The Use of Film Stories to Improve Students' Ability in Writing Narrative Text

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Abstract

This study aimed to discover whether the use of film stories could improve students' ability in writing narrative text. The method of the research was pre-experimental with one group pretest and posttest design. The population of the study was 11th Grade students of Senior High School MA DDI Kanang, West Sulawesi in the 2021/2022 academic year. Twenty-five (25) students were selected as samples of the study using a random sampling technique. The instrument of this research was a writing test which was administered as a pretest and posttest. Descriptive statistics were used to analyze the data. The results of the data analysis showed that the posttest mean score was 83.84. This was greater than the pretest mean score that was 68.96. Furthermore, the significant value of this research (0.000) was smaller than the alpha level (0.05). this means that H0 is rejected and H1 is accepted. Therefore, it can be concluded that Film stories could be used as media in improving the students' ability in writing a narrative text of 11th Grades of MA DDI Kanang.

Keywords: *Film stories, Writing ability, Narrative text*

1. Introduction

English is a required subject in Indonesian schools. Students must master four skills in English, they are speaking, reading, listening, and writing. The most crucial to be mastered is writing. Furthermore, Heaton (1975:138) argued that teaching this skill is more difficult because it uses not just syntax and rhetoric, but also concepts and comprehension. This means that writing is a difficult skill to master in English. So, this is very necessary to be learned by the students.

Moreover, writing is also a medium of communication. According to Byrne (1980:24), writing is one of the alternative forms of communication. Therefore, it will assist students to have good socialization in communicating their ideas, emotions, and opinions. Writing is taught in MA DDI Kanang to achieve the need for writing, the teacher has implemented the 2013 School-based curriculum (K13). The K13 states the standard competence in teaching-learning, in the syllabus, the passing score (KKM) is 75. Especially in teaching writing, students are supposed to comprehend kinds of text; they are descriptive, narrative, recount, etc.

A narrative text is a text that tells something or events in the past. These activities or events show some problematic experiences and solutions, which can often be

entertaining and can also teach readers moral lessons (Pardiyino: 2007). Besides, in their magazine "Narrative, Self-Assessment, and Reflective Learner," Kay and Humpreys (1993) claim that narrative only needs to recount an event or sequence of events to deal with an experience. This means students will easy to improve their writing using narrative text because it is about telling past events or activities or something about their experiences. So, it will help students in their writing.

Meanwhile, school-based curriculum 2013 becomes a reference for teachers to make learning designs that will be used later in the classroom, both learning material and learning method are referenced on K13 curriculum. The output of writing is to help students' ability to write by understanding the purpose of the context. Reflecting on the expectations above, the situation faced by students is very different. Based on the research pre-observation in the case interviewed with Mrs. Wahyuni as an English teacher at MA DDI Kanang, she said that some of the students were still far from the standard set, this was seen from their failure to pass the KKM score. Besides, many factors may influence this including a lack of vocabulary, a lack of understanding of how to structure writing, a failure to choose the appropriate material for their writing, a lack of interest in the class, and so on.

To solve the problems above, one of the learning media that the researcher offers is film stories. As Lavery (2008) said that film and videos are entertainment mediums that show scene, movement, and sound which are powerful ways to encourage and aid language comprehension in students. So it will excite students' interest in writing by watching the film. Besides, using film as a teaching medium can help students develop prior knowledge, support their understanding of textbooks, assist teachers in effectively teaching textbooks, and motivate students (Heinich et al., 1982; Raiser and Dick, 1996). This means the film can assist students to arrange their writing and give them motivation.

The film is a long enough film to be shown as the main or only film at a screening event. The minimum length criteria for a film vary according to the era and the institution that set it. According to the Academy of Motion Picture Arts and Sciences, the minimum length of a film is 40 minutes. Besides, the film provides subtitles, so this is expected to facilitate the students to understand more about the stories and easy to arrange their writing.

Many researchers have used film in the classroom. In the research, there are similarities and differences. The use of film in all the previous studies and this research is a common feature. On the other hand, the method for conducting experiments differs from the previous studies and a new addition from focusing on the research is the film that provides a text of the film, population, and sample of the research.

