THE EFFECT OF USING SHORT MOVIE AS MEDIA IN TEACHING WRITING NARRATIVE TEXT TO THE TENTH GRADE OF SMA NEGERI 1 TANJUNG PURA

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ABSTRACT

This study aims to investigate the effect of using short movie as a media in teaching narrative writing to the tenth-grade students of SMA Negeri 1 Tanjung Pura. The research applied a quasi-experimental design involving class X-D as the experimental group and class X-F as the control group. The instrument used was written test administered in two stages: a pre-test before the treatment and the post- test after the treatment. Student were instructed to write a narrative text within 45 minutes based on a given theme. The research findings showed that students' writing skill improved after using short movies as a teaching media. The t-test calculation revealed that the *t*-count (2.162) was higher that the *t*-table value (1.67155) at a significance level of 0.05 with 58 degrees of freedom. Thus, the null hypothesis was rejected, indicating that the use of short movies had a significant effect on students' ability to write narrative texts.

Keywords: Short Movie, Media, Narrative text, writing skill.

I. INTRODUCTION

English is not only a means of communication but it is also a bridge to to explore the wider world and connect globally, therefore english is one of the international language that is very important to master or learn (Maduwu, 2016). english also opens the door to access to various opportunities in various fields of life. With english profiency, one can easily access global resources, collaborate with individuals from different countries, and keep up with the latest development in science, technology, and culture exchange, cross-cultural understanding.

According to Alfarisy (2021), English, which is one of the international languages, indirectly has a strong position in the world of education in indonesia. This id unavoidable because most of the science and technology in any field is written in english or other foreign languages so that mastery of english or foreign languages will provide a way for indonesians to develop science or spread knowledge that develops in indonesia.

In indonesia, English is the third languages for most people, after indonesian as the national language and the regional languages used in daily life. However for those who don't speak local languages, English can be a second language after indonesia. With its as the first foreign language Tught in schools, english has an important role in the world of education and professions. In addition, english is also one of the skills needed to improve the quality of learning and reseach. Many academic references, textbooks and international scientific journals are written in english, so mastering this language makes it easier for students to get information and deepen knowledge in various fields. In addition, many educational institutions in indonesia have started to implement english-based learning programs, such as bilingual classes or international curricula, to equip students with better language skills. Mastery of english is also one of the requirement in continuing education abroad through various international scholarships. Therefore, the ability to speak english not only helps individuals in

understanding learning material, but also opens wider opportunities to develop knowledge and contribute to the academic world.

In the process of teaching and learning english, there are four skills in english as the second or foreign language, namely: listening, reading, speaking and writing. Listening skill (understanding the spoken language), reading skills (understanding written language) and productive skills, speaking skill (producing spoken language) and writing skill (producing written language) (Lestari, 2019). the skills cover both receptive and productive aspects of language acquisition.

As mantioned from the beginning, there are four fundamental type of language skills, namely listening, reading, writing, and speaking. According Istiqoh (2021), writing is a linguistic activity that plays an important role in the dynamics of human civilization. By writing people can communicate, express ideas both from within and outside themselves, and be able to enrich their experiences. Through writing activities, people can also take advantage of their development. Each skill is closely related to each other in various ways. In acquiring language language skills basically through a regular relationship. As children we learn to listen to language, then speak, after that we learn to read and write.

In an era of rapid technological advancement, integrating media into teaching practice is becoming increasingly important. Learning media serves as one of the tools that teachers can use to deliver lessons so that students are interested in what is being taught (Wulandari et al., 2023). in english langue teaching, especialy in writing, the use of innovative and engaging media can significantly increase students' motivation and creativity. With the continuous development of digital platforms and multimedia tools, educators now have access to a variety of resources that can enhance the learning experience, making it more personalized and accessible to students with diverse learning styles.

According to Marliana & Indihadi (2020), writing a narrative text is the process of writing an essay thet describes an event that is happening or has happened so that readers can know the event without witnessing or feeling it themselves. Therefore, in narrative texts, the author tries to present the story clearly and in detail, so that the reader can imagine the events that occur. Narrative texts often include elements such as character, setting, plot and conflict that make the story more interesting and lively. By using a descriptive and imaginative language style, narrative texts allow readers to understand an event more deeply, even if they don't experience it directly.

Narrative texts are an important compenent of language teaching in the merdeka curriculum as they encourage students' creativity, critical thinking and writing skills. An narrative text, which often includes an orientation, complexity, resolution and coda structure, is a text that tells an event or story with the purpose of entertaining, motivating or providing a moral lesson. Students can study a variety of narrative text formats, including folktales, legends, fables and contemporary short stories, thanks to the merdeka curriculum's emphasis on flexibility and project-based learning.

