

Improving Student Ability in Writing Narrative Text by using Silent Cartoon Animation

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Abstract

Writing requires complex skills such as developing creative ideas, vocabulary variations and also using good and correct grammar. This is because most students lack vocabulary, find it difficult to generate ideas in writing and are less able to string words together in writing. One of the efforts to improve writing skills is through the presentation of Silent Cartoon Animation in Narrative Text writing. The purpose of this study is to improve the ability to write narrative texts by using silent cartoon animation in an effort to provide a stimulus to students so that they can come up with ideas that can be put into written form. This research uses the classroom action research method which examines quantitative and qualitative data from the applied linguistic aspect. The result found that the use of Silent Cartoon Animation media was able to improve students' abilities in writing narrative text.

Keywords: improve, ability, writing, narrative text, silent cartoon animation

Intisari

Menulis membutuhkan keahlian yang kompleks seperti mengembangkan kreasi ide, variasi kosa kata dan juga penggunaan tata bahasa yang baik dan benar. Hal ini dikarenakan kebanyakan mahasiswa kekurangan kosa kata, sulit menghasilkan ide dalam tulisan serta kurang mampu dalam merangkai kata dalam menulis. Salah satu upaya untuk meningkatkan kemampuan menulis adalah melalui penyajian *Silent Cartoon Animation* dalam penulisan *Narrative Text*. Tujuan dari penelitian ini adalah meningkatkan kemampuan menulis teks naratif dengan menggunakan silent cartoon animation dalam upaya memberikan stimulus kepada mahasiswa agar dapat memunculkan ide-ide yang dapat dituangkan ke dalam bentuk tulisan. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang mengkaji data kuantitatif dan kualitatif dari aspek linguistik terapan. Hasil studi menunjukkan penggunaan media *Silent Cartoon Animation* mampu meningkatkan kemampuan mahasiswa dalam menulis narrative text.

Kata Kunci : peningkatan, kemampuan menulis, teks naratif, silent cartoon animation

Introduction

Developments in education require students to improve four basic skills, namely listening, speaking, reading and writing. Writing and speaking are productive skills, while reading and listening are receptive skills. Of the two skills above, the ability to write and speak requires a lot

of practice and effort that must be done gradually. Writing activities in second language teaching are usually considered as secondary skills whose importance lies below listening, speaking, and reading skills. Writing is widely used as a way to practice linguistic elements or to express things that are personal to students. The development of second language writing skills, similar to spoken language skills, requires an understanding of how to combine linguistic components (knowledge of vocabulary, grammar, orthography, structure (genre) in order to produce a text.

According to Handoyo in Fhonna (2014), writing is not only a means to communicate, but also as a medium for learning, thinking, and generating ideas. Therefore, writing can be used as a means to express all inspiration in various forms, such as stories, even though various difficulties are encountered in writing, especially writing in the context of English. Writing is one of the skills in English that must be improved, especially writing academically because Writing requires complex skills such as idea creation, vocabulary variations and also the use of good and correct grammar (Fhonna 2014). This is because most students lack vocabulary, find it difficult to generate ideas in writing and are less able to string words in good and correct English grammar. One of the way to improve writing skills is by showing the Silent Cartoon Animation in Narrative Text writing.

Anderson in Fourdini, Radjab, and Refnaldi (2014) states that a good narrative has to make the reader or listener can imagine: what characters look like, where the action is taking place and how things are happening. Narrative has to make the audience pictures clearly about the story. Not only picture the story but a good narrative has to bring audience involve emotionally to the story. If a story success to make the audience involve to the story, that narrative can be considered as a good narrative.

Based on the results of observations that have been made, it shows that students at Stikes Bina Usada Bali still have very low abilities in the use of the past tense. This can be seen from the pretest that have been carried out showing that students are still confused about using the past tense formula. Meanwhile, in writing narrative text, students are required to write the changes in the form of the verb and to be into the past or past form. For example, in writing word **go**. The word **go** is regular verb which changes the writing form into the past tense **went**, but students are still write the basic form. Based on the problem this study carried out. The development of ideas in

writing is also one of the inhibiting factors in completing an article. It is very necessary media that can be used to provide a stimulus in extracting ideas for writing a narrative text.

