

Cartoon Film Media in Improving Narrative Writing Ability Of 11th Grade Science Students Of SMAN Situraja

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Article Info

Article History:

Received: October 23, 2022

Accepted: October 29, 2022

Published: November 8, 2022

Keywords:

writing skill, narrative text, cartoon films, SMA Negeri Situraja

Abstract

The objectives of the research are: (1) to find out whether the students' skill in writing narrative texts can be improved by using cartoon films. (2) to find out the effectiveness of the teaching and learning process when cartoon films are used in teaching writing narrative texts. The researcher collected the data using qualitative and quantitative data. The improvement of students' writing skill includes: (1) having an abundance of vocabulary; (2) using correct capitalizations and spelling; (3) making sentences grammatically; (4) developing their ideas into coherent paragraphs. The effectiveness of using cartoon films shown in: (1) motivating students to write; (2) making the lesson more clearly (3) increasing their interest; (4) increasing their attention. The students' score in pre-test was 61.77, post-test 1 in cycle 1 was 70.6, and post-test 2 in cycle 2 was 74.90. It can be concluded that the use of cartoon films can improve students' skill in writing narrative text.

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p-ISSN 2830-5949

e-ISSN 2830-4837

INTRODUCTION

English learning activities at the senior secondary education level in SMA still focus on four basic language skills, namely Listening, Speaking, Reading and Writing Skills. Writing skills can help students in mastering other language skills so that mastery of English is better. Celce-Murcia (2001: 206) even stated that "The major achievement of writing is the ability to express one's idea in writing in a second foreign language and to do so with reasonable coherence and accuracy; that many

native speakers of English never truly master this skill." The main achievement of writing skills is the ability to express one's ideas by being able to write them in a foreign language coherently and precisely. Meanwhile, according to Brown (2001: 335), "The criteria of good writing are content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation." Criteria for good writing include content, text structure, use of vocabulary, use of grammatical rules, spelling and use of

appropriate punctuation. Writing ability or skill is a person's ability to express ideas appropriately by meeting good criteria in content, text structure, grammar as well as spelling and vocabulary. The expected condition through this research is that students of class XI at SMA Negeri Situraja can write narrative texts with good content and structure, proper grammar and use of appropriate vocabulary while still paying attention to coherence and accuracy in writing.

The researcher started his activities by conducting preliminary observations and pre-test activities in class XI IPA 1. Based on the results of the pre-test, data was obtained regarding various problems faced by students in narrative writing skills. As for some of the problems faced by students in writing narratives, among others: (1) lack of vocabulary mastery and using the vocabulary properly so that it is very difficult to improve writing skills. (2) the low level of students' ability in the use of spelling and punctuation. For example, the sentence should be written as "Once upon a time" but it should be written as "One upon a team." Or problems in writing one word such as "beast" to "best", and many more words that are still experiencing spelling errors. This writing error really goes unnoticed. (3) there are errors in the use of grammar, both in terms of language structure and language rules. (4) there are difficulties in developing sentences into a coherent and coherent paragraph. Sentences that are

arranged experience an incoherence between one sentence and another both in context and in structure so that it does not produce the expected narrative text.

There are several factors that cause students to have difficulty in writing narrative texts, including the method or method used by the teacher during learning. Learning in the classroom is less interesting because teachers still do not use interactive learning media that can attract students' interest in learning. Learning English in class XI IPA 1 is still carried out using conventional methods of learning that are more teacher-centered or teacher-oriented. This learning concept is monotonous, students are mostly silent, just listen, sit and receive a lot of teacher lectures about a theoretical concept on how to write narrative texts so that the learning atmosphere becomes less interesting and boring and triggers low student motivation in learning English, especially in learning English. efforts to improve narrative writing skills. In other words, the method and media factors chosen by the teacher in the learning process as stated above can really affect the learning outcomes to be achieved.

