MOVIE CLIPS AS A MEDIA TO TEACHING WRITING OF NARRATIVE TEXTS
(A Mixed Method Study of the Tenth Grade of a Vocational High School in Tasikmalaya)

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Abstract

This paper reports on student's perception on the effect of teaching writing of narrative texts using media movie clips. Movie clip is one kind of audio visual media which is very useful in teaching learning process if the teacher carefully prepares it and then she/he uses it effectively to support the explanation of the lesson.This research uses mixed method design with explanatory type design by means of three data collection techniques : pre test and post test, document test, and interview. The sample of this research was 12 students of ten grade from one Vocational High School in Tasikmalaya. The result of this research shows the significant effect with normality test is $0.63 \geq 0.05$ so that H0 is accepted. Then value of pretest comes from populations that are normally distributed, and that significant value of post test is $0.15 \geq 0.05$, so that H_0 is accepted. The improvement made by movie clips is an avarage pretest amounting 63.58 and 77.5 for posttest. It means that there is an improvement, and the perception obtained from interview shows a lot of positive comment. Meanwhile, each student has different scores, high and low, that are able to influence how their learning achievement are in the classroom, but they have the same goal in writing class in that they want to write well and correctly. Before writing, they must also have good exercise and skill in order to get correct writing results and to achieve success in this course.

Keywords: *mixed method. movie clips, writing*

INTRODUCTION

As a communicative activity, writing needs to be encouraged and nurtured through the language learner's course of study (Elite Olsten in Celle, 2010, and Bailey, 2003). Teaching writing is very important because through writing, students are hoped to be able to put their ideas into a piece of writing. The process of teaching writing is very complex because a teacher should consider the communicative competence. Canale (1983, p. 5) defines communicative competence as the underlying systems of knowledge and skill required for communication. Accordingly, knowledge and skill of vocabulary in using the sociolinguistics conventions for a given language is the example of communicative competence.

The curriculum has stipulated that narrative text must be given attention in learning writing process. Narrative text is a text focusing specific participant which tell an interesting story (Rugayaman 2012, p. 49).Narrative text is one of the genres taught for the ten grade students at Senior High School. According to Rebecca (2003, p. 55), "a narrative text is a text, which relates a series logical and chronological related events that are caused or experienced by factors". Derewianka (1990) proposes the generic structure of narrative text consisting of orientation, complication and resolution. Accordingly, the features of narrative linguistics comprises the use of specific character, time words, verbs to show the actions, and descriptive words to elaborate the character and setting.

In reality, there are some problems leading students find it difficult to make a text, especially in writing narrative text. In particular, they still face the capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and grammatical error. To solve this problem, many education practitioners recommend the use of teaching media.

One of teaching media that can help students improve their writing narrative skills is movie clips (Ahmed & Bidin, 2016; Sarica, & Usluel, 2016; Anggareni, Yasin, and Redjab, 2013). The movie clips is a type of audio visual media which is very beneficial in the process of teaching and learning if it is prepared and used by the teacher carefully (Brown, 1977, p.76). Accordingly, it is effective to support discussion of the lesson. Also, it is a supercharged medium of communication and powerful vehicle of

information that is packed with messages, images, and ambiguity, and represents a rich terrain to be worked and reworked in the language learning classroom.

With the development of technology, most of educators are utilizing advanced technology for their teaching process with different subject domains. As a future of technology, visual world is one of the most famous developed technologies recently employed in education (Han, Zhou, and Yang, 2011). It has been explained the reason why visual learning may become a very valuable thing and the way in organizing technologies that may contribute to the process of teaching. Accordingly, vision needs something on both spatial and temporal patterns in order to constantly change over time, unless it is simply looked at unmoving object, with static lighting or position. As a result, the visual input is more likely to generate a larger number of action potentials' than other stimuli

There are some researchers that have studied on Movie Clips as a media teaching writing, such as King (2010), Berk (2009), and Prastyo (2016).The previous studies mentioned have similar topic about film but they did not employ clues and use of movie clips. To fill this gap, the research is intended to find out: 1) whether there is a significant effects made by the students in learning narrative text by using movie clips; 2) the improvement made by the students in learning narrative text by using movie clips; and 3) the students' perceptions on learning narrative text by using movie clips?

