

**A STUDY ON THE ABILITY OF THE THIRD YEAR STUDENTS
OF ENGLISH STUDY PROGRAM FKIP UR IN WRITING
SEQUENCE OF EVENTS OF REED'S MOVIE *Yes Man***

Ogi Siswandi, Fadly Azhar, Masyhur

E-mail: ogisiswandi@gmail.com/fadlyazhar@gmail.com, masyur@gmail.com

Contact: 0852 7288 8730

English Study Program
Language and Art Department
Faculty of Teacher Training and Education
University of Riau

Abstract: *The purpose of this study is to find out the third year students' ability of English Study Program in writing sequence of events of Yes Man movie. This research focus on the accuracy in grammar, vocabulary mastery, the mechanics, arrange the form and style and ease of communication (fluency) based on the movie. Data were collected using writing test, particularly writing the sequence of events the movie. The research finding are as follows: firstly, the ability of the students based on three raters in writing plot of movie is 70.37 which is in Average to Good level. Second, the students' average score based on three raters for Grammar aspect is 3.49, the average score for Mechanics is 3.54, in Vocabulary aspect the average score is 3.66, the students' average score for Form is 3.31 and the last average score is Fluency, which is 3.39. The highest score obtained by the students is in Vocabulary aspect and the lowest score is in Form aspect.*

Keywords: *Ability, Writing, Sequence of Events of Movie*

**SUATU PENELITIAN TENTANG KEMAMPUAN MAHASISWA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TAHUN KE
TIGA FKIP UR DALAM MENULIS RANGKAIAN PERISTIWA
FILM *Yes Man***

Ogi Siswandi, Fadly Azhar, Masyhur

E-mail: ogisiswandi@gmail.com/fadlyazhar@gmail.com, masyur@gmail.com

Contact: 0852 7288 8730

English Study Program
Language and Art Department
Faculty of Teacher Training and Education
University of Riau

***Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa Program Studi Pendidikan Bahasa Inggris dalam menulis rangkaian peristiwa dalam sebuah film. Penelitian ini berfokus pada beberapa aspek seperti Grammar, Mechanics, Vocabulary, Form dan Fluency. Data diperoleh dengan menggunakan tes tertulis; yaitu menulis rangkaian peristiwa dalam film “Yes Man”. Hasil penelitian yang telah diperoleh antara lain sebagai berikut: Pertama, kemampuan seluruh mahasiswa dalam menulis alur cerita film secara berdasarkan ketiga penilai adalah 70.37 yaitu pada level Average to Good. Kedua, nilai rata-rata seluruh mahasiswa berdasarkan ketiga penilai untuk aspek Grammar adalah 3.49, sedangkan untuk aspek Mechanics mahasiswa memperoleh rata-rata 3.54, untuk aspek Vocabulary nilai rata-ratanya adalah 3.66, nilai rata-rata mahasiswa untuk aspek Form adalah 3.31 dan nilai rata-rata terakhir adalah 3.39, yaitu untuk aspek Fluency. Nilai rata-rata tertinggi yang diperoleh mahasiswa yaitu pada aspek Vocabulary, sedangkan nilai rata-rata terendah terdapa pada aspek Form.*

***Kata kunci:** Kemampuan, Menulis, Rangkaian Peristiwa dari Film*

INTRODUCTION

English can be defined as a language that many people deeply learn and use it to communicate or get information over the world. Most people have learned to master the language then they will easily have communication and interaction with other people inside and outside of their country for doing something such as study, business, holiday, etc. English has four skill at school; speaking, writing, listening, and reading. They are categorized into two parts; speaking and writing belong to productive skills while listening and reading belong to receptive skills. Those skills have the certain functions for each skill but it has the connection each other.

Writing is a kind of activity which needs someone's understanding and ideas then develop it into some words by following the patterns of the sentence. Writing can be applied by the situation and condition of something happening. For example: writing about issue, news, short story, plot of novel or movie, and so on. As Ager (1998:1) points out that "writing is a method of representing language in visual or tactile form. Writing systems use set of symbols to represent the sound of speech. and may also have symbols for such things as punctuation and numerals". In this study, the writer will focus on one criteria of writing that is writing the plot of movie.

