

DEVELOPING WRITING NARRATIVE TEXT OF GRADE X STUDENTS THROUGH FILM TRAILER

Ningsi Marko¹, Mawardin M. Said²

English Education Study Program, Faculty of Teacher Training and Education
Tadulako University

ningsidumalang@gmail.com

mawardinmsaid@yahoo.com

Abstract

The purpose of this research was to find out whether the students' ability in writing narrative text can be developed by using film trailer or not. A quasi experimental research design was used by involving two classes; experimental and control classes. Twenty-one students of X MIA 1 as the experimental class and thirty students of X MIA 2 as the control class. They were selected by using clustering sampling technique. The data collection was test given as pre-test and post-test. Pre-test was used to measure the students' ability in writing narrative text before using the media film trailer, and the post-test was used to measure their ability in writing narrative text after using the media film trailer. The result of the research showed that the t-counted value (3.01) was greater than the value of t-table (1.66). It proved that the research hypothesis is accepted. In conclusion, film trailer can improve the students' ability in writing narrative text at Grade X students at SMA Negeri 1 Sindue.

Keywords: Film Trailer, Narrative Text, Writing

Tujuan dari penelitian ini adalah untuk mengetahui apakah kemampuan siswa dalam menulis teks naratif dapat dikembangkan dengan menggunakan cuplikan film atau tidak. Desain penelitian quasi eksperimental digunakan dengan melibatkan dua kelas; kelas eksperimen dan kontrol. Dua puluh satu siswa pada kelas X MIA1 sebagai kelas eksperimen dan tiga puluh siswa pada kelas X MIA 2 sebagai kelas kontrol. Mereka dipilih dengan menggunakan teknik pengelompokan sample. Pengumpulan data adalah tes yang diberikan sebagai pre-test dan post-test. Pre-test digunakan untuk mengukur kemampuan siswa dalam menulis teks naratif sebelum menggunakan media cuplikan film, dan post-test digunakan untuk mengukur kemampuan mereka dalam menulis teks naratif setelah menggunakan media cuplikan film. Hasil penelitian menunjukkan bahwa nilai t-counted (2.94) lebih besar dari nilai t-table (1.666). Ini membuktikan bahwa hipotesis penelitian diterima. Kesimpulannya, cuplikan film dapat meningkatkan kemampuan siswa dalam menulis teks naratif di kelas X di SMA Negeri 1 Sindue.

Kata kunci: Cuplikan Film, Teks Naratif, Menulis

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Writing skills are important part of communication. According to Jozsef (2001:5), "writing has difficulties which include the development of ideas, the cover in presenting acquaintances, and the report of occurrence". The difficulties in writing are faced by the students. According to Heaton (1988:135), "The writing skills are the complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judge mental elements."

Writing is one of the productive skills that must be learned in a language classroom. Learners engaged in a productive task become very frustrated when they do not have the word or the grammar they need to express

themselves. The students are expected to be able to make a text based on the context in oral or written form by hanging on the structure and language feature of the text (Kemendikbud, 2013:64). It means that the students are demanded to accomplish a whole component in writing. In addition, the importance of writing to be taught to the students is stated on the 2013 Curriculum (Kemendikbud, 2013:65) at the main competence that the students are expected to be able to develop their knowledge regarding the topic that had been learned in spoken or written form and exert the methodology based on the principles. In other words, they have to be active to comprehend the lesson in long term memory and they can develop their ability especially in writing. Shortly, writing skill is inevitability elaborated in order to achieve the point of the curriculum and also to help them in developing their proficiency.

The researcher did the preliminary research by interviewing the teachers and the students of SMA Negeri 1 Sindue. The result of interview revealed that the grade X students of SMA Negeri 1 Sindue faced problems in writing. They were still intricate in writing paragraph because of several problems such as idea organization, grammar, and mechanics. It was difficult for students to develop their idea into paragraph. The first problem was most of the students were not taught how to write a good paragraph. Second, they did not have any idea what to write because the given topic was out of the students' knowledge and the lack of related resources. Third, the students were lack of vocabularies. The last, it was difficult for them to write narrative text cohesively and systematically. These problems have led the researcher to find out the effective media in teaching writing.

