Movie, Writing, and Character Education: A Study on an EFL Writing Class

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Abstract

This one-shot case study examines the effectiveness of integrating anti-drug character education into an EFL writing class through the use of a short film to enhance students' writing performance and build students' anti-drug character understanding. 32 EFL college students in West Sumatra participated in a writing test and responded a four-Likert scale questionnaire with twenty open-ended statements. The Wilcoxon Match Pair Test was used to test the significance improvement on students' word production number and writing score before and after the treatment was applied. An adapted quality-based categorization from Likert (1932) was used to interpret the questionnaire responses. The analysis results disclose the integration effectiveness in significantly improving students' word production number and writing score (Asymp. Sign (2-tailed)=0.000), as well as fostering their anti-drug character understanding (M=3.92/Excellent).

INTRODUCTION

The spread of narcotics and illegal drugs among students is increasingly worrying. Based on the research result from Health Research Center of Universitas Indonesia (PusLitKes UI) and National Narcotics Agency (BNN), 27.32 percent of drug users in Indonesia are students and university students (Republika, 2017). The impact of drug abuse is very dangerous for students, including decreased discipline, degradation of morals and learning outcomes, and leading to crime and death (Anggreni, 2015). To solve the problems, serious efforts are needed from all elements of society, including academics at university level. It aims to break the chain of drug trafficking among students. Lecturers as learning facilitators are the parties who play an important role in educating students. Beside achieving the Course Learning Outcomes (CLO), lecturers are also expected to be able to build anti-drug character education in students. Integrating character education into learning material can be a solution. In the context of breaking the drug distribution chain among students, this integration can be realized in the form of providing learning materials that contain anti-drug values that are linked to the main learning

topic. In reality, this integration has not found yet in either the curriculum or the compulsory student books.

Character education is a learning that aims to shape the character of students to become good personalities. It is also defined as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior that is in accordance with the noble values that become his identity, manifested in interactions with God, himself, society and the environment (Zubaedi, 2011). However, it cannot be generated automatically, but through a process of modeling, teaching, and practice (Pala, 2011). Therefore, the integration of character education in learning is needed since education must lead to two big goals, namely to make young people smart and good (Lickona, 1992). Hence, character education is a very important thing to strive for the creation of a generation whose positive characters, including anti-drugs.

The result of research conducted by Sumirat (2015) shows an increase in students' attitudes and knowledge about drugs by 65% after drugs counseling at MAN 2 Yogyakarta. This shows that the cases of drug abuse among students is triggered by a lack of knowledge of students about the dangers of drugs. Thus, anti-drug character education, defined as education about drugs and its dangers, is urgently needed to save the future of students as the next generation of the nation's youth. This is reinforced by the statement that when character education is carried out with a comprehensive approach, positive culture and morals will be created in a totally educational environment where these values are taught (CEP, 2010).

In this study, anti-drug character education is presented through the playing of a short film about the life of a drug addict. Students are expected to be able to understand their moral value that drugs are illegal goods that are very dangerous and must be shunned. Students will also be educated to save their future by getting closer to God, not easily giving up and being more selective in choosing friends to hang out with.

The results of research conducted by Adisti, et al. (2019) state that anti-radical short film used as a medium for learning English speaking is able to instill a tolerant and nationalist character in students. Research by Harney (2014) shows that the integration of positive character education through reading as learning medium has succeeded in fostering positive ethics and character in students. Furthermore, Pranowo (2012) examines the implementation of caring character education and cooperation in learning to speak French through role playing and results in successfully fostering a caring and cooperative character in students. The success of integrating the same character was studied by Setyono (2016) in learning English through cooperative learning. Maisaroh (2016) in his research related to the integration of character education in Arabic learning through thematic media states that this method succeeded in fostering a positive character in students.

Writing is one of the abilities that a foreign language learner must have in addition to speaking, reading, and listening. It is the ability to communicate with each other which is conveyed in written form (Madrid and McLaren, 2004). In the learning process, students complained about the idea of writing. Their lack of ideas is the biggest problem which made them confused what to write and how to start writing (Fareed, et al., 2016). It is proven by the result of the preliminary study which showed that most of them could not pass the target of word production number and score in each writing test. They said that they had no idea to write. In line with this, Raimes (1983) states that the problems faced by students when writing is not only difficulties in finding suitable words and grammar, but also difficulty in finding and expressing ideas.

