USING ANIMAL CARTOON PICTURE ON WRITING NARRATIVE TEXT TO IMPROVE THE STUDENTS' ABILITY AT MTSN 2 MAKASSAR

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Abstract

This study aims to know how effectiveness using animal cartoon picture on writing narrative text to improve the ability of students. This research used a quantitative method. Analyzed with Pre-Experimental one-group design. The result indicated that the students' average score in writing narrative text before being taught with animal cartoon picture was 14.35 and after being taught with animal cartoon picture was 18.20. The indicated based on the output data of paired sample test it is discovered the Sig. (2-tailed) is 0.000. It means that the significance level is less than 0.05 (0.000 < 0.05). Means the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. It could be concluded that there is significant different of mean score of the students' writing narrative text with animal cartoon picture for the third grade students at MTsN 02 Makassar before and after teaching treatment in the classroom. Otherwise, animal cartoon picture can be applied as an alternative to teach writing especially about narrative text for the third grade students at junior high school

Keywords*: animal cartoon picture, narrative text, writing*.

INTRODUCTION

As international language, English is the most widely spoken language in the world. According to Syamsu, A. (2021) English is the number three the most spoken language in the world. Besides, English is very important for students, especially those who want to study abroad. Writing is one of the hardest things about learning a language especially for students. Indonesia as an EFL (English as a Foreign Language) faces the difficulty of enriching the excellent writing standards (Syam, M., Yunus, M., 2021). This can be proven from the results of my previous advertence from one of the third grade students of MTsN 02 Makassar, many students find it difficult to write narrative texts. The reason is they looked at the blank paper and was silent, indicating that they did not know. They cannot keep quiet and they looked the answer each about writing tasks. They are lack of thoughts, vocabulary, grammar and self-trust. The students voiced that it is difficult for them to remember unfamiliar words. In the proses of learning English, there are some ability such as listening, reading, speaking and writing. At the

end, this research give attraction on writing, because writing can be a tool for us to communicate ideas and thoughts with others, so writing is one of our methods of conveying what we wish to express to others in an easy and understandable manner.

Writing teaching is very important, because out of writing, students should be able to translate their ideas into writing. According to Hudriati, A., Rusdiah., Sulastri. (2021) writing was a way to create a language that you would naturally do when you speak. Writing communicated with others in a verbal way. Sulaiman, R., Muhajir. (2019) argues that writing is a linguistic skill that is utilized as a way of communication, particularly indirect communication because the reader is not there. Therefore, English teaching and learning process in the class should include teaching writing in the right way so that students can master and competence in written language. One method for overcoming difficulties in improving writing abilities is to practice writing on a regular basis. Based on the issues raised above, the researchers conducted a animal cartoon picture sequence to help students enhance their writing abilities, particularly when producing narrative material. According to Syarifuddin, S., Hasyim, I. (2017) pictures are a highly valuable and successful way of teaching English as a second language. Because the English instructor has never utilized graphics in writing courses previously, so the cartoon picture sequence was chosen.

METHOD

The researcher made use of pre-experimental design. The design of this research was experimental to measure the effectiveness of using animal cartoon to improve the ability of students writing on narrative texts. This researcher likewise utilized a quantitative technique, and a one-group pretest-posttest design typically consists of three steps. steps: (1) Conducting the pre-test; (2) Subjects are given the experimental treatment X; (3) a post-test is administered. 20 students from class IX-5 were selected as research samples The data produced from the research outcomes are the quantitatively assessed results of student tests. This approach was utilized to determine whether or not there was a substantial difference in the students' writing after they were taught utilizing cartoon pictures in teaching composing narrative text. The researcher utilized SPSS for Windows using the t-test technique to analyze the data. The researcher employed the paired sample T-test formula to compute the differences in data between the pretest and post-test.

FINDINGS

This section is a description of the results of research studies using SPSS with the t-test formula used to show significant differences based on the pre-test and post-test that have been carried out by the researchers. Data was analyzed to determine the differences in the students' achievement in writing narrative text before and since being educated with animal cartoon pictures. To investigate the effectiveness of animal cartoon picture to improve the ability of writing in this research, The data were evaluated based on students' pre-test and post-test scores, and those results were then computed using the T-test. If the significance level was less than 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted, showing that animal cartoon pictures were successful in increasing students' writing skills in narrative text. The researcher has completed the pre-test, experiment treatment, and post-test processes. Following that, the researcher estimated the significant difference.

