important as speaking, listening and reading.<sup>5</sup>

Based on the explanation above, it shows that learning writing is assumed to be difficult and the students should be developed a full understanding of the writing process so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

Furthermore, supported those definitions, it are often stated that writing skill may be a complex activity in producing a professional writing. The complex activity consists of stages because the steps in writing to enhance student's writing skill, the teaching and learning process of writing must be done well with developed input and effective activities. As a result, teachers got to consider the teaching of writing skill well supported their student's needs, ability and

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<sup>5</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2002), p.79

capacity. In teaching learning process sometimes, many students dislike writing because students think that writing is extremely difficult lesson. In learning English, the scholars have some difficulties in writing skill from example about planning, drafting, editing, and final version.<sup>6</sup>

## **2. Types of Writing text**

As results the learning writing text will involve students to get conversant in the convention of these texts types that are appropriate to their needs. In addition a brilliant way to learn how to write clearly and logically is to practice the normal writing. Writing skills may be skills that typically consist of introduction paragraph, two or more supporting paragraph and conclusion paragraph.

Genre is a word used in functional grammar and is also often called text type. Text types may be fictional

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<sup>6</sup> Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.



(made up) or factual (information reports). Many kinds of genre or text type those are, narrative, descriptive, report, recount, procedure, news item, discussion, analytical exposition and explanation. <sup>7</sup> It will present some example of genres; those are shown in the following table:

**Table 2.1**

**The Genre of Writing text by Hyland**

<b>Genre</b>	<b>Social purpose</b>	<b>Social function</b>
Recount	To reconstruct past experiences by retelling events in original sequence.	Personal letters, police reports, insurance claims, incident reports.
Procedure	To show how something is done.	Instruction manuals, science reports, cookbooks or recipes.
Narrative	To entertain and instruct via reflection on experience.	Novels, Short stories, fiction magazine.
Descriptive	To describe how something look alike and	Travel brochure, novels, products

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<sup>7</sup> Hyland, Ken. 2004. *Genre and Second Language Writing*. New York: The University of Michigan Press.

	to give an account of imagined or factual events.	details.
Report	To present factual information usually by classifying things and then describing their characteristics.	Brochures, government and business report.
Explanation	To give reason for a state of affairs or a judgment.	News reports, textbooks.
Exposition	To give arguments for why a thesis has been proposed.	Editorials, essays, commentaries.

### 3. Teaching Writing skill in descriptive text

Teaching is the process of facilitating learning, enabling students to learn and set the conditions for learning. Teaching is showing or helping learners how to do something, giving instructions, guiding in the study of something, providing learners with knowledge, and causing learners to know or

understand. The effective learning of a foreign language depends on how teachers can help their learners to successfully learn the language material. Because writing is one of the skills that are needed to be taught in senior high schools and one of the difficult skills for language learners to master, teachers should apply the appropriate approaches in teaching writing so that the students are able to produce a written text successfully.<sup>8</sup>

There are two main approaches to teach writing; skills-based approach and the process approach.<sup>9</sup>

A skills-based approach involves a fairly structured program of which the skills and concepts are taught by the teacher directly. Teacher selected the topics from textbooks or other sources to develop the

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<sup>8</sup> Brown, Douglas H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Third Edition. San Fransisco : Pearson.

<sup>9</sup> Welsh Assembly Government. (2010). *Guidance on The Teaching of Writing Skills*. Cymry Ifanc Young Weldsh.

student's writing ability in some aspects such as grammar, sentence construction, spelling and punctuation. The weakness of this approach is to make the teacher as the center of the teaching and learning process, so that the students cannot be independent learners and they are not motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

The process approach gives an opportunity to the students to be independent learners; it also called student-centered approach. There are some various models in the process of writing such as 'writers', 'workshops', 'shared writing', and 'guided writing'. The topic or theme may come from the teacher but it is chosen by the students. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills and concepts through exercises which are taught by the teacher.

