

## STUDENTS' NARRATIVE WRITING DEVELOPMENT BY USING REWRITING THE STORY OF THE "MIRROR MIRROR" FILM

Farid Yahya Kano  
Fenty Riskyanawati  
STKIP PGRI SIDOARJO, Jalan Kemiri, Sidoarjo

### ABSTRACT

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English (Harmer, 2004). Students still have difficulties in writing a text. They still have a problem with determine a topic and express their ideas. Through film, the students are hoped to express the ideas easily and stimulate their ability in writing narrative text. The purposes of this research was to describe the development of students' narrative writing by using rewriting the story of the film. This study used descriptive qualitative approach. The researcher had done the research to the twenty students in the twelfth grade of SMA Mahardhika Surabaya in three meetings. The instruments used in this research was the students' writing result, observation checklist, and questionnaire. The results showed that teaching learning narrative writing by using film could develop students' writing skill.

**Keywords:** *film, rewriting, development, narrative.*

### ABSTRAK

*Menulis (sebagai satu diantara empat kemampuan lainnya seperti mendengarkan, berbicara, membaca, dan menulis) selalu tertera dalam bagian silabus pengajaran bahasa Inggris (Harmer, 2004). Siswa mengalami kesulitan dalam menulis sebuah teks. Mereka mengalami kesulitan dalam menentukan topik dan menuangkan ide. Melalui film, siswa diharapkan dapat menyampaikan ide-ide dengan mudah dan mendorong kemampuan mereka dalam menulis teks naratif. Tujuan dari penelitian ini adalah untuk menjabarkan perkembangan penulisan teks naratif siswa melalui menulis kembali cerita dalam film. Jenis penelitian adalah penelitian deskriptif dengan menggunakan pendekatan kualitatif. Peneliti melakukan penelitian selama 3 pertemuan pada 20 siswa kelas XII SMA Mahardhika Surabaya. Instrumen penelitian yang digunakan dalam penelitian ini adalah hasil kerja siswa, cek observasi, dan angket. Hasil penelitian menunjukkan bahwa proses belajar mengajar menulis teks naratif menggunakan film dapat mengembangkan kemampuan menulis siswa.*

**Kata Kunci:** *film, menulis kembali, perkembangan, naratif.*

## INTRODUCTION

Writing is one of language skill that has to be mastered by students. Ur (1997: 162) stated, “The objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce in a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language”. It means that, students are expected to acquire the abilities and skill to practice a particular language point through learning writing. It is obvious that students still have difficulties in writing a text. Students still have a problem with determine a topic and express their ideas. It has been the commonly problem often happens in students. In this case, writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English (Harmer, 2004: 31). So, students in the twelfth grade of senior high school have an obligation to learn writing skill.

Narrative is a text with imaginative experiences in parts of its text. The characteristics of narrative text is to amuse or entertain the reader. It is a fiction or an imaginative story that can be presented in story book, folktales, fairytales, fable, and many others. Narrative text is presented by showing sequence of events, from beginning to the end of the story. Film can be a narrative story, because it has the same characteristics as narrative text; having sequence of events in the story and also showing a conflict and resolution of problem. Based on the background of the study above, there problem should be taken into consideration: 1. How is rewriting the story of the “Mirror Mirror” film used to develop students’ narrative writing?. Based on the problem of the study above, the objective of this research was: 1. To describe the development of students’ narrative writing by using rewriting story in the film of “Mirror Mirror”.

In academic skill, writing can become as a cooperative activity and as a way to stimulate a creative writing. Harmer (2001: 260) states that in language classes teachers and students can take advantage of the presence of others to make writing a cooperative activity and suggests imaginative tasks such as writing poetry, stories, and plays. It means that writing can become as one of the important ways of expressing thoughts, and communicating ideas and views to others. Another opinion are stated by Harmer

Jeremy (2004: 31) that: “Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds”. It means that, writing also becomes a way to encourage ability to explain. While writing, one has to be extra cautious with grammar, spellings, and many others, so that the reader can understand the intended meaning of the content.

Narrative is a text which has social function to amuse or to entertain the reader or the audience with actual or imaginative experience happened in the different ways. According to Sudarwati and Grace (2007: 154), they state that the generic structure of narrative text is divided into four. They are orientation, complication, resolution, and re-orientation. Narrative text deals a problematic events. Narrative paragraph will show how the crisis are begin or arise, how the problem in the story are solved, until how the story ended. Through the end of the story, the narrator usually shows the moral value to the reader. It seems like to make the reader can get the point about what we can learn from the story.

