Using Cartoon Story Maker 1.1
in Developing Writing English Skills in EYL Classrooms

Jenny Elvinna Manurung[4]

ABSTRACT: This paper highlights the integrating technology, cartoon story maker 1.1 in EYL classrooms in developing their writing English skills. It leads students to be creative, to work independently, to express themselves and to feel part of the learning process by actively participating in it. This study used the quasi experimental research. The population of the study is VI grade students of SD Methodist 2 Palembang in the academic year 2014/2015. The purposive sampling is used on this study. In analyzing the data of the students' achievement, the writer compared the results of the pre-test and post-test of each group to see whether they made progress and to find out the significance of the differences between their pre-test scores and their post-test scores. The result of the independent sample t-test: the value of t-obtained was 11.364. At the significance level 0.05 in two tailed testing with df =38, the critical value of t-table= 1.686. Since the value of t-obtained (11.364) was higher than the critical value of t-table (1.686). It means that there was significant difference in writing transactional and interpersonal conversation achievement between the experimental group and the control group.

Key words: *cartoon story maker V. 1.1, EYL classrooms.*

[4] *Dosen FKIP Universitas Tridinanti Palembang*

INTRODUCTION

Based on critical age theory, teaching English should be started during the critical age, which is called as a golden age. People believe that at this age children can acquire the language better than when they start learning it at the later age (after puberty). As kindergarten learners have varying attention span and easily get bored (Cameron, 2005), teacher needs to enrich the course with the help of using other instructional materials and techniques. Cartoons, realias, songs, flashcards, games are suitable means to foster young learner's imagination and fantasy (Arıkan & Ulaş-Taraf, 2010).

Indonesian government has also realized the importance of giving English to young aged children and they have already considered that English should be given at the elementary level. However, teaching English to children will be different based on the context. Teaching English in a society where English is a second language will be different from teaching English where it is as a foreign language like in Indonesia. Indonesia is a multi cultural country that gives impacts such as various dialects, culture and needs. Due to this fact, any educational institutions should take some considerations before deciding to provide

English lesson to elementary school children. They should consider whether they have made good preparation such as good models (teachers), teaching materials, methods and even technology. Today's computer and technology hold a great deal of promise in supporting English foreign language learning. Technology holds the promise of making language and literacy learning easier and more exciting for teachers and learners.

Considering that we are living in the technology age, such information and communication technologies (ICT) digital storytelling, online games and software suitable for kindergarten learners can also be used as technological authentic materials by the help of their teachers (Arıkan & Ulas-taraf, 2010). In recent years, the variety of educational technology offers language teachers more opportunities when they select materials as multimedia or electronic to teach students the target language in the classroom.

Cartoon is kind of useful and important audiovisual materials in teaching/ learning the second language. Also, cartoons have supposed a potentially valuable contribution in teaching (Mollica, 1976) and they have visually impacted all students immediately without discrimination of age or background, are

able to respond in some way to the educational point being made.

CARTOON

Here are many definitions of cartoon some experts give their opinions dealing with cartoon as follows:

1) Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors (Leff et al, 2012).

2) Cartoon is caricature; often representing important events of politic or important public figure (Chiasson, 2002).

3) Cartoon is an amusing drawing or series of drawings in a newspaper (Cary, 2004).

From definition above, the writer concludes that cartoon is an amusing, which gave a story about person, group or situation.

Cartoon in EYL Classroom

Cartoon constitutes authentic material. Although there are now several comic strips that have been written by and for EFL/ESL learners, most of them are written for other purposes than language learning. Using authentic material in the classroom has been strongly encouraged in the field of language learning (Derrick, 2008). By using authentic materials, we provide our students with examples of how the language is actually used in the real word, as opposed to artificial and/or awkward structures found in EFL textbooks.

According to Davis (1997) students should be exposed to as much authentic material as possible. One benefit of using cartoon in teaching is their ability to motivate the students (Chiasson, 2002). Mollica (1976) argue that cartoon also employs a form of visual language that is almost universally understood. Its interplays of visuals and text allow students to expand their visual-spatial intelligence. Because of this interplay, cartoon is easily accessible to non native speakers of English, at any group or learner level.

