CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section exposes the results of the research conducted and discussion of the data. The data were obtained from the experiment that has been computed by using statistic formula and SPSS version 16.0. The outcome and analysis of data consist of the instrument analysis, result analysis (pre-test and post- test) and an interview.

4.1 Findings

In findings section, there are several sections that will be explored. They are try-out test results, pretest results, post test results and interview results. Each section is presented in detail as follows.

4.1.1 Try Out Test Results

The try out was carried out to 10 students of different class at the same grade of this study. Class X-B was chosen as the sample in try-out and this test was conducted on April 7th, 2010.They were asked to write a narrative text based on the film trailer shown entitled "Antwone Fisher". The result of the Try Out test is shown in the following table.

Table 4.1

Try-Out Result

Task   : Writing narrative
Topic : Antwone Fisher

No	Aspect to validate	Level (1-5)
1	Organization	2
	Vocabulary	2
2	Organization	2
	Vocabulary	1

3	Organization	2
	Vocabulary	2
4	Organization	3
	Vocabulary	2
5	Organization	1
	Vocabulary	1
6	Organization	2
	Vocabulary	3
7	Organization	2
	Vocabulary	2
8	Organization	2
	Vocabulary	1
9	Organization	3
	Vocabulary	2
10	Organization	2
	Vocabulary	2

In evaluating the students' writing results, they could produce a narrative text. Students had no obvious obstacles in conducting writing test. They understood the instructions easily. Therefore, instructions and procedure of the test did not change. It can be concluded that the instrument can be used as the pretest and posttest.

4.1.2 Pretest Results

The pre-test is aimed to discover the equity of the two groups before administering treatments by using t-test procedure. It was conducted on 12th April 2010 to two classes of the tenth grade students of one Senior High School in Bandung. The pre-test involved 40 students that divided into two classes. Class XA is as experimental group and XC is as control group. Each of group consists of 20 students. The scoring of the students' writing adopted from 'Grade 3 Narrative writing Scoring Guide' Alberta Education (2009)(see appendix 1). In assessing students' writing, this study only assesses two aspects of writing

namely, organization, and vocabulary. Based on pretest result (see appendix 1), it shows that the sum of students' writing in experimental group is 76 and the sum of control group is 74(see appendix 2 part A).The next step is determining normality distribution test using One-Sample Kolmogorov-Smirnov Test and homogeneity of variance test in SPPS 16.0 for windows.

4.1.2.1 Normality Distribution Test

The first step in testing the normality of pretest score was stating the hypothesis as follows:

H_0: the scores of the experimental and the control group are normally distributed.

After stating the hypothesis, the next step was consulting the result of normality test by using Kolmogorov-Smirnov test at level of significance (0.05). Table 4.2 below shows the result of normality test in pretest data score for both experimental group and control group.

Table 4.2

Normality Distribution Test Result

		Pretest_Experimental	Pretest_Control
N		20	20
Normal Parameters[a]	Mean	3.80	3.70
	Std. Deviation	1.005	1.838
Most Extreme Differences	Absolute	.229	.285
	Positive	.221	.285
	Negative	-.229	-.178
Kolmogorov-Smirnov Z		1.023	1.275
Asymp. Sig. (2-tailed)		.246	.077

a. Test distribution is Normal.

b. Calculated from data.

From the table 4.2, it can be seen that the probability (Asymp.Sig) of the control group is 0.077 and the experimental group is 0.246 which are higher than the level of significance (0.05). Thus, the null hypothesis is not rejected because the control and the experimental group are normally distributed.

4.1.2.2 Homogeneity of Variance Test

In testing the homogeneity, firstly, the hypothesis is stated as follows:

H_0: The variances of the experimental and control group are homogenous.

The next step was consulted the result of homogeneity test with the level of significance at 0.05. Table 4.3 below shows the Result of Homogeneity Test.

