

**IMPROVING STUDENTS' NARRATIVE TEXT
WRITING ABILITY THROUGH SILENT FILM**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
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2025**

ABSTRACT

IMPROVING STUDENTS' NARRATIVE TEXT WRITING ABILITY THROUGH SILENT FILM

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This research was aimed to examine the improvement of students' narrative text writing ability through silent film as a learning medium. The experiment involved 33 tenth-grade students of SMA Al-Azhar 3 Bandar Lampung. The participants were from class X-1. Utilizing a one-group pre-test and post-test design, data were collected through writing tests and analyzed using a paired sample t-test at a significance level of 0.05. The results revealed a significant improvement in students' writing abilities, with mean scores increasing from 66.08 in the pre-test to 78.23 in the post-test. The t-value from the analysis exceeded the t-table ($7.605 > 2.037$), and the significance value was $0.001 < 0.05$. These findings confirm that implementing silent films in the learning process effectively enhances students' ability to write narrative texts.

Keywords: *Senior high school, Silent film, Narrative text, Writing, Writing ability*

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By:

Arianti Saputra

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Submitted in a Partial Fulfillment of

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In

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Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGAUGE AND ARTS EDUCATION
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TEXT WRITING ABILITY THROUGH
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
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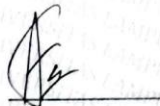
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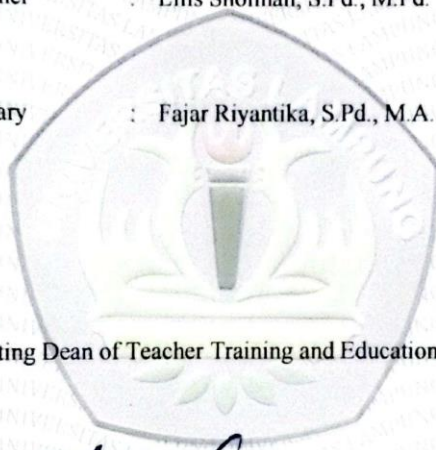


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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Arianti Saputra was born in Cianjur on February 16, 2003. She is the eldest daughter of Agus Jaya Saputra and Dewi Susiyanti and has a beloved sibling, Dilan Prayamudya Saputra.

Arianti began her education at Darul Fallah Kindergarten before continuing to MI Assaidiyyah. She then pursued her studies at MTs Assaidiyyah in, where she graduated. After that, she attended SMA Negeri 1 Sukaresmi and graduated in 2021.

A few days before graduating high school, she successfully passed the SBMPTN and was accepted into the English Education Study Program at Lampung University. Alongside her studies, she actively participated in the Society of English Education Department Students (SEEDS) as a media center staff member, where she created content and designed various materials. This role allowed her to showcase her creativity and teamwork.

In January 2024, Arianti expanded her experience by participating in a Community Service Program (KKN) in Bakauheni, Lampung. This opportunity allowed her to interact with the local community and play an active role in its development. Simultaneously, she completed her teaching internship (PPL) at SDN 1 Bakauheni, where she honed her teaching skills and gained hands-on classroom experience.

In the final years of her undergraduate studies, while working on her thesis, she worked as a freelance English tutor, offering private and semi-private lessons to elementary, junior high, and high school students. This experience sharpened her teaching skills and deepened her passion for education, reinforcing her commitment to helping young learners gain confidence in English.

DEDICATION

In recognition of their support, the researcher wholeheartedly dedicates this thesis
to her family, lecturers, friends, and herself.

MOTTO

“Then you blink and it's been ten years. Growing up happens a little at a time, then all at once. Everybody wants the best for you, but you gotta want it for yourself.”

- Lorde, *Secrets from a Girl (Who's Seen It All)*

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The researcher recognizes that this thesis may still have certain limitations and welcomes any constructive feedback for improvement. It is hoped that this undergraduate thesis will serve as a valuable resource for educators and future research.

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I. INTRODUCTION

This chapter consists of six discussion segments that address various topics. It includes background, research question, objective, uses, scope, and definitions of term to help explain the research.

1.1 Background of the Research

Writing, like speaking, listening, and reading, is one of the most fundamental language abilities that students must learn. An excellent understanding of the English language depends on one's ability to communicate efficiently in writing. Writing is an essential communication skill that helps people express their thoughts, feelings, and opinions efficiently, improving social interaction. In particular, writing helps students learn more effectively and develop critical thinking (İncirci and Şükrü Parmaksiz, 2016).

However, many researchers (Tillema, 2012) acknowledge with the idea that writing is recognized as the most challenging ability for students learning English due to its inherent complexity. Oshima and Hogue (2006) emphasize that writing is a dynamic activity rather than a final product. This approach involves an in-depth knowledge of the topic matter as well as the integration of a variety of sources to support the concept. This is a particularly hard challenge because students are required to write well and arrange their ideas into cohesive paragraphs.

Writing skills need constant training and practice rather than developing on their own. Writing is an advanced written skill, and students face a variety of difficulties even though they have been taught the skill in elementary school. The ability of the teacher to deliver knowledge, the methods and techniques employed, the learning resources, the accessibility of infrastructure and facilities for learning, the atmosphere, and the motivation of students all have an impact on the variations in writing competency.

According to the Merdeka Curriculum, one of the basic competencies that high school students must master in English learning, especially in writing, is their ability to write narrative texts. Tenth-grade students are expected to learn how to write stories, fairy tales, or other narrative forms as part of their compulsory English material. A text that concentrates on telling a story is called a narrative text. Furthermore, Hastuti (2010) defines a narrative text as a story designed to inspire, educate, or amuse the reader. However, standard methods of writing education have received much attention in schools, which can make it challenging for students to correctly write written texts and express their opinions in writing.

Asiah (2020) notes that teaching methods and techniques are often linked to the difficulties students face when writing narrative texts. One contributing factor is the limited use of diverse writing strategies, which can restrict students' creative development. For example, at SMA Al Azhar 3, writing tasks are commonly assigned by providing a topic and asking students to write about it. While this traditional approach is straightforward, it may not fully engage students or encourage creative thinking. To make writing more interesting, educators might consider adopting innovative teaching methods that address students' needs and include modern educational resources.

To improve the ability of students to write, various kinds of media are used in the teaching and learning process, including visual, audiovisual, and aural aids. Among these, films stand out because they are in sync with the rapid advancement of technology, making them a continually fascinating instructional medium. Some research findings in Indonesian high schools revealed that using films to teach EFL resulted in higher achievement. For instance, after watching silent animated films, students have better writing tasks (Utami, 2012), and animation films help to teach writing narrative text to Senior High School tenth-grade students (Candra, 2011). Stempleski and Tomalin (2001) state that children and adults feel interested more quickly when language is experienced live through television and films. Based on this technique, students will not find it difficult to express their narrative texts about the film they watch.

