

# THE EFFECTIVENESS OF CARTOON MOVIE AS MEDIA TO TEACH WRITING NARRATIVE TEXT

*(An Experimental Study in the Second Grade Students of SMPN 2 Gedeg)*

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## **Abstract**

The objectives of this research were to find out whether using cartoon movie as media in writing narrative text is effective or not and to know how far is the effectiveness of using cartoon movie as media in writing narrative text. Related to the object of the research, the writer used experimental method. The research was conducted at SMPN 2 Gedeg in the academic year 2018/2019. The population in this research is the second grade students of SMPN 2 Gedeg. The total numbers of population are 256 students. The samples were VIII-F class as the experiment group which consist of 32 students, and VIII-H class as the control group which consist of 31 students. The writer used t-test in order to check whether the use of cartoon movie in writing narrative text is effective. The result of the research showed that using cartoon movie as media is not effective. It can be proved by the pre test to post test mean of the students' writing skill of the class which are not taught with cartoon movie (41, 94 to 62, 09). The students' writing skill of the class which are taught with cartoon movie by shows significant improvement (42, 19. 45 to 77, 19). From the t-test result, it can be seen that the class which is taught by cartoon movie as media get lower score (1, 0003) than the class which is not taught by cartoon movie as media (1, 0005).

**Keywords:** *Cartoon Movie, Media for teaching, writing, narrative text.*

## **Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah menggunakan film kartun sebagai media untuk mengajar menulis teks naratif efektif atau tidak dan untuk mengetahui seberapa efektif film kartun sebagai media untuk mengajar menulis teks naratif. Terkait dengan objek dari penelitian ini, peneliti menggunakan metode eksperimen. Penelitian ini dilakukan di SMPN 2 Gedeg tahun ajaran 2018/2019. Populasi dari penelitian ini adalah siswa kelas dua SMPN 2 Gedeg. Jumlah dari siswa kelas dua di SMPN 2 Gedeg adalah 256 siswa. Peneliti menggunakan kelas VIII-F sebagai kelas eksperimen dengan jumlah siswa 32 orang, dan menggunakan kelas VIII-H sebagai kelas kontrol dengan jumlah siswa 31 orang. Peneliti menggunakan T-Test

untuk memastikan apakah menggunakan media film kartun untuk mengajar menulis teks naratif efektif. Hasil dari penelitian ini menunjukkan bahwa menggunakan film kartun sebagai media untuk mengajar menulis teks naratif tidak efektif. Ini dapat dibuktikan dengan hasil rata-rata pre tes dan post test dari kelas kontrol dan kelas eksperimen. Dari hasil uji T-Tes, kita dapat melihat bahwa kelas yang di ajar dengan menggunakan media film kartun mendapatkan hasil yg lebih rendah (1,0003) dari kelas yang di ajar tanpa menggunakan media film kartun (1,0005).

## 1. INTRODUCTION

Byrne (1984: 1) states that writing is one of the language skills, used as a means of communication, especially indirect communication because the reader is not physically present. Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising requiring specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to proposed by Brown involve the act of physical and mental, for example how to generate ideas, how to organize them coherently, etc.

Indonesia as an EFL (English as Foreign Language) face the difficulties to enrich the criteria of a good writing mentioned by Brown (2001: 275). This can be proved from the result of my pre observation in SMPN 2 GEDEG, many students thought that writing narrative text was difficult. The reason is they were silent and confused while looking at the blank paper and said they had no idea. They could

not sit down quietly and talked with their friends about the writing assignment. They are lack of ideas, vocabularies, grammar, and confidence. The students stated that they got difficulties in remembering unfamiliar words.

Futhermore, the teacher i talked to during my pre observation said that student's ability in writing was low because only 50% students who got minimal mastery criteria score (Kriteria Ketuntasan Minimal). The other reason is the teacher of English subject in this class focused employed on conventional method.

