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A Correlational Study About Students' Grammar Mastery And Their Skill In
Rewriting Short Narrative Text After Watching Movies At Bung Hatta University
English Department

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Abstract

The purpose of this research was to determine the relationship between students' proficiency in simple past tense grammar and their ability to write a short narrative movie at Bung Hatta University's English Department. This study employed a correlational research design, with 30 participants from a pool of 37 students. Two tests were used to collect data, namely grammar and writing tests. This study discovered a positive correlation between grammar mastery and writing skills indicating that students who excel at grammar also have better writing skills in this study. This research suggested that English lecturers should motivate their students to watch more short films to improve their writing and grammar skills. On the other hand, students should engage in more grammar exercises in order to improve their writing skills, especially when writing narrative texts. To sum up, this research's findings underscore the significance of grammar mastery in developing writing abilities, particularly in narrative writing, and the value of incorporating visual aids like movies (i.e. short YouTube films) into language instruction to encourage students to enhance their writing and grammar skills.

Keywords: *Correlation, Grammar Mastery, Simple Past Tense, Writing Skill, Narrative Movie*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi hubungan antara kemampuan mahasiswa dalam tata bahasa Inggris dalam hal *simple past tense* dan kemampuan mereka untuk menulis teks naratif menggunakan film pendek pada Program Studi Bahasa Inggris Universitas Bung Hatta. Penelitian ini menggunakan desain korelasional, dengan 30 orang mahasiswa dari 37 yang terdaftar. Dua tes digunakan untuk mengumpulkan data, yaitu tes grammar dan tes tertulis. Studi ini menemukan korelasi positif antara penguasaan tata bahasa Inggris dan keterampilan menulis teks naratif yang menunjukkan bahwa siswa yang unggul dalam tata bahasa juga memiliki keterampilan menulis yang lebih baik dari film yang mereka saksikan. Penelitian ini menyarankan agar pembelajaran bahasa Inggris diarahkan untuk memotivasi mahasiswa untuk memanfaatkan tontonan film pendek untuk meningkatkan keterampilan menulis teks bahasa Inggris sekaligus mengembangkan pemahaman tata bahasa mereka. Di sisi lain, mahasiswa juga perlu lebih banyak terlibat dalam latihan tata bahasa Inggris untuk meningkatkan keterampilan menulis mereka, terutama saat menulis teks naratif. Temuan penelitian ini menggarisbawahi pentingnya penguasaan tata bahasa Inggris dalam mengembangkan kemampuan menulis, khususnya dalam penulisan teks naratif, dan memanfaatkan ketersediaan alat bantu visual seperti film (misalnya film pendek YouTube) ke dalam pembelajaran bahasa Inggris untuk mendorong mahasiswa meningkatkan keterampilan menulis yang lebih baik.

Kata Kunci: *Korelasi, Penguasaan Grammar, Bahasa Inggris, Simple Past Tense, Keterampilan Menulis, Film Pendek Naratif*

INTRODUCTION

As one of the most important languages to learn as an international means of communication, English has become a global lingua franca, connecting people from different linguistic and cultural backgrounds (Septy, 2018; Lim & Hwang, 2019). Then, to indicate English language proficiency as well as learning the language, students should have four integrated language skills: listening, speaking, reading, and writing. Listening and reading are considered receptive skills, as they involve receiving and understanding language input while speaking and writing, on the other hand, are productive skills, as they involve producing language output.

Effective language learning requires a balance between these receptive and productive skills (Anjayani & Suprpto, 2016). Students should develop a strong foundation in listening and reading skills to understand and interpret English language input. At the same time, they have to develop their speaking and writing skills to produce accurate and appropriate language output. Furthermore, it is essential to recognize that these four skills are interconnected and interdependent. For example, developing strong reading skills can enhance a student's writing skills, as they can learn how to structure sentences and paragraphs and use appropriate vocabulary and grammar as well. Similarly, listening skills can improve a student's speaking skills, as they can learn to understand spoken English and replicate it in their own speech. In short,

language learning requires some interconnected and interdependent on all four language skills: listening, speaking, reading, and writing, so that the students must strive to develop all of them to become proficient in English.

