

Using Walt Disney Movie Trailer to Teach Tenth Graders in Writing Narrative

Mei Relawati

English Education Department, Faculty of Language and Art, State University of Surabaya
moe.suckz@gmail.com

Rahayu Kuswardani, S.Pd., M.Appl

English Education Department, Faculty of Language and Art, State University of Surabaya
rahayu.kuswardani@gmail.com

Abstrak

Dalam Bahasa Inggris ada keterampilan-keterampilan yang harus dipelajari para siswa, keterampilan-keterampilan tersebut adalah mendengar, berbicara, membaca, dan menulis. Menulis adalah salah satu keterampilan yang sulit untuk dikuasai. Para siswa harus mengekspresikan ide mereka kedalam tulisan, dan tulisan tersebut harus masuk akal dan dalam organisasi kalimat yang bagus. Untuk membantu mereka dalam membuat tulisan yang bagus, guru harus mengembangkan teknik dan media dalam proses belajar-mengajar. Para siswa cepat bosan dan cenderung mengabaikan guru jika guru menjelaskan materi secara monoton terutama pada saat menulis teks panjang. Untuk mengatasi persoalan diatas *Trailer Film Walt Disney* bisa menjadi media yang diterapkan dalam mengajar menulis teks narrative. Penelitian ini mengemukakan penerapan *Trailer Film Walt Disney*. Disamping penerapan media tersebut, peneliti juga mendeskripsikan respon siswa dalam penggunaan media tersebut dalam menulis teks narrative. Penelitian ini adalah descriptive qualitative dengan menggunakan catatan lapangan, checklist observasi, dan angket sebagai instrument untuk mengumpulkan data. Penelitian ini dilaksanakan di SMA Negeri 11 Surabaya dan subject penelitian adalah X-6. Hasil dari penelitian meunjukkan bahwa *Trailer Film Walt Disney* dalam proses belajar-mengajar membuat siswa tertarik untuk menulis teks narrative karena mereka antusias didalam kelas. Respon siswa menunjukkan bahwa para siswa memiliki respon yang positif melalui penerapan *Trailer Film Walt Disney* karena media tersebut bisa membantu mereka menyelesaikan persoalan dalam menulis teks narrative. Dari itu dapat disimpulkan bahwa penggunaan *Trailer Film Walt Disney* dapat mengatasi persoalan siswa dalam menulis teks narrative. Mereka juga bisa membuat teks yang bagus. Disarankan kepada para guru untuk menggunakan media ini pada proses belajar-mengajar saat menulis teks narrative.

Kata Kunci: Menulis, *Trailer Film Walt Disney*, Menulis Teks Narrative.

Abstract

There are skills in English that should be learned by the students. They are listening, speaking, reading, and writing. Writing is one of the most difficult skills which needed to be mastered. The students need to express their ideas in the form of text, and the text need to make sense and to be well-organized. To help them compose a good writing, the teacher needs to develop the technique and media in the teaching and learning process. The students get bored easily and tend to ignore the teacher if the teacher explains the material monotonously especially in writing long text. To face the problem above, *Walt Disney Movie Trailer* can be a media which is implemented in teaching writing narrative text. This research explains the implementation of *Walt Disney Movie Trailer*. Besides the implementation the media, the researcher also describes the students' responses toward the use of the media to write narrative text. This research is a descriptive qualitative which used field note, observation checklist, and questionnaires as instruments to gather the data. This research was done at SMA Negeri 11 Surabaya and the subject was tenth graders in X-6. The result showed that *Walt Disney Movie Trailer* in the teaching – learning process made the students interest in writing narrative text because they were enthusiastic in the classroom. The students' responses result showed that they have positive responses toward the implementation of *Walt Disney Movie Trailer* because the media could help them solve the problems in writing narrative text. Thus, it could be concluded that using *Walt Disney Movie Trailer* could overcome the students' problems in writing narrative text. They could compose good writing. It is suggested for the teachers to use this media in teaching and learning process especially write a narrative text.

Keywords: Writing, *Walt Disney Movie Trailer*, Writing Narrative Text.