These challenges inspired the researcher of this study to develop a teaching strategy that aimed to help students reach their writing potential and make learning interesting for them. Therefore, the researcher used silent films as a medium to help students improve their narrative ability to write.

Silent films are increasingly popular in EFL classroom since they encourage independence in learning. These films empower students to freely understand the plot since they use visuals to convey content. However, this implies that students might not instantly understand the story's entire significance. Silent animated videos have the potential to effectively catch students' attention and boost writing scores (Kasper and Singer, 2001).

A previous study by Putri and Andanty (2023) investigated EFL students' perspectives on using silent animation movies to learn narrative writing. The research concluded that EFL students have positive and negative perspectives on learning to write narrative texts using silent animation movies.

In line with that, Marashi and Adiban (2017) conducted a relevant study investigating the effects of short silent animations on the writing skills of pre-intermediate EFL students. According to the study, including authentic materials, like animations, in writing classes can increase student interest and promote volunteer involvement. Animations tend to grab students' attention in writing classes, as many find them monotonous. Silent cartoons, especially, encourage students to use new vocabulary words more successfully by helping them concentrate on the material rather than on conversations.

In addition, Nuraini (2022) found that using the silent cartoon movie *Chom Animation* significantly improved students' narrative writing skills. Students showed better organization, coherence, and creativity in their writing, along with enhanced vocabulary through inference and recall. The approach fostered engagement, enjoyment, and autonomy, creating a positive learning environment.

Several previous studies indicated that the use of film could improve narrative text writing ability. The researchers have shown that students feel interested more quickly when language is experienced live through television and films. All three

previous studies highlighted the effectiveness of visual media in enhancing students' writing abilities. However, this study solely examined the impact of silent films on narrative writing ability, providing a more targeted and focused approach. This study adopts a quantitative approach and sets it apart from other studies. The research aimed to determine how much watching silent films influences students' writing abilities, specifically in expressing their ideas and creativity in narrative text creation. The objective of the study was to improve students' narrative writing ability. Therefore, the research was titled "Improving Students' Narrative Text Writing Ability Through Silent Film."

1.2 Research Question

Drawing upon the information provided in the research background, the researcher articulates the issue as follows: Is there any improvement in students' narrative text writing ability through silent film?

1.3 Objective of the Research

In regard to the research question above, the research objective is to determine whether there is an improvement in the students' writing narrative text ability through silent films.

1.4 Uses of the Research

The researcher expected that this study will add to the English language education environment, whether theoretically or practically.

1) Theoretically

This study theoretically aims to introduce techniques for improving students' writing ability. The research findings will also add to previous theories and research findings on teaching strategies, particularly for teaching writing. Furthermore, this research can be a reference for someone looking for material related to improving students' writing narrative text ability through silent film.

2) Practically

The findings of the research can be used as a reference for English teachers or students in teaching or learning writing. This research is expected to provide specific procedures for improving students' writing ability using silent film as

learning media. Moreover, this study is expected to stimulate and help students to improve their writing ability in narrative text

1.5 Scope of the Research

This quantitative study focused on improving students' ability to write narrative text using silent film. The population of this study consisted of tenth-graders in high school who wrote complete narrative texts about a fable that included orientation, complication, and resolution. The sample of this study was one class consisting of 33 students from the tenth grade of SMA Al-Azhar 3 Bandar Lampung. The goal was to see an improvement in students' ability to write narrative text about fable after using silent film as a learning media. The researcher conducted three treatment sessions, one meeting for a pre-test and another for a post-test to measure improvement, resulting in a total of five meetings for data collection. The scoring rubric proposed by Jacob et al. (1981) measured key aspects of writing, including content, organization, vocabulary, grammar, and mechanics, to evaluate students' performance.

1.6 Definition of Term

To specify the research topic, the researcher gives some research-related terms. Following are the definitions of the terms discussed earlier:

1) Writing

Writing is a productive skill in the English language that requires conscious learning, extensive practice, and evidence-based justification. Defined as the creation of content using tools ranging from traditional pen and paper to digital devices, writing has evolved with technology. It demands organization, accuracy, and the use of complex grammar, serving as both a method of communication and a proof of learning. Writing involves a structured process of planning, organizing, drafting, and revising to convey ideas effectively.

2) Narrative Text

Narrative texts tell stories to entertain and educate, presenting events that may be realistic or imaginative. Structured with an orientation, complications, and resolutions, they reflect real-life challenges and solutions. Using features like

past tense, action verbs, and dialogue, narratives engage readers, often imparting moral lessons and fostering empathy through vivid and meaningful storytelling.

3) Silent Film

Silent films, produced without synchronized sound, relied on visual storytelling through expressive acting, mime, and intertitles. Prominent from the late 19th century to the 1920s, they shaped cinema's evolution, with stars like Charlie Chaplin and innovative techniques. Though replaced by sound films, their influence endures in modern works like *Shaun the Sheep Movie* (2015), highlighting their timeless appeal.

This chapter has discussed the introduction of this study. It includes of the background, research question, objective, uses, scope, and definition of terms to provide explanations of this research.

II. LITERATURE REVIEW

This chapter discusses the literature review that is used in this study. It consists of the definition of writing, writing ability, aspect of writing, the process of writing, teaching of writing, teaching writing definition of narrative text, generic structure of narrative text, the definition of film, types of film, the definition of silent film, film in teaching English of foreign language, teaching writing narrative text through silent film, the procedure of teaching writing narrative text through silent film, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Writing

Writing is considered one of the most productive abilities in the English language. Unlike spontaneous speaking, which doesn't require justifications, writing necessitates evidence to substantiate concepts with clear justifications or facts (Laidlaw, 1985). Improving writing ability involves extensive practice and developing a conviction that improvement is possible (Langan, 2012). According to Harmer (2004), while spoken language is naturally acquired through exposure, writing must be consciously learned.

Educational experts offer various definitions of writing. It is an activity involving creating content using tools such as books, paper, pens pencils, computers, or other gadgets. Today, writing extends beyond traditional paper and pencil to include digital technology. Barnett (2003) describe writing as a physical activity requiring material and energy, emphasizing that it is a skill that must be developed. Hedge (1988) highlights that writing, unlike speech, demands a high level of organization, accuracy, and the use of complex grammatical structures, word choices, and sentence patterns. Writing is viewed as an act of humanity, a method of communication where writers express themselves through written words after

engaging with verbal memory. Writing is used in educational settings as both evidence of effective learning and a method of learning (Richards, 1990).

The media used shows a clear contrast between writing and speaking. While writing requires direct communication and skill, speaking can include a variety of mediums, such as telephones, video chats, or other gadgets that act just as links between speakers. Writing, as a productive communication skill, involves a complex process comprising four stages: prewriting, organizing, writing, and revising (Laidlaw, 1985). These stages help individuals organize their thoughts and structure their writing effectively.

