



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN STKIP PGRI JOMBANG

Jalan Patimura III/20, Telp. (0321) 861319-854319 Jombang - 61418

PROGRAM STUDI : PENDIDIKAN EKONOMI
TERAKREDITASI : SK/BAN-PT NO. 1521/SK/BAN-PT/Akred/S/VI/2018
PROGRAM STUDI : PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN
TERAKREDITASI : SK/BAN-PT NO. 1133/SK/BAN-PT/Akred/S/X/2015
PROGRAM STUDI : PENDIDIKAN MATEMATIKA
TERAKREDITASI : SK/BAN-PT NO. 0259/SK/BAN-PT/Akred/S/IV/2016

PROGRAM STUDI : PENDIDIKAN BAHASA DAN SATRA INDONESIA
TERAKREDITASI : SK/BAN-PT NO. 1694/SK/BAN-PT/Akred/S/VIII/2016
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI : SK/BAN-PT NO. 1262/SK/BAN-PT/Akred/S/XII/2015
PROGRAM STUDI : PENDIDIKAN JASMANI DAN KESEHATAN
TERAKREDITASI : SK/BAN-PT NO. 1189/SK/BAN-PT/Akred/S/VII/2016

SURAT KETERANGAN No. 175 / 7.088 / KL / 2018

Yang bertandatangan di bawah ini:

Nama : **Dr. MASRUCHAN, M.Pd.**
NIK : **0104770032**
Jabatan : **Kepala Bagian IT STKIP PGRI Jombang**

Menerangkan bahwa artikel ilmiah berjudul:

The Use of Movie Trailers in Teaching Narrative Texts

Karya: 1. Umi Halimatus Sa'idah

2. Aang Fatihul Islam

Bebas plagiasi sesuai dengan hasil pemeriksaan tingkat keunikan **87%** yang dapat diakses pada URL: <https://goo.gl/Xrmd92>.

Demikian Keterangan ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Mengetahui,
Ketua STKIP PGRI Jombang

Dr. Munawaroh, M.Kes.
NIP. 196411251991032001

Jombang, 20 September 2018
Menyetujui,
Kepala Bagian IT

Dr. Masruchan, M.Pd.
NIK. 0104770032

87% Unique

Total 22906 chars, 3419 words, 152 unique sentence(s).

Custom Writing Services - Paper writing service you can trust. Your assignment is our priority! Papers ready in 3 hours! Proficient writing: top academic writers at your service 24/7! Receive a premium level paper!

STORE YOUR DOCUMENTS IN THE CLOUD - 1GB of private storage for free on our new file hosting!

Results	Query	Domains (original links)
21 results	(Queen's University of Belfast) Helena	belfasttelegraph.co.uk en.wikipedia.org en.wikipedia.org nyu.edu telegraph.co.uk telegraph.co.uk britishshakespeare.ws dairyqueen.com ulsteractors.com givevolunteers.org
Unique	(UniversitasNegeri Semarang) Dra	-
Unique	Organizing Committee: Lina PurwaningHartanti,	-
Unique	Pd Editor: Wiwiet Eva Savitri,	-
4 results	Pd Reviewer: Syafi'ul Anam, Ph	inggris.fbs.unesa.id soshec.conference.unesa.ac.id infodiknas.com
1 results	ETC 2017 is the third English Teaching Conference	inggris.fbs.unesa.id
Unique	Thank you and happy conferencingTABLE OF CONTENTS PREFACE TABLE OF CONTENTS	-
1 results	WhatsApp and Flashcard: When Modern and Traditional Technology Collaborate in Vocabulary Teaching Mokh	inggris.fbs.unesa.id
Unique	Collaborative Learning: The Concepts and Practices in the Classroom Eka Rizki Amalia	-
Unique	Preparing Children in Learning English by Critical Thinking and Problem Solving Skills FitrahYuliyawati,	-
Unique	Vocabulary Mastery By Implementing 'Chasing' Strategy: (Students' Perspectives) Fria BintangListyawati, Listi Hanifah, FazaLutfiyana	-

Unique	How Games Play a Part in Teaching English to Young Learners Fitria Aftinia	-
Unique	Using Video Recording to Improve The Speaking Performance in English Class Itha Pujiarti,	-
Unique	1 11 28 39 50 61 68 72 79 8911	-
Unique	Utilizing Teaching Techniques In Teaching English to Young Learners Ririn Pusparini, Esti Kurniasih 16	-
Unique	Problems in English Learning at Primary Schools in Jakarta Sjafty Nursitti Np Maili	-
Unique	saidah@gmail.com) Aang Fatihul Islam,	-
Unique	stkipjb@gmail.com) Abstract Pedagogical advancement is always expected in teaching world	-
Unique	Such advancement can be implemented through innovation	-
Unique	act 1 to orientation, act 2 to complication, and act 3 to resolution	-
Unique	This research usedclassroom action research design	-
Unique	The design contained2 cycles, each of which included4 writing stages	-
Unique	first prewriting, second drafting, third editing, and fourth revising	-
Unique	The time required for each writing stage was 2x50 minutes in a meeting	-
Unique	Therefore, all the writing stages within the cycles were accomplished in 8 meetings	-
Unique	Prior to the meetings, a preliminary study had been conducted	-
Unique	The result showed that the research was successful considering the output of the data	-
Unique	The classroom average score gained in the preliminary study was 74.67	-
Unique	It then improved to 78.31 in the cycle	-
Unique	In the cycle 2, the classroom average score obtained was 80.24	-
Unique	Introduction A writing activity involves 4 necessary stages	-
Unique	they are prewriting, drafting, editing and revising	-
27 results	Moreover, today's students are digital native	cwu.edu en.wikipedia.org en.wikipedia.org amazon.com mass.edu readingrockets.org qualitytime-esl.com amazon.com petroglyphs.us www4.ncsu.edu
Unique	Narrative texts follow a certain generic structure that consists of orientation, complication, and resolution	-

