

# WAWASAN PENDIDIKAN

<http://journal.upgris.ac.id/index.php/wp>

## IMPROVING NARRATIVE TEXT WRITING SKILL WITH THE ENGLISH SUBTITLE OF THE "FAST AND FURIOUS 9" MOVIE: A CASE OF THE TENTH GRADE STUDENTS OF MA ABADIYAH GABUS-PATI IN ACADEMIC YEAR 2021/2022

Nira Eko Ambarwati<sup>1)</sup>, AB Prabowo Kusumo Adi<sup>2)</sup>, Siti Lestari<sup>3)</sup>

DOI : 10.26877/wp.v3i1.11665

<sup>123</sup> Faculty of Language and Arts, Universitas PGRI Semarang

### Abstract

This study focuses on writing narrative text skills using the film "FAST AND FURIOUS 9". In this modern era, educators must have a variety of varied learning methods so that students can learn comfortably and fun. Learning through films is considered by the author to be more effective for students. Therefore, this study aims to determine the extent of students' understanding and skills in writing narrative texts before and before using films as learning media. The sample of this study was the students of class X-C MA Abadiyah Gabus-Pati, totaling 26 students. The researcher used experimental research and the instrument used in this study was a writing test. Researchers conducted pre-test, treatment, and post-test sessions for students. Data collection is done by quantitative methods. Based on the data analysis showed that the average pre-test was 58.5769 while the post-test was 69. The t-test showed that sig. (2-tailed) before and after treatment using "FAST AND FURIOUS 9" movie was  $0.000 < 0.05$ . This means that there are significant differences in student learning outcomes before and before being treated using the film "FAST AND FURIOUS 9". The results of this study indicate that teaching using films can improve students' writing skills in narrative texts.

**Keywords:** Writing Skill, Narrative Text, Fast and Furious 9, Movie

### History Article

Received 4 April 2022

Approved 10 April 2022

Published 27 Februari 2023

### How to Cite

Ambarwati, N. E., Adi. A, B, P, K. & Lestari, S. (2023). Improving Narrative Text Writing Skill with the English Subtitle of the "Fast and Furious 9" Movie: A Case of the Tenth grade Students of MA Abadiyah Gabus-Pati in Academic Year 2021/2022. *Wawasan Pendidikan*, 3(1), 357-364.

### Coresponding Author:

Jl. Adil-Tambaharjo, Pati, Indonesia.

E-mail: <sup>1</sup> [niraambar9@gmail.com](mailto:niraambar9@gmail.com)

## INTRODUCTION

Language is one of the ways humans communicate, with language we can establish good relations with each other. Language is also one of the most important subjects, especially English listening, reading, writing and speaking. Those four skills are very important in learning English, especially writing skill.

According to Suparno (2009:13) understanding writing skill is an activity of delivering messages (communication) using written language as a tool or medium. Based on this concept, it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing text.

In this modern era, educators must have variety learning methods so that students can learn comfortably and with fun. Especially in a pandemic situation like today, every student is required to do online learning from home, not all students easily understand just by reading or listening to explanations from educators. This certainly has a positive and negative impact to students. The positive impact is that students can learn independently and seek new knowledge about what is being studied, while the negative impact is that many students do not understand so they do not collect assignment.

One way of teaching using varied methods is to use a movie. There are so many film genres that are produced to pamper film lovers, including action, horror, thriller, romance, animation, drama, adventure, etc. The author took one of the action films directed by Justin Lin with the title "FAST AND FURIOUS 9". The movie begins with a flashback when a racer is killed in an accident while competing. The accident was witnessed by his two young sons, Dom and Jakob. Those who then live separately have a far from a warm relationship, especially when Dom suspects his brother was involved in his parents' accident. This movie is one of the popular movies in 2021, so hope that students are familiar with it, so that it makes easier to understand and rewrite the contents of the movie. Movie can describe an object that moves together with natural or appropriate sound. The ability to paint vivid pictures and sound gives it its own charm. In general, films are used for entertainment purposes, documentation and education (Arsyad, 2003:48).

Learning through video or movie is considered by the author to be more effective for students. Judging from the number of teenagers today who prefer watching movies or videos than reading. In addition, some of the advantages of film as a learning medium are: reading skills or mastering less mastery of language, can be overcome by using film is very appropriate to explain a process, , can present theory or practice from the general to the specific or vice versa, film can bring in an expert and make his voice heard in front of the class, films can be more realistic, abstract things can be seen more clearly, films can also stimulate the motivation of students' activities (Supriatna, 2009:12).

From these advantages, the researcher hopes that by using the movie as a learning medium, students can rewrite the contents of the movie into the form of narrative text. So, it can be concluded that the purpose of this research is for students to better understand and be able to develop their ideas into writing narrative text skills. Therefore, the author proposes a study "IMPROVING NARRATIVE TEXT WRITING SKILL WITH THE ENGLISH

SUBTITLE OF THE “FAST AND FURIOUS 9” MOVIE: A CASE OF THE TENTH GRADE STUDENTS OF MA ABADIYAH GABUS-PATI IN ACADEMIC YEAR 2021/2022”.