Departing from these problems, the researcher wants to raise about the use of interesting media that teachers can choose in the learning process. The medium is cartoon film. The use of cartoon films as audiovisual media can motivate students in the learning process, especially in learning English which focuses on

writing skills. Cartoon films also have a significant role in the learning process, especially in foreign language learning. Kemp (1963: 3) asserts that “when such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (films) are carefully prepared, they can: increase understanding; add interest to a subject; lengthen the memory of information; and teach a skill effectively. “The use of audiovisuals can improve understanding, make learning materials more interesting, make the memory of information last longer so that the material can be remembered, and learning is effective. Even the old irreplaceable reference to the card film in learning is delivered by Wittich and Schuller (1953: 138), “elicits great interest, builds confidence. The humor in cartoon has great benefits to stimulate students in the teaching learning process, such as: making students feel relax and enjoyable in class; making students paid attention to the story of cartoon films.” That the role of cartoon films in learning is to be able to make students feel relaxed and happy when studying in class and students are attentive to the learning material delivered using cartoon films.

Based on the background of the problem, the following is the formulation of the problem raised by the researcher: (1) Can cartoons improve students' narrative writing skills? (2) How effective is the use of cartoons in teaching narrative writing in class XI IPA 1 at SMA Negeri Situraja?

Communication plays an important role in human life because by communicating we can express ideas or feelings to others. Communication can be done through two events, orally and in writing. Written communication, of course, requires the ability or qualified writing skills.

Celce-Murcia (2001: 206) said that "the major achievement of writing is the ability to express one's idea in writing in a second foreign language and to do so with reasonable coherence and accuracy; that many native speakers of English never truly master this skill." The point is that the main ability to write is a person's ability to express ideas or ideas in writing in a foreign language with accuracy and coherence. Meanwhile, Hedge in Maley (1998: 5) states that “makes a comparison between writing and speech, which effective writing needs a number of things; a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.” Hedge explains the difference between spoken and written language skills. Effective written language skills require various things from mastering the text structure of the ideas or ideas to be conveyed, the level of accuracy in writing,

the use of grammar, vocabulary and sentence structure that must be in accordance with the context that the author wants to convey to his readers.

Meanwhile, May (1996: 61) said that "to be a succeeded in writing usually requires completing the task set with accurate grammar, spelling, and punctuation; adequate vocabulary; suitable layout and clear handwriting; cohesion within a text; and a style appropriate to the context." Success in writing is strongly influenced by the correct use of grammar, spelling and punctuation; use of vocabulary, accuracy and clarity of writing; coherence and conformity with the content. Based on the descriptions of these experts, it can be concluded that writing is a person's ability to convey ideas or ideas in writing by paying attention to aspects of vocabulary use, grammar, spelling, punctuation, and coherence or coherence in every sentence and in every written paragraph.

Hornby (1995: 434) defines the notion of film. "films as a story recorded as a set of moving pictures to be shown on television or the cinema." Film is a recorded story, in the form of moving images shown on television or in cinemas. Meanwhile, Allen and Gomery (1985: 136) said that "film is an art which portrays man's interpretation of life." Film is an art that is a portrait of human life. From the two definitions above, it can be concluded that film is a set of moving images that express certain themes and ideas, which is a story that reflects human life.

Film is also often referred to as a moving image art display that is displayed in wide layers with the intention of providing education, information and entertainment media.

Various films are made in various types with various purposes. Bordwell and Thompson (1997: 50), "kinds of film are broken down into: (1) Animated Films. They generally consist of drawing and paintings by artist called cartoons. (2) Documentary Films. Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature. (3) Experimental and Avant-Garde Films. Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in the mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films." Films can be categorized into several types, there are Animated Films, Documentary Films and Films that are based on real experiences or stories or are categorized as unusual ones that go against the boundaries and norms of a culture.

Cartoon film itself is a type of animated film that is of interest to all circles, is light, interesting, funny but still attractive to the audience, so this is the basis for why cartoons are chosen in learning English as strengthened by

Wittich and Schuller (1953: 138), "elicits great interest, builds confidence. The humor in cartoon has great benefit to stimulate students in the teaching learning process." Wittich and Schuller (1962:135) also add that "cartoon is a pictorial representation or caricature of a person, idea, or situation that is designed to influence public opinion." Cartoons are caricatures of people, ideas or situations designed to influence public opinion. Meanwhile, according to the Oxford American Word Power Dictionary (1998), "Cartoon is a movie or television program that tells a story by using moving drawings instead of real people and places." Cartoons are film shows on television programs with high drawing techniques that can move as a substitute for the human form and the original place.