INTRODUCTION

Writing has occupied the most places in English language skills. The ability to write well is not naturally

acquiring. It is usually learned or culturally transmitted as a set of practices in formal instructional. Gould (1989) defined writing as a series of ways to find out what you are thinking and what you want to say in words in

particular situations. There are some kinds of text which must be learnt by the students. They are descriptive, narrative, recount, report, procedure, anecdote, explanation, etc. In teaching and learning process, the students actually have many problems in learning English, especially in writing narrative text.

Narrative text is a text that consists of imaginations, experiences, events and time. The arrangement of the text is following the chronological order which based on the sequence time and events (Depdiknas, 2006). Kane (2000) stated that narrative is an important sequence of events which are in order. The sequence is arranged in time. It moves from the first to last event orderly and it has chronology. To develop the idea of past events the students need their imagination and idea. However, several students have different level of difficulty in developing ideas. As Richards (1990) pointed out, the process of moving from concepts, thoughts, and ideas to written text is complex. Moreover, to write a narrative text, students have difficulty to elaborate and organize the idea into appropriate composition.

In learning process, those difficulties need to be handled through practice. Students should be given chance to write. Abbot (1981) stated that it is not enough if only use the teachers' instruction. If they have much time to write they will know how to make good sentences and developing their idea easier. Teacher must be creative to handle the difficulties above. The teacher must give not only practice but also a specific way to make the students interest in writing, especially in narrative text. One of the ways to handle those difficulties is by using *movie trailer* as media.

Movie trailer is a part of movie which gives the audience the outline of the full movie without giving the end of the story. It can give advantages for teaching in the class room. Lonergan (1988) stated that movie or video film can help increasing students' enthusiastic in the class room. He also said that movie can provide enough input stimulation for teaching English. It means that using movie trailer can give more idea and help them to develop their writing skill. In this research, researcher uses movie trailer as media to teach students to write a narrative text. Most of students whether they are active or passive will be interested in movie or its trailer.

Harmer (2001:209) stated that film can develop simulation and the idea that they have is more creative. It means that the students need something real to brainstorm their raw idea into good one. It also give the students information and entertainment to create activities in the classroom.

Based on the background of the study above, the researcher would like to answer:

1. How does the implementation of *Walt Disney Movie Trailer* to teach the tenth graders write a narrative text?
2. How are the students' responses toward the use of *Walt Disney Movie Trailer* to write a narrative text?

RESEARCH METHOD

Referring to the research questions of the study, descriptive qualitative design used as the research method. This research used to answer the questions of how was the implementation of *Walt Disney Movie Trailer* and the students' responses toward the use of that media. In this study, qualitative research was investigative methodologies which explain about participant observer research. So it means that the researcher only focused on observing the teaching and learning process in the classroom and didn't take part in both process. The process included the process of writing a narrative text using *Walt Disney Movie Trailer* in the end of the teaching and learning process. The researcher explained the implementation of *Walt Disney Movie Trailer* during the teaching and learning and the students' responses toward the media in the form of words to make it easy to understand.

The subject of this study is tenth graders of senior high school and the teacher. The tenth graders were chosen because according to English Standart Competence, they needed to be able to create an essay such as *narrative, report* and *procedure*. The subject was selected because the researcher believed that the tenth graders already know how to write a long text such as narrative.

This study conducted at SMA Negeri 11 Surabaya. It located on Jl. Perumnas Tandes Kulon Surabaya. There were tenth classes of the tenth grades in this school. The researcher used students of X-6. There were 39 students, 14 boys and 25 girls. They learnt writing a narrative text using *Walt Disney Movie Trailer* as media.

In this study, the researcher collected the data from field note, observation checklist and questionnaire. The explanation of them as follows:

1. Field Note

Field Note was used to collect the data during teaching and learning process. The data which gave information what the teacher and students did in the implementation of *Walt Disney Movie Trailer*. The data was in the form of writing.

2. Observation Checklist

The next way to collect data the researcher used observation first in the class which gave information about the implementation of *Walt Disney Movie*

Trailer in writing narrative text. The observation was done in two times and in each observation the researcher observed the implementation of *Walt Disney Movie Trailer* during the learning process.