Table 4.3

Homogeneity of Variance Test Result

		Levene Statistic	df1	df2	Sig.
scores	Based on Mean	1.467	1	38	.233
	Based on Median	1.028	1	38	.317
	Based on Median and with adjusted df	1.028	1	33.963	.318
	Based on trimmed mean	1.298	1	38	.262

Table 4.3 describes that the test of homogeneity of variance shows that the probability of the pretest is higher than the level of significance (0.233 > 0.05) which means the null hypothesis is not rejected; the variance of two groups are equal.

4.1.2.3 t- test Computation on Pretest

Independent t- test formula in SPSS 16.0 for windows was used to analyze the significant differences between the pretest means of experimental and control groups. Firstly, we have to state the hypothesis as follows:

H_1: there is a significant difference between means of experimental and

control groups.

The table 4.4 below shows the calculation result.

Table 4.4

Independent T-test Result:

1. Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	experimental	20	3.80	1.005	.225
	control	20	3.70	1.838	.411

2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	2.130	.153	.213	38	.832	.100	.468	-.848	1.048
	Equal variances not assumed			.213	29.431	.832	.100	.468	-.858	1.058

The data in the table 4.4 shows the data from the experimental and control

groups are equal with the t_{obt} is lower than t_{crit} (0.213 < 2.000). The t_{crit} is 2.00 at

the level of 0.05. It indicates that the alternative hypothesis is rejected; there was

no significant difference between the data of the two groups. This result implies

that the experimental and control group are similar in their initial ability.

4.1.3 Post-test Results

The post-test was administered on April 30th, 2010 to control group and on

May 1st, 2010 to experimental group. Both groups were assigned to make a

narrative text based on a film trailer entitled" The Boy in the Stripped Pyjamas".

The procedure of posttest data analysis was quite similar with the pretest data analysis. First, the normality distribution of both experimental and control groups was determined. After that, the homogeneity variance was also determined. And the last, t-test formula was conducted to test the hypothesis. The students' posttest scores (see appendix 3 part A) show that the sum of students' posttest scores of experimental group is 157 and the control group is 109. Like pretest scores, those scores are gained from the calculation from two aspects of writing namely organization and vocabulary.

4.1.3.1 Normality Distribution Test

Kolmogorov –Smirnov test at level of significance 0.05 was used to analyze the posttest score. The first step was stated the following hypothesis:

H_0: the scores of the experimental and the control groups are normally distributed. The following table shows the result of posttest normality test both experimental and control group.

Table 4.5
Normality Distribution Test Result

		posttest_experimental	posttest_control
N		20	20
Normal Parameters[a]	Mean	7.85	5.45
	Std. Deviation	1.268	1.731
Most Extreme Differences	Absolute	.247	.203
	Positive	.182	.203
	Negative	-.247	-.147
Kolmogorov-Smirnov Z		1.105	.906
Asymp. Sig. (2-tailed)		.174	.385

a. Test distribution is Normal.
b. Calculated from data.

From the table above, it shows that the probability (Asymp.Sig) of the control group 0.385 and the experimental group 0.174 which are higher than the level of significance (0.05). Hence, it can be concluded that the null hypothesis is not rejected because the scores of the control group and experimental group are normally distributed.

4.1.3.2 Homogeneity of Variance Test

The next step after calculating the normality test**,** was analyzing the homogeneity of variance test. Firstly, the hypothesis is stated as follows:

H_0: the variance of control and experimental groups are homogenous

Table 4.7 below shows the result of homogeneity of variance for post-test which was analyzed by using Levene test SPSS 16.0 program for windows.

Table 4.6
Homogeneity of Variance Test Result

		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	3.423	1	38	.072
	Based on Median	3.395	1	38	.073
	Based on Median and with adjusted df	3.395	1	27.812	.076
	Based on trimmed mean	4.117	1	38	.050

The table above shows that the mean of the posttest 0.072 is higher than the level of significance (0.05). It implies that the null hypothesis is not rejected because the variances of two groups are equal.

4.1.3.3 t-test Computation on Posttest

The next calculation is the independent t-test. Before testing the t-test, the hypothesis is stated as follows:

H$_1$: There is a significant difference between the students' scores in

posttest of experimental group and control groups.

The following table presents the result of independent t-test.

