Enhancing Students' Writing Skills through English Movies-Watching Reports; an Improvement of Linguistic Competences

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Abstract

English movies by some EFL teachers and lecturers are designed for teaching writing classes because learners can see how any of words is pronounced by actors who are English native speakers and they are asked to write reports in line with the contents of movies. Besides, learners can make notes of new vocabulary taken from the movies. Therefore, this study is aimed at finding out the use of Englis Movies-watching reports in improving students' writing skills at the Mandalika University of Education. The research was conducted by involving the students at the English Zone Club organization. The researcher plans to have the students in this english organization because they tend to be more focus on english writing than other English organization at UNDIKMA. The research design of the present study is a classroom action research design where the researcher apply English movies to treat writing classes. They are asked to watch and pay attention to certain English movies and demand them to write a report on what they would have just watched. The research data are collected by distributing writing test to measure any improvement made through watching English movies on students' writing skills. To gain the students' writing improvement of writing skills, researchers make notes around some cycles of applying English movies in the class. The result of data collection was then analyzed by using quantitative statistical analysis. The conclusion of this study showed that the use of English movies was effective to improve grammatical competence, vocabulary, sentence patterns, various language usages, and motivation to practice writing.

Keywords: Writing Instructions; Movies-watching Reports

INTRODUCTION

One of the four language skills that the students who are learning English must be mastered is wrtitng skill. It is no doubt that writing skill is very crucial for English learners. Writing is used to convey feelings and share knowledge, information, news, and events to readers (Kazemian et al., 2021; Baroudy, 2008). Therefore, English learners are demanded to master writing skills. unfortunately, mastering writing skills is uneasy because learners should acquire not only linguistic knowledge but also non-linguistic knowledge (Haerazi & Kazemian, 2021; Ghosn-chelala & Al-chibani, 2018). The linguistic knowledge includes grammatical competences, diction or vocabulary, language usage, sentence patterns from simple into complex sentences, and contents being to write. In writing classes, writing skills tend to be seen as a "difficult" skill (Haerazi et al., 2020; Listyani, 2017). Many

students found difficulties in writing. Students have difficultes in writing because they have limited vocabulary (Indrasari et al., 2018), difficulty in building up the idea (Du & List, 2020), difficulty in producing a language (Teng & Zhang, 2016), they did not have mastery in grammar (Rahmawati, 2019), and they were not interested in writing (Xiao, 2007).

Seeing into some factors made this writing skill seems very difficult, Heaton (1998) says that "writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and the judgmental elements". It is clear that teachers'role in teaching writing determine whether this skill taught "easy" or "difficult" (Juniarti et al., 2017). One of the endeavors to enhance the students' writing skill is the improement in terms of teaching media and instruction (Aydawati et al., 2018). One of the teaching media to use in teaching writing skill is by using english movies. Through this teaching media, hopefully both students and the teacher are more enthusias in the teaching process. The teacher easily presensent the writing material, and the students easily understand the teaching materials of writing skills.

The existence of media in the teaching and learning process had a significant impact and important role in helping the teacher to convey the material in a more engaging way so the students became enjoy and focus on their task (Lee, 2020). The various media applied in the class lessen the students' boredom facing various writing topics (Shintani, 2015). Teaching media became a gate between the teacher and students in transferring the material been taught more easily as media help both teacher and students in their own weaknesses (Soerjowardhana & Nugroho, 2017). Through media, it also made a good atmosphere in the class because the learning came from the teacher explanation. In this study, media can stimulus the students' enthusiasm and interest in writing classes.

Based on the researcher explanation above, the researcher formulated the research problem into a question that reads, "How does English movie as an alternative media work to improve students' writing skill, especially in report text? Purpose of the study was to describe how English movies as an alternative media works to improve students' writing skill, especially in report text and also to solve the students' problem in writing.

METHOD
Research Design
Here in this research, the researcher used the qualitative-quantitative classroom action research design to conduct the research. A test obtained quantitative data. The quantitative data was analyzed to know elicit performance from students to measure their attainment of specified criteria. According to Singh (2007: 123) Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done.

