

THE USE OF ANIMATED CARTOON VIDEO IN TEACHING WRITING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

Nasta'inul Kharim

Universitas Negeri Surabaya

nastainulkharim@mhs.unesa.ac.id

Abstrak

Manusia memproduksi bahasa untuk berinteraksi dengan orang lain. Baik dalam pembelajaran maupun pengajaran, siswa terkadang mengalami kesulitan dalam menulis paragraf, terutama menulis teks deskriptif. Salah satu solusi untuk meningkatkan kemampuan menulis siswa adalah dengan memberikan video kartun animasi. Penelitian ini menggunakan metode kualitatif dengan subjek penelitian siswa kelas 8 SMP di Bojonegoro. Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan video kartun animasi dalam pengajaran teks deskriptif dan untuk mengetahui respon siswa terhadap penggunaan video animasi dalam pengajaran teks deskriptif. Instrumen penelitian yang digunakan adalah observasi kelas dan wawancara. Peneliti melakukan observasi dalam 2 kali pertemuan. Pada setiap pertemuan, guru memberikan tugas rumah dengan kasus yang berbeda, yaitu tentang Donald Duck, Boboboy dan Upin Ipin. Hasil penelitian menunjukkan bahwa penggunaan video animasi seperti Upin Ipin dan Donald Duck efektif meningkatkan kemampuan siswa dalam menulis teks deskriptif. Siswa mampu mendeskripsikan karakter dari video animasi secara lengkap. Selain itu, siswa merasa senang ketika video animasi digunakan sebagai media dalam pengajaran teks deskriptif. Penggunaan kartun animasi yang biasa diucapkan pun berhasil. Dapat disimpulkan bahwa kartun animasi yang digunakan dalam pengajaran teks deskriptif dapat mendukung pemikiran siswa untuk menulis teks deskriptif dengan jelas..

Kata Kunci: Teks Deskriptif, Kartun Video

Abstract

Human beings produce languages for interacting with others. Both in learning and teaching, learners sometimes have problems in writing paragraph, especially writing descriptive text. One of the solutions to improve students' writing is by giving animated cartoon video. This research employs qualitative method with research 8 grade Junior High School Students in Bojonegoro as the subjects. The purpose of the research is to describe the use of animated cartoon video in teaching descriptive text and to know students' responses toward the use of animated video in teaching descriptive text. The research instruments used are classroom observation and interview. The researcher carried out the observation in 2 meetings. In every meeting, the teacher gave the homework in different cases, the cases were about Donald Duck, Boboboy and Upin Ipin. The result shows that the use of animated video such as Upin Ipin and Donald Duck effectively improve students' ability in writing descriptive text. Students are able to describe the characters from the animated video completely. Moreover, students are happy when animated videos are used as a media in teaching descriptive text. The used of animated cartoon that commonly spoken was succeeded. It might be concluded that the teaching animated cartoon for descriptive text could support learners' thought to write descriptive text vividly.

Keywords: Descriptive Text, Animated Cartoon

INTRODUCTION

Most people require to speak up each other. Furthermore, a language is crucial in conversation, without any language, human beings are disconnected and forceless. Related with the curriculum of 8th grade of junior high school learners must be able to enlarged their skill of writing, especially descriptive text. It is one of the functional text. Unsuccessfully, most of learners have some obstacles in doing writing descriptive text. They faced obstacles to express an idea of appropriate structure of text descriptive. In the opposite, researcher has found out a few shortcomings in teaching description by teacher to learners. In order the learners get motivated and relaxed during learning process, teacher must be able to have fascinating teaching strategy. According to Jeremy Harmer (2007:20) stated that the teachers' strategies while

teaching could be basic support that motivated learners during the process of learning English. Media can help out either for learners or teacher. By using media allows the learners involve in the learning and teaching. Purwati (2002:25) argued that one of media which can be used during teaching process are videos. A lot of audio visuals media made learners being comfort and enjoy during learning writing in English. By adapting videos as strategy for increasing the skill of text descriptive, learners would never get bored anymore. It will attract them to expand their ideas.