To be more specific, writing is an important skill for communicating and creating reports, journals, articles, and other written materials. However, it often does not receive sufficient attention or time allocation in the teaching and learning process (Yulianti et al. 2019). Writing has several components that are important to understand, including grammar. When students possess strong writing skills, it is essential that they also have a strong grasp of grammar as it complements their writing abilities. Grammar and writing are both language components and skills that language learners need to master. Grammar is particularly critical for students who are writing in English, as it has 16 tenses, including the simple past tense, which describes an action or activity carried out by a subject in the past, leading to some errors (Sari, 2019). Without proper grammar, writing skills cannot be perfected. This means that grammar is a crucial aspect of writing that ensures sentences are constructed correctly.

However, there are several main problems of the writing skill, although these may vary among individuals, especially when rewriting short narrative texts after watching movies. The problems may relate to, for instance, lack of clarity and coherence, poor organization, and limited vocabulary, as well as grammar that plays an indispensable role in effective writing.

In relation to this issue, a study to find the extent to which grammar mastery relate to skills at revising short narrative texts mediated by watching movies. This is important to solve the problems of writing and develop the writing skills incorporating strategies and embracing a willingness to learn and receive feedback, movies, as this study concerned, could help aid writing skill development. Movies could be a valuable tool for aiding writing skill development in several assumptions, i.e. storytelling structure, dialogue and character development, visual storytelling, genre exploration, adaptation exercises, and film analysis.

While movies could be helpful for developing writing skills, it's also important to note that they should supplement, rather than replace, other forms of reading and writing practice. Reading books, articles, and essays may better provide additional exposure to different writing styles and techniques that movies may not capture. Combining various sources of inspiration and learning might help develop a well-rounded and versatile writing skill set. In spite of this, a study to identify how such using the movies contribute to the writing skill become a serious concern and important to study.

Gufron (2019) and Rambe et.al. (2019), for instance, used a narrative movie to rewrite the story implied a positive and significant correlation between rewriting story ability in short movies and writing ability as well as writing ability for narrative essays. However, these studies left

questions and problems for further investigations to find a correlation between second-year students' grammar mastery (on simple past tense) and their skill at revising short narrative texts after watching movies. Instead, the issue is whether or not there is a significant positive correlation between them. Therefore, this research was conducted to identify if there is a positive correlation between the students' grammar mastery (on Simple Past Tense) and their skill in rewriting short narrative text after about watching movies at Bung Hatta University English Department.

RESEARCH METHOD

This study utilized correlation research methodology to examine the relationship between students' mastery of grammar (specifically the simple past tense) and their ability to rewrite short narrative texts after watching movies. The participants consisted of second-year students from the English Department of Bung Hatta University. Correlation research involves collecting data to determine the existence and degree of relationship between two or more quantifiable variables (Gay et.al, 2009; Arikunto, 2012; Refnita, 2018). The sample size for this research comprised 37 students, with a final sample of 30 students selected using a total sampling technique. The data collection instruments included grammar tests and writing tests. The Pearson Product Moment formula was then utilized to analyze and correlate the data on students' grammar mastery and writing skills. The resulting correlation coefficient was interpreted to assess the relationship between students' grammar mastery (simple past tense) and their ability to rewrite short narrative texts after watching movies.

To determine the significance of the correlation, this study compared the calculated correlation value ($r_{\text{calculated}}$) with the tabled correlation value (r_{table}) at a significance level of 0.05, considering the degree of freedom ($df = n-2$). In order to test the hypotheses, statistical analysis was employed. The null hypothesis (H_0) would be accepted if the calculated correlation ($r_{\text{calculated}}$) was equal to or lower than the tabled correlation (r_{table}). On the other hand, the alternative hypothesis (H_a) would be accepted if the calculated correlation ($r_{\text{calculated}}$) was higher than the tabled correlation (r_{table}).

RESULTS AND DISCUSSIONS

This study indicate correlation between students' grammar mastery (on the simple past tense) and their skill in writing on short narrative movie with the following results to explain; the Students' Grammar Mastery (on Simple Past Tense) and The Students' Skill in Rewriting Short Narrative Text after Watching Movies. The movie is divided into two parts, a long and a short movie. This research used a short film. A short movie was with a running time of 10 – 15 minutes. A short movie is one of the motion pictures used for teaching.