Those fact trigger the researcher to solve this problem and to find out its solution. One of the ways to solve the problems in developing writing skill is by practicing writing continually. In addition, the teacher needs to motivate the students and also creates an interesting method such as visual aid in teaching writing. In this way, the students will be interested in writing class. Kreidler (1965:1) states that visual aids can be useful for the language teacher because they (1) Create situations which are outside the classroom walls.

(2) Introduce the students to unfamiliar cultural aspects. (3) Give reality to what might be misunderstood verbally by the students. (4) Change situations quickly and easily in a drill. (5) Provide decoration for the classroom.

Basically, the teacher can use all kinds of visual aids but the teacher must pay attention to the importance of the visual aid in the teaching learning process, the effectiveness of using the visual aids, and many more questions related to the used of visual aids. Any kinds of visual aids that teacher uses must make the students feel comfortable with the material or the class so they can easily understand the lesson. Kreidler (1965; 41) further states, using any kind of method has goal to give the students the opportunity to express their own idea, using the language pattern that they have learned. The students need this kind of opportunity in order to begin to use English in a way to enable them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

Based on the situation in SMPN 2 GEDEG, the researcher presumes that visual aid has an important function that the teacher can use in teaching and learning process. It also gives the students an opportunity to extend their ability and explore their talent. For example, by using English songs, movies, comics and other media makes learning English is more fun. Based on the previous research one of

medias that can be used in teaching and learning is movie especially cartoon movie. Because first, cartoon movie can facilitate the students to listen the sound. The second, cartoon movie can help the students to remember, to get ideas about vocabulary and make good meaningful sentences because the pictures in the movie are very funny and attractive. The third, usually cartoon movie has the text to support and make it easy for student to learn vocabulary and understand about the story. The fourth, cartoon movie for students is familiar because they usually watch cartoon movie in their life.

Based on the previous research cartoon movie gain positive effect to students because by using cartoon movie in the beginning of the lesson will attract the student interest and they don't feel bored. Cartoon movie provides us an interesting story, unique characteristics and colorful pictures. After watching cartoon movie in the beginning of the lesson, they will feel relax and enjoy the lesson. This is the best time for the teacher to deliver or give the material about narrative text for the student, because the narrative texts materials are related to cartoon movie that will be seen by them. The researcher considers that it will make them easy in comprehending the material. The researcher chooses cartoon movie as a media because parts of the story is clearly presented by the dialogue and action, the story is interesting, and the

researcher have confidence in that movie will give positive moral value for the student and will give positive effect in helping them learn narrative text. The researcher be certain of that movies will attract student interest and motivation in joining writing lesson.

According to the phenomenon above, the research question can be formulated as follow : Is the use of cartoon movie as the media effective for teaching English narrative text to the second grade students of SMPN 2 GEDEG in the academic year of 2018/2019?

Writing is one of language skills learnt by students in their school. For almost students think that writing is awfully difficult. The students consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya (2002: 303) states that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into understandable text. But the researcher tends to solve this problem by using a cartoon movie as media with great hope that students can master and manage the writing skill if they want to do practice well. Gordon Taylor (2009: 2) says that writing is the seed, the fruit and the pickle of our understanding. The researcher need to know what they are talking first if they want to write well and to conceptualize

about how to translate the idea to readable text.

Harmer (2004:4) states that “Writing process is the stages that a researcher goes through in order to produce something in its final written form”. There are four steps in writing processes:

#### a) Planning

When planning, the researcher has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, researcher has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called prewriting.

#### b) Drafting

The first version of writing called draft. The researcher must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

#### c) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the

discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the researchers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

#### d) Final Version (Final draft)

One researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written text to its intended audience.

Narrative is to tell a story or tale that orderly account of events in speech or writing (Hornsby, 1974:561). It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener.

Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which has students complete studying in high school narrative is a text which retells the story or previous the experiences.