Table 4.7

Independent t-Test Result:

1. Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	experimental	20	7.85	1.268	.284
	control	20	5.45	1.731	.387

2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	1.327	.257	5.001	38	.000	2.400	.480	1.429	3.371
	Equal variances not assumed			5.001	34.829	.000	2.400	.480	1.426	3.374

Table 4.7 shows that the mean of the experimental group posttest is 7.85,

standard deviation is 1.268, and standard error mean is 0.284. While, the mean of

control group posttest is 5.45, standard deviation is 1.731, and the standard error

mean is 0.387. The t$_{crit}$ is 2.00 at the level of 0.05. Based on the score obtained, it

can be stated that t$_{obt}$ is higher than t$_{crit}$. According to the result, it can be

concluded that the alternative hypothesis is not rejected. There was a significant

difference between students who were assigned film trailer and students who were not.

4.1.3.4 Effect Size

The next calculation, determine the effect size. The calculation was aimed at knowing the value of treatment's effect to the students' score. The data were taken from t_{obt} = 5.001 and df =38. Having calculated manually using the effect size formula (see appendix 3 part G), the obtained value of r is 0.63. Based on the effect size criteria (Coolidge, 2000) (see table 3.3 p.33), the treatments gave a large effect to the students' score in the experimental group.

4.1.3.5 Dependent t- test Computation

The last calculation, determine dependent t-test for the control and experimental group. The calculation result can be seen in appendix 3 part E and F.

The analysis of pretest and posttest score in the experimental group is described below:

Table 4.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest2	3.80	20	1.005	.225
	Posttest2	7.85	20	1.268	.284

The table shows that the mean score of experimental group before treatment is (M =3.80) with standard error (SE = 0.225). Meanwhile, the mean score after the treatments is (M =7.85) with standard error (SE = 0.284). Those means score indicate that there is significant difference between pre-test scores

and post-test scores after the treatments. Furthermore table 4.9 shows the result to strengthen whether or not there is a significant difference between pre-test and post-test scores in the experimental group.

Table 4.9

Dependent T-Test Result

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair1 Pretest2 - Posttest2	-4.050	1.432	.320	-4.720	-3.380	-12.650	19	.000

The table 4.9 shows that t_{obt} is higher than t_{crit} (-12.650 > 2.093). Therefore it can be concluded that H_1 is not rejected, there is a significant difference between pre-test and post-test score in the experimental group. The detailed description related to the position of t_{obs} based on the analysis above is provided in the curve below:

Figure 4.1

t_{obs} *in the Experimental Group*

$t_{obt} = - 12.650$

Area of rejecting H_1
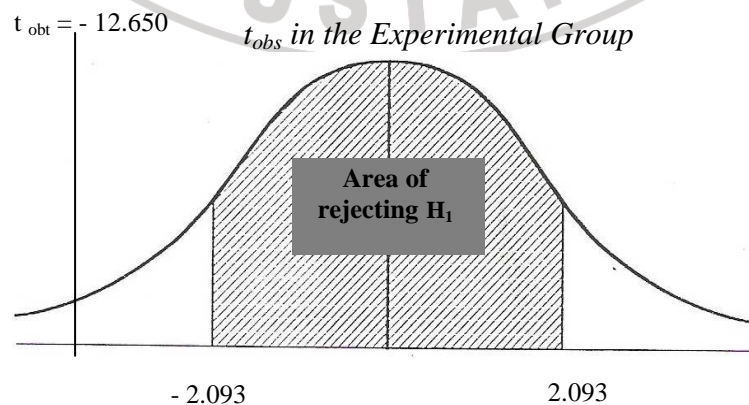
- 2.093   2.093

The calculation of the dependent t-test on the control group (see appendix 3 part F) shows that the mean in posttest is higher than the mean on pretest score (5.45< 3.70). In addition, it is found that the t_{obt} is higher than t_{crit} (-4.413 > 2.093) which means there is a significant difference in score of the control group before and after getting the materials from textbook. Yet, the obtained mean of the control group in post-test is lower if it is compared to mean of the experimental group (7.85<5.45).

