
WATCHING ENGLISH MOVIE ON IMPROVING STUDENTS' WRITING ABILITY

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ABSTRACT

This research aims to investigate whether there is a significant effect of watching English movie on improving students' ability to write a narrative text at the tenth-grade students. This research used quasi experimental method. Sample of the study consisted of 76 students. The sampling technique was used *random sampling*. In this research, the researcher used to watch English movie to improve students' writing ability to trigger ideas. This research consisted of three stages. The first stage was pre-test giving stage. The second was treatment implementation stage, namely watching English movie as a technique in experiment class and without watching English movie in controlled class. The third was post-test giving stage. The type of the research was written test. To validate the instrument, the writer asked an expert to validate its content. This instrument was said valid. Then, the results of both classes were analyzed by using t-test. The study findings revealed that there were significant differences between the mean scores attained by the experimental class and control class. Post intervention data indicated a remarkable increase in the experimental class' achievement in writing ability with the result found that $t_{observed} > t_{table}$ for the significant level (0,025), $2,72 > 2$. So, H_0 is rejected, and H_a is accepted. It means that there is significant effect of watching English movie on improving students' ability to write a narrative text at the tenth grade of SMAN 12 Kabupaten Tangerang in academic year 2021/2022.

Key Words: *Watching English Movie, Writing Ability, Quantitative Research*

INTRODUCTION

Writing is one of the language skills. All of people must be able to have this skill because writing has significant role in the human communication. It can transmit message to inform something to someone else in writing form. People share what they have in mind. People can express feelings, ideas, and experiences to others. Furthermore,

writing is important for education and occupational purpose. For instance, an institution where someone wishes to work may ask him/her to make an application letter first before the interview, making letters, partnership proposals, announcement, book manufacturing regulations to show it to the employee and others. Ability and proficiency in writing are important for the reader to understand and

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appreciate the meaning of the content from the message which is being delivered. Due to its importance, writing becomes a significant subject for all learners like students.

Students as people who attend educational institution should master writing. Students must be better than the people who aren't educated. Students must be able to use the appropriate words and structure based on the text. According to syllabus in *Kurikulum 13* high -school students should learn several kinds of genres such as recount, narrative, procedure, descriptive, news item, report, review, analytical and hortatory exposition texts.

One of the genres that should be learnt by the tenth grade of senior high school students is narrative. A narrative writing is very important since it is relevant to the students' social context. Most people use narrative every day when they do communication with other people to give information. A narrative writing talks about a story. People can use narrative writing when people tell a friend about something interesting that happened in his/her life. People can talk about their experience. If people have good capability in writing people can get money from their writing, such as a journalist, novelist, or scrip writer. Students can follow some competences

of writing a story in their district. Therefore, it is significant for senior high school students, particularly the tenth-grade students of SMAN 12 Kabupaten Tangerang to learn how to write a narrative text.

Unfortunately, most of the tenth-grade students in the class taught by writer at SMAN 12 Kabupaten Tangerang are having difficulties in learning a narrative text. Students have difficulties in expressing their ideas and using correct structure in written language. The first, students cannot express their ideas elaborately. This is shown by the shortness of their paragraphs, and they look confusing in the starting writing. They do not know what to write next. The second, students often do some of the mistakes such as: spelling, grammatical, lack of concord, and punctuation. For example, many students make mistakes in writing the word 'three'. Students write it 'tri' while some others write it 'tree' and some others write it 'there'. Many students also use the wrong verbs for certain subjects such as in the following sentence: "there were a girl". Many students also make mistakes in using pull stop (.), comma (,) and question mark (?) in their sentences. Some students also use comma in the end of their sentences and forget to give question mark in the interrogative sentence. Thus, it is not easy for them to

write a good story. The third, they are not motivated to write a story and students are not familiar with writing. The students cannot get enough ideas for telling something in their paragraphs and cannot write those paragraphs correctly and elaborately even though they learn vocabulary, grammar and generic structure used in narrative. They consider that writing as the most difficult and boring activity between four language skills in English such as: listening, reading, and speaking. Writing is very complicated. There are many aspects that must be learning. They must pay attention to many things such as: ideas, vocabulary, and grammar. Students think that only someone who has a wonderful talent can be a successful writer.

From that case, both the teachers and students need significant way of teaching and learning to improve students' abilities in writing. The writer tries to improve the students' abilities to write a story using a way which can provide ideas and motivate the students to write. The writer proposed to use English movie as a pre - writing activity that will stimulate the students to write story before the students start writing. In this study, the writer will only focus on improving the students' narrative abilities through watching movie. Watching movie can trigger

students' imaginations. So, students can develop their ideas to start to write.

Based on the above explanation, the writer decided to carry out research to get accurate information on the effect of using movie as a method on the students' abilities of writing narrative text with the title "The Effect of Watching English Movie on Improving Students' Ability to write a Narrative Text at Tenth Grade of SMAN 12 Kabupaten Tangerang in Academic Year 2021/2022".

