Improving Students Writing Skill Using English Movie With Subtitle

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Abstract- This research is about improving the students' writing skills using English movies with subtitles. In this research, the movie used is short movies applying the narrative text to make the teaching-learning process effective. This research applied a Classroom Action Research. The research was carried out in two cycles. The steps were namely planning, implementing, observing, and reflecting. The data of the research were completed by using quantitative and qualitative data. The research finding showed that after using the English movie subtitle, the students' writing skill achievement improved.

Index Terms- English Movie, Subtitle, Writing Skill, Students

I. INTRODUCTION

According to Saken "Language is a system of some sort with one distinct function for human beings, namely to serve as a vehicle of communication in social interaction" [1]. Language can become a bridge to connect with each other, even in the same place or in different places. According to Wardhaugh "Language is what the members of particular society speak" [2]. The important thing in the language is how people communicate using spoken or written the language to get information from other people.

According to Harmer "Writing (as one of the four skills of listening, speaking reading and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus stand in its own right, where mastering the ability to write effectively is seen as a key objective for learners" [3].

Writing is one of the difficult skills; it will be interesting if the teacher using media in teaching. Teachers have to make teaching writing easier and fun. Teachers need to provide for effective writing instruction [4]. The media are usually defined as a list, a curriculum statement; the media include television, film, video, radio, photography, music, printed material, books, comics, magazines, and the press, and computer software [5]. Choosing an interesting media or technique in the class of writing is one of the alternative ways that the teacher has to do.

According to Williams "Writing is one of the principal modes of communication in any health organization. It is used to convey information both within the health team and from the team to clients, other professionals, and organizations, hence the vast array of documents generated on a daily basis by health workers [6]. Process writing in the classroom activity has four main elements: planning, drafting, editing (reflecting and revising), and final version [3].

In this research, the researcher used short cartoon movies. They were used as media so the duration of the movies had to be considered. To avoid the students' difficulties in understanding the movies, they were added by subtitles. Referring to the background of the study, the objectives of this research were 1) to know how to improve students writing skills by using English Movie Subtitle; 2) to know how student's writing skill achievement by using English movies subtitle.

II. LITERATURE REVIEW

A. Definition of writing

Writing is the string words, sentence, and paragraph to pass a message in the form of information, idea, or thinking. According to Richard "writing is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text [7].

According to Gelb "Writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do" [8]. Hyland stated that learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts [4].

According to White and Arndt "Through writing, we are able to share ideas, arouse feelings, persuade and convince other people. We are able to discover and articulate ideas in ways that only writing makes possible" [9]. And also writing is a form of problem solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written, and searching for language with which to express exact meaning [9].

B. Micro and Macro skills of Writing

The micro skill of writing Produces graphemes and orthographic patterns of English. Produce writing at an efficient rate of speed to suit the purpose. Produce an acceptable core of words and use appropriate word order patterns. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules. Express a particular meaning in different grammatical forms. Use cohesive in written discourse. Macro-skill of writing. Use the rhetorical forms and conventions of written discourse. Appropriately accomplish the communicative functions of written texts according to form and purpose. Convey links and connections between events, and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification. Distinguish between literal and implied meanings when writing. Correctly convey culturally specific references in the context of the written text. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing [10].

C. Aspects of writing

According to Hughes, There are five important aspects to be assessed in writing. They are content, organization, vocabulary, grammar, and mechanics [11]. Content is the ability to use the knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials and topic. According to Heaton "content is the ability to think creatively and develop thoughts, excluding all irrelevant information" [12].

The writing must consist of an introduction, body, and conclusion. Appropriate title, effective introductory paragraph, the topic is stated, leads to the body, transitional expressions used; the arrangement of material shows plan; supporting evidence given for generalizations; conclusion logical and complete [13]. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television [7].

Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed [14]. Writing has its mechanical components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and text. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English [3].

D. Process of Writing

Writing is a difficult activity for many people, especially for students. According to Langan, There are four steps in the writing process. The following are [15]: a) Pre-writing, There are five pre-writing Technique that will help you think about and develop a topic and get words on paper: 1) Free writing Technique, 2) Questioning Technique, 3) Making a List Technique, 4) Clustering Technique, 5) Preparing a scratch outline Technique. b) Drafting is formal writing begins. Students can use their prewriting materials as a guide to starting the writing. During the drafting stage, students should concentrate on getting their ideas on paper organizing their information logically, and developing their topic with enough details. c) Revising is as much a stage in the writing process as prewriting, outlining and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. d) Editing is focused on correct errors in grammar, punctuation, and spelling. Students often difficult to edit a paper carefully, so editing can come from a teacher, classmate, computer, etc.

