

**An Analysis of Students' Ability in Writing Sequence of Events Based on UP
Movie by The Third Year Students at English Language Education of UIR**

A THESIS



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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU**

ABSTRACT

This research was conducted aiming to an analysis of students' ability in writing sequence of events based on UP movie by the third-year students at English Language education of UIR. Writing a sequence of events of a movie is one of the proper ways to gain the students' interest in writing. In writing 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 movie. By watching well students can understand the storyline and the intent of the movie.

This study was descriptive research and the method used in this research is quantitative method. The subject of this research were the students at the third year while the sample was class D consisted of 35 students and this research focused on five aspects of writing, through writing the sequence of events the students can develop their idea, vocabularies, grammatical rules, and ability in writing based on the story they read and watch. 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 77.1%. 4 students gain poor to average level with the percentage is 11.4% and no one 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 vocabulary aspect with the mean score 3.68. Meanwhile, the lowest score that the students could gained was in fluency with the mean score 3.06. So, in this case the researcher could interpreted that the third-year students were in average to good level and able to write the sequence of events of the movie.

Keywords: Analysis, Writing Ability, Sequence of Events.

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ABSTRACT

Penelitian ini dilakukan dengan tujuan untuk menganalisis kemampuan siswa dalam menulis urutan peristiwa berdasarkan film UP oleh siswa tingkat tiga di pendidikan Bahasa Inggris UIR. Menulis urutan peristiwa dalam sebuah film merupakan salah satu cara yang tepat untuk menarik minat siswa dalam menulis. Dalam penulisan rangkaian peristiwa film, media berperan penting dalam melaksanakan kegiatan ini. Siswa dapat menceritakan kembali dengan menulis jika mereka memiliki keseriusan dalam menonton film. Dengan menonton dengan baik siswa dapat memahami jalan cerita dan maksud dari film tersebut.

Penelitian ini merupakan penelitian deskriptif dan metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Subjek penelitian ini adalah siswa tingkat tiga yang mana sampelnya adalah kelas D yang terdiri dari 35 siswa dan penelitian ini difokuskan pada lima aspek menulis, melalui menulis urutan peristiwa siswa dapat mengembangkan ide, kosa kata, aturan tata bahasa, dan kemampuan menulis berdasarkan cerita yang mereka baca dan tonton. Dalam pengumpulan data, penelitian ini menggunakan Google form untuk mengumpulkan hasil tes menulis siswa.

Dari analisis data 35 siswa yang mengikuti tes menulis, 4 siswa berada pada tingkat baik sampai sangat baik dengan persentase 11,4%. 27 siswa berada pada tingkat rata-rata sampai baik dengan persentase 77,1%. 4 siswa memperoleh tingkat kurang sampai rata-rata dengan persentase 11,4% dan tidak ada satu siswa (0%) yang memperoleh tingkat kurang baik. Berdasarkan analisis peneliti dari hasil penelitian, nilai tertinggi yang dapat diperoleh sebagian besar siswa adalah pada aspek kosa kata dengan nilai rata-rata 3,68. Sedangkan nilai terendah yang dapat diperoleh siswa adalah kefasihan dengan nilai rata-rata 3,06. Jadi, dalam hal ini peneliti dapat menginterpretasikan bahwa siswa tingkat ke tiga berada pada level rata-rata hingga baik dan mampu menulis urutan peristiwa dalam film.

Kata kunci: Analisis, Kemampuan Menulis, Urutan Kejadian.

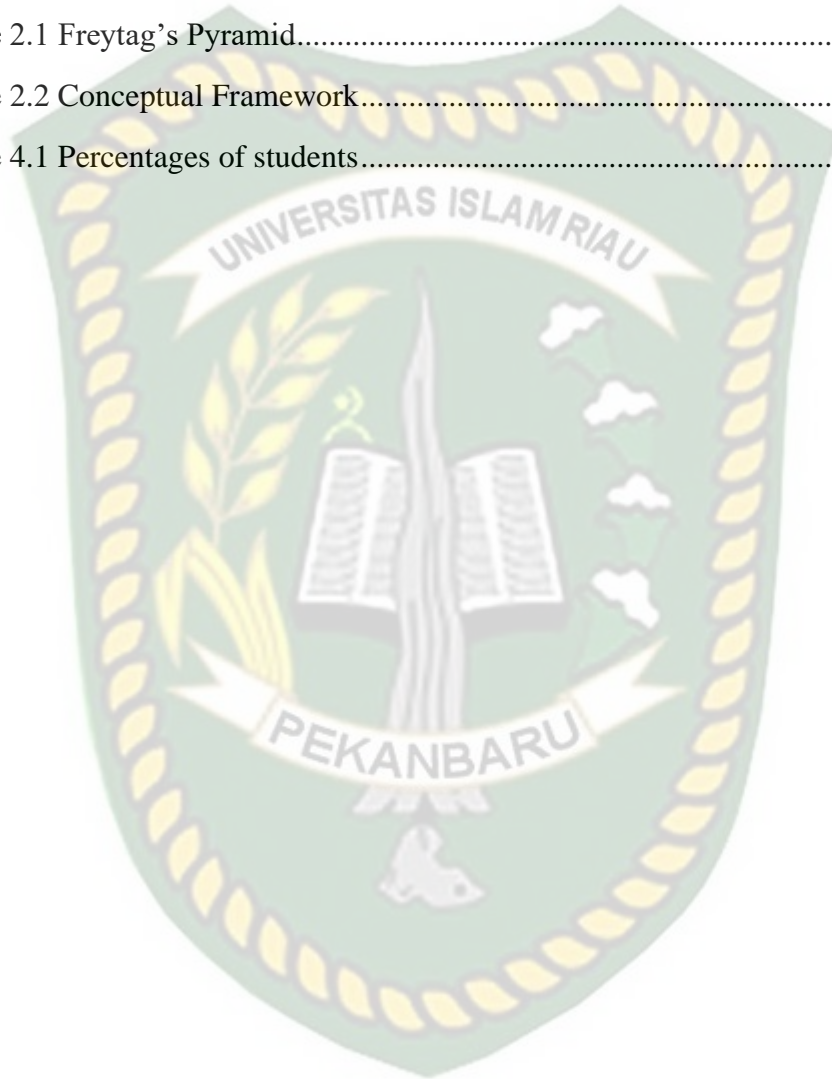
TABLE OF CONTENTS

THESIS APPROVAL	i
THESIS	i
LETTER OF NOTICE	Error! Bookmark not defined.
THESIS GUIDANCE AGENDA	iv
DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF FIGURES	xii
LIST OF TABLES	xiii
 CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 The Setting of the Problem	5
1.3 Limitation of the Problem	6
1.4 Formulation of the Problem	7
1.5 The objective of the Research.....	7
1.6 Significance of the Research.....	7
1.7 Definition of the Key Terms	8
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 An Overview of Writing	11
2.1.1 Definition of Writing	11
2.1.2 Aspect of Writing.....	12
2.1.3 Purpose of Writing	13
2.2 Writing Ability.....	13

