



EXPLORING CARTOON STORY MAKER APPLICATION AS AN INSTRUCTIONAL MEDIA IN WRITING NARRATIVE TEXT IN SENIOR HIGH SCHOOL

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Abstract

This research investigated the implementation of cartoon story maker application as an instructional media in writing narrative text class, then to find out the strengths and weaknesses of cartoon story maker application as an instructional media in writing narrative text, and to find out the students' response in writing narrative text by using cartoon story maker application as an instructional media. This study was conducted at a senior high school in Cianjur. The qualitative method was the research designed in this study. Therefore, observation, questionnaire, and interview were employed as the data collection in this research. The findings showed that cartoon story maker application creates fun learning and enjoyable learning for students and had a good atmosphere in the classroom, several strengths and weaknesses of cartoon story maker application. Besides the researcher also described their responses in writing narrative text by using cartoon story maker application. Cartoon story maker gives good impact for students, most of students give positives responses. It is supported by the fact that they enjoyed their writing process using cartoon story maker. To sum up, since the implementation of cartoon story maker has positive responses from the students and able to help them, this instructional media can be implemented in teaching writing narrative text in senior high school.

Keywords : cartoon story maker, instructional media, writing, narrative text,



INTRODUCTION

The most common problem encountered by teachers is they teach English in traditional ways or conventional teaching. In conventional teaching, it is known that teachers dominate the lesson or the centered of it. Furthermore, teachers do not provide interesting media to support the process of teaching and learning. Perhaps, to some teachers, it seems insignificant, however, lack of interesting medias can cause students' boredom in the lesson. That may be the reason for students to repeat their mistakes in writing. Therefore, teachers should find a motivation to create a good teaching strategy. According to Broughton et al (2003), "motivation is a basic principle of all kinds of teaching". It means that not only students who need a motivation, but teachers should also motivate themselves when teaching writing.

The motivation of students to learn English is vary. It is vary because of the different expectation in learning. Ruis, Muhyidin, & Waluyo (2009) have pointed out that, "The major problem of teaching English in class is that the learners are not interested in studying". Most students expect the learning which can support their interest. In line with this, King (2002, cited in Tunancy, 2014, p.56) explained "it is refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices, and replace it with something realistic, a dimension that is missing in text-book teaching". It is why the teacher should build an enjoyable and meaningful experience in learning by help the media.

When teaching English, there are four crucial skills in English language teaching and learning namely listening, speaking, reading and writing. Writing could be the most difficult skill compared to others since it has several difficulties that cannot be found in other skills (Harmer, 2007). When students are involved in the writing process, they do not only need to focus on grammar and structure, but they also need develop ideas to deliver their thought. According to Barnett (1989), teachers and students are usually frustrated to the quantity of mistakes and the lack of enhancement in students' writing. Megaiab (2014) found some weakness in the writing skills of the first year secondary stage students in Indonesia. She elaborated that students often get low scores on their writing class and they



develop a negative attitude towards writing. Thus, it can be said that students are usually less motivated in writing because they do not find any interest to write. However, problems are not only faced by students themselves, but they also commonly emerge because of some factors found in the teachers.

In Indonesia, students are expected to read many types of text. According to curriculum in English language subject in Senior High School, students are expected to understand the meaning and learn about many types of text. On text that should be understood is narrative text. Narrative text is a written story whose purposes is to entertain or to amuse the readers. According to Gabriel (2000), story can be seen as particular types of narrative.

It cannot be argued that technology cannot be separated from the society. As well as in the world of education, teacher needs technology to bring the lesson to come alive. Media has become an important part in teaching. Tharya et al (2014) emphasized that, the help of media already contributes to people's way of living. Media can be use as a tool for teacher to teach language including in writing class. It is motivate the students to be better in absorbing the language input.

