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The effect of fantasy movie in writing for junior high school student

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Article Info	ABSTRACT
	Fantasy movies are a type of movie that combines the imaginative and fantastic themes. Fantasy is something that does not really exist and only exists in the mind or mind. This research aims at investigating the effect of fantasy movie in writing for junior high school student. The quasi-experimental research used in this study. The participants were the students of SMPN 13 Madiun. The researchers used writing test to collect the data. In analyzing the data, the researchers use independent t-test. The result shows that there is a significant difference in students' narrative text writing skills between the experimental class and the control class. Students who are taught using fantasy movies gain higher scored than students who are taught using conventional teaching. The results obtained that the significance value of equal variances is assumed to be 0.000, it could be concluded that it is smaller than 0.05 $(0.000 < 0.05)$. This means that fantasy movie media brings many benefits for students to write their writing skills.

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1.   INTRODUCTION

Writing skills give students time to think through ideas rather than having to express opinions fluently, something that many, especially at lower levels, find difficult and awkward. Javed et al. (2013) stated that writing skills play an important role to increase students' exposure and competence for communication and interaction purposes. By writing a person can communicate, express ideas both from inside and outside himself, and is able to enrich the experience and can also benefit from its development.

Teaching writing requires teachers to direct students to produce their expressions in written form and requires more skill elements such as using the right words, correct sentences and correct spelling which is different from other skills. Teaching English writing skills holds many valuable reasons for students to be able to communicate in this way. Writing gives them confidence with the language and forces them to use a regular or bilingual dictionary and therefore expands their vocabulary. Their other skills become honed and elevated as they think about how words are formed and spelled.

Unfortunately writing is seen as a boring, tiring, and difficult subject for students. According to Rueg (2018) students often have difficulty in getting ideas, choosing ideas to write about, outlining, compiling, revising, and editing their writings. To be able to write fluently, students must think of ideas, group words, make them into simple sentences and become simple paragraphs. In fact, many students are unable or even dislike writing activities at all.

This bad reality can be caused by various things. One of the most obvious reasons is that students' low writing skills and their mother tongue make it difficult for them to use a foreign language. The main problem that makes students do not start writing because they feel insecure and unenthusiastic. They have difficulty digging ideas into words, often choose the wrong words and cannot word them well. Students feel

less confident with their English skills because of low vocabulary mastery. Uba & Souidi (2020) stated that the most common types of errors made by students were spelling, grammar and the inability to write statements, write topic sentences and have problems managing and organizing ideas and limited vocabulary. Another problem is the students' lack of concentration in paying attention to English lessons and the lack of grades in English subjects. In addition, students feel bored with the media and the way the teacher teaches. Students want a media that can make them interested in writing activities in English subjects.

Movie is one of the modern communication media that is effective for entertaining and conveying messages that can influence attitudes, mindsets and open horizons for the audience. According to Wibowo (2019) movie is a tool to convey various messages to the general public through story media, and can also be interpreted as a medium of artistic expression for artists and moviemakers to express their ideas and story ideas. Basically the movie is a form of mass communication, where the delivery of messages is transferred from visual to audio visual. The two elements are combined into a form of information that is knowledge, entertainment, commercial, social, documentation and so on.

Movie is one of the media that can be used by teachers in the learning process. Based on Kusumaningrum (2015), using English movies can also be an attractive strategy for teaching English. The use of movie media as learning media or learning resources can help educators and students establish more lively communication and interactions, so that the learning messages to be conveyed can be achieved better and more perfectly. Hamalik (2013) explained that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. It will be easier for them in the writing process if the teacher can use fantasy movies. It can not only help students to get more realistic ideas in understanding narrative texts but also in building ideas to create them.