E. Narrative text

The narrative text is a text which tells a story [16]: Narrative writing is a type of writing in which the writer as the character narrates the story [17]. Novels, short stories, novellas, poetry, biographies can all fall in the narrative writing style. Simply, narrative writing is an art to describe a story. According to Pardiyono "Narrative text tell a life story, this life story can be just fiction or can also be a true story Narrative text fictionalized can also be found in movies or TV shows. There are four main structures in narrative text namely; Orientation, Complication, Resolution, Coda. In the narrative text, there are six characteristics or language features of narrative text, those are Past tense, Adverb of time, Time conjunction, Specific character not general, Action verb, Direct speech [18].

F. Media in teaching writing

Media is a means of communication and a source of information. The term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instruction. The purpose of media is to facilitate communication and learning. There are six media that can be used in teaching and learning activity. Those are [19]: Visual, Text, Audio, Motion media, Manipulative, People. Iris explained that the advantages of using visual media to

students in teaching and learning are as follows [20]: 1) By using visual media student will catch the illustrations which must be based on the past experience of the viewer. 2) The picture of the movie is simple and presents not only one idea. 3) The picture should be realistic and in keeping with the cultural beliefs. 4) Visual media is most easily understood. 5) A picture showing only part of an object or person may not be understood, or even be seen as ugly.

G. English Movie with Subtitle

According to Jalinus Movie is a light-sensitive material in the shooting function to place the image recording. The movie is a media that is very large in its ability to assist the teaching and learning process. English movie is difficult to understand what else for students. Understanding is an important element in the teaching-learning process. To make easier in understanding the content of the movie it can be used as a subtitle. The subtitle is a printed statement or fragment of dialogue appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language. Hossein Sabouri, Mohammad Zohrabi in their research concluded that the use of movies with subtitles can improve students' engagement in learning and retrieval of new lexical items. However, more studies need to be done in the future in order to get the most advantages out of the movie materials in EFL classrooms [21].

H. Advantages of Movie in Teaching Writing

According to harmer, there are four advantage movies in teaching writing, those are [22]: One of the main advantages of the movie is that students do not just hear the language, they see it too. This greatly aids comprehension, since, for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply. Movie uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how Americans speak to waiters. The film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

When students use a movie as their own as media in the teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves 'doing new things in English'. For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

III. RESEARCH METHOD

A. Research Design and Procedure

The research design used in this research was classroom action research. According to Arikunto "Classroom Action Research is not only testing a treatment but first research already has confidence will be something of treatment. Thus the research of this action can be seen as a follow-up to both descriptive and experimental" [23]. Classroom action research is research that intends to improve learning in the classroom and to improve the ability of students. This research also helps the teacher to solve the problems in the classroom. In this research, the researcher collaborated with the English teacher the collaboration was focused on the preparation, implementation, observation, and reflection. The cycles of classroom action research consist of planning, implementing, observing, and reflecting.

B. Population and Sample

The subject of this research was the second grade in MA Darullughah Wal Karomah in the 2019/2020 academic year. The researcher only conducted research in one class (XI IPA) which contains 25 students. The researcher had conducted the research on the second grade in MA Darullughah Wal Karomah. Which is located at Flamboyan, Sidomukti, Kraksaan, Probolinggo, East Java.

C. Data Collecting Technique

Observation; The researchers observed and took an observation from the students when they were doing the teaching-learning process. So the researcher took the data from the observation checklist. Interview; In this interview, the researcher collaborated with the English teacher in order to get information about the student's needs. The researcher also interviewed the students after they had been given the treatment. Test; In this research, the researcher applied the writing ability test because the researcher wanted to know and measured the student's writing skills after they had watched the English movie subtitle, the writing test was constructed by the researcher based on the basic competencies of curriculum.

Table 1. Scoring Rubric on Writing

Aspect	Level	Criteria
Content	30-27	**Excellent To Very Good**: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.
	26-22	**Good To Average**: some knowledge of the subject; adequate range; limited development of thesis; most relevant to the topic but lacks detail.
	21-17	**Fair To Poor**: limited knowledge of the subject; little substance; inadequate development of the topic.
	16-13	**Very Poor**: does not show knowledge of the subject; non-substantive; not pertinent; OR not enough to evaluate.
Organization	20-18	**Excellent To Very Good**: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	**Good To Average**: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	**Fair To Poor**: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	**Very Poor**: does not communicate; no organization; OR not enough to evaluate.
Vocabulary	20-18	**Excellent To Very Good**: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
	17-14	**Good To Average**: adequate range; occasional errors of word/idiom form; choice, usage but meaning not obscured.
	13-10	**Fair to poor**: limited range; frequent errors of word/idiom form; choice, usage; meaning confused or obscured.
	9-7	**Very Poor**: essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Grammar	25-22	**Excellent To Very Good**: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	**Good To Average**: effective but simple constructions, minor problems, in complex constructions, several errors of agreement, tense, number, word/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	**Fair To Poor**: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-on, deletions, meaning confused or obscured.
	10-5	**Very Poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
Mechanic	5	**Excellent To Very Good**: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good To Average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	**Fair To Poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	**Very Poor**: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

