

# IMPROVING THE TENTH GRADE STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT BY USING CARTOON VIDEO AT SMK NEGERI 5 JEMBER

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## ABSTRACT

This research was intended to describe how the use of cartoon video can improve the tenth grade students' writing achievement at SMKN 5 Jember. This research used Classroom Action Research (CAR) as the research design which consisted of planning the action, implementing the action, and reflecting the action. The research subject of this research were 36 students of class X TKJ 1 study program at SMKN 5 Jember. The data collection methods that were applied in this research were observation and writing test. It was found that 68.5% of the students were indicated as active participants and 52.8% of the students got 75 or higher in writing test in cycle 1. Meanwhile, 82% of the students were indicated as active participants in cycle 2, while the percentage of the students who got 75 or higher was 77.8%. Based on the result of the research, it was concluded that using cartoon video was able to improve the tenth grade students' recount text writing achievement.

**Key Words:** *Cartoon Video, Classroom Action Research, Students' Active Participation, Writing Achievement.*

## INTRODUCTION

Being productive skill, writing demands more skills to acquire than another productive skill, speaking. It seems as the most difficult skill to master because writers need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which writers want to communicate to their readers (Tangpermpoon, 2008:1). It becomes the English teachers' responsibility to help their students overcome their difficulties in the teaching learning process, especially in writing, by using media or others.

According to Hughes (2003:100), writing requires the aspects of writing such as grammar, organization, vocabulary, mechanics, and content that should be understood by the writer because a good writing needs those aspects for the readers to understand the writing the writer writes. When the writers can make a good writing, it will build a good communication between the writers and the readers.

Based on the preliminary study that the researcher had on 21<sup>st</sup> November 2013 with the English teacher at SMK Negeri 5 Jember, it was revealed that the students in X TKJ 1 had problems with their writing. It was shown by the students' writing score that 10 of 36 students (28%) could achieve the standard score requirement of the school (75). From their product of

writing when they were asked to write a recount text about their holiday experience, the researcher found that they were lack of grammar, vocabulary, and mechanic, and they had difficulties to write their idea on the paper.

In this case, it is important to use appropriate and interesting media in teaching English to improve the students' writing achievement. Based on the problem above, the teacher collaborated with the researcher to apply an interesting and appropriate teaching media, that was audio-visual media, in the form of cartoon video. According to Arsyad (1996:15) media is one of important factors in a teaching learning process. Media will help the teacher to increase the students' motivation in the classroom.

The problems of the research were 1) "Can the use of cartoon video improve the grade X TKJ 1 students' active participation during the teaching learning process of writing at SMK Negeri 5 Jember in the 2013/2014 Academic year?", 2) "Can the use of cartoon video improve the grade X TKJ 1 students' recount text writing achievement at SMK Negeri 5 Jember in the 2013/2014 Academic Year?". The objectives of this research were : 1) to improve the grade X TKJ 1 students' active participation during the teaching learning process of writing at SMK Negeri 5 Jember in the 2013/2014 academic year by using cartoon video, and 2) to improve the grade X TKJ 1 students' writing achievement of recount text at SMP Negeri 4 Jember through the use of

animation clips at SMP Negeri 4 Jember in the 2013/2014 academic year by using cartoon video.

## RESEARCH METHOD

The research design was classroom action research (CAR) and focusing on improving the tenth grade students' participation as well as their writing achievement by cartoon video. Cyclical model was applied in this classroom action research. The cartoon video was used as the teaching media. The data collection methods used were observation in the form of checklist and writing test. Observation was used to get students' active participation in the teaching and learning process. The writing test was conducted to get students' writing achievement after the action were given. The research subjects were 36 students of X TKJ 1 at SMK Negeri 5 Jember in 2013/2014 Academic Year.

The action research was conducted collaboratively with the English teacher of grade X TKJ 1 at SMK Negeri 5 Jember. The collaboration focused on observing and investigating English teaching and learning process, and evaluating the action. The researcher and the English teacher were the raters in measuring the students' writing test using the scoring guide that covered the score of writing test. The scoring guide adapted from Jacob et al in Hughes (2003:104).

The result of students' writing test was counted to find the total number of the students who achieved  $\geq 75$  as the passing grade. Then, to know the percentage of the students who achieved the passing grade, the following formula adapted from Ali (1993:186) was used:

$$E = n/N \times 100\%$$

E = the percentage of the students who achieved  $\geq 75$  as the passing grade

n = the total number of students who achieved  $\geq 75$  as the passing grade

N = the total number of the students

To describe the students' active participation, the result of observation (the total number of students who were active during the teaching learning process) was analyzed by using the following formula adapted from Ali (1993:186):

$$E = n/N \times 100\%$$

E = the percentage of the students who achieved the aspects of learning atmosphere

n = the total number of students who were categorized as active students.

N = the total number of the students

## RESEARCH FINDINGS AND DISCUSSION

This classroom action research was conducted in two cycles. Each cycle consist of three meeting including the writing test in the third meeting. The research findings were based on the observation data and students' writing test.

