THE USE OF CARTOON MOVIE AS MEDIA TO TEACHING NARRATIVE TEXT: THE STUDIES OF IT IN EFL CONTEXT

THESIS

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ABSTRACT

Nur Rahayu Mukminun. (2021) *"The use of cartoon movies as media in teaching narrative text: Meta-analysis the studies of it in EFL context"* An Undergraduate thesis English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Fitriah, Ph. D Advisor II: Rizka Safriyani, M.Pd

Key Word: *Cartoon movies, Narrative Text, Media, Students Responses*

Technology advancements in the modern period have a significant impact on human existence, especially the teaching and learning process. Educators frequently employ technology in the classroom to pique students' attention and encourage active learning. Among the accessible technology information, cartoon movies are one type of technology media that may be utilized to teach narrative text. This paper summarizes empirical research on the use of cartoon movie media for narrative text learning and student responses following its implementation. To address the research issues provided, a meta-synthesis of qualitative studies' findings was employed. This study conducts an evaluation of twelve research articles on the use of cartoon films as instructional media for narrative text in the context of EFL. The findings indicated that in studies involving various phases of employing cartoon movies, cartoon movie media were utilized at the start of session, at the end of instruction, or both at the start and the last, depending on the instructor who provided the learning material. The majority of students said that using cartoon films to teach narrative text created a positive, enjoyable, engaging, and motivating learning atmosphere in the classroom. According to this research, teachers may use any cartoon film into their instructional practices in order to maintain student engagement and encourage active learning. However, instructors must be familiar with the movies that are appropriate for their students' grade level and requirements. In summary, this article contributes to future study on the influence of incorporating cartoon films into classroom activities.

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ABSTRAK

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Kata kunci: Film kartun, Teks Naratif, Media, Respon Siswa

Perkembangan teknologi di era modern ini memegang peranan penting dalam kehidupan manusia, termasuk dalam proses belajar mengajar. Di antara teknologi informasi yang tersedia, film kartun adalah salah satu media technology yang di gunakan untuk pelajaran teks naratif. Penelitian ini menyoroti tinjauan studi empiris untuk memanfaatkan media film kartun untuk pembelajaran teks naratif dan respon siswa setelah penerapannya. Sebuah meta-synthesis dari penemuan kualitatif studi yang digunakan untuk menjawab pertanyaan penelitian ini. Studi ini juga meninjau 12 artikel dari 35 artikel yang sudah disaring yang meneliti penggunaan film kartun sebagai media pembelajaran untuk teks naratif dalam konteks EFL (English Foreign Learners) dan juga respon siswa setelah menggunakan media. Hasil penelitian menunjukkan bahwa dari studi dengan tahapan penggunaan film kartun yang berbeda, media film kartun digunakan di awal pengajaran, di akhir pengajaran, atau keduanya di awal dan di akhir, tergantung pada guru yang memberikan materi pembelajaran. Mayoritas siswa mengakui bahwa penggunaan cartoon movie in learning narrative text membawa lingkungan belajar yang positif, enjoy, fun dan memotivasi siswa di dalam kelas. Penelitian ini menyiratkan bahwa guru dapat mengintegrasikan film kartun apa pun ke dalam praktik pengajaran untuk membuat siswa tetap terlibat dan mendorong pembelajaran aktif. Namun, guru perlu memahami film yang sesuai dengan tingkat dan kebutuhan siswa. Singkatnya, makalah ini memberikan beberapa wawasan untuk penelitian masa depan tentang pengaruh penggunaan cartoon movie dalam kegiatan kelas.

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research problems, research objective, the significance of the study, scope, limitation of the study, and the key-term definition.

A. Background of the study

The media helps to explain, encourage and generate new messages in the learning that the instructor transmits to the students so that they can encourage themselves in the learning process; also, it can be more efficient.[1] The learning media can enable students to quickly understand the English language teacher's content. The press consists of three sections: audio, visual and audio-visual. For content that is processed and returned audiovisual is an effective and efficient medium.[2]

Connecting the lesson to experience using film is an effective way—the film depicts emotions that can show the questions and feelings. For teachers, using film as a learning medium can help confirm their role in presenting new teaching perspectives.[3] Digital usage is one of the many challenges of learning in classrooms, including English. This problem is

[1] Rusman, dkk. Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru. Jakarta: PT. Raja Grafindo Persada, 2013. P. 65

[2] Levi - lentz in nurul jannah. *The Use of Media to Improve Descriptive Text in Writing Skill*.2 2013. P.192

[3] Blasco, Pablo Gonzalez. *Education through Movies: Improving teaching skills and fostering reflection among students and teachers*. Journal Issue: Journal for Learning through the Arts.2016

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important for empirical proofs in the field, especially in most schools.

The findings showed that Indonesian teachers are more likely to instruct students by using textbooks and blackboards. The availability of books as a learning aid often fails because students only read manuals given if the teacher is told to read or work on their problems. These various problems also influence the level of completeness of student learning outcomes that are still low, so teachers must often carry out remedial activities to overcome them. The lack of interest and motivation to learn students also affect learning outcomes.[4] From several journals and theses that the researcher has read, only a few have completed successfully.

The learning media can also help visualize data and condense data. Hamalik argues that educational media can generate new wishes and interests in education as well as promote and even adversely affect students' learning practices. A result of achieving learning objectives can ultimately improve the process and learning outcomes.

The Role of Media in Learning, whether printed, electronic, or other media, can increase learners' attention and increase understanding and retention of knowledge if the media is designed and made appropriately. The use of media on Mayer's learning theory, philosophical, technological, and empirical foundations.[5] The use of media must be following the teaching design, and the choice of media must adjust to learning

[4] Bradford, A. *Motivational Orientations in Under-researched FLL Contexts: Findings from Indonesia*. RELC Journal, 38, 302323. 2007.

[5] Mayer, R. E. Multimedia learning. New York: Cambridge University Press.2001.

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objectives: the learners or participants, where the place is. In knowledge or teaching, learning media is very relevant.

The media will increase learners' curiosity in order to readily embrace information. According to Efendi, the advantages of cartoon film media as a learning medium are: animated films can create a deep impression on the teacher or student; the sound and movement shown depict reality, according to the material presented.[6] Psychologically, cartoons can 3ulfil exchange and contrast; cartoon films as a medium have superior sound, moving cartoon images, lines, and symbols are displayed; cartoon films can complement the necessary experiences of students when discussing, practicing.

In this scenario, the cartoon film is used to teach narrative text, one tool for teaching. Narrative is a text for the public and is generally a narrative.[7] Widjono H.S said that the narrative is a tale that says something or a series of events, acts and a state from start to finish which looks like a set of connections.[8] Narrative Text of English types is studying as the leading learning material in English subjects for high schools. When considering English, most of the time, examples of writing discussing Generic Structure and Language Features are used to compile a text. Generic structure and language features are available in all forms of English versions.

Generally, the narrative Text tells the past that the reader can take the moral message conveyed through the story. The forms

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[6] Efendi, Onong Uchjana. *Knowledge Communication Theory & Practice*. Bandung: Teens Rosda Art, Indonesia. 2002.

[7] Anderson, M. and Anderson, K. *Text types in English 3*. Macmillan Education Australia PTY LTD. 2003.

[8] Widjono, Hs. *Bahasa Indonesia Mata Kuliah Pengembangan Kepribadian Di Perguruan Tinggi (Rev)*. Jakarta: Grasindo. 2007.

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of the story will appear in every national final exam. Therefore students must understand the text. By paying attention to the phenomenon mentioned above, school students demand after graduating, and students have the skills to understand the narrative Text.

The skill that will focus on this thesis is writing skills in Narrative Text. Conjointly Brown claims that writing could be a thinking method. He states that the essay is often planned and given with an infinite variety of revisions before unleashed.[9]

Additionally, Elbow in Brown says that writing could be a ballroom dance method. The first approach is deciding what it means, and therefore the second method is golf stroke, which means language.[10] Writing represents what we expect. As a result of the essay, the method replicates things that keep within the mind. The instructor should maximally learn to write as a section of the language skills. It wants many aspects which should be studied and practiced often because the scholars who write clearly should not hold their goal of writing; however, they conjointly have faith to organize their concepts. Moreover, writing is an incredibly vital communication skill that may help America categorically our plan, feeling, and opinion to have a decent interaction with our society.

Every text has distinctive generic structures and major grammatical patterns through the genre area unit's social functions accomplished in every text sort. As we all know, scholars still have issues in writing Texts in English. The student's points in the writing area are even low. Just some

[9] Brown, Robert B. *Principles of Language Learning and Teaching Guide*. London: Longman. 2000.

[10] Elbow, Peter. *Writing with Power Techniques for Mastering the Writing Process*. (New York: Oxford University Press. 1998.

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students get smart points. The matter is also caused by some reasons, such as the primary West Germanic in Indonesian as a foreign language that may make them troublesome to know the word or sentences conjointly West Germanic, Not as everyday contact mainly.