The media used in this study is by showing silent cartoon animation. In silent cartoon animation will be shown the chronology of events that occurred. This media can make it easier for students to express their ideas in chronological writing which contains orientation, complication, resolution, and reorientation. This is used in an effort to provide a stimulus to students so that students' reasoning power about an event can be directed which can bring up ideas that can be poured into written form.

This is in line with Ciptaning (2016) research, which found that after using audio-visual media, students' writing skills for narrative texts improved significantly. The increase happened in CAR, which was conducted in two cycles. The results of student essays improved significantly in the first cycle, suggesting that 28 students (54%) were able to meet the KKM, while the remaining 24 students did not. Then there was a large increase in the second cycle. The data demonstrates that being able to develop ideas and writings that follow a narrative form is beneficial.

The use of Bang One animated cartoon movies can improve the ability to express opinions of XI IPB 1 students at SMA Negeri 1 Ubud, according to research conducted by Izzaty, Astuti, and Cholimah (2017). The increase in student scores in the initial reflection, cycle I, and cycle II demonstrates this. The average score of students in the initial reflection, before using the Bang One animated cartoon video, was 74. The students' average score climbed to 81.4 in the first cycle using the Bang One animated cartoon movie. The average score of students increased to 86.7 in the second cycle using the Bang One animated cartoon movie. The student's score was higher than the school's specified KKM value of 80. So, in class XI IPB 1 SMA Negeri 1 Ubud, learning to write opinions using the Bang One animated cartoon film met the learning objectives. Students were enthusiastic about learning to write thoughts through the Bang One animated cartoon film. The findings of questionnaires and interviews with students about the learning process utilizing Bang One animated cartoon movies demonstrate this. In the first cycle, three students (14.3 percent) offered a very good response to the action's implementation. 17 students (81%) gave a positive response to the action's implementation, while 1 student (4.8%) gave a very positive response. In the second cycle, 7 students (33.3 percent) rated the implementation of the second cycle of actions a very positive answer. Only one student (4.8 percent) provided a moderately positive response, whereas 13 students (61.9 percent) gave a positive response.

Furthermore, Jannah (2018) found that before getting treatment in the form of animated video materials and media, the capacity to create explanatory texts for class VIII SMP N 13 Surabaya was still low. The findings of the pretest scores of the control and experimental classes that do not meet the Minimum Completeness Criteria/KKM of 78 demonstrate this. The average value of students in the control class is 73.58, while the average value of students in the experimental class is 63.16.

Based on the foregoing, it can be concluded that silent cartoon animation can stimulate students' ability in writing, especially generating ideas that can be assembled in the form of interesting narrative texts. In accordance with the theme of this research, which raises issues around the use of silent cartoon animation which can improve students' ability in writing narrative texts, especially in generating ideas for writing.

Research methods

In general, this study aims to determine the level of ability of Stikes Bina Usada Bali in writing narrative texts. The use of silent cartoon media as a medium in teaching is expected to be able to contribute. The approach used in this research is an action research approach with the Classroom Action Research (CAR) method which examines quantitative data from its applied linguistic aspect in this case language learning and teaching and qualitative data from its linguistic aspect. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from the observed people or behavior. The analysis used in qualitative research is more descriptive in nature, which means that the interpretation of the content is made and compiled systematically or thoroughly and systematically. (Nurwega 2015)

In this study, the cycle was used to determine the level of change in students' abilities before and after using the silent cartoon animation media in a method to improve the ability to write narrative texts for the students of Stikes Bina Usada Bali. The researchers made observations and looked directly at the research location to obtain data. The following are the steps of data collecting.

1. Observe the selected class and teaching staff are observed for two months
2. During the learning process, observing and recording teaching strategies as well as the amount of student activity.
3. Give question sheets to students to work on.
4. Inquiring about the issues that students face.

Furthermore, data analysis is the researcher's effort to deal directly with the problems contained in the data. The analytical method is the method used by researchers to understand the problem of understanding English grammar which is the object of research (Funke 2002). In this research method, the data analysis method used is in the form of quantitative analysis methods and qualitative methods. Both methods of analysis are carried out by comparing the results in each cycle carried out. In the quantitative analysis method of this study, the data analyzed are the quantitative results of students. The results obtained by students are corrected by providing a calculated value to determine the average value obtained by students in order to measure students' abilities. On the other hand, in the qualitative analysis method, the data obtained in the form of observation, test, and documentation data were analyzed to find out the changes that occurred to students in writing narrative text before and after using the silent cartoon media through the given cycle stages.