As the researcher already mentioned that writing is the most critical skill that is difficult to be learned in language learning. Many researchers have conducted a study related to film as media for teaching but the students still get difficulty in writing. Seeing how the students still get difficulties, the

researcher tried to engage the students of MA DDI Kanang to have English writing activity through film stories. In relation to the problem statement above, the researcher formulated the research question as follow:

 "Does the use of film stories improve students' ability in writing narrative text?"

2. Literature Review

The film is an entertainment medium. It tells a story through a sequence of images, giving the impression of constant movement to viewers (Tatum: 2010). Another definition of the film is a series of photos or pictures projected continuously on the screen so that they produce the visual illusion of moving people and objects (due to the persistence of vision). However, films can also teach the history of people, science, human nature, etc. Some films combine entertainment and teaching to make learning more enjoyable. This film comes in various forms, both artistic and commercial. The living pictures were made (Mery: 2011). In addition, based on the book "Film Teaching", the FILM project shows that film is a way of telling stories using modern tools that allow people to exchange information and ideas. They show us places and lives that may not be known in movies.

Writing is a discipline that contributes to interpretation, analytical, and logical thinking (Smith, 2004). A good essay will provide a rational argument supported by credible evidence, which will usually lead to a logical conclusion or argument. Furthermore, Ivanic (1998) argues that writing is used to express oneself rather than

to communicate "content.". So sometimes people find it challenging because they are dissatisfied with their writing.

On the other hand, Meyers (2005: 2) claims that writing is a common means of producing language while speaking. Writing interacts with others, whether on paper or a digital screen. The writing process includes gathering ideas, placing, reshaping, and revising them on paper. Writing is recursive, according to Palmer (1994: 5). We must think for a long time, scribble a few words on paper, break to consider what we'll say next, change the sentence, or completely change our minds.

According to Anderson (1983), the narrative is usually told by the storyteller. Clouse (2003) describes the narrative text as a form of fictional and true tale that includes a sequence of events and tells a story, as well as how to explain an event as an element of story creation. Otherwise, the audience will look for ways to participate. We can also think of narrative as a film in which the audience can see and hear characters interact. Besides, it must be informative and consistent, and the sequence of events must be organized in another productive manner.

Furthermore, according to Celce and Murcia (2000), a narrative is based on a character or hero and is structured around the linear sequence of events. It usually refers to something that happens to the person or persons concerned, and it is usually personalized or individualized.

Orientation, complication, conclusion, and coda are the four basic elements of a narrative (Boucher, 2011). Furthermore,

Anderson (1983) offered a more comprehensive general structure of the narrative, which includes:

- Orientation: Scene setting, time and location of the story, story characters, and story content.
- Complication: Tell the beginning of the problem, lead the main participants into a crisis.
- Sequence of events: Explain to the character how to deal with problems. This covers both their feelings and their actions.
- Solution: The problem (crisis) is resolved, regardless of whether the result is happiness or sadness.
- Coda: The conclusion of the story is optional. It includes moral lessons, advice, or instruction for writers.

Almost all students find writing narrative text in an essay difficult because they are unaware of what they are going to write or what the narrative is about. Furthermore, the researcher will offer different approaches for students to learn how to write narrative text. Telling stories to describe emotions and personal memories that contain personal feelings, illustrate, describe autobiographical stories, describe characters, locations, and objects that lead to simple reflections is what narrative writing means. Furthermore, it can include dialogue told from a particular point of view to support a point of view that is a rich inappropriate description, phrases, modifiers, conflict, and plot, as well as any kind of story.

Besides, according to Enre (1988:148), the purposes of narrative writing are to clarify or remind, to say something as it was seen and heard, to tell something about what happened, and to persuade others. It was concluded that narrative writing serves a variety of purposes, including explaining something, amusing readers with stories, and describing past events or others.

Meanwhile, Jackson (2009) claims that there are five stages to writing an essay:

- Introduction – provides context for the story, states the intent of the writing, and contains an enticing aspect to pull the reader in
- Main body paragraph 1 – rising activity
- The second paragraph of the main body – climax
- The third paragraph of the main body–falling activity
- Conclusion – lessons learned from the story.

