

# **USING EF KIDS & TEENS INDONESIA YOUTUBE CHANNEL IN TEACHING NARRATIVE TEXT TO THE FIRST-GRADE STUDENTS OF SMAN 10 MAKASSAR**

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## **ABSTRACT**

This research to find out the effectiveness of using short movies from the EF Kids & Teens Indonesia YouTube channel in teaching narrative text on the student's writing skills in terms of content (topic and detail of the text), organization (orientation, complication, and resolution), grammar (use past tense), vocabulary, and mechanics (spelling, punctuation, and capitalization). The pre-experimental method was used in this research with one group pre-test and post-test design. The population of this research was all of the students in the first grade of SMA Negeri 10 Makassar who enrolled in the academic year 2022/2023. The sample of this research is class MIPA which consists of 30 students. The instrument to collect data was a writing test. This research uses probability sampling with a simple random sampling technique. The results of this research showed that the average score on the pre-test was 41.8 and after giving the treatment, the average score on the post-test was 76.1. It shows that the post-test score is higher than the pre-test score. It meant that there was a significant effect on the student's writing skills in writing narrative text by using short movies from EF Kids & Teens Indonesia YouTube channel, while the results of the one-sample T-test where significant 2-tailed was  $0.000 < 0.05$  had a significant effect on students. The researcher concludes that using short movies from EF Kids & Teens Indonesia YouTube channel in teaching narrative writing text was effective in improving students writing skills in writing narrative. Therefore, the media can be recommended to use in improving the students writing ability in narrative text.

**Keywords:** English writing narrative text, EF Kids & Teens Indonesia Youtube channel, Audio-visual media, short movie.

## **INTRODUCTION**

There are four language skills that students must achieve to be fluent in English. Those skills are: speaking, listening, reading, and writing. Writing is one of the language skills that is taught as a compulsory subject in academic life according to the 2013 curriculum which mandates students to learn English in junior high school dan senior high school.

Richard and Renandya (2002: 303) state "Writing is the most difficult skill for the second language and foreign-language learners." Furthermore, they said that writing is not only generating and organizing ideas of our mind but also translating these ideas into a readable text."

Heaton (1975: 138) also states that "Writing skills are more complex and difficult to teach, it requires mastery not only grammatical and rhetorical devices but also conceptual and judgment elements." In senior high school, the skill of writing is taught by using genre-based

learning. There are some genres of text in writing which are taught to senior high school students. One of the genres is narrative text. The narrative text is a text that is used to amuse, entertain, and deal with problematic events which in turn find a resolution (Wadirman, Jahur and Djusman, 2008). It is stated in core competence (KI) and basic competence (KD) 3.8 and 4.8 of the 2013 curriculum syllabus English for First-Grade students in SMAN 10 Makassar.

Based on the curriculum 2013, this study focuses on one component that is expected to be mastered by students which is their skill to write according to the structure and linguistic features of narrative text. Therefore, the researcher conducted a preliminary test at the first grade of SMA Negeri 10 Makassar. The researcher found out that most of the students cannot write an English narrative paragraph well. It shows that the students are having difficulty in writing narrative text because the students did not know the requirements of writing narrative text. They lacked many aspects of writing.

To be able to improve the student's writing skills, a teacher must use effective media in their classroom. According to Harmer (2001), using audio-visual media in writing can motivate students because they will get information on what they should write or tell about the video and then get an interest in developing their ideas. For that reason, the short movie is a medium that can be used to improve students' motivation to learn writing because students not only hear the voice but also see the situation that happens in the story by watching short movies. And from that, students are more interested and motivated in using short movies in their classroom.

Lavery (2008) argues that using audio-visual media such as short movies is an effective way of motivating and helping students to understand the language. It is used to teach all aspects of writing components such as content, grammar, vocabulary, organization, and mechanics because a short movie provides visual context that assists the students to comprehend more easily all in one media called a short movie.

