

# TRAINING AND EDUCATION FOR TECHNICAL EXERCISE IN SPEAKING

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## Abstract

This research describes technical communication training and education as one part of the specific issues that report throughout the study, this particular research focuses on participants' responses to questions about the education and training of technical communicators, including credentials, skills and competencies, gaps between school and employment, professional development, and technical patterns of communication careers in terms of professional growth. The method in his research used the modified Delphi method. To collect the data, we used two sets of survey questions and two structured interviews. Research results Participants appreciate basic technical writing skills and traditional credentials on top of a technical degree or certification. However, they also suggest that academic programs encourage students to develop strategic thinking and other professional skills and confidence. From this conclusion practitioner will need basic skills and strategic skills to advance in their careers.

**Keywords: education, training technical, speaking, communication**

## 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 difficult, the causes are varied, namely the attitudes of students 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, there are problems that 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 certainly needed another device as an intermediary for information entry and receipt. Teachers need to know and select effective media for students as an important part in achieving the 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 to their optimal learning environment. The figure of a creative teacher is known as a multitalented teacher in presenting teaching material, what is presented is not the result of the

creation of others but the results of his own work. As for the others' work who are used as guidelines to be adapted as a contribution of original thought. Meanwhile, adaptive and motivating teachers are teachers who are skilled at using technology.

Through its literacy technology, students will feel if the teaching material received is important and enjoyable because through technology students deal with a device that is able to facilitate, please, even affect learning style. Among the learning media, the use of short movie as media is the main goal in encouraging students' imagination in writing a story compared to story books. This is as stated that the level of students' understanding can be connected quickly when information is received in both visual and audio form. Therefore, short movie 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.

Short story writing skills are a part of creative writing. Özdemir and Çevik (2018) states Creative writing has been one of the techniques that can inspire students to write (p.142). With creative writing, one learns about their internal world and discovers his own unique characteristics. (Kirmizi, 2011, p.23). Someone can record, 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 short story. However, writing cannot be considered easy because it requires knowledge and skills. Akdemir and Ayerci (2016) states that second-language writing plays a key role in the professional life of individuals with regard to the challenges of contemporary professional and academic life(p.747). There needs to be a regular writing practice process, so writing skills can be very good. With an organized process which is then balanced by practicing appropriate writing skills, one's writing skills will be better, so that the things that the writer wants to convey can be understood by the reader.

Various techniques can be used to make someone skilled at writing short stories. One of them is the film transformation technique. The choice of film transformation techniques must be accompanied by the use of innovative and creative media such as short films. Sadiman (2011: 69) revealed that films have advantages, including being able to be a common learning deminator, very good for explaining a process, capturing the attention of the audience, 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 come a universally acknowledged and abused crucial learning device in teaching/learning English. Ghaleasad (2013) stated that Short stories were the most commonly discussed family of genres, and are read and told by all social groups and all cultural backgrounds in the world (p.52). According to Tarakçioğlu and Tunçarslan (2014) now days, short stories have become a universally recognized and used fundamental learning tool for teaching/learning English (p.68). Alagözlü (2006) declares Short stories are unique literary works to be used in one sitting due to their practical application, compact nature and readability. They are not wide in scope and have a single effect on readers (p.34). Martin and Rose (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 children to get it their world and share it with others.” (p.3). According to Torusdag (2018) Short stories are types in which many things are told in a few words.

According to Nurgiyantoro (2013: 13) because of its short form, the short story requires a very concise storytelling, not to 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 very short: 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. Tarakcioglu (2014) 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, and so, it may be a student-centered instructing. Understudies recognize the most character, the time the story takes put, the area of the story, issues experienced by the characters, the objective of the story, activity taken to fathom the issue and meet the objective, and the result of the story. Marzano, Pickering, Pollock (2001).

Transformation according to Nurgiyantoro (2013: 18) is a change, namely a change in a thing or situation. If a thing or condition that changes is culture, that culture will change. Transformation technique is a form of transfer of a variety of literary works into the same form of different types of literary works so as to bring up a new literary work. For example, poetry is transferred into short stories. Aktan (2015) He 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 the 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.

### Problem of Study

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

## Methodology

### Research Design

The researchers used a quantitative research method by using true experimental research design (Kumcu, 2008; Kumcu 2010; Kumcu 2018) declares true experimental investigations offer valuable ideas for improving projects and see the flow pattern directly.

