The Effect of Using Short Movie Media for Teaching Writing with Narrative Text: The Case of Grades 11 of SMA Islam Sultan Agung 1 Semarang

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Abstract

This research was aimed at finding out whether or not using short movie as a tool is effective in enhancing the students' English writing performance in terms of content and organization. The research design of this research was quantitative research design, pre-experimental research design. It was conducted in the form of one group pre-test and post-test design. Moreover, in this research, researcher was put one group and given the pre-test and post- test for getting the result and measured the data used SPSS program for analyzing data. There were two variables: the independent variable and the dependent variable. The Independent variable was short movie and the dependent variable was narrative text. The populations of this research was the eleventh grade students of SMA Islam Sultan Agung 1 Semarang. The samples were 34 students who were chosen by the teacher's recommendation. The enhancement of the study was showed when the researcher conducted post-test after treatment by using short movie. The result of t-test was 14.065, if the T-tea is compared to T-table with the degree of freedom 33 as stated hypothesis testing the T-test 14.065 is higher than the T-table 3.182 Therefore, based on the hypothesis testing, Ha is accepted and Ho is rejected, the theory is verified. It means that there was significant different between score of pre-test and post-test. It can be concluded that the students get good achievement in comprehending narrative text after they were taught by using the short movie.

Keywords: short movie, media, writing, narrative text

Introduction

English is a foreign language that is widely used in communication by people around the world, it plays a significant role as one of the subjects taught in schools. In order to interact with other countries and compete in the age of globalization, it is important for us as developing countries to try to learn English. English is one of the disciplines that are required in Indonesia. According to Harmer, reading, writing, speaking, and listening are the four skills required for language usage (Harmer, 2004).

One of the most important abilities, especially in the English language, is writing. Writing in particular is taught there, and English is the medium of teaching there. Writing for the English Standard Competence can take many different forms, including narrative, descriptive, parody, recount, process, report, news item, anecdote, exposition, explanation, argument, and review text (Widiasih, 2020). Based on this argument, the researcher decided to teach narrative texts in the classroom because they are personal experience texts and make it simple for students to write about their own experiences.

A narrative is a piece of writing that narrates a story with problems or difficulties and seeks solutions. The primary objective of a narrative piece is typically to amuse the reader or listener. Rambe claims that narrative texts are not stories in and of themselves, but rather the telling of a story, which is why labels like "written narrative," "oral narrative," and others are employed to describe them. A narrative text is a type of literature that accurately recounts past events or actions, uses those events to show a challenging experience, and then uses those events to provide the readers with a humorous or occasionally moral lesson. One of the tools that instructors might use to instruct students on how to write narrative texts is a short movie (Rambe, 2019)

The short movie is an example of audiovisual content with a plot that can aid students in learning to write. It is a successful strategy for encouraging and assisting language comprehension in students. The movie lasts for about 7 to 10 minutes; as a result, it will assist teachers in scheduling their lessons.

Literature Review
a. Short Movie

Short movies are under 10 minutes long, may be shown multiple times in a single session, and allow for extensive student familiarization, all of which are crucial for enabling students to meaningfully engage in the material's critical discourse (Herrero, 2019). It is an excellent method for assisting the English instructor in presenting the content.

According to Damayanti, said that a short movie can enhance the learning environment and be quickly replayed, allowing for clarification or further debate (Damayanti, 2021). A short movie is a useful form of media since it can improve students' writing abilities, keep them motivated and interested, and supply the real language from the movie. A short movie can assist a teacher develop a fun classroom environment and inspire students to learn to write. A short movie is an audiovisual work that includes a moving image, the speaker's voice, and the ability to watch it more than once.

