



Optimizing Essay Writing Skills through Short Film Media: A Classroom Action Research in Grade XII of SMK Parungponteng

Arla Aglia^{1*}, Moch Panji Agung Saputra², Setyo Luthfi Okta Yohandoko³

^{1,3}*Master's Program of Mathematics, Faculty of Mathematics and Natural Sciences, Universitas Padjadjaran, Jatinangor, West Java, Indonesia*

²*Doctoral of Mathematics Study Program, Faculty of Mathematics and Natural Sciences, Universitas Padjadjaran, Sumedang 45363, Indonesia*

**Corresponding author email: arla20002@mail.unpad.ac.id*

Abstract

This research uses the Classroom Action Research (PTK) method with a spiral model to improve the ability to write essay texts through the use of short film media in class XII of Parungponteng Vocational School. Teachers have shown improvement in lesson planning and implementation using short film media. Evaluation of learning outcomes shows a significant increase, with classical completion reaching 100%. Students' abilities in text structure, linguistic rules and writing (mechanics) also increase. Improvement and reflection on the learning process plays an important role in improving the quality of learning and student learning outcomes.

Keywords: Writing Learning, Essay Texts, Short Film Media, Class Action Research (PTK).

1. Introduction

Education is one of the main pillars in individual and societal development. One important aspect of education is writing ability, especially when it comes to writing essay texts. Essay text is a form of writing that allows someone to express ideas, analysis and personal views in a more in-depth and structured manner. The ability to write good essay texts will help students in self-expression, critical analysis, and development of thinking.

In the current digital era, technology and media have a significant role in enriching the learning process. One form of media that is increasingly popular is short films. Short films are audiovisual works that are able to convey messages and stories in an interesting and engaging way. The use of short films in educational contexts has shown great potential in facilitating more interesting and effective learning.

In the world of education, language skills are one of the main aspects that is the focus of attention. Teachers and educators consistently strive to increase the effectiveness of language learning with the aim of achieving language competence which includes listening, speaking, reading, and writing. Writing, as an important element in language skills, is closely related to the ability to convey thoughts, ideas, opinions and feelings through writing. Writing skills are one of the main components of language competence that students must have in order to communicate in writing.

Writing skills enable students to organize ideas well, use appropriate vocabulary, pay attention to correct spelling and punctuation, and apply various sentences in writing. All of this can only be achieved if students have adequate writing skills. However, in practice, there are a number of challenges in developing students' writing skills. Based on experience and observations in class, it appears that writing is not something that is of widespread interest and often does not get a positive response from students. They may find it difficult when asked to write, feel confused about the first steps in writing, are afraid of making mistakes, or are afraid of violating their teacher's instructions. As a result, many students have not reached the minimum completion criteria (KKM), namely 75.

A structured and mechanical pattern of learning to write, as is generally applied in the classroom, is common. This pattern often starts from determining the topic, creating an outline, determining the main idea of the paragraph, main sentence, explanatory sentence, to the correct use of punctuation. This approach in itself is not wrong; however, problems arise when the same approach is applied over and over again without variations in other strategies and techniques. This can result in learning to write becoming monotonous, and students may feel that this activity is more routine than a creative process.

As a result, learning time tends to be focused on the planning stages, while the actual implementation of writing becomes marginalized or even only considered a chore at home. As a result, students may lose interest in writing, and the writing process itself may become a procedural and less interesting activity.

In an effort to increase interest and effectiveness in learning to write, there needs to be variations in learning strategies and techniques. It is hoped that the use of short film media, which is the focus of this research, will bring a different and more interesting approach to students. Through short films, students can engage in powerful visual and narrative experiences, allowing them to relate these experiences to their writing skills. It is hoped that this will motivate students, make learning to write more dynamic, and change their view of writing from a mechanical task to a form of creative expression.

Learning media plays a very important role in the educational process. It is a combination of materials and tools, or can be defined as a combination of software and hardware. Essentially, learning media are all forms of media used for learning purposes and processes. Because the learning process is basically a form of communication, learning media can also be considered a communication medium that plays an important role in conveying learning messages.

Learning media can be grouped into two main categories, namely instructional aids and instructional media. Learning aids are tools or devices that help teachers or educators clarify the material or message to be conveyed. Therefore, learning aids are often referred to as teaching aids. Examples include OHP/OHT (Overhead Projector/Transparency), photo frame films (slides), maps, posters, graphs, flip charts, models of physical objects, as well as learning room settings that are used to explain learning material.

Learning media has a number of significant benefits in the student learning process:

1. **Attracting Attention and Increasing Learning Motivation** The use of learning media can make learning more interesting and attract students' attention. This can raise their motivation to learn.
2. **Clarify learning material** Learning media helps convey learning material more clearly and concretely. This allows students to understand the material better, enabling them to master and achieve learning goals.
3. **Variations in Teaching Methods** Learning media opens the door to variations in teaching methods. Apart from verbal communication, teachers can utilize visuals, audio, and direct experience. This avoids monotony in learning and makes students more involved.
4. **Encouraging Learning Activities** Through learning media, students can be involved in various learning activities such as observing, demonstrating, or exhibiting. This allows them to learn more actively and be directly involved in the process.
5. **Overcoming the limitations of space, time and senses** Learning media allows the presentation of objects or concepts that are difficult to access or are too large or small to be displayed directly in the classroom. This also includes rare events, complex processes, or natural events that are difficult to observe directly.
6. **Facilitates Communication** Learning media facilitates communication between students and their environment. This can create more direct and in-depth interactions.