In conclusion, writing is considered one of the most productive abilities in the English language that requires conscious learning, extensive practice, and evidence-based justification, distinguishing it from the spontaneity of speaking. Defined as the creation of content using tools ranging from traditional pen and paper to digital devices, writing has evolved with technology. It demands organization, accuracy, and the use of complex grammar, serving as both a method of communication and a proof of learning. Unlike speaking, which allows for immediate interaction through various media, writing involves a structured process of planning, organizing, drafting, and revising to convey ideas effectively.

2.2 Writing Ability

Writing is a difficult activity with many aspects and considerations. According to Nunan (2003), writing is a complex activity that combines physical and mental acts. The physical part involves expressing words or ideas through a specific medium, such as letters, handwriting, or other forms. The mental aspect is the process of expressing thoughts and thinking critically in order to convey a message in written language. This means that students can express themselves through writing.

Writing is a language skill used to communicate indirectly, particularly when people cannot interact face-to-face. For most people, expressing thoughts in writing is challenging, yet it plays a crucial role in the learning process. Writing allows

individuals to explore and share their knowledge and thoughts with others. Writing is an important part of every language study because of the tight relationship it has with thinking. Writing makes it possible to convey our ideas and thoughts while striving to create significance.

Writing is a complex skill because it involves multiple aspects, including content, form, grammar, style, and coherence. A good writer must utilize accurate grammar and a sufficient vocabulary to produce successful writing. When someone can express their ideas grammatically and effectively, writing becomes an enjoyable experience, not just for the writer but also for the readers, who can easily comprehend the text.

Writing ability is a challenging skill to acquire and is often considered the most difficult to master. Students must not only express their ideas and feelings in writing, but also have the requisite writing abilities. The ability to write is essential for conveying information in a language understood by both the reader and the writer. A well-written piece can only be produced if one has strong writing skills.

2.3 Aspects of Writing

Learning to write involves the steps of developing an idea or thought, expressing it in words, and transferring this described idea onto paper. To create a well-structured piece of writing, students need to keep various factors in mind. Jacobs et al. (1981) identified five key aspects of writing, which are described below:

1) Content

Content is the substance in writing, including the information, ideas, arguments and themes presented. High-quality content is well-researched, relevant, and adds value to readers. A writer needs to have a deep understanding of his subject matter. Thorough research, critical thinking, and a clear focus on the topic are essential. Good content captures readers' interest and provides insightful, accurate, and interesting information.

2) Organization

Organization refers to the structure and arrangement of ideas in a written work. Well-organized writing has a logical flow that allows readers to easily follow the author's argument or story. Effective organization includes a clear introduction that sets the tone and context, body ideas presented coherently with smooth transitions, and a conclusion that summarizes important points and leaves a lasting impression.

3) Vocabulary

Vocabulary refers to the words a writer knows and uses. A rich vocabulary allows a writer to express ideas precisely and clearly. Writers with varied vocabularies can choose words that convey the exact meaning and tone they want. This diversity makes writing more interesting and provides a clearer picture for readers.

4) Grammar

Grammar regulates sentence structure, word usage, and punctuation. Proper grammar ensures sentences are clear, concise, and convey the intended meaning accurately. Errors in grammar can cause misunderstanding or ambiguity. Writers need to understand and apply grammar rules correctly. This includes knowledge of verb tenses, sentence structure, agreement between subject and verb, appropriate use of pronouns, and proper punctuation.

5) Mechanic

This last aspect includes technical aspects, ensuring writing is correct, clear, and consistent. This includes spelling, punctuation, capitalization, and formatting. Proper mechanics improve readability and understanding. Spelling and grammatical problems may distract from readers' ability to understand what was meant. Writers need to pay attention to detail, proofread their work, and use appropriate style guides for consistency.

Overall, effective writing involves five main aspects: content, organization, vocabulary, grammar, and mechanics. Strong content involves in-depth research, critical thinking, and a clear focus on the topic. Good organizations organize ideas logically, from a clear introduction to a concise conclusion. A rich vocabulary

allows writers to express ideas precisely and clearly. Correct grammar ensures sentences are clear and concise, and communicate the intended meaning. And proper mechanics, such as spelling, punctuation, and formatting, improve readability and comprehension. All of these aspects work together to create high-quality writing that engages readers.

2.4 Process of Writing

Harmer (2007) outlines the writing process, dividing it into four stages. These stages help authors create a cohesive and well-structured final text.

1) Planning

Authors start by devising a plan for their work, considering the purpose, audience, and organization of their writing. They have to evaluate these three critical aspects before beginning to write.

2) Drafting

After determining what to write, the author drafts the first draft. This draft is not final and is subject to changes. Multiple drafts can be prepared, and refined through subsequent stages until the final version is ready.

3) Editing

Authors then reread their drafts to ensure clarity and coherence. They check for grammatical errors and make necessary revisions. This stage may involve altering word choices and sentence structures. Feedback from readers or editors can also be considered.

4) Final Version

After thorough editing and revision, the author finalizes the draft. The final version might differ significantly from the initial draft due to the numerous modifications made during editing. The text is now ready to be shared with the intended audience.

As explained above, it is clear that the writing process involves four key stages: planning, drafting, editing, and finalizing. Authors start by planning their work,

considering its purpose, audience, and organization. They then draft their initial version, refining it through editing to ensure clarity and coherence. The final version undergoes thorough revisions before it is ready for sharing, ensuring it meets high standards of quality and effectiveness in communication.

2.5 Teaching Writing

In learning to write, students need to engage in both guided instruction and independent discovery. Meyers (2005) defines writing as the process of discovering and organizing ideas, putting them on paper, and then reshaping and editing them. Harmer (2004) notes that teachers play various important roles in this process, including demonstrating, motivating, supporting, responding, and evaluating students' writing.

Azizah (2013) defines teaching writing as an activity in which students learn to express and share their ideas, feelings, and opinions in writing. Teaching writing involves more than just providing a topic, directing students to write, and evaluating their work. It also consists in instructing students on how to improve their drafts and generate ideas in order to create text that is comprehensible and readable. Simply put, the teacher's presence in the classroom influences students' writing abilities significantly. Teachers should utilize purposeful and meaningful teaching tactics to assist students develop their writing abilities.

Throughout the various stages of drafting, teachers should not grade or judge the work as a finished product but instead provide feedback on progress. This involves telling students how well they are doing and offering constructive comments. When evaluating writing for test purposes, teachers should highlight both strengths and weakness for improvement, offering a balanced view of the student's performance.

Marking assessments differs from responding in that they both judge student achievement and provide an opportunity for learning. The major objective of writing instruction is to improve the quality of students writing throughout time. Successful writing learning is evidenced by students' ability to improve the various aspects of their writing products.