Source: Arthur Hughes

D. Data Analysis Technique

In the technique of data analysis, the researcher obtained qualitative data through observation by using systematic observation. Then the result of systematic observation was analyzed by using the formula as follows:

$$p = \frac{S}{N} X\ 100\%$$

To know the average student's high score (mean), the researcher collected the result of the test using the formula as follows:

$$M = \frac{\sum x}{N}$$

The standard minimum score (KKM) of English lesson for second grade in MA Darullughah Wal Karomah was 75. So that researcher tried to get the class percentage which passes the standard minimum score by using the following formula:

$$P = F/N\ X\ 100$$

The formula had been used in pre-cycle, in the first cycle and the second cycle. The mean score from the pre-cycle was compared with the mean of the first and the second cycle. It was done to know the average of students' scores and to know how far the improvement of students writing skills. The formula was:

$$P= \frac{y1-y}{y} \text{ x } 100 \quad P= \frac{y2-y}{y} \text{ x } 100$$

This research is considered as a success if the objectives indicator were reached if: a) Student's average achievement in English is equal to or higher than 75 and b) The number of the students reach the minimum score (75) are equal to or higher than 75% of total students in the research. To know the validity of the test, the researcher used the estimation from the English teachers rate in MA Darullughah Wal Karomah. There were three English teachers in MA Darullughah Wal Karomah.

IV. RESULTS AND DISCUSSION

A. Results of Research

In this chapter, the researcher would like to discuss the research findings. This research was about classroom action research in improving students writing skills using English movie subtitles in second grade in MA Darullughah Wal Karomah. The research consisted of preliminary research, cycle one, and cycle two. The results are as follows:
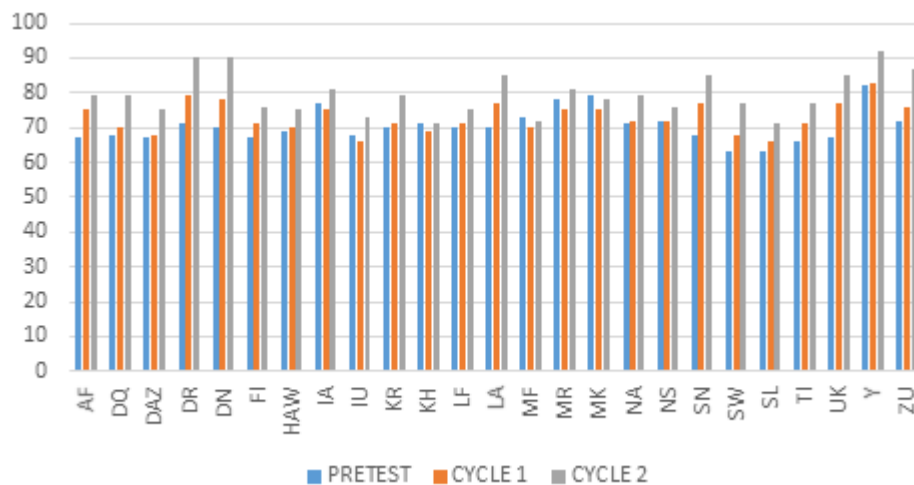

Figure 1. The result of the pre-test, cycle one, cycle two and post-test scores

The mean of students' scores in the pre-test was 70, 36 and the percentage of students who passed KKM is 16%. The mean of students score in cycle one was 72, 88 and the percentage of students who passed KKM 44%. The mean of students score in cycle two was 79, 52 and the percentage of students who passed KKM 88%.
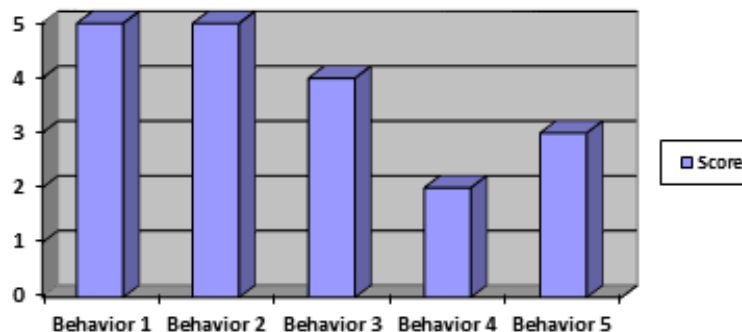