The second is that the students do not have enough written text to obey, so students could cause errors such as the most important strategy, victimizing the right word and writing sentences. The scholars should therefore master the structure of the English language, have enough language and co-understand the word system to write correct words and turn them into a good paragraph. Finally, the technique of publishing remains low as a result of students not having enough motivation.

Related to teaching English subjects, teachers need to create conditions that can develop interactive communication, a communication climate that is built through dialogue between students and teachers. These competencies are required to receive, administer and use information in order to survive in a changing, unpredictable and competitive situation in the future (globalization era).

In this study, researchers are interested in cartoon movies as media in teaching narrative text by using the meta-synthesis research method. Researcher can collect various topics on how to use media in each study and determine the impact after using the media. Because in today's education, the media is an important part to increase students' interest in learning English in class, and can also influence students' mindsets to become more developed and not boring.

B. Research question

Based on the background above, the investigation of the problems focused on the following:

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1. How do the teachers use cartoon movies as media to teach narrative texts?
2. What are student's responses to the use of cartoon movies as media in teaching narrative text?

C. Objectives of the study

Related to the research question, the objectives of the study are:

1. To examine the teachers use Cartoon movies as media to teach Narrative texts
2. To examine what are students' responses to the use of cartoon movies as media in teaching narrative text.

D. Significance of the study

1. The teacher

   For the teacher, this research can help use cartoon movies to teach and learn English more enjoyably. The teacher can also improve the teaching-learning process's quality, and the teacher will be more creative in teaching English. It can be a solution and alternative in enhancing the student's writing Narrative text. Thus, the English teacher can also use cartoon movies as a medium to teaching-learning narrative Texts.

2. The students

   For the students, this research hopefully, the students will enjoy learning English and this study will give input knowledge. So students can improve their writing skills of Narrative Text. Probably, this media offers positive contributions to the students of Senior High School. This study is expected to help the students know that cartoon movies bring positive effects to the students to use it properly.

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3. The researcher

For the researcher, this research will make the researcher know how important it is "through cartoon movies as media" to improve students' writing, develop or revise skills, and aim to increase the researcher's writing skill. This research can also benefit other researchers who have the same interest in finding the materials or references for their research.

E. Scope and Limitation

The researcher has scope and limitations in this research that cartoon movies teach narrative text in the EFL context. The scope of this research is to identify the media cartoon movie to teach narrative Text in the EFL context. The object research is about to find the effectiveness of cartoon movies as media. However, maybe this will affect the results because several previous studies used different methods. Hopefully, the researcher find that the teaching-learning process using cartoon movies as media in teaching narrative text is adequate.

Limitation In this research, the researcher will investigate the previous studies. The researcher collected 12 previous studies after collecting research materials to use cartoon movies as media in teaching narrative text and then discuss strategies to use cartoon movies in teaching narrative text. However, the researcher analyses the previous journals and previous studies about the narrative Text using cartoon movies as media in high school.

F. Definition of Key Term

Some of the critical words are specified by the researcher to quickly understand this research and have the same interpretation as the writer.

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1. Narrative Text

The narrative is a way to recreate events with sequences of how events have happened in the past, generally entertained and told by the resurrection of the past.[11] Also, narrative Text is a legend, and narrative Writing has a temple complex or often because it entertains the reader. The story told is a story not real, just a fantasy of the author itself. The narration has a structure that creates global coherence in a text that contains many parts or components. In this Narrative text is a lesson that is focused on this research.

2. Media

In the teaching and learning process media play an important role. They will also allow students to understand something that has been explained better than spoken. Brown says that visual aid in the media allows the instructor to apply what the students have learned in their minds.[12] Media learning is a learning tool. All that can improve thinking, emotions, attention, and the capacity or abilities of students helps the learning process to occur. In this study Media is a learning tool used for teaching-learning narrative text.

3. Cartoon movie

Cartoons substitute nature and even show objects that generally cannot be seen, besides encouraging and increasing motivation. Cartoons are pictures or cartoons shown to draw

[11] Wiratno, Tri. *Kiat Menulis Karya Ilmiyah dalam Bahasa Inggris Yogyakarta: Pustaka Pelajar*. 2003.

[12] Suheri, Agus. *Animasi Multimedia Pembelajaran*. Jurnal Sistem Informasi Volume 2. 2006.

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attention and affect the opinion of students.[13] However, several cartoons serve to make people smile, such as cartoons in newspapers or television. In this study, among various kinds of media, one of which is used is cartoon movie as an information media tool in narrative text lessons.

4. Students response

A response is an answer or activity taken in response to something. Another definition provided by power is any verbal or nonverbal reaction designed to fuulfil the expectations contained in the questions, instructions, or requests of others.[14] In this study, student response is during the process of teaching and learning take place there is the response of the students. Meanwhile, according to Dimyati, the response is commensure with the meaning of rsponses, reactions, opinions, impressions, and so on. [15]

[13] Nana Sudjana, Ahmad Rivai. Teknologi Pengajaran. Bandung: Sinar Baru. 1989.

[14] Maria Agustina Sri Wulandari. *Student's Responses to Teacher Written Feedback on Their Compositions. (Thesis of Sanata Dharma University Yogyakarta).Moleong , Lexy J. (2017). Metodologi penelitian kualitatif.*Bandung : PT Remaja Rosdakarya. 2007

[15] Dimyati dan Mujiono. Belajar dan Pembelajaran. Jakarta: Rineka Cipta. 2002.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains both theoretical framework and previous research. The approaches related to teaching are the use of media and cartoon movies until the last subchapter reviews relevant studies.

A. THEORETICAL FRAMEWORK

The researcher explains in this section the study of relevant research literature. The theories are important since they either contribute to the resolution and expansion of research problems.

1. Media in teaching writing

The learning media is a way of supplying students with information or learning messages. Teaching and learning media is expected to boost student learning achievement. Teachers are required to improve student learning success through the presence of media in the teaching and learning process. Therefore, teachers must present media in every lesson to achieve learning objectives. Learning media can arouse students' learning motivation because instructional media becomes more exciting and focuses on students' attention.

Also, the media have been known as a tool that is used to deliver something for other people. In English language teaching, media is a tool for helping the teacher deliver materials to the students. Sadiman et al., as cited in Rahmi, stated it is something used to send the sender message to the recipient. The media is one of the key components of education that the teacher will use for teaching. The instructor can supply the content

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effectively through the use of media.[16] One of the means that student materials can be distributed rapidly. The use of media in the learning process has many advantages. According to Mateer et al., The use of the media stimulates students, encourages information acquisition, promotes interest in the subject and shows the importance of certain concepts.[17]

2. Importance of media in teaching narrative text

Iwan Falahuddin mentioned that learning media could make the learning process clearer and more interesting so that learning is not dull and monotonous. When students are interested in learning, they will automatically follow and try to understand learning well. Furthermore, learning media can improve learning outcomes because it can help students absorb learning material more deeply and completely.[18]

Students must have the capital in sentences and paragraphs to be competent in writing narrative text. The ability to compose sentences requires maturity in processing information, data, ideas, or thoughts. Writing requires death to unite a variety of designs that are contained in a few sentences to unify. To be able to blend sentences into a coherent paragraph requires lengthy practice and habituation. Consequently, "a narrative is usually personalized or individualized tells about the events related to the person or persons involved"

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[16] Arif S. Sadiman, dkk. Media pendidikan : pengertian, pengembangan dan pemanfaatannya. Depok: PT. Raja Grafindo Persada. (2014).

[17] Mateer, G. Dirk. 2005. *http://economicsinthemovies.swlearning.com/'Economics in the Movies'. South-Wester*, Thomson.

[18] Falahudin, Iwan. "Pemanfaatan Media dalam Pembelajaran". *Jurnal Lingkar Widyaiswara.* 1(4): 114-116. 2014.

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Reyes argues that, like films and videos, visual help breaks the standards and helps students to listen authentically. Scenes can be used as a basis for skills such as grammar, voice, speech, vocabulary writing, and pronunciation. Many factors will make kids understand the text when they are asked to write well.[19] In written class, animated video can be used as a teaching tool. In the pre-writing stages it will offer the benefit of writing. Writing is important because the majority of students also have trouble writing and developing ideas during the beginning process. Animated video will help students develop their English skills, in particular writing. Another feature that makes animations appropriate for students with diverse learning styles is the use of language courses in the classroom.

So teachers should use the media to inspire and understand resources in their teaching skills. In Sadiman, Anderson notes that cognitive and affective learning must shift, colorize, trigger sounds and communicate with something else.[20] In this regard, the learning process, including narrative texts, needs to use appropriate media, such as films and videos.

Motion, sound and interaction of film and video will occur. Moreover, the use of this media is suitable for students. Something fresh, glamorous and modern has always been a concern of the UN agency. The use of media in learning to write must also be increased so that it can inspire and help students to develop their writing skills.