Based on the result of interview to the English teachers of SMAN 1 Sindue, the students' ability in writing especially in writing narrative text was low, and it needed improvement because there were many students who could not achieve the targeted mark. The reasons of the case were the students often felt bored when they learned in the classroom with conventional teaching method and the students had lack of time to read the material. Besides, there was no motivation from the students to study, so the teacher needed to give them motivation. Teacher have to be creative in developing technique and method in teaching writing to solve these problems.

The existence of media in improving students' writing ability will help the teacher and students in classroom. Tileston (2005:137) argues that "if the teachers add a variety of media into the classroom, they significantly raise the possibility of reaching all students." It means that the possibility of an effective teaching writing can be raised by the use of an appropriate media that is suitable for the learners. In this research, the researcher used the film trailer as media to develop the students' writing ability in writing narrative text.

In the teaching and learning process, teachers are expected to make it more interesting through the medium used. Movie is one of the media that can be used in teaching writing narrative text. According to Arsyad (2009:15) by using a movie, the teacher gives a new atmosphere in their class so that the students have big enthusiasm in learning process, besides visual aids can help students master the material that the teacher gives to them. Video will help the students generate their interest in writing. According to Istanto (2009), video can trigger students' interest to acquire the target culture as well as language. The use of video like movie trailer will bring many advantages for students. Film trailer as one the products of multimedia technology can be used in teaching writing.

There are several advantages for using movie trailer in teaching writing, they are: the students can be motivated by engaging them in visual representation on the movie (Alberta, 2003). Secondly, the students will be creative by seeing ideas without limitation of words (Harmer, 2009). Harmer also

adds that the last advantage is the teaching learning of writing will be more enjoyable. Therefore, the use of media in teaching writing narrative text is believed to be recommended.

A film or motion picture is a series of moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Film is a series of moving pictures recorded with sound that tells a story. The film can be an optional tool to foster students' critical thinking. It helps the students integrate the audio and motion video then write them into a story movie. In line with that, Sandy (2001:233) states that film brightens up the classroom and brings more variety, enjoyment, and interest in language learning. It can be concluded that film is an alternative media in teaching narrative.

Based on the explanation above, the researcher interested to find out the effectiveness and the effect of film trailer in teaching narrative text. The researcher intended to conduct a quasi experimental study entitled "*Developing Writing Narrative Text of Grade X Students through Film Trailer at SMA Negeri 1 Sindue*". In this research, the researcher used movie trailer as a media to teach students to write a narrative text. Most of students whether they were active or passive were interested in movie or its trailer.

Film trailer is regarded to be an appropriate to the students. Burns (2009) states that film genre contains concepts of right and wrong, good and bad characters in overcoming obstacles to accomplish an important and moral mission. It means that despite providing a fiction story line which is similar to the narrative writing, film genres also provides moral values that students can learn from. Therefore, teachers should be wise in choosing the genre of the film trailer as media in teaching writing narrative text to gain the students' interest and help them in generating idea.

The researcher intended to use film trailer to develop the students' writing ability in writing narrative text. By using film trailer, the students are expected to be more interested in learning, able to understand more about the material, and improve their ability in writing narrative text. Concisely, the problems of writing can be solved by using film trailer. Writing has its elements and the concepts, the students need to comprehend well about that and this method includes them, too. As a result, their writing ability can be improved.

Another research project was done by Khabibi (2014) under the title "*A Study of Action Movie Trailers to Improve Students' Ability in Writing Narrative Text for the Tenth Grade Students of MAN 1 Mojokerto*". The researcher used a quasi-experimental design. By using t-test, to find out the significant improvement between conventional method and action movie trailer through the score pre-test and post-test. The result of analysis in the research showed that teaching action movie trailer adequate success. Action movie trailer is effective, so it can be used as an alternative method in teaching writing narrative text based on the result gained in post-test students' achievement. From the result score in the post-test there was significant improvement in which the post-test means 79.625 for experimental group and 65.167 for the control group.