- Pre-Experimental Designs (*non-designs*)
  - a. *One-Shot Case Study*
  - b. *One-Group Pretest-Posttest Design*
  - c. *Intact-Group Comparison*
- True Experimental Design
  - a. *Posttest-Only Control Design*
  - b. *Pretest-Posttest Control Group Design*
- Factorial Design
- Quasi Experimental Design

- a. *Time Series Design*
- b. *Nonequivalent Control Group Design*

### **Population and Sample**

Based on this result, the population in this study was all students of creative writing classes in the 6th semester of academic year 2017/2018. The sample used in this study based on the population mentioned above 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.

### **Data Collection**

To collect the data, the researchers used test of writing, mainly using pretests and posttests as a technique to collecting the data. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of 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, the researchers used writing test where the students answered the multiple choices questions given.

### **Data Analysis**

To analyze the data, the researchers used parametric statistic. 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 by 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 of acceptance or rejection of normality test are as follows:

Ho is accepted if Sig. > = 0.05

Ha is accepted if Sig. < = 0.05

#### Homogeneity Test

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 homogeneity of 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 of acceptance or rejection of homogeneity test are as follows:

Ho is accepted if Sig. > = 0.05

Ha is accepted if Sig. < = 0.05

#### Hypothetical Test

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

The hypothesis is:

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

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

While the criteria of acceptance or rejection of hypothesis is:

Ha is accepted if Sig.  $\leq 0.05$

Ho is accepted if Sig.  $> 0.05$

### **Results and Discussion**

This research discusses the creative writing skills of the 6th semester short text students whose address in Indonesia. After the research activities are carried out, the data collected needs to be elaborated using a short story writing test technique to students. This research was conducted in creative writing class 6 semester of academic year 2017/2018. Data collection was carried out through two stages, namely pretest and posttest. Before conducting treatment, students are given a pretest to know the ability to write short story texts first, then end with a posttest 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 pretest and posttest 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 calculation, and percentile, calculation of data spread through average calculation and standard deviation, percentage calculation.

## Data Pre-test Description

Creative writing classes are treated using film transformation learning techniques. Previously, students first performed a short story writing skills pretest. The purpose of holding the pretest 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 pretest value uses the formula:

$$\text{Total score from three assessors} = \frac{A_{\text{teacher}} + B_{\text{reseracher}} + C_{\text{other reseracher}}}{\text{number of assessors}}$$

After knowing the students' grades, the biggest scores are 80 and the smallest 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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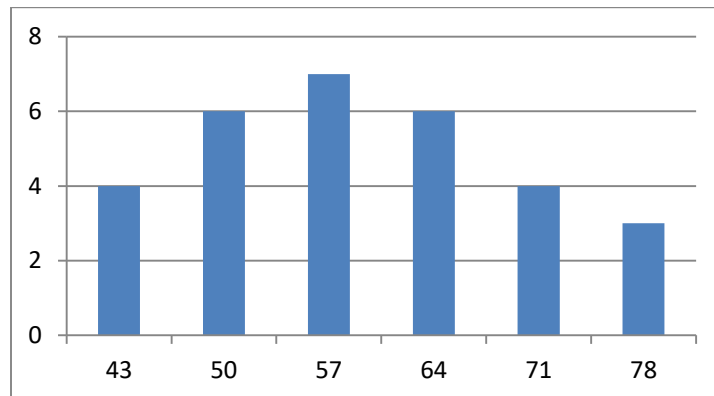
**Table 1**  
**Frequency Score Pretest Distribution**

No.	Class Interval	Mid Score	Frequency		
			Absolute	Relative (%)	Cumulative (%)
1.	40 – 46	43	4	13,3	0,00
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
	<b>Count</b>		30	100,00	100,00

The above table shows that from 30 students with a score of 40-46 as many as 4 students (13.3%), who obtained a score of 47-53 as many as 6 students (20%), a score of 54-60 as many as (23.4%), a score of 61-67 by 6 students (20%), a score of 68-74 by 4 students (13.3%), a score of 75-81 by 3 students (20%), and a score of 40-81 by 30

students (100% ). From these data it is known that the most frequency at class intervals 54-60 total 7 students. In the short story writing class we can know that the students' short story writing skills are still low.