The analysis showed that film trailers can improve the students' writing ability in writing narrative text than textbook materials. Therefore, it can be concluded that the use of film trailer may improve the students' writing skills.

4.1.4 Interview Results

The interview was conducted to twelve students of the experimental group for answering second research question. The interview is aimed to find out deeper information, in relation to the advantages of the use of film trailer perceived by the students. The aim is also to reveal students 'perception when they utilized film trailer when writing. The interpretations of the interview data are divided into four categories. The results are as follow:

1. **Students' difficulties in writing English text**

There were two obstacles appeared relates to writing process in English. The following charts display the result.

a. Lack of Vocabularies

Chart 4.1

Students' Difficulty in Mastering Vocabularies
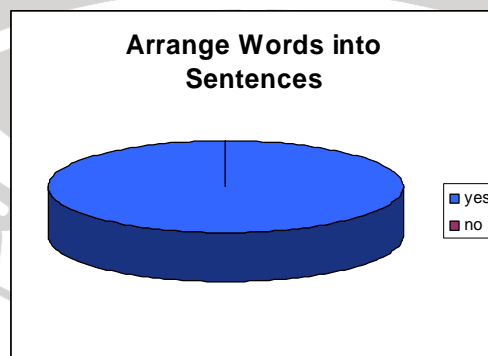
Lack of Vocabularies

yes
no

100%
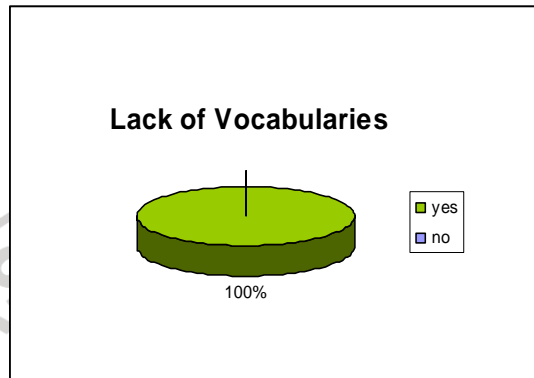
All the interviewees affirmed that they found it difficult to write something in English due to their weakness in vocabularies mastery.

b. Arranging words into English sentences

Chart 4.2

Students' Difficulty in Arranging Words

Arrange Words into Sentences

yes
no

All students stated that it was difficult for them to arrange words into sentences. Although they have known what words will be used from the texts and teacher's explanation, but when writing, they considered that writing in English

has its own difficulties; Indonesian structures and English structure are different. They usually write in Indonesian structures not in English. First, they wrote the narrative text in Bahasa then translated it into English.

2. Students' perception toward film trailer in writing narrative text

There were three positive responses revealed and one negative perception. The following chart describes the result.

a. Creating challenging atmosphere

Chart 4.3

Students' Perception about Class Atmosphere

Classroom Atmosphere

- Challenging
- Confusing

25%

75%
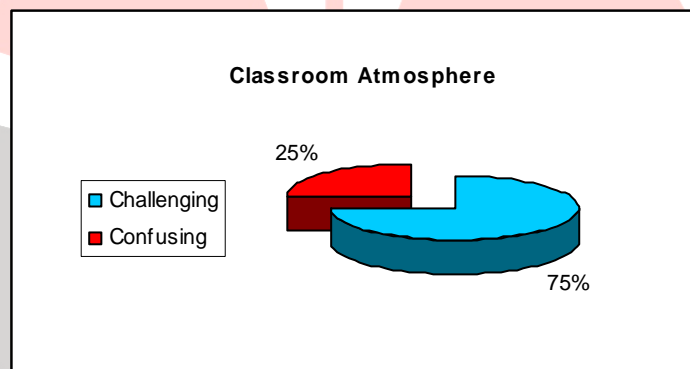
Nine participants agreed that learning environment was more joyful since the learning environment was not anxious for the students. In addition, various learning activities and visual media such as film trailer which were integrated during the teaching learning process made the students enjoy the learning environment. They felt fascinated and challenged by the film trailer they watched since they had to guess the main idea and the overall story shown. While, three students stated that film trailer is confusing as the show was short.