Poulson (2000) also mentions that "basically a cartoon is a form of media which uses animation and characters. The characters are shown with simplified features which are still maintaining an ability to be recognized. Mickey mouse and Bugs Bunny are recognizably a mouse and a rabbit, even if we didn't know their names. According to him, cartoons are films in the form of animation and have special characters that can be recognized and are not fixed on their original form. Such as animations and characters of mice, cats and rabbits embodied in the characters of Mickey mouse, Tom and Jerry and Bugs Bunny.

Meanwhile Canning-Wilson (2000) asserts that "visuals, including cartoons, used to help one see an immediate meaning in the language may

benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point." Visual media, including cartoons, can help students who are learning foreign languages to have clarity of purpose, message and language context conveyed through the cartoon. From both of them it can be said that cartoons, which are animated films with characters, are a tool and supplement in helping someone to find the meaning of words and moral messages from cartoons, both in spoken and written languages, so that it becomes a positive way to improve skills in writing student narrative texts.

Furthermore, Harmer (2007: 118) states about the essence of card films that can be used by teachers in improving students' writing skills. According to him, "cartoons can offer a wealth of possibilities. Teacher can ask the students to write description of one of a group of cartoons; their classmate then have guess which one it is. The aim of this activity is to get the students' writing freely in engaging ways."

Researchers use cartoon films in narrative writing learning to provide creative freedom in writing by collaborating the variety of spoken language seen and heard through the cartoon film into a variety of written language that is in accordance with the context and structure of written narrative text so that they can have an understanding of the concept of written narrative text. good, fun, effective and enjoyable as stated by Kemp (1963: 3) "when such

audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (films) are carefully prepared they can: 1) Increase understanding; 2) Add interest to a subject; 3) Lengthen the memory of information; 4) Teach a skill effectively; 5) Contribute to a desirable attitude; 6) Stimulate people to action; 7) Offer experiences not easily obtained in other ways.

METHOD

This research was conducted in class XI at SMA Negeri Situraja, Sumedang Regency. The method used is the Classroom Action Research (CAR) method. There are several definitions presented regarding Classroom Action Research (CAR). Mills (2000: 5) states that "action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn ." According to him, Classroom Action Research is a systematic research conducted by teachers within the scope of learning to collect various information in school improvement regarding how teachers teach and how students learn.

According to Cohen and Manion in Nunan (1992: 18), "action research is being concerned with the identification and solution of problems in a specific context." CAR is carried out in an effort to identify problems and solutions to these problems. McKay (1992) also

emphasized that "action research is an effective strategy for engaging educators in the change process. Educators involved in action research think about a specific group in particular setting with the main goal of finding better ways to do their job." According to him, CAR is an effective strategy for educators in changing the learning process for the better.

Kemmis in Hopkins (1993: 44) states that "action research is a form of self-reflective inquiry conducted by participants in a social interaction situation (including education) in order to improve educational practice by groups or participants and by means of own reflection upon effects of these actions." Classroom Action Research is a form of reflective research carried out by practitioners including in the world of education in order to improve the quality of learning implementation from the results of their reflection.

Based on the above definition, it is stated that Classroom Action Research is a systematic research to address educational problems that includes observation, analysis, and regulation with the involvement of educators in the field, namely in the classroom in the form of action research in order to achieve learning objectives and improvements which include planning, action/action, observation and reflection. What is meant by (1) Planning is a series of procedures and preparations for various things related to the actions to be taken, which in this case refers to the use of cartoon films. The cartoons shown are

obtained from internet sources. (2) Actions: giving a pre-test, teaching writing narrative text skills using cartoons, asking students about the problems or obstacles they face, then giving a post-test. (3) Observation. Observation is one of the important instruments used in data collection. Researchers conducted observations starting with planning in the form of preparing a Learning Implementation Plan (RPP) to monitoring student activities in the process of learning activities in the context of data collection (4) Reflection. The researcher then analyzes the data that has been collected from the observations to determine the extent of the success of the actions or actions that have been carried out in the Classroom Action Research. These results will be the basis for going to the next stage or cycle in the Classroom Action Research stage and answering the hypotheses proposed before the action or action is carried out. In terms of assessing writing skills, researchers will be assisted by accompanying teachers who have the capacity to assess writing skills. The assessment criteria are in accordance with the writing skills assessment rubric. Ganese and Upshur (1996: 207) mentions that in the assessment of writing skills there are five important categories that must be considered, including: content, text structure, use of rules or grammar, vocabulary and wording techniques. "There are five general categories which are often used for the evaluation of students writing, namely content, organization, language use or

grammar, vocabulary, and mechanics. They also proposed numerical scores for each of categories."