#### 4. Writing Assessment

The assessment is a series of activities to determine the achievement of student's competence in a subject. It begin with collecting the data, collecting sample and recording observation that are carried out directly, systematically and continuously it used to determine the achievement or mastery of students. Then the teacher makes conclusion, meanings, decision making based on the data, example and observation.<sup>10</sup>

In learning especially to teach writing in descriptive text using the "Negeri Lima Menara" movie, there is an evaluation or assessment that must be done about the use of the "Negeri Lima Menara" Movie by the teacher to measure student's abilities, the extent to which student's understand the material being taught, actually in writing descriptive text.

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<sup>10</sup> Brewster, Jean & Ellis, Gail .(2003). *The Primary English Teacher's Guide*.Essex; Penguin English

Writing test is an important part of learning writing. Knowing the student's writing achievement can also show the students' skill to write a text descriptive. In this part, to know the students' achievement in writing skill, the teacher ordered the students to write text descriptive and give scoring on their writing test.

The researcher used a framework that adapted from Heaton to analyze the data. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skills are grouped into five general components main areas. They are:

- 1) Content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

- 2) Language use/ Organization: the ability to write correct and appropriate sentences;
- 3) Vocabulary: the ability to write in an appropriate manner for a particular purpose with a particular audiences in mind, together with an ability to select, organize and order relevant information;
- 4) Grammar: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Mechanical skills: the ability to use correctly those conventions the written language, e.g. punctuation, spelling;<sup>11</sup>

The following rating scale is the result of considerable research conducted in the scoring of composition. In assessing writing, the researcher used a rubric is described as follows:

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<sup>11</sup> Heaton, J.B. 1988. Writing English Language Test, New York : Longman.

**Table 3.1**

**Assessment Rubric of Writing a Descriptive  
Text**

<b>NO</b>	<b>Writing Aspect</b>	<b>Score</b>	<b>Range</b>
<b>1.</b>	Content / idea	30-27	Excellent to very good
		26-22	Good to Average
		21-17	Fair to Poor
		16-13	Very Poor
<b>2.</b>	Organization	20-18	Excellent to very good
		17-14	Good to Average
		13-10	Fair to Poor
		9-7	Very Poor
<b>3.</b>	Vocabulary	20-18	Excellent to very good
		17-14	Good to Average
		13-10	Fair to Poor
		9-7	Very Poor
<b>4.</b>	Grammar	25-22	Excellent to very good
		21-19	Good to Average
		17-11	Fair to Poor



		10-5	Very Poor
5.	Mechanics	5	Excellent to very good
		4	Good to Average
		3	Fair to Poor
		2	Very Poor

### **C. Descriptive text**

#### **1. Definition of Descriptive Text**

Descriptive text is one of genre which is taught at the first grade students in senior high school. Descriptive text is one of the factual genres and one of the text which gives description about an object (living or nonliving things), such as person, place or thing. It means that the descriptive paragraph means to describe about the physical appearance of person, place and thing.

Descriptive text is a text which has social purpose to give an account of imagined or factual events. It is more about description that it tends to use present tense and description makes use of “be or have”.

In writing text, various kinds of genre are taught. One of them is descriptive text. Descriptive text is one of the functional texts that describe the particular person or thing in details. Descriptive text consist of two parts, they are Identification and Description. Identification is a part of describing about character introduction that will be described. Meanwhile, Description is part that explains or describe about the character of something.<sup>12</sup>

From the definition above, the researchers conclude that descriptive text is the form of text that pictures or describes something or someone appealing to the sense of touch, taste, see, smell, or hears. In writing

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<sup>12</sup> Brown, H. Douglas 2007. *Principles of Language Learning and Teaching*. Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.

a descriptive text, adjectival vocabularies take very important role to describe something, someone, or a place.

## **2. Purpose of Descriptive Text**

The purpose of descriptive text is to Descriptive text as explained before, is a text which describes a particular person, place or thing. The purpose of descriptive text is to describe a particular person, place, things or animal. It means that descriptive text aims to give specific detail about how someone or something looks a like.

Then, the other purpose of descriptive text tells the reader about the characteristic of someone or something. A descriptive text must be written specifically. So that, all different readers will have same thoughts and can imagine the something as written or described in the text.

