THE INFLUENCE OF WATCHING ENGLISH MOVIE

ON STUDENTS' NARRATIVE WRITING

THESIS

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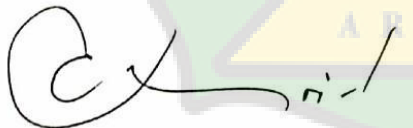Degree of Education in English Language Teaching

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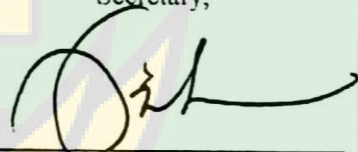11 Jumadil Awal 1441 H

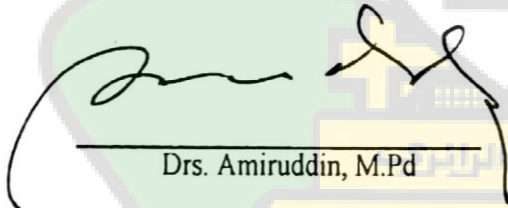In Darussalam, Banda Aceh

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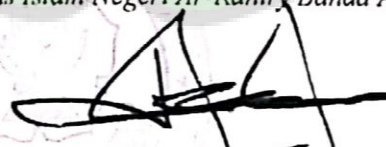Drs. Amiruddin, M.Pd   Fera Busfina Zalha, M. A

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Banda Aceh, 28 November 2019,

Saya yang membuat surat pernyataan

Nurhaliza

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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ABSTRACT

This research is on the use of English movie in teaching narrative writing. The aim was to identify whether English movie influence students' ability in narrative writing of the second year students of SMA Unggul Pidie Jaya. The design of this research was experimental teaching. The population of the study was the whole member of the second year students of SMA Unggul Pidie Jaya. The researcher used purposive sampling to select the sample of the research. The samples were the students of the second year of IPA1. The total of the samples were 18 students. The quantitative data were collected by the entry score, treatment, narrative test, and from questionnaire. The material used in the test was the narrative text. After getting the data, the result of the tests were analized by using statistical procedures. It was found that the meant of the entry score was 70 and the narrative test was 83. It means that the mean score of the narrative test was higher than the entry score. Also, the students were given the questionnaire to know the students' perceptions toward the use of English movies in their narrative writing ability. Based on the data, the students stated that English movie that helped them in writing narrative. As a result, English movies as a teaching media can be applied to improve students' narrative writing skills.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significances of the study, the scope of the study, and terminology.

A. Background of Study

Writing is one of the four skills in English. It is one of the important communication skills that can help us to express our idea, feeling, and opinion. Moreover, writing as a part of language skills must be taught maximally by the teacher to the students. Several aspects need to be considered such as grammar, vocabulary, content, spelling and so on. Furthermore, in writing, not only do the students have to keep their purposes of writing but also think about how to organize their ideas. Suadah (2014) claims that writing is one of the language skills in which EFL learners are facing a big struggle. The complexity of writing has challenged the teachers to find out effective ways for EFL learners in teaching writing.

One of the genres which are sometimes hard for the students to master is narrative. According to Akmal (2015), the narrative is a text that tells the past stories or events. The purpose of the narrative is to entertain the readers. However, Rotter and Bendl (1978), as cited in Akmal (2015), say that the narrative is not only to entertain, but also to write, to inform, to change attitude, and to give an

opinion about the social side. Besides, the narrative also has movement and direction. They usually presents some kinds of conflicts. It consists of some structures. The first is the orientation which includes the introduction of participants, time and places. The second is the complication which consists of the descriptions of the rising problem. The third is the evaluation. It shows the characters' reaction to the complication and the resolution which is the end of the story that shows the way the participants solve the problem.

As the teacher, one of the ways that can be used to teach narrative is by using media. Media refers to any component around the students that can convey messages that motivates them to learn. The media is aimed to increase the students' curiosity to write everything based on their minds. The teacher should not just tell the subject or materials and force the students to memorize or do their activities because it can make the students not interested in their lessons, but teachers can improve their way of teaching by using the media. There are many examples of media such as songs, pictures, photographs, film or movies. In this study, I was interested in investigating English movies as a media to improve students' writing skills, especially in narrative writing.

English movie is one of the media that can be applied in teaching writing. It functions not only to entertain but also to improve students' mastery in writing a narrative text. By using this media, the students will not easily get bored. Then, while starting the writing process, the movie can guide the students to write a narrative story and even help them when they lost the idea.

Aziz and Fatiyyaturrizqi (2017) claim that most students love movies. It does not only hold students' attention but also draws them into the world that the movie presents. Therefore, movies provide ideas and suit best to teach especially teaching writing. It challenges students to examine all aspects of personal, social, and cultural lives. Furthermore, in writing, the fluency of the idea is strongly needed. If the ideas do not flow smoothly, then the writing activity will be hampered. In addition, movies also have some components which are very closely related to narrative writing, such as storylines, characters, conflicts, and problem-solvings. That is why English movie is a good medium that can be used in teaching narrative writing.

Several research related to the topic has been conducted by some researchers. Chandra (2011) conduct a study to find out the effectiveness of using animation movies as a medium to improve the students' writing skills of narrative writing. The participants of this research were tenth-grade students of SMAN 1 Wanadadi. There were two groups of participants participated in this research. They were the experimental and the control group. The two groups received different treatments. The experimental group was taught narrative writing by using animation movies, while the control group was taught by using the conventional method. The final result proved that the use of animation movies had given a contribution to teaching narrative writing.

Manik and Sinurat (2015) conducted research on how film improved students' narrative writing achievement by applying the method of classroom action research in 6 meetings. It included planning, action, observation, and

reflection. The findings indicated that the use of film as a media of learning improved students' writing achievement. The students' scores improved significantly.

Most of the research was done in several districts in Indonesia, but none of them investigated how watching an English movie could improve students' narrative writing in Aceh especially in Pidie Jaya. Based on my own experience as an EFL learner at Unggul senior high school of Pidie Jaya, I found that most of the students got bored in the writing session. The students frequently complained when they were asked to write something. Because most of them did not have a good ability in writing, Also, all of them are poor in the vocabulary, grammar, and construction the ideas.

So, I considerred that the study of narrative writing using English movies was important to be conducted, especially at Unggul senior high school in Pidie Jaya. The present study focused on finding out the influence of watching English movies in improving students' narrative writing at Unggul senior high school in Pidie Jaya.

B. Research Questions

After going through some related literature on narrative writing. I formulated the following research questions:

1. Does the English movie improve students' narrative writing?

2. What do they perceive about watching English movies as a medium in narrative writing?

C.   The Objective of The Study

The aims of the study are as follows:

1.   To identify the influence of English movies as a medium to improve students' narrative writing.

2.   To find out students' perceptions toward the uses English Movie as a medium in narrative writing.

D. Significances of the Study

This study is expected to give benefits for the teachers and the students. For the teachers, this study is hoped to be a useful reference for the teaching of English by using English movie as a new media to improve the students' creativity in writing the narrative. Furthermore, the finding of this study is also hoped to be useful to the students. They can watch movies not only for entertainment but for learning English narrative writing as well.

E. Scope of study

The present study focuses on the influence of watching English movies on students writing a narrative story in the second grade of Unggul Senior High School Pidie Jaya.

F. Terminology

There are some terms used in this study. To avoid misunderstanding of the readers, the terms used need a clear explanation.

1. English movie

English movie is all movies produced in the English language. But, in this study, the English movie refers to the movie entitled "Beauty and the Beast". It is one of the English movies that tell a narrative story.

2*. Narrative writing*

In this study, Narrative writing refers to a text that presents the story that occurred in the past. The purpose of the narrative is to entertain tell the story and tell the story to the readers.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature about English narrative writing, relevant theories, and previous research findings on narrative writing.

A. General Concept of Writing

Writing is one of the four skills in English, which has its characteristics. Wahyuni (2016) claims that writing is a complex activity in which students as writers have to know how to organize the ideas, and concern on some writing aspects, such as content, vocabulary, language use, organization, and mechanics. So, readers can easily understand their writing. However, Writing is also an active process of discovering and organizing the ideas, putting them on a paper, reshaping and revising them. It means that writing is a way to produce language as people do naturally when they are speaking.

Harmer (2004), as cited in Wahyuni (2016), states that writing is a way that we write is often influenced by the constraints of genres, then the elements have to present in learning activities. It means that writing cannot be separated from teaching-learning activities. In this case, writing can be presented in the classroom. In addition, writing activity is a way to produce language that comes from your though through the paper or the media. By writing, you can share your ideas, feelings or anything that exist in your mind.

B. Types of Writing

According to Jeffrey (2003), there are four main types of writing. It is expository, descriptive, persuasive, and narrative. Here the explanation from the four types in writing. The first is expository. It is one of the common types of writing. The expository is focused on accepting the facts about a topic, including statistics or other evidence. The second type is descriptive writing. It is used when the author wants to describe a person, place, or thing. The example of these types is poetry, journal, descriptions of nature, and fictional novels.

