

# THE EFFECT OF USING SHORT MOVIE ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT

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## ABSTRAK

*Penelitian ini adalah penelitian tentang pengaruh penggunaan film pendek terhadap prestasi siswa dalam menulis teks naratif. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Film Pendek terhadap prestasi siswa dalam menulis teks naratif. Peneliti menerapkan metode kuantitatif menggunakan pre-test, perlakuan, dan post-test. Penelitian ini dilakukan di SMA Pangeran Antasari Medan, pada siswa kelas X IPA dan IPS. Total populasi adalah 52 siswa dengan 26 siswa kelas experimental dan 26 siswa kelas kontrol. Kelas experimental adalah kelas yang mendapat pengajaran dengan menggunakan Film Pendek dan kelas kontrol adalah kelas tanpa menggunakan Film Pendek. Peneliti memberikan tes dalam bentuk menulis esai tes. Para siswa harus menjawab soal pre-test dan post-test dengan soal yang sama. Teknik pengumpulan data menggunakan rumus t-tes. Analisis menunjukkan bahwa nilai siswa dengan pengajaran menggunakan Film Pendek berbeda signifikan dari siswa tanpa menggunakan Film Pendek. Nilai t-tesnya adalah 2.21 sedangkan nilai t-tabelnya adalah 1.676. Artinya ada pengaruh yang signifikan menggunakan film pendek pada prestasi siswa dalam menulis teks naratif, karena  $2.61 \geq 1.676$ .*

**Kata Kunci:** *Film Pendek dan Menulis Teks Naratif*

## 1. INTRODUCTION

English is the most language spoken in international events and used as the medium of information. As we are in developing country we should try to be able to speak English to make relationship with other country in the world, so we can face the competition in the global era. In Indonesia, English is one of a compulsory subjects in Indonesia. It is taught in junior high school and senior high school, even in elementary school. The ability involves the four skills: listening, speaking, reading and writing. The researcher is mainly focused

on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. It is one of the important skills to be mastered by the students. Through writing, we can transfer our ideas and information on the paper with good sentences. In the first year of Senior High School, the basic competence that should be achieved in writing English is having to develop and produce written simple

functional text in the recount, narrative, news item, procedure, and descriptive text. The students at the tenth grade in Senior High School have to able write various types of text genres, especially narrative text.

Narration is a text which tells about the story with complication or problem and try to solve the problems. Usually, a narrative text has the purpose that is to entertain the readers or listeners. According Pardiyono (2007) states that narrative text is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. Narrative text is a kind of text that exactly tells the activities or events in the past, and shows some problematic experience and resolution means to amuse often times meant to give moral lesson to the readers. To teach writing narrative text teachers can apply various of media, one of which is short movie. Short movie is motion pictures that have a short duration with the aim of being able to convey the intent or implied message contained in the short movie, and also able to give a moral message to the audience. Elizabeth and Sumarsih (2012) define that short movie is one of motion pictures that can be used for teaching. Motion picture arts and science defines as short movie or film as an original motion picture that has running time of 40 minutes or less.

Writing text has a difficult process, this is because writing requires mastery of grammar, vocabulary and generic structure of text. However, writing text must be studied by students because it is written in the curriculum. Based on the writer's interview with the English teacher at SMA

Pangeran Antasari, KKM (*Kriteria Ketuntasan Minimum*) English language at tenth grade students in the previous semester is 70. Based on the experience of English teacher who taught the students, only a few students who passed the KKM. The problem experienced by students when learning narrative text was use of generic structure and tenses that are still wrong. Usually, the way of the English teacher to solved the problems was to explain again about learning.

The advantages was obtained from this study is, hopefully this study can gave an effect on students' achievement in writing narrative text. The reasons of writer interested in conducting this research are: writing narrative text is found in the curriculum and short movie suitable to be applied in writing, especially writing narrative text with aim to prevent students from feeling bored when learning English. Based on the background above, the writer states the research problem as the followings: Does the short movie affect to the students' achievement in writing narrative text at tenth grade of SMA Pangeran Antasari? The objective of the study is to find out the effect of using short movie to the students' achievement in writing narrative text at tenth grade SMA Pangeran Antasari. The scope of the study is just to concern the study and focus on the effect of using short movie on students' achievement in writing narrative text at tenth grade SMA Pangeran Antasari. The limit of the short movie in this study use the kinds of narrative text that is fable.

## 2. METHODOLOGY

### 1. Research Design

This research used quantitative approach, with aimed for knowing effect of short movie on students' achievement in writing narrative text. There were two variables in this study, they were dependent and independent variable. The dependent variable was *Students' writing narrative text* and the independent variable was *short movie*. This study was conducted in two groups, which were experimental

group and control group. Both groups were given treatment. The experimental group was taught writing narrative text by using short movie, while the control group was taught writing narrative text without short movie. This study was taken two different test for the experiment, as Pre-test and Post-test design. Clearly, the research design is simplified as follow:

**Table of Research Design (Ary, 2010)**

Group	Pre test	Treatment	Post test
Experimental	X	With Short Movie	X
Control	Y	Without Short Movie	Y

## 2. The Instrument of Collecting Data

This research used two instrument for collecting data. The first Interview, previously the writer had conducted interview with tenth grade English teacher at SMA Pangeran Antasari. This interview aims to find out what problems experienced by students when learning narrative text. The second is essay test using short movie type fable with title "The Ant and the Dove". Test is a set of stimulation present to an individual in order to elicit response on the basis of which a numerical score can be assign. The instrument in this study is use a writing narrative text test. The instrument is use pre-test and post-test. The pre-test used to know the students basic competence in writing narrative text (the students' writing skill before experiment). The post-test is used to obtain the data (the students' writing skill after experiment) which is compare to the pre-test.