In this research, the researcher proposed a media. The media itself uses English short movies and is expected to improve the writing skills in narrative text, especially in first-year senior high school students, namely EF Kids & Teens Indonesia. EF & Kids Teens Indonesia is a YouTube channel created by the largest English language courses in the world from Sweden with more than 30 years of experience.

This YouTube channel is a portal to learn and have fun with English. It provides various English short animation movies and all kinds of articles about English for free. From lifestyle to learning tricks, videos, and audio in English. A movie is a series of moving pictures recorded with a sound that tells a story, shown at the cinema (Hornby, 2006:950). While a short movie

has a short duration of around 7-30 minutes. Short movies that will be used in this research are in the form of English animated movies about narrative stories.

### **Writing Narrative Text**

Schweiker (2002:2) stated that narrative writing is related to a series of events of an actual occurrence or a proposed occurrence at a particular place. It requires writers to closely observe, explore, and reflect upon a wide range of experiences.

Narrative text is a kind of text that tells a story that is based on some events or experiences. Narratives contain problematic events that lead to a crisis or turning point of some kind, which in turn find a resolution. The structure of a narrative text is:

- a. Orientation: this part introduces the setting of place, time, and the characters that will be involved in the story.
- b. Complication: it talks about the problematic events that are happening which are arranged in chronological order.
- c. Resolution: it tells that the problematic event (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- d. Reorientation/coda: It contains the moral values of the story.

### **Audiovisual media**

Audiovisual media is a type of media that includes both audio and visual elements, such as video recording, various sizes of film sound slides, and so on (Wina Sanjaya, 2014: 118). Audiovisual media is a media that can be seen, touched, and listened to (Kasihani, 2007: 102).

### **Short Movie**

Kirkpatrick in Astiti (2012) defines a movie as a series of connected cinematographic images projected on a screen. Caulson in Astiti (2012) states that film is a story, incident, etc. recorded on film in moving pictures. A short movie is an excellent medium to use in the learning process since it stimulates students' receptive (listening and reading) as well as productive (speaking and writing) skills.

According to David Nunan and Clarice Lamb, movies can serve the same purpose as native speakers in terms of providing knowledge and entertainment. At this level, it can be utilized to ignite discussion and debates among students in learning a language.

### ***Using English Short Movies in Teaching Narrative Text***

Adopted from Arsyad, in using movies in classroom language teaching, there are three

stages of activity that the teachers should do:

a. Prewriting activities

This stage prepares students to view the movies by making connections between the student's prior knowledge and the movie's theme, capturing their interest in the subject, and easing their concerns about unfamiliar words.

b. Viewing activities

This is an important stage since it requires students to pay attention to crucial details such as facial expressions, the progression of the storyline, and the language used in the context when playing and replaying the complete sequence or pertinent segments.

c. Post-viewing activities

This is the last stage of the classroom movie-viewing experience. Students must practice certain language skills and respond to the movie they have viewed. After watching, there will be debates, role-plays, discussions, and writing exercises.

## **METHOD**

This study employs a pre-experimental research design with one group pre-test and post-test design. The characteristic of pre-experimental design is the design may have pre-tests and post-tests without a control group. According to Gay and Airasian (2000), the one-group pre-test and post-test design takes a group that is pre-tested, exposed to treatment, and post-tested. In conducting the research, the researcher uses one class of first-year students at SMA Negeri 10 Makassar, which received the treatment of EF Kids & Teens Indonesia YouTube channel. In this research, a pre-test ( $O_1$ ) was given before the researcher taught using short movies from the EF Kids & Teens Indonesia YouTube channel to measure the students' competence before they were given the treatment. Then, treatment was given three times using short movies from the EF Kids & Teens Indonesia YouTube channel to improve students' writing skills in narrative text.

Post-test ( $O_2$ ) was given after teaching narrative writing using short movies from the EF Kids & Teens Indonesia YouTube channel to measure how far the student improved after getting the treatment. The purpose of this method is to compare the pre-test and post-test. If the score of the post-test is higher than the pre-test, it means that this treatment is effective.