METHODS

The objective of the study to try comparing the effect of two methods in improving students' writing ability in narrative text. Those were between conventional method that was usually used in that school and watching English movie that was used by the writer as the research by taking 38 students of each two different class randomly. There were experiment class and controlled class as comparison. Each of class took 38 students from 40 students. Then, the writer would give pre-test, treatment, and post-test. The pre-test was given to control class and experiment class. Then, the treatment was just given to experimental class. The last, both of classes gave posttest as the way to know the result of the research.

The population in this study was all students in the tenth grade of SMAN 12 - Tangerang. There were eight classes in this school and the numbers of all students were 321 students. Thus, the population of this research consisted of 321 students from tenth grade students. The number of the sample in this research was 76 students in which 38 students belong to experiment class and the others 38 students for controlled class.

Technique of collecting data was the way to collect data to answer the issue of research hypothesis. In this research, the data would be collected by test. The writer used two kinds of test. Those were pre-test and post-test. The pre-test was given before teaching learning process, and it was without treatment. The pre-test was used to know the first ability of students' writing from two classes. The post-test was given after it with the treatment in experimental class. It was used to know whether there were any differences on students' writing ability and to know the effect of watching movie towards students' writing ability of narrative text.

There are two kinds of the test of analysis assumption. Calculating of testing of normality data by using Lilliefors formulation and testing of homogeneity by using Bartlett test. To

figure out the significant value and influence from the research used t-test.

FINDINGS AND DISCUSSION

Based on the testing of hypothesis, the value of *t-test* had already been found and the result was 2,72. To find the answer that the research is significant or not, the *t-test* value is compared with the *t*-table value based on $\alpha = 0,025$. The *t*-table value is 2. The result of statistic calculation indicates that the value of *t*-test (2,72) > *t*-table (2). It means that, H_0 is rejected, and H_a is accepted. This finding shows that the students' writing narrative text score that was taught by watching English movie is higher than the students' score that were taught without watching English movie.

The teaching of writing narrative text by watching English movie showed a good result and gave highest influence on students' understanding in its material. Besides, when the technique of watching movie was implemented in the experiment class, it made the students understand easily about how to write narrative text. There are plots of the problem and resolution in the movie which was easier them to write elaborately. And the students of experiment class seemed enthusiastic to learn. So that, it made them be able to write narrative text well. But, in control

class where the class was not taught by watching English movie, the result did not give high influence on students' score. The increasing score in students' writing narrative text of control class was smaller than the increasing score in experiment class. It might be caused of some factors such as the technique that was used in teaching learning was not support them to achieve what was be expected in material, the tools in teaching learning process were very limited and not the appropriate one or might be caused of the students' psychology which had not ready to study yet with some condition. It means that watching English movie in teaching - learning process of writing narrative text can make the students be easier especially when they express their ideas what they want to write elaborately. So, they can get good scores with higher score before.

Based on the data above, it can be concluded that there is a significant influence of watching English movie in teaching writing narrative text on students' writing ability of tenth grade students of SMAN 12 Kabupaten Tangerang in academic year 2021/2022.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the formulation of the problem, the research objectives, the

hypothesis testing, and the analysis results, it can be concluded that there is a significant effect of watching English movie in teaching writing narrative text on students' writing ability.

The students that taught by watching English movie has a higher score than the students that teach by others technique. This effect was shown by the result of statistic calculation indicates that $t - \text{test} (2,72) > t - \text{table} (2)$ is significant at the significance level of 0,025. Based on the conclusion above, it means that there is a significant effect of watching English movie in teaching writing narrative text on students' writing ability at the tenth-grade students of SMAN 12 Kabupaten Tangerang in academic year 2021/2022.

This conclusion reveals that the technique used in teaching language especially in teaching English has given some impacts for the students. The first, watching movie can trigger the idea in writing. Students did not have to think very hard to find idea for writing because it was quite simple. They just watched and knew the story then made it into their writing idea. Second, It can motivate the students more because movie provided many kinds of story which can be taken as their inspirations. Third, it can motivate the students to enjoy the lesson. Since the movie can entertain them moreover, they are also learning directly. The movie provided

the visual joked, story watched can be watched by them freely.

Suggestion

The following are suggestions given by the writer for improving the students' writing ability and for making students be able to get good score in English writing material.

1. The teacher should warm up what a narrative text first before asking the students to produce a narrative text writing and make sure that the students understand about generic structure of narrative text and grammar, especially simple past tense. Then, teacher should explore the students' ideas.
2. Watching English movie recommended as an alternative technique for English teacher to trigger ideas and attract the students' motivation and interest in learning writing.
3. Then, teacher should select the right movies based on level of the learners, material and duration of movie that be given to learners. Especially, movie contents moral value to the learners that can give education characters to them.

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