Fantasy movies are a type of movie that combines the imaginative and fantastic themes. Fantasy is something that does not really exist and only exists in the mind or mind. Fantasy movies refer to movies related to magical elements such as myths, fairy tales, imagination, hallucinations, and dream worlds which contain magic swords, magical spells, dragons, giants, flying horses, flying carpets, gods, witches, and so on (Pratista, 2017). Fantasy tells about everything that does not make sense, such as supernatural events, magic, fairy tale creatures, other worlds, other souls and magical objects. Fantasy movies are supported by high technology so that they produce extraordinary visual effects. Visualization of images that seem real, detailed and amazing. Fantasy movies are able to combine a person's acting movements with computer-generated animations. According to Fowkes (2010) fantasy always contradicts realism; unreal, supernatural or fantastic elements. Fantasy movies are always faced with everything from the extreme to the humorous or an extraordinary adventure. Some examples of famous fantasy movies include Harry Potter, Twilight, Alice in Wonderland, Avatar, Beauty and The Beast.

The movie used in this study is entitled "Maleficent (2014)" as the medium used to teach writing. This movie tells the story of a little Maleficent who was framed and cut off her wings by her little friend Stefan. Stefan's ambition is to become king by bringing Maleficent's wings to the palace in order to replace the king's position, according to his promise that whoever kills Maleficent can replace him as king. The vengeance that filled Maleficent turned him into an evil fairy. Maleficent curses Aurora that she will be stabbed by a spinning needle and will sleep forever on her 16th birthday. The curse can only be lost after Aurora finds her true love.

In this study, the researcher found inspiration from previous research studies that discussed similar topics in English writing by Franciska (2017). The aim of the study is to see the process of improving students' writing skills in narrative texts. The similarity between previous research and the researcher is the use of the same media, namely movie and the object of research, namely writing. The difference is in the type of media used by previous researcher using animated movies, while the researcher used fantasy movies. Meanwhile, the results is not perfect. In this study, the researcher wanted to know the effectiveness of using fantasy movies to improve students' writing skills not only in the process but in scores or results. Previous researcher suggested trying other genres in narrative writing research. From the description above, the researcher is interested in conducting a research entitled "THE EFFECT OF FANTASY MOVIE IN WRITING FOR JUNIOR HIGH SCHOOL STUDENT"

2.   RESEARCH METHOD

This study aims to determine the effectiveness of using fantasy movies as a medium for learning to write narrative texts for 8th grade students of SMPN 13 Madiun. Based on the problems and expectations to find out the effectiveness of using fantasy movies as a media in writing narrative texts, it is assumed that the research method used in this study is an experimental design with a quantitative approach, with a pretest posttest design. According to Sugiyono (2010) experimental research is a method used to determine the effect

of certain treatments on other treatments under controlled conditions. Therefore, in this study the researcher took two classes and obtained treatment results by comparing the pretest and posttest scores.

The dependent variable in this research is learning to write narrative text through fantasy movies and the independent variable is the 8 [th] grade students of SMPN 13 Madiun. There are two classes that were chosen randomly, namely the experimental class and the control class. The experimental class received treatment using fantasy movies and the control class did not apply the treatment but used conventional methods. In the post-test the researcher compared the scores of the two groups.

The use of treatment using fantasy movies is intended to prove there is a significant difference in student scores before and after treatment. So, the effectiveness is known from the significant score when teaching students to use fantasy movies as a medium in teaching. In addition, the research design can be described as follows:

Table 2.1 Research Design

Experimental Group	Pre-test	Fantasy Movie	Post-test
Control Group	Pre-test	Conventional Teaching	Post-test

In this study, the researcher collect data by conducting a written test and the it was used in pre-test and post-test. Tests are several questions or exercises and other tools used to measure the skills, intelligence, understanding, and talents of a person or group. Sukmadinata (2010) states that the research instrument is in the form of a test that is measuring, because it contains questions and statements whose alternative answers have a certain standard of answer, true or false and an answer scale. The written test was conducted to determine the extent of students' understanding of the narrative text material.

