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THE EFFECTIVENESS OF LEARNING TO RETELL NARRATIVE TEXTS IN WRITING USING THE SIMULATION METHOD ASSISTED BY SHORT FILM SCREENING MEDIA IN CLASS XI STUDENTS OF SMA PGRI 20 SIBORONG-BORONG

Abstrak

Penelitian ini berupaya untuk menilai kemanjuran pemanfaatan metode simulasi dengan bantuan media pemutaran film pendek dalam memfasilitasi proses pembelajaran menceritakan naskah naratif dalam bentuk tertulis di kalangan siswa kelas XI di SMA PGRI 20 Siborong-borong selama tahun akademik 2021/2022. Peserta penelitian ini dialokasikan ke satu kelompok yang dikenal sebagai kelas eksperimen. Evaluasi dilakukan pada dua kesempatan, baik sebelum percobaan (pretest) dan selanjutnya (posttest). Melalui desain khusus ini, dampak percobaan dapat ditentukan secara akurat karena menggabungkan penilaian awal. Temuan penelitian ini mengarah pada kesimpulan bahwa kecakapan dalam menceritakan substansi teks naratif dalam bentuk tertulis pada siswa kelas XI di SMA PGRI 20 Siborong-borong, selama tahun akademik 2021/2022, dinilai memadai dengan nilai rata-rata 75,40 bagi mereka yang terlibat dengan metode simulasi yang didukung oleh media pemutaran film pendek. Sebaliknya, kemahiran menceritakan isi naskah naratif dalam bentuk tertulis sebelum penerapan metode simulasi dengan media pemutaran film pendek di kalangan siswa kelas XI di SMA PGRI 20 Siborong-borong, tahun akademik 2021/2022, dinilai kurang, dengan nilai rata-rata 55,81. Pemanfaatan metode simulasi yang didukung oleh media pemutaran film pendek terbukti berdampak signifikan dalam meningkatkan kapasitas siswa dalam menceritakan teks naratif dalam bentuk tertulis. Hal ini dibuktikan oleh hasil uji-t, yang menghasilkan nilai ttabel 8,23 > 2,03 (0,05). Oleh karena itu, pendidik yang mengkhususkan diri dalam bidang studi Indonesia di lembaga pendidikan lokal harus meningkatkan pendekatan instruksional untuk menceritakan teks naratif dalam bentuk tertulis dengan menggabungkan metode simulasi yang didukung oleh media film pendek, mengingat kemanjurannya yang mapan dalam konteks ini.

Kata Kunci: Pembelajaran Menceritakan Kembali, Teks Narasi, Metode Simulasi, Media Tayangan Film Pendek

Abstract

This research endeavors to assess the efficacy of utilizing the simulation method with the aid of short film screening media in facilitating the learning process of recounting narrative texts in written form among grade XI students at SMA PGRI 20 Siborong-borong during the academic year 2021/2022. The participants of this study were allocated to a single group known as the experimental class. Evaluations were conducted on two occasions, both prior to the experiment (pretest) and subsequently (posttest). Through this particular design, the impact of the experiment can be accurately determined as it incorporated the initial assessment. The findings of this research led to the deduction that the proficiency in recounting the substance of narrative texts in written form among grade XI students at SMA PGRI 20 Siborong-borong, during the academic year 2021/2022, was deemed adequate with an average score of 75.40 for those who engaged with the simulation method supported by short film screening media. Conversely, the proficiency in recounting the content of narrative texts in written form prior to the implementation of the simulation method with short film screening media among grade XI students at SMA PGRI 20 Siborong-borong, for the academic year 2021/2022, was deemed deficient, with an average score

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of 55.81. The utilization of the simulation method supported by short film screening media proved to have a significant impact on enhancing students' capacity to recount narrative texts in written form. This is substantiated by the results of the t-test, which yielded a ttable value of 8.23 > 2.03 (0.05). Consequently, educators specializing in the realm of Indonesian studies within local educational institutions ought to enhance the instructional approach for recounting narrative texts in written form by incorporating the simulation method supported by short film media, given its established efficacy in this context.

INTRODUCTION

The 2013 curriculum was implemented for the first time in the 2013/2014 school year and continues to be revised to support learning to be even more perfect. The 2013 curriculum has four assessment aspects: knowledge, skills, attitude, and behaviour (Putra et al., 2023). Indonesian language learning in the 2013 curriculum is called text-based learning, both oral and written, and it uses Indonesian as a vehicle to express feelings and thoughts. One of the texts that high school students must study is the Narrative Text (Febriani et al., 2024). Narrative texts are included in imagination texts.