Unique	Imagination of the feeling after the movie Source: lida et al	-
Unique	(2012) explained that movie trailers are usually shown on TV, Internet, or movie theaters	-
Unique	It is intended to attract moviegoers of an upcoming movie	-
Unique	1.2 Narrative Narrative, if defined in a simple way, is a story (Dymock, 2007)	-
Unique	or emotions, for instance, reactions which are shown by the characters throughout the story	-
Unique	or actions, for instance, physical motions the characters express	-
Unique	or figurative language, for instance, personification, simile, or metaphor	-
Unique	Method 3.1 Design This research used Classroom Action Research design	-
11 results	they are planning, implementing, observing, and reflecting	neliti.com neliti.com digilib.unimed.ac.id researchgate.net core.ac.uk journal.uny.ac.id core.ac.uk karya-ilmiah.um.ac.id jurnal.fkip.uns.ac.id eprints.uns.ac.id
Unique	Moreover, prior to cycle 1, a preliminary study was also conducted in this research	-
Unique	3.4 Material One movie trailer is used for every cycle	-
Unique	Both videos were obtained from Youtube	-
Unique	3.5 Instrument This research employs 3 kinds of research instruments	-
29 results	they are student's worksheet, field notes, and student's questionnaire	iteslj.org turnitin.com lessonplanspage.com beesburg.com educationworld.com ereadingworksheets.com actstudent.org pakeys.org corestandards.org bombayscottish.in
Unique	Each type of instrument was certainly in synergy to one another	-
Unique	Analysis A preliminary study had been conducted before an action was implemented	-
Unique	The output of the preliminary study was graded using a rubric	-
Unique	After the preliminary study, cycle 1 was then conducted	-
Unique	The classroom average score obtained from cycle 2 was 80.24	-
Unique	There was another increase of 1.93 from the previous cycle	-
Unique	In the preliminary study, the classroom average score was 74.67	-

Unique	they are characters, settings, plots, and themes	-
Unique	id/26574/1/Skripsi.pdf Arikunto, S., Suhardjono., & Supardi	-
Unique	Penelitian tindak kelas (Edisi Revisi)	-
93 results	Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement	researchgate.net tojet.net researchgate.net independent.academia.edu slideshare.net scribd.com academia.edu patents.google.com journals.aiac.org.au dergipark.gov.tr
Unique	The Turkish Online Journal of Educational Technology, 11 (4), 56-64	-
Unique	Comprehension strategy instruction: Teaching narrative text structure awareness	-
229,000 results	The Reading Teacher, 61 (2), 161-167	ila.onlinelibrary.wiley.com csun.edu hentai2read.com hentai2read.com mabankisd.net readingrockets.org eduplace.com readingrockets.org pearsonschool.com readnaturally.com
Unique	nancymetzger.com/pdf/reading/narr_text_org.pdf Fraenkel,	-
Unique	How to design and evaluate research in education: Seventh edition	-
Unique	Iida, T., Goto, A., Fukuchi, S., & Amasaka,	-
Unique	Journal of Business & Economics Research, 10 (6), 375-384	-
Unique	The effectiveness of film trailers: Evidence from the college student market	-
Unique	UW-L Journal of Undergraduate Research XVI, 1-13	-
1 results	Retrieved from http://conference	chrisalensula.org
Unique	pixel-online.net/ICT4LL2013/common/download/Paper_pdf/177-QIL10-FP-Longo-ICT2013.pdf Relawati,	-
Unique	Using Walt Disney movie trailer to teach tenth graders in writing narrative	-
Unique	Retrieved from http://jurnalmahasiswa	-
Unique	id/index.php/retain/article/view/8927 Suhartini,	-
1 results	Retrieved from http://a-research	researchgate.net
Unique	edu/operator/upload/s_c0351_045964_abstract.pdf Tolson,	-
Unique	Tease me: The postmodern movie trailer (Master thesis)	-

Unique	Retrieved from https://shareok.org/bitstream/handle/11244/9539/Tolson_okstate_0664M_11110.pdf	-
Unique	Implanting the 21 st Century Skills through Language Learning Surabaya, November 4 th , 2017	-
7 results	rd English Teaching Conference 2017 Theme: Implanting the 21 st Century Skills through Language Learning	inggris.fbs.unesa.id inggris.fbs.unesa.id keyword-suggest-tool.com docplayer.net docplayer.net
Unique	Published by: English Department Faculty of Languages and Arts Universitas Negeri Surabaya Kampus Unesa	-
Unique	opportunity for English language teachers, lecturers, practitioners and teacher candidates to share their experience and	-
13 results	This conference is also part of the bimonthly English Teacher's Best Practices Forum hosted	opencolleges.edu.au physicsgre.com libraries.lau.edu.lb digital-development-debates.org nonprofithealthcare.org seattle.gov seattle.gov pw.org onelook.com patriotsquestion911.com
Unique	in which we had call for papers to give opportunities to participants to share their	-
Unique	Yet, different from 1 st ETC whose participants were mostly nearby teachers, the participants	-
Unique	Beside two parallel sessions, ETC 2017 has a plenary session with three speakers who	-
Unique	st Skills through Language Learning , and the subthemesare: 1) Learning and Innovating S kills, 2)	-
6 results	These theme and subthemes are chosen due to wide spread concern on students' future	jehp.net scielo.org.za catalogue.uci.edu npapn2018.com
Unique	It is expected that schools and teachers are able to arm their students with	-
Unique	they are not prepared to face global competition by their teachers due to their teachers'	-
Unique	Therefore, knowledge on the skills and the way the students should be trained to	-
Unique	I believe that all ideas shared in this conference are great and important for	-
Unique	Therefore, we all hope that you all will find fruitful discussion in all sessions	-
Unique	On behalf of ETC 2017 committee, please allow me to welcome all guests and	-
Unique	We highly respect your active participation in this conference, and we hope you enjoy	-
Unique	Using English as a platform for honing 21st Century Skills Jonnie Lynn Hill, Felina	-
30 results	What Can Be Learned From Classroom Interactions and Twenty - First Century Learning : Insights	loexconference.org au.af.mil jstor.org twitpic.com cehd.umn.edu us.macmillan.com bibme.org liberalstudiescourses.fsu.edu reg.uncg.edu au.af.mil

