

Short film transformation techniques in writing short stories

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KEYWORDS

Language teaching
Short story
Short film
Transformation technique
Writing

ABSTRACT The research objective was to find out the significance of using short stories toward Indonesian EFL writing skills. Various techniques can be used to make someone skilled at writing short stories. One of them is the film transformation technique. The use of innovative and creative media, such as short films, must accompany the choice of film transformation techniques. The method used in this study is a quantitative research method using experimental design. The sample used in this study based on the above population is the 6th-semester students of creative writing classes for the academic year 2017/2018. The total samples are 30 students, divided into 17 male and 13 female students. Data collection was carried out through two stages: pre-test and post-test. Based on the analysis results, the result of the normality test in the pre-test showed t-count (2, 5312) and t-table (11,070), then H_0 is refused, and H_a is received. The result of the normality test in the post-test showed t-count (1, 8682) and t-table (11,070), then H_0 is refused, and H_1 is received. The result of homogeneity in the pre-test showed Fcount = 1,228 and Ftable = 1,858. $F_{count} \leq F_{table}$ or $1,228 \leq 1,858$, then H_0 is accepted. Moreover, the result of homogeneity in the post-test showed Fcount = 1.140 and Ftable = 1.858. $F_{count} \leq F_{table}$ or $1,140 \leq 1,858$, then H_0 is accepted. The linearity test results from the table can be calculated $F = 1.4908$ and F table 2.41 with a significant level $\alpha = 0.05$. Then it can be concluded from the results of the linearity calculation of this linear patterned data. The hypothesis test results showed $-t_{count} \leq t_{table}$ or $-2.002 \leq 6.09 \leq 2.002$, then H_0 is rejected, and H_a is accepted. To be concluded, film transformation techniques have influenced the use of short story writing skills by creative writing class students in the academic year of 2017/2018 because it obtained an average value with the number of pre-test 59.1 and post-test 77.7.

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1. INTRODUCTION

Teaching literature to students requires creative ways to be understood by students, especially in teaching writing. In some cases, writing skills become something that is considered problematic. The causes are varied, namely the students' attitudes in understanding information, the teacher's knowledge in mastering learning materials, and the use of teaching methods, models, or media during the teaching and learning process in the classroom. Some of these things are still a dominant topic in several studies on writing skills. However, some problems need to be a concern for some teachers, namely learning media.

Teaching is not only a matter of students understanding the information that we convey but rather that they like or not something we convey. What was conveyed needed another device as an intermediary for information entry and receipt. Teachers must know and select effective media for students to achieve their learning goals. The ability of teachers to determine learning media is very influential on students' interest in learning. The students are more responsive to learning due to several things, including the creative teacher, adaptive to students, motivating students in completing tasks that have often been avoided and

technology literacy in implementing learning because this can support students in their optimal learning environment. The figure of creative teacher is known as a multitasking teacher in presenting teaching material. What is presented is not the result of the creation of others but the results of his work. As for the other's work, they are used as guidelines to be adapted as a contribution of original thought. Meanwhile, adaptive and motivating teachers are skilled at using technology.

Through its literacy technology, students will feel if the teaching material received is essential and enjoyable because, through technology, students deal with a device that can facilitate, please, and even affect learning style. Among the learning media, using short movies as media is the main goal in encouraging students' imagination in writing a story compared to story books. This is stated that the level of student understanding can be connected quickly when information is received in both visual and audio form. Therefore, short movies become learning media that can be used by teachers in learning to write short stories. The short movies are chosen because they have an effective duration to be discussed during classroom learning compared to long-duration movies.

2. LITERATURE REVIEW

Short story writing skills are a part of creative writing. Özdemir & Çevik (2018) state that Creative writing is one of the techniques that can inspire students to write (p.142). With creative writing, one learns about their inner world and discovers its unique characteristics. (Kirmizi, 2018). Someone can record, convince, report, notify, and influence others through the short story. Lots of things that can be poured when writing. A writer can share personal experiences or even the experiences of others through the short story. However, writing is problematic because it requires knowledge and skills. Akdemir and Ayerci state that second-language writing plays a vital role in the professional lives of individuals concerning the challenges of contemporary professional and academic life (p.747). There needs to be a regular writing practice process so that writing skills can be excellent. With an organized process balanced by practising appropriate writing skills, one's writing skills will improve so the reader can understand what the writer wants to convey.

