

IMPROVING STUDENTS' WRITING SKILL IN IMAGINATIVE RECOUNT TEXT BY USING ROMANCE MOVIE AT ELEVENTH GRADERS OF TAKHASUSS AL-QUR'AN SENIOR HIGH SCHOOL (2022)

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Abstract

The senior high school students faced some writing difficulties. The students are having a lot of difficulties with their English because writing requires procedure and organization, it deals with a variety of concepts, vocabulary, and grammar. Based on the problems above, the researcher focuss on the students' problem and how to improve students' writing skill by using romance movie. The researcher used experimental research. The research had conducted with treatment, which each all consists of four meetings. The location of the research was done at SMA Takhasuss Al-Qur'an with 40 students. The sample of this research were XI bahasa 2 program as experiment group and XI bahasa 1 program as control group. The findings indicated that the application of romance movie were significant to improve the students' writing in imaginative recount text. It was proved by that there was significant difference between the mean score of experimental class post test was 85,5 which was higher than the control class that only 69,5.

Keywords: romance movie, imaginative recount text, writing

Introduction

Language is critical in everyday life because it allows us to communicate our ideas. Language skills are the primary material for everyone to express themselves, beginning with each individual's feelings, desires, opinions, and needs.

Writing is a combination of a concept, vocabulary, and grammar. Writing skills, according to Affandi are more complicated and difficult to teach since they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgmental skills. Some efforts have been made to overcome the problem due to the difficulty of writing. The major goal is to make

it easy for students to learn to write (Afandi, 2014). Writing is one of the activities performed by English language learners and one of the language skills. Writing is not a simple language skill; it is the most difficult of all language skills. When we write something, we must gather our abilities, knowledge, and experiences to connect the words and thoughts to express ourselves through written media. Writing includes more than just producing words and sentences; students should combine words and sentences grammatically into written text during the writing activity.

There are various kinds of written text. Recount text is one of them, a recount is a text that recounts past events or experiences. A recount is a text that retells past events or occasions. (Ningrum & Rita, 2013). A recount text tells the reader a story about someone or something that happened in the past. Its goal is to inform or tell the reader about the author's experience. This text describes what occurred (Dwi Agustin, 2020). It is related to narrative text because it also retells a previous event or action. However, the distinction is that narrative text retells a story that occurred in the past but has not been proven, whereas recount text retells a story that has been proven. Based on the explanation above, the researcher concludes that recount text is a type of story that retells us about a past event, experience, or action that has been proven to be true. It is the sequence of events as they unfold over time, with the goal of telling what happened. It starts by telling the reader who was involved, where the event occurred, and when it occurred. Based on the explanations above related to recount text, the researcher focused on imaginative recount text since the purpose of imaginative recount text is to retell imaginative events, the purpose of this study is to retell stories from movies that have been watched.

High school students faced some writing difficulties (Rofik, 2018). The students are having a lot of difficulties with their English because writing requires procedure and organization, it deals with a variety of concepts, vocabulary, and grammar. According to Harmer, producing good writing is more complex than creating good speaking, writing in contrast to speaking, is more challenging to learn because many aspects of paper must be mastered, such as organization, mechanics, and grammar (Harmer, 2007). Students were unable to develop their ideas, they did not master the use of grammatical sentences, and they lacked vocabulary. Those were the critical areas in which they lacked proficiency. Teachers must provide assistance and direction to students for them to improve their writing skills.

The teacher should use a good medium to help students improve their writing skills. A good medium for teaching writing have an impact on students' writing abilities. Many different types of media can be used in the teaching and learning process. One of the media is by using movie, movie as a combination of three mediums: sound, image, and text, watching a movie in English is one of the richest ways to present an authentic work. Students will find it simple and

enjoyable to learn and improve their writing skills through this medium because it is both audio and visual. Students should be able to write down and easily convey their ideas thanks to the media. Teachers must use media in the classroom to make their classes more interesting. This helped them interpret their subject because it offers imaginative experiences in light of the students' experiences. There are many materials that can be used to teach writing recount text, and the medium is movie. Watching movie in English is perhaps one of the richest ways to present an authentic work, as it is a combination of three mediums: sound, image and text. This medium is both audio and visual, so it will be easy and fun for students to learn to write through this medium. Movie is able to motivate language learners to consciously use new vocabulary and idioms. The romance movie is used by the researcher in this study.

Based on the problems above, the researcher focuses on the students' problem and how to improve students' writing skill by using romance movie. Furthermore, the researcher demonstrated whether or not students' skills in writing recount text, covering content, organization, grammar, vocabulary, and mechanics, could be improved by watching a romance movie.