2.3	Writing Sequence of Events in Constructing Plot.....	14
2.3.1	Definition Plot.....	14
2.3.2	Elements of Plot.....	15
2.3.3	Tips Writing a Plot.....	16
2.4	The Scoring System for Writing Test	18
2.5	An Overview of Movie	21
2.6	Related Studies.....	22
2.7	Conceptual Framework.....	24
CHAPTER III RESEARCH METHODOLOGY		
3.1	Research Design.....	27
3.2	Location and Time of the Research	28
3.3	Population and Sample of the Research.....	28
3.4	The instrument of the Research	30
3.5	Data Collection Technique.....	31
3.6	Data Analysis Technique	32
CHAPTER IV RESEARCH FINDINGS		
4.1	The presentation of Research Finding.	33
4.2	The interpretation of the research findings	42
CHAPTER V CONCLUSIONS AND SUGGESTION		
5.1	Conclusion	45
5.2	Suggestion.....	46
REFERENCES.....		48
APPENDICES.....		53

LIST OF FIGURES

Figure 2.1 Freytag's Pyramid.....	14
Figure 2.2 Conceptual Framework.....	23
Figure 4.1 Percentages of students.....	41



LIST OF TABLES

Table 2.1 The Scoring System of Writing	17
Table 3.1 Distribution of the Population.....	28
Table 3.2 The BluePrint of Writing Test	29
Table 3.4 The Level of The Students' Score.....	31
Table 4.1 Result score according to first rater	33
Table 4.2 Presentation score according to fist rater	34
Table 4.3 The result score according to second rater.....	36
Table 4.4 Presentation score according to second rater	37
Table 4.5 Average score according to all raters	39
Table 4.6 Percentages according to all raters.....	40
Table 4.7 The mean score of the students	41

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

A Language is a tool of communication for connecting with others. Rabiah (2018) stated that language is a tool to interact or tools to communicate, in a sense, means to convey thoughts, ideas, concepts, or even a feeling. The concept that language is a tool to convey the thought has had a long history. 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. 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) 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

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. 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 determining the title of 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 spare time, and also asked them about writing. Based on the researcher's interview, most of the English students had the same interest, which was watching a movie. They said that watching a movie is one of their activity every day in their spare time 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 of UIR, 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 and vocabulary in context at second semester.

In this research, the researcher specified the writing in write a sequence of events of the movie. In this research, the researcher choosed the animated movie “UP” to be the learning media that researcher applied. UP movie was famous in 2009 because this movie successful got the oscar award for the best animated movie

category, the genre of this movie would not make the students bored when watching and the researcher believes that this movie could inspire the students when watching. This movie also enjoyable and contains many good moral messages for the students. In this research, 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 writing 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, based on the explanation the researcher tried to do a study dealing with the explanation and the study entitles "**An Analysis of**

Students' Ability in Writing Sequence of Events Based on UP Movie by The Third Year Students' at English Language Education of UIR”.

1.2 The Setting of the Problem

English students are expected to learn the four major language skills; listening, speaking, reading, and writing. In writing subjects, the students also learn about how to retell the story of a novel, short story by writing them down, etc. In this research writing sequence of events was did on a movie by the third-year students who have generally learned about it before. The reason for conduct this research is that writing is a very necessary fundamental skill that students must learn.

In this case, using a movie is only as a media or another form of students' writing activity that will be expected to be a proper way to gain their attention and interest in writing. Writing a plot of a story or novel and movie is also learned by the third-year students of English Language Education of UIR in the subject is an introduction to literature. In this subject the students learned how to write the plot and retell the sequence of events of a movie or novel that involved elements in constructing plot; exposition, complication, climax, falling action, and resolution. Concerning carrying out the research activities correctly and analyzing the data, the researcher needs to identify the setting of the problem as follows:

First, many students believe that writing is too difficult. The writing problems based on that statement are some of the students have difficulty in organizing the

sentences into good paragraphs. Second, 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 use capitalization, punctuation, and grammar errors, and mental fatigue or bored while writing and make them do not have interest in studying writing ability.

Furthermore, the movie as a media that can help focus students' attention to becoming more involved and interested in studying English writing, and a movie as a support tool for learning, the existence of a movie can help students to appreciate and understand knowledge and writing can be learned with easily through using students' interest or hobby and have high motivation to get the best result for their writing ability.

1.3 Limitation of the Problem

This research focused on the ability of the third-year students in writing a sequence of events of the movie, particularly after they watch the movie. The researcher asked students to write the sequence of events of the movie entitled "UP". In this case, the researcher used the elements in constructing the plot, they are exposition, complication, climax, falling action, and resolution. If the students can understand and comprehend the storyline of this movie well, inhibiting problems in writing the sequence of events from this movie would not come.

1.4 Formulation of the Problem

Based on the limitation above, the researcher formulates the research problem as follows: *“How good is the ability of the third-year students at English language education FKIP UIR in writing sequence of events based on the movie?”*

1.5 The objective of the Research

In line with the formulation of the problem, the objective of this research was to know the ability of the third-year students of English language education FKIP UIR in writing skills especially in writing the sequence of events based on a movie.

1.6 Significance of the Research.

The findings of this research are expected to give some valuable contributions as follows:

1. The lecturer

This research can give a contribution to the lecturer about the students' ability in writing sequence of events. Through the research finding the researcher expects that the lecture knows the students' ability in writing a sequence of events based on a movie.

2. For students

Giving some information for the students about their ability in writing especially in retelling the sequence of events based on the movie so that they would motivate themselves to improve their writing ability.