Writing plot is one part of writing activities which needs the students' comprehension and analysis in expressing their ideas into the story based on what they heard, watched, and read. It can be writing a plot of movie, novel, short story and so on. In writing a plot of movie, the media plays important role in doing this activity. The main idea is of course the movie itself and the supporting media for instance note book, projector, sound system etc. During this activity, the students should watch the movie seriously in order to be able to analyze and comprehend to what the story is telling about. By watching it well the students can understand what the movie means and they can even tell it again to others about the sequence of even of the movie by writing them down.

Based on the explanation above, the writer was interested in carrying out a research in finding the ability of the third year students of English Study Program in writing sequence of events of the movie.

METHODOLOGY

This is a descriptive research in which has only one variable. Gay (1987:11) says that descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the object of the research. Sudjana (1992) also says that descriptive method are used to describe or explain a condition or an action in the present time including case, survey development and correlation. Therefore, this research only describe the ability of the students in writing plot of movie.

To get the data, The instrument used was writing test (essay), particularly writing the sequence of events of Yes Man movie. In collecting the data, the writer asked the students to write only the sequence of events of the story in the movie they watched. It means they only write the important part or particular events of the story in the movie.

THE RESEARCH FINDINGS

The purpose of this research is to show the ability of the third semester student of English Study Program FKIP UR in writing sequence of events of the movie. The writer found out the highest as well as the lowest scores for all aspects of writing competence of the students in writing sequence of events of movie.

In general, the students of English Study Program were able to write the sequence of events of the movie. The result of the students' writing could be shown in the appendices. The data gathered in the research findings could be seen in the following tables.

Table 1. The Percentage of The Students' Scores in Each Aspect of Writing According to the First Rater

The score range	The aspects of writing evaluated									
	Grammar		Mechanic		Vocabulary		Form		Fluency	
	F	%	F	%	F	%	F	%	F	%
5	3	11.11	1	3.70	6	22.22	0	0	1	3.70
4	10	37.03	11	40.74	7	25.92	14	51.85	8	29.62
3	13	48.14	12	44.44	13	48.14	10	37.03	16	59.25
2	1	3.70	3	11.11	1	3.70	3	11.11	2	7.40
1	0	0	0	0	0	0	0	0	0	0
	$\sum x = 94$ N = 27 M = 3.48		$\sum x = 91$ N = 27 M = 3.37		$\sum x = 94$ N = 27 M = 3.48		$\sum x = 92$ N = 27 M = 3.40		$\sum x = 89$ N = 27 M = 3.29	

Table 1 shows the percentage of the students' scores in each aspect of writing based on the first rater that can be seen among 27 students. In terms of **Grammar**, there are 3 students (11.11%) get 5, 10 students (37.03%) get 4, 13 students (48.14%) get 3 and 1 student (3.70%) get 2. Moreover, in terms of **Mechanics**, there is 1 student (3.70%) get 5, 11 students (40.74%) get 4, 12 students (44.44%) get 3 and 3 students (11.11%) get 2. Then, in terms of **Vocabulary**, there are 6 students (22.22%) get 5, 7 students (25.92%) get 4, 13 students (48.14%) get 3 and 1 student (3.70%) get 2. Furthermore, in terms of **Form (organization)**, 14 students (51.85%) get 4, 10 students (37.03%) get 3 and 3 students (11.11%) get 2. Finally, in terms of **Fluency**, 1 student (3.70%) get 5, 8 students (29.62%) get 4, 16 students (59.25%) get 3 and 2 students (7.40%) get 2. According to the first rater the highest mean score of each aspect are **Grammar** and **Vocabulary** (3.48) and the lowest aspect is **Fluency** (3.29).