3. Research Methodology

In this research, the researcher used a pre-experimental design. It is called pre-experimental because the researcher only used one sample. This research design aims to measure the difference in the average value of the pretest and posttest.

$$O_1 \quad X \quad O_2$$

Where:
O_1: Pretest
X: Treatment
O_2: Posttest

The population of this study was class XI at MA DDI Kanang during the academic year 2021/2022. There were three classes, each

class consisted of 25 to 33 students, and the population was about 90 students. Besides, this sample used a cluster random sampling technique. The sample was class XI IPA 2 of 25.

The researcher used a writing test to collect data. A writing test was given to know the students' ability in writing. In this writing test, the pretest was given to all students before treatment and the posttest after treatment. The questions in the pretest and posttest were the same, the students have to choose the topics about Snow White, Cinderella, Malin Kundang, or a tortoise and a hares stories then write a narrative text about it that should consist of 100 words. Therefore, by using a writing test the students' ability can be analyzed. This tool is also the main key to knowing the success of the efforts. So, the aim of the test is to find out the students' ability in writing a narrative text by using film stories.

The data analysis technique used by the researcher in processing the data was descriptive quantitative to analyze the data obtained from the pre-test and posttest. The pre-test and posttest scores were obtained by using the scoring rubric by Jacob et al (1981) and classification of students' achievement by Kemendikbud (2017). Furthermore, the researcher used the dependent t-test statistical type to test the hypothesis data.

4. Findings and Discussions
4. 1. Findings

The findings present the data analysis and the experimentation of the treatments that were carried out in four meetings. For the first treatment, the students learned about a narrative text. The researcher taught what is narrative text, generic structure, and the element of language used in the narrative text. After that, the researcher used film stories in the learning process and asked students to watch the film carefully. After the students watched the film, the researcher asked the students what they get from the film. Then, the researcher and students discuss the film together.

In the second treatment, the students continue to watch the film with the text of the film and the researcher asked the students to take notes after watching the film. The students were very enthusiastic to learn with it. Before starting, the researcher tested whether the students still remember what they learned and watched in the previous meeting. In the third treatment, the researcher divided students into groups, each group consisting of four to five students, then the researcher asked students to write a narrative text of the film story of Aladdin that they had been watched. After that, the students shared their assignments and changed with the other students' assignments to identify the generic structure of a narrative text. In the last treatment, just like the previous meeting, the researcher asked students to write the narrative text about the film story of Aladdin individually. After that, the students collected their assignments.

Furthermore, the data analysis results of students' ability in writing that the researcher examines whether there was

different score before and after they were taught film stories in writing narrative text. The researcher did pre-experimental research about the use of film stories to improve students' ability in writing narrative text at eleventh-grade students of MA DDI Kanang in the academic year 2021/2022. The researcher conducted the research on September 25th, 2021, and involved the eleventh-grade students in class XI MIPA 2. There were 25 students in that class.

The data were collected through administering tests. The first test was a pretest that was done before the treatment was applied to the students. The purpose was to examine the students' writing ability before conducting the treatment. The result of the pretest showed that the students' writing ability was poor and just several of them got average. After administering the pretest, the researcher gave treatments to the students. After the treatments were finished, the researcher administered the posttest to examine the students' writing ability after treatment. Apparently, the result of the posttest showed that film stories improved students' writing ability.

4. 1. 1. Score of Writing Ability of the Students Pretest and Posttest

Table 1 Students's Writing Score

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	0	0
2.	Good	84-92	0	0	14	56
3.	Average	75-83	6	24	11	44
4.	Poor	<75	19	76	0	0
	Total		25	100	25	100

The frequency on scores and classification both showed the results. The pretest has a frequency of 6 (24%) students out of 25 in writing a narrative text on the average classification and 19 (76%) students on the poor classification, meaning that only 6 students reached the average scores before the treatment. After the treatment, there was an improvement in most of the students' scores. As seen in the posttest result, 14 (56%) of the students in this research achieved good, while 11 (44%) students were on the average classification. So, all the scores are over 75 in the posttest meaning no students get a poor score.

