

THE USE OF ENGLISH MOVIE TO TEACH WRITING NARRATIVE TEXT TO THE TENTH GRADE STUDENTS AT SMK PGRI 2 SIDOARJO

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Abstract

Writing is one of language skill has allways been part in the teaching learning English one of the text taught. For the tenth grades students vocational haight school is narrative text. Most indoesian students have some difficulties and commposing their writing. To overcome, this probelm in the teaching media are needed. The researcher has towo statement of the probelm. They are 1) how is the use of English Movie to teach writing narrative text to the tenth grade students. 2) how is the students response in learning writing narrative text by using English movie. The object of the observed was X ak 1 class at SMK PGRI 2 Sidoarjo. There were 44 students. The research did observation has two meeting. The design of the research was descriptive qualitative. This instrument used by the researcher were oservation checklist, and questionnaire. The result of the reseacher showed had three step when he was implementing of English Movie. The first pree activity (giving brain storming). The second is whilst activity (explaining about narrative text, dividing the students and write the story according generic structure). The third is post activity (giving comment and feedback, and giving summary). And the result of the students response toward the implementation of English movie learning teaching writing narrative text is very good. It showed that English movie helped the students in writing narrative text and the students pay more attention to the learning writing narrative text and the students

Keywords: *Writing, Narrative Text, and English Movi*

Abstrak

Menulis adalah salah satu dari empat keterampilan bahasa yang selalu menjadi bagian dari pelajaran bahasa Inggris salah satu teks yang diajarkan unuk siswa kelas sepuluh di sekolah menengah kejuruan adalah teks naratif. Sebagian siswa di indonesia kesulitan dalam menulis.untuk mengatasi masalah ini, dibutuhkan media pembelajaran yang bisa membuat siswa mau belajar menulis. Peneliti memiliki dua pernyataan masalah antara lain, 1) bagaimana penggunaan film inggris untuk mengajar menulis teks naratif. 2) Bagaimana tanggapan siswa dalam belajar menulis narative teks. Objek dari penelitian ini adalah kelas X AK 1 SMK PGRI 2 Sidoarjo. Dengan 44 siswa. Desain penelitian deskriptif kualitatif. Instruments yang digunakan oleh peneliti adalah observasi checklist dan kuesioner. Peneliti melakukan penelitian selama dua kali pertemuan. Hasil dari belajar dapat ditunjukan siswa dengan dua langkah ketika guru menggunakan media film Inggris. Yang pertama adalah kegiatan awal (memberi gagasan). Kedua adalah kegiatan inti (menerangkan tentang teks naratif, memutar film inggris, meminta siswa untuk menulis kembali cerita berdasarkan struktur). Yang ke tiga adalah kegiatan penutup (memberikan pendapat atau komentar dan memberikan kesimpulan). Dan hasil tanggapan siswa terhadap penggunaan film Inggris dalam pengajaran menulis naratif teks adalah baik. Itu menunjukkan bahwa film Inggris sangat membantu para siswa, siswa lebih memperhatikan pelajaran, dan sangat anusias dalam belajar menulis naratif teks.

Kata Kunci: *Menulis, Teks Naratif, dan Film Inggris*

Introduction

Writing is one of skills have the students, in addition listening, speaking, and reading, language skills can be regarded because the most important school are developed the students. is due to the fact in globalization era, very much work requires people who have writing skill. In business aspect.. People also to learn writing in English for academic purpose. Another fact is writing can create jobs. Writing is not just hobby but writing, but writing now is modern life. Many people get much money their writing for example is a journalist novel or script writer.. Those fact make mastering English writing skill is most for students.

Writing is very important for us, it is difficult subject especially for the student. The reason is because writing is a mixture of our ideas, vocabulary and also grammar. According to Heaton “ Writing English Language Test” (1975: 138) writing skill are more complex and difficult, requiring and mastering not only grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some effort have been done to solve. Main objective is to make the writing become easier to learn for the student. The next definition is given by Byrne (1997: 1) he states that writing is production a sequence of sentence arranged in particular order and linked together in certain ways. A sequence of sentence whether it is short or long after being put in order and linked they will form a coherent whole.

Text types according to Feez (2002: 4), text are any text of language which is held together cohesively through meaning. Meanwhile, Anderson (1997:1) states that a piece of text requires to make choices about the word that are used and how it can be put together. If it is the right choices, it can be used to communicate others. Each text types has a common way of using language.

Narrative according to Anderson (1997:8) , a narrative is part of text which tells a story and, doing so entertains or informs the listener reader. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative can be in the form of a legend ,fable,fairy tales, etc.

Media is one thing that is offered by my experts as a tool to increase the interest and motivation of the study. That's why, the ability to use teaching media is one competences that every teacher must have. Besides the teacher's ability, the use of media can also support the language teaching to young learner. In the teaching English using media teacher has to select it according to the theme , objectives, and the characteristic of the students. Media should be attractive and interesting for them. In addition, the instructional

media can increase students motivation in learning, make the students active to give response, enable them to repeat what they learned and encourage them to interest in English.