The next type is persuasive writing. It is the main type of writing that always used in academic writing. Persuasive contains the author's opinion and biases. The example of these types is cover letters, advertisement, review of the item and so on. The last type is narrative writing. It used in almost every longer piece of writing whether fiction or nonfiction. The purpose of the narrative is to tells the story and to entertain the readers. It also completes with characters, conflict, and setting. Although, writing has several types, in this study I will focus only on narrative writing.

C. Narrative Writing

One of the types of writing is Narrative. The general concept of narrative can be taken from the Longman Dictionary of Contemporary English that is a description of events in a story. The narrative relates a series of events that happen in the past. A narrative also has movement and direction. There usually a conflict of some kind.

Percy in Permana and Zuhri (2013) states that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling the story. From these statements, it can be inferred that narrative texts are concerning with a story. The story includes some events which are presented to amuse the readers or listeners. Furthermore, Purnamawati (2011), in Wahyuni (2016), also states that narrative is an account of sequence events, usually in chronological order. Also, the narrative is a text which retells the story or previous experiences. The purpose of the narrative is to entertain the readers about the story. However, the narrative also deals with problematic events which lead to a crisis, which in turn finds a resolution.

1. *Types of Narrative Writing*

Neo (2005) states there many different types of narratives. The first type is humor. Humor narrative aims to make the audience laugh as part of feeling a story. The second is Romance. The romance narrative typically tells about two lovers, who come over difficulties to end up together. The third is Diary Novel. This type of narrative is present text like a diary entry. Next is Fantasy Fiction. It is a type of narrative writing in which the aspect of fantasy or imagination is involved. Then, Science Fiction narrative. It used a setting involving science and technology. The last is a Historical Fiction narrative. It is the one that uses a historical setting.

2. *Generic Structure of Narrative Writing*

Anderson (2007), in Aziz and Fathiyyaturrizqi (2017), says that the generics structure of narrative begins with the orientations stage. It is the introduction of the characters, time, and place of the story. The second is a complication, where the conflicts arise and the main character attempts to solve the problem. The next is the resolution, where the complication of the story is sorted out or the problem is solved. The last is Coda, where the writers found a moral to be learned from the story.

Here is a clear explanation of the fourth generic structure of the narrative. The first is orientation or introduction. In this part, the narrator introduces the readers to what he or she wants to tell in the next issue. In this level, the readers have introduced the characters of the story, where the story happens, and also used to produce the atmosphere so that the readers are persuaded to follow the story. The second is complication or problem. In this step the crisis arises. It is the climax of the story. This complication makes the story more interesting because the main character gets some problems. In this part, the narrator brings up the issues that occurred in the story. In addition, the complication is the description of real-life and tells the readers that every issue or problem can be solved.

Next is the last event. After spelling out many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of the issues or problems. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is the place at the end of the narration, but sometimes the narrator will place the issues or complications of the

problem. It is used to make the story not to come to the end. The last is coda or conclusion. In this level, the narrator briefly tells again about his/her narration. It can also contain the narrator's message to his or her readers.

In addition, Koffman and Reed (2010) state that narratives have several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending. Based on the statements above, it can be concluded that the generic structures of narrative texts are orientation, which introduces the main characters, where the action and when an action happened. Then, a complication where the writer tells how the problem arises, something unexpected events will happen. And the last is the resolution, which is an optional closure of the event. It is the end of a story.

3. *Language Features of Narrative*

Joyce and Feez (2000) state that the narrative has some language features as listed below:

a. Specific character. Major participants are human, or sometimes animal with human characteristics. For example, Cinderella, Snow White, Alibaba, etc.

b. Use an action verb. It is a verb that shows action. For example, killed, dug, walked, etc.

c. Use the past tense. For example, killed, drunk, etc.

d. Use adverb of time, for example, Once upon a time, one day, etc.

e. Use time conjunction. For example, when, then, suddenly, etc.

f. Can be written in the first person (I, we) or the third person (he, she, they)

g. Direct speech. It also makes the story lively. For example, Snow White said 'My name is Snow White'. Direct speech uses the present tense.

D. Teaching through Movies

Blasco and Moreto (2015) argue that teaching-learning through aesthetics which is included movies can stimulate learners' reflection. They also said the movie is the audiovisual version of storytelling. In addition, using the movie in teaching is an effective way to reach students' affective domain, promote reflective attitudes, and try to combine learning to experiences. The movie is one of the media that can be applied in the teaching-learning process. Especially in teaching narrative writing.

It is supported by the result of the research conducted by Darwanto (2007) who claimed that audiovisual media could be effective and efficient in teaching-learning and movies could make students enjoyable in the teaching-learning process. There are several types of movies, such as animation movies, fiction movies, English movies and so on. but I will focus on using English movies as a media in teaching-learning, especially teaching narrative writing.

E. English Movie

English movie is all movies produced in the English language. It is a series of images that are projected into a screen to create the illusion of a motion picture

that tells a story. Shakir (2015) defines that English movie is stories of a far or presently day by day survival. For some people, English movies are a good way to know and positively relate to the world. In addition, English movies provide origin activities, for example, classroom argument, vocabulary building tasks, listening and writing comprehension.

The English movie is art and also entertainment. The goal of the English movie, in general, is to entertain the viewers and gives particular messages to the viewers. Furthermore, an English movie is a media of teaching which has a benefit for teachers and students. It is a great media that can be used in teaching narrative writing, the effective combination of English sound and image can greatly improve students' interest in learning English. It is also beneficial to break the problem in writing so that students' narrative writing ability will be improved.

Writing has five aspects: content, organization, vocabulary, language use and writing method. English movie also has the content, the characters, the plot and how the language used. It is closely related to the movie which also has the same components as writing. So, the movie can help the students to arrange the narrative when they lose their ideas and are confused about how to organize the language.

Watching movies is the favorite activity for the majority of students. It is supported by Aziz & Fathiyyaturrizqi (2017) who conducted the research about using English movies to increase narrative writing ability, they state that most of the students were motivated and confident in learning writing through movies because it was more enjoyable than the conventional method. The use of movies

in teaching writing could improve students' narrative writing. Furthermore, English movie has a big contribution to the students in learning English. The students can pronounce English words as English native speakers do. Moreover, they also will learn about the mimic, idea and story from the movie. It is very useful for students getting stuck when they writing narrative.

In this study, an English movie refers to the movie entitled "The beauty and the beast". I chose this movie because the movie tells the story in the past, it was suitable for this study, which was narrative writing. The movie is also an educational and inspirational movie, there are many lessons that the students can learn from the movie.

Here is the synopsis of "The beauty and the beast":

"The beauty and the beast" is an American musical romantic fantasy movie directed by Bill Condon from a screenplay written by Stephen Chbosky and Evan Spiliotopoulus. This movie tells the girl (Belle) who lives in a small town in France with her loving father (Maurice). Maurice leaves on a trip to the market and when his horse comes back without him. The horse leads Belle to an enchanted castle, where Belle finds her father imprisoned in a tower by the Beast. She offers herself as a prisoner in exchange for her father's release. The beast was once on vain, arrogant and handsome prince until an Enchantress cast a spell on him. The Enchantress leaves a rose in a glass case, telling him that when the last petal falls if he has not found someone to love him, he will remain a Beast forever, and his servant will become inanimate objects without personalities. Belle finds to her amazement that the household objects in the castle are alive, and can

talk. They wonder if she is "the one" and tell her the Beast is not as terrible as he appears. She slowly gets to know his softer side, just as the townsfolk are preparing to rescue her. In the forest, Belle is attacked by wolves. The beast comes to her rescue but his injury in the process. Having a change of heart, Belle helps the Beast back to the castle and dresses his wound. The servants recognize something different between Belle and the Beast and express their hope that the spell may soon be broken. Beside, Gaston, a villager who loves Belle fell jealous of Belle's affection for someone else. Gaston whips the villagers into a frenzy. They storm the castle to kill the Beast. While the servants defend the castle from the villagers' attack, Gaston confronts and stabs the Beast in the west wings, but the Beast still much stronger than Gaston, refuses to kill him, and Gaston runs away in shame. Finally, Belle arrives and tells the dying Beast that she loves him which breaks the spell. The Beast transforms back into the Prince, the servants become human again, and they all live happily ever after.

F. The Positive Influence of English Movie on Narrative Writing

English movies have a positive impact on learners' writing studies. Yiping (2016) argues that English movies can create a real environment for learners with pictures, plots, and performance which make the scene more vivid. The real environment makes students deeply realize the situation that happens in the movie. Also in the movie the lines and language are more colloquial, it is more practical learners.

In the movie, the plot is arranged perfectly, so that the students can easily write the narrative writing based on the movie without any confusion about the

ideas. The repeated presence of new words, phrases, and sentences also leaves a deep impression on learners. So English movies can enhance students' learning interest.