According to Stoller (1988), the following are some exercises for teaching writing through the short movie:
1. Pre-viewing Activity
   The purpose of this activity is to get students ready to watch the short movie. In order to increase the student's background knowledge of the narrative material, the teacher facilitates brainstorming.
2. Viewing Activity
   The purpose of watching is to facilitate watching a movie. Encourage students to concentrate on the character, place, and overall storyline of the story throughout

this activity. The teacher might play the short movie twice at the last showing of the lesson.
3. Post viewing Activity
The students' narrative writing will be based on the knowledge they gained from watching the short movie in this activity.

b. Media

A media is something we use to interact with others indirectly rather than directly through direct interaction or personal contact. Because it enables teachers to impart knowledge to students, the use of media in the teaching and learning process is crucial. According to Heinrich, said that media act as a communication tool and a gateway for information (Heinrich, 2019). The purpose of the media is to aid in communication and instruction. The term "teaching medium" refers to anything that can be utilized to deliver a message from a sender to a receiver. The instructor can alter the setting and increase engagement in the class by using the media. Students are not bored when teachers employ technology to communicate the material. Students' interests, curiosities, and abilities can all be piqued with the correct media.

Media is a tool that makes teaching in the classroom simple for the teacher. The teacher can introduce new material to the students via a variety of methods. According to Heinrich, there are six basic types of media that are used in learning and instruction:
1. Text
The most widely used form of communication is text, which can be seen as alphanumeric characters on any kind of display, including a computer screen, book, poster, chalkboard, etc.
2. Audio
Audio is anything that you can hear, whether it be live or recorded, including music, a person's voice, machinery, noise etc.
3. Visuals
Visuals like diagrams on posters, drawings on chalkboards, pictures, illustrations in books, cartoons, etc. are frequently utilized to promote learning.
4. Motion media
Motion media is actual things and models are frequently overlooked as set materials for motion media, which are media that depict motion. This media presents a genuine image and voice. Such as television, movies, and video.

5. Manipulative
Manipulative are three-dimensional objects that students may touch and manipulate.
6. People
Educators, learners, subject-matter specialists, etc. Are among the last category of media.

c. Writing

As one of the four language skills, writing is considered as a challenging talent since the researcher must balance several writing requirements, including content, structure, purpose, vocabulary, punctuation, and spelling. Writing is a skill that students can use to express themselves creatively or emotionally. Writing is an indirect communication ability that people employ to interact with one another virtually. Working on other skills such as listening, speaking, and reading may be a good method to prepare for writing. Nation indicates that students with great reading, listening, and speaking abilities will be competent in writing (Nation, 2009).

According to Meyer, that writing is a means of producing language in addition to speaking and doing. Writing is verbal communication with other people. As stated by Meyer, producing words via writing is comparable to how you do it intuitively when speaking. Writing is a kind of spoken communication with other people. Writing is a process that involves collecting your thoughts, putting them on paper, reshaping and editing them, and then revising and editing them (Meyer, 2014).

Based on Nunan, written language performs a variety of tasks in modern society, including the following:

1. Primarily for taking action: roadside and station announcements, as well as food, toy, and other product labels and instructions
2. Primarily for taking information: newspapers and publications covering current events (news, interest magazines, nonfiction books, public notices, etc.)
3. Primarily for taking entertainment: comics, fiction novels, theatre, poetry, movie subtitles, etc. (Nunan, 2012)

Based on some explanations above, the researcher comes to the conclusion that the ability to express thoughts, feelings, or opinions in writing is a skill. Writing enables people to convey information, contents, purposes, and suggestions to others in a written format. The process of coming up with ideas for the reader is also beneficial and creative.

d. Narrative Text

According to Moshontz, claimed that the purpose of narratives, a particular kind of writing, is to amuse or entertain readers by having them interact in different ways with either real-world or fictional events (Moshontz, 2021). Typically, narrative literature tell actual or invented stories. A novel, a short story, a folktale, a legend, a fairytale, a trip, and the narrative of a significant moment in our lives are a few examples.

According to Nunan, different generic structures help to recognize the various text types. Generic text structure and linguistic elements make up the first of two components of narrative texts (Nunan, 1991)

The structure includes orientation, raising action, climax, falling action, and resolution.