There are so many technology used in teaching learning process as media. Media attract the students' attention. It becomes supplementary verbal information and illustrates relationship in a way that is impossible with words. Media can be interesting to watch challenging, and reinforcing (Davies, 1980:193). One of the types of instructional media is audio visual media and this research choose cartoon story maker as the instructional media in the teaching learning process.

In this modernization era, humans are so depend on technology. It makes technology became a basic needs of human being. From the oldster to the youngster, from the expert to the common people are using technology in every aspects in life. The teachers and students are also using technology to increase their skill in teaching learning process getting more easier and happier.



Furthermore, some research of cartoon story maker has been conduct, such as the study carried out by Yudha (2013) to see a positive impact on the validity in assessing students' project. Besides, Anggraini (2016) conducted a study to investigated the improvement linking technology and English language teaching through CSM to the speaking skill of the young learner. Moreover, Sholeh (2016) also conducted a study regarding the effect of cartoon story maker toward students' speaking score and motivation at the class of speaking.

The teaching and learning process could only succeeded by having good learning facilities such as competent teacher, various English course books, and the use of media. Based on those problems, teachers need to find out a techniques to be applied in the classroom when teaching writing to students.

Therefore, the research investigating the implementation of cartoon story maker as an instructional media in write narrative text is significant to do. It is accordance with Smaldino (2004) who stated that teacher is a key in language teaching and learning process. It is suggested for English teacher should use media in teaching and learning process to make the more meaningful and enjoyable class.

Cartoon story maker application is one of instructional media that used in teaching writing process. This media that can be applied in writing narrative text. Based on the background described above, it can be identified the following issues :

1. How is the implementation of cartoon story maker application as an instructional media in writing narrative text?
2. What are the strengths and weaknesses of cartoon story maker application as an instructional media in writing narrative text?
3. What is the students' response in writing narrative text by using cartoon story maker application as an instructional media?



THEORETICAL FRAMEWORKS

This parts provides some theoritical foundation in exploring cartoon story maker application as an instructional media in writing narrative text in senior high school.

a. Cartoon Story Maker

Cartoon story maker is one of teaching media (project still media). Cartoon Story Maker is a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds.

Cartoon story maker make 2D screen based cartoon stories to illustrate conversations and dialogues. Stories can include an unlimited number of frames and are view frame by frame. Each frame can include: (1) images: Drag and drop library items onto the frame, or import your own digital photos or images saved from the web. (2) text bubbles: Select from a range text bubbles and information boxes. Drag and drop onto the frame and start typing. Text can be in any language and any script. (3) voice recordings: Add new voice recordings using the simple built in recording panel. You can also add recordings already saved on your computer. Stories are saved on your computer as HTML page (webpages), and can easily viewed by others on any computer using a web browser such as Internet Explorer. Stories can also be printed. Completed stories can also be loaded back into the Cartoon Story Maker and edited or added to.

b. Instructional Media

Media in the classroom is defined as “anything used to send message from the sender to the receiver, so it can be aroused the learners’ thought, feeling, and interest to gear the students’ learning” (Sadiman et al, 2002, cited in Ruis et al, 2009, p.2) it aids teacher to bring the learning materials to come alive. Wamalwa and Wamalwa (2014) described the format of the media: “The format of the media can be visual, auditory, or both which presents a channel of conveying sensory messages to the recipient who is the learner and this makes learning more concrete in the skills or concepts the learners acquire from what they perceive visually and hear making their learning real and not just abstract (p.140)”.

There are at least for reasons for teachers to use instructional media in the classroom. First, the instructional media is used to increase learners’ motivation in



learning. Second, it is to solve the learners' lack experience of a particular subject matter which is caused by their different life environment and background. Third, it is to make the learners easy to understand the learning material by easily presenting the materials which is difficult to reach from the class from such as the very tiny things like bacterias or viruses or a very big thing like market or tourism place. Last but not least, it is to make the teaching more systematic by efficiently integrating the concrete things and the abstract things in the things in the learning materials.