Table 2. The Percentage of The Students' Scores in Each Aspect of Writing According to the Second Rater

The score range	The aspects of writing evaluated									
	Grammar		Mechanic		Vocabulary		Form		Fluency	
	F	%	F	%	F	%	F	%	F	%
5	1	3.70	1	3.70	4	14.81	1	3.70	0	0
4	17	62.96	15	55.55	15	55.55	7	25.92	14	51.85
3	8	29.62	10	37.03	7	25.92	18	66.66	12	44.44
2	1	3.70	1	3.70	1	3.70	1	3.70	1	3.70
1	0	0	0	0	0	0	0	0	0	0
	$\sum x = 94$ N = 27 M = 3.48		$\sum x = 96$ N = 27 M = 3.55		$\sum x = 103$ N = 27 M = 3.81		$\sum x = 88$ N = 27 M = 3.25		$\sum x = 94$ N = 27 M = 3.48	

Table 2 shows the percentage of the students' scores in each aspect of writing based on the second rater that can be seen among 27 students. In terms of **Grammar**, 1 student (3.70%) get 5, 17 students (62.96%) get 4, 8 students (29.62%) get 3 and 1 student (3.70%) get 2. Moreover, in terms of **Mechanics**, there are 1 student (3.70%) get 5, 15 students (55.55%) get 4, 10 students (37.03%) get 3 and 1 student (3.70%) get 2. Then, in terms of **Vocabulary**, there are 4 students (14.81%) get 5, 15 students (55.55%) get 4, 7 students (25.92%) get 3 and 1 student (3.70%) get 1. Furthermore, in terms of **Form (organization)**, there are 1 student (3.70%) get 5, 7 students (25.92%) get 4, 18 students (66.66%) get 3 and 1 student (3.70%) get 2. Finally, in terms of **Fluency**, there are 14 students (51.85%) get 4, 12 students (44.44%) get 3 and 1 student (3.70%) get 2. According to the second rater the highest mean score of each aspect is **Vocabulary** (3.81) and the lowest aspect is **Form** (3.25)

Table 3. The Percentage of The Students' Scores in Each Aspect of Writing According to the Third Rater

The score range	The aspects of writing evaluated									
	Grammar		Mechanic		Vocabulary		Form		Fluency	
	F	%	F	%	F	%	F	%	F	%
5	1	3.70	5	29.41	2	7.40	1	3.70	1	3.70
4	13	48.14	11	40.74	16	59.25	9	33.33	9	33.33
3	12	44.44	9	33.33	8	29.62	14	51.85	17	62.96
2	1	3.70	2	7.40	1	3.70	3	11.11	0	0
1	0	0	0	0	0	0	0	0	0	0
	$\sum x = 95$ N = 27 M = 3.51		$\sum x = 100$ N = 27 M = 3.70		$\sum x = 100$ N = 27 M = 3.70		$\sum x = 89$ N = 27 M = 3.29		$\sum x = 92$ N = 27 M = 3.40	

Table 3 shows the percentage of the students' scores in each aspect of writing based on the third rater that can be seen among 27 students. In terms of **Grammar**, 1 student (3.70%) get 5, 13 students (48.14%) get 4, 12 students (44.44%) get 3 and 1 student (3.70%) get 2. Moreover, in terms of **Mechanics**, there are 5 students (29.41%) get 5, 11 students (40.74%) get 4, 9 students (33.33%) get 3 and 2 student (7.40%) get 2. Then, in terms of **Vocabulary**, there are 2 students (7.40%) get 5, 16 students (59.25%) get 4, 8 students (29.62%) get 3 and 1 student (3.70%) get 2. Furthermore, in terms of **Form (organization)**, there are 1 student (3.70%) get 5, 9 students (33.33%) get 4, 14 students (51.85%) get 3 and 3 students (11.11%) get 2. Finally, in terms of **Fluency**, there are 1 student (3.70%) get 5, 9 students (33.33%) get 4, and 17 students (62.96%) get 3. According to the second rater the highest mean score of each aspect is **Mechanic** and **Vocabulary** (3.70) and the lowest aspect is **Form**(3.29).

Table 4. The Students' Average Scores for Each Aspect of Writing According to the Three Raters

The Aspects of Writing	Rater I			Rater II			Rater III			The Average Scores of Three Raters
	$\sum x$	N	M	$\sum x$	N	M	$\sum x$	N	M	
Grammar	94	27	3.48	94	27	3.48	95	27	3.51	3.49
Mechanics	91	27	3.37	96	27	3.55	100	27	3.70	3.54
Vocabulary	94	27	3.48	103	27	3.81	100	27	3.70	3.66
Form	92	27	3.40	88	27	3.25	89	27	3.29	3.31
Fluency	89	27	3.29	94	27	3.48	92	27	3.40	3.39
Total of Average										3.47