G. Relevant Researches

Some relevant studies have been conducted in teaching narrative writing using English movies. Chandra (2011) conducted his study to investigate the effectiveness of using animation movies as a medium to improve the students' writing skill of Narrative writing at SMA Negeri I Wanadadi. There were two groups used in this research: the experimental group and the control group. The two groups received different treatments. The experimental group was taught narrative writing by using animation movies, while the control group was taught by using the conventional method. After receiving a different treatment, the two groups got different results. The significant differences between the two groups show that the use of animation movies in teaching narrative writing was effective. The final result proved that the use of animation movies gave a contribution to teach narrative writing.

Sinurat (2015) conducted research on how film improved students' writing achievement by applying the method of classroom action research in 6 meetings. It included: planning, action, observation, and reflection. The instruments for collecting data was using the writing test for quantitative data and used diary notes, questionnaire sheet, observation sheet, and interview for qualitative data. The findings were reported that the use of film as a media of learning improved students' writing achievement. The students' scores significantly improved.

Then, a similar study was also conducted by Aziz and Fathiyyaturrizqi (2017), the study aimed to investigate how using movie could improve students' narrative skill. The participants were 44 of IX grade students at one of the Junior High School in Bandung. The data were collected through observation sheets, students' worksheet and student' journal sheets. The result showed that using movies can improve students' narrative writing skills. Most students (90%) were more motivated and confident in learning writing through the movie because it was more enjoyable than conventional writing instruction. From the finding analysis, it could be concluded that the use of movies in teaching writing could improve students' narrative writing.

Although the topics of the studies are almost the same as the present study, I considered that this study is important to be conducted. Because most of the studies were done in several different districts in Indonesia, but none of them investigated how watching an English movie can improve students' narrative writing in Aceh, especially in Pidie Jaya. The way I will give the treatment for students' in this study is different from the previous studies. Then, The title of the movie used in this study is different from that of the movie used in the previous studies. The present study focuses on using an English movie entitled "The beauty and the beast" as the media.

CHAPTER III

METHODOLOGY

This chapter describes some aspects of methodology including research design, research location, population and sample, the technique of data collection, procedure of data collection and method of data analysis.

A.   Research Design

This study applied a quantitative research design. Khotari (2004) argues that quantitative research is based on the measurement of quantity or amount. It applies to phenomena that can be expressed in terms of quantity. The researcher used tests to measure students' ability in writing narrative. Also, the researcher used a questionnaire in the last meeting to know about students' perceptions toward learning English movies to improve skills in writing narrative.

B.   Research Location and Time of Study

This study took place at SMA Unggul Pidie Jaya. It is located at Jl. Rungkom-Blang Awe Meureudu-Pidie Jaya. This study was held on October 19th, 2019 until October 26th, 2019 in two meetings, consisting of asking permission to the headmaster of the school, reviewed the material, played the English movie, given the test, and giving the questionnaire to students in the last meeting.

C.   Population and Sample

1.   Population

Sukardi (2011) defines that the population is the whole individual who will be the research subject. The population of this study was all of the second-year students of SMAN Unggul Pidie Jaya. There were 3 classes for the second year. They are IPA1, IPA2, IPS. It consisted of 18 students of IPA1, 18 students of IPA2, and 17 students of IPS. The number of the population was 53 students.

2.   Sample

Sugiono (2016) presents that the sample is a part of the population. The sample is the subset of the target population consisting of those participants who take part in the study. In this study, I used the purposive sampling technique in choosing particular participants. The students were purposively selected. I chose the second year IPA1 students as a sample based on teacher's recommandation due to their writing ability is lower than other classes. So they really needed other methods to increase their writing ability, especially in narrative writing. The total number of students was 18 students.

D.   The technique of Data Collection

This research used some methods to gather appropriate evidence in the classroom to support the research.

1. *Test*

The test was given to the students to figure out their narrative writing ability. The test was given in the second meeting by using an English movie as a media. After watching the English movie entitled 'Beauty and the Beast', the test was used to measure their narrative writing skills. The results of the test were compared with their entry score in narrative writing. The entry score was the students' previous scores on the narrative writing. The scores were used to be compared with the scores obtained after the implementation of the media. The following sheets were the form of a narrative test (See Appendix F for the complete narrative test sheet).

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH

Dear students,

You are required to do the test about the influence of watching The Beauty and The Beast movie in students' narrative writing. You should write a narrative based on the movie. Then, you required to answer the questionnaire below. You should put a check (√) to the box which describe your opinion in accordance with degree of agreement : 1 (Strongly disagree), 2 (Disagree), 3 (Agree), 4 (Strongly disagree). There are no "rights "or "wrong" answers. Think about how well each statement described your perception about the use of The Beauty and The Beast movie in students narrative writing. Thankyou for your Attendance.

-TEST-
To identify the influence of watching The Beauty and The Beast movie in students' narrative writing

A. **Students Profile**

Name   :   Gender : Male/Female
Phone Number: Class   :

B. **Learning Outcome**
Direction : After watching The Beauty and The Beast movie, write a narrative based on the movie on the box below. At least 3 paragraphs with 150-200 words.

2. Questionnaire

To get the data of students' perception on English movies as a medium in Narrative writing, I used a questionnaire instrument. The questionnaire consisted of 15 closed-ended questions to be answered by the respondents to find out their actions and beliefs. I translated the questionnaire into Bahasa Indonesia to avoid misunderstanding.

According to Dillman (2014), closed-ended questions are often used to describe a person's attributes, beliefs, or attitudes. Then, the closed-ended format provides the person taking the survey with a range of response options that he/she can select from indicating his/her answer. This is a measure by using a Likert/scale rating. A kind of scale rating is a responsible use of a predetermined scale or continuum, it is like an option that considers the score it is favorable or unfavorable. The questionnaire consisted of close-ended questions provided four answers.

Tabel 3.1

Rating Scales

Statement	score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The following sheet was the questionnaire used in the last meetings. (See

Appendix G for the complete questions).

QUESTIONNAIRE

To find out students' perception toward using English Movie as a medium in Narrative writing.

A. **Students Profile**

Name   :
Class   :
Phone Number   :

B. **Learning Outcome**
Put a check mark (√) on one of the colomn.
SA   : Strongly Agree
A   : Agree
D   : Disagree
SD   : Strongly Disagree

NO	STATEMENT	SA	A	D	SD
1	I am interested in learning English writing.				
2	The teacher uses a good media in teaching narrative writing.				
3	Narrative writing learning through English movie as a media is enjoyable.				
4	English movie as a learning media can help me in comphending the element of narrative writing.				

E.   Method of Data Analysis

In this research, the instrument for collecting quantitative data was by administering a writing test. The students were asked to write narrative based on the English movie used in the teaching-learning process. The data obtained from the test were analyzed by using a narrative rubric.

1. The technique of Test Analysis

The data from the English writing test provided scores based on five aspects. They were fluency, grammar, vocabulary, content, and spelling. The students' narrative writing scores were assessed by using the scoring guidance modified from Heaton Grid and categories (See Appendix E for the complete rubric score).

Criteria	Score	Descriptive
Fluency	5	Flow style, very easy to understand, both complex and simple sentences, very effective.
	4	Quite flowing in style, mostly easy to understand, and a few complex sentences, very effective.
	3	Style reasonably smooth, not too hard to understand mostly, simple sentences, fairly effective.
	2	Bad style, an effort need to understand and enjoy, complex sentences, confusing, mostly simple sentences or compound sentences.
	1	Very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of "and".
Grammar	5	Mastery of grammar taught one course, only 15% mistakes.
	4	25% mistakes only. such as prepositions, articles, etc.
	3	Only 30% mistakes, but there are 3-4 minor ones.
	2	50% mistakes in grammar.

Heaton (1999)

If the students obtained 5 rates per aspect then their scores were 25. The scoring was based on the analytical method. It was the method of getting the rating scale from 1-100. So, it was necessary to multiply them by 4 to get meaningful numerical data. Furthermore, the data obtained from the test were analyzed statistically by using a statistic calculation of the t-test with a significant degree of 5%. The purposes of the test were to find out the range of data, interval class, space of interval class, and to make a table of frequency distribution, mean of the table and to find out the To score.

1.1. Range

The range is the difference between the highest score with the lowest score. To find the result, I used the following formula:

$$R=H-L$$

Note: R= The range score

H= The highest score

L= The lowest score

1.2. Class Number

The class number is several scores that have been grouped based on the expected interval, and the formula is:

$$CN = 1+(3,3) \log n \text{ (total sample)}$$

Notes: CN= Class number

n = The number of samples

1.3. Space of Interval Class

Interval is the amount of the class. To find out the score, I used the following formula:

$$I = \frac{R}{CN}$$

Note: I= Interval

R= Range

CN= Class Number

1.4. Mean

The mean scores were analyzed by using the following formula:

$$Mi = \frac{\sum FiXi}{\sum Fi}$$

Note :

Xi = The middle score of interval class

Fi = The frequency

FiXi = The amount of multiplication between frequency and middle class.

1.5. T-score

In calculating T-score, I used SPSS 23.0.