Various techniques can be used to make someone skilled at writing short stories. One of them is the film transformation technique. The use of innovative and creative media, such as short films, must accompany the choice of film transformation techniques. Sadiman (2010) revealed that films have advantages, including being able to be a common learning dominator, very good for explaining a process, capturing the attention of the audience, being more realistic, can be repeated, stopped, and so on, in accordance with needs, able to overcome the limitations of our senses (vision), and can motivate someone to do activities.

Short stories are a form of prose literature. As the name implies, short stories are short stories. The length of a word and the physical form of a short story do not become an absolute measure, although the tendency of a short story is of short size. Erkaya (2005) states that "short stories help students learn and reinforce language skills" (p.1). Mart (2012) Short stories have become a universally acknowledged and abused crucial learning device in teaching/learning English. Ghaleasad (2013) stated that Short stories are the most commonly discussed family of genres and are read and told by all social groups and all cultural backgrounds (p.52). According to Tarakçioğlu & Tunçarslan (2014) nowadays, short stories have become a universally recognized and used fundamental learning tool for teaching/learning English (p.68). Alagözlü declares that Short stories are unique literary works to be used in one sitting due to their practical application, compact nature and readability. They are not comprehensive in scope and have a single effect on readers (p.34). Martin (2007) state that "stories are central genres in all cultures" (p.49). Wright (2004) suitably states that "stories are especially imperative within the lives of our children: stories offer assistance to children to get it their world and share it with others." (p.3). According to (Torusdağ, 2018), Short stories are types in which many things are told in a few words.

According to Nurgiyantoro (2013) because of its short form, the short story requires very concise storytelling, not specific details that are "less important" that further extend the story. The length of the short story itself varies. There are short stories (short stories), maybe even concise: around 500 words; there is a short story (middle short story), and there is a short story (long short story), which

consists of tens (or even several tens of thousands of words). Erden (2002) presents internal elements of short stories as plot, character, setting, point of view, and theme. The plot is the sequence of events in the story. Tarakçioğlu & Tunçarslan (2014) states that short stories can be used to teach English to very young learners in an effective way. Based on Eren (2004), The point of utilizing short-story in instructing English is to energize the understudies to utilize what they have previously learnt. It may be student-centred instruction. Understudies recognize the most character, the time the story takes put, the area of the story, issues experienced by the characters, and the story's objective. The activity is taken to fathom the issue and meet the story's objective and result. (Marzano et al., 2001).

According to Nurgiyantoro (2013), transformation is a change in a thing or situation. If a thing or condition changes in culture, that culture will change. The transformation technique is a form of transfer of various literary works into the same form of different types of literary works to bring up a new literary work. For example, poetry is transferred into short stories. Aktan (2015) declares that there is no doubt that the great transformation we are undergoing is due to technological developments (technological change). The transformation technique is commonly referred to as acceleration. According to Eneste (1991: 60), film transformation or the transfer of a novel into a film. This is a process of whitening or transferring a novel into a film. The transfer from the novel to the white screen inevitably results in various changes.

2.1 Problem of Study

Based on the previous problems, the researchers finally put forward the question, is there any significant influence of using short stories on EFL students' writing skills?

3. METHOD

The researchers used a quantitative research method using the experimental research design Kumcu (2008, 2010, 2018). The population in this study was all students of creative writing classes in the 6th semester of the academic year 2017/2018. The sample used in this study based on the above population is the 6th-semester students of creative writing classes for the academic year 2017/2018. The total sample of students is 30 students, divided into 17 male and 13 female students.

To collect the data, the researchers used a Test of writing, mainly pre-tests and post-tests to collect the data. A test is a set of stimuli presented to an individual to elicit responses based on which a numerical score can be assigned. Based on the definition above, the researchers used Test to collect the data. The aim is to know about the students' writing short stories through short film transformation techniques, and the researchers used a writing test where the students answered the multiple choices questions given.

The researchers provided the instruments to inform of tests used to get the data in terms of school principal managerial, condition of school facilities and infrastructure, and the roles of the school committee in the school. The Test of principle management consisted of the items evaluating the capability of the principal in managing the school in terms of academic, supervision competence, administrative management, and aunthepereneureal compe-

tencies. The researchers also had the try out the instrument's items by considering the content and construct validity and the validity and reliability of the instruments. The final instruments used were to get the data from the field of the research.