## 3. The Procedure of Collecting Data

The procedure of this research was divided into three steps, namely:

### 1. Pre test

Pre-test was given to the students or

sample before the researcher teach the students using short movie. In this step, the researcher give a test to the students and let them to answer the test based on their basic skills. The researcher test the students in first time to compare was there effect of using short movie in teaching writing narrative text.

### 2. Treatment

The experimental group and control group were taught by using the same material but different media. In the experimental group, the writer using short movie on students' achievement in writing narrative text. In the control group, without using short movie but using conventional method.

### 3. Post test

After giving the treatment, the writer was given the post-test to the experimental group and control group. The function of post-test was to know the different scores of both groups and also to know if there was an effect of using short movie on students' achievement in writing narrative text.

**Table of Teaching Procedures of Experimental Group**

Step	Teacher Activity	Students Activity
1	The teacher greets the students and ask their condition.	The students answer the teacher greeting.
2	The teacher asks them to give opinion about narrative text with their own words.	The students give their opinion about narrative text with their own words.
3	The teacher explains about narrative text, the purpose of narrative text, the generic structure of narrative text and grammatical features of narrative text. The teacher gives an example of narrative text.	The students pay attention to the teacher's explanation about narrative text.
4	The teacher asks them to explain the difficult words. The teacher explains the difficult words if they have trouble with it.	The students explain the difficult words. Write notes.
5	The teacher introduces of short movie and explain the advantages of short movie in writing.	The students pay attention.
6	The teacher asks them to write the narrative text based on short movie with their own words.	The students write the narrative text based on short movie with their own words.
7	After the students finish, the teacher ask one of them to present his/her writing assessment in front of the class. Collect their writing assessment.	The students pay attention.

**Table of Teaching Procedures of Control Group**

Step	Teacher Activity	Students Activity
1	The teacher greets the students and ask their condition.	The students answer the teacher greeting.
2	The teacher asks them to give opinion about narrative text with their own words.	The students give their opinion about narrative text with their own words.
3	The teacher explains about narrative text, the purpose of narrative text, the generic structure of narrative text and grammatical features of narrative text by using conventional method. The teacher gives an example of narrative text.	The students pay attention to the teacher's explanation about narrative text.
4	The teacher asks them to explain the difficult words.	The students explain the difficult words. Write notes.

	The teacher explains the difficult words if they have trouble with it.	
5	The teacher asks them to write the narrative text with their own words.	The students write the narrative text with their own words.
6	After the students finish, the teacher ask one of the students to present his/her writing assessment in the front of the class. Collect their writing assessment.	The students pay attention.

### 3. RESEARCH FINDING

The data of this research were taken from the students score. X - Science as experimental group and X - Social as control group. The form of the instrument given by the writer to the students was writing text. The strategy used in experimental group using short movie and in control group using conventional. The purpose of this study was the writer eager to find out the differences whether there was a significant effect of using short movie in experimental group using conventional in control group. The mean score in pre test of experimental group was 65.00 and mean score in post test of experimental group was 78.26. While the mean score in pre test of control group was 59.80 and mean score in post test of control group was 69.23.

The hypothesis testing aims to determine whether the hypothesis is accepted or rejected. The hypothesis was accepted if the  $t_{\text{observed}} > t_{\text{table}}$  and hypothesis was rejected if  $t_{\text{observed}} < t_{\text{table}}$ . In this research, the calculation of scores by using t – test for the degree of freedom (df) 50 at the level of the significance 0,05 showed that the critical value was 1.676. It was concluded that  $t_{\text{observed}} > t_{\text{table}} = 2.61 > 1.676$  and hypothesis ( $H_a$ ) was accepted. It means that short movie had a significant effect on students' achievement in writing narrative text at tenth grade of SMA

Pangeran Antasari.

### 4. CONCLUSION

Based on the discussion of this research, it can be concluded that short movie helps the teacher in teaching and learning process. First, short movie helps the teacher to motivatethe students in learning. Second, short movie helps the students to be more creative in developing their ideas. Last, short movie helps the teacher in creating an enjoyable teaching learning process which in this research was appeared well in the students' responds to the treatment.

After analyzing the data, it was found out that there was a significant effect of the using short movie on students' achievement in writing narrative text. It was shown by the mean of the students pre-test and post-test in experimental group by using short movie and the mean of the students control group without using short movie. The mean score of pre-test in experimental group was 65, the mean score of post-test in experimental was 78.26 ( $78.26 - 65 = 13.26$ ). The mean score of pre-test in control group was 59.80, the mean score of post-test in control group was 69.23 ( $69.23 - 59.80 = 9.43$ ). It means that the students' achievement in writing narrative text in experimental group which are taught by using short movie was increase since  $13.26 > 9.23$ . The

calculation of the data in the testing hypothesis showed that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{observed}} = 2.61 > t_{\text{table}} = 1.676$ ). It means that hypothesis is accepted.

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