THE EFFECTIVENESS OF USING FILM IN TEACHING DESCRIPTIVE WRITING AT SMP NEGERI 1 BUNGAH GRESIK

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan Islam (S.Pd.I) in Teaching English

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i

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ii

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ABSTRACT

THE EFFECTIVENESS OF USING FILM IN TEACHING DESCRIPTIVE WRITING AT SMP NEGERI 1 BUNGAH GRESIK

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Key Words: Teaching writing, fantasy film, descriptive text.

The research was done to find out the answer is teaching descriptive writing using film more effective than not using film. The subject of the study was the eight grade of SMP 1 NEGERI Bungah Gresik. There were 150 students from 60 students were taken as the sample. With the intention of drawing representative sample, cluster random sampling was applied. The data were in the form of students' scores on both tests.

This study uses experiment research by pre test and post test. In experimental research device into experimental group and control group. The data from this study was statically computed using person formula. The obtained of t- value was 4,37,while the critical value of t table with α = 5% and df 48 was 2.000.because t value was higher than the critical value, the hypothesis said teaching descriptive writing using films more effective than without using film.

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing for the students holds the key role to develop their thought and ideas. Writing could be a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. It is because when the students try to write about their ideas they also start to think about how to deliver their ideas to the readers. According to Nunan, writing is clearly a complex process. It needs a lot of practice in order to master this skill well.[1] It means that students must know what they are writing about and can organize it reasonably and persuasively in fundamental sense.

The students are asked to think about their aim ideas, write it down and organize it to develop a part, make more revision. Actually, it will make the students think carefully. However, most students do not like writing. It is because they have enough experience that writing is difficult and hard work. They always think that to make a piece of writing is not easy job. The students have ready known that when they learn writing, they will have many problems that they have never had in learning other skill.

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[1] David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University,1991).p.91

1

Considering the interview with many teachers in different school in Gresik such as SMP Ihyaul Ulum Dukun, SMP As-Sa'adah Bungah and SMP Negeri 3 Manyar Gresik said that they still felt confused uses the suitable media to teach descriptive writing text. In fact, many students in SMP Negeri 1 Bungah also had the same problem. Teacher found that the students still found difficulty to write in the form of descriptive text. Moreover, they did not have eagerness to make a piece of writing well in their class. As a result, students' ability to write, especially in the form of descriptive text were lower from what the teacher expected. The teacher realized that the problem was less of techniques to teach writing descriptive text.

Based on the problem above the students need something to help them in expressing their ideas in order to improve their writing ability. They use of media will help both the teacher and the students to be able to transfer their ideas. And here, the writer will use film to teach descriptive writing text. First, by using film the students will be creative to explore their idea in writing descriptive text. Secondly, films make the students to organize the text into chronological order. And the last, by using films the students can get new vocabulary. Therefore, the teacher and the students will enjoy the teaching and learning process.

Those are the reason why the writer wants to use film to teach descriptive writing in junior high school especially at eight grades in SMP Negeri 1 Bungah. Because of some the students was still low in writing ability. So, the teacher uses

film to teach writing in order to the students can easier to explore their idea in writing.

B. Research Question

Based on the background of the study above, the research question is described as follow:

Is teaching descriptive writing using film more effective than not using film at SMP NEGERI 1 Bungah Gresik?

C. Objective of the Study

According to the research question above, the objective of the study is to know the effectiveness in teaching descriptive writing by using film and not at SMP NEGERI 1 Bungah Gresik.

D. Scope of Limitation of the Study

In this study, the writer focused only whether the teaching descriptive writing by using film more effective than not using film in SMP Negeri 1 Bungah especially at the eight grades. And about the material, the writer limited to write a descriptive text of a character based on the film watched.

E. Significance of the Study

This research will give advantage to the teacher and the students. For the teacher, it will give use full information to know scores between students who are taught using film and those who are taught without using film at the eight year of SMP NEGERI 1 Bungah Gresik.

F. Research Method.

In her research, the writer used experimental research and wanted to find out the effectiveness between students who are taught and those who are not taught using film. The students are asked to watch a film. They have to pay attention about the main characters in the film, describing their physical appearance and their characteristics. Then they have to write a descriptive text about this character. They have to write in good order, use the right generic structure and language features. She gives a pre test before she gives some treatment then a post test treatment. With this media the writer believes to be able to help the students to be easy in writing descriptive text.

G. The Definition of Key Terms

1. Descriptive writing means that the students write the description of the character on the film that is watched.

2. More effective than means that the students' score in descriptive writing can improve by using film.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some relevant theories and studies related to this thesis.

A. Previous Studies

In conducting this study entitled " the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 bungah".that researcher relates this study with two previous research.firstly with the research was done by *Hidayatullah* (2006) entitles "Smallville" film series to activate students to write narrative text. He used descriptive qualitative method. He conducted his study to the first year students of senior high school in SMAN 1 Lumajang. He stated two statements of problems in his thesis, first how could smallville film series be used to teach narrative text to the first year students of senior high school. Second to what extent could smallville film series activate the first year students of senior high school to write narrative text. He concluded that smallville film series could be applied to teach narrative text. And that film provided clear evidence of students' narrative writing ability in generic structure. All the students were progress in accomplishing their narrative writing from the final text. He also stated that smallville film series could be recommended as one alternative

5

language learning aid that could be used by English teacher, especially in writing class.[2]

Secondly, with the research that was done by *Rintha Sugiarti* (2007) entitled "film as media in teaching narrative writing to the eleventh grade of high school". She used descriptive qualitative method. in her study, she conducted the research to know the implementation of using film as the media to teach narrative writing, and she measured the quality of students' narrative writing by using film whether they were improved or not. And the last, she tried to found out the problems in language features of the students writing narrative text. This study has been implemented before in SMAN 5 Cerme. The writer used "last samurai" film as the media in teaching narrative text. Then she found that film could be considered as the appropriate media to teach narrative writing. Cause it could improve the students to apply and develop the generic structure of narrative text. She also stated that teaching narrative by using film could help the students to identify easily the generic structure. It means that film could be the mediator to write narrative writing because it could present material that is used to teach narrative and it also introduced the students how generic structure could be identified chronologically in a story.[3]

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[2] Hidayatullah, *Using Smallville Film Series To Active Students To Write Narrative Text*, (Universitas Negeri Surabaya: 2006). P. 30. Unpiblished S-1 Thesis.
[3] Rintha Sugiarti, *Film As Media In Teaching Narrative Writing To The Eleventh Grade Of High School*, (Universitas Negeri Surabaya: 2007). P. 29. Unpiblished S-1 Thesis.