Unique	Getting Real in Language Classroom: A Conversation Analysis of Invitation Dialogue Transcript Presented in		-
1 results	University Students Use of Smartphone and Its Apps in Learning English Wiwiet Eva Savitri,	inggris.fbs.unesa.id	
Unique	English for Tourism: Bridging Students to Have Better Communicative and Life Skills through Doing		-
Unique	Oracle Origami As Teaching Learning Strategies For Beginners And Young Learners Linta Wafdan Hidayah,		-
Unique	Business English Subject: Developed Worksheets for Students of d3 Banking and Finance Program Unmer		-
1 results	Exploring School of Economics students' English proficiency and reputable companies' English proficiency requirements	philly.com	
Unique	Face and Content Validity Analysis on English Oral Examination Conducted by Mahasiswa Muhammadiyah - Islamie(MMI)		-
Unique	The Implementation of Quiz Alliance to Increase Enthusiasm in Reading For Senior High School		-
Unique	Integrating Movie Trailers into Teaching Writing in Narrative Texts: A Classroom Action Research Umi		-
Unique	Applying Different Learning Styles to Maximise Speaking Skill of Students With Low Verbal Ability		-
Unique	102 109 117 137 150 157 169 179 187 203 213179 The 3rd English Teaching		-
Unique	The innovation in teaching can be in form of integrating innovative teaching media, such		-
Unique	In this case, movie trailers, which follow a three-act structure, were used to teach		-
Unique	Considering the positive output, the use of movie trailers is highly recommended in EFL		-
Unique	Key words: Movie trailers, narrative text, classroom action research 180 The 3rd English Teaching Conference		-
Unique	of students in Writing Class I of 2016-A had difficulties in generating ideas in the		-
Unique	Whereas, it is generally understood that the prewriting stage is a significant determining factor		-
Unique	The writers can commence their writing activities in several ways, some of which are		-
Unique	at STKIP PGRI Jombang found a way out to solve the problem by implementing new teaching		-
Unique	The teaching media may come from a myriad of sources, one of which is		-
Unique	therefore, it will be of a great benefit if the technology is integrated into		-
Unique	In this case, the lecturer of Writing 1 integrated audio-visual technology of movie trailers		-
Unique	According to Bahrani and Sim (2012), audiovisual technology like news, cartoons, and movies are		-

Unique	while Suhartini (2010) contended that movie trailers are effective to improve students' ability in writing	-
Unique	movie trailers that includes set-up in act 1, confrontation in act 2, and denouement in	-
Unique	implementing movie trailers as teaching media in teaching writing in narrative texts can help students	-
Unique	1.1 Movie Trailers Relawati&Kuswardani (2012) defined a movie trailer as a part of	-
Unique	film trailer, or a coming attraction, or a preview,is an advertisement that contains a preview	-
Unique	Jerrick thought that a movie trailer is unique in a way that it is	-
Unique	of characters 2) An interaction of characters in scenes and 3) An overview of	-
Unique	(2012) portrayed elements of movie trailers in a more comprehensive way, as shown in	-
Unique	The more the moviegoers come to movie theaters means the more successful the movie	-
Unique	In a more detailed way, it is an entertaining story that contains a message	-
Unique	which consists of problems, responses to problems, actions taken to problems, and results of the	-
Unique	2017 Figure 1 Source: Dymock, 2007: 164 Furthermore, according to Agusta (2015) narrative texts have	-
Unique	a series of events that leads to a conflict to be solved, and resolution takes	-
Unique	This explanation is portrayed in Figure 2 below: Figure 2 Source: Google Image The	-
Unique	Every story has characters and settings that are presented in the beginning of the	-
Unique	The characters can be portrayed from several different ways, for instance, physical appearance like	-
Unique	Afterwards, the characters pass a series of events in which a conflict arises until	-
Unique	After the climax, there comes a resolution in which problems are solved and life	-
Unique	The story is eventually expected to leave messages to readers of universal ideas or	-
Unique	movie trailers able to improve students' performance in writing narrative texts?183 The 3rd English Teaching	-
Unique	According to Fraenkel and Wallen (2008:589) action research is aimed at solving day-to-day immediate	-
Unique	In addition, Arikunto (2010:1-2) explained that classroom action research reveals a cause-effect relationship of	-
Unique	Whatever happens in the relationship is described in detail from its processes until its	-
Unique	3.2 Procedure Following classroom action research standard procedures, there are four steps to be	-

