Students' Ability in Writing Sequence of Events Based on 'Up' Movie

by Sri Wahyuni

STUDENTS' ABILITY IN WRITING SEQUENCE OF EVENTS BASED ON "UP" MOVIE

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ABSTRACT

This research was conducted aiming to an analysis students' ability in writing sequence of events based on "UP" movie by the third-year students English Language Education Study Program of Universitas Islam Riau. This study was descriptive research and the method used in this research is the quantitative method with utilizing SPSS software to calculate the frequency, percentage, and mean score. The subject of this research were the students at the third year that consisted of 35 students and this research focused on five aspects of writing. In gathering the data, this research used Google form to collect the result writing test of the students. From the data analysis of 35 students who took the writing test, 4 students were in good to excellent level which the percentage is 11.4%. 27 students were in average to good level which the percentage is 77%. 4 students gain poor to average level with the percentage is 11.4% and none of the students (0%) got poor level. Based on the researcher analysis from the result of the research, the highest score that most students could gain was in the vocabulary aspect with the mean score 3.68. Meanwhile, the lowest score that the students could gain was in fluency with the mean score 3.06. So, in this case, the researcher could interpret that the third-year students were on average to good level and able to write the sequence of events of the movie.

Keywords: Events, Movie, Students' Ability, Writing Sequence

INTRODUCTION

A Language is a tool of communication for connecting with others (Mibenge, 2016). Therefore, Language is also a necessary aspect of life. Someone needs language to share their thoughts, feelings, and desires. Nowadays, we tend to additionally learn English as our second language besides our mother tongue, Indonesian language. Besides, English is one of subjects that learned from elementary level up to university level (Ahsanah & Utomo, 2020). English is too

necessary as a result of these days English already becomes one in all the foremost important languages. This language is used as an international language to correlate between one country to another, and remember that good communication will make a good relation.

According to Yalçinkaya (2009) states that no matter what kind of language exists in the world, where it comes from, and how it is structured, all languages are made up of reading, writing, speaking, and listening. English as a foreign language is used in Indonesia, it has been one of the compulsory subjects which must be learned by students from primary school until senior high school and up to university level. Kusumaningrum (2015) states that the implementation of English as a second language helps to achieve the information level of learning, which enables students to use English in an informal and formal context for accessing and using acquired knowledge. Most people have known that English is very important in following and applying the development of science and technology. From this phenomenon appears that English is very important to study writing, speaking, reading, and listening.

In study English, there are four language skills to be able to learn they are listening, speaking, reading, writing. As Sreena & Ilankumaran (2018), points out that the four abilities are divided into two types: receptive skills, meaning derived from the discourse that is used for reading and listening. Meanwhile, speaking and writing skills in which students themselves must produce a language which is a term that uses productive skills (Nodoushan, 2014).

Among those four skills, Writing is one of the four abilities that play an essential part in the development of language acquisition since it may be used to the context and condition of anything that is happening (Guntur & Pordanjani, 2019; Purnamasari et al., 2021). For example, you may write on topics, news, short tales, the storyline of a novel or movies, and so on. To students, writing in language learning is inseparable from other aspects because they also get asked several of their tasks in written form. Furthermore, Wahyuni (2017) states that students should be able to produce sentences and develop their experience and knowledge into a paragraph, essay, and paper because writing in one way for the students to express their idea and opinion.

Before conducting the research, the researcher tried to do a preliminary

interview with the object of the research which is an English student. The researcher asked them about their activity in their spare time, why they did it in their leisure time, and also asked them about writing. Based on the researchers' interview, most of the English students had the same interest, which was watching a movie. They said that watching a movie is on of their activity every day because it could reduce their boredom and also the online learning situation caused by the Covid-19 pandemic leaves them more free time to watch. Moreover, some of them said that watching a movie is one of their hobbies. Furthermore, commonly they said that writing is something more complicated than the other skills because many of them make mistakes when they write an essay or article in writing class. Not all students have some abilities in pouring the ideas when they write, it is because they feel less of vocabulary, difficult to develop and organize ideas, frequent capitalization, punctuation, and grammar errors, and mental fatigue or bored while writing and at the end, make them do not have interest in studying writing ability.