The scoring rubric is used as the quantitative data, it consists of four different assessment criteria. The criteria are (1) organization, (2) idea development (3) grammar, and (4) mechanics. Qualitative data obtained in the form of observations, tests, and documentation were analyzed to find out the changes that occurred to students in writing narrative text before and after using the silent cartoon media. The data from the analysis of the first cycle becomes a reflection for the second cycle so that improvements can be made in the learning process about the method used.

Results and Discussion

1. Writing narrative text using Silent Cartoon animation on organizational criteria.

According to the essay was made by the student above it was found titles that are in accordance with the contents of the essay. In the organizational aspect, it was found that there was a complete introduction of the characters (Uwa, Mica, and Pitto), explanations in the form of place (in the forest), time (in the afternoon), and things that were being done (they ate a lot of fruits in the forest, and they were satisfied) which is the orientation dimension. Furthermore, in the dimension of content, students have written stories in an orderly and neat manner according to what is shown on the silent cartoon media. Students are able to write a complete and clear story because in every event there is a complete explanation. This is reinforced by the first event that was written starting

from the beginning of the character introduction, then from the structure in the narrative text, in the complication section it has been raised. This can be seen from the written stories containing explanations of the problems that arise when the characters enter the forest and find the difficulties they face. In the resolution structure, a solution has been shown. Then in the re-orientation structure, students have been able to conclude the story and the author's personal comments have been included in the conclusion (when they want to go home Mica asked the map Uwa and Putto, then Mica falling screaming *OMG* Pitto and three of them cried because of missing So we have don't follow their carelessness).

The following are the results of student narrative text analysis shown in the table below.

<i>Lost</i>	→ Title
<i>Uwa, Pito and Mica were best friends and they stayed in forest together. In the afternoon, they ate a lot of fruits in the forest, and they were satisfied. They heard a sound of cried of piglet. Mica had introgated him about his lost and they have an idea to made a map from a leaf.</i>	} orientation
<i>The four of them walked and saw a very long thorn trees. Bolboi, Mica, Uwa and pitto on tears and confusion of the way to passed the thorn forest. Then they walked into thorn forest. Mica asked Bolboi why he can passed it at last. he replied because he was small and uwa responed with a word oh.. They kept walking, Mica said hap-hap, Bolboi tap-tap and Uwa jump, at the final of the thorny forest they jumped together while shouted “yeapii”. They were very happy. Then they heard the sound of “bug-bug” and they laughed. Pitto appearance with his body full of thorn and bushes because he was big and very paintful.</i>	
<i>Uwa, Mica and Bolboi saw durians tree are very much fruit, and they want to take it but they either took turns which is taken honey comb and chased them and chased the monkey tell and his but bee found him and said hahaha and stinging uwa, and finally they got home boiboi, but mica and pitto confused see the pain Uwa go boiboi excited to meet her parent, see a puddle of and boiboi find her parents, because watness slipped past uwa, mica, and pitto laufhed of then mother boiboi thanks uwa. when they want to go home mica asked the map uwa and potto, then mica falling screaming OMG pitto and three of them cried because of missing. So we have don't follow their carelessness.</i>	} Resolution
	→ Re -orientation

2. Analysis of the results of writing narrative text using Silent Cartoon animation on the developing idea.

In the aspect of developing ideas, the essays written by students have described story ideas in the paragraph “The four of them walked and saw a very long thorn trees. Bolboi, Mica, Uwa and Pitto on tears and confusion of the way to passed the thorn forest. Then they walked into thorn forest..... Pitto appearance with his body full of thorn and bushes because he was big and very painful”. In this example students develop paragraphs well. Students explain the main sentence which is clarified with supporting sentences, namely four of them walk and see a very long thorn tree and it must be passed. Pitto has a large body so that he cannot pass through the forest, while his friends have entered first and can pass through it. However, Pitto took the initiative to keep forcing himself in and when he reached the end of the forest he was in pain with a body full of thorns.

3. Writing narrative text using Silent Cartoon animation on grammatical criteria focusing on the use of the past tense.

Examples of grammatical errors that appear in the essay are auxiliary verb errors. Auxiliary verb are used for present tense. Then the correct verbs in writing the simple past tense is *wanted* which is a regular verb not *want*. Another error that appears in the grammatical aspect is the use of gerunds where the gerund used is the subject in the supporting sentence.