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[19] Reyes, Maria R., dll. 2012. "*Classroom Emotional Climate, Student Engagement, and Academic Achievment. "Journal of Educational Psychology*." 700-712.

[20] Anderson, L. W. and Krathwohl, D. R., et al (Eds..). 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Eeducational Objectives*. Allyn & Bacon. Boston, MA (Pearson Eeducation Group)

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3. Cartoon movie as media

Through an English animated film, as suggested by Manser, you can create student ideas. An animated film is a story, a conflict, a dialog, a plot, a character.[21] Arsyad then says movies will offer an idea about it. It means that by watching animated films, the students can read the story directly, view the tension, see the action, listen to the sound and mimic the characters' voice, stress and intonation.[22] Therefore, it would be easier for students to retell the story and develop their writing skills if they have ideas. They will also be interested, inspired and active in the teaching process.

According to Sudarwan Danim, films have specific values, such as complementing necessary experiences, attracting new inspiration, attracting attention, and better presenting. Because it contains recreational values, it can show the actual treatment of objects, complement notes, explain abstract things, and overcome language barriers.[23] The advantages of films and videos, according to Azhar Arsyad, namely:[24]

a. Films and videos can complement students' necessary experiences when they read, discuss, practice. Film is a substitute for nature and can even show objects that are

[21] Manser, Martin H. 1995. *Oxford Learner's Pocket Dictionary*. Oxford University Press.

[22] Arsyad, Azhar. 2006. *Media Pembelajaran.* Jakarta: PT. Rajagrafindo Persada.

[23] Danim, Sudarwan. 2002. Menjadi Peneliti Kualitatif. Bandung: Pustaka Setia.

[24] Arsyad Azhar. 2007. *Media Pembelajaran.* Jakarta: PT. Raja Grafindo Persada.

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generally invisible, such as how the heart works when it beats.

b. Films and videos can precisely depict a process that can be repeatedly watched if deemed necessary—for example, the steps and the correct way of doing wudu. In addition to encouraging and increasing motivation, films and videos impart attitudes and other affective aspects. For example, a health film that shows the process of an outbreak of diarrheic or a realtor can make students aware of the importance of food and environmental hygiene.

c. In groups of students, films and videos containing positive values will call for reflection and discussion. Films and videos will carry the world to the classroom, such as the slogans that are always heard.

d. Movies and videos can present dangerous events when viewed in people, such as volcanic lava or wild animal behavior. Films and videos can be shown to large or small groups, heterogeneous groups, or individuals. With the ability and technique of frame-by-frame shooting, films that would normally take a week to watch can be shown in minutes—for example, a flower bud born to bloom.

The film can be used as a medium to support learning. The benefits of the film in the learning process, according to Ronald H. Anderson, for cognitive purposes, are: Teaches the recognition or differentiation of relevant motion simulations, such as the speed of a moving object, deviations in movement.[25] Movies also show a series of still images accompanied by audio (such as a frame image and a grid image). However, this method is not economical Teaches rules and principles.

[25] Anderson, Ronald H. *Pemilihan dan Pengembangan Media untuk Pembelajaran.* Jakarta: Universitas Terbuka bekerja sama dengan CV. Rajawali. 1987.

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Animated films should organize brainstorming sessions well during the writing process and thus help students develop their language skills, especially writing, as they study narrative texts such as characters, dialogue, plot, conflict and climax. With the use of animated videos, students can understand generic structures, present pictures, plots or actual stories, and provide contextual clues about the importance of written narratives. Vukoja said students can explore story structure in pre-writing activities through animation or film (plotline, character development, setting, and theme). The students can learn the story faster and try to write their story.[26]

4. Type of Cartoon movie

There are various types of cartoon movies, including:

a. Based on the characters' shape, there is some technique like stop motion animation / Claymation, a technique in making animation discovered by Blakton in around 1906. This technique uses clay as its object. This technique was often used in the 1950-1960s.
b. Then the cartoons were called 2-dimensional/2D animation. Cartoons are humorous pictures that describe them. In comics, for example, some funny pictures also show Tom & Jerry. Cartoon Films as the media will be explored in the course of this research.
c. 3D / 3D Animation, with technology development, especially computers, three-dimensional animations have to appear. This 3D animation results from the development of 2D animation. In 3D animation, objects will look alive and real.

[26] Vukoja, Tanya. *Cross Genre about Short Stories.* http://GenericStructureofNarrative2Text.html accessed on December 20th at 09.00 am. 2005.

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Based on the manufacturing technique, according to Antonius Rachmat, the types of animation based on the manufacturing techniques include:

1) Cell Animation

The word Cell comes from the word "celluloid," which makes motion picture films in the early years of animation. Cell animation usually = sheets that form a single animation. Each cell is a separate part, for example, between objects with a background, so that biases can move independently of each other.

2) Frame animation

Frame animation is the purest form of animation. For example, when we make a different picture of the movement on the book's edge, and then we open the book with a thumb quickly, the image will be too moving.

3) Character animation

Character animation is usually present in cartoons. All parts of the picture always move together. Whatever the type of animation, the important thing is to give a live effect (visual effect) on the image or object.

5. Narrative Text in writing skill

The purpose of studying narrative text is to entertain, appreciate or entertain the first narrative text. That's what students think, uninteresting, unimportant, and stories that tend to repeat themselves. So from here, the teachers make a different thing that uses the function of cartoon films as a learning medium. They not only learn about the narrative Text, but they can also get a different atmosphere, enjoy, and have fun to see.

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In this study the researcher focus on writing skill in narrative text because writing is not a simple job, but less difficult than the imagination of many students. Hergenhahn and Olson claim that writing often needs to be written by students if the instructor is versatile in teaching methods. Teaching writing must also encourage students to interact with students in a versatile and meaningful way.[27]

Besides, Writing is an expression of media speaking and partly talented, but mostly skill and like every skill, practice improves also writing is an event, a mechanism in which ideas are discovered and arranged, introduced, reshaped and revised.[28]

6. The generic structure of the narrative Text

The generic constructions of narrative writing are orientation, complication and sequence of events, resolution and code. Anderson also suggests a more comprehensive generic narrative text structure, arguing that it consists of narrative text.[29]

1) Orientation: the main character and likely minor characters are introduced by the readers. In general, these signs indicate where and when the action takes place.
2) Complications: complications are followed by a number of events in which some difficulties or problems are usually anticipated. If something surprising didn't come up, it wouldn't be so thrilling. This complication affects the main character and also serves the purpose.

[27] Hergenhahn, B.R dan Olson, Matthew H. *Theories of Learning.* Jakarta: Kencana PRenada Media Group. Jakarta. 2010.

[28] Harmer, Jeremy. 2004. *How to Teach Writing*. Harlow: Pearson Education Ltd

[29] Diana, M. 2003. *Children's Literature: An Invitation to the Worlds*. Boston: Pearson Education, Inc.

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3) Where the narrator tells how the character reacts to this complication in the series of events/climax. It includes what they feel and do. The occurrence is documented in writing (the order in which it occurs) or in a flashback, the viewer having read the storyteller.
4) Resolution: the implication will solve higher or worse in this 0.5. It is rarely left unresolved, but it can definitely be done by the curious 'how did it end' in the United States?)
5) Re-orientation: the case is closed optionally. It demonstrates that certain narrative constructs need to be cautious about; they create a narrative. A standard summary has an opening paragraph, where storytelling follows problems and final signals at the end of the story are to be added. A narrative illustration will be shown by the researchers

7. Language features of narrative Text

The language features of narrative texts in the teaching of narrative text in order to enhance writing are as follows:

1) Nouns that specify the exact characters and locations of the story
2) Adjectives that offer the right character and settings descriptions
3) Verbs which show the behaviour in the story
4) Time words to say events when they occur;

The narrative text appears to have many linguistic features. The character(s), locations and time must be described so that the viewer/reader can understand the stories, offer character

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adjectives and educate him/her on the styles of cartoon films as media.[30]

8. Students response

Students' responses to a method or model applied by the teacher to learning can be known when learning in the class. Students are the main subjects in education because students learn all the time. Students are the deciding elements for the interaction in determining that the teacher accompanies in the class.[31] Students have different biological, intellectual, and psychological differences.

Biological differences each child is biologically or physically separate, although in one offspring, be it body color, body shape, gender, and other. Student health is the center of attention in education and learning because every individual has different health, so particular care needs from teachers in academic and non-academic matters.

In this study, researchers focused on student responses that could affect student learning after using cartoon movie as media in teaching narrative text. The concept of response according to Ahmadi it means into two things, namely a positive response and a negative response. Positive responses can be seen when people can accept, appreciate, and enjoy things that are seen or felt.[32]

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[30] Rudi Hartono. 2005. *Genre of Texts.* Semarang State University.

[31] Anderson, B., D.S. MacDonald and C. Sinnemann (2004), "*Can measurement of results help improve the performance of schools?*" The Phi Delta Kappan, Vol. 85, pp. 735-739.