From this previous study, could see both studies used film to teach narrative writing and both of them used descriptive qualitative method and they conducted their study at the senior high school students and they found that film could be used in the teaching learning process. And by using film to teach narrative writing at the classroom, the students were more active and they could easily identify the generic structure of narrative text.

The differences between those studies were that the first study used "smallville" film series and conducted his study to teach first year students of senior high school, the second thesis used "last samurai" film and she conducted her study at eleventh year students.

While in this study, the writer uses "Narnia "film to teach writing descriptive text to the eight year students of junior high school. The researcher used experimental research with pre test and post test in experimental group and control group design. This kind of study was never implemented before. She focused on the effectiveness of teaching descriptive writing by using film or without using film. The writer took SMP NEGERI 1 Bungah as the sample. The similarity between this study and the previous studies is that this study uses film as a media in teaching writing.

B. Theoretical Foundation of Teaching Writing Using Film

1. The Teaching of Writing Using Film

The teaching and learning process using video film is more interesting than the usual process. Hill states that there are some steps that must be followed by the teacher if she /he deliberately want to use films in writing.

a. Pick one film based on the lesson topic that the students learned.

b. Explain the new words, difficult words, grammatical point, and pronunciation difficulties that the film introduces to the teacher.

c. Prepare a list of question for the students to answer after seeing the film. Explain these questions and point out the parts that the learners have to look for.

d. Play the film based on the scanned needed by the lesson topic.

e. Show the film for a second time to remind the learners of what they have missed and to review important points.

f. Give some time for the students to answer the list of question.

g. Ask the students to make summary based on the information from the answers of the list situation given.[4]

Based on the explanation above, here the students have to watch the video film first, and because   here they will ask to make the descriptive text the student should pay attention about the characters there. The freeze frame

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[4] A.Charles Hill, *Reading The Visual In College Writing Classes Interest : Reading Pedagogy In College Writing Classroom*, (Ed. Marguirite Helmres. Mahewa, Nj : Etlbaum, 2002). P. 10-12. Retrieved from http://www.books google.co.id on November 28,2010,10:57:15

technique will be used. The students will only watch a few part of the films, this especially use the introduction plot scenes. Then they have to pay attention of the characters in the video film. The characters that should be paid attention will be decided before they watch the film. They will be given two questions about the film that are: how is the appearance of the character and how the characteristic of the character is. Then after finish watching the students should make a writing composition about the character in the video film based on the answers that they have written.

2. Films

Teacher has long used media – and particularly film – to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use. Video is another useful aid for the language teacher it is not meant to rival or overshadow the teacher, still replace her or him.[5]

The use of video film in the classroom has become more popular since the arrival of the videocassette recorder with its relative economy and ease of operation. The outstanding feature of video films is their ability to present

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[5] Jack Lonergen, *Video In Language Teaching* (New York :Cambridge University Press, 1984). P.5

complete communicative situations. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be shown in a context, and the many factors in communication can be perceived easily by viewers –and language learners.[6] Using video film also get some advantages. According to Lonergan the speakers in dialogues can be seen and heard; other participants in the situation can be seen. The language learner can readily see the ages of the participants; their sex; perhaps their relationship and to another; their dress, social status, and what they are doing and perhaps their mood or feeling. Further, paralinguistic information, such as facial expression or hand gestures, is available to accompany aural clues of information.[7]

In their book, explain more about the advantages of using film in class. They said that most videos or here I means films could serve more one purpose, depending on the teacher's objective in the lesson plan. They usually list more than one purpose to suit the   recommended activities.[8]

3. The Advantages of Using Film

There are some advantages of using film. Harmer states that it can give extra dimension to the learning experience:

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[6] Ibid. P.4
[7] Ibid .P.4
[8] Susan, Stempleski And Tomalin, *Video In Action :Recipes For Using Video In Language Teaching*, (New York :Prentice Hall International Group1990).P.6

1. Seeing language in use

2. Cross-cultural awareness.

3. The power of creation.

4. Motivation.[9]

The last two points above are so important. The power of creation and motivation are related to the students. Most of the students show an increased level of interest, when they have a chance to see language in use as well[10]

Furthermore, film can be a special aid in language training.[11] The outstanding of video films is their communication shown in a context, and the many factors in communication can be perceived easily by viewers and language learners.[12]

4. The Using Film in Describing Person

The film here is used to help making a descriptive text about a person. One of the steps must be followed by a teacher if she deliberately wants to use

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[9] Jeremy Harmer, *The Practice Of English Language Teaching*, (England : Pearson Education Limited, 2001). 282

[10] Jeremy Harmer, *The Practice Of English Language Teaching*, (England :Pearson Education Limited,2001).282

[11] David Issacson, *as quoted by* Hidayatullah, *Using Smallville Film Series To Active Students To Write Narrative Text*, (Universitas Negeri Surabaya: 2006). P. 22. Unpiblished S-1 Thesis.

[12] Jack Lonergen, *Video In Language Teaching* (New York :Cambridge University Press, 1984). P.4

a film in writing is play the film based on scenes needed by the lesson topic.[13] Here, the scenes are needed is the part that gives any information about a character before it the story comes to the conflict, because it just focus on the description on the character as needed to write a descriptive text. The scene of a film is related with the plot. The plot is how the anther arranges events to develop his basic idea.[14] She also says that the plot is a planned, logical series of events, having a beginning, middle and end. There are five essential parts of plot:

a. Introduction –the beginning of the story where the characters and the setting is revealed.

b. Rising action –this is where the events in the story become complicated and the conflict in the story is revealed (event between the introduction and climax).

c. Climax – this is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

d. Falling action – the events and complications begin to resolve their selves.

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[13] A.Charles Hill, *Reading The Visual In College Writing Classes Interest:Reading Pedoggogy In College Writing Classroom*, (Ed. Marguirite Helmres.Mahewa, Nj : Etlbaum, 2002). P.11. http://www.books google.co.id on November 28,2010,10:57:15

[14] J.Engram.Http:Hrsbstsff.Endet.Ns.Ca/Engramja/Elemrnts.Html.

e. Denouement – this is the final outcome or untangling of events in the story.[15]

Based on the hill steps, the introduction   scenes are chosen. The introduction gives any information about the character. There are two kinds of character; main character and supporting character.[16] This study only focused in the description of the main character's performance is often or even in every scene.

