

THE USE OF ANIMATED CARTOONS AS MEDIA TO TEACH WRITING DESCRIPTIVE TEXT

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Abstrak

Aktifitas monoton yang dilakukan oleh guru dalam kelas menulis, terutama dalam menulis teks deskriptif menyebabkan siswa kurang termotivasi untuk menulis. Oleh karena itu, guru sebagai model di kelas harus mampu menemukan teknik pengajaran yang dapat membangkitkan motivasi siswa dalam menulis. Dalam hal ini, guru dapat menggunakan media dalam proses pengajaran. Penelitian ini ditetapkan ke dalam penggunaan kartun animasi untuk mengajar teks deskriptif. Berdasarkan alasan tersebut, peneliti mencoba untuk mendeskripsikan proses belajar mengajar dengan menggunakan kartun animasi sebagai media yang dilakukan oleh guru pada poin (1) Bagaimana guru menggunakan kartun animasi sebagai media untuk mengajar teks deskriptif pada siswa? (2) Bagaimana hasil tugas siswa dalam menulis teks deskriptif. (3) Bagaimana siswa merespon penggunaan kartun animasi sebagai media untuk mengajar teks deskriptif?

Penelitian ini ialah penelitian deskriptif kualitatif. Data pertama dalam bentuk deskripsi aktifitas guru selama proses belajar mengajar, sumber data ialah guru yang memimpin proses belajar mengajar. Data kedua ialah hasil tugas siswa dalam menulis teks deskriptif, sumber data ialah siswa yang mengikuti proses pembelajaran. Data ketiga ialah deskripsi atas respon siswa terhadap penggunaan kartun animasi sebagai media untuk mengajar teks deskriptif yang dilakukan oleh guru, sumber data ialah siswa yang mengikuti proses pembelajaran. Peneliti menggunakan lembar observasi tak terstruktur untuk menulis semua informasi yang dilihat dan didengar selama proses belajar mengajar, hasil tugas menulis siswa, dan kuesioner terbuka untuk mengetahui bagaimana respon siswa terhadap penggunaan kartun animasi sebagai media untuk mengajar teks deskriptif yang dilakukan oleh guru.

Guru menggunakan kartun animasi sebagai media untuk mengajar teks deskriptif dengan menarik. Guru mampu memikat siswa ke dalam pelajaran yang diberikan. Sebagian besar siswa memperoleh hasil yang sangat baik pada tulisan mereka. Hasil kuesioner terbuka siswa menunjukkan bahwa sebagian besar siswa antusias selama proses belajar. Dalam pandangan siswa, kartun animasi yang digunakan oleh guru menarik dan dapat membangkitkan motivasi mereka dalam menulis teks deskriptif. Pada kesimpulannya, penggunaan kartun animasi sebagai media untuk mengajar teks deskriptif memiliki peran positif terhadap pelajaran bahasa Inggris, terutama menulis teks deskriptif.

Kata Kunci: *Kartun Animasi, Menulis, Teks Deskriptif*

Abstract

The activities which were monotonous done by the teacher in a writing class, especially in writing descriptive text caused the students are lack of motivation in writing. Therefore, teachers as model in class should be able to find a teaching technique which can arouse students' motivation in writing. In this case, teachers can use media in the teaching process. This research is specified into the use of animated cartoons as media to teach writing descriptive text. For this reason, the researcher tried to describe the teaching and learning process by using animated cartoons as media implemented by the teacher in the point of (1) How the teacher uses animated cartoons as media to teach writing descriptive text. (2) How the result of students' task in writing descriptive text is. (3) How the students response to the use of animated cartoons as media to teach writing descriptive text.

This research is descriptive qualitative research. The first data was in the form of description of the teacher's activities during the teaching and learning process, the source of the data was the teacher who conducted the teaching and learning process. The second data was the result of students' task in writing descriptive text, the source of the data was the students who followed the learning process. The third data was the description of students' response towards the use of animated cartoons as media to teach writing descriptive text implemented by the teacher, the source of the data was the students who followed the learning process. The researcher used unstructured field notes to write all

the information which were seen and heard during teaching and learning process, the result of students' writing task, and open-ended questionnaires to know the students' response towards the use of animated cartoons as media to teach writing descriptive text.

