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### FILM AS MEDIA TO TEACH WRITING AT THE ELEVENTH-GRADE STUDENTS OF SMA NEGERI TUGUMULYO

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#### **Abstract**

This study was entitled film as media to teach writing at the eleventh-grade students of SMA Negeri Tugumulyo. The purpose of conducting this study was to examine whether this is a significant or not film as media to teach writing at the eleventh-grade students of SMA Negeri Tugumulyo. This study used quantitative study, which focused on writing achievement at the eleventh-grade students of SMA Negeri Tugumulyo. The writer formulated two hypotheses; there were null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). There were 352 students from nine classes as the population of this study. The sample was taken through cluster random sampling was the class XI IPA.2 which consists of 37 students. In this case, the writer collected the data by using writing test. Then, the techniques for analyzing the data were the students' individual score and Match T-test to find out the  $t_{obtained}$ . Based on the findings, the result showed that  $t_{obtained}$  was 6.38, it was higher than  $t_{table}$  was 1.697 ( $t_{obtained} > t_{table}$ ), it could be concluded that the Null Hypothesis ( $H_0$ ) significantly effective film as media to teach writing at the eleventh-grade students of SMA Negeri Tugumulyo.

Keywords: teaching writing, film, media.



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### **Introduction**

English as a global language has been used by people in the world as a first language, a second language and a foreign language (Crystal, 2003:112). It showed that English is viewed as crucial language which is used to access information's people need in the world. Today, English is becoming more and more popular all over the world. It is not only considered as the mother tongue for about 60 million speakers in many countries, but also is used widely in the world as an international language. English is the language of the United Nations, international summit meetings, science, technology, business, tourism, medicine etc. As the mean of communication, English brings people on Earth together and helps them to understand each other. It exchanges material, cultural and spiritual values of people. English has an important role in several fields, one of them is education.

English as one of the international languages is very important since it requires as a bridge of communication. As one of international language, English cannot be separated with educational aspects. Furthermore in Indonesia, English is the foreign language and it is acknowledged as a compulsory subject in every education steps, started from elementary schools, junior high schools, senior high school and university. In language teaching the purpose of teaching English is to master the four language skills: listening, speaking, reading, and writing.

Writing is a skill that is required in written communication. It is a process of discovering and organizing ideas, putting them on papers and revising them. By writing, the students can express their ideas well: however, to get their meaning strong, interesting, and clear for the reader,



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this skill must be improved by practicing a lot, because writing has many contributions for their (Anderson, 2011: 86).

Heaton (1988:135) says that writing is a complex and sophisticated skill of language which requires the master of elements like punctuation, grammar, organization, spelling, vocabulary, etc. Writing is one of the English skills that have given an important contribution to human beings. It can be seen from the fact that scientific books, novels, letters, newspaper, magazines, brochures are products of writing. Moreover, writing ability is one of subjects that must be studied by the students at the schools, especially students of senior high school. They are expected to be able to express their ideas or feeling in either spoken or written forms.

The writer interviewed an English teacher at SMA Negeri Tugumulyo in order that found out some information. The informations are; first, students had difficulties when they wrote a paragraph in English. It means that students had lack of vocabulary. Second, students had difficult to develop their idea what they were going to write. Third, students did not understand for kinds of text in writing. Fourth, the students score did not pass KKM. Finally, the most serious problem that the students were lazy to write because they thought that English was difficult.

An effective learning process was joyful, interesting, and meaningful. Depend on how the teachers identify the character, method, learning sources and everything which can develop and push the students' motivation. Since most students are not motivated to learn language, they are not interested in following any kind of guidance given by teachers, except copying down notes that will help in passing the examinations.



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One of media can be used by the teacher in teaching writing is film. Today, film serves a similar function of traditional fairy tales, folk songs, or other oral storytelling traditions, but with a unique ability to combine multiple stimuli into a single and powerful entity (Glover, 2009:7). If education is the processing of information, find entertaining, then films provide an unprecedented method of educating a large audience by combining multiple entertaining components in a single medium. Film with the support of structured materials (like the study guides created for specific films) can help students develop all four communicative skills (speaking, reading, writing and listening).