Literary Review (Cambria, bold, 12)

Writing is an activity that can be helpfully prepared by practicing other listening, speaking, and readingskills(Newton & Nation, 2020). Writing is one of the important skills that students must learn. Writing is a useful skill, students can express their feelings or imagination in writing. In writing, students need a good idea to write a sentence, when students don't have an idea then they get tired of writing and become indifferent (Muhsin, 2017).Writing and speaking are one-of-a-kind, the scholar or a person who can communicate properly, do now no longer write properly also.

According to Fitriana, propose *that* the additives of writing there are 5. Such as :

- 1) Content: The writing content material should be clean to the reader in order that the reader can recognize the rub down being held and get the statistics form. In order for the content material of the writing to be accurate, the context should be unified and complete. This time period is generally called harmony and completeness, which characterizes accurate writing.
- 2) Organization: Organization in writing entails coherence, order or importance, preferred to precise, precise to preferred, chronological order and spatial sample and specific fluent

expression: thoughts simply state or support, succinct, properly-organize, logical collection and cohesive.

- 3) Grammar: Grammar has many styles that depend upon state of affairs and condition, typically name with the aid of using tenses. Tense is crucial fabric in studying English, as it assist us to compose sentence properly, especially in the use of verb.
- 4) Vocabulary: Vocabulary is one of the language components dealing the method of writing. Vocabulary as one of the necessities of accurate writing is continually depending on the powerful use of the phrase.
- 5) Mechanics: Mechanics encompass capitalization, punctuation, and spelling appropriately. The reader approach know-how and spotting what the writer approach of course. The use of mechanical writing will manual the reader to without problems recognize the thoughts or messages conveyed (Fitriana, 2011).

Writing recount text is an activity to record events that happened in the past time, events are reported in chronological order by time(Marpaung, 2016).A recount text is a text that recounts events that happened in sequence, using explicit information about the past. According to Cholipah, there are four different types of Recount Text:

- 1) A personal recount is a text in which the author retells personal experiences in the first person (I,We), such as a bad or happy experience, a holiday, or a postcard.
- 2) A factual recount is a text that contains reports of events that actually occurred rather than opinions. As an example, consider traffic accidents and other reports.
- 3) Imaginative recount is a type of recount text that serves to present imaginative stories based on events, as well as events that have occurred or been experienced and then written into text such as fiction.
- 4) A biography recount is a type of recount text that contains and discusses ancient history or tells the life of a hero in the third person (She, He)(Cholipah, 2014).

Sugeng and Zaimah list the following characteristics of recount text:

- 1) Recount serves a social function by retelling events in order to inform or entertain.
- 2) It is structured in three parts and is organized chronologically.

- a. Orientation: describes who was involved in the story, when, where, and why it occurred.
- b. Events: describes what occurred in chronological order.
- c. Re-orientation: brings the experience to a close.

3) Recount language features

- a. Using nouns and pronouns. (For example, David, we, and his)
- b. Using action verbs. (For example: went, ran, and played)
- c. Using the past tense. (For example, we went to the zoo.)
- d. The use of a time conjunction. (For example: that, first, next, then)
- e. The use of adverbs and phrase adverbs. (For example, in my house two days ago, slowly)

The use of adjectives. (For example: beautiful, slow)(Sugeng & Zalimah, 2007).

Methods

Research approach was mixed methods. Depending on the strategies developed, the researcher in a mixed methods study implements either a qualitative or quantitative approach to the literature (Creswell, 2014). Mixed methods research is a method of investigating behavioral, social, and health-related problems by collecting and analyzing thorough quantitative and qualitative data in response to research questions, as well as combining or "mixing" the two. A specific research design to generate new and more comprehensive ideas or understandings than could be obtained from quantitative or qualitative data. The primary objective of a mixed methods study is to examine a research problem by combining quantitative and qualitative data. A quantitative instruments is used to measure the improvement of students' writing skills, and the data is explored qualitatively. Meanwhile, the method on this research used experimental method which used pre-test and post-test analysis to examine the data collected from the experiment group and control group. Additionally, this study employs a qualitative approach based on phenomenological methodology.

This research was conducted at Takhasuss Al-Qur'an Senior High School Kalibebber, Mojotengah, Wonosobo Regency, Central Java. The time of the research is carried out within months from July to September 2022

In this research the population was students of eleventh grades language program of Takhassus Al-Qur'an Senior High School.