Anderson (1997: 8) states that the steps for constructing a narrative are:

#### 1) Orientation or exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

#### 2) Complication or rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal.

#### 3) Sequence of event or Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

#### 4) Resolution or falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘How did it end’?)

#### 5) Reorientation

It is an optional closure of event.

Movies are a type of visual communication which use moving pictures and sound to tell stories or inform (help

people to learn about new ideas). People in every parts of the world watch movies as a type of entertainment; a way to have fun. Most movies are made to be shown on big screens at cinemas or movie theatres.

Movies can be fictional (made up), or true, or a mix of the two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots, or stories. Some movies mix together two or more genres. Based on Teaching with Movies (2005: 11) at least there are 10 genres of movies, dramas, action, thriller, comedies, romantic comedies (rom coms), buddy movies, science fiction movies, western movies, horror movies, cartoon movie and documentaries. However, in this research, the researcher focuses only on cartoon movie.

Sudjana (2005: 58) says that cartoon movie is description in form of painting or drawing or caricature about the person, concept or situation that designed to influence opinions of society. Other definition of cartoon movie is design or study drawn to make by photographing a series of cartoon drawings to give illusion of movement when projected in rapid sequence.

As an audiovisual aid, cartoon movies contain sound and fun picture. It means cartoon movie is closer in real life, because visual clues and context make it possible to view the message as much as real or listen

to it. They will see and hear suitable situation and also suitable pronunciation.

Cartoon Movie completely helps in learning language especially for young learners. With its elements we can find aids gathered audio and visual aids. Both of them hopefully could improve the learner competence in understanding part of learning language process as speaking, translation, pronunciation, or even all of part. With this strength, cartoon movie could be the best aid in learning foreign language.

Cartoon Movie can be tremendously influential and an extremely powerful medium for transferring values, ideas and information. It is considered to be an important art form, a source of popular entertainment and powerful method for educating and indoctrinating citizens. Movie as audio visual makes the learners can learn more vivid language and get closer to their culture. Different cultures are presented not only verbally and also orally. It is a medium that transfers meaning through several channels such as picture, dialogue, which reflect those cultures, and in turn affect them.

Learning English by watching cartoon movie is learning by input. First, learners get lots of correct English sentences into their head. Then, they can imitate then and make their own sentences. It make them know how the foreign English and learns what word they use. English cartoon movie

provide a native speaker and native culture which can help them learn English easily and also make them fun. In learning foreign language, a native speaker and native culture as needed much because through these things a learner may have their own understanding when they are communication. Movie also let learners learn in formal and slang words which are not yet in English dictionaries. Cartoon Movie also let learners improve their pronunciation, grammar, and vocabulary.

Cartoon movie is divided in two criteria such as cartoon movie to children and to adolescent one. To give the good result, the cartoon movie should be selected. The criteria for selecting cartoon movie are:

- 1) The cover or picture should be interesting.
- 2) The contents of cartoon movie have some elements such as entertainment and educations.
- 3) Giving impression enjoyment, relaxation, placidness.
- 4) It is not giving bad ideas or idea anime violence in the culture.

## **2. RESEARCH METHOD**

The design of this research is quasi experimental research which is intended to find out the different of students' ability in writing narrative text between the students who are taught by using cartoon movie and those who are taught without cartoon movie. Gay and Peter (2000: 367) states

that the experimental research is the only type of research that can test hypotheses to establish cause and effect relationship. Creswell (2008: 60) also states that the experimental research design is a research in which the investigator determines whether and activity or materials make a difference in result for participant. In this research, there are two variables; the independent variable (X) is the use of cartoon movie and the dependent variable (Y) is students' ability in writing narrative text.

In this research, the researcher used one kind of instrument to collect the data, it was a test. Arikunto (2006: 150) states that the test is a sequence of questions or exercises with another tool that is used to measure skill, intelligence, knowledge, ability or talent that is owned by personal or group.

