Implementing Project-Based Learning Using Short Movies in English Writing Course

Euis Meinawati *[1], Widia Yunita [2]
[1] Universitas BSI Jakarta, Indonesia
[2] STAI Hubbulwathan Duri, Riau, Indonesia
e-mail: ***[1] euis.eum@bsi.ac.id**

Abstract

This research aims to determine the effectiveness of implementing project-based learning using short movie-making in English writing classes. This research uses quasi-experimental research with a one-group pre-test and post-test experimental design. The research was conducted in 14 meetings with 50 English writing class 31.3A students. The odd semester was 2023-2024. The research will be carried out from September 2023 to 2024 at BSI University Jakarta. Data is collected using observation, documentation and tests. The data analysis technique uses a two-sample paired t-test for the mean. The research results concluded that short movie-making projects carried out in groups can increase student interest in writing classes. Apart from that, it is also easier for students to develop writing ideas. So, students' English writing skills are better than before the short movie-making project was implemented. This can be seen from the t-test results showing t-Stat < t-table (5.4678 < 2.0095), meaning that the project of making short movies in groups is practical and improves English writing skills.

Keywords: English, Writing, Movie, Project-Based Learning

1. INTRODUCTION

Learning to write for students in higher education is not only directed at mastering the components that must be present in writing skills, such as grammar, vocabulary, rhetorical concepts, and other elements, or combining them with other English language skills. However, writing is also used to gain a better understanding of social and cultural phenomena. Writing, according to Hamp-Lyons and Kroll, is "an act that occurs in a context, achieves a specific goal, and is appropriately shaped for the intended reader." According to Hayes, writing is also social because it is a social artefact created in a social setting. Social conventions and the history of our social interactions shape what we write, how we write, and to whom we write. Other writers discovered the genres we write about, and the phases we write about frequently reflect the expressions of previous writers (Harmer, 2006; Weigle, 2002, 2016). Moreover, the government has determined that the current curriculum changes align with achieving goals in writing skills. Thus, this research offers a project-based learning framework to achieve the goals of learning English writing skills and curriculum changes.

Many previous studies have also proven the basis for using project-based learning. Moreover, writing activities require critical thinking patterns, and project-

based learning can encourage the development of critical thinking. This has also been done in online learning and has a significant effect (Cortázar et al., 2021). Project-based learning enhances students' classroom pedagogical abilities (See et al., 2015). Project-based EFL classes not only result in positive learning outcomes, but they also help students improve their cognition, work ethic, and interpersonal skills (Kettanun, 2015) or student performance in class (Sayuti et al., 2020; Pratiwi et al., 2019; Alkhatnai, 2017). These conditions are by the concept of learning to write. Project-based learning is also appropriate for improving skills in the 21st century, not only for teachers in preparing to teach but also for students (Bell, 2010; Martinez, 2022).

However, the novelty that is intended to be a gap with previous research is presented through the use of short film projects that will be made by students as a medium for developing writing practice in class. The basis for this use is the problem of student boredom during writing activities, the monotonous development of writing ideas, and the use of technological applications that are not optimal. The results of discussions with students in the odd semester 2022-2023 in the Essay Writing course concluded that students wanted a project that explored their story ideas and expressed them in a short film where students also acted as actors in the movie. So, every week, there is a movie-watching activity followed by the practice of writing stories from the movies watched.

Even other research shows the effectiveness of projects to make short films for English writing activities (Meinawati, 2020). The PBL learning model can be aligned with the use of technology in offline or online classes (Gómez-Pablos et al., 2017; Muhammad, 2020). Sabarun (2018) When developing EFL writing materials, it was determined that internet-based teaching materials are preferred. Many studies have demonstrated the effectiveness of using technology to learn to write. (Goulet & Pelletier, 2017;), the use of WebQuest (Kocoglu, 2010), social media for writing activities (Hynninen, 2018), social media for online writing learning (Vie, 2018), Wikipedia based learning (Vetter et al., 2019). So, the short movie-making project still aligns with current technological developments. Project-based learning through quick film projects aims not only to improve writing skills, but technical competence can also be improved.

Thus, this research aims to determine the effectiveness of project-based learning through short films in learning to write English. It is hoped that the research results can contribute to developing learning media related to technology and combining appropriate learning strategies according to the course objectives or learning objectives to be achieved. In addition, the results of this research can contribute to educators' teaching and learning competencies relevant to current developments in science and technology.

2. RESEARCH METHODOLOGY

The research method was quasi-experimental research with a one-group pre-test and post-test experimental design. This type of research is motivated by the research objective, which is to determine the effectiveness of project-based learning through the creation of short films by each group of students in the English writing class. Quasi-experimental research is conducted on a single group, the experimental group, with no comparison control group (Creswell & Creswell, 2018). In this study, students took a pre-test before receiving project-based learning treatment and a post-test after receiving treatment.