**Diagram 1**  
**Pretest 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, and in the diagram it is known that the value of 40-46 with a middle value of 43 is obtained by 4 students, 47-53 with a middle value of 50 is obtained by 6 students , a value of 54-60 with a middle value of 57 was obtained by 7 students, a value of 61-67 with a middle value of 64 was obtained by 6 students, a value of 68-74 with a middle value was obtained by 4 students, and a value of 75-81 with a middle value of 78 was obtained by 3 students . Students obtained an average pretest 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.

### Data Post-test Description

Posttest was held with the intention 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 treatment of film transformation learning techniques. The data obtained are the results of tests on short story writing skills. The posttest value using the formula:

$$\text{Total Score from three assessors} = \frac{A_{\text{teacher}} + B_{\text{researcher}} + C_{\text{other lecturer}}}{\text{Assessor}}$$

After knowing the value of students, then the biggest value is 92 and the smallest value is 63, the average/mean is 77.7, the frequent value/mode 80, the median is 78.2, the standard deviation is 7.63 and the variance is 58.16.

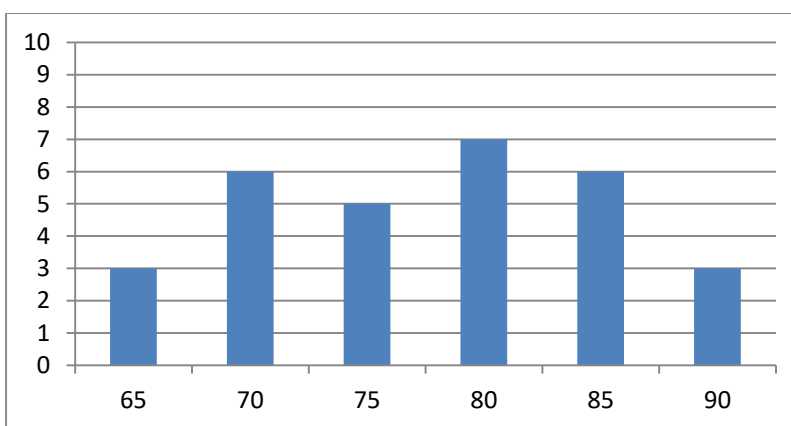
The frequency distribution of posttest score of students' short story writing skills can be seen in the following table.

**Table 2**  
**Distribution of Frequency Posttest Score**

No.	Class Interval	Mid Score	Frequency		
			Absolut	Relative (%)	Cumulative (%)
1.	63 – 67	65	3	10	0,00
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
	<b>Count</b>		30	100,00	100,00

The table above shows that from 30 students with a score of 63-67 as many as 3 students (10%), who received a score of 68-73 as many as 6 (20%), who obtained 74-77 as many as 5 students (16.7%), those who score 78-82 are 7 students (23.3%), those who score 83-87 are students (20%), those who score 88-93 are 3 students (10%) and the acquisition of scores 60-93 are 30 students (100%). From these data it is known that the most frequencies at intervals of 78-82 total 7 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 about learning to write short text.

**Diagram 2**  
**Result of Score Posttest**



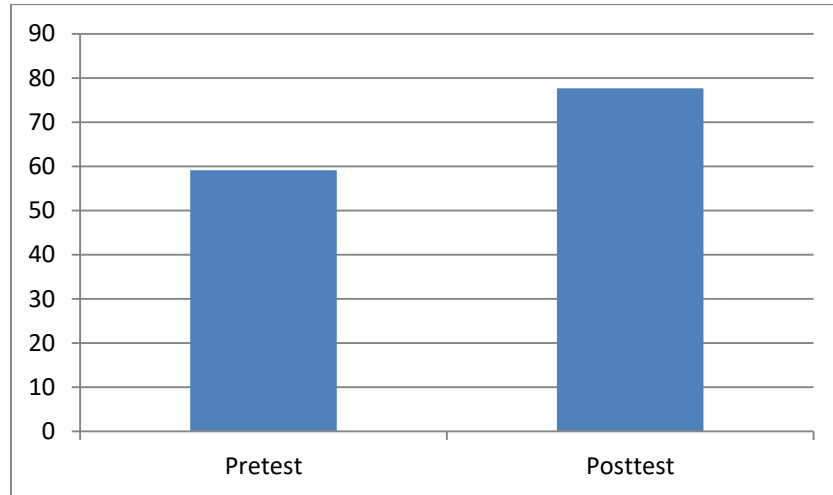
Based on the distribution list table above, it can be seen that the lowest and highest scores of 30 students are 63 and 92, and the diagram shows that 63-67 grades with a median value of 65 are obtained by 3 students, 68-73 values with a median value of 70 are obtained by 6 students, grades 74 - 77 with a middle value of 75 obtained by students 5, grades 78 - 82 with a middle value of 80 are obtained by 7 students, grades 83 - 87 with a