3. For other researchers

This research also expects to provide information to the next researchers who are interested in conducting research related to writing a sequence of events. Through the research finding, the researcher expects to provide information related to the ability of the third students in writing a sequence of events. The researcher also expects that it can encourage other researchers to conduct similar research or even further research related to the finding.

1.7 Definition of the Key Terms

1. Analysis

An analysis is that the technique of processing the idea into simpler parts so that its conceptual structure looks clearer and easier to understand (Blackburn, 2016). In this research, analysis is a research activity to know

the ability of the third-year students in writing a sequence of events based on the movie.

2. Writing Ability

Writing ability is the activity of creating sentences that are linked together in a certain way and forming a coherent unity in the selection and organization of experiences with a purpose and also as the production of sentences as an instance of usage (Hasibuan & Handayani, 2018). Writing ability in this research is an activity of the students in expressing their ability in writing a sequence of events.

3. Movie

This word means that a dynamic visual media that presents a scene, event, and narration in the form of moving images (Kurniasih et al., 2018). This research movie is a series of moving pictures recorded with a sound that tells the story that will be shown for students. Movie in this research is also used as a media to level the students' ability in writing the sequence of events of the movie.

4. Sequence of Events

The sequence of events means the order of particular events that are arranged based on the storyline of the movie, in this research, it is the arrangement of events that make up the story based on the form of constructing a plot.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 An Overview of Writing

2.1.1 Definition of Writing

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.

2.1.2 Aspect of Writing

According to Rohim (2019), there are five aspects of making writing, they are:

1. Organization: It 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.
2. 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.
3. Grammar: grammar is partially about learning what structures in a language are possible and allows students to create a text.

4. Vocabulary: The ability to choose vocabulary is important for writing a story. The students should then express their ideas in a good word.
5. Mechanics: Mechanics 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.

2.1.3 Purpose of Writing

According to Ur (1996), the purpose of writing, in principle, is the expression of ideas or the conveying of messages to the reader. So, the ideas themselves should arguably be seen as the most important writing aspect. Sultan & Hasanuddin (2020) states that the purposes of writing are to give information (informative discourse), to do assignment or task (knowledge) to persuade the reader (persuasive discourse), to entertain the reader (literary discourse), to make an expression of feeling or to make a strong emotion of the reader (expressive discourse). From the purpose stated by Sultan and Hassanudin, that the purposes of writing are to give information, to give knowledge, to persuade, to entertain, and to express the feeling of the researcher.

2.2 Writing Ability

One's writing could be used to assess the knowledge of a person's language. If a person has a good ability to write, it means that he or she has a good knowledge

of English. Nunan says in Maarof & Murat (2013) states that the most difficult to do in language learning is to produce a coherent, fluent, extended piece of writing. It means that to produce writing must be coherent and fluent.

Ability level is the characteristic mode of functioning that a person displays in a very coherent and convincing way in intellectual activities. It is supported by David and Floyd in Adeyemo (2010) state that high-ability learners are smarter than low or medium capacity learners to solve tasks in the science course. According to them, intelligence is the general level of cognitive activity, representing the capacity to grasp concepts and use complex concepts to solve intellectual problems.

On the support of some definitions, it can be concluded that the ability to write means the task of producing pieces of written work linked together in certain ways and forming a coherent whole in its purposeful collection and arrangement of experience, as well as in the creation of sentences of use. The ability to write in this process/cognitive-oriented approach is described as the ability to introduce and generate concepts and to use some revision and editing practices to develop them to maturity in a given context.

2.3 Writing Sequence of Events in Constructing Plot

2.3.1 Definition 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.

2.3.2 Elements of Plot

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.

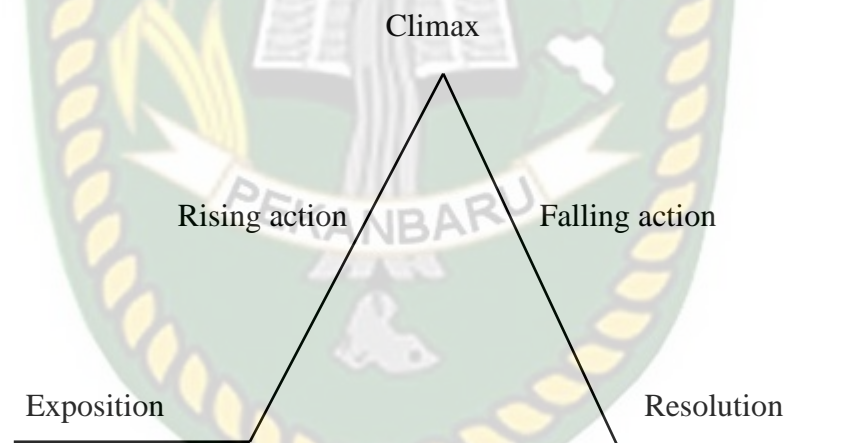


Figure 2.1 Freytag's Pyramid

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.

1. Exposition

Exposition is the initial part of a plot that describes the basic information of a story.

2. Rising action

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.

3. Climax

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.

4. Falling Action

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.

5. Resolution

When the story comes to an end, resolution plays a role. It indicates the finish of the story, with no problems and issues remaining.

2.3.3 Tips Writing a Plot

Here are the tips in writing suggested by Ashida & Kojiri (2019):

1. Design the plot from the conflict.

A sequence of events makes up the plot of a story. Typically, these incidents are motivated by some kind of conflict or struggle between opposing forces. The key characters in a story, the protagonist, will fight against another character, his or her setting, a supernatural force, or against an internal conflict over a difficult choice he or she makes.

2. Going to start with a plot diagram

It is useful to arrange your thoughts before writing a plot by making a story map or outline in point form. Note the title on your plot map, and make short comments about the setting and main characters. Then identify the problem or conflict in the story. Although the actions mentioned in your diagram of the story must all contribute to the main problem, you must understand the topic clearly and who is interested in it. Finally decide whether or not the issue has been settled in support of the protagonist or the antagonist in the resolution part, or whether it is left unresolved.

3. Write down a plot

The story map includes all the details that you need to write a plot. The next step is to use your notes to compose a well-developed essay. At the beginning of the paragraph, signify the title and author of the short story. To give the reader some insight into the plot, you may provide a quick overview of the settings and the main characters, but make sure you avoid lengthy explanations.