The data obtained from the research results are the results of student tests which are analyzed quantitatively. This information was collected from the experimental and control classes at SMPN 13 Madiun. The researcher used statistical calculations from the T-test (SPSS) to analyze the data from the pre-test and post-test. After completing the pre-test, treatment, and post-test processes, the researcher analyzed the data statistically. The researcher calculated the data using the independent t-test to determine the mean difference between the control and experimental classes. Independent t-test is a statistical test used to detect whether there is a significant difference between two samples. This technique was used to find significant differences in students' writing abilities after being taught to use fantasy movies as a media in teaching writing narrative texts. Before conducting the hypothesis testing using independent sample t-test, there are three test requirements that must be carried out, namely normality and homogeneity.

3. RESULTS AND ANALYSIS

In this section, the researcher describes the results of the pre-test and post-test data. Collecting data in the form of student score data through the experimental class and the control class. The data in this study are obtained from 8F class students as the control class and 8G students as the experimental class. The results of the pre-test shows the students' basic ability in writing.

Homogeneity test is used to determine the homogeneity of the data. The homogeneity of the data can be seen using the Statistical Package for Social Science (SPSS) version 26. The results of the homogeneity test are shown in table 3.1.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score Pre-Test	Experimental Class	26	67.85	3.916	.768
	Control Class	28	68.43	5.044	.953

Table 3.1 shows that there are significant differences in the pre-test writing ability of the experimental class and control class students. From the table, it can be seen that the experimental class sample is 26 students and the control class sample is 28 students. Then, the mean of the two classes is significantly different. The average of the experimental class is 67.85 and the average of the control class is 68.43. The average value of the experimental class is lower than the control class. In addition, to see whether the data is homogeneous or not, the researcher calculates the data using the independent sample t-test. By using this test, the researcher found out the difference in the significance of the two classes.

Table 3.2 The result of independent sample t-test of pre-test data

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
Score Pre-Test	Equal variances assumed	.501	.482	-.471	52	.639	-.582	1.236	-3.062	1.897
	Equal variances not assumed			-.476	50.465	.636	-.582	1.224	-3.040	1.876

Table 3.2 above shows the homogeneity of the pre-test data for the experimental class and the control class. The table shows that both classes are significant. It can be said that because the researcher looked at the Levene test for Equality of Variances. From the Equal variances assumed score column, the significance is 0.639. So it can be concluded that the data is homogeneous because the significance is greater $(0.693 > 0.05)$.

Tabel 3.3 Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Post-Test	Experimental Class	.149	26	.144	.946	26	.190
	Control Class	.151	28	.103	.944	28	.141

a. Lilliefors Significance Correction

From table 3.3 above, the researcher concludes that the data is normal. From the table, it can be seen that the significant value of the experimental class is 0.190. This means that the experimental class data is normally distributed because the significance value is greater than the value $(0.190 > 0.05)$. Then the results of the control class scores were also higher, namely 0.141 higher than 0.05 $(0.141 > 0.05)$. So it can be concluded that the significance of the post-test data for both classes is normal because the results are more than 0.05.

Hypothesis testing is a test based on data analysis. Hypothesis testing required in this study is to use the independent sample t-test. Before the researcher analyzed the data, there were two hypothesis formulations. Formulate the hypothesis test as follows: Hypothesis null (Ho): There is no significant difference in the writing skills of students who are taught using Fantasy Movie and using conventional teaching. Alternative hypothesis (H1): There is a significant difference in the writing skills of students who are taught using Fantasy Movie and using conventional teaching.

