

## **IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING WALT DISNEY MOVIE TRAILER**

**Nova Mawar Hutabarat<sup>1</sup>, Natalia Widya Pasca Tarigan<sup>2</sup>**

Dosen Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Prima Indonesia

*Corresponding Author:* nataliatarigan@unprimdn.ac.id



**ABSTRACT-**The purpose of this research was to find out the improvement of the students' writing narrative text by using Walt Disney Movie Trailer and to investigate the process of writing narrative text by using Walt Disney Movie Trailer. The sample of this research took one class, the third grade of SMP Negeri 38 Medan by using applying Classroom Action Research is done in two Cycles. To collect the data, the researcher took Quantitative and Qualitative data. The quantitative data was collected by giving writing Essay test. The qualitative data was taken from observation sheet to investigate the situation and the problems found during the teaching and learning process and diary notes aimed to note personal evaluation about the situation of the class when teaching and learning process in each Cycles, and interview sheet to interview the English teacher and students before and after conducting the research. The result of the students' mean score for Cycle I was 71,35 , and the students' mean score for Cycle II was 85,6. It also could be seen from the percentage of the students who got score 75. In the Cycle I was 60% got the score 75 and the Cycle II was 100%. During the research in every meeting the students present in the class and the students write narrative text based on steps in writing. It can be concluded that Walt Disney Movie Trailer significantly improve the students' writing narrative text. It is suggested that English teachers to apply Walt Disney Movie Trailer in teaching writing especially in writing narrative text.

**Key words:** writing narrative text, walt disney movie trailer

## **A. INTRODUCTION**

According to Harmer (2004:31) “writing encourages students to focus on accurate students to language use and because they think as they write.” It well provokes language development as they resolve problems that each writing task presents.

Writing also one way to give expression our feeling like happy or sad. All of our feeling can tell it in writing. Many people get much money by writing book, or novel. They can get many experiences from writing and they can share their knowledge to the reader when they read their own work.

Pardiyono (2007: 114) states that past tense is one of the most frequently used tense to tell about past activities of events. Simple past tense is used in narrative writing because the narration is writing about succession of event in the past. The narrative writing is usually found in novels, short stories, fairy tales, fable, etc.

When the writer observed teaching learning process at third grade students of SMP Negeri 38 Medan, the writer found some problem faced by the students especially in writing, they are: (1) the students have lack of vocabulary, especially in choosing the words and combining them into a good paragraph. So, the students are still in doubt and confused to start writing well; (2) the students felt difficult to choose an ideas and combine them into a good sentence arrangement. If

this condition continued, the students’ competences are not able to fulfill in teaching learning process. To solve the problem above, the writer is interested to apply Walt Disney Movie Trailer as media in teaching of writing skill to improve students’ ability in writing narrative text at SMP Negeri 38 Medan.

Movie trailer is a part of movie which gives the audience the outline of the full movie without giving end of the story. It can give advantages for teaching in the classroom. Lonergan (1988) stated that movie film can help increasing students’ enthusiastic in the classroom. He also said they 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, the writer 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.

From definition above, it can be assumed that by using Walt Disney Movie Trailer as media, the students got the advantages from the object being observed by themselves, and the students could express their ideas into good writing. So, Walt Disney Movie Trailer can be done by introducing media in using process good writing.

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

1. How is the process of teaching writing narrative text by using Walt Disney Movie Trailer at third grade students of SMP NEGERI 38 Medan?

2. How are the students' responses after the implementation of teaching writing narrative text using action movietrailers at third grade students of SMP NEGERI 38 Medan?

3. Why is Walt Disney Movie Trailer able to improve students' ability in writing narrative text at third grade students of SMP NEGERI 38 Medan?

## **B. RESEARCH METHOD**

Referring to the research questions of the study, Classroom Action Research is the design of this research. This design consisted of two kinds of data, they are quantitative and qualitative. They are used to measure students' ability in writing. In this research had two variable. They are independent and dependent variable. Independent variable is Walt Disney Movie Trailer and dependent variable is Narrative texts. The Classroom Action Research will be done in some cycle processes. The cycle of the process of this design has sequence process also can be repeated from begin to get the expected result.

