

THE EFFECT OF WATCHING RUGRATS MOVIE ON STUDENTS' WRITING ABILITY

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Riwayat Artikel : diterima: 5 Juli 2023; direvisi: 24 Juli 2023; disetujui: 30 Juli 2023

Abstrak.

Writing is a language skill which is used as indirect communication and an activity of getting down ideas and feeling. Actually, the process of writing is not easy for students. In writing students have to focus on grammar, words and also control them in making sentences. There is a way to help students to write, that is through watching a movie. Movie is a good media to increase students' interest and motivation. Therefore, the ability to use media is one of competences that every teacher must have. One example of children movie is Rugrats. The population of this research was 360 students while the sample was 72 students. This research was conducted by using quasi experimental method. The writer used nonequivalent and applied Pre-test and Post-test control group design. Based on the research the result of t-calculated is 1.46 in the level of significance of 0.01 is 2.39 and the level of significance of 0.05 is 1.67. So, t-calculated is lower than t-table. It means that there is no effect of watching Rugrats movie on students' writing ability.

Kata Kunci: Writing; Watching Movie; Writing Ability

PENGARUH MENONTON FILM RUGRATS TERHADAP KEMAMPUAN MENULIS SISWA

Abstract. Menulis merupakan keterampilan berbahasa yang digunakan sebagai komunikasi tidak langsung dan merupakan kegiatan menuangkan ide dan perasaan. Sebenarnya, proses menulis bukanlah hal yang mudah bagi siswa. Dalam menulis siswa harus fokus pada tata bahasa, kata-kata dan juga mengontrol mereka dalam membuat kalimat. Ada cara yang dapat membantu siswa dalam menulis, yaitu dengan menonton film. Film merupakan media yang baik untuk meningkatkan minat dan motivasi siswa. Oleh karena itu, kemampuan menggunakan media merupakan salah satu kompetensi yang harus dimiliki oleh setiap guru. Salah satu contoh film anak-anak adalah Rugrats. Populasi penelitian ini adalah 360 siswa sedangkan sampel penelitian ini adalah 72 siswa. Penelitian ini dilakukan dengan menggunakan metode kuasi eksperimen. Penulis menggunakan desain penelitian nonequivalent control group design dengan menggunakan pre-test and post-test control group design. Berdasarkan hasil penelitian diperoleh hasil t-hitung sebesar 1,46 pada taraf signifikansi 0,01 sebesar 2,39 dan taraf signifikansi 0,05 sebesar 1,67. Jadi, t-hitung lebih kecil dari t-tabel. Artinya, tidak ada pengaruh menonton film Rugrats terhadap kemampuan menulis siswa.

Keywords: Menulis; Menonton Film; Kemampuan Menulis

I. INTRODUCTION

Language is a system of communication using sounds, symbols, and words in expressing meaning idea and thought. There are many kinds of language that people use in communication, one of them is English. Today, English becomes the most widely studied foreign language in the world started from elementary school until university.

As people know language is not only in speaking but also in writing as means of communication. As mentioned by Meyers (2005:2), "Writing is an action – process of discovering and organizing your ideas, putting them on paper and reshaping and revising them." It is not easy to develop ideas in their brain to be a written language so the students must be able to choose and to combine vocabularies to make something meaningful. The teachers have to try to develop the students' ability in writing skill, including grammar and structure.

Writing is a language skill which is used for indirect communication and an activity of getting down ideas and feeling. Actually, the process of writing is not easy for

students. In writing students have to focus on grammar, words and also control them in making sentences.

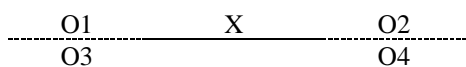
Many kinds of text can be learned by students such as narrative, descriptive, recount text and procedure (Cahyono, 2011). The teacher should find out effective ways to make writing become enjoyable learning (Harmer, 2011). The teacher should not force students to write perfectly but they have to use various methods as a tactic to develop students' in writing skill. To develop students' writing skill, the teacher can give them relevant materials which relate to the students' own interest.