Also, define the conflict or problem in which the characters are involved, and then write the events relevant to the problem in the order in which they

appear in the plot. Be sure you re-tell events in your language and use transfer terms to explain how one event affects or contributes to another. In the final statement, tell us how the conflict in the story has been fixed.

2.4 The Scoring System for Writing Test

According to Hughes (1993:92), the scoring system of writing is as follows:

Table 2.1 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

Then, to give score range 1-5 based on the components of writing that are used for evaluation can be explained below:

1) Grammar

The classification for scoring grammar is as follows:

5. Some errors of grammar or word order do not, however, interfere with comprehension.
4. Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.

3. Errors of grammar or word order very frequent; efforts of interpretation sometimes required on the reader's part.
2. Errors of grammar or word order very frequent; the reader often has relied on their interpretation.
1. Grammatical or word-order mistakes so serious that interpretation is difficult.

2) Vocabulary

The classification for scoring vocabulary is as follows:

5. Using suitable words only sometimes or depends on circumlocutions; expression of thoughts is not hampered.
4. Using wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3. Limited vocabulary and frequent errors hinder the expression of ideas.
2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

3) Mechanic (Using Punctuation)

The classification for scoring mechanics is as follows:

5. Occasional errors in punctuation or pronunciation that do not mess with understanding.
4. Error in punctuation or spelling fairly frequently; occasional re-writing necessary for full comprehension.
3. Frequent punctuation or spelling errors; these may contribute to obscurity.
2. Errors in punctuation or spelling so frequent that the reader must often rely on their interpretation.
1. Errors in punctuation or spelling as severe as to make comprehension virtually impossible.

4) Form (Organization)

The classification for scoring form (organization) is as follows:

5. Material well organize; links could occasionally be clear but communication not impaired
4. Some lack of organization; re-write required for clarification of ideas.
3. Little or attempt of connectivity, through the researcher, can deduce some organization.
2. Individual ideas may be clear, but very difficult to decide the connection between them.
1. A profound lack of coordination such that contact is severely hampered.

5) Fluency (Coherence and Cohesion)

The classification for scoring fluency is as follows:

5. Occasional lack of continuity in form and word use, which does not hinder overall communication ease.
4. “Patchy”, with some structure and vocabulary items noticeably inappropriate to generate style.
3. Structure and vocabulary objects are also not only inadequate but sometimes misused; there is a lack of contact ease.
2. Communication is hampered by structure and vocabulary that are entirely inadequate or misused.
1. A “hatch-patch” of half-learned misused structure and communication almost impossible.

2.5 An Overview of 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 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 choosed 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.

The reasons why the “UP” movie was chosen in this study:

1. The movie is a movie with a category of all ages so there are no scenes that are not suitable for students to watch.
2. The dialogue in the movie is very controlled, tends to be standardized and there are no taboo and rude expressions.
3. In terms of the story, it is very good, it can provide moral lessons about love, sacrifice, hard work, and friendship.

2.6 Related Studies

The first research was conducted by Heffernan (2005) titled Watching Movie Trailers in ESL Class at Ritsumeikan University in Japan. Here Heffernan has given a hand-out for the students with some instruction to do. He also provided the link for movie trailers and asked the students to choose one of movie trailers for that link. Next, he asked them to outline the plot of the movie chosen. He found that students tended watching more than one movie trailers. At last, Heffernan has found that it is useful for the students because at least, they could enjoy a lesson they are actually interested in. In this case, based on preliminary interviews conducted by researcher, many students are interested in watching movie, so by watching movie

well the students can understand what the movie means and they can even tell it again by writing them down.

The second research was conducted by Siswandi et al (2016) at the University of Riau with titled a study on the ability of the third-year students of English study program FKIP UR in writing sequence of events of Reed's movie Yes Man. In his research, students were asked to watch movies and write a sequence of events based on the movie. As a result of the research, the author concluded that the skill of students to write a sequence of events was average to good (70.37). It was proven by the mean score of the students based on three raters. The similarities between Siswandi's research and this research are focused on writing a sequence of events and the method that is used is descriptive research. The difference between both the research is the previous research was applied to a third-year student at the University of Riau. Meanwhile, this thesis was applied to the third-year student of UIR.

2.7 Conceptual Framework

The conceptual framework is a mechanism that the researcher claims will help describe the natural progression of the concept to be studied (Camp cited in Adom & Hussain, Emad. Kamil. and Joe, 2018). Thus, the framework makes it easier for the researcher to identify and define concepts within the context of the study problem. (Luse et al., 2012). For this situation, the conceptual framework is to explain the and comprehend the research.