Film is a media which has big capability to help teaching learning process. It is an appropriate media in teaching some subjects, even the subject is difficult to be understand. Film can become a bridge for students which has different characters and intelligent to understand the material given by the teacher through film. This is also supported by Arsyad Azhar (2007: 49) “Movie or video in general is used for entertainment purposes, documentation, and education. They present information, explain the process, express complicated concepts, teach skills, abbreviate or extend the time, and affect attitudes”. The implementation of using film to encourage students to take part in the learning process. Students asked to be more active and more pay attention to the material, it also can reduce student boredom in classroom. Using film in learning process can create the intellectual stimulation, modify motivation and interest, and improve enjoyment students’ power of developing skill and the habit of writing, especially in English. The main aim of using film in teaching narrative writing is to help students catch and elaborate their ideas in writing. Through film, students can get overall description of film such as plot, settings, characters, moral value, and others. Film can be used for rewriting or retelling a story. While the students are watching the

film, they can take some notes about the settings, characters, and the conflict related to the film. It will help them to make a narrative writing later.

This study used descriptive qualitative approach. The subject of this study was the twelfth grade students of SMA Mahardhika Surabaya. It consist of 20 students, 9 boys and 11 girls. It was the subject of the research. There were three instruments that are used in this research to get the data: Students' writing test, observation checklist, and questionnaire (close ended question format). Observation checklist was consist of some notes related to the activities of teaching learning narrative writing by using film which is done by the teacher and the appropriateness of the materials to the competence standard. It will help the researcher to collect the data. The indicators being measured in the checklist are: The material, The teaching learning process. Questionnaire is needed to find out how far using film helped the students in learning narrative writing. The indicators measured and elaborated in questionnaire are: The students' opinion about the important of media in teaching learning English, The students' opinion about the use of film in learning narrative writing, The students' opinion about the problem while they were practicing narrative writing using film, The students' opinion about the advantage of using film as the technique of learning narrative writing. The writing test was used to find out the development of students' writing.

## **FINDINGS AND DISCUSSION**

From three meetings observation, the researcher found the answer of the statement of the problem which was ask about: "How is rewriting the story of the "Mirror Mirror" film used to develop students' narrative writing?" This observation did on August 20<sup>th</sup> 2014 up to August 27<sup>th</sup> 2014 which used film as the media in teaching narrative writing. The students asked to rewrite the story they have watched by using their own word and presented it into narrative writing. Students' narrative writing text was analyzed by using narrative writing profile as adapted in Safitri's thesis (2011) and the result score is divided into three level; they are good, fair, and poor. If the schematic structure of narrative text were well presented including complete orientation, complete complication, and complete resolution, it was categorized as good score. If the

schematic structure of narrative text stated was incomplete, it was categorized as fair score. If the schematic structure of narrative text produced was incomplete with unclear composition, it was categorized as poor score. In the first meeting, there were 3 students who got good score because they could mention complete orientation and resolution, but they also could not complete complication because of missing specific ideas to support it. There were 10 students who got fair because they could not complete their narrative composition. They presented incomplete orientation and complication, and they also made unclear resolution of the story. Then, there were 6 students who got poor score because they presented unclear orientation, complication, and also no resolution in their narrative composition. In this meeting, the students got the difficulty in composing their narrative writing based on the generic structure of narrative itself.

In the second meeting, several students got improvements but the other students decreased. There were 2 students who got good score because they stated complete orientation and resolution but they presented incomplete complication. There were 11 students who got fair score because they stated incomplete orientation, complication, and resolution. There were 4 students who got poor score because they just wrote the story that they memorized without paying attention to the generic structure of narrative text.