Unique	Additionally, the research was conducted in two cycles in order to weaken any opinion	-
Unique	3.3 Subject Subjects of this research are college students in Class Writing 1of 2016-A	-
Unique	The Beast 2017 with a duration of 2 minutes 31 seconds and Cinderella 2015 with	-
22,100 results	Student's worksheet is the final draft of student's writing product which has been through	education.wm.edu primaryschoolgamesandactivities.wordpress.com scribd.com quizlet.com writeshop.com www2.ed.gov csun.edu stetson.edu pinterest.com doe.k12.de.us
7 results	In regard to that, there were 3 student's worksheets, ea ch of which was obtained	turnitin.com irs.gov affordable-papers.net charity.or.kr scribd.com mybaseguide.com thecleanzine.com
Unique	Next to that, any note taken during the observation in the class is written	-
2,170 results	Finally yet importantly, Student's questionnaire was also administered to gather informati on from students about	researchgate.net researchgate.net digital.lib.usf.edu digital.lib.usf.edu vonbriesen.com archive.org mdpestnet.org epdf.tips ufdc.ufl.edu scribd.com
Unique	draft, an a edited draft, and a revised draft 2) Generic structure oforientation, complication, and	-
Unique	Each element has 4 indicators, the best of which scores 4 and the least	-
28,300 results	After grading the students' worksheets in the preliminary study using the rubric, a classroom	teacherspayteachers.com study.com pinterest.com pinterest.com sciencedirect.com lessonplanet.com schoolwires.stpsb.org intel.com study.com teacherspayteachers.com
16 results	The students' final drafts of narrative texts were graded using a similar rubric used	owl.purdue.edu turnitin.com corestandards.org apcentral.collegeboard.org owl.purdue.edu classzone.com easybib.com corbettharrison.com scribd.com kaner.com
Unique	In this stage, the classroom average score obtained was 78.31, which means there was	-
Unique	Lastly, to ascertain that the score increase did not take place by coincidence, cycle	-
Unique	For more detail, information of each student score in the preliminary study, cycle 1,	-
Unique	26 students strongly agree to the implementation of movie trailers as teaching media in writing	-
Unique	Only 7% or 3 students disagree, and the remaining 4% or 2 students strongly	-
Unique	The result of the questionnaire item is presented in figure 5 below: Figure	-

Unique	Conclusion Based on the finding above, it can be inferred that the output of	-
Unique	The inference was based on the increase of every classroom average score from the	-
Unique	There was an increase of 3.64 in the cycle 1, which changed the classroom average	-
Unique	In the cycle 2, there was another increase of classroom average score of 1.93	-
Unique	The increase in classroom average scores indicates that movie trailers as teaching media can	-
Unique	As explained before, this might be due to similar structures movie trailers and narrative	-
Unique	they are act 1 to orientation, act 2 to complication, and act 3 to	-
Unique	The comparable structures might have helped students in figuring out the necessary elements they	-
Unique	implement the same teaching media of audiovisual technology of movie trailers with a different research	-
Unique	Next to that, the use of movie trailers in other language skills, like speaking	-
Unique	use of audio visual like movie trailers, it is a good idea to try out	-
Unique	of Research and Development Ministry of Research, Technology, and Higher Education of Indonesia According to	-
19 results	Improving students' ability in writing narrative texts using short animated stories at class VIII	twitpic.com stchas.edu allinonehighschool.com mail.google.com gold.ac.uk pacode.com philly.com gatesofvienna.blogspot.com tvtropes.org telegraph.co.uk
3 results	A study on effectiveness of movie trailers boosting customers' appreciation desi re: A customer science	co.pierce.wa.us condoids.com
Unique	Using movie trailers to improve oral skills of primary school pupils with a role	-
Unique	The use of film trailer in teaching narrative text: An experimental study on the ten	-