b. Increasing Students Motivation

Chart 4.4

Students' Motivation toward Film Trailer

**Motivation**

17%

83%

■ increasing students Motivation ■ no
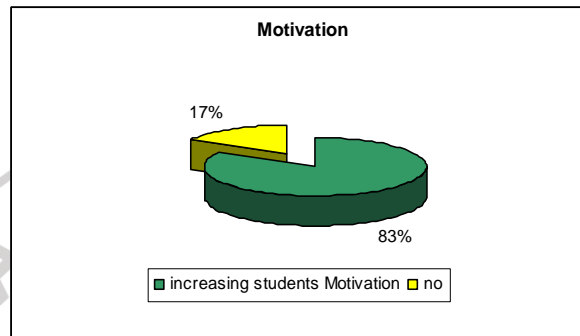
Ten students agreed film trailer increase their motivation on writing narrative text, since the media were relatively new and interesting for them. It could make them focus to find the main idea of the film. Thus the students felt challenged to create new story or rewrite the story. On the other hand, the others disagree because they prefer listening and watching to writing.

c. Inspiring students to write

The following chart shows in detail:

Chart 4.5

Students' Inspiration to Write

Helping Students to Write

■ Yes ■ No

25%

75%
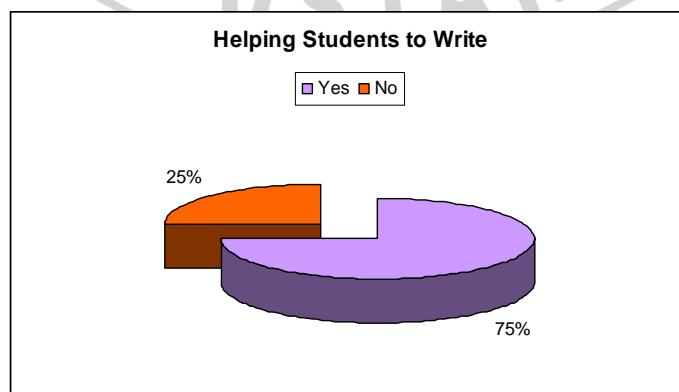
Nine interviewees said that film trailer helped them write as it gave much inspiration. In contrast, three students declared that it did not give any effect because they considered it too complicated.
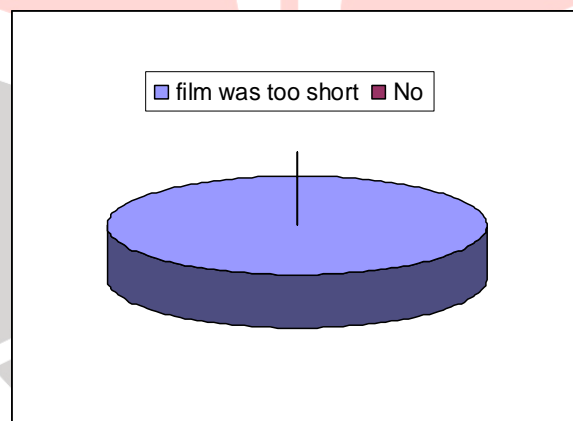
3. Students' difficulty in writing narrative using film trailer

There were two obstacles revealed dealing with the use of film trailer. The following charts present the result.

a. The duration

Chart 4.6

Students' obstacles on Film Duration

All participants declared that the duration of film trailer was short so that the info they felt lack to obtain. Yet, they said it could sharpen their imagination to arrange all the scenes in film trailer into a good story.