C. Descriptive Text

A descriptive text is a text which lists the characteristics of something. Based on Depdiknas, descriptive text is a text that describes a person, an object or certain it has the purpose to give clear information about certain things. A factual description differs from an information report because it describes a specific subject rather than a general group. Descriptive writing usually describes place, object so scene. It has generic structure and also language feature. The generic structure of descriptive text is different from other it contains identification and description of features. And for the language feature, it usually uses present tense, noun, noun phrase, adjective and adverbials.[17]

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[15] J.Engram.Http:Hrsbstsff.Endet.Ns.Ca/Engramja/Elemrnts.Html.
[16] Moh.Najib. *Apresiasi Prosa Fisika*, (Surabaya: University Press, 2003). P.23
[17] Depdiknas, *Standart Isi, Kompetensi Lulusan:Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006). P.39

CHAPTER III

RESEARCH METHODS

Research methods have an important role in this study. They consist of the parts of how to conduct the research in the field. They also show the research should be applied. This stage presents the steps how the researcher conducted the study. It included research design, research variables, population and sample, instrument, data collection techniques and data analysis techniques.

A. Research Designs

The research design of this study was experimental design. In conducting this study, there were two groups, as the control group and experimental group. The steps were as the following. First, the researcher took two classes they were VIII-D as experimental group, VIII-E as control group and both of them would be given a pre test. The purpose of pre test was to know the students' writing ability. Then, the experimental group would be given a treatment by using film. In the other hand, control group would be taught as usual without manipulation from their own English. Next, the effect of treatment will be examined by post test. Here was the design of experimental research:

14

The randomized pre test –post test control and experimental group design

Group	Pre test	Treatment	Post test
A	O_1	X	P_1
B	O_2	-	P_2

In which:

A and B   : A is experimental group

          B is control group

O_1 and O_2 : O_1 is the pretest given treatment in experimental group

          O_2 is the pretest given treatment in control group

X   : the treatment where the technique is implemented in experimental

          group.

P_1 and P_2 : P_1 is the post test given treatments in experimental group

          P_2 is the post test given treatments in control group

Based on the diagram above, there were two classes (groups) which are divided into experimental group and control group (A and B). Both of them do pre test (O_1 and O_2). The pretest was given in order to know their writing ability before the treatment. The use of pretest also was provided the researcher with a means of checking whether the treatment which was applied to the experimental group is succeeded or not, by seeing the different of posttest scores from the two groups. Next, the treatment or independent variable (X) would be applied to

experimental group. And the last is posttest (P_1 and P_2) for both of the group. Post test was applied in order to know students ability in writing of the two groups. The score differences it self will be test by using t- test technique.

B. Research Hypotheses

The hypothesis is stated in the alternative hypotheses (ha).

"There is the effectiveness of teaching descriptive writing using film than not using film at SMP NEGERI 1 Bungah Gresik."

C. Scoring Technique

As the instrument used as the tool of research in this study were in the form of objective test and essay type test, the scoring procedures of both tests were absolutely different. The writers scored 1 for each correct and 0 for the wrong answer. To get the real score of the writing for each student

Meanwhile in assessing the students' ability in writing, The writer scored the students' works based on the analytic method of marking composition suggested by Heaton in five areas i.e. fluency, grammar, vocabulary, content, and spelling. The scoring was rated from 1 to 5 for each component.[18]

Therefore the maximum raw score for the writing test were 25 (5 times five components).to get the meaningful numerical data, however, the raw score

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[18] J.B.Heaton, *Writing Education Language Test* (London: Longman group Limited, 1975). P. 109-111

was multiplied by for so that the maximum score will be 100.the complete grid and categories of the scoring criteria.[19]

D. Research Variable

In this study there were two groups which consist of control group and experimental group to see whether the use of film to write descriptive text is to compare the improvement of the scores between control group and experimental group. So, if the post test scores of experimental group is higher than the score of control group means that the research treatment made a different. There are two variable within this research. They are dependent variable and independent variable.

1. Independent variable

The variable that comes first and influences or predicts is called the independent variable. Independent variable are precedes, influences or predict the result.[20] In this study, the application of integrated writing skill is independent variable. The independent variable in this research is the film as alternative medium teaching writing descriptive text.

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[19]Ibid. P. 111

[20] H. James Mcmillan, *Education Research: Fundamental for the Consumer* (New York: Harper Collins Publisher, 1992). P.22 http://www.books google.co.id .On November 28,2010,11:17:10

2. Dependent variable

It is still based on McMillan that the second variable, the one is effected by or is predicted by the independent variable, is the dependent variable, in this study, the students writing ability which is reflected in test score is the dependent variable.[21] Meanwhile, the dependent variable of this research here was the students' writing ability. Experimental by their scores in writing text.

E. Population and Sample of the Study

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the research.[22] In this study, the population was the students of SMP 1 NEGERI Bungah Gresik, which consist of three grades (class V11,V111 and 1X) and the researcher chose the eight grades. There were five classes of eight grades: V111 A, B, C, D and E. Each class consists of about 30 students. The researcher found that teaching English using film had never been applied yet. When the researcher observed the students characters at school before conducting the research, she found that the students' English mastery needs improvement,

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[21]Ibid. P.22

[22] H.James Mcmillan, *Education Research: Fundamental for the Consumer* (New York: Harper Collins Publisher, 1992). P.69 http://www.books google.co.id .On November 28,2010,11:17:10

especially in writing skill. That way the English mastery must use this method to improve the students writing ability

Sample is the part of number and characters of the population in the research.[23] In this research, the researcher chose eight grader students because

They have the lowest level of English mastery among other grades in junior high school.

Here, the writer conducted the random sampling to choose the subject. The basic characteristic of random sampling is that all members of the population having an equal and independent chance of being included in the sample. The researcher took two classes as a sample and the result were VIII- D as experimental group and VIII-E as the control group.

F. Instrument

In collecting data which was needed for this research, the instrument is test. This instrument was conducted to get the students' score. Instrument was the measurement tool in the research.[24] To obtain the data in this study, the writer used test including pre test and post test. A pretest is a measure of the dependent variable given before the treatment begins.[25]

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[23] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung :Penerbit Alfabeta, 2008).P.118

[24] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung :Penerbit Alfabeta, 2008). P. 148

[25] H. James Mcmillan, *Education Research: Fundamental for the Consumer* (New York:Harper Collins Publisher,1992).P.169

1. **The Experimental Group**

   In the first meeting it will be the pre test for both of the groups and it would be assignment phrase. And the treatment for the experimental group will be conducted in the second meeting and third meeting.

   a) **First Treatment**

   The first treatment was held on October 4th 2010 in this time the students would be taught all about the materials of descriptive text. After giving all explanation about descriptive text to students, both its generic structure and language feature. The researcher used the topic was the "spiderwick" and the topic was Jared grace the film was used to help the students finding out the information about the topic, and made writing descriptive text.

   b) **Second Treatment**

   The Second treatment was held on October 11st2010 and in the third meeting .the activity was same with the first treatment. The difference was the topic and the film that was used the topic "harry potter and the prisoner of Azkaban" film as the media. The topic and the title for the descriptive text was harry potter. The researcher gave short explanation and guidance in watching the film and making a descriptive text.