To summarize, writing is a complex process that includes discovering, organizing, and revising ideas. Teachers play an important part in this process by demonstrating, motivating, supporting, responding, and evaluating students' work. Teaching writing involves expressing ideas, feelings, and opinions in written form and using purposeful strategies to help students develop their skills. Teachers should provide feedback on progress, highlight strengths and weaknesses for improvement, and use marking assessments to rate student achievement and serve as learning opportunities. Successful writing learning is demonstrated by students' ability to improve various aspects of their writing products.

2.6 Narrative Text

The aim of a text is to convey information based on its purpose and context. There are several text types, including expository, descriptive, persuasive, procedural, and narrative texts. Each type has its function, such as describing an object, explaining procedures, or telling imaginative stories to readers (Jeffrey, 2016).

This study focuses on narrative text, which is intended to tell readers a tale. Narrative writings are intended to amuse and delight readers while also providing a perspective on the world. These writings, which can be fictional or actual, contain events and provide context for the story (Barwick, 2006).

A narrative text is a semiotic representation of events linked in time and space. It encompasses various forms of media, including films, dramas, comics, novels, newsreels, chronicles, and even geological histories. Due to this versatility, narratives can be conveyed through a wide range of semiotic media, such as written or spoken language.

Narrative texts detail the sequence of events in a story, which can be realistic, fantastic, or a combination of both. They include information about characters, events, and occurrences. These texts often involve complex or problematic situations and explore solutions to these challenges. The narrative mode, which

consists of various strategies for presenting the story, is a crucial aspect of narrative text structure.

Practically, narratives focus on studying individuals by collecting and delivering their stories, as well as understanding the meaning of these stories for the readers (Creswell, 2012). According to Clouse (2006), narrative writing is not solely for entertainment; it often imparts moral values to readers, teaching lessons about goodness, family, and relationships. Thus, readers absorb and learn from the stories conveyed.

In summary, narrative texts aim to tell stories that both entertain and educate readers. They present a sequence of events and characters, exploring complex situations and offering moral lessons. Various media, such as films, novels, and dramas, can convey Narratives. Beyond mere entertainment, they impart values and lessons about life, helping readers understand and empathize with different perspectives. Thus, narrative texts are crucial in both literary and educational contexts.

2.6.1 Generic Structure of Narrative Text

Derewinka (1990) outlines the steps for constructing narrative text as follows:

1) Orientation

The writer informs the audience about the character in the story, the setting where the story takes place, and the period during which the action occurs.

2) Complication

When a plot moves through a series of events, complications or obstacles often arise, involving main characters and sometimes temporary allies. These narrative challenges reflect real-life struggles and suggest they can be resolved.

3) Resolution

A satisfying tale is one in which the problem is successfully resolved. The writer talks about the solution to the problems that occurred. The characters have to act to solve the situation in a satisfying way to stop the tragedy happened. It signifies that the complication or the problem is solved either by a sad or happy ending.

In summary, narrative texts are structured with an orientation to set the scene, complications to create interest, and resolutions to provide closure. These steps help construct engaging and meaningful stories that reflect real-life challenges and their resolutions.

2.6.2 Language Feature of Narrative Text

According to Wagner and Baskerville (2000), narrative text has some language features, they are:

- 1) Past Tense: Narratives are commonly written in the past tense to describe what has already occurred.
- 2) Action Verbs: To describe what the characters do.
- 3) Connectives and Conjunctions: To sequence events and show their relationship (e.g., then, next, after that, but, so).
- 4) Adjectives and Adverbs: To describe characters, settings, and actions in detail, making the story more vivid.
- 5) Dialogue: Direct speech to show conversations between characters.
- 6) Pronouns: To refer to characters (he, she, they) and maintain the narrative flow.
- 7) Narrative Perspective: First-person or third-person point of view to tell the story from a specific perspective.

In summary, Wagner and Baskerville (2000) identify key features of narrative texts, including past tense, action verbs, connectives, vivid descriptions, dialogue, pronouns, and narrative perspective, all enhancing storytelling.

Overall, narrative texts tell stories to entertain and educate, presenting events that may be realistic or imaginative. Structured with an orientation, complications, and resolutions, they reflect real-life challenges and solutions. Using features like past tense, action verbs, and dialogue, narratives engage readers, often imparting moral lessons and fostering empathy through vivid and meaningful storytelling.

2.7 Types of Narrative Text

Cited from the National Literacy Trust (2013), the primary purpose of narrative text is to tell a story. However, its specific purpose can vary depending on the genre. The following are some common genres of narrative text:

1. Adventure

Adventure stories follow a main character embarking on an epic journey, personally or geographically. The protagonist often has a mission and faces numerous obstacles along the way.

2. Mystery

Mystery narratives revolve around uncovering the nature of an event, typically a crime or murder, which remains unresolved until the end of the story.

3. Science Fiction

Science fiction explores speculative and futuristic concepts such as advanced technology, space exploration, time travel, parallel universes, and extraterrestrial life.

4. Fantasy

Fantasy is set in a fictional universe often inspired by mythology and folklore. It includes magical elements and supernatural beings originating from oral traditions that evolved into written tales.

5. Historical Fiction

Historical fiction places its story in the past, capturing the details of the period authentically, including its social norms, customs, and traditions.

6. Myths

Myths are narratives with foundational roles in society, often explaining origins or cultural phenomena. The characters are typically gods, demigods, or supernatural beings.

7. Legends

Legends are stories about human events or actions that lack historical documentation but are presented as factual accounts. They often blend history with folklore.

8. Fairy Tales

Fairy tales feature magical and legendary deeds, with fantastical characters like elves, witches, fairies, and dragons.

9. Fables

Fables are short stories that feature animals as protagonists and convey moral lessons or values.

In conclusion, narrative texts encompass various genres with distinct characteristics and purposes. For this study, the researcher has chosen to focus on fables because they can engage readers while delivering meaningful life lessons through animal characters and concise narratives.

2.8 Film

Film is commonly defined as a sequence of moving images, often accompanied by synchronized sound, presented on a screen for entertainment, education, or cultural expression. According to Bordwell and Thompson (2013), the film combines visual composition, editing techniques, narrative structure, and sound design to create a cohesive cinematic experience. This definition underscores the collaborative effort of filmmakers to craft narratives that resonate with viewers through a combination of visual and auditory stimuli.

The evolution of film as a medium began with the invention of motion picture cameras in the late 19th century, marking the transition from static photography to dynamic visual storytelling. As highlighted by Sklar (2018), technological advancements such as synchronized sound, color cinematography, and digital filmmaking have expanded the creative possibilities and accessibility of filmmaking, transforming it into a global art form with diverse genres and styles.

From the explanation above, it can be concluded that film is a sequence of moving images, often with synchronized sound, used for entertainment, education, or cultural expression. It combines visual composition, editing, narrative structure, and sound design to create a cohesive cinematic experience. The evolution of film began

with motion picture cameras in the late 19th century, and technological advancements have expanded its creative possibilities.

