

# STUDY ON USING TRAILER MOVIE MEDIA TO IMPROVE STUDENT'S WRITING SKILL IN NARRATIVE TEXT AT HIDAYATULLAH ENGLISH COLLEGE (HEC) BANGKALAN

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## Abstrak:

Penulisan adalah salah satu kemampuan yang penting dalam pembelajaran, dikarenakan efek samping dari virus korona, sistem pembelajaran yang ada di Pendidikan masih berada di fase peralihan dari pembelajaran daring menjadi luring, dan juga berakibat banyak sekali murid yang kurang minat untuk belajar dan mengabaikan penjelasan dari guru. Penelitian ini bertujuan untuk mengetahui tanggapan murid ketika menggunakan media yang berbeda yaitu menggunakan film trailer, serta menjelaskan peningkatan keterampilan penulisan dengan menggunakan media trailer movie. Teknik pengambilan data yang digunakan dalam penelitian ini adalah observasi dan tes. Karena terbatasnya waktu yang disediakan, observasi dilakukan sebanyak 2 kali dan tes sebanyak 1 kali. Dengan adanya penelitian ini, peneliti mengetahui bahwa siswa menjadi lebih minat belajar dan keterampilannya menjadi lebih baik dengan menggunakannya media tambahan dalam sebuah pembelajaran, khususnya menggunakan media film trailer atau visual. Kesimpulannya adalah dengan metode ini, murid memberikan respon yang positif terhadap pembelajaran yang berlangsung didalam kelas, serta murid menjadi lebih minat belajar, interaktif, imajinatif, dan responsive.

**Kata Kunci:** Film Trailer, Kemampuan Penulisan, Teks Naratif

## Abstract:

*Writing is an important skill in learning, due to the side effects of the corona virus, the existing learning system in Education is still in a transitional phase from online to offline learning, and also results in a large number of students being less interested in learning and ignoring teacher explanations. This study aims to find out students' responses when using different media, namely using movie trailers, as well as explaining the increase in writing skills using movie trailer media. Data collection techniques used in this study were observation and tests. Due to the limited time provided, observations were made 2 times and tests 1 time. With this research, researchers know that students become more interested in learning and their abilities become better by using additional media in a lesson, especially using trailer or visual film media. The conclusion is that with this method, students respond positively to the learning that takes place in the classroom, and students become more interested in learning, interactive, imaginative, and responsive.*

**Keywords:** Trailer Movie, Writing Skill, Narrative Text.

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## INTRODUCTION

Writing is a series of main ideas formed in writing, such as writing history, writing life experiences, writing down our feelings. the difficulty lies not only in managing ideas and producing things, but also in translating these ideas into readable text. (Richard, 2017 p.303). That means writing skills that can be done instantly, but require regular and guided practice. so students need a lot of practice in order to master writing skills.

With the rapid development of social media in this modern era, it is possible for the community, especially children who have just started school to use the internet, social media and not infrequently they already use their own cellphones. This junior high school student, has been given cellphone facilities with high specifications by his parents. They begin to learn to explore the internet more deeply to find out what is on the internet. When it comes to the internet, of course there will never be an end, this is because the internet reaches far in several countries and even the whole world. Anything can be found on the internet. young people now use the internet.

Students start learning in a different way, namely distance learning (online) by using social networks to be precise using the zoom learning application, google meet. With the outbreak of this virus, the teaching and learning process of students is more dominant using oral,

just clicking on the questions that have been given by the teacher in one of the learning applications. This has a negative impact and reduces students writing skills. One way for students to get rid of boredom, young people or students will use their social media or internet to watch the movies they like. This can be used as a good and positive thing in improving students writing skills in making text narratives.

The writing ability between students and other students is certainly not always the same, students have different abilities and insights, including when making narrative texts. In this study, film trailers are used as a way to improve students' ability in making text narratives in order to improve students' abilities in writing which is increasingly rarely practiced in this pandemic era. Writing is an activity to create a note or information that is usually written on a piece of paper. Writing can also be said to be an activity to express ideas through language media. (Saragih 2020 p.273).