Among the population, the researcher took students in XI Bahasa 2 program consists of 20 students as experiment group which is taught by using romance movie and class XI Bahasa 1 program consist of 20 students as control group which is taught without using romance movie. The total number of students involved were 40 students. These two classes can be sampled in this research because the number of students is same, namely 20 students and it is based on data from daily test score. The research took sample of this research by used random sampling technique. The researcher used this technique because this technique is a fair technique for selecting samples from a larger population because every member of the population has an equal chance of being selected. And this technique is easy to apply to a small population.

Findings and Discussions

Survey

Below are the survey results for class XI language students as daily test results:

Experimental Class (x)		Control Class (y)	
Students (Nx)	Score (x)	Students (Ny)	Score (y)
S01	60	S21	40
S02	55	S22	60
S03	65	S23	45
S04	75	S24	55
S05	65	S25	65
S06	55	S26	70
S07	60	S27	55
S08	50	S28	65
S09	45	S29	35
S10	55	S30	65
S11	65	S31	60
S12	70	S32	55
S13	55	S33	55
S14	65	S34	60
S15	45	S35	50
S16	65	S36	60
S17	55	S37	55
S18	60	S38	45

S19	50	S39	55
S20	65	S40	50
$\Sigma x = 1180$		$\Sigma x = 1100$	

According to the data survey from students' daily test the researcher has found from the preceding data that the students' English proficiency is still low. The average exam score for experimental class was 59 and control class was 55, which is below the minimal completion standard of 75 set by the school, indicating that the students have not yet completed their learning goals.

Interview

The following table details how the researcher developed the interview guidelines using the students' responses.

Table 2 interview sheet

Number	Questions	Students Answer
1.	What is the most challenging aspect of learning English?	5 of 6 students stated that writing and speaking are most challenging while learning English 1 of 6 students stated struggling with grammar
2.	What are your opinions about English?	6 students stated that learning English was difficult
3.	Are you interested in having an English lesson using movie media?	6 students stated that there were interest if learning English using movie
4.	How well do you comprehend imaginative recount text?	6 students stated that there is still a lot of misunderstanding about imaginative recount text.
5.	What genre of movie do you like as a media of learning?	4 of 6 students stated that comedy, romance, are their favourite genre 2 of 6 students stated that animation, historical, thriller are their favourite genre

After determining each student's ability, the researcher randomly selected six students and asked them all the same five questions about their opinions and their areas of interest.

Here, the researcher can make the conclusion that the majority of students stated that writing was the most difficult aspect of learning English. Students might find it interesting for using movie as teaching material.

Observation

Observation were made when the treatment was carried out, resulting in the following data

Table 3 observation checklist of experimental class

Number	Observed aspects	Score (D)			
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
1.	Students prepare the learning tools or stationery	1	1	2	3
2.	Students pays attention in class	3	3	4	5
3.	Talk to classmates when the material is given	1	2	1	1
4.	Student activity in asking questions	2	3	3	4
5.	Students' answering questions by teacher	1	3	3	4
6.	Students do the pre-test given by the teacher	2	3	3	5
7.	Students to engage watch the romance movie that the	1	3	3	5

	teacher has provided.				
8.	Students ownership and responsibility	2	2	4	4
9.	Students' understanding of the material	3	3	4	4
10.	Students' active exchange ideas in class	1	3	3	4
11.	Students do the post-test given by the teacher	2	4	4	5
	Total	18	29	34	41

$$N = \frac{D}{F} \times 100\%$$

$$= \frac{18+29+34+41}{4} \times 100\%$$

30,5%

Table 3 observation checklist of control class

Number	Observed aspects	Score (D)			
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
1.	Students prepare the learning tools or stationery	1	1	1	3
2.	Students pays attention in class	3	3	4	5
3.	Talk to classmates when the material is given	1	2	1	1
4.	Student activity in asking questions	2	2	3	3
5.	Students' answering questions by teacher	1	3	3	3

6.	Students do the pre-test given by the teacher	2	2	3	4
7.	Students to engage watch the romance movie that the teacher has provided.	1	2	3	4
8.	Students ownership and responsibility	2	2	3	3
9.	Students' understanding of the material	2	3	3	4
10.	Students' active exchange ideas in class	1	3	3	4
11.	Students do the post-test given by the teacher	2	2	3	3
	Total	17	24	24	35

$$\begin{aligned}
 N &= \frac{D}{F} \times 100\% \\
 &= \frac{17+24+24+35}{4} \times 100\% \\
 &= 25\%
 \end{aligned}$$

From the results of an observation checklist above, it can be concluded that observations on students when the material using romance movie have been fulfilled, it can be seen that students have followed the learning process well, students actively ask when the material is given, also students do well on pre-test and post-test. When the romance movie is given, students were ecstatic. So that the use of media such as romance movie in learning can be engaging for students

and used to improve students' abilities in writing imaginative recount text.