b. Native Speaker Language utterances

Chart 4.7

Students' Obstacles on Utterances

Native Speaker Language Utterances

□ Yes
□ no

100%
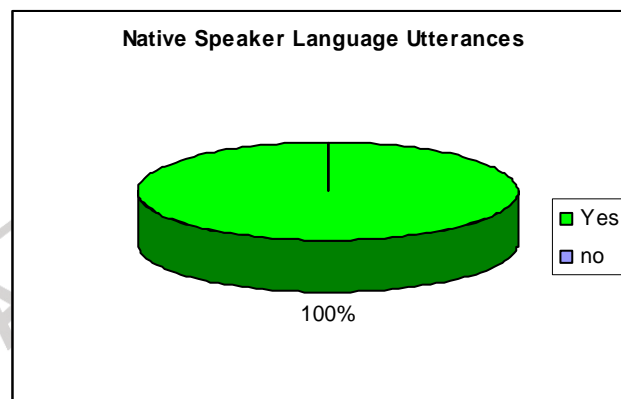
The second obstacles faced by students were native speaker language utterances. All the interviewees said that they only comprehended the dialogues partly because of the native speaker's speaking is relatively fast for students for their level. However the acting and the gesture demonstrated by the characters in the film could help them guessed the plot of the story.
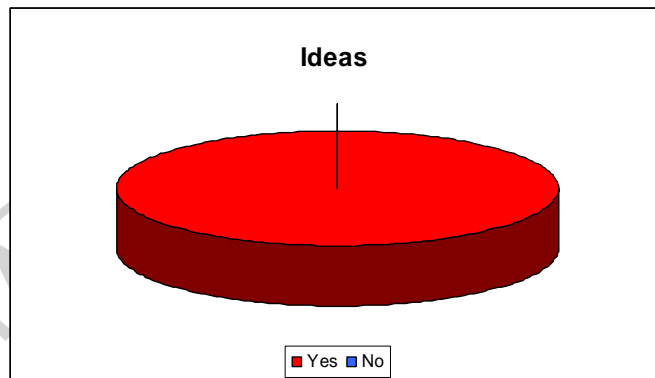
4. Students' perception toward the advantages of film trailer

Most interviewees affirmed that their writing skills improved after learning used film trailer. The improvement covers ideas, text's structures and vocabularies. The following charts elaborate the improvements.

    a.   Finding and generating ideas

**Chart 4.8**

Students' Perception on Ideas

All students agreed that film trailer enable them to inspire the ideas they wanted to write. The students' improvement in finding ideas could be seen from their post-test writing. Moreover, film trailer challenged the students to generate the ideas they found since the show just fragments. As a result they had to think hard to generate the ideas into good narrative.

b. Comprehending the structure of narrative text

Chart 4.9

*Students' Comprehension on Text's Structure*
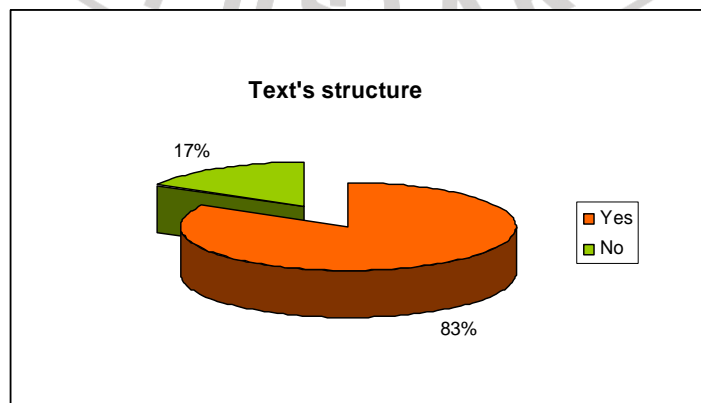
Ten of twelve assumed that film trailer helped them improve knowledge about structures of narrative as film trailer has three acts (see Chapter II p.22) which include premise of the story (act 1) similar to orientation, the middle (act 2) the same with complication which drives the story further and usually ends with a dramatic climax, and the last is act 3 which describes the possibility of the ending of the story (complication). It is clearly seen that film trailer and narrative have similar aspects. Both of them have three steps in presenting a story: orientation, complication, and resolution. Yet, two respondents disagreed that film trailer can be a media to comprehend the structure of narrative, because they felt it was confusing.