To overcome this problem, therefore, an audio visual booster is needed to spark their brainstorming process, so they will get much more ideas to write. Providing a short movie can be a solution. Audio-visual learning media is an instructional device used in the classroom to support learning and make it easier and more interesting with materials such as graphics, maps, models, filmstrips, radio projectors, televisions, etc. are examples (Rather, 2004). They are very good for teaching material skills (Nusir, 2011). As a benefit, they facilitate students to develop active communication and be able to solve existing learning problems (Natoli, 2011 in Ashaver and Igyuvi, 2013). Furthermore, the use is able to help stimulate thinking in processing and understanding the material (Kishor, 2003; Kunari, 2006; Rasul, et al., 2011; and Singh, 2005). Consequently, a strong and significant increase in learning outcome can be achieved (Sanford & Madill, 2007).

Regarding the explanation above, to conclude, anti-drug character is urgently instilled in students through education circumstances. However, this kind of integration gets minor attention to implement, as well as was least discussed in prior published studies. The integration of anti-drug character education in learning to write through short film as learning media is expected to make it easier for students to get ideas as writing materials so that they can produce better quality writing. This method is also expected to be a means of educating students about the dangers of drugs so that it can build anti-drug characters in students. In the context of the effectiveness of short films on improving the quality of student writing results, researchers have not found any published studies.

Considering those problems, this study focuses on analyzing the effectiveness of short movie in improving students' writing skill and building good understanding towards anti-drug character in students. This paper aims to reveal if the integration of anti-drug character education into foreign language writing classes by using short movie can achieve both the learning and character education objectives. To reach the purpose, below are the questions to answer:

1. Is there any significant improvement from students' word production number of without-movie writing tests to that of with-movie writing test?
2. Is there any significant improvement from students' writing score of without-movie writing tests to that of with-movie writing test?
3. How is the students' understanding towards the anti-drug characters sent by the movie?

METHOD

This study belongs to a one-shot case study with quantitative approach. Campbell and Stanley (1966) explain one-shot case study as a part of quasi-experimental research that uses one-group of posttest only-design in which the researcher measures a dependent variable for one group of participants following a treatment. In this study, 32 EFL college students were purposively chosen as the group of participants who got the treatment of the integration. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook&Campbell, 1979). A quasi-experimental researches are often conducted to evaluate the effectiveness of a treatment.

The effectiveness revealed by this study was viewed from three data: (1) students' word production number and (2) students' writing score as the indicators of students' achievement in writing; and (3) students' responses of the questionnaire as the indicator of students' understanding towards the moral values sent by the played film. In gaining those data, below were the instruments used:

1. Test
To get the first and second data, a writing test was held after the short film was played. The film was entitled "Dia" by Frianto Ismail which tells about the life of a drug addict was used in this study. The aim in choosing the film with Bahasa Indonesia was to avoid a misunderstanding of the students in getting the moral values. After getting finished watching, the students were then asked to write a cause and effect paragraph based on their understanding toward the movie in at least 150 words in 90 minutes.

2. Questionnaire
The third data were collected through questionnaire. A four-likert scale ranges from Strongly Disagree (1) to Strongly Agree (4) with 20 close ended statements was used to tap the students' responses to get the data of their understanding towards the moral values. The questionnaire were given to the students through Google Form. Before sending to the students, the questionnaire was validated through expert judgment regarding aspects of its sufficiency, clarity, coherence, and relevance (Escobar-Pérez & Cuervo-Martínez, 2008 in Bowen-Mendoza et al., 2022). The results were analyzed then by using V Coefficient and got 0.89 on average which is considered having high validity as V coefficient ranges between 0 and 1 (Aiken, 1985).

Furthermore, the questionnaire was piloted to 15 respondents taken purposively outside the 32 exact research participants. The responses were analyzed by using *Cronbach Alpha* to see the reliability of the instrument (Cronbach, 1951). The result was at .911 in overall and ranged from .905 to .915, indicating that the instrument is reliable (Nunnally & Bernstein, 1994; Brown, 1996). The following table shows the reliability results of each indicator.

Table 1. Reliability Analysis on Questionnaire Statement

Students' anti-drug character	Indicator	Number of Item	Reliability
	Knowledge of drug	5	.908

understanding	Knowledge of drug user characteristics	3	.905
	Attitudes to drug trafficking	4	.915
	Attitudes to drug user existence	3	.915
	Responsibility towards family	3	.910
	Responsibility as college student	2	.914

Data Analysis
1. Preliminary Study

The preliminary study, whose results were used as the comparison to the research results, examined the students' writing practices which were not preceded by movie playing. There were three practices and they were divided into word production number data, and writing score data. The data for word production number were counted based on the words written in students' writing, but not including the title. Those of three previous writings were counted for the average. Meanwhile, the data for students' writing score was determined based on three aspects; (1) generic structure; (2) logical order/organization; and (3) language convention. The minimum score was 1, and the maximum score was 4. The score of each aspect was tabulated and calculated for the total. This was done for all three previous writings composed by the students and counted for the average at last.