Essential competencies in Indonesian language and Indonesian literature subjects are listed in the 2013 Senior High School Curriculum, and students are expected to be able to retell narrative texts in writing. The competence of retelling narrative texts in writing is a complex material to learn because it takes enough time to achieve learning success, and one must be assisted by learning innovation. Referring to these Basic Competencies, it is hoped that after participating in the lessons, grade XI students will have the ability to retell narrative texts in writing correctly and adequately (Damayanti et al., 2024; Hartini & Suri Ardini, 2024; Putra & Rusnilawati, 2023).

In retelling the narrative text in writing, students must try to pour out their imagination and ideas with their creativity to retell the narrative text in writing innovatively and well (Kesevan et al., 2023; Melika et al., 2023). The curriculum used in this study is the 2013 Curriculum. The 2013 curriculum set by the education unit emphasizes a scientific approach to Indonesian language subjects through mastery of various types of language skills texts (listening, speaking, reading, writing) to strengthen the achievement of student competencies. The competency of retelling narrative texts in writing is one of the competencies that high school grade XI students must master in the 2013 curriculum. Retelling activities can be implemented orally or in writing (Gillon et al., 2023). Therefore, short film screenings are considered appropriate to support this learning (Nurkholisoh et al., 2023).

Retelling activities greatly benefit students' development (Arie, 2016). Stories encourage moral development in children for several reasons. First, children should be exposed to situations that contain "considerations" as similar as possible to those faced by children in life (Wakhyudi & Anggraeni, 2019). Second, stories can provoke children to analyze the situation by looking not only at what appears but also at what is implied in it to find subtle, hidden cues about other people's feelings, needs, and interests (Hidayah, 2021). Third, stories encourage children to examine their feelings before they hear other people's responses to compare. Fourth, stories develop a sense of consideration or "tepa selira", which is understanding and appreciating what the characters say or feel until finally, the child has respect for others in the real world" (Anggriani, 2017).

In this research, the researcher took one of the storytelling domains, namely retelling narrative texts in writing. Students cannot tell stories in actual activities before learning, especially retelling narrative texts in writing. Students tend to be more happy to be listeners in every teaching and learning activity.

Based on the observations and interviews with one of the Indonesian teachers in grade XI of SMA PGRI 20 Siborong-borong for the 2021/2022 school year, it can be concluded that the skill of retelling narrative texts in writing is not optimal. In learning to retell narrative texts in writing, the average score of students obtained is still low. Students still do not pay attention to structural and vocabulary aspects. In terms of structure, students still make many mistakes when developing narrative texts in writing based on the structure of the text. If retelling the narrative

text in writing ignores the structure of the narrative text, it will affect the content of the narrative text that is made/retold.

Meanwhile, in terms of vocabulary, students have not used the correct language, so the narrative text is not very attractive. The average score of students in class XI of SMA PGRI 20 Siborong-borong in thematically retelling narrative texts was 69. In addition, some students in class XI of SMA PGRI 20 Siborong-borong still often have difficulties in living and understanding stories. His lack of courage to appear in front of his friends is also because students feel embarrassed, afraid of being wrong, and lack confidence.

Another condition that causes low Indonesian subject scores is a factor in students. They think that Indonesian is an easy subject. So that students do not learn all components of Indonesian skills. One is the storytelling skill component (Ilubis & Afri, 2023). Students appreciate these skills because, according to them, storytelling is an easy thing to do. In addition, the problem that makes students lazy to learn to tell stories is that the learning methods are less varied, so students are reluctant to pay attention and prefer to be silent (Ekasiswanto, 2024; Ilubis & Afri, 2023). The lecture method is one of the methods that are sometimes the mainstay of educators in teaching, so it is clear that learning becomes uninteresting and boring because students are only passive in learning (Agustina et al., 2023; Maryance et al., 2022). There is no exciting media or strategy for learning storytelling in the classroom. This ensures students dare to tell stories, while others only passively listen to learning when learning to retell narrative texts in writing. This situation triggers students' low storytelling skills (Taftahjani et al., 2023).

