

**A STUDY ON THE ABILITY OF FOURTH SEMESTER STUDENTS
OF ENGLISH STUDY PROGRAM UNIVERSITY OF RIAU
IN WRITING SUMMARY OF A SHORT MOVIE**

Annisa Gebrina¹, Syofia Delfi², Desri Maria Sumbayak³
Email: gebrinisa@gmail.com, syofia_delfi@yahoo.com, desrisumbayak@gmail.com
Contact: +62813643538661

English Education Study Program
Teachers Training and Education Faculty
Riau University

Abstract: *This study presents the ability of fourth semester students of English Study Program University of Riau in writing summary of a short movie. This study was based on fourth semester students' experiences that have learned writing summary text in second semester. Moreover, fourth semester students' also have learned about literature in third semester in Introduction to Literature subject. Because the fourth semester students will learn literature subjects in next semester, they should be able to write summary in another source, for example from movie. The participants were 38 students of fourth semester students English Study Program University of Riau. The participants were selected randomly from two classes. This study was conducted in one writing test based on Harris (1986) criteria. The instruments of the research were one writing form and short movie entitled Now or Never (Youtube.com). The research finding showed there were fewer students got satisfied score, which was the average of fourth semester students' ability in writing summary of a movie fall into poor to average level. Based on this finding, it was suggested to fourth semester students of English Study Program University of Riau to develop their skill in grammar, mechanic, fluency and organization because these were the important aspects in learning a language especially in writing.*

Keywords: *writing summary, using short movie, fourth semester students' ability.*

**STUDI TENTANG KEMAMPUAN MAHASISWA SEMESTER
EMPAT FKIP BAHASA INGGRIS UNIVERSITAS RIAU
DALAM MENULIS RINGKASAN FILM PENDEK**

Annisa Gebrina¹, Syofia Delfi², Desri Maria Sumbayak³
Email: gebrinisa@gmail.com, syofia_delfi@yahoo.com, desrisumbayak@gmail.com
Contact: +62813643538661

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Univeristas Riau

Abstract: Penelitian ini menunjukkan kemampuan mahasiswa semester empat jurusan Pendidikan Bahasa Inggris Universitas Riau menulis ringkasan film pendek. Studi ini berdasarkan pengalaman mahasiswa semester empat yang telah mempelajari menulis ringkasan teks di semester dua. Tidak hanya itu, mahasiswa semester empat juga telah mempelajari tentang literatur di semester tiga pada mata kuliah Introduction to Literature. Karena mahasiswa semester empat akan mempelajari mata kuliah literature pada semester selanjutnya, mereka harus bisa menulis ringkasan dari sumber yang lain, seperti film. Ada 38 peserta yang berasal dari mahasiswa semester empat jurusan Pendidikan Bahasa Inggris Universitas Riau. Peserta diambil secara acak dari dua kelas yang ada di semester empat. Studi ini dilaksanakan pada bentuk tes tertulis berdasarkan kriteria dari Harris (1986). Instrumen penelitian ini adalah lembar menulis dan sebuah film pendek yang berjudul Now or Never (Youtube.com). Hasil dari penelitian ini menunjukkan hanya sedikit siswa yang memperoleh nilai yang memuaskan, dimana rata rata kemampuan mahasiswa semester empat jatuh pada level Tidak Memuaskan hingga Rata Rata. Berdasarkan penelitian ini, disarankan untuk mahasiswa semester empat jurusan Pendidikan Bahasa Inggris Universitas Riau untuk mengembangkan kemampuan mereka pada tata bahasa, mekanik, kelancaran, dan penyusunan karena itu adalah aspek yang penting dalam mempelajari bahasa terutama pada kemampuan menulis.

Kata Kunci: menulis ringkasan, menggunakan film pendek, kemampuan mahasiswa semester empat jurusan bahasa inggris.

INTRODUCTION

Writing is one of the four language skills in English besides listening, speaking and reading. By writing, writers have much opportunity to express their own ideas. They also have many different reasons for doing activity of writing. It depends on the purposes of writing and the audiences. Writing has some types, for example narrative, descriptive, expository, and persuasive. Other types of the kinds of writing can be divided by several factors, such as target from audience, for example academic writing, business writing, etc, and purpose of point of view, for example, non-fictions, fictions and poets.