To analyze the data, the researchers used parametric statistics. In the parametric statistic, there were assumptions which must be fulfilled; they were normality and homogeneity test. Normality Test, the normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher uses statistical computation using SPSS (Statistical Package for Social Science) for normality. The hypotheses for the normality test are formulated as follows:

Ho: The data are normally distributed.

Ha: The data are not normally distributed.

While the criteria for acceptance or rejection of the normality test are as follows:

Ho is accepted if $\text{Sig.} \geq 0.05$

Ha is accepted if $\text{Sig.} \leq 0.05$

Homogeneity Test is used to determine whether the data are obtained from the sample homogeneous or not. In this research, the researcher uses statistical computation by using SPSS for the homogeneity of the Test. The Test of homogeneity employed Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

Ho: The variances of the data are homogeneous

Ha: The variances of the data are not homogeneous

While the criteria for acceptance or rejection of the homogeneity test are as follows:

Ho is accepted if $\text{Sig.} \geq 0.05$

Ha is accepted if $\text{Sig.} \leq 0.05$

Hypothetical Test, the researchers use an independent sample t-test. In this case, the researcher uses statistical computation using SPSS for a hypothetical Test. The purpose of using SPSS in this research is to ensure practicality and efficiency in the study. The hypothesis is:

Ha: There is a significant influence of using short films on students' writing at the Indonesian EFL students.

Ho: There is no significant influence of using short films on students' writing at the Indonesian EFL students

While the criteria for acceptance or rejection of the hypothesis are:

Ha is accepted if $\text{Sig.} \leq 0.05$

Ho is accepted if $\text{Sig.} \geq 0.05$

4. RESULT & DISCUSSION

This research discusses the creative writing skills of the 6th-semester short-text students whose addresses are in Indonesia. After the research activities are carried out, the data collected must be elaborated using a short story writing test technique for students. This research was conducted in creative writing class 6 semester of the academic year 2017/2018. Data collection was carried out through

two stages: pre-test and post-test. Before conducting treatment, students are given a pre-test to know the ability to write short story texts first, then end with a post-test to find out the learning outcomes after being treated so that the results of student tests will be analyzed to find out whether or not there are differences in the results of learning to write a short story text using techniques learning of film transformation.

After the pre-test and post-test data have been collected, the data processing is done with descriptive statistics, namely the presentation of data with tables, graphs, pie charts, pictograms, explanations of the calculation of mean, mode, median, decile the calculation, percentile, calculation of data spread through average calculation and standard deviation, percentage calculation.

4.1 Data Pre-test Description

Creative writing classes are treated using film transformation learning techniques. Previously, students first performed a short story writing skills pre-test. The purpose of holding the pre-test is to find out the initial ability of 6th-semester students in learning to write creatively. The data obtained are the results of tests on students in creative writing. The pre-test value uses the formula:

$$\text{Total score from three assessor} = \frac{A(\text{teacher}) + B(\text{researcher}) + C(\text{other researcher})}{\text{number of assessors}}$$

After knowing the students' grades, the highest scores are 80, the lowers scores are 40, the average/mean is 59.1, the frequent values/mode 57, the median is 58.5, the standard deviation is 10.74, and the variance is 115, 40.

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TABLE 1. Frequency Score Pre-test Distribution

No	Class Interval	Mid Score	Frequency		
			Absolute	Relative (%)	Cumulative (%)
1.	40 – 46	43	4	13,3	0
2.	47 – 53	50	6	20	13,3
3.	54 – 60	57	7	23,4	56,7
4.	61 – 67	64	6	20	76,7
5.	68 – 74	71	4	13,3	90
6.	75 – 81	78	3	10	100
Count			30	100	100

The above table shows that from 30 students with a score of 40-46, as many as four students (13.3%) obtained

a score of 47-53, as many as six students (20%), a score of 54-60 as many as (23.4%), a score of 61-67 by six students (20%), a score of 68-74 by four students (13.3%), a score of 75-81 by three students (20%), and a score of 40-81 by 30 students (100%). These data show that the most frequent at class intervals is 54-60 total of seven students. In the short story writing class, we can know that the students' short story writing skills are still low.

