

**A STUDY ON THE ABILITY OF THE THIRD YEAR
STUDENTS OF ENGLISH STUDY PROGRAM AT RIAU
UNIVERSITY IN WRITING PLOT SUMMARY OF “UP”
MOVIE**

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Abstract

The aim of this research is to observe the ability of the third year students of English Study Program at Riau University in writing especially in writing a plot movie summary, where the students are required to write a summary of plot from the movie given. Since cluster sampling is used for the purpose of this study, the sample chosen is only one class from three classes available which is class C. The sample then gathered in one room and watched a movie entitled “Up” prepared by the writer, and wrote the summary of plot from the story told in the movie. The components evaluated in this case are meaning, style, form and conventions. Students writing is evaluated by three independent raters those are knowledgeable in English. The result indicated that the ability of the third year students of English study Program at Riau University in writing in this case is good. It is proven by the mean score of students writing based on the three raters evaluation which is 70.2, where the average score of the students in writing plot movie summary based on the first rater is 69 which is belong to Good level, and the average score of students writing based on the second rater is 72.2 that is classified into Good level while it is 69.5 based on the last rater which is also considered as Good level. It means that the students have had the skill in writing although they, still, shouldn’t stop learning and practicing so that their writing ability will be advanced at last.

Key words: writing ability, plot of movie, summary

INTRODUCTION

Writing summary of a movie's plot is one of proper ways to gain students' interest in writing. The writer chose it to be investigated in this research because based on the writer's survey, most of the third year students in English study program at Riau University like watching movie. Moreover, movie can provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in elementary and high school (Stewart: 2006).

Movie, called 'motion picture' in Hornby (1994:727), already becomes a part of human life nowadays which cannot be neglected. It is natural that now most people like watching movie because as one of entertainment components, movie is undoubtedly interesting. Furthermore, movie has many kinds of genre so that everyone can enjoy it by choosing the one he likes to watch. On the other side, some people think that movie can reduce stress. It means that people has considered watching movie as a best way to get relax. So, it seems like movie has become one of important needs of human life today.

As a part of a movie, plot can be considered as one of the most important parts because watching a movie is watching its plot. Plot is a series of interconnected events in which every occurrence has a specific purpose. A plot is all about establishing connections, suggesting causes, and showing relationships in a story of film or novel (Emily Chen: 2009). People tend to like a movie based on the series of events told in the story of the movie because the part they actually enjoy is the plot of the movie itself. So, plot will be always considered important in the case of watching movie.

In the case of English learning, especially as in English Study Program at Teacher's Training and Education Faculty of Riau University, there are several subjects which have related to movie and plot use such as Prose and Drama. These two literary subjects, as people have known, have certainly discussed on most literature aspects such as novel and play, where plot will never be forgotten. For some students in English Study Program at Teachers's Training and Education Faculty of Riau University, literature subjects such as Prose and Drama might be a very interesting subject to learn or on the contrary, it is even the aversion one. However, it is impossible for students to deny that everything about movie is just interesting. Watching and discussing about movies can surely amuse them.

On the other hand, writing as one of four important basic skills in language learning has a very important role especially in learning English as a foreign language, so that students should be able to do or even master it. Based on a small survey done by the writer on some third year students in English Study Program at Riau University, it is found that most of them like writing subject but still have problem in doing it such as having difficulties in grammar and sentence structure and word choice. In grammar and sentence structure, they have found that it is difficult to determine the tenses to be used while in the case of word choice, they have problem in choosing the appropriate word for certain topic of writing.

In short, by writing the summary of a movie's plot, students are expected to be more motivated and interested in writing subject. Therefore, they might be able to write better at last. However, in this research the writer shortly only wants to know the students' ability in writing especially in writing the plot summary of "Up" movie. In another word, the writer focuses her research on knowing the ability of the third year students of English Study Program at Riau University in writing the plot summary of the movie; whether it is good or not.

METHOD

The design of this research is descriptive in which it investigates students' ability in writing a summary of a movie's plot. According to James P. key (1997), a descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. Moreover, Borg and Gall (1989) have stated that the descriptive function of research is heavily dependent on instrumentation for measurement and observation.