The fourth semester students of English Study Program of University of Riau have learned summary writing at the second semester in Writing II, at second semester students learned summary writing focus on summary text based on course orientation. At the third semester, in Writing III, students also summarized from many sources, such as articles and journals. At the fourth semester, which this study is going to be conducted, students are studying Academic Reading Writing, which summary skill is one of essential skills that needed in this course. So, writing summary is one of essential writing activity that will be used frequently at English Study Program University of Riau. Summary skill is deemed important in higher education level because students always use it to condense information from journals, textbooks and other sources in their fields including movie. So, at the fourth semester students are expected to master summary writing, especially summary text. Summary is the best way to see whether students understand the whole reading passage or not since they have to use their own words to display the main ideas (Wichadee, 2013).

Having competence in writing for the fourth semester students is not only the experience that they should have in writing courses. They are also expected to summarize that they read for other courses, especially content courses like literature area, linguistic area, and teaching area. Every courses has own purposes in requiring students to write summary. To the context of this study, writing summary can refer to on the students' experiences in writing summary for literary works.

The students have recognized reading literature at third semester in Introduction to Literature. It means that they have been trained summarizing stories they read or tell about what they understand from stories. At the fourth semester, they are not offered with the course of literature area. However at the fifth and sixth semester, they will be provided with courses in literature area, like poetry, prose, and drama. Besides these courses, they also join Extensive Reading course in which they also involve to the activity of writing summary mainly for literary works. For example based on writer's experience and course orientation, in Prose course, students are asked to watch movie and understand what the story of movie is and also identify the components of movie, such as characters, setting, plot, theme and more. When the students are asked as "what was the story about?", they should summarize what they read in written literature. They also have similar experience when they are asked to tell what the story in the movie that they watch.

Watching movies and writing may be the two things that can be seen from two different points of view, especially for the process of learning language. Movies can provide new ideas and bring varieties into the classroom activities. Since writing is a rather complex productive skill and have several different aspects, so it can sometimes be challenging to make the learners interested in it (Katchen 2003: 221-236). Anderson (1976:79) says movie is used model motion skill. It is also useful to provided delayed visual feedback to the students on their ability to perform motion skill. Moreover, Anderson (1976:79) states special visual effects can be produced that may enhance learning. These effects particularly helpful in presenting affective materials and can increase the students' involvement. So, movies can be a great help when teaching writing or as the materials used to make students write summary. They are expected to write what they understand from the movie that they watch.

This study answers the research questions about how the ability of fourth semester students of English Study Program University of Riau in writing summary of a short movie.

METHODOLOGY

The population of this study is fourth semester in English Study Program University of Riau is around 74 students. The students are divided into 3 classes. First, the number of students of Class A is 26 students, the number of students of Class B is 23 students and the number of Class C is 25 students. Gay (1990) states if the number of the population is less than 100, the sample used is 50% and if number of population are more than 100, the sample used is minimally 15%. Since the population is large enough, the writer took samples by using clustering random sampling. Gay (1990) says sampling is the process of selecting individuals for a study. So the writer chose randomly two classes took randomly and selected 38 students to join the test.

To collect the data the writer used writing test. The students asked to write summary of a movie. In scoring the ability of the fourth semester students of English Study Program of University of Riau, the writer used the writing scoring which is found in Harris (1986). In addition, in writing summary, the students also should be able restate the main idea of the sources with their own word and give attention to structure and content also tenses.

The Components of Writing	The Score of Range
a. Grammar	5 : 4 : 3 : 2 : 1
b. Vocabulary	5 : 4 : 3 : 2 : 1
c. Mechanics	5 : 4 : 3 : 2 : 1
d. Fluency	5 : 4 : 3 : 2 : 1
e. Organization	5 : 4 : 3 : 2 : 1

The table above is criteria for writing in general. Since, writing summary is one product of writing work, summary writing can be assessed with criteria writing in

general. In addition, in this study student asked writing summary of a movie, so writer also use criteria for summary of a movie refer to Cleary in Australia Screen (2009) states one paragraph synopsis state briefly simply WHO, WHAT, HOW happen in the movie. One paragraph synopsis should set out whose story it is (the protagonist), what his or her problem is, what they do about it and the outcome. The summary of movie in this study generally will be measured by grammar, vocabulary, mechanics and fluency. For idea (WHO, WHAT, HOW) in movie will be seen in organization of summary work.