Pre-test and Post-test

Table 4 Pre-test and Post-test score

No	Experimental Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1.	70	90	1.	55	65
2.	70	80	2.	60	75
3.	75	90	3.	65	70
4.	65	85	4.	65	75
5.	60	85	5.	60	65
6.	70	85	6.	60	70
7.	65	80	7.	55	65
8.	60	80	8.	65	75
9.	65	90	9.	60	75
10.	70	85	10.	65	70
11.	65	85	11.	60	65
12.	60	80	12.	55	65
13.	75	95	13.	60	75
14.	60	85	14.	60	70
15.	60	85	15.	60	75
16.	65	85	16.	65	70
17.	70	90	17.	55	70
18.	60	80	18.	65	70
19.	60	85	19.	60	65
20.	65	90	20.	50	65
Total	1310	1710	Total	1200	1395
Mean	65,5	85,5	Mean	60	69,75

Improvement of experimental class

$$P = \frac{X2 - X1}{X2} \times 100\%$$

$$= \frac{85,5 - 65,5}{85,5} \times 100\%$$

$$= 23,4 \%$$

Improvement of control class

$$P = \frac{X2 - X1}{X2} \times 100\%$$

$$= \frac{69,75-60}{69,75} \times 100\%$$

$$= 13,4 \%$$

The experimental class' pre-test and post-test scores improved after receiving treatment using media from romance movies. Prior to receiving treatment, the pre-test average was 65.5 and increased by 23,4%, however after receiving post-test treatment, the students saw an improvement with an average value of 85.5. Additionally, the control class's increased by 13,4% while pre-test and post-test scores were 60 and 69.75, respectively.

Normality Test

Table 5 testing data normality

	KolmogorovSmirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Teaching writing using romance movie	Pre-test Experiment class	,139	20	,200*	,945	20	,297
	Post-test Experiment class	,173	20	,121	,884	20	,021
	Pre-test Control class	,113	20	,200*	,958	,20	,512
	Post-test Control class	,161	20	,189	,934	20	,186
*. This is a lower bound of the true significance.							

Based on table 5 and the results of the data normality test discussed above, it is known that the experimental class and the control class' pretest-posttest results demonstrate that the data are normally distributed since significance > 0.05, based on the rule in spss.

Homogeneity Test

Table 6 testing data homogeneity of pre-test result experimental class

Levene Statistic	df1	df2	Sig.
1.115	1	38	.298

Based on table 6 data homogeneity test results, it can be concluded that the variances of the experimental class and the control class are significantly different and homogeneous because 0.298 > 0.05. The post-test results of the experimental class and the control class have a significance of 0.298.

Hypothesis Testing

Table 7 Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Improving students' writing skill	Post-test Experiment class	20	38,05	4,582	1,025
	Post-test Control class	20	33,30	4,041	,904

In testing the hypotheses, the hypotheses of this research are:

- H₀: The use of romance movie does not improve on students' writing skill in imaginative recount text significantly.
- H₁: The use of romance movie improve on students' writing skill in imaginative recount text significantly.

The independent sample t test formula is used to calculate the t test, and since the results reveal a significant value (0.001 0.05), it can be said that H₁ is accepted.

From that result it could be concluded that H₀ was rejected and H₁ was accepted. It meant that the use of romance movie can improve on students' writing skill in imaginative recount text.

Conclusion

The use romance movie was effective to improve students' writing skill in imaginative recount text because there was a significance difference between the progresses in students' writing skill when they were taught by using romance movie and when they were not.

By using the media, students can express their ideas and easy to understand. Using romance movie as the media and teaching writing gave satisfactory results on the improvement of students' writing achievement, the researchers found the improvement based on the aspect of writing where after implemented romance movie as teaching media in teaching writing. The researcher found the improvement based on the aspect of writing where after implemented romance movie, students acquire enough vocabulary and know the meaning of new word that related to topics uttered in romance movie.

The students' attitude of eleventh grade students of Takhasuss Al-Qur'an Senior High School in learning English especially writing was positive and more interested to learn by using romance movie. It was proved by that there was significant difference between the mean score of experimental class posttest was 85,5 it was higher than the control class that only 69,5

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