

The Use Of Silent Movie “SNACK ATTACK” In Teaching Writing NarrativeText

Oleh:

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Abstract

This research was aimed at finding out whether or not using silent 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 analysing data. There were two variables: the independent variable and the dependent variable. The Independent variable was silent movie and the dependent variable was narrative text. The populations of this research were the eleven grade students of SMA N 01 Bantarkawung. 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 silent movie. The result of t-test was 14.065, if the T-test 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, H_a is accepted and H_o 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 silent movie.

Keyword: *Silent movie, Media, Writing, Narrative text*

1. Introduction

English is one of the most essential subjects taught in schools since it is a foreign language that is widely utilized for communication by people in the majority of the world's countries. English is also often used for writing articles on knowledge and technology, science publications, and journals.

Therefore, to advance science, knowledge, and technology as well as foster international understanding, English is taught as a foreign language in Indonesia from elementary school through university.

Students learn English to develop the four skills of speaking, listening, reading, and writing. Humans use language in four different ways, according to Harmer: speaking, writing, listening, and reading. These are usually divided into two categories. Receptive skills, such as reading and listening, allow one to infer meaning from spoken language. Productive skills are speaking and writing abilities that call on students to produce language. (Purba, 2018)

Writing is an important ability that students should understand during the English teaching and learning process. During writing tasks, students are instructed by the teacher on how to produce ideas and develop phrases into effective paragraphs. Writing allows students to express themselves and develop their amazing ideas in written form, as well as convey a message. Writing exercises encourage students to think critically and to be confident in discussing and writing their points of view on papers. Their literary product inspires and motivates others. As a result, it can be argued that writing has a good influence on students' learning and teaching processes since they are free to put down whatever is on their thoughts. (Susilawati, 2017)

According to Alderson, what causes difficulty in texts is the way the text is written; its styles or features that make one text different from another. Expository texts are harder to process than narrative texts. The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualization in readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers did not feel discouraged (Anderson, 2011).

Furthermore, one purpose of narrative texts is to entertain. Readers enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation. Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Ardiya, Narrative texts can help students become more motivated. Furthermore, many narratives have morals and motifs. Fables, for example, are brief stories that are followed by an important moral statement (Ardiya, 2019).

One of media can be used by the teacher in teaching writing is movie. Movies are extremely popular among students. They are so interested and engaged on what they see since cinema is such a terrific tool that can transport them to an amazing place to explore and experience new things. Film performs a comparable purpose to traditional fairy tales, folk ballads, or other oral storytelling traditions, but with the added benefit of being able to synthesis various inputs into a single and powerful entity. (Pangestu, 2021)

The silent movie is a series that tells a tale without using any explicit conversation, instead communicating via the gestures and movements of the people in the storyline. The silent envision exhibited is one with a brief plot and is easy to comprehend, as well as one with an engaging tale, one of which is animated, so that students are interested in paying attention to the films shown.

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Considering the explanation above, this study is conducted to find out the use of silent movie “Snack Attack” on student’s writing ability in narrative text in SMA N 01 Bantarkawung. It is hoped that this study can be one of references for English teachers to teach writing narrative text in interesting and enjoyable ways so that the students can improve their writing ability especially in writing narrative text. It is also hoped that by using silent movie, the students can be stimulated to think creatively in gathering the ideas and learn narrative writing enthusiastically.

2. The Instrument of Collecting Data

This research used two instrument for collecting data. The first Interview, previously the writer had conducted interview with eleventh grade English teacher at SMA N 01 Bantarkawung. 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 “Snack Attack”. 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 using pre-test and post- test. The pre-test used to know the student’s basic competence in writing narrative text (the students’ writing skill before experiment). The post-test is used

Methodology

1. Research Design

This research used quantitative approach, with aimed for knowing effect of silent 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 *silent movie*. This study was conducted group and control group. Both groups were given treatment. The experimental group was taught writing narrative text by using silent movie, while the control group was taught writing narrative text without silent 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:

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

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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 Post-Test

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 silent 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 silent movie with their own words.	The students write the narrative text based on silent 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 Pre-Test

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.

5	The teacher explains the difficult words if they have trouble with it. 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.

Research Finding

The data of this research were taken from the students score. The form of the instrument given by the writer to the students was writing text. The strategy used in Post-Test using silent movie. The purpose of this study was the writer eager to find out the differences whether there was a significant effect of using silent movie in teaching narrative text. The mean score in pre-test was 41.73 and mean score in post test was 73.52.

Then the researcher give interpretation. First, the researcher considering the df (degree of freedom), $df = N - 1$, in here df is 33. The researcher consulting the score in t-table. The significant level of 0.000, the score of t- table is 3.182. By comparing the "t" that the researcher has got calculated t-count is 14.065 and the value of "t" on the t-table is

2.040. From the calculation above, t-count is bigger than t-table ($14.065 > 3.182$).

From the calculation above, the t- count is bigger than the ttable the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. It means that there is any significant different in students' writing ability in eleventh grade of SMA Negeri 1 Bantarkawung in comprehending writing narrative text before and after being taught by using silent movie.

Conclusion

Based on the discussion of this research, it can be concluded that silent movie helps the teacher in teaching and learning process. First, silent movie helps the teacher to motivate the students in learning. Second, silent movie helps the students to be more creative in developing their ideas. Last, silent 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. The study demonstrates that the use of silent movie is an effective method for improving the narrative writing performances of eleventh grade of SMA Negeri 1 Bantarkawung. 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-test 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 silent movie.

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