Based on the table 4, it says that the students' average score for **Grammar** aspect is 3.49. It means that most of the students have satisfaction ability in that aspect. It is not really problem for them. The students' average score for **Mechanics** aspect is 3.54. It seems that most of the students are able to use punctuation well; however, sometimes they still have a little problem. The aspect that quite easy according to three raters is **Vocabulary** (3.66). according to three raters, most of the students are able to use appropriate vocabulary in their writing. It can be caused since they are the sixth semester students who have taken several subjects that are related to the improving the vocabulary mastery. The students' mean score for **Form (Organization)** is 3.31. It can be inferred that the students still have some problem on it. And the last mean score is **Fluency** aspect (3.39). It can be seen that students don't have any problem on this aspect.

Table 5. The Percentage of The Students' Ability According to the Three Raters

No	Classifications		Frequency	%
	Range	Level of Ability		
1	80-100	Good to Excellent	3	11.11%
2	60-79	Average to Good	19	70.37%
3	50-59	Poor to Average	5	18.52%
4	0-49	Poor	-	-
Total			27 Students	100%

Table 5 shows, out of 27 who took the writing test, 3 students (11.11%) get **Good to Excellent** level, 19 students (70.37%) are in **Average to Good** level, 5 students (18.52%) get **Poor to Average** level and no one of the students (0%) is in **Poor** level. It can be inferred that the third year students of English Study Program FKIP UR have satisfaction ability in writing sequence of events of movie.

Table 6. The Mean Score of Students' Ability in Writing Plot of Movie

Rater	Total Score	Mean	Level of Ability
1	1868	69.18	Average to Good
2	1928	71.40	Average to Good
3	1904	70.52	Average to Good
Total		211.1	
Mean Score		70.37	Average to Good

From the result above, it can be found that the mean score of the students' ability in writing sequence of events of movie is **70.37**, which is considered as **Average to Good** level.

CONCLUSIONS

The purpose of this study was to measure the ability of the third year students of English Study Program in writing sequence of events of the movie. In this study, the students were asked to write a sequence of events of movie entitled "Yes Man" that gave by the writer. Having analyzed the data presented in Chapter IV, the writer found that the students' ability in writing sequence of events of movie was Average to Good (70.37). It was proven by the mean score of the students based on three raters.

SUGGESTIONS

Since the ability of the third year students of English Study Program in average to good level, the improvement is needed. The students are suggested to pay more attention to develop their skill in Form aspect as it is the lowest score in this writing aspect, motivate themselves in writing and be active in the class and keep practicing in writing frequently in order to produce a good writing.

REFERENCES

- Ahmed, Saifuddin. 2009. *Method in Sample Surveys*. Bloomberg: John Hopkins University
- Blanchart, K. Root. 2003. *Ready to Write*. New York: Pearson Education, Inc.
- Chen, Emily. 2009. *The Element of Literature*. Taiwan: National Central University
- Harris, D. 1982. *Testing English as a Second Language*. New York McGraw Hill Book Company
- Hatch, E. Farhady. 1982. *Research Design and Statistic For Applied Linguistic*. Massachussets. Newbury House Publisher
- Heffernan, Neil. 2005. *Watching Movie Trailers in ESL Class*. Kyoto: Ritsumeikan University

- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press
- Hughes, A. 1989. *Testing for Language Teachers*. Cambridge University Press
- Jordan, R.R. 2007. *Academic Writing Course*. Essex: Pearson Education Limited
- Key, James P. 1997. *Research Design in Occupational Education*. Oklahoma: Oklahoma State University
- Mackenzie, Allan S. 1997. *Using CNN News Video in The EFL Classroom*. Tokyo: Simul Academy of International Communication
- Ryan, Stephen. 1998. *Using Films to Develop Learner Motivation*. Tokyo: AtheneFrancais
- Stewart, David M. 2006. *Using Films to Teach English*. Taiwan: National Central University
- UR, Penny. 2006. *A Course in Language Teaching*. Cambridge: University Press
- Wolf, Grant S. 2006. *Using Video to Develop Writing Fluency in Low Proficiency ESL Students*. New York: University Of Delaware