middle value of 85 are obtained by 6 students, grades 88 - 93 with a middle value of 90 are obtained by 3 students, getting grades posttest 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.

**Diagram 3**

**Result Score of Pretest and Posttest**



Based on the diagram above, there are differences in the average value of the pretest in writing a short story. It can be seen clearly that the average value of pretest or before treatment was 59.1. While the average posttest score was 77.7. It can be concluded that there was an increase of 18.6 in the pretest and posttest scores after receiving treatment.

**Normality Test**

**Pretest**

Based on the pretest data processed using descriptive statistics to look for normality of data from both groups. Normality test is done to find out whether the pretest data is normal or not normal. Chi-test was used at a significant level of 5% ( $\alpha = 0.05$ ) to test the normal or abnormal data in this study. The testing criteria to be used are:

If  $\chi^2_{\text{count}} \geq \chi^2_{\text{table}}$ , so that  $H_0$  rejected

If  $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$ , so that  $H_a$  accepted

**Table 3**

**Normality Pretest**

Class	$\chi^2_{\text{count}}$	Db	A	$\chi^2_{\text{table}}$	Result
Treatment	2.5312	5	0.05	11.070	Normal

## Post-test

Based on the posttest data processed using descriptive statistics to look for normality of data from the two groups. Normality test is done to find out whether the posttest data is normal or abnormal. Chi-test was used at a significant level of 5% ( $\alpha = 0.05$ ) to test the normal or abnormal data in this study. The testing criteria to be used are:

If  $\chi^2_{\text{Count}} \geq \chi^2_{\text{table}}$ , so that  $H_0$  rejected

If  $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$ , so that  $H_0$  accepted

**Table 4**

**Result of Normality Posttest**

Class	$\chi^2_{\text{count}}$	Db	A	$\chi^2_{\text{tabel}}$	Result
Treatment	1.8682	5	0,05	11.070	Normal

## Homogeneity Test

### Pre-Test

**Table 4.5**

**Result of Homogeneity Pretest**

Class	N	Dk	$S^2$	$F_{\text{account}}$	$F_{\text{tabel}}$	Result
Treatment	30	29	115.40	1.228	1.858	Homogen

Notes:

n = the amount 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 it is homogeneous. With n or the number of students of the two groups is 30, dk is 29 which is obtained from  $n - 1 = 30 - 1$  and  $S_1^2$  is 115.40 while  $S_2^2$  is 93.94 so that the calculated results are calculated  $F_{\text{count}} = 1,228$  and  $F_{\text{table}} = 1.858$ .  $F_{\text{count}} \leq F_{\text{table}}$  or  $1.228 \leq 1.858$  then  $H_0$  is accepted

**Post-test**

**Table 5**  
**Result of Homogeneity Posttest**

Class	N	Dk	S <sup>2</sup>	F <sub>count</sub>	F <sub>tabel</sub>	Result
Treatment	30	29	58.16	1.140	1.858	Homogen

Notes:

n = The amount of students

dk = degree (n-1)

S<sup>2</sup> = 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  $S_1^2$  is 58.16 and  $S_2^2$  is 66.35 so that it is obtained  $F_{count} = 1.140$  and  $F_{table} = 1.858$ .  $F_{count} \leq F_{table}$  or  $1,140 \leq 1,858$  then  $H_0$  is accepted. This means that posttest score variance is homogeneous.

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

**Table 6**  
**Result Pretest and Posttest Uji-F**

Variance Source	Degree	Cuadrate Sum	Cuadrate Averages	F <sub>count</sub>	F <sub>table</sub>
Total	30	181547		0,0953	2,59
Regressi (a)	1	179877,6	179877,6	Details: $F_{count} \leq F_{table}$ OR $0,0953 \leq 2,59$ , Linear	
Regressi (b a)	1	335,9	335,9		
Residu	28	1333,5	44,5		
(Error)	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  $F_{table}$  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.

