
THE STUDENTS' WRITING IMPROVEMENT THROUGH ENGLISH MOVIES WATCHING REPORTS

Oleh

Sugianto¹, Sopian Saori²

¹Mandalika University Of Education, Indonesia

²Sekolah Tinggi Ilmu Ekonomi AMM Mataram, Indonesia

Email: ¹sugianto@undikma.ac.id, ²tsaurisofiy@gmail.com

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Abstract: *The writing was aimed at revealing how the English Movies watching reports can really improve students' writing performance at Mandalika University of Education (UNDIKMA). The research was conducted by involving the students at English Zone Club organization. The students who participated in this experimentation were those who were joining the English club. The choice was chosen for the reason that those students were having good motivation in learning English. Furthermore, the students in the English club tend to be keen enough on English writing rather than other students who were not joining the English club at UNDIKMA. The experimentation was simply done by distributing the expose-facto writing test after having some drilling treatment on English movie report writing. The result of the test was used to measure any improvement was made through watching English movies report on students' writing performance. The experimentation result said that there was a significant improvement made on students' writing performance. Furthermore, it was revealed through the fact that the post test shows a significantly higher result compared to the result gained at the former test taken before the English movie watching report was made. By then, the writing suggested to have some writing drills by means of English movies watching report.*

INTRODUCTION

Having a good performance at writing is very crucial. It is true since writing performance is needed almost in every life aspect in a modern life. Writing is used by anyone to express thought in written form, it represents what one thinking on something. On the other hand, the writing skill is very important since it is used to convey the feelings, share knowledge, information, news, and events to readers. A writer is taking account o the readers' understanding of his/her writing. Therefore, a writer is demanded to master writing skill

including good grammatical used, diction or vocabulary used, as well as the ability to construct good sentences to convey the information to the readers.

It is not in line with the importance of writing. Writing performance now tends to be seen as a “difficult” skill. Many students found difficulties in writing. Some reasons students gave for having difficulty in writing are: they had limited vocabulary, difficulty in building up the idea, difficulty in producing a language, they did not have mastery in grammar, and they were not interested in writing.

Seeing into some factors made this writing skill seems very difficult, Heaton (1998:135) says that “writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and the judgmental elements”. From the statement of Heaton, it is clear that teacher’s role in teaching writing is also determine whether this skill was taught “easy” or “difficult”. One of the endeavor to enhance the writing skill of the students is the improvement in terms of teaching media and instruction. One of the teaching media to use in teaching writing skill is by using English movies. Through this teaching media, hopefully, both students and the teacher are more enthusiast in the teaching process, the teacher easily presented the writing material, and the students easily understand the teaching writing material.

The Existence of media in teaching and learning process had a significant impact and important role in helping the teacher to convey the material in a more engaging way so the students became enjoy and focused on their task, and it was lessen the students’ boredom in the class. Here media became a gate between the teacher and students in transferring the material been taught more easily as media was help both teacher and students in their own weaknesses. Through media also it made a good atmosphere in the class because the learning not only came from the teacher explanation. Media gave something that can stimulate the students’ enthusiasm and interest in class. And researcher was success to used media to solve the problem in writing school.

Based on the researcher’s pre-observation, the researcher found that there are many problems that faced the students when they start to write. The students often get difficulty in building up the idea since they do not know what they have to write, construct, and also they were not interested in writing. Moreover, the students are confused to write based on rhetorical structures of a text. In addition, the students are confused to write a text in English grammatical system appropriately. Therefore, the students need a lot of practice in order to improve their writing ability. Those problems influenced the students’ writing score, where from 33 students, there were only 11 students who passed the passing grades. While 22 students were failed.

Solving out those problems, the researcher presented media to improve students’ writing skill like the researcher had explained above. The researcher used English movies as the media in building up the students’ ideas. English movie are audio visual type of teaching media that can be used in the teaching-learning process. By using this English movie as watching media, the researcher intended to help the students imagine and express their ideas after watching the movie. Through English movie, the students can illustrate what to write based on what they watched and hopefully be able to write a writing report.

Based on the researcher explanation above, the researcher formulated the research problem into a question that reads “How does English movie as an alternative media work to

improve students' writing skill, especially in report text?

Purpose of the study was to describe how English movie as an alternative media works to improve students' writing skill, especially in report text and also to solve the students' problem in writing.

The current study hopefully could be useful both theoretically and practically in conducting teaching and learning processes. Theoretically, this research can be used as the reference for the next research that may be conducted in subsequence or related research. While practically, teaching by means of this media can give new teaching experience and clear understanding about the process of teaching writing by using English movie as an alternative media to improve teacher's teaching performance in teaching writing.

to avoid a wider explanation about the study, it is important for the researcher to restrict the area of this study. in this research, the researcher focuses on improving students' writing report text by using English movie as an alternative media.

RESEARCH METHOD

Here in this writing, the researcher used the qualitative-quantitative expose-facto research design to conduct the research. Quantitative data was obtained by a test. The quantitative data was analyzed to know elicit performance from students with the purpose of measuring their attainment of specified criteria. According to Singh (2007: 123) Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done.

Subject

This research was conducted at Mandalika University of Education in Mataram. the research progressed in six months from May to November 2021. The subject of this research were the member of students who are joining the english club organization, namely english zone club (EYC) which is under administer of Faculty of culture management and busines UNDIKMA Mataram. those subjects of the research were taken for the reason that the members of the english club is focussing on writing rather than other language skill like speaking which is mainly based on speaking.