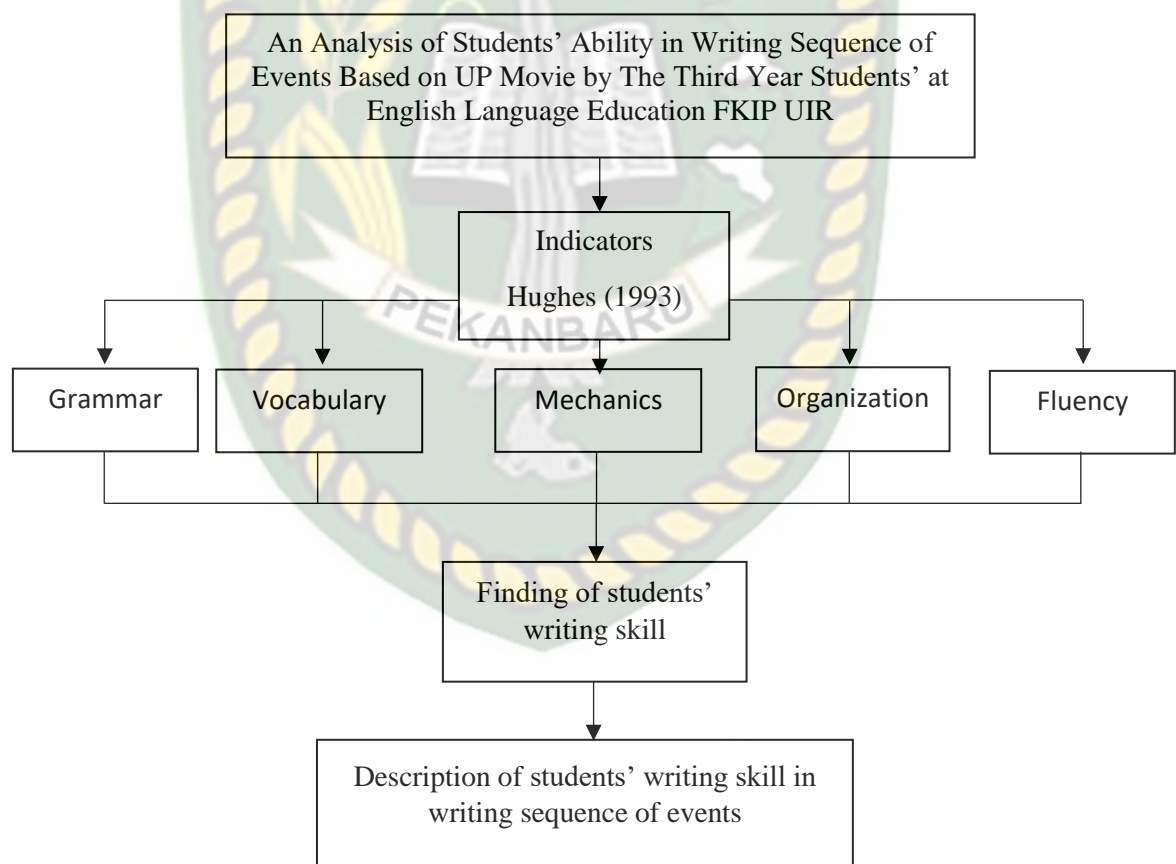


Figure 2.2 Conceptual Framework

Example of Sequence of events of the movie entitled Titanic:

1. Exposition.

The Titanic movie starts in 1912 when Jack wins and obtains a ticket aboard the magnificent Titanic ship. There, Jack fell in love with a woman named Rose whom he met, but Rose already has a fiancé named Cal. The beginning of the story tells us about the differences in social class between the two characters, which makes the audience curiouser about the story and what happens to Jack, Rose and Cal.

2. Complication.

This titanic story continues with Jack and Rose having a secret relationship. At first, Rose was frustrated with her life because she didn't want to be married because of the materialistic encouragement of her family and forced her to marry Cal for the sake of wealth. Jack who saw it tried to convince Rose not to do it and made Rose fall in love with Jack.

3. Climax

When the ship hit the iceberg became the climax of this titanic movie. When the ship wanted to sink, Rose, who had been evacuated to the lifeboat, chose to return to the ship because she did not want to leave Jack.

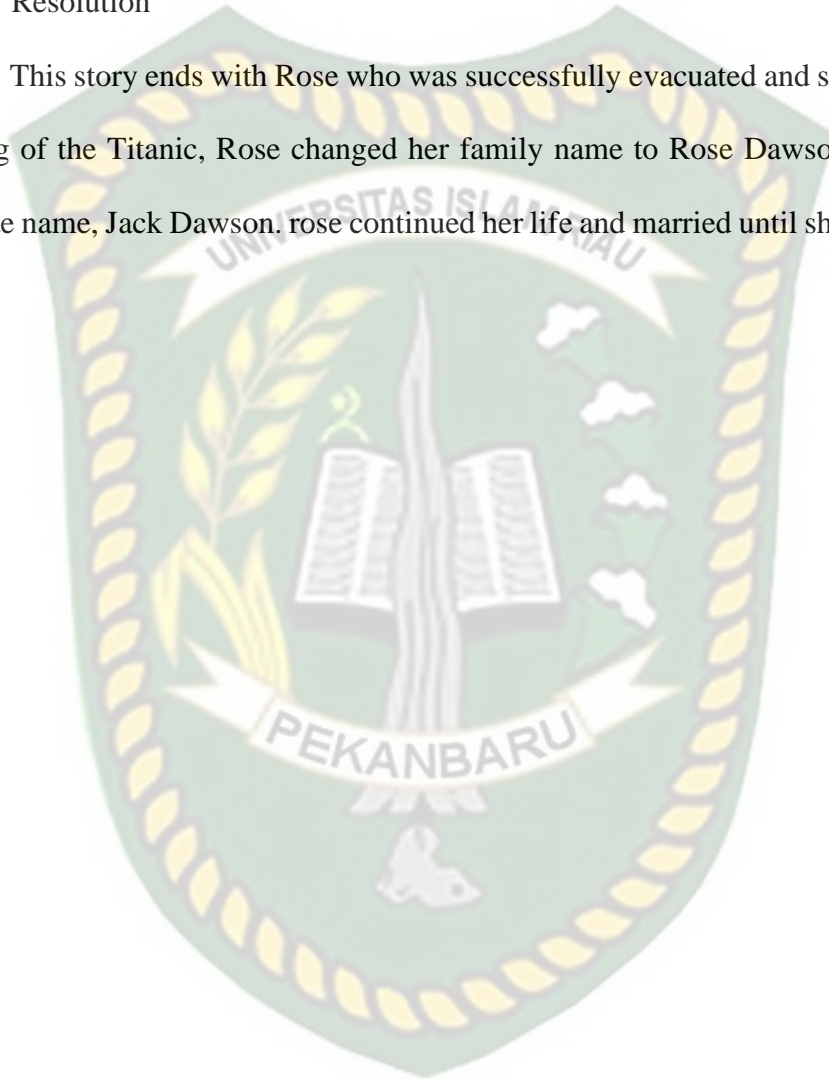
4. Falling Actions

The falling action of the Titanic started when they were already floating in the sea, because of the very cold weather Jack had hypothermia and died. Rose who

saw it felt sad and could not do anything. but he survived and survived. and this incident can be seen falling action ending the complication.

5. Resolution

This story ends with Rose who was successfully evacuated and survived the sinking of the Titanic, Rose changed her family name to Rose Dawson from her favorite name, Jack Dawson. rose continued her life and married until she grew old.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was descriptive research in which has only one variable was applied in attempts to find out the student ability in writing a sequence of events based on a movie. As Gay pointed out in Sukarta (2017), descriptive research deals with the representation of population data and characteristics. Furthermore, Noor (2011) also clarifies that descriptive research defines an occurrence, an event that now happens. This means descriptive analysis has to do with the situation currently happening now, uses one or more variables, and analyses them.