2.   *The technique of Analysing Questionnaire*

The data obtained from the questionnaire were analyzed statically by counting the percentage of the students' answers in each item of the questionnaire. I identified the students' perceptions based on Sudjana's (2008) formula:

$$P = \frac{F}{N} x \ 100\%$$

Notes :

P = Percentage   N = Number of Sample

F = Frequency   100 % = Constant Value
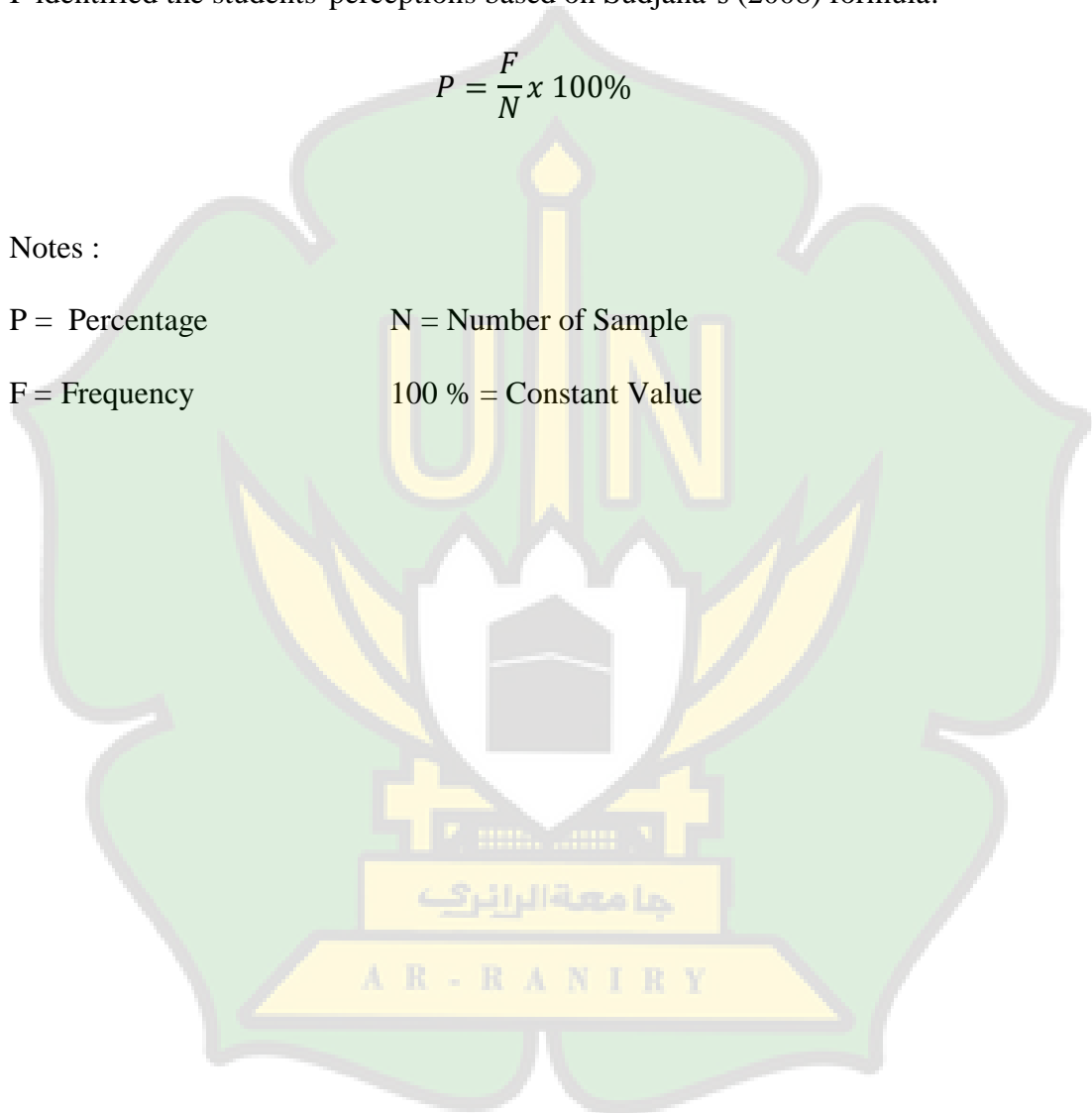
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on analyzing the research results from the test and questionnaire sheets. It also presents a discussion of the research results to answer the research questions.

A. The Data Analysis

To analyze the data, I used the statistical calculation to calculate the results of the narrative test. The following table is the result of the entry score and narrative test.

1. *The Result of the Entry Score and Narrative Score*

The table below provides the scores of the students in terms of fluency, grammar, vocabulary, content, and spelling.

Table 4.1

The entry and narrative score

No	Name	Score	
		Entry Score	Narrative test
1	AD	65	88
2	AR	85	96
3	ARZ	75	96
4	BAK	65	84
5	BJ	65	74
6	FA	65	72
7	HD	65	84
8	KH	75	92
9	MR	70	72
10	MAP	65	80
11	MI	65	84
12	MA	65	72
13	NR	70	80
14	NH	60	64
15	SNA	75	84
16	TMA	65	96
17	UN	65	88
18	FA	65	74

1.1. The Entry Score

The entry score achieved by 18 students can be identified from the lowest

to the highest ones, there are as follows:

60	65	65	65	65	65	65	65	65

65	65	65	70	70	75	75	75	85

To analyze the data collected from the English teacher in SMA Unggul

Pidie Jaya, I calculated the score to find out the range (R), interval (I), class

number (CN), and mean (X) by using some statistical formulas. they were:

a. *Range*

The range is the difference between the highest score with the lowest

score. To find out the result, I used the following formula:

$$R=H-L$$ Note; R= The range score

H= The highest score

L= The lowest score

It can be seen that the highest score is 85 and the lowest score is 60. Thus,

the range is:

$$R \quad = H - L$$

$$= 85 - 60$$

$$= 25$$

b. **Class Number**

A class number is several scores grouped based on the expected interval,

and the formula is:

$$CN = 1+(3,3) \log n \text{ (total sample)}$$

$$CN \quad = 1+ (3,3) \log 18$$

$$= 1+ (3,3) (1,255)$$

$$= 1+4,1423$$

$$= 5,1423 \text{ (It can be taken 5)}$$

c. *Interval*

Interval is the amount of the class. To find out the score, I used the following formula:

$$I = \frac{R}{CN}$$

Note: I= Interval

R= Range

CN= Class Number

$$I = \frac{R}{CN}$$

$$= \frac{25}{5}$$

$$= 5$$

d. *Table of Frequency*

The calculation of the frequency distribution is shown in the following table:

Table 4.2

The frequency's table of the entry scores

Interval Class	Fi	Xi	FiXi
60 - 64	1	62	62
65 - 69	11	67	737
70 - 74	2	72	144
75 - 79	3	77	231
80 - 84	0	82	0
85 - 89	1	87	87
Total	18	447	1261

Note :

Xi = the middle score of interval class

Fi = frequency

FiXi = the amount of multiplication between frequency and middle class.

Based on the table above, the mean was identified by using the following formula:

$$Mi = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{1261}{18}$$

$$= 70.0 \text{ (it can be taken 70)}$$

1.2. *Narrative Test*

The scores of the narrative test achieved by 18 students were identified from the lowest to the highest one. The scores were presented below:

64	72	72	72	74	74	80	80	84
84	84	84	88	88	92	96	96	96

To analyze the data collected by giving the test, I calculated the score to find out the range (R), interval (I), class number (CN), and mean (X) by using some statistical formulas. They were:

a. *Range*

The range scores were determined by using the following formula:

$$R = H - L$$

The highest score was 96 and the lowest was 64. The range was:

R = H–L

= 96–64

= 32

b. *Class Number*

The class number was found out by using the following formula:

$$CN = 1+(3,3) \log n \text{ (total sample)}$$

CN = 1+ (3,3) log 18

= 1+ (3,3) (1,255)

= 1+4,1423

= 5,1423 (It can be regarded as 5)

c. *Interval*

I identified the interval using the following formula:

$$I = \frac{R}{CN}$$

$$= \frac{32}{5}$$

= 6.4 (It can be regarded as 6)

d. *Mean Table of Frequency*

The calculation of the frequency distribution was shown in the following table:

Table 4.3

The frequency table of Narrative test

Interval Class	Fi	Xi	FiXi
64 – 69	1	66.5	66.5
70 - 75	5	72.5	362.5
76 - 81	2	78.5	157
82 - 87	4	84.5	338
88 – 93	3	90.5	271.5
94 - 99	3	96.5	289.5
Total	18	489	1485

Based on the table above, the mean was identified by using the following formula:

$$Mi = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{1485}{18}$$

= 82.5 (it can be regarded as 83)

The test aim was to know the influence of watching an English movie entitled "The Beauty and The Beast" in improving students' narrative writing skills. In the entry score, the students' average score was 70 while the result of the narrative test was 83. The result indicated that after using "The Beauty and the

Beast" movie as the learning media, students' narrative writing abilities were improved. So it could be concluded that the English movie was an effective media in teaching narrative writing.

e. T score

Based on the statistical calculation of SPSS 23.0, T-score paired sample test was:

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	entry - post test	-14.16667	7.77061	1.83155	-18.03090	-10.30243	-7.735	17	.000

The table shows that the result of the T-score is 0.000, with sig < 0.05. The conclusion is that the use of English movies influenced the students' narrative writing abilities.

