THE EFFECT OF USING WATCHING FILM ON THE STUDENTS' WRITING ABILITY AT THE TENTH GRADE OF SMA NEGERI 1 PANAI HULU

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ABSTRAK

This research aimed to examine the impact of using the film-watching method on tenth-grade students' achievement in writing narrative paragraphs at SMA Negeri 1 Panai Hulu. The study utilized an experimental research design, involving a population of 40 students from two classes. Data collection was conducted through a test, selecting classes X-A and X-B, each consisting of 20 students, as the sample. Class X-A served as the control group, while class X-B was the experimental group. The data was analyzed using statistical formulas and Microsoft Excel 2013, with a significance level set at 0.05. The results indicated that (1) students who used the film-watching method had a mean score of 52.25 with a standard deviation of 61.25 in writing narrative paragraphs, and (2) students using the conventional strategy had a mean score of 55.25 with a standard deviation of 70.26. The observed t-value was 4.881, which is greater than the critical t-value of 1.701 at a degree of freedom (df) = 38. This result led to the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho), indicating a significant effect of the film-watching method on students' ability to write narrative paragraphs.

Keywords: *Watching film, writing skills, writing abiliy*

INTRODUCTION

As an international language, English is crucial for keeping up with advancements in our globalized world. To learn English effectively, students must master the four key language abilities: listening, speaking, reading, and writing. Among these, writing is particularly crucial and has always been an integral part of the English syllabus. Harmer (2007) stated as follows "...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves."

Out of the four language skills, writing is considered the most difficult to master. It demands active and productive effort, making it difficult for students to generate ideas, draw

on their experiences and knowledge, and express themselves effectively in written form. Richards and Renandya (2002) noted that writing is the most difficult skill for second language learners. The challenge is not only in generating and organizing ideas but also in translating these ideas into coherent text. Writing involves highly complex skills, requiring second language writers to focus on planning and organizing as well as on spelling, word choice, and punctuation.

Based on observations conducted with students at SMA Negeri 1 Panai Hulu, the researcher found that students face significant challenges in writing, particularly in crafting narrative paragraphs. They struggle to express their ideas and emotions clearly and have difficulty organizing their thoughts into coherent compositions. Many students remain confused about how to generate ideas for their paragraphs and lack knowledge of proper punctuation, spelling, and grammar. These issues are evident from the mistakes found in their assignments. The English teacher observed that students struggle with effective writing because they lack a thorough understanding of narrative elements like characters, plot, setting, conflict, and resolution. This fundamental gap contributes to their confusion and inability to produce clear and engaging narratives. Moreover, the reliance on conventional teaching methods, which emphasize memorization, has resulted in a lack of student engagement and interest. Many students become bored and disinterested, leading to poor performance and stagnation in their writing development.

Recognizing that writing paragraphs is not easy, teachers should explore innovative methods to make the process more interesting, enjoyable, and fun. By utilizing various methods, approaches, techniques, and strategies, teachers can more effectively help students in enhancing their writing ability. The researcher believes that although writing is inherently difficult, students' writing abilities can be greatly improved through more engaging and creative teaching practices. To make writing more engaging, incorporating interactive activities and using media tools could help students develop these essential writing skills effectively.

Therefore, media are needed for generating ideas. Various media such as images, music, animation, and others can facilitate the expression of ideas, especially when writing in a foreign language. Teachers need to employ appropriate techniques and media to aid students in expressing their ideas effectively, avoiding monotony from depend on textbooks and confusing explanations. According to Kreidler in Rizki et.al (2013) stated that visual aids can be useful for language teachers by providing support in their teaching.

In the teaching and learning process, the problem of teaching is not only the teaching material, but also the technique of teaching. The teaching process will not give a good result if the way of teaching is not suitable to the students' needs. Therefore, teaching technique will make teaching learning process run well. (Daulay, 2019). The author chooses to use the media of watching short animations that are in accordance with the narrative text material. This media is quite easy because it does not only focus on audio or visual. Instead, it uses interesting audio and visuals so that students don't feel monotonous and bored in learning.

Therefore, the author suggests the use of film as a way to develop creative works, strengthened by a statement from Rosdiana that the use of media can facilitate students in expressing their imagination in written form (Dina, 2019). Dodi and Yulia (2015) Watching English films as a learning medium in language lessons can aid in improving students' comprehension of the language. Choosing the suitable media and application will assist the teacher and learner in transferring and delivering of teaching material to the students. Choosing of proper media became strategy to ensure whether it is effective communication or not (Daulay 2021)

The researcher observed that students in senior high school struggle with writing narrative paragraphs due to a lack of understanding of the steps involved in composing a story. By using film-watching strategies, the researcher anticipates that students will

significantly improve their ability to craft narratives based on their life experiences. This approach not only aims to make learning more engaging but also helps students visualize and internalize the elements of a good story, ultimately enhancing their writing skills.

RESEARCH METHOD

This study employs an experimental research design as it aims to determine the impact of watching an animated film on students' writing abilities. The research method utilized is quantitative. According to Creswell (2009) said that the aims of quantitative method is to test objective theories by examining the effect of one variable to another variable. This study employs a quantitative research design to investigate the impact of using film as a teaching tool on students' writing skills in a high school setting. Data collection methods allows for a comprehensive analysis of the effectiveness of film-watching activities in enhancing students' writing proficiency and engagement with narrative texts.

The research conducted at SMAN 1 Panai Hulu, a high school setting chosen for its diverse student population and interest in innovative language teaching practices. The population for this study consists of high school students enrolled in English language classes at SMAN 1 Panai Hulu. A purposive sampling technique will be used to select a sample of students who will participate in film-watching activities and writing tasks. The sample will include students from different proficiency levels to ensure a diverse representation of writing abilities and language skills.