There are several procedures to get the valid data from the sample of the research. Firstly, the writer took randomly two classes. The writer selected 38 students that have been chosen to join in one group. Secondly, the writer explained briefly about writing summary of a movie. The writer also explained what they would do while doing test. Thirdly, the writer played the movie which takes time around five minutes and asks the students watch it seriously. After that, the students wrote the summary of movie that has been watched before in 30 minutes. Finally, the students' summary evaluated by the three raters. Rater I is an English Study Program of Islamic University of Riau lecturer, Sitti Khadijah, M.Pd, . Rater II is an English Study Program of Islamic University of Riau lecturer, Sri Wahyuni, M.Pd. Rater III is an English Study Program of Islamic State Susqa University lecturer, Kurnia, M.Pd.

FINDINGS AND DISCUSSION

The objective of this research was to find out the students' ability of the fourth semester students of English department of University of Riau in writing summary of short movie. There were 38 students in this research; they were taken from the class that had been selected by lottery. Each student had summary task from the movie entitled Now or Never and the students' summary writing ability is obtained using Harris (1986) scoring system. This form consists of five components; they are grammar, vocabulary, mechanics, fluency and organization. The writer found the students' average scores and their ability based on three raters before.

From the result based on three rates, the students' level of ability could be divided into several level, good to excellent, average to good, poor to average, and poor. According to Rater I, there was only 1 student or 26.3 percent of fourth semester students in good to excellent level. In average to good level, there were 12 students or 31.58 percent of fourth semester students. Moreover, there were 11 students or 28.90 percent in poor to average level. Unfortunately, there were 14 students or 36.84 percent of fourth semester students in poor level. It means, based on was Rater I's assessment, mostly the ability of fourth semester students of English Study Program University of Riau were poor.

According to Rater II, there none of students was in good to excellent level. In average to good level, there were 16 students or 42.1 percent of fourth semester students. In addition, there were 7 students or 18.42 percent in poor to average level. There were 15 students or 39.47 percent of fourth semester students in poor level. It means, based on was Rater II's assessment, mostly the ability of fourth semester students of English Study Program University of Riau were average to good.

According to Rater III, there were 5 students or 13.16 percent of fourth semester students in good to excellent level. In average to good level, there were 22 students or 57.89 percent of fourth semester students. Moreover, there were 5 students or 13.16 percent in poor to average level. Then, there were 6 students or 15.79 percent of fourth semester students in poor level. It means, based on was Rater I's assessment, mostly the ability of fourth semester students of English Study Program University of Riau were average to good. The result can be seen in the following table.

Table 1. The percentage of the students' ability in writing summary according to three raters

the score Range	The Level of Ability	Rater I		Rater II		Rater III	
		F	%	F	%	F	%
80-100	Good to Excellent	1	2.63	0	0	5	13.16
60-79	Average to Good	12	31.58	16	42.1	22	57.89
50-59	Poor to Average	11	28.95	7	18.42	5	13.16
0-49	Poor	14	36.84	15	39.47	6	15.79

Based on the three raters, the result of score students' average score for each aspect of writing, for grammar was 54.38 (poor to average), for vocabulary was 56.49 (poor to average), for mechanic was 58.6 (poor to average), for fluency was 55.44 (poor to average) and for organization was 57.54 (poor to average). The aspect that got highest score was mechanic which the score was 58.6 (poor to average) and aspect got lowest score was grammar which the score was 54.38 (poor to average).

From the explanation of the data above, it seems that the highest reached by students is mechanic aspect. It happened because most of the students have comprehended rules of writing such as spelling, punctuation and capitalization. Based on the students' score for each aspects of writing, grammar is the most difficult aspect for the students in writing summary after they watched short movie. It can be seen from their writing too many lack of grammar or word order. The result can be seen in the following table.