The teacher can use variety of media to teach writing. The previous research that has been done by the researcher to promote students writing skills by digital media such as canva (Yundayani, et al., 2019), social media (Shahzadi and Kausar, 2020; Wil, et al., 2019), facebook (Ibrahim, et al., 2018), and instagram (Wahyudin, et al., 2018). Beside those media, the movie is the digital media that is moved and could promote students' writing skills and also listening skills (Fussalam, 2019; Silvani, 2020; Arsyad, 2015). The activity that promote those skills is watching movie. Movie is a good media to

increase the interest and motivations of students in studying (Siadari, 2019). Therefore, the ability to use media is one of competences that every teacher must have. The teacher has to select the movies that are proper for their students to watch. One example of children movie is Rugrats. Why rugrats? Rugrats is one of children movies, showing four babies who do little imaginative adventures. So, it is similar with the aim of this research that to investigate the implementation of Rugrats movie to promote students writing ability.

II. METHODOLOGY

In conducting the research, the writer uses quasi experimental method with non-equivalent pre-test post-test control group design. There are two groups of the research (Arikunto, 2010). The first group is the experimental group and the second group is the control group. First, the experimental and control group are given pre-test to find out students' writing ability. Next, the treatments are conducted four times to the experimental group and control group. The experimental group is taught by watching Rugrats movie and control group is taught by using think pair share technique. The experimental and control group are given post-test to find out the effect of watching Rugrats movie on students' writing ability. The last, the score results of pre-test and post-test of the experimental group and control group are compared by using t-test formula to find out the effect of watching Rugrats Movie on students' writing ability. The design of the research is:



- O1 : Experimental Group (taught by watching Rugrats Movie)
- O2 : Control Group (taught by Picture and Picture)
- O3 : Pre-test (before the treatment)
- O4 : Post-test (After the treatment)
- X : treatment

III. RESULTS AND DISCUSSION

In conducting the research, the pre-test was given before the treatments to the experimental group and the control group. Four treatments were applied to the experimental group which was taught by watching Rugrats movie and the control group which was taught without watching Rugrats movie. The last, the post-test was given to both experimental group and control group.

After the writer has taught both classes, there are some factors why the alternative hypothesis is rejected. First of all, the students did not use English as a communication tool in daily life. It makes the writer mix Indonesian and English language. The students speak English only when they are studying English subjects without practicing it in daily communication. Most students use local language than English, therefore the writer has difficulty to teach English to her students. Second, she has the difficulty to control the class well, because the students speak loudly.

t-test formula was used to count the result of pre-test and post-test. First, the results of pre-test and post-test were counted. Second, the mean of experimental group and control group were calculated. Then, it was continued by calculating standard deviation. Next, t-test formula was used to find out

the score of t-test. After that, the degree of freedom was counted by summing up the number of sample and divided it by two. The last, the result of calculation of t-test is compared to t-table whether it has significant effect or not. It is shown from the result of t – test value which is lower than that of t – table. The result of t-test is 1.46, while the value of t_{table} with degree of freedom (df) at the level of significance of 0.01 is 2.39 and the level of significance of 0.05 is 1.67. It shows that the value of $t_{calculated}$ is lower than the value of t_{table} ($1.46 < 1.67 < 2.39$). It means the alternative hypothesis (H_a) is rejected. It can be concluded that there is no effect of watching Rugrats movie on students' writing ability. Therefore, watching Rugrats movie did not give impact to students' writing ability, but this movie can make the students interested in learning English. Therefore, watching Rugrats movie did not give impact to students' writing ability.

This result is argued by the research result from Siadari (2019) that said movie is a good media to increase the interest and motivations of students in studying. It is also the digital media that is moved and could promote students' writing skills and also listening skills, especially animated one (Fussalam, 2019; Silvani, 2020). Those results might be had some factors such as teacher preparation such as make an ice breaking, give the students clear instructions, give them dictionary because they are not native in English. It is in a line with the previous research that elaborates teachers' preparation has a biggest impact to students' achievement (Goldhaber, 2013).

IV. CONCLUSION

From the result of the research, it is concluded that there is no significant effect of watching Rugrats movie on students' writing ability. Watching Rugrats movie did not give an impact to students' writing ability, but this movie can make the students interested in learning English. Based on the research, some suggestions are given to teachers who want to apply media in the classroom. The suggestions are: First, the teacher must give ice breaking to motivate the students learning English. Second, the teacher should ask the students to bring dictionary during the English class. It will make them easy to exercise. Third, the teacher should give them questions and answer during watching movie that make the students focus to the movie. It is done to make the class more conducive. It is suggested to other researchers to complete this research by conducting any other researches on watching English movie. Based on the explanation above the writer would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions.

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