c. Enhancing Students' Vocabularies

Chart 4.10

Students' Progression on Vocabularies
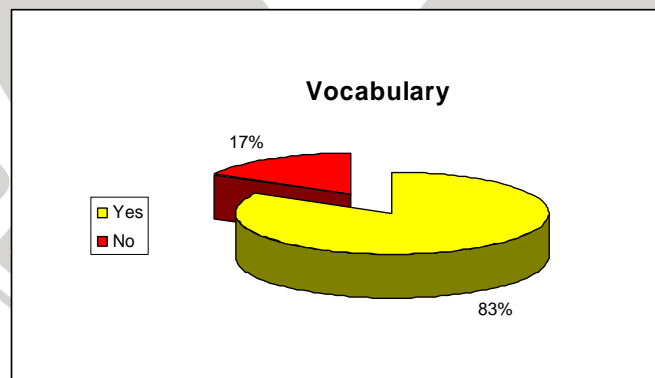
Ten participants noted that film trailer have enhanced their vocabularies. In supporting the previous statement, the students' writing score on post-test has significantly improved. They were able to select appropriate vocabularies related to film they watched. The rest participants said that film trailer did not give any

51

effect in enriching their vocabularies because their lack of knowledge about English and their reluctance to find it on the dictionary.

4.2. Discussion

This research was aimed at investigating whether the use of film trailer significantly improved students' writing skills especially narrative text and at revealing students' perception toward the use of film trailer in teaching narrative text. The writing test in pretest and posttest was used as the instrument in this study. Furthermore, SPSS 16.0 for windows was used to compute the pretest and posttest score. Besides, the students' pretest data were analyzed to know the initial ability in writing narrative text and to measure the equity between experimental and control group before the treatment. The t- test result on pretest indicated that there was no significant difference between the students' score of experimental and control groups because the t_{obt} (0.213) was lower than the $t_{crit.}$(2.000). It means the alternative hypothesis was rejected that the ability in writing narrative text before treatment between both groups were equal.

Having received some treatments, the posttest was administered to the experimental and control group. This test was intended to measure whether film trailer can help students improve their writing skill especially in narrative. The posttest computation result showed that the variances of the experimental and control group were equal and the scores of both groups were normally distributed. Besides, the t-test results showed that the findings may be concluded that the two aspects in writing assessment on organization and vocabularies, have significantly

improved (t_{obt}.5.001> $t_{crit.}$ 2.000).Thus, the alternative hypothesis was not rejected which means that there were significant differences between the experimental and control groups' scores after treatment. From the explanation above, it can be drawn a conclusion that the students who receive the treatment have significant improvement mainly in organization and vocabulary. The writing assessment was adopted from Alberta Education (2009).

When selected and implemented appropriately as teaching media, film trailer offer many advantages. First, it can be found easily in internet. It can be downloaded by downloader websites such as youtubedownloader.com, keepVid.com, Mediaconverter.org, zamzar.com and so on and some of downloader websites also offer converter files which ease the users to convert film file to avi, flv, mp3 or mp4(Enterprise, 2008).Second aspect is film trailer is not time consuming. That factor can save the time for teaching learning activity. When it is displayed during treatments, it is very beneficial for teachers so that they could manage their time in classroom well while they got great result on exposing the media. In line with Gebhardt (2004), film trailer has high quality, short with very concise, catchy dialogue, having highlights of the entire movie, and free, readily available from the Internet. In addition, the collaboration of visual media and the story served in the film can help students construct new vocabularies and create big enthusiasm in teaching learning process in writing class (Harmer, 2004 p.282).

The significant improvement in organization appeared by the number of participants agreed (83%), they stated film trailer help them to comprehend the structures of narrative text better. The improvement of organization also can be seen from their writing product. The experimental group's score in organization aspect increase significantly. In regard with the improvements in structures of a narrative text, the improvement was due to fact that film trailer have contained three acts, which include premise of the story (act 1) similar to orientation, the middle (act 2) the same with complication which drives the story further and usually ends with a dramatic climax, and the last is act 3, it can be said as resolution which describes the possibility of the ending of the story (Slide, 2001). Although film trailer consist of selections scenes, students became aware to identify the generic structures of narrative text. They could mention which part of the film can be categorized as orientation, complication and resolution.

