

## ***Bernard Bear Cartoon Movies as Media in Writing Narrative Text***

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan *Bernard Bear Cartoon movies* dalam proses pembelajaran menulis teks narrative dapat memberikan pengaruh yang lebih baik. Penelitian ini adalah sebuah penelitian eksperimen dengan rancangan *Post-test only control group design*, yaitu kemampuan siswa dalam menulis teks naratif (*narrative text*) dapat diuji setelah penelitian diterapkan. Populasi dan sampel dari penelitian ini adalah siswa kelas VIII di SMP Negeri 1 Payakumbuh. Instrumen yang dipakai dalam penelitian ini adalah test, siswa diberikan sejumlah waktu untuk menulis. Hasil penelitian menunjukkan terdapat perbedaan kemampuan menulis yang signifikan antara kedua kelas, kelas kontrol dan kelas eksperimen setelah diberikan perlakuan. Hal ini dapat dilihat dari hasil tes mengarang siswa yang diberikan pada kedua kelas di akhir penerapan penelitian yang menunjukkan bahwa hasil tulisan siswa pada eksperimen grup hasilnya lebih baik. Dapat disimpulkan bahwa Penggunaan *Bernard Bear Cartoon movies* sebagai *media* dapat meningkatkan kemampuan siswa dalam menulis teks naratif.

**Kata kunci :** *Bernard Bear cartoon movies, Media, writing ability, narrative text*

### **A. INTRODUCTION**

In the current high school curriculum, it is stated that all skills in language learning program are given equal attention, which means every skill such as listening, speaking, reading and writing are divided in the same weight in the curriculum. It can be seen from the curriculum that every skill has its own competence standard, indicator of goal achievement and purpose of learning. Moreover, the department of Education in Indonesia states in the school based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP 2006)* that the focus of learning English is to enable the students to communicate and to be able to create written texts. Therefore, in Junior high School, there have been many genres to be mastered, such as recount, report, narrative, description, procedure, and exposition text.

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In fact, the teachers cannot leave or abandon any of the skills to be taught because every skill is important. In the mean time, interviewing several students and English teachers from three different schools, are showed that writing is considered as a difficult thing not only for the students but also for the teachers. Writing is a very complex skill, because writing is also about grammar usage and mechanic as well as text organization. However, the implementation of the curriculum face some problems connected with the process of learning and teaching writing in class. Those problems arise not only from the students but also from the teachers.

Moreover, writing is a complex activity that is form process as a way gets things done and product as the result. Nunan (2003) explains that writing is a combination of process and product. The process means the act of gathering ideas and working with the students until they are presented a polished and comprehensible result to the readers. Lindsay and Knight (2006) stated that writing is putting together the letters into form of words, phrase, clauses, and sentences in making a coherent text. It can be seen that Nunan and Lindsay agree that writing is about delivering ideas to the readers in form of sentences or statements, and paragraphs into a text. Meanwhile, the product is the final work after doing several processes of what the writer are trying to deliver to the reader. It means that the product and the processes support each other to produce and essay.

The process of writing is a technical document to produce a written text. According to Singh (1994) writing performs at three stages: Pre-writing, Writing, and Post-writing. In pre-writing activity, the students are asked to have the planning of what they are going to write. The students need to consider the purpose (what they expect to achieve through their writing) and the constraint (personal, material, system, time, etc.) in Writing activity, it starts about how to generate the ideas and to develop them into written structure, which mean the students convey concrete information into a draft. At last, Post-writing activity, this is the stage of reviews, re-read and evaluates the draft until they get the final draft.

In order to tech writing, the teacher can use media as a tool to help in preserving the writing material to the students. Example of media is television and internet, etc. One of television program, which also can be found in the internet, is cartoon movies. Cartoon movies are a series of pictures, which are presented in as films or clips. Using cartoon movies as the means for helping the students to see and to understand how exactly the plot develops. It is due to the four reasons to have English language practice and acquisition, as follow: (1) cartoon movies are enjoyable, (2) cartoon movies are easily available everywhere, (3) the timeline of the movies can be arrange as desirable, and (4) cartoon movies are serving the moral value of any condition of daily life, especially for students.

One of cartoon movies answering the criteria above is Bernard Bear Cartoon movies. Bernard Bear cartoon movies are a series of animated shorts fictional about bear's life. Each episode focuses on three minutes from the bear's curiosity and many moments of burlesque. Bernard never speaks, except the sound intelligible. Bernard is contained in the cartoons with a few other

characters: Penguins Lloyd and Eve, the lizard Zack, the Chihuahua. The story is from not only everyday life but also retelling the past as well as telling about the future, which is served in more than 150 episodes. From those characteristics, it can be considered that the benefit can be taken from using this cartoon movie as a tool of teaching and learning. Luis (2009) quotes that:

Bernard Bear shows the comical adventure of a hairless polar bear who leaves his frigid homeland behind and travel to the world trying to have better understanding of lives. Bernard's travel take him to the tour corners of the globe and with every half adventure, he lives the audiences howly with laughter.