1. The orientation, the situation and the personalities are established.
2. Rising action, it alludes to a string of complications that end in a dramatic finale.
3. The climax is the crucial point at which problems or conflicts require resolution.
4. Falling action is just a short distance from the most exciting summit.
5. The resolution includes the conclusion or outcome.

Research Methodology

a. **Participants / Subject / Population and Sample**

Students of SMA Islam Sultan Agung 1 Semarang's eleventh grade serve as the study's subjects. One class with 34 students was employed in the study. The professors' and instructors' endorsements of this course, together with the time limits for data collection, led the researcher to participate in it. The researcher utilized this level, which was based on the narrative text of the English education curriculum.

b. **Instrument of the Research**

The researcher employed research instruments throughout the course of the study. The writing test used as part of this study allows researchers to determine how well students have understood the material. Ridwan defined A test is a set of questions or activities meant to evaluate an individual's skills, intelligence, or talent (Ridwan, 2007). The narrative text material was the main focus of the test in this study. The test was created using the curriculum and syllabus of SMA Islam Sultan Agung 1 Semarang Grade eleven about narrative text. The researcher instructed the students to produce a narrative text. (Pre-test). The test was designed to assess students' abilities to write narrative material. After giving pre-test, the researcher gave treatment. The treatment was watching short movie called Snake Bite (treatment). After the treatment was completed (watching short movie), a post-test was performed. The student's took a writing test by making a narrative text based on the movie.

c. **Techniques of Data Analysis**

Quantitative examination of the data gathered. The following technique was chosen by the researcher:

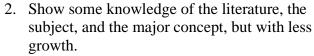1. Scoring the result of the students' text classified as follows:

Based on the analogies scale for writing, the researcher corrects the student's work.

a) Content

Table 1: Classification of Scoring Content

Score	Criteria
5	1. Meaning is successfully communicated. 2. Demonstrate a thorough comprehension of the writing, topic, and major concept. 3. Consists of certain thoughts that are cohesive with one another.
4	1. The meaning is communicated but falters at the components. 2. Exhibit solid writing, topic, and major idea development comprehension. 3. Have concepts that are cohesively related to one another.
3	1. The meaning is usually obvious.

	2. Show some knowledge of the literature, the subject, and the major concept, but with less growth.
2	1. 1. The meaning is ambiguous. 2. Does not demonstrate discourse understanding. 3. Has a few ideas that are not coherent with one another.
1	1. There are no full sentences written. 2. No indication of idea writing.

(Harmer, 2015)

b) Organization

Table 2: Classification in Scoring Organization

Score	Criteria
5	1. The structure of the assignment is appropriate and has a clear introduction, an idea's growth, and a conclusion. 2. The transition from one notion to the next is seamless, giving readers an understanding of how the subject is developing.
4	1. Although the events are properly organized, parts of the sample may not be fully developed. 2. Evidence of some thought transitions.
3	1. There might be very clear signs of the organization or incredibly minimal organization. 2. There aren't many transitional markers or transitional markers that are repeated.
2	1. If only a few phrases are disjointed, a sample is compared. 2. Absence of transitional signs.
1	1. There are no full sentences written. 2. No indication of idea writing.

(Harmer, 2015)

2. The researcher used a formula to grade the students' text responses.

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 100$$

(Sudjana, 1996)

3. The mean score of the students classify into five levels as follows:

Table 3: Mean Score

No	Classification	Score

1	Very high	85-100
2	High	69-84
3	Moderate	52-68
4	Low	36-51
5	Very low	20-35

4. Using the following formula to determine the mean score:

$$X = \frac{\sum X}{N}$$

Where: X = Mean Score
     $\sum$ x = Total Score
     N = the number of the students

(Gay, 2015)