Furthermore, writing ability refers to the students' writing ability, which is divided into four categories: very good, good, average, and poor. If students were able to write test of writing very well, they were placed in the very good category; if they were able to write test of writing well, they were placed in the good category; and students were placed in the average category if they were able to write test of writing average. The poor category is for students who were only able to

write a writing test that was below average or who have poor or very low writing ability.

4. 1. 2. Score of Content of the Students Pretest and Posttest

Table 2 Score of Content

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	10	40
2.	Good	84-92	11	44	7	28
3.	Average	75-83	2	8	4	16
4.	Poor	<75	12	48	4	16
	Total		25	100	25	100

The table above showed the students' content scores. In the pretest, there was no student who got a very good, 11 (44%) got a good, 2 (8%) got an average, and 12 (48%) got a poor score. While in the posttest, the table showed that there was an improvement in the students' content. The table showed that there were 10 (40%) students who got a very good, 7 (28%) got a good, 4 (16%) got an average, and only 4 (16%) students got a poor score. The content describes the main idea and reflects the whole of the paragraph in the text.

Besides, the content is classified into a very good category refers to the students' knowledge that is relevant to the topics. The good category is about having adequate knowledge of the topic. The average category is about limited knowledge of the topic. The poor category does not show any knowledge of the subject.

4. 1. 3. Score of Organization of the Students' Pretest and Posttest

Table 3 Score of Organization

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	12	48
2.	Good	84-92	3	12	8	32
3.	Average	75-83	3	12	3	12
4.	Poor	<75	19	76	2	8
	Total		25	100	25	100

The table showed the students' score of organization. In the pretest, no student got a very good score, 3 (12%) got a good score, 3 (12%) got an average score, and 19 (76%) got a poor score. While in the posttest there was an improvement of the students' scores. In the posttest result, the table showed that there were 12 (48%) students who got a very good,

8 (32%) got a good, 3 (12%) got an average, and only 2 (8%) students got a poor score.

The organization is related to the idea in the paragraph. Besides, the organization is classified into very good category refers to the students fluently expressing their ideas or being well organized. Good, although the information is well-organized, the main points stand out. Average, ineffective, or disconnected ideas. Meanwhile, the poor category refers to the organization that does not communicate or has no organization.

4. 1. 4. Score of Vocabulary of the Pretest and Posttest

Table 4 Score of Vocabulary

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	1	4	15	60
2.	Good	84-92	5	20	1	4
3.	Average	75-83	4	16	4	16
4.	Poor	<75	15	60	5	20
	Total		25	100	25	100

The table above showed the students' vocabulary scores. In the pretest, there was 1 (4%) student got a very good, 5 (20%) got a good, 4 (16%) got an average, and 15 (60%) got a poor score. While in the posttest there was an improvement of the students' vocabulary score. The table showed that there were 5 (20%) students who got a very poor score, while 4 (16%) got an average, 1 (4%) got a good, and 15 (60%) students got a very good score.

Vocabulary refers to the choice of words that match the content, it can be recognized by looking at the word choice or usage to convey it to the reader. The vocabulary is classified into very good category refers to the sophisticated vocabulary, efficient word or idiom selection, and usage. Good category, range of faults in word or idiom form, choice, and usage, but the meaning is not hidden. Average category, with a limited number of vocabulary or idioms and usage options. Poor category, with several grammatical problems due to a lack of English vocabulary.

4. 1. 5. Score of Language Use of the Pretest and Posttest

Table 5 Score of Language Use

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	3	12
2.	Good	84-92	3	12	12	48
3.	Average	75-83	3	12	3	12
4.	Poor	<75	19	76	7	28
	Total		25	100	25	100

The table above showed the students' language use scores. In the pretest, there was no student who got a very good score, 3(12%) got a good, 3 (12%) got an average, and 19 (76%) got a poor score. While in the posttest there was an improvement in the students' grammar scores. The table showed that there were 3 (12%) students who got a very good, 12 (48%) got a good, 3 (12%) got an average, and just 7 (28%) students got a poor score. Language use refers to the correct grammatical form and syntactic mode. It is recognized from that structure of well-formed sentences. The language use is classified into some categories: very good, few errors of agreement, tenses, number, word order or function, articles, pronouns, and preposition ineffective complex structure. Good, effective but simple constructions several errors of prepositions, pronouns, articles, word order or function, number, tenses, and agreement. Average category, with significant problems with simple constructions, frequent errors, and grammar. Poor category, almost not a command of sentence construction rules.