The teacher used the animated cartoons as media to teach writing descriptive text attractively. The teacher could engage the students to the lesson given. Most students got excellent category in their writing. The result of students' open-ended questionnaires showed that most students were enthusiastic during the teaching and learning process. In students' point of view, the animated cartoons used by the teacher were interesting and could arouse their motivation in writing descriptive text. In conclusion, the use of animated cartoons as media to teach writing descriptive text has positive role towards the English lesson, especially for writing descriptive text.

Keywords: *Animated Cartoon, Writing, Descriptive Text*

INTRODUCTION

English has become an international language since England invaded most of countries in the world around seventeenth until twentieth century. That condition forced people to use English as their language to communicate with other people. Indonesia as one of countries which was invaded by England also got the influence. English becomes foreign language in Indonesia and includes as a core subject in Junior High School and the higher level of education. It has four language skills which are to be mastered by students. They are listening, speaking, reading, and writing.

Writing is a productive skill both with speaking because people produce words what are in their minds when they are either writing or speaking. Zamel (1982) emphasizes that writing is a process of discovery meaning. It means when people begin their writing, they step the process of discovery meaning. They get idea in their minds then they combine it to be word by word into their writing.

The discovery meaning in writing activity is not an easy step. Researcher found that some students found difficult to start their writing because they confused what topic sentence they should write. Meanwhile, some others are lack of vocabularies and not motivated in writing because they thought that writing is a difficult work. These kind of problem happened due to the activity of writing which was given by the teacher was monotonous. The teacher usually presents the material and asks the students to write a certain topic without giving media or activity which is interesting and could arouse the students' motivation in writing.

Referring to the situations above, teachers as model in class should be able to minimize these problems. They should find a teaching technique which can arouse students' motivation in writing. In this case, researcher argues that teaching by using media can be implemented to solve these problems. A teacher may use media in the forms of visual, audio, audio-visual,

and multimedia, such as realia, drawing, flashcard, cassette, animated cartoon, film, etc. Related to this case, researcher uses animated cartoons to teach writing descriptive text to the students.

Researches by using animated cartoon as multimedia have been implemented by several researchers. Tirakoat and Lata (2011) in their application of three dimension cartoon animation state that the social information, support teaching, and simulation can be represented well by using cartoon animation. Besides, cartoon animation also lends the user interface to realize both affective and cognitive benefits (Chang & Ungar, 1993). Furthermore, in an anecdotal study conducted by Clark as cited by Bahrani and Sim (2012, p.58), it was highlighted that cartoons can engage the attention of the learners and present information in a non-threatening atmosphere. In this way, students are interested in the teaching and learning process conducted by the teacher unconsciously. Besides, teaching English by using cartoons which has good story lines can motivate students to absorb the language input better and improve their language significantly (Bahrani & Sim, 2012).

Related to this topic, the researcher found that there is a teacher in SMP Al Falah Deltasari Waru Sidoarjo who has been using animated cartoons as media to teach writing descriptive text. Based on the statements which were explained above, the researcher would like to observe how the teacher uses animated cartoons to teach writing descriptive text to the students, the result of students' task in writing descriptive text, and the students' response towards the use of animated cartoons as media to teach writing descriptive text implemented by the teacher.

METHODOLOGY

The design of this research is descriptive qualitative research. According to Ary, Jacobs, and Sorensen (2010), qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. Human

investigator is the primary instrument for the gathering and analyzing of data.

There were three kinds of research instruments researcher used to collect the data in this study. They were unstructured field notes, students' writing task, and open-ended questionnaires. The researcher used unstructured field notes to write all the information which were seen and hear during the teaching and learning process, especially all the teacher did during the teaching and learning process. Students' writing task were needed to be analyzed by the researcher to know whether the students wrote well or not after the teacher used animated cartoons as media to teach writing descriptive text, while open-ended questionnaires used by the researcher to know the students' response towards the use of animated cartoons as media to teach writing descriptive text implemented by the teacher. Three stages of qualitative data analysis proposed by Crosswell as cited by Ary, et.al (2010): organizing and familiarizing, coding and reducing, interpreting and representing used by the researcher to analyze the first and third data. Meanwhile, the ESL composition profile proposed by Jacobs, et.al (1981) used by the researcher to analyze the second data.

RESULT

The Use of Animated Cartoons as Media to Teach Writing Descriptive Text Implemented by the Teacher

The researcher noted that in both of the meetings, the teacher showed animated cartoons to the students as media to teach writing descriptive text. The animated cartoon which was showed in the first meeting was different from the animated cartoon which was showed in the second meeting. In the first meeting, the researcher noted that the animated cartoon showed was 'Alma', while in the second meeting was 'Si Entong'. Both of those animated cartoons the teacher showed suited to the students' age which was categorized as young learner.