5. Use the following formula to get the proportion of the students' pre- and post-test results:

$$P = \frac{X2 - X1}{X2} \times 100$$

Where: P : Rate Percentage
     X1 : The mean score of pre-test
     X2 : The mean score of post-test

(Gay, 2006)

6. To determine the test's value and the significant difference between the pre- and post-tests.

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where:
    T = A Significance Test
    D = the average score
    $\sum$D² = the difference's squared difference score
    N = number of students

(Gay, 2006)

Findings

The findings of this study demonstrated how employing short movies as instructional tools enhanced students' content and organizational skills through the mean scores of the students on pre- and post-tests. The results of a writing exam given to students in the eleventh grade at SMA Islam Sultan Agung 1 in Semarang.

a. **The students' ability in writing narrative text when they are taught before using short movie.**

In this section, it presents a pre-test table. A descriptive statistic is created using the test result.

Table 4:
Descriptive Statistic of Pre-Test

		Content	Organizational	Score	Mean
N	Valid	34	34	34	34
	Missing	0	0	0	0
Mean		2,3235	1,8529	41,7647	20,8824
Std. Error of Mean		,13824	,12040	2,08853	1,04427
Median		2,0000	2,0000	40,0000	20,0000
Mode		2,00	2,00	40,00	20,00
Std. Deviation		,80606	,70205	12,17812	6,08906
Variance		,650	,493	148,307	37,077
Range		3,00	2,00	40,00	20,00
Minimum		1,00	1,00	20,00	10,00
Maximum		4,00	3,00	60,00	30,00
Sum		79,00	63,00	1420,00	710,00

Based on table 4.1 above, the mean pre-test score is 41.76. It means that the average of 34 students got 41. The success of students is measured by their medium or fair scores. The median score is 40.00 and the mode is 40. In simple terms, the mode is the highest frequency. It implies that 40 is the most common result, indicating that many students had a medium score. Then the standard deviation is 12.17812.

Table 5:
Frequency of Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,00	3	8,8	8,8	8,8
	30,00	7	20,6	20,6	29,4
	40,00	11	32,4	32,4	61,8
	50,00	7	20,6	20,6	82,4
	60,00	6	17,6	17,6	100,0
	Total	34	100,0	100,0	

Based on Table 4.2, the researcher may see that 10 students earned scores in the 20–30 range. This shows that SMA Islam Sultan Agung 1 Semarang students' comprehension and writing of narrative texts still needs to be improved. Six students earned a score of 60, which indicates a medium level of comprehension of narrative

literature. Then, seven students earned scores of 50, indicating that they satisfied the medium criterion.

b. The students' ability in writing narrative text when they are taught after using short movie.

The post-test required the students to create a narrative text based on the short movie "Snake Bite" in order to complete the task of writing. 34 students participated in this study as subjects. A short movie was shown to the students following the treatment procedure. The purpose of this test was to determine how well the students could understand narrative writing.

Table 5:
Descriptive Statistic of Post-Test

		Content	Organizational	Score	Mean
N	Valid	34	34	34	34
	Missing	0	0	0	0
Mean		3,9412	3,5882	73,5294	36,7647
Std. Error of Mean		,12625	,09551	1,57308	,78654
Median		4,0000	4,0000	70,0000	35,0000
Mode		4,00	4,00	70,00	35,00
Std. Deviation		,73613	,55692	9,17254	4,58627
Variance		,542	,310	84,135	21,034
Range		2,00	2,00	30,00	15,00
Minimum		3,00	3,00	60,00	30,00
Maximum		5,00	5,00	90,00	45,00
Sum		134,00	122,00	2500,00	1250,00

Based on the table 4.3 above, 34 students are present. It shows that 73.52 is the mean score. This indicates that 34 students on average receive a cumulative score of 73. It shows that the students' comprehension of how to write narrative material is better and that they received high or very good criteria. The median rating is 70. The mode in this section is 70. This shows that a score of 70 is the most typical. As a result, several students received high scores, which were higher than their pre-test results. And then the standard deviation is 9.17254.