[32] Ahmadi, H. A. Psikologi Umum (cet. IV). *Jakarta: PT. Reneka Cipta.* 2009

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Signs of a positive response can be shown when people are excited or enthusiastic which is expressed by saying "wow that's great, "I'm happy", "this very interesting", and others. While negative responses show the opposite when people seem disinterested in the things they see or feel. Signs of a negative response can be shown in some expressions such as "I'm bored", "the movie is not good", "I'm not interested", and others.

Philosophical differences, each individual has a different level of intelligence from other individuals. The environment influences the gap in knowledge in the form of experiences gained by individuals.[33] Each student's contrast must be known and considered by the teacher in carrying out learning activities in class to get fair treatment.

Psychological differences must exist because, physically and mentally, every individual is different. This difference represents a different child's nature and environment. Teachers need to approach individual students so that they can provide motivation and guidance. The teacher can use this psychological difference to manage the class to complement each other's shortcomings and share their strengths.

B. Review of Related Study

In research related to this research, the researcher found some parallels that are useful for comparison and prevent equality. In these paragraphs some of these studies clarify

Sri Romadhoni's first previous analysis discusses improving students' writing through movies with the title "The use of pinocchio

[33] Dale H. Schunk. 2012. *Learning Theories: An Educational Perspective 6th Edition*. The University of North Carolina at Greensboro.

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cartoon film to improve student's narrative text writing skill".[34] The subjects of this study were 32 students from the eighth grade with classroom action research as the method. The problems raised in this thesis are how the Pinocchio cartoon can be used as a teaching medium in teaching narrative text. This study shows in the first cycle was 136 and the final was 156.

Rosyida Rachmah conducts another research. In her study tries to discuss using video clips to improve students' writing skills better: an experimental study at the Eleventh Grade students of SMA Negeri 2 Mranggen in the academic year of 2010/2011.[35] The problem raised in this research distinguishes between students who teach narrative writing texts by video clips and those who do not use the video clips as media without being prepared. The final results was 76.89 while the first cycle was 72.81

The third is written by Risa Sulfarida Arini, In this paper, the author researched how active the use of animated video helps students in improving their critical thinking for their narrative text. The goal of the research was to test in writing narrative texts the impact of animated or cartoon films. The title of the research is "The Effectiveness of Using Animated Video to Increase Students Ability in Writing Narrative Text".[36]

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[34] Sri Romadhoni. 2010. *The Use of Pinocchio Cartoon Film to Improve Students Narrative Text Writing Skill*. Language and Arts Faculty Semarang State University.

[35] Rosyidah Rachmah. 2011. *Using Video Clips to Improve Students Writing Skills of Narrative Texts*. English Department Faculty of Languages and Arts Semarang State University.

[36] Risa Sulfarida Arini. 2015. *The Effectiveness of Using Animated Video to Increase Students Ability in Writing Narrative Text.* English Department Training Teacher and Education Faculty Muhammadiyah University of Surabaya.

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The fifth Journal by Ahmad Syafi'I, And autonomous writing as a written exam. This study consisted of 8 students of the STKIP Al Hikmah Surabaya English Department who participated in a course on literature. The method (participation and participation) and the result (performance of students in narrative writing) are two previous progress measures and Writing as an individual exam. This study consisted of 8 students of the STKIP Al Hikmah Surabaya English Department who participated in a course on literature. The method (participation and participation) and the result (performance of students in narrative writing) are two previous progress measures.[37]

The sixth is a tense use study of the animated film 'UP' that is applicable to Nuzulul Isna's 2013 curriculum for EFL in Indonesia's junior high school.[38] Films tend to inspire the media to learn English and to settle the formal distrust of English. They also helped to boost the confidence and initiatives of the students in asking questions and answering them and to significantly improve their listening and attention span in English o'Donnell 1990. This Journal aims to see if English phrases used in the film and their use are relevant. The 2013 curriculum was used to assess the suitability of the sentence in Indonesia as the normative guideline. In this paper, qualitative analysis was used to impose a method of evaluating material.

The aim of this study is to analyze animated YouTube narrative videos to teach the text of the narrative and to identify possible factors affecting the quality of education videos. The videos look at

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[37] Ahmad Syafi'i. 2017. *The Implementation of Process Genre Based Approach (PGBA) Using Cartoon Movie (CARMOV) to Improve Students Skill in Writing Narrative Text*. ISoLEC Proceedings: Redefining Langauge, Literature, Arts and Teachings in Global Era

[38] Nuzulul Isna. 2013. *An Analysis of Tenses Usage in Animated Movie "UP": The relevance wth 2013 curriculum for teaching EFL at junior high school in Indonesia*. STKIP Muhammadiyah, Aceh Barat Daya, Indonesia. Vol. 5, No. 2, 51-65

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the consistency and adequacy of the animated narrative videos used in the narrative text in a rubric for evaluation.

The Assessment and Collection of Learning Opportunities was adapted from the Education Department of Prince Edward Island (PEI) It requires four requirements, contents, structure, architecture and engineering. The research also provides a critical understanding of how certain factors can be viewed to assess animated narrative videos and the role of teachers in exploring animated videos used in the classroom.

In this study, the researchers are interested in using cartoon story maker media to visualize reading texts. This media is in simple cartoons containing two-dimensional series of pictures depicting several Talks between the story's protagonists. The frame of the story is viewed one by one through or printed PowerPoint slides, which encourage students to be creative.

One of the benefits of cartoonists is that there is an infinite recording character and context library. Also, this medium is rich in color expressions accompanied by unique character depictions so that the plot of a story will be easier to understand. Using this media hoped that it could motivate students to learn English, and through a series of cartoon stories, the students' reading comprehension can be improved by Yuni Tampi.[39] In this study, the researcher uses a cartoon story maker to use cartoon movies as media to teach in this analysis.

The last is to explain how videos can improve students' writing skills. Second, determine what factors affect the change in writing narrative text in class XII IPA.2 SMAN 2 Bukittinggi through video. Classroom Analysis is this report. This method of study includes

[39] Yuni Tampi. 2014. Implementasi Media Cartoon Story Maker dengan Model Pembelajaran Langsung untuk Meningkatkan Reading Comprehension Siswa Kela IX A SMPN 1 Tamiang Layang. DOI:10.20527/JBSP.V4I1.3796.

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planning, intervention, observation and reflection. The study was in the academic year 2012/2013 at SMAN 2 Bukittinggi. The participants are students of class XII IPA2 at the school. The research instrument is quantitative and qualitative data. These data are analyzed to explain how their ability to write Narrative text has improved through video and what factors influence it. By Yessy Anggraini, Anas Yasin, Desmawati Rajab.[40]

The similarity between their research and previous study is using movies as media to teach narrative. The researcher is not only focusing on one movie but at least five films. The differences between this previous study and this research are that some prior research uses video clips, using short Videos to teach Narrative Text. In contrast, this research analyzes previous journals and previous studies.

[40] Yessy Anggraini, Anas Yasin, Desmawati Rajab. 2013. *Improving Students Writing Skill of narrative Text through Video at Grade XII IPA of SMAN 2 Bukittinggi*. Language Education Program, State University of Padang.

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CHAPTER III

RESEARCH METHODOLOGY

The method is important in all research and accepted methods of research are various ways of defining facts and empirical evidence based on research. This chapter explores the nature, data, source of data, testing methods and technology of data analysis.

A. Research Design

This study uses meta-synthesis to identify gaps to place new primary research, as is usually done in the literature review section of studies and reseacrh articles.[41] Perry & Hammond define, meta-synthesis is a technique of integrating data to get new or more thorough level of understanding, and data retrieval of research results with the systematic review method is through searching on the internet (google scholar, digilib, Google).[42]

This research is used to synthesize descriptive qualitative research results. In conducting meta-synthesis (synthesis of qualitative data) there are 2 (two) approaches, namely meta-aggregation and meta-ethnography.[43] In meta-aggregation, synthesis aims to answer research questions by summarizing various research

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[41] John Michael Norris, Lourdes Ortega. *Synthesizing Reseacrh on language Learning and Teaching (Language Teaching & Language Learning)*. John Benjamins Publishing Co. 2006

[42] Perry, A. & Hammond, N. (2002). Systematic Review: The Experience of a PhD Student. Psychology Learning and Teaching, 2(1), 32–35.

[43] Lewin, S. (2008). Methods to Synthesise Qualitative Evidence Alongside a Cochrane Intervention Review. London: London School of Hygiene and Tropical Medicine

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results. Meanwhile, meta-ethnography, synthesis aims to develop a new theory in order to complement the existing theory.

This study uses meta aggregation aimed at synthesizing qualitative studies on how teachers use media in the classroom and to find out students' perspectives on the use of cartoon movie as media in narrative text. Therefore, the research questions, how do teachers use cartoon movies in narrative text lessons and how do the students respond to the media used.