In the case of English learning especially in English Language Education Study Program of Universitas Islam Riau,

there are several subjects related to a movie such as introduction to literature, this subject had learned by the students in semester five, and this subject had certainly discussed literature aspects such as novel and movie. On the other hand, the students also had learned about how to write the story in writing class as well.

In this research, the researcher specified the writing in write a sequence of events of the movie, in which the students only write particular events in the movie based on the elements of the plot. A plot is all about establishing the connection, suggesting cause, and showing a relationship in a story of film or novel (Sabrina, 2018). In constructing a plot, the students also are expected to understand the sequence of events of the story. Through writing the sequence of events the students can develop their idea, vocabularies, grammatical rules, and ability in ng based on the story they read and watch. So, in this case, the researcher is interested to focus on their interest and their background knowledge that they had learned in semester five and their activity in their spare time.

Furthermore, writing a sequence of events of a movie is one of the proper ways to gain the students' interest in writing. There are many types of writing a

sequence of events, such as the sequence of events from films, novels, short stories, and so on. Basically, writing a sequence of events is one part of writing activities that require students' understanding in expressing the results of their thinking into a text, which is obtained from their activities in seeing and hearing. In writing a sequence of events of the movie, the media plays a significant role in carrying out this activity. The students can retell by

writing it if they have seriousness in watching the movie. By watching well students can understand the storyline and the intent of the movie. Therefore, the purpose of this study was to answer the research question: How good is the ability of the third-year students at English Language Education Study Program of Universitas Islam Riau in writing sequence of events based on the "UP" movie?

REVIEW OF RELATED LITERATURES

2.1 An Overview of Writing Ability

Writing is the language expressed by a given sign or symbols in a text medium. It is logically true that people, at least use letters or some punctuation when they write so that the message can be caught. Nunan (2003) explains that writing is a mechanism where ideas are conceived, how they can be articulated, and how the concepts are organized in a statement and paragraph. The idea, perceptions, views, and attitudes of one play a major role in expressing them. In writing, people can share thoughts, emotions, convince, and persuade others. In line with Kartika (2017) states that writing is a language that transforms our thinking. In other words, writing can be described as a means to communicate with observers, facts,

thoughts, or ideas by transforming into language, and it also relates to the monitoring of any word or character that we have written, read, and the analysis process.

In learning English, we all know that in learning a second language, writing or learning to write is not just a matter of writing something down. Writing is also one of the four fundamental skills that are highly challenging and hard to master. It is supported by Ekarista (2018), who states writing skills in a second language, explaining that writing skills are complicated and difficult to learn a language. According to Cole and Feng cited in Wahyuni (2018) points out writing is considered to be one of the most complex language skills. No

overstatement if writing is seen as representing written individuals, not confident in grammar, difficult to organize thoughts, lack of vocabulary, and no inspiration for writing.

Based on some explanation mentioned, writing is the way to create a sequence of sentences organized in a specific order that together, explores thoughts and ideas to interact with the researcher and reader that pay attention to organization, content, grammar, vocabulary, and mechanics. It can also be drawn that writing is a way to communicate and produce or deliver information in a constructive way. It means that a person can show things by writing out through the word they have compiled, and when they wish to learn or adhere to those specifications and explore them.

2.2 Aspects of Writing

According to Rohim (2019), there are five aspects of making writing. the first is organization is one of the components to make good writing. To write well, the ability to make all of the sentences and ideas are only for one purpose should be reached. The second is content. Good writing is where the title reflects the content of the title. The content of the text should be significant or equivalent and the title should be specified in totality. The third is grammar. It is partially about learning what structures in a language are possible and allows students to create a text. The fourth is vocabulary. The ability to choose vocabulary is important for writing a story. The students should then express their ideas in a good word. The fifth is mechanic. It requires a few aspects like spelling, punctuation, and capital letters. To produce meaningful writing, spelling is necessary. If a word is misspelled, it can change its meaning. Punctuation to point is important to classify context and illustrate the structure, so that the reader may increase his voice or pace and stop reading.

