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Text Writing Using Motion Picture

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Abstract

This research aimed to determine whether the use of motion picture as media has a significant effect on students' abilities in writing text. The research design was quantitative. The sample consisted of students in 12th grade at 11 Medan, a state senior high school, in the 2019/2020 study year. It was based on the basic competency of the 2013 curriculum. The students were grouped into two groups (an experimental group and a control group). The groups each consisted of 36 students. The experimental group was taught by using motion pictures for text writing and the control group was taught by using the teacher's method. The data were collected by giving a pretest and posttest to both groups. The results of the students that used motion picture were higher than of those taught without motion picture. A t-test was used to analyze the data, which showed that using motion pictures had a significant effect on the students' writing ability.

Keywords: Writing, text procedure, motion pictures

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1. Introduction

Using Motion Picture in writing especially text writing procedure is the most important procedure for students' achievement of SMAN 11 Medan. By using Motion Picture in the classroom, students can feel easier in writing, and students do not feel bored in learning and the students feel interested in writing. Besides that, they can connect their prior knowledge with new information and they can apply the knowledge in their environment. Motion Picture is one kind of Media in writing. This means that teaching writing needs a media to discover new ideas and that is one of the purposes of Motion Picture.Using Motion Picture as Media in the classroom is not difficult since it can be applied in teaching writing, especially in delivering text procedure. It is related to 2013 curriculum. By using motion picture, the students can be motivated in writing since there are many media that can be used and imitated.

Using Motion picture can encourage the learners' interest. Thus, the researcher chooses this topic because

1. Every human in this world must pursue knowledge

2. Using Motion Picture is very interesting for students and the teachers

3. Motion picture helps the students in text writing procedure and discover their new ideas.

Thus, the researcher has some reasons to choose this topic about the effect of using motion picture to increase students' ability in writing procedure text. For the first, motion picture is very interesting to discuss because it involves language teaching. In teaching-learning process, motion picture can be very interesting for students to make them understand it easily.

The second, the Media are very important because speaking has function to convey ideas and it is a very important skill on a daily life. In fact, most of the students cannot speak even simple language; this activity is always avoided by the students. Before they have writing activity, some assumptions are in their mind that they will make mistakes because they are lack of vocabularies and grammar. Therefore they will produce bad writing. In short, many students get troubles in writing and some of them are even frustrated when they have to do it. In this case, it is very important for the teacher to make writing easier by encouraging and supporting the students to do it.

The third reason, language is the important part of human existence and social process that has so many functions to perform the life of human beings. Language approach integrates the four language skills of listening, speaking, reading, and writing. the researcher feels very curious to know about the effects of one of the media, especially motion picture. Then, in Indonesia, English as a foreign language must be taught to students from the elementary school up to the university level. Although English has been taught since elementary, but speaking is still hard and often frustrating the students when they are asked to do it.

The forth, actually the researcher is very interested in writing especially in text writing procedure, because based on the researcher's point of view text writing procedure is more interesting and easier to evaluate. It means that the researcher feels very curious to know if there is any effect of using motion picture in text writing procedure.

Another reason of choosing this title is because when the writer has been teaching for years many students are not able to speak, so that the purpose of teaching of English cannot be reached. Teachers must be able to create a better, interesting and

helpful teaching and learning process since teachers are guidance for the students. Many interesting media are needed to give new atmosphere to students in learning and in teaching. It is an effort that can force to construct knowledge in their mind.

2. Literature Review

In conducting this research, theories are needed to explain the concepts and terms which are applied in the research concerned. These theories are important to avoid ambiguity and misunderstanding that might occur between the writer and the reader.

2.1. Students' Ability

Ability reflects a person's existing capacity to perform various tasks needed for given job including both relevant knowledge and skills. The word ability is derived from the adjactive able, which has the similar meaning "can". The ability is the skill or competence of doing something. Thus, ability shows a performance that can be done right now, meanwhile talent needs practice so the performance can be done in the future.

Ability is defined as the capacity of the individuals to perform various tasks in a specific job that includes knowledge and skills that an induvidual currently possesses (Fitri: 2018). Ability determine the achievment of the students. The students may have ability in English that is considered to obtain the achievement. Therefore, the best achievement comes from the ability of someone. It can be said that, the students' ability in writing is something had by learning in encountering challenging of tasks with effort and focus on learning writing eventhough through some failures. The students' ability to write text procedure involves the ability in applying generic structure, lexicogrammatical features and language components of writing such as: fluency, grammar, content, vocabulary, and spelling.