To obtain the data that was required to support this research, the researcher employed the quantitative method. This research used a quantitative method, which is the collection and analysis of numerous data for phenomena interest that described, explained, predicted, or controlled (Gay et al, 2011). 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 FKIP UIR in writing a sequence of events based on UP movie.

3.2 Location and Time of the Research

The researcher took the research from the third-year students at English Language Education of UIR. The research data collected and analyzed in two months.

3.3 Population and Sample of the Research

The population is the larger group from which a sample is selected or the group to which the researcher would like to generalize the results of the study (Gay, 2009). Sekaran (2003) adds that the population refers to the whole community of individuals, incidents, or items of interest to be investigated by the researcher. It can be concluded that the population is defined as all members of any well-defined class of people, things, objects, events, or subjects with a certain character as the sources to be researched.

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.

Table 3.1 Distribution of the Population

No	Semester	Academic Year	Class	Number of Students
1	6	2020/2021	A	33
2			B	37
3			C	38
4			D	35
Total of Students				143

The third-year students have four classes, they were classes A, B, C, and D. Class A consisted of 33 students, class B consisted of 37 students, class C consisted of 38 students, and class D consisted of 35 students. The whole population is 143 students. Because the number of populations is large, the researcher must sample them. To do that the researcher used cluster random sampling. According to Gay cited in Agus Prananda (2016), Cluster sampling is a randomly selected group, not an individual. All the member of selected groups has a similar characteristic.

The researcher took one class as a sample since it is impossible to take students from four classes with certain characteristics. For this purpose, the researcher randomly selected the classes. The researcher used a lottery, the researcher wrote the names of the classes (6A, 6B, 6C, and 6D) on pieces of paper and put them into a box. Then, the researcher shook them and picked one of them for the sample. The name of a class written in the paper came to the sample of this research and also the students of the class which he or she represented.

3.4 The instrument of the Research

To get the data, the instrument that was used by the researcher is the writing test, this test is intended to know particularly writing the sequence of events based on the UP movie. The indicators of the writing test are in the following table:

Table 3.2 The Blue Print of Writing Test (Sequence of Events)

Type of Activity	Topic	Indicators
Writing Test	Writing a Sequence of Events based on plot structure.	To identify the significant aspects of a sequence of events essay written by students in terms of:
	1. Exposition	1. Grammar
	2. Complication	2. Vocabulary
	3. Climax	3. Mechanics
	4. Falling action	4. Form/organization
	5. Resolution	5. Fluency

3.5 Data Collection Technique

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. Additionally, Coffman (1971) pointed out that what an examinee can produce in limited time differs from what he can produce in a longer time, and the different form for every participant (p. 276). 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 UIR the researcher asked raters to rate the students' writing test. The raters analyzed the data used the rubric score based on Hughes's theory.

3.6 Data Analysis Technique

Data analysis techniques in this research used computation calculation SPSS (Statistical Product and Service Solution) version 25.0 for windows. First, the data of students' scores in writing tests by the raters were analyzed in option Transform Compute Variable to calculate the individual score of students. After got all of the students' scores, the researcher calculated the mean score and the percentage of students' ability in writing sequence of events by using Descriptive Analysis Statistic Option through statistical tool, SPSS 25.0 version.

Furthermore, Interpretation the level of the students' score is classified into five levels of mastery. The classification can be seen in the following:

Table 3.4 Interpretation of the Students' Score in Term of the Level Ability

No	Score Classification	Categories
1	80-100	Good to Excellent
2	60-79	Average to Good
3	50-59	Poor to Average
4	0-49	Poor

Adopted from Wahyuni (2017)

CHAPTER IV

RESEARCH FINDINGS

This chapter consists of two sections: The presentation of research findings and the interpretation of the research findings.

4.1 The presentation of Research Finding.

This research was conducted to find out the ability of the third-year students of English study program in writing the sequence of events based on UP movie. Based on five aspects of writing, the researcher found out the highest as well as the lowest score for all aspects that was gained by the students. The researcher assumed the score that was gained by the students was influenced by their interest and background knowledge. In this chapter the researcher presented the result of the research findings, they were the students' score in each aspect of writing, the percentage of the students' ability in writing, and the mean score of the students' ability in writing.

There were 35 students who took the test and they had to write the sequence of events of the story based on the movie they watched. The students' score was taken from their result which was rated by the rater. And then, the total score of students calculated by using the Transform Compute Variable to calculated the individual score of students, and calculated the mean score and the percentage of students' ability in writing sequence of events by using Descriptive Analysis Statistic Option through statistical tool, SPSS 25.0 version.

Table 4.1 The result of the students' writing according to first rater

Students	G	V	M	F1	F2	Total	Score	Classification
1	4	3	4	3	4	18	72	average to good
2	3	4	4	2	3	16	64	average to good
3	4	3	4	2	2	15	60	average to good
4	4	4	4	3	3	18	72	average to good
5	3	3	3	1	2	12	48	poor
6	3	4	4	3	3	17	68	average to good
7	3	4	3	4	3	17	68	average to good
8	3	3	2	2	2	12	48	poor
9	3	4	3	5	4	19	76	average to good
10	3	4	4	2	3	16	64	average to good
11	3	4	5	5	4	21	84	good to excelle
12	4	4	3	4	4	19	76	average to good
13	4	4	4	4	4	20	80	good to excelle
14	4	3	4	3	4	18	72	average to good
15	4	4	3	3	3	17	68	average to good
16	3	4	2	4	3	16	64	average to good
17	4	5	5	4	4	22	88	good to excelle
18	4	4	4	5	5	22	88	good to excell
19	3	3	3	3	2	14	56	poor to average
20	4	5	4	4	4	21	84	good to excell
21	5	5	4	5	5	24	96	good to excell
22	4	4	3	1	2	14	56	poor to average
23	4	3	4	4	3	18	72	average to good
24	3	4	3	1	2	13	52	poor to average
25	4	4	3	2	3	16	64	average to good
26	4	5	4	5	5	23	92	Good to excelle
27	4	3	4	3	3	17	68	average to good
28	4	3	4	3	4	18	72	average to good
29	4	3	2	3	2	14	56	poor to average
30	3	4	4	2	3	16	64	average to good
31	4	4	4	3	4	19	76	average to good
32	5	4	5	4	4	22	88	good to excelle
33	4	4	4	3	3	18	72	average to good
34	4	4	3	3	3	17	68	average to good
35	4	3	4	3	2	16	64	average to good
Total Score							2460	

In table 4.1 showed students' scores based on the first rater. From rater 1 the total score of students is 2460. There were 8 students were categorized in good to

excellent level, 21 students were categorized in average to good level, 4 students in poor to the average level, and 2 students was categorized in poor level. The presentation of the students' scores in each aspect of the data that was gathered in the research findings can be seen in the following tables:

Table 4.2 The presentation of the students' scores in each aspect of writing according to the first rater.