This research was conducted at Mandalika University of Education in Mataram. the research progressed in six months from May to November 2021. The subject of this research will be the members of students joining the english club organization, namely english zone club (EZC), which is under administer of Faculty of culture management and busines UNDIKMA Mataram. those subjects of the research will be taken because the members of the english club are focusing on writing rather thanother language skills like speaking, which is mainly based on speaking.

Data Collection and Data Analysis
Nunan (1989) in Singh (2007: 78) state that technique for colleting action research data generally qualitative in nature. But in this research, the researcher gave tests to the students. It used to know the students' writing score, so the researcher used two kinds of instruments. Those are test and observation sheet. The researcher used two kinds of tests; pretest and post-test. Pre- test was used to get data about students' prior knowledge before

the researcher used the treatment while post- test was given after the treatment to get the new data about the impact of "using documentary film as the media". The function of the test was to know the students' progress and result in the teaching and learning activity. The tests were conducted twice; first, the students wrote the text about any objects based on the students' interest around 3 paragraphs into report text. Second, the students wrote a report text around 3 paragraphs based on the film. The researcher can measure students' ability and understanding in writing from those activities. The observation was conducted to know the situation and behavior and students' activities that happen in the class (class situation). The researcher observed students' weakness in learning, interest and enthusiasm of them during the teaching and learning process. Last was about the students' background knowledge about the English subject itself.

The pretest used as data collection of students' prior knowledge. It determines what should go first at the teaching practice and what went after ward on the teaching progress. The post-test was conducted as information data after the researcher gives the treatment of new media used in the class and used to know the impact of that media in improving students' writing skill. Meanwhile, the observation the researcher gave the information about the situation and condition between class, student, and the teacher during the learning process, including classroom events, interaction of class, student response, and interest during the learning process.

Quantitative data is used to analyze the score or data obtained from the test statistically. In this step, the researcher found out the students' writing skill scores from both tests, pretest and post-test. Both data then compared to know students' scores before and after applying english movie as the media in teaching writing. Then the researcher can measure how far it success in improving students' writing scores. The qualitative data described the process of teaching and learning using documentary film as the media in improving students' writing ability in report text from the planning to acting and the observation and the reflecting process.

RESULTS AND DISCUSSION

This study aims to investigate the use of English movies-watch reports to improve students' writing skills at Mandalika university of education. It is conducted in mixed-method to see the improvement of students' writing skills by applying English movies as a media to write reports. The use of English movies in some studies showed that it can facilitate students to improve their speaking skills. In this study, it can also help students enhance their vocabulary and grammatical patterns in writing classes. Based on the analysis results, the current study found the average post-test score was 74. It passed the passing grade of writing classes. The students' writing achievement of pre-test and post-test can be presented in Table 1. This evaluation is done in before and after applying English movies as media to write report texts.

Table 1. Students' Writing Achievement in Pre-test and Post-test

Aspects Assessed	Mean Score of Pretest			Mean Score of Posttest		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Content	14	14	15	20	20	20
Organization	12	14	12	17	17	17
Vocabulary	12	12	12	16	16	17
Language Use	13	13	13	17	18	17
Mechanic	4	4	4	4	4	4
Total	54	57	56	74	75	75
Average	56			74		

