The Use of Cartoon Film Media in Narrative Writing Skills for Elementary School Students

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ABSTRACT

This study was to describe the use of cartoon film media with character education to improve narrative writing skills and describe the constraints in implementing learning narrative writing materials and methods. This study used a classroom action research design consisting of two cycles. Each stage consists of planning, implementing, observing, and reflectingdata collection techniques in observation, field notes, documentation, and tests. The results showed that using VCD media for cartoon films can improve writing narrative essays. We were learning to write shows increased activity, enthusiasm, and attention of students in learning. Can be seen from the achievement of learning outcomes obtained during the implementation of the cycle I and cycle II. The result of narrative writing using cartoon film media has increased by 7.12, which in the initial condition (pre-cycle) the average class value of 67.74, rose to 74.87, and cycle II 82.26, whose initial state was 67.74, increased to 14.52, which was the initial condition of 67.74 which increased to 82.26.Constraints related to a less conducive classroom atmosphere, low student motivation to learn, less active students, and time management. The way to overcome this is with good classroom conditioning, using media in the learning process, and providing motivation to be more active and manage learning

Keywords: instructional media, cartoon films, writing skills, narrative essays

1. INTRODUCTION

Currently, information technology is developing very fast as a result of the 4.0 industrial revolution. The rapid development of science and technology has an impact on the progress of the world of education. One of the products of the development of science and technology is cartoon films that can be used as a teaching medium to improve education quality. Various characteristics of cartoon films, so that many ages of children like it. In this case, the world of children, Elementary School students, can be stimulated by their interest and motivation in learning activities through teaching media. Therefore, the teacher must be able to manage the class to be attractive and practical. Teachers need to be proficient in using technology and choosing it as material or media in learning. A teacher certainly must be able to use technology as a result of creativity for learning media. Learning innovations have made it easier for teachers and students to do teaching activities.

The implementation of learning does expect to achieve convenience, effectiveness, and conformity of teaching materials with students' needs. To attain practical learning objectives, teachers can use learning media in the form of educational cartoon films for learning Indonesian in learning narrative writing. However, not all cartoon films can be was used as teaching media in learning activities. The teacher can choose the appropriate cartoon, namely: short screening time, everyday vocabulary, characters are not too fast in pronouncing their names, and there is a moral message.

Elementary school students are children who like fantasy worlds.Teachers can choose cartoons with educational content to be a bridge that leads elementary school children to write narratives (retell) what they have seen, heard, and read in the cartoon. The language used in cartoons is interesting and the stories are very light so that it makes children like them and it is easy to digest the words. Their cognitive elementary-age children have developed even though they are

still limited to something concrete. Therefore, it is necessary to have a learning media relevant to the learning material to facilitate the delivery of learning objectives from the teacher. Teachers as innovators, facilitators, mediators, and evaluators do expect to motivate students to learn. These various kinds of problems affect the low completeness of student learning outcomes. To overcome this, teachers sometimes have to take remedial. Low interest and motivation in learning also affect learning outcomes.Similar research from Heffernan (2005) found that all or various language skills have not been studied, especially at low levels of language proficiency.Language research states that the study results show that audiovisual programs are generally perfect for audiovisuals. Audiovisual that combines audio and visual involves the senses of hearing and sight actively together. Not only that, listening and remembering skills get better because audiovisuals can stimulate a person's mind.

Writing skills as an aspect of language skills are the final stages that are mastered by students because students can write well if students have learned a series of steps of aspects of language skills. So it is expected that in the end, students can meet the competency standards of language skills in the part of writing, namely writing effectively and efficiently of various types of essays in multiple contexts. Writing is a communication tool; it can also be a tool for reasoning and learning [1]. Writing skills are taught at the elementary level with a different level of difficulty from middle school. Narrative writing is one of the competency standards in SD. It is not easy for elementary students to write narrative even though they think of it as writing stories. Students' were difficulties in learning to write narration can be overcome by choosing learning media for cartoon films so that writing activities become easy and fun. Cartoon films favored by children can be a stimulus in reviving writing ideas and increasing student creativity. Educational films can be a reference for students to behave in their daily environment, both in the family, school, and community.Similar research entitled "Using Audio-Visual Media to Improve Story Listening Skills for Class VB Students at elementary school Manukan Kulon II/ 499 Surabaya"[2].Based on the learning results obtained, it can be was stated that cartoon film media could help students identify the elements of the story and improve learning outcomes in listening to students' accounts. The difference between this study and previous research is the course's solution, subject, and location. The learning media in this study were cartoon films. The subjects and areas of this study were students

and teachers of class V elementary school II Sanden.