Narrative text writing is one of the basic genres in english education, which requires students to create a story with a coherent plot, characters and setting. However, many students face challenges in generating ideas and organizing their thoughts in a cohesive manner. Traditional teaching methods often fail to address these issues, leading to low student engagement and limited improvement in writing skills.

Based on observations in the field, many students feel pressured when faced with writing tasks, especially in creating interesting narratives. This is often due to their unfamiliarity with the structure of narrative texts, as well as a lack of inspiration to develop their ideas. In addition, monotonous and less interactive teaching mathods can make students lose interest in learning, teachers can create a writing lesson plan. Learning will become more meaningful for students if teachers become innovative and creative (Eliyawati, 2020).

In an educational context, the use of innovative learning media can be a solution to

overcome this challenge. According (Syah et al., n.d.). movies aree a great way to aid the learning process. It is thought that using movies to teach writing will make it easier for children to write and help them absorb concepts more easily. Videos can also enhance students learning and reduce boredom, allowing them to engage in learning activities more effectively than ever before. Short films can not only attract students' attention, but can also provide a visual context that helps them understand the structure and important elements in narrative texts. According to Firmadani (2020). learning media serves as an intermediary that allows teachers must be able to adapt to their learning media to adapt to the times.

In addition, short films can facilitate discussion and reflection, which are important parts of the writing learning process. By discussing the films they have watched, students can learn to analyze narrative elements, such as theme, character, and setting, which can then be applied in their own writing. Research by (Trisnani et al., n.d.). shows that animated films are very helpful in teaching students to write narrative texts. This media can make students actively involved in the teaching and learning process by giving them ideas to write the text. In addition, animated films help students improve vocabulary and grammar to support their writing production.

The use of short films is also in line with the development of technology and the needs of today's students who are more familiar with digital media. In this information age, students are often exposed to various kinds of media, including movies and videos, which can be a source of inspiration and ideas in writing. By utilizing short movie as learning media, it is hoped that students can not only improve their writing skilld, but also develop their creativity and imagination. Based on this description, the researcher intends to conduct a study entitled "The Effect Of Using Short Movie As Media In Teaching Writing Narrative Text To The Tenth Grade Of SMA Negeri 1 Tanjung Pura".

II. RESEARCH METHODOLOGY

The research was coducted at SMA Negeri 1Tanjung Pura in tenth grade academic year 2024/2025 which is located on Jl. Jenderal Sudirman No.52, Pekan TJ. Pura, Kec. Tj.pura, Kabupaten Langkat, North Sumatra 20853. this research was conducted from march 2025. it is the periodin the second semester of the 2024-2025 academic year.

The design of this study was a quasi-experimental research design, as it described the quantitative degree to which the variables were related. It was also reasonable that the writer intended to examine the cause-and-effect relationship between two variables: the use of short movie media as the independent variable (X), and students' writing ability in analytical narrative texts as the dependent variable (Y). The type of this research was an experimental-control group design. This experimental research design used a comparison between the achievement of the group that received the treatment (experimental group) and the achievement of the group that received a different or no treatment (control group).

This study was conducted as a quasi-experimental research to investigate the effect of teaching writing in narrative texts through short movies to tenth-grade students of SMA Negeri 1Tanjung Pura in academic yaer 2024-2025. in this type of quasi-experimental study, the writer aimed to test the hypothesis related to the population through experimentation.

The population was entire subject of the research aand the focus of investigation, whether in the form of idividuals, objects, events, values, or occurrences. Population can also be considered as a generalization domain consisting of items or people that have been assigned a certain number and attributes by the researcher for analysis conclusions are made (Danuri et al., 2019). The population of this study was tenth grade students at SMA Negeri 1 Tanjung Pura, the total population is 210 students.

According to Ary (2016) in Manik (2021), a sample is a portion of a population and a small group that is observed. Furthermore, a sample represent a part of the population that possesses the same characteristics and attributes as the

entire population being studied. In other words, a sample is a subset of the total population that is considered representative of the whole population (Prihastuty, 2023). The sample of this research were X-D as the experimental group class and X-F as the control group class. The experimental class was tought bty using Short Movie whereas the control group was taught by using Conventional Method.

In this study, there are two variables namely the media of short movie as the independent variable (X) and the students' writing ability in narrative text as the dependent variable (Y).

The score of test was calculated based on the following scoring system.