C.1.1. The Students' Grammar Mastery (on Simple Past Tense)

The data analysis results revealed the students' grammar mastery (simple past tense) scores, with the highest score being 35 (>32.8), the lowest score being 27 (<28.8), and a mean score of 30.8. The standard deviation was calculated to be 2.00. Based on these calculations, the researcher categorized the students' grammar mastery (simple past tense) into high, moderate, and low levels, as presented in Table C.1.1.

C.1.2. The Students' Skill in Rewriting Short Narrative Text after Watching Movies

The result of the analysis data showed most students have moderate skill in rewriting short narrative text after watching movies. The students' highest score in rewriting of the short narrative text (after watching movies) indicated 85 (>82.2), the lowest score was 43 (<67.9). The mean was 75.07 and the standard deviation was 7.17) indicating that most students have moderate skill in rewriting short narrative text after watching movies as presented in Table C.1.2.

Table C.1.1. The Classification of Students' Grammar Mastery (Simple Past Tense)

The Classification of Students' Grammar Mastery (Simple Past Tense)	The Range of Score	Number of Students	Percentage
High	> 32.8	7	23.33 %
Moderate	28.8 – 32.8	21	70%
Low	< 28.8	2	6.67%
Total		30	100%

Table C.1.2 The Classification of Students' Skill in Rewriting Short Narrative Text after Watching Movies

The Classification of Students' Skill in Rewriting Short Narrative Text after Watching Movies	The Range of Score	Number of Students	Percentage
High	> 82.24	4	13.33 %
Moderate	67.9 – 82.24	23	76.67%
Low	< 67.9	3	10%
Total		30	100%

C.1.3. Students' Grammar Mastery and Their Rewriting Skill of Short Narrative Text

Based on the results of data analysis, the students' grammar mastery (on simple past tense) was discovered to indicate a positive correlation to their ability to rewrite short narrative text after watching movies among second-year students at the English Department of Bung Hatta University. The coefficient correlation value was calculated as 0.61, indicating a significant relationship between the two variables. Then, this study concluded that students who have a low ability in grammar mastery (specifically in the simple past tense) may face difficulties in rewriting short narrative text after watching movies. Conversely, students with a strong grasp of grammar (simple past tense) are likely to find it easier to rewrite short narrative text after watching movies.

Based on the findings, this study highlights the importance of students' grammar mastery (on the case of simple past tense) and its impact on their skill in writing short narrative movies. These findings prompt further exploration and analysis of students' grammar mastery and its implications for their writing skills in the context of short narrative movies. The following issues are raised for further consideration and discussion:

C.2.1 The Significance of Grammar Mastery

This study emphasizes the essential role of grammar proficiency, particularly in the simple past tense, for students' writing abilities in the context of short narrative movies. The findings of this study indicated that the students' grammar mastery was at a moderate level. Out of the total participants, 7 students (23.33%) demonstrated a high level of grammar mastery, 21 students (70%) had a moderate level of grammar mastery, while 2 students (6.67%) showed a

low level of grammar mastery. Although some students faced difficulties, overall, the study revealed that the majority of students did not encounter significant issues with their grammar skills. As highlighted by Leech and Svartvik (in Muhsin, 2015:4), mastering the grammatical structure and understanding the contextual use of words is crucial for accurate language usage. Furthermore, grammar serves as a description of the language's structure, enabling words and phrases to undergo transformations and be combined into meaningful sentences (Abduh & Algouzi, 2020; Nunan in Meidiastuti & Safitri, 2021; Sari, 2019); Lestari et al. 2021). Therefore, grammar plays a vital role as one of the key components in the English language.

C.2.2. The Students' Skill in Writing on Short Narrative Movie

As the relationship between grammar mastery and writing skills exist, and there seemed a positive correlation between grammar mastery and the ability to rewrite short narrative text after watching movies, so this suggests that a solid foundation in grammar is conducive to effective writing in this genre (Rambe et al. 2019; Lestari et al. 2021). In spite of this, the findings of this study revealed that more than half of the students' writing on short narrative movies was assessed as moderate. This indicates that the students still faced challenges in their ability to write effectively in this genre.