Students continue to carry out learning activities 14 times to the lecture schedule. The research was conducted in odd semesters, from September to December 2023, in class 31.3A. The research implementation process refers to the research approach used, namely: 1) the process of giving treatment follows the lecture schedule set by the university, 2) students are given a pre-test before giving treatment, 3) learning activities are carried out using project-based learning using short movie-making, 4) at the first meeting, students are given pre-test, discussing material, syllabus, as well as assignments for making short movie carried out in groups. Learning activities were carried out over 12 meetings. At each meeting, there was a group viewing activity followed by group or individual assignments to develop stories from the films they had watched. 5) at the end of the meeting, students were given a post-test and learning evaluation related to project-based learning by making - a short movie.

The sample was 50 students in class 31.3A in the English Literature study program at Bina Sarana Informatika University, Jakarta. Data was gathered through observation, documentation, and essays culled from students' English essay writing tests. The English writing test is analyzed based on the following criteria: (1) organization (introduction, content and conclusion), (2) logical development of ideas, (3) grammar, (4) punctuation, spelling, and mechanics, and (5)) style and quality of expression (Brown, 2007). The data analysis technique determines students' mastery of grammar learning by using a two-sample paired t-test for the mean. To obtain valid data, the test data was previously analyzed for normality and homogeneity.

3. RESULT AND DISCUSSION

The results of the written test data analysis are presented in several parts: a graph showing the percentage level between the pre-test and post-test of each component assessed in the writing test, t-test results and pre-test and post-test scores.

Graph 3.1 The comparison of the percentage of writing components test
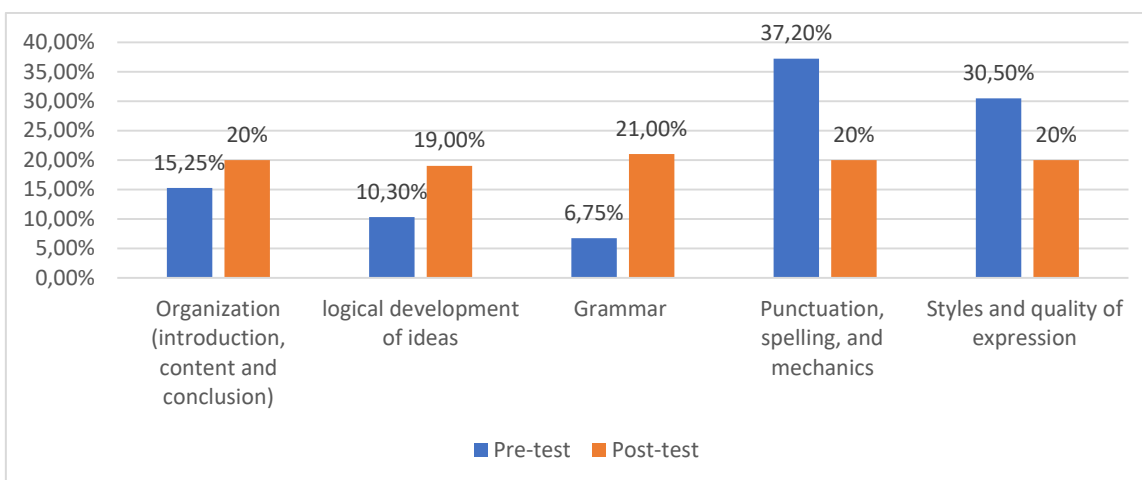
The graph shows quite good changes in the assessment results for each component of the English writing test results. The pre-test results show that the level of organization of essay writing, grammar and logical development of ideas is still low. Even though two parts are still very low, namely grammar and logical development of ideas. After the students received treatment using project-based learning using a short movie-making project, they showed very good improvement in each component of the English writing assessment. The average percentage obtained from each writing component reaches 20%. Additionally, student test scores have improved quite well, as depicted in Graph two below.

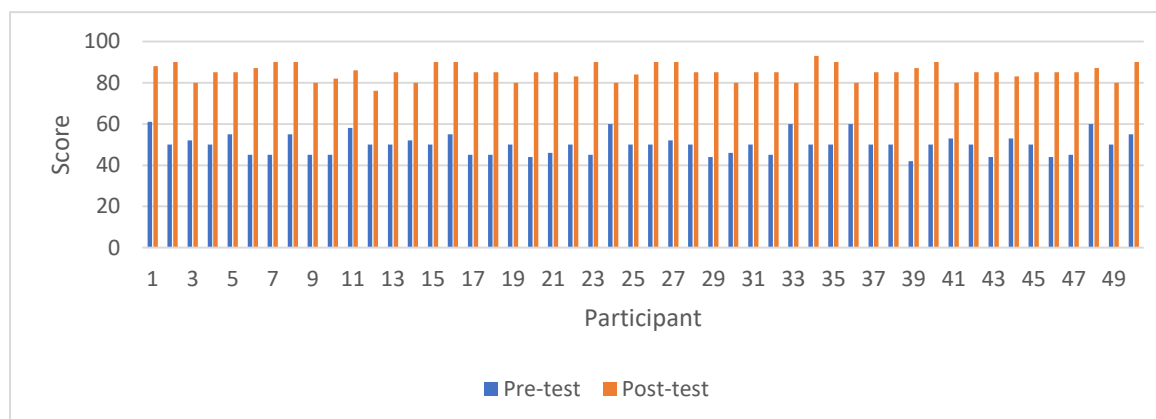Graph 3.2 The comparison of the results of the pre-test and post-test