In the context of learning to write essay texts through short films, short films can provide a strong visual, and narrative approach. This allows students to relate learning experiences to their writing abilities, motivating them to engage more deeply in the writing process.

It is important to remember that learning media can be divided into several categories, including visual, audio, and a combination of the two. Short films, in this case, fall into the audio-visual category, combining visual and audio elements to provide a comprehensive and in-depth learning experience. With their short duration, short films allow for a stronger focus on the material being presented, allowing students to better interpret the message.

Choosing a film that is appropriate to the lesson being taught is very important so that it can support the learning objectives. Teachers need to have a good understanding of the films they will use and should watch them first to assess their relevance to the lesson material. After the film is shown, discussion is an important step to understand the messages contained in the film and how it relates to the subject matter.

In using films as a learning tool, discussions before and after film screenings are key to directing students' understanding and ensuring that they do not just view films as mere entertainment. This helps students to focus on the concept or message that they want to convey through the film.

In addition, there are certain times when a film may need to be repeated, especially if there are specific aspects that need to be emphasized or analyzed more deeply. The aim is to ensure students really understand the material presented by the film.

When films are used to improve essay writing skills, students can also be given certain tasks before watching the film, such as identifying themes, main messages, or certain narrative elements that they want to pay attention to. After watching, they can elaborate on their understanding through essay writing. This allows students to apply what they learn from the film to their own writing.

In the context of the definition of an essay, an essay is a form of writing that allows the writer to express opinions, ideas or arguments from a personal point of view. Essays are often characterized by informality in language and writing style, although formal essays can also be found. Essays allow writers to review or analyze a particular issue or topic from their personal point of view, and this makes it a flexible and creative format for conveying thoughts. Essays are not bound by rigid scientific or literary rules, which differentiates them from scientific or literary essays, thus giving writers freedom in conveying their views and ideas.

In the context of this research, the short film media used is included in the learning media category. Short films not only convey information visually, but also contain strong narrative elements. This allows students to understand and respond to learning material in a more engaged and in-depth way. It is hoped that the use of this media will bring new nuances and have a positive impact on the essay writing ability of class XII students at SMK N 1 Parungponteng, Tasikmalaya Regency. Thus, the use of short film media can be considered as an innovative step to increase the effectiveness of learning to write.

2. Methodology

The method used in this research is Classroom Action Research. Classroom Action Research is a study conducted to improve the learning process, with a systematic, planned approach and an introspective attitude. The focus of action research is on the actions taken by teachers to improve the teaching and learning process in their classes.

In this classroom action research, a spiral research model is used which consists of four stages in each cycle, namely planning, action, observation and reflection. The planning stage involves preparing an action plan to improve the learning process. The action stage is the implementation of the plan in class. The observation stage is carried out to observe and record the results of the actions taken. Meanwhile, the reflection stage is an evaluation of the results of actions, as well as adjustments to the action plan if necessary.

In its implementation, the researcher collaborated with an Indonesian language teacher, where the researcher acted as a teacher implementing Indonesian language learning, especially writing essay texts. Meanwhile, Mrs. Wisnu Utamiarti, M.Pd. act as an observer who will make observations of the learning process.

This classroom action research was conducted in class systematics and linguistics. Competency Achievement Indicator (GPA) is the ability to construct content into an essay text by paying attention to systematics and language.

By using the classroom action research method, it is hoped that the development and improvement of students' essay writing abilities can be seen from cycle to cycle, as well as providing in-depth insight into effective learning strategies in improving essay text writing abilities.

This research methodology involves several stages including pre-cycle, cycle I, and cycle II. The pre-cycle aims to identify students' abilities in writing essay texts before using short film media. Cycle I aims to observe students' abilities in writing essay texts with the help of short films and as a reflection stage on the results of the pre-cycle. Cycle II aims to measure the increase in students' abilities in writing essay texts after improvements have been made based on cycle I reflections.

The following is a further explanation of each stage in this research methodology:

1. Precycle
 - At the pre-cycle stage, researchers made initial observations on students' abilities in writing essay texts without using short film media.
 - The purpose of the pre-cycle is to measure students' initial abilities before the intervention is carried out.
 - Pre-cycle results are used as a basis for planning actions in the next cycle.
2. Cycle I
 - This stage involves planning, implementation, observation, and reflection.
 - Planning includes preparing a learning plan, preparing a Learning Implementation Plan (RPP), preparing learning media, as well as understanding the basic competencies in writing essay texts.
 - Implementation is the stage where the learning plan is implemented in the classroom using short film media.
 - Observations are made to observe the learning process, students' responses, and their activities during learning.
 - Reflection is an evaluation stage of the results of observations and implementation of learning. The results of the reflection are used for improvements in the next cycle.
3. Cycle II
 - Cycle II is the research stage carried out after cycle I.
 - The aim of cycle II is to measure the increase in students' ability to write essay texts after improvements have been made based on the results of cycle I reflection.
4. The instruments used in this research include
 - Observation Instrument This includes assessing the teacher's ability to prepare lesson plans, implementing learning, observing short film media, and observing students' attitudes.
 - Written Test This test contains essay questions that are relevant to the ability to write essay texts.
 - Documents This includes the syllabus, learning implementation plan, student worksheets, student work results, grades given by the teacher, and other relevant documents.