In doing the study the freeze frame viewing technique   was used in viewing the films, where the students only needed to watch e few part of the film that   related with the topic.

2. The Control Group

The control group would be taught as usual without the strategies as in experimental group. For the first meeting the students would be given pre test as in experimental group. And the second meeting, students were taught as usual without treatment. In the next meeting, the teacher gave directions to the students about what they should write based on their picture in pre test. Then, they were asked to make a descriptive text again as post test.

3. Test

The researcher used test as the instrument in the form of pre test, post test, and try out. The test population was conducted by using the students' scores of writing achievement test taken from the English teacher. A pre test provided a measure on some attributes or characteristics that writer assesses for students in an experimental before they receive a treatment.[26] Pre test is used to measure the level of students' English ability. Meanwhile, post test was given to know whether the students' ability increases or not after being

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[26] John W. Creswell, *Education Research, Planning, Conducting, and Evaluating Quantitative And Qualitative Research* (University Of Nebraska-Lincoln, 2008.). P.30

given the treatment or it can be said that post test is a measure on some attributes or characteristics that are assessed for students in an experimental after a treatment. The instrument in this study was descriptive text writing test. The topic that was presented in try –out, pre test and post test was about film "Narnia prince Caspian"

The topic was chosen because by giving certain topic about film the students easier make writing descriptive compotation based on their ideas. The students were going to write descriptive text based on its generic structure and its language feature appropriately. Furthermore, the composition was analyzed and assessed by using rubric descriptive text (content, organization, grammar, vocabulary, and mechanics) each categories', ranging from rating 1 until rating 4.the writer used three films in conducting this study. The films that used were:

1. The chronicles of Narnia –prince Caspian and the voyage of the dawn trader.

    This film focuses on the story about prince Caspian as the main character. Therefore, the students have to pay attention only to this character.

2. The Spiderwick

    This film is about the adventure of "Jared Grace" when he and his family moved so Spiderwick estate. Same with the first film here the students only need to pay attention in Jared grace as the main character.

3. Harry potter and the prisoner of Azkaban

This film is the story about harry potter.

From that film the researcher played the film, but for the first she explained to the students that they should pay attention to the main character in the film and gave some explanation about descriptive text. After watching she asked some questions to the students about the film, also asked the students to make descriptive text about the characteristic in the film, and gave the meaning of some difficult words found by the students when they wanted to write.

The three characters above were chosen because all of them were the main character of each film. They appeared in most of the film's scenes .So, it would be easier for the student to understand the character and raise their idea in writing.

The first film was used for the pretest and post test, then the second film was used in the first treatment and the third was used the second treatment. The films had been approved by the teacher because he thought that by using film would raise the students' idea in writing since they were familiar with the films.

The instrument in this study could be described as follow: the researcher asked the students to write descriptive text entitled "prince Caspian" in a piece of paper.

Students to write a descriptive text entitled "prince Caspian" in a piece of paper.

Write a descriptive text entitled "prince Caspian " appropriately"

Name :...........................

Class :...............................

No :..................................

Identification :...

Description 1 :...

Description 2 : ....

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4. **Try –out**

The try out was held before the real pre test and post test. The try out was given in another class. In this study, the researcher chose class VIII –C to given try out, which consist of 30 students in that class. The items tests were just the same as the items of pretest and post test. The researcher gave film to describe the characteristic, and the students make writing compotation based on their idea.

Whereas the validity of the additional questions had been measured by content validity, which the items test included in curriculum and the reliability was also had been measured Bartz formula. The try out test was done in order to know whether the test could be good test or not and it was used to calculate the validity, and reliability of the test.

5. Pre test

Pre test had been done before the treatment for experimental group was applied. This test had been done to know the students' writing ability before having treatments. Pre test was given for both of the group was conducted to measure students writing ability from both of the groups before giving treatment from experimental group. The items test in pretest and post test equal with the items test in try out, the students are asked to make descriptive text.

6. Post test

Students from both of the groups were given post test after the treatment for experimental group had applied. Post test was used to know students' achievement after the treatment had conducted. The students were asked to make a descriptive text with the same film in the pre test. The writer gave a post test to know the students' writing ability after having treatments. The writer measured the comparison between the students' score in their pre test and post test to find out the difference in achievement between the students were taught by using film and without using film.

The experimental group did post test after the students had got treatment. At the first treatment the researcher played the film, but for the first she explained to the students that they should pay attention to the main character in the film, Jared grace. They had to find any information about him

from the film. After watching she asked some question to the students about the film and asked the students to make a descriptive text. And also gave the meaning of the difficult word that found by the students when they wanted to write. The second reviewed the first treatment and gave short explanation about descriptive text. The students watched harry potter and the prisoner of Azkaban. They should find the information about harry potter and make a descriptive text about him.

In the post test the students had to write the descriptive text entitle prince Caspian, they had to write it correctly. The result of the post test scores could be seen in (appendix 9).we could from the data that the students' was higher than in the pre test.

G. Validity and Reliability

Validity and reliability are parts of the test. Validity and reliability are the essential requirements in developing the test. Those are used to know whether the test as the instrument can be applied to gain the data or not. Here, to make the test is valid and reliable, try out test is conducted.

1. Validity

The other element of conducting the test was analyzing the test by using content validity. That validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test

score, the interference regarding specific uses of a test are validated, not the test itself.[27]

The kind of validity used in this study in empirical validity of statistical validity. This validity is obtained as the result of comparing the result of the test and that of some other valid criterion. This procedure is however can not be easily followed since such kind of criterion is not easy to find. However, statistics have developed formula to compare test validity which can ease researcher task, one of the formula is Pearson formula. After obtaining the r value of each item, it then should be consulted to the t value of the t table. In this case, for Alfa is 5% with the number of the subject 30, the t value of t table is t value > t table = 4.37 > 2.000.

Thus, the content of the test which measure the students' ability to comprehend the descriptive text are actually representing the objective of teaching English. Thus this test is considered as valid.