Based on the previous, it is necessary to make improvements through Classroom Action Research. Conducted this classroom action research wins collaboration with the fifth-grade teacher at Elementary School II Sanden. This study is entitled "The Use of Cartoon Film Media to Improve the Skills of Writing Narrative Compositions of Class V Students of Sanden II Elementary School." The objectives of this study were (1) to describe the implementation of learning to write narrative essays using cartoon film media for fifth-grade students of Elementary School II Sanden; (2) describe the results of learning to write narrative essays for fifth-grade students of Sanden II Elementary School in the implementation of learning using cartoon film media, and (3) describe the obstacles encountered in the performance of learning to listen to stories using cartoon film media for fifth-grade students of elementary school II Sanden and how to overcome them.

Writing is a very complex skill because it involves thought, memory, and abilities in writing graphological symbols. Writing is done by expressing feelings, thoughts, ideas, and ideas to readers (Bayat, 2014; Karatay, 2011;Temİzkan&Yalcinkaya, 2013).Writing is a skill that develops later, louder and slower speaking, listening, and reading skills. When writing, one must have indirect communication skills, language structure, technical writing, and extract ideas from the text. The complexity of writing activities requires systematic and organized thinking that must be mastered by students and will eventually become a behavior [6]. In other words, to attain this skill, one must continue to practice and be guided by experts. Writing skills tend to lose meaning from day to day because product-based writing makes students reluctant to write.

As a process-based writing approach, it is one that will make students feel like writing and consider writing. Wrong or type of write is a narrative. Narrative writing is more than just self-expression because this process demands conscious practice, in which the writer must keep in mind prewriting, drafting, and revision techniques [7]. In education, the teacher and students participate in narrative writing activities. Teachers must continue to be able to improve student skills in written activities. This is not only done once, but must be done repeatedly as a form of writing practice so that it produces correct and exciting writing. The results of student writing must be corrected by the teacher so that students can see all the mistakes

that have been made in the written process. Students' written is expected to flow ideas and be able to communicate a message to the reader.

Many textbooks offer case studies and real-world examples. Although this can communicate the message, it lacks real meaning and may seem unreal to students(Hunt, C.S, 2001). Narrative writing material can not only be taken from textbooks. This will result in students not having a good pattern of imagination and creativity. This aspect of writing skills should be of concern to the teacher. The use of film (audio-visual media) to aid the teaching of various theoretical concepts has been integrated into the classroom for many years. However, the use of films has primarily as a complement to ordinary textbook instructions (Smith, 2009).Currently, audiovisual media technology is used as a technique and tool in education. This is an essential factor in achieving successful learning [10].Audio-visual media is a medium that involves the senses of hearing and sight as well as in one process. Audio visual media are devices that are audible, meaning that they can be heard and visible, meaning that they can be seen.

Based on the description above, it can be concluded that audio-visual media is a medium consisting of sound elements (audio) that can be heard and elements of images (visual) can be seen. The audio element allows students to receive learning messages through hearing, while the visual element allows the creation of learning messages through visualization [11]. Effective use of media can enhance students' learning experiences [12].Learning media are anything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. In general, film media is useful for learning writing skills.

Audiovisual learning technology is exact and exciting in enhancing the development of analytical and objective abilities. The use of cartoon films is expected to arouse students' interest and concentration in listening and listening so that in the end, they can write a narrative essay(Listyani, 2019). The choice was cartoon film media must also adjust to the characteristics of elementary school students. It is allowed cartoon material that attracts students 'interest and does adapt to the students' language skills and intelligence. Besides, the cartoon film must have age-appropriate dialogue for elementary school students.