Writing is an extraordinary interaction. To make learners surpass their ideas to develop world of their own style. By writing, they will deliver idea, feeling, experience and so on. The aims of writing is given a knowledge. Meyers (2005:2) stated that skill writing is more than an action. In which learners begin to write

something, learners have been thinking an issue what will they do. Next, when writing has been finished by learners, they required to check up what they have written and make correction or revision on it. Writing its self is a productive skill that involves a symbol of complex progress. During making a perfect writing, learners should be able to use perfect grammar, good vocabulary and also the choice of word. In writing, those learners are able to share their daily life, feeling and idea. Learners require to focus both organizing and generating idea. In another word, learners must be able to revise low writing to become good composition either grammatical rules or rhetorical convention cohesively. Descriptive text is one types of writing which the learners can describe a subject or a thing, in example, a place, a person, or an animal. The writers draw something in a blank paper or a board with recreated as a recapture sound, smell (Depdiknas, 2004:4). The points of description text is to explaine distinctively to a readers about current circumstance that have been seen obviously. It causes them to feel she or he has seen an article by themselves. It clarify and depict something specific, for example, an animal, person and spot. Both educating and learning process, there are a couple of significant parts that must be satisfied. Along these lines, there is another part that must be incorporated. It is something that helps instructor both educating and learning in a class. It is known as a media, it comes from the expression of latin "Medium" that implies something to retell the message. According to sadiman et al (2002), a media is a short of an appliance that can be used to convey information.

Media may be used to triumph over the learners' boredom. They will experience the coaching and gaining knowledge of system and apprehend approximately the cloth given while they're interested by what they have done, the media which will be used is a video.

This is sort of technology that famous in human beings' day by day life. It is used nearly in each a part of human beings' life, consisting of for entertainment, information, education, etc. Video turns into famous in recent times due to the fact academic international additionally use it as one of the media within side the coaching and gaining knowledge of system. There are a few motives why video may be used on this system. First, video can supply real version of the language Its method which scholars looked for videos can immediately take a look at how does articulation can suit the real gestures Harmer, 2002:282). Secondly, According to the Vander Plank (2016:23) state that animated cantoon video fully integrated with the cooperation of teacher, they could motivate learners, save time, and help learners difficulties. The media could increase the learners motivation to study more easier to understood the material because of the video was containing moving pictures and visual effect that helped them to comprehending the text. Third, Maxom (2009:70) state that, Short video really grab the learners' attention and lend themselves to further activities in the practice and production stages.

These videos are taken into consideration as proper issue for looking the culture of English. It suggests how human beings stay issue, and behave withinside the culture.

Derewianka argues that a descriptive textual content may be finding via videos (1990:32). It stated where scholars gets enthusiastic and inspired to analyze something, if the cloth discovered are appropriate with their improvement. From the phenomenon it happened due to the learners were not active and interest, during learning process. Thus, while in teaching process media are needed in order to encourage the students to learn how to write some texts. These media could be used to overcome the learners' obstacles in learning such as pictures series, comic, animated stories, and visual video. The video that will be taken by the researcher is animated cartoon video. The animated cartoon video can be useful to encourage learners during learning writing descriptive text.

By using this sort of media "animated cartoon video" it is not only encourage the learners but also encourage the teacher while teaching writing especially descriptive text. By animated cartoon video learners are able to describe the object vividly. By considering, Related to the previous study, which had been done by Ikadestanti, (2017) entitle "The Implementation of Tutorial Video to Improve Students" Skill in writing Procedure Text the used of tutorial video as media in teaching show significant comprehension and ability to write English text more than conventional method. The result of the study were the students who were taught by using tutorial video were more active during the teaching and learning and writing activities. On the other hand, the learners were taught with conventional strategy were less active in writing procedure text.

In deciding on the cloth, trainer needs to be selective, it needs to be consistent with the scholars need, learners hobby according with the scholars' improvement video stimulates college students, and college students pay extra interest in gaining knowledge of language. Harmer (2001:261) stated that primary rules during written skill assignment need to encourage college learners for developing the proper circumstance for producing idea and they may writing simply. To get the most out of video in the classroom, teachers require to incorporate preview, view, and review activities into the classroom. According to this, the researcher should apply an observation dealing with this measurement in deciding proper strategy in teaching English by using animated video in certain level of students.

The research questions are written as follows:

1. How is the use of animated cartoon video in teaching descriptive text?
2. How is the students' response toward the use of animated video in teaching descriptive text?

METHODS

The study employs qualitative method by describing the classroom interaction between teacher and students. Research Qualitative is a study conducted in the natural environment of classroom and emphasizes the results of the study in the form of description explanations to give the comprehend the essence of the meaning (Mcmillan, 1992: 9). In this survey, researchers were observers. Data was collecting by observations checklist also field note.