Writing encompasses both the process and the final product of expressing ideas, capturing them on paper, and refining them until they are presented in a polished and comprehensible manner for readers. Additionally, writing is an activity that can be beneficially integrated with other language skills such as listening, speaking, and reading (Hadah et. al. (2020). Through writing, students can engage in various forms of written expression, such as journals, articles, and diaries. Moreover, writing can serve as a means to enhance their grammar proficiency as they strive to articulate their ideas effectively. Then, in relation to some problems of writing skill, several strategies could be suggested to consider in developing writing skills, as summarized in Table C.2.1.

Table C.2.1: Problems and Several Considered Strategies to Writing Skill

No.	Main Problems Of The Writing Skill	Considered Strategies To Develop The Writing Skill
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1	Lack of clarity and coherence	Many struggle to express thoughts and ideas effectively, with issues in sentence structure, grammar, and vocabulary leading to disjointed writing.	Read widely & Practice consistently	Explore different writing styles, vocabulary, and ideas by reading books, articles, and well-written materials across various genres. Dedicate regular time to writing, whether through journaling, blogging, or exercises, to become more comfortable and proficient.
2	Poor organization	Some find it difficult to arrange thoughts logically, resulting in unclear structures that confuse readers.	Seek constructive feedback & Study grammar and style	Share the students' writing with others, join writing groups, take workshops, or ask for input from trusted individuals. Constructive criticism can offer valuable insights for improvement. Brush up on grammar rules and learn about different writing styles. Understand punctuation and adapt the students' writing to suit different contexts.
3	Limited vocabulary	A restricted range of words can make	Edit and revise & Find inspiration	Thoroughly review and refine the students'

		writing repetitive and less engaging, hindering effective communication.		work, focusing on clarity, flow, and organization. Make necessary changes to enhance overall quality. Engage in activities that foster creativity, such as nature exploration, music, or art observation. Inspiration can spark fresh ideas and invigorate the students' writing.
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C.2.3. *Writing Skill of Short Narrative Movies*

In line with previous discussions, this study revealed a significant positive correlation between students' grammar mastery and their ability to write on short narrative movies. The correlation coefficient was calculated as 0.61, indicating a high correlation. This implies that students with low proficiency in grammar mastery, specifically the simple past tense, may encounter difficulties in writing on short narrative movies. Conversely, students who possess strong grammar skills in the simple past tense are likely to find it easier to write on short narrative movies.

Indeed, watching movies can contribute to the development of writing skills in various ways, for examples:

- 1) **Storytelling:** Movies often present captivating narratives with well-developed characters, plots, and themes. By observing movies, the students can gain insights into effective storytelling techniques, such as foreshadowing, plot twists, and character development.
- 2) **Dialogue:** Dialogue plays a pivotal role in writing, and movies provide ample examples of impactful and engaging dialogue. Paying attention to how characters interact and express themselves in movies can enhance the students' understanding of effective dialogue construction.

- 3) Visualization: Movies are visual mediums that can help refine the students' ability to vividly describe people, places, and events. Analyze how movies utilize visual elements to create atmosphere, convey meaning, and evoke emotions.
- 4) Genre-specific writing: Movies can aid in developing writing skills within specific genres. For instance, watching romantic comedies can familiarize you with the conventions of the romance genre, while horror movies can teach you how to build suspense and evoke fear in the students' writing.
- 5) Inspiration: Movies can serve as a wellspring of inspiration, introducing you to new ideas, characters, and storylines. Reflect on the emotional impact of the movies you watch and consider how you can harness those emotions to enhance the students' own writing.

To make the most of watching movies for the purpose of developing the students' writing skills, it is also important to take note on some steps, as follows; 1) adopt an active viewing approach, 2) observe and analyze storytelling techniques, dialogue, visual elements, and genre-specific conventions, and 3) take notes and reflect on how students can incorporate what they have learned into their writing. Additionally, reading screenplays of movies that the students enjoy can also offer some valuable insights into the storytelling techniques employed by professional writers.