From the previous studies, the researcher found the similarity among the prior researchers and the recent research. The similarity from those previous study with this research such as in method and the skill. The outcome of thoughts, composing, and correcting processes are the written product that involve distinctive skill which is not everybody naturally has it. Brown (2000:335) states "However, the written form of uttering idea was the difficult one for the reason that it should be grammatically, coherently, and cohesively".

Based on the problems, the researcher formulated the research question as follows:
"Can the use of film trailer develop the students' writing ability in writing narrative text at the grade X of SMA Negeri 1 Sindue?"

RESEARCH METHOD

In this research, the researcher used a quantitative research because the researcher wanted to know the effectiveness of using film trailer to improve the students' ability in writing narrative text. The design of this research was quasi-experimental research design which was intended to find out the differences of students' ability in writing narrative text between the students who taught by using film trailer and those who taught without film trailer. Creswell (2008:60) states that the quasi experimental research design is a research in which the investigator determines whether an activity or materials

made a difference in result for participant. This research used a design which is proposed by Cohen, Manion and Morrison (2007:283) as follows:

O ₁	X	O ₂
O ₃		O ₄

In which:

- O₁ : the pre-test of the experimental class
- X : the treatment of the experimental class
- O₂ : the post-test of the experimental group
- O₃ : the pre-test of the control group
- O₄ : the post-test of the control group

The population of this research was the grade X students at SMA Negeri 1 Sindue which consisted of 3 parallel classes. Each classes consisted of 21 until 30 students. The total of population was 81 students including 23 male students and 58 female students. The samples of this research were X MIA 1 as the experimental class and X MIA 2 as the control class. The samples were chosen by using cluster sampling.

There are two types of variable in educational research, dependent variable and independent variable. The dependent variable of this research was the students' ability in writing narrative text, while the independent variable was the use of film trailer.

The researcher used achievement test to identify the comprehension of the students to the materials. The test is aimed to identify the students' comprehension by measurement that has been set appropriately. In this research, the test was arranged for collecting the data of the use of film trailer. According to Brown (2000:391), "Achievement tests are limited to particular material covered in the curriculum within a particular time frame, and are offered after a course has covered the objectives in questions." Another opinion comes from Ary, Jacobs, Razavieh, and Christine (2010:201) "affirm that the lesson has been studied should be assessed". Therefore, the researcher evaluated the students to see the final score that has been achieved.

The tests were given twice, at the beginning of research (before conducted the treatment using film trailer) and at the end of research (after conducted the treatment using film trailer). The type of text that used in this research was writing text. The pre-test was given to measure the students' writing ability in writing narrative text before the treatment held.

The pre-test in the experimental class were given before did the treatment. The researcher came into the classroom and introduced herself. The researcher explained about what they would going to do. Then the students were asked to do the pre-test. This test was used to check the students' prior knowledge in writing narrative text. After administered pre-test to both experimental and control classes, the researcher gave treatment using film trailer to the experimental class. Before doing the treatment, the material about writing narrative text was given. It was about the social function, the schematic structure, and the significant grammatical pattern of the narrative text. The experimental class students were asked to watch the trailer movies and retell the story with their own words. The post-test was given after conducting all the activities above. It was used to measure the improvement of the students after given treatment using movia trailer.

FINDINGS

In collecting the data, the researcher used tests as the instrument of the research. There were two kinds of tests in this research, they were pre-test and post-test. Both experimental and control classes were given the tests. The pre-test was given to the students before the treatment to find out the students' prior knowledge. Meanwhile, the post-test was given after the treatment in order to know the impact of using film trailer to the students. In experimental class, the researcher applied the treatment using film trailer, while in control class, the researcher did not apply the treatment using film trailer. The treatment was conducted on April 3rd, 2019 until April 25th, 2019. The result of pre-test and post-

test were compared to measure whether the use of film trailer improved the students' ability in writing narrative text or not. The result of both classes can be seen in the following tables.