Table 3.4 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score Post-Test	Experimental Class	26	86.58	3.049	.598
	Control Class	28	75.11	5.439	1.028

Table 3.4 shows the post-test group statistics for both classes. From the table above, the researcher sees that the average value of the experimental class is 86.58. Then, the average control class is 75.11. The data above shows that the average value of the experimental class is higher than the average value of the control class. Based on the data above, the mean results of the two classes have significantly different mean values. Meanwhile, the researcher cannot conclude the success of this research treatment directly with this table, especially in the experimental class. So to determine the success of the treatment and also the significance of the two classes, an independent sample t-test is needed to determine the significant difference between the experimental class and the control class, as follows:

Table 3.5 The result of independent sample t-test of post-test data

	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
Score Pre-Test	Equal variances assumed	7.888	.007	9.458	52	.000	11.470	1.213	9.036	13.903
	Equal variances not assumed			9.646	43.041	.000	11.470	1.189	9.072	13.868

Table 3.5 shows the independent sample t-test from the post-test data of the two classes taught using fantasy movie media and those taught using conventional learning. It can be seen from the table above that based on the test scores, it can be seen that the significance value of equal variances is assumed to be 0.000 and it can be concluded that it is smaller than 0.05 (0.000 < 0.05). Meanwhile, based on the basic decisions that have been formulated previously in the independent sample t-test, Ho, which is where there is no effect of using fantasy movies on students' writing skills, is rejected and H1 is that there is an effect of using fantasy movies on students' writing skills. It can be said that there is a significant difference in students' narrative text writing skills between the experimental class and the control class. So it can be said that fantasy movie media affects students' writing skills, especially in learning narrative texts.

The result shows that students' writing skills have better because they get the material clearly. The experimental class got a big influence because it got treatment. Classes taught using fantasy movies have a positive effect, namely they can make their own texts with their ideas after studying fantasy movie media. However, the control class taught without fantasy movies also has good grades because they also get the material clearly even though they use conventional teaching. So the researchers conclude that fantasy movie media is effective for learning to write narrative texts for 8th grade students of SMPN 13 Madiun.

From the data analysis in the previous section, the researchers have found that using fantasy movies in teaching writing narrative texts for 8th grade junior high school students is effective. The data description in the previous section shows that the two classes held a pre-test and the results of the pre-test is different, the experimental class got 1764 with an average of 67.85 and the control class got a total score of 1916 with an average of 68.43. The total score of the experimental class is lower than the control class and the average of the experimental class is also lower than the control class. Furthermore, Levene's test is carried out with a significance result of 0.482. So it can be said that the data is homogeneous because the significance is greater (0.482 > 0.05). Then the results of the test of normality for the pre-test of both classes were normal because the significance value of the experimental class is 0.072 (0.072 > 0.05), while for the control class it is 0.161 (0.161 > 0.05).

Then the researchers conduct treatment for the experimental class and conventional teaching for the control class. After the researchers conduct a pre-test and deliver the material, the researchers also conduct a post-test. The post-test results for the experimental class is 2251 with an average of 86.58 and the control class is 2103 with a mean of 75.11. From this, it can be seen that there is a significant difference between the two classes, namely the experimental class has a higher total and mean score than the control class. Furthermore, a test of normality is carried out for the post-test of the two classes with significant results the value of the experimental class is 0.190 (0.190 > 0.05), while for the control class it is 0.141 (0.141 > 0.05), so it can be said that the post-test data from both classes is normal. To find out the success of the treatment and also the significance of the two classes, an independent sample t-test is needed and the results obtained that the significance value of equal variances is assumed to be 0.000, it could be concluded that it is smaller than 0.05 (0.000 < 0.05). Meanwhile, based on the basic decisions that have been formulated previously in the independent sample t-test, Ho, which is where there is no effect of using fantasy movies on students' writing skills, is rejected and H1 is that there is an effect of using fantasy movies on students' writing skills. It can be said that there is a significant difference in students' narrative text writing skills between the experimental class and the control class. Students who are taught using fantasy movies scored higher than students who are taught using conventional teaching. This means that fantasy movie media brings many benefits for students to write their writing skills.