Instructional media has many forms with its' different characteristics from the simplest to the complex one. Each of them has its' beneficial value in learning. Vernon (1996, cited in Ruis et al , 2014) proposed six types of instructional media: (1) drawing, (2) still pictures, (3) audio recording, (4) motion pictures, (5) real object, simulation, and models, (6) programmed and computer -assisted instruction (p.4). All of these instructional media has their own characteristic that can help teacher to attract students' interest in learning, especially in learning English.

c. Narrative Text

Narrative is a piece of text which tells a story (Anderson and Anderson, 1997b:8). In Narrative, we create a particular "world". This world imitates the characteristics of the real world-things are happening, people are thinking and feeling, listening and talking (Derewianka, 1990:43)

According to Delista and Eliawati (2013), narrative text is essentially a story with events that constitute problem form one or more characters who are motivated to confront and solve the problem. It is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to crisis or turning points of some kind, which in turn find a resolution. It is used in everyday life to explain events, preserve history, and entertainment. In teaching narrative texts, teachers can use some instructional media in order to make students more interested and understand about the text.

The basic purpose of Narrative is to entertain an audience, i.e. to gain and hold the reader's interest in a story. However, Narrative may also seek to teach or



inform to embody the writer's reflections on experience, and the most important is to nourish and extend the reader's imagination (Derewianka, 1990, p:40).

Besides, Narrative is aimed to tell stories that are about a person or a group of people overcoming problems, show how people react to experiences, and explore social and cultural values (Feez and Joyce, 1998:24; see also Anderson and Anderson, 1997b: 6; Gerot and Wignell, 1994:204;John, 2002:21)

From the statement above, narrative text is a written story whose purposes is to entertain or to amuse the readers.

The generic structure of narrative text as follows: (1) Orientation, it is usually begins with an orientation. It can be a paragraph, a picture or an opening chapter. In this stage, the writer attempts to sketch in or create the "possible world" of this particularly story. The reader is introduced to the main characters and possibly some minor characters. Some indication is generally given where the action is located and when it is taking in the story (Anderson and Anderson, 1997:8). Moreover, the narrator gives hint about the problems that the characters will encounter (Feez and Joyce, 1998: 24, see also Gerot and Wignell, 1995:204;John,2002:21,Emilia,2010:168). (2) Complication, it is the centre of Narrative. It is the reason why the story is told (Feez and Joyce, 2004, Christie and Dewerianka, 2008; Gibbon, 2009, cited in Emilia,2010:168). in the complication, the reader discovers the problem and something happens that the characters do not expect. The story is pushed along by a series of events, during which we usually expect some sort of complications or problems to arise, (Dewerianka, 1990:41; Feez and Joyce, 1998:24). Besides, this stage explains the sets off a chain of events that influences what will happen in the story (Anderson and Anderson,1997b:8). (3) Evaluation, it is the stage where the storyteller suspends or slows down the action to comment on the events. This creates suspense and makes the reader want to find out what will happen. The storyteller can solve weave evaluation into the complication stage. The storyteller's evaluation make the reader care about what happens to the characters (Feez and Joyce, 2004; Christie and Derewianka, 2008; Gibbon, 2009, cited in Emilia, 2010:168; see also Gerot and Wignell, 1995:204). (4) Resolution, in the resolution the problem is resolved for



better or for worse, but it rarely left unresolved (Derewianka, 2004:42; Feez and Joyce, 1998: 24; Gerot and Wignell, 1994:204; Feez and Joyce, 1998: 24). In this stage, the characters finally set out the complication (Anderson and Anderson, 1997b:8). (5) Coda is an optional step. It provides a comment or moral value based on what have been learned from the story (Anderson and Anderson, 1997b:8). Moreover, it rounds off the story with a short comment on what happened or with a comment about the future lives of the characters. For example, many fairy tales have a coda such as “And they live happily ever after” (Feez and Joyce, 2004; Christie and Derewianka, 2008; Gibbons, 2009, cited in Emilia, 2010: 168).