The Score Range	Grammar		Vocabulary		Mechanics		Form		Fluency	
	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	3	8,6	0	0
2	0	0	0	0	3	8.6	6	17.1	8	22.9
3	12	34.3	11	31.4	10	28.6	13	37.1	13	37.1
4	21	60.0	20	57.1	19	54.3	8	22.9	11	31.4
5	2	5.7	4	11.4	3	8.6	5	14.3	3	8.6
	$\Sigma x = 130$ N = 35 M = 3.71		$\Sigma x = 133$ N = 35 M = 3.80		$\Sigma x = 127$ N = 35 M = 3.63		$\Sigma x = 111$ N = 35 M = 3.17		$\Sigma x = 114$ N = 35 M = 3,26	

Based on table 4.2 shown students' score classification in each aspect of writing from first rater that can be seen among 35 students. First, total of grammar score was 130 and the mean was 3.71. Based on the table 4.2 above the details were 12 students (34.3%) got the score 3, 21 students (60%) got score 4, and 2 students (5,7%) got the score 5. Second, the result of vocabulary score could be seen that the score was 133 and the mean was 3.80. The details of students score on vocabulary were 11 students (31.4%) got score 3, 20 students (57.1%) got score 4, and 4

students (11.4%) got score 5. Third, the students' mechanism score was 127 and the mean was 3.63. There were 3 students (8.6%) got score 2, 10 students (28.6%) got score 3, 19 students (54.3%) got score 4, and 3 students (8.6%) got score 5. Fourth, the students score of form aspect was 111 and mean was 3.17. There were 3 students (8.6%) got score 1, 6 students (17.1%) got score 2, 13 students (37.1%) got score 3, 8 students (22.9%) got score 4, and 5 students (14.3%) got score 5. Last, the aspect of fluency score was 114 and the mean was 3.26. The details were 8 students (22.9%) got score 2, 13 students (37.1%) got score 3, 11 students (31.4%) got score 4, and 3 students (8.6%) got score 5. From all the aspect, the highest mean score was Vocabulary (3.80) and the lowest aspect was form (3.17).

Table 4.3 The result of the students' writing According to the Second Rater

Students	G	V	M	F1	F2	Total	Score	Classification
1	4	4	3	2	2	15	60	Average to good
2	4	3	3	3	3	16	64	average to good
3	4	4	2	2	3	15	60	average to good
4	4	4	3	2	2	15	60	average to good
5	4	4	3	2	2	15	60	average to good
6	3	4	3	4	4	18	72	average to good
7	3	3	4	4	4	18	72	average to good
8	3	3	3	2	2	13	52	poor to average
9	4	4	3	4	3	18	72	average to good
10	3	4	4	2	2	15	60	average to good
11	3	4	4	4	3	18	72	average to good
12	4	3	3	4	4	18	72	average to good
13	3	3	4	4	4	18	72	average to good
14	4	3	3	4	3	17	68	average to good
15	4	4	3	2	2	15	60	average to good
16	3	4	4	4	3	18	72	average to good
17	3	4	4	3	3	17	68	average too good
18	2	3	3	4	3	15	60	average to good
19	3	3	3	2	2	13	52	poor to average
20	3	3	4	5	4	19	76	average too good
21	4	5	4	5	4	22	88	good to excellent
22	2	3	3	2	1	11	44	Poor
23	3	4	4	4	3	18	72	average to good
24	4	4	4	2	3	17	68	average to good
25	3	4	3	3	2	15	60	average to good
26	3	4	3	3	5	18	72	good to excellent
27	4	3	3	2	2	14	56	poor to average
28	4	3	4	2	2	15	60	average to good
29	4	4	3	3	2	16	64	average to good
30	3	4	3	2	3	15	60	average to good
31	3	3	4	4	4	18	72	average to good
32	5	3	4	3	4	19	76	average to good
33	3	3	4	4	3	17	68	average to good
34	4	4	4	2	2	16	64	average to good
35	4	3	3	3	2	15	60	average to good
Total Score							2288	

In table 4.3 shows students scores based on second rater. From rater 2 the total score of students is 2288. There were 2 students was categorized in good to excellent level, 29 students were categorized in average to good level, 3 students in poor to average level, and 1 student was categorized in poor level. The presentation of the students scores in each aspect of th that was gathered in the research findings can be seen in the following tables:

Table 4.4 The presentation of the students' scores in each aspect of writing according to second rater.

The Score Range	Grammar		Vocabulary		Mechanics		Form		Fluency	
	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	0	0	0	0	1	2.9
2	2	5.7	0	0	1	2.9	14	40.0	13	37.1
3	16	45.7	16	45.7	19	54.3	7	20.0	12	34.3
4	16	45.7	18	51.4	15	42.9	12	34.3	8	22.9
5	1	2.9	1	2.9	0	0	2	5.7	1	2.9
	$\Sigma x = 121$ N = 35 M = 3.46		$\Sigma x = 125$ N = 35 M = 3.57		$\Sigma x = 119$ N = 35 M = 3.40		$\Sigma x = 107$ N = 35 M = 3.06		$\Sigma x = 100$ N = 35 M = 2,86	

Based on table 4.4 shown students' score classification in each aspect of writing from first rater that can be seen among 35 students. First, total of grammar score was 121 and the mean was 3.46. Based on the table 4.4 above the details were

