

# The The Effectiveness of Short Film In Teaching A Cause - Effect Paragraph For English Literature Department Students of Musamus University

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**Abstract**— This research aimed at finding out whether or not short film can be used effectively to produce a better writing ability for the second year students of English Literature Department. This research employed pre-experimental method. Moreover, the instruments of this research were writing test and questionnaire. The acquired data were analyzed through descriptive and inferential statistics. The result of questionnaire shows that 70% students assumed the short movie was highly effective to be implemented in teaching a cause-effect paragraph. Besides, the result of the data analysis briefly illustrates that there was a significant difference in pre-test and post-test. Then, this delineates that the use of short film improves the students' writing skills.

**Keywords**— *short film, a cause-effect paragraph*

## I. INTRODUCTION

Writing plays an important role in our lives. [9] believes that effective writing skills are important at all stages of life, from early education to future employment. Most of information is presented in written language such as manual books, newspaper, magazines, internet, etc. [6] also reveals that writing is the expression of speech in the form of letters, symbols or words. The primary purpose of writing is communication. This goes in line with [11] perspective in which writing is one of the main means to assess students' knowledge, skills, and understanding. In the wider society, writing is often used as a metaphor for the process of education, or even being educated. Therefore, many teachers push their students with a lot of assignments in writing to make them feel familiar with writing and improve their writing skills.

Although writing tends to be important for us, it is a difficult subject especially for the students in the schools since they have to produce texts by using English. They have to write about what they think in their mind and state it on piece of paper by using the correct procedures. [9] acknowledges that writing is hard because it is a struggle of thoughts, feelings, and imagination to find expression clear

enough for the task at hand. Moreover, [3] states that the written text contains a series of conventions that separate it from speech. Apart from differences in grammar and vocabulary, there are problems with the formation of letters, words and texts that manifest themselves through handwriting, spelling, layout and punctuation. All in all, there is no doubt that a writing activity is seen by students learning English as a foreign language as a difficult and complicated task.

In English Literature Department, the second year students usually find some difficulties when they are learning English writing. The interview data gathered from the students and the English teacher specified that the students' ability in English writing is low. From the students' table of scores, it pointed out that only a few students were able to achieve the target score of the successful minimum criteria in each class. Moreover, most of the students admitted that their writing ability need to be improved.

By considering those problems, teacher should find appropriate methods and teaching media in explaining meaning to students [4] in order to enhance students' writing skills and to change students' perception on the difficulties in writing. In addition, it is necessary to create an attractive activity in improving students' skills and students' interest in writing. One of the techniques is to use the media in teaching writing and according to Harmer [4] one of the media that can be applied in teaching writing is video. Moreover, [7] states that film and video are effective ways in motivating and helping students to understand language. Based on this phenomenon, the researcher was willing to apply short film to improve students' ability in writing a cause-effect paragraph.

Film can be an effective medium in teaching the learning process because it promotes both the ability to receptive (listen and read) and the productive ability (speak and write) of the students. For beginners, it can offer examples of authentic use with limited use. For the advanced learners, video can provide variety, interest and stimulation and help to maintain motivation. For advanced learners, video can

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perform the same function as native speakers to provide information and entertainment. At this level it can serve as a stimulus for discussion and debate [10].

Teachers are expected to make the learning process in the classroom more interesting through the use of a medium. Film is one of the media that can be used when writing lessons, especially when writing cause-effect paragraph. According to [1], a good film or film has a few functions, one of which can arouse the interest of students. By using film, the teacher can create a new atmosphere in his class, so that the students have a great enthusiasm for the learning process. In addition, visual help can help students master the material the teacher gives them.

Based on the aforementioned issues above, the researcher was highly fascinated in conducting a research with under the title **“The Effectiveness of Short Film In Teaching A Cause - Effect Paragraph For English Literature Department Students of Musamus University”**.