In this Classroom Action Research the researcher uses qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were obtained from the data from the pre-test and post-test results of students' writing skills. The explanation is as follows: (1) Observation. Observation is a type of activity carried out in Classroom Action Research that helps researchers in systematically documenting and reflecting through interactions in the classroom. Observations were made five times. The results of these observations are then recorded in the form of observation notes. This observation note is in the form of a series of descriptions and activities carried out in factual and objective research. Researchers make notes for all activities during learning including reactions and responses made by students during learning. (2) Interview or interview. Researchers conducted interviews with teachers and also with students. This pre-research interview activity was intended to find out the problems faced, especially problems related to writing skills. Interviews with teachers were conducted in the teacher's room. Interviews with students were conducted in the classroom. (3) Tests. The researcher gave a narrative text writing skill test consisting of a pre-test and a

post-test which was carried out in order to collect data.

Classroom Action Research analyzes both qualitative and quantitative data. Quantitative data were analyzed using descriptive statistical techniques. While the analysis of qualitative data in the form of observations and interviews that describe how cartoon films are used in the narrative writing learning process is carried out through descriptive methods. The description shows how the effect of using cartoons is to improve students' narrative writing skills.

Quantitative data analysis was carried out by researchers using descriptive statistical techniques. This technique is done by explaining the test results that have been achieved by students in both the pre-test and post-test. The researcher gave a test to measure the level of students' narrative text writing skills using cartoons. The test is in the form of pre-test and post-test. Pre-test was given before the actions performed in various cycles. While the post-test is given after the actions carried out in various cycles are carried out. The results of these two tests were analyzed to obtain data. And this data then becomes the basis used to determine and prove whether cartoon films can improve students' narrative text writing skills or not.

RESULTS AND DISCUSSIONS

Researchers have carried out pre-observations by conducting interviews with English teachers and students of class XI IPA 1 SMA Negeri Situraja to find out the problems or

difficulties they face in learning English. The researcher also made observations about the effectiveness of the teacher's teaching methods in the classroom. In this pre-observation stage, several problems were found regarding how to teach teachers in learning English in the classroom. The researcher also found that there were many students who were known to have low ability in narrative writing due to their lack of vocabulary mastery, and use of spelling. In addition, students are unable to compose sentences using proper grammar and have difficulty developing and expressing ideas or ideas in their sentences into coherent paragraphs. The researcher also found that learning in the classroom was still less interesting because the media they used were not interesting and even tended to be boring. Learning has not been supported by the use of media that is more interesting and fun. The students are less active in learning and the teacher's way of delivering narrative writing learning materials is still based on one direction, just conveying the structure of narrative texts to students normatively, then after that students are asked to write narrative stories according to the chosen topic. This makes most students tend to experience confusion because it turns out that these students still do not understand the structure of the text and the linguistic structure of the story they have to make; then mastery of vocabulary that is still a little related to the story that will

be written. At the time of its preparation, the students faced several difficulties so that the stories written only included the beginning and the end of the story, so they experienced incompleteness in story writing. In other words, the level of students' ability in terms of compiling sentences into a complete paragraph is still not mastered. Based on the results of interviews with teachers, the researchers found that there were several problems faced by English teachers. The teacher stated that there were 60% of class XI IPA 1 students who had completed learning to write learning, the remaining 40% were still incomplete. This is apparently caused by the lack of duration of practice or practice in writing students both at school and at home. When trying to do the exercises at home, they are constrained by the low level of students' ability in narrative writing or it can be said that they still need guidance to improve their writing skills, especially when fulfilling the product task of writing narrative texts that are taken home. Most of the assignments cannot be completed perfectly because of the lack of theoretical and practical concepts of writing narratives.

