

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms and organization of the research.

A. Background of the Research

Language is a means of communication between individuals. It conveys messages or meaning from someone to other, from writers or speakers to readers or listeners. It also brings into relationship with their environment because language is an instrument to express an idea, opinion, mind and feeling.

In Indonesia, English plays an important role and English becomes the first foreign language learned by the students. They learn English at school as their foreign language subject beginning from elementary school up to university. It is very useful for the students to study English because English is used as an international language and people all over the world have studied English. Therefore mastering English becomes the most important factors for people who don't want to be left behind by the development of science, trade and technology including internet.

Learning English is related to four skills; those are listening, speaking, reading and writing. It is classified again into two parts; those are productive and receptive skills. In productive skills there are speaking and writing, then in receptive skills, there are reading and listening. However, in this study the researcher only focused on productive skills especially in writing.

Writing is a means of communication. Writing involves transferring a message from our thought using language in the written form and it is a communicative competence. According to Brown (1994: 227), communicative competence is relative, not absolute, and depends on cooperation of all the participants. Communicative competence enables one to convey and interpret messages and to negotiate meanings interpersonally within specific content. In addition, Canale and Swain (in Brown, 1994: 227) state that communicative competence consists of grammatical competence, discourse competence, sociolinguistic competence and strategic competence. The grammatical competence and discourse competence reflect the use of linguistics system itself. The sociolinguistic competence and strategic competence reflect the functional aspects of communication. By acquiring communicative competence, the students are expected to have knowledge of grammar and vocabulary of the language in order to have knowledge of rules of writing and to be able to apply it in real communication appropriately.

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the

written word in the form of text and it must be read and comprehended in order that communication to take place. In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. To write well, people must have good writing capabilities too. Moreover, someone who wants to write essay or story must know in writing process and the aspect of writing skills. The people must be able to organize the idea, to construct sentences, to use the spelling and punctuation well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Writing of English is different from writing of Indonesia. The students have to think in English not just to translate it in Indonesia language.

Competence based curriculum 2004 claims that:

“.....when one learns a foreign language, he is involved in creating and interpreting various kinds of texts made from the foreign culture which are different from his own.”

Yet, the problem is that the students get difficulty to apply the English structure in their writing. It is because there are many rules in grammar that they have to remember. Moreover, Ramelan (1992: 5) says that most of learning problems are caused by different elements found between the two languages. Therefore, he will be able to learn the elements of the target language which are similar to those with his own more easily than those which are not found in his native language.

Besides, among the four skills, writing is considered the most difficult skill to be learned and mastered because it involves some language components, such as spelling, language use, vocabulary, and punctuation. Writing requires the rules of English grammar and mechanics such as the correct use of verb and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary.

According to Hadfield (2004: v), there are some difficulties related to the writing. Firstly, there is *psychological difficulty* in which the writer has to decide what information the reader needs and how best to express this. Secondly, there is *linguistic difficulty* in that the language used in written language is different from that used in speech. Thirdly, there is *cognitive difficulty* in which that the students have to organize their thought on paper. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Writing is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

There are some types of writing texts studied in Junior High School, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this case, narrative text is the main focus.

Narrative text is one of the text genres that the students learn. Narrative is an account of sequence of events, usually in chronological order. Related to kinds of text, which student has to complete studying in Junior High School, narrative is a text which retells the story or previous experiences where complication dominantly places participants into conflicts. This text is written with the purpose to entertain or amuse the readers or listeners about the story. Many students do not understand how to write this text correctly, especially to write the structures of contents. This is the example of the student's work in writing narrative text under the title "Cinderella", especially in writing the orientation.

"Once upon a time there lived an unhappy young girl. Oneday, a minister of the Palace of this country gave announcement for the citizenry that there was a ball in the palace on Saturday night."

The example of student's writing above is not correct based on the structure of narrative text especially in writing the orientation. In writing the orientation, the writer should write or introduce the main characters and possibly some minor characters in the story. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening. But, in this case, the writer not only write the character in the story but also explain the complication of the story. That is "*Oneday, a*

minister of the Palace of this country gave announcement for the citizenry that there was a ball in the palace on Saturday night.” This sentence should be discussed in complication, but the students begin to write the orientation with the problem. Likewise, they should start at the introduction of a case that they want to tell. To start writing narrative is not easy. The student should express the beginning of the story as interested as possible so that the story is interesting to read. In other case, the students often make error at grammar such as in writing the complication. “*On Saturday night, suddenly something amazing happened. As Cinderella is sitting alone, there was a burst of light and a fairy appeared.*” The students tended to ignore the grammatical rules in writing narrative text. As the example above, “*On Saturday night, suddenly something amazing happened. As Cinderella is sitting alone, there was a burst of light and a fairy appeared.*” is erroneous. The all sentences must be in the past form.

Based on the problems above, the teacher’s role in language learning especially in writing skill is very important. In the learning process, the teachers have a duty to encourage, guide, and provide learning facilities for the students to achieve the goal. Besides, the teachers have a responsibility to see everything that happens in the classroom in order to solve the student’s difficulties in learning (Iskandarwassid dan Sunendar, 2008: 158). Nowadays, the teaching methods in writing used by most teachers are still using conventional method, for example the using of lecturing method, three-phase

technique still dominant in English classroom activities. It has an impact in student's interest in following the learning activities.

The weaknesses of the student's ability in writing encourage the teachers to find out an appropriate method and media to make the learning activities more effective. An appropriate method and media can be used to increase the student's motivation in writing learning especially in writing narrative text. Besides, the lack of student's practice in writing is an obstacle in improving the student's ability to write narrative. To produce a good writing, the students must often be trained to learn to express their thoughts and experiences in writing, of course with appropriate methods and media. The students will become accustomed to write in order to produce a good writing.

Nowadays, the teachers should be able to use a very complex media like videos, movies, internet and television, in addition to simple media in learning. The teacher should be active, creative and innovative in making an appropriate media, so the students can catch the teacher's explanation easily and comprehensively.

Media plays an important role in English learning. So that, in learning activities especially in writing narrative text, the teacher uses "short movie" as the teaching media. By using short movie, the students are expected to be able to express their ideas, so they can produce a good writing.

A research about teaching media in language learning especially in writing has been done by Solikhatun, under the title "The Effectiveness of

Using Fable Movies in Writing Narrative Text: The Case of the Eleventh Grade Students of SMA Gita Bahari Semarang in the Academic Year 2011/2012.” The aim of this research is to find out whether there is any significant differences’ ability in writing narrative text without using fable movies and with using fable movies. The result of the research showed that there were significant difference of the students’ writing ability to write narrative text between the students who was taught using film and those who was taught without using film. Based on the statistical analysis, the students’ ability to write narrative text which was taught using film was excellent, while the students’ ability to write narrative text which was taught without using film was fair. Based on the conclusion above, it shows that media “fable movies” which is used in experimental group is more effective.

Similar research has been conducted by Tatum Ariesya Akmal, under the title “The Use of Animated Film to Improve Students’ Ability in Writing Narrative Text: A Classroom Action Research at the ^{10th} Grade of Madrasah Aliyah Negeri Pemalang in Academic Year 2010/2011.” The aim of this research is to identify the improvement of students’ ability at class X.5 of MAN Pemalang in writing narrative text. The result of the research showed that animated film can improve students’ ability of class X.5 at MAN Pemalang in writing narrative text since it is interesting and motivating. It can motivate the students to learn English lesson especially in learning narrative text.

Both the previous researchers mentioned that the use of fable movies and animated films as teaching media in writing narrative text had positive effect toward the students writing ability. Related to this research, the use of short movie has never been applied in English learning especially in writing narrative text at the second year students of SMP Negeri 1 Boyolangu. Therefore, based on the reasons above the writer conducts a research to examine the effectiveness of “short movie” as a media in learning writing narrative text, under the title, **“The Effectiveness of Using Short Movies to Improve the Students’ Ability in Writing Narrative Text at the Second Year Students of SMP Negeri 1 Boyolangu on Academic Year 2013/2014”**.

B. Research Problems

It is expected that the research is able to answer the following problems, they are:

1. How is the ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text when they learnt writing without using short movies?
2. How is the ability of the second year student of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text when they learnt writing by using short movies?
3. Is there any significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text

between the students who learnt writing by using short movies and those who learnt writing without using short movies?

C. Objectives of the Research

Based on the statements of the research problems above, the objectives of the research are:

1. To know the ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text when they learnt writing without using short movies.
2. To know the ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text when they learnt writing by using short movies.
3. To find out whether there is any significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

D. Research Hypothesis

Hypothesis is a tentative answer to the research questions that may be true or false. Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained. The following hypotheses were used by the researcher in this study:

a. The alternative hypothesis (Ha)

Ha states that there is significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

b. The null hypothesis (Ho)

Ho states that there is no significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

E. Significance of the Research

The result of this research is expected to give some contributions for those who concern in language teaching learning, especially in English. They are:

1. Theoretically, the result of this study is expected to be able to verify the theories related to the research about the using of media, especially short movies toward the students ability in writing narrative text.
2. Practically, the result of this study is expected to give some contributions for those who concern in language teaching and learning, especially in English. They are:

a. For the Teacher

For English teacher, this study can provide contribution for the teachers to apply another techniques and media dealing with the teaching and learning process especially in teaching writing. By considering the result of the study the teacher will not use monotonous method and change his/her orientation in teaching writing.

b. For the Students

For the students, the result of the study will help them to write better. By implementing short movies, students are able to write narrative text well. As the result, their writing narrative text will much better because using short movies will improve the student's writing ability.

c. For Future Researcher

This thesis will give some contribution and information for future researchers about the effectiveness of using short movies to improve the students' ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu inon academic year 2013/2014, and the result of this study can be used as a reference to conduct further research dealing with teaching media used in the English learning through short movies.

F. Scope and Limitation of the Research

There are many media used to teach writing, such as jumble picture, prompts, series picture, diary, movie, etc. Based on the background of the

research, the scope of this study is using short movie as an instructional media in teaching writing narrative text not all of genres. This research is limited to the second year students of SMP Negeri Boyolangu on academic year 2013/2014, especially class VIII G and class VIII H as sample, so that when the same research is conducted in another school, it is still possible that different result will be gained. Besides, the short movies given are only related to the animated English movie about narrative story.

Considering the scope and all those limitation, there is a need to do more research about teaching writing narrative text using the same or different media. So that, the more optimal result will be gained.

G. Definitions of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definition of the terms used in this research. Those are:

1. Effectiveness

The effectiveness is the power which is had by somethings (person or thing) that follow to form the characteristics, faith or behavior of someone. (Pendidikan Nasional, 2002: 849). The effectiveness in this study means the ability or the significant increase of students' score in writing narrative text that have been learnt writing by using short movie. Not only understanding the generic structure but also the students are able to create good sentences, vocabulary, grammar and mechanics.

2. Short Movie

Movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie (Hornby, 2006:950). While short movie basically has short duration around 1 minute – 30 minutes. Short movie that is used in this research is in the form of English animated movie about narrative story without subtitle.

3. Ability

Ability is the capability of being able to do something, especially the physical, mental, financial or legal power to accomplish something. Related to this research, ability means the capability of the students for being able to write a narrative text with correct generic structure and language features of narrative text.

4. Writing Narrative Text

Writing is an activity that produce something from mind become meaningful a text or sentence (Byrne, 1979: 1). While writing narrative text. In this research focuses on writing narrative text that tells a story about something interesting that can amuse or entertain the readers.

H. Organization of the Research

This research consist of five chapters, chapter one is introduction, which includes background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and

limitation of the research, definition of key terms and organization of the research.

The second chapter is the review of related literature, which discusses teaching of writing in EFL class; the problems of EFL teachers in teaching writing; writing in language learning includes the definition of writing, the purpose of writing, the writing process and the characteristic of good writing; media includes the definition of media, the kinds of media, the characteristic of teaching media, and the function of teaching media; short movie includes the definition of short movie, the types of movie, the advantages and disadvantages of movie, short movie as teaching media in writing narrative text; narrative text includes the definition of narrative text, the generic structure of narrative text, the language feature of narrative text, the types of narrative text, and the example of narrative text; and how to evaluate writing.

The third chapter discusses the research method, which consists of research design; population, sampling technique and sample; variable; research instrument; validity and reliability testing; normality and homogeneity testing; data collecting method; and data analysis technique.

The fourth chapter is finding and discussion which includes research finding, hypothesis testing, and discussion.

The fifth chapter presents the conclusion of the investigation and the suggestion for the improvement of teaching writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the teaching of writing in EFL class; the problems of EFL teachers in teaching writing; writing in language learning includes the definition of writing, the purpose of writing, the writing process and the characteristic of good writing; media includes the definition of media, the kinds of media, the characteristic of teaching media, and the function of teaching media; short movie includes the definition of short movie, the types of movie, the advantages and disadvantages of movie, short movie as teaching media in writing narrative text; narrative text includes the definition of narrative text, the generic structure of narrative text, the language feature of narrative text, the types of narrative text, and the example of narrative text; and how to evaluate writing.

A. Teaching of Writing in EFL Class

When we learn a foreign language, we learn to communicate with each other, to understand them, to talk to them, to read what they have written, and to write to them. One way to communicate to other people is through writing. Therefore, writing should be included as an integral part of foreign language learning activities in the classroom.

In learning writing, the beginning levels of EFL writers need to learn from simple writing then to complex writing. Gebhard (2000: 234) states that beginning EFL writers need to learn the basic conventions of writing. These include being able to identify and write down letters, words, and simple sentences, as well as learning spelling and punctuation conventions. He also states that the teacher can use a number of different types of activities to teach these conventions.

The first is tracing letters, words, and sentences. Although such task may seem trivial, it can teach students letter recognition and discrimination, word recognition, and basic spelling, punctuation, and capitalization rules. The second activity is copy and change, in that students are given a passage, for example to change the subject from “he” to “they”. The third is to have students unscramble muddle sentence parts, for example, students are given a list of words, such as school – goes – friend – everyday – my – to, and they are asked to form a sentence.