According to Leff (2012), there are several reasons why it tends to be easier to learn English with cartoon.

a. To facilitate vocabulary acquisition. The context and the visual context of the words used usually were reflected from the visual aspect of cartoon. The words that are used in the bubbles are illustrated on the canvas. The learners can take the time they need to pause, go back, analyze the text again since the words are in writing.

b. To develop reading skills. The constant visual support also helps the reader follow the sequence of the story. Several studies have been done to test

the fact that reading comics helps students' understanding of texts.

c. To develop analytical skills. Reading cartoons is more than just reading text and images. To fully grasp a comic strip, one has to put the two together and see how they interact to construct the meaning. This encourages students to closely pay attention to the graphics in relation to the text that is given. By doing so, students will be better able to understand the use satire, symbolism and humor that is common in comic strips.

d. to develop writing skills. By becoming familiar to the structure of comics, students develop a better understand of logic and continuity in a narrative.

Applying Technology in Creating Cartoon Story Maker v.1.1

Cartoon Story Maker 1.1 is one of technology that enables students in creating their own cartoon. The objective is to foster creative writing, improve ideas organization, review vocabulary, and help eliminate the idea of writing. In the following below, there are 12 parts of Cartoon Story Maker v.1.1:

a. Main Characters

It contains pictures of main characters that include many expressions and activities. The students should select the main characters used in the cartoon.

b. Support Characters

It contains pictures of support characters.

c. Minor Characters

It contains pictures of minor character.

d. Backgrounds

It contains many background pictures. The students can select it as background their own comic. The example background is such as at school, at road, etc.

e. Imported Backgrounds

It is a tool of click-on browse to import a background image.

f. Text Bubbles

It is a tool of click-on to import a foreground image.

g. Title and Information Boxes

It is a box of information. The students can write any information needed.

h. Audio Bubbles

The students can write the conversation and it will be produced through sounds.

i. Picture Tools and Text Tools

It is several tools used in creating pictures and editing text.

j. Frame Controls

It functions to control the frame.

k. Toolbar

It consists of toolbar that functions as option menu.

The example of cartoon story maker can be seen as follows:

Picture 1. Cartoon Story Maker v.1.1

After opening Cartoon Story Maker v.1.1, the students can start to create their own story. The teacher can give directions about the topic and language function will be used in the story. An example of frame 1 (cartoon story maker) can be seen as follows:

Picture 1. Cartoon Story Maker v.1.1

METHODOLOGY

This study used the quasi experimental research to identify the difference of students' writing skill by using Cartoon story maker v. 1.1 and that of those who are not. The writer used two groups, they were: experimental group by using cartoon story maker in writing and control group by using no treatment at all. The population of the study is VI grade students of SD Methodist 2 Palembang in the academic year 2014/2015and the total population is 106. The purposive sampling is used on this study. There are 40 students participated as the sampling. They are 20 students for experimental group and 20 students for control group.

There are three techniques for collecting the data. First, Pre-Test (Writing test of conversation expressions). Second, Treatment (Experimental group gave treatment for 4 times and each meeting spent 2 x 45') and the last is Post-Test (The test forms and materials were the same with the pre-test).

The technique in analyzing the data used paired sample t-test to prove how significant the difference and whether the difference caused by the treatment given. All the computation was analyzed using SPSS release 16.0. In analyzing the data of the students' achievement, the writer compared the results of the pre-test and post-test of each group to see whether they made progress and to find out the significance of the differences between their pre-test scores and their post-test scores. The writer compared the result of the pre-test gained by the experimental group with the result of the pre-test gained by the control group. Then the writer

compared the result of the post-test gained by the experimental group with the result of the post-test gained by the control group. The two latter comparisons were done to find out the significance of the difference of the writing achievement of the students from the two groups.

FINDING AND DISCUSSION

A. The Result of the Tests

The pretest and posttest were given to the students in both experimental groups and control group. The pretest was given to the students before the experiment was conducted; the posttest was given at the end of the experiment. The test was writing transactional and interpersonal conversation test.