Table 6:
Frequency of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60,00	4	11,8	11,8	11,8
	70,00	20	58,8	58,8	70,6
	80,00	4	11,8	11,8	82,4

90,00	6	17,6	17,6	100,0
Total	34	100,0	100,0	

Based on the table 4.4, we can see that the only four students got 60 scores as the minimum score. The students got score 70 are 20 students; It indicates that a significant percentage of students received high marks. Four students received a score of 80; which indicates that they are highly proficient in understanding narrative texts written by others. The final group of students to receive a score of 90 are six; as a result, they have received a score that is greater than the other students and is extremely good. The student's comprehension in writing of narrative texts is very good.

As a result, there are some variations in the way the data is presented before and after the treatment procedure. The data collected showed that the score in the students' writing skills and comprehension of narrative text was better and higher after teaching using the short film "Snake Bite" than it was before.

c. The significant difference in students' writing skills in comprehending narrative text before and after being taught using short movie.

The following hypothesis was tested for this study before significant differences were found:

a. The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected if the significance level is greater than the t-table threshold of 0.05. It suggests that there was a difference in the students' test scores before and after watching instructional short videos. The distinction demonstrates that it is meaningful.

b. The null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected if the significance level is greater than 0.05. This shows that the test results of the pupils are the same before and after education utilizing short films. There is no observable distinction. To evaluate if the significant level is more than or less than the T-table, the researcher used SPSS statistic 16.0 to analyses the data.

Data analysis was carried out to determine the differences between the pre-test and post-test scores. To determine the impact of a short movie medium for teaching writing with narrative text, the researcher employed statistical testing using Paired Sample T-test launched by SPSS 16.0. The outcome is displayed as follows:

Table 7: Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Mean Pre	41,7647	34	12,17812	1,04427
	Mean Post	73,5294	34	9,17254	,82397

The Pre-Test mean value is 41.76, the Post-Test mean value is 73.52, and the N for each is 34, as stated in Table 4.6 above's output Paired Sample Statistics. The Pre-Test's standard deviation is 12.17812 while the Post-Test's standard

deviation is 9.17254. The Pre-Test's standard error mean is 1.04427, whereas the Post-Test's standard error mean is 0.82397.

Table 8:
Paired Sample Correlation

		N	Correlation	Sig.
Pair 1	Mean Pre & Mean Post	34	,203	,251

Based on table 4.6 above, the results of the paired sample correlation revealed a strong correlation between the samples, where it can be observed that both the correlation and significance numbers are 0.203.

Table 9:
Paired Sample Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Mean Pre and Post	-16,76471	6,95029	1,19197	-19,18978	-14,33963	-14,065	33	,000

Based on the table above, it is seen from the preceding table that the T-count is 14.65 and the df (degree of freedom) is 33. Before employing a short movie to teach them, the ability of students to understand writing narrative material was rated as medium to fair; after receiving treatment, their mean score improved to 73.5294. It indicates an impact or development. The study of T-tests employed by the researcher yielded a T-count of 14.065. The fact that the T-count above is negative indicates that the mean before and after treatment was lower than one another. The short movie is therefore suitable for enhancing student understanding of narrative text.

The researcher then provided an interpretation. The researcher started by taking into account the df (degree of freedom), which in this case is 33. The researcher looked up the t-table score. The score of the t-table is 3.182, with a significance level of 0.000. When "t" is compared to the number on the t-table, the researcher's computed t-count comes out to 14.065. The t-count exceeds the t-table according to the computation above (14.065 > 3.182).

Although the t-count is more than the t-table, the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, according to the calculations above. It shows that there is a sizable gap between the students' writing skills in the eleventh grade at SMA Islam Sultan Agung 1 Semarang before and after they were taught using a short film.

Discussion

Based on the data analysis, the research's goal is to determine if employing a short movie medium in the 11th grade of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024 has any impact on teaching writing with narrative text.