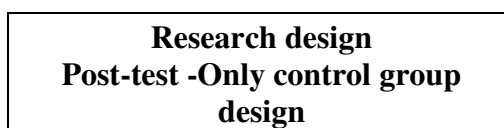
In order to use Bernard Bear cartoon movies as media, there are several Methods of using Movies for teaching that suggest by Maley (2001). First, *complete the timeline*, In this way, the students take notes to complete the timeline of the sequences events in the video. The students are also provided by a worksheet for each of them to make their first draft. Second, *eyewitness*. This method is addressed to the teacher. This way shows up how the teacher acts in the class; how to open the class to introduce the video, how to divide the class into groups and how to use the video weather it needs to be stopped or be replayed. In order to have better effect to the students, the combination of the complete timeline and the eyewitness are used. The purpose is to create a balance activity between the teacher and the students. So that, the activity will begin by divide the students' in-group. In the end, they are expected to have their own writing.

## **B. RESEARCH METHODOLOGY**

The research involved experimental research, because it was the type of research that could test the hypothesis to establish cause-effect relations, in order to expose and explain the effect of using Bernard Bear Cartoon series as media in teaching writing. According to Gay (2009:240) This research determines at least one independent variable, and observes one or more dependent variables. The independent variable, also called the treatment, causal or experimental variable, which means the treatment or characteristic, believed to make a difference. The dependent variable might be a test. The manipulations of an independent variable were the primary characters that differentiate experimental research form other type of research.

In this method, there were two kinds of groups. First, the group that received new treatment was called experimental group. The new treatment for this group was using Bernard Bear cartoon movies a media to teach writing. Second, the group that did not receive any new treatment was called the control group.

Figure 1  
Research design



C	X	O
C	-	O

Symbol: X = the treatment by using Bernard Bear Cartoon;  
O = post-test;  
C = sampling

The population of this research was the students of SMP Negeri 1 Payakumbuh. Specially, the students of VIII grades registered in 2009/2010. The VIII grades in SMP Negeri 1 Payakumbuh consisted of 139 students are divided into 6 classes for RSBI (*Rintisan Sekolah Berstandar Internasional*) The researcher chose these grades because base on the curriculum narrative text is taught in first and second semester of second grade students in Senior High School.

In order to get the quantitative data, the instrument of this research was a writing test. The first test was conducted to determine the students' level of writing. So that, two groups with a similar level could be chosen to determine which classes were going to receive the treatment. After conducting the experiment by using different types of media to both groups, the students' comprehension was measured by giving them a post-test. The students are then asked to write a narrative text. After that, their comprehension was compared.

This experimental research was conducted by employing the following procedures:

1. Preparation

This was the stage to determine the research time, prepare the lesson plan and prepare the writing test for post-test.

2. Pre-test

This test was conducted before the treatment, in order to choose which groups were going to be used as Experimental group and control group. From the result of the test, the normality and homogeneity were checked. After that, it used t-test formula to prove that both groups were in the same level.

3. Treatment

The treatment was prepared for at least 8 meetings. It focuses on teaching narrative text for both experiment groups. The researcher took a role as the teacher during the treatment. In the procedure of teaching, it is consist of opening the class, pre-teaching activity, Whilst-teaching activity, and post-teaching activity. For both groups had been used the same steps in teaching procedure but the experiment group was using Bernard Bear Cartoon movies as media meanwhile the other group was not.

In experimental group, when opening the class, the teacher lead the students to pray, check the students' readiness and then review the previous lesson. In pre-teaching activity, the teacher introduces the lesson by using Bernard Bear cartoon movies then asks several questions to the student based on the movies, for example: How many characters in the video? Who are they? What was the problem faced by main character? Etc. In whilst-teaching



activity, the teacher start to explain the theory of narrative text and lead them to understand the plot, generic structure and language features of narrative text, then the teacher lead the students to start their writing based on Bernard Bear cartoon movies story.

Meanwhile, in Control group, the activity is almost the same. The only different is the activity are using Bernard Bear but using a text in modelling the lesson. So that, in whilst-teaching activity, there is on step called reading aloud to help the students understand the story.

#### 4. Post-test

The post-test was conducted after the treatment. There were 2 purposes of doing this test. First, it used to check students' development after they were given the treatment. Second, this test was arranged to check which procedure that was given better effect to be used in teaching narrative text.

### C. DISCUSSION

In the beginning of the research, the students were given a test to determine whether they were in the same level or not. The normality and homogenous of both sampling group was examined. After 9 meetings of applying the treatment, both groups were tested again by giving them a post-test. Before the post-test was administered to both groups, the test sheets were validated by using content validity. Moreover, to ensure the reliability of the test, the research used inter-rater reliability. Each rater was given a scoring rubric for composition in “*Standar Kompetensi Lulusan dan Spesifikasi Ujian Akhir SMP/MTS*” in order to make sure that each rater had the same criteria in giving scores. Finally, the test was administered to both sample groups; experimental and control groups.

This research was arranged to investigate whether using Bernard bear cartoon movies as media gave better effect on students' ability on writing a narrative text or not. The formulation of hypothesis testing had proven that Bernard Bear Cartoon movie gave better effect on students' ability on writing narrative text. However, there were several explanations for the result of the hypothesis writing.

First, the students were entertained by this cartoon movie. This was such a good first step in order to catch students' attention. This case let them enjoyed the learning process writing. If teaching writing were begin with reading, the students were doing some other unrelated activities such as, opening other books, or making the