During this study, researcher noted everything he has seen and heard in class during the course of education and learning. The final of learning process, teachers and observers used the observation checklist to look back. After looking back at the teaching and learning process, the next step was to exchange situations in the classroom. In this case, teacher and observer used observation checklists and field notes to discuss information about the teaching and learning process. The subject of the survey is the 8th grade of junior high school. The researchers have obtained Grade 8 B from SMP 4 Of Bojonegoro. It consisted of 30 learners, including 10 boys and 20 girls.

Instrument of the Research

In the same vein, the author was the main tool used for collecting data, and he agreed with Marriam (1998: 7) that researcher was the first tool for data collections and analyses in qualitative research. During this study, researcher was observing, paying attention, and taking notes in classroom during activity to determine the required dates. Researchers used several devices to collect the data.

Data Collection

Technology for data collecting is a viable option for obtaining research data. Monitoring checklists, questionnaires, and field notes were used to gather data for this study. The survey was divided into three parts. These figures are the outcome of a checklist of observations. The data was collected from the observation checklist and field note used to answer first research question which asked about the implementation of the use of cartoon videos while teaching 8th grade description text at one public junior high school in Bojonegoro. In addition, researcher used a questionnaire to answer research question 2, which was asked about student answers to the introduction of the use of cartoon videos in descriptive writing classes.

Data Analysis Techniques

The data in this study analyzed by a qualitative descriptive study design. Data collected while and after the data collection phase. Researcher vividly presented the observation and learners perceptions. He presented the data in the form of an explanation. He explained the results of observations to his question on the checklist.

In addition, the researcher described the activity of the teacher in performing the method, as well as the learners' activity in a class, as a result of observations obtained from the state of the class. Based on the observations, the researcher was organizing data, integrated the data, and deciding what to report. He critically summarizing the data and explaining this vividly.

RESULT AND DISCUSSION

The use of animated cartoon video in teaching descriptive text.

The first research question deals with the way the teacher use animated cartoon video in teaching descriptive text. Observation will be used to answer the first question. Animated cartoon is sort of media

which can be used by learners in learning descriptive text. Most of learners are getting the difficulty while learning and getting the knowledge of descriptive text. Therefore, researcher requires an appropriate the exact media or strategy in teaching them. Then, researcher has used an animated cartoon as media to increase the learners' ability in comprehending descriptive text. The result of the observation shows that the teacher asked how the learners felt at that time. The learners felt happy a little conversation with the teacher before opening the class. Then the teacher reminded the learners that there was a deadline for writing the description. When time was running out, the teacher asked the students to submit their assignment. After that, the teacher and his students reviewed the lesson of the day.

At this point, the teacher was introducing a new idea that you have prepared already. The theme is about "Cek gu" by Upin and Ipin cartoon video. In this video, we touched on types of T-shirts, tables, books and more. In this class, the teacher was explaining what the learners have to do. This is the same as when I first met. Teacher asked the learners to watch the video together.

Furthermore, the teacher asked the learners for submitting the works. At this point of view, the teacher confirmed which the whole learners have written the text. The teacher asked them how they felt after writing the explanation. The learners said that their writing was getting increased than the last meeting. The end of the dy, the teacher greeted and finished the classroom.

Students' responses toward the use of animated video in teaching descriptive text.

The second research question copes with the student's response toward the use of animated video in learning descriptive text. The document was collected after all the questionnaire are filled by the learners. The results of the questionnaire show that all of learners response positive opinions related to the media of animated cartoon. Their writing has increased quite significant.

In the same vein, the learners are anthusiatic due to they are able to think and surpass their ideas by using the animated cartoon videos, another side, by using this media it supplies the real version of it language.

There are a few motives the learners why do video may be used on this term. First, the animated video can supply real version of the language Its method which scholars looked for videos can immediately take a look at how does articulation can suit the real gestures Harmer, 2002:282). Harmer (2001:261) said that the principal roles in writing task should be motivate students on creating the right condition for generating ideas, so they will write the descriptive freely and easily. In order to exploit the video fully in the classroom, the teacher should integrate pre-viewing, viewing, and post viewing activities into the lesson.

The learners will get enthusiastic and motivated to learn descriptive text by using animated cartoon videos, if the material learned are suitable with their development

Derewianka (1990:32). The other side, said Ikadestanti, (2017) entitle "The Implementation of Tutorial Video to Improve Students" Skill in writing Procedure Text the used of tutorial video as media in teaching show significant comprehension and ability to write English text more than conventional method.