Data Collection

Nunan (1989) in Singh (2007: 78) state that technique for colleting data in qualitative research is taken naturally. But in this research, the researcher gave tests to the students. It used to know the students' writing score so here the researcher used test as the instruments. The tests were given before having English movie writing report drills

The researcher used two kinds of tests; pre-test and post-test. Pre- test was used to get data about students' prior knowledge before the researcher used the treatment while post- test was given after the treatment to get the new data about the impact of "using documentary film as the media". The function of the test was to know the students' progress and result in the teaching and learning activity. The tests was conducted twice; first, the students wrote the text about any objects based on the students' interest around 3 paragraphs into report text and second the students wrote a report text around 3 paragraphs based on the film. From those activities, the researcher can measure students' ability and understanding in writing.

The observation was conducted to know the situation and behavior and students' activities that happen in the class (class situation). The researcher observed students' weakness in learning, interest and enthusiast of them during the teaching and learning process and last

was about the students' background knowledge about the English subject itself.

The pre-test used as data collection of students' prior knowledge. It determines what should go first at the teaching practice and what went after ward on the teaching progress. The post-test conducted as information data after the researcher gives the treatment of new media used in the class and it used to know the impact of that media in improving students' writing skill. Meanwhile The observation the researcher gave the information about the situation and condition between class, student, and the teacher during the learning process including classroom events, interaction of class, student response, and interest during learning process.

Quantitative data used to analyze the score or data which was obtained from the test statistically. In this step, the researcher found out the students' writing skill scores from both tests, pre-test and post-test. Both data then compared to know students' scores before and after applying english movie as the media in teaching writing. Then the researcher can measure how far it success in improving students' writing scores. The qualitative data was the description on the process of teaching and learning using documentary film as the media in improving students' writing ability in report text from the planning to acting and the observation and also to the reflecting process.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The study found that pre-test obtained 49.4 with the percentage result was 27% where only nine students of 33 participants who passed the passing grade given. while the other 24 students failed and obtained scores below the passing grade. After the used of film documentary as the media in teaching and learning there was an improvement of the students' score. The average post-test score was 72 from 67 of the passing grade. This means there were 26 students or 81% of 32 students who obtained scores above passing grade while six students failed and obtained scores below the KKM. Using film documentary as the media in teaching writing gave satisfactory results on the improvement of students' writing achievement. The students had achieved the criteria of success that 81%. These were the results of both tests used by the researcher in obtaining the students' writing score.

In addition, the result of observation also showed a good result because all of the descriptors were done for conducting by both the teacher and the students. During teaching and learning observed found that the students were enjoy the learning process, they enthusiast in finished their task, they gave an answered for the question given by teacher, those meant the students active and participant in the class during teaching and learning process. Finally, it was not needed to be revised as using film documentary was successful in improving the students' writing report. The data obtained answered the statement problem of this research.

The comparison result between pre test and post test can be seen through the table below.

Pretest post test comparison result

Cycle	Pre-test	Post-test	Deviation
1	49.4	72	22.6

In this case the students' improvement was influenced by several factors like the used of film documentary as the media can make it easier for the students easier to find out the

general information about the object or the topic discussed. Moreover, The students found it easier to built up and arrange their ideas into their report. In addition, the audio and visual sense of film documentary gave an interesting atmosphere in the class. Beside that the movie report also helped the students find out new vocabulary from the audio and subtitle of film documentary. The least, film documentary can reduce the students' boredom in the class.

The improvement here can be assessed through a good grammatical used by the students when they write, it seen from how the students put word order such like subject, object, and verb in well form (structured). The style that students used was also appreciated. it seen from how the students arranged the sentence appropriately to be meaningful sentence. Further, the words choices, it can be seen from how they choose the word that appropriate to the action explained it was because some vocabulary used were available in the film documentary. The last aspect to see is the mechanic, the students being aware in how they used punctuation in their writing, such like capital letter, period, question mark and others. And the last is form. Although some of them got difficulty in this section but many of them able to organized their sentences in well form.

All achievement above has strong effect towards using film documentary as a media in teaching writing. It gave the idea and knowledge to write, gave some vocabulary needed, gave appropriate pronunciation and spelling of some word, and many others.

CONCLUSION

The study concluded that the use of film documentary as the alternative media was successful in improving students' writing report. It can be seen from the score obtained from both test. The pre-test score was 49.4 with the percentage score was 27%. The used of film documentary as the media in teaching and learning there can really enhance students' score. The average post-test score was 72 where it was really contradict to the result of pre test which shows 67 average score.

Using film documentary as the media in teaching writing gave satisfactory results on the improvement of students' writing achievement. The students had achieved the criteria of success that 81%. From data above, the researcher found the improvement based on the aspect of writing where after implemented film documentary as the media in teaching writing, the students got wide vocabulary and know the meaning of new word that related to the material. For the grammatical, it can be seen from how the students arranged the sentences. It was because the students heard the way of arranged the sentence based on the film documentary played and many other aspects. In addition, it was proven by their result of both test shown a significant improvement and the result of observation sheet gotten by the researcher and the collaborator.

In addition, during the third meeting the students' writing was slowly made up. As the time flew away they became more active and creative in writing, able to construct the idea well. Mostly all of students found it easier to build up the idea and were more interested to follow the learning process because of using documentary film as the media. Most students pointed out that it was very useful to help them in writing. During teaching learning process the students gave good responses toward using film documentary as the media in teaching writing base on their score improvement.

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