**II. RESEARCH METHODOLOGY**

The researcher used a pre-experimental method and focused on improving basic writing skills through the use of short film. The accessible population of this study consisted of 20 students who were admitted to the experimental group in the second semester. There are two types of instruments used in this study. The first instrument was a writing test. The test would be administered in pre-test and post-test. Prior to conducting the experimental study, students were tested in advance to measure students' ability to write a cause-effect paragraph. In the pre-test, the students were asked to write an individual paragraph on a cause-effect on the subjects mentioned, while the researcher treated the students for four sessions after the pre-test. In this step, the researcher treated the students with a short film to write a cause-effect paragraph. The researcher then gave a post-test with the same subjects as mentioned in the pre-test. The aim was to find out whether or not the students' writing skills improved after the treatment. The second instrument was a questionnaire. The questionnaire was the last procedure that was performed after the test. The researcher used questionnaires to find out how effective the use of short film in writing lessons is for paragraphs on cause-effect.

For quantitative data collection, the data analysis techniques used by the researcher, based on the assessment of the student's writing product before and after the test, the tabling of the students' score and the classification of the data by formula test [2]. Subsequently, the paragraphs of the students were evaluated by taking into account the five font elements adjusted by Heaton [5].

**III. RESULT AND DISCUSSION**

The table I shows clearly that in pre-test the majority of students are graded below “Average”, whilst in post-test most of the students manage to compose a better writing compared to the result of the pre-test. To begin with, only a student is capable of achieving good writing in pre-test. In contrast, this number gradually increases after being treated, an increase of 5 students in post-test. A slight increasing number, also, can be noted in the average classification, from 4 to 6 in pre-test and post-test respectively.

**TABLE I. THE FREQUENCY AND RATE PERCENTAGE OF STUDENTS' SCORE IN PRE-TEST AND POST-TEST**

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	100-88	0	0	0	0
2	Good	87-75	1	5	6	30
3	Average	74-64	4	20	6	30
4	Poor	63-45	8	40	8	40
5	Very Poor	44-34	7	35	0	0
Total			20	100	20	100

A more detailed look to the graph shows that some students in the first place belong to a very poor classification. This number is well divided into different classifications, which means that no student is classified as very poor in the post-test. Moreover, the number of students in poor writing category remains unchanged, 8 students both before and after the test. Finally, none of the students can write a very good writing at the end of their studies.

In addition, the researcher provided a questionnaire to measure the effectiveness of the educational media that the researcher uses from the students' perspective when writing a paragraph on cause and effect. The researcher believes that the educational media will be one of the many factors that influence student literacy. That is why it is important to find out whether the use of short film in writing lessons improves basic skills to improve students' ability to write paragraphs about cause and effect. The questionnaire then consisted of 10 statements and the researcher only gave positive statements in the questionnaire. This questionnaire was handed over to the experimental group after the post-test submission.

**TABLE II. SCORE CLASSIFICATION OF QUESTIONNAIRE ON THE EFFECTIVENESS OF TEACHING MEDIA**

Range	Classification	Number of Students	Percentage
37-50	High	14	70
24-36	Normal	6	30
10-24	Low	-	0%
<b>Total</b>		20	100%

The table II shows the classification of students' perspective on the effectiveness of the teaching media used in the teaching to write a cause-effect paragraph. Based on the above data, a large proportion of 14 students believed that the use of short film was very effective in improving their ability to write cause-effect paragraph. The remaining 5 students (30%) were classified as normal. Indirectly, it can be said that learners' knowledge of past tense affects their product in writing cause-effect paragraph. The result of this research seemed also support to [8] study in which students mostly agreed that using film offer to students is that they will become more understanding the meaning and how to compose sentence using the vocabulary they have learnt. Based on the above statement, the researcher concludes that all students generally believe that the teaching media used in this study improve students' ability to write underlying cause-effect paragraph.

**IV. CONCLUSION**

The researcher concludes that the use of short film improves a cause-effect paragraph writing ability of the second year students of English Literature Department after

the students are given treatments. In addition, short film is also proven to be an effective teaching media in teaching of a cause-effect paragraph. The students' responses in the questionnaires show that most of students believe that short film is effective to be implemented in teaching writing in improving their ability in writing a cause-effect paragraph.

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