## **Instruments**

The research instrument of this research is a writing test. To conduct the research, the researcher used writing tests that were utilized for a pre-test and a post-test. a writing test is used to know the extent to which the student's skills in writing narrative text. The form of the

test is an essay test. In this test, the researcher gave some grades based on several aspects. These aspects are content (topic and detail of the text), organization (orientation, complication, and resolution), grammar (use past tense), vocabulary, and mechanics (spelling, punctuation, and capitalization).

In testing the students, the researcher asked them to write narrative text after they watched short movies from the EF Kids & Teens Indonesia YouTube channel, the students would choose one of the three short movies to be chosen as the topic to write the narrative text, the selected short movie would be the prototype to make their narrative text. The researcher would have one instrument to assess the student's writing skills, especially in narrative text.

## **Procedures**

### ***Pre-test***

According to Wiersama (1991), a pre-test is given to students before being given the treatment. To collect the data, the researcher administered a pre-test to the class. The pre-test is intended to know the students' prior knowledge of writing skills in the narrative text before giving the treatment. On this pre-test, the student was asked to make a narrative text based on the structure and linguistic features of the narrative text that were explained by the researcher before. After that, the researcher gave learning treatment by using short movies from the EF Kids & Teens Indonesia YouTube channel.

### ***Treatment***

Before applying the treatment, the researcher needs to determine the material and lesson plan. The material that is used in this research is teaching material that has been developed based on competency standards and achievement indicators according to Nursayana & Desiningrum (2020). In this teaching material, the lesson plan is designed based on the 2013 curriculum on PERMENDIKBUD No. 65, 2013.

### ***Post-test***

The post-test was applied after giving the treatment to the students. The test was the same as the pre-test before but the level of difficulty was different. This post-test was applied to measure students' ability to write narrative text after being given the treatment.

## **Data Analysis**

### ***Writing Test***

#### ***a. Scoring and classifying students' narrative text scores by writing score rubric***

According to Jacob, et al (1981), there are several components presented in the analytical scoring rubric for writing. Those are content, mechanics, vocabulary, grammar, and

organization.

The researcher uses an analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing narrative text. In assessing the students' writing test, the student's writing scores were assessed by using a writing rubric adapted from Brown (2019).

The analytical rubric is as follows:

**Table 1. Writing Score Rubric by Brown 2019**

Aspect	Score	Criteria	Weighting
Content (Topic and detail of the text)	4	<b>Excellent:</b> The topic is complete and clear and the details relate to the topic.	×30
	3	<b>Good:</b> The topic is complete and clear but the details are almost related to the topic.	
	2	<b>Fair:</b> The topic is complete and clear but the details are not relating to the topic.	
	1	<b>Poor:</b> The topic is not clear and the details are not related to the topic.	
Organization (Included orientation, complication, and resolution)	4	<b>Excellent:</b> Orientation, complication, and resolution are complete and arranged with proper connectives.	×20
	3	<b>Good:</b> Orientation, complication, and resolution are almost complete and arranged with almost proper connectives.	
	2	<b>Fair:</b> Orientation, complication, and resolution are not complete and arranged with few misused connectives.	
	1	<b>Poor:</b> Orientation, complication, and resolution are not complete and arranged with misused connectives.	
Grammar (Uses past tenses)	4	<b>Excellent:</b> Very few grammatical inaccuracies.	×20
	3	<b>Good:</b> Few grammatical inaccuracies, but no effect on meaning.	
	2	<b>Fair:</b> Numerous grammatical inaccuracies.	
	1	<b>Poor:</b> Frequent grammatical inaccuracies.	
Vocabulary	4	<b>Excellent:</b> Effective choice of words and word forms	×15
	3	<b>Good:</b> Few misuses of vocabulary, and word forms but no change in the meaning.	
	2	<b>Fair:</b> Limited range of confusing words and word forms.	
	1	<b>Poor:</b> Limited range of confusing words and word forms.	