The low storytelling ability of high school students motivates the author to research learning to tell stories with new methods. The method is a way to facilitate and maximize learning between teachers and students so that they can get maximum results. The technique used is a simulation method. The simulation method presents learning experiences by using simulated situations to understand certain concepts, principles, or competencies and skills.

Based on this presentation, the effectiveness of short film screening media with the simulation method in retelling narrative texts in writing for high school grade XI students must be proven by research. Teachers can choose the proper techniques and media for learning success, and students can optimize their abilities.

So as an effort to overcome the problems of teachers and students in learning storytelling skills, the researcher conducted a study entitled "The Effectiveness of Learning to Retell Narrative Texts in Writing Using a Simulation Method Assisted by Short Film Screening Media in Grade XI Students of SMA PGRI 20 Siborong-borong". The researcher hopes that the implementation of this research will be able to optimize students' storytelling skills.

METHOD

The method used in this study is an experimental method with a one-group pretest-posttest design model. This study was conducted to determine the influence of the simulation method with the help of short film and cartoon animation media on the ability to retell narrative texts in writing by students of grade XI of SMA PGRI 20 Siborong-borong. This study has two variables: the free variable (cause) and the bound variable (effect). The independent variable in this study is the media-assisted simulation method of short film shows, and the bound variable is the ability to retell the narrative text in writing.

Students who are samples in this study will get the same rights, namely the initial test and the final test, by using the treatment of simulation methods with the help of short film screening media and simulation methods.

Table 1. Experimental Design One Group Pre-Test-Post-Test Design

Class	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2

Information:
O_1: Pretest (initial test) to write narrative texts using a simulation method assisted by short film media

X: Treatment of the simulation method assisted by cartoon animation media

O_2: Posttest (final test) writing narrative text.

The instrument used to collect data in this study is a multiple-choice test. The instrument used in this study is a performance with a maximum score of 100. To classify the value against the predicate, a table must be made. The following is a table of grades grading according to the predicate.

Table 2. Classification of Values According to Predicate

Value Range	Predicate
0 – 50	Very Bad
51 – 65	Bad
66 – 75	Keep
76 – 85	Good
86 – 100	Excellent/ Special

The collected data will then be analyzed to achieve maximum results. These analysis steps can be carried out, including: 1) Compiling the pretest and posttest in tables; 2) Calculating the average value and standard deviation of sample data, namely pretest and posttest data. Calculating the average values uses the formula:

$$M_x = \frac{\sum fx}{N}$$

Information:

M_x = Average

$\sum fx$ = the sum of the multiplication results between the midpoints of each interval and their frequency.

N = Number of samples

Calculating the standard deviation is using the formula: $SD - \sqrt{\sum \frac{fx^2}{N}}$

Information:

SD = Standard Deviation

$\sum fx^2$ = the sum of the results multiplied by the frequency of each interval and x^2

N = Number of samples.

The normality test was carried out parametrically using the average assessment of the standard deviation. The test is known as the Liliefors test. Then, the homogeneity test determines whether the data has a homogeneous variance. The research hypothesis test was carried out using the "dependent sample" test.

RESULTS AND DISCUSSION
Result
Data Analysis of Pretest Results

The data of the pretest results can be described as follows:

Table 3. Frequency Distribution of Pretest Results

X	F	Fx	X - $\tilde{X}$	$(X-\bar{X})^2$	F $(X-\bar{X})^2$
35	2	70	-20,81	433,0561	866,1122
40	2	80	-15,81	249,9561	499,9122
45	3	135	-10,81	116,8561	350,5683
50	6	300	-5,81	33,7561	202,5366
55	8	440	-0,81	0,6561	5,2488
60	6	360	4,19	17,5561	105,3366
65	5	325	9,19	84,4561	422,2805
70	4	280	14,19	201,3561	805,4244
75	1	75	19,19	368,2561	368,2561
	N= 37	$\sum FX$=2065			$\sum Fx^2$=