As the description above, it is clearly seen that film trailer have similar aspects with narrative text. Both of them have three steps in presenting a story: orientation, complication, and resolution. By using film trailers, the students are fully introduced to a type of narrative genre unconsciously the text structure and the language feature.

Dealing with vocabularies, the improvements of students' writing were regard with some factors in teaching learning process. Particularly; the students were introduced to the sample of narrative text in real context which has new vocabularies (Jacobson et al, 2003).The development of students' mastery in vocabularies revealed from the numbers of words they used on pretest and on

posttest. On pretest, most students in both groups wrote only 50 – 100 words on averages. After treatments, students in experimental group show some progression in terms of their vocabulary usage. They wrote a narrative text for about 100- 200 words on average. Moreover, they could select right tenses such as past tenses or present tenses when they arranged sentences.

Furthermore, film trailer facilitate students to guess the meaning of characters' gesture to arrange the plot of story. It means the visual aids give meaning to the texts or messages being conveyed (Canning-Wilson, 1998 cited in Canning-Wilson, 2001). Moreover, the film which are accompanied by texts describe more detailed and well informed of story, thus the students are able to fully comprehend the idea discussed so that they can organized brainstorming session properly in writing narrative (Masiello, 1985; Moss, 1987). When watching film trailer, most students could catch the main idea of the story. They observed every single detail of the characters involved in film and discussed it with their friends and teacher. Film trailer guided students finding and generating ideas. By repeating the film trailer several times, students at last could start jotting down their ideas about the film and arranged them into a narrative text.

The only way to improve writing skill is writing practice. Thus, in every meeting the students are exposed to write and teacher gave the feedback on their writing so that it enables them to memorize how to write the vocabularies appropriately to their spelling. Writing is like swimming, it is learned behaviors (Brown, 2001:335) and it inferred that writing needs practice (Alwasilah, 2000

p.108). Supporting opinion about teacher feedback was also argued by Harmer (2002) teacher's feedback on students' writing is one of the ways that can encourage students to write and correct their mistakes. In short, teacher's feedback is also important to improve students' writing ability.

In relation with ideas, the students' improvement appears because the real examples of narrative texts with their film trailers. All film trailers accompanied by selection scenes that can stimulate students to find ideas. First, students observed film trailer displayed, after that they could expand their ideas and imagination about what to write and then transfer them in to writing form. The statement was in line with what suggested by Byrne (1995) that the use of visual media in writing are potential to be used as media for writing activities as source of ideas.

In cope with the use of film trailer in improving students' narrative writing, almost all students gave positive perception. Dealing with motivation, the students did not feel learning English as a frightening and boring subject and the learning atmosphere in classroom was also more fun and challenging (Stlempleski et al.2000). In regard to the functions of film trailer as teaching aids and visual media give benefit to students learning. Those media can attract and motivate the students to pay more attention to the context of the film presented (Heffernan, 2005) and also it inspired students to write.

Beside some positive perceptions found, the negative perceptions that students stated in writing using film trailer also revealed. The negative perception is in regard with difficulty to reconstruct the new text. Their weaknesses are

related to choice of tenses, finding and writing appropriate action verbs, and conjunctive adverb. Their limitation in vocabulary mastery also became restriction when they start to write. However, they solved the problem by consulting to the dictionary, asking friends or asking the teacher. The next negative perception found is the students' inability to organize words into sentences. The students tend to use Indonesian structure in their writing since they wrote the text in Bahasa first then translate it in to English word by word. To solve the problem, the students look at the examples or teacher's feedback on their writing practice and consult to the teacher or friend.

The negative perception also deals with the native language utterances. Although film provides real context of appropriate language use among object, action, events, and relationship as stated by Wright (1976: 38) but some dialogues performed by the native speakers in the film could not be understood since they speak relatively fast so that the students felt difficult to understand what the story about. As a solution, film trailer was repeated several times until students could grasp the meaning of overall story (TE Editor, 2008); acting and the demonstration can help them guess the plot of the story.

Having discussed the findings of the research, students' perception toward the use of film trailer in teaching writing narrative text has been also presented in this chapter. The next chapter will present the conclusion and suggestion based on the discussion of the research conducted.