A movie is a visual narrative presented on a screen or television, consisting of a series of moving images. It is a form of cinema that depicts the motion of living beings (Yastanti & Widhiyanto, 2018). Movies can be categorized as either long or short films. This research has specifically focused on short films, which typically had a running time of 10 to 15 minutes. Such short films are commonly utilized in educational contexts (Rambe et al., 2019). A ton of (short) movies is also available on many YouTube channels that may be free for viewing, and this is importantly useful resources for teaching and learning activities.

To reflect in this study, there are several benefits of using movies in developing writing skill as presented in table C.2.3. These may be taken into account in upcoming studies in connection with various issues of English language teaching and learning as well.

Table C.2.3.: Possible Benefits of Using Movies in Developing Writing Skill

No.	Components of Benefit	Description
1	Storytelling structure:	Movies often follow a well-defined narrative structure, with a clear beginning, middle, and end. Paying attention to how movies introduce characters, develop plotlines, and resolve conflicts can provide insights into effective storytelling techniques that the students can apply to their own writing.
2	Dialogue and character development:	Movies showcase dialogue between characters, which can help the students understand how conversations can be engaging, authentic, and revealing of character traits. By observing how characters interact and express themselves in movies, the students can gain inspiration for creating compelling and realistic dialogue in their writing.
3	Visual storytelling:	Movies rely on visual elements, such as cinematography, set design, and costume choices, to enhance the storytelling experience. Observing how visuals are used to convey emotions, set the mood, or create symbolism can inspire the students to incorporate descriptive and vivid imagery in their writing, making their prose more engaging and immersive.
4	Genre exploration:	Movies span various genres, from romance and comedy to sci-fi and horror. Exploring different genres can expose the students to diverse storytelling techniques, themes, and writing styles. This exposure can help the students broaden their understanding of narrative possibilities and experiment with different genres in their own writing.
5	Adaptation exercises:	Watching movies based on books or true stories can offer insights into the process of adapting a written work into a visual medium. Analyzing how filmmakers translate written narratives into a visual format can provide valuable lessons on pacing, character portrayal, and visual storytelling techniques.
6	Film analysis:	Engaging in film analysis can help the students develop critical thinking skills and a deeper understanding of storytelling techniques. Analyzing movies from a writer's

		perspective can involve examining plot structure, character arcs, themes, and symbolism. This practice can enhance the students' ability to analyze and evaluate narratives, which can, in turn, improve their own writing skills.
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CONCLUSION

This study relates to the problems of writing and strategies in developing the writing skills by considering if movies could help aid writing skill development. The movies could be a valuable tool for aiding writing skill development in several assumptions, i.e. storytelling structure, dialogue and character development, visual storytelling, genre exploration, adaptation exercises, and film analysis. In relation to the issue, this study sought if grammar mastery contributed to writing that ensures sentences constructed correctly. For example, how grammar plays an indispensable role in the effective writing.

The study conducted at Bung Hatta University English department found a significantly positive correlation between the students' grammar mastery and their skill in rewriting short narrative text. This led to the alternative hypothesis (H_a) which was indicating accepted. This study implies that English lecturers could motivate their students to watch short movies to enhance their grammar and writing abilities. In spite of this, future research should address to explore other factors and aspects that may possibly contribute to the development of writing skills.

Based on this study, the following suggestions could be made:

- 1) English lecturers can incorporate short movies into their teaching methods to motivate students and enhance their grammar and writing skills. By using movies as a learning tool, students can practice and improve their grammar mastery while also developing their ability to rewrite short narrative texts.
- 2) Students are encouraged to prioritize improving their grammar skills as it has been identified as a significant factor in their ability to effectively write narrative texts. They should engage in additional grammar exercises and activities to strengthen their understanding and application of grammatical rules.
- 3) Writing exercises, especially focused on narrative texts, should be emphasized to further develop students' writing skills. By regularly practicing writing narratives, students can refine their storytelling techniques, structure their ideas coherently, and enhance their overall writing proficiency.

- 4) Future research should explore additional factors and aspects that contribute to the development of writing skills. This could involve investigating other language components, teaching methodologies, or individual learner characteristics that influence students' writing abilities.

In summary, this study suggests that integrating short movies into English instruction, focusing on grammar improvement, emphasizing narrative writing exercises, and conducting further research on various factors affecting writing skills could contribute to the overall enhancement of students' grammar mastery and writing proficiency.

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