B. Data and Source data

The written data source as a guide in this study is very relevant in this case. Thirty five research articles were reviewed by the researcher in this synthesis. The source data used in this study are empirical research articles retirved from databases including Google Scholars, Digilib, Ejournal, and repositories. The data sources of this study are research articles which discuss cartoon movie as a medium for the teaching of EFL text.

The data in the study were obtained from the analysis of available/empirical research articles on the use of cartoon movies as a medium for teaching narrative text. The researcher determine the data only in the strategies used by teachers in using media to teach and how students respond to them. In this study, there will only be one source of data, namely empirical research papers. That will automatically answer two research questions.

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C. Data collection technique

In this study, researcher obtain data by collecting documents from published research articles that can be accessed online. This is called a meta/document technique and here the approach used is a systematic review which will be very useful for synthesizing various relevant research results, so that the facts presented to policy makers become more comprehensive and balanced.[44]

Data should be collected using a systematic strategy; that is, primary data were collected using recognized qualitative techniques.45 Studies that did not describe their data collection methods, or studies that failed to use systematic procedures, were not included in the analysis. such as excluding data that does not meet the criteria for collecting research articles that have been prepared in advance by the researcher as well as topics that are suitable for synthesis.

D. Research Instruments

The research instrument is a tool used by researchers to analyze research data. In this study the researcher tries to measure the variables and research items through checklist table, which contains how teachers use cartoon movies as a medium for teaching and how students respond to them. It is very important to categorize each empirical study and collect data appropriately.

In this study, data were obtained by using a meta-aggregation of research topics which were elaborated into certain themes to produce

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[44] Kitchenham, B. *Procedures for Performing Systematic Reviews.* Eversleigh: Keele University. 2004.

[45] John Michael Norris, Lourdes Ortega. *Synthesizing Reseacrh on language Learning and Teaching (Language Teaching & Language Learning).* John Benjamins Publishing Co. 2006

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research topics conceptual framework. Then, within certain themes, relevant research articles are searched and compared and summarized between one another. In the meta-aggregation approach, the results of the synthesis are "aggregates" of various research results according to the relevant theme.

In this study, the researcher used the table to classify the studies that are going to be analysed and presented. It could help the researcher illustrate generally how the use of cartoon movie as media in teaching narrative text. In addition, the table will help researcherin explaining the results of studies in the finding chapter.

And also in accordance with the purpose of the systematic review, that the researcher seek a synthesis of research studies with a qualitative approach that presents a particular topic with specific and clear question formulations. The process of seeking a synthesis from the previous research will be carried out by the author based on the analysis format used developed by Harper, as shown in the table below:[46]

[46] Harper, B. Technology and Teacher–Student Interactions: A Review of Empirical Research. (*Journal of Research on Technology in Education*, Vol. *50* No.3, 2018), 214-225. doi:10.1080/15391523.2018.1450690

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Table 3.*1* *Table list form Harper*

Title	Author	Research Procedure	Results
The Use of Visual Media in Teaching Writing	-Iranada Laraswati -Suhartono	Qualitative Approach	did not mention how the students responded and did not use cartoon move as media
An Analysis of Tenses Usage in Animated Movie "Up": The Relevance with 2013 Curriculum for Teaching EFL at junior high school in Indonesia	Nuzulul Isna	Qualitative Research	Used different material

E. Data Analysis Technique

Based on the topic and research objectives, the researcher established the inclusion and exclusion criteria early enough during data collection.

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For each article, the following characteristics that will be used in this research are:

1. Year of publication
2. Cartoon movie in teaching narrative text
3. Qualitative studies

Thereafter, each article title and abstract had to be scrutinized, and citations included or excluded from the study database due to topical relevance. After that all documents must be secured to determine whether they meet the inclusion criteria of the study organizing references in this way is helpful because researcher can measure which categories contain sufficient context-specific references to collect meta-synthesis results which depends on the volume of search results, then sorting and destroying citations that do not meet the research criteria.

In the analysis of approaches employed in "qualitative metasyntheses," Sandelowski, Docherty, and Emden propose three main methodologies for synthesizing qualitative investigations. The first technique combines the findings of a single researcher's work throughout time.The second technique incorporates the findings of investigations conducted throughout time and by different scholars. The third option converts qualitative data into counts and frequencies that may subsequently be examined quantitatively.[47] After chosen the articles, the researcher had to figure out how the studies might be combined into effective themes to know the results of various articles that have been obtained.[48]

For reference lists, all references cited in the report must be included in the reference list. The tables used in this study can be used to provide information clearly describing the strategies used for

[47] Sandelowski, M., Docherty, S., & Emden, C. 1997. Qualitative metasynthesis: Issues and techniques. *Research in Nursing and Health, 20*, 365–371.

[48] John Michael Norris, Lourdes Ortega. *Synthesizing Reseacrh on language Learning and Teaching (Language Teaching & Language Learning)*. John Benjamins Publishing Co. 2006

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cartoon movies as learning media, characteristics, and examples of data coding, as well as categorization.

a) Classification of inclusion and exclusion criteria

Classification of inclusion and exclusion criteria was listed to identify as many suitable research articles as possible. However, several criteria that specifically refer to cartoon movies as learning media in narrative text, student responses, and EFL are adapted to this research. More detailed inclusion and exclusion should be completed in the critical analysis.

First, the study had to provide a reason for selecting its subjects and context. Second, data had to be collected in a systematic way; that is, primary data had to be collected using an established qualitative approach. Third, in order to be included, the study required to use some kind of comprehensive, systematic data analysis and interpretation. The included studies were then required to include a thorough data analysis. The criteria excluded were data analyses that are not completely provided based on criteria and the inclusion of just those studies that demonstrate acceptable qualitative strategies.[49]

b) Data extraction

At this stage, the data obtained are 12 research articles from 35 studies that have been collected by reading all the results, especially the findings in detail. The required data will be recorded in the database: the background of the study, the focus of the study, the procedures used, the number of study participants (N), an explanation of the findings, and a brief description of the report. The main elements in the research article, such as procedures and research subjects, will be highlighted to make it easier for researchers to find more information in research articles.

c) Synthesis

At this stage, all papers in the analysis are classified by research methods. The attributes signify the two research questions. The purpose of using this attribute is to categorize papers based on two research questions and the form of the findings presented. The

[49] John Michael Norris, Lourdes Ortega. *Synthesizing Reseacrh on language Learning and Teaching (Language Teaching & Language Learning)*. John Benjamins Publishing Co. 2006

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attributes were identified by analysing the findings reported in the study. Similarly, other attributes are determined by analysing research procedures, analysis, and findings.

For each studies, all attributes that correspond to the study are highlighted, and relevant statements are attached to the findings and an overview of the research in the database. After that, all the information was obtained and classified. The findings of all relevant studies are concluded based on the two research questions and the types of results presented. More detailed use of attributes is attached in the appendix.[50]

Table 3.4.1 *attributes for data synthesis adapted by Hilmun*

Attribute	Description
US	The explanation how teacher use cartoon movies as media to teaching narrative text
SR	The students response toward the use cartoon movie in learning narrative text
CR	Studies that contained Classroom Action Research
QN	Studies that contained Quantitative data and analysis
QL	Studies that contained Qualitative data and analysis

[50] Hilmun, Perisya. *The Utilisation of Kahoot as a Tool to Promote Active Learning: EFL students point of view.* Universitas Islam Negeri Sunan Ampel Surabaya. 2020

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Table 3.4.2 *example of analysis using attributes*

Title	Author	Research Procedure	Result	US	SR	CR	QN	QL
The Use Cartoon Films to Improve Students Skill in Writing Narrative Texts	Vivit Kumala Dewi	Quantitative data	Based on observation students seemed …					

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results and discussions of the leading research findings. The findings describe the answer to the research questions of this study about the use of cartoon movies as media in teaching narrative text. The organization of the chapter follows the two research questions and discusses the main findings with the relevant theory and previous studies. Below is the description of the findings and discussion sections.

A. Research Findings

This chapter presents the findings of the study and a discussion of salient findings. As mentioned in the previous chapter, this research attempted to determine how the teachers use cartoon movies to teach narrative texts and the student's responses to the implementation of cartoon movies by reviewing research articles. Described of research articles that examined the use of cartoon movie as media revealed that most of studies mentioned the use cartoon movie as media in teaching narrative text, the total studies mentioned were 35 articles moreover, 32 out of 35 articles discussed student's responses after used cartoon movie as media.

There were 25 out of 35 journals used classrooma action research as the research procedure, and 1 qualitative. Since the research questions in this study connected to each other, the article being reviewed must contain two main elements about how to use cartoon movie as media in teaching narrative text and how students respond after using the media.

Therefore, to get a total of 6 articles, 32 studies discussing student responses and 35 studies on how teachers use cartoon movie as media in teaching narrative text were classified and re-elected. In addition, there was significant variation in the number of participants (N) in the study. The average number of participants is 20-30. Most

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of the research in the reviewed articles was conducted in junior and senior high school.