2. Students' Word Production Number

Students' word production number was counted based on the words written in their writing, which was preceded by movie playing, excluding the title. The number was statistically compared to that of preliminary study by using Wilcoxon Signed Rank Test to see whether any significant improvement.

3. Students' Writing Score

Students' writing score was determined based on the following rubric adopted from NCTE (2016). The writing was examined for five aspects; (1) Introductory sentence; (2) cause and effect relationship; (3) concluding sentence; (4) logical order/organization; and (5) language convention. The minimum score was 1, and the maximum score was 4. The score of each aspect was tabulated and counted for the average. The result was statistically compared to that of preliminary study by using Wilcoxon Signed Rank Test to see whether any significant improvement.

Table 2. Cause and Effect Paragraph Rubric

Score/Aspect	4	3	2	1
Introductory sentence	A creative introductory sentence made the reader interested	An introductory sentence with some creativity was included	A simple introductory sentence was included	No introductory sentence was included

	in reading the paragraph			
Cause and effect relationships	At least three cause-and-effect relationships were clearly described in detail	Two cause-and-effect relationships were clearly described in detail	One cause-and-effect relationship was clearly described in detail	No cause-and-effect relationships were described
Concluding sentence	A creative, clear, and interesting concluding sentence was included	A concluding sentence with some creativity was included	A simple concluding sentence was included	No concluding sentence was included
Logical order/organization	Information in paragraph was very organized	Information in paragraph was somewhat organized	Information in paragraph was poorly organized	Information in paragraph was not organized
Language conventions	No capitalization, spelling, or punctuation errors	One to three capitalization, spelling, or punctuation errors	Four to six capitalization, spelling, or punctuation errors	More than six capitalization, spelling, or punctuation errors

4. Students' Response to the Questionnaire

There were 20 items in the questionnaire with minimum score was 1 and maximum score was 4. The score of each item was tabulated and counted for the mean to interpret by using the following categories adapted from Likert (1932):

Table 3. Quality Interpretation for Students' Understanding towards the Moral Values

Mean	Interpretation
3.51-4.00	Excellent
3.01-3.50	Very Good
2.51-3.00	Good
2.01-2.50	Fair
1.51-2.00	Poor
1.00-1.50	Very Poor

Table 4. Tested Hypotheses

Aspect	H_1	H_0
Word Production Number	There is significant improvement from students' word production number of without-movie writing tests to that of	There is no significant improvement from students' word production number of without-movie writing

	with-movie writing test	tests to that of with-movie writing test
Writing Score	There is significant improvement from students' writing score of without-movie writing tests to that of with-movie writing test	There is no significant improvement from students' writing score of without-movie writing tests to that of with-movie writing test

RESULT AND DISCUSSION
Students' Writing Performance
1.   Students' Word Production Number

Table 5. Students' Word Production Number-Rank

		N	Mean Rank	Sum of Ranks
With-movie– Without-movie	Negative Ranks	0[a]	.00	.00
	Positive Ranks	31[b]	16.00	496.00
	Ties	1[c]		
	Total	32		

a. *With-movie < Without-movie*
b. *With-movie > Without-movie*
c. *With-movie = Without-movie*

Based on the statistical analysis above, the negative rank shows 0 which means that there is no word production number of the with-movie test which is less than that of without-movie test. The number 31 which is showed by positive ranks means that there are 31 word production number of with-movie test are more than those of without-movie test by the mean rank is 16.00 or 496.00 in total. The number 1 showed by ties means that there is one word production number of the with-movie test is same as that of without-movie test.

Table 6. Students' Word Production Number-Statistic Test

	With-movie – Without-movie
Z	-4.860[b]
Asymp. Sig. (2-tailed)	.000

a. *Wilcoxon Signed Ranks Test*
b. *Based on negative ranks.*

Based on the output shown in the table, the value of Asymp.Sig. (2-tailed) is 0.000 or less than 0.05. Therefore, it can be concluded that the H_1 is accepted. In other word, there is a significant improvement from the English students' word production number of without-movie test to that of with-movie test.

Noticing the results of word production number analysis above, they significantly increased from without-movie test to with-movie test. It means that the students were able to write more words in with-movie test than in without-movie test. It can also be interpreted that they got more idea from the movie, so that they could express it in their writing. This solves the problem told by the students that

they lacked ideas when they were asked to write. Thus, the results reveal that the movie, as an audio visual media, is effective to spark their brainstorming process and ease their writing.

The results are in line with what Natoli (2011), and Ashaver and Igyuvi (2013) found that an audio visual learning media can solve existing learning problems. It also supports what Rather (2004) said that an audio visual learning media are able to support learning, and make it easier and interesting. In with-movie test, the students felt interesting with what they saw, so that they could think more relaxed that it triggered them to produce more words.