Writing is the first step to express the ideas that are in the brain so as not to forget, the owner of the idea will express it by writing. This also includes when students want to learn to write narrative texts using trailer media. Narrative text is a form of conversation or writing that aims to convey or tell a series of events or human experiences according to developments from time to time.

Narrative itself comes from the word narration which means it has the

meaning of telling a story or an event. It can be concluded that narrative is a series of sentences that are narrative or describe or explain. Writing text narratives also requires skills before viewing film trailer media, the ability to express ideas, opinions, and feelings to other parties through written language.

According to Gebhardt on his journal (2018), movie trailer is short segments (usually two to three minutes) of key scene that provide interesting linguistic input and action accompanying the language. A movie trailer is a short narrative story that can be used as a medium for learning to write narratives, usually containing information about characters, conflicts and the background of the story. they will get information from the film easily. Film trailers can increase students' creativity and imagination to get ideas so they can create good writing compositions. The researcher will repeat the video trailer 2 or 3 times so that students can understand the contents of the video. The aim of this research is to know the study using movie trailer media through students writing skill. The researcher has hypothesis that the students taught using movie trailer media in writing skill effectively than those taught without movie trailer media.

Based on the research background that the researcher has determined, the formulation of the problem in this study is as follows:

1. How does the student learn by using trailer movie media to improve students writing skill in narrative text?

2. What does the student respons toward study on using trailer movie media to improve students writing skill in narrative text?

And For the objective in this study is :

1. To describe by using trailer movie media to improve students writing skill in narrative text.

2. To know the student respond by using trailer movie media to improve students writing skill in narrative text.

In education, involving both teachers and students is vital, and it benefits both parties, particularly students. For teachers, the research results can serve as a reference to enhance teaching techniques, especially in writing and listening. It can also inspire other educators to improve the quality of teaching materials. For students, the research findings can contribute to improved academic performance and better writing skills. By using film trailers as an alternative medium for writing narrative texts, students can enhance their writing abilities in an engaging way.

## **RESEARCH METHOD**

This study uses a qualitative approach, which means researchers use a kind of qualitative research. The use of a qualitative approach in this study is to find information about students' problems in learning to write more clearly and deeply as explained the background of the study. This chapter will focus more on further explanation of research design, data of resources, instruments, data collection techniques, and data analysis

techniques. In this study, The researcher tried to describe how student learn by using Movie Trailer media on students' writing skills. Qualitative research is a type of research that collects as much data or information as possible so that it is possible for researchers to understand the phenomenon as a whole. Hardani, et al., (2020 p.41).

In research, data is an information that must be processed in order to get the information needed. Based on Nugrahani (2019 p.175) data is a lot of information available so that researchers can build conclusions and actions. The location chosen for this research is HEC Bangkalan which is located on Jl. Sumur Kembang no 47 bangkalan. HEC usually contains junior high school students who are learning and understanding about English. With special and detailed learning, HEC is able to produce quality students in English. Researcher take research in courses because the courses are very The local community is interested in learning English, so the researchers wanted to take this location. The researcher took research data based on samples from 2 students who were studying at HEC, due to the limited number of students available, and also qualitative research was not too focused on the number of objects. The researcher has decided to use observation and test to collect data. Within 2 observation and 1 test.

## **RESULT AND DISCUSSION**

This research was conducted at at Hidayatullah English College (HEC) with 5 students and 1 teacher as a sample. The instruments used in this study were observation and tests. More specifically, there are 2 observations and 1 test. Why the researcher using 2 observation? Because the time is not enough. This study aimed to

investigate the use of movie trailers as a teaching tool for writing narrative texts in an English classroom. By observing the implementation process and analyzing student work samples, we aimed to discern the advantages and challenges associated with using movie trailers as a teaching aid for narrative writing.

The participants in this study comprised the entire class, which included one teacher and three randomly selected students. The teacher, with over 2 years of teaching experience, had previously instructed the same class in narrative writing. By comparing the current text results with the participants' previous work, the researcher aimed to analyze the impact of using movie trailers as a teaching tool. Additionally, the varied levels of student abilities were considered to assess the differences between using movie trailers as a teaching medium and the teacher's prior instruction.

The first observation was done to know the situation of the class, student behavior, teaching method and class facility.