Table 1. Scoring system

Aspect	Score 0-4 (Very Poor)	Score 5-8 (Less)	Score 9-12 (Enough)	Score 13-16 (Good)	Score 17-20 (Very Good)
Content	No idea or very unclear	Ideas are unclear and undeveloped	Ideas are clear enough, but underdeveloped	Ideas are clear and sufficiently developed	Ideas are very clear, creative, and well-developed
Organization	No paragraph organization	Less organized structure	Good enough structure, but less cohesive	Logical and organized structure	Excellent structure and flows well
Vocabulary	Words are very limited and often imprecise	Words are less varied and sometimes imprecise	Fairly good vocabulary with some errors	Vocabulary is diverse and contextual	Vocabulary is very rich and used effectively
Grammar	Many grammatical errors that interfere with understanding	Some errors that interfere with understanding	Small errors that can still be understood	Almost no errors	No grammatical errors
Mechanics	Many spelling and punctuation errors	Some spelling and punctuation errors	Minor errors but do not impair understanding	Almost no errors	No spelling and punctuation errors

Written tests were given to students to evaluate their ability in writing narrative texts. The test was conducted in two stages, namely a pre-test administered before the treatment and a post-test given after the treatment. In this test, the students were instructed to write a narrative text based on a predetermined theme within 45 minute. The instructions required the students to write a story with a clear structure, use a minimum of 100 words, and pay attention to grammar, vocabulary, and text organization. To assess the students' writing performance, a writing assessment rubric was employed, which measured five main aspects: content, organization, vocabulary, grammar, and mechanics. Each aspect was score on a scale ranging from 0-20, and the rubric was used to evaluate the students' writing test results objectively consistently.

The test was developed by the writer based on the syllabus aligned with the curriculum of SMA Negeri 1 Tanjung Pura. In constructing the test, the writer also considered the indicators that were expected to be achieved by the tenth-grade students, particularly in writing competence. The test was employed to measure the students' ability after receiving the treatment. If the students' scores showed improvement, it indicated that the applied technique was effective in enchancing their writing skills.

III. RESULTS AND DISCUSSIONS

After collecting and checking the students' answer sheets, the writer assigned score to each test. Based on the obtained data, it was found that there were differences between the students' pre-test and post-test score in writing narrative texts in the experimental group, which was taught by applying Short Movies. The mean score of the students in the pre-test (X1) was 52.77, with the lowest score = 26and the highest score = 82. Meanwhile, the mean score in the post-test (X2) increased to 61.20, with the lowest score = 34 and the highest score = 90. this indicates an improvement in students' writing performance after the treatment using short movie.

In contrast, the control group, which was taught conventionally through the conventional method, also showed a slight difference between the pre-test and post-test

score, the mean score of the students in the pre-test (Y1) was 41.13, with the lowest score = 15 and the highest score = 76. meanwhile, the mean score in the post-test (Y2) was 45.17, with the lowest score = 21 and the highest score = 77.

Importantly, the writer employed the t-test analysis technique to determine the effect of using short movie on the students' ability to write narrative texts. The formula used in this analysis ispresentes below:

$$t_{counted} = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2}\right] - \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$$t_{counted} = \frac{61.20 - 45.17}{\sqrt{\left[\frac{(1836 + 1355)}{30 + 30 - 2}\right] - \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t_{counted} = \frac{16.03}{\sqrt{\left[\frac{3191}{58}\right] - \left[\frac{2}{30}\right]}}$$

$$t_{counted} = \frac{16.03}{\sqrt{55.02 - 0.07}}$$

$$t_{counted} = \frac{16.03}{\sqrt{54.95}}$$

$$t_{counted} = \frac{16.03}{7.412}$$

$$t_{counted} = 2.162$$

Based on the calculation of the t-test, the obtained t-counted value was 2.162. to determine the effect of variable X on variable Y, this value was compared with the t-table value at the significance level (α) = 0.05 and the degree of freedom (df) = 58. The result showed that the t-counted value (2.162) was higher than the t-table value (1.67155). therefore, the alternative hypothesis (H_1) was accepted, indicating that the use of short movie as a teaching medium had a significant effect ion students' ability in writing narrative text among the tenth-grade students of SMA Negeri 1Tanjung Pura in academic year 2024-2025.

IV. CONCLUSION

The main objective of this study was to determine whether the use of short movie affects students' ability to write narrative texts. The findings showed that students initially faced difficulties such as limited vocabulary, grammatical errors,and challenges in organizing text structure. After the implementation of short movie as a teaching medium, students demonstrated significant improvement in their writing ability. The t-test analysis revealed that the calculated t-value (2.162) exceeded the t-table value (1.67155) at a 0.05 significance level with 58 degrees of freedom, indicating that the use of short movie had a significant positive effect on the tenth-grade students of SMA Negeri 1 Tanjung Pura in the 2024–2025 academic year.

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