Films can even to some extent substitute for the input that EFL students cannot receive from outside the classroom. In addition, real spoken language includes several characteristics that a textbook cannot present. These characteristics are for instance false starts, incomplete sentences and hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality. With the help of films teachers can present these characteristics to students better than with only a textbook. By watching films, the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behavior.

Based on the explanation above, the writer was interested in doing a study entitled” Film as Media to Teach Writing at the Eleventh-Grade Students of SMA Negeri Tugumulyo”.

## Method

In this study, the writer applied pre-experimental with one group pre-test and post-test design. Dealing with this method, Hatch and Farhady (1982:19) state that pre-experimental is useful ways of getting preliminary information on study questions.

In this study the writer used one group pre-test-post-test design. The design involved only an experimental group. The form of the design can be shown as follows:

**Table1**  
**One Group Pre-test and Post-test**

Pre-test	Treatment	Post-test
T1	X	T2

Where:

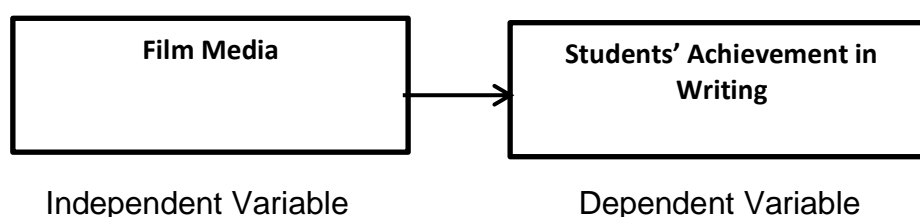
T1: Pre-test

X: Treatment

T2: Post-test

There were two variables in this study; they were independent variable and dependent variable. According to Hatch and Farhady (1982:15), an independent variable is the major one to investigate. It is variable which is selected, manipulated, and measured by the writer, while a dependent variable is the variable which is observed and measured to determine the effect. The independent variable in this study was film as media and dependent variable was the students' achievement in writing. The chart was shown as follows:

**Table 2**  
**Research Variable**



## Population and Sample

Population is the group to which the writer would like to have the result of study to be generalized; it included all individuals with certain specific characteristic (Frankel and wallen, 1993:39). In addition, Arikunto (2010: 173) stated that populations are the whole subject study. The population in this study was taken from the eleventh-grade students of SMA Negeri Tugumulyo. The population was 355 students. The population of this study was presented in the table below:

**Table 3**  
**Population of the Study**

No	Classes	Number of students
1	XI IPA 1	40
2	XI IPA 2	37
3	XI IPA 3	38
4	XI IPA 4	40
5	XI IPA 5	40
6	XI IPS 1	39
7	XI IPS 2	38
8	XI IPS 3	40
9	XI IPS 4	40
<b>Total</b>		<b>352</b>

(Source: SMA Negeri Tugumulyo)



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Sugiyono (2008:56) said that sample is any group of individuals which is selected to represent a population. In addition, Arikunto (2010:174) state that sample is a part of representative of population investigated. In choosing the sample, the writer used cluster random sampling. The writer took one class as the experiment class, (Frankle and Wallen, 1993:548). It was done by writing the names of the nine classes and after that the writer was taken one of them. Based on this explanation, the writer got students of the class XI IPA2 as the sample of this study, which consisted of 37 students.

### **Collecting Data Technique**

To collect the data, the writer used written test as the instrument; the test was given before and after the treatment. The instruments were two parallel tests, namely pre-test and post-test. The writer used the same material in the pre-test and in the post-test. Arikunto (2010:223), state that test is questions or exercises used to the students' skill, knowledge, and intelligence, attitude of an individual or group. The data collected through written test in the form of essay in narrative text that consisted of 100-150 words. The time was allocated for the students to do the test is 45 minutes.

### **Analyzing Data Technique**

There was be two test and administered in analyzing the data. First, the data concern with the pre-test scores. Second, the data concerned with the scores of the students in the post-test. Third, the marker in this study is using two raters. There were the English teacher and the writer himself. There were steps to be used for analyzing the data obtained, they were: (1) individual score, (2) conversion of the score, and (3) matched t-test.