In the first meeting, the researcher noted that the teacher delivered the material attractively by eliciting the core words of the lesson from the students. The students often raised their hands to answer the teacher's question. By observing the students' participation, the researcher knew that the students were enthusiastic in answering the teacher's questions. Then, the teacher drilled the students by giving exercise, showed an animated cartoon, asked the students to write a simple descriptive text based on the character which was in the animated cartoon the teacher had shown to them, did the evaluation and review the lesson at the end of the lesson.

In the second meeting, the researcher noted that the teacher reviewed the materials that students had learned

in the meeting before, pre-taught the vocabularies of clothes which would be worn by the characters in the animated cartoon, showed an animated cartoon, asked the students to make a simple descriptive text in groups based on the clues given, did guessing game, did the evaluation and review the lesson at the end of the lesson.

The Result of Students' Task in Writing Descriptive Text

The students' writing task was a simple descriptive text about the character in the animated cartoon which was showed by the teacher. They should write it in at least three sentences but not more than five sentences. The researcher analyzed the result of students' writing task by using ESL composition profile proposed by Jacobs, et.al. According to Jacobs, et.al, there are five elements of writing which were used by the researcher to draw the result of students' writing task. They were described respectively as follows:

1. Content

Based on the content of students' composition, the researcher found that most students got excellent, very good, and good category. Student 11 who got excellent category could write completely, including the physical appearance, activity, and characteristics of the animated cartoon showed. There were a few students who got average and fair category. There were not students who got poor and very poor category.

2. Language Use

The researcher found that the use of the language of the students was good enough. Most students got very good and good category for it. Some of them got excellent, while a few got average, fair, and poor category. Student 23 who got good category could write the tenses and words correctly enough. Although she made little mistakes in the use of verb, preposition, and article.

3. Vocabulary

In term of vocabulary used by the students in their writing, researcher found that the students chose vocabularies which are appropriate to the topic and could distinguished them to their function well enough. Most students got good category. Some of them got very good and average category. Student 9 whose composition put by the researcher into very good category could write the words which are understandable. Meanwhile, there were the other few students who got poor, but there were not students who got excellent and fair category.

4. Organization

The researcher found that most students got good and very good category in organizing ideas onto their writing. There were some of them who got average and

fair category. Student 11 who got very good category could organize the ideas orderly. After she described the physical appearance of Alma, she continued to describe Alma's activity and characteristics.

5. Mechanics

In term of mechanics, the researcher found that most students got good category. Some of them got excellent and very good category. There were only a few students who got fair and poor category. Student 8 was one of the students who made mistakes in the use of punctuation and capital letters. She did not end the first and second sentence by using period. Furthermore, she did not start the second and third sentence by using capital letters. Hence, the result of her writing task put by the researcher into fair category.

The Students' Response towards the Use of Animated Cartoons as Media to Teach Writing Descriptive Text

The first question of the open-ended questionnaire is about the feeling of the students during the learning process of writing descriptive text with the animated cartoons as media given by the teacher. There was a student who wrote "I was excited in the teaching aids. It was not merely focus on book, but from film and other interesting activities. I understood more the material taught." Besides, some other students wrote "I was happy and excited in the learning process because we were happier and enjoy in learning, "I was happy because the animated cartoons were funny", "I was happy because I did not feel bored." Based on those students' answers written on the open-ended questionnaire, it was known that most students were happy during the learning process. They enjoyed each activity given by the teacher in either the first or second meeting.

Meanwhile, the second and third questions of the open-ended questionnaire are about the students' opinion towards the animated cartoons given by the teacher and the students' motivation in writing descriptive text in the manner of the animated cartoons given to them. In this case, there were different responses among the students. For the second question, some students wrote "Yeah, it was very interesting. That was one of creative teaching aids which were able to arouse our interest in learning, "Yeah, it was because it could encourage us to learn actively", "Yeah, it was easily to understand", "It was usual for me". Meanwhile, for the third question, some students wrote in their open-ended questionnaire "Yeah, because the teaching aids were interesting, I was interested in writing descriptive text from those animated cartoons", "Yeah, it eased us to write", "Yeah, by getting the animation, we were understand more", "It was usual for me". Based on students' answers, most students argued that the animated cartoons the teacher gave were

interesting. The animated cartoons given could arouse students' motivation to write a descriptive text. The reason was because the students could understand the materials easily by getting the animated cartoons from the teacher. Besides, there were some others thought it was a creative media which can engage the students to the lesson given. However, there were a few students thought that the animated cartoons the teacher gave were not interesting enough and could not arouse their motivation to write descriptive text.