3. Questionnaire

The researcher used questionnaire to support the data from the observation. The questionnaire got the information about the students' responses toward the implementation of *Walt Disney Movie Trailer* in writing a narrative text. The questionnaire was given after the observation done. This questionnaire gave the general information about the implementation of *Walt Disney Movie Trailer* through the students' responses.

After the researcher got the data, the researcher analyzed the data which gathered through the field note, observation checklist and questionnaire in descriptive way. The data from field note and observation checklist were used to describe the observation concerning what was going on in the classroom while the teacher implemented *Walt Disney Movie Trailer* in teaching writing a narrative text.

The data from questionnaire was analyzed based on the students' responses toward the implementation of *Walt Disney Movie Trailer* in teaching-learning process of write a narrative text. The result from analyzed data would be written descriptively.

RESULT AND DISCUSSION

In this chapter, the researcher describes the observation result of using *Walt Disney Movie Trailer* to teach tenth graders in writing narrative text. It is focused on the implementation of using *Walt Disney Movie Trailer* and students' responses toward the use of *Walt Disney Movie Trailer*. The data were taken from the observation checklist and field note. The observation was conducted in class X-6, SMA Negeri 11 Surabaya. There were two meetings which were conducted on 23th and 30th April 2014. The time allocated was 2x45 minutes. The researcher attended the class as observer not as a teacher. The researcher observed the whole activities and behavior occurred in the class done by both the teacher and the students and wrote them in the field note.

The first observation was conducted on 23th April 2014 and the second one was on 30th April 2014. It was on Wednesday and the class began at 12.45 p.m. When the teacher and researcher entered the class in the first observation, the students were not ready. Most of them were still on the outside of the classroom because the English lesson started after the break time.

The teacher did three activities, pre-viewing, viewing, and post-viewing. In pre-viewing activity the teacher asked the students about the background knowledge that

they have already known, i.e. generic structure and language features. The teacher also gave the students example of narrative text. The title of the text was Cinderella. The students read the text and paid attention to the generic structure of the text.

After the students knew about the basic knowledge in narrative text, the teacher informed them that they want to watch *movie trailer*. The teacher played the *movie trailer* with the title "BRAVE". The teacher played the *movie trailer* twice. In viewing activities, the teacher asked the student to take some information from *movie trailer*. Furthermore, it had purpose to make the students easy to develop it based on the generic structure.

Still in the viewing activity, the teacher investigated the students' understanding by asking some questions about characters, setting, and conflict which found in the *movie trailer* and wrote the information on the whiteboard. The teacher also gave brief information about the real story from the *movie trailer*.

After that the teacher did post-viewing activities which was asking the students to make narrative text based on the information which they got from the *movie trailer*. The teacher also explained that they needed to pay attention to the generic structure. After made sure that the students understood about the information which the teacher gave, he asked them to start writing their narrative text.

Meanwhile, in the second observation, the teacher reviewed the previous lesson about narrative. The teacher wanted to refresh the students' memory of the generic structure and language features. Most of students forgot to use verb 2 and the generic structure was unclear. Therefore, the teacher gave more example of narrative text in power point. The students paid attention and the teacher explained again about the generic structure so that in the future they did not make same mistakes again. In this pre-viewing activity the teacher asked the students about their background knowledge briefly.

After that, the teacher did the viewing activity. The teacher played the *movie trailer* with the title "Frozen". Similar to the previous observation, the teacher asked the students to take note about the information. The teacher made sure that the students were ready so that he could play the *movie trailer*. Then, he played the *movie trailer*.

While students were watching "frozen" *movie trailer*, they took some important information from it. The information could help them to develop it into good narrative text based on the generic structure and language features. The students were focused in the *movie trailer* and tried to understand each event carefully. They were also more relaxed than the first time they watched *movie trailer*.

After playing the movie trailer, the teacher still did viewing activity which investigated the students' understanding again by asking some questions about characters, setting, and conflict which found in the "FROZEN" movie trailer and wrote the information on the whiteboard. The teacher also gave brief information about the real story from the movie trailer.