## 1. Individual

The students' paragraph was scored in term of five elements: content, organization, structure, vocabulary, and mechanics. Content refers to the idea of paragraph; organization is concerned with ideas and their logical and coherent language and development; vocabulary covers the correct or appropriate choice of words and idioms; structure refers to the grammar and word order; and mechanics is the area of punctuation and spelling.

The students were asked to write a paragraph that consisting 100-150 words in the form of narrative text. Each paragraph was scored accordingly. It means that the students' composition was scored based on the five elements above and then the scores was based on the criteria established. The following table 3 shown the complete scale and ranges in writing proposed by Frydenberg (2008:183).

**Table 4**  
**Scale Range and Category of Writing**

Element	Scale rang and category			
	Excellent to very good	Good to average	Fair to poor	Very poor
Content	25-23	22-20	19-17	16-0
Organization	25-23	22-20	19-17	16-0
Structure	25-23	22-20	19-17	16-0
Vocabulary	15-14	13-12	11-10	9-0
Mechanics	10	19-18	7-6	5-0

(Frydenberg, 2008:183)



**Table 5**  
**Scoring Criteria**

Scoring Criteria		
Element	Score	Criteria
a. Content	25-23	Has excellent support
	22-20	Is interesting to read
	19-17	Is unified
	16-0	Follows the assignment
b. Organization	25-23	Has topic sentence with clear controlling
	22-20	Has supporting sentence
	19-17	Has concluding sentence
	16-0	Has coherence and cohesion
c. Grammar/Structure	25-23	Demonstrates control of basic grammar
	22-20	Demonstrates control basic grammar
	19-17	Show sophistication of sentence structure with complex and compound sentence
	16-0	Show sophistication of sentence structure with complex
d. Vocabulary	15-14	Effective word/idiom choice and usage
	13-12	Occasional error of word/idiom choice form but meaning obscured
	11-10	Frequent errors of word/idiom form choice and usage
	9-0	Essentially translation, little knowledge of English vocabulary
e. Mechanic	10	Demonstrates mastery on conventions
	9-8	Occasional errors of spelling, punctuation
	7-6	Frequent errors of spelling, punctuation
	5-0	No mastery on conventions, dominated by errors of spelling, punctuation, capitalization, paragraph

## 2. Conversion of the Score

In order to know the score which converted, the writer used conversion of individual score based on Minimum Mastery Criteria in the school as the setting of the study as seen in the following table:

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**Table 6**  
**The Conversion of MMC Range**

MMC Range	Qualification
0-73	Failed
74-100	Passed

(Source: SMA Negeri Tugumulyo)

According to the English teacher of SMA Negeri Tugumulyo, MMC for the eleventh-grade students in Writing is 74. If the students' score range is between 0-73 the students were not achieving the MMC, it means they failed. But if the students' score range is around 74-100, the students will pass the MMC.

### **3. Matched t-test**

The writer used matched t-test in order to measure the completeness of film media. This analysis was carried out to find out whether or not it was significantly effective to use film media in teaching writing to the eleventh-grade students of SMA Negeri Tugumulyo.

### **Findings**

This study talked about the data description. The writer found that teaching writing through film as media. Model in teaching writing was to the eleventh-grade students of SMA Negeri Tugumulyo. The numbers of sample were 37 students from XII.IPA.2. the data obtained had been calculated by 2 raters, the English teacher in this was a first rater and the writer was a second rater.

The data obtained from the written test in the pre-test analyzed from the structure (S), Vocabulary (V), Organization (O), Content (C), and Mechanics (M). the scores were obtained by adding the result of first rater by the second rater, and the dividing into 2. After being analyzed, the writer



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looked for highest score, the lowest score, and average score of each student for pre-test and post-test.

In addition, the data not only interpreted through the score obtained in the pre-test and post-test but also looked at the process of learning and capability of students in doing their task in this study. It is useful to know the progress of the student's ability. The student's ability analyzed by knowing how they can process verbal and quantitative information, interprets data, solve problems and think critically. More information about the finding was described below.

#### **a. The Students' Score in Pre-test**

Before, the writer conducted the pre-experimental, the writer gave students a pre-test then took students' score. The number of the students who took pre-test was 37 students. When the writer gave the pre-test to the students, some of them were difficult to start writing as the task to finish. They could not express their ideas in English well. Furthermore, the result of the pre-test can be seen in the appendix B.