For the last question of the open-ended questionnaire is about the students' agreement if the animated cartoons are used as media in teaching English, especially 'Writing Descriptive Text'. The researcher noted that all students agreed if the animated cartoon is used as media to teach writing descriptive text. Some of them wrote "I strongly agree. The teaching and learning process was not boring and our interest in learning arise", "Yeah, because I could understand well", "Yeah, the learning process seems more enjoy, not too serious, and easily to understand."

Discussion

According to the result of the observation done by the researcher by using unstructured field notes, it can be known that the teacher used animated cartoons as media to teach writing descriptive text attractively. It can be seen from the result that the teacher attractively explained the material by using animated cartoons to the students by eliciting the words from the students as the core words of the lesson. The students actively tried to answer the teacher's questions during the teaching and learning process. The researcher noted that most of students often raised their hand to respond the teacher's questions. They seemed enthusiastic towards the media used by the teacher by guessing the description of the animated cartoon characters showed. This result is in line with the theory which is stated by Lowe as cited by Hwang et.al (2012, p.368) that the animations have the potential of giving affective function which can attract the students to pay more attention to the materials given by the teacher.

Meanwhile, the result of students' task in writing descriptive text showed that most students got excellent category. This excellent category was got from the total of five elements of writing which were got by the students.

Furthermore, the result of students' open-ended questionnaires showed that most students were enthusiastic during the teaching and learning process which was conducted by the teacher by using animated cartoons as media. They enjoyed each activity given by the teacher. In their point of view, the animated cartoons used by the teacher were interesting and could arouse

their motivation in writing descriptive text. They thought that this is a creative media which can ease them to understand the materials, arouse their motivation, and create good atmosphere in the class. Therefore, they all agreed that the animated cartoon is used as media to teach writing descriptive text.

For all these reasons, this study agreed that the use of animated cartoons as media to teach writing descriptive text made the students become active to the lesson, do the writing well, and more motivated to write a descriptive text. During the teaching and learning process, the teacher intended to interact with the students by asking some questions related to the animated cartoon showed. It was done to attract the students to the lesson taught by the teacher. The teacher also gave interesting activity to the students to create good atmosphere in the class, so that the students would not feel bored in learning.

Thus, the use of animated cartoons as media to teach writing descriptive text seemed to have positive role towards the English lesson, especially for writing descriptive text for the seventh graders of SMP Al Falah Deltasari Waru Sidoarjo.

CONCLUSION AND SUGGESTIONS

Conclusion

The researcher has made the conclusion that the use of animated cartoons as media to teach writing descriptive text implemented by the teacher could arouse seventh grade students' motivation in writing descriptive text. The result of the observation based on field notes showed that the teacher used the animated cartoons as media to teach writing descriptive text to the students attractively. The teacher could engage the students to the lesson given by eliciting the core words of the lesson from the students. Meanwhile, the result of students' task in writing descriptive text was satisfying. It showed that the students could express the ideas in their mind onto written form well.

Furthermore, the result of students' open-ended questionnaires showed that most students were enthusiastic during the teaching and learning process which was conducted by the teacher by using animated cartoons as media. In their point of view, the animated cartoons used by the teacher were interesting and could arouse their motivation in writing descriptive text. They thought that this is a creative media which can ease them to understand the materials, arouse their motivation, and create good atmosphere in the class.

Therefore, based on the researcher's findings, it could be concluded that the use of animated cartoons as media to teach writing descriptive text has positive role

towards the English lesson, especially for writing descriptive text for the seventh graders of SMP Al Falah Deltasari Waru Sidoarjo.

Suggestions

The researcher formulates three suggestions as guidance for the teachers who are interested to use the animated cartoons as media to teach writing descriptive text.

1. The teachers have to be more selected to choose animated cartoons which suit the students' age. They also have to consider students' interest towards the animated cartoons which would be given.
2. In choosing animated cartoon characters which would be the material of the lesson, the teachers have to be more careful. They have to choose the animated cartoons characters which are able described clearly by the students.
3. The teachers have to be more creative in creating activities which can engage the students to the lesson given.

Those suggestions are important to do to succeed the teaching and learning process by using animated cartoons as media to teach writing descriptive text.

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