2.9 Types of Film

Bordwell and Thompson (2013), in their influential work “Film Art: An Introduction,” categorize films into several distinct types:

- 1) **Film Genres:** These include well-known categories like horror, comedy, drama, action, and more. Each genre has its own conventions and expectations that shape the storytelling and audience experience.
- 2) **Documentary Films:** These non-fiction films aim to document reality, often for educational, instructional, or historical purposes. They provide a factual representation of events, people, or phenomena.
- 3) **Experimental Films:** Experimental films are known for their innovative and unconventional techniques. They often challenge traditional narratives and aesthetics, pushing the boundaries of what film can be.
- 4) **Animated Films:** These films use animation techniques to create the illusion of movement. They encompass various styles and methods, from hand-drawn animation to computer-generated imagery (CGI).

In conclusion, experts highlight the diversity of film types, each offering distinct approaches to storytelling. Film genres, documentaries, experimental films, and animated films contribute uniquely to the cinematic landscape, enriching how we experience and understand movies.

2.10 Silent Film

Silent films are made without synchronized recorded sound, primarily spoken dialogue. To convey the storyline, these films use visual storytelling techniques such as expressive acting, mime, and intertitles (written language displayed between scenes). According to film historian David Robinson (1970), silent films

utilized a combination of exaggerated physical expressions and innovative camera techniques to engage audiences and communicate the plot effectively.

According to Bordwell and Thompson (2013), silent films, though lacking synchronized sound, play a significant role in cinema. Due to their innovative techniques, they fit into multiple categories, such as comedy and horror, as well as experimental films. Moreover, silent films are crucial in tracing the historical evolution of filmmaking, highlighting their versatility and enduring impact on cinematic storytelling.

The silent film era spanned from the late 19th century until the late 1920s. The first public exhibition of motion pictures, orchestrated by the Lumière brothers in 1895, marked the beginning of this era. The silent era saw the rise of iconic film stars such as Charlie Chaplin, Buster Keaton, and Mary Pickford, whose performances relied heavily on physical comedy and emotive gestures. The period also witnessed the establishment of major film studios, which laid the groundwork for Hollywood's dominance in the global film industry.

Although silent films essentially gave way to sound films by the early 1930s, their influence persists in contemporary cinema. Modern silent films or films that pay homage to the silent era often use minimal dialogue, relying on visual storytelling, music, and physical comedy. These films highlight the timeless nature of silent film techniques and their enduring appeal.

One notable example is *Shaun the Sheep Movie*, produced by Aardman Animations in 2015. Although not entirely silent, this film features no spoken dialogue and relies on visual humor and expressive character animation to tell its story. According to Bradshaw (2015), *Shaun the Sheep Movie* exemplifies how silent film techniques can be effectively used in contemporary animated features to create engaging and universally understandable narratives.

In contemporary cinema, the silent film tradition persists through works that deliberately forgo spoken dialogue to emphasize visual storytelling, as noted by Acosta (2020). Notable examples include Michel Hazanavicius's *The Artist* (2011)

and the Japanese film *Sanguivorous* (2011), both of which utilize silence as a narrative device. These modern interpretations reaffirm that a film's classification as "silent" is determined by its lack of synchronized spoken dialogue rather than the specific techniques or technologies employed in its creation.

In conclusion, silent films, defined by the absence of synchronized spoken dialogue, continue to play a vital role in the evolution and appreciation of cinematic storytelling. Relying on visual expression, intertitles, and physical performance, they have shaped the foundations of film language across genres. Though their peak era ended in the late 1920s, the influence of silent cinema remains evident in modern works that use minimal or no dialogue to emphasize universal, visually driven narratives, demonstrating the enduring relevance and adaptability of silent film techniques in both historical and contemporary contexts.

2.11 Film in Teaching English as a Foreign Language

Cinema began gaining recognition as a pedagogical tool in the 1970s. This shift coincided with the emergence of the communicative approach, which replaced the more rigid audio-lingual method in foreign language classrooms. With this transition, EFL instructors began incorporating more dynamic and engaging materials, such as film, to promote learner interaction.

Over time, technological advancements, more affordable equipment, and fewer legal barriers to accessing films made it significantly easier for teachers to integrate cinema into their lessons. These developments contributed to the growing popularity of films as a resource in EFL instruction, resulting in their frequent use in classrooms.

Today, films are celebrated as a highly effective tool for learning English, often ranking as EFL students' preferred method for improving their language competence. According to Sánchez Auñón et al. (2023), cinema holistically impacts EFL students' learning. Engaging with films allows learners to develop various facets of their language proficiency, including the four core skills (listening,

speaking, reading, and writing), vocabulary acquisition, pragmatic awareness, and intercultural understanding. Additionally, films foster critical thinking engagingly and enjoyably, making them an invaluable resource in modern language education.

Kaboocha (2016) states that incorporating films into EFL learning can significantly enhance students' linguistic competence. Students simultaneously practice and refine essential language skills such as listening, reading, writing, and speaking by engaging with films. This multifaceted interaction with the language also provides opportunities for learners to deepen their understanding of English grammar, expand their vocabulary, and develop pragmatic awareness. The combination of visual, auditory, and contextual cues in films creates a dynamic learning environment that supports holistic language acquisition and encourages active engagement with linguistic elements in meaningful ways.

In summary, cinema has become a valuable tool in EFL classrooms since the 1970s, aligning with the communicative approach to language teaching. Technological advancements and easier access to films have made their integration into lessons more feasible and popular. Films effectively develop core language skills, such as listening, speaking, reading, and writing, while enhancing grammar, vocabulary, pragmatic awareness, and intercultural understanding. They also foster critical thinking and engagement, providing an enjoyable, immersive learning experience that supports holistic language development.

2.12 Teaching Writing Narrative Text through Silent Film

Several prior studies have shown the utilization of silent film in teaching writing. A study by Marashi and Adiban (2017) examined the impact of silent animations on the writing skills of pre-intermediate EFL learners. Sixty participants were divided into a control group, which watched animations with dialogue, and an experimental group, which watched silent animations. Over 10 sessions, both groups wrote assignments based on the animations, with feedback provided. Results showed that the experimental group significantly outperformed the control group in writing scores, demonstrating greater creativity and use of new vocabulary. The

study concluded that silent animations encourage imagination and engagement, making them an effective tool for improving EFL learners' writing skills.

In line with that, research by Putri and Andanty (2023) explored EFL students' perceptions of using silent animated movies to support narrative writing. Employing a qualitative case study approach, the study collected data through interviews with three students and class observations, analyzed via thematic analysis with methodological triangulation for validity. The findings identified three key perspectives: enjoyable, focusing, encouraging, and challenging. Students found the media engaging and stimulating, offering a fresh learning experience that alleviated boredom. Silent animated movies enhanced focus and creativity by prompting students to infer narratives from visual cues. Despite the challenges, the study concluded that silent animated movies are a positive and innovative tool for enhancing narrative writing skills.