**METHOD**

In this study, the researcher used a quantitative research design that used an experimental research design. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternate knowledge claims (Creswell, 2003:153).

To solve the problems, researchers used pre-test, treatment, and post-tests. In the experimental group, the researcher received treatment, while in the control group, the researcher did not receive any treatment. This study focuses on the treatment of the experimental group using the action movie "FAST AND FURIOUS 9" method as teaching writing narrative text.

1. Pre-Test

The researcher explained material about narrative text to class X-C without showing the “FAST AND FURIOUS 9” movie and then gave a question sheet to students.

2. Treatment

After conducting the pre-test, the researcher provides treatment using the “FAST AND FURIOUS 9” movie as a media of learning to students.

3. Post-Test

The researcher gave a post-test after pre-test and treatment for class X-C by reviewing the material about narrative text and then the researcher presented the "FAST AND FURIOUS 9" movie as a learning media and a question sheet in the form of orders to do the post-test.

**FINDING AND DISCUSSION**

The researcher finds presents data generated by researchers during the learning process. The research was conducted at MA Abadiyah Gabus-Pati from 28 February 2022 to 14 March 2022. To collect and conclude data, the research was conducted in several meetings. The data are present based on score of students’ writing test.

The criteria aspects of writing are presented as follows:

Table 1 Criteria Aspects of Writing

Aspects of Writing	Score	Criteria
Content	30-27	Excellent to very good
	26-22	Good to average
	21-17	Fair to poor
	16-13	Very poor
Organization	20-18	Excellent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
Vocabulary	20-18	Excellent to very good
	17-14	Good to average

	13-10	Fair to poor
	9-7	Very poor
Syntax	25-22	Excellent to very good
	21-18	Good to average
	17-11	Fair to poor
	10-5	Very poor
Mechanics	5	Excellent to good
	4	Good to average
	3	Fair to poor
	2	Very poor

(Batul, 2020:48)

In processing the data, the researcher took several steps as follows;

1. The result of pre-test and post-test

The result of pre-test and post-test in class X-C as follows:

Table 2 The Result of Pre-test and Post-test

No	Name	Pre-test	Post-test
1	A	53	60
2	B	50	55
3	C	65	60
4	D	53	75
5	E	50	63
6	F	52	70
7	G	65	65
8	H	55	62
9	I	70	75
10	J	45	70
11	K	75	78
12	L	70	80
13	M	48	70
14	N	63	65
15	O	55	65
16	P	62	70
17	Q	52	70
18	R	70	72
19	S	58	62
20	T	65	80
21	U	50	70
22	V	57	65
23	W	65	72
24	X	50	70

25	Y	70	80
26	Z	55	70
Amount		1523	1794
Averange		58.57692308	69

2. After getting score, the researcher calculated the mean of pre-test and post-test in the table

Table 3 The Mean of Pre-Test and Post-Test

#### Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviati on
Pre test Experiment	26	45.00	75,00	58,57 69	8,4103 4
Post test Experiment	26	55.00	80,00	69,00 00	6,6272 2
Valid N (listwise)	26				

Based on the result of the value obtained by students, researcher can find out the lowest score, highest score, average, and standard deviation. In the pre-test, the lowest score is 45 obtained by one student, the highest score is 75 obtained by a student, the average is 58.5769, and the standard daviation is 8.41034. In the post-test, the lowest score is 55 obtained by a student, highest score is 80 obtained by three students, the average is 69, and standard daviation is 6.62722.

3. After that, the researcher calculated T-test

a. Calculating the normality test

Normality test presented as follow:

Table 4 Test of Normality

#### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk
Statistic	Df	Sig.	Statistic
,165	26	,068	,933
,175	26	,039	,953

a. Lilliefors Significance Correction

The normality test used the Shapiro Wilk method because the number of samples was less than 50 (only 26). The significance value of the pre-test score is 0.090 and the significance value of the post-test score is 0.276. All variables produce significant values, the normality test is greater than 0.05, which means that the data in this study are normally distributed

b. Then, the researcher calculated Linearity Ttest

Linearity test result are presented in table 5

Table 5 Test of Linearity  
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Post-test * Pre-test	Between (Combined) Groups	526,333	12	43,861	,997	,499
	Linearity	256,893	1	256,893	5,842	,031
	Deviation from Linearity	269,440	11	24,495	,557	,831
	Within Groups	571,667	13	43,974		
Total		1098,000	25			

Research data is said to be linear if the linearity significance value is less than 0.050 and if the deviation from the linearity value is more than 0.050. Based on the results of the linearity test above, the linearity significance value of the pre-test and post-test scores is 0.031 which means less than 0.050 and the deviation from linearity value of the pre-test and post-test scores is 0.831 or greater than 0.050 which means that the data in this study is linearly distributed.