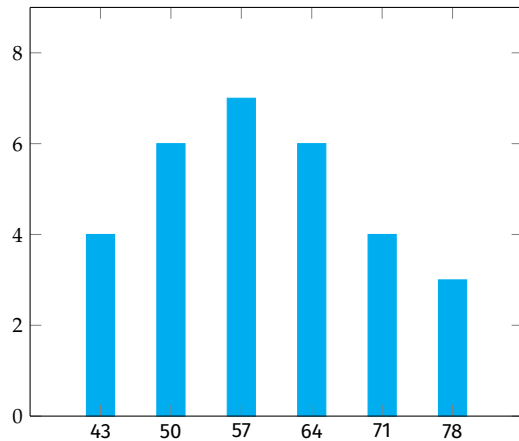


FIGURE 1. Pre-test Result Score

Based on the distribution list table above, it is known that the lowest value and the highest value of 30 students are 40 and 80. In the diagram, it is known that the value of 40-46 with a middle value of 43 is obtained by four students, 47-53 with a middle value of 50 is obtained by six students, a value of 54-60 with a middle value of 57 was obtained by seven students, a value of 61-67 with a middle value of 64 was obtained by six students, a value of 68-74 with a middle value was obtained by four students, and three students obtained a value of 75-81 with a middle value of 78. Students obtained an average pre-test score of 59.1. It is known from the diagram above that the frequency value that often appears is at frequency 3 in the interval class 54-60 with a middle value of 57.

4.2 Data Post-test Description

Post-test was held to find out the final ability of the 6th-semester creative writing class students, amounting to 30 students in learning to write short text after being given the treatment of film transformation learning techniques. The data obtained are the results of tests on short story writing skills. The post-test value using the formula:

$$\text{Total score from three assessor} = \frac{A(\text{teacher}) + B(\text{researcher}) + C(\text{other lecturer})}{\text{assessors}}$$

After knowing the value of students, then the higher value is 92, the smallest value is 63, the average/mean is 77.7, the frequent value/mode is 80, the median is 78.2, the standard deviation is 7.63, and the variance is 58.16. The frequency distribution of post-test scores of students' short story writing skills can be seen in the following table 2.

The table above shows that from 30 students with a score of 63-67 as many as three students (10%), who received a score of 68-73 as many as 6 (20%), who obtained 74-77 as many as five students (16.7%), those who score 78-82 are seven students (23.3%), those who score 83-87 are six students (20%), those who score 88-93 are three students

TABLE 2. Distribution of Frequency Post-test Score

No	Class Interval	Mid Score	Frequency		
			Absolute	Relative (%)	Cumulative (%)
1.	63 – 67	65	3	10	0
2.	68 – 73	70	6	20	10
3.	74 – 77	75	5	16,7	30
4.	78 – 82	80	7	23,3	36,7
5.	83 – 87	85	6	20	60
6.	88 – 93	90	3	10	90
Count			30	100	100

(10%) and the acquisition of scores 60-93 are 30 students (100%). These data show the most frequencies at intervals of 78-82 total of seven students. The process of writing short story texts by applying film transformation learning techniques in the final test stage has increased. Students can better understand and understand learning to write a short text.

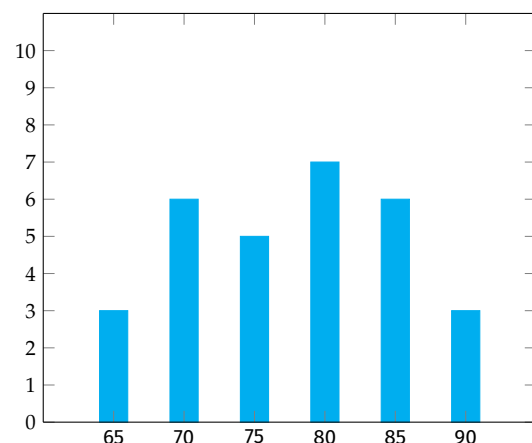


FIGURE 2. Result of Score Post-test

Based on the distribution list table above, it can be seen that the lowest and highest scores of 30 students are 63 and 92, and the diagram shows that 63-67 grades with a median value of 65 are obtained by three students, 68-73 values with a median value of 70 are obtained by six students, grades 74 - 77 with a middle value of 75 obtained by five students, grades 78 - 82 with a middle value of 80 are obtained by seven students, grades 83 - 87 with a middle value of 85 are obtained by six students, grades 88 - 93 with a middle value of 90 are obtained by three students, getting grades post-test average of 77.7. From the diagram above it is known that the frequency value that often appears is at frequency 7 in the class interval 78 - 82 with a middle value of 80.