2. Students' Writing Score

Tabel 7. Students' Writing Score-Rank

		N	Mean Rank	Sum of Ranks
With-movie – Without-movie	Negative Ranks	0[a]	.00	.00
	Positive Ranks	32[b]	16.50	528.00
	Ties	0[c]		
	Total	32		

a. *With-movie < Without-movie*
b. *With-movie > Without-movie*
c. *With-movie = Without-movie*

Based on the statistical analysis above, the negative rank shows 0 which means that there is no writing score of the with-movie test is less than that of without-movie test. The number 32 which is showed by positive ranks means that there are 32 or all writing scores of with-movie test are more than those of without-movie test by the mean rank is 16.50 or 528.00 in total. The number 0 showed by ties means that there is no writing score of the with-movie test is same as that of without-movie test.

Tabel 8. Students' Writing Score of English Class- Statistic Test

	With-movie–Without-movie
Z	-4.955[b]
Asymp. Sig. (2-tailed)	.000

a. *Wilcoxon Signed Ranks Test*
b. *Based on negative ranks*

Based on the presented output, the value of Asymp.Sig. (2-tailed) is 0.000 or less than 0.05. Therefore, it can be concluded that the H_1 is accepted. In other word, there is a significant improvement from the English students' writing score of without-movie test to that of with-movie test.

Considering the results of writing score analysis which significantly increased from without-movie test to with-movie test, it can be said that the movie contributed much in thinking and resulting the students' good writing. It is as found by Kishor (2003); Kunari (2006); Rasul, Bukhsh, and Batool (2011); and Singh (2005) that the use of audio visual learning media is able to help stimulate thinking in processing and understanding the material. Here, by the inputs sent by the movie, the students got more understanding easily than they had to think by themselves without movie.

Furthermore, the results also support what Sanford and Madill (2007) revealed that a strong and significant increase in learning can be got through video and creation. Overall, as said by Nusir (2011), movie, which is also called as multimedia, is very good for teaching material skills, including writing.

Students' Anti-drug Character Understanding
Students' Response to Questionnaire
Table 9. Mean Distribution of Students' Questionnaire Responses

Indicator	Mean	Interpretation
Knowledge of drug	3.89	Excellent
Knowledge of drug user characteristics	3.76	Excellent
Attitudes to drug trafficking	3.98	Excellent
Attitudes to drug user existence	3.97	Excellent
Responsibility towards family	3.96	Excellent
Responsibility as college student	3.95	Excellent
Overall Mean	3.92	Excellent

Referring to the table above, the mean of students' responses score ranges from 3.76 to 3.98 with overall mean is 3.92. All the means are interpreted as excellent, meaning that the students have excellent understanding towards the moral values sent by the movie in all indicators. In other words, they get excellent knowledge of drug and its user characteristics. They know the dangers of narcotics and illegal drugs and will not deal with any kinds of them and protect their family from the danger whatever and however their conditions In addition, they well understand how to behave and react towards drug trafficking cases and how to treat drug users when they are around them. They will be closer to their God and be selective in choosing friends. They also have a great commitment to help the government to stop the spread of drugs. The results also disclose that they are responsible to save their family from drug threat and do their responsibility as college student to go through the study seriously and avoid breaking the college rules.

Regarding the results lead to the conclusion that how important the role of learning media in building the students' character is. The movie which was played before the students' write was able to send moral values. Indirectly, they will set their mind which really influences their behavior. The outputs above show that students understood the moral values sent by the movie, so that they could respond the questions well. It is in line with what Kishor (2003); Kunari (2006); Rasul, Bukhsh, and Batool (2011); and Singh (2005) reveal that the use of audio visual learning media is able to help stimulate thinking in processing and understanding the material. Here, the material that the students should master was not only related to the writing, but also the lessons implied by the movie. So they were stimulated to think and understand what they saw from the movie.

CONCLUSION
The analysis result shows that movie playing is effective to help students write. It can be seen by the significant improvement in students' word production

number and their writing score from without movie-test to with movie-test. In addition, the movie playing is also effective to build students' anti-drug character. It is proven by the questionnaire analysis result which shows that the moral values sent by the movie are instilled in students. Therefore, it can be concluded that the integration of anti-drug character education into EFL writing material can successfully achieve both character education and writing learning goals.

In order to achieve national education goals that focus on academic intelligence and character, it is advisable for curriculum compilers to pay more attention to the availability of character education content in each material. In addition, lecturers are also expected to not only focus on achieving the main learning objectives, but also be able to build students' good character through the learning. Therefore, lecturers as learning facilitators must be creative in providing learning media so that learning objectives and character education can be achieved optimally.

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