This research method is expected to provide an in-depth understanding of the effectiveness of using short film media in improving students' ability to write essay texts. Data collected from various instruments will be used to analyze research results and evaluate student development from cycle to cycle.

3. Results And Discussion

3.1. Results

3.1.1. Learning Implementation Planning

Based on observer assessment data on the Learning Implementation Plan (RPP) prepared by the teacher, there was an increase from 97% in cycle I to 100% in cycle II. In cycle I, the teacher achieved an achievement of 97%, which can be considered a good achievement. However, there are several RPP components that are still incomplete. In cycle II, improvements and completions were carried out, thereby achieving 100% achievement.

3.1.2. Implementation of Learning Using Short Film Media

Learning using short film media was carried out over two cycles with two meetings. This research applies a Classroom Action Approach with a spiral model which includes planning, implementation, observation, and reflection.

In its implementation, the teacher carries out learning according to the RPP that has been prepared, while assessing the students' attitudes. Students' attitudes assessed include religious, disciplined, honest and responsible aspects.

Achievements in implementing learning using short film media experienced a significant increase from cycle I to cycle II. In cycle I, teacher achievement was 83%, while in cycle II it increased to 100%. This shows that all steps in the RPP have been implemented properly.

3.1.3. Evaluation of Learning Outcomes

Learning to write essay texts using short films in class XII at Parungponteng Vocational School in cycles I and II showed that the level of student attendance reached 100%. Learning outcomes in each cycle show very good improvement. In cycle I, the level of classical completeness reached 72% with an average value of 74. Meanwhile in cycle II, the level of classical completeness increased to 100% with an average value of 84.

3.2. Discussion

3.2.1. Learning Implementation Planning

Before starting learning activities, the teacher has prepared a Learning Implementation Plan (RPP) which serves as a guide for each meeting. This lesson plan aims to direct the course of learning. In observations, there was an increase from 97% in cycle I to 100% in cycle II. Even though in cycle I the teacher had achieved good achievements, there were several RPP components that needed to be completed. In cycle II, improvements and completions were carried out to achieve 100% achievement.

3.2.2. Implementation of Learning Using Short Film Media

Learning using short film media is carried out in two cycles. Each cycle consists of one meeting with a duration of 2x45 minutes, adjusted to the school schedule. In cycle I, several learning activities were not fully implemented. This includes ignoring several important aspects of learning such as conveying the benefits of studying essay texts, relating material to previous meetings, and providing opportunities for students to ask questions. In cycle II, steps that were missed or not implemented in cycle I were corrected.

Observations of learning media showed that the short films selected in cycle I did not attract students' interest. Therefore, the teacher decided to replace short films in cycle II learning.

Observations of students' attitudes showed a decline in cycle II. Students' attitudes in the religious, disciplined, honest, and responsible aspects showed a decline from cycle I to cycle II.

3.2.3. Evaluation of Learning Outcomes

Student learning outcomes show a significant increase from cycle I to cycle II. This increase may be due to improvements in learning planning and the use of short film media that is more appropriate and attracts students' interest.

The results of the evaluation of students' essay writing abilities show improvements in aspects of text structure, linguistic rules and writing (mechanics). This indicates that the learning approach applied has succeeded in improving students' understanding and essay text writing skills.

4. Conclusion

Based on the research results and discussions that have been presented, the following are the conclusions from all the data above:

1. The research was conducted using the Classroom Action Research (PTK) method with a spiral model, consisting of four main stages: planning, implementation, observation and reflection. The research focuses on learning to write essay texts using short film media in class XII of Parungponteng Vocational School.
2. Teachers have shown improvement in learning planning through the preparation of more comprehensive Learning Implementation Plans (RPP), from 97% in cycle I to 100% in cycle II.
3. The implementation of learning using short film media experienced a significant increase in cycle II, with an increase in student attendance from 83% in cycle I to 100% in cycle II.
4. Evaluation of learning outcomes showed a significant improvement, with classical completeness increasing from 72% in cycle I to 100% in cycle II.
5. Students' ability to write essay texts also increases. In the aspects of text structure, linguistic rules and writing (mechanics), students show good improvement.
6. Improvements and changes made in cycle II, including replacing short films, had a positive impact on student learning outcomes.
7. Evaluation and reflection on the learning process are important factors in improving the quality of learning and student learning outcomes.

Thus, the use of short film media in learning to write essay texts has a positive impact on students' planning, implementation and learning outcomes. Teachers have shown awareness and commitment to improving the quality of learning, and students have succeeded in improving their essay writing skills through the applied learning approach.

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