CONCLUSION

This study found based on the two research questions that the use of animated videos in teaching descriptive writing was effective for the teacher. It helps student to write explanatory text easily. There are three sessions where you will learn how to write description writing text by using cartoon videos. Every video used in each meeting has a different presentation topic. Teachers always explain simple and attractive keywords dealing with video to students. These assignments help out learners to expand their writing explanatory texts.

In addition, according to the second research question, students are really enjoy writing descriptive texts through cartoon videos based on the questionnaire they filled. The explanations from teacher also help the learners while in the learning process. They faced some difficulties in learning grammar, vocabulary, and composition, but there are alternatives to overcome the difficulty

Suggestion

This results of the proposition study show that there are still many aspects to reconsider. Teachers or researchers can change the learning method by descriptive writing text for learners. Here are some suggestions:

For Teacher, researcher suggests the following regarding learners' difficulties in comprehending text. First, topic should be interesting and familiar for learners and should not be too easy or difficult to motivate them to write. Familiar topics can also be used to help learners choose the appropriate words and form the right sentences in the explanatory text. Second, in writing classes, teachers encourage learners to freely express their ideas and use animated cartoon videos to organize ideas, and focus on a given topic.

For researchers, The teaching and learning process using animated videos provide an opportunity for other researchers to advance this research as there are more areas to explore with videos. Learning to use animated videos can be taught using other languages skills for example listening, speaking and reading. Other researchers may also use control techniques if the results of this studies are not satisfactory.

REFERENCES

Alan Meyers.(2005). *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc), p. 2

Andersons, Mark, and Kathy Andersons. (2003). *Text Type in English 1-2*, Australia:MacMillan Education.

Arikunto, Suharsimi.(1998): *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta.

Brown, H Douglas.(1994). *Teaching by principle: an interactive approach to language pedagogy*. New Jersey: Prentice Hall

Chau, E.(2003). *Developing beginner language skills through video*. AMEP Conference.

David Nunan and Clarice Lamb. (1996). *The Self-Direct Teacher. Managing the Learning Process*, (Cambrdge: Cambridge University Press), p. 14.

Depdiknas. (2004). *Kurikulum 2004 Standart Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Jakarta:Depdiknas.

Derewianka, Beverly. (1990). *Exploring how text works*. Marlborough: Australia Print Group.

Harmer, Jeremy. (2002). *The practice of English language teaching 3 rd edition*. England : Pearson education Limited.

Harmer Jeremy. (2001) . *The practice of English language teaching 3 rd edition*. England: person education Limited.

Harmer Jeremy. (2007). *How To Teach Writing*, (England: Longman),p. 33

Heaton, J.B. (1991) *Writing English Language Test*. New York: Longman

Jack C Richard.(1990). *The Language Teaching Matrix*, (New York: Cambridge University Press), p.100

Mcmillan, James H. (1992). *Educational Research: Fundamental for the consumers*. New York: Harper Collins Publishers.

Purwati, Dian. (2007). *Media Pembelajaran*. Jakarta: Rajawali Pers.

Purwati, Oikurema. (2007). *Model Pembelajaran dan Media pembelajaran*. Surabaya: UNESA

Richard Kern. (2000). *Literacy and Language Teaching*, (New York: Oxford University Press), p. 172

Rosa, Alfred and Elcholas, Paul. (1986). *Model for Writer: Short essay for composition*. New York: St. Martin;s press

Setyadi, Trival. (2007). *The Implementation of Teaching Writing Through Semantic Mapping of Descriptive Text in SMP*. Unpublished Thesis. Universitas Negeri Surabaya.

Claude W.Faulkner.(1950). *Writing Good Sentences*, (New York:Charles Scribner's Sons),p.1

Sherman, J. (2003). *Using authentic Video in the language classroom*. Cambridge: Cambridge University Press

Stempleski. S & Barry,Tomalin. (1990). *Vidio IN Action : recipes for Using Video in Language Teaching*. Great Britain : Prentice Hall, Inc.

Stempleski, Susan, and Paul Arcario, eds (1994). *Video in second language teaching: using, selecting and producing video for classroom*. New York: TESOL Inc

Stoller, Fredericka L. (1990). *Film and Video tapes in the Content based ESL/EFL Classroom*. Washington: FPG Inc.

Syamsuddin. (2007). *Metode Penelitian Pendidikan Bahasa*. Bandung: PT. Remaja Rosdakarya Offset

White, Fred D. (1986). *The Writer's Art. A Practical Rhetoric and Handbook*, (New York: Wadsworth Publishing Company).