2.3 Writing Sequence of Events in Constructing Plot

The plot is the literary element that describes the structure of a story. It shows the arrangement of events and actions within a story. According to Rebecca (2012), a Plot is a sequence of events that shows action characters. The author selects his series as the best way to tell the story, not incidentally. Robert DiYanni in Agung et al (2017) states Plot is the sequence of events that make up a

coherent story that the reader learns about. It means, plot is the sequence of events in a story. the viewers can better understand a movie through the plot. so that the plot explains more about everything that happens in a movie to the audience.

There are some elements that must be added to the story to make a good plot. Gustav Freytag a German novelist in Tehseem & Ali (2015) presented the plot structure as a pyramid (see figure 1). He described the typical plot of a five-act play as a pyramidal shape, consisting of an exposition, rising action, climax, falling action, and resolution. Exposition is the initial part of a plot that describes the basic information of a story. The rising action is the part of the plot that may happen when the two main characters faced the conflict in the story and make the issue is more difficult to comprehend. Hence, the beginning of a story climax is in the rising action. The climax is the most dramatic moment of the story, which is a turning point for the main character's plot or objectives. The character determines which course of the plot and the destiny of the characters are further established. This displays an ongoing conflict. The stage of falling action occurs when the story's tension begins to ease. It always appears in the story that the story will soon end. When the story comes to an end, resolution plays a role. It indicates the finish of the story, with no problems and issues remaining.
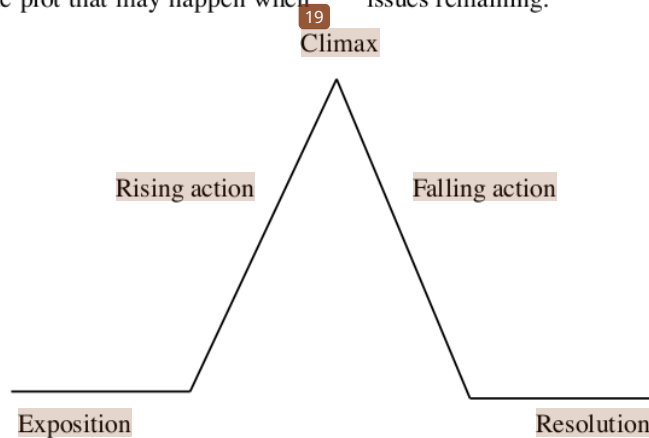
Climax
Rising action
Falling action
Exposition
Resolution

Figure 1. Freytag's Pyramid

2.4 An Overview of UP Movie

The movie is audio-visual media with an engaging sequence of images recorded to illustrating complex scientific principles with detailed animation and contextual explanations. According to

| 138

Stewart (2006) states as far as education is concerned, the movie provides an invaluable expansion of what we might call language learning technologies that have been used to teach students the fundamentals of English in education. Using movies in learning can make students enjoy learning. These are some reasons why a movie is used. First, they get exposure to natural language in a non-threatening setting. Second, movies provide common ground to students of any international background. Third, the movie can stimulate and motivate students' interest. The fourth movie allows learners to generate a prediction, speculation, and a chance to achieve background schemata when viewing a visual scene.

In this research, after observing several movies, the researcher chose the animated movie "UP" to be the learning media that the researcher applied. UP movie is a U.S computer-animated comedy, adventure film created by Pixar Animation Studios and released in Walt Disney Pictures in 2009. The duration of this movie is 96 minutes. UP movie is an animated movie that was famous in 2009 because this movie was successful to get the Oscar award for the best-animated movie category. The reason for choosing this movie is the genre of this movie which would not make the students bored when watching it. The researcher believes that this movie could inspire the students when watching it. This movie also enjoyable and contains many good moral messages for the students.