RESULT AND DISCUSSION

The collected data revealed that the lowest pre-test score was 35, the highest was 80, and the mean pre-test score was 52.25. For the post-test, the lowest score was 45, the highest was 80, and the mean post-test score was 61.25. In the experimental group, the lowest pre-test score was 35, the highest was 80, and the mean pre-test score was 55.25. The post-test scores ranged from a low of 55 to a high of 85, with a mean post-test score of 70.75.

Based on the explanation above, it is evident that the scores of students in the experimental group were higher compared to those in the control group. The mean scores for both the experimental and control groups indicate a significant improvement in students' scores from pre-test to post-test. The calculations performed were intended to determine whether the use of the film-watching method significantly impacted writing ability.

Table 1 Mean of Post-Test – Pre-Test in Control Group

No	Initial Name of the Students	Score	
		Pre-test	Post-test
1	A	50	60
2	AJ	75	70
3	AKR	40	50
4	ANJ	40	45
5	AP	80	80
6	DA	40	60

No	Initial Name of the Students	Pre-test	Post-test
7	DF	45	60
8	DL	65	65
9	DP	35	50
10	ES	40	60
11	HLS	65	70
12	MS	60	70
13	MY	35	50
14	RW	70	70
15	SA	45	55
16	SCD	65	70
17	SN	40	55
18	TH	50	60
19	TI	55	70
20	TR	50	55
	Σ	1045	1.225
	Mean	52.25	61.25

Table 2 Mean of Post-Test – Pre-Test in Experimental Group

No	Initial Name of the Students	Score	
		Pre-test	Post-test
1	ADN	80	80
2	AE	45	70
3	AL	60	70
4	AT	65	75
5	BR	35	60
6	CF	50	70
7	DA	60	70
8	DS	40	55
9	DN	60	70

No	Name		
10	DO	50	70
11	DR	65	75
12	ESN	40	65
13	FGN	50	65
14	MAR	65	80
15	MBN	40	60
16	MIN	65	80
17	MSJ	45	65
18	NA	45	70
19	RTA	75	85
20	SU	70	80
	Σ	**1105**	**1415**
	Mean	**55,25**	**70,26**

For hypothesis testing in this research, two average similarity tests were employed using statistical methods, as outlined below:

After verifying the normality and homogeneity of the data, the next step in hypothesis testing is to conduct a t-test. In this research, the t-test is computed using statistical formulas to determine the significant impact of using films as a medium on students' writing skills. The statistical formulas and t-test results are detailed below:

$$t = \frac{x1 - x2}{\sqrt{\frac{s_1^2}{n1} + \frac{s_1^2}{n2}}}$$

$$t = \frac{83.88 - 70.75}{\sqrt{\frac{83.88}{20} + \frac{61.25}{20}}}$$

$$t = \frac{13,13}{\sqrt{\frac{145.13}{20}}}$$

$$t = \frac{13,13}{\sqrt{7.25}}$$

$$t = \frac{13.13}{2.69}$$

t = 4,881

From the calculations, it is evident that the t-observed value is 4.881. In this hypothesis test, the t-table value with 38 degrees of freedom (df = N1 + N2 - 2) and a significance level of 0.05 is 1.701. The results show that the t-observed value exceeds the t-table value ($t_{observed}$ =4,881> t_{table} =1,701).

Discussion

The results indicate that using films as a medium significantly affects students' writing skills at the 10th grade level at SMA Negeri 1 Panai Hulu. This is evident from the higher scores achieved by the experimental group compared to the control group. Additionally, the findings support various theories and related studies. For instance, the American Council on the Teaching of Foreign Languages suggests that technology can enhance and support language learning. Technology plays a crucial role in education, and using applications as teaching tools exemplifies technology integration in language learning, contributing to improved language mastery. This research demonstrates that integrating technology can enhance students' language skills, including their writing abilities.

Furthermore, incorporating media in English teaching is a technological approach. This aligns with the findings of this research, which indicate that using films can actively engage students and facilitate learning writing at any time and place. There was a notable improvement in students' ability to write narrative paragraphs when using the film-watching method, as those taught with this approach achieved higher scores compared to those taught using conventional methods..

From the calculations, it was found that t-observed = 4.881, while t-table = 1.701. This indicates that the use of the film-watching method for writing narrative paragraphs had a significant impact at the 0.05 level. The results reveal that students taught using the film-watching method demonstrated a significantly better ability to write narrative paragraphs compared to those taught with conventional strategies.

CONCLUSION

This research aimed to evaluate whether using films as a medium in teaching writing significantly impacts the writing skills of 10th-grade students at SMA Negeri 1 Panai Hulu. The data revealed that students' ability to write narrative paragraphs was notably better with the film-watching method compared to the conventional approach. This effect is evident from the average post-test scores, with the experimental class achieving an average of 70.26, while the control class had an average of 61.25. The significance was further confirmed by the data analysis, which showed that the observed t-value was higher than the critical t-value (t-observed = 4.881 > t-table = 1.701). This means that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected, indicating a significant impact of using films as a medium on students' writing skills. This research contributes significantly to the field of education, particularly in English language teaching. By using film as a medium, this study demonstrates that integrating technology into learning can enhance students' writing skills. The use of film not only makes learning more engaging and interactive but also helps students better understand narrative structures, boosts their imagination, and inspires them to write more creatively and coherently. These findings support the theory that technology can be used to improve learning outcomes, especially in the context of language learning.

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