The result of pre-test scores revealed that highest score was 91 which were reached by two students and lowest score was 40 reached by one student. The students' score was compared to MMC score in the following conditions: (1) the students' scores were determined as "passed" qualification when their scores were equal or exceeded 74. In contrast, the students' scores were considered "failed" when their scores were lower than 74. The students' score in the pre-test can be seen in the appendix B. the following table shows the number of students in the conversion score of the pre-test to the MMC.

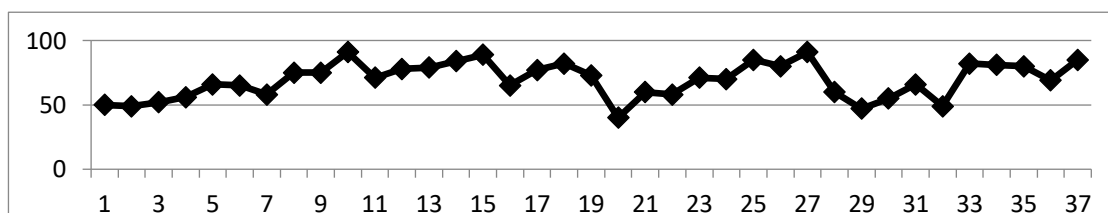
**Table 7**  
**The Students' Categories in the pre-test**

Score	Qualification	The number of Students
100-74	Passed	16
73-0	Failed	21
<b>Total</b>		<b>37</b>

Source: (SMA Negeri Tugumulyo)

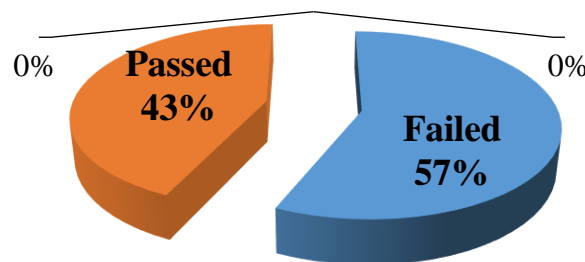
Based on the conversion of the students' scores in the pre-test that presented on the table 7, it revealed that there were 16 students who were in "passed" qualification, there were still 21 students who were in "failed" qualification. The writer presented students' score in chart 1.

**Chart 1**  
**The Result of Pre-Test**



In order to make the students' score well presented, the writer put them into percentages, the following chart 2 showed that the students' percentage in the pre-test.

**Chart 2**  
**Students' Percentages in Pre-test**



Based on the percentages of the students' writing score in the chart 2, it can be noted that 21 students or 57% who were in the "failed" qualification. In contrast, contrast there were 16 students or 43% who were in "passed" qualification. In other words, the students' average scores of writings in the pre-test were still more in low or failed.

## **b. The Students' Score in Post-test**

The test item in the post-test was exactly same as the one in the pre-test. Before the students got the test item, they were introduced about writing narrative text through film as media in twice of treatment. After doing that, the writer gave the students the post-test, which was included to test their ability in writing a good narrative text. When the students got the post-test, they were enthusiastic and had high motivation. Thus, they were enjoyable in accomplishing the post-test.

The writer scored the students based on five criteria, they are; 1) Content; the clear content of composition and showing knowledge of subject, 2) organization: fluent expression, integration of sentence by sentence and paragraph by paragraph, 3) vocabulary; choice and usage

appropriate idiom or word, 4) structure or language use, construction rules of the sentence or appropriate grammatical, 5) mechanic, mastery of spelling, punctuation, capitalization, and paragraphing. (Heaton, 1988:146)

The students' writing was scored by two raters: the first rater was the English teacher of SMA Negeri Tugumulyo, and the second rater is the writer himself. Then, the students' score was analyzed by adding the result of calculation from first rater and second rater after that the scores were divided by 2. The result of the students in post-test was compared to MMC. It can be seen in appendix B. In the post-test, the higher score was 94 reached by one student, and the lowest score was 41 reached by one student, while the average score was 77,59. In the post-test there were 27 students who were in the "passed" qualification. However, there were still 10 students who in "failed" qualification. The following table shows the number of students in the conversion score of the post-test.