The last study was conducted by Nuraini (2022). The study, conducted with a population of 30 eleventh-grade students from SMAN 1 Tanjungbumi, revealed that using the silent cartoon movie Chom Animation significantly enhanced students' writing skills in narrative texts. Students demonstrated noticeable progress in organizing their ideas and producing coherent and well-structured narratives. The silent film medium also created a positive and engaging learning environment, motivating students to participate actively and enjoy the process. By encouraging students to infer meaning from visual cues and recall vocabulary, the silent films promoted incremental growth in their lexicon and fostered creativity in their writing. Moreover, the approach allowed students to work individually and at their own pace, reducing stress and promoting autonomy. These findings underscore the effectiveness of visual media in English writing lessons, as it improves writing skills and boosts student motivation and engagement. However, the study also identified logistical challenges, such as potential issues with digital media access, emphasizing the need for balanced implementation and complementary teaching strategies to ensure inclusivity and broader applicability.

These studies collectively highlight that teaching writing through silent films effectively improves writing ability by fostering creativity, enhancing vocabulary acquisition, and encouraging students to organize their ideas into coherent narratives. Silent films engage learners through visual storytelling, prompting them to infer meaning and develop independent thinking. They also create an enjoyable and motivating learning environment, allowing students to work at their own pace and reducing stress. While silent films are a powerful tool for improving writing skills, careful implementation and consideration of logistical challenges are necessary to ensure their effectiveness and inclusivity in diverse learning contexts.

2.13 Procedure of Teaching Writing Narrative Text Through Silent Film

The procedure of applying silent film ensures that this research is organized systematically and avoids confusion. According to Marashi and Adiaban (2017), the steps of using silent film in learning strategy are as follows:

- 1) Students are given a short silent film that ensures the content is age-appropriate, culturally relevant, and engaging for them.
- 2) Teacher encourages students to brainstorm ideas for retelling or expanding the story using their own words. (Planning)
- 3) Students are instructed to write the first draft of their narrative about the fable. This is just the initial version, and revisions will be made later. (Drafting)
- 4) Students are asked to do a peer feedback session where they can share their drafts and receive constructive comments. The teacher will provide thorough feedback on broader structure and meaning before addressing finer details. (Editing)
- 5) Students are instructed to write the final version of their narrative based on the feedback received from peers and the teacher, ensuring that their narrative is clear and coherent. (Final Version)

In conclusion, Marashi and Adiaban (2017) outline a systematic approach to using silent films in learning. This involves selecting engaging content, planning through brainstorming, drafting narratives, refining through peer and teacher feedback, and

producing a final coherent version, ensuring clarity and organization in the learning process.

2.14 Advantages and Disadvantages

In this sub-chapter, the researcher discusses the advantages and disadvantages of using Silent Film as a medium for narrative text.

2.14.1 Advantages

Mayer (2012) states that film as a media of teaching has several advantages for students' writing abilities. It can be argued that silent films provide similar benefits that can be seen as follows:

1) Enhanced Visual Literacy

Films improve visual literacy by prompting students to interpret and analyze visual elements like cinematography and composition. Silent films, which rely heavily on visual storytelling without dialogue, enhance students' ability to decipher and appreciate visual cues and storytelling techniques.

2) Encourages Critical Thinking

Films stimulate critical thinking by engaging students in the analysis of plot, character development, and thematic elements. Silent films require viewers to engage deeply with the narrative and infer meaning from visual cues alone, fostering critical thinking skills as students decode implicit messages and themes.

3) Engaging and Entertaining

Films engage and entertain students by capturing their attention through visual storytelling and compelling narratives. Modern silent films, particularly comedies like *Shaun the Sheep* and *Larva*, are entertaining and can capture students' interest, making the learning process enjoyable

2.14.2 Disadvantages

Using films as a tool for teaching narrative writing offers several benefits, and silent films share these advantages while presenting unique challenges. These can be explored as follows (Hansen, 2011):

1) Cultural and Historical Distance

Many silent films come from a different cultural and historical context, which may be challenging for students to relate to or understand. This can sometimes hinder their ability to connect with the material and draw relevant lessons for their writing.

2) Potential for Misinterpretation

The lack of explicit dialogue and contextual information can lead to varied interpretations of the narrative, which, while fostering creativity, might also result in confusion or misinterpretation of key plot points and character motivations.

Despite having some disadvantages, these can be solved by implementing thoughtful strategies to enhance students' understanding and engagement. These disadvantages can be addressed through guided viewing, clarification through accompanying materials, and discussions about cultural norms and values. Guided viewing allows educators to pause the film at significant moments, offering explanations and discussing visual cues to ensure students accurately follow the narrative. This interactive approach helps students navigate complex or ambiguous scenes and aligns their understanding with the film's intended message.

Accompanying the film with written summaries or oral narration clarifies important scenes and elements. Written summaries provide a structured outline of the plot, characters, and themes, while oral narration offers real-time guidance, bridging gaps in students' comprehension. To address cultural and historical distance, educators can engage students in discussions about how cultural norms and values have evolved since the film's creation. These conversations help students contextualize the film's depictions, understand its historical significance, and develop critical thinking skills. By combining these approaches, teachers can overcome the challenges posed by cultural and historical differences and misinterpretation, ensuring that films remain an engaging and effective medium for teaching narratives.

From the explanation above, films as teaching media offer several advantages for students' writing abilities, including enhanced visual literacy, critical thinking, and

engaging and entertaining narratives. Silent films, which rely on visual storytelling without dialogue, enhance students' ability to interpret and analyze visual elements. However, there are also disadvantages, such as cultural and historical distance, which may be challenging for students to relate to and misinterpret.

2.15 Theoretical Assumption

In accordance with the theories mentioned above, the researcher considered that writing is essential in language learning. Writing is using symbols to communicate thoughts and information, which is crucial for academic, professional, and personal development. However, a lack of student engagement and motivation can hinder the writing-learning process, as some students may not find writing interesting or meaningful, leading to disinterest and underperformance. Many students struggle with developing creative ideas and crafting engaging storylines for narrative texts. Therefore, suitable media is needed to solve these problems. The advantage of silent films as a medium for learning to write narrative text is that silent films offer a unique solution by stimulating students' imagination through visual storytelling. By presenting narratives without spoken dialogue, these films prompt students to interpret and create dialogue, narrative descriptions, and character interactions based on visual cues. Silent films can help students improve their ability to visualize and construct narratives and their creativity and proficiency in writing engaging and cohesive narrative texts.

Based on the explanation above, researchers believed that silent films could help students improve their narrative text writing ability, effectively engage students, and inspire creativity.

2.16 Hypothesis

In quantitative research, the hypothesis must be based on the problem formulated in the first chapter. According to the problem found in the first chapter, the hypothesis proposed in this research concerns the improvement in students' narrative text writing ability through silent film.