2.2. Text Writing Procedure

Writing is the most difficult subject at school. It is more complicated than the other skills because writing deals with mixture of idea, vocabulary, and grammar. According to Meyers (2008:9), writing is a way to language procedure we do naturally when we speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – process of discovering and organizing our ideas, putting them on a paper and reshaping and revising them. Therefore, it can be said writing is a way of

communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

Writing is very important to learn. Because it is one of important aspects to a success in English. It contrast from fact. Many students find difficulty to write in English. They do not know how to write supporting ideas and use icorrect English in their writing. It is caused by the fact that the students are not motivated to write in English and most of them think that writing is a difficult thing to do and thismakes them bored. So, they often make errors in English when they write, such as grammatical errors, wrong choice of vocabulary, and it is difficult for them to get and express their idea. Therefore, some strategies or media are needed to improve the students's ability in writing.

One of the texts which is studied in writing is text procedure. Derewianka (2004:23) states that text procedure is familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, direction of destination. It consists of three aspects, 1)title/goal, 2) list of materials, and 3) steps/methods/procedures.

Then, Muthmainnah (2015) states that text procedure tells how to do somethIng that shows a process in order. Its social function is to describe how something is completely done. The purpose text procedure is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense.

2.3. Motion Picture as Media

The word media is born from Latin language and the plural form of the word of medium which is meant as mediator (Harjanto, 2006:246). Media plays an important role in the process of teaching and learning. It is needed to achieve the objective of the teaching and teaming process. As a language teacher, we have to use variety of teaching aids to explain language meaning and construction, engageingstudents in a topic as the basis of whole activity.

Teachers' creativity in using media will increase the students' interest to learn more and help the knowledge retain better in their mind. There are some kinds of media that are used in teaching-learning process.There are six types of media used in learning, they are:

1. Text: Text can be displayed in any format such as book, poster, computer, and so on.

2. Audio: includes anything that can be heard by human such as music, mechanical sounds (running car engine), people's voice, noise and so on.

3. Visual: includes diagram on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoon, picture and so on.

4. Motion Picture: this is the media showing motions, including video tape, animation and so on.

5. People: people as media can be teachers, students or subjectmatter experts. Students learn from teachers, other students and other adults.

From the categories above, not every media can be applied in classroom. According to Gerlach (1980:254), to choose the appropriate media, the teacher should consider the characteristics of the students directly related to the learning process, such as verbal ability, visual, audio perception skills, experience, intelligence, motivation, personality, and social skills. It can be concluded that teacher still plays the important role to guide and consider the using of media in teaching and learning process. Teachers should choose the appropriate media available and interrelate the components to the curriculum by considering the following: achievement of the objective of the lesson, perceptions by learners, entertaining materials, stimulation in thinking, diversity in inter-est abilities of the students, and being affordable, lest costly and effective co-related subjects of the curriculum.

According to Hamdani (2011:250) among educational media, images or photographs are the most commonly used media. Visual media is a medium often used by teachers to help deliver content or subject matter. There are two types of visual media namely visual project and motion picture.

Media in the form of picture is needed by teachers in delivering learning materials. Picture is one of the media that allows students to imagine and clarify objects. According to Oxford dictionary (2008) motion is an act or process of moving or the way something moves. Motion in science is the position, direction and speed of an object. Motion also means a natural event that involves a change in the position or location of something. Motion can be a stimulus for the students because it appeals for them. Furthermore, Olivia and fadhilawati (2019) say motion pictures are audiovisual works consisting of series of related images shown in succession, imparting an impression motion, together with any accompanying sounds.

Then, the researchers conclude that motion pictures are collection of images that contain explanations and can be used as a learning video. In this case, Motion pictures

are not just images but also audio. Motion pictures are typically embodied in film, videotape, or disk. Some images are combined; motion pictures can provide sounds effects and provide transcripts under the image.

3. Method

This research was conducted at SMAN 11 Medan located at Jalan Pertiwi no.93 Medan. The aim of this research is to find out whether using motion picture can be used to increase writing ability especially in text writing procedure. The population of this research was the twelfth grade students of SMAN 11 Medan of 2019/2020academic year. There were two parallel classes, X11-Science 1 and X11-Science 2. Each class consisted of 36 students. The total population was 72 students.The researchers took all of the students as the samples; 10-15% and 20-25% or more can be samples when the population is more than 100. And if the population is under 100, all the population can be taken as the samples. In this case 100% were taken out as the samples of this research.