4. 1. 6. Score of Mechanic of the Students Pretest and Posttest

Table 6 Score of Mechanic

No.	Classification	Score	Pretest		Posttest	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	1	4	3	12
2.	Good	84-92	0	0	0	0
3.	Average	75-83	12	48	14	56
4.	Poor	<75	12	48	8	32
	Total		25	100	25	100

The table above showed the students' mechanics. In the pretest there was 1 (4%) student who got a very good score, 12 (48%) got an average score, 12 (48%) got a poor score, and there was no student who got a good score. While in the posttest there was an improvement of the students' mechanics' score. In the posttests result, the table shows that there were 8 (32%) students who got a poor score, while 14 (56%) got an average, there was no student who got a good score, and 3 (12%) students got a very good score. Mechanics refers to the spelling, punctuation, and capitalization within the paragraph. The

mechanic is classified into very good categories, demonstrates mastery of conventions few errors of spelling function, capitalization, and paragraphing. Good category, few errors of punctuation, capitalization, paragraphing, spelling, but not observed. Average category, some errors mechanics. Poor category, many errors of mechanics.

4. 1. 7. Mean Score and Standard deviation of Pretest and Posttest

Table 7 Mean and Standard Deviation

Test	Mean	Standard Deviation
Pretest	68.96	8.064
Posttest	83.84	5.153

The pretest mean was 68.96 while the posttest was 83.84 and the standard deviation of the pretest was 8.064 and 5.153 for the posttest. The mean score of the students' posttest was higher than the mean score of students' pretests while the standard deviation of students' posttest is smaller than the standard deviation of the students' pretest. This indeed indicates that using film stories improves students' ability in writing narrative text.
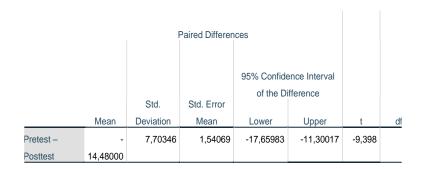
Table 8 Writing Aspects Score

Writing Aspects	Max. Score	Pretest		Posttest Mean		Difference
		Mean Score	Level	Mean Score	Level	
Content	30	23.2	Good	25.72	Good	2.52
Organization	20	13.6	Fair	17.8	Good	4.2
Vocabulary	20	14.6	Good	16.96	Good	2.36
Language Use	25	15.72	Fair	20.96	Good	5.24
Mechanics	5	3.2	Fair	3.8	Fair	0.6

There are five aspects of writing the researcher assessed in the students' writing tests. The results showed that there is an increase in the mean scores of the two tests. The most significant improvement of the aspects is on the students' language use, the lowest improvement is on the mechanics just by 0.6 differences.

4. 1. 8. Hypothesis Testing

Table 9 Standard Deviation

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df
				95% Confidence Interval of the Difference			
Pretest – Posttest	-14,48000	7,70346	1,54069	-17,65983	-11,30017	-9,398	

The frequency on scores and classification both showed the results. As mentioned previously in the hypothesis, there are two possible outcomes that the study predicted. The first outcome is the H0 (Null Hypothesis) where the use of film stories does not improve the students' ability in writing narrative text. The second is the H1 (Alternative Hypothesis) in which the use of film stories improves the student's ability in writing narrative text. The criteria for hypothesis testing are if the Sig (2-tailed) or level of significance is lower than the alpha level (Sig < α), it can be indicated that the students' writing ability scores between pretest and posttest were significantly different and surely improved.

In this research, the mean is statistically significant at α level = 0.05 because the level of significance or Sig = .000 is not larger than the alpha level or α = 0.05. So, the H1 (Alternative Hypothesis) is accepted meaning that the use of film stories improves the students' ability in writing narrative text and H0 (Null Hypothesis) is rejected because H0 means that the use of film stories does not improve students' ability in writing narrative text.