### **3. The Example of Students' Writing in Descriptive Text using "Negeri Lima Menara" Movie**

The first paragraph is about identification, which includes the process of introducing "Negeri Lima Menara" Movie. In this stage, the writer must be able to explain in detail about the topics discussed, such as name, place, time and so on.

The second until the last paragraph is about description, in this stage the student must be able to describe "Negeri Lima Menara" Movie in detail so that the reader is able to imagine what the explained.

#### **Introduction:**

"Negeri Lima Menara" Movie written by Ahmad Fuadi's which was a best seller told the story of five friends that lived in a Islamic boarding school that was Pondok Madani. This best seller novel is the first

novel of a trilogy which was charmingly tells the story of a typical boarding school education world, complete with all the life dynamics of their religious students. Alif Fikri wanted so much to attend high school in Bukittinggi, West Sumatera because his examinations result that was very good. But her dream seemed shattered and destroyed because his mother did not permit. His wanted him to attend school at Madrasah Aliyah because his mother wanted him to become Ustadz. Half-heartedly, he registers to a religious school.

**Description:**

At beginning he was shocked with all strict regulations and activities in that boarding school. Luckily, he found friends from different areas that were very kind. Because half of their heart has become rounded. Under the Tower of Madani boarding school. In that place, the five religious

students made their imagination staring at the sky and stringing the clouds into the land of dreams. They believed in the future their dream would be realized. Because they was believed the powerful spell they got from their Kyai Rais, namely Man Jadda Wajada, that meant who had determination would get success.

#### **Conclusion:**

The advantages of this Movie is to change our mindset about the cottage life just studying religion. Because in the novel besides learning religion, they also studied science such as English, Arabic, art etc. The lessons that can be learned is never underestimate a dream as high as any of it, because God Almighty hears the prayers of his ummah.

#### **D. Previous Studies**

There are some previous studies that focus on the use of Movie media. The first research done by Armilia Sari, 2018 in her thesis entitled is “Analysis of *Teaching english through english movie: advantages and disadvantages*” the student of the Graduate Program of Language Education, Sriwijaya University. This research was conducted quantitative descriptive research to know how significant of Technique for teaching descriptive text. This study was conduct on the second grade students of in academic year 2017/2018. In this research, the researcher proposal a technique. The name’s technique that focus on the similarities and the differences between two text of descriptive text .The data of study was derived from pre-test and post- test. The sample is 28 students in XI IPA 1. The finding of research show that the student’s achievement in reading comprehension got significantly improved. The result of the research was compare from the pre-test score 68,77 and the post- test score 81,96. Furthermore the effect

size of the significant improvement of the treatment was 1,95. It is categorized as highly effective since it is higher than 0,80 in the highly effective criteria.

The second research done by Ayu Saleha Simamora Sumarsih, 2018. in her thesis entitled “*Analyzing student’s achievement in writing descriptive text by using movie*”. The underlying objective of this study is to investigate whether teaching descriptive by using movie posters potentially improves students’ skill. The research was conducted by using Classroom Action Research (CAR). The subject of the research was class X of SMA SWASTA UTAMA MEDAN. The number of the students was 28. The procedure of the research was administrated into two cycles which each cycle consisted of three meetings. Each meeting included four steps namely: planning, action, observation and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the quantitative data was the



writing of descriptive text. The qualitative data were gathered by using diary notes, observation sheet and questionnaire sheet. Based on the data analysis, the mean of students' scores in Test I was 45.71; Test II was 62.32 and Test III was 81.96. The quantitative & qualitative data showed that the students were interested in using movie poster as a media in learning descriptive text. The conclusion is the using of movie poster as a media in teaching-learning process improves student's achievement in writing descriptive text.

The differences with both of the research are the researcher has conducted a research in SMAIT Nurul Fikri Boarding school entitled "*the Analysis of Students' Writing Skill in descriptive text Using "Land of five towers" Movie Media*". The writer used Descriptive Research. The writer focusing on students' writing skill in descriptive text. In addition she hopes that the result of using Movie media could increase the students' writing skill in descriptive text.