In this research, the researcher used pre-test and post-test to measure the students' writing ability. The measurement that used was to compare the result of the students' writing ability before and after getting Cartoon Movie as media.

Before the researcher gave the treatment and took the result of the score of pre test and post test, pretest gave in order to the researcher got an information about the students' ability in writing the text before they got the treatment. The pre-test gave to the second grade students of VIII F class. The number of questions of the test

consist of dividing the generic structure of the passage, making outline and a test to create a narrative text with a particular theme based on the outline that students make.

The test can be call valid test if it measures what measured. From that statement, before the test administered, it tried out to examine the validity. Because the test concerned with an achievement test, the content and the criteria of validity have used.

#### **a. Pre-test**

Pre-test provides a measure on some attributes or characteristics that the researcher assesses for the students in an experiment before they receive a treatment. Meanwhile post-test was given to know whether the student's writing ability was better or not after given the treatment. The evaluation activity was intended to measure student's writing skill using Cartoon Movie.

In the first meeting the researcher gave a pre-test to measure the students' writing ability before they got the treatment with the media. The researcher asked the students to divide the generic structures of the text and then asked them to make an outline for pre writing about their favorite Cartoon Movie, after that the researcher asked the students to made a narrative paragraph based on the outline that they made.

In the following meeting the researcher

gave treatments for students by giving kind of Cartoon Movie to teach narrative writing in that experiment class. The researcher guided the students to stimulate and exploring their idea based on the movie given. It encouraged them to write narrative text with their own words.

#### **b. Post-test**

The post-test was the last action, the researcher gave post-test. The researcher tested their writing skill after the treatments are given. In this case, the researcher asked the students to divide the generic structures of the text and then asked them to make an outline for pre writing about their favorite Cartoon Movie after that the researcher asked the students to made a narrative paragraph based on the outline that they made.

If the students' post-test score is higher than score of pre-test, it means that the research treatment made a different result effectively, so that the Cartoon Movie as a media is well conducted to teach writing narrative text in this class.

#### **c. Validity**

Arikunto, (2006: 80) states that a test is valid if it measures what it purposes to measure. Based on the reason, before the test is administered, it has to be tried out to examine its validity. For its concern with an achievement test, the content validity is being used.

There were two ways to find whether the test is valid or not. The first way is



based on Latief (2012: 174) who states that it is validated to relate the experts and to revise accordingly to get quality assurance. The second way to prove is obtained as a result of comparing the result of the try out test with the result of the students' sub-summative test. In this research, the researcher validated his instrument here by the expert who has already checked the test that was going to be used.

Validity used to find out the validity degree from each question. So it can decide whether the question failed or accepted to be tested. According to Djiwandono (2008: 165) validity can be proved by investigation of three aspects, these are content, criteria, and construct. Content validity can be proved by arranging the table of specification to compare the questions that should be done by the students with the content of item test or curriculum content. Then, criteria validity proved by compare the validate test and the same test which the validity degree had proved. The validity degree can be calculated by using Correlation Pearson Product Moment. In this research, the researcher consult the expert to validate her instrument and used the *Software SPSS 16.0 for windows* to calculate the criteria validity of the instrument.

#### **d. Reliability**

A part from validity, research data can be considered reliable when there is a similarity in different periods. When it is

the context of an instrument, the test which uses in this research can be used several times to measure the same data, therefore the test as an instrument can be considered reliable. Arikunto, (2006: 104) says that reliability is the extent to which measures the free from errors. If a measure has high reliability, it has relatively little error. Reliability can be meant as the stability of the test score. It means that a test will have high reliability if it gives consistent result.

Some language testing experts defines reliability as referring to consistency of the scores resulted from the assessment (Djiwandono,2008 : 170) states that consistency is an important indicator for reliability, it means that if an assessment result is consistent from one assessment to another, then the assessment result has high reliability.