4. 2. Discussions

After presenting the findings in the previous section, the researcher raised the conclusion that the findings point at two (2) main ideas and they are:

4. 2. 1. Students' Writing Improvement of Using Film Stories

The data analysis result showed that the use of film stories as media in teaching and learning has a significant effect on the improvement of students' ability in writing a narrative text. The students' writing showed improvement in most of the writing aspects with writing language use being the highest improvement among the other aspects. This will be discussed further in the next point of the discussion part. The mean scores of the posttest of 83.84 increased from the pretest of 68.96 an improvement with a difference of as much as 14.88. By using paired t-test for both the pretest and the posttest, the data analysis result showed that there was a significant difference or effect between the two tests. Furthermore, from the results of the t-test, the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, it can be concluded that the use of film stories improves students' ability in writing narrative text.

It was also supported by the previous study conducted by Akmala (2011) which showed using animated films in the classroom will help students develop their narrative writing skills. Besides, Fitriani (2013) showed the teaching and learning process to create more favorable situations through video movies. Then, Aeni and Arini (2015) showed that students are interested in learning English through movies. Also, Efrizal (2017) showed the students' vocabulary mastery ability has been significantly improved after being taught using film.

4. 4. 2. Students' Writing Improvement in the Writing Aspects

Regarding the improvement in students' writing, there were five (5) writing aspects assessed in the students' writing and each aspect is discussed as follows:

a. Content
The content has the third-highest improvement in the aspects with 2.52 differences between the pretest mean and the posttest mean score. Most of the students would like to express their ideas and had a good imagination in their writing. But their knowledge is limited also most are relevant to the topic but not in detail. As the content refers to the body of writing, the main idea of experience (unity). Identify it by looking at the topic sentence and it described the main idea and reflects the whole of the paragraph (Jacob, 1981). Besides, due to using film in teaching provides meaningful clues of meaning and assists students in seeing content beyond what they are hearing, allowing them to understand the text more deeply (Harmer, 2001). It means that the students can improve their content using film

because it provided the line of the story that student not only see but also hear it.

b. Organization
The organization has the second-highest in the aspect with a difference of 4.2 between the pretest and posttest mean. Organization refers to the logical organization (consistency) of content, it is related to the idea in the paragraph (Jacob, 1981). Besides, using film in teaching writing helps students because film combines entertainment and a well-organized story, and also film makes learning more enjoyable (Harmer, 2001). It means that the students can improve their organization aspect in writing using film because the film provides entertainment that the line of the story is well organized. It makes the students more enjoying the learning.

c. Vocabulary
The vocabulary in the result data is the fourth in improvement with 2.36. Using film assuaging their fear of foreign vocabulary by reviewing the vocabulary used in the film and can stimulate the creativity and communication skills of the language (Harmer, 2001). It means the student can improve their vocabulary using film because it provided many vocabularies so the students will get more vocabulary from the story.

d. Language Use
For the language use aspect, the data result is the highest improvement with 5.24 among all the aspects. The students were able to write with very good language use after the treatment as the mean score of the posttest is higher than the pretest. The pretest mean

score of 15.72 is categorized in the assessment table as good, while in the posttest was 20.96 which means the average score significantly improved. Besides using film has a rare opportunity for students to see scenes and hear the language used. As they can see and hear the language in action while still doing engaging activities. (Harmer, 2001).

e. Mechanics
On the mechanics, the most frequent errors here showed especially on punctuation, capitalization, and paragraphing. Mechanic refers to the language that uses graphical conventions. Identify it by looking at the spelling, punctuation, and capitalization within the paragraph (Jacob, 1981). Besides, due to using film the students can see and hear the language which refers to the spelling in action (Harmer, 2001).

The result of the research was in line with the theory of improving students' writing ability using film stories. There were factors that contribute to the students' improvement. The internal factors depend on students themselves, their participation in the classroom, their prior knowledge, and their motivation. Besides, the external factors depend on the media, teachers, and the environment of the school. Teaching writing by using film stories shows that students could understand. It could be seen in the treatment process that the students are more interested when the researcher applies this media. They felt enthusiastic, whether they are working in a group or an individual to write the story. The students are interested in learning English using media such as film.