This research includes only 6 studies. and this research examines the implementation of cartoon movies in teaching narrative text, the researcher includes only the research articles which examine the use of cartoon movies as media and students' responses towards the implementation of cartoon movies. The following section will explain the use of cartoon movies and the students' responses toward the implementation of cartoon movies.

1. The implementation of using cartoon movie in teaching English

Based on this study's results, there are many ways to use cartoon movies as learning media for narrative text. Different researchers have various objectives with different studies—the majority used cartoon movies to improve writing narrative text.

Table 4.1 *Results of Previous Studies on Cartoon Movies Implementation.*

Number of studies	Research Procedures	Strategy
Junior High School level		
1	Qualitative Research	Applying in the first and the second meeting as assessment tool such as YES and NO questions.
2	Classroom Action Research	Cartoon movie was used at the end to assessment and it was applied as a review tool such as Essay.
Senior High School level		
3	Classroom Action Research	Cartoon movie was applied at the end as an assessment and review tools, assessments used are re telling the story.

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Table 4.1 describes that 6 studies used different approaches in identifying the use of cartoon movies as media in the classroom, namely: qualitative, and classroom action research in the context of senior and junior high school. Most of this research applies cartoon movie media in the final session to determine the developments during use these media, assessments used such as re telling the story or essay in students' learning progress.

Table 4.2 *the use cartoon movie as media to teaching narrative text in Junior High School level*

Author	Research Procedure	Strategy (Teacher)
1. -Firman Aziz -Fithry Fathiyyaturizq	Classroom Action Research -Observation -Interview	Cartoon movie was used at the end teaching activities in teaching learning narrative texts.
2. Istikomah Ulfa	Classroom Action Research	Cartoon movie was used at the end teaching activities in teaching learning narrative text in the class.
3. Fatimatus Zahroh	Qualitative Research	Applying in the first and the second meeting as assessment tools in learning narrative text.

a. The use of cartoon movie as media in Junior High School

In the junior high school several studies collected the data differently. The researcher used classroom action research were *Firman* and *Istikomah* to get the data on the use cartoon movie as media in teaching narrative text.

The ways of use cartoon movie as media in the junior high school reported there were *Firman*, and

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Istikomah that used at the end of the session while *Sri Romadhoni* at the beginning of the session. In the study of *Firman and Fithry*, the teacher uses movie media after explaining some material topics. A cartoon movie is a review tool for teachers to identify students' understanding of narrative text subjects. They all focus on the movie that their teacher has provided, this example tells why using media at the end of the session.

Istikomah, In this study, the researcher prepared students' conditions, gave explanations to students about learning to write essays narrative with cartoon movies as media. This activity also presented the meaning of the narrative characteristics, types of narrative discourse, and examples of narrative essays. Next, the researcher prepared a cartoon movie that would be used as a medium for learning to write narrative essays.

The cartoon movie used is a Winnie the Pooh movie. Students watched and paid attention to the film while writing small notes to make narrative essays. When finished, students collect their work in front of the class. Next, the researcher did a reflection to discover the problems students faced in writing narrative essays.

The last Fatimatus zahroh's research, before the teaching learning process began, the teacher asked an example of a narrative text from the students; the teacher assisted the students in gaining an understanding of the narrative text. Before they began the material they were required to think quickly and respond spontaneously in response to a question linked to the teacher's order. After that the teacher informed the students they would be learning about tenses that were used to describe previous activities. The teacher uses cartoon movie as media, after wactched the movie teacher give questions based on the movie with yes and no questions.

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In addition, the teacher introduced the topic to the students, demonstrated several slides, and discussed narrative text. The Purpose of Narrative Text and also the basic structure of narrative text. Occasionally, the instructor blended languages; she utilized Indonesian, particularly in narrative explanations to the children. She requested that one student read the story's first paragraph. Following the student's reading of the narrative based on the slide, the instructor emphasized that the first paragraph of the story is an orientation paragraph.

During the previewing activity, the teacher provides information about the animated film's topic. The teacher instructs students to remain silent and also provides instructions on what they should do throughout the watching session. Additionally, the teacher plays an animated film twice throughout the watching exercise. The animated video is around seven minutes long and students should make a note of the cartoon movie's most significant scene in this task.

Then, shortly before the lesson finished, the instructor screened an animated movie titled Malin Kundang it took 10 minutes. After that, the teacher showed the animated video twice after seeing the animated movie, the instructor invited the students to share something significant about it and took notes on the characters, setting, and conflict featured in the movie.

Finally, the instructor exited the classroom with a kind hello. The second assembly prior to beginning the session, the instructor evaluated the students' comprehension from the previous meeting by asking a few students about narrative text, its general structure, and linguistic features. The teacher then prepared all the instruments, materials, and media that would be required for another viewing of an animated film.

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The teacher then began playing two videos, as he had done previously. The first movie, about Little Red Riding Hood, lasted eight minutes and was replayed twice. The second movie, about Malin Kundang, lasted eight minutes and was replayed twice. It took eleven minutes in the movie and two replays, after seeing the movie and noting the key points the teacher instructed the students to create a complete tale based on the material in the movie. The instructor allowed students to write freely; the teacher allowed students to use their dictionaries to determine the right past form. Also The teacher circulated throughout the class, checking to see if any students were having trouble.

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Table 4.3 *the use cartoon movie as media to teaching narrative text in Senior High School level*

Author	Research Procedure	Strategy (Teacher)
1. Ayu Fitri Anjani	Classroom Action Research	At the beginning of the session the teacher gives a cartoon to study the narrative text, then explains the material about the narrative text
2. Retno Ayu Mmuwarni Puspitasari	Classroom Action Research	Cartoon movie was used at the end of the session after deliver the material about narrative text.
3. Tatum Ariesya Akmala	Classroom Action Research	At the beginning of the session afterdeliver the material about narrative text teacher give students cartoon movie en titled Kung Fu Panda.

b. The use of cartoon movie as media in Senior High School

The use cartoon movie as media in teaching narrative text was not only done to junior high school but also senior high school. It was found that there were three studies used different approaches. The first study by Ayu, the students were separated into four groups before to seeing the silent movie Larva. Each group comprised of five to six students. Students were instructed to sit in close proximity to their group. Each group received a worksheet that needed to be filled up with information on the tale told in the Larva silent movie "Yellow's Revenge."

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After viewing the silent movie Larva, the writer stated that the Larva cartoon was an example of narrative text. The writer then discussed the definition of narrative text, its goal, the basic structure and linguistic characteristics of narrative text, as well as the many types of narrative text. Following that, the writer instructed the group of workers to rewrite the tale provided by the Larva silent film on their worksheet. Each group of students was given ten minutes to rewrite the narrative based on what they had just watched.

In Retno's study, the teacher taught narrative in the first section without utilizing a movie to demonstrate how to create a narrative text; instead, the teacher provided numerous instances of narrative texts. The first section consisted of four steps: acquiring field information, modelling the text, collaborating on text production, and independently constructing text.

In the second section, demonstrated how to construct a narrative text using a movie as a medium. After making a movie, the teacher instructed the students to rewrite the story. This second section consisted of four steps: acquiring field information, modelling the text, collaborating on the text's creation, and independently constructing the text.

And the last by Tatum's research there were three cycles, in the first cycle this stage contains the following activities:

1) the Instructor introduces narrative text and general frameworks
2) teacher informs students that they will be seeing a cartoon movie, provides questions based on the movie, and discusses the rule. and then the teacher plays an animated movie
3) instructs the students to respond to the questions and create a narrative paragraph based on the movie

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4) instructs the students to work in pairs and students identify the generic structures in the narrative paragraph,
5) instructs the students to discuss the students' responses and the generic structures of narrative text in pairs,
6) instructs the students to find out the generic structures in the narrative paragraph in pairs

Following the first cycle, the researcher conducted the second cycle based on the results of the first cycle, if the observation revealed that the students' scores remained low, it was necessary to continue to the next cycle in order to address the previous weakness using the same method until cycle three.

In addition, as an assessment tool, three studies asked students to rewrite the same story from the film in their own words as in the study of Firman Aziz and Fithry Fhatiyyaturizqi.While the task given after the film is to fill in the blanks meant here to answer the questions posed by researchers Sitti Ummi Hanik and Ayu Fitri Anjani. Furthermore, the task used is a matter of understanding; this task allows students to expect the point to paragraphs or readings. This strategy was implemented by Istikomah Ulfa, and Tatum Ariesya Akmala.

In the last task, the researcher asked the students to rewrite the story they had watched and the researchers who used rewrite the text assignment were Firman Aziz and Fitrhy Fhatiyyaturizqi, Retno Ayu Murwani Puspitasari, and Rizki Candra. The conclusion is that many tasks after using cartoons as a medium are to rewrite the stories they have watched. The studies collected also used various film genres, such as three studies used the fairy tale genre, and then there were seven that used the fable genre. For the

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legend genre, there are three studies and one for the folklore genre.