Based on the diagram above, there are differences in the average value of the pre-test in writing a short story. It can be seen clearly that the average value of the pre-test or before treatment was 59.1. At the same time, the average post-test score was 77.7. It can be concluded that there was an increase of 18.6 in the pre-test and post-test scores after receiving treatment.

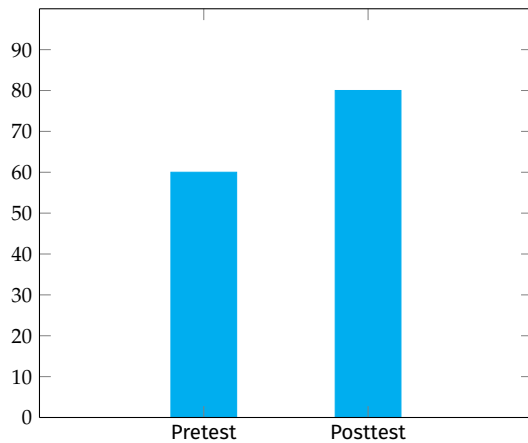


FIGURE 3. Result Score of Pretest and Posttest

4.3 Normality Test

4.3.1 Pre-test

Based on the pre-test, data were processed using descriptive statistics to look for the normality of data from both groups. A normality test is done to determine whether the pre-test data is normal. Chi-test was used at a significant level of 5% ($\alpha = 0.05$) to test this study's normal or abnormal data. The testing criteria to be used are:

If $X^2_{count} \geq X^2_{table}$, so that H_0 rejected
 If $X^2_{count} \leq X^2_{table}$, so that H_a accepted

TABLE 3. Normality Pre-test

Class	χ^2_{count}	Db	α	χ^2_{table}	Result
Treatment	2.5312	5	0.05	11.070	Normal

4.3.2 Post-test

Based on the post-test, data were processed using descriptive statistics to look for the normality of data from the two groups. A normality test determines whether the post-test data is normal or abnormal. Chi-test was used at a significant level of 5% ($\alpha = 0.05$) to test this study's normal or abnormal data. The testing criteria to be used are:

If $X^2_{count} \geq X^2_{table}$, so that H_0 rejected
 If $X^2_{count} \leq X^2_{table}$, so that H_a accepted

TABLE 4. Normality Posttest

Class	χ^2_{count}	Db	α	χ^2_{table}	Result
Treatment	1.8682	5	0,05	11.070	Normal

4.4 Homogeneity Test

4.4.1 Pre-test

Based on the above table, according to the test criteria used, it can be concluded that it is homogeneous. With n or the number of students of the two groups is 30, dk is 29,

TABLE 5. Normality Pre-test

Class	N	dk	S^2	$F_{account}$	F_{tabel}	Result
Treatment	30	29	115.40	1.228	1.858	Homogenous

Notes:

n = the number of students

dk = degree (n-1)

S^2 = varians

obtained from $n - 1 = 30 - 1$ and S^2_1 is 115.40 while S^2_2 is 93.94 so the calculated results are calculated Fcount = 1,228 and F table = 1.858. F count \leq F table or $1.228 \leq 1.858$ then H_0 is accepted.

4.4.2 Posttest

TABLE 6. Normality Pre-test

Class	N	dk	S^2	$F_{account}$	F_{tabel}	Result
Treatment	30	29	58.16	1.140	1.858	Homogenous

Notes:

n = the number of students

dk = degree (n-1)

S^2 = varians

Based on the above table according to the test criteria used, it can be concluded that the variance of the two data is homogeneous. With n or the number of students of the two groups is 30, dk is 29 obtained from $n - 1 = 30 - 1$, and S^2_1 is 58.16, and S^2_2 is 66.35 so that it is obtained Fcount = 1.140 and Ftable = 1.858. Fcount \leq F table or $1,140 \leq 1,858$, then H_0 is accepted. This means that post-test score variance is homogeneous.