2. The Analysis of Questionnaire

To get the real data of the students' perceptions toward the use of Beauty and the Beast movie in learning narrative writing, I distributed the questionnaires to the students. It consisted of 15 questions in a closed-form. I used the following formula:

$$P = \frac{F}{N} x \ 100\%$$

In which :

P: Percentage

F: Frequency of respondents

N: Number of samples

100 % : Constant value

Furthermore, the result of each questionnaire questions was elaborated in detail in the following table :

Table 4.4

I am interested in learning English

		Frequency	Percent	Valid percent	Cumulative percent
Valid	3	5	27.7	27.7	27.7
	4	13	72.2	72.2	100.0
	total	18	100.0	100.0	

Based on the table above, almost all of the students said that they were interested in learning English. There were 13 students that strongly agreed (72.2%), 5 students agreed (27.7%), and none of them disagreed with the statement.

Table 4.5

The teacher uses a good media in teaching narrative writing

		Frequency	Percent	Valid percent	Cumulative percent
	3	7	38.8	38.8	38.8
Valid	4	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

The table shows that eleven students (61.1%) were strongly agreed that the teacher used a good media in teaching narrative writing. In addition, seven students (38.8%) agreed with the statement and no one disagreed with the statement.

Table 4.6

Narrative writing learning through English movie as a media is enjoyable

		Frequency	Percent	Valid percent	Cumulative percent
	3	1	5.5	5.5	5.5
Valid	4	17	94.4	94.4	100.0
	Total	18	100.0	100.0	

The table above presents information that all students enjoyed learning narrative writing through English movies. Almost all students stated that they strongly agreed (94.4%), one student (5.5%) agreed, and no one disagreed.

Table 4.7

English movie as a learning media can help me in comprehending the elements of narrative writing

		Frequency	Percent	Valid percent	Cumulative percent
Valid	3	4	22.2	22.2	22.2
	4	14	77.7	77.7	100.0
	Total	18	100.0	100.0	

The table above shows the information that 14 students (77.7%) strongly agreed that English movies as a learning media can help them in comprehending the elements of narrative writing. In addition, 4 students (22.2%) agreed with the statement, and none of the students disagreed.

Table 4.8

By using English movie as a media make a narrative easier to learn

		Frequency	Percent	Valid percent	Cumulative percent
Valid	3	3	16.6	16.6	16.6
	4	15	83.3	83.3	100.0
	Total	18	100.0	100.0	

From the table above, it can be seen that almost all students thought that the use of the English movie as a media made a narrative writing easier to learn. There were 15 students (83.3%) strongly agreed, 3 students (16.6%) agreed, and none of the students disagreed with the statement.

Table 4.9

English movie provides ideas as the narrative writing materials

		Frequency	Percent	Valid percent	Cumulative percent
	3	6	33.3	33.3	33.3
Valid	4	12	66.6	66.6	100.0
	Total	18	100.0	100.0	

The information that can be seen from the table above is that twelve students (66.6%) strongly agreed that the English movie provided an idea as the narrative writing materials. In addition, six students agreed, and none of the students disagreed with the statement.

Table 4.10

The difficulties that usually faced in learning narrative writing can be solved through English movie as a learning media

		Frequency	Percent	Valid percent	Cumulative percent
	3	5	27.7	27.7	27.7
Valid	4	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

The table above shows that 13 students (72.2%) strongly agreed that the difficulties that usually faced in learning narrative writing could be solved through the English movies as a learning media. Fuethermore, 5 students (27.7%) agreed, and no one disagreed.

Table 4.11

English movie has the same component as the narrative writing

		Frequency	Percent	Valid percent	Cumulative percent
	3	2	11.1	11.1	11.1
Valid	4	16	88.8	88.8	100.0
	Total	18	100.0	100.0	

From the table above, it can be viewed that almost all of the students strongly agreed that English movie had the same component as the narrative writing. There were 16 students (88.8%) that strongly agreed, two students (11.1%) agreed, and one student disagreed with the statement.

Table 4.12

I can understand how to arrange a good narrative using English movies as media.

		Frequency	Percent	Valid percent	Cumulative percent
	3	6	33.3	33.3	33.3
Valid	4	12	66.6	66.6	100.0
	Total	18	100.0	100.0	

The information that can be seen from the table above is that twelve students (66.6%) strongly agreed that they understood how to arrange a good narrative using English movies as a media. In addition, six students (33.3%) were agreed, and none of the students disagreed.

Table 4.13

English movie has a good influence as the narrative writing media

		Frequency	Percent	Valid percent	Cumulative percent
	3	9	50.0	50.0	50.0
Valid	4	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

From the table above, there were 9 students (50.0%) who strongly agreed that English movie has a good influence as the narrative writing media. In addition, 9 students (50.0%) agreed with the statement, and none of them disagreed.

Table 4.14

I get advantages of the learning narrative using English movie as media

		Frequency	Percent	Valid percent	Cumulative percent
	3	4	22.2	22.2	22.2
Valid	4	14	77.7	77.7	100.0
	Total	18	100.0	100.0	

From the table above, it can be seen that almost of students strongly agreed that they were got advantages of learning narrative using English movies as media. There were 14 students (77.7%) strongly agreed with the statement, 4 students (22.2%) choose agreed, and none of the students disagreed.

Table 4.15

English movie makes me understand the story well and get the value from the movie

		Frequency	Percent	Valid percent	Cumulative percent
	3	4	22.2	22.2	22.2
Valid	4	14	77.7	77.7	100.0
	Total	18	100.0	100.0	

As the information from the table above it can be seen that 14 students (77.7%) strongly agreed that English movie makes them understand the story well and got the value from the movie. Furthermore, there were 4 students (22.2%) agreed, and there were no students choose disagreed.

Table 4.16

I like learning narrative by using English movie as media

		Frequency	Percent	Valid percent	Cumulative percent
	3	2	11.1	11.1	11.1
Valid	4	16	88.8	88.8	100.0
	Total	18	100.0	100.0	

From the table above, it can be seen that almost all students interested in learning narrative by using English movies as media. There were 16 students (88.8%) strongly agreed that they liked learning narrative by using English movie as a media. Then, 2 students (11.1%) agreed with the statement, and none of the students disagreed.

Table 4.17

English movie used by the teacher is really helpful to construct students'
understanding of narrative

		Frequency	Percent	Valid percent	Cumulative percent
	3	5	27.7	27.7	27.7
Valid	4	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

From the table above, it can be seen that there were 13 students (72.2%) strongly agreed that the English movie used by the teacher is really helpful to construct students' understanding of narrative. In addition, 5 students (27.7%) agreed with the statement, and none of them disagreed.

Table 4.18

I will recommend this learning narrative by using English movie as a media to
other students

		Frequency	Percent	Valid percent	Cumulative percent
	3	4	22.2	22.2	22.2
Valid	4	14	77.7	77.7	100.0
	Total	18	100.0	100.0	

As the information from the table above, it can be seen that most of the students strongly agreed with the statement. There were 14 students (77.7%) strongly agreed that they will recommend this learning narrative by using English movies as media to other students. Also, 4 students (22.2%) agreed with the statement, and none of the students disagreed.

B. Discussion

Based on the analysis of the data, I would like to discuss the research questions in this study. The first research question is "how English movie influence students' narrative writing?". To answer this research question, I conducted the test, it is a narrative test. The test was given after the students watching the English movie entitled "The Beauty and the Beast". The result of the test and the entry score showed a significant difference as explained in the data analysis part. Based on the calculation above, the mean of the entry score was 70 and the narrative test was 83. It means that teaching narrative by using English movies is effective to improve students' narrative writing. It was proved by Manik & Sinurat (2015), who conducted research on how film improves students' writing achievement, the findings indicated that the used of the film as a learning media improved students' writing achievement. The students' scores improved significantly.

Chandra (2011), who conducted similar research also proved that movies gave a contribution to teaching narrative writing. The result of the pre-test and post-test showed significantly improved. therefore, the used of movies in teaching narrative writing was effective. In addition, Wahyuni (2016), also agreed that using English movies gave significant effect to increase students' ability to write narrative text. It was proved in her research about the effect of an animated movie on students' ability to write narrative text. The result showed that there was a significant effect on students' writing ability after teaching by using animated movie. It was also supported by Romadhoni (2010) who conducted the research in

the same field, the result of the study that the students' progress during teaching and learning activities by using movies to increase narrative was good. Also, she suggested that teachers should use the movie as an alternative media for teaching narrative.