2 students (5.7%) got score 2, 16 students (45.7%) got the score 3, 16 students (45.7%) got score 4, and 1 student (2.9%) got the score 5. Second, the result of vocabulary score could be seen that the score was 125 and the mean was 3.57. The details of students score on vocabulary were 16 students (45.7%) got score 3, 18 students (51.4%) got score 4, and 1 student (2.9%) got score 5. Third, the students' mechanism score was 119 and the mean was 3.40. There were 1 student (2.9%) got score 2, 19 students (54.3%) got score 3, and 15 students (42.9%) got score 4. Fourth, the students score of form aspect was 107 and mean was 3.06. There were 14 students (40.0%) got score 2, 7 students (20.0%) got score 3, 12 students (34.3%) got score 4, 2 students (5.7%) got score 5. Last, the aspect of fluency score was 100 and the mean was 2.86. The details were 1 student (2.9%) got score 1, 13 students (37.1%) got score 2, 12 students (34.3%) got score 3, 8 students (22.9%) got score 4, and 1 student (2.9%) got score 5. From all the aspect, the highest mean score was Vocabulary (3.57) and the lowest aspect was from fluency (2.86).

Table 4.5 The Students' average score for each aspect of writing according to all raters.

The Aspect of Writing	Rater I			Rater II			Average Scores of All 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
Mechanics	127	35	3.63	119	35	3.40	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 4.5 above 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. And

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 all raters, the researcher calculated the percentage and classified the students' ability in writing the sequence of events of the movie. The percentages can be seen in the following:

Table 4.6 The Percentage of the students' ability according to All Raters

No	Range Score	Categories	Frequency	Percentages
1	80-100	Good to Excellent	4	11.4%
2	60-79	Average to Good	27	77.1%
3	50-59	Poor to Average	4	11.4%
4	0-49	Poor	-	-

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 is 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 FKIP UIR have satisfied ability in writing sequence of events of the movie.

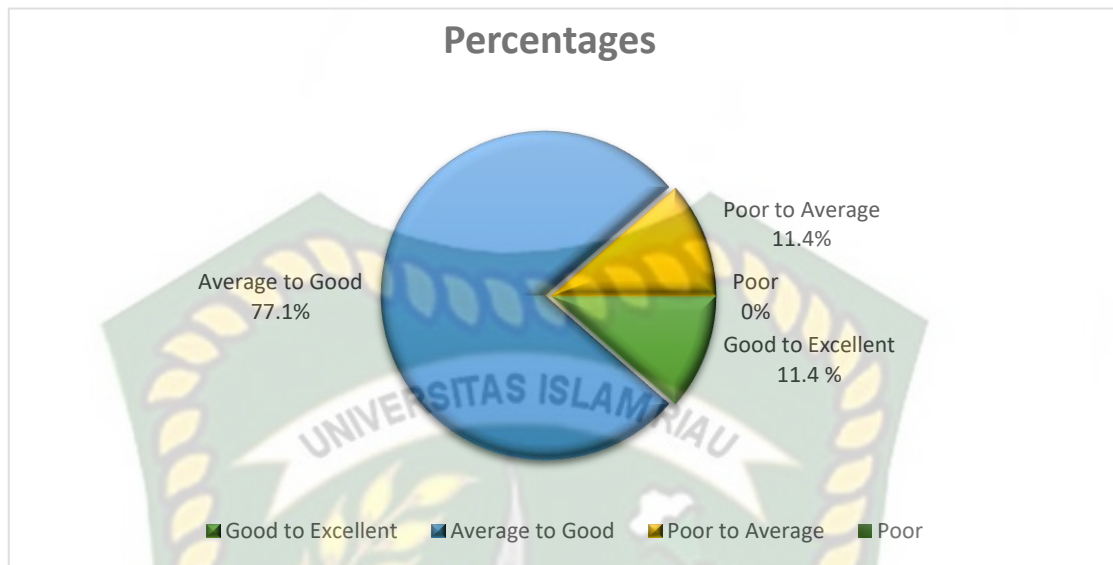


Figure 4.1 The Percentage of the students' ability according to All Raters

4.2 The interpretation of the research findings

Based on the presentation and analysis of research finding before, to find out the mean score of the total score students' ability from all raters, the researcher calculated all mean score of both rater and divided to the all number of the raters.

Table 4.7 The Mean score of the students' ability in writing sequence of events of the movie.

Rater	Total Score	Mean	Level of Ability
1	2460	70.29	Average to Good
2	2288	65.37	Average to Good
	Mean Score	67.83	Average to Good

It can be seen in table 4.5, the researcher interpreted that the students' score that were gained in this research showed that the third-year students' ability in writing sequence of events of the movie was from Average to good level with the mean score 67.83. It also means that writing the sequence of events of the movie was not too difficult for the third-year students of English study program.

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 gain 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 whord choice is also inappropriate. Although there were the higher as well as the

lower 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.



Dokumen ini adalah Arsip Miik :

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CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusion

From the discussion mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the third-year students at FKIP UIR on the students' ability in writing the sequence of events based on UP movie.

The researcher draws conclusions as follows:

Firstly, 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.

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

Thirdly, the researcher found that there was a significant influence between students' interest and background knowledge to their achievement. The students' interest in watching movies 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.

5.2 Suggestion

After presenting the research findings, the researcher gave some suggestions to the individuals who those more concern about teaching English writing to the students as in the following:

5.2.1 Suggestion for Lecture

1. The lecturer is expected can teach the students in writing based on their prior knowledge.
2. The lecturer is expected can provide writing texts to be taught that are closely related to the students' interests.
3. The Lecturer is expected can motivate the students before the teaching-learning process especially in writing.
4. The Lecturer is expected can choose appropriate media in teaching writing based on the aids of the students.

5.2.2 Suggestion for the students

1. Students should be improved their attention on writing aspects like vocabulary, grammar, mechanic, especially form and fluency.

2. Students have to pay attention in understanding the storyline because if the students understand the story line it will be easy for the students arrange the sentence in writing.
3. Students should realize that writing is one of language skill that they must master and they have potentials to be a good researcher.
4. Students should be usual to do self-correction and self reflection to get improvement in writing.

5.2.3 Suggestion for the next researcher.

1. The researcher hope that the other researcher continues to find the other media or strategy to help students' problem in writing.
2. The researcher suggested to anyone who are interested in conducting the research on similar topic of discussion that they can do better than what the researcher has done in this thesis.

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