

THE USE OF “SNACK ATTACK” SHORT MOVIE FOR WRITING FORMATIVE ASSESMENT ON RECOUNT TEXT

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ABSTRACT

This research has aimed to know student ability the writing skill using short movie of students of X of MA Salafiyah in academic years 2019/2020. The problem was that they had low writing ability. Short movie is the one of media that can be used in teaching writing. This media has the characteristic which can be seen and heard at a same time. Through movie, students can built and develop their imagination in writing a good text. Besides, this media can motivate students to learn writing on recount text.

The formulation of the research problems were: 1) How is the use “Snack Attack” as short movie for writing formative assesment on recount text? 2) How is the student’s achievement in formative assesment of writing in recount text? The purpose of this research were: 1) To finding out the process of students’ achievement in writing skill. 2) To discovering students’ responses to the use of short movie in achievement writing skill. The research method included: 1) the research design used in this research was descriptive qualitative. 2) The population of this research was the tenth grade students of MA Salafiyah in academic years 2019/2020. 3) The samples were tenth grade class consist of 18 students, they are 8 males and 10 females of tenth grade of MA Salafiyah Pekalongan in the academic year of 2019/2020. 4) The research instrument which was used to collect the data were test and interview.

Based on the achievement interview and test, the result of the study about students’ ability in writing English using short movie helped them to supporting their skill, pronunciation, grammar and given them learned new vocabulary.

Keywords: Writing, ELT, Short movie, Formative Assessment, Recount Text

INTRODUCTION

In learning English, students have to master four skills; since listening, speaking, reading, and writing. Those are taught to achieve the language both oral

and written. This research want to discover the process of students’ formative assessment in writing using watch the short movie. Based on the objective, writing is one of the skills that the students

should achieve in learning the English Language.

It is one of the English language skills that have to be learned by the students, therefore it needs great attention not only from the teachers but also from the students. Writing is an on K-13 syllabus of senior high school in learning English, writing skills are very important because writing skills help in every field, and important role in learning among other skills. The problem caused by some aspects: The first is not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistakes writing in English.

There are several previous studies conducted by Setiowati (2012) with the title “Using Pictures Series to Improve the Students’ Skill in Writing Recount”. It was a correlation in teenager class of English center Kajen in 2011/2012. The aims of the study to find the appropriate ways in using picture series to improve the students’ skill in writing recount text. The other study was conducted by Akmala (2011) entitled “The Use of Animated Film to Improve Students’ Ability in Writing Narrative”. It was a classroom action research at the tenth grade of Madrasah Aliyah Negeri Pematang in academic year of 2010/2011. The aims to describe the implementation of animated film in teaching narrative text at class X.5 MAN Pematang. The other study was conducted by Muazzakir (2018) entitled “The Students’ Achievement in Writing

Descriptive Paragraph by Portofolio Assessment at The Second Grader of SMP 2 Makassar”. It was descriptive research at The Second Grader of SMP 2 Makassar. The aims to describe to investigate and to find out the students achievement in writing descriptive text by using portfolio assessment at SMPN 2 Makassar.

This research is different in some ways, aims to finding out the process of students’ achievement in writing skill. The focus of material is in the students’ recount text writing. This research concerns to describe generic structure of recount text (orientation, events, re-orientation). The researcher had motivation to do the research which investigated the improvement of students’ ability in writing recount text. Therefore, the teacher should use interesting teaching methods and media in order to make the students feel motivated and enjoy in learning.

RESEARCH METHOD

The design research use descriptive qualitative research. Descriptive design is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way. The researcher conducted descriptive qualitative research. It is a type of qualitative research that involves making careful descriptions of educational phenomena (Gall, 2003: 290).

In this study, the target population was the students at the tenth grade students of MA Salafiyah Pekalongan in the academic year of 2019/2020. This consist

of 20 students. The researcher used descriptive qualitative research in collecting the data. The data used in this study was the result of student writing assignments that were taught by short movies and those were not by scouring them in writing tests.

Because of this pandemic virus teaching and learning are carried out using online classes. Teachers and students at MA Salafiyah Pekalongan teaching and learning are carried out using the WhatsApp group, data collection is also using WhatsApp group.

There are several instruments, the researcher choose according to Arikunto; observation, test, interview. Because of this pandemic virus and learning using online classes, the researcher does not make observations but instead directly takes data using tests and interviews.

Technique of Analyzing Data; giving a test, analyzing generic structure, analyzing language features, analyzing interviews

FINDING(S) AND DISCUSSION

FINDING

From this research, the researcher got the research results based on the students' ability in writing recount text that the students already knew the types of text that had been taught by the teacher, the students also understood the recount text material, but students had difficulties when students got the task to make recount text constraints that students face when writing, namely students do not know the

meaning, the limited vocabulary that students have and students are not used to opening the dictionary even when there is an English lesson the teacher rarely tells students to bring the dictionary to school because when researchers perform classroom actions there is no dictionary on the table so from It is difficult for students to understand the meaning of every text they are reading or when students are going to write in English.

The scores obtained, many students already understand the storyline in the short movie so that students are able to retell it used their language, because they left interest in learning using video media, especially in short movies, students feel quickly understanding the meaning of the story even though they don't actually understand what was said in the video, but in the score mechanic and grammar, they received very little because there were many errors in the writing, spelling, and punctuation they used so that the researcher had to really understand what the students were writing. Finally, the vocabulary score obtained was quite good, but again there were many mistakes in writing.

