Cartoon Story Maker in Teaching English Recount Text for Junior High School

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ABSTRACT

This research is based on the lack of use of interesting learning media at SMPN 3 Kedungwaru. The use of Cartoon story maker as a medium used for recount text learning is expected to increase students' interest in learning. This study uses a research and development (R&D) method based on the Analyze-Design-Development-Implementation-Evaluation (ADDIE) model. Data collection techniques using observation and interviews. The results of the analysis from observations and interviews conducted by researchers are described as: The use of Cartoon story maker learning media in recount text learning can be said to be good. The role of the Cartoon story maker in learning recount text has a good impact on students' learning motivation. The explanation is easier for students to understand because the material is summarized into an interesting video. Teachers are easier to provide material to students using this learning media. It is hoped that the teaching and learning process would be made easier for students and teachers.

Keywords: cartoon story maker, teaching recount text

ABSTRAK

Penelitian ini dilatarbelakangi oleh kurangnya penggunaan media pembelajaran yang menarik di SMPN 3 Kedungwaru. Penggunaan Cartoon story maker sebagai media yang digunakan untuk pembelajaran teks recount diharapkan dapat meningkatkan minat belajar siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) berdasarkan model Analyze-Design-Development-Implementation-Evaluation (ADDIE). Teknik pengumpulan data menggunakan observasi dan wawancara. Hasil analisis dari observasi dan wawancara yang dilakukan peneliti dijelaskan sebagai berikut: Penggunaan media pembelajaran Cartoon story maker dalam pembelajaran teks recount dapat dikatakan baik. Peran Cartoon story maker dalam pembelajaran teks recount berdampak baik terhadap motivasi belajar siswa. Penjelasannya lebih mudah dipahami siswa karena materi dirangkum menjadi video yang menarik. Guru lebih mudah dalam memberikan materi kepada siswa dengan menggunakan media pembelajaran ini. Diharapkan proses belajar mengajar dapat lebih mudah bagi siswa dan guru.

Kata Kunci: cartoon story maker, mengajarkan teks recount

INTRODUCTION

Writing is the act of putting someone's thoughts into words. It can also help authors improve their imaginative and critical thinking skills, allowing them to write more efficiently and creatively (Nunan, 2003:88). It requires practice and guidance from a teacher to produce good writing. Teachers can design learning activities that will help students enhance their writing skills. Teachers can assist pupils by keeping them motivated to learn to write. Teachers can

use a variety of approaches and media to help students learn to write more effectively.

Recount, report, procedure, story, news item, and descriptive texts are among the sorts of texts taught in Indonesian junior high schools. Recount text is written out to form a report about an experience of a series of related events, according to Knapp (2005: 223). The purpose of a recount text is to entertain or inform the reader about a prior event. The procedures for producing written recount text, according to Boardman in Natael (2014: 57), are as follows: the first paragraph is called on orientation. It provides background information about who, what, where, and when events happened.

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". Because the teacher does not incorporate engaging media, methodologies, or strategies into the learning process. As a result, they find it difficult to concentrate in writing class. According to Barnett (1989), teachers and students are usually frustrated to the quantity of mistakes and the lack of enhancement in students' writing. As a result, kids are typically less driven to write since they are not interested in writing. However, problems are not just experienced by students; they are also frequently caused by elements present in teachers.

Based on the problems, teachers must find a good solution such as using appropriate media to help the students in teaching writing. The use of media in teaching and learning process is able to make the lesson become meaningful, interesting, and understandable. One example of media that can help teachers is a cartoon story maker. Cartoon Story Maker is a simple tool that allows you to quickly create 2D cartoon stories with dialogues, discussions, and various backgrounds. Cartoon story maker can add unlimited number of frames to the story. Each frame can include Images: Drag and drop library items onto the frame, or import your own digital photos or images saved from the web. 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. Voice recordings: Add new voice recordings using the simple built in recording panel. You can also add recordings already saved on your computer.

Based on this analysis, the problem to be researched is the development how to develop interesting recount text learning media using Cartoon Story Maker?

METHOD

This research used Research and Development (R and D) method which focuses on developing interesting learning media using a cartoon story maker in recount text subjects. Brog and Gall (1983:772) define research and development method as a process which is used to develop and validate

educational products. This research was conducted based on the Analyze-Design-Development-Implementation-Evaluation (ADDIE).

The ADDIE model is commonly used in development research because it has systematic stages. The stages of the ADDIE model only reach the evaluation stage without any deployment stage, so that in this study in accordance with the stages that have been set. Here is an explanation of the 5 stages. The first step taken by the researcher is to analyse what problems students face when studying recount text. The researcher will analyse the source of the problem and try to find a solution to the problem. This design stage contains designs from Cartoon story makers as learning media. In Cartoon story maker there are various images, text or dialogue, voice recordings and recount text material. In the development stage, the framework that is still conceptual is realized into a product that is ready to be implemented. The generated application is applied to the actual situation in the classroom during implementation. The last step is evaluation in ADDIE, this model has been done step by step. Furthermore, at this stage of the review, the goal is to examine the application that has been produced based on the validation findings of material experts, linguists, and design experts, followed by the practical results of students to determine the app's practicality.

This research was conducted in early June 2022 on students of class VII SMPN 3 Kedungwaru. The number of samples used in this study were 12 students. Data collection procedures used in this study were observation and interviews. Observations and interviews were carried out to obtain data to be analyzed using interactive model offered by Miles and Huberman. The component of analysing the data can be drawn as follows: 1. The data are collected from the sources of data such as person and event. The data obtained by having an observation and interview. 2. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. Firstly, the researcher collected data about the implementation of Learning English at State Junior High School 3 Kedungwaru through observation and interview. After get the data, the researcher then transcribed it. The data that have no relation with the focus of the research were discarded. The researcher only took the relevant data. Next, after collecting and reducing the data, the data displayed in the form of descriptive. 3. The second step in analysing the data is displaying data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart and et cetera. In addition, Miles and Huberman (in Sugiyono, 2014: 249) say that the most frequent form of display data for qualitative research data in the past has been narrative text.

RESULT AND DISCUSSION

This research collaborated with eighth grade teachers at SMPN 3 Kedungwaru. Researchers collect information on learning difficulties from

teachers through interview activities and provide observation sheets for the implementation of learning in class. From the results of interviews of researchers with fourth grade teachers, it shows that in the delivery of energy materials there are always problems with the lack of student interest in the teaching and learning process due to the lack of use of learning media that attracts or motivates student learning.

After reaching that conclusion. Researchers develop learning media that can help teachers to deliver more interesting material. The media used is a cartoon story maker to teach recount text material. The reason for using this media is that it is easy to use to create learning materials and easy to implement in the classroom because it has been made into a video.

Picture 1. Cartoon story maker

The results of the analysis from observations and interviews conducted by researchers are described as: The use of Cartoon story maker learning media in recount text learning can be said to be good. The role of the Cartoon story maker in learning recount text has a good impact on students' learning motivation. The explanation is easier for students to understand because the material is summarized into an interesting video. Teachers are easier to provide material to students using this learning media. It is hoped that the teaching and learning process would be made easier for students and teachers.

CONCLUSION

From this research, it can be concluded that: 1. Cartoon story maker becomes an effective media in learning recount text. 2. Students more easily understand the material presented.

The use of effective learning media can have an impact on the learning process. The use of Cartoon story maker media has a positive impact on the student learning process. It is hoped that the teaching and learning process would be made easier for students and teachers.

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