A.1.1 Writing Pretest Scores

In experimental group, the lowest of the pretest obtained by the students was 54.00 while the highest score 64.00 the average score was 59.65 with standard deviation of 3.36. In the control group the lowest of the pretest obtained by the students was 55.00 while the highest score 64.00 the average score was 59.85 with standard deviation of 2.58. It was found that most of the students scored insufficient (55%) and below average (45%) in the pre-test.

A.1.2 The Result of the Writing Posttest

In the experimental group, the lowest of the posttest obtained by the

students was 68.00 while the highest score 82.00 the average score was 73.40 with standard deviation of 3.58. It was found that most of the students scored above average (5%), average (70%) and below average (25%) in the post-test. In the control group the lowest of the posttest obtained by the students was 56.00 while the highest score 67.00 the average score was 61.95 with standard deviation of 2.72. It was found that most of the students scored insufficient (35%), below average (65%) in the pre-test.

A.2. Statistical analysis on the Result of Pre-test and Post-test of Students' Writing Transactional and Interpersonal Conversation Achievement in the Experimental Group.

The mean of writing pre-test in the experimental group was 59.650 and the standard deviation was 3.360; the mean of writing text post test was 73.400, the standard deviation was 3.589. The result of the paired sample t-test: paired sample difference in mean between pre-test and post test of writing text achievement in experimental group was 1.375, with standard deviation 4.843 and t-obtained was 12.695 at the significance level 0.05 and degree of freedom 19, the critical value of t-table for the two tailed test was

1.729. T-obtained 12.695 was higher than the critical value of t-table 1.729.

A.2.1.Statistical Analysis on the Result of Pre-test and Post-test of Students' Writing Transactional and Interpersonal conversation Achievement in the Control Group.

The mean of writing pre-test in the control group was 59.850, the standard deviation was 2.580; the mean of writing post test was 61.950, the standard deviation was 2.723. The result of the paired sample test; paired sample difference of writing achievement in means between pre-test and posttest in control groups 2.100, with standard deviation 2.633, and t-obtained was 3.566 at the significance level 0.05 and degree of freedom 19, the critical value of t-table for the two tailed test was 1.729. T-obtained 3.566 was higher than the critical value of t-table 1.729.

A.2.2. Independent Sample T-test Analysis

In order to find out whether or not there was a significant difference in achievement between the experimental group and the control group, the writer compared the results of the posttest in the experimental group with those in the control group by using independent sample t-test. The result of the independent sample t-test: the result of the pre-test and posttest

on writing transactional and interpersonal conversation achievement, the value of t-obtained was 11.364. At the significance level 0.05 in two tailed testing with df =38, the critical value of t-table= 1.686. It can be seen in the table 1 as follows.

Table 1. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTTEST Equal variances assumed	1.18	.291	11.364	38	.000	11.19000	1.00771	9.8815	13.0085
Equal variances not assumed			11.364	25.411	.000	11.49000	1.00734	8.48546	14.4945

Based on the table above, the value of t-obtained (11.364) was higher than the critical value of t-table (1.686). It means that there was significant difference in writing transactional and interpersonal conversation achievement between the experimental group and the control group.

CONCLUSION

Kindergarten learners are both curious and willing to learn new things, and learn faster than adult learners. However, they easily get bored and their attention spans are very short. Therefore English institutions for kindergarten learners should not adhere to only course books; on the contrary, the institution should be enriched by the help of using technology. Since fun is the key aspect for attracting young learners' attention, English institution should be supported by

technology in materials for example cartoon story maker v.1.1. Cartoon is kind of useful and important audiovisual materials in teaching/ learning the second language.

Based on the computed t-statistic score (see table 1), the value of t-obtained was 11.364. At the significance level 0.05 in two tailed testing with df (degree of freedom) =38, the critical value of t-table= 1.686. Since the value of t-obtained (11.364) was higher than the critical value of t-table (1.686). The test assured that there was significant correlation between the posttest scores gained by experimental and control group. In short, the students of the experimental and control group got significant different posttest scores. It can be concluded that there was significant difference in writing skill of students who were taught by using cartoon maker v.1.1.

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