Table 3.1 Items of Statistic Descriptive

Statistic Descriptive Items	Pre-test	Post-Test
Mean	50.12	85.12
Standard Deviation	4.905	3.8046
Sample Variance	24.066	14.475
Minimum	42	76
Maximum	61	93

Graph and Table show changes in students' writing test scores before and after being given treatment using project-based learning. The increase in test scores was very significant, from the lowest score of 42 to 76 and the highest from 61 to 93. The average class score also increased quite well. The achievement of this score is in line with the percentage increase in each writing component presented in Graph 1. Of the 50 students or 1 class, it shows that each student experienced an excellent change in their English writing test score. The t-test results in Table 2 show the effectiveness of project-based learning.

Table 3.2 t-Test: Paired Two Sample for Means

Test: Paired Two Sample for Means		
Pearson Correlation	-0.0674	
Hypothesized Mean Difference	0	
df	49	
t Stat	-38.622	
P(T<=t) one-tail	1.1782	
t Critical one-tail	1.6765	
P(T<=t) two-tail	2.3564	
t Critical two-tail	2.0095	

Table 3.2 concludes that t Stat < t-table (-38.622 < 2.0095). It can be said that Ho is rejected, and H1 is accepted. Thus, it can be concluded that project-based learning is very effectively implemented in English writing classes through short film-making projects. This conclusion is also supported by the results of observations during class. From the researcher's observation notes, several items were found related to the novelty obtained from this study, namely, the level of boredom of students when writing activities took place decreased and from the researcher's view there were 25% of students whose level of boredom when writing activities took place. However, they were assigned to group writing activities after watching the short film they had made. It was concluded that 25% of students

experienced significant changes in participation in completing group writing assignments. Even ideas for developing writing have increased, and each student's writing is more structured. This also has an impact on the results of individual writing assignments.

These findings illustrate that project-based learning can use various projects and fully involve students in completing the project. In the application of project-based learning through making films, this is carried out in several stages, namely 1) at the first meeting, the lecturer explains the objectives, materials and types of assignments used in this English writing class; 2) students are asked to divide the class into ten groups for making assignments. Short films, 3) in the second to sixth meetings, students watch films that they have made, followed by writing or developing movie story ideas into essays and this activity is also carried out after students have taken their mid-semester exam, and 4) at the last meeting students are still given post-test as a form of evaluating the effectiveness of this project.

This is done by making short films to stimulate writing ideas from the themes found in each film students have made. So, films are quite an effective tool in language classes. Even the results of previous research also show the effectiveness of using film as a learning medium. Well-chosen film material can enhance students' language learning process and increase their motivation to learn the target language (Kabooha, 2016). Li & Wang (2015) have studied the use of English film teaching models as a unique medium for teaching in language classes. The research hypothesis shows that using films in language classes can also improve listening and speaking skills, expand vocabulary knowledge, and even improve pronunciation and intonation. Thus, this research shows increased English writing skills apart from speaking and listening skills.

Movie media as a classroom learning tool not only captures students' attention but also presents language in a more natural manner than textbooks. More importantly, films provide visual context aids that assist students in understanding and improving their learning abilities (Ismaili, 2013). So, as part of technological developments, films can enhance students' writing skills. The results of other research show that the impact of using films in writing classes is quite significant, namely (1) the majority of students feel happy when invited to watch films; (2) students who have good writing skills can retell stories well and (3) students who do not master writing have difficulty retelling stories in writing (Ginting et al., 2019; Kusumawardhani & Nurhayati, 2019; Silvani, 2020). Thus, the results of this research contribute to the use of project-based learning strategies. Movies provide visual and audio appeal, and students are motivated to complete this short film project.

4. CONCLUSION

The research results concluded that short movie-making projects carried out in groups could increase student interest in English writing classes. Apart from that, it is also easier for students to develop writing ideas. So, students' English writing skills are better than before the short movie-making project was implemented. This can be seen from the t-test results showing t-Stat < t-table (5.4678 < 2.0095), meaning that the project of making short films in groups is effective and improves English writing skills. The research results also have implications for good understanding for educators and students. For educators, this has implications for understanding the concept of creativity in implementing project-based teaching and learning strategies in English writing classes.

Meanwhile, for students, the implication is that understanding the development of writing ideas can be done through watching movies. This movie-watching activity can be a recommendation for students struggling to develop writing ideas. However, the results of this research are still limited to testing short movie-making projects by students in implementing project-based learning, so future researchers can still develop this movie-making project to improve speaking, listening or reading skills in writing classes.

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AUTHOR CONTRIBUTION STATEMENT

EM is responsible for teaching and learning to write essays in class and collecting the data. At the same time, WY is accountable for making a report study.

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