Furthermore, Gebhard (2000: 234) explains that after the students have gained some control over the convention of writing, they can focus more easily on communicating their ideas through writing. And they can do a variety of writing activities such as; short stories; description of people, places, or object; comparison; elaborate definitions; arguments; and more. To accomplish this, EFL writing teachers are encouraged to have students work through a process of prewriting, drafting, revising, and editing.

B. The Problems of EFL Teachers in Teaching Writing

Gebhard (2000: 235) mentions that there are three problems faced by EFL teachers in teaching writing.

1. The less-proficient writer

In this problem, some students usually use ineffective writing strategies and the teacher is faced this problem by showing and guiding these students how to write. For the teacher, teaching less-proficient writers, it does not only help them to identify strategy which is appropriate for them, but also can give them input on how to treat less-proficient writers different from proficient writers. Knowing the students differences in learning is very important. It is because EFL less-proficient writers and EFL proficient writers have their own composing behaviors (Table 2.1). The EFL less-proficient writers do not know how to start and to end writing.

Table 2.1. The Composing Behaviors of EFL Writers

No	Proficient Writers	Less-Proficient Writers
1	Think about the task. Use a variety of prewriting strategies.	Start off confused, without using prewriting strategies.
2	Have a sense of audience. Will consider audience while composing.	Have vague or little awareness of audience.
3	Once organized, get ideas onto paper quickly.	Take much time to get ideas onto paper.
4	At drafting stage, pay attention to meaning over form.	Work primarily at the sentence level, struggling with form.
5	Concerned with higher levels of meaning along with surface level.	Concerned with vocabulary choice and sentence structure.
6	Will revise at all levels (words, sentence, paragraph, entire text).	Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, punctuation, etc)

7	Will revise by adding, deleting, recording ideas.	Are bothered by confusion over revision. Tend to avoid adding, deleting, and recording ideas.
8	Generate several drafts, each will some revision.	Revise primarily only the first draft.

(Taken from Gebhard, 2003: 236)

2. I can't write English

In this problem, the students have negative attitudes about writing or lack confidence in themselves as writers. The teacher is faced with changing their attitudes and building confidence. Who have negative attitudes toward writing is important. As writing teachers, to identify According to Gebhard (2000), doing personal approach to students, listening to their experiences and their views in doing writing as writers, not only offer teachers knowledge about students, but also can make students aware of themselves and their attitudes, possibly leading to change.

3. The teacher response

In this problem, the students do not always understand or pay attention to the content of the teachers' response to their written work. Therefore, teachers need to explore different ways for the students to get feedback on their writing. To do this, teachers can do several ways, such as work with students on developing their written work through one-to-one conferences, peer response groups, and providing a model that can help students to clarify what they are expected to do. The teachers show draft with specific written comments on an overhead projector, as well as have the whole class read and respond to the same draft of an essay.

C. Writing in Language Learning

1. The Definition of Writing

According to Kern (2000: 72) writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

According to Meyers (2005: 2) writing is an action, a process of discovering and organizing our ideas, putting them on paper, reshaping and revising them. This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it in writing. Then after you have finished writing, we read over what we have written and make changes and corrections.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia (2000: 142), "Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place."

O'Malley and Pierce (1996: 136) add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated

topic. So, it prosecutes students to formulate goals and plans for creating an organized structure in their composition.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2. The Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required. According to O'Malley and Pierce (1996: 137-138) there are at least three purposes of writing that describe the kinds of students writing, those are:

a. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, and developing new ideas or relationships, such as biography about a well-known someone from the writer's life.

b. Expressive/Narrative Writing

Expressive writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

c. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

Since the purposes of teaching writing in school should based on curriculum, the teachers should match their teaching purposes according to the syllabus of *2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs*. The expected learning outcomes outlined for the students of the first, second, and third years on writing skill are follows.

a. First Year

The students are able to:

- 1) write simple functional sentences,
- 2) write simple messages, short and simple announcements, and cards,
- 3) produce text in the form of a procedure and a descriptive.

b. Second Year

The students are able to:

- 1) write among others texts in the forms of a narrative, a description, and a recount,

- 2) write personal letters, post card, invitation card, leaflet, and announcement.

c. Third Year

The students are able to:

- 1) write texts in the form of a narrative, procedure, and report,
- 2) write short message, letter, advertisement, and announcement.

3. The Writing Process

There are many concepts dealing with the writing process. Brown (2001: 348) states that there are three main stages in writing process: pre-writing, drafting, and revising. Langan (2001: 17) points out that the writing process includes four stages; pre-writing, writing the first draft, revising, and editing. Betty Mattix (2003: 9) also mentions four stages of writing process. The stages include pre-writing, drafting, revision, and editing/proofreading. All the opinions above contain similar ideas meaning that when students produce a piece of writing, they will go through between the stages in which they make revision for improvement of their writing until finishing final draft.

The process of writing as a classroom activity incorporates in four basic writing stages, they are planning as prewriting, drafting, revising and editing. Three other stages externally imposed on the students by the teachers namely responding, evaluating and post-writing (Richards and Renandya, 2002: 316). The four basic stages in writing may be described as follows:

a. Pre-writing (Planning)

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002: 316). It stimulates thoughts for getting started. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing (Ouazeta, 2009: 22). In this research, the students try to order their ideas and arrange them according to their priorities, which ideas are going to be the first, which is the second, and so on. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones. According to Langan (2005: 23-32), there are some strategies and techniques for generating ideas.

1) Freewriting

Freewriting is writing without stopping. Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. The purpose of freewriting is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

2) Questioning

In questioning, the writer generates ideas and details by asking questions about the subject. Such questions include *Why? When? Where? Who? What? And How?*

3) Make a list

In making a list, also known as *brainstorming*, the writer collects ideas and details that relate to the topic. It is a way to associate ideas and stimulate thinking.

4) Clustering

Clustering, also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way because clustering itself is making visual map of our ideas.

5) Preparing a scratch outline

A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows freewriting, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies.

b. Drafting

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). According to Petty and Jensen (1980: 364-365) in the drafting stages includes pausing rereading as the writing is occurring, interaction with other (further discussion), consulting resources (looking up word meaning or spelling, for example) and reformulating the ideas and organization of the composition. In this

case the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teacher and ask their help to arrange the sentence structure.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In here, students rewrite their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that student's intent is made clearer.

d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as a part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, students not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submit their work for evaluation. At the last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher.

They edit their own for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, and the like. In this research, the students correct again their own writing after the teacher gives some comments for them (connection between sentences, grammar, diction, etc) before it is given to the teacher for final evaluation.

Based on the process of writing above, it can conclude that the students have to know and follow the steps in writing. They have to understand how to write properly based on the rules and steps in writing skill.

4. The Characteristic of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. According to Meyers (2005: 13) a paragraph is a group of sentences that discuss a smaller idea. Furthermore, paragraph like an essay, it generally contains an introduction, a body, and a conclusion.

Alice Oshima and Ann Hogue (1996: 17) state that a paragraph has three major structural parts; a topic sentence (the main idea of the paragraph), supporting sentences (develop the topic sentence by giving reasons, examples, etc), and a concluding sentence (the end of the paragraph and leaves the reader with important point to remember).

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

According to Harmer (2007: 22-24), there are two characteristics of an effective paragraph. Those are coherence and cohesion.

a. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. When a text is coherence, the reader can understand at least two things:

1) The writer's purpose

A coherent text can make the reader understand what the writer's purposes. Is it for giving information, expressing idea, or entertaining the reader?

2) The writer's line of thought

The reader should be able to follow the story and should not get confused with the content of the story.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann (1996: 17) add unity as a requirement of an effective paragraph. They state;

“Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss

new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea.”

D. Media

1. The Definition of Media

In language learning, media has an important role to make the learning activities more effective. The word of media is derived from Latin “*medius*” that means between or mediator. In Arabic, media means intermediary (*wasaa'il*) or mediator a message from sender to receiver message. Media is the plural form of medium.

According to Arsyad (2002: 3), media is an aid that is needed to support some activities in the world. Media is gravis, photographic, or electronic aids to absorb, process, and rearrange visual and verbal information. In addition, according to Gerlach and Ely as quoted by Arsyad said that a medium broadly conceived is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. While Brown (1969: 2-3) states that media are the tools or the physical things used by the teacher to facilitate the instruction.

Based on the definitions above, it can be concluded that terminologically, teaching media means something that is used to send a message (materials) from the sender (teacher) to the receiver (students) to reach the teaching and learning objective.

By using an appropriate media, it is hoped that the teaching learning process becomes interesting and makes the studentd interested and motivated to learn the material. It is expected that in teaching English in Indonesia, the teachers should make some strategies as well as media to make the teaching learning process be conducted well.

2. The Kinds of Media

According to Djamarah and Zain (2010:124), there are three kinds of media:

a. Auditif Media

Auditif media is media that only show the sound such as radio, cassette recorder, etc. So this media is not suitable for the deaf students.

b. Visual Media

Visual media is media that only show a picture without a sound. It means that the students just see a picture without hearing the actor says. The example of this media is strip, slides photo, etc.

c. Audio Visual Media

Audio visual media is the media which show a picture and sound. This media is the better media than the pther media. This media is divided into:

- 1) Quite audiovisual: media that show a sound and quite pisture.
- 2) Movement audiovisual: this media show the sound and the picture than can move.

3) Pure audiovisual: both of sound and picture are from one source.

Example: film, video cassette.

4) Not pure audiovisual: both sound and picture come from another source. For example the picture from LCD projector and the sound come from active speaker.

In this research, the researcher will use audio visual media; a notebook, a set of LCD projector, and short movies about narrative story as the media to motivate the students in learning narrative writing.

3. The Characteristic of Teaching Media

Gerlach and Ely in Arsyad (2008: 12-14) mention that there are three characteristics of teaching media. First, *fixative property* means the characteristic of teaching media can describe its ability to record and save picture, such as photo, video, and tape. The second is *manipulative property*, means the characteristic of teaching media can describe its ability to transform something event faster or slower. For example is a video about the metamorphosis of butterfly. The last characteristic is *distributive property*, means the teaching media can distribute the materials to all students.

4. The Function of Teaching Media

Gerlach and Ely in Arsyad (2008: 16-17) mention that there are four functions of teaching media. They are:

a. As Learning Sources

As learning sources means the teaching media can be used to replace the teacher's attendance and function.

b. Semantic Function

Semantic function means the teaching media can be used to enrich some vocabularies, to visualize some non-verbal vocabularies (symbol). For example is 'a tiger' as a symbol of braveness.

c. Manipulative Function

Manipulative function means the teaching media can be used to overcome the limitation of time and people sense so it can help the students to understand small object.

d. Psychological Function

In psychological function, there are six functions mentioned:

1. Attention Function

Attention function means the use of teaching media can interest or attract the student's attention.

2. Imaginative Function

Imaginative function means by using teaching media, the teacher can develop the student imagination

3. Motivate Function

Motivate function means the use of teaching media can help the students to understand the materials easily and to invite or introduce the students to come in the topic will be discussed.

4. Socio-cultural Function

Socio-cultural function means the use of teaching media can give the same perception to varieties students' background.

5. Affective Function

Affective function means the use of teaching media can influence the student's emotion.

6. Cognitive Function

Cognitive function means the use of teaching media can develop the student's knowledge.

E. Short Movie

1. The Definition of Movie

A movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process.

According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

In the film or movie theory, genre refers to the primary method of movie categorization. The main types are often used to categorized movie genre; setting, mood, and format. The movie's location is defined as the setting. The emotional charge carried throughout the movie is known as its mood. The film may also have been shot using particular equipment or is presented in a specific manner, or format. The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable. Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teacher's explanation.

As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students' enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing)

In fact, movie can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students,

movie can provide variety, interest, stimulation and help to maintain motivation. David Nunan and Clarice Lamb state, “For advance students, movie can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.”

2. The Types of Movie

Bordwell and Thompson that was cited on Retno Ayu’s thesis defined the types of movie of film as follows.

a. Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentarie present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

- 1) Compilation films; produced by assembling images from archival sources.
- 2) Direct cinema; recording an on going event ‘as it happens’ with minimal interference by the filmmaker.

b. Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed,

planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdooraction in the real time, but they create a series of images by shooting one frame at a time.

d. Experimental Film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are;

- 1) The filmmakers want to express personal experience or view point.
- 2) The filmmakers may also want to explore some possibilities of the medium itself.
- 3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

3. The Advantages and Disadvantages of Movie

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the succes of teaching is not determined by a single component, by the roles of all

components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them.

Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning. The advantages of using movie will be explained as follows.

a. Seeing language-in-use

When using movie, students do not just hearing language, they see it too.

This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues.

Students can imitate some expressions or gesture in spoken language.

b. Cross cultural awareness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters.

Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

c. The power of creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

d. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate students in teaching learning process.

Beside the advantages, use movie as a media also has several disadvantages. There are:

a. The nothing new syndrome

We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.

b. Poor quality tapes and disks

We have to be sure that students can see and hear the movie. If all students cannot watch and hear clearly, they will get difficult to catch the information on movie.

c. Stop and start

Some students become frustrated when teacher constantly stop and start the movie, only showing little bits at a time.

d. The length of extracts

Some people think that more than one two or three minutes of movie sends students to sleep. It can be happen when theme of movie is unfamiliar with them. They will get difficult to express their opinion based on movie in their writing.

e. Finger and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teacher themselves become frustrated when the machine does not work the way they want it to. The answer is we have to be familiar with the system which we are using in the class.

As a teacher of the English subject, we have to choose the best movie which are related to materials in order that students more easy to understand the materials when the teaching learning process in the class.

4. Short Movie as Teaching Media in Writing Narrative Text

To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown (1994: 1), using a variety media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning.