2. Reliability

In addition to validity, reliability is also an important element in developing a good test. In this research, inter rater was used to find the reliability of the test. The reliability is used to measure to consistency of the test. It means that it will be no matter those scores the test. The procedures of

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[27] H.James Mcmillan, *Education Research: Fundamental for the Consumer* (New York: Harper Collins Publisher, 1992). P. 100

determining the reliability is administering test once, then having two different people score the test. It will get three data of scores. Then, the last is computing a correlation between those the sets of scores.

As McMillan stated that reliability is the extent to which measure are free from error. If a measure has high reliability, it has relatively little error, and if it has low reliability, there is a great amount of error. Error is measured by consistent a person score will be from one occasion to the next.[28]

Still in line with this statement above, that in general, correlation between .10 and .30 are referred to as small or low positive relationship,.40 and .60 are moderate positive relationship and .70 and above are high positive relationship. In the other hand, for negative correlation; the rate -.10 and -30 are considered small correlation, between -.40 and 60 are moderate and between -.70 and -10 are high correlation. Inter –rater reliability result.[29] The estimated reliability of the entire test, using Pearson formula as follow:

$$r = \frac{\frac{\sum xy}{N} - \bar{X}\bar{Y}}{S_x \; S_y}$$

Where: $\sum xy$: the sum of the products of each pair of scores.

N   : the number of the student.

X   : the mean of the X distribution.

[28]Ibid.P.104
[29]Ibid.P.104

Y   : the mean of the Y distribution.

S_x : the standard deviation of the X distribution

S_y : the standard deviation of the Y distribution.

Criteria :   0.81 – above : very high

                0.61 – 0.8   : strong

                0.41 – 0.6   : moderate

                0.21 -0.4   : low

                Less – 0.2   : very low

Based on the formula, the writer found out the value r = 0.97, after finding the r value the writer it consulted to the t table. For Alfa is 5% with the number of the subject 30, with the result of r =0.97, the test is considered reliable.

Correlation

		Marker 1	Marker 2
Marker 1	Pearson Correlation N		
Marker 2	Pearson Correlation N		

H. Data Collection Technique

Before comparing the scores of the two groups, the researcher gave pretest and post test first. The result of both tests was used as the data. The researchers used several steps as follow: firstly the researcher gave pretest to both groups.

The students had to write a descriptive text under the title "Prince Caspian ",here they only saw the prince Caspian picture for a while so that know which one of the character they had to write .secondly, the researcher started to give the treatments to the students of the experimental group. The researchers used the film as the materials for the treatments, and then asked students to write a descriptive text based on the topic. The tests were done in order know whether or not the students understand the topic and write a descriptive text according to the topic. Finally, the researcher gave the posttest to both groups. And then, the researcher calculated the different between the pretest and posttest scores based on the students' composition in writing descriptive text. To get the students composition score, the researcher used rubric for descriptive text as scoring guide.

I. Data Analysis Technique

In this research, there was only one question with one data. The data of the question about the significant difference of increasing writing ability in descriptive text between who was taught by using film and who was not taught without using film was collected from the students' test.

After collecting the data of pretest and post test from the experimental group and control group, then the researcher measured the score differences from pretest and post test of experimental group and control group by the statistical calculation. In this study, the researcher used t – test formula to find out whether the different between them were significant or not. T- Test used to measure and

compare the different of means score between experimental group and control group.[30] The students scores were analyzed statistically by using a procedure of t – test, the steps are:

First, the researcher put the scores of the pre test and post test of experimental and control groups. Second, the researcher calculated mean from overall scores of pre test and post test of both of groups. The calculation of the mean by using formula as follow:

$$Mean = \frac{\sum fx}{N}$$

Where: M   = mean

$\sum fx$ = total of the test

N   = total of students taking the test

Third, after collecting the data of pre test and post test score from both of groups, then the researcher calculated of the mean of difference score between the pre test and post test of each group by using formula as follow:

$$Md = \frac{\sum d}{N}$$

Where: Md = mean of the different score pre test and post test each groups

$\sum d$ = the total of different score.

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[30] A.E.Bartz, *Basic Statistical Concepts in Education and the Behavior Sciences* (Minneapous:Burgess Pub.Co,1976). p.293

After collecting the data of pre test and post test from both groups, the researcher analyzed the data using those following statistical calculated of t- test to find out whether the difference of the scores between them was significant or not. There the steps:

1. The calculation of the difference between the pre test and post test of each group

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 \, dx}{N\,(N-1)}}}$$

where :   t   = the t –ratio

Md   = mean from the different pre test and post test scores

xd   = deviation each subject (d -Md).

$\sum x^2 d$ = number of deviation quadrate

N = subject and sample

db = a given with N -1

Fourth, in order to know the step as to calculated t – significant of the groups, this study to the test the various scores of experimental and control groups, as follow :

1. Make table of study effectiveness control and experimental class.

2. Calculated number of each subject

D = post test value – pre test value

3. Calculated mean value from the differences of pre test an post test

$$Md - \frac{\Sigma d}{N}$$

4. Calculated deviation of each subject

Xd = d – Md

5. Calculate t number of deviation quadrate

$$\Sigma x^2 d - \Sigma d^2 - \frac{(\Sigma d^2)}{N}$$

6. Calculate t- significant

For the next steps, will be calculated t- test to know the score of t- value each group. The research encloses t- table distribution to know the result of from t-test is significant achiever or not,. The calculation of t-value, as follow:

2. Next is the calculated of t – value of the post test scores both experimental and control group.

$$t = \frac{X1 - X2}{\sqrt{\frac{SD\ x_1}{N-1}\ \frac{SD\ x_2}{N-1}}}$$

Where: X_1- X_2 = the observed difference between two means

SD   = standard deviation

N   = number of subject

$$SD = \sqrt{\frac{\sum d}{N}}$$

3. The last is the calculation of significant difference between pre test and post

test both experimental and control group

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where: Mx   = mean score of experimental group

My   = mean score of control group

$\sum x^2$ = the sums of deviation square of experimental group

$\sum y^2$ = the sums of deviation square of control group

N   = number of students of each group

Before calculating the t- value, the writer used the following formula to

find the sums of deviation square of each group:

$$\sum x^2 = \sum x - \frac{(\sum x)^2}{N}$$

$$\sum y^2 - \sum y - \frac{(\sum y)^2}{N}$$

After calculating this, the writer calculated the number of degree of freedom by adding the individual of each group then subtracts using this formula

$$df - N1 + N2 - 2$$

Where : df = degree of freedom

N₁ = number of individual in experimental group

N₂ = number of individual in control group

In this research, there was only one question with one data. The data of the question about the significant difference of students writing ability scores in descriptive text between those who were taught by using film and those who were not taught by using film was collected from the students' test. The researcher tried to find out the difference score between the pre test and the post test in the both of groups. T – Test is used to measure and compare the difference of mean scores between two groups was significant or not.(experimental and control group).the formula of t- test which was used in this study was :

$$t = \frac{X1 - X2 - C}{SD}$$

Where: t = t – value (t - test)

X_1 = mean of experimental group

X_2 = mean of control group

SD = standard deviation of the difference.