**Result of Linearity Post-test**

From the results of the calculation of the linearity test for pretest and posttest obtained  $F_{count} = 1.4908$ . F-test was used at a significant level of 5% ( $\alpha = 0.05$ ) and obtained  $F_{table} = 2.41$ . The results can be seen in the following table.

**Table 7**  
**Result of *Posttest***

Variance Source	Degree	Cuadrate Sum	Cuadrate Average	F <sub>count</sub>	F <sub>table</sub>
Total	30	181547		1,4908	2,41
Regresi (a)	1	179877,6	179877,6	Keterangan: F <sub>count</sub> ≤ F <sub>table</sub> atau 1,4908 ≤ 2,41, Linear	
Regresi (b a)	1	3,352	3,352		
Residu	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<sub>count</sub> 1.4908 and F<sub>table</sub> 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.

### Hypothesis Test

Based on the results of descriptive statistical analysis of posttest score data found the average value, variance, and number of sample members. The average posttest score of 77.7. Then proceed the average difference test 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<sub>table</sub> with  $dc = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ ,  $t_{table} = 2,002$  and  $t_{count} = 4.66$  with the criteria if  $-t_{table} < t_{count} < t_{table}$  then  $H_0$  is rejected and if  $-t_{table} < t_{count} > t_{table}$  then  $H_a$  is accepted. From the calculation results obtained  $-2.002 < 4.66 > 2.002$  then according to the test criteria  $-t_{table} < t_{count} > t_{table}$  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 posttest score which has a difference of 10 points by 77.7. From these results seen an increase. So, it can be said that the learning of short story writing skills increases, by using the film transformation learning technique.

### Discussion and Conclusion

This study aims to determine whether EFL students' writing skills can be improved by using a short film transformation technique that has been modified systematically and effectively so that all students can experience writing experience directly or indirectly, whether guided by the teacher or not. It 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 indeed designed to improve the learning process of students' abilities in writing English. Referring to these learning activities can open a wide 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 the most important part of reflection where students can introspect themselves in making improvements to previous writing. Furthermore, he said that the learning process through mistakes can monitor basic writing skills so that this experience can make

students more careful and smarter in writing or make writing improvements. In addition, EFL learners can always and have the space and time to make improvements in writing. The use of short film transformation techniques can definitely provide significant results and can change student behavior patterns in learning, especially writing. We can see this from the results of the research obtained during the learning activities to write, the students were very interested in learning and did not look burdened at all 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 in using short film transformations in the teaching and learning process. Judging from the analysis of students' writing skills, it was found that students who received treatment in this case were given the opportunity to write through short stories, so that their writing skills increased even though in their writing there were many common mistakes that were always obtained from students, namely grammar or election errors. There were many words so that it becomes confusing, after students are given several actions maximally through the use of short film transformations in terms of learning to write through giving various different 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 own experience and are obtained 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 synchronization of knowledge, and so on. Language learners in this case are learning activities that are centered by the learner himself or integrated learners, student activeness and independence are absolutely a requirement for language learning in terms of writing. The teachers undergo a change in function; the teacher has the function of facilitating students by providing them with various learning facilities.

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

Students in the learning process simply 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 not understood the difficult 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 so that learning objectives can be achieved.

Observing the monitor screen filled with text, sound, and pictures as well as various photos and diagrams and various resources that can be prepared by the teacher to make it easier for students to learn. Teachers can provide various interesting things so that they can be used by students in learning as a gradual and gradual process for students so that students are able to communicate well. There are at least four important things in supporting learning starting from teachers, students, teaching materials, and multimedia. All of these things support each other and are linked to produce an interesting and 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 results of research in an effort to improve writing skills by using short film transformations, the researchers concluded the research results were 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 the process of learning to write students in English.

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 pretest and 77.7 posttest. Furthermore, based on the hypothesis test, there is a significant effect because  $-2.002 < 6.09 < 2.002$ , so  $H_0$  is rejected and  $H_a$  is accepted.

Based on the research results, it can be concluded that 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  $H_a$  is accepted.

## **Recommendations**

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, making learning texts that can attract students in learning 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 addition of guidance for students by the teacher.

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