Mechanics (Spelling, punctuation, and capitalization)	4	<b>Excellent:</b> It uses correct spelling, punctuation, and capitalization	×15
	3	<b>Good:</b> It has occasional errors in spelling, punctuation, and capitalization.	
	2	<b>Fair:</b> It has frequent errors in spelling, punctuation, and capitalization.	
	1	<b>Poor:</b> It is dominated by errors in spelling, punctuation, and capitalization.	

Adapted from Brown (2019).

$$\text{Score} = \frac{30.C + 20.O + 20.G + 15.V + 15.M \times 100}{400}$$

C : content                      V : vocabulary  
 O : organization                M : mechanics  
 G : grammar

The scores results gathered from the students’ writing of English narrative text should finally be analyzed by using a scale system of writing classification rubric from a score range of one (1) to one hundred (100). A scale system of writing classification rubric is shown in the following table:

**Table 2: Writing Classification Rubric**

Scale	Classification
<b>76-100</b>	Excellent to Very Good
<b>51-75</b>	Good to Average
<b>26-50</b>	Fair to Poor
<b>1-25</b>	Very Poor

**b. SPSS**

In the data analysis technique, the researcher used the SPSS application to make the data easy to analyze, SPSS stands for Statistical Package for the Social Sciences.

**FINDINGS AND DISCUSSION**

**Using EF Kids & Teens Indonesia YouTube Channel in Teaching English writing Narrative text to the First-grade Students of SMA Negeri 10 Makassar**

English language teaching can be interpreted as the process of imparting skills and

knowledge of English to a group of students whose first language is not English through the implementation of three main stages i.e pre-teaching (planning) while teaching (giving instruction) as well as, post-teaching (measure learning outcomes) (Kaharuddin, 2018).

### ***Planning***

#### ***a. Lesson plan***

The lesson plan is essential for deciding what activities to conduct before teaching. Determining a teaching plan, according to Kaharuddin and Yassi (2018), will keep both teachers and learners focused on where they are going, how they are going to get there, and what they are going to achieve when they are there.

The lesson plan in this research is designed based on Muk'niah (2016), some of the components of the 2013 curriculum lesson plan based on PERMENDIKBUD No. 65, 2013.

#### ***b. Teaching material for the research***

The teaching material in this research is designed based on Nuryasana & Desiningrum (2020). There are three elements in teaching materials the first is pre-teaching, the second is while teaching and the last is post-teaching (Kaharuddin,2018). namely:

### **Pre-Teaching**

In pre-teaching, the researcher conveys the topic to be studied as the beginning of learning. In this case, the topic is narrative text. So, the researcher explained the definition, generic structure, and language features of narrative text.

### **While-Teaching**

In the while-teaching, the researcher explained the media that will be used in the teaching and learning process which is short movies from EF Kids & Teens Indonesia. The teacher plays animated videos from EF Kids & Teens Indonesia during pre-teaching so that students can analyze the generic structure and language features in the short movies. The written narrative text is then categorized based on the structure and language features of the narrative text.

### **Post-Teaching**

After the while-teaching is completed, the researcher gives the students an evaluation to write narrative text based on the three short movies they have watched before as a method for determining the amount of the student's knowledge of the provided topic. They are included in the evaluation form, which is a worksheet.

***The result of Students' Writing Scores in Writing Narrative Text***

***a. The result of the Pre-test***

The Pre-Test was given to thirty (30) students before teaching narrative text using short movies from EF Kids and Teens Indonesia Youtube Channel that is on July 17, 2023, in the X MIPA 1, 2 & 3. The score ranges from 1-100 given to the students' writing skills covering several writing components which are content, organization, grammar, vocabulary, and mechanics. The highest classification in this pre-test is excellent classification and the lowest classification is poor classification. The results of the pre-test showed that zero (0) students have excellent classification, four (4) students with good to average classification, twenty-six (26) students in fair to poor classification, and one (0) student with very poor classification, and resulted in the information shown in the following table:

***Table 3: The Result of the Pre-test***

No.	Respondent Number	Writing Components					Score
		C	O	G	V	M	
1.	001	2	2	1	2	1	41
2.	002	2	2	2	1	1	43
3.	003	1	1	1	1	2	29
4.	004	3	4	2	3	2	71
5.	005	2	2	1	2	1	41
6.	006	2	2	1	2	2	45
7.	007	2	3	2	2	3	59
8.	008	2	1	1	1	2	36
9.	009	4	3	3	3	3	83
10.	010	1	1	2	1	1	30
11.	011	2	1	2	2	2	45
12.	012	2	2	2	2	2	50
13.	013	2	2	2	2	2	50
14.	014	2	2	1	2	2	45
15.	015	2	2	2	2	2	50
16.	016	2	1	2	1	1	38
17.	017	2	1	2	1	2	41
18.	018	2	2	2	1	1	38
19.	019	2	2	2	1	2	46

20.	020	1	1	1	2	2	33
21.	021	2	2	2	1	1	43
22.	022	1	1	2	1	1	30
23.	023	1	2	1	1	2	30
24.	024	2	2	1	1	1	38
25.	025	2	2	1	1	1	38
26.	026	1	1	2	1	1	30
27.	027	2	2	1	1	1	38
28.	028	2	1	2	2	1	41
29.	029	2	3	2	2	2	55
30.	030	2	2	2	2	2	50
<b>Average</b>		<b>1.9</b>	<b>1.8</b>	<b>1.6</b>	<b>1.5</b>	<b>1.6</b>	<b>43.57</b>

**b. The result of the Post-test**

The post-test was given to thirty (30) students after teaching the students narrative text by using short movies from EF Kids & Teens Indonesia YouTube Channel that is on July 24, 2023, in the X MIPA 1, 2 & 3. The highest classification in this post-test is excellent classification and the lowest classification is poor classification. The result of this post-test showed that fourteen (14) students have an excellent classification, fourteen (14) students in good classification, two (2) students in fair classification, and zero (0) students in poor classification. The result in the information shown in the following table:

**Table 4. The result of the Post-Test**

No.	Respondent Number	Writing Components					Score
		C	O	G	V	M	
1.	001	3	3	2	3	4	74
2.	002	4	3	3	3	4	86
3.	003	3	2	2	2	3	61
4.	004	4	4	3	3	3	87
5.	005	3	3	2	3	3	70
6.	006	3	2	2	3	3	65
7.	007	3	4	3	3	4	84
8.	008	4	2	2	3	3	73
9.	009	4	3	3	4	4	90
10.	010	2	2	4	4	3	71

11.	011	3	3	2	3	2	66
12.	012	3	3	2	4	4	78
13.	013	2	3	2	3	4	66
14.	014	3	3	3	3	3	75
15.	015	3	4	2	3	4	79
16.	016	3	3	2	4	4	78
17.	017	3	3	3	3	3	75
18.	018	2	3	3	3	4	71
19.	019	3	3	2	3	4	74
20.	020	4	4	3	3	3	88
21.	021	4	3	3	3	4	86
22.	022	2	2	2	2	2	50
23.	023	4	3	2	2	4	77
24.	024	2	3	3	3	4	71
25.	025	3	3	2	4	3	74
26.	026	2	2	2	2	2	50
27.	027	3	3	2	3	4	74
28.	028	4	3	3	3	4	86
29.	029	4	4	3	3	4	91
30.	030	3	3	3	3	4	79
<b>Average</b>		<b>3.1</b>	<b>2.9</b>	<b>2.5</b>	<b>3.3</b>	<b>3.4</b>	<b>76.1</b>

**c. The Overall Results**

The comparison of the gain scores between pre-test and post-test can be illustrated as follows:

**Table 5. The classification of the results in pre-test and post-test**

<b>SCALE</b>	<b>CLASSIFICATION</b>	<b>PRE-TEST (Frequency)</b>	<b>POST-TEST (Frequency)</b>
<b>76-100</b>	Excellent to Very	0	14
	Good		
<b>51-75</b>	Good to Average	4	14
<b>26-50</b>	Fair to Poor	26	2
<b>1-25</b>	Very Poor	0	0