4.5 Linearity pre-test and post-test using transformation film techniques

TABLE 7. Result Pretest and Posttest Uji-F

Variance Source	Degree	Cuadrate Sum	Cuadrate Averager	F_{count}	F_{table}
Total	30	181547		0,0953	2,59
Regresi (a)	1	17877,6	17877,6	Details: $F_{count} \leq F_{table}$ or $0,0953 \leq 2,59$. linear	
Regresi (b a)	1	335,9	335,9		
Residue (Error)	28	133,5	44,5		
	23	335,9	17,67		
	5	1669,4	185,48		

Based on the table above, the linearity test results from the table can be calculated at 0.0953 and Ftable at 2.59 with a significant level $\alpha = 0.05$. Then it can be concluded from the results of the linearity test calculation of this linear patterned data.

4.6 Result of Linearity Post-test

From the calculation of the linearity test for the pre-test and post-test, Fcount = 1.4908. F-test was used at a signifi-

cant level of 5% ($\alpha = 0.05$) and obtained $F_{t\text{ table}} = 2.41$. The results can be seen in the following table.

TABLE 8. Result Pretest and Posttest Uji-F

Variance Source	Degree	Cuadrate Sum	Cuadrate Averager	F_{count}	F_{table}
Total	30	181547		1,4908	2,41
Regresi (a)	1	17877,6	17877,6	Details: $F_{count} \leq F_{table}$ or $1,4908 \leq 2,41$ linear	
Regresi (b a)	1	3,352	3,352		
Residue	28	1666,048	59,50		
(Error)	15	1609,9	146,4		
	13	1669,4	98,2		

Based on the table above, the linearity test results from the table can be calculated $F_{count} 1.4908$ and $F_{table} 2.41$ with a significant level $\alpha = 0.05$, then it can be concluded from the results of the linearity calculation of this linear patterned data.

4.7 Hypothesis Test

Based on the results of descriptive statistical analysis of post-test score data found, the average value, variance, and the number of sample members. The average post-test score of 77.7. Then proceed, the average difference test and the final Test is carried out using a two-party t-test with a significant level ($\alpha = 0.05$). The results of the calculation of the value of t_{table} with $dc = n1 + n2 - 2 = 30 + 30 - 2 = 58$, $t_{table} = 2,002$ and $t_{count} = 4.66$ with the criteria if $-t_{table} \leq t_{count} \leq t_{table}$ then H_0 is rejected and if $-t_{table} \leq t_{count} \geq t_{table}$ then H_a is accepted. From the calculation results obtained $-2.002 \leq 4.66 \geq 2.002$, according to the test criteria $-t_{table} \leq t_{count} \geq t_{table}$ then H_a is accepted. That is, there is an increase in value by using film transformation learning techniques.

This can be concluded based on the learning outcomes data, which has an increase in the post-test score, which has a difference of 10 points by 77.7. From these results seen an increase. So, learning short story writing skills increases using the film transformation learning technique.

This study aims to determine whether EFL students' writing skills can be improved by using a short film transformation technique modified systematically and effectively so that all students can experience writing experience directly or indirectly, whether guided by the teacher or not. It is conducted by using the short film transformation technique so that the final goal of this activity is that the ability of students in writing skills can increase. In principle, the management of this short film transformation technique is designed to improve the learning process of students' abilities in writing English. Referring to these learning activities can open a vast space for foreign language learners as beginners in doing writing exercises. For the next stage, students can also revise their writing in terms of mechanics and basic writing skills. Gallagher (2001) explains that revision is essential to reflection, where students can introspect themselves in improving previous writing. Furthermore, he said that the learning process through mistakes could monitor basic writing skills so that this experience can make students more careful and more competent in writing or make writing improvements. In addition,

EFL learners can always have the space and time to improve their writing. The use of short film transformation techniques can provide significant results and change student behavior patterns in learning, especially writing. We can see this from the research results obtained during the learning activities to write. The students were very interested in learning and looked free in writing. This learning activity can also increase self-confidence and self-esteem in writing in any form, both articles and others. This discussion is closely related to the writing of foreign language students or learners using short film transformations in teaching and learning. Judging from the analysis of students' writing skills, it was found that students who received treatment, in this case, were allowed to write through short stories, so their writing skills increased even though in their writing many common mistakes were always obtained from students, namely grammar or election errors. There were many words, so it became confusing after students were given several actions maximally through short film transformations in terms of learning to write through various themes. Through the hypothesis made, it is known that there is a significant effect of using short film transformation techniques on children's writing skills in EFL.