This study was conducted using an experimental method with two groups, control (without using motion pictures) and experiment (using motion pictures). The design utilizes different classes as the samples of this study. One of the classes was assigned to be control group and the other to be experimental group. The design was applied in order to investigate the effect of using motion picture to increase writing ability in text writing procedure.

To find the data, the writers used the instrument test namely written test in the form of pre-test and post test in control and experimental groups. It is used to find out whether or not the using of pictures improve the students' ability in text writing procedure. In obtaining the data from the respondents, the reserchers used the following procedures:

1. Pre-test: In this pre-test, students were given written test before treatment with the procedure: 1)The writers explained what the students would going to do and distributes the test for respondents, to know students' prior ability in text writing procedure 2) The writers gave the score to the students' test result.

2. Treatment: After giving the pre-test, the writers treated the experimental group by giving treatment. The students were taught about text writing procedure by motion pictures.

3. Post test: (1)After giving the treatment the students were given a set of written tests. (2) The writera distributed the test to know the effect of using motion picture

in improving students' ability in text writing procedure, and (3) The writers gave the score to the students' test result.

In analyzing the data, the researchers used normality test, homogenity test, and hypothesis test (t-test).

4. Result and Discussion

4.1. Result

The data of students' ability were formed in score base on the research results that have been done by the researchers at SMA N 11 Medan about the significant study of students's ability in text writing procedure by using motion pictures. It was analyzed by using SPSS statistics 17 for Windows.

4.1.1. Normality test

Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. If the value of significance level of the data is higher than 0,05, the implied instribution data was normal. The following tables are the normality test results of the pre-test and post-test values.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.66732930
Most Extreme Differences	Absolute	.157
	Positive	.094
	Negative	-.157
Kolmogorov-Smirnov Z		.945
Asymp. Sig. (2-tailed)		.334

The testing process was carried out by researchers with the SPSS measurement tool version 17 (see table above). Because the sig value in the table above is 0.334> 0.05, it can be said that the students' scores in the control group and the experimental group are normally distributed. After knowing that the samples were in normal distribution, the next was counting the homogenity test.

4.1.2. Homogenity Test

The homogenity test is used to determine whether the data obtained are homogeneous or not. If the value of significance level of the data is higher than 0,05, it means the data were homogenous. But if it was lower than 0,05, the data were not homogenous. The homogenity test results can be seen in the table below:

1. The homogenity test of Pretest value

Descriptives								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Control	36	75.2778	5.72519	.95420	73.3407	77.2149	65.00	90.00
Experimental	36	78.0556	5.76663	.96110	76.1044	80.0067	65.00	90.00
Total	72	76.6667	5.87427	.69229	75.2863	78.0471	65.00	90.00

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.232	1	70	.632

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.889	1	138.889	4.207	.044
Within Groups	2311.111	70	33.016		
Total	2450.000	71			

Based on the table of "Test of Homogeneity Variances" above, it is known that the significance (sig) value of the pretest value variable in the control group and the experimental group is 0.632. Because the sig value> 0.05, then as the basis for decision making in the Pre value homogeneity test in the control group and the experimental group is same or homogenous.

2. The homogenity test of Post-test value

Based on the table of "Test of Homogeneity Variances" above, it is known that the significance (sig) value of the posttest value variable in the control group and the experimental group is 0.924. Because the sig value> 0.05, then as the basis for decision

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Control	36	80.2778	6.31828	1.05305	78.1400	82.4156	70.00	95.00
Exsperimental	36	84.0278	5.95452	.99242	82.0131	86.0425	75.00	95.00
Total	72	82.1528	6.38144	.75206	80.6532	83.6523	70.00	95.00

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.009	1	70	.924

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	253.125	1	253.125	6.716	.012
Within Groups	2638.194	70	37.688		
Total	2891.319	71			

making in the Post value homogeneity test in the control group and the experimental group is same or homogenous.