The second research question is "What do they perceive about watching English movies as a medium in narrative writing?". From the questionnaire result, I found that students were interested in the movie. It was proved by the answer that students choose in the questionnaire, and the result of the questionnaire indicated English movie is a good media in teaching narrative. It was also proved by Aziz & Fathiyyaturrizqi (2017) who conducted the research in the same field. From the analysis of the findings, most of the students were motivated and confident in learning writing through movies because it is more enjoyable than the conventional method. It can be concluded that the use of movies in teaching writing could improve students' narrative writing. Ismail (2017) who conducted a similar result, also agreed that English movies play their biggest role and considerable advantages in developing the English language in teaching-learning, especially in English learning. Furthermore, Uzzaman & Roy (2015) in their similar research, they supported that English movie was very helpful for learning. All the respondents strongly agreed that English movies help them to increase their ability in writing the narrative. To conclude, Students were interested in English movies. It is a good media that can use in teaching narrative writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this study is "to identify whether Beauty and the Beast movie is effective to improve students' narrative writing". Also, "to find out students' perception toward using English movie in learning narrative writing". Based on the result and discussion in the previous chapter, I would like to summarize some conclusions as following:

1. Teaching narrative writing through English movies can be one of the effective ways to increase students' narrative ability to the second-year students of SMA Unggul Pidie Jaya. It can be seen from the result of the post-test was higher than the entry score. The entry score was 70, while the narrative test score was 83. It means that teaching narrative by using English movies is effective to improve students' narrative writing.

2. Furthermore, the use of English movies could motivate and attract students in learning English much better. I also found students have a strong interest in the movie. It was proved by the choice of the students in the questionnaire set indicating students' interest. Therefore, English movie is considered as an effective media in learning English, especially narrative teaching writing.

B. Suggestion

To complete this research, some suggestions can be considered to make students more interested in narrative writing as the following:

1. I suggest to English teachers to use English movies to increase students' interest in learning English, especially in learning narrative writing.

2. Furthermore, Students are expected to be able to write a good narrative. In this case, students should select a good media to train themselves to manage and construct the ideas. English movie is the best media that can use for learning English, it is not only to entertain but also can help the students to manage and construct the idea, especially in narrative writing.

3. The role of the teacher in the classroom is the most important thing than anything else, therefore to make students more active in the classroom, the teacher should give great support and motivation for the students. Then, it can increase their narrative writing ability.

4. Also, For the next researcher who is interested in similar research, I suggest being more focus on tenses while teaching narrative writing, especially on the simple present tense. Because, based on my experiences in the field during did the research, compare with the five criteria on the narrative rubric, the lowest score they have got is the grammar part.

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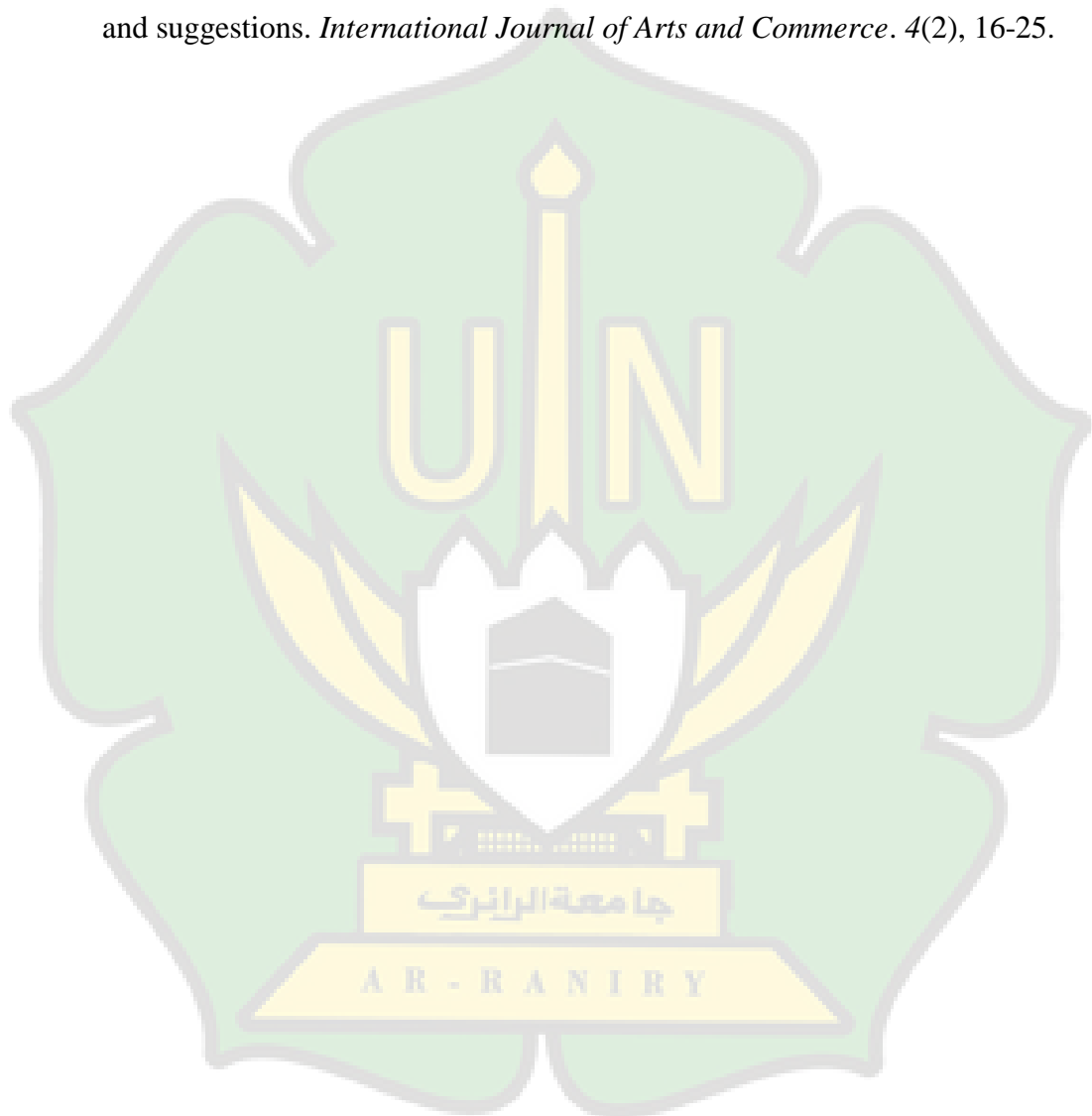
Appendix A

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-13911/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 November 2018

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13911/UN.08/FTK/KP.07.6/12/2018 tanggal 14 Desember 2018

KEDUA : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. Esl., M.TESOL, Ph.D .... Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M. Pd .... Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Nurhaliza
NIM : 150203052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Watching English Movies on Students' Narrative Writing

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 September 2019

a.n Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-14946/Un.08/FTK.1/TL.00/10/2019   Banda Aceh, 14 October 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a   : **NURHALIZA**
N I M   : **150203052**
Prodi / Jurusan : **Pendidikan Bahasa Inggris**
Semester   : **IX**
Fakultas   : **Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**
A l a m a t   : **Jl. Inong Balee Lr. Durian No. 7C Darussalam Banda Aceh**

Untuk mengumpulkan data pada:

SMA Negeri Unggul Pidie Jaya

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Watching English Movies on Students' Narrative Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

ł Mustafa

Kode 1025

Appendix C

SURAT KETERANGAN PENELITIAN
Nomor: 422 / 484 / 2019

Saya yang bertanda tangan dibawah ini adalah :

Nama	:	**HUSNA, S.Pd., M.Pd.**
NIP	:	196812311993032017
Pangkat / Golongan	:	Pembina TK.I/ IV.b
Jabatan	:	Kepala SMA Negeri Unggul Pidie Jaya

Dengan ini menyatakan bahwa:

Nama	:	**NURHALIZA**
NIM	:	150203052
Prodi	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Judul Skripsi	:	The Influence of Wathing English Movies on Students' Narrative Writing

Benar yang namanya tersebut di atas telah melakukan penelitian pada SMA Negeri Unggul Kabupaten Pidie Jaya sejak tanggal 19 s.d 26 Oktober 2019 dalam rangka penyusunan skripsi untuk penyelesaian studi pada UIN Ar-Raniry Banda Aceh.

Demikian surat keterangan ini kami berikan untuk dapat digunakan seperlunya.

Meureudu, 26 Oktober 2019
Kepala Sekolah,

HUSNA, S.Pd., M.Pd.
NIP.196812311993 032017

Appendix D

LESSON PLAN

(The Influence of Using English Movie to Improve Students' Narrative Writing

A Study at Unggul Senior High School of Pidie Jaya)

Course   :

Semester / Year   :

class   :

Time   :

A. **Standard of Competence**
   Improving students' narrative writing through movie.

B. **Indicators**
   - Write the narrative story based on the movie.
   - Catch the idea from the movie.

C. **Purpose of the Study**
   1. To identify whether English movie is a good medium to improve students' narrative writing.
   2. To find out students' perception toward using English movie as a medium in learning narrative writing.

D. **Media**
   English Movie

E. **Learning Process**
   - **Meeting 1**
     ➢ Pre Activities
        - The teacher give salam and pray together.
        - The teacher check attendent list.
        - The teacher ask the students about narrative story.

➢ Main Activities
- The teacher explain about narrative.
- The teacher give the time for students to ask a questions about narrative.
- The students read the example of narrative.