- c. Then, researcher calculated Homogeneity Test  
Homogeneity test results are presented as follow:

Table 6 Test of Homogeneity  
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-test * Pre-test	Based on Mean	3,936	1	50	,053
	Based on Median	2,920	1	50	,094
	Based on Median and with adjusted df	2,920	1	49,358	,094
	Based on trimmed mean	3,871	1	50	,055

The significance value in the homogeneity test used the Levene method. The pre-test variable with the post-test of 0.053 or greater than 0.05 means that the data in this study are homogeneously distributed.

- d. The last, researcher calculated T-test Paired Sample.

Based on the normality test above, it is concluded that the research data is paired and normally distributed. So, to find out the significant differences in the ability to write

narrative texts of students in class X-C MA Abadiyah Gabus-Pati between before and after using movie media, it can be used as a paired sample t-test. The table shows the results of the Paired Sample T-Test

Table 7 T-test paired sample

**Paired Samples Test**

		Paired Differences					t	Df	Sig. (2-tailed)	The
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Post-test - Pre-test	10,42308	7,79319	1,52837	7,27534	13,57082	6,820	25	,000	

output table of the paired sample test, it is known that the significance value of the pre-test and post-test values are  $0.000 < 0.050$  and the t-count value is 6.820 greater than the t-table (2.060), so as the basis for making decisions in the paired sample T-test it can be concluded that  $H_0$  is rejected while  $H_a$  is accepted. Thus, it can be concluded that there is a significant difference between the mean of the pre-test and post-test variables.

**CONCLUSION**

Based on the result of writing test, there are three conclusion as follow:

1. The ability of class X-C students at MA Abadiyah Gabus-Pati before using the "FAST AND FURIOUS 9" movie as a media for learning to write narrative texts is quite low. This can be seen in the student's average value of pre-test score was 58.5769.
2. The ability of class X-C students at MA Abadiyah Gabus-Pati in writing narrative texts after using the "FAST AND FURIOUS 9" movie as a learning media increased and students were more proficient in writing. This can be seen from the average score of the students' post-test, which is 69.
3. There is a significant difference in students' writing skills before and after using the "FAST AND FURIOUS 9" movie as a learning media. This can be seen in the results of the T-test which shows the sig (2-tailed) between before and after is  $0.000 < 0.050$ . So, it can be concluded that there is a difference in student results between before and after using the movie.

From the statement above, it can be concluded that the use of the "FAST AND FURIOUS 9" movie as a learning medium helps students to understand, develop ideas, and make examples of narrative texts easier. This can be proven in the acquisition of the average score of students during the pre-test is 58.5769 while the average value obtained by students during the post-test or after being given treatment is 69. In addition, the results of the T-test show the sig (2-tailed)

between before and after is  $0.000 < 0.050$ . So, it can be concluded that there is a significant increase in students based on the scores obtained before and after being given treatment using the "FAST AND FURIOUS 9" movie.

## BIBLIOGRAPHY

- Azhar Arsyad. (2003). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Batul, F. Z. (2020). *The Effectiveness of Clustering Technique in Teaching Writing Recount Text*.
- Bersam, R. & Monahan, D. (2010). "Movies: An Introduction to Film". New York, USA: W. W. Norton & Company, Inc.
- Caywood, C. L., & Overing, G. R. (Eds.). (1987). *Teaching Writing*. Albany: State University of New York Press.
- Creswell, J. W. (2003). *Research design: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Derewianka, B. (1991). *Exploring How Texts Work*. Sydney: Primary English Teaching Association (PETA).
- Gerot, Linda and Wignell, Peter, *Making Sense of Functional Grammar*, Sydney: Gerd Stabler, (1994).
- Hanafiawi, D., Muharam, H., & Parmawati, A. (2020). *The Use of Clustering Technique to Improve Students' Skill in Writing Descriptive Text*. PROJECT (Professional Journal of English Education), 3(1), 5-10.
- Harmer, Jeremy. (2004). *How To Teach Writing*. England. Oxford: Person Education Limited.
- Herdiansyah, Haris. (2010). *Metode Penelitian Kualitatif untuk Ilmu-ilmu Sosial*. Jakarta: Salemba Humanika
- McDonald, C. R., & McDonald, R. L. (2002). *Teaching Writing: Landmarks and Horizon*. Carbondale: Southern Illinois University Press.
- Oshima, A. and Hogue, A. *Writing Academic English*, Longman
- Sufanti, M., Pengkajian, M., Pascasarjana, B., & Surakarta, M. (2013). *Pembelajaran Bahasa Indonesia Berbasis Teks : Belajar dari Ohio*. April, 36–55.
- Sugiyono. (2004). *Metode Penelitian*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Suparno, M. Y. (2009). *Keterampilan Dasar Menulis*. Jakarta: Universitas Terbuka.
- Supriatna, Dadang. (2009). *Pengenalan Media Pembelajaran*. Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Taman Kanak Kanak dan Pendidikan luar Biasa. Diakses dari laman web tanggal 12 Juli 2017 dari: [http://www.tkplb.org/-documents/etrainingmedia%20pembelajaran/2.Pengenalan\\_Media\\_Pembelajaran](http://www.tkplb.org/-documents/etrainingmedia%20pembelajaran/2.Pengenalan_Media_Pembelajaran).