



The Effect of Using Descriptive Movie Strategy Towards Students' Writing Skill

Syaefani Arif Romadhon^{1(✉)}, Iin Indrayanti², and Muhammad Taufik Qurohman¹

¹ Department of Mechanical Engineering, Politeknik Harapan Bersama, Tegal, Indonesia
syaefani1984@gmail.com

² Department of Visual and Communication Design, Politeknik Harapan Bersama, Tegal,
Indonesia

Abstract. In this study, the population is Mechanical Engineering students of Politeknik Harapan Bersama, the subjects were 33 of class B which is 3rd semester students in 2021/2022 academic year. This study has the aim to understand the effect of using descriptive movie strategy in improving writing skill. This study focuses on vocabulary and content evaluation. The research is in the form of pre-experimental design with a descriptive movie as the independent variable and writing skill as the dependent variable using a one-shot case study design. Data were collected through class room observation, questionnaire and documentation of student's writing project. The result shows that this method can increase student's writing skill.

Keywords: Writing ability · Descriptive movie · One shot case study

1 Introduction

Writing skills are inseparable from students' daily learning activities. Especially in the current era, writing skills are needed by students, when writing reports, these skills are a prerequisite that must be mastered by students. After students graduate from college, writing skills are needed to write a cover letter and CV in English. In this study, the students of Mechanical Engineering Diploma study program in the third semester were involved because the researcher was also a lecturer in this study program. Due to the limited hours of teaching English in this study program which only gets 2 semesters, this is one of the reasons why the students find it difficult to learn English fluently. Student learning motivation is also very low. Most of the students when the researchers gave a basic grammar test, the score was low. This requires a great effort to give back the basic understanding of grammar to students, before they are given advanced English language material. A good learning process about writing activities can help students write better, as if writing activities in learning can help train students' talents in writing. The impact of writing activities can be felt by students when making reports and prerequisites when entering the world of work.

However, today the use of technology is needed in learning in the classroom, teachers are required to better understand technology so as to facilitate the delivery of material

to students in line with teaching English today using technology. The use of technology is also balanced with the selection of the right media. The use of media in the classroom is very important to make the classroom atmosphere more interesting [1]. One of the media that can be used in learning writing is movie. According to Heinich et al. 1982; Raiser and Dick 1996 cited in Aziz [2] the use of movies in teaching writing can build student knowledge and can support students to better understand the material, learning is more effective and can increase student learning motivation. In writing, ideas are also needed, in line with what was conveyed by Falupi [3] that by watching movies, it is hoped that students can connect the material with real life situations so that ideas will emerge when writing activities are carried out. According to Ginting [4] the benefit of using movie media in teaching writing is that it can increase students' curiosity to write whatever is on their mind. So that ideas are also easier for them to get because students are only asked to rewrite the story using their own words. Based on Aliyev [5] Movie is one of authentic materials, many language teachers and researchers suggest to use movie as learning media.

Writing is included in language skills which emphasize more on producing text. As stated Samsiyono [6] that the results of writing activities are thinking, drafting and revising. Writing is also the main tool for recording speech and can be used as an indirect communication tool. This means that we can share ideas and communicate with others in writing. According to Wahono [7] writing is one of the difficult skills in learning English, so the role of the media is needed to make writing learning more interesting. The selection of appropriate and interesting media and strategies in the writing class must be carried out by the teacher so that learning can run smoothly. Using movie media can support self-learning/autonomy for the students. They can repeat to watch movie by themselves at home. The students try to understand and make connection the story of movie itself [8].

Harmer 2004 cited in Silvani [9] that in writing there are several stages, namely planning, drafting, editing and revising. The writing process in the classroom has 4 elements, namely planning, drafting, editing and revising.

By watching native speakers in the movie, it can enhance students' self-confidence and improve the students' language skill, both oral and written skill [10].

To understand the culture of country, we should learn more about the language. By watching movie, we can observe the culture. The students and the teacher can discuss and make question by using movie as part of class activity [11].

Some advantages of using movie as teaching media, such as the students can see the story, not only hear the language. Secondly, it is one media of comprehension. The last the students can learn about intonation and facial expression [7].