This chapter discusses the literature review that was used in this study. It consists of the definition of writing, the purpose of writing, the process of writing, teaching of writing, teaching writing definition of narrative text, generic structure of narrative text, the definition of film, types of film, the definition of silent film, film in teaching English of foreign language, teaching writing narrative text through silent film, the procedure of teaching writing narrative text through silent film, advantages and disadvantages, theoretical assumption, and hypothesis.

III.METHODS

This chapter includes the research methods, which cover design, variables, population and sample, instrument, data collecting technique, data collection procedure, data analysis, data treatment, and hypothesis testing.

3.1 Design

The researcher conducted quantitative research using one group pre-test-post-test design. This design was used to answer the research question: Is there any improvement in students' narrative text writing ability through silent film? This design included a pre-test before treatments and a post-test after treatment.

T1 X T2

T1 refers to the pre-test given before the researcher teaches through the silent film to measure the students' achievement before treatment.

X refers to the treatments the researcher gave through the silent film to improve students' narrative text writing ability.

T2 refers to the post-test given after implementing the silent film and to measure how far the students improve after getting the treatment (Setiyadi, 2018).

3.2 Variables

In this research, there were two variables: the independent variable and the dependent variable:

1) Independent Variable (X)

This variable is the variable that affects other variables, or it can also be a variable that influences variables. In this study, the independent variable was silent film. Silent film is categorized as an independent variable because it can influence the

Dependent variable in determining the students' improvement in narrative text writing ability.

2) Dependent Variable (Y)

This variable is used to figure out the size of the impact or influence of other variables. In other words, the independent variable influences the dependent variable. The dependent variable in this study was the students' capacity to write narrative text. Students' narrative text writing abilities is classified as a dependent variable since it is being used to assess the influence of the independent variable, which is the consumption of silent films. In other words, the study's purpose is to assess the influence of silent films (independent variable) on and improve students' narrative text writing abilities (dependent variable).

3.3 Population and Sample

Setiyadi (2018) stated that all individuals who are the research target are referred to as the population, while the individuals who provide data are referred to as the sample. The research included tenth-grade students from SMA Al-Azhar 3 Bandar Lampung. The researcher utilized purposive sampling to select the sample. The tenth grade had nine classrooms (X 1-X 9), and the school's teacher chose one of them.

3.4 Instrument

The instrument was a data collection tool that needed to be valid and reliable. This study's data collection instrument was a test. The data included students' writing achievements. The test was developed to assess students' abilities to compose narrative material. The test was conducted twice: before and after the treatments (pre-test and post-test). The pre-test assessed the students' achievement in writing narrative texts before the treatment, while the post-test evaluated their achievement after the treatment. To assess students' writing, the researcher developed an analytic scoring rubric that included Content, Organization, Vocabulary, Grammar, and Mechanics criteria.

3.4.1 Validity

Validity refers to a measuring tool that measures what is intended to be measured (Setiyadi, 2018). According to Fraenkel and Wallen (2009) and Akib and Najib (2015), validity is the most crucial consideration when preparing or selecting an instrument for use. Validity is defined as making correct conclusions based on assessment data. This study evaluates the instrument's content and construct validity.

1) Content Validity

Content validity relates to whether the test items or task being tested accurately reflect what needs to be tested (Nurweni, 2019). The given material must be suitable for the curriculum to be recognized legitimate content. In this case, the test topic was based on the Merdeka Curriculum, and it was stated that students in the tenth grade of Senior High School were required to understand the material in the narrative text. The research used narrative text as the content of the test items. It is suited for tenth-grade students at SMA Al-Azhar 3, Bandar Lampung.

2) Construct Validity

Construct validity is required for test instruments that use indicators to measure one element or construct (Setiyadi, 2013). Construct validity is the process of establishing how much of a test's performance may be explained by one or more constructs. In this study, the researcher encouraged students to compose a narrative text to assess their writing ability. The researcher uses the criteria for scoring given by Jacobs et al. (1981) to assess the quality of students' writing. The scoring rubrics cover five writing aspects: content, organization, vocabulary, grammar, and mechanics. These were the aspects that the test would address with construct validity.

This research used the English teacher to assess the relevance of each item of the instrument. The English teacher approved the instrument testing at SMA Al-Azhar 3 for the data collection needed for research (See Appendix 5).

3.4.2 Reliability

A measure's reliability is defined as its consistency (Heale and Twycross, 2015). Reliability testing is crucial because it assesses the consistency of meter components (Huck, 2007). A test is considered dependable if it produces consistent results. As the instruments utilized in this study are writing tests, the researcher employed inter-rater reliability to assure score reliability and prevent research subjectivity. This indicates that two raters will look at the test independently. As a result, the researcher worked with the English teacher to assess students' writing using the scoring rubric given by Jacob et al. (1981). The reliability of both raters is then determined by comparing their results. Furthermore, the researcher applied Rank Spearman Correlation to determine the correlation between two raters. The formula is as follows:

$$R = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

R : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 1-6 : Constant number

(Hatch and Farhady, 1982)

After calculating the result of the students' narrative writing, the data is calculated by the researcher using the reliability criteria listed below:

- 1) A very low reliability (ranging from 0.00 to 0.19)
- 2) A low reliability (ranging from 0.20 to 0.39)
- 3) An average reliability (ranging from 0.40 to 0.59)
- 4) A high reliability (ranging from 0.60 to 0.79)
- 5) A very high reliability (ranging from 0.80 to 0.100)

(Arikunto, 2005)

According to the above reliability standard, the writing tests will be considered reliable if they achieve at least 0.60 (high reliability).

After calculating the results of the students' narrative text, the researcher used the formula mentioned above to calculate the data (see Appendix 10). The table below shows the reliability results:

Table 3.1 Reliability of Pre-test and Post-test

Reliability	Pre-Test	Post-Test
	0.983	0.924

The table above clearly points out that the pre-test reliability is 0.983. It can be concluded that the pre-test of students' prior knowledge is highly reliability. On the contrary, the post-test reliability is 0.924. According to the Arikunto (2005) criteria, a test value between 0.80000 and 1.00000 indicates that the tehave a are very high level of reliability.

The results indicated that both tests were highly reliable, with pretest scores of 0.980 and posttest scores of 0.914. This showed good consistency in test results across all tests.

3.5 Data Collecting Technique

The researcher collected data using the following steps:

1) Pre-test

Before to the treatment, student writing abilities were tested using a pre-test. This test was conducted at the start of the meeting before to the treatment. The researcher conducted the exam by having the students create their narrative text. Students were given one topic, which was a fable, and each student was expected to create a narrative text.