					3625,676

Based on the table of distribution of experimental classes above, it can be depicted in the form of a bar chart as follows:
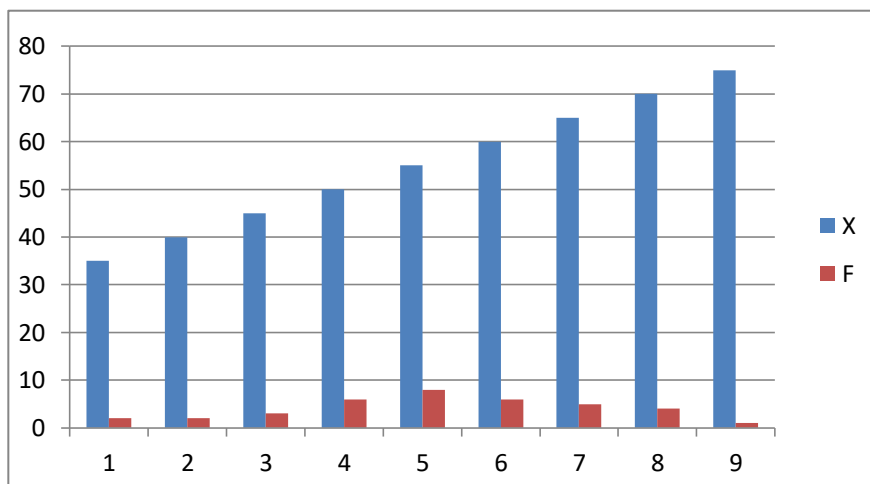

Figure 1. Pretest Class Frequency Distribution

From the calculation results above, the data can be categorized into four categories: very good/special, exemplary, sufficient and poor. Based on this category, from the percentage of the level of ability to retell the content of the narrative text delicately before the application of the simulation method assisted by short film projection media in each ranking, it can be seen from the following table:

Table 4. Identifying the Trend of Pretest Results

Renting	F.Absolut	F.Relatif	Kategori
86-100	0	0	sangat baik
76-85	0	0	Baik
66-75	5	13,51%	Sedang
51-65	19	51,35%	Kurang
0-50	13	35,13%	sangat kurang
TOTAL	37	100%	

Based on the table above, it can be seen that the results of the pretest of the level of ability to retell the content of the narrative text in writing before the application of the simulation method assisted by short film screening media include the medium category as many as five people or 13.51%, the less category as many as 19 people or 51.35%, and the significantly less category as many as 13 people or 35.13%. The most common category is the lesser category.

Data Analysis of Posttest Results

The posttest result data can be described as follows:

Table 5. Frequency Distribution of Posttest Results

Y	F	fy	f-y	y-y^2	F(y-y)^2
50	1	50	-25,4	645,16	645,16
55	2	110	-20,4	416,16	832,32
60	2	120	-15,4	237,16	474,32
65	3	195	-10,4	108,16	324,48
70	5	350	-5,4	29,16	145,8
75	3	225	-0,4	0,16	0,48

80	11	880	4,6	21,16	232,76
85	8	680	9,6	92,16	737,28
90	2	180	14,6	213,16	426,32
	N=37	∑Fy=2790			$\sum Fy^2$= 3818,92

Based on the table of distribution of experimental classes above, it can be depicted in the form of the following bar chart:
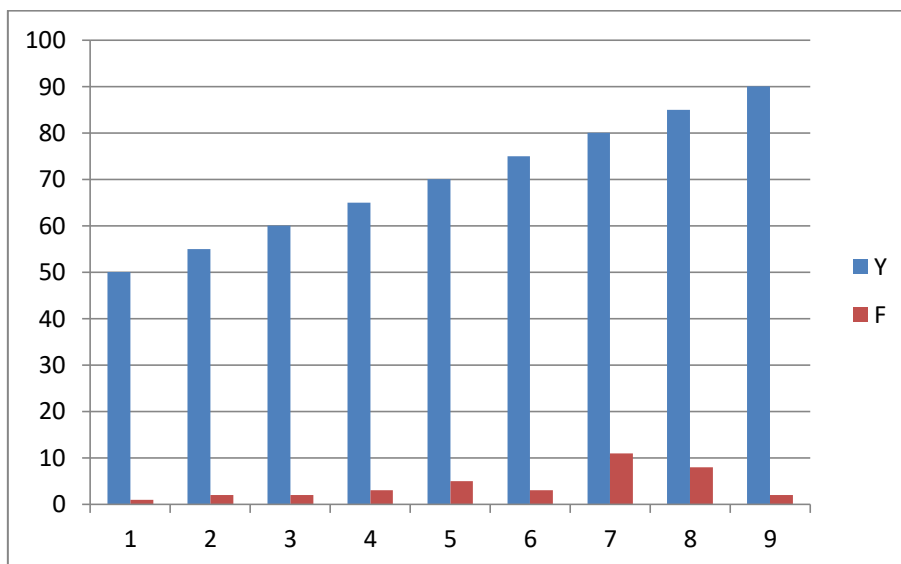

