

## THE EFFECT OF USING REVIEW STRATEGY TO IMPROVE STUDENTS' WRITING SKILL AT SMAN 18 MAKASSAR

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### ABSTRACT

This study aimed to know the effect of using review strategy to improve student writing skill at SMAN 18 Makassar. This study used pre-experimental research one group pre-test and post-test. The population in this study was students of class XI IPA SMAN 18 Makassar. The writer took one class from the target population for the research. The sample to be used is class XI IPA 3, the number of samples is 30 students. Data obtained from writing test. The result of this study used inferential analysis of the t-test by SPSS v.16, which showed a significant effect on the students' mean score writing skill between the pretest and post-test. The average score of the students' writing enhanced from 55.10 in the pretest to 88.90 in the posttest. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Thus, it can be concluded that the review strategy is effect applied to improve students' writing skill at SMAN 18 Makassar.

**Keywords:** Review Strategy, writing skill, animated film

### INTRODUCTION

Language skills must be mastered by students at school to improve students language skills both orally and in writing. One of the most important languages for students to learn and improve is English. In Indonesia, English is studied as a foreign language. This is very important because English is currently one of the most commonly used languages internationally. In other words, by mastering English actively or passively, we can be involved not only in the business world but can also be involved in the world of politics and education. There are four language skills in English: reading, speaking, listening, and writing. Writing is one of the skills that must be mastered by students.

According to Iskandarwassid and Sunendar (2008:248), writing requires mastery of various linguistic elements and elements outside the language that will be written. Both language elements and content elements must be intertwined in such a way as to produce a coherent. Writing is one of the right places for someone who has a high level of imagination, by writing someone can also pour new ideas, and opinions on something interesting so that the message to be conveyed can be understood properly. Therefore, writing must go through the initiative stage, the advanced stage, the revision stage, and the termination stage. At the initiative stage, before the researcher starts to write, the researcher must look for ideas that will be poured into the work, then after that, the researcher enters the continuation stage, at this stage, the author begins to pour and develop his ideas. After the author develops the idea, the idea must be revised because we cannot be separated from mistakes as humans. After the writing has been revised, the next stage is the termination stage or the completion stage, namely the stage where the writing or work is ready to be published. If these

stages have been carried out systematically, the results of someone's writing will be better.

Based on the experience by the researcher when carrying out PLP at SMAN 18 Makassar, the lack of student interest in reviewing a work without using appropriate learning media make students find it difficult and feel bored during the learning process. The teacher conveys learning material using the lecture method and has not used film media as teaching material in learning to write review texts and only uses books so that students feel bored and sleepy during the learning process. To solve the problems experienced by these students, the way to do that is to choose interesting learning methods and learning media to attract students' interest in following the learning process.

For this reason, film media is the right learning media to improve students' writing ability through the review method. Students will not feel bored in following the learning process when the learning method used by the teacher is an interesting learning method. By using strategy review through film, students can be encouraged and motivated to improve their writing skills by reviewing the films they like in their way and creativity. Various kinds of approaches were taken by the teacher to stimulate students' interest and increase the level of students' understanding of the review text material, but students still had difficulty understanding the material provided by the teacher. During the learning process, the teacher only provides the material with monotonous media. The monotonous media in question uses a blackboard or picture to make students feel bored in the learning process. Therefore, the selection of learning media that uses film media is appropriate to stimulate and attract students' interest in expressing the ideas or ideas they get from the film.

This research is important because considering the development of science and technology in the world of education will affect the quality of learning in schools.

According to Rapi (2020), with modern technology, teachers are required to be creative in choosing or creating learning methods so that the learning process can take place more interestingly and effectively so that students become happy and do not feel bored during the learning process and obtain maximum learning outcomes. Learning will attract and motivate students in the learning process can't be separated from the selection of methods and media used. Learning media is an integral part that affects learning outcomes. The use of suitable learning media with the material presented can attract students' interest in participating in the learning process. Learning media can also help students understand what is being taught.

## METHOD OF THE RESEARCH

The design of this research applied pre-experimental design research. Researcher provides pre-tests for writing before the researcher implements the review film to improve students' writing skills. A post-test is conducted after

students watching the film. This action is to see the results for students. The design involves a class where the researcher pre-test, treats students to watching the film and manage the post-test. The success of using the effect of review strategy to improve student's writing skill by comparing the results of pre-test and post-test. This research conducted at SMAN 18 Makassar, in 2022/2023 academic year. The researcher took twice meetings for the research. The research has done from Juni-July 2022. The population of the research was all of the 11st grade students of SMAN 18 Makassar academic year 2022/2023, it consists of 6 classes and each class consists of 30 students. So, the population of this study were 180 students. The researcher took samples of the students at 11st grade at SMAN 18 Makassar. This research consist of 30 students of class XI IPA 3 SMAN 18 Makassar. The researcher took samples of the students at 11st grade at SMAN 18 Makassar. This research consist of 30 students of class X1 IPA-3 SMAN 18 Makassar. After collecting the data, the next step analyzed the data. This analyze compare student grades with grades during pre-test, treatment, and post-test. Researchers use it for both pre-test and post-test quantitative data analyze.

## FINDINGS AND DISCUSSIONS

### Findings

This section presents the result the research. The researcher obtain two kinds of data, Pre-test and post-test results for writing skill components fokus on content, organization, mechanic, grammar, and vocabulary. The object of the tests clustering method was used to measure students' writing ability before and after training.