After that, the teacher did post viewing activities. The teacher asked the students to make narrative text based on the information which they got from the movie trailer. The teacher also explained that they needed to pay attention more to the generic structure and language features that they always did. After made sure that the students understood about the information which the teacher gave, he asked them to start writing their narrative text.

It can conclude that, in each teaching and learning process, the teacher always did three activities, pre-viewing, viewing, and post viewing. What the different from each process was the movie trailer that the teacher played. The first one was "BRAVE" and the second one was "FROZEN." The researcher described the students' responses toward the used of *Walt Disney Movie Trailer* in writing a narrative text. It was used to investigate whether the use of movie trailer could help the students to develop their idea in writing narrative text. The researcher analyzed the result through the questioners which had given in the second observation.

Starting from questions number one to four, each question dealt with writing lesson given by the teacher. The first question dealt with how much they like writing lesson in English subject, second questions dealt with how much they like writing a text as a task from the teacher, the third question dealt with how much they like write a long text such as narrative and lastly the fourth questions dealt with how much they like to write a narrative text as a task which is given by the teacher.

The researcher was analyzing students' answers in questions number one to four. From the whole students, most of students choose suka (like). The rest chosen sangat suka (really like) and kurang suka (rather like). It meant that most of the students actually like the writing lesson in English subject which was given by the teacher.

Next, questions number five and six analyzed the students' responses in the implementation of *Walt Disney Movie Trailer*. Questions number five dealt with how much the students like to use *Walt Disney Movie Trailer* to help them write a narrative text in teaching and learning process. Questions number six dealt with how much they like to use *Walt Disney Movie Trailer* in teaching and learning writing long text such as narrative text.

The researcher was analyzing students' answers in questions number five to six. From the whole students, the average students who chosen suka (like) was larger than other options. The rest chosen sangat suka (really

like) and kurang suka (rather like). It meant that most of the students actually like the use of *Walt Disney Movie Trailer* to help them write a long text narrative text in teaching and learning process.

The last questions number seven to ten analyzed students' problem in the implementation of *Walt Disney Movie Trailer* in writing narrative text. Questions number seven dealt with how much the students like to use *Walt Disney Movie Trailer* to arrange a text to become a narrative text. Questions number eight dealt with how much the students like to use *Walt Disney Movie Trailer* to help them choosing the idea in writing narrative text. Questions number nine dealt with how much the students like to use *Walt Disney Movie Trailer* to help them developing the idea (from questions number eight) in writing narrative text. The last questions dealt with how much students like to use *Walt Disney Movie Trailer* to motivate them in writing narrative text.

The researcher was analyzing students' answers in questions number seven to ten. From the whole students, the average students who chosen suka (like) was larger than other options. The rest chosen sangat suka (really like) and kurang suka (rather like). It meant that most of the students actually like to use *Walt Disney Movie Trailer* to solve their problem in writing narrative text such as helping them in arranging a text to become a narrative text, choosing the idea in writing narrative text, developing the idea before and motivate them in writing a good narrative text.

From those questionnaires, the researcher got the positive responses from the student. The students liked the implementation of *Walt Disney Movie Trailer*. The majority of the students have positive responses toward the use of that media.

The activities that the teacher always did were pre-viewing, viewing, and post-viewing activities. In the pre-viewing activity the teacher discussed the generic structure and language features of narrative text with the students. The purpose of that activity was to make the students understand the basic knowledge such as generic structure and language features of narrative text. According to Stoller (1990:12) the primary purpose of pre-viewing activities is to prepare students for the actual viewing of a video, because comprehension is partially determined by the student's own background knowledge or schemata. So, in this activity the teacher had already gave brainstorming to activated background knowledge of the students about generic structure and language features which lead them to compose a good narrative text.

In the viewing activity, the teacher always reminded the students to pay attention to *the movie trailer* by taking some important notes. In this activity the teacher discussed about the characters, setting, time, and conflict which were happened in the *movie trailer*. From the Stoller (1990:13) point the primary purpose of viewing activity is to facilitate the actual viewing of a video. It means that the students needed to watch the *movie trailer* to get the information before compose their own narrative text.