METHOD

The research design used mixed method study with the type of explanatory design as suggested by Cresswell (2012, p. 21). The explanatory design is characterized by using quantitative results and followed by qualitative research result. Pre-experimental design was employed to obtain quantitative data at which the researcher chose one group pre-test post-test design. Whereas, design of qualitative data was content analysis.

This research involved a class of tenth grade student of SMK CENDIKIA in 2018/2019 academic. The total number of the sample was 12 students. The researcher chose this Vocational High School because the researcher thought it was appropriate to be applied the design in the region. The suitability of design and its research had a great role in producing good research.

The primary data was collected through pretest and post-test, document text, and interview which were aimed at measuring participants in writing skill by using movie clips. The pre-test and post-test were administrated before and after the researcher conducted the actions at the beginning and at the end of the program (Cresswell, 2013, p. 297). Subsequently, the researcher documented the drafts of students writing narrative text to strengthen the result of pre-test and post-test. Last, semi structured interviews was also used by the researcher.

The data of the research obtained from pre-test and post-test were then processed by using SPSS 20, followed by testing its normality and homogeneity. Normality test is the ratio of two estimates of the variance of a normal distribution based on a random sample of n observations (Saphiro and Wilk, 1965). If the data were distributed normally, it was followed by homogeneity test. However, if the data were not distributed normally, the Wilcoxon test was carried out to compare between two interconnected data groups (Sugiyono, 2013, p. 2). To obtain clear information of the data, the researcher display them in a table. The semi structured interview data were to be transcribed, categorized, coded, condensed, and interpreted by using the related theory. Finally, students' document text were also utilized with the type of content analysis at which it was then categorized based on the related theory. Thus, the result hopefully can be delivered clearly and well.

FINDINGS AND DISCUSSION

This study which was carried out from March to April 2019 was conducted to answer three research questions. The first is the significant effect of using movie clips as a learning media on narrative text student writing. The second is the improvement made by the students in learning narrative text by using movie clips, and the the third is the students' perceptions on learning narrative text by using movie clips.

The Significant Effect of Using Movie Clips as a Learning Media on Students' Writing of Narrartive Text

The first research questions of this study is to find out the significan effect of using movie clips as a learning media on students' writing of narrative text. The researcher used quantitative study to answer that research questions. The researcher obtained the data from one group pre test and post test administered to the students who

had not and had learned writing text of narrative text by using movie clips. In this analysis of quantitative data, the researcher provided a set of test with the form of prompt writing of narrative text involving movie clips .

Firstly, the researcher provided the result of pre test and post test of each group. After that, the researcher obtained the result of pre test and post test. The researcher used normality test which must be computed by using SPSS. Normality test purposed to test the normality which was based on the maximum difference between the observed distribution and expected cumulative normal distribution. The result of Normality based on the output of SPSS was found that significant value of pre test was $0.630 \geq 0.05$ as the explanation that H_0 was accepted then value of pretest came from populations that were normally distributed, and that significant value of post test was $0.158 \geq 0.05$ as the expalnation that H_0 was accepted. Then value of pretest came from populations that were normally distributed. So, it could be concluded that both of the data had a normal distribution. Then the data were distributed normally.

The researcher also administered Homogeneity test which was used to determine whether the two sample had same variance or not. The result of Homogeneity test indicated a significance value of 0.099. The significance value of the score was greater than 0.05, thus, the data score was homogeneous.