➢ Post Activities
- The teacher give praise for the students.
- The teacher give comment and suggestion for the students.
- The teacher give salam for closing the class.

- **Meeting 2**
➢ Pre Activities
- The teacher give salam and pray together.
- The teacher check attendent list.
- The teacher ask the students about media of narrative writing.

➢ **Main Activities**
- The teacher ask the students to sit in group.
- The teacher introduce the media that will be used in teaching learning narrative.
- The teacher tells the students to take a note while watching the English movie.
- The teacher plays the English movie for the students.
- The teacher ask the students to write narrative based on the movie.
- The teacher collect students writing result.

➢ **Post Activities**
- The teacher give comment and suggestion for the students.
- The teacher give salam for closing the class.

F. Evaluation

No	Scoring Criteria	Scoring Scale			
		1	2	3	4
1	Fluency				
2	Grammar				
3	Vocabulary				
4	Content				
5	Spelling				

Ratings

Very Good   = 4   Final score is total poin x4
Good   = 3   Maximum score is 100
Enough   = 2
Week   = 1
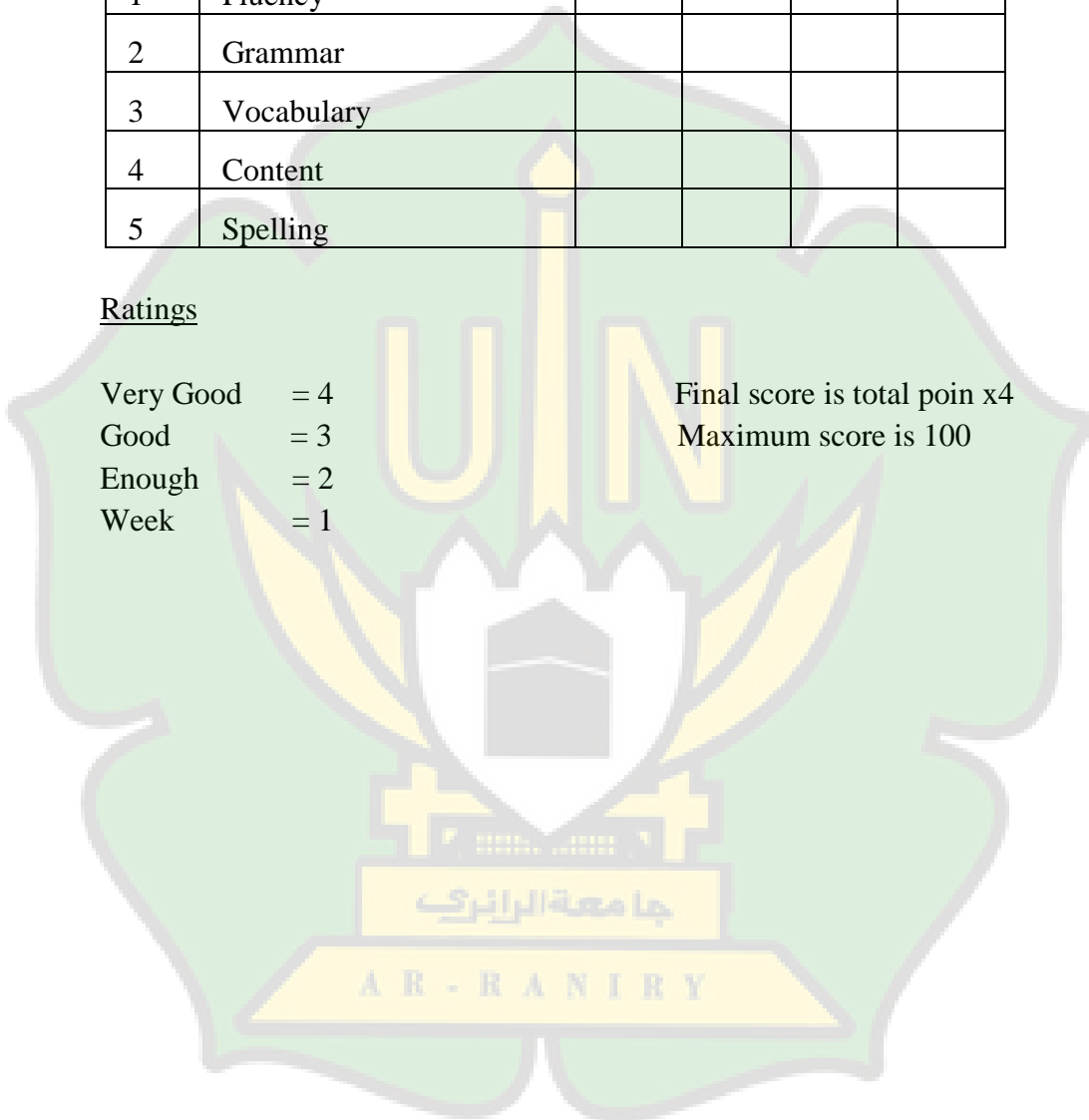
Appendix E

NARRATIVE WRITING SCORE RUBRIC

Criteria	Score	Descriptive
Fluency	5	Flow ideas, very easy to understand, simple sentences, very effective.
	4	Quite flowing in ideas, mostly easy to understand, very effective.
	3	Ideas reasonably smooth, not too hard to understand mostly, simple sentences, fairly effective.
	2	Bad ideas, an effort need to understand and enjoy, confusing.
	1	Very bad, hard to understand, cannot enjoy reading.
Grammar	5	Mastery of grammar taught one course, only 15% mistakes.
	4	25% mistakes only. such as prepositions, articles, etc.
	3	Only 30% mistakes, but there are 3-4 minor ones.
	2	50% mistakes in grammar.
	1	There are more than 50% mistakes.
Vocabulary	5	Use a wide range of vocabulary taught previously.
	4	Good use of new word acquired, fairly appropriate synonyms. There 4-5 mistakes vocabulary.
	3	Attemptt to use words acquired fairly appropriate vocabulary on the whole but there are 6 mistakes vocabulary.
	2	Restricted in vocabulary, use a synonyms, there are 7 mistakes vocabulary.
	1	Very restricted vocabulary, not inappropriate use of synonyms seriously hinders

		communication. There more than 8 mistakes.
Content	5	Including all of three part of narrative section; Orientation, Complication, and resolution. Highly organized, clear progression of ideas, well linked.
	4	Including all of three part of narrative section; Orientation, Complication, and resolution. Ideas well organized, linked could occasionally be clearer but communication not impaired.
	3	Some lack of organization, reading required for classification of ideas.
	2	Little or no attempt at connectivity, individual ideas may be clear but very difficult to deduce connections between them.
	1	Lacks of organization to serve that communication is seriously impaired. There is no three part of narrative section.
Spelling	5	15% errors in spelling.
	4	25% errors in spelling.
	3	40% errors in spelling.
	2	60% errors in spelling.
	1	More than 60% errors in spelling.

The Scoring Guidance Modified from Heaton Grid and Categories (1999).

Appendix F

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY

BANDA ACEH

Dear students,

You are required to do the test about the influence of watching The Beauty and The Beast movie in students' narrative writing. You should write a narrative based on the movie. Then, you required to answer the questionnaire below. You should put a check (√) to the box which describe your opinion in accordance with degree of agreement : 1 (Strongly disagree), 2 (Disagree), 3 (Agree), 4 (Strongly disagree). There are no "rights "or "wrong" answers. Think about how well each statement described your perception about the use of The Beauty and The Beast movie in students' narrative writing. Thankyou for your Attendance.

-TEST-

To identify the influence of watching The Beauty and The Beast movie in students' narrative writing

A. Students Profile

Name   :   **Gender : Male/Female**
Phone Number: **Class   :**

B. Learning Outcome
Direction : After watching The Beauty and The Beast movie, write a narrative based on the movie on the box below. At least 3 paragraphs with 150-200 words.

-GOOD LUCK AND THANKYOU-

Appendix G

QUESTIONNAIRE

To find out students' perception toward using English Movie as a medium in Narrative writing.

A. **Students Profile**

   Name   :   Gender : Male/Female
   Phone Number: Class   :

B. **Learning Outcome**
   Put a check mark (√) on one of the colomn.
   SA   **:** Strongly Agree
   A   : Agree
   D   : Disagree
   SD   : Strongly Disagree

NO	STATEMENT	SA	A	D	SD
1	I am interested in learning English writing.				
2	The teacher uses a good media in teaching narrative writing.				
3	Narrative writing learning through English movie as a media is enjoyable.				
4	English movie as a learning media can help me in comphending the element of narrative writing.				
5	By using English movie as a media make a narrative easier to learn.				
6	English movie provides an idea as the narrative writing materials.				
7	The difficulties that usually faced in learning narrative writing can be solved through English movie as a learning media.				

8	English movie has the same component as the narrative writing.				
9	I can easily understand how to arrange a good narrative using English movie as a media.				
10	English movie has a good influence as the narrative writing media.				
11	I get the advantages of the learning narrative using English movie as media.				
12	English movie makes me understand the story well and get the value from the movie.				
13	I like learning narrative by using English movie as media.				
14	English movie used by the teacher is really helpful to construct students' understanding about narrative.				
15	I will recommend this learning narrative by using English movie as a media to other students.				

-THANK YOU-

Appendix H

The students' result of the narrative test

Dear students,

You are required to do the test about the influence of watching The Beauty and The Beast movie in students' narrative writing. You should write a narrative based on the movie. Then, you required to answer the questionnaire below. You should put a check (√) to the box which describe your opinion in accordance with degree of agreement : 1 (Strongly disagree), 2 (Disagree), 3 (Agree), 4 (Strongly disagree).There are no "rights"or "wrong" answers. Think about how well each statement described your perception about the use of The Beauty and The Beast movie in students' narrative writing.Thankyou for your Attendance.

-TEST-

To identify the influence of watching The Beauty and The Beast movie in students' narrative writing

A. **Students Profile**

Name   : *Aula Rizqia*   Gender : ~~Male~~/Female

Phone Number: −   Class   :

B. **Learning Outcome**

Direction :After watching The Beauty and The Beast movie, write a narrative based on the movie on the box below. At least 3 paragraphs with 150-200 words.

The Beauty and The Beast.
Once upon a time, there lived an arrogant and selfish prince.
He held the party for the royal family. Suddenly, there was

an old women came into the castle. She wanted to protect herself from the storm. then, she gave a sprig of rose to the prince but he rejected. The prince felt disgusted and threw the rose to the floor. Suddenly, The old women got angry and suddenly she turned to the ~~beauty~~ angel. She cursed the prince became the beast.

In the village, there lived a beautiful women named Belle. she lived with her father. One day, her father wanted to go to some place. as usual, Belle asked her father to bring a sprig of rose when he came back. But unfortunately, her father get lost and turned into Beast's castle. he felt Something wrong with the castle ~~amazed~~ because all of thing in the castle was alive. When he walked out from the castle, he saw the Rose flower, and he picked the rose for his child. The Beast saw it, and he got angry and took Belle father in the jail.

Then, Belle came to the castle to find her father. she requested to the Beast to ~~change~~ punish herself, not her father. Finally Belle change her father position to stay in jail. But Plumete give Belle the room, and Belle could stay comfortable. She tried to adopted with the Beast, and they fall in love each other.

One night, Gaston, The man who loved Belle, but Belle didn't love him back. asked the villanger to destroy the Beast castle. He wanted to kill the beast. after fighted ~~each the~~ each other, Gaston shoot the beast with his gun. when the Beast dying Belle cryed and say she loved him, and she wanted him came back. and Belle kissed the Beast. But, all of petals got spring. Suddenly, the witch came and hide the curse. The Beast turned back into the handsome prince, and all of servant turned back to human. Finally, Belle and Prince got married and they live happily ever after.

Dear students,

You are required to do the test about the influence of watching The Beauty and The Beast movie in students' narrative writing. You should write a narrative based on the movie. Then, you required to answer the questionnaire below. You should put a check (√) to the box which describe your opinion in accordance with degree of agreement : 1 (Strongly disagree), 2 (Disagree), 3 (Agree), 4 (Strongly disagree).There are no "rights"or "wrong" answers. Think about how well each statement described your perception about the use of The Beauty and The Beast movie in students' narrative writing.Thankyou for your Attendance.

-TEST-

To identify the influence of watching The Beauty and The Beast movie in students' narrative writing

A. **Students Profile**

Name : Mirna   Gender : ~~Male~~/Female

Phone Number: 081273736711   Class : XI Mia 1

B. **Learning Outcome**

Direction :After watching The Beauty and The Beast movie, write a narrative based on the movie on the box below. At least 3 paragraphs with 150-200 words.

Beauty and The Best
One upon a time, at the castle lived a Prince ~~named~~
He have the handsome, the cruel and selfish. At the night

to come a witch asked Protection hurricane. but the prince didnot accepted. the woman angry gived Curse to the Prince. One day the father go to sale and lost her father came in to the castle. because fall the castle Terrible father. Belle go to in three. she pick a spring of rose and the Prince hungry. Father belle to acclile asked a thief. Belle go to castle for help father but belle changed is father is father for lived in castle. Belle can adapted changed is father for anjoy the situation with is beast. After long time they are love each other. she miss father and Beast asked the belle to comeback to here father.

At the night Gaston asked people to destory a castle Gaston wanted killed beast. when the last petals of rose fool the beast dying at the time belle say it sat love to him and the witch came and hide the curse

finally beast changed became a handsome Prince. and Plumate and others became homan. the prince and belle got mariage and lived happily ever after.

-GOOD LUCK AND THANKYOU-

Picture 2. The lowest narrative score

QUESTIONNAIRE

To find out students' perception toward using English Movie as a medium in Narrative writing.

A. Students Profile

Name   : Ashaf Rafiqi   **Gender :** Male/~~Female~~

Phone Number: 081375192950   **Class** : XI IPA 1

B. Learning Outcome

Put a check mark (√) on one of the colomn.

SA   : Strongly Agree

A   : Agree

D   : Disagree

SD   : Strongly Disagree

NO	STATEMENT	SA	A	D	SD
1	I am interested in learning English writing.	√			
2	The teacher uses a good media in teaching narrative writing.		√		
3	Narrative writing learning through English movie as a media is enjoyable.	√			
4	English movie as a learning media can help me in comphending the element of narrative writing.	√			
5	By using English movie as a media make a narrative easier to learn.	√			
6	English movie provides an idea as the narrative writing materials.		√		
7	The difficulties that usually faced in learning narrative writing can be solved through English movie as a learning media.	√			
8	English movie has the same component as the narrative writing.	√			
9	I can easily understand how to arrange a good narrative using English movie as a media.	√			

10	English movie has a good influence as the narrative writing media.		✓		
11	I get the advantages of the learning narrative using English movie as media.	✓			
12	English movie makes me understand the story well and get the value from the movie.	✓			
13	I like learning narrative by using English movie as media.	✓			
14	English movie used by the teacher is really helpful to construct students' understanding about narrative.		✓		
15	I will recommend this learning narrative by using English movie as a media to other students.	✓			

44 + 12
: 56

-THANK YOU-

Picture 3. Student's questionnaire answer sheet

Appendix I

Pictures on Site

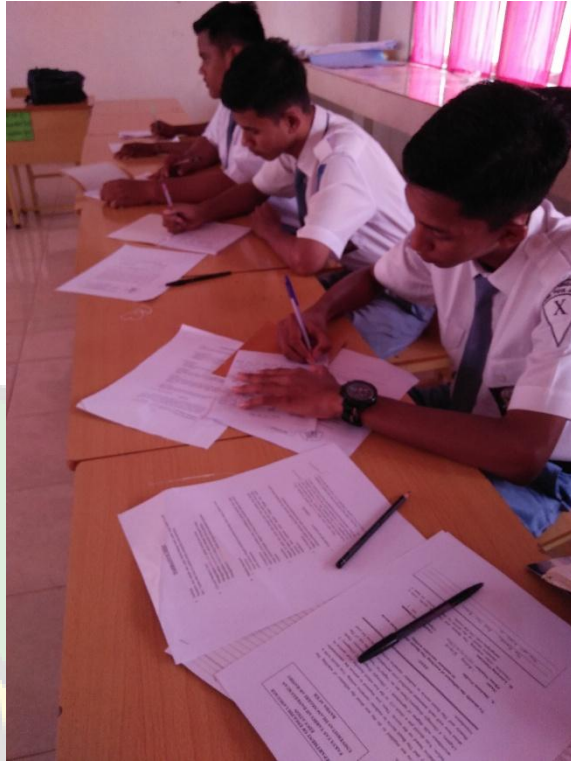*Picture 1. The reseacher reviewed the material about narrative text*

Sources: Private document (2019)

Picture 2. The students watched The Beauty and The Beast movie

Sources: Private document (2019)

Picture 3. The students did the narrative test.

Sources: Private document (2019)

Picture 4. The students answered the questionnaire sheet.

Sources: Private document (2019)

Picture 5. The students wached The Beauty and The beast movie

Sources: Private document (2019)

Picture 6. The researcher with the second grade of IPA1 students of SMAN Unggul Pidie Jaya.

Sources: Private document (2019)

AUTOBIOGRAPHY

1. Name : Nurhaliza
2. NIM : 150203052
3. Place/ Date of Birth : Gp. Mesjid Trienggadeng / April 8 th, 1997
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesian / Acehnese
7. Marital Status : Single
8. Address : Desa Mesjid Trienggadeng, Kec. Trienggadeng
9. Occupation : Student
10. Parents
    a. Father : Jafaruddin
    b. Occupation : Farmer
    c. Mother : Yuhana
    d. Occupation : Teacher

11. Educational Background
    a. Elementary School : SD N 1 Trienggadeng
    b. Junior High School : SMP N 1 Trienggadeng
    c. Senior High School : SMA N Unggul Pidie Jaya
    d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, December 11th, 2020

Nurhaliz