The population of this research was the third year students of English Study Program at Riau University. There are three classes together which are Class A, B, and C. Cluster sampling has been used in this research for the writer only chooses one class of the three classes. Cluster sampling is a group of population elements, constitutes the sampling unit, instead of a single element of the population (Ahmed: 2009). Since the students are homogenous in the level of course taking, the writer could easily choose one of the three classes available. So, the sample chosen for the purpose of this research is class C.

The instrument used in collecting the data is writing test (essay), particularly writing the summary of "Up" movie's plot. The writer used writing the plot summary of the movie to level the students' ability in writing. The aspects of plot summary writing evaluated including the score for each ability level are meaning, style, form and conventions. The components of meaning in this case are sense of audience, understanding of the topic such as plot, conflict or events, development and support. Style aspect includes voice and tone, syntac, word choice and techniques. In Form aspect, it includes the beginning, structure and sequence, transitions, and ending. Conventions aspect includes spelling, sentence structure and punctuation, and usage.

In collecting the data, the researcher used writing test (essay) specifically writing the plot summary of the movie. Firstly, the students have been explained about how to write a summary of a movie's plot. They were also given explanation about the differences between writing a movie review and writing summary of a movie's plot such in this research. Next, they were given time about two hours to watch Up movie which has been prepared by the reseracher and to write the summary of the movie's plot. They are also allowed to take a note while watching the movie. It is allowed for them to watch the movie two times only. At the end, the students submitted their writing to the researcher.

To analyze the data, the writer used this following formula:

$$S = M + S + F + C$$

Where S= Students' score

M=Students' ability in the aspect of meaning

S=Students' ability in the aspect of style

F=Students' ability in the aspect of form

C= Students' ability in the aspect of conventions

Here is the interpretation of students' score in term of ability level by Harris (1987):

Test Score	Level of Ability
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very poor

RESULT AND DISCUSSION

Answering the question “How good is the students’ ability in writing a plot summary of a movie entitled “Up” is the focus of this research. Writing test is used in this case in which the result is already evaluated by three independent raters those are knowledgeable in English. The aspects of plot summary writing evaluated are meaning, style, form, and the convention which are scored by using the scoring system of plot summary writing.

After the whole data calculated, the students’ scores are classified based on each rater. These following tables show the students’ writing score based on each rater;

Table 1

Students’ Score for Each Aspect of Plot Summary Writing Based on Rater I

The Score	Evaluated Aspects							
	Meaning		Style		Form		Conventions	
	F	%	F	%	F	%	F	%
81- 100	3	12%	7	28%	0	0.0%	1	4%
61 - 80	12	48%	12	48%	15	60%	15	60%
41 - 60	10	40%	6	24%	10	40%	9	36%
21 - 40	0	0%	0	0%	0	0%	0	0%
0 - 20	0	0%	0	0%	0	0%	0	0%
Total	25	100%	25	100%	25	100%	25	100%

By looking at the table above, it can be seen that 3 students (12%) got the highest score level (81-100) in Meaning aspect, 7 students (28%) could make it for Style, 1 students only (4%) got it in Convention aspect, but no one made it for the aspect of Form. For the next score level (61-80), 12 students (48%) could make it for Meaning and Style aspect, and 15 students (60%) made it for Form and Convention. Moreover, 10 students (40%) got the fair score (41-60) in Meaning and Form, 6 students (24%) got it in the aspect of Style, and 9 students (36%) got that score in Convention. Fortunately, none of the students got the other two lower score levels, 21-40 and 0-20.

Furthermore, based on the first rater, the highest score got by the students in writing plot movie summary is in the aspect of Style and the lowest one is in Form aspect. It is clearly shown in this following graph:

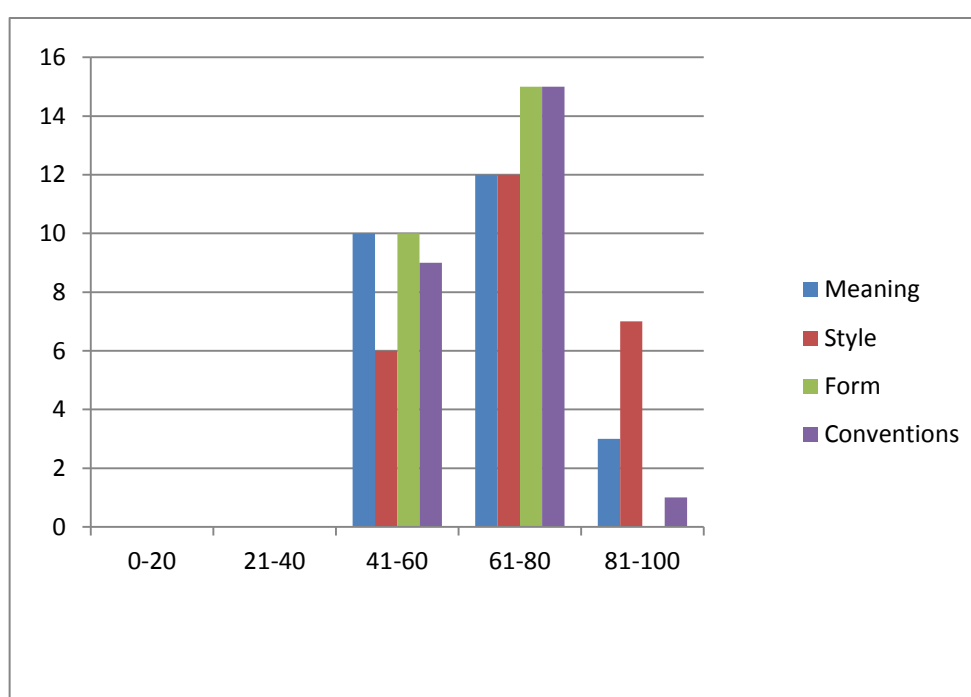


Table 2

Students' Score for Each Aspect of Plot Summary Writing Based on Rater II

The Score	Evaluated Aspects							
	Meaning		Style		Form		Conventions	
	F	%	F	%	F	%	F	%
81-100	4	16%	3	12%	2	8%	2	8%
61-80	10	40%	18	72%	20	80%	19	76%
41-60	11	44%	4	16%	3	12%	4	16%
21-40	0	0%	0	0%	0	0%	0	0%
0-20	0	0%	0	0%	0	0%	0	0%
Total	25	100%	25	100%	25	100%	25	100%

Based on the table above which is belong to the second rater, 4 students (16%) could reach the highest score level (81-100) in the aspect of Meaning, 3 students (12%) made it for Style aspect, and 2 students (8%) got that score in the aspect of Form and Convention. The next score level is good level (61-80), in which 10 students (40%) could reach it in Meaning aspect, 18 students (72%) got it in Style, 20 students (80%) made it for Form and 19 students (76%) got the score in the aspect of Convention. For the next score level (41-60), 11 students (44%) got it in Meaning, 4 students (16%) ade it for Style and Convention, and 3 students (12%) could make it for Form. Similarly with the first rater's calculation, there are no students those got the last two score levels, 21-40 and 0-20.

So, based on the second rater's calculation, the highest score got by the students in writing plot movie summary is both in the aspect of Style and Form because these two aspects have the same score, while the lowest one is in Meaning aspect. To make it clear, it is also shown in this following graph:

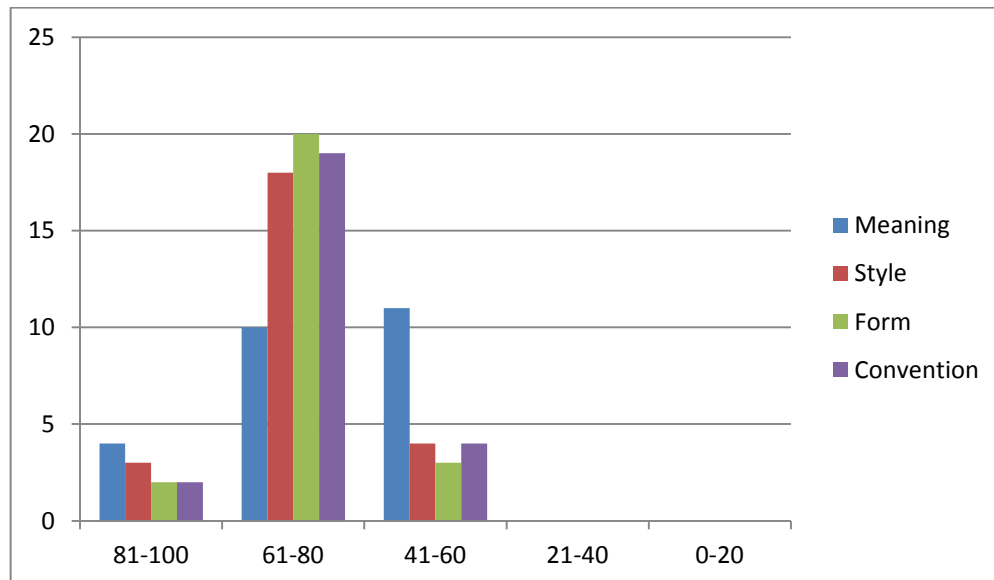


Table 3

Students' Score for Each Aspect of Plot Summary Writing Based on Rater III

The Score	Evaluated Aspects							
	Meaning		Style		Form		Conventions	
	F	%	F	%	F	%	F	%
81-100	4	16%	2	8%	3	12%	1	4%
61-80	15	60%	15	60%	12	48%	16	64%
41-60	6	24%	8	32%	10	40%	8	32%
21-40	0	0%	0	0%	0	0%	0	0%
0-20	0	0%	0	0%	0	0%	0	0%
Total	25	100%	25	100%	25	100%	25	100%

Based on the third rater's evaluation which is shown in the table above, there are 4 students (16%) those got the highest score level (81-100) in the aspect of Meaning, 2 students (8%) could made it for Style, 3 students (12%) could reach it in Form and 1 student only (4%) got it in Convention.

In the aspect of Meaning and Style, 15 students (60%) could make the score 61-80, 12 students (48%) made it for Form aspect, and 16 students (64%) got it in the aspect of Convention. For the next score level (41-60), 6 students (24%) could reach that score in the aspect of Meaning, 8 students (32%) could make it for Style and Convention aspect, and 10 students (40%) got that score in the aspect of Form. Still, there is no student who gets the last two score level, 21-40 and 0-20.

Based on the third rater, the highest score got by the students in writing plot movie summary is in the aspect of Meaning while the lowest is both in the aspect of Form and Convention. It is also shown in this following graph:

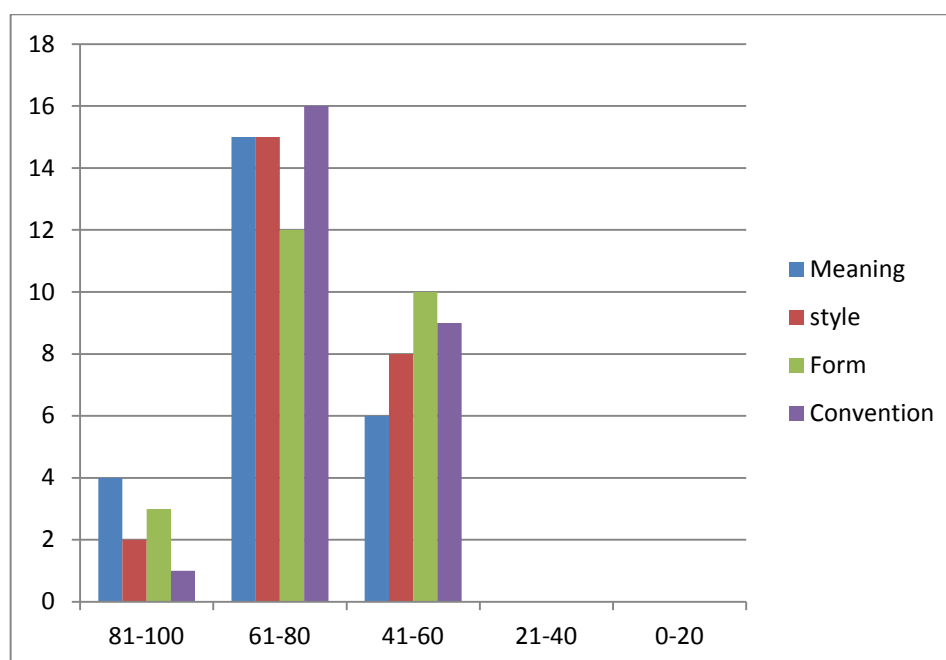


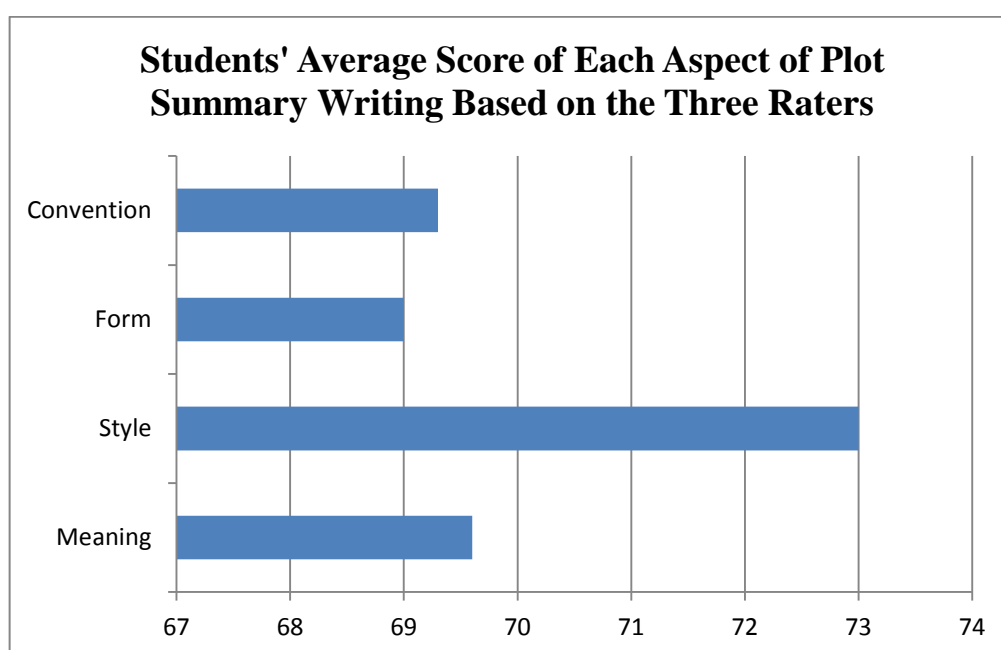
Table 4

Students' Average Score for Each Plot Summary Writing Aspects Based On 3 Raters

Evaluated Aspects	Rater I	Rater II	Rater III	The Average Score of the Three Raters
Meaning	68	68	73	69.6
Style	76	74	69	73
Form	65	74	68	69
Conventions	67	73	68	69.3

By looking at Table 4.4 above, which shows the average score of each aspect of plot summary writing got by the students based on the three raters, it can be seen that the average score in meaning aspect is 69.6 while in Style aspect, the average score is 73. In the aspect of Form, the average score is 69 and in Fluency aspect, it is 69.3.

So, by looking at the result shown in the table above, it can be concluded that the most difficult plot movie summary writing aspect to do by the students is Form while the easiest one is Style. It means that students have only few, if any, problem with voice and tone, word choice and techniques, which are the components of the Style aspect. However, it seems like they still have some problems with the organization of plot movie such as structure and sequence, transitions and ending which are the components of Form. It is also clearly shown in this following graph:



Furthermore, here is the percentage of students' ability in writing:

Table 5

The Percentage of Students' Ability in Plot Summary Writing Test

No	Score	Ability Level	Rater I		Rater II		Rater III	
			F	%	F	%	F	%
1	81-90	Very Good	3	12%	5	20%	6	24%
2	61-80	Good	19	76%	20	80%	12	48%
3	41-60	Fair	3	12%	0	0%	7	28%
4	21-40	Poor	0	0%	0	0%	0	0%
5	0-20	Very Poor	0	0%	0	0%	0	0%
Total			25	100%	25	100%	25	100%

It is also presented in this following graph:

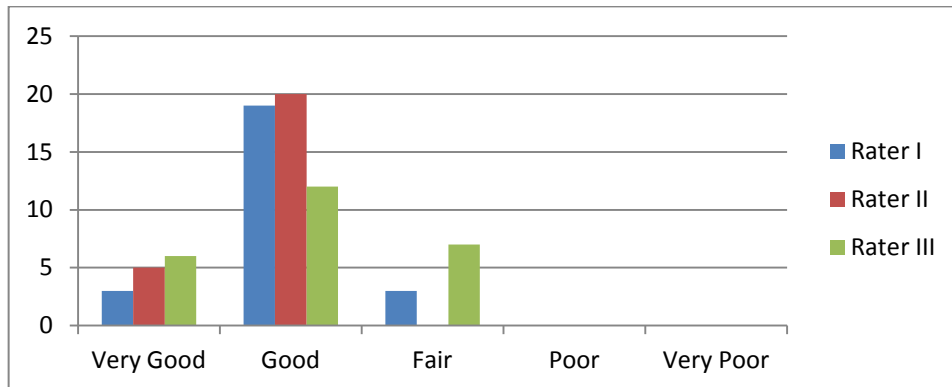
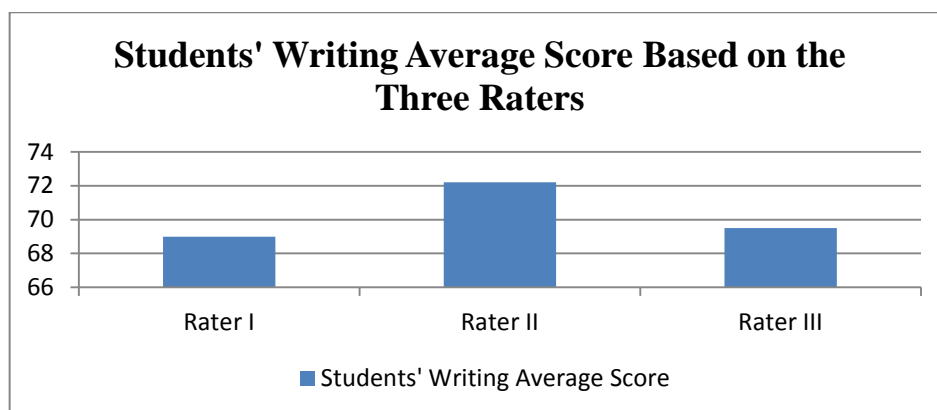


Table 6

The Students' Score and Categories in Writing Plot Movie Summary

Rater	Average	Ability Level
I	69	Good
II	72.2	Good
III	69.5	Good
Total	210.7	
Average	70.2	Good

The table above points out the students ability level in writing plot movie summary based on the three raters. By taking a look at it, it is clearly seen that the average score of the students in writing plot movie summary based on the first rater is 69 which is belong to Good level. Based on the second rater, the average score of the students in writing is 72.2 that is classified as Good level while it is 69.5 based on the last rater which is also considered as Good level. By calculating the whole average score of each rater, it is found that the mean score of the students in writing plot “Up” movie summary is 70.2 which is a Good level as clearly shown in this following graph:



After getting the result from the whole calculated data, it is found that the ability of the third year students of English Department at Riau University in writing the summary of movie plot is at **Good** level. It is proven by the students' mean score from the three raters that is 70.2 which is classified into Good level. It means that writing the summary of movie plot is not really difficult for the students even though they still have to learn more and do practice often to make their writing better.

CONCLUSION AND SUGGESTION

After analyzing all students' data of plot movie summary writing which has been evaluated by the three raters, the writer has got some conclusions which are; first, the ability of the third year students of English Study Program at Riau University in writing plot summary of "Up" movie is at **Good** level in which the mean score is 70.2. Second, the most difficult aspect of plot summary writing to do by the students is Form with the average score is 69 and the easiest one is Style with the average score is 73.

By looking at the result of analyzed data of the students' ability in writing the plot summary of movie, the writer would like to give some suggestions which are; firstly, even though the ability of the students in writing plot movie summary is good, it would be better for them to keep doing practice in writing and trying to minimize their weaknesses in doing writing. Secondly, it would be good for the lecturer to have a new strategy in teaching writing by finding a new way or technique to help the students in learning writing. Finally, it would be the best if the students and the lecturer make such cooperation in finding a new interesting strategy in learning writing so that the students' ability in writing can reach even the advance level.

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