Figure 2. The students score of cycle one observation

Behavior 1 was about students pay attention to the teacher, in cycle one the students so good on pay attention to their teacher. Behavior 2 was about students focus on watching the movie, in cycle one students so good on focus on watching the movie. Behavior 3 was about students answer the teacher's question, in cycle one students good on answer the teacher's question. Behavior 4 was about students ask a question to clarify understanding, in cycle one there was one to two students ask a question to clarify understanding. Behavior 5 was about student's enthusiasm for doing the task, in cycle one student not much enthusiasm in doing the task. So from this observation in the cycle, one got a score of about 76%.
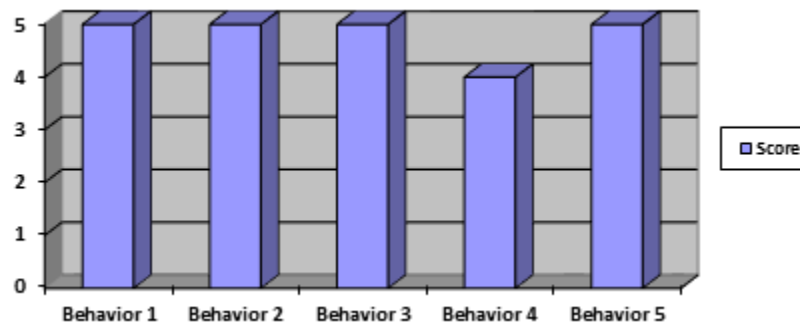
Figure 3. The students score of cycle two observation

Behavior 1 was about students pay attention to the teacher, in cycle one the students so good on pay attention to their teacher. Behavior 2 was about students focus on watching the movie, in cycle one, students so good on focus on watching the movie. Behavior 3 was about students answer the teacher's question, in cycle one students answer the teacher's question very well. Behavior 4 was about students ask a question to clarify understanding, in cycle one students ask a question to clarify understanding with good. Behavior 5 was about students' enthusiasm for doing the task, in cycle one student very enthusiastic about doing the task. So from this observation in the cycle, one got a score of about 96%.

B. Discussion

The researcher played the role of the teacher. She taught the teaching-learning process in the class. In the first meeting, the title of the movie was "Aladdin". The researcher explained the material, showed the movie, the movie was showed three times to the students. In the first show, students just focused on watching the movie. On the second show, the students watched and had to take a note about the movie. For the last show, the students had to watch and then correct their notes. After the students watch the movie the researcher told the students to answer the question, and then make a paragraph.

According to Smaldino, There are six media that can be used in teaching and learning activity. One of them is visual media such as movies [19]. In addition, Harmer stated that there are four advantages of the movie in teaching writing, those are seeing language in use, cross-culture awareness, the power of creation, and motivation [22]. After implementing the English movie subtitle, the researcher got the data from the preliminary research, cycle one, and cycle two. The result of the research shows that there was an improvement in students' writing skills.

In the pre-test, the average of students' scores was 70,36. Meanwhile, the percentage of students who passed the standard minimum score (KKM) was 4 students or 16% from 25 students. Thus, it means the students' writing skill was still low. In cycle one, the average of students' scores was 72,88. Meanwhile, the percentage of students who passed the standard minimum score (KKM) was 11 students or 44% from 25 students. Thus, it means in cycle one the students' writing skills still could not pass the standard minimum score (KKM). In this cycle, the students were given treatment by using the English movie with subtitles. Then, they had to answer the questions given to create a paragraph about the movie. In cycle two the average of students' score was 79,52. While the percentage of students who passed the standard minimum scores (KKM) was 22 students or 88% from 25 students. Thus, it means the students' writing skills improved and they could pass the standard minimum score. It can be concluded that the percentage of achievement of students' scores for cycle one was 3.5% and in cycle two 12.9%. Thus, it can be said their achievement improved from cycle one to cycle two.

V.   CONCLUSION

After finishing the research, the researcher concluded that the English movie subtitle could improve the students' writing skills. The researcher implemented the English movie subtitle three times to the students. On the first show, the students just focused on watching the movie. On the second show, the students watched and had to take a note about the movie, and the last show, the students had to watch and corrected their notes after the students had watched the movie, the researcher told the students to answer the questions and wrote a paragraph based on their answer.

After using the English movie subtitle, the students' writing skills improved. It was proved by the result of the students' scores. The research findings show that the data improved cycle by cycle. The mean scores of the pre-test were 70.36, cycle one was 72.88 and cycle two was 79.52. The percentage for cycle one was 3.5% and cycle two was 12.9%. It can be concluded that using English movies with subtitles can improve students' writing skills.

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