After the pre-observation was carried out, the research continued with the pre-test. The pre-test was carried out to measure the extent to which the students' abilities in writing narrative texts were. Then the data will be the initial data before the action plan or action is implemented. The pre-set mean value is 61.77.

it is known that the average score for the content aspect is 18.65, 12.74 for the vocabulary aspect, 13.55 for the use of language, and 3.29 for the composition aspect. The total score is 61.77. This value is below the Minimum Completeness Criteria for class XI language subjects at SMA Negeri Situraja at 78. So it can be said that students' narrative writing abilities or skills are still low. The students are still not interested in learning to write narratives so that they need to improve their skills, namely through the use of cartoon films as a medium of learning.

After applying the cartoon film learning media in the narrative writing learning process with the aim of improving the quality of narrative writing content, vocabulary mastery, sentence formation and arrangement, the use of grammatical rules and appropriate punctuation marks to make the text coherent and coherent, it can finally be achieved.

The improvement of students' narrative writing skills can experience a significant increase in the content aspect. Story content becomes more varied, interesting and inspiring because in cartoons there are explicit and implicit images that can be developed into interesting content; Then the structure of the text and the linguistic structure of the text becomes more appropriate because cartoon films usually feature orientation, complications with story plots that are systematically arranged, and story resolutions that can provide a detailed storyline from beginning to end. Even the level of

vocabulary mastery is increasing along with the number of vocabularies used by various communicative story characters who provide vocabulary for writing narrative texts; Then the use of grammar and spelling rules used is also greatly increased because this cartoon uses the language of native speakers which is in accordance with its grammatical rules. The more you see the number of correct grammatical rules used in cartoons, the more accurate the writing of students' narrative texts will be.

Everything that is heard, seen and felt in cartoons can be easily remembered, understood and applied in narrative writing with high imagination and inspiration so that students are interested and attentive to write down various ideas or ideas contained in narrative texts. The written narrative text is also formed using the right text structure and linguistic structure so as to produce a text that has clarity and coherence in the storyline and becomes more interesting because it is supported by various uses of the abundant vocabulary of the cartoon film.

Thus, it can be said that the use of cartoon films can support English language learning, especially in improving the narrative writing skills of class XI IPA 1 students at SMA Negeri Situraja. There is a significant increase when cartoons are used in narrative writing learning.

CONCLUSION

Based on the results of the discussion above, it can be concluded that there are two positive trends regarding the use of cartoon

films in an effort to improve the narrative writing skills of students of class XI IPA 1 SMA Negeri Situraja. The two things are as follows:

(1) There is an increase in content, vocabulary mastery that is abundant and appropriate in its use in accordance with the structure of the text and the linguistic structure of the narrative text; accuracy in the use of grammatical and spelling rules that are supported by the coherence and coherence of each paragraph that is formed in a coherent, neat, creative, clear and interesting way from the beginning, middle and end of the story with the right construction. In other words, cartoons have provided guidelines for narrative writing skills with an increase in vocabulary, accuracy in the use of rules and grammar as well as proper spelling and punctuation in accordance with the text structure and linguistic structure of narrative texts that are supported by coherence or coherence in every context. sentences and in each paragraph of the narrative text that it composes.

The results showed that there was a significant increase in the average value of every aspect of narrative writing skills for students of class XI IPA 1 starting from the pre-test, post-test 1 to post-test 2. From the average value of the original pre-test reached 61.77, it increased to 78.16 in post-test 1 and increased again to 78.90 in post-test 2.

(2) There is effectiveness through the use of cartoon films in an effort to improve students' narrative text writing skills. Cartoon films can

stimulate and motivate students to write more vivid narrative texts. Everything that is heard, seen and felt from the cartoons provides inspiration and relaxation. In other words, cartoon films are here to provide encouragement to be able to write narrative texts with patterns and a pleasant or relaxing atmosphere so that learning becomes more interesting, without experiencing boredom and dependence from the teacher. Relaxation can also inspire students in developing their ideas or ideas to write narrative text in each paragraph so as to provide clarity of the resulting narrative text. With the encouragement, clarity of context and self-interest shown by students in writing narrative texts using cartoons, it can be said that students have a high sense of enthusiasm, are attentive to learning to write meaningful narrative texts which in the end achieved a significant increase in ability. in learning to write narrative texts in class XI IPA SMA Negeri Situraja Sumedang.

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