Short movie as a media of teaching language is regarded as central elements of the approach because it can be used as media to attract the students' interest in learning language. By using this media the teacher will find many possibilities to enrich educational system. Besides that the media of short movie, the students find themselves able to express thoughts, ideas, and feelings that they otherwise couldn't.

While the students watch the movie, the teacher guides the students to make notes related to the movie such as contents of the story, characters, and others. While the movie is played, the teacher should explain that the students are not allowed to interrupt because it can disturb the students' concentration. If the students find difficulties in vocabulary, they can ask the teacher after the movie ends. After that, the teacher asks the students to discuss together about the overall story of movie by connecting narrative text material that consists of the generic structure and linguistic features and asks the students to identify the movie together. The last, the teacher asks students to write a narrative text after they watch the movie. It means that students must share their idea, feeling, or anything that exists in their mind after they watch the movie and focus on generating ideas, organizing coherently, revising it into good composition, and editing text for appropriate grammar.

By using the movie, students will be more interested in learning narrative writing and they will practice regularly especially in writing.

F. Narrative Text

1. The Definition of Narrative Text

There are several kinds of text like narrative, recount exposition, description, news item, explanation, and argumentation. Narrative text is one of many kinds of text is learnt in second year students of Junior High School level. Basically, telling something means making someone else enjoy, imagine the thing that we tell. The main goal of telling story is to entertain, to get and pay attention the readers.

According to Anderson (1997: 18) narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listeners. Moreover, L. Spencer (2005) states that narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences where complication dominantly places participants into conflicts. He also stated that in writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting.

In curriculum 2004, narrative text is defined as e text which function is to amuse, entertain, and to deal with actual or various experience in

different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definitions above, the researcher concludes that a narrative text is a text which tells a story about something interesting that can amuse or entertain as well as give a certain moral lesson to the readers or listeners.

2. The Generic Structure of Narrative Text

According to L. Spencer (2005), there are some steps to construct a narrative text into a good organization of a narrative text. There are orientation, complication, and resolution. The steps for constructing a narrative text are as follows:

a. Orientation

In orientation, the writer introduces the main characters and possibly some minor characters. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening.

b. Complication

In complication includes the sets off events that influence what will happen in the story. It describes the rising crises or problems which the participants have to do with.

c. Resolution

In resolution, the writer shows the way of participant to solve the crises or problems, better or worse. In addition, a coda can be given in the last part

of the text as an optional step. Coda provides a comment or moral based on what has been learned from the story.

From the statement above, the researcher concludes that narrative text introduces orientation to lead the readers to the context. It is continued by sequence of events which tell the context of the story. Then, it is concluded in resolution as ending of story.

3. The Language Feature of Narrative Text

In this research, the students have to more pay attention when they want to write a narrative text. Learner have to focus on some language features in a narrative text. Related with the generic structure of narrative text stated by L. Spancer (2005), he also states that narratives usually include the following grammatical features:

- a. Action verbs: Action verbs provide interest to the writing. For example, instead of *The old woman was in his way* try *The old woman barred his path*. Instead of *She laughed* try *She cackled*.
- b. Written in the first person (I, we) or the third person (he, she, they).
- c. Usually past tense.
- d. Connectives, linking words to do with time.
- e. Specific nouns: Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.

- f. Active nouns: Make nouns actually do something, eg. *It was raining* could become *Rain splashed down* or *There was a large cabinet in the lounge* could become *A large cabinet seemed to fill the lounge*.
- g. Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- h. Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character:
 - 1. What does it smell like?
 - 2. What can be heard?
 - 3. What can be seen - details?
 - 4. What does it taste like?
 - 5. What does it feel like?

From the explanation above, it can be concluded that the students must be able to identify the significant language features of narrative text correctly in order that students not only more understand the material of narrative text, but also the students will be able to write the narrative text correctly.

4. The Types of Narrative Text

According to L. Spencer (2005), there are many different types of narrative text including legend, fable, fairy tale, and science fiction. The types of narrative text stated as follows:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are:

- Sangkuriang
- Malin Kundang
- The Legend of Tangkuban Perahu
- The Story of Toba Lake

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human being. The examples of fable in narrative text are:

- Mousedeer and Crocodile
- The Ants and the Grasshopper
- The Smartest Parrot
- The Story of Monkey and Crocodile

c. Fairy tale

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves,

trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are:

- Cinderella
- Snow white
- Pinocchio
- Beauty and the Beast
- The Story of Rapunzel

d. Science Fiction

According to Basil Davenport (1955) in L. Spencer (2005), science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

- To the Moon from the Earth by Jules Verne
- Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke

By learning the types of narrative text, the students can get the comprehensive understanding about the types of narrative text and the purposes of narrative text. Students can know the detail information of narrative text briefly. Students know about narrative text clearly from the purpose of a narrative text, the schematic structure of narrative text, and the language features of narrative text itself. They can build their imagination when they have to write a narrative text with the knowledge they have got by

learning kind of narrative text. They can easily write a narrative text correctly for the result after learning a narrative text specifically.

5. The Example of Narrative Text

Table 2.2. The Example of Narrative Text

The Drover's Wife Adapted from a short story by Henry Lavinson in Anderson (1998: 5)		
Structure		Grammatical Features
Orientation telling who and where	The two-roomed house is built of round timber, slabs and stringy-bark, and floored with spilt slabs. Bush all round-bush with no horizon, for the country is flat. The drover, an ex-squatter, is away with sheep. His wife and <u>children are left here alone.</u>	Specific characters
Complication that triggers a series of events	Four ragged, dried-up <u>looking children</u> are playing about the house. Suddenly one of them yell "Snake! Mother, here's a snake!"	Adjectives providing description
	It is near <u>sunset</u> , and she knows the snake is there. She <u>makes up</u> beds for the children and sits down beside them to keep watch all night.	Use of time words to connect events
	She has an eye on the corner and a green sapling club ready by her side. Alligator, the dog, lies nearby.	
	It must be one or two o'clock <u>in the morning</u> . The bush woman watches and listens, thinking about her life alone whilst her husband is gone.	
	It must be nearly daylight now. The hairs on Alligator's neck begin to bristle. Between a crack in the slabs an evil pair of small, bead-like eyes glisten. The snake-a black one-comes slowly out.	
Resolution in which the problem from the complication is solved	Alligator <u>springs</u> . <u>He has the snake now.</u> Thud, thud as the woman strikes at the <u>snake</u> . The dog <u>shakes and shakes</u> the black snake. The snake's back is broken. Thud, thud, its head is crushed.	Verb showing actions
	She lifts the <u>mangled reptile</u> and throws it on the fire. The <u>eldest boy</u> <u>watches it burn</u> then looks at his mother, seeing <u>tears in her eyes</u> .	Adjectives providing descriptions

Coda that gives the moral to the story	He throws his arms around her and exclaims, "Mother, I won't never go droving; blarst me if I do!"	
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G. How to Evaluate Writing

The best way to test people's writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions.

There are three things that we should consider to develop a good test for writing:

1. We have to set writing task that are properly representative
2. The tasks should elicit samples of writing which truly represent the students' ability
3. The sample of writing can and will be scored reliably

In obtaining reliable scoring of writing, the process of scoring can be done either holistically or analytically. Holistic scoring involves the assignment of a single score to a piece of writing on the basis of an overall impression on it. This kind of scoring has the advantage of being very rapid. The following is an example of holistic scoring provided by Cohen (1994: 327-328).

Table 2.3. Holistic Scoring

5	The main idea is stated very clearly, and there is a clear statement of change of opinion. The essay is well organized and coherent. The choice of vocabulary is excellent. There are no major or minor grammatical errors. Spelling and punctuation are fine.
4	The main idea is fairly clear, and change of opinion is evident. The essay is moderately well organized and is relatively coherent. The vocabulary is good, and there are only minor grammatical errors. There are few spelling and punctuation errors.
3	The main idea and a change of opinion are indicated but not so clearly. The essay is not well organized and is somewhat lacking in coherence. The vocabulary is fair, and there are some major and minor grammatical errors. There are a fair number of spelling and punctuation errors.
2	The main idea and change of opinion are hard to identify in the essay. The essay is poorly organized and relatively incoherent. The use of vocabulary is weak, and grammatical errors appear frequently. Spelling and punctuation errors are frequent.
1	The main idea and change of opinion are absent in the essay. The essay is poorly organized and generally incoherent. The use of vocabulary is very weak, and grammatical errors appear very frequently. Spelling and punctuation errors are very frequent.

Method of scoring which require a separate score for each of a number of aspects of writing task is said to be analytic. The following is an example of analytic scoring provided by Cohen (1994: 328-329).

Table 2.4. Analytic Scoring**Content**

5	Excellent	Main ideas stated clearly and accurately, change of opinion very clear
4	Good	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
3	Average	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak
2	Poor	Main ideas not clear or accurate, change of opinion weak
1	Very Poor	Main ideas not all clear or accurate, change of opinion very weak

Organization

5	Excellent	Well organized and perfectly coherent
4	Good	Fairly well organized and generally coherent

3	Average	Loosely organized but main idea clear, logical but incomplete sequencing
2	Poor	Ideas disconnected, lacks logical sequencing
1	Very Poor	No organization, incoherent

Vocabulary

5	Excellent	Very effective choice of words and use of idioms and word forms
4	Good	Effective choice of words and use of idioms and word forms
3	Average	Adequate choice of words but some misuse of vocabulary, idioms and word forms
2	Poor	Limited range, confused use of words, idioms, and word forms
1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms

Grammar

5	Excellent	No errors, full control of complex structure
4	Good	Almost no errors, good control of structure
3	Average	Some errors, fair control of structure
2	Poor	Many errors, poor control of structure
1	Very Poor	Dominated by errors, no control of structure

Mechanics

5	Excellent	Mastery of spelling and punctuation
4	Good	Few errors in spelling and punctuation
3	Average	Few errors in spelling and punctuation
2	Poor	Frequent errors in spelling and punctuation
1	Very Poor	No control over spelling and punctuation

The choice between holistic and analytic scoring depends on the purpose of testing (Hughes, 1989: 97). If diagnostic information is required, then analytic scoring is essential. If the scoring is carried out by small group of people, then holistic scoring may be appropriate. Analytic scoring is used when scoring is conducted by heterogeneous, less well-trained people or in a number of different places. However, whichever is used, multiple scoring involving two or more scorers is suggested.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It discusses the method used by the teacher in conducting this research. The discussion includes research method which consists of research design; population, sampling technique and sample; variable; research instrument; validity and reliability testing; normality and homogeneity testing; data collecting method; and data analysis technique.

A. Research Design

Research design refers to the systematic scheduling or the time at which treatments are administered to subject and at which observation are made of the performance of the subject. In short, design is used in research refers to the researcher's plan how to proceed (Bogdan and Bikel, 1992:58).

This research was conducted in an experimental design using quantitative approach, *Quasi Experimental Design with Nonrandomized Control Group, Pretest-Posttest Design*. Cohen (2007: 72) states that:

The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested, introduce and intervention and measure the difference that it makes.

Therefore, in this research, the researcher controlled and manipulated certain classes to investigate the influence of short movie as a media in

teaching writing narrative text. Then the researcher measured the difference that was made before and after manipulating.

Best (1981: 57) explains that:

An experiment involved the comparison of the effects of particular treatment with that of different treatment or of no treatment. In a simple conventional experiment references is usually made to an experimental group and control group.

From Best's explanation, the researcher used the specific treatment which was short movies to improve the student's ability in writing narrative text, and chose two classes which a class was as an experimental class and another class was as control class. Then to know the effect of using short movie, the researcher compared the scores of experimental class which got treatment, to the control class which had no treatment.

Ary (2002: 315-316) explains that quasi experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned. In other words, this design does not include random assignment and it is used where true experimental designs are not feasible. These design permits the researcher to reach reasonable conclusions even though full control is not possible. The objective of this research design is to examine how significant of the cause and the effect from the research.

Quasi Experimental Design includes two groups which from each group is given pretest and posttest. Before the experimental group is given a

posttest, they are given a treatment. The procedure of Quasi Experimental Design will be explained as follows.

First, the researcher selected two samples that at least appear to be similar; didn't choose a remedial class and an advanced class. Second, decided the experimental class and control class from those classes. Third, gave pretest to all subjects to know the ability from each subject on occasion of dependent variable. Forth, gave treatment for experimental class by using "short movie" in teaching writing narrative text. In this case, the teacher gave explanation about how to write narrative paragraph, then asked the students to watch the movie about narrative story. After the students understood the story in the movie, they were asked to write the story based on the short movie's theme. While for the control class, the learning activities in writing narrative paragraph was done without using media "short movie". The last procedure, both groups, experimental class and control class were given a posttest to compare the result.

Table 3.1. Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y1	X	Y2
C	Y1	-	Y2

(Taken from Donald Ary, 2002: 316)

Where:

1. **E** represents the experimental group
2. **C** represent the control group

3. **X** represents the independent variable, which is manipulated by the experimenter. It will also refer to ask the experimental variable or the treatment (media “short movie”)
4. **Y** represents the measure of the dependent variable. **Y1** represents the dependent variable before the manipulation of the independent variable **X**. **Y2** represents the dependent variable after the manipulation of the independent variable **X**.

From the table above, it can be inferred that both groups which are experimental and control group got the pretest (Y1) and posttest (Y2). Meanwhile, the experimental group obtained short movies as the treatment and the control group would not receive short movies as the treatment.

The detailed procedure of conducting this research will be explained as follows.

1. Pre-experimental Stage

In this pre-experimental stage, the researcher decided two classes became the sample of the research, one class as the experimental group and one class as the control group. After deciding the sample, the researcher gave *pretest* for those groups. Pretest was given to know the students' ability in writing narrative text before they learn writing narrative text by using treatment, then the result of pretest (student's score) was compared with the student's score after they learn writing narrative text by using treatment. Thereby, the experimental group and the control group start with the same starting point.