The first observation started from lesson plan the teacher used. The teacher teaching mostly by using lecture method with combination of question and quiz. Even with only lecture method, the teacher still could attract student engagement in learning narrative text by asking a question and giving a quiz based on the student understanding in the lesson. The teacher stimulated the student understanding by asking the material by connecting it to the context that the students understand.

The student behavior while receiving the lesson was calm and slightly showed enthusiasm when it came to question and quiz section. The student mostly silently listening when the teacher explain the material and

only answered when they asked by the teacher.

For the facility of the class, the class was normal class comfortable room with good desk, chair, and board. The facility was lack of modern facility such as projector, monitor, or other media.

After conducting observation 1, the researcher conducted observation 2 by providing some equipment to help the teacher teaching using trailer movie as a media in teaching narrative text. The process observed were started from lesson planning to evaluation process which described below:

1. **The process of teaching.** The process of teaching was mainly described into 4 steps; pre viewing, viewing, post viewing, and evaluation.

2. **Viewing activity.** While viewing activity the students watch the trailer movie patiently and focus but there some student who are not focus in watching because of the crowd watching small laptop, there are some students who choose watch in their own phone.

3. **Post viewing activity.** After the viewing activity the student immediately discussing with their friend. They talk to each other about the cast/ character in the trailer. From the main character/protagonist, antagonist, settings, the plot. Mostly the post viewing activity was independent research. Some student discussing how to write narrative text in many different styles.

4. **Evaluation activity.** After writing their own narrative text the teacher chose 1 text to be evaluated. The teacher evaluate the 5 points of narrative text.

Based on the result mentioned in previous sub chapter. It was found that in the process of pre-writing. The teacher decided to

use trailer movie but still cannot exactly decide the genre or which trailer movie would be used. In this section the student fluently wrote the narrative text without considering grammatical error at first. This result same as Richard (2017 p.317) mentioned about writing process. For the post writing the only point can be discussed is the feedback between students and the teacher. As the result from writing section. The mainly feedback for the student is the grammatical aspect.

## CONCLUSION

As it stated in chapter 1 in research question, the researcher stated 2 research question; 1. How does the student learn by using trailer movie media to improve students writing skill in narrative text? 2. What does the student respond toward study on using trailer movie media to improve students writing skill in narrative text?

The student improved their engagement by discussing the element with other students or even with the teacher. The engagement appears because of the curious and imagination about what they watch in the trailer movie. And their writing quality are improved structure of the trailer movies that was simple enough for them to understand. For the second question “What does the student respond toward study”. Based on the observation in evaluation section, the students gave positive feedback on how the trailer movies as media helped them in learning narrative text. The trailer movie helped to stimulated.

Below are the implication that show the improvement of the students writing narrative skills: 1. Engaging writing instruction: the findings of this study indicate

that incorporating trailer movies as a media in writing narrative text can significantly enhance student engagement. Beside of the good result, the teacher must consider the chosen title of the movie trailer, because the students had their own preference in movie.

2. Enhancing narrative writing skills: the improvement of overall student's writing quality after being exposed to trailer movies as a media indicate that the results give positive impact. The trailer movies act as trigger in improving student writing skills. The clear example of story development, character development, and plot structure gave students clear example about the narrative structure and also helped the student imagine how the same structure of narrative text created many different stories.

3. Multimodal Learning Experience: by using trailer movies, the students also experienced visual, auditory and textual elements which were not found in writing skills. This multimodal experience helped the student with low creativity to develop narrative text. From the result of trailer movie, it indicates that other media like visual and audio media are good candidate to facilitate the student in helping them learning writing skills.

4. Critical analysis skills: through the short and condense of trailer movies, the students forced to analysis the story, character and the plot by themselves. This in result helped the student develop critical analysis skill which helped them improve their writing skill by creatively imagine the rest of the story, plot and character development.

These implications indicate the value of incorporating trailer movies as a media in teaching narrative writing. The use of trailer movies as a learning tool can help student to enhance engagement, enhancing writing narrative text, give multimodal learning

experience, and critical analysis skills. These finding have practical implication for educators that integrating multimedia resource like trailer movies in narrative writing instruction

### THANK YOU NOTE

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