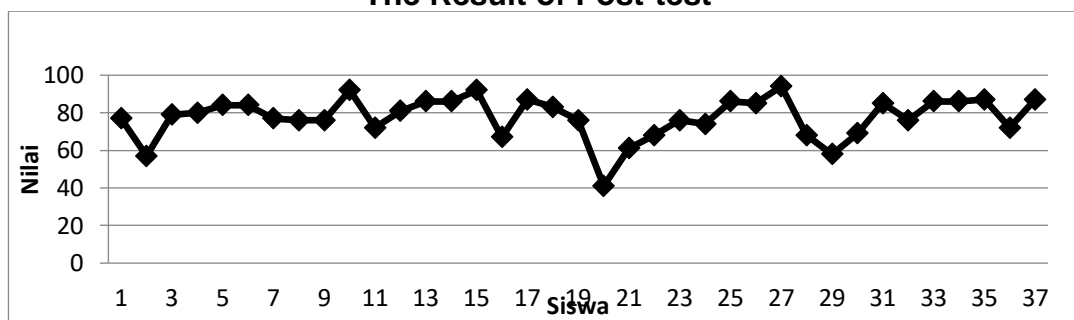
**Table 8**  
**The Students' Categories in the Post-test**

Score	Qualification	The number of students
100-74	Passed	27
74-0	Failed	10
<b>Total</b>		<b>37</b>

(Source: SMA Negeri Tugumulyo)

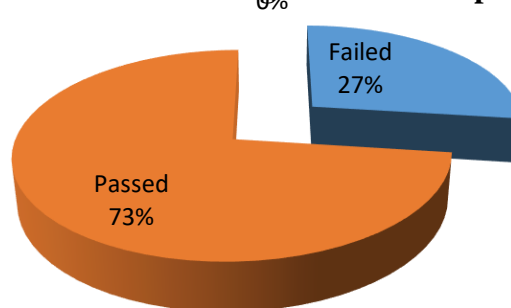
The students score in post-test can be seen in the appendix. And it also presented in chart 3 below.

**Chart 3**  
**The Result of Post-test**



The percentages of the student's categories in the post-test can be seen in the following chart 4 bellow:

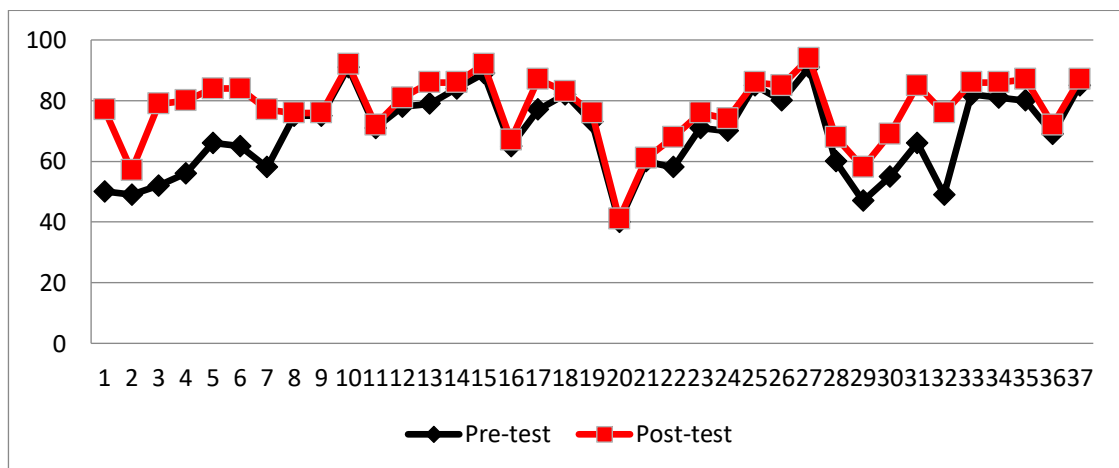
**Chart 4**  
**The students' average scores in the post-test**



Based on the percentages of the students' writing score in the chart 4 above, it can be noting those 27 students or 73% who were in "passed" qualification. In contrast, there were 10 students or 27% who were in "failed" qualification. In other words, the students average scores of writings in the post-test were good or in "passed" qualification.