METHOD

The study used qualitative research methodology. The research was employed by using the qualitative research method. The qualitative research basically has a purpose to understand the phenomenon in depth which is based on the participants in the research perceived it (Gay, 1996 as cited in Jefferson et.al, 2004). It also seeks the information about someone's beliefs, point of view, or attitude of past events which influence the present condition (Best, 1970 as cited in Cohen, et.al, 2007). It means that the qualitative research needs natural data, the data collected are subjective and the writer becomes the key instrument of this study. The subjects of the study were 32 females and 9 males at X grade students at one of senior high schools in Cianjur in academic years of 2017/2018 in May. To analyze the data of this study, the researcher read all the data gathered from the observation, interview, and questionnaire.

There are several steps to analyze the data from observation: First, it is field notes of some significant events or situation that may occur during the teaching learning process. There was no check-list equipped in this field notes process. Second, those notes were interpreted into the first research questions regarding the implementation of cartoon story maker application. Third is drawing conclusions of the findings. The result of analysis will be explained comprehensively.

The result of the interview compiled to give information to the researcher about the strength and weakness of cartoon story maker application. There are



several steps in analyzing the data from interview. First is transferring the audio file into computer in order to make it easier to analyze the data. Second is listening to the audio carefully. Third is selecting the data, whether or not/ it is appropriate. Fourth is transcribing the audio file to make it easier to be analyzed. Fifth is analyzing the transcription of the data collected through interview. The analysis was focused on addressing the second research questions. Sixth interpreting and discussing the data taken from the interview process to address the research questions. Seventh concluding the data from interview.

Meanwhile, to analyse the data from questionnaire, the researcher analyse based on the answer of students in questionnaire about their response toward the implementation of cartoon story maker application in their classroom writing activities. With that the researcher would have the idea whether their response about the implementation of cartoon story maker application. The data gathered from questionnaire given to the students would give information about their response toward the implementation of cartoon story maker application in writing class.

After analyzing the data, the researcher would have an organized information about how the theories of cartoon story maker application in teaching students' writing comprehension on narrative text (how the student implemented it, what are the strength and weakness from student's opinion, how students responded to it). these would be discussed further in the next chapter.

FINDINGS AND DISCUSSIONS

After collecting and analyzing all the data, the researcher elaborated the research findings in order to answer the research questions. The discussion is done in three parts based on the research questions.

- a. The implementation of Cartoon Story Maker Application in writing narrative text.

In the first meeting, the teacher conveyed the topics to be discussed, that was narrative text. Before the teacher give explaining the material, the teacher ask the students to check their insight about narrative text. After that, the teacher explained about narrative text and checked students responses. The teacher gave



example of narrative text about “The Legend of Toba Lake” in the lesson plan. In addition about teaching learning activities, classroom situation were so noisy. So that, the teacher had to handle situation of learning activities. That was why the teacher gave more attention. After that, the teacher required the students to make a group. Every groups consisted of 4 or 5 students, then every group should bring one laptop. Moreover, the students asked to submit their worksheet on the table. After that, the teacher asked students to mostly closed in teaching activities by greetings and concluding the material with the students. Besides that, the teacher asked questions to students to close the meeting.

Whereas in the second meeting, the teacher continued re explain the narrative text that they have learned in the previous meeting; it covers the definition, function, generic structure and tenses that are used in narrative text. Then, the implementation of cartoon story maker began, teacher asked students first whether they have heard about cartoon story maker or not. After the teacher finished explaining the cartoon story maker, the teacher asked students to write narrative legend stories using cartoon story maker with their group that the theme had been provided by teacher. The students followed the instruction well, and the students seemed enthusiastic and did the cartoon story maker.