Figure 2. Posttest Class Frequency Distribution

From the calculation results above, the data can be categorized into four categories: excellent, good, sufficient and poor. Based on this category, the percentage of the level of ability to retell the content of the narrative text in writing after the application of the media-assisted simulation method of short film screening at each rank can be seen from the following table:

Table 6. Identification of Posttest Result Trends

Range	F.Absolute	F.Related	Category
86-100	2	5,4%	Excellent
76-85	19	51,35%	Good
66-75	8	21,62%	Keep
51-65	7	18,91%	Less
0-50	1	2,7%	Very less
	37	100%	

Based on the table above, it can be seen that the results of the posttest retelling the content of the narrative text in writing students include the outstanding category of 2 people or 5.4%, the good category of 19 people or 51.35%, the medium category of 8 people or 21.62% and the poor category of 7 people or 18.91%. Identifying the posttest class above is standard and included in the normal category because the most common category is the excellent category.

Test Data Analysis Requirements
Normality Test of Pretest and Postest Research Results
1. Pretest Normality Test
The Liliefors normality test can be used to test normality. The following is a table of normality of pretest results:

Table 7. Pretest Result Normality Test

X	F	Fkum	Zi	F(Zi)	S(Zi)	L

35	2	2	-2,07	0,0192	0,054054	0,034854
40	2	4	-1,57	0,0582	0,108108	0,049908
45	3	7	-1,07	0,1423	0,189189	0,046889
50	6	13	-0,57	0,2843	0,351351	0,067051
55	8	21	-0,08	0,4681	0,567568	**0,099468**
60	6	27	0,41	0,6591	0,72973	0,07063
65	5	32	0,91	0,8186	0,864865	0,046265
70	4	36	1,41	0,9207	0,972973	0,052273
75	1	37	1,91	0,9719	1	0,0281

Based on the table above, the price is obtained L_{count} (L_0) = 0,0994 while L is for Liliefors with the Number of samples N=37 and the actual level α = 0,05, known value $L_{tab} = \frac{0,886}{\sqrt{37}} =$ 0,1457. Because $L_{count} < L_{tab}$ (0,0994 < 0,1457) So, it can be concluded that the data on student learning outcomes.

2. Posttest Results Normality Test

The normality test of Liliefors can be used to test the normality of Liliefors. Brikut table normality of posttest results.

Table 8. Posttest Results Normality Test

Y	F	Fkum	Zi	F(Zi)	S(Zi)	L
50	1	1	-2,46	0,0069	0,027027	0,020127
55	2	3	-1,98	0,0239	0,081081	0,057181
60	2	5	-1,49	0,0681	0,135135	0,067035
65	3	8	-1,01	0,1562	0,216216	0,060016
70	5	13	-0,52	0,3015	0,351351	0,049851
75	3	16	-0,03	0,4880	0,432432	-0,05557
80	11	27	0,44	0,6700	0,72973	0,05973
85	8	35	0,93	0,8238	0,945946	**0,122146**
90	2	37	1,41	0,9207	1	0,0793

Based on the table above, the price is obtained L_{count} (L_0 = 0,1221 while L for Liliefors with the Number of samples N = 37 and the actual level of α = 0.05 is known to be a value of $L_{tab} = \frac{0,886}{\sqrt{37}} = 0,1457$. Because $L_{count} < L_{tab}$ (0,1221 < 0,1457) Therefore, it can be concluded that the data on student learning outcomes in the experimental class is usually distributed.

Table 9. Testing the Normality of Research Data

No.	Kelompok	L. hitung (L_0)	L. tabel (L_t) (α = 0,05)	Status
1	Pretest	0,0994	0,1543	Normal
2	Posttest	0,1221	0,1543	Normal

Hypothesis Testing

After normality and homogeneity testing, it was found that the data before and after the treatment were normally distributed and had the same variance (homogeneous). Thus, hypothesis testing uses a statistical test t (differential test)'. After t0 is known, consulted with the t-table at the significance level of 5% with df = N = 37. The significance level of 5% = 2.03 is obtained because the t0 obtained is larger than the ttable, which is 2.03 < 8.23. Then, the null hypothesis (zero) is rejected, and the alternative hypothesis (Ha) is accepted. This proves that there is a significant influence on the use of the simulation method assisted by short film screening media in improving the ability to retell the content of narrative texts in writing by

students of grade XI Science 2 SMA PGRI 20 Siborong-borong for the 2021/2022 academic year.