Based on the explanations above to test the hypothesis used t- value and t – table distribution with standard of significant 0,05 (5%) and degree of freedom (df) = $N_1 – N_2 – 2$. the data was significant if t-value from the groups higher than t- table distribution . it meant that the result t-test could be applied in this research to measure the research hypothesis; there was significant difference between the students who were taught using film and those who were taught without using film. And the data was not significant if t- value lowers than t- table distribution, it means that there is no significant difference between the students who are taught using film and those who are taught without using film (t – value > t - table).

CHAPTER 1V

RESULT AND DISCUSSION

In this chapter the data was presented and analyzing based on what the researcher obtained from the experiment conducted at the Eight Graduate of SMP NEGERI 1 Bungah Gresik. To measure the data, **t-test** formula was applied to calculate the result of pretest and posttest from experimental and control group.

A. Results

Film was used to teach descriptive text to improve the student writing ability in a good order composition. With good preparation would make the students enjoy and interest in being taught. This study was conducted to find out whether there is a significant difference between the students who are taught using film and those who are taught without using film to the Eight Graduate in SMP NEGERI 1 Bungah Gresik. The data showed the score is different from pretest and posttest of experimental groups and control groups by using t-test formula.

1. The result of the try out.

Before the test was used in the real application of pretest and posttest, it should have been seen whether the test is good or not, and whether the test could be applied or not, so that the researcher did the try out first. The try out was held on the class V111-C. There were consists of 30 students of the try

out class. The result of the try out was presented, as follow: validity, in part uses content validity which the materials conduct in the curriculum. The calculation result of reliability test can be show in based on appendix.2

The result calculation of try out score

		Marker 1	Marker 2
Marker 1	Pearson 1	1	0,97
	Correction N	30	30
Marker 2	Pearson 1	0,97	1
	Correction N	30	03

Criteria: 0.81 – above : very high

               0.61 – 0.8   : strong

               0.41 – 0.6   : moderate

               0.21 -0.4   : low

               Less – 0.2   : very low

To know the calculation of reliability by using Pearson form with 2 markers and it could be got the result of the reliability 0, 97 with the number of 30 students, who are considered very high, because it is in range 0, 81 – above. It meant that the items test is reliable or the test is good, because the calculation try out score is 0, 97 in very high criteria and the test could be applied in the class both of groups.

2. The Result of the Experimental and Control Groups

In this part, the aim was to find out whether or not there was an increase in the pretest and posttest scored of experimental and control groups.
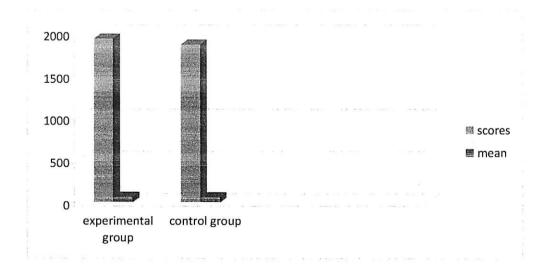
The data were collected from the pretest and posttest of both of groups. There were several steps to analyze the data first, the researcher put the score of the pretest and posttest of experimental and control groups in the table. Second, the researcher calculation of the pretest scores and the mean scores of the experimental and the control groups were presented in the following table 4.2.

Table 4.2

The pretest score and the means of experimental and control groups.

Group	N	scores	Mean
Experimental groups	30	1938	64,6
Control groups	30	1872	62,4

Chart of pretest score and means in the both of groups.

The table showed that the sum of the pretest scores was 1938 for the experimental groups and 1872 for the control groups. While, the mean of the pretest scores of the experimental group was 64, 6 and the control group was

62, 4 It meant that the students of the two groups had the difference of ability before the treatments were given. Student's scores in experimental group were increasing. It briefly described in the chart above to see whether yes or not, the control group to improve writing ability on descriptive text. The data of this study were presented and analyzed by using t-test procedure. Each score of criterion assessment as well total score of student's writing was calculated to describe the effect of using film to teach writing descriptive text.

This section would elaborate the data taken from the test. The test were administrated twice, pretest and posttest in both experimental and control groups. Pretest in the experimental and control groups was attended by 30 students, while in the posttest too. After giving the pretest, the researcher did the treatment to the experimental and control groups. For the experimental groups the researcher taught the descriptive texts by using film, while for the control group, the researcher taught the descriptive text without applying film. The text which given both for test was the same entitled "Prince Caspian". Then, the posttest was conducted.

The first meeting was pretest which all of the students from both of groups were present in their meeting. The researcher gave pretest to those groups without using the film. The researcher asked them to write descriptive text entitled 'Prince Caspian". But here without watching the film, only saw the picture of Prince Caspian for a while. And after gave pretest the researcher

gave posttest, they wrote the same thing in posttest as well. The score result could be seen in appendix 5.

Many students could not achieve the good score. Many students were still get poor score. Here, the students still faced some problem in writing descriptive text. First, they got difficulty in raising their idea although they had known the prince Caspian before. Some of them were poor in grammar and vocabulary it made them got difficulties in arranged the sentences into the good order. This is one of the examples of the student's writing composition of pretest in experiment group:

Prince Caspian.

Prince Caspian is a young boy. He is not so tall. He has like complexion, he also has pointed nose. He has a curly blonde hair. He wears a cloth that seems like a cloth for going to war. He has bright eyes, he is also very handsome boy.

We could analyze the writing composition above based on the rubric for descriptive text as scoring guide as follow:

1. From the content.

    The content here had described the object based on the picture. It was not enough description of the object. The score here was 10.

2. From the organization.

Identification	**Prince Caspian is a young boy.**
Description	He is not so tall. He has like complexion, he also has pointed nose. He has a curly blonde hair. He wears a cloth that seems like a cloth for going to war. He has bright eyes, he is also very handsome boy.

The writing composition started from identification then some description of object. But here, the students did not do it as the researcher's instruction; the students should consist of identification and description in different paragraph. The score of this point was 10.