The progress of the pre-test and post-test result was revealed from the comparison of the students' score. The comparison of the students' score can be seen in the following chart:

**Chart 5**  
**The Comparison of the students' scores**



### c. Normality Testing

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It was assumed that the normality of the data becomes require determine what kinds of statistic was used in analyzing the next data. The data of normality become an assumption to get the hands of statistical in order to analyses the next data.

#### The result of Normality Testing in Pre-test

Based on the calculation of normality test in the pre-test (see in the appendix), the table of the list frequency of observation and expectation of the students' scores, the writer found that  $X^2_{\text{obtained}} = 4.819$  with degree of freedom ( $df = 5(6-1)$ ). Since level is 95% (0.05), and the  $X^2_{\text{table}} = 11.070$ . So,



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it can be concluded was normality because  $X^2_{\text{obtained}} = 4.819 < X^2_{\text{table}} = 11.070$

### **The Result of Normality in Post-test**

Based on the calculation of normality in post-test (see in the appendix), the table of the list frequency of observation and expectation of the students' score, the writer found that  $X^2_{\text{obtained}} = 8.353$  with degree freedom (df) = 5 (6-1). Since level is 95% (0.05), and the  $X^2_{\text{table}} = 11.07$ . So, can conclude was normality because  $X^2_{\text{obtained}} = 8.353 < X^2_{\text{table}} = 11.070$ .

### **Matched t-test**

After the writer calculated the students' score in both pre-test and post-test, the writer calculated the matched t-test to find out whether or not the writing through film as media to the eleventh-grade students of SMA Negeri Tugumulyo. The writer found that the result of matched t-test calculation indicated that the  $t_{\text{obtained}}$  was 6.377. This score was much higher than the t-critical value; that was 1.697.

from the matched t-tests calculation showed that  $t_{\text{obtained}}$  was 6.38 and the  $t_{\text{table}}$  in level of significant 95% (0.05) with degree of freedom (df) 36 (37-1) is 1.697. It means that  $t_{\text{obt}}$  6.377 was higher than  $t_{\text{table}}$ . Furthermore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The conclude of writer that it was significantly effective film as media to teach writing at the eleventh-grade students of SMA Negeri Tugumulyo.

### **Discussion**

Based on the findings presented, the writer concluded that it was significantly effective to teach writing through Film as Media to the eleventh-grade students at SMA Negeri Tugumulyo. It could be seen from the



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students' average score before and after the treatment. In pre-test students' average score was 69.30 and it change in post-test to be 77.59.

Before the writer gave treatment to the students, the writer gave the students a pre-test with purpose to get students' ability in writing. The result of pre-test scores revealed that highest score was 91 which were reached by two students and lowest score was 40 reached by one student. Based on the pre-test scores the writer found 21 students still in "failed" and 16 students in "passed" zone.

After giving pre-test, the writer did treatment. In this study, the writer used film as media in teaching writing. The steps of Teaching writing through Film as Media were as follow. First, teacher showed the film, the teacher and students watched the film together. Then, the teacher explained the material of narrative text. After that the teacher gave the test to students write narrative text on the topic that has been chosen by students.

The students, respond when the process of treatment was good. Almost of the students got more attention and they were interested in watching the film. After they watched the film, they got more and new information and they got refresh to took their new ideas. Furthermore, the writer gave post-test after the treatment and the result of post-test showed that the students' writing was improved. In the post-test, the highest score was 94 reached by one student and the lowest score was 41 reached by one student. The writer found, 10 students still in "failed" and 27 students in "passed" zone. Based on the writer experience that the students' writing achievement was increased because the students enjoyed while studying English through film as media.



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Finally, from the matched t-test calculation showed that  $t_{obt}$  was 6.38 and critical value at significance level of 0.05 with degree freedom 36 (37-1) was 1.697. it means that the  $t_{obt}$  was higher than critical value. Furthermore, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. This indicated that it was significantly effective film as media to teach writing at the eleventh-grade students of SMA Negeri Tugumulyo.



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