METHODS

To obtain the data that was required to support this research, the researcher employed the quantitative method with utilizing SPPS software to calculate the percentage, frequency, and mean score. This research used a quantitative approach, which is the collection and analysis of numerous data for phenomena interest that described, explained, predicted, or controlled (Gay et al, 2012). In other words, this type of research was used to describe and interpret the data being studied based on the fact that was supported by theories. The total of the research was only one meeting because only to know the ability of the students.

Thus, to achieve the aim of this research, the researcher used this method to obtain a description of the research students' ability of the third-year student of English Language Education Study Program of Universitas Islam Riau in writing a sequence of events based on UP movie.

The population of this research was conducted by the third-year student of English Language Education FKIP UIR. The researcher selected them as the sample of this research because they had already taken several subjects related to a movie such as introduction to literature, this subject had learned by the students in semester five, and this subject had certainly discussed literature aspects such as novel and movie. On the other hand, the students also had learned about how to write the story in writing class as well, and most of the subjects had the same interest and hobby, that was watching a movie. The researcher took the research from the third-year students at English Language Education Study Program of Universitas Islam Riau by using purposive technique. The research data collected and analyzed in two months.

In collecting the data, the researcher used a written test as the instrument for this research. In this situation, because there is a pandemic covid-19 and still exists in our country make we study through online learning. The researcher used Google Forms to collect the data. First, the researcher gave a link to watch the movie, and asked them to watch it and set the time to do the test. According to Wu & Erlam (2016) stated that the timed condition had a significant effect on the length and content quality, so that the time allocated was an equal proportion of the time every learner needed. The writing was measured in terms of length, accuracy, and complexity and was also analytically scored by a trained rater. The researcher gave the students a form of writing test and asked them to write the sequence of events of the movie based on the elements of the plot that was quoted from Gustav Freytag a German novelist in Tehseem & Ali (2015) which contained exposition, complication, climax, falling action, and resolution. After the students finish the test, the researcher collected the test result and to have valid data and measure Students' Ability in Writing Sequence of Events Based on UP Movie by The Third Year Students at English Language Education of Universitas Islam Riau the researcher asked raters to rate the

| 140

students' writing test. After collecting the students 'writing, the researcher the scoring system of writing to evaluated. The researcher adopted the scoring system of writing from Hughes (2003). The further information can be seen in table 1.

Table 1. The Scoring System of Writing

The Aspect of Writing to be Evaluated	Score				
The accuracy in grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1
Mechanics	5	4	3	2	1
Forms/ Organization	5	4	3	2	1
Fluency	5	4	3	2	1

Furthermore, Interpretation the level of the students' score is classified into five levels of mastery that adopted from Wahyuni (2017). The range score can be seen in table 2.

Table 2. Interpretation of the Students' Score in Term of the Level Ability

Range Score	Categories
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

RESULTS AND DISCUSSION

The presentation of the students' scores in each aspect of the data that was gathered in the research findings can be seen in the table 3.

Table 3. The Students' Average Score of Each Aspects of Writing

The Aspect of Writing	Rater X			Rater Y			Average Score of Raters
	$\sum x$	N	M	$\sum x$	N	M	
Grammar	130	35	3.71	121	35	3.46	3.58
Vocabulary	133	35	3.80	125	35	3.57	3.68
Mechanic	127	35	3.63	119	35	3.50	3.51
Form	111	35	3.17	107	35	3.06	3.12
Fluency	114	35	3.26	100	35	2.86	3.06

Regarding the result of the table 2 showed that averages score for grammar aspect is 3.58. It means that most of the students have satisfactory ability for that aspect. The aspect that quite easy according all raters is vocabulary (3.68), based on both rater most of students are able to use appropriate vocabulary in their writing, they could explore their idea and they did know what words they had to use and put on their writing. It can be caused since they are the sixth semester students who took several subjects that are related to improving vocabulary mastery. The students' average score for mechanics aspect is 3.51. It seems that most of the students are able to use punctuations, spellings and capitalization well, however sometimes they still have a little problem. The students average score for form is 3.12. It can be inferred that the students still have some problem in organizing the sentence structure based on sequence of events of the movie. The last average score from fluency aspect is 3.06. Most of students could not explore their ideas into a text in order to make a good paragraph.