3. From the grammar.

The student had known about the grammar. He could use the simple present in the sentence, such as "he is a young boy". There was a noun phrase in adjective too "a young boy", and "handsome". The score was 14.

4. From the vocabulary

The vocabulary was not rich. The students only used some words. He only produced the paragraph. The score was 9.

5. From the mechanics.

The mechanics here got 12. It was good enough.

3. The Treatment

Based on the result of the pretest, the researcher conducted the treatment to solve the problem. The treatments were done twice, on Oct 4th and also 11st. The media film was used in this treatment, the first treatment used "spiderwick" and the second treatment used "Harry Potter".

The first treatment was started with the explanation of the language features and generic structure of descriptive text. Almost of the students had known about the generic structure and language feature. Then the researcher played the film, but for the first she explained to the students that they should pay attention to the main character, Jared grade. They had to find any information about him from the film. After watching, she asked some question about the Jared grade and asked the students to make a descriptive text about Jared grace based on the information that they got from the film. Here the researcher also gave the meaning of the difficult words found by students when they wanted to write. This is one of the examples of students writing composition:

Jared grace (spider wick)

Jared grace is a young boy. He has a twin brother. He also has an older sister.

Jared is an handsome boy. His hair is short. He has pale complexion. He is thin , he has a very nice smile. He looks so cute when smiling.

Jared really love his father. On the other hand, he doesn't have good relationship with his mother. Sometimes, he looks like a naughty children he always fights with his sister. But the in fact, he is a nice child. He loves his twin brother. He is also a curious person. He always wants to know everything that make him interested

We could see that there were significant different between the writing composition in the pretest. And the score was higher than the pretest. The content was complete enough. It described the objects well. Then from the organization, it was well organized. There was an identification, and description. As we could see below:

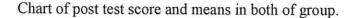| Identification	Jared grace is a young boy. He has a twin brother. He also has an older sister.
Description 1	Jared is a handsome boy. His hair is short. He has pale complexion. He is thin. He has a very nice smile. He looks so cute when smiling.
Description 2	Jared really loves his father. On the other hand, he doesn't have good relationship with his mother. Sometimes, he looks like naughty children he always fights with his sister. But in fact, he is a nice child. He loves his twin brother. He is also a curious person. He always wants to know everything that makes him interested

Then the grammar, the students were able to use the grammar appropriately. But there were a few errors in using noun phrases, such as "a naughty children". The vocabulary that used was richer than before. The mechanics is enough.
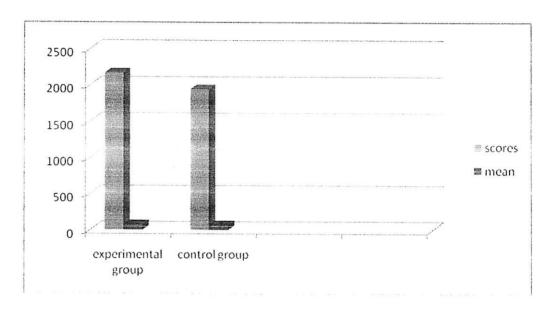
The second treatment was started with reviewing the first treatment. Then the researcher only gave a short explanation about descriptive text. In this treatment, the students watched Harry Porter. They should find the information about Harry Potter and make descriptive text about her characteristics. The student didn't find any problem here, because they had done it at the first treatment.

The second treatment was improved than first treatment. It meant that, the student writing ability more increased than before. After giving pretest and treatments to the experimental group. The post test was held to both of experimental and control groups on the same week. The purpose of posttest was to know whether there were higher score or not in the student's achievements on writing descriptive text in experimental group by using film. The result of the posttest score and mean of the experimental and control groups were presented in the table 4.3.

The post test score and means of experimental and control groups.

Group	N	score	mean
Experimental group	30	2167	72,23
Control group	30	1941	64,7

Chart of post test score and means in both of group.

From the result of pretest and posttest scores of experimental group we could see that the posttest score was higher than pretest overall score between pretest and posttest score of the experimental group was higher than the control one.

The result of writing ability more improvement than before show in the table 4.3, it meant that the students score both of group was increase writing ability. This is one example of the students writing composition of posttest in experimental group was rich than her composition before in pretest.

Harry porter

Harry porter is a young boy. He is a witch doctor. He is an orphan who lives with his aunt and uncle.

Harry porter is a handsome boy. He has pale complexion. He also has pointed nose. His hair is short and black. He always wear glasses.

He is a temperament person. He will be angry easily if there is someone mock his parent.

The writing composition could be seen that it was better in the term of contents, organization, grammar, vocabulary and mechanics. The object was described well. The organization was good. There were identification and two paragraph description. The used of grammar was better than before. There was rich variety of words spelling, punctuation, and capitalization.

The mean of posttest score of experimental groups was 72, 2 and pretest score 64, 6. Whereas in control group, we could see that table in appendix 1 show the students overall score on pretest and posttest. The mean score of posttest in control groups was 64, 7 and pretest score 64, 6 after knowing the mean of posttest score in both of groups. Then the researcher calculated the two meant posttest scores by using t –test formula to know whether it was significant or not.

B. The Calculated of t-test.

After researcher gave the posttest treatments and posttest, then the researcher calculated the different meaning of pretest and posttest score between experimental and control groups to know whether the result different was significant or not between both of groups. Then, the result was analyzed by using

t-test formula before it was done, the standard deviation of the two groups was calculated first. This table 4.4 presented the result of the calculation.

Table 4.4

The result calculation of standard deviation (SD) and t - value.

Group	N	Mean	SD	t- value	t-table
Experimental group	30	72,23	2,76	17,93	2,045
Control group	30	64,7	1,52	17,93	2,045

Result on the data in table 4.4 above, the standard deviation (SD) of the experimental group 2, 76 was higher than control group 1, 52. Then, from the result of the t-test calculation (appendix 9) the t-value was 17, 93 with the level of significance of 5% and 58 degree of freedom. While the t-table was 2,000 so the t-value was higher than the t-table. It meant that there were the differences of the posttest scores between experimental groups and control

Next, the writer calculated the scores of pretest and posttest of the experimental group .the purpose was to find out whether or not there was an increase in the whole scores of pretest and posttest in experimental groups. The data was collected from the pretest and posttest scores of experimental groups. The scores and the calculated could be seen in (appendix 5), whereas the result was presented in the table 4.5 as below:

The result of pre test and post test calculation in experimental groups.

