

An Analysis on Students' Writing Skill in Descriptive Text by Using Movie *The School For Good And Evil* By Paul Feig at Second Semester of Batanghari University

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ABSTRACT

This research aimed to analyze students' writing skills in descriptive text by using the movie *The School for Good and Evil*. The method was descriptive quantitative with 17 second-semester students of Batanghari University as the sample. Data were collected through a writing test in which students described one of the movie characters. The results showed that the average score was 81.47, categorized as excellent. Eleven students (64.71%) were in the excellent category and six students (35.29%) were in the good category. This shows that movies can effectively stimulate students to improve descriptive writing.

Keywords: *Writing skill, Descriptive text, Movie*

INTRODUCTION

Language is the main means of communication in human life. English, as an international language, plays an important role in education, science, technology, and culture. In Indonesian schools, English is taught as a compulsory subject. It consists of four basic skills: listening, speaking, reading, and writing. Among these, writing is considered one of the most challenging because it requires the mastery of multiple linguistic and cognitive aspects.

Writing is not merely about putting words together; it is a process of generating, organizing, and expressing ideas into a coherent text. In the academic context, writing also becomes the basis of knowledge production and evaluation. However, in practice, students often struggle with writing tasks. They face difficulties in vocabulary, grammar, sentence structure, and organizing ideas.

One of the genres that students are expected to master is descriptive text. Descriptive text aims to describe people, places, animals, or objects in detail, so that readers can imagine the characteristics of the subject. The challenge for students lies in using specific adjectives, choosing

appropriate vocabulary, and applying grammar accurately to convey description.

To overcome these challenges, teachers are expected to employ effective and interesting media in teaching writing. Movies are one of the media that can be used to stimulate students' imagination and help them describe characters, settings, and events. A movie provides not only dialogue but also visual details such as gestures, clothing, environment, and atmosphere. This makes movies a potential tool for improving descriptive writing skills.

This study focuses on the movie *The School for Good and Evil* by Paul Feig. The film portrays strong characters and a fantasy world that provides rich material for description. By asking students to describe the main characters, this research investigates the extent of students' ability to produce descriptive text based on visual and narrative input from the movie.

REVIEW OF RELATED LITERATURE

- Writing Skill

Writing is a productive skill that requires generating ideas and transforming them into written form. According to Harmer (2004),

writing is a process that involves several stages: planning, drafting, editing, and finalizing. Brown (2004) suggests that writing competence is measured through five components: content, organization, vocabulary, grammar, and mechanics.

- Descriptive Text

Descriptive text is a type of text that provides information about the characteristics of a person, object, or place. Anderson & Anderson (1997) argue that descriptive text is characterized by the use of adjectives, linking verbs, and the simple present tense. Its purpose is to create a vivid image in the reader's mind. Knapp & Watkins (2005) emphasize that description requires both language resources and observational skills.

- Movies as Teaching Media

Media play a significant role in facilitating learning. Visual media, in particular, help students connect abstract ideas with concrete experiences. According to Kearney & McGarr (2011), movies create authentic contexts for students to explore language use. They can observe gestures, expressions, and settings, which enrich their vocabulary and stimulate descriptive writing.

METHODOLOGY

This study applied a descriptive quantitative method aimed at analyzing students' writing performance.

- Population and Sample

The population was all second-semester students of the English Education Study Program at Batanghari University, totaling 21 students. Out of this, 17 students participated in the research and completed the writing task.

- Research Instrument

The instrument used was a writing test. Students were asked to describe one of the two main characters of the movie (*Sophie* or *Agatha*).

- Procedure

1. Students watched *The School for Good and Evil* twice.
2. After viewing, they were given instructions to write a descriptive paragraph about a chosen character.
3. The texts were collected and assessed based on a rubric adapted from Brown (2007).

- Scoring Rubric

The rubric covered five aspects: content, organization, grammar, vocabulary, and mechanics.

Table 1. Classification of Writing Scores

Range	Category
76–100	Excellent
51–75	Good
26–50	Fair
0–25	Poor

Data were analyzed by calculating mean scores, frequency, and percentage.

FINDINGS AND DISCUSSION

Table 2. Distribution of Students' Writing Scores

Category	Total Students'	Percentage
Excellent	11	64.71%

Category	Total Students'	Percentage
Good	6	35.29%
Fair	0	0%
Poor	0	0%
Total	17	100%

The table shows that no students were classified as Fair or Poor. The majority achieved Excellent, while a smaller group achieved Good.

Table 3. Descriptive Statistics of Students' Writing

N	Highest Score	Lowest Score	Mean	Category
17	100	53,75	81.47	Excellent

The results indicate that the overall writing skill of students was at an excellent level. The highest score was 100, showing that some students could produce highly detailed and accurate descriptions. The lowest score was 53,75, still within the Good category.

- Discussion

The findings suggest that movies provide effective input for descriptive writing. Students could identify the physical and personality traits of characters from the visual cues in the movie. The availability of concrete references made it easier for them to generate vocabulary and organize sentences.

- **Vocabulary:** Students demonstrated variety in word choice, especially adjectives (e.g., beautiful, brave, evil, loyal).
- **Grammar:** Most sentences used correct simple present tense, though

minor errors in subject-verb agreement were found.

- **Organization:** The majority of texts followed logical order, starting with physical description, then personality, and finally behavior.
- **Mechanics:** Punctuation and capitalization errors appeared but did not affect meaning significantly.

These results align with Kearney & McGarr (2011), who stated that movies provide rich material for descriptive tasks. They also confirm Purnamasari et al. (2021), who found that visual media improve content and vocabulary in students' writing.

CONCLUSION

This study concluded that second-semester students of Batanghari University demonstrated good to excellent ability in writing descriptive text when using a movie as stimulus. The average score of 81.47 indicated excellent performance. The majority of students were in the Excellent category, while the rest were in Good.

The findings suggest that movies such as *The School for Good and Evil* can be used as teaching media for writing. They provide concrete input, stimulate vocabulary use, and encourage students to organize ideas systematically. Teachers are recommended to integrate movies into writing classes to enhance students' engagement and performance.

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