The use of cartoon film media provides opportunities for students through visualization, which can discuss conceptual understanding

according to the teaching material specified as learning objectives.(Toledo, Yangco, &Espinosa, 2014;MacGillivray, 2005). One of the advantages of this media is the teaching and learning media that improves thinking skills, increases carrying capacity, increases vocabulary and increases student creativity. Cartoons combined with student-centered strategies can produce classroom learning experiences. It also helps teachers avoid talking too much (lecturing) and encourages interaction among students in a closer way[16]. By representing information with pictures, students can focus on meaning and quickly rearrange ideas through students' visual memory. Besides, can use cartoon film media can be used as a learning tool that provides the necessary structure for students to engage in higher-order inquiry thinking.

2. METHODS

This type of research is a classroom action research developed by Taggart. The stages of this research are planning, implementing the action, observing, and reflecting. The planning stage includes focusing on action planning, making learning plans according to the selected material using cartoon film media. The second prepares to learn facilities and media, and the third prepares research instruments.

The third stage is observation and observation. In this case implement action in class. The teacher as a collaborator who provides insinuation in the classroom. Research as observers who breed learning paths. Researchers also do documentation during learning. The fourth stage is reflection by researchers and teachers. At this stage, it describes the procedures for analyzing the results of observations and reflections on the process and impact of the corrective actions that have been implemented. This is also a plan of action that will be carried out in the next cycle.

Place and time of research at the Sanden Bantul Yogyakarta State Elementary School held in December 1st semester of the 2018/2019 academic year. The research subjects were students of grade V Elementary School, which consisted of 20 women and 12 boys. Data collection techniques were in the form of a narrative writing test, documentary, and observation. In this case, the test is in writing narrative essays, while observations of teacher and student activities during learning and documentation are taking pictures and checking documents that support research. Documentation in the form of lesson plans, student lists, photos of learning activities, and student assessment results data. The data analysis technique used descriptive qualitative, and quantitative. The

narrative essay test was analyzed descriptively quantitatively, while teacher and student observations were analyzed descriptively quantitatively.

3. RESULT DISCUSSION

The learning process of writing narrative essay skills is based on initial observations made by researchers. The results show that the skills of writing narrative essays for fifth-grade students of Elementary School II Sanden are still low. This category is not only seen in terms of the mean score of students but also seen from the learning process of narrative writing itself. Based on the results of observations, some students paid less attention to lessons. Students seem less enthusiastic about participating in the learning process. Some students seem to have difficulty expressing their ideas or ideas. This happens because students are too focused on mastering the material, and its application does not get enough attention. In addition, teachers do not take full advantage of the media in the learning process, such as VCDs for cartoon films. This is, of course, a problem, because writing skills are an important language skill. Therefore it is necessary to take action to improve the learning process of students' writing.

This research action was carried using learning media, namely the VCD cartoon film entitled "Upin-Ipin" in learning to write narrative essays. The use of cartoon film VCD learning media is expected to increase student interest and motivation and make it easier for students to understand the learning material presented. The students' writing skills in narrative essays improved. However, the learning process to write narrative essays has also increased. Thus it can be concluded the benefits of using learning media in students are that it can foster interest and motivate students and make it easier for students to understand learning material.

At the first meeting of the cycle, some students did not focus on paying attention during the learning process to write narrative essays. In learning activities, students still look passive. This can saw when students are asked to express their opinions. When the teacher leaves the classroom, the atmosphere becomes noisy and difficult to condition. That made students less focused on accepting the explanation given.

The shortcomings that occurred at the first meeting of the cycle, I immediately asked the teacher at the second and third meetings so that the learning process was better. At the second and third meetings, the students were more cooperative so that they were easily conditioned. Student attention to the material presented by the teacher is getting better. Students begin to look active in the learning process. Cycle II learning activities are carried out based on cycle I and reflection in cycle I. The second cycle of learning provides more guidance to students who have difficulty understanding the material. Besides, the students seemed more enthusiastic and concerned about the learning process. Student participation has also increased; this can be seen from the number of students involved in question and answer and making conclusions at the end of the lesson. Based on the acquisition of the proportion of observations on student activity in the learning process during the cycle, cycle I and cycle II, it can be seen in the comparison table on the next page.