After conducting normality test and homogeneity test, it revealed that the pretest posttest score data were normally distributed and homogeneous, so that the measurement used two mean difference tests using the Independent Samples Test by looking at the Significance of Equal Variances Assumed. Based on the result of Homogeneity test, the results of output that had significance values (sig. 2-tailed) of 0,000 were smaller than 0.05. So, H_0 was rejected meaning that there there were differences in the pretest and post test score data. In conclusion, there was significant effect made by using movie clips towards students' learning writing of narrative text.

As previously mentioned, the first result of the study is to found out significant effect of using movie clips in writng narrative text. Although the treatment of the present study was different with the previous study conducted by Berk (2009), it was found that the intervention program, for example, based on the observational learning paradigm is effective. It was unfortunate that it did not find the quality of written texts after the intervention was rated significantly higher than that of those written before the intervention.

Also, this findings was consistent with what has been reported by Ahmed & Bidin (2016), Sarica, & Usluel (2016), Anggareni, Yasin, and Redjab (2013). It was clear that as a teaching media, movie clips provided students an easy way to improve their writing narrative skills (Ahmed & Bidin, 2016; Sarica, & Usluel, 2016; Anggareni, Yasin, and Redjab (2013).

The Improvement Made By The Students learning Narrative Texts With Movie Clips

The second research questions of this study is to find out improvement made by the students in learning narrative text using movie clips The researcher used qualitative study involving document test which were divided two: 1) using first pre test and post test; and 2) analyzing with generic structure and language features. Based on the result of pre test, it was found that that the average of pre test is 63.58. Students did not have improvement and their mistake was lack of grammar and mechanic. Meanwhile, the result of post test is 77.5. Students have improvement in term of grammar and vocabulary. So, the conclusion showed that there was improvement from pre test and post test.

Based on the students' document of narrative text, students performed well in writing the narrative text. The students had successfully produced an interesting narrative which is intended to entertain the readers (Rugayaman, 2012). Besides, the texts were also offers a series logical and chronological as suggested by Rebecca (2003). Furthermore, the findings also showed the students' ability in using the theory of Derewinka (1990) regarding the generic structure and the features of narrative linguistics.

The Students Perception Made by learning Narrative Text By Using Movie Clips

The third research questions of this study is to find out the perceptions of using movie clips as a learning media on narrative text students writing. The researcher analysed and interpreted the data from interview which were administered to the selected students. There were ten questions of interview with no different version between high and low students. Furthermore, the researcher conducted the interview to find out the students' perception of high and low students on using movie clips media in

teaching writing. This interview was administered to 3 high level students (S02, S09, S12) and 3 low level students (S03, S04, S08).

The first question dealt with the students' understanding about narrative text. The data revealed that each of the student had varies opinion when the researcher interviewed about narrative. The answers were varies but had the same meaning. Generally, there were no differences between the answers of high and low students. Instead, they had a very great expectation in presenting the opinion on the narrative.

The second question dealt with the students' problem in learning writing narrative text. The data revealed that each of the student had varies problems in learning writing narrative text. However, most of them almost stated that they had less vocabularry and grammatical. In this section, there were the differences which revealed between students with high score and low score. Most of students who had high score stated that their biggest problems were lack of vocabulary. Furthermore, most of students with low score stated that their biggest problem were less preparation.

In the third question using movie clips mind in learning narrative. The data revealed that each of the student had varies statement in using movie clips in writing narrative text. However, most of them almost stated that they were interested in. In this section, there were the differences which revealed between students with high score and low score. Most of students with high score stated that using movie clips made them curious. Furthermore, most of students with low score stated that their using movie clips was good.

Based on the four question dealing with the need of media in learning narrative, the data revealed that each of the student had varies statement in using media in writing narrative text. However, most of them almost stated that they have helping students. In this section, there were the differences which revealed between students with high score and low score. Most of students with high score stated that the using media were important. Furthermore, most of students with low score stated that the using movie clips were very useful.

Regarding the five question, the advantages of teaching media with movie clips, the data revealed that each of the student experienced varies advantagest in using media in writing narrative text. However, most of them almost stated that they were entertained. In this section, there were the differences which revealed between students with high score and low score. Most of students with high score stated that their

advantages media provided students the additional vocabulary. Furthermore, most of student with low score stated that the using movie clips were very useful.