This study employed three assessors to assess students' writing test. It aims to avoid the subjective assessment of assessors. The aspects of writing skills assessed in this study are focused on aspects of writing content, writing organization, vocabulary usage or knowledge, language use, and mechanics. It is in line with Haerazi et al. (2020) who carried out a study on writing skills using this assessment strategy. From the data of students' writing achievement, students feel helpful with using English movies to improve their writing skills. it was proven that they can pass the passing grade enacted by curriculum for writing classes. The improvement of students' writing skills from pre-test into post-test can be seen in Figure 1. Three raters are involved in to see students' writing improvement.
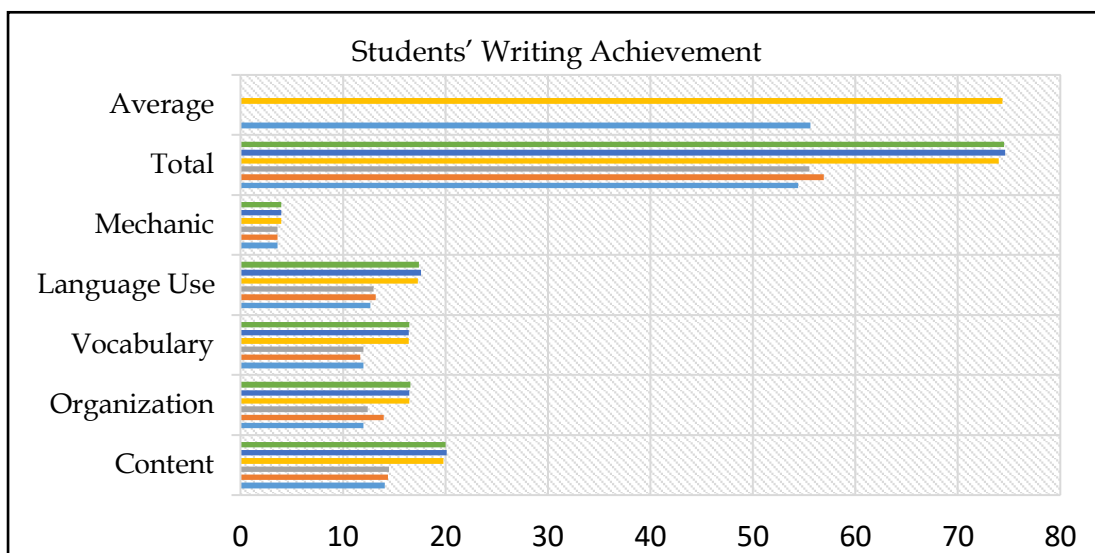

Figure 1. Students' Improvement of Writing Achievement

In this case, students' writing improvement is influenced by various factors like the form of English movies as teaching media, the speed of actors' utterances, speed pronunciation, speed fluency, and language usage. In the simple English movies, students feel easier to find out the general information about the object or the topic discussed. Students have times to make notes of information and ideas addressed by actors. It can be found in providing writing feedback in grammatical and writing content (Storch, 2010; Gao & Asmawi, 2016). Moreover, students feel easier also to build up and arrange their ideas into their report. The use of foreign films in EFL learners can improve students' intercultural knowledge (Chao, 2013), and it can facilitate students to practice writing (Haerazi et al. 2018). In addition, the audio and visual sense of movies gave an interesting atmosphere in the class (Widodo, 2016). Besides, movie reports also help students find out new vocabulary from the audio and subtitle of movies. The least, English movies can reduce students' boredom in the class.

The improvement in writing skills can be assessed through a good grammatical used in sentences or complete paragraphs. It is seen from how students put words and phrase order in well forms. It is seen from how the students arrange sentences appropriately to be meaningful sentences (Saeed & Ghazali, 2016). Further, language usage can be seen from how they choose the function words. The last aspect to see is the mechanic, the students being aware in how they used punctuation in their writing, such like capital letter, period, question mark and others. All achievement above has strong effect towards using movies