Top plagiarizing domains: [researchgate.net](#) (6 matches); [inggris.fbs.unesa.id](#) (6 matches); [scribd.com](#) (5 matches); [en.wikipedia.org](#) (4 matches); [turnitin.com](#) (3 matches); [readingrockets.org](#) (3 matches); [pinterest.com](#) (3 matches); [telegraph.co.uk](#) (3 matches); [owl.purdue.edu](#) (2 matches); [digital.lib.usf.edu](#) (2 matches); [core.ac.uk](#) (2 matches); [corestandards.org](#) (2 matches); [study.com](#) (2 matches); [neliti.com](#) (2 matches); [csun.edu](#) (2 matches); [teacherspayteachers.com](#) (2 matches); [hentai2read.com](#) (2 matches); [docplayer.net](#) (2 matches); [au.af.mil](#) (2 matches); [twitpic.com](#) (2 matches); [philly.com](#) (2 matches); [amazon.com](#) (2 matches); [seattle.gov](#) (2 matches); [cehd.umn.edu](#) (1 matches); [us.macmillan.com](#) (1 matches); [irs.gov](#) (1 matches); [loexconference.org](#) (1 matches); [affordable-papers.net](#) (1 matches); [doe.k12.de.us](#) (1 matches); [jstor.org](#) (1 matches); [stetson.edu](#) (1 matches); [primaryschoolgamesandactivities.wordpress.com](#) (1 matches); [reg.uncg.edu](#) (1 matches); [charity.or.kr](#) (1 matches); [liberalstudiescourses.fsu.edu](#) (1 matches); [quizlet.com](#) (1 matches); [education.wm.edu](#) (1 matches); [www2.ed.gov](#) (1 matches); [writeshop.com](#) (1 matches); [bibme.org](#) (1 matches); [epdf.tips](#) (1 matches); [allinonehighschool.com](#) (1 matches); [mail.google.com](#) (1 matches); [stchas.edu](#) (1 matches); [kaner.com](#) (1 matches); [corbettharrison.com](#) (1 matches); [gold.ac.uk](#) (1 matches); [pacode.com](#) (1 matches); [condoids.com](#) (1 matches); [co.pierce.wa.us](#) (1 matches); [tvtropes.org](#) (1 matches); [gatesofvienna.blogspot.com](#) (1 matches); [easybib.com](#) (1 matches); [classzone.com](#) (1 matches); [mdpestnet.org](#) (1 matches); [npapn2018.com](#) (1 matches); [archive.org](#) (1 matches); [vonbriesen.com](#) (1 matches); [thecleanzine.com](#) (1 matches); [ufdc.ufl.edu](#) (1 matches); [sciencedirect.com](#) (1 matches); [apcentral.collegeboard.org](#) (1 matches); [intel.com](#) (1 matches); [schoolwires.stpsb.org](#) (1 matches); [lessonplanet.com](#) (1 matches); [mybaseguide.com](#) (1 matches); [nonprofithealthcare.org](#) (1 matches); [eprints.uns.ac.id](#) (1 matches); [iteslj.org](#) (1 matches); [jurnal.fkip.uns.ac.id](#) (1 matches); [karya-ilmiah.um.ac.id](#) (1 matches); [journal.uny.ac.id](#) (1 matches); [lessonplanspage.com](#) (1 matches); [beesburg.com](#) (1 matches); [pakeys.org](#) (1 matches); [actstudent.org](#) (1 matches); [ereadingworksheets.com](#) (1 matches); [educationworld.com](#) (1 matches); [digilib.unimed.ac.id](#) (1 matches); [www4.ncsu.edu](#) (1 matches); [ulsteractors.com](#) (1 matches); [givevolunteers.org](#) (1 matches); [dairyqueen.com](#) (1 matches); [britishshakespeare.ws](#) (1 matches); [nyu.edu](#) (1 matches); [soshec.conference.unesa.ac.id](#) (1 matches); [infodiknas.com](#) (1 matches); [petroglyphs.us](#) (1 matches); [qualitytime-esl.com](#) (1 matches); [mass.edu](#) (1 matches); [cwu.edu](#) (1 matches); [bombayscottish.in](#) (1 matches); [tojet.net](#) (1 matches); [libraries.lau.edu.lb](#) (1 matches); [digital-development-debates.org](#) (1 matches); [physicsgre.com](#) (1 matches); [opencolleges.edu.au](#) (1 matches); [keyword-suggest-tool.com](#) (1 matches); [belfasttelegraph.co.uk](#) (1 matches); [pw.org](#) (1 matches); [scielo.org.za](#) (1 matches); [jehp.net](#) (1 matches); [patriotsquestion911.com](#) (1 matches); [onelook.com](#) (1 matches); [chrisalensula.org](#) (1 matches); [readnaturally.com](#) (1 matches); [patents.google.com](#) (1 matches); [academia.edu](#) (1 matches); [slideshare.net](#) (1 matches); [independent.academia.edu](#) (1 matches); [journals.aiac.org.au](#) (1 matches); [dergipark.gov.tr](#) (1 matches); [pearsonschool.com](#) (1 matches); [eduplace.com](#) (1 matches); [mabankisd.net](#) (1 matches); [ila.onlinelibrary.wiley.com](#) (1 matches); [catalogue.ucl.edu](#) (1 matches);

PROCEEDING Bulan Bahasa dan Seni Conference English Teaching "Implanting the 21st Century Skills through Language Learning" English Department Faculty of Languages and Arts The State University of Surabaya The 3 ENGLISH TEACHING CONFERENCE 2017 ISBN: 978-602-449-091-1
rdPROCEEDING The 3rd English Teaching Conference 2017 Theme: Implanting the 21st Century Skills through Language Learning Surabaya, November 4 th., 2017 Speakers: Ibrar Bhatt, Ph.D., Queen's University of Belfast Helena I.R. Agustina, M.A., Ph.D. (Universitas Negeri Semarang) Dra. Theresia Kumalarini, M.Pd. (Universitas Negeri Surabaya) English Department Faculty of Languages and Arts Universitas Negeri Surabaya PROCEEDING The 3rd English Teaching Conference 2017 Theme: Implanting the 21st Century Skills through Language Learning Steering Committee: Pratiwi Retnaningdyah, Ph.D Esti Kurniasih, M.Pd. Arik Susanti, M.Pd. Ririn Puspardini, M.Pd. Organizing Committee: Lina Purwaninghartanti, M.EL. Suci Akhriyah, M.Pd. Sueb, M.Pd. Anis Trisusana, M.Pd. Nur Chakim, M.Pd. Eva Rahmawati, M.Pd Editor: Wiwiet Eva Savitri, M.Pd Asrori, M.Pd Reviewer: Syafiqul Anam, Ph.D. Ahmad Munir, Ph.D. Published by: English Department Faculty of Languages and Arts Universitas Negeri Surabaya Kampus Unesa Jalan Lidah Wetan Surabaya, Telp: 031-7522876 E-mail: bahasaingris@unesa.ac.id Website: http://inggris.fbs.unesa.id ISBN: 978-602-449-091-1 PREFACE

ENGLISH TEACHING CONFERENCE (ETC) is an annual academic agenda providing an opportunity for English language teachers, lecturers, practitioners and teacher candidates to share their experience and practice in the area of English language teaching(ELT). This conference is also part of the bimonthly English Teacher's Best Practices Forum hosted by English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya. ETC 2017 is the third English Teaching Conference. Its design is similar to the one held back in 2015, the first ETC in which we had call for papers to give opportunities to participants to share their ideas through academic articles which are also presented in parallel sessions. Yet, different from 1st ETC whose participants were mostly nearby teachers, the participants of this year conference also come from out of East Java area. Beside two parallel sessions, ETC 2017 has a plenary session with three speakers who will present papers based on their expertise. This year, participants of this conference, either who come as presenters or as participants will share their concern on language teaching by sharing ideas under the theme "Implanting 21st Skills through Language Learning", and the subthemes are: 1) Learning and innovating 5 Skills, 2) Information Media and Technology Skills, and 3) Life and Career Skills. These theme and subthemes are chosen due to wide spread concern on students' future preparation. It is expected that schools and teachers are able to arm their students with the skills which enable them to compete and survive in global world. It would be an unfortunate if students are not able to survive simply because they are not prepared to face global competition by their teachers due to their teachers' ignorance on this area. Therefore, knowledge on the skills and the way the students should be trained to master the skills will be the main focus of the papers presented in this conference. I believe that all ideas shared in this conference are great and important for schools, universities, teachers, students, as well as policy makers on education, especially in Indonesia. Therefore, we all hope that you all will find fruitful discussion in all sessions we plan. On behalf of ETC 2017 committee, please allow me to welcome all guests and participants of this conference. We highly respect your active participation in this conference, and we hope you enjoy and get good value from this conference. Thank you and happy conferencing