Last, in the third meeting, the teacher greeted the learners and the learners responded the teachers’ greeting. In the last meeting when the teacher asked to continue their job, they have already finished it. Moreover, they enjoyed using story maker and could finish the cartoon story maker quickly and well. After that, the teacher asked the students to presented their cartoon story maker with their group in font of classroom. In addition, the teacher checked the result of the students work, the learners submitted their cartoon story maker and every cartoon story makers’ group were checked. All of the students understood and were happy about the lesson that day.

The researcher concluded that the implementation of cartoon story maker application in teaching writing mainly was completed enough and it can be the right instructional media in writing class.

b. The Strength and Weakness of Cartoon Story Maker Application



The researcher used interview and questionnaire to answer second question regarding the strength and weakness of cartoon story maker application. This interview and questionnaire was conducted just to the students. The researcher asked 15 questions for the student and delivered in Indonesia. Based on the result of interview and questionnaire with the student, the researcher found three strengths and two weakness of cartoon story maker application. For the strength there are: (1) the learners were very enthusiastic in writing narrative text through cartoon story maker application. (2) Carton story maker application suitable to teach students because cartoon story creates 2D cartoon stories with conversations, dialogues, and different backgrounds that can remember many information through students' way. It helped students classify the information and stimulate idea or creativity. (3) Cartoon story maker application can be used in big class. Teaching in big class is not easy. Some researchers found that cartoon story maker application is suitable way in teaching big class. Using cartoon story maker in a group works well and it creates more enjoyable learning. It supported by Anggraini (2016) that cartoon story maker gained enhancement in the motivation as well the speaking skills.

For the weakness is internet connection, because the school has not good internet connection and needed more time in making narrative text using cartoon story maker or quite time consuming at the beginning. It is because the students are not familiar with cartoon story maker application.

c. The Students' Responses toward the Implementation of Cartoon Story Maker Application in writing class

Based on observation result, students respond to the learning writing by using cartoon story maker positively. It can be seen from the students' attitude during the learning process. Most of them seemed very enthusiastic when the teacher explained how use cartoon story maker stories. Cartoon story maker application makes students interested in learning speaking because cartoon story maker application is new instructional media for teacher and students.

The interview data showed that none of the negative students' responses in learning writing narrative text by suing cartoon story maker application. Based on interview, students answered that learning writing by using cartoon story maker



application maker is very fun, made student easier to understand narrative text, cartoon story maker application is not complicate student, made students happier in learning writing, then students' opinion about cartoon story maker is recommended for further writing learning, cartoon story maker application can increase their creativity, motivation, and writing comprehension.

The questionnaire data, the researcher can conclude that students gave positive responses of implementation learning writing by using cartoon story maker. The positive responses such as, learning writing narrative text by using cartoon story maker positively, students enthusiastic in learning writing narrative text by using cartoon story maker application, it surprisingly students quickly understand the use cartoon story maker application because they like technology. It is supposed by Sadiman (2002) Instructional media in the classroom is defined as "anything used to send message from the sender to the receiver, so it can be aroused the learners' thought, feeling, and interest to gear the students' learning".

Based on all responses above, the students gave positive responses for answering last research question.

CONCLUSION

After completing the data analysis, the researcher presented the conclusion and suggestion regarding to the implementation of cartoon story maker application.

Based on the data analysis on the previous chapter, the researcher concluded that cartoon story maker application is well implemented by the teacher although several steps in the theory were no followed.

Firstly, data from the previous chapter showed that cartoon story maker application creates fun learning and enjoyable learning for students and had a good atmosphere in the classroom. Secondly, students showed several strengths and weaknesses of cartoon story maker application as an instructional media in writing narrative text.

Thirdly, students also described their responses in writing narrative text by using cartoon story maker application.



From the conclusions stated in the previous section, there are some recommendations that can be recommended. Cartoon story maker can be applied in different types of genre as well. Dealing with the suggestion of the future study, the researcher should explore the technique of teaching language learning that will help students in a class in different levels of grades or different genres. Hopefully this research will give a good impact to the students and teachers during teaching learning process.

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