2. Students' response toward the use of cartoon movies

Most of the studies reviewed show that cartoon movies can encourage students to be more motivated and increase their vocabulary and progress in writing narrative texts (see Table 4.2). The findings note the positive effects of applying cartoon movies as learning media, such as creating a pleasant learning atmosphere, improving English, and being active in the classroom.

Table 4.4 *Effect of Cartoon movie as media in the classroom*

Effect of cartoon movie in the classroom	
● Enjoying learning activities with the use of media ● Enhancing the final result ● Helping students focus on learning narrative texts ● Helping students understand the materials ● Making the classroom atmosphere comfortable	● Encouraging students in learning English ● Obtaining new vocabularies while watching the movie ● building an idea in writing

Tatum reported that students were very enthusiastic and motivated in carrying out classroom activities: "After the researcher taught narrative using animated film, the students became more enthusiastic in the learning process and they more understood how to write narrative text." Other teachers believe that cartoon movies are suitable for students because cartoon movies are the right visual media for narrative text learning methods. Another research paper revealed that cartoon movies could create a fun and exciting classroom environment, Istikomah.

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Cartoon movie media triggers children's creativity in learning to write narratives. With cartoons, it is easier for students to write narrative essays and improve their writing skills. Participants noted that when compared to the teaching process before using the media cartoon movie in narrative text, so far in learning to write narratives in the classroom, the method used by teachers is mainly using lectures.

This kind of learning causes students to be less active and communicate less when interacting with teachers and other students. Also, Learning activities like this are less effective. Students stay silent when listening to the teacher's explanation so that there is no communication or interaction between the teacher and students in the learning activities.

The results in this study indicate that there were few previous studies that found that the use of cartoon movies was negative, the negative term here is not an actual negative response internally because it is caused by cartoon movie media or the lack of completeness in cartoon movies. The majority of the results from various education stages indicate that students' views on using this tool can significantly help them be more active in learning but still feel pleasure when learning and teaching.

In line with the theory, according to Febriani, that cartoon can be described as something complicated or challenging to explain with just pictures and words. With this ability, cartoons can explain the material that the eye cannot see in real-time by visualizing it so that the material can describe.[51]

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[51] Febriani, Eka. *Improving Students' Skills in Writing Procedure Texts by Using Picture Series for the Seventh Grade Students of SMP N 3 Mertoyudan in the Academic Year of 2013/2014.*Tesis: Universitas Negeri Yogyakarta. 2014.

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These discussions on the use of cartoon movie media positively impact students and teachers and encourage active learning. The findings also indicate that in most of the teaching at each level, especially at high school level, the teacher used cartoon movies as a medium to avoid boredom and create a fun classroom atmosphere.

This benefits not only for teachers but also for the students. For example, the application of cartoon movies could help students enjoy learning English. The application can facilitate students' students' understanding of the learnt materials so the teachers do not need to repeat the explanation of the same material.

B. Discussion of the Findings

The overall review results present the positive impact of using cartoon movies to teach narrative text to encourage active student learning. Most of the studies reviewed participants showed positive responses to cartoon movies as learning media. The theoretical basis for using cartoon movies as media is Effendi's theory, which states the advantages of cartoon film media as a learning medium. Namely: cartoon films can make a deep impression on the teacher or students; the sound and movement shown depict reality, according to the material served.

Psychologically, cartoons can fulfil interchangeable elements of motion and contrast; cartoons as a medium that excels in sound, image moving cartoons, lines, and symbols show; film cartoons can complement students' necessary experience when discussing, practicing. Several studies have shown that using cartoon movies can help create a more positive learning environment.

Students are more motivated even to master the vocabulary and have fun in the classroom and hallenges in cartoon movies,

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such as practicing listening and pronunciation, can make students participate more in learning because they are curious about the film's plot and what is said when in the movie.

Thus, the main reason for using this tool for teaching is attracting students to improve their English skills. This section contains descriptions of the main findings that will focus on two research questions: Cartoon movies as learning media for narrative Text and student responses to this learning media.

1. The use cartoon movies as learning media for narrative text

Teaching writing is over simply coping with handwriting or spells systems and punctuation however conjointly serving to the scholars to speak the important messages of the writing itself. Teachers should not pay much attention merely to the mechanics because the writing content is vital as well. To achieve the goals, teachers must apply suitable methods, approaches, and teaching strategies. Teachers must adjust the techniques and strategies to the lesson plan to attain the instructional goal, for example, using cartoon movies as media to teach the narrative text.[52]

Cartoons have the ability to capture the student's attention and provide information in a fun way. Additionally, cartoons have the ability to promote thought processes and debate abilities. Students can quickly learn language improvement through the use of cartoons and films with storyline.[53] Media is a critical component of the learning process since it enables students to gain a better understanding of the content and makes the process more pleasurable. One type of media graphics is cartoon images.

[52] Subrata.The Use of Animations Movie "The Croods" In Teaching Writing of Narrative Text.
[53] Prasetya.The Use of Cartoon Film to Teach Listening Narrative Texts to The Eighth Graders of SMPN 1 Menganti

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It's beneficial when used to the process of learning. It aids in the development of students ability to write text.[54]

As an audio-visual medium, cartoon movie can stimulate students to engage in the learning process, particularly when it comes to writing English. Cartoon movie also offer major educational benefits, particularly in the language teaching process. Audio-visual tools including as slides, film strips, overhead transparencies, and moving images (movie) can help students gain a better grasp of a subject, increase their interest in it, help them retain information, and effectively teach skills.

Cartoons have the potential to generate a tremendous deal of curiosity and confidence. The comedy in cartoons has numerous benefits for stimulating pupils in the teaching learning process, including helping students feel comfortable and enjoy themselves in class and focusing their attention on the cartoon film's story.[55]

Publishing is done by compiling students' writings in folders and displaying them in front of the class to see their writings and friends at any time. To make students more motivated in writing.[56] Students are assigned to work

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[54] Putriani. Using Cartoon Pictures Media to Improve The Students' Writing Ability (A Classroom Action Research at The Eleventh Grade Students of Man Blora in The Academic Year of 2016/2017

[55] Vivit Kumala Dewi.The Use of Cartoon Films to Improve Student's Skill in Writing Narratives Texts

[56] Ahmad Syafi'i. *THE IMPLEMENTATION OF PROCESS GENRE BASED APPROACH (PGBA) USING CARTOON MOVIE (CARMOV) TO IMPROVE STUDENTS' SKILL IN WRITING NARRATIVE TEXT*.

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in groups of two to create a narrative text. Meanwhile, in the writing test, the researcher employed other strategies to play the video, accompanied by more clear instruction that reminded the students to be attentive in writing particularly with regard to structure, grammar, vocabulary, and mechanism. To make the class more efficient, students are given a list of vocabulary items that showed the cartoons keywords, allowing them to save time and focused on looking for other required vocabulary items to fill in a worksheet from their dictionary.

2. The students responses of cartoon movie

Cartoon movie are an excellent method for teaching narrative text to students. Cartoon movie are excellent instruments for entertaining audiences with their fantastical worlds and strong characters. This means that cartoon movie have the potential to active student's emotions and creativity, to pique their attention, and to entertain them.

Meanwhile, cartoon movie aid in the development of students writing skills, motivate students to learn, and provide visual and aural information to students. In general, the finding indicate that using cartoon movie assist students in developing their language abilities, creating an enjoyable learning environment, and increasing their enthusiasm.

Teachers can employ a variety of strategies when incorporating video or film into the classroom. The first step is to create freeze frames and make predictions. The teacher has the ability to pause or stop the film. The teacher then inquires as to what will occur next. The second type of viewing is silent viewing, the scenes are presented without

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sound and with only the visuals. The third type of activity is dubbing, which requires students to complete missing dialogue after viewing sound-off film episodes. Fourthly, sound is turned on and vision is turned off, the visual screen is turned off in this section and just the sound of films is played. Fifthly, practice and role play are necessary. The movie scene is repeated until students get the story, and then they are asked to act out the scene using as many as they can recall. Reproduction is the sixth. The instructor instructs the students to write or repeat what occurred in English.

There is also research by Basuki et al., which states that According to Efendi, the advantages of cartoon film media as a learning medium are: cartoon films. It can create a deep impression in the teacher or student; the sound and movement shown reflect reality, according to the material presented.[57] Psychologically, cartoon films can fulfill exchange and contrast; cartoon films as a medium have superior sound, moving cartoon images, lines, and symbols are displayed; cartoon films can complement students' necessary experiences when discussing and practicing.

Cartoons serve as a substitute for nature and often depict objects that are otherwise invisible; in addition to motivating and raising motivation, cartoons have the potential to influence attitudes and other affective characteristics. Cartoon films on education that incorporate good ideals can elicit reflection and discussion in student groups also can depict large or small groups, heterogeneous groupings, or individuals. It is irrelevant whether cartoon movies are used at the beginning and end of the course. At the conclusion of the session, it is critical for the teacher to

[57] Efendi, Onong Uchjana. 2002. *Ilmu Komunikasi Teori & Praktek*. Bandung: Remaja Rosdakarya

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understand how to impart the material, and for students to be active participants.