Talking about the form of Constructivism in the learning process, the process of acquiring knowledge is not necessarily obtained directly through the learning process. However, pre-learners acquire knowledge based on their experience and are obtained it by comparing basic knowledge with developed knowledge. This develops widely when learning is carried out simultaneously by being obtained from learning sources, there are teachers, and there is the synchronization of knowledge, and so on. In this case, language learners are learning activities centred by the learner himself or integrated learners; student activeness and independence are a requirement for language learning in writing. The teachers undergo a change in function; the teacher facilitates students by providing them with various learning facilities.

In this discussion, the learning process through multimedia support can make learning more accessible for students to achieve learning goals. In general, learning English using multimedia can make students feel happy so that students can learn with awareness. Multimedia-based learning combines various media to produce a clear and attractive learning environment. This learning contains exercises and activities that are interesting and challenging for students. This can facilitate learning English for teachers and learners, making the learning process more effective. Learning is equipped with facilities for recognizing letters, listening to voices, practising sentences, discussing texts and other activities that support the achievement of learning objectives.

Students in the learning process press a button and they get the input and information they need and support the learning process. Learners can also carry out the learning process by designing the learning process. For example, the teacher can check whether students have mastered the material discussed or have yet to understand the problematic parts, give examples of the use of spoken English and provide subjects for discussion and carry out several learning strategies such as role-playing, debate, and virtually teamwork. Through this learning process and multimedia support, learning will be more meaningful, and students can apply it in their daily life to achieve learning objectives.

They were observing the monitor screen filled with text, sound, and pictures as well as various photos and diagrams and various resources that the teacher can prepare to make it easier for students to learn. Teachers can provide various exciting things so that students can use them in learning as a gradual and gradual process for students so that they can communicate well. There are at least four essential things in supporting learning, starting from teachers, students, teaching materials, and multimedia. These things support each other and are linked to producing an exciting, effective, and efficient pursuit process. In this case, a teacher can provide input and direction for students in learning so that the learning process can run well and smoothly.

Based on the research results to improve writing skills by using short film transformations, the researchers concluded the research results as follows: First, learners can improve and are interested in writing using writing techniques through the transformation of short films, which can increase gradually. Second, the short film transformation technique provides an increase in student motivation in the learning process because in this process the teacher immediately provides corrections to the students' writing so that students feel happy. Finally, student motivation can be increased by using this technique so that this technique can be used in learning to write students in English.

5. CONCLUSION

Based on the results of the study it can be concluded that: there is an effect of the use of the film transformation technique on the short story writing skills of students in the creative writing class 2017/2018 academic year because the average score obtained is 59.1 pre-test and 77.7 post-test. Furthermore, based on the hypothesis test, there is a significant effect because $-table \leq t_{count} \leq t_{table}$ or $-2.002 \leq 6.09 \leq 2.002$, so H_0 is rejected, and H_a is accepted. Based on the research results, learning using the film transformation technique has a good effect on learning to write short stories; in this case, it can be seen from the alternative hypothesis test that H_a is accepted.

What can be recommended from the results of this study is that, especially in writing English, teachers can be freer to choose learning materials to be used in the English learning process, especially in writing skills. Teachers can combine learning material with short film transformation form learning. Recommendations for this film transformation technique can be submitted in the curriculum field at the Ministry of Education and Culture so that it can be an alternative technique for learning to write English. The resulting product is digital learning materials in the form of videos and links to learning materials that students use in learning English, in addition to making learning texts that can attract students to learn to write English. This digital learning material can be accessed and used by students in the online learning process so that it is very effective in meeting the needs of students specifically, especially in responding to the challenges of offline learning during the Covid-19 pandemic. Applications or teaching materials in learning English to improve students' writing skills will be more effective with the teacher's edition of guidance for students.

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