2. Experimental Stage

After the two groups had the same condition after they were given a test, the next stage was they were given a treatment to know their ability in writing narrative text. The treatment which was done by involves media “short movie”, the students, the teacher, and the researcher. The teacher as the manipulation’s subject of teaching and learning process and the researcher as the subject who manipulated the teaching and learning process.

Manipulation was giving treatment by using media “short movie” toward the experimental group. In this case, the target of manipulation was the students. In experimental group, the students used media “short movie” so they were able to develop their concept and idea that they had gotten from watching the movie. While in control group, the students got material about writing narrative text by using conventional method (without using media).

There were some stages in implementing the treatment:

a. Experimental Group

In learning writing narrative text, the experimental group was taught by using media “short movie” The students tried to write after watching the short movie shown. The students decided the characteristic of the story in the movie, and then they developed it into written form of narrative text. For detailed activity in experimental stage of experimental group can be seen in lesson plan in Appendix 3.

b. Control Group

The learning process of writing narrative text in control group was done by using conventional method (without using media). The position of the control group was only as comparator class, so the learning activity was done as usual, without using media. Before the activities done, not only control group but also for experimental group were given pretest to know their ability before they were given a treatment. The detailed activity in experimental stage of control group can be seen in lesson plan in Appendix 3.

3. Post-experimental Stage

Post-experimental stage is the last step of doing this research. After each group was given a treatment, those two groups were given posttest with similar material in pretest. The posttest was given to know the significant differences of student's ability in writing narrative text after given the treatment (learning writing a narrative text by using "short movie"). Besides, in this stage, the researcher compared the result of test between pretest and posttest, whether ever increasing, same, or down.

B. Population, Sampling Technique and Sample

1. Population

According to Ary (2002: 162-163), a population is defined as all members of any well-defined class of people, events, or objects. It means that the population is a group of subjects; it can be person or things, to whom or

which the findings of the research are to be applied. Based on the title of this research, the population of this study is all of the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014, consisting of twelve classes, whose total number is about 355 students.

Table 3.2. The Second Year Students of SMP Negeri 1 Boyolangu in Academic year 2013/2014

Number	Class	Male	Female	Total
1	VIII A	15	15	30
2	VIII B	15	15	30
3	VIII C	15	14	29
4	VIII D	15	14	29
5	VIII E	14	14	28
6	VIII F	14	15	29
7	VIII G	14	15	29
8	VIII H	14	15	29
9	VIII I	14	15	29
10	VIII J	14	15	29
11	VIII K	14	15	29
12	VIII Terbuka	22	13	35
Total		180	175	355

2. Sampling Technique and Sample

In this research, the researcher did not take the whole of population members become the sample. As the result of this choice, the researcher needed a technique to select some samples used to represent population, called by sampling.

Sampling is the process of taking sample. According to Arikunto, there are eight sampling techniques. They are simple random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling and double sampling.

In this research, the researcher used *Purposive Sampling Technique* to obtain the sample. Arikunto (2006: 139) explains that:

Purposive sampling is sampling technique which researchers do not consider strata, random or area when they handpick a subject. However, they consider the certain purpose. In addition, this technique is done because there are some consideration such as the limitation of time, energy, and money.

Therefore, purposive sampling technique was used in this research. According to Ary (2002: 163), a sample is a portion of population from whom or which data are collected. The researcher had taken two classes of twelve classes from the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014 exactly VIII G class and VIII H class which both classes consist of 29 students. It was done with some considerations that both classes were the existing classes which almost had the same average in writing ability so it can represent the population on the average ability on writing.

C. Variable

Variable is a construct or a characteristic that can take on different values and scores. Variable may be some factors that are considered as the

object of this study. In addition, variable is divided into two groups; they are independent variable (x) and dependent variable (y).

Independent variable is a variable which influences dependent variable. In other words independent variable is causes variable. While dependent variable is a variable which is influenced by independent variable. In other words dependent variable is effect the variable.

In this study, there are two kinds of variable. The independent variable is strategy of using short movies, while dependent variable is student's ability in writing narrative text.

D. Research Instrument

In a research an instrument is needed to collect the data. According to Arikunto (2006: 160) the instrument is the tool which is used by the researcher in the time of the research. The instrument are used to achieve the accuracy the data and can indicate that the researcher is succesfully or not in his/her research. In this research the writer used a test as an instrument to get the data. The researcher gave the students two test and treatment, they are:

1. Pre-test

The researcher gave the pretest to the students of experimental group and control group as the first step in collecting data. It was used to identify the achievement of writing a narrative text. In this test the students were asked to make a writing composition based on the topic given. The writer gave 50 minutes to the students in writing narrative text based on

the topic given. The pretest is aimed at measuring the students' preliminary knowledge of narrative text and their achievement circle. For detailed instrument of test that researcher used in this research can be seen in Appendix 2.

2. Posttest

The posttest was conducted to measure the students' ability of experimental group and control group after the treatment. The students were asked to write a composition based on the topic given to the students. The result was analyzed to see how effective the use of short movies as a medium for developing students' writing skill of narrative text. The posttest is aimed at finding out the data needed to evaluate the experiment. For detailed evidence of test instrument can be seen in Appendix 2.

The students' ability in writing narrative text can be assessed by using scoring rubric for writing narrative text as follows:

Table 3.3. Scoring Rubric for Writing Narrative Text

NO	ASPECT	CRITERIA	SCORE
1	Content	Compatibility of the story with the theme	1 – 5
		Creativity in developing the story	1 – 5
2	Organization	Characters and setting	1 – 5
		Plot	1 – 5
3	Vocabulary	Vocabulary	1 – 5
4	Mechanics	Mechanics	1 – 5
5	Grammar	Grammar	1 – 5
6	Neatness	Neatness	1 – 5
Maximal Score			40

The detailed scoring rubric for writing narrative text can be seen in Appendix 4. After scoring based on each criteria, the researcher decided the student's ability into 3 categories, there were low ability, medium ability, and high ability. For the detailed procedure how the researcher decided the students' qualification in writing narrative text can be seen in Appendix 14.

E. Validity and Reliability Testing

1. Validity Testing

According to Gronlund in Brown (2004: 22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. It is the most complex criterion of an effective test and the most important principle of language testing. There are four types of validity; content validity, criterion-related validity, construct validity, and face validity.

In this study, the instrument tested by using *content validity*, *construct validity* and *face validity* because those are relevant with this research.

a. Content Validity

The test is said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc. being tested. Besides, the test should include a proper sample of the structure or content which is relevant with the purpose of the test. In this case, the content validity should refer to the "Kurikulum Tingkat Satuan Pendidikan

(KTSP)”. Based on the standard competence in syllabus of “Kurikulum Tingkat Satuan Pendidikan”, it is mentioned that the second year students of Junior High School are expected able to express meaning in functional written text and simple short essay in the form of recount and narrative to interact with the society around them. Based on the standard competence above, the students are expected to be able to write a simple text in the form of recount and narrative text.

Table 3.4. Content Validity

Standard Competence	12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>
Indicator	Writing a simple and short paragraph of narrative text with the correct structure
Technique	Written Test
Instrument of Test	<u>Pretest</u> <i>Write a short narrative text about a legend in Indonesia based on the story you have ever read or watched!</i> <u>Posttest</u> <i>Write a short narrative text about a fairy tale based on the story you have ever read or watched!</i>
Time Allocation	50 minutes

Based on Table 3.4 showed that the instrument of the test was valid based on the standard competence, basic competence, and indicator which mentioned in Syllabus (See Appendix 1).

b. Construct Validity

A test is said to have construct validity if it can demonstrated that it measures just the ability which is supposed to measure. The word “construct” refer to an underlying ability which is hypothesized in a theory of language ability. Brown (2004: 25) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception.

Related to this research, the researcher conducted a research about writing. It was impossible for the researcher to develop test in the form of multiple choice where the control of punctuation cannot be detected. More factors underlying writing, such as the content, organization, vocabulary, grammar, mechanics, and neatness. Therefore, the researcher used a scoring rubric for writing narrative text in the form of analytic scoring which measured the students’ mastery in content, organization, vocabulary, grammar, mechanics, and neatness (See Appendix 4 for detailed evidence).

Based on explanation above, it showed that the test is valid based on the construct validity.

c. Face Validity

The test is said to have face validity if it looks as if it measures what is supposed to measure. This research was done to know the effectiveness of using short movies as a media to improve the student’s

ability in writing narrative text, so the test should in the form of writing test.

Related to this research, the researcher asked the students to write a narrative text. It showed that the test was valid based on face validity.

2. Reliability Testing

Reliability is an essential characteristic of a good test. A reliable test is consistent and dependable. Gronlund in Brown (2004: 22) states that the reliability of the test refers to stability of measurement over time. It means that if the students are given the same test on two different occasions, the test should produce similar result. The word “similar” is used here because it is almost impossible for the test-takers to get exactly the same scores when the test is repeated the following day.

To get the reliability of the test in this research, the researcher used *inter-rater reliability*. Inter-rater reliability is achieved when two scorer or two raters do the scoring. Then, the two sets of scores gotten from the two raters are calculated to get the correlation coefficient. The two raters in this research were the English teacher of the second year students and the researcher herself. The researcher also used Alpha Cronbach Reliability Coefficient in SPSS program 16.0 version to analyze the data. The procedure to get reliability by using inter-rater reliability can be seen in Table 3.5.

Table 3.5. Scoring Table for Inter-rater Reliability Testing

NO	ASPECT	CRITERIA	SCORE		
			Researcher	Teacher	Mean
1	Content	Compatibility of the story with the theme			
		Creativity in developing the story			
2	Organization	Characters and setting			
		Plot			
3	Vocabulary	Vocabulary			
4	Mechanics	Mechanics			
5	Grammar	Grammar			
6	Neatness	Neatness			

According to Arikunto (2002: 245), reliability of the test distribution can be categorized into 5 classes as follows.

1. If the Cronbach's Alpha score 0.800 – 1.000 : very reliable
2. If the Cronbach's Alpha score 0.600 – 1.799 : reliable
3. If the Cronbach's Alpha score 0.400 – 0.599 : enough
4. If the Cronbach's Alpha score 0.200 – 0.399 : rather
5. If the Cronbach's Alpha score 0.000 – 0.179 : less

Based on the computation the result of reliability testing by using *inter-rater reliability* with SPSS program 16.0 version showed that the Cronbach's Alpha score in pretest of control group was 0.950 and the Cronbach's Alpha score in pretest of experimental research was 0.964. Related with the categories of the reliability testing stated by Arikunto, the result of computation of both groups was categorized into very reliable test. For detailed evidence of computation can be seen in Appendix 7.

F. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is used to examine whether a data set is well-modeled by a normal distribution or not. In this research, normality test is done toward the result (students' score) of pretest and posttest in writing narrative text. To know the normality, the researcher uses Kolmogorov Smirnov formula by using SPSS program 16.0 version. Normality test is done by using the rule of Asymp. Sig (2-tailed) or p . If Asymp. Sig (2-tailed) or $p > 0,05$, so the test distribution is normal.

In this research, normality testing was done toward the students' score in pretest and posttest, not only for control group but also for experimental group.

Table 3.6. Normality Testing Summary of Data Distribution

No	Data	Asymp. Sig (2-tailed)	Description
1	Pretest Control Group	0.496	Asymp. Sig (2-tailed) > 0.05, so test distribution is normal
2	Posttest Control Group	0.102	Asymp. Sig (2-tailed) > 0.05, so test distribution is normal
3	Pretest Experimental Group	0.320	Asymp. Sig (2-tailed) > 0.05, so test distribution is normal
4	Posttest Experimental Group	0.708	Asymp. Sig (2-tailed) > 0.05, so test distribution is normal

Based on the result of computation by using SPSS program 16.0 version, it can be concluded that the test distribution was normal (See Appendix 9). Therefore, the data is qualified to be analyzed.

2. Homogeneity Testing

Homogeneity testing is used to know homogeneous or not the variance of the two samples from the same population. Nurgiyantoro (2004: 216) states that in examining the homogeneity of variance should do testing of variance of the distribution score of group involved. Homogeneity testing was done after doing normality testing. The variance can be said homogeneous if the significance of the result is more than 0.050.

By using SPSS program 16.0 version, the result of computation showed that the variance was homogeneous.

Table 3.7. Homogeneity Testing of Variances

Data	P	Description
Pretest	0.545	Sig. 0.545 > 0.05, so the variances were homogenous

From the result above, the homogeneity testing of variance in pretest of control group and experimental group for writing narrative text in this research showed that the data had homogeneous variance, so it is qualified to be analyzed (see Appendix 10).

G. Data Collecting Method

According to Tanzeh (2009: 57) data collecting method is the ways or techniques that can be used by the researcher to collect the data. Data collecting is systematic and standardized procedure to obtain the necessary

data. If the data wrong, the result of the research will not valid. To avoid it, a good data collecting method should be applied.

In this research the researcher used two ways in collecting the data. Those are administering test and documentation.

1. Administering Test

In this research, the researcher used test to collect the data. Donald Ary (2002: 216) states that “A test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.” According to Arikunto (2010: 13) test is draft of question used for knowing the skill, intelligence, and ability of individual of group. In conducting this research, the researcher used test as the first method of collecting the data. The test was used to collect the students’ writing that must be analyzed to identify the students’ understanding on writing narrative text. The test was given not only for experimental group, but also for control group. The form of test in this research is a subjective test based on the instruction. In this case, the students was given freedom chance to think as much as possible. They can freely express and organize their ideas in written form related to the material of narrative text.

In this research, the researcher used pretest and posttest.

a. Pretest

Before teaching the new material by using short movies as media to write narrative text paragraph, the researcher gave the pretest to the students to write a narrative text without using short movies. This

test was given to measure the students' achievement before given a treatment.

b. Posttest

Posttest was held after all treatments were conducted. Posttest was given in order to measure the improvement of the students' understanding on writing narrative text after they learn writing narrative text by using short movies in experimental group and without using short movies in the control group.