As mentioned in the previous chapter, cartoon movies expect to make students actively participate and feel comfortable learning. Because it uses a combination of audio-visual graphics to become moving images that are more attractive, interactive, and not boring for everyone, in line with the statement according to Haron in Supriyadi, the criteria for selecting cartoon films as learning media are as follows:[58] cartoons used have a relationship between experiences and the environment with students, cartoons must be suitable for students, and allowed to attract students' interest to adapted student's language skills and intelligence.

cartoon films that have age-appropriate dialogues according to the learning material and does not involve SARA elements also cartoon films selected following teacher policies that tailored to the stages of student learning, which is very suitable for learning media in schools. The technique for using cartoon films as a teaching medium is largely the same.

Teachers need only to organize questions around teaching materials and adapt them to the student level, emphasizes that some schools lack the infrastructure necessary to utilize these media. If teachers are going to use media, there needs to be a projector InFocus for students to watch together. As a result, only schools with adequate infrastructure may use this cartoon media.

[58] Supriadi. 2003. Pengaruh Media Kartun Matematika terhadap Prestasi Belajar Siswa di Sekolah Menengah. Bandung: FMIPA UPI

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Numerous studies indicate that pupils who are bored in class or even less motivated to learn English describe the language as challenging. Thus, the researcher should look for a subject that will like participation when the teacher incorporates learning media, one of which is a cartoon appropriate for all ages.

The positive reaction in the findings chapter indicates that the majority of students view cartoons as an enjoyable educational medium that allows them to study while watching movies. Waluyanto's remark corroborates this conclusion. One of the benefits of cartoon films is their abundance of color emotions along with unique character portrayals, which makes the subject provided easier to recall.[59]

According to some experts, learning media, such as Schramm, is a messenger technology that is utilized for educational reasons. According to Brown, the learning material utilized in educational activities can have an effect on the effectiveness of learning. Indeed, students expressed satisfaction with the use of cartoon film media in teaching narrative text since it incorporated technology into the learning environment.

According to Arsyad, audio-visual media or technology produces or transmits media and materials using mechanisms and electronics through audio messages and visual messages. Besides, Newby, Stepich, Lehman, and Russell state that audio-visual media present moving images recorded on video cassettes, video disks, DVDs, and

[59] Anggara, M.B., Waluyanto, H.D., & Zacky, A. 2014. *Perancangan Buku Cerita Bergambar Interaktif Pendidikan Karakter untuk Anak Usia 4-6 Tahun*. Surabaya: Universitas Kristen Petra..

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computer discs. All of these offer a way to save and display moving images with sound.[60]

So that information from audio-visual media is more easily captured by students. Therefore, teaching writing skills can use audio-visual media, such as films, television, and videos, to ask students to rewrite stories from films or videos presented with narrative text material.

In conclusion, the instructor can employ such approaches while instructing students on how to write narrative texts. Through a series of stages, the instructor can include cartoon films into his or her instruction. The instructor selects cartoon films that are relevant to the topic and acceptable for the pupils during the pre-teaching exercise.

The teacher also addresses unfamiliar language associated with the tale. The teacher instructs pupils to create a note in which they will jot down key points from the narrative. While teaching learning process, the teacher observes students while they watch the animated film. The instructor directs the students in the post-teaching activity by focusing on the narrative text's general structure and linguistic features. Finally, the instructor invites a few pupils to share their retelling of the story.

Additionally, students might create a story that follows the basic form of a narrative text in terms of organization and paragraphing. The researcher develops a hypothesis about the results based on the discussion of the facts. According to Katchen, cartoon films often present a straightforward plot, a cartoon narrative often has a

[60] Newby, T.J, Stepich, D.A, Lehman J.D .2000.*Instructional Technology for Teaching and Learning* .Upper Saddle River, N.J: Merril, an imprint of Practice Hall.

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straightforward plot that lends itself to classroom use by following the cartoon films' basic plot from beginning to end, children may quickly grasp the text's arrangement.[61]

In other words, using cartoon films in the classroom may help kids develop basic stories that they can then write on a piece of paper in order to practice well-structured writing. It may be concluded that students were capable of producing well-organized texts that had direction, complexity, and resolution. They begin their writing with varied starting phrases, such as "Once upon a time, there was a son named Malin Kundang." '; "A long time ago, a fisherman lived. Sahala is his given name "Cartoon films may assist pupils in writing well since they follow a logical plot from beginning to conclusion. The cartoon films feature easy storylines that Junior High School pupils may understand. Students may rapidly create a tale to the conclusion by viewing cartoon films with basic storylines.

When cartoon videos are used to teach narrative texts, there is some influence on the teaching-learning process. Prior to the action research, the teaching-learning process of writing skills was regarded as chaotic, with some students, particularly those in the rear, preoccupied with themselves. They engaged in various things before to beginning their writing, such as conversing with other students and using their phone cells to send a message.

The efficacy of the teaching-learning process for writing skills following the action research with cartoon

[61] Katchen. 1999. *Cartoon Fims for Teaching and Learning Process*. Retrieved from: http://mx.nthu.edu.tw/~katchen/profes sional/cartoons.html

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films revealed that students were motivated and confident when asked to write independently after viewing the cartoon films. They completed their writing without being asked several times and ceased to protest. Students who watch cartoons can spend less time writing when the teacher asks them to, and the majority can complete their work on time. This is because animated films may assist them by offering certain subjects that can be written about. Following their viewing of the cartoon video, several students discussed it in their group.

Students became more involved in presenting them in their groups and to other groups as a result of the debate in small groups. When they were doing their assignment, the class atmosphere grew animated due to their conversation. It shown that the teaching and learning process of cartoon films is effective in expressing their viewpoint writing narrative. In another lecture, the author discusses how students' attitudes toward writing may help improve the learning process's quality.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on this study's results, the researchers concluded the results in two main points: Cartoon movies as learning media for narrative Text and students' responses when using cartoon movies as learning media for narrative Text.

1. The use of cartoon movies as learning media for narrative Text

   In terms of using cartoon movie as media in teaching narrative text, the researcher found that there are several ways that teachers can do when applying media such as:

   a) Using cartoon movies at the beginning of the lesson to keep students interested.
   b) Using cartoon movies at the end of the lesson for assessment or evaluating students' understanding.

   But after it was concluded that most of the results from research articles used cartoon movie as media at the end of the lesson as an assessment or to find out the extent of student development after using cartoon movie as media in learning narrative text. For the assessment method used after applying the cartoon movie, the teacher asks the students to summarize or rewrite the cartoon movie they have watched. The use of cartoon movies can automatically help active learning in the classroom because it is fun, fun, and also useful.

2. Student responses in using cartoon movies as learning media for narrative Text

   Based on the result of the study, students have a positive and exciting response based on previous studies (high school and junior high school). This result can be seen from their

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enthusiasm and interest when using cartoon movie media. All students said that it made students more fun, enjoyed, and quickly mastered vocabularies when using this media. Furthermore, some students also expressed that they want to learn because a fun atmosphere can lead them to a fun learning experience. Even though they are having fun, they can also master the learning material that the teacher has given.

Apart from students' positive responses, some problems faced with cartoon movies are also unavoidable in some schools. Still underdeveloped due to schools' lack of facilities can be an obstacle for them to experience cartoon film media in learning. Therefore using this media can only be used by schools that have facilitated with projectors and laptops.

B. Research Suggestions

Considering the conclusion above, the writer would hopefully propose suggestions to help teachers, students, and other researchers.

1. For Teachers

   There are several ways to use cartoon movies as learning media as well as for learning media. Narrative Text can also be used outside of learning materials, such as refreshing students' minds before entering the learning material, using short verse cartoons not to take up much time. Because they can see the steps written in this study, most previous studies show that cartoon movies positively impact classroom activities.

   The researchers also suggest teachers, especially those who have never tried to use this media. Because this makes students enjoy and have more fun in the teaching and learning process. Besides, it

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recommends that teachers who teach in areas that do not support the facilities use this media to ask the school to prepare facilities because this involves students' learning development.

2. For students

It is still challenging for students in senior high school and junior high school in Indonesia to learn English, making some not excited when learning English lessons. Therefore, this study will use cartoon films to make students more interested in learning English and positively responding. Therefore, it is hoped that teachers and students could use this learning medium so that the teaching and learning process in the classroom can make them excited when learning English.

3. For Future Researchers

Learning media plays a role in providing education to students with content, information, and knowledge. The choice of media must also adjust to what material is to convey, what goals are to achieve, the characteristics of students, the characteristics of the media chosen, the time for making and broadcasting, costs, and the classroom atmosphere; this aims to achieve the learning objectives. Therefore, future researchers' suggestions can examine other learning media's use besides cartoon movies to increase future teacher creativity in teaching English.

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