The pre-test was also processed and analyzed by using SPSS which eventually resulted in the following description:

**Table 6. Descriptive Statistics**

Descriptive Statistics			
	N	Minimum	Maximum
Pre Test	30	29	83
Post Test	30	61	91
Valid N (listwise)	30		

**d. Assumption Test**

Before testing this research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normally distributed or non-normally distributed (Yassi in Sari, 2018). This test is commonly known as normality test. Sari (2018) stated that normality tests were used to test all hypothesis tests that test a null against an alternative hypothesis. The result of normality tests deals with the statements of the hypothesis test namely:

- $H_0$  = the null hypothesis. The sample has normal distribution when the significant value is greater than 0.05 ( $sig > 0.05$ )
- $H_1$  = the alternative hypothesis. The sample is not normally distributed when the significant value is less than 0.05 ( $sig < 0.05$ ). This research uses Kolmogorov-Smirnov statistical test as follows:

**Table 7: One-Sample Kolmogorov-Smirnov**

Statistics		Pre-Test	Post-Test
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	43,57	76,10
	Std. Deviation	11,967	8,147
Most Extreme Differences	Absolute	0,162	0,121
	Positive	0,162	0,120
	Negative	-0,162	-0,121
Test Statistic		0,162	0,121
Astmp. Sig. (2-tailed)		.043 <sup>c</sup>	.200 <sup>c,d</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

**e. T-test**

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of the developed teaching materials on the student’s writing skills in narrative text is tested through the following hypothesis namely:  $H_0$  = The null hypothesis. The students who learn narrative text using short movies from EF Kids & Teens Indonesia Channel do not get an effect on their writing skills with a *p-value* of  $\alpha = 0.05$  (The treatment has no significant effect on the student’s writing skills).  $H_1$  = The alternative hypothesis. The students who learn narrative text using short movies from EF Kids & Teens Indonesia Channel do not get an effect on their writing skills with a *p-value* of  $\alpha = 0.05$  (The treatment has a significant effect on the student’s writing skills). To test the hypothesis, the one-sample t-test is then used to tell us whether we should accept or reject the null hypothesis. The description of the T-test can also be seen in the following table which was processed by using SPSS as well.

**Table 8: One Sample T-Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
<b>Pre-Test – Post-Test</b>	-32,533	10,082	1,841	-36,298	-28,769	-17,675	29	<b>0,000</b>

Based on the statement above, it can be concluded that one sample t-test = -17,675, and the significance level (2-tailed) is  $0.000 < 0.05$ . It means there was an effect of using short movies from the EF Kids & Teens Indonesia YouTube channel on the student's writing skills in writing narrative text. Then  $H_0$  is rejected and

Based on the statement above it can be concluded that one sample t-test=-17,675 and the significant level (2-tailed) is  $0.000 < 0.05$  means there was an effect of using short movies from EF Kids & Teens Indonesia YouTube channel on the students’ writing skills in narrative text. then  $H_0$  is rejected and  $H_1$  is accepted.

Based on the research result of the investigation, it can be supposed that it is significantly effective to teach writing narrative text using short movies as a media to first-grade students. It can be proved by the students’ average scores before and after they were taught by using short movies from the EF Kids & Teens Indonesia YouTube channel. In the pre-test students’

average score was 43.57 which is categorized as a **poor classification** because the student's paragraph used the present tense. After giving treatment, the students used the past tense in the narrative text. The result showed that short movies could give influence the students' writing on narrative text. It could be seen from the result of the score of the post-test that higher than the score of the pre-test. The post-test average score is 76.10 which is categorized as **excellent classification**. Therefore, most of the students were easy to get information and could organize their ideas better as well. Students were able to write a good paragraph on narrative text.