The procedure of collecting the data could be seen in the following table.

Table 3.8. The Schedule of Conducting the Research

No	Group	Class	Date	Activity	Period
1	Experimental	VIII H	Monday, January 27 th , 2014	Pretest	2-3
2	Control	VIII G	Tuesday, January 28 th , 2014	Pretest	6-7
3	Control	VIII G	Saturday, February 1 st , 2014	Explaining about narrative text	3-4
4	Experimental	VIII H	Monday, February 3 rd , 2014	Explaining about narrative text	2-3
5	Control	VIII G	Tuesday, February 4 th , 2014	Treatment 1 (Fairy Tale)	6-7
6	Experimental	VIII H	Friday, February 7 th , 2014	Treatment 1 (Fairy Tale)	2-3
7	Control	VIII G	Saturday, February 8 th , 2014	Treatment 2 (Fable)	3-4
8	Experimental	VIII H	Monday, February 10 th , 2014	Treatment 2 (Fable)	2-3
9	Control	VIII G	Tuesday, February 11 th , 2014	Treatment 3 (Legend)	6-7

10	Experimental	VIII H	Friday, February 14 th , 2014	Treatment 3 (Legend)	2-3
11	Control	VIII G	Saturday, February 15 th , 2014	Posttest	3-4
12	Experimental	VIII H	Monday, February 17 th , 2014	Posttest	2-3

2. Documentation

According wikipedia.org, documentation is the process of providing evidence. Documentation is any communicable material, such as text, video, audio, CD, DVD, etc., or combinations there of that used to explain some attributes of an object, system or procedure.

In this research, the researcher document anything which related to the research, such as documenting the student's score in pretest and posttest, the student's work in writing narrative text, and other evidence (see Appendix 15).

H. Data Analysis Technique

Data analysis is the process of systematically searching and arranging to increase your own understanding of them and to enable your present what you have discovered to others. In this research, the researcher uses quantitative data analysis. Quantitative data analysis is also called statistical analysis. Usually the data are classified into numerical form. This technique is used to find the significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative

between the students who learnt writing by using short movies and those who learnt writing without using short movies. It means that the test is done to find whether there were any significant derivation between posttest of control group and posttest of experimental. In experimental research, the data are analyzed by using the following formulation of T-test.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\text{standard error of difference}}$$

Where:

$$\begin{aligned} \text{Standard error of difference} &= \sqrt{S_p^2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\ &= \sqrt{\left(\frac{\sum (X_1 - \overline{X_1})^2 + \sum (X_2 - \overline{X_2})^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \end{aligned}$$

So,

$$T = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{\sum (X_1 - \overline{X_1})^2 + \sum (X_2 - \overline{X_2})^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

t = t-ratio

$\sum X_1$ = the total number of experimental group students' score

$\sum X_2$ = the total number of control group students' score

$\sum \overline{X_1}$ = the total number of the square deviation of experimental group

$\sum \overline{X_2}$ = the total number of the square deviation of control group

N_1 = the number of experimental group students

N_2 = the number of control group students

After analyzing the data, the researcher identified the hypothesis testing. The hypothesis of this research as follows:

1. If T-Test score is bigger than T-Table, the alternative hypothesis (H_a) is accepted.

It means that there is significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

2. If T-Test score is smaller than T-Table, the Null Hypothesis (H_0) is rejected.

It means that there is no significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The objective of this research is to know the ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text when they learnt writing without using short movies and when they learnt writing by using short movies. Besides the objective of this research is also used to find out whether there is any significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies. The data of this research consisted of pretest score and posttest score of control group and experimental group. The result of the research will be explained as follows.

1. The Students' Ability in Writing Narrative Text when They Learnt Writing without Using Short Movies

a. Pretest of Control Group

Control group is a class which was given a treatment in writing narrative text without using short movie. In control group, the learning activity was done by the teacher as usual. Before the control group was given

a treatment, the researcher administered a pretest for this group in the form of writing narrative text. The subject of pretest in control group consisted of 28 students. Based on the result in pretest, the highest score was 80 and the lowest score was 63. For the detailed students' pretest score in control group can be seen in Appendix 5.

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 69.75; the mode was 68; and the median was 70. For the detailed evidence of statistical data can be seen in Appendix 6.

After doing computation by using SPSS program, the researcher constructed a group frequency distribution. The result of constructing the frequency distribution and the percentage of the students' score in pretest in writing narrative text can be seen in the table below. While for the detailed procedure how the researcher constructed a grouped frequency distribution for numerical data score can be seen in Appendix 13.

Table 4.1. Frequency Distribution and Percentage of the Control Group Students' Score in Pretest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	63 – 67	7	25	7	25
2	68 – 72	12	42.86	19	67.86
3	73 – 77	6	21.43	25	89.29
4	78 – 82	3	10.71	28	100
	Total	28	100		

Table 4.1 showed that from 28 students in control group who followed the pretest, there were 7 students (25%) got score 63 – 67, 12 students (42.86%) got score 68 – 72, 6 students (21.43%) got score 73 – 77, and 3 students (10.71%) got score 78 – 82. From those data were known that the great frequency was in interval 68 – 72 which consisted of 12 students.

Table 4.1 can be shown in the form of histogram below.

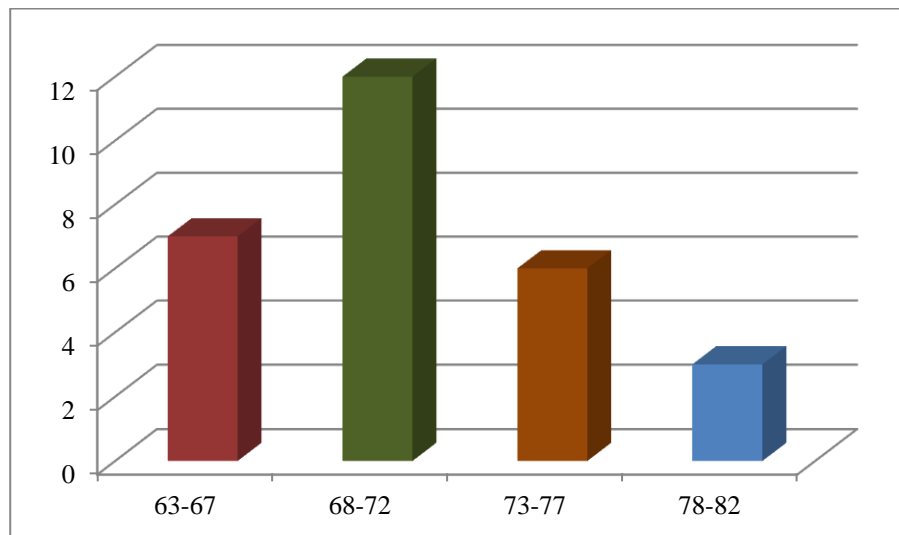


Figure 4.1. Histogram of the Control Group Students' Score in Pretest

From those data above, it can be summarized as in Table 4.2 below.

Table 4.2. Statistical Data Summary of the Control Group Students' Score in Pretest

Data	N	High Score	Low Score	\bar{X}	Md	Mo
Pretest Control Group	28	80	63	69.75	70	68

In Table 4.3 and on Figure 4.2 below, the researcher qualified the control group students' ability into three categories. There were low ability, medium ability, and high ability. While the detailed procedure how the researcher decided the students' qualification in writing narrative text can be seen in Appendix 14.

Table 4.3. The Control Group Students' Qualification in Pretest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 68.7	13	46.43	13	46.43
Medium	68.7 – 74.3	11	39.28	24	85.71
High	> 74.3	4	14.29	28	100

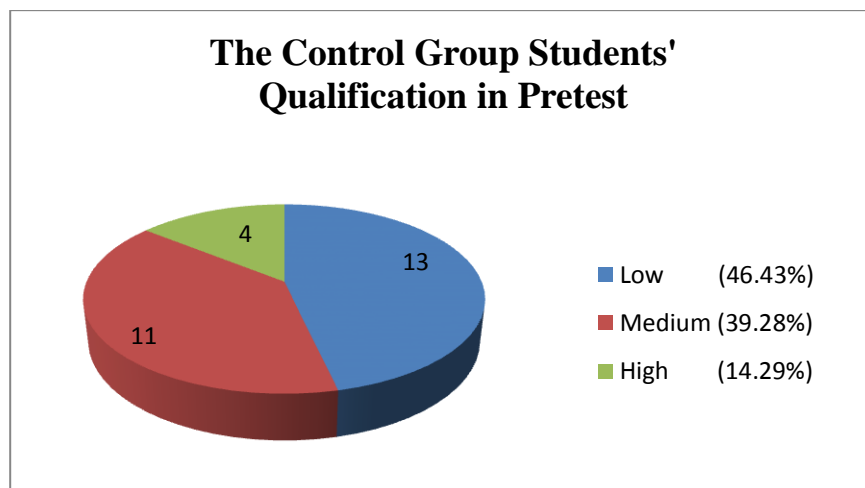


Figure 4.2. Pie Diagram of the Control Group Students' Qualification in Pretest

Based on Table 4.3 and Figure 4.2 above, the students' qualification in writing narrative text showed that 13 students (46.43%) were categorized in

low ability, 11 students (39.28%) were categorized in medium ability, and 4 students (14.29%) were categorized in high ability. The result above showed that the most students were categorized in low ability. It can be concluded that the students have been not mastery how to write a narrative text well in the first stage of writing narrative text.

b. Posttest of Control Group

Administering a posttest in writing narrative text for control group was done to know the improvement of the student's ability in writing narrative text although the leaning activity was without using media "short movie". The subject of posttest in control group consisted of 28 students. Based on the result in posttest, the highest score was 93 and the lowest score was 65 (See Appendix 5 for detailed students' score in posttest).

By using SPSS program 16.0 version, was known that the mean of student's score in posttest was 73.79; the mode was 73; and the median was 73. Based on the result of control group students' score in pretest and posttest, there was different score between both test where the mean of students' score in posttest was better than the mean of students' score in pretest. For the detailed evidence of statistical data can be seen in Appendix 6.

The frequency distribution and the percentage of the students' posttest score in writing narrative text can be seen in Table 4.4. While for the detailed procedure for constructing a grouped frequency distribution for numerical data score can be seen in Appendix 13.

Table 4.4. Frequency Distribution and Percentage of the Control Group Students' Score in Posttest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	65 – 72	11	39.29	11	39.29
2	73 – 79	10	35.71	21	75
3	80 – 87	6	21.43	27	96.43
4	88 – 95	1	3.57	28	100
	Total	28	100		

Table 4.4 showed that from 28 students in control group who followed the posttest, there were 11 students (39.29%) got score 65 – 72, 10 students (35.71%) got score 73 – 79, 6 students (21.43%) got score 80 – 87, and one student (3.57%) got score 88 – 95. From those data was known that the great frequency was in interval 65 – 72 which consisted of 11 students. The process of administering posttest in writing narrative text for control group showed that there was improvement of student's ability in writing narrative text although the learning activities without using short movies, but it was not significant. The learning activities without using media made the students were bored and did not interested in learning activity so they had difficulty to get or develop their ideas to write a narrative text. The impact was the improvement of the student's ability did not maximal. It can be seen from the student's score in pretest and posttest in Appendix 5.

Table 4.4 can be shown in the form of histogram below.

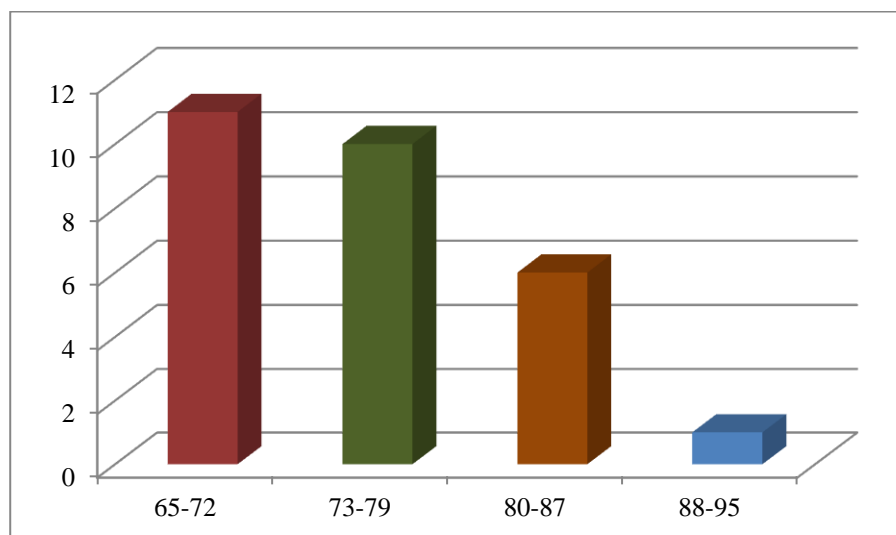


Figure 4.3. Histogram of the Control Group Students' Score in Posttest

From those data above, the researcher summarized the result of posttest of control group in the following table.

Table 4.5. Statistical Data Summary of the Control Group Students' Score in Posttest

Data	N	High Score	Low Score	\bar{X}	Md	Mo
Posttest Control Group	28	95	65	73.79	73	73

After doing computation by using SPSS program 16.0 version, the researcher qualified the control group students' score in posttest into 3 categories as in the process of qualifying the students' ability that have been done in pretest. For the result of categorization of the control group students' ability in posttest can be seen in Table 4.6 and on Figure 4.4 below.