Table 2 The Result of Pre-test and Post-test of Experimental Class

No	Initial	Pre-test	Post-test	Score Deviation (d)	Square Deviation (d^2)
1	AAD	16	50	34	1156
2	ALD	16	50	34	1156
3	AKR	33	58	25	625
4	ACW	16	58	42	1764
5	ASW	16	41	25	625
6	DAS	16	50	34	1156
7	FAZ	25	58	25	625
8	FAR	33	50	25	625
9	FIF	25	50	25	625
10	FDN	25	58	33	1089
11	GID	25	58	33	1089
12	IAD	16	58	42	1764
13	IND	25	58	33	1089
14	NUF	25	50	25	625
15	NUA	16	50	34	1156
16	NRY	25	41	16	256
17	SID	25	50	25	625
18	STT	33	58	25	64
19	JNS	16	41	25	625
20	RIA	33	50	17	289
21	WDI	25	58	33	1089
Total		485	1095	610	18117

Table 2 shows the highest score of pre-test in experimental class is 33 and the lowest score is 16. The mean score of the pre-test in experimental class is 23.09. Meanwhile, the highest score of the post-test in experimental class is 58 and the lowest score is 41. The mean score of the post-test in experimental class is 52.14. Based on the calculation of the mean deviation on the pre-test and post-test of experimental class, the researcher found that the highest score of deviation (d) of the experimental group is 42 and the highest square deviation (d^2) is 1764.

Table 3 The Result of Pre-test and Post-test of Control Class

No	Initial	Pre-test	Post-test	Score Deviation (d)	Square Deviation (d^2)
1	ANR	16	25	9	81
2	ARR	16	41	25	625
3	AYI	25	33	8	64
4	AFR	16	33	17	289
5	AYM	25	33	8	64
6	ASM	25	33	8	64
7	DLR	25	33	8	64
8	DIA	16	33	17	289
9	DTL	16	25	9	81
10	DWS	25	33	8	64
11	FTN	16	41	25	625
12	FHA	0	33	33	1089
13	ISR	16	25	9	81
14	IND	16	33	17	289
15	LST	33	25	9	81
16	MFD	16	25	9	81
17	MMZ	25	25	0	0
18	MSR	33	33	0	0
19	MFJ	33	33	0	0
20	NHT	16	33	17	289

21	NHZ	25	33	8	64
22	NRS	33	33	0	0
23	NHZ	16	25	9	81
24	NRS	16	41	25	625
25	NRH	25	33	8	64
26	NRF	16	25	9	81
27	RFL	25	33	8	64
28	TZA	25	25	0	0
29	TRH	25	41	16	256
30	WFS	16	25	9	81
Total		631	942	328	5536

Based on table above it can be seen that the highest score of the pre-test in control class is 33 and the lowest score is 0. The mean score of the pre-test in control class is 21.03. Meanwhile, the highest score of the post-test in control class is 41 and the lowest score is 25. The mean score of the post-test in control class is 31.04. After calculated the score, the researcher got the highest score of deviation (d) of the control group is 33 and the highest square deviation (d^2) is 1089.

Based on the result of the calculation, the researcher found that there was a difference between the students' mean score of post-test in experimental class and the students' mean score of post-test in control class. The students' post-test mean score in experimental class (52.14) was higher than the students' post-test mean score in control class (31.04). The result showed that there was a progress in students' achievement in the experimental class after the students got the treatment.

The researcher found that the t-table was 1.66. By applying the 0.05 level of significance with the degree of freedom (df) $N_x + N_y - 2 = 44$, the researcher found that the t-counted (3.01) was higher than t-table (1.66). It showed that the hypothesis was accepted. Thus, film trailer is effective to develop the students' ability in writing narrative text.