Table 1. Increased Activity in Precycle, Cycle I, and Cycle II

Activities	Observation Result Presentation (%)	Observation Result Presentation (%)
Pre cycle	53	Enough
Cycle I	75	Good
Cycle II	100	Very good

Based on the table above, it can seem that the learning process of writing narrative essays has been more effective. Better lesson plans, optimal classroom management, and effective use of cartoon filmCompact Disc digital video (VCD) media are the things that support this success. This is evidenced by the observations, which show that student activity in the first cycle increased by 22%, which in the initial condition was 53% to 75%. In comparison, in the second cycle, it increased by 47%, which in the initial situation was 53% to 100%-improved narrative essay writing skills. Can see Improved narrative essay writing skills be through the test instrument in narrative essay products. Based on the results of the tests carried out in the pre-action, it can see that the writing skills of the fifth-grade students of Elementary School II Sanden are still low, namely 57.13. This is still below the minimum average value used in schools, which is 75, with the percentage of students' completeness reaching 75% of the total number of students. Below is a comparison table of the results of the students' narrative essay writing skill evaluation tests obtained during the pre-action, cycle I, and cycle II as follows.

Table 2. Improved Narrative Writing Skills for Class V Students

Aspect	Precycle	Cycle I	Cycle II
Average value	67.74	74,87	82,26
Presentation of students completing (%)	28.12	53.12	96.87
Number of Students Completing Learning	9	17	31
Category	Has not succeeded	Has not succeeded	Was successful

The data resulting from the average score of writing narrative essay skills for fifth grade students can be visualized in the form of a bar chart as follows.
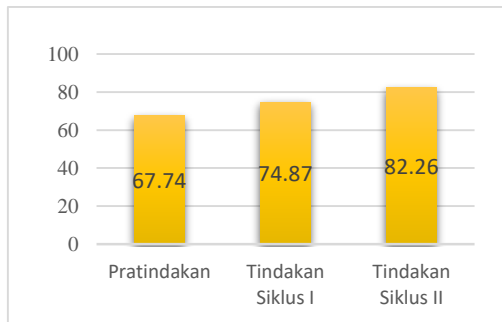

Figure 1. Diagram of the Results of the Improvement of Class V Student Narrative Writing Skills

Based on the table and diagram above, it can seem that the results of the evaluation of students' narrative essay writing skills experienced a significant increase after using cartoon VCD media. Thus can see through the rise in the average score obtained in the first cycle of 7.12, which initially only 67.74 in the pre-action increased to 74.87 so that it increased the percentage of students completing by 25% which was initially only 28.12%, namely nine students who completeness increased to 53.12%, namely 17 students. While the increase in the average value obtained the second cycle was 14.52%, namely in the pre-action of 67.74 to 82.26, thus increasing the percentage of students who completed by 68.75%, namely in pre-action only 28.12% to 96.87%.

Based on the increase in the percentage of student completeness that has been obtained pre-action, action cycle I, and cycle II above, as a whole, it has reached the determined average of ≥75 with a percentage of completeness that expected have reached the target of ≥75%. The implementation of the action in this study was declared victorious. Thus learning to write narrative essays using cartoon film media has been implemented optimally and can improve the writing ability of fifth-grade students of Elementary School II Sanden to the fullest.

4. CONCLUSION

Based on this study's results, it can be concluded that the use of VCD cartoon films can improve the learning process and writing skills of narrative essays in grade V SD Negeri II Sanden as follows. 1. The learning process to write narrative essays shows students' activeness, enthusiasm, and attention in participating in learning increases. 2. The increase in learning to write narrative essays in the first cycle is 7.12. In the initial condition, it increases to 74.87, and in the second cycle, it is 14.52, which in the initial state increases to 67.74 to 52.26. The obstacles faced when learning to write narrative essays using audio-visual media are the lack of student motivation in learning, the students are less active, and the teacher's low ability to create a conducive learning condition when the learning process takes place. Teachers must continue to motivate so that students are more active; dare to argue, teachers can manage time so that learning can be carried out correctly and select and use exciting and efficient learning media. Constraints that occurred in cycle I have been reflected and can be overcome in cycle II.

Suggestions that can be conveyed are that the teacher is advised to motivate students to learn and train students to be active in class. Teachers should also use cartoon film VCD media as an alternative learning media to improve narrative essay writing skills. The school can support learning media, especially cartoon film VCD media, to improve the quality of learning. For other researchers, it is hoped that it can be used as a reference for further research.

ACKNOWLEDGMENT

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