Table 4.6. The Control Group Students' Qualification in Posttest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 74.3	19	67.86	19	67.86
Medium	74.3 – 83.7	8	28.57	27	96.43
High	> 83.7	1	3.57	28	100

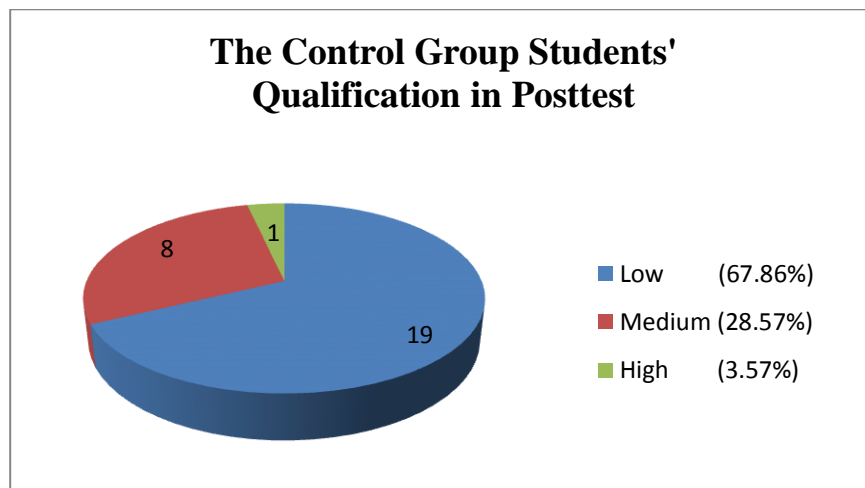


Figure 4.4. Pie Diagram of the Control Group Students' Qualification in Posttest

Based on Table 4.6 and Figure 4.4, the control group students' qualification in posttest showed that 19 students (67.86%) were categorized in low ability, 8 students (28.57%) were categorized in medium ability, and one student (3.57%) was categorized in high ability. The result above showed that the most students were still categorized in low ability, but there was improvement in students' writing ability based on the improvement of the mean score.

2. The Students' Ability in Writing Narrative Text when They Learnt Writing by Using Short Movies

a. Pretest of Experimental Group

Experimental group is a class which was given a treatment in writing narrative text by using short movie. Before the experimental group was given a treatment, the researcher administered a pretest for this group in the form of writing narrative text as a pretest that administered for control group. The subject of pretest in experimental group consisted of 28 students. Based on the result in pretest, the highest score was 80, and the lowest score was 63. It was same with the highest and the lowest score in pretest of control group (See Appendix 5 for the detailed experimental group students' score in pretest).

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 70.57; the mode was 65; and the median was 70.5. The detailed evidence of statistical data can be seen in Appendix 6.

The frequency distribution and the percentage of the students' score of experimental group in pretest can be seen in Table 4.7. While for the detailed procedure for constructing a grouped frequency distribution can be seen in Appendix 13.

Table 4.7. Frequency Distribution and Percentage of the Experimental Group Students' Score in Pretest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	63 – 67	10	35.71	10	35.71

2	68 – 72	4	14.29	14	50
3	73 – 77	9	32.14	23	82.14
4	78 – 82	5	17.86	28	100
	Total	28	100		

Table 4.7 showed that from 28 students in control group who followed the pretest, there were 10 students (35.71%) got score 63 – 67, 4 students (14.29%) got score 68 – 72, 9 students (32.14%) got score 73 – 77, and 5 students (17.86%) got score 78 – 82. From those data were known that the great frequency was in interval 63 – 67 which consisted of 10 students.

Table 4.7 can be shown in the form of histogram below.

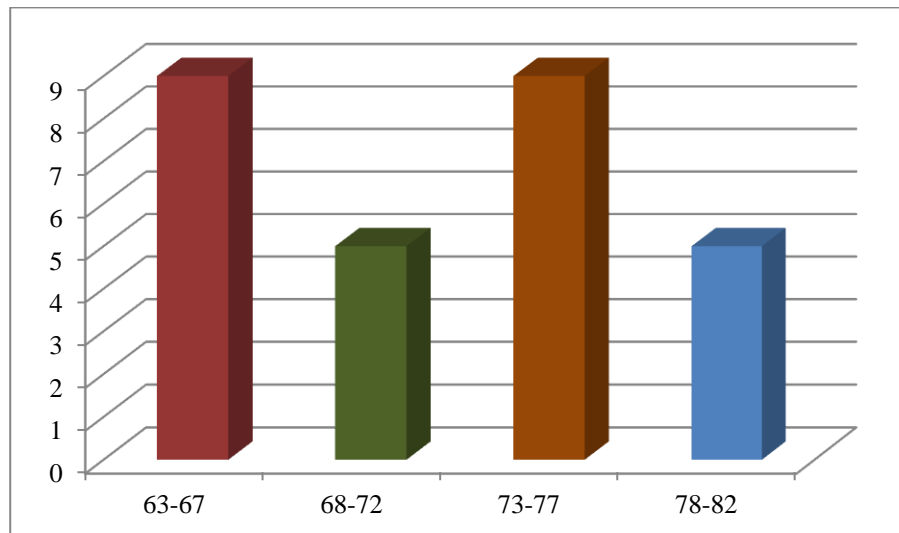


Figure 4.5. Histogram of the Experimental Group Students' Score in Pretest

To make those data above easy to read, the reseacrher summarized those data as a table of statistical data summary that have been done in

control group. The summarization of statistical data can be seen in Table 4.8 below.

Table 4.8. Statistical Data Summary of the Experimental Group Students' Score in Pretest

Data	N	High Score	Low Score	\bar{X}	Md	Mo
Pretest Experimental Group	28	80	63	70.57	70.5	65

Based on the result of experimental group students' score in pretest, the researcher qualified their ability into 3 categories; low ability, medium ability, and high ability. The result of categorization will be explained as in Table 4.9 and on Figure 4.6.

Table 4.9. The Experimental Group Students' Qualification in Pretest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 68.7	14	50	14	50
Medium	68.7 – 74.3	5	17.86	19	57.86
High	> 74.3	9	32.14	28	100

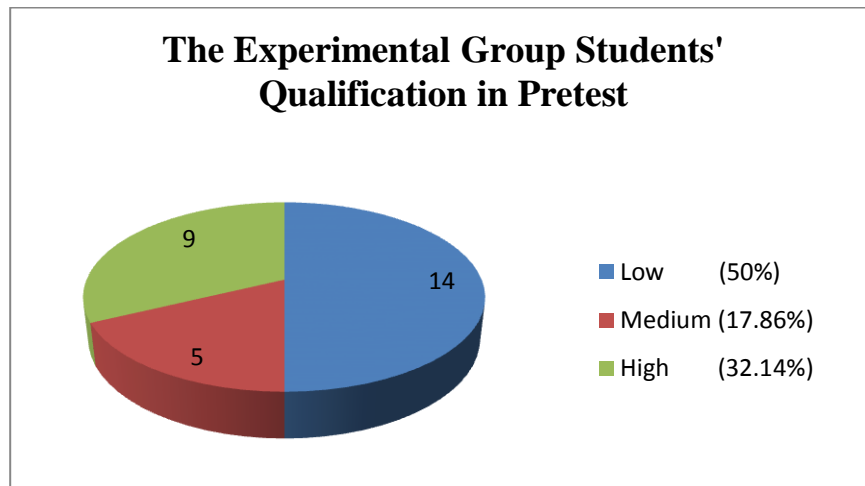


Figure 4.6. Pie Diagram of the Experimental Group Students' Qualification in Pretest

Based on Table 4.9 and Figure 4.6 above, the result of categorization showed that 14 students (50%) were categorized in low ability, 5 students (17.86%) were categorized in medium ability, and 9 students (32.14%) were categorized in high ability. Based on the result above, the most students were categorized in high ability. Based on the result above, the most students were categorized in low ability. It can be concluded that the students' ability, not only in control group, but also in experimental group, the students have been not mastery how to write a narrative text well because both groups were categorized in low ability.

b. Posttest of Experimental Group

Administering a posttest in writing narrative text for experimental group was used to know the improvement of the student's ability in writing narrative text after they learnt writing by using short movie. The subject of posttest in experimental group consisted of 28 students. Based on the result in

posttest, the highest score in experimental was same with the highest score in control group, it was 93. While the lowest score in posttest was 73. It was better than the lowest score in posttest of control group with score 65. For the detailed experimental group students' score in posttest can be seen in Appendix 5.

By using SPSS program 16.0 version, it was known that the mean of student's score in posttest was 81.75; the mode was 75; and the median was 83. Based on the result above showed that there was improvement of the students' score in posttest where the mean of students' score in posttest was better than the mean of students' score in pretest (See Appendix 6 for the detailed evidence of statistical data).

Table 4.10. Frequency Distribution and Percentage of the Experimental Group Students' Score in Posttest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	73 – 77	7	25	7	25
2	78 – 82	6	21.43	13	46.43
3	83 – 87	9	32.14	22	78.57
4	88 – 92	5	17.86	27	96.43
5	93 – 97	1	3.57	28	100
	Total	28	100		

Table 4.10 showed that from 28 students in experimental group who followed the posttest, there were 7 students (25%) got score 73 – 77, 6 students (21.43%) got score 78 – 82, 9 students (32.14%) got score 83 – 87, 5 students (17.86%) got score 88 – 92, and one student (3.57%) got score 93 –

97. From those data were known that the great frequency was in interval 83 – 87 which consisted of 9 students. The process of administering posttest in writing narrative text for experimental group showed that there was significant improvement of the student's ability after they learnt writing by using short movies. By using short movie, the students were able to develop their idea in writing narrative text better than control group.

Table 4.10 can be shown in the form of histogram below.

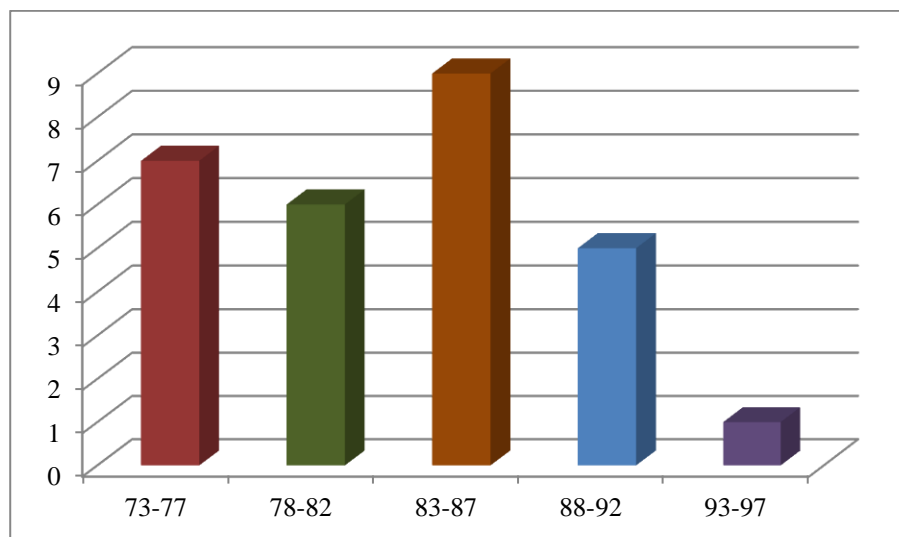


Figure 4.7. Histogram of the Experimental Group Students' Score in Posttest

From those data above, it can be summarized as in the following table.

Table 4.11. Statistical Data Summary of the Experimental Group Students' Score in Posttest

Data	N	High Score	Low Score	\bar{X}	Md	Mo
Posttest Experimental Group	28	93	73	81.75	83	75

While the students' qualification based on the students' score of experimental group in posttest can be seen in Table 4.12 and on Figure 4.8 below.

Table 4.12. The Experimental Group Students' Qualification in Posttest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 79.7	10	35.71	10	35.71
Medium	79.7 – 86.3	12	42.86	22	78.57
High	> 86.3	6	21.43	28	100

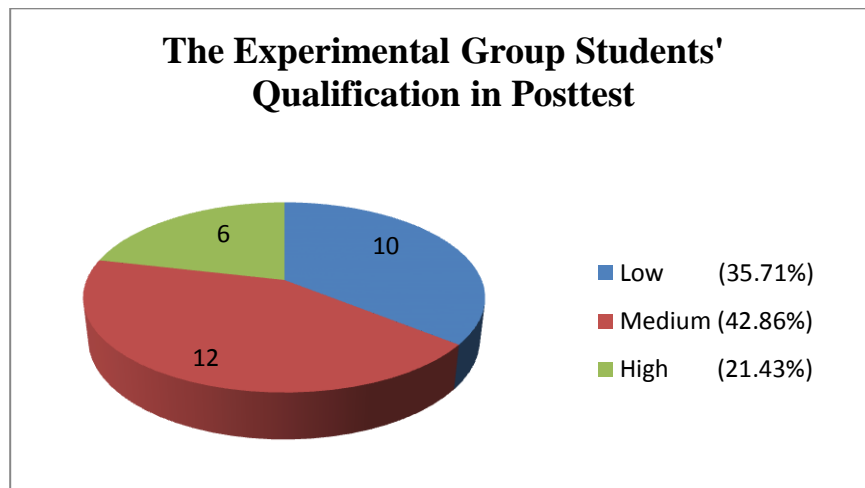


Figure 4.8. Pie Diagram of the Experimental Group Students' Qualification in Posttest

Based on Table 4.12 and Figure 4.8, the students' qualification in writing narrative text showed that 10 students (35.71%) were categorized in low ability, 12 students (42.86%) were categorized in medium ability, and 6 students (21.43%) were categorized in high ability. The result above showed that the most students were categorized in medium ability. There was

significant difference of experimental group students' ability between pretest and posttest where not only the improvement of the mean score, but also there was improvement of the students' ability from low ability into medium ability.

c. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

After the researcher analyzed the students' score of control group and experimental group in pretest and posttest, the researcher tried to compare the students' score of both groups consisted of the highest score, the lowest score, and the mean score in pretest and posttest in writing narrative text. After that the researcher found out the gained score of each group from pretest to posttest to know whether the students' ability was getting down, same, or getting improvement after they learnt writing without using short movies or after they learnt writing by using short movies. The result of comparison of statistical data in pretest and posttest of control group and experimental group can be seen in the table below.