DISCUSSION

The objective of this research was to prove that the use of film trailer is effective to develop the students' ability in writing narrative text. In this research, the researcher only focused on three writing components; grammar, organization, and mechanics. In collecting the data, the researcher used tests as the instrument. The tests were given in the pre-test and post-test. The researcher gave pre-test to both experimental and control classes at the first meeting. The pre-test was given to the students before the treatment to find out the students' prior knowledge. Then, the researcher provided the result of the error rate of pre-test in experimental class which was 80.5% in organization, 90.9% in mechanics, and 80.5% in grammar. The percentage showed that the highest error rate was on mechanics. Afterward, the error rate of the pre-test in control group was 86.9% in organizations, 69.5% in mechanics, and 78.2% in grammar. It can be concluded that the highest error in the control class was organizations.

After the pre-test was given to the students, the researcher gave the treatment to both the experimental and control classes for six meetings in different method. The experimental class was taught by using film trailer while the control class used another method in writing narrative text. In teaching the experimental class, the researcher introduced the students what film trailer is because the students felt unfamiliar with this term. The researcher focused on explaining the narrative text in detail. She started from the generic structures. She explained in detail the definition, language features, and the example of narrative text.

After the researcher gave the treatment to the students, the researcher gave post-test to both experimental and control classes to know the progress of the students' achievement after the treatment. After getting the result of the post-test in both classes, the researcher found that the error rate of experimental was 30.4% of students made mistake in common grammar, 13.0% of the students had incorrect sentences, and 8.6% in the organization. Furthermore, the error rate of the post-test in the control class was 8.6% in mechanics, 43.4% in grammar, and 60.4% in the organization. From the percentage of the error rate of the post-test in the control class, the organization was the highest. Thus, the results presented a fact that this method is effective to help the students improve their ability in writing narrative text. In addition, this method can be used in any content area.

After getting the result of the pre-test and post-test in the experimental class, the researcher compared the error rate of pre-test and post-test. The percentage of error rate showed that there was decrease of the error rate of grammar from 56.5% to 30.4%, mechanics from 40% to 13.0%, and organization from 90.9% to 8.6%. Furthermore, there were deduction of error rate about 26.1% for mechanics, 27% organizations, and 82.3% for grammar.

After finding out the result of the research, the researcher then correlated the findings to the previous ones conducted. A first study from Relawati (2012), "*Using Walt Disney Movie Trailer to Teach Tenth Graders in Writing Narrative*", the 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 and learning process made the students interest in writing narrative text because they were enthusiastic in the classroom. 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 was suggested for the teachers to use this media in teaching and learning process especially in writing a narrative text.

Another study from Nuryanto (2017) entitled "*The Use of Action Movie Trailer in Teaching Narrative Text at Man 1 Pontianak*". This research was carried out for tenth grade students of MAN 1 Pontianak in academic year 2016/2017. The results of this study showed that action movie trailer was effective and the criteria of the effect size were categorized strong. Hence, it was concluded that action movie trailer is strongly effective in teaching writing of narrative text. It can be concluded that the use of using film trailer is effective to improve the students' ability in writing narrative text and the students had big enthusiasm in the learning process using film trailer.

CONCLUSION

After analyzing the data statistically, the researcher concludes that the use of film trailer can develop the students' writing ability in writing narrative text of grade X students at SMA Negeri 1 Sindue. It proves by the result of the students in pre-test and post-test. Before the treatment, the mean score of pre-test of experimental class was (23.09), after the treatment, the mean score of post-test of experimental class was (52.14), while the mean score of pre-test in control class was (21.03), and the mean score of post-test in control class was (31.04). The result indicated that the mean score of post-test in experimental class after the treatment using film trailer was better than the mean score of pre-test. The result of data analysis showed that t-counted (3.00) was higher than t-table (1.666), it signifies that the hypothesis was accepted. It means that the use of film trailer can improve the students' ability in writing narrative text.

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