**Table 1 The Percentage of Students' Pre-Test and Post- Test**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	91-100	-	-	13	43.3%
2	Good	90-76	-	-	17	56.7%
3	Average	75-61	4	13.3%	-	-
4	Poor	51-60	20	66.7%	-	-
5	Very Poor	0-50	6	20%	-	-
Total			30	100%	30	100%

**Score: Students' writing score**

The results of data analysis in table 1 show that in the pre-test none of the students were classified as very good and good, 4 (13.3%) students were classified as average, 20 (66.7%) students were classified as poor category, and 6 (20%) students were classified as very poor. In the post-test 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good, and none students were classified as average, poor and very poor. The writer found most of the students got low scores in the pre-test. But in the post-test, most of the students can get good grades. The results showed that the review strategy was

effectively implemented to the writing skill of students in class XI IPA 3 at SMAN 18 Makassar.

**Table 2 Students' score classification**

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AAPR	65	Average	87	Good
2	AGP	53	Poor	91	Excellent
3	AAP	48	Verry Poor	91	Excellent
4	ANQ	64	Average	88	Good
5	ARP	60	Poor	92	Excellent
6	AMFL	49	Verry Poor	90	Good
7	ATRW	50	Very Poor	87	Good
8	AAP	55	Poor	92	Excellent
9	AL	50	Very Poor	83	Good
10	ANW	45	Very Poor	95	Excellent
11	SP	41	Very Poor	88	Good
12	FNE	54	Poor	91	Excellent
13	FD	56	Poor	91	Excellent
14	JTAB	56	Poor	85	Good
15	KBT	63	Average	83	Good
16	KF	60	Poor	93	Excellent
17	MNZ	55	Poor	85	Good
18	MAKP	62	Average	94	Excellent
19	MAF	60	Poor	90	Good
20	NU	55	Poor	84	Good
21	NR	58	Poor	89	Good
22	PRNJ	58	Poor	92	Excellent
23	RAF	56	Poor	90	Good
24	RGR	51	Poor	86	Good
25	SSM	57	Poor	92	Excellent
26	SRS	52	Poor	92	Excellent
27	TAW	59	Poor	95	Excellent
28	UM	51	Poor	85	Good
29	VDP	56	Poor	82	Good
30	WM	54	Poor	84	Good
TOTAL		1.654		2.667	

**Source: Students' writing score**

Based on the table 2 above, the classification students' score pre-test and post-test; In the pre-test; 4 (13.3%) students were classified as average , 20 (66.7%) students were classified as poor and , 6 (20%) were students classified as very poor. In the post-test; 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good. From the result of classification

students' score pre-test and post-test is the score of post-test higher than the score pre-test.

After conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test. The using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis (Ho) stated that the implementation the review strategy is not effective on the writing skill of the student in class XI IPA 3 at SMAN 18 Makassar. While the Alternative hypothesis (H1) state that the implementation the review strategy is effective on writing skill of students in class XI IPA 3 at SMAN 18 Makassar. If the value of significance is 2 or sig. (2-tailed) lower than 0.05, H1 accepted and Ho rejected. The t-test of the students' writing skill is presented in the following table:

**Table 3 The Result t-test  
Paired Samples Test**

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pret est – posttest est	-33.800	6.594	1.204	-36.262	31.338	28.077	29	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that the implementation of the review strategy is effective on students' writing skill in English class XI IPA 3 SMA Negeri 18 Makassar.

## Discussion

Findings, show that there is an increase in students' writing skill after being given treatment through the implementation of the flipped classroom learning model. Students' writing skill, especially for the five components (Content, Organization, Vocabulary, Grammar, and Mechanics) before treatment were lacking, and after treatment had increased. Students indicated that the implementation of the review strategy made them interested in attending the class. They are also more active and creative during the teaching and learning process. Therefore, the writer concludes that the review strategy is effective on students' writing skill in English.

In line with the results of statistical analysis on the students' writing skill show that from their pre-test scores; none of the students were classified as good and very good, 4 (13.3%) students were classified as average, 20 (66.7%) students were classified as poor category, and 6 (20%) students were classified as very poor. In the post-test 13 (43.3%) students were classified as very good, 17 (56.7%) students were classified as good, and there none students were classified as average, poor and very poor. There are some students who are not included in the classification because their vocabulary is still lacking and it is difficult to make sentences into a paragraph, and there are also students whose pre-test scores are low but after being given treatment, students feel motivated to learn. When the post-test was given the student's score was higher. The writer found that in the pre-test, most of the students got low scores. But in the post-test, most of the students can get good grades.

The result of the t-test analysis shows that there is a significant difference between the result of the pre-test and post-test. The mean score from the pre-test is 55.10 and is classified as poor. While the total mean score from the post-test is 88.09 and is classified as good. It means that the review strategy is effective in students' writing skill in English. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. This result means that there was a significant difference between the results of the pre-test and post-test.

In addition, the implementation of this study was conducted to determine the effect of the application of the learning model of writing skills, namely the effect of using review strategy through animated film to improve students' writing skill of class XI IPA 3 students of SMAN 18 Makassar. The use of learning models in each learning process will provide a more interesting learning experience for students to increase students enthusiasm for learning. There are various learning models that can be used by teachers in carrying out learning that can be adapted to the material being taught. The learning model is a pattern that has been prepared by the teacher before carrying out the learning process and will be a guide in carrying out the learning process. One of the learning models that can be used in the learning process is the review strategy.

The implementation of research in class XI IPA 3 at SMA Negeri 18 Makassar has several obstacles, but all of them can be solved in other ways, starting from some students who do not have a good internet network and limited internet quota to access learning in Youtube, student delays enter into the same classroom to study together. However, all of them did not become a barrier to the smooth running of this research process.

## CONCLUSION

The classification students' score pre-test and post-test; In the pre-test; 4 (13.3%) students were classified as average, 20 (66.7%) students were classified as poor and 6 (20%) were students classified as very. In the post-test; 13 (43.3%)

students were classified as very good, 17 (56.7%) students were classified as good. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test.

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