Table 4.13. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

Group	Data	N	Highest Score	Lowest Score	Mean	Gained Score
Control Group	Pretest	28	80	63	69.75	+ 4.04
	Posttest	28	93	65	73.79	
Experimental Group	Pretest	28	80	63	70.57	+ 11.18
	Posttest	28	93	73	81.75	

Based on Table 4.13 above, it can be seen the comparison of the students' score in pretest and posttest of control group and experimental group in writing narrative text. In pretest, the students' score of control group in writing narrative text showed that the highest score was 80, the lowest score was 63 and the mean score was 69.75, while in posttest, the students' score of control group in writing narrative text showed that the highest score was getting improvement became 93, the lowest score was getting improvement became 65 and the mean score was getting improvement became 73.79 with the gained score 4.04 from the mean score in pretest. Then in pretest of experimental group showed that the highest score was 80, the lowest score was 63 and the mean score was 70.57, while in posttest, the students' score of experimental group in writing narrative text showed that the highest score was getting improvement became 93, the lowest score was getting improvement became 73 and the mean score was getting improvement became 81.75 with the gained score 11.18 from the mean score in pretest.

The result above showed that the gained score of experimental group who learnt writing by using short movies was higher than the gained score of control group who learnt writing without using short movies. It shows that there was significant difference of the students' ability in writing narrative text who learnt writing by using short movies and those who learnt writing without using short movies. In short, the using of short movies was effective to improve the students' ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014.

B. Hypothesis Testing

This study aims to examine whether there is any significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies. The previous result presented in the data presentation is still insufficient to prove it. To examine the data profoundly, the writer analyzed the finding by using T-test formula and the result of computation by using T-test formula was proven by using SPSS program 16.0 version. The T-test formula stated as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum (X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

t = t-ratio

$\sum X_1$ = the total number of experimental group students' score

$\sum X_2$ = the total number of control group students' score

$\sum \bar{X}_1$ = the total number of the square deviation of experimental group

$\sum \bar{X}_2$ = the total number of the square deviation of control group

N_1 = the number of experimental group students

N_2 = the number of control group students

Table 4.14. The Count of T-Test

No	X_1 Experimental Group	$(X_1 - \bar{X}_1)^2$	X_2 Control Group	$(X_2 - \bar{X}_2)^2$
1	88	39.0625	73	0.6241
2	85	10.5625	68	33.5241
3	80	3.0625	80	38.5641
4	93	126.5625	73	0.6241
5	88	39.0625	68	33.5241
6	85	10.5625	73	0.6241
7	78	14.0625	73	0.6241
8	88	39.0625	93	369.0241
9	75	45.5625	80	38.5641
10	73	76.5625	73	0.6241
11	75	45.5625	80	38.5641
12	83	1.5625	70	14.3641
13	85	10.5625	75	1.4641
14	75	45.5625	75	1.4641
15	73	76.5625	65	77.2641
16	83	1.5625	73	0.6241
17	78	14.0625	70	14.3641
18	90	68.0625	70	14.3641
19	80	3.0625	70	14.3641
20	75	45.5625	73	0.6241
21	85	10.5625	65	77.2641
22	90	68.0625	80	38.5641
23	83	1.5625	80	38.5641
24	85	10.5625	70	14.3641
25	78	14.0625	70	14.3641
26	80	3.0625	83	84.8241
27	75	45.5625	73	0.6241
28	83	1.5625	70	14.3641
TOTAL	2289	870.6875	2066	976.7148
MEAN	81.75	31.0960	73.79	34.3641

According to the computation, the researcher applied the data into the following formula:

1. The researcher found the standard error of the difference between the means. The formula stated as follows:

$$\begin{aligned}
 \text{Standard error of difference} &= \sqrt{S_p^2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\left(\frac{\sum (X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\
 &= \sqrt{\left(\frac{870.6875 + 976.7148}{28 + 28 - 2} \right) \left(\frac{1}{28} + \frac{1}{28} \right)} \\
 &= \sqrt{\left(\frac{1847.4023}{54} \right) \left(\frac{2}{28} \right)} \\
 &= \sqrt{(34.2112)(0.0714)} \\
 &= \sqrt{2.4427} \\
 &= 1.5629
 \end{aligned}$$

According to the calculation above, the result showed that the standard error of difference between means of control group and experimental group was 1.5629. It was obvious that there is significance difference between the mean score of the control group and experimental group.

2. The researcher calculated the T-Test used the following formula:

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\text{standard error of difference}} \\
 &= \frac{81.75 - 73.79}{1.5629} \\
 &= \frac{7.96}{1.5629} \\
 &= 5.0931
 \end{aligned}$$

3. Degree of Freedom

To know the degree of freedom, we can find the result from the formula below:

$$\begin{aligned}\text{df} &= N_1 + N_2 - 2 \\ &= 28 + 28 - 2 \\ &= 54\end{aligned}$$

The t_{table} can be found from the table of “t” score. Because it can not be found the degree of freedom 54 in table t distribution, so the researcher used interpolation formula below:

$$\begin{aligned}\text{df} &= N_1 + N_2 - 2 \\ &= 28 + 28 - 2 \\ &= 54\end{aligned}$$

Significant Level 5%	
40	2,021
50	2,009
60	2,000

$$\text{Formula} : X = H_1 - \frac{B_1}{B_2} \times (H_1 - H_2)$$

(Sahid, 2003: 23)

$$X = 54$$

$$H_1 = 2,009$$

$$H_2 = 2,000$$

$$B_1 = 54 - 50 = 4$$

$$B_2 = 60 - 50 = 10$$

$$\begin{aligned}
X &= H_1 - \frac{B_1}{B_2} \times (H_1 - H_2) \\
&= 2,009 - \frac{4}{10} \times (2,009 - 2,000) \\
&= 2,009 - 0.4 \times 0.009 \\
&= 2,009 - 0,0036 \\
&= 2,0054, \text{ rounding up to } 2,005
\end{aligned}$$

Based on the result, with degree of freedom 54, it was gained that t_{table} score in significant level 5% is 2,005.

From the data analysis, it could be identify that:

1. When the value of $t_{count} > t_{table}$, the significant level is 0.05, the alternative hyphotesis (Ha) is accepted and the null hyphotesis (Ho) is rejected. It indicates that there is significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

It means that the short movie is effective used in teaching writing narrative text.

2. When the value of $t_{count} < t_{table}$, the significant level was 0.05, the null hyphotesis (Ho) is accepted and the alternative hyphotesis (Ha) is rejected. It indicates that there is no significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt

writing by using short movies and those who learnt writing without using short movies.

Based on the statistical analysis using t-test formula, it showed that t_{count} score was 5.0931 while the t_{table} score with df 54 was 2,005 for significant level 5%.

Because the t_{count} that had been gained 5.0931, while the t_{table} was 2,005, so the t_{count} was bigger than t_{table} in significant level 5%. Therefore, the null hypothesis that states there is no significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies is rejected. On the other hand, the H_a that states there is significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies is accepted.

To give more evidence, the researcher compared the result of computation by using T-Test formula with the result of computation by using SPSS program 16.0 version. The output of statistical computation showed that standard error of difference was 1.56346, t -value was 5,094 with degree of freedom (df) was 54, and the significant value 0.000, with confident level 95%.

The null hypothesis would be accepted if the significant value was greater than 0.05 whereas if the significant value was smaller than 0.05, the null hypothesis would be rejected.

From the result of t-test by using SPSS program 16.0 version, it could be seen that the significant value from the calculation output was 0.000. Therefore, it could be inferred that the significant value was smaller than 0.05 ($0.000 < 0.05$), so the null hypothesis was rejected (see Appendix 10.).

From those result, it can be concluded that there was significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies. Moreover, the finding verified that short movie was effective used to improve the students' ability in writing narrative text for the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014.

C. Discussion

This research was conducted in SMP Negeri 1 Boyolangu, Tulungagung. The population of the research was the second year students which consist of 355 students. The sample of the reseach was 58 students, but two students were ignored because did not follow the learning process, so the sample of the research became 56 student. The sample was gotten by using *purposive sampling* technique where the resercher did not consider strata,

random or area when the handpick a subject. However the researcher considered the certain purpose that was to choose the homogen classes. From that technique, the researcher decided VIII G class as control group who did not get the treatment by using short movie and VIII H class as experimental group who get the treatment by using short movie as the teaching media. The objective of this research is to find out if there is any significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies.

There are two variables in this research, those are dependent variable and independent variable. The dependent variable is the students' ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu, while the independent variable is a strategy of using short movies.

In this research, the researcher gave the test to the respondents twice, they were pretest and posttest. The researcher analyzed the students' ability in writing narrative text when they learnt writing without using short movies (control group), and when they learnt writing by using short movies (experimental group) to get score of control group and experimental group.

The discription of the students' ability in writing narrative text between the students who learnt writing without using short movies and those who learnt writing by using short movies will be explained as follows:

1. Description of the Students' Ability in Writing Narrative Text when They Learnt Writing without Using Short Movies

In the control group, there was not a new treatment in the teaching and learning process. They were given an usual treatment. They learnt writing narrative text by using text in handout as they had got. By just using handout and text as an aid in teaching and learning process, the teacher had used a monotonous media that could not improve the students' understanding on writing narrative text which makes the students can not write the narrative text correctly because the students got difficulty to develop their story and did not understand about the generic structures of narrative text.

This is the example of the control group students' writing in pretest.

Nama : Umi Maritoh
VII G.

Malin Kundang

One day in a village in Sumatra utara live a mother and
a child. is name Malin Kundang. The mother every day go to the sea
search fish and she son to help mother searching fish.
After Malin Kundang adult. He want go to city. He will work
in big city. In city, Malin meet with a girl beautiful and he falling
in love to her. Finally they married.

A year later, Malin go back to the village. The mother is happy
because she will meet her son. The mother go to harbour and suddenly
a ship came. A man out from ship with a woman and body guard. The
mother shocked because a man is her son, Malin Kundang. The mother
run to meet the man. She hug the man, but the man not know
the mother. He forget her mother. He said, mother is a poor
woman. The mother very sad and cry. She angried with the man and then
the mother curse the man.

When the man back home, in the middle sea, thunder strike
Malin Kundang and wife and the boat. Malin and all become stone.

Picture 4.1. Control Group Student's Writing in Pretest

Based on the criteria of scoring rubric for writing narrative text, the example of control group student's writing above showed that there were many lacks based on the content, organization, vocabulary, mechanics, grammar, and neatness. This is the example of the student's error in

writing narrative text , "*The mother every day go to the sea search fish and she son to help mother searching fish* (paragraph 1).

The example of student's writing above is erroneous. The all sentence must be in the past form. Besides, the choice of words were not effective.

In general, the characters and setting stated somewhat incomplete and unclear. It can be seen from the orientation in the story where the students did not tell the detailed characteristic from each character in the story. Besides, th creativity in developing the story somewhat weak. The student could not develop the idea well although the ideas of the story were stated clearly (See on Picture 4.1 above).

Compared with the example of the student's writing in pretest, the example of student's writing in posttest was getting improvement although they learnt writing without using short movies, but did not significant. This is the example of the student's writing in posttest.

Nama : Windi Setyowati
Kelas : VIII 5
No : 27

Hansel and Gretel

Once upon a time, ^{there} lived a poor family. There ^{V2} ~~are~~ father, step mother, Hansel, and Gretel.

^{In the night} ^{V2} the night Hansel ~~was~~ listen their parent's talking. ^{would throw} that they ~~were~~ throw Hansel and Gretel in the jungle. The next day her mother and his father invited Hansel and Gretel in the jungle. Because of Hansel knew, if her step mother was throw it, so, Hansel throw the stone for sign and they were still in the jungle. Her step mother ^{would throw them} ~~said~~ wait ^{V2} ~~in~~ here, but I look for wood. They were wait until ^{mid} ~~settled~~ night. Gretel cried and ^{V2} ~~said~~ "Hansel, how I go home?"

Finally they ^{if after to be is V, always followed by V-ing} ~~were~~ ^{could} go home because the stones had, Hansel ~~wrote~~ ^{been thrown by} her mother. Very shocked. In her heart she ^{mind} ~~said~~ "How they ~~were~~ can go home?" The next day her step mother and his father brought Hansel and Gretel in the jungle again and Hansel also throw ^{and} ~~the~~ throw the stone.

Her mother left them. Because ^{V2} ~~of~~ there ^{V2} ~~is~~ a bird that ^{V2} ~~picks~~ up the stones, so, they lost in Grandma's house of magic. The grandma's house of magic ^{Wicked witch's house} ~~made~~ from cookies and candy. Because of Hansel and Gretel ^{to be "were"} ~~were~~ hungry so, they ~~were~~ are it. Grandma's magic that said, "Who's brave brother's me?" Hansel ^{V2} ~~said~~ "I'm sorry ^{V1} ~~we were~~ so hungry" Grandma's magic was ^{ask them to eat} ~~ate~~ until they were stuffed and slept. The next day Gretel must ^{has to clean} ~~cleaned~~ the grandma's house of magic. Hansel was serve food to Grandma's magic. One day Gretel had to ~~made~~ fire but couldn't, so Grandma's magic that made fire. When the fire ^{after to always followed by V1} ~~is~~ already great, grandma's magic that pushed ^{V2} ~~were~~ find their house. Her step mother also regret. Hansel and Gretel gave the gold for her step mother and his father. Her step mother and his father ^{happily} ~~require~~ forgive to Hansel and Gretel. End They ~~were~~ lived ^{V2} ~~together~~ forever.

Picture 4.2. Control Group Student's Writing in Posttest

Based on the criteria of scoring rubric for writing narrative text, the example of student's writing in posttest above showed that the students' ability in writing narrative text was getting improvement.

After getting explanation about what narrative text is, the students were able to develop their ideas into good written although there were still any mistakes in tenses. The characters and setting stated fairly and completely and clearly. The plot was fairly well organized, generally coherent and interesting to read.