After analyzing the averages scores for each aspect of writing from raters, the researcher calculated the percentage and classified the students' ability in writing the sequence of events of the movie. The percentages of the students' ability show that out of 35 who took the writing test, 4 students were in good to excellent level which the percentages are 11.4%. 27 students were in average to good level which the percentage is 77.1%. 4 students gain poor to average level with the percentages is 11.4% and no one of the students (0%) got poor level. It can be inferred that the third-year students of English study program of Universitas Islam Riau have satisfied ability in writing sequence of events of the movie. The percentages can be seen in the figure 2.

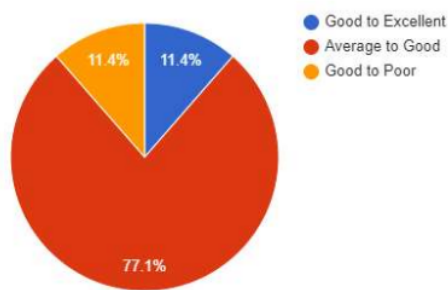Figure 2. The Percentage of the students' ability

Based on the researcher's analysis from the result of the research, the highest score that most students could gain was in Vocabulary aspect with the mean score 3.68. The researcher assumed that the main reason why vocabulary could be the highest score was because of the students' interest in watching the movie. It was true that watching movie is useful for the students, they could enjoy learned through used a movie and it is much easier for students to enjoy a lesson they are actually interested in, than having material forced upon them (Heffernan, 2005). By watching the movie, students could gaine the new vocabularies and enrich their vocabulary so they could select the appropriate words when writing the sequence of events of the movie. The second reason why vocabulary could be the highest score was because of their background knowledge.

According to Tawalbeh & Al-zuoud (2013) the background knowledge that students already have can be of assistance in avoiding mistakes and making it easier for students to write. In line with their statements, Hailikari et al (2008) points out that there is a strong connection between background knowledge on the one side and learning and student achievement on the other. The third-year students had learnt several subjects that related to the improving vocabularies mastery since they were in first semester. Every subject in English study program have to relate to the vocabulary because without vocabulary mastery, the subject will be meaningless.

Meanwhile, the lowest score that the students could gained was in Fluency with the mean score 3.06. From the fluency they did not explain fluency properly and correctly the use of word choice is also inappropriate. Although there were the higher as well as the lowest score for each aspect, the researcher regards that was still acceptable because the average score for all aspect according all raters was 3.39. So, in this case the researcher could interpreted that the third-year students were able to write the sequence of events of the movie.

CONCLUSIONS

Based on research findings the average score of the test result of the students' ability in writing sequence of events of the movie was 67.83. it means that the students' ability was from average to good level. Moreover, the students' mean score

in writing descriptive text in terms of grammar is 3.58, in terms of vocabulary is 3.68, in terms of mechanics is 3.51, in terms of form is 3.12, and in terms of fluency is 3.06.

The researcher found out that most of the students made mistake in form and fluency. For form aspect, the students still had problem in arranging the sentence structure, while for fluency aspect, most of the students' mistakes made in making coherence sentences. The researcher also found out that the highest score from all aspect that most students gain was vocabulary aspect.

The researcher found that there was a significant influence between students' interest and background knowledge to their achievement. The students' interest in watching movie gave valuable contributions to the students' ability in writing the sequence of events of the movie. It could be shown by the students' score in vocabulary aspect as the highest score the most students could gain.

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