Discussion

After carrying out research and data analysis, the results of the study were obtained that the students' initial test ability in retelling the content of the narrative text in writing before applying the simulation method assisted by short film screening media showed an average score of 55.81. Meanwhile, the average score of the final test in retelling the content of the narrative text in writing after applying the simulation method assisted by the short film media shows that the average score is 75.40. This proves that there is a significant increase compared to the test before and after applying the simulation method assisted by short film media.

Based on hypothesis testing, because t0 is obtained greater than ttable, which is 2.03 < 8.23, the null hypothesis (zero) is rejected, and the alternative hypothesis (Ha) is accepted. This proves that there is a significant influence on the use of the simulation method assisted by short film screening media in improving the ability to retell the content of narrative texts in writing by students of grade XI Science 2 SMA PGRI 20 Siborong-borong for the 2021/2022 teaching year.

The pretest results retold the content of the narrative text in writing, and the students included five people or 13.51%, in the medium category, 19 people or 51.35%, in the less category, and 13 people or 35.13%, in the inferior category. The identification of the pretest classes above is standard and is included in the normal category because the most common category is the excellent category. The results of the posttest retold the content of the narrative text in writing, and students included the outstanding category of 2 people or 5.4%. The excellent category of 19 people, or 51.35%; the medium category of 8 people or 21.62%; and the poor category of 7 people or 18.91%. Identifying the posttest class above is standard and included in the normal category because the most common category is the excellent category.

From the pretest data, the price was obtained L_{count} (L_0) = 0,0994 while L for Liliefors with the Number of samples N = 37 and the actual level α = 0.05, the value of $L_{tab} = \frac{0,886}{\sqrt{37}} = 0,1457$. Because $L_{count} < L_{tab}$ (0,0994 < 0,1457) Therefore, it can be concluded that the data on student learning outcomes in the experimental class is usually distributed. Meanwhile, from the posttest data, the price L_{count} (L_0 = 0,1221 while L for Liliefors with the Number of samples N = 37 and the actual level of α = 0.05 is known to have a value of $L_{tab} = \frac{0,886}{\sqrt{37}} = 0,1457$. Because $L_{hit} < L_{tab}$ (0,1221 < 0,1457). Therefore, it can be concluded that the data on student learning outcomes in the experimental class is usually distributed.

From the results of the homogeneity test, it can be seen that the F table is 1.05 obtained from the percentile value table for the distribution of F with a fundamental level α with the numerator and with the denominator 36 is= 00,5 (F $F_{0(36,36)}$. If the price F_{count} Compared to F_{tabel} obtained $F_{hitung} < F_{table}$ or 1,05 < 1,72, it can be concluded that the samples come from homogeneous groups. After t_0 it is known, then consulted with the T table at the significance level of 5% with df = N = 37. The significance level of 5% = 2.03 is obtained because the t0 obtained is more significant than t t_{table}, i.e. 2.03 < 8.23, then the null hypothesis (zero) is rejected, and the alternative hypothesis (Ha) is accepted. This proves that there is a significant influence on the use of the simulation method assisted by short film screening media in improving the ability of the test to retell the content of narrative texts in writing by students of grade XI Science 2 SMA PGRI 20 Siborong-borong for the 2021/2022 academic year. Based on the data, it was found that the simulation method assisted by short film screening media significantly improved the ability to retell the content of the narrative text in writing.

CONCLUSION

Based on the results of the research that has been described in Chapter IV, it can be concluded as follows: 1) Learning to retell the content of narrative texts in writing using the simulation method assisted by short film media has a positive effect on student learning outcomes compared to before using the simulation method assisted by short film media. This can be seen from the average score of student learning outcomes. The score of students before using the simulation method assisted by short film screening media was 55.81; 2) After using the simulation method assisted by short film media, the ability to retell the narrative text content

in writing increased to 75.40. Learning with the simulation method assisted by short film screening media can affect students' ability to retell the content of narrative texts in writing.

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