4.1.3. Hypothesis Test (T-test)

Hypothesis test is used to test the effect of the use of motion pictures on the students' ability to write a text. The hypothesis test used was the "t-test" formula. It can be said that hypothesis test was aimed to know alternative hypothesis, accepted or not. There was significance students' ability in text witing procedure by using motion pictures in experimental group. The t-test value can be seen in the table below:

Paired Samples of Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control pretest	75.2778	36	5.72519	.95420
	Control postest	80.2778	36	6.31828	1.05305
Pair 2	Experimental Pretest	78.0556	36	5.76663	.96110
	Experimental posttest	84.0278	36	5.95452	.99242

Because the mean score of students in the control group pretest is 75.27 <posttest 80.27, descriptively there is a difference in the mean score of students in the control

group between pretest and post-test. Likewise in the experimental group pretest 78.05 <posttest 84.02, there is a difference in the mean of students in the pretest and post-test of experimental group.

Paired Samples of Correlations				
		N	Correlation	Sig.
Pair 1	Control pretest & Control posttest	36	.768	.000
Pair 2	Experimental Pretest & Experimental posttest	36	.921	.000

Because the sig value of pretest and post-test in control and experimental group is.000, thus it can be concluded that there is a correlation between pretest and post-test in control or experimental group.

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-5.00000	4.14039	.69007	-6.40091	-3.59909	-7.246	35	.000
-5.97222	2.33588	.38931	-6.76257	-5.18187	-15.340	35	.000

The above data show that the mean paired differences in the control group amounted to -5,000. This value indicates that the difference between the mean score of the pretest students and the mean score of the post-test students in the control group is 80.27 - 75.27 = 5,000. Likewise, the mean paired differences in the experimental group was -5.97. This value shows that the difference between the mean score of the pretest students and the mean score of the posttest students in the experimental group is 84.02 - 78.05 = -5. 97. Then, the sig (2-tailed) value in the control group and the experimental group respectively is 0.000 (p <0.05); it can be concluded that there is a difference in the average between the pretest and post-test of students' scores in the control group and the experimental group. Therefore, there is a significant effect of using motion pictures on students's writing ability in text writing procedure.

4.2. Discussion

The formula of "t-test" was applied in order to discover whether the hypothesis was accepted or rejected. Based on the results above, It can be elaborated that using motion pictures in text writing procedure affected students's ability. It can be seen in the

difference between the control group with the experimental group. The experimental group's skill in text writing procedure was developed.

The use of motion pictures gave effect on the students' ability of twelfth grade students; it is indicated by the Paired Sample Test. The paired t-test results obtained a significant value of 0.000 <0.05 and the result of t count -15.340 > t table -1,994 meaning it is true that there is a significant effect of using motion pictures on students's writing ability in text writing procedure at the twelfth grade students of SMA N 11 Medan. Thus, Ho is rejected and Ha is accepted.

Moreover, the correlation value of the mean paired differences in the experimental group was -5.97. This value shows that the difference between the mean score of the pretest students and the mean score of the post-test students in the experimental group is 84.02 - 78.05 = -5. 97. Then, the sig (2-tailed) value in the control group and the experimental group respectively is 0.000 (p <0.05); it can be concluded that there is a difference in the average between the pretest and post-test of students' scores in the control group and the experimental group. Therefore, there is a significant effect of using motion pictures on students's writing ability in text writing procedure. Motion picture can make students easier to learn the subject matter.

This is in accordance with the opinions of some researchers.The effectiveness of the use of motion pictures in English teaching and learning has been performed such as by Wahyuwidiati and Listriani. Wahyuwidiati (2015)proved that motion pictures was appropriate and effective to be used as learning media to teach speaking skill at SMPN 7 Tegal. In addition, Listriani (2012) proved that motion pictures was effective to increase the students' achievement in vocabulary at SDN 02 Sawahan Trenggalek. At last, the researchers found that the students' ability in English was poor before the treatment was done. The material taught to the students was how to use motion pictures in text writing procedure. Indeed, not only the media is effective, but also the time for teaching as the continuity of material will determine the students' understanding of English.

5. Conclusion

Based on theoretical and statistical findings, the researches concluded that motion pictures have significantly affected the students' ability in text writing procedure.The paired t-test results showed a significant value of 0.000 <0.05 and the result of t count was -15.340 > t table -1,994, this means Ho is rejected and Ha is accepted. The students' ability through using motion pictures (experimental group) is higher than the students' scores not using motion pictures (control group

Considering the results of the research, some suggestions are addressed to teachers and students. Teachers should use motion pictures in teachingand learning process especially in writing because it has been proven to significantly develop students' ability in writing. For the students, they should study harder and do more exercises and practices in writing. The students also should master more vocabularies and understand well about writing to help them construct good sentences in writing.

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