Table 2. Students' Average Score for each aspect of writing according to three raters

Aspects of Writing	Rater I	Rater II	Rater III	The Average
Grammar	49.47	50.52	63.15	54.38
Vocabulary	52.1	54.21	63.15	56.49
Mechanic	56.84	54.74	64.21	58.6
Fluency	52.1	52.63	61.58	55.44
Organization	53.16	54.74	64.73	57.54

After analyzing the percentage of the students' ability in writing summary according to the three raters, the writer calculated the students' average scores according to the three raters as follows: From the result of students' average scores based on rater I was 52.84 (poor to average, the students' average scores based on rater II was 53.05 (poor to average) and the students' average scores based on rater III was 63.47 (average to good). The students' average scores based on three raters was 55.87 (poor to average). The highest student's average score was given by rater III where the student's average score was 63.47 and falls into Average to Good. The lowest student's average score was given by rater I where the student's average score was 52.84 and falls into Poor to Average. The average of the students by three raters was 55.87 (poor to average). It means that the students' ability in summary writing of short movie that the title is Now or Never falls into poor to average level (50-59). The result can be seen in the following table.

Table 3. shows the students' average scores based on three raters

Rater	Total Score	Average	The Score Range	Level of Ability
I	2008	52.84	50-59	Poor to Average
II	2016	53.05	50-59	Poor to Average
III	2412	63.47	60-79	Average to Good
Total	2123	55.87	50-59	Poor to Average

Based on these research findings, the writer concludes that the students' ability of fourth semester students of English Department of University of Riau in writing summary of short movie falls into poor to average.

CONCLUSIONS

The objective of this research is to know ability of the fourth semester students of English Department of University of Riau in writing summary of a short movie. The scoring system of this research uses the scoring system of writing which is consist of each aspect of writing; Grammar, Vocabulary, Mechanic, Fluency, and form of Organization.

There was 38 numbers of students that selected randomly for each class by three classes of fourth semester of English Department of University of Riau that conducted on June, 2015. There was none of students in good to excellent level, 42.1 percent of the students or 16 students were in average to good level, 34.21 percents of the students were in poor to average or this level consisted of 13 students and the other students or 23.68 percent of the students or in another word, there were nine students in poor level. It can be concluded that level of the fourth semester students of English Department of University of Riau in writing summary of a short movie in based on frequency of student was in average to good level or it same as 16 students, even the average of total scores based on the three raters was in poor to average level.

Based on this research, the writer concludes that the students' ability of fourth semester students of English Department of University of Riau in writing summary of short movie falls into poor to average.

BIBLIOGRAPHY

- Allan, M, 1985, *Teaching English with Video*, London, Longman.
- Cleary, Stephen. 2009, *Short Document*, Sydney, Screen Australia, Australia Government.
- Gay, L.R, 1990, *Educational Research Competencies for Analysis and Application*, New York, Pearson Education.
- Hammond, R. Eugene, 1989, *Critical Thinking Thoughtful Writing*, New York, McGraw-Hill.
- Harris, D.P. 1969, *Testing English as a Second Language*, New Delhi, Tata McGraw-hill.
- Hatch, E and Farhady, H. 1981, *Research Design and Statistics for Applied Linguistics*, Massachusetts, Newbury House Publishers, Inc. Rowley.
- Heaton, J.B. 1991, *Writing English Language Tests*, New York Fourth Edition. Longman.
- Hornby, A.S, 1995, *OXFORD Advance Learner's DICTIONARY*, Fifth Edition, Oxford University Press.
- Langan, John. 2007, *College Writing Skills*, New York, McGraw Hill Book Company.
- McCrimon, James M, 1984, *Writing with a Purpose*, USA, Houghton Mifflin Company.
- Reid, J.M. 1994, *The Process of Paragraph Writing*, New Jersey, Second Edition. Prentice Hall Regents, Englewood Cliffs.
- Suryabrata, S. 1994, *Metodologi Penelitian*, Jakarta, PT. Raja Grafindo Persada.
- Tarigan, Henry Guntur, 1985, *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung, Angkasa.
- _____, 2014, Summary, <http://www.ego4u.com/en/cram-up/writing/summary> (accessed on September, 25th, 2014, at 06:00 pm)

Tim Dirks, 2015, Film Genres, <http://www.filmsite.org/filmgenres.html>
(accessed on May, 26th, 2015 at 08:15 pm)

Daneil J Kurland, 2000, The Fundamental of Critical Reading and Writing and Effective Writing, http://www.criticalreading.com/grammar_reading_writing.htm (accessed on October, 18th, 2014, at 08:00 pm)