TABLE OF CONTENTS PREFACE TABLE OF CONTENTS 1. WhatsApp and Flashcard: When Modern and Traditional Technology Collaborate in Vocabulary Teaching Mokh. Arif Bakhtiyar, Lasti Cah 2. Using English as a platform for honing 21st Century Skills Jonnie Lynn Hill, Felina Wilindra, Lanny Widowati Suhendro, Lau Carina Febriany, and Gayuh Prayoga 3. What Can Be Learned From Classroom Interactions and Twenty - First Century Learning: Insights From Teachers Perspective Salim Nabhan, Irfan Rifai 4. Getting Real in Language Classroom: A Conversation Analysis of Invitation Dialogue Transcript Presented in English Junior High School BSE Textbooks Lyla Anggerwina Kusuma, Slamet Setiawan 5. Collaborative Learning: The Concepts and Practices in the Classroom Eka Rizki Amalia 6. Preparing Children in Learning English by Critical Thinking and Problem Solving Skills Fitriah Yulianiwati, M.Pd 7. Vocabulary Mastery By Implementing Chasing Strategy: (Students Perspectives) Fria Bintang Listiawati, Liti Hanifah, FazaLufiyana 8. How Games Play a Part in Teaching English to Young Learners Fitriah Aftinia 9. University Students Use of Smartphone and Its Apps in Learning English Wiwiet Eva Savitri, Suci Akhriyah 10. Using Video Recording to Improve The Speaking Performance in English Class Ltha Pujianti, M.Pd, Nadrhoh Jauharoh, S.Pd. 11. 28 39 50 61 68 72 79 8911. English for Tourism: Bridging Students to Have Better Communicative and Life Skills through Doing Project Based Learning Siti Maria Ulfa 12. Oracle Origami As Teaching Learning Strategies For Beginners And Young Learners Linta Wafdan Hidayah, SS., M.Pd 13. Business English Subject: Developed Worksheets for Students of d3 Banking and Finance Program Unmer Malang Yasmin Farani, Maria Widi Winarni 14. Exploring School of Economics students' English proficiency and reputable companies English proficiency requirements for fresh- graduate Astri Natalia Permatasari, S.Ikom, M.15. Utilizing Teaching Techniques In Teaching English to Young Learners Ririn Puspardini, Esti Kurniasih 16. Face and Content Validity Analysis on English Oral Examination Conducted by Ma'hadu Muallimien Al-Islamie(MMI) Afhas Silmi, Aswandi 17. The Implementation of Quiz Alliance to Increase Enthusiasm in Reading For Senior High School Students Muchammad Nuril Huda 18. Integrating Movie Trailers into Teaching Writing in Narrative Texts: A Classroom Action Research Umi Halimatus Saidah, S.Pd, M.Sc. Aang Fatihul Islam, S.Pd, M.Pd. 19. Applying Different Learning Styles to Maximise Speaking Skill of Students With Low Verbal Ability Titis Pawiyati 20. Problems in English Learning at Primary Schools in Jakarta Siafti Nursitti Np Maili; Woro Hestingsih 21. The Practice of Digital Literacy at Home on Tenth Years Old Child Ichwati Yuliana 102 109 117 137 150 157 169 179 187 203 213179 The 3rd English Teaching Conference 2017 The Use of Movie Trailers in Teaching Narrative Texts Umi Halimatus Saidah, S. Pd., M. Sc. STKIP PGRI Jombang (umi.halimatus.saidah@gmail.com) Aang Fatihul Islam, S. Pd., M. Pd. STKIP PGRI Jombang (aang.stkipjb@gmail.com) Abstract Pedagogical advancement is always expected in teaching world. Such advancement can be implemented through innovation. The innovation in teaching can be in form of integrating innovative teaching media, such as movie trailers, in an attempt to improve students' performance. In this case, movie trailers, which follow a three-act structure, were used to teach writing in narrative texts due to their similar structures; act 1 to orientation, act 2 to complication, and act 3 to resolution. This research used classroom action research design. The design contained 2 cycles, each of which included 4 writing stages; first prewriting, second drafting, third editing, and fourth revising. The time required for each writing stage was 2x50 minutes in a meeting. Therefore, all the writing stages within the cycles were accomplished in 8 meetings. Prior to the meetings, a preliminary study had been conducted. The result showed that the research was successful considering the output of the data. The classroom average score gained in the preliminary study was 74.67. It then improved to 78.31 in the cycle 1. In the cycle 2, the classroom average score obtained was 80.24. Considering the positive output, the use of movie trailers is highly recommended in EFL classrooms to improve students' language proficiency, especially in writing narrative texts. Key words: Movie trailers, narrative text, classroom action research