Tabel 1. Paired Samples Test

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-3.850	1.531	.342	-4.567	-3.133	-11.244	19	.000

Based on the calculated of the students writing ability on narrative text before and after giving treatment with animal cartoon picture. The pre-test total mean score is 14.54, while the post-test average score is 18.20. According to the rise or differences, the mean score between the pre-test and post-test is 3.85. The significance level (2-tailed) is 0.000 > 0.05, and the null hypothesis (H0) is approved. The research hypothesis (Ha) with sig. (2-tailed) 0.05 is then approved. The researcher provides an interpretation based on statistical calculations using the T-test, and the sig. (two-tailed) is 0.000. It means that the level of significance is less than 0.05 (0.000<0.05). As a result, alternative hypothesis (Ha) is supported, which asserts that there is a significant difference in writing accomplishment between students and since being taught utilizing an animal cartoon picture. The null hypothesis, which claims that there is no significant difference in writing ability and since being taught using an animal cartoon picture, is disproved. It is also confirmed by the average of total students' writing accomplishment score of 20 students previously to being educated utilizing animal cartoon picture (14.35). After receiving therapy, students' writing ability improves (18.20). It indicates that there is a substantial difference in the writing narrative text scores of third grade students at MTsN 02 Makassar and since being educated by an animal cartoon picture.

DISCUSSION

The paired statistics output data indicated that the average of the pre-test is 14.35 and the mean of the post-test is 18.20, indicating that the difference between the pre-test and post-test has significantly grown. According to the change or differences, the average score between the pre-test and post-test is 3.85. As a result, it is possible to infer that there is a substantial difference before and after employing animal cartoon pictures on writing narrative text to increase the ability of MTsN 02 Makassar students. The Level of significance (2-tailed) is identified based on the output data of the paired sample test. It signifies that the level of significance is less than 0.05 (0.000 0.05). It denotes that the alternative hypothesis (Ha) has been approved whereas the null hypothesis (H0) has been refused. It is possible to infer that there is a substantial difference in the average score of students' achievement of narrative text by employing animal cartoon picture on writing at third grade in MTsN 02 Makassar before and after treatment. According to the study's findings, teaching animal cartoon pictures can enhance the students' narrative writing. It is approved by Cameroon (2001) stated that cartoons as medium are important in instruction, particularly in the writing process, and that one of them is an image It makes learning more enjoyable. According to Muhajir., Sulaiman, R., Ismail, U. (2018) pictures are a highly efficient and significant tool in EFL education. Therefore, animal

cartoon pictures provide specific portions of the general structure and linguistic features of narrative text, children may more quickly acquire writing components (content, grammar, vocabulary, organization, and mechanic) and write narrative text. Based on the preceding analysis above, the researcher may assume that using animal cartoon pictures can improve students' accomplishment in writing narrative text, which is also supported by certain theories and other study. The effect of using animal cartoon pictures on students is positive since it may demonstrate that there is a substantial difference in mean score before and after being taught using animal cartoon pictures. As a result, teaching narrative writing using animal cartoon pictures is an appropriate strategy or media for developing students' narrative writing abilities.

CONCLUSION

Based on the explanation above, the conclusion from this research is The students' writing abilities improved significantly before and after being taught about narrative text using animal cartoon pictures. According to the results of the mean of score pre-test and post-test (14.35 to 18.20), the improvement in average score was 3.85. This study's sample is 20 students. The use of animal cartoon pictures increased the pupils' passion and interest in the teaching-learning process. Students learn new vocabulary, ideas, and how to organize an event story in writing narrative text by looking at animal cartoon pictures. There was a substantial difference in the ability of second-year students at MTsN 02 Makassar to write narrative text between those who learned to write using animal cartoon pictures before and after treatments. The average score of the pre-test and post-test may be noticed. The researcher presented the SPSS program version 19.0. The pre-test mean was 14.35, while the post-test mean was 18.20. The results of statistical calculations using SPSS showed that sig. (2-tailed) is 0.000. It is less than or equal to 0.05 (0.000 <0.05). It means that the alternative hypothesis (Ha) that there are significant differences in mean scores of students' writing narratives when using animal cartoon picture is accepted.

Therefore, the students writing narrative text is getting better after got treatment about narrative text using animal cartoon picture. In the other word, teaching writing narrative using animal cartoon picture has significant effect in students' writing achievement of third grade students of MTsN 02 Makassar.

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