To compute the reliability of the test, the researcher used the formula of Cronbach' Alpha (Arikunto, 2002:159) this formula is used to find the reliability of the instrument that the score is not 1 or 0, for the example is about the description. In this case, to compute the reliability of the test, the researcher used the *Software SPSS 16.0 for windows*.

### **3. FINDING AND DISCUSSION**

The researcher has done the process of pre test, experiment treatment and post test. After finishing that process, the researcher calculated the significant difference

between two means, test of significance, and difference of average scores (mean) between experiment and control class. Based on the calculated of the students' writing ability at experimental class, the total score of pre-test is 1.350, and the mean score is 42,19, that the highest score is 80 and the lowest score is 20. The total score of post-test is 2.495, and the mean score is 77,97, that the highest score is 95 and the lowest score is 45. The calculated of the students' writing ability at control class, the total score of pre-test is 1.300, and the mean score is 41,94, that the highest score is 80 and the lowest score is 20. The total score of post-test is 1925, and the mean score is 62,09, that the highest score is 90 and the lowest score is 0.

The researcher analyzed the data which had been collected and then described the result of the research. In the first meeting of the two classes, the teacher gave a pre test for students. They were difficult to write on the blank paper and said there were no idea. In the second meeting (learning process), the control class was taught without cartoon movie. So as usual, almost of students did not pay their attention to the teachers' explanation. They feel bored because the teacher used traditional method to explain the story. On the other hand, the experiment class (which was taught by cartoon movie as media) the students were

more enthusiastic and more interesting in learning process. The students of experiment class were easier to write than control class in doing the post test. It happened because cartoon movie could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class.

From the T – test result, the experiment class got score (1, 0003) and the control class (1, 0005). It means that there is no significant difference between the two classes because based of T- table with level of the significant 0, 05% the result  $> 2.457$ . Thus, based on the above explanation, the writer concludes that using cartoon movie as media is not effective in writing narrative text.

On the other hand, there is no significant improvement from pre test to post test mean of control class (41, 94 to 62, 09). It could happen because the students were given traditional method by the teacher.

According to the explanation about the analysis of the result on the table above based on the research at students of SMPN 2 GEDEG academic year 2018/2019, it can be inferred that writing narrative text using cartoon movie is not better than that of without cartoon movie. Furthermore, the students who learned writing narrative text through cartoon movie as media and those who are not have such a significant difference that

the students writing scores taught by using cartoon movie are lower than those who are not given treatment.

From the research finding, it can be concluded that using cartoon movie as media cannot motivate students to engage in language learning. And it's proved that Cartoon Movie as Media to Teach Writing Narrative text is Not Effective.

#### 4. CONCLUSION

Based on the research finding and discussion, the inference of this graduating paper are drawn as follows.

The students' writing skill of class which is taught by using cartoon movie as media (experiment class) shows a higher score. As the finding result shows in pre test to post test mean of experiment class (42,19 to 77,97). Different from control class, the researcher finds that there is no significant improvement of students' writing skill in class which is not taught by using cartoon movie. It can be proved by pre test to post test mean of control class (41, 94 to 62,09). Based on the T – test analysis, the class which is taught by using cartoon movie (experiment class) get lower score than the class which is not (control class) with result 1,0003 and 1,0005 respectively. In other word, the researcher can concluded that using cartoon movie as media not significant for students.

#### 5. SUGGESTIONS

The researcher would like to propose some suggestions, which hopefully would be useful for the English teachers, students, and other researchers'.

##### 1. For English teachers

In the teaching and learning process, this research can help the teacher use various strategies that are suitable for the teaching material. The teacher can make the students involved in the learning process. By using cartoon movie, the students will create their own writing based on information that they get from the movie. Therefore, the students will be easy to get idea in writing narrative text. But, to teach writing narrative with cartoon movie as media, it will be better if the teacher combine it with the other strategies.

##### 2. For the students

This research can help them to improve their writing ability. The students can be consider the information that they get from cartoon movie in their writing.

##### 3. For another researcher

The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing.

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