Several studies have been carried out related to teaching writing using movies. Sri [12] her study was to observe the effectiveness of using English animated movie in writing descriptive text, the use of English animated movie to improve students' writing descriptive text. The result is the students' ability on writing descriptive text for the fourth semester of English department in STKIP Bina Bangsa Getsempena is good. Dewi [13] the results of her study indicate that teachers are better prepared in providing material related to descriptive text. Students also better understand the process of learning to write with movie media and get a lot of new vocabulary. Another study, Arafat [14] examined

the use of movies in writing classes with CAR design. The results show that the use of movies can improve students' writing skills, especially in narrative, besides that the use of movies can increase students' motivation and self-confidence in learning writing.

Based on the background of the problem, theory and research that are in line with the above, this research uses a descriptive movie strategy to prove if there is an effect for teaching writing skills.

2 Methods

2.1 Research Design

This study used pre-experimental design with a descriptive movie as the independent variable and writing skill as the dependent variable using a one-shot case study design. The subjects were 33 students of Mechanical Engineering study program of Politeknik Harapan Bersama. This study focused on the analysis of content and vocabulary through the use of descriptive movie strategy to increase the student's ability in writing. The data were collected through class room observation, questionnaire and documentation of student's writing project.

2.2 Procedure

This study has some procedures below:

- 1) The researcher prepared proper movie.
- 2) The researcher also prepared some devices/tools to show the movie
- 3) The students watched movie, and also made note some important information.
- 4) The students used their notes, to make paragraph.
- 5) The students tried to describe people/character, place or the noun based on the movie story.
- 6) The researcher monitored and facilitated the students when there was problem/question.
- 7) The researcher gave chance to the students to watch the movie by their devices themselves. Besides that, the students can also revise their result.
- 8) Some students read their result in front of the class, the other students listened their friend's result to check whether or not it was suitable with the movie story.
- 9) There was discussion between the researcher and the students.
- 10) The students submitted the project result.

The movie being used are titled Don Quixote (the duration is 12:54 min) and Gulliver's Travels (the duration is 12:16). They are taken from YouTube. They were chosen because they contain some vocabularies that are simple and very basic conversation. For the first, the movie is played using LCD Projector to be watched together by the students. For the second to repeat it, the students can use their android. The movie is played using English subtitle in hope that the students can compare oral and written language, and they try to understand the meaning by using dictionary.

3 Results and Discussion

To decide the influence of independent variable (descriptive movie strategy) towards dependent variable (writing skill), the following table shows the result of the output data using One Way Anova statistical calculation.

Based on the statistical calculation on 34 students, the output data obtained as in Table 1. The value of $F_{count} = 190$ reaches higher than the value F_{table} ($F_{crit} = 3,99$, or $190 > 3,99$). This indicated that there was an influence on content mastery after doing descriptive movie strategy.

In the Table 2, the output data obtained with the value of $F_{count} = 269$ reaches higher than the value of $F_{table} = 3,99$, or $269 > 3,99$. This showed that there was also an influence on vocabulary mastery using descriptive movie strategy.

To determine the significance level of the influence between the two variables namely descriptive movie strategy and writing skill, a regression test was performed with sig level of 5% or 0.05". Data output is as follow:

Based on Table 3, it can be described that the Sig of Fvalue is 4,53. This shows that the value reaches higher than 0.05 or $4,53 > 0.05$. Thus, the use of descriptive movie strategy among the students show a significant influence on their content.

Based on Table 4, it can be described that the Sig of Fvalue is 0,004. This shows that value reaches lower than 0.05 or $0,004 < 0.05$. Thus, the use of descriptive movie strategy among the students did not show a significant influence on their vocabulary.

Table 1. Results of one-way ANOVA analysis test on descriptive movie strategy for content

| ANOVA | | | | | | |
|---------------------|----------|----|----------|----------|-------------|----------|
| Source of Variation | SS | df | MS | F | P-value | Fcrit |
| | | | | | 1,42339E-20 | |
| Between Groups | 6500,391 | 1 | 6500,391 | 190,5693 | | 3,995887 |
| Within Groups | 2114,844 | 62 | 34,11038 | | | |
| Total | 8615,234 | 63 | | | | |