In the beginning, their writing skill was less good and the result of students' pre-tests was low. It caused students to make many mistakes in writing and most of the students were difficult in writing and did not know what they were going to write. The class situation before giving the treatment, a lot of students were not interested in learning activities. Some of the students were not paying attention, or doing other activities and some of them also talking to their friends while the learning process was in progress. To solve the problem, the researcher used short movies from a YouTube channel named EF Kids & Teens Indonesia, the topics chosen are familiar to the students to make them interested and motivated in learning activities and the students also would like to use short movies to worked the writing assignment. The improvement in the class situation before and after the treatment is the students are more enthusiastic, motivated, and interested in joining the teaching and learning process. In line with this statement, Glover (2009:10) states that using short movies when they utilize all of their potential elements, touches on a variety of components that stimulate learning. The students responded well when they were treated by using short movies in teaching narrative writing. Almost all of the students got more excited and they were interested in watching the short movies. After they watched the short movies, they got new information from what they had watched, and because of that, it helped students arrange their ideas and develop their paragraphs so they could put them into written form.

During the treatment, the students can write a good narrative text. It showed that the students writing achievement in terms of content (related to the topic and detail of the text), organization (related to orientation, complication, and resolution), grammar (use past tense), vocabulary (effective choice of words), mechanics (spelling, punctuation, and capitalization) was significantly improved. The description of the data collection through writing test as explained in the previous findings section that the students' writing on narrative text after using short movies from EF Kids & Teens Indonesia was significant. By using short movies in writing on narrative text, the researcher found that the mean score of post-test students' achievement was greater than pre-test. It can also be concluded that using short movies as a

teaching medium was effective in improving students' writing on narrative text in terms of language features and generic structure for the first-grade students of SMAN 10 Makassar. It was supported by seeing the frequency and the percentage of the result of the student's score after writing narrative text by using short movies was better than the treatment given to the students.

Based on the findings of the research, it can be revealed that teaching English narrative text using short movies as a medium can improve students' narrative writing skills.

It supported by Lavery (2008) argues that film and video are effective ways of motivating and helping students to understand the language. Short movies can be used to teach all aspects of writing such as grammar and vocabulary because the movie provides the language or subtitle. Students can learn from the dialogue or subtitle. Subtitle may help the students reinforce the acquisition of new vocabulary. Besides that, using short movies triggers students' imagination to visualize the details story and get the information to put it into written form.

Several experts put forward statements to support this research on the students' English narrative writing skills from Nasruddin (2020: 62) that using animated short films in teaching writing on narrative text is effective in improving students' English writing performance in terms of grammatical features (grammar) and mechanics (capitalization) and organization (narrative text).

Similar research conducted by Megawati (2021) on *The Effectiveness of Animated Short Movies to Increase Students' Ability to Write Narrative Text* that the application of animated short movies was significant to improve students' writing skill performance in terms of grammatical features and organization.

Retno Ayu (2007: 107) that the use of an animated film or movie (her film's title was *Brother Bear*) in writing class can develop students' ability in narrative text, especially in content and grammar.

Finally, the researcher can draw a conclusion based on the data that was found by the researcher and was supported by some theories and other research in which the use of short movies can improve students' narrative writing skills. However, short movies can be used by the English teacher in teaching narrative text in the classroom.

Lavery (2008) argues that using audio-visual media such as short movies is an effective way of motivating and helping students to understand the language. It is used to teach all aspects of writing components because it provides visual context that assists the students to comprehend more easily all in one media called a short movie.

## CONCLUSION

Teaching writing using short movies from the EF Kids & Teens Indonesia YouTube channel to the first-grade students of SMAN 10 Makassar could improve students' writing skills in narrative text. The students find it easier to generate and organize ideas as their writers. The videos that the students watch can provide students with specific topics. The students can write scene by scene in the video so that they will produce systematic writing according to the structure of the narrative text from start to finish. Students are more motivated to join writing classes by using short movies in writing classes. The video features an interesting and audible moving image so they can relax before writing a story. The use of audiovisual media can generate enthusiasm for students to develop their writing.

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