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The Use of Movie Trailers in Teaching Narrative Texts

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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

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 by 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 natives; 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.

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, Iida 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	

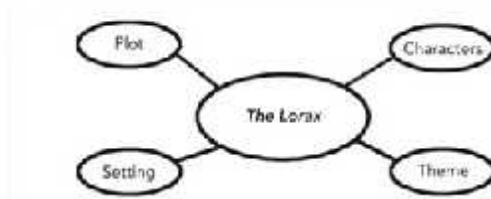
Source: Iida et al. (2012: 378)

Iida 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:

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?

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

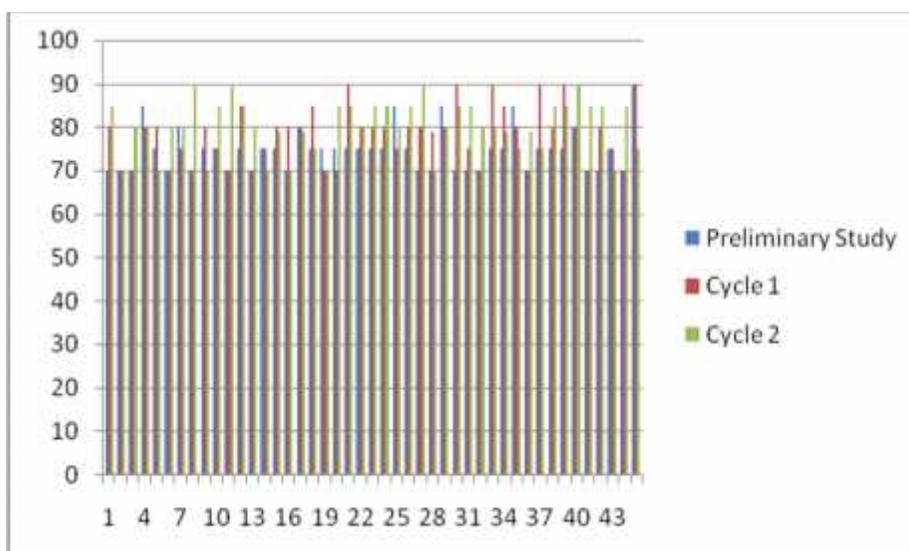
A preliminary study had been conducted before an action was implemented. The output of the preliminary study was graded using a rubric. The elements in the rubric include 1) Writing stage products of an outline, a draft, an a edited draft, and a revised draft 2) Generic structure of orientation, complication, and resolution 3)

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.

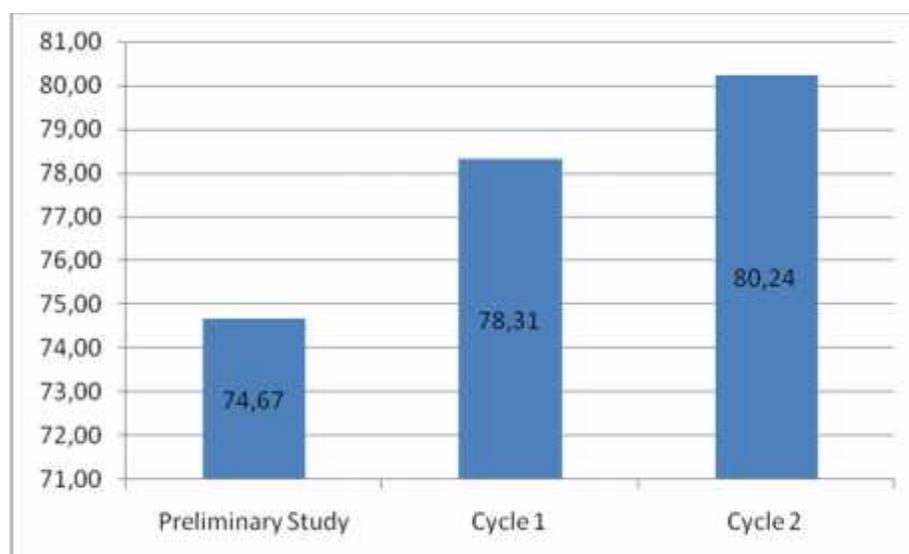
Lastly, to ascertain that the score increase did not take place by coincidence, cycle 2 was implemented. The classroom average score obtained from cycle 2 was 80.24. There was another increase of 1.93 from the previous cycle. For more detail, information of each student score in the preliminary study, 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

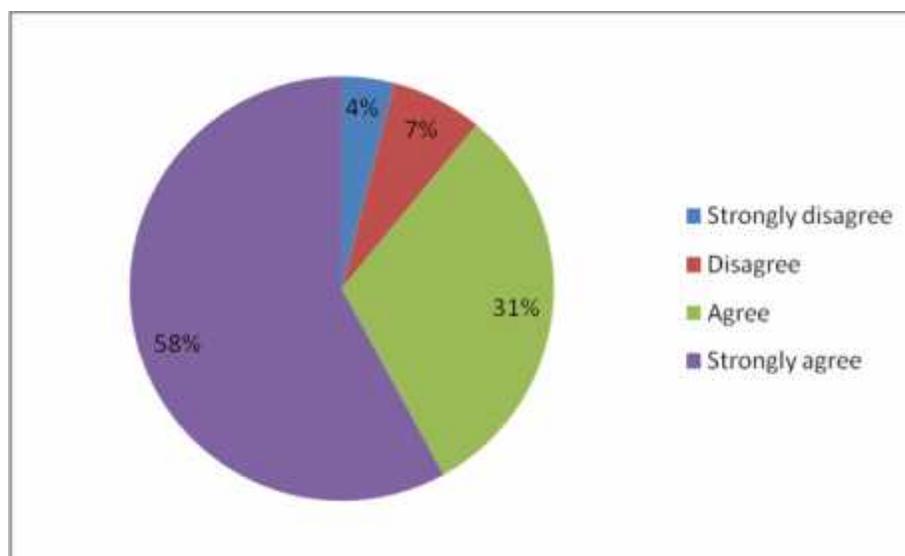


Gambar 6

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 agree. Only 7% or 3 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

the use of audio visual like movie trailers, it is a good idea to try out other audio-visual technology in EFL classrooms.

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