In the third meeting, many students got improvement. There were 10 students who got good score because they could present complete orientation and complication, but they stated incomplete resolution. There were 7 students who got fair score because they could present complete orientation but they could not present complication and resolution completely. There were 3 students who got poor score because they stated unclear ideas in their narrative composition. They missed specific information in the last part of the story. They did not present orientation, they stated incomplete complication and unclear resolution. The students' narrative writing results in three meetings can be presented through this table:

**Table 1. Students' Narrative Writing**

No.	Meeting	Progress		
		GOOD	FAIR	POOR
1.	First Meeting	3	10	6
2.	Second Meeting	2	11	4
3.	Third Meeting	10	7	3

In the last meeting, the researcher gave questionnaire to the students in order to know how the respons of the students while they were doing teaching learning narrative writing by using film. The form of the questionnaire was the checklist in "YES" or "NO" options. It was used to easier the students to state their respons. The questionnaire consisted of 15 questions. The indicators measured and elaborated in questionnaire were:

- a. Question number 1-5 dealt with the students' opinion about the important of media in teaching learning English
- b. Question number 6-8 dealt with the students' opinion about the use of film in learning narrative writing
- c. Question number 9-12 dealt with the students' opinion about the problem while they were practicing narrative writing using film
- d. Question number 13-15 dealt with the students' opinion about the advantage of using film as the technique of learning narrative writing

The students' narrative writing result in three meetings can be presented through this table:

**Table 2. Students' Questionnaire Result**

No.	Questions	Students' Respon	
		YES	NO
1.	Apakah media pembelajaran penting untuk menyampaikan materi?	20	-
2.	Apakah penggunaan media yang variatif dapat mempengaruhi penjelasan suatu materi yang disampaikan oleh guru?	13	7
3.	Apakah guru anda sering menggunakan textbook sebagai media pembelajaran?	11	9

4.	Apakah dengan menggunakan media selain textbook anda lebih memahami suatu makna?	18	2
5.	Apakah anda tertarik menggunakan film sebagai media mempelajari teks naratif?	20	-
6.	Apakah anda mengetahui tentang teks naratif?	20	-
7.	Apakah anda memahami cerita dalam film ini?	20	-
8.	Apakah anda menemukan setting, karakter, dan konflik dari film ini?	20	-
9.	Apakah anda menemui kesulitan ketika menyusun teks naratif dengan menggunakan media film?	12	8
10.	Apakah anda mengalami masalah pada vocabulary dalam menyusun cerita ini kedalam teks naratif?	16	4
11.	Apakah grammar juga menjadi kendala dalam menyusun cerita?	15	5
12.	Apakah anda mengalami kendala pada saat menulis ulang cerita ke dalam bentuk teks naratif berdasarkan generic structure?	12	8
13.	Apakah penggunaan film sebagai media pembelajaran membantu anda dalam mengembangkan ide untuk menyusun cerita?	20	-
14.	Apakah penggunaan film sebagai sumber bahan materi memberikan anda keuntungan dalam belajar bahasa inggris, khususnya menyusun teks naratif?	18	2
15.	Apakah anda merasa mengalami kemajuan atau peningkatan dalam menyusun teks naratif dengan menggunakan film?	18	2

Based on the result of questionnaire above, ‘YES’ option was mostly chosen by the students. So, it can be concluded that using film to teach narrative writing was acceptable and as an effective way; it can increase students’ ability and help them in understanding the material. This is supported by Arsyad Azhar (2007: 49) “Movie or video in general used for entertainment purposes, documentation, and education. They present information, explain the process, express complicated concepts, teach skills, abbreviate or extend the time, and affect attitudes”. Besides, the students faced difficulty while they were practicing narrative writing by using film. They lacked of vocabulary and grammar. It supported in the questionnaire, there were 15 students stated that they got difficulty in grammar and 16 students stated that they got difficulty in vocabulary aspect. Here, the use of film in teaching learning narrative writing was helpful for the students to enhance their knowledge to write narrative text.

## CONCLUSION

This research focused on the students' narrative writing development by using film applied at the twelfth grade students of senior high school. This research used film as media because film can be a narrative story. Both film and narrative states sequence of events and a conflict. It can be said that film can be good mediator in learning narrative writing. There was good progress of students' narrative writing by using rewriting the story of the film in three meetings. Besides, the students faced difficulty while they were practicing narrative writing by using film; they lacked of vocabulary and grammar (It supported in the questionnaire, there were 15 students stated that they got difficulty in grammar and 16 students stated that they got difficulty in vocabulary aspect), but it could be overcome by doing practice everyday. In this case, the use of film in teaching writing skill was helpful for the English teacher and the students. For the English teacher, it is easier them in explaining narrative material. it also be as another media in teaching learning process besides using textbook. For the students, it can help them in practicing narrative writing. Through film, they are hoped can stimulate their ideas easier. Besides, it also can minimize students' boredom in the classroom.

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