There are four phases for each cycle, namely: planning, acting, observing, and reflecting. To do this research, the writer should do a planning before and do the research as an action of the planning, then do

the observation of the research result and the last of a cycle is to do the reflection. When the writer got the result of a cycle and it doesn't like the expected one, it will be done the other cycle which contain of the same process as before.

The subject of this study is third grades of junior high school and the teacher. The third graders were chosen because according to English Standard 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 along text such as narrative.

This study conducted at SMP Negeri 38 Medan in 2018/2019 Academic Year. This school is located at JL. Marelan VII No. 99, Terjun, Medan Marelan. There were fifth classes of the third grades in this school. The researcher used students of IX-2. There were students, 20 students. They learnt writing a narrative text using *Walt Disney Movie Trailer* as media.

In this study, there are two types of data, the qualitative and quantitative data. The researcher collected the qualitative data from diary notes, observation sheet, and interview sheet. And the quantitative data, are collected from the score of writing test from the students. Wallace (2005) stated that the quantitative data are used to analyze the score of the students. The researcher will be observed their activities by using Movie Trailer

which given to the students. Quantitative data is broadly used to describe what could measure or count.

### **C. RESULT AND DISCUSSION**

In this chapter, the researcher describes the observation result of using *Walt Disney Movie Trailer* to teach third grade in writing narrative text. It is focused on the implementation of using *Walt Disney Movie Trailer*, process of teaching writing and improving students' ability in writing narrative text. The data were taken from two types of data, the qualitative and quantitative data. The researcher collected the qualitative data from diary notes, observation sheet, and interview sheet. And the quantitative data, are collected from the score of writing test from the students.

The observation was conducted in class IX-2 SMP Negeri 38 Medan in 2018/2019 Academic Year. This school is located at JL. Marelan VII No. 99, Terjun, Medan Marelan. In the first Cycle did two meetings was held on January, 24<sup>th</sup> 2019 and 25<sup>th</sup> 2019. There were two meetings which were conducted on 24<sup>th</sup> and 25<sup>th</sup> January 2019. The time allocated was 2x45 minutes. The researcher attended the class as an observer not a teacher. The researcher observed the whole activities and behavior occurred in the class done by both the interview with English teacher and the students and wrote the min the field note. The first observation was

conducted in 24<sup>th</sup> January 2019 and the Second Cycle did two meetings was held on January 28<sup>th</sup> 2019 and January 29<sup>th</sup> 2019. There are four steps also like the first Cycle, namely plan, action, observation, and reflection. The second Cycle did to improve each aspects in writing procedure text unfulfilled in the first Cycle and to found the research problem in the first Cycle, so that can be got the maximal result in second Cycle. Planning "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 that extend paid attention to the generic structure of the text.

After the students knew about the basic knowledge of narrative text, the teacher informed them that they want to watch *movie trailer*. The teacher played the *movie trailer* with titled "BRAVE". The teacher played the movie trailer twice. In view of 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 observation 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 white board. The teacher also gave brief information

about the real story from the *movie trailer*.

After that the teacher did reflection 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.

### **CONCLUSION**

Based on the data analysis and the result of the research, the researcher concluded in the following:

1. The process of teaching students' writing narrative text used Walt Disney Movie Trailer such as firstly, before the implementation Walt Disney Movie Trailer in writing narrative text, the researcher went to the SMP Negeri 38 Medan, after that the researcher met the English teacher and asked about the score in writing skill. Secondly, the researcher went to the school, and then the researcher started to interview about what the strategy used in the process of teaching and learning in the third grade. Thirdly, the researcher had been applied in this school from identification phase in Cycle I and Cycle II run well and improved. It can be seen from students' instruction during teaching learning process, most

of students are enthusiastic and interest in the classroom and the students' positive and negative behavior. It can be seen in diary notes, interview sheet, and observation sheet.