This research would intend to describe of the content the students' writing implementation by English movie, the tittle movie is Snow White and Seven Dwarfs. Since it deals with describe of the cotent or material of a document, a descriptive qualitative reseacrh design were implemented. According to Fraenkel cited (in Gast 2010:20), a descriptive qualitative reseach was designed to obtain information used for investigating the quality of relationship, activities, situations, or material. Qualitative research is concerned with qualiltative phenomenon which relating to or involving qualiy or kind. Qualitative research is dicovering the underlaying motives and desires, using in depth interview tes, sentence, competion test, story compeletion test and similiar other projective technique (Kumar, 2008:8). The researcher use non participant observation because the researcer did not take in part the teaching learning process. The researcher observed by the teacher and the students activity in the class of the lesson. The Second, ask the teacher to get the information about the students attitude and difficulties and the last metting the researcher give the questionnaire to get the information to the students like or dislike , interest or not when they learn English especially in teaching writing through the English movie.

The subjects of the study, were the English teacher and the students of tenth grade in SMK PGRI 2 Sidoarjo. The researcher used on class which consisted 42 students. The researcher used this class because the recomendation given by English teacher of the class and also who tought in class and the limitation of the of the time to get the data. The researcher use in level based on the syllabus of the English education, which the narrative text in it. In qualitative research, the researcher was the key instrument (Bodgan and Biklen in ballin, 2007:13). The instruments of this research, it was the researcher since the analysis were conducted by the researcher. In the qualitative research, he instrument of the research can not develop yet before the research probelm is clear.

The collect data researcher use observation checklist, and questionnaire. This was done to retrieve the data. The material of narrative text then the observed to get the data. From the data produced the research is mainly observation to the teacher and the students in the class, while the source of the data were senior high school students to the tenth grade at SMK PGRI 2 Sidoarjo. I this study. The researcher should be kept existence but not in fluencing the natural attitude or behaviorism of object of the study.

The researcher collected the data from observation and kept note on what is going on in the class, especially to the subject of observation when the students were writing. Then he monitor the teacher and students' activity. This was also to access whether the learning process implemented or not.

The researcher interviewed with the teacher and the to get the information about the student's attitude, interest and the difficulties in learning writing. The data from the field notes were analyzing to complete the observation. And in the last meeting, the researcher gave questionnaire to the students that consist of some questions and options as the answers students were asked to choose the appropriate answer based on their opinion

The researcher analysed the data by using Teaching narrative text by english movie. These data will be conclude if ask to the teacher and in the form of table. Second analysis will The first analysis will take information from the teacher after take from quetionnaire. The researcher can find whether the media that the teacher is good or not And Drawing conclusion.

Findings and discussion

The Result of Students Responses To support the data about the student's responses, the researcher collected the data by giving the questionnaire to the students. First, the researcher gave the questionnaire to all of the students in the last meeting in end of the class. The questionnaire were 5 statements that related with the use of English movie in teaching writing narrative text. The students answered the quetionnaire by choosing one option of the choices.

No	Aspek yang diamati	SS	S	TS	TSS	Jumlah siswa
1	Diterapkannya media English movie mempermudah saya dalam menulis <i>narrative text</i>	26	8	1		35
2	Menulis <i>narrative text</i> dengan media English movie yang diterapkan melatih saya terampil dalam menulis	29	4	1		35

3	Setelah mengikuti pembelajaran ini saya merasa suasana kelas saat pembelajaran sangat menyenangkan dan tidak membosankan	16	18	1		35
4	Media english movie yang diterapkan membantu saya dalam menulis <i>narrative text</i> secara terstruktur	22	8	5		35
5	Saya senang melakukan kegiatan menulis <i>narrative</i> dengan media English movie yang di terapkan guru	23	9	3		35

Keterangan: S (setuju), SS (Sangat Setuju), TS (Tidak Setuju), TSS (Tidak Sangat Setuju).

From the result of questionnaire after the implementation of the last meeting can be seen that as many a 29 students stated strongly agree with the application of English movie because it can make it easy for students to write narrative texts. 4 students agree, 2 students feel disagree. As many students 26 strongly agree, 8 students agree and only 1 students disagree on the implementation of the English movie can make it easier writing narrative text. Another example of the statement is "After following this learning i feel happy doing activities writing narrative text with English movie that the teacher applies", from 35 student, 23 students strongly agree, 9 students feel agree, 3 students feel disagree. This shows that the application of English movie is far more effective when compared with the lecture method in writing narrative text students.

From these the data, it showed that the researcher got the result of the questionnaire. The students gave the positive responses with the use of English movie to teach writing narrative text. They felt that English movie was helpful them to write the narrative text. They felt that English movie was helpful them to vocabulary when they want to write something but when they learn with English did not the vocabulary, they knew about the plot of the story. So, they could write it with their own language.

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Conclusion

Based on the research findings and discussion, The use of English movie in teaching learning narrative text was successful. The teacher and students, the teacher explained the material and did the activity in the class was appropriate with the lesson plan. All the activity in first meeting the teacher checking the attendance of students, after checking students the teacher gave an explanation of writing narrative text material with English movie media after which the teacher played English movie the title Snow White and the Seven dwarfs, and after playing the movie the teacher give assignments to the students, and the students to make narrative text along with the moral values. And the second meeting the teacher repeat the material the students that had been explained at the first meeting begin after giving the question the teacher played back the movie, after being rotation twice the teacher told students to make assignments narrative text and e moral and values. After that the teacher gave the researcher to provide the questionnaire to the students. The English movie is i media to use in teaching learning process, because this media can increase the student ability. The students get more than one skill from this media(in writing class, the students not only get the writing skill but listening and vocabulary also), the students get to learn another skill also, like listening and vocabulary. English movie is interesting media, the students always played to attention the material and they will feel excited and fun when they learn in the class. English movie make the students easier to write, especially in narrative text. It was supported by the observation conducted in two meeting and the data from the observation checklist and questionnaire that the researcher.

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