In the post-viewing activity the students composed their own narrative text based on the *movie trailer* that they have already watched before. They should avoid the similar story of the real movie, they needed to make their own idea but still based on the characters, settings, time, and conflict on the *movie trailer*. After they did compose their own narrative text, they have to submit it to the teacher.

After the implementation of *Walt Disney Movie Trailer* the students were able to develop their idea into narrative text. *Walt Disney Movie Trailer* could bring the students interest in writing narrative text because the atmosphere was great in the classroom. The teacher also did not forget to reach the goal in the teaching and learning process. In the other hand, there were students who did not able to compose narrative text. It could be because of the students lacked information from the *movie trailer* or they did not have enough time to write their narrative text.

From the analysis of the students' responses toward the use of *Walt Disney Movie Trailer*, the researcher could conclude that most of the students like to use that media to help them composed a good narrative text. The researcher got positive respond from the students. According to Stempleski and Tomalin (1990:3) the combination of moving pictures and sounds are able to present language in more comprehensive ways than any other teaching media and more realistic too. After the implementation of *Walt Disney Movie Trailer* the students were able to compose narrative text. They also like to use *Walt Disney Movie Trailer* to solve their problem in writing narrative text.

Conclusion

Based on the analysis of the result and the discussion in chapter IV, the researcher made conclusion referred to the research questions. The result showed that the teacher did three activities to implement *Walt Disney Movie Trailer* in teaching narrative text. In pre-viewing activity the teacher discussed the generic structure and language features of narrative text with the students. Then, in the viewing activity, the teacher reminded the students to pay attention to the *movie trailer*. The teacher also asked the students to take some important notes. In this activity the teacher and the students discussed about the characters, setting, time, and conflict which were happened in the *Walt Disney Movie Trailer*. And lastly in the post-viewing activity, the students composed their own narrative text based on the *Walt Disney Movie Trailer* that the teacher played. After the implementation of *Walt Disney Movie Trailer* the students were able to develop their idea into narrative text. *Walt Disney Movie Trailer* could bring the students interest in writing narrative text because the students were enthusiastic in

the implementation of *Walt Disney Movie Trailer* in the classroom.

The result showed that the students' have positive responses toward the implementation of *Walt Disney Movie Trailer*. Most of the students liked the implementation of *Walt Disney Movie Trailer* in teaching and learning process especially writing narrative text. *Walt Disney Movie Trailer* could help them solve their problem in writing such as developing the idea.

Suggestion

Here, the researcher suggests some advice which can be useful for the readers which is related to this study.

a. For the teacher

Walt Disney Movie Trailer is actually the authentic media which can bring the students' interest to learn narrative text. This media also can give the students good impact to help them compose narrative text and it also can bring the cheerful atmosphere during teaching and learning process.

b. For the other researchers

There are many areas which can be analyzed to continue this study. It can be about the different titled of movie trailer, different students or different skills. The new researchers must know that this media can help the students.

References

- Abbot Grey, J.G., Douglas Mckeating, & Peter Wingard. (1981). *The Teaching of English as an International Language: Practical Guide*. London: Williams Collins Son & Co. Ltd.
- Depdiknas. (2006). *KTSP Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Depdiknas.
- Gould, Erick. (1989). *The Ack of Writing*. New York: Random House.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching (3rd ed)*. London: Pearson Education Limited.
- Kane, Thimas, S. (2000). *The Oxford Essential Guide to Writing*. New York: Barkley Books.
- Lonergan, Jack. (1988). *Video In Language Teaching*. Cambridge: Cambridge University Press.
- Stempleski, Susan and Tomalin, Barry. (1990). *Video in Action: Recipes for Using Video in Language Teaching*. UK: Prentice Hall International.
- Stoller, L. Fredricka. (1990). Films and Videotapes in the Content-Based ESL/EFL Classroom. *English Teaching Forum, Volume XXVIII Number 4*, 12-13.