Before instructing the students using a short movie, the first stage of the study technique requires giving the students a pre-test to determine their level of competency in writing prose that is narrative. Students were provided access to the short movie "Snake Bite" to utilize as a teaching tool for the second phase. A post-test was administered for the third phase. After seeing the short movie, students were given a writing exam as part of the post-test to gauge their level of proficiency.

The outcome of the statistical analysis utilizing the T-test revealed that there is any significant difference between the pre-test and the post-test. As stated in the hypothesis test, the T-test has a result of 14.065, which is greater than the T-table's 3.182 when compared to the T-test with a degree of freedom of 33. The light of the hypothesis testing. The theory is confirmed when Ha and Ho are agreed upon. It indicates that there was a substantial difference in the pre-test and post-test scores. It may be said that after employing short movies to teach them, students accomplish well in their comprehension of narrative material. Teaching reading comprehension using short movie media is helpful since students' ability to understand narrative material has improved significantly.

Any film that isn't long enough to be referred to as a full-length movie is a short movie. The Academy of Motion Picture Arts and Sciences specifies "an original motion picture that has a running time of 40 minutes or less, including all credits" as a short film. From the 1920s until the 1970s, short movies in the United States were often referred to as featurettes if they were three or more reels in length and no longer than two 35 mm reels. The word "short" is used as an acronym for either. This sort of movie can aid students in structuring their thoughts and gauge their understanding of narrative content, particularly in terms of their writing skills. A brief movie might be chosen based on the student's interests and needs. The proper use of a movie in a lesson, particularly when teaching writing comprehension for narrative material, is crucial since it helps students learn to read comprehension.

According to Lector, the use of movies to teach reading has benefits. Additionally, it boosts drive and enthusiasm in studying. It offers the possibility to study real-life dialogue, according to students. Students' reading comprehension, writing, and speaking skills all improved thanks to the movie. They were more eager to engage in group discussions and more inspired to read the graded book after seeing the movie. They had a clearer understanding of the events and could debate and analyze the personalities (Lector, 2013).

Similarly, Kabooha claimed that movies are effective teaching aids that can aid in the linguistic development of students. Students learn and utilize new terms while they watch the movie. Gaining greater vocabulary makes it easier for pupils to express themselves, which improves their fluency. (Kabooha, 2016).

The course syllabus, the interests of the students, and their level of competency should all be taken into consideration while choosing short movies in order for them to serve their intended educational function. The primary purpose of using this real content and the objectives of the particular lesson should always be kept in mind when creating the assignments and resources that include the movies in the classroom. Consequently, all of these procedures help students hone their critical thinking abilities.

According to the explanation provided, the benefits of employing short movies have a favorable impact on students' ability to write and understand narrative material. The outcome of data analysis has shown that there is a considerable difference in students' comprehension

of narrative material before and after being taught using short movies. As a result, it can be said that the usage of short movies in the classroom has a positive impact on students' capacity to write narrative texts since it may assist the students at SMA Islam Sultan Agung 1 Semarang's 11th grade develop their skills in the academic year 2023/2024.

Conclusion

The researcher made the following conclusions after considering the discussion and explanation in the previous chapter and the findings of this study:

The use of short movies was effective to be used as a media in teaching writing narrative because there was a noticeable difference between the students' writing progress when utilizing short movie as a teaching tool when they weren't, the use of short movies as a medium for teaching writing narrative was successful. The students may easily communicate their thoughts by using the media. The eleventh-grade students at SMA Islam Sultan Agung 1 Semarang had an encouraging mindset towards studying English writing and were more engaged in learning through the use of the short move as a medium. The fact that the value of the t-test was higher than the value of the t-table ($T_{\text{test value}}$ (14.065) > $T_{\text{table value}}$ (3.182)) demonstrated that there was significant variation between the results of the students' pre-test and post-test.

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