The observation data was aimed to get main data of students' active participation during the teaching learning writing process in the classroom by using cartoon video. Observation checklist was used to observe the students' participation in the following indicators: the students paid attention and watched the video and listened

to the teacher explanation, the students asked question to the teacher about the materials given, the students were involved actively in answering the teacher's questions, the students did the tasks given by the teacher in the group of two, and the students did the tasks given by the teacher individually. The students had to fulfill at least three indicators of five indicators stated in the students' observation checklist. The writing test was done to measure the students' writing achievement after they were taught by using cartoon video.

The result of observation showed that the active participation of X TKJ 1 students improved from meeting 1 to meeting 2. It was shown by the result of observation in meeting 1 that was 58.3% or 21 students who were active in meeting 1, and the percentage of the students' participation in meeting 2 had an improvement 19.5% from the first meeting that was 77.8% or 28 students who were active. The average of the results that were active was 68.5%. It means that the students had not achieved the target of 70%. The indicators asking and answering questions (indicators 4 and 5) had the lowest percentage. The students were not accustomed by the teacher because the teacher was a new teacher. It was not easy for the students to express their questions or answer the questions from the teacher. Another problem that was found during the observation of active participation was the limited strategy applied by the teacher during the teaching learning process of writing.

The students writing test in cycle 1 showed that there were 19 students or 52.8% who got score of 75 or more. The rest (17 students or 47.2% of 36 students) got less than 75. Based on the result of writing test, it revealed that the students remained confused with the grammar used in writing recount text, some of the students forgot to recheck their punctuation, and the students took their time choosing the themes for their writing test. They got confused what theme they wanted to write.

To overcome these problems, the revisions were as follows: (1) the teacher came to the students' seat and asked them whether or not they had a problem or question related to the materials to make them accustomed. After they were accustomed to the researcher, hopefully they might ask questions to the researcher.. (2) While asking the students to do the task in groups, the teacher gave the students rewards to make them more enthusiastic. The reward given when they got the closest answer and the fastest group that had done the task. (3) After the writing score got scored, the researcher as the teacher gave some explanation based on the students' paper test randomly to make students understood what punctuation and grammatical errors they had in their test. (4) The writing test in Cycle 2 only had one theme in order to make the students had a clear theme to choose.

The result of observation showed improvement for each indicator in cycle 2. There was 82% students were active during the teaching learning writing process by using cartoon video for the average percentage. Those results of observation showed that the second cycle had achieved the criteria of success. The improvement of students' learning atmosphere was also followed by the result of students' writing achievement. There were 28 students or 77.8% of 36 students achieved score 75 or more. The criteria of success of this classroom action research had been achieved and the action was stopped.

After conducting two cycles in this classroom action research, the evaluation revealed that the use of cartoon video was able to improve the students' active participation in joining the teaching learning process. Based on the observation data, the students' active participation during the teaching learning writing process was improved. In Cycle 1, the average was 68.1% and 82% in Cycle 2. The improvement of students' active participation was also followed by the improvement of students writing achievement. The percentage of the students who achieved 75 as passing grade were 52.8% of students in cycle 1 become 77.8% of students in cycle 2.

RESULT OF	CYCLE 1	CYCLE 2
Students' Active Participation	68.1%	82%
Writing Test	52.8%	77.8%

The results were supported some theories and studies related to cartoon video during the teaching learning process of writing. Cartoon video is a simulation of movement created by displaying a series of pictures, or frames. Cartoon video is one of the types of video, it is categorized as audiovisual media that could be heard and seen by the students. Canning (2000) state that video can stimulate and motivate student's interest. This fact is supported by the findings of this study which revealed that students got interest more rather than heard the sound only or just saw the picture. When they were interested in the lesson, they were also motivated to do the exercise given.

Hidayati (2010) used cartoon video in her study. The study found out there was improvement of total the students that got score higher. Faiz (2012) also applied cartoon video in his study. There was improvement from cycle 1 to cycle 2. Meanwhile, another study was done by Akmala (2011). She proved that by using video, the students' score of writing test was improved from Cycle 1 to Cycle 3.

Supported the previous theories and studies about the use of cartoon video during the teaching learning process, this research has also proved that cartoon video could improve the students' recount text writing achievement as well as their active participation. Cartoon video can be used as a media in teaching writing by the teacher. It is due to the fact that the use of cartoon video could improve the students' recount text writing achievement and their active participation.

## CONCLUSION AND SUGGESTIONS

This research revealed that the use of cartoon video could improve the grade X TKJ 1 students' recount text writing achievement and students' active participation. It was shown by the result of the percentage of the students' active participation in each cycle. The result showed the improvement from 58.3% of the

students' active participation in the first meeting to 77.8% in the second meeting. Then, in cycle two there were also showed the improvement from 77.8% to 86.1%. Meanwhile, the result of the percentage of the students' writing test in the first cycle was 52.8% (19 students) got score  $\geq 75$  in writing test, then increased in the second cycle to 77.8% (28 students) who got score  $\geq 75$ .

On the basis of the results of the study, it is suggested that the English teacher use cartoon in teaching writing process. It is due to the fact that the use of cartoon video could improve the students' recount text writing achievement and their active participation. For the students, it is suggested to familiarize themselves with the native speakers' voice. The students can have their own study together with other students by using cartoon video. This is used to motivate the students to learn English by using cartoon video. For Future researcher, hopefully it can be used as a source of information for the future researchers who want to conduct further reserach that deals with the improvement of other skill by using cartoon video as a media.

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