180 The 3rd English Teaching Conference 2017 1. Introduction A writing activity involves 4 necessary stages; they are prewriting, drafting, editing and revising. Based on the output of a semi-structured interview which had been conducted at the beginning of even semester of academic year 2016/2017, it was found out that the majority of students in Writing Class I of 2016-A had difficulties in generating ideas in the prewriting stage. Whereas, it is generally understood that the prewriting stage is a significant determining factor of success to the following stages because in this stage writers commence their writing activities. The writers can commence their writing activities in several ways, some of which are outlining, diagramming, story boarding, clustering, or mind mapping. Considering the significance of the prewriting stage, the lecturer of Writing 1 in class 2016-A at STKIP PGRI Jombang found a way out to solve the problem by implementing new teaching media. The teaching media may come from a myriad of sources, one of which is technology, either audio technology, visual technology, or even audio-visual technology. Moreover, today's students are digital native s; therefore, it will be of a great benefit if the technology is integrated into learning as teaching media. In this case, the lecturer of Writing 1 integrated audio-visual technology of movie trailers as media into teaching writing in narrative texts. According to Bahrani and Sim (2012), audiovisual technology like news, cartoons, and movies are authentic language inputs that can improve students' language proficiency. Furthermore, Longo (2010) stated that movie trailers are able to improve students' speaking skills, while Suhartini (2010) contended that movie trailers are effective to improve students' ability in writing narrative texts. Narrative texts follow a certain generic structure that consists of orientation, complication, and resolution. The generic structure of movie trailers is analogous to a general three-act structure of movie trailers that includes set-up in act 1, confrontation in act 2, and denouement in act 3. Considering the corresponding structures between movie trailers and narrative texts, it is expected that implementing movie trailers as teaching media in teaching writing in narrative texts can help students to improve their performance. 1.1 Movie Trailers Relawati&Kuswardani (2012) defined a movie trailer as a part of a movie that presents an outline of an upcoming movie without giving its end. Additionally, Jerrick (2013) explained that a movie trailer, which is also termed as a film trailer, or a coming attraction, or a preview, is an advertisement that contains a preview of the promoted movie. Jerrick thought that a movie trailer is unique in a way that it is a combination of promotion and narration. According to Jerrick, every movie trailer has a certain genre, a specific plot, and noteworthy stars or characters in order to differentiate each movie's specific style. 181 The 3rd English Teaching Conference 2017 Traditionally, a movie trailer follows a three-act structure which includes 1) An introduction of characters 2) An interaction of characters in scenes and 3) An overview of a conflict between characters which usually features a signature music (Tolson, 2010). Furthermore, lida et al. (2012) portrayed elements of movie trailers in a more comprehensive way, as shown in table 1 below:

Table 1 Elements of A Movie Trailer 1. Title 10. Box office 2. Public date 11. Film festival prize 3. Speed 12. Plainness 4. Modulation 13. Climax scene 5. Scene number 14. Outline 6. Cast introduction 15. Company name 7. BGM 16. Narration 8. Director name 17. Message 9. Imagination of the feeling after the movie Source: lida et al. (2012: 378) lida et al. (2012) explained that movie trailers are usually shown on TV, Internet, or movie theaters. It is intended to attract moviegoers of an upcoming movie. The more the moviegoers come to movie theaters means the more successful the movie is. 1.2 Narrative Narrative, if defined in a simple way, is a story (Dymock, 2007). In a more detailed way, it is an entertaining story that contains a message to readers of universal ideas or moral lessons (Fetzer, 2006). In addition to that, some features that need to be paid attention carefully when teaching narrative texts are 1) Setting, which includes where and when a story takes place 2) Characters, which can be revealed through physical features, emotions, or figurative languages 3) Plot, which consists of problems, responses to problems, actions taken to problems, and results of the actions and 4) Theme or moral lesson, which is usually implied within the story. Figure 1 below shows the features of narrative texts: 182 The 3rd English Teaching Conference 2017 Figure 1 Source: Dymock, 2007: 164 Furthermore, according to Agusta (2015) narrative texts have a specific generic structure, which starts from orientation, to complication, until resolution. In this case, orientation presents settings and characters of a story, while complication tells a series of events that leads to a conflict to be solved, and resolution takes place when the conflict is solved. This explanation is portrayed in Figure 2 below: Figure 2 Source: Google Image The figure above can be understood through Fetzer (2006) detailed explanation as follows. Every story has characters and settings that are presented in the beginning of the story. The characters can be portrayed from several different ways, for instance, physical appearance like hair color, skin complexion, and height; or emotions, for instance, reactions which are shown by the characters throughout the story; or actions, for instance, physical motions the characters express; or figurative language, for instance, personification, simile, or metaphor. Afterwards, the characters pass a series of events in which a conflict arises until the conflict reaches a climax. After the climax, there comes a resolution in which problems are solved and life is back to normal. The story is eventually expected to leave messages to readers of universal ideas or moral lessons. 2. Problem A research problem that is discussed in this research is as follows: Are movie trailers able to improve students' performance in writing narrative texts? 183 The 3rd English Teaching Conference 2017 3. Method 3.1 Design This research used Classroom Action Research design. According to Fraenkel and Wallen (2008:589) action research is aimed at solving day-to-day immediate problems. In addition, Arikunto (2010:1-2) explained that classroom action research reveals a cause-effect relationship of an action. Whatever happens in the relationship is described in detail from its processes until its effects. 3.2 Procedure Following classroom action research standard procedures, there are four steps to be taken: they are planning, implementing, observing, and reflecting. Additionally, the research was conducted in two cycles in order to weaken any opinion that the output of the research happens by chance. Moreover, prior to cycle 1, a preliminary study was also conducted in this research. 3.3 Subject Subjects of this research are college students in Class Writing 1 of 2016-A at STKIP PGRI Jombang which constitute of 45 students. 3.4 Material One movie trailer is used for every cycle. Therefore, there were 2 movie trailers in total, each of which is Beauty and The Beast 2017 with a duration of 2 minutes 31 seconds and Cinderella 2015 with a duration of 2 minutes 40 seconds. Both videos were obtained from Youtube. 3.5 Instrument This research employs 3 kinds of research instruments; they are student's worksheet, field notes, and student's questionnaire. Student's worksheet is the final draft of student's writing product which has been through an editing and a revising stages. In regard to that, there were 3 student's worksheets, each of which was obtained from preliminary study, cycle 1, and cycle 2. Next to that, any note taken during the observation in the class is written in the field notes. Finally yet importantly, Student's questionnaire was also administered to gather information from students about the action implemented in the class. Each type of instrument was certainly in synergy to one another. 4. Analysis A preliminary study had been conducted before an action was implemented. The output of the preliminary study was graded using a rubric. The elements in the rubric include 1) Writing stage products of an outline, a draft, an edited draft, and a revised draft 2) Generic structure orientation, complication, and resolution 3) 184 The 3rd English Teaching Conference 2017 Grammar 4) Spelling and 5) Punctuation. Each element has 4 indicators, the best of which scores 4 and the least of which scores 1. After grading the students' worksheets in the preliminary study using the rubric, a classroom average score was obtained. It was 74.67. After the preliminary study, cycle 1 was then conducted. The students' final drafts of narrative texts were graded using a similar rubric used in the preliminary study. In this stage, the classroom average score obtained was 78.31, which means there was an increase of 3.64 from the classroom average score in the preliminary study. Lastly, to ascertain that the score increase did not take place by coincidence, cycle 2 was implemented. The classroom average score obtained from cycle 2 was 80.24. There was another increase of 1.93 from the previous cycle. For more detail, information of each student score in the preliminary study, cycle 1, and cycle 2 is shown in Figure 3 below. Figure 3 While the information of the classroom average scores from the preliminary study, cycle 1, and cycle 2 is presented in figure 4 below: Figure 4 185 The 3rd English Teaching Conference 2017 Gambar 6 Rata-Rata Kelas Pada Tiap Tahapan Next to that, based on one questionnaire item, it was found out that the majority of students which constitute of 58% or 26 students strongly agree to the implementation of movie trailers as teaching media in writing narrative texts, while the other 31% or 14 students disagree, and the remaining 4% or 2 students strongly disagree. The result of the questionnaire item is presented in figure 5 below: Figure 5 5. Conclusion Based on the finding above, it can be inferred that the output of this research was successful. The inference was based on the increase of every classroom average score from the preliminary study, to the cycle 1, until the cycle 2. In the preliminary study, the classroom average score was 74.67. There was an increase of 3.64 in the cycle 1, which changed the classroom average score to 78.31. In the cycle 2, there was another increase of classroom average score of 1.93 which made it 80.24. The increase in classroom average scores indicates that movie trailers as teaching media can improve students' performance in writing narrative texts. As explained before, this might be due to similar structures movie trailers and narrative texts have; they are act 1 to orientation, act 2 to complication, and act 3 to resolution. The comparable structures might have helped students in figuring out the necessary elements they need in writing narrative texts; they are characters, settings, plots, and themes. To strengthen the conclusion of this study, it is recommended for future studies to implement the same teaching media of audiovisual technology of movie trailers with a different research design, for instance, experimental research design. Next to that, the use of movie trailers in other language skills, like speaking and listening, might be considered. More importantly, considering the positive result of 186 The 3rd English Teaching Conference 2017 the use of audio visual like movie trailers, it is a good idea to try out other audio-visual technology in EFL classrooms. *This research is fully funded by Directorate of Research and Community Service Directorate General of Research and Development Ministry of Research, Technology, and Higher Education of Indonesia According to the Research Grant No: 086/SP2H/P/KM/2016 References Agusta, D. (2015). Improving students' ability in writing narrative texts using short animated stories at class VIII C of SMPN 2 Sanden, Bantul in the academic year of 2013/2014 (Thesis). Retrieved from http://eprints.uny.ac.id/26574/1/Skripsi.pdf Arikunto, S., Suhardjono, & Supardi. (2015). Penelitiantindakankelas (Edisi Revisi). PT Bumi Aksara: Jakarta. Bahrani, T. & Sim, T. S. (2012). Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. The Turkish Online Journal of Educational Technology, 11 (4), 56-64. Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness. The Reading Teacher, 61 (2), 161-167. Fetzer, N. (2006). Narrative text organization. Retrieved from https://www.nancypfetzer.com/pdf/reading/narr_text_org.pdf Fraenkel, J. R. & Wallen, N. E. (2008). How to design and evaluate research in education: Seventh edition. New York: Mc-Graw-Hill. lida, T., Goto, A., Fuchuki, S., & Amasaka, K. (2012). A study on effectiveness of movie trailers boosting customers' appreciation desire: A customer science approach using statistics and GSR. Journal of Business & Economics Research, 10 (6), 375-384. Jerrick, D. (2013). The effectiveness of film trailers: Evidence from the college student market. UW-L Journal of Undergraduate Research, XVI, 1-13. Longo, D. (2013). Using movie trailers to improve oral skills of primary school pupils with a role play approach (Makalah disampaikan dalam International Conference: ICT for language Learning 6 th Edition). Retrieved from http://conference.pixel-online.net/ICT4LL2013/common/download/Paper_uwl-177-QL10-FP- Longo-ICT2013.pdf Relawati, M. & Kuswardani, R. (2012). Using Walt Disney movie trailer to teach tenth graders in writing narrative. Retrieved from http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/8927 Suhartini, T. (2010). The use of film trailer in teaching narrative text: An experimental study on the ten graders of Senior High School (Thesis). Retrieved from http://a-research.upi.edu/operator/upload/s_c0351_045964_abstract.pdf Tolson, K. M. (2010). Tease me: The postmodern movie trailer (Master thesis). Retrieved from https://shareok.org/bitstream/handle/11244/9539/Tolson_okstate_0664M_11110.pdf?sequence=1