The researchers summarize several advantages of using fantasy movie media. First, by using fantasy movies in the teaching and learning process, students can help their understanding of the vocabulary used in their writing. They can learn new vocabulary in the movie Maleficent (2014). In addition, they can also develop their ideas to make their writings, so that their writing becomes better than before. This is in line with Andayani (2014) who state that audio-visual media, including movies, is a combination of audio and visual media which makes the presentation of the content of learning themes more complete. She also state that audio-visual media became an intermediary or display used by teachers in teaching and learning activities whose absorption materials are used through sight (images) and hearing (sound). Then, another previous researcher Purnamawati (2013) stated in her research result that fantasy movie media can give an interesting impression on learning so that students are not bored in participating in learning.

The other advantage of using fantasy movies is that it makes it easier for students to find ideas and inspiration in the process of learning to write. In addition, learning to write using fantasy movie media also

involves direct student participation. The students more enthusiastic and more interested in the teaching and learning process using fantasy movies. From fantasy movies, students get new vocabulary, ideas, and arrange them in writing narrative texts. Fantasy movies can also stimulate students' motivation in learning English, because the elements contained in fantasy movies have similarities with narrative text elements which contain story ideas, characters, climax and settings in a movie. Furthermore, Harsiati (2017) in her research states that fantasy is one of the most important genres for practicing creativity, active fantasy can hone students' creativity. So that fantasy movies can motivate and hone students' imaginations in creating ideas to be poured into their writings (Yuce, 2019; Zhang, 2013; and Zulfa et al., 2015)

Based on the results of the study, it can be concluded that students who are taught using fantasy movie media have better writing skills than students who use conventional teaching. Fantasy movies have several advantages, namely they can attract students' attention to focus on learning, are able to facilitate understanding and strengthen memory because fantasy movies show real things, pictures and stories. Thus, fantasy movies have a positive influence on writing skills.

4.   CONCLUSION

The post-test results for the experimental class were 2251 with an average of 86.58 and the control class is 2103 with an average of 75.11. From this, it can be seen that there is a significant difference between the two classes, namely the experimental class has a higher total and mean score than the control class. Furthermore, the results of the test of normality for the post-test experimental class were 0.190 (0.190 > 0.05), while for the control class it is 0.141 (0.141 > 0.05), so it can be said that the post-test data from both classes were normal. To find out the success of the treatment and also the significance of the two classes, an independent sample t-test is needed and the results obtained that the significance value of equal variances is assumed to be 0.000, it could be concluded that it is smaller than 0.05 (0.000 < 0.05). Meanwhile, based on the basic decisions that have been formulated previously in the independent sample t-test, Ho, which is where there is no effect of using fantasy movies on students' writing skills, is rejected and H1 is that there is an effect of using fantasy movies on students' writing skills. It can be said that there is a significant difference in students' narrative text writing skills between the experimental class and the control class. Students who were taught using fantasy movies scored higher than students who were taught using conventional teaching. This means that fantasy movie media brings many benefits for students to improve their writing skills.

The use of fantasy movies can help the students in writing in several aspects, namely they get new vocabulary and they can use the vocabulary to make stories in their texts. Then students can develop ideas obtained from the story in the fantasy movie. Furthermore, students can get motivation from the fantasy movies they see and also the stories in the movie. The use of fantasy movies is also effective for improving the performance of students' writing skills in terms of grammatical, mechanical and organizational features.

This study requires additional lesson hours because the duration of fantasy movies is quite long and is done in the month of ramadan. In the month of ramadan, the school cut lessons from 90 minutes to 60 minutes to honor teachers, employees and students who are fasting. So, shortening the time used in showing movies become the obstacle in learning to write using fantasy movies in the experimental class. Students who are taught to use fantasy movies have scores not all in every aspect of writing. Therefore, students' writing skills became less focus in receiving treatment on narrative texts using fantasy movies.

The results of this study are expected to be an additional reference for further researcher, especially in writing skills. Further researchers are expected to be able to conduct other research in the teaching and learning process using movie media. Future researcher may change the skill or genre of the text.

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