Table 2. Results of one-way ANOVA analysis test on descriptive movie strategy for vocabulary

| ANOVA | | | | | | |
|---------------------|----------|----|----------|----------|----------|----------|
| Source of Variation | SS | df | MS | F | P-value | Fcrit |
| | | | | | 2,88E-24 | |
| Between Groups | 7547,266 | 1 | 7547,266 | 269,9193 | | 3,995887 |
| Within Groups | 1733,594 | 62 | 27,96119 | | | |
| Total | 9280,859 | 63 | | | | |

Table 3. Regression test of content

| ANOVA | | | | | |
|------------|-----------|-----------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 1 | 714,162 | 714,162 | 22,45706 | 4,53372E-05 |
| Residual | 31 | 985,838 | 31,80122 | | |
| Total | 32 | 1700 | | | |

Sig value 5% (0,05)

Table 4. Regression test of vocabulary

| ANOVA | | | | | |
|------------|-----------|-----------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 1 | 82,78028 | 82,78028 | 9,442669 | 0,004392651 |
| Residual | 31 | 271,7652 | 8,766619 | | |
| Total | 32 | 354,5455 | | | |

4 Conclusion

Based on finding analysis, theory and literature on research, some conclusions can be drawn; first, movie is as an alternative learning media can help students in learning writing. Students get new vocabularies and they also can organize it into paragraphs. Although at first, they had difficulties, but because of the help of the lecturer, they provided some key words related to the story they were watching so that the students could be helped. Second, students can repeat the movie at home that has been shown in class, so students who have not understood it. And finally, the use of movie can increase students' motivation to learn writing. Students also look very enthusiastic and comfortable when learning using movies.

However, it is also necessary to pay attention to the use of movies in the classroom, for time management, we should choose movie whose duration is not too long because after watching movie, at the end of the session there is a discussion session or movie review.

Acknowledgment. We acknowledge the institution support grant and research funding received from Politeknik Harapan Bersama (Hibah internal institusi) in 2021.

References

1. Pangestu, W. A., Adiwijaya, P. A., & Purnami, N. M. A. (2021). Improving students' writing skill through the implementation of animated short movie in teaching writing narrative text. *Undiksha Journal of Education*, 4(2), 114–124.
2. Aziz, F., & Fathiyaturrizqi, F. (2017). Using movie to improve students' narrative writing skill. 82(68), 207–10.
3. Falupi, S., Arifin, Z., & Novita, D. (2013). *Teaching descriptive text writing by using video to junior high*. FKIP Univ Tanjungpura.
4. Ginting, K. L. V. B., Syafitri, D., Nehe, C. R. Y., Manullang, N. P., & Tarigan, S. N. (2019). Improving students' skill in writing narrative text through animation movie. *Linguist English Education Art Journal*, 3(1), 230–237.
5. Aliyev, A. (2017). Improving English writing skills of non-native undergraduate learners with the help of movies supported by online technologies. *Journal of Education in Black Sea Region*, 2(2), 2–16.
6. Samsiyono, H. (2012). The Effect of Using Animation on Writing Descriptive text. <http://repository.unmuhjember.ac.id/id/eprint/7649>
7. Wahono, S. S., & Qodriah, U. K. (2019). Improving students writing skill using English movie with subtitle. *International Journal of Scientific and Research Publications (IJSRP)*, 9(12), p9674.
8. Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: Adult English language learners' perceptions. *Theory and Practice in Language Studies*, 8(12), 1567.
9. Silvani, D. (2020). Learning through watching: Using animation movie to improve students' writing ability. *Journal of English Language Teaching and Linguistics*, 5(2), 233.
10. Roslim, N., Azizul, A. F., Nimehchisalem, V., & Abdullah, M. H. T. (2021). Exploring movies for language teaching and learning at the tertiary level. *Asian Journal of University Education*, 17(3), 271.
11. Alluri, P. (2018). Enhancing English language teaching through films in general foundation programs. *Arab World English Journal*, 1, 146–154.
12. Wahyuni, S. (2015). The use of English animated movie to improve students' ability in writing descriptive text. 73–79.
13. Djamdjuri, D. S., & Hadi, I. (2020). The use of Islamic animation movie in the teaching of writing descriptive text.
14. Arafat, Y. (2021). The influence of movie toward to students' writing skill narrative text. *TULIP (Tulisan Ilmiah Pendidikan)*, 10(1), 27–31.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