2) Post-test

Following the treatment with silent film, a post-test was conducted to assess the students' narrative text writing abilities. The final stage of this research was given at the last meeting. The researcher evaluated the students using the same test as the pre-test and the material given in the treatment. The researcher conducted the test by asking the students to write their narrative text. Students were given one topic,

which was a fable and each student was required to create a narrative text based on the story assigned to them

3.6 Data Collection Procedure

The researcher implemented the following research procedures:

- 1) Determining the population and sample. This study included tenth-grade students from SMA Al-Azhar 3 Bandar Lampung. The tenth grade consisted of nine classes (X1–X9). One class, X1, was chosen as the sample for this study, with 33 students. The narrative text material was given according to the syllabus of tenth-grade students in senior high school.
- 2) Conducting a pre-test. The researcher assigned the students to write a narrative text based on a topic. The test lasted 45 minutes and evaluated the students' abilities.
- 3) Conducting the treatment. The researcher conducted three meetings as part of the treatment. Students learned about narrative structure and language features and examined examples of narrative texts. They watched a silent film titled *Shaun the Sheep*, wrote their first draft, received feedback, revised their work, and completed the final version of their narrative texts.
- 4) Conducting the post-test. Following the treatment, the students took a post-test. The researcher evaluated their performance using the same materials as in the pre-test. The students were again tasked with writing a narrative text based on a given topic within a 45-minute time limit.
- 5) Analyzing the data. The pre-test and post-test scores were analyzed using SPSS software. The researcher compared the two sets of scores to evaluate the impact of the treatment.
- 6) Interpreting the report findings. In the final step, the researcher reposted the students' scores and summarized the findings. Conclusions were drawn based on the analysis

3.7 Scoring System

The criteria for assigning student scores were taken from Jacob et al.'s (1981) scoring system criteria. There are five aspects.

- 1) Content: the substance of the writing, the idea expressed (30)

- 2) Organization: the organization of content (20)
- 3) Vocabulary: the selection of words that are suitable for the content (20)
- 4) Grammar: the employment of grammatical form (25)
- 5) Mechanics: the conventional device used to clarify the meaning (5)

(See Appendix 4)

3.8 Data Analysis

To obtain the results of this research, the data were analyzed utilizing the following steps (Hatch and Farhady, 1982):

- 1) Applying the inter-rater to score pre-test and post-test results.
- 2) Calculating the result of pre-test and post-test
- 3) Calculating the mean of both tests using the following formula:

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

$\sum d$: total students' score

N : number of students

- 4) Getting the improvement of students' scores. To find the data, the researcher utilized the following formula:

$$I = M2 - M1$$

I : The improvement of students' writing narrative text ability.

M1 : Students' average score of pre-test.

M2 : Students' score of post-test.

- 5) Composing a discussion regarding the result.
- 6) Answering the research question and concluding the result of the analysis.

3.9 Data Treatment

When examining hypotheses with Paired Sample T-test analysis, three essential assumptions must be met (Setiyadi, 2018).

- 1) The data are an interval.
- 2) The data are taken from a random sample in the population.
- 3) The data are distributed normally.

To determine if the data were normal or not, the researcher used Shapiro-Wilk with the hypotheses listed below:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal.

The level of the significance used is 0.05. H0 is accepted if the normality test results are higher than 0.05 (sign > 0.05). Moreover, the result of the normality test is shown in the table below:

Table 3.2 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.102	33	.200*	.942	33	.080
Post-test	.131	33	.165	.949	33	.122

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.2 shows that both datasets are normally distributed. The normality test value in the pre-test is 0.80, however the post-test score is 0.122. Because the values from both tests are more than 0.05, it can be assumed that H0 is accepted. As a result, the tests show a normal distribution.

3.10 Hypothesis Testing

After collecting the data, the researcher analyzed it to determine whether there was a significant improvement in students' writing ability in narrative text after the implementation of the silent film. The researcher conducted a Paired Sample Test to determine whether the hypothesis given in this study is accepted or rejected at a significant level of 0.05 using this formula (see Appendix 12):

$$t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

\bar{d} : Mean of the differences between paired observations

s_d : Standard deviation of the differences

n : Number of paired observations

$H_0 = \text{Sig.} > 0.05$

$H_1 = \text{Sig.} < 0.05$

The hypotheses are as follows:

H_0 : There is no significant improvement in the students' writing narrative text ability through silent films.

H_1 : There is a significant improvement in the students' writing narrative text ability through silent films.

The chapter has discussed the research methods such as design, variables, population and sample, instrument, data collecting technique, data collection procedure, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researchers.

5.1 Conclusion

The research highlights the significant impact of silent films on students' narrative writing ability. The findings show a consistent improvement in students' performance, with mean scores rising from 66.08 in the pre-test to 78.23 in the post-test. The t-value of the result analysis was above the t-table ($7.605 > 2.037$), and the significance value was $0.001 < 0.005$. It indicates that the hypothesis "There is a significant improvement in the students' writing narrative text ability through silent films" is accepted.

This study demonstrates the effectiveness of silent films in improving students' writing ability. Silent films provided an engaging and creative learning environment, helping students focus and think critically. Students improved their ability to organize ideas, choose appropriate vocabulary, and write more cohesively by interpreting visual cues. The selected films, such as *Shaun the Sheep*, effectively conveyed narratives without dialogue, fostering creativity and enabling students to better understand narrative structures and language features. These films also made learning enjoyable, increasing student engagement and participation throughout the sessions. Students who initially struggled with generating ideas and constructing cohesive narratives made substantial progress, showcasing the effectiveness of silent films as a teaching medium.

5.1 Suggestion

Here are some suggestions for the teacher and future researchers.

1) For English Teacher

- a. Considering the advantages of silent films, the researcher suggests that English teachers include them as alternative media for teaching writing. The silent films will not only help students improve their writing but also may increase the teachers' performance and the students' participation in the classroom.
- b. To optimize the benefits of using silent films in language learning, English teachers should ensure the implementation is well-paced and avoids unnecessary time constraints. Allowing sufficient time for students to watch, reflect, and write ensures an effective and engaging learning process.
- c. This study's results indicate that mechanics showed the least improvement, likely because silent films did not explicitly teach this aspect of writing. Therefore, it is recommended that English teachers provide additional instruction on mechanics outside of the silent film approach. Emphasizing proper usage will help students refine their writing, ensuring clarity and alignment with sentence structure.

2) For Future Research

- a. The researcher used silent films to observe the improvement in students' writing ability in narrative text. Therefore, future researchers could examine the impact of silent films on teaching other types of texts, such as recount and descriptive texts.
- b. This research focused on using silent film to improve writing ability, particularly narrative writing. Therefore, future researchers could explore the potential of silent film to develop other language abilities beyond writing, such as speaking.
- c. This research was conducted at a senior high school level. Future researchers could explore the effect of using silent films to write narrative text at different school levels.

Finally, the statements above represent the conclusion of this study during the research of using silent film in teaching writing at the tenth grade of SMA Al-Azhar 3 Bandar Lampung. Moreover, the suggestions above can be considered for better future research for narrative text.

In this chapter, the researcher presents the research's conclusion and suggestions for teachers and future researchers.

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