of films as a media in teaching writing. It gave the idea and knowledge to write, gave some vocabulary needed, gave appropriate pronunciation and spelling of some word, and many others. It was applied in CEFR framework for all skills (Cinganotto, 2019). The mean score of students' writing skills can be seen in Figure 2. In this study, 35 students are involved in writing tests. The students' problems in writing report texts are overcame by using English movies.
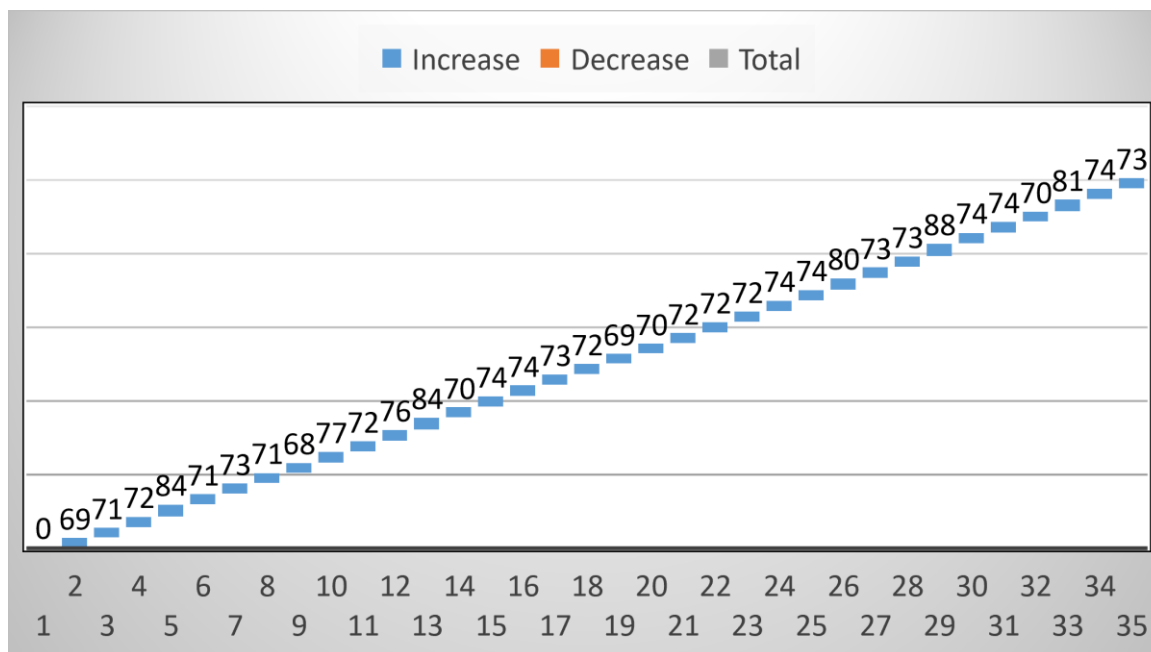

Figure 2. Students' Writing Scores

Based on the researcher pre-observation, the researcher found that there are many problems that faced the students when they start to write. The students often get difficulty building up the idea since they do not know what they have to write, construct, and are not interested in writing. Moreover, the students are confused about writing based on the rhetorical structures of a text. In addition, the students are confused to write a text in the English grammatical system appropriately. Therefore, the students need a lot of practice in order to improve their writing ability. Those problems influenced the students' writing scores, where from 33 students, there were only 11 students who passed the passing grades. While 22 students were failed.

Solving those problems, the researcher presented media to improve students' writing skills like the researcher explained above. The researcher used English movies as the media in building up the students' ideas. English movie are an audio-visual type of teaching media that can be used in the teaching-learning process. By using this English movie as teaching media, the researcher intended to help the students imagine and express their ideas after watching the movie. Through English English movies, the students can ilustrate what to write based on what they watched and hopefully be able to write a writing report.

Hopefully, the current study could be useful both theoretically and practically in conducting teaching and learning processes. Theoretically, this research can be used as the reference for the next research that may be conducted in subsequence or related research. While practically, teaching by means of this media can give new teaching experience and clear understanding about the process of teaching writing by using English English movies as an alternative media to improve teachers' teaching performance in teaching writing. To avoid a wider explanation about the study, it is important for the researcher to restrict the

area of this study. In this research, the researcher focuses on improving students' writing report text by using english movie as an alternative media.

CONCLUSION

The study concluded that the use of English movies in facilitating students to write report texts is effective in improving students' writing skills. It can be seen from the score obtained from both test. The mean score of pretest was 56. While the mean score of students' writing skills in the post-test score was 74 where it was really contradicted to the result of pre test. Using English movies as the media in teaching writing gave satisfactory results on the improvement of students' writing achievement. The researcher found the improvement based on the aspect of writing where after implemented English movies as teaching media in teaching writing. Students acquire enough vocabulary and know the meaning of new word that related to topics uttered in movies. For the grammatical, it can be seen from how the students arranged the sentences. It was because the students heard the way of arranged the sentence based on the film documentary played and many other aspects. In addition, it was proven by their result of both test shown a significant improvement and the result of observation sheet gotten by the researcher and the collaborator.

RECOMMENDATION

Some recommendations go along with the result of this research. Firstly, the English movies to use as the means or media of report writing must be the selected one. It is important since not every single English movie contains good English material to write. Thus, consider to watch the English movies with some educational contents aspects to help the students improve their writing performances. Secondly, the English movies is just a medium of learning not the goal. Thus, teachers need to controls the learning activities to not get lost on watching movies and forget the learning goals.

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