2. Walt Disney Movie Trailer can be improved students' writing skills after analyzing the data based on the quantitative and qualitative data. It is proved by increasing mean of students' score in Cycle I and Cycle II. The improvement can be seen from the mean of the students score in Cycle I was 71,35 and Cycle II was 85,6. Data also showed of improvement ability who get score 75 in writing skills. Where, the percentage of the Cycle I was 71,35 (12 students). Finally, in Cycle II was 85,6 (20 students). Therefore, it can be concluded that applied Walt Disney Movie Trailer could be improved the students' writing narrative text. It can be seen from students' instruction during teaching learning process, most of students are enthusiastic and interest in the classroom and the students' positive and negative behavior.
3. Walt Disney Movie Trailer able to improved students' writing skills. The result showed that the teacher did two cycle, Cycle I and Cycle II. In Cycle I activity the researcher discussed the generic structure and language features of narrative text with the students, then the researcher

reminded the students to pay attention to the movie trailer. The researcher also asked the students to take some important notes. In this activity, the researcher and the students discussed about the characters, setting, time, and conflict which were happened in the Walt Disney Movie Trailer. And lastly, in Cycle II activity, the students have been written their own narrative text based on the Walt Disney Movie Trailer that the teacher played. After the students seen the video of Walt Disney Movie Trailer, the students were able to made their idea into narrative text. Walt Disney Movie Trailer could bring the students interest in writing narrative text because the students were enthusiastic in writing narrative text by using Walt Disney Movie Trailer. It can be seen in diary notes, interview sheet, and observation sheet.

### **SUGGESTION**

The result of this research shows that used Walt Disney Movie Trailer can improved students' achievement in writing narrative text. The following suggestion are directed to:

1. English Teacher: It is better to use Walt Disney Movie Trailer on teaching writing narrative text, because it interesting, easy, and could improve the students' achievement in writing especially in writing narrative text.

2. Students: Should have more confident in exploring their ability and ideas with to do more exercises in writing especially in writing narrative text, also to enrich the vocabulary, knowledge, and organization.
3. Other researcher: Should be continue this research to find out the effectiveness using Walt Disney Movie Trailer as media on teaching writing skills.

### **REFERENCES**

- Ahmed Mohammed Saleh Alduais. *Integrationof Language Learning Theories and Aids Used for Language Teaching and Learning: A Psycholinguistic Perspective*, Journal of Studies in Education ISSN 2162-6952 2012, Vol. 2, No.4.
- Andrew Johnson, (2006): *An Example of an ESL/EFL Website that Transformed froma Testintgoa Teaching Focus*, English Trailersv 4, The JALTCALL Journal.
- Arikunto, S. 2010. *Prosedur Penelitan*. Jakarta: RinekaCipta.
- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: PT RajaGrafindo, Persada2003.
- Carrol, A, J. (2001). *Writing and Grammar*.United States of America : Prentice Hall.

- Gerot and Wignell. 1994, *Making Sense of Functional Grammar*, Australia: Antipodean Educational Enterprises.
- Harmer, J. 2004. *The Practice of English Language Teaching*. UK: Longman Publications.
- Harmer, J. (2001: 282), *The Practice of English Language*, England Pearson Education Limited.
- Heaton, J.B. 1988. *Writing English language Tests*. (2thEd). London and New York: Longman Group.
- Heffernan, N. 2005. *Watching movie trailers in the ESL class*. The Internet TEFL Journal, 9.
- Hshio-Lan Hsieh. 2010. *The Effect of Movie Viewing on Learning English as Foreign Language*, Taiwan Hsinchu: Yuanpei University.
- Jack C Richard and Willy A. Renandya (2000: 318), *Methodology in Language Teaching*, US of America: Cambridge University Press.
- Joseph E. Champoux. (2007:3). *Film As a Teaching Resource* Journal of Management Inquiry.
- Kern, Richad. 2000. *Literacy and Language Teaching*. New York: Oxford University Press.
- Lauber, G. 2000. *Writing as Learning*. A content – Based Approach.
- Lonergan, Jack. 1998. *Video In Teaching*. Cambridge: Cambridge University Press.
- Mayers, Alan, (2005:13). *Gateways to Academic Writing: Effective Sentences Paragraph and Essays*, New York: Pearson Education.
- Nasution & Suswati. (2013). *Reading*. Unimed Press. Medan.
- Nurgiyantoro, Burhan. 2001. *Penelitian dalam Pengajaran Bahasa dan Sastra*: Yogyakarta: BPFE.
- Pardiyono, 2007. *Pasti Bisa. Teaching Genre-Based Writing*. Yogyakarta: CV. Andi Offset.
- Siahaan, Sanggam. 2007. *Generic Text Structure*. Medan: Graha Ilmu.
- Wallace, J.M. 2005. *Action Research for Language Teachers*. Cambridge: Cambridge University.