The six question concerned with the title story of narrative in teaching media with movie clips. The data revealed that each of the students had varied remembering the title of story media in writing narrative text. However, most of them almost stated that they have remembered them. In this section, there were the differences which revealed between students with high score and low score. Most of students with high score stated that they remembered a story fairy tale. Furthermore, most of students with low score stated that they remembered a story fable.

The seveth question is about something new in teaching media with movie clips. The data revealed that each of the student had various opinion about the new using movie clips as a media in writing narrative text. However, most of them almost stated that they felt entertained. In this section, there were the differences which revealed between students with high score and low score. Most of student with high score stated that their movie clips was not new. Furthermore, most of students with low score stated that the using movie clips is something new.

The eight question dealt with the students' way to evaluate progress in teaching writing. The data revealed that each of the student had a vary way to evaluate their progress in teaching writing with movie clips. From the category students with high score, it showed that student with code number 02 stated that to evaluate the progress in writing, he paid chroscheck the result of writing so that he could fix weakness. Student with code number 08 stated that if he delivered the material well, his progress would had improved. Furthermore, the students with high and low score showed that there was a student who measured the progress from checked vocabulary and grammatial which had been mastered.

The ninth question dealt with the students' way to have a preparation in teaching writing. The data revealed that each of the student had various preparation in writing narrative with movie clips. Most of them did a lot of preparation such as practicing and also preparing the material to be delivered. The other students found took writing narrative with movie fun and even they did not prepare a lot or have minimum preparation.

The last question dealt with the students' feeling in using movie clips in teaching writing. The data indicated that the students seeseemed to have the same mind of using

movie clips. They found the use of movie clips in learning narrative writing was really good, interesting, exciting, entertaining, and enjoyable because it focused on material. In contrast, there was only the low level student (S04) who found the use of movie clips in learning narrative writing boring because this movie did not make him interested in.

This findings were relevant with those previous research conducted by King (2010) and Pratsyo (2006). The study conducted by (King 2010) entitled "Using DVD Feature Films in then EFL Classroom" discussed students who could surf on the Internet and identified personal data or information of their favorite actors/actresses. In addition, the students also could share such findings with the class such as reviewing two assigned films and having their reviews ready for small group discussion. The study conducted by (Prastyo 2016) entitled "Developing Media to Teach Writing Skill for EFL Learners at Indonesia" determined how effective for every student nowadays was to use computer technology. The discussion and unstructured interview with the classroom teacher revealed that most students were visual learners and commonly used computer and games. This findings also implied that development of technologies recently employed in education (Han, Zhou, and Yang, 2011) has been accepted well by the students.

CONCLUSIONS

Referring to the research questions of the present study, it concludes that movie clips are important in writing, especially in teaching narrative. It can increase students' mastery of new vocabulary and positive attitude in learning which leads to language development.

Besides, there are high and low categories of students during teaching writing with movie clips. Although they are different, sometimes they have similar problem such as lack of vocabulary, lack of grammar and being lazy for doing exercise. Apart from the source of teaching writing for students which is different, movie clips also offers benefit in teaching writing narrative and it can be applied in recount text because movie clips make the students very excited. So, the improvement increases students' motivation in learning and it makes students easily understand the lesson.

Referring the conclusion above, the researcher gives some suggestions for teacher who teaches writing and further researchers who will carry out the research in similar field. For the teachers, movie clips can be used as writing alternative method in

teaching English especially in narrative texts. In addition the teachers can use media in their classroom to make students interesting and provides students new vocabulary as well as positive attitude in learning. Consequently, the desire arises to develop the language learned. For the other researchers, it is suggested to conduct the research concerning the implementation of movie clips in listening skill and reading skill. In addition, it is recommended that further research concern to the accurate measurement of movie clips from different aspects. Thus, the result will be richer and more detail.

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