This idea is supported by Sadiman et al (2009) who said that film is also an efficient medium in the teaching process because film through watching pictures and listening to audio can create a new atmosphere in the classroom that make students more interested in the learning process because not only it stimulates students' receptive ability (listening and speaking) but also improves productivity (speaking and writing). It means film as a medium can be used for additional support by teachers.

Furthermore, some obstacles were found during the research; the researcher conducted the research during a pandemic so the researcher found it difficult to get closer to the students. While there were students who still did not participate actively in the classroom. Meanwhile, the researcher found also the strengths of using film stories in the classroom the students did not only hear it but also can see the film on the screen and it also provided the text of the film. So, the students were able to understand the stories well. The weakness of using film stories in the classroom is the duration of the film; it spent much time.

From the explanation above, the use of film stories improves students' writing ability. It was proven by the five aspects of writing that were assessed in the students' writing. The improvements on most of these aspects showed, except for the mechanic aspect, that there was an improvement, and the highest improvement was on the language use aspect. The improvements in the writing aspects when using films were also found by Akmala (2011) as film improves students in

the content, organization, vocabulary, language use, and mechanics aspects of the students' writing. Therefore, the use of film stories improves the students' ability in writing narrative texts at the eleventh-grade students of MA DDI Kanang in the academic year 2021/2022.

4. 2. 1. Row Seating Arrangement

First, there was much different attention in the Row model. The attention found in the Row model was always paid attention to the teacher, occasionally paid attention and often did other things in the class, and rarely paid attention in the beginning to the end of learning. Based on the observation above, one different attention distinguished the amount of two seating arrangements. Only one student rarely paid attention to the teacher and instead paid attention to other things. It was only in the Row model and the students who sat in the Back Row model.

Second, more students always gave attention to the shape of the Front Row in the learning process than the Back Row. Based on the observation data above, out of nine students who always gave attention in Row form, five students always gave attention sitting in front, and only four were given that sitting behind.

Third, more students who occasionally gave attention in Row forms than U-Shaped. Based on observation data, two students occasionally gave attention to the Row form and there was one student in the U-Shaped shape. One student occasionally gave attention to the Row form showing different attention in U-Shaped form. In the second observation, more students always gave attention in U-Shaped form. In contrast, only

one student occasionally stayed, giving attention even though the shape of the seat had been changed.

4. 2. 2. U-Shaped Seating Arrangement

Two discussions can be concluded from the findings in the U-Shaped seating arrangement of this research. These are discussed as follows:
First, the attention found in the U-Shaped model was only paid attention to the teacher and occasionally paid attention and often did other things during the learning process in the classroom. As stated before in Row Seating Arrangement, one different attention distinguished the amount of two seating arrangements. Only one student rarely paid attention to the teacher and instead paid attention to other things. It was only in the Row model and the student who sat in the Back Row model.

Second, most of the students always gave attention in U-Shaped than Row. Based on the observations, more students always gave attention to the U-Shaped form rather than Row.

From some of the data above, students chose a U-Shaped form because they could focus on the teacher in the middle of the students, and the teacher saw all students because of nothing obstruction; all were equal.

The researcher concludes that the researcher believes that U-Shaped seating management could stimulate the student's attention to the teacher or lesson. U-Shaped seating arrangement could be the stimulation from external factors to make the students pay attention to the teacher of English Lessons

because it can make a lot of interaction and communication between the teacher and the students and among the students themselves.

5. Conclusion

Based on the findings and discussion, the researcher formulated the conclusion that the use of film stories improves students' ability in writing narrative text at the eleventh-grade students of MA DDI Kanang. It was proven by the result of the mean score of the students' pretest and posttest. The students' mean score on the pretest was (68.96) and after the treatment, the students' mean score on the posttest was (83.84). Furthermore, the result of Significance or Sig was not larger than the Alpha level (0.000 < 0.05). It means there was a significant difference in students' writing ability improvement by using film stories. So, it can be concluded that the use of film stories improves students' ability in writing at the eleventh-grade students of MA DDI Kanang.

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