So the score that the researchers got was from the students' ability when writing, the students got a varied score, that is, there were those who got a score of 35, there were 5 students who were in grade poor, the level was insufficient. Score 50 there are 2 students who are in less grade, below average. Score 60 there is 1 student and 65 there are 2 students in

the fair grade, satisfactory level. Score 75 there are 6 students in a good grade, above-average level. Score 95 there are 2 students at excellent grade, outstanding level.

DISCUSSION

1. The use “Snack Attact” as short movie for writing formative assesment on recount text.

a. The Student’s Perspective

From the students’ interview, the average student opinion that English lessons are a foreign language or an International language that has long been obtained from kindergarten to college, but students' opinion that English is difficult because they do not know the meaning and it is difficult to arrange words in English (*From the instrument number 1*).

The students answered their difficulties when learning English were in designing sentences, pronunciation, not knowing the meaning and grammar (*From the instrument number 2*).

The types of text that students know namely, narrative text, recount text, report text, procedure text, descriptive text (*From the instrument number 3*).

Students' opinions regarding the use of video media in learning are very confusing, but there are also those who find it fun, and challenging because according to students they are encouraged to analyze the meaning of the video (*From the instrument number 6*).

The teacher's way of teaching recount text material is by explaining the material first, explaining the contents of the story, explaining the meaning of the story (*From the instrument number 8*).

So, the use “Snack Attact” as short movie in learning media makes students not bored and makes students have to be more careful, and understand the meaning in the video even though students still have difficulty writing because students do not know the meaning, and write the correct.

b. The Teacher’s Perspective

“The difficulty of students is not knowing the meaning and how to read” (*From the instrument number 1*).

The difficulties that students when making recount text are not being used to writing, not able to develop stories and limited vocabulary.

“Not accustomed to writing, not able to develop stories, and limited vocabulary” (*From the instrument number 2*).

The method that teachers often use in the learning process is the lecture method and uses pictures or films as media.

"The method that is often used in learning uses teacher learning centre method and the media used is pictures or films" (*From the instrument number 3*).

The use of short movie media in the learning process can make it easier

for students to understand the recount text material.

“Yes, it makes it easier for students to understand” (*From the instrument number 4*).

Able to assist students to understanding stories, and able to make students arrange stories based on films.

“The use of short movie as media related to recount text learning can help students to understand the story. Students can make arrange stories based on films.” (*From the instrument number 5*).

2. The students achievement in formative assesment of writing in recount text

a. Content

The content in writing assessment can be said to be an idea, students write ideas or language creativity to rewrite after they have seen in the short movie.

Based on the table content of student relevance in retelling the short movie "Snack Attact" is rather relevant to the topic and easy to understand, there are some students who write relevant to the topic but not easy to understand but scores at the table students not who answered the question by themselves. Then, another students cheated from their friends' work therefore, the scores between students are the same.

b. Organization

The effectiveness of the introduction, logical and chronological order of ideas, compatibility and conclusion.

The logical and chronological order of the ideas that students write, most of the sentences are related to the main idea, but there are students who answer several sentences related to the main idea because the students do not understand the storyline of the short movie and the short movie itself has no subtitles so students must really pay attention so that students can be able to conclude or rewrite the short movie.

c. Mechanic

Spelling, students use punctuation in writing. The students still have difficulty in writing after they have seen and heard, there are still many errors such as spelling, capitalization, and punctuation that make difficult to understand because it is not their daily language.

Students also rarely write in English so students are not familiar with writing in English, many are found to have writing errors. Students only write what they know in pronunciation when speaking or reading example of sentence “Mather” , “Bay/By”, “Grendmother”, “Biskuits”, etc. Though, the sentence is correct “Mother”, “Buy”, “Grandmother”, “Biscuits”, etc

d. Grammar

Grammar is a way to organize the sentence and create a good language or how words are arranged into sentences.

Students choose the right words that are in their brain to be arranged into a sentence. Students have a few errors in the use of sentences, but there are some students in grammar, almost all sentences contain errors, especially male students who often find errors in making sentences. Because when the researcher came to school to explain the material, many male students did not listen, only wanted to record the material that the researcher wrote on the blackboard.

When viewed from the results of interviews with students, they explained that did not like English lessons because it was difficult they did not know the meaning and had to find out the meaning first so that they could understand.

e. Vocabulary

Vocabulary is selection of the right words to develop and show ideas. The vocabulary used by students in arrange sentences is very limited. Lack of vocabulary knowledge which causes students to find it difficult to write. They understand and they can draw conclusions about a story they read or a short movie that they see, but they have

trouble conveying or writing ideas for a story.

CONCLUSION

The most students have difficulty learning English lessons, especially in writing, students have difficulty in translating, grammar, and vocabulary. It's because they are not used to writing in English. They feel confused about finding the right sentence and do not know the meaning.

Then the most students have limited vocabulary factors that are caused by the difficulty of students learning English lessons. There are students who do not like to review material and have minimal curiosity when they encounter difficulties, they do not try to find out from other sources they prefer to cheat on friends.

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