The analysis of the results of narrative text is contained in the following table.

No	The error	Sentence of student essay	Correction
1.	Tenses	<i>Bolboi, Mica, Uwa and pitto on tears and confusion of the way to passed the thorn forest</i>	<i>Bolboi, Mica, Uwa and Pitto on tears and got confuse of the way passing the thorn forest.</i>
		<i>Mica asked Bolboi why he can passed it at last</i>	<i>Mica asked Bolboi why he could passed it at last.</i>

		<i>Uwa, Mica and Bolboi saw durians tree are very much fruit, and they want to take it but they either took turns which is taken honey comb and chased them and chased the monkey tell and his but bee found him and said hahaha and stinging uwa, and finally they got home boiboi,</i>	<i>Uwa, Mica and Bolboi saw durians tree were very much fruit, and they wanted to take it but they either took turns which is taken honey hive and chased them and chased the monkey tell and his but bee found him and said hahaha and stung Uwa, and finally they got bolboi's house,</i>
2.	<i>Gerund</i>	<i>but mica and pitto confused see the pain</i>	<i>but Mica and Pitto were confused seeing the Uwa's pain</i>

4. Writing narrative text using Silent Cartoon animation on mechanical criteria.

The examples of grammatical errors that appear in the essay are auxiliary verb errors. Auxiliary verb are used for present tense. Then the correct verbs in writing the simple past tense is *wanted* which is a regular verb not *want*. Another error that appears in the grammatical aspect is the use of gerunds where the gerund used is the subject in the supporting sentence.

In the mechanical aspect, five errors were found as shown in the following table.

No	Errors	Students' essay	Corrections
1.	Spelling	<i>Mica had introgated him</i>	<i>Mica had interrogated</i>
		<i>because watness slipped past uwa, mica, and pitto laufhed of</i>	<i>because watness slipped past Uwa, Mica, and Pitto laughed of</i>
2.	Capital letters	<i>he replied because he was small and uwa responed with a word oh</i>	<i>he replied because he was small and uwa responded with a word oh.</i>
3.	Use of diction	<i>at the final of the thorny forest they jumped together while shouted "yeapii".</i>	<i>at the end of the thorny forest they jumped together while shouted "yeapii"</i>

4.	Possessive	<i>then mother boiboi thanks uwa</i>	<i>Then Bolboi's mother thanked Uwa</i>
5.	Pattern	<i>three of them cried because of missing. So we have don't follow their carelessness.</i>	<i>three of them cried because of the missing map So we don't have to follow their carelessness.</i>

An example of a mistake made is a sentence pattern error. The word missing (gerund) must be followed by an object/noun (map). Furthermore, the pattern of the correct past tense is S + did + not + O + ket, so the correct sentence is "we don't have to follow their carelessness". Then the error in using apostrophe ('s) is also still visible in the sentence "then mother bolboi thanks uwa", the correct sentence is "Then Bolboi's mother thanked Uwa" because the sentence states belonging.

Conclusion

Based on the results of the research discussed in the previous chapter, the conclusion of the research results related to students' abilities in writing narrative texts is that the organizational criteria for the written essay can display a complete character introduction in the orientation structure, then on the complication structure there are conflicts built on the basis of the orientation structure. The shows in the silent cartoon, the stories are written in an orderly and neat manner. In the resolution structure, a solution has been shown. Then in the re-orientation structure, students have been able to conclude the story and the author's personal comments have been included in the conclusion. In developing the idea of the essay has been able to be developed well. In grammar, there are still errors in the use of simple past tense sentence structures. In the mechanical criteria there are several mistakes made such as spelling errors, use of capital letters, diction and possessive sentences. The use of silent cartoon media in writing narrative text is proven to be able to improve students' abilities. This media is very petrified because it has a visual appeal that is able to provide a stimulus to students in developing writing ideas.

Thus it can be concluded that silent cartoon animation can stimulate students' ability in writing, especially generating ideas that can be assembled in the form of interesting narrative texts. In accordance with the theme of this research, which raises issues around the use of silent cartoon animation which can improve students' ability in writing narrative texts, especially in generating ideas for writing.

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