Although the students were not given any treatment, they got improvement in their ability in writing narrative text. The researcher assumed that the improvement of the control group students' ability was caused by *maturation*. According to Donald Ary (2002: 304) *maturation* refers to changes in the subjects themselves that occur over time. Between pretest and posttest, the students were growing mentally and physically, and they might have learning experiences that could effect the dependent variable. Related to this research, the researcher had six times meeting with three times treatment for writing narrative text although they learnt writing without using short movies. As long as they learnt writing narrative text although without using short moviea, the students had learning experiences in writing narrative text so their ability in writing narrative text were getting improvement.

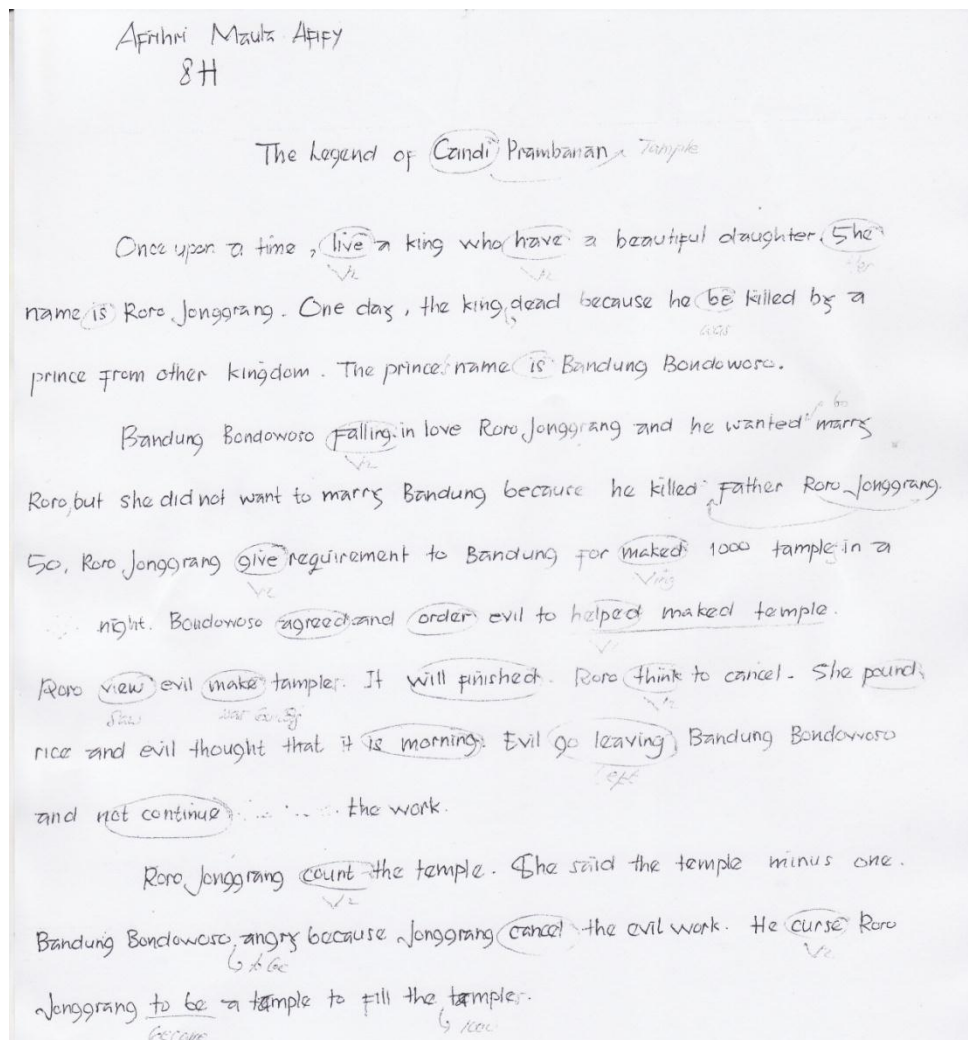
The improvement of the students' ability was proved by the mean score in posttest was higher than the mean score in pretest. The mean score

of pretest was 69.75 and the mean score of posttest was 73.79 with the gained score was 4.04. In the table of control group students' qualification in writing narrative text, it showed that the students' ability was not getting improvement because the most students was still categorized into low ability.

2. Description of the Students' Ability in Writing Narrative Text when They Learnt Writing by Using Short Movies

Pretest was conducted before the treatment. From the result of pretest, it was known that the students faced many difficulties in writing a narrative text. The students' ability were in low level when they had to arrange sentences to be a good paragraph by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Not only the sequence of sentences which were made by the students were not complete, but also they were many difficulties in vocabulary, grammar, and mechanic (See on Picture 4.3). Therefore, the students' ability in writing narrative text could not be understood. To minimize the number of the students' mistakes in their writing, the researcher collected students' writing, gave correction, and returned the paper to them. From the correction of their mistakes, the students were supposed to learn more and supposed to improve their understanding and their ability in writing narrative text. The stages that

have been mentioned above also were done for control group although the learning activities in writing narrative text without using short movies.



Picture 4.3. Experimental Group Student's Writing in Pretest

Compared with the students score in pretest, based on the analysis of the students' score in posttest, it was found that the students' understanding in writing narrative text after getting treatment improved. In

the treatment, the students were given short movies that was in line with the function of narrative text, its linguistic features, and its generic structure. This is the example of the experimental group student's writing in posttest written by Deska VIII-G.

Brave

Once Upon a time there was a kingdom in Scotland.
The kingdom ~~was~~ ^{led} by a king and queen. The Queen ~~is~~ Queen Elinor.
They ~~are~~ were had a child, the name ~~is~~ Merida. Merida ^{took care} ~~was~~ by her parents. Merida more and more growth ^{passive form} became adult. Merida ~~be~~ ^{was} learned by her father for became archer, everyday her father taught Merida till be able. One day her mother, Queen Elinor ~~want~~ ^{to} match Merida with the prince from other kingdom. Merida ^{1/2 marry off} But Merida would not it, she wanted to be a great archer.
On next day when her mother in the kitchen, Merida made a beverages for her mother, but that's beverages be mixed a poison, Merida got poison by old physician. At last her mother became a ~~bear~~ big bear, and Merida brought her mother in the forest. ~~but~~ =
And there Merida lived with her mother, ~~also her~~ mother usually her mother ~~is~~ ^{is} fierce because she was became a big bear, and Merida ~~restrain~~ ^{restrain} her,
In the kingdom ~~her~~ father ~~was~~ ^{was} found Merida and her mother. At last ~~And~~ he arrived in the forest, where Merida and her mother lived. There, her father saw Merida lived with her mother and other animals. When her mother saw her husband, her ~~directed~~ ^{directed} ~~and~~ was angry and -

made her husband chased away from the forest. More and more -
~~At~~ her mother ~~always~~ more fierce and Merida ~~not~~ ^{did not know} ~~knew~~, ~~she must~~
 what she did it. At last Merida cried, ~~how to~~ and she thought
 how to escaped that's poison from old physician, ~~and~~, she ~~is~~
 cried and said "I love you mom, I love you...!". Suddenly her -
 mother became Queen was so kind. ~~And~~ Merida ~~and~~ and her parents
 lived happily ~~at~~ ever after.

Picture 4.4. Experimental Group Student's Writing in Posttest

Based on the criteria of scoring rubric for writing narrative text, the example of experimental group student's writing above showed that the student's ability in writing narrative text by using short movies as media in teaching learning was getting improvement.

After the student got a treatment by using short movies as media in writing learning of narrative text, the student was able to develop their idea easily. Besides, the student's creativity in developing the story is better than before the student got a treatment. As in orientation, the characters and setting stated completely and clearly. The student was able to organize the story well, perfectly coherent, and interesting. Based on the student's writing above, the student almost no error in choosing the appropriate tenses for writing narrative text.

The improvement of the students' ability was proved by the mean score in posttest was higher than the mean score in pretest. The mean score of pretest was 70.57 and the mean score of posttest was 81.75 with the

gained score was 11.18. In the table of experimental group students' qualification in writing narrative text, it showed that the students' ability was getting significant improvement because the most students was categorized into medium ability after they learnt writing narrative text by using short movies.

3. The Influences of Using Short Movies on the Students' Ability in Writing Narrative Text

Based on the result of pretest and posttest that had been done for control group and experimental group, it shows that there was significant difference of the students' ability in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies. It can be seen from the gained score of each group where the gained score of the students who learnt writing narrative text by using short movies (experimental group) was higher than the gained score of the students who learnt writing narrative text without using short movies (control group). The gained score of control group was 4.04, while the gained score of experimental group was 11.18.

Based on the result of t-test analysis, it was found that $t_{count} = 5.0932$, and $t_{table} = 2,005$ for significant level 5% with $df = 54$. Because $t_{count} > t_{table}$, so H_a was accepted and H_o was rejected. It means that that there was significant difference of the students' ability in writing narrative text between the students who learnt writing by using short

movies and those who learnt writing without using short movies. So, it indicates that the using of short movie was effective to improve the students' ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014.

There were some reasons why the students' of experimental group can improve their ability in writing narrative text compared with control group. They were as follows:

1. The use of short movies gave the students the read data of a chronological event. It helped the students to express their ideas not only based on their imagination, but also relity based on the movies. The use of smort movies was actually meant to help them catch and express their ideas easily.
2. Students' boredom in learning narraive could be minimized. The treatment gave students different atmosphere in the teaching and learning process, so they were interested in the lesson. The short movies that conatined motion picture could attract the students' attention to interpret it and express their ideas on writing narrative text based on the short movies given.

The result of the research is in line with the theory that stated by Brown (1964: 1). He states that the use of media is needed to reach the purpose of teaching and learning and it should be various. Besides, Brown also states that the using of variety media will increase the probability that the students will learn more, retain better what they learn and improve

their performance of the skill they learn and improve their performance of the skill they are expected to develop.

Related to Brown explanation about the advantages of using media in teaching learning, the result of this research is also in line with the theory that stated by Harmer (2001: 282-283). From many reasons why movie can be used in language learning, he states that movie can motivate the students and it makes the students will be more enjoyable in teaching learning process.

Hence, when the researcher applied the short movies as the treatment in experimental group, the researcher proved that the short movies had those strengths as Brown and Harmer said. Through short movie as a media to improve the students' ability in writing narrative text, the students were able to get idea and develop the story easily. Besides, the students were more enthusiastic in teaching and learning process. As the result, the students were able to have good achievement in writing narrative text.

From the discussion above, it can be concluded that improving the students' ability in writing narrative text by using short movies is better than improving students' skill in writing narrative text without using short movies for the second year students of SMP Negeri 1 Boyolangu. In short, the using of short movies as media gave positive effect to the students' writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions of the research and suggestion. The conclusion are presented based on the result of the data analysis of the research. In addition, suggestions are given to the students, the English teacher, and the future researcher.

A. CONCLUSION

After the writer finished the previous chapters, the writer would like to present the conclusions as the result of the research on the effectiveness of using short movies to improve the students' ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014. The writer can conclude the result of the research as follows.

1. The students' ability in writing narrative text when they learnt writing without using short movies was still categorized in low ability although there was positive improvement on the average of the students' score between pretest and posttest. It was proven from the average of the students' score between pretest and posttest where the mean score of pretest was 69.75 and the mean score of posttest was 73.79. The

improvement of the mean score 4.04 showed that there was improvement on the students' ability, but did not significant.

2. The students' ability in writing narrative text when they learnt writing by using short movies was getting improvement from low ability in pretest into medium ability in posttest. It was proven from the average of the students' score between pretest and posttest where the mean score of pretest was 70.57 and the mean score of posttest was 81.75. The improvement of the mean score 11.18 showed that there was significant improvement on the students' ability after they learnt writing narrative text by using short movies.
3. There was significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative text between the students who learnt writing by using short movies and those who learnt writing without using short movies. It can be seen that the mean score of the experimental group in posttest was higher than the mean score of the control group in posttest. It can be proven by using T-test formula where the result of t was 5.0931 with standard error of difference 1.5629, the critical value for 54 degree freedom (df) at significant level 5% was 2.005. The result of computation by using T-test formula showed that there was significant difference because $t_{count} > t_{table}$. To give more evidence, the researcher compared the result of computation between T-Test formula and SPSS program 16.0 version. The output of statistical computation showed that standard error of difference was 1.56346, t -value

was 5,094 with degree of freedom (df) was 54, and the significant value 0.000, with confident level 95%. The result of computation by using SPSS also showed that there was significant difference because the significant value was smaller than 0.05 ($0.000 < 0.05$). It means that short movie was effective used in writing learning of narrative text at the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014.

B. SUGGESTION

Based on the result of this research which positively indicates that there is significant effect of using short movies as media to improve the students' ability in teaching learning writing (narrative text). Therefore, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the Teacher

To make a good atmosphere in the teaching and learning process, the teacher should choose an appropriate media in order to interact the students' attention and motivation, so the teaching and learning process will not monotonous. One of appropriate media suggested for the teacher is short movies. The finding of the reseacrh showed that the using of short movies can help the students to get and express their ideas easily so the students are able to develop their idea into good written. Besides, the students' boredom in learning can be minimized. The researcher suggests

for English teacher to use this media in language classroom to teach writing or other skill in other genres.

2. For the Students

To improve writing ability, the students have to learn about some process of creating a good writing and develop their knowledge. The researcher suggests to the students for using short movies to improve their writing ability because by using a short movie, the students can build and explore their imagination to write an interesting narrative text in a good composition easily and can improve students' skill in writing a narrative text.

3. For the Future Researcher

The researcher hopes for the further researchers to conduct a research that is related to use short movie to teach writing more detail. Based on the result of the research that the using of short movies are effective in learning writing, so the further researcher can conduct a research in different field (genres or level) by using quantitative research design or classroom action research to know whether short movie is even more effective or not.