Group	N	Mean	t-value	t-table
Pretest	30	64,6	7,87	2,045
Posttest	30	72,23	7,87	2,045

From the result above, there was an increase in the whole scores of pretest and posttest of experimental groups. From the calculation of t- test formula, it was found out the t- value was 7, 87 with 29 degree of freedom and 5% level of significant.

The writer also calculated the scores of pretest and posttest of the control groups. In this part the purpose was to find out whether. There was an increase in the whole scores of pretest and posttest in the control groups or not. The data were collected from the pretest and posttest scores of the control groups. The score and the calculation could be seen in (appendix 7). The result of the calculation was presented in table 4.6 as below:

The result of pre test and post test calculation of the control groups.

Group	N	Mean	t-value	t-table
Pretest	30	62,4	4,34	2,045
Posttest	30	64,7	4,34	2,045

From the table above, it showed that the scores of the pretest and posttest of control group was increased. It could be seen from the table 4.6 that the t-value was 4, 34 with 29 degrees of freedom and 5% level of significance was 2, 045, so

it meant that the result of the pretest and posttest calculation of control group was higher than t-table and the difference was significant. Although the scores of the pretest and posttest of control groups was increased, but many the scores of the pre test and post test of control group lower than scores of experimental group.

The difference between pretest and posttest scores of the experimental and control groups was done by the researcher. She calculated and mad a list of pretest and posttest scores difference between pretest and posttest of both groups which could be seen in (appendix5 &7). While, for the result of the calculation were presented in thee following below:

Table 4.7

The result of difference between pre test and post test scores of experimental and

control groups.

Group	N	Scores	Mean
Experimental groups	30	229	7,63
Control groups	30	69	2,3

Based on the data above, the mean scores of the experimental groups was 7, 63 and from the control groups was 2, 3. Then before calculating of the t-test, the writer calculated the deviation square of the experimental and control group (see appendix 9). The result of the calculation was presented in the table 4.8 below:

The result calculation of deviation square and t-test

subject	N	Deviation square		t-value	t-table
		Experiment	control		
Experimental groups	30	820,96	-	4,37	2,000
Control groups	30	-	244,3	4,37	2,000

Next, to calculate the t –test the researcher must determine the degrees of freedom first by using formula as bellow:

Degree of freedom: N 1 + N2 – 2

= 30 + 30 -2

=58

The data showed the sum of deviation of each groups. From the t- value and the t-table. From the presentation above, it could be seen that the deviation square of the experimental groups was 820, 96, while the control group was 244, 3. Based on the calculation of t-test, then t-value comparing with t-table distribution with the significant level of 0, 05 and degree of freedom 58 on the table was 2, 00. Then the result of t-value was 4, 37, it was found out that t-table was 2,000.

So, it was clear that there was significant difference between the students who were taught by using film as media (experimental groups) and who were not taught by using film as media (control groups). In another words, the treatments by using film significant influence to the students' scores of writing ability. In the

previous chapter, the researcher was to know taught using film in writing ability has higher achievement than taught without that media.

C. Hypothesis Testing.

The computation that was calculated by the researcher showed that t-value 4,082was higher than the t-table 2,000 with the degree of freedom 58. It meant that the null Hypothesis (HO) was rejected and the alternative hypothesis (HA) was accepted. From the findings, it could be seen from the calculation that the implementation of writing descriptive text by using film could improve students writing ability.

D. Discussions.

This research focused on teaching writing using film more effective than without using film at SMP Negeri 1 Bungah. The result of this research there is significant differences scores between students who are taught by using film and without using film.

The first result of this research is pretest both of group, that the pretest scores were 1938 for the experimental groups and 1872 for the control groups. While, the mean of the pretest scores of the experimental group was 64, 6 and the control group was 62, 4 It meant that the students of the two groups had the difference of ability before the treatments were given.

The second result of this research is posttest for both experimental and control groups. The post test score of experimental group was 2167, and the post test score in control group was 1941. The mean score of post test in experimental group was 72, 23 and control group was 64, 7. It meant the result of posttest score of experimental group was higher than the posttest of control group. Posttest was done to measure whether the treatment influence the student's writing ability or not. Posttest also used on compare the achievement of experimental and control group.

After knowing the mean of pre test and posttest score in both of groups. Then the researcher calculated the two meant posttest scores by using t –test formula to know whether it was significant or not.

Using film in writing descriptive text was successful. It could be seen in the result during the treatment. On the first treatment the total score result was higher than the pretest. Vocabulary, grammar, mechanics, content and organization were improved but not significant. The second treatments also showed that the result was higher than the first one.

After giving treatment twice, the calculation of result of experimental group showed significant improvement of student's writing ability than control group. Because in experimental group many students could make a description text with the fun condition in class and watching film could keep their motivation to join in writing process.

Then the grammar, the students were able to use the grammar appropriately. But there were a few errors in using noun phrases, such as "a naughty children". The vocabulary that used was richer than before. The mechanics is enough.

The second treatment was started with reviewing the first treatment. Then the researcher only gave a short explanation about descriptive text. In this treatment, the students watched Harry Porter. They should find the information about Harry Potter and make descriptive text about her characteristics. The student didn't find any problem here, because they had done it at the first treatment.

The second treatment was improved than first treatment. It meant that, the student writing ability more increased than before. After giving pretest and treatments to the experimental group. The post test was held to both of experimental and control groups on the same week. The purpose of posttest was to know whether there were higher score or not in the student's achievements on writing descriptive text in experimental group by using film. The result of the posttest score and mean of the experimental and control groups were presented in the table 4.3.

The post test score and means of experimental and control groups.

Group	N	score	mean
Experimental group	30	2167	72,23
Control group	30	1941	64,7

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the findings, it can be concluded that teaching descriptive writing using film is more effective than teaching without using film at SMP Negeri 1 Bungah. It was proved that the students' score in writing who are taught by using film could improve higher than students who are not taught by using film. The student's posttest scores of experimental group had an improving around 229 points higher than pretest scores which achieved 1938 points. After the research calculated the data of posttest, then calculated the t-value by using t-test formula. The researcher fined the result is 4, 37 and it is higher that t- table 2,000.

Based on the result of the score above, the writer concluded that teaching descriptive writing using film is more effective than teaching writing without using film at SMP NEGERI 1 Bungah.

B. Suggestion

This research focus on teaching writing in descriptive text by using film to know that teaching descriptive writing using film is more effective than teaching writing without using film at SMP NEGERI 1 Bungah.

55

For other researchers, they are suggested to implement the film in the process of teaching writing continuously. They are also suggested to use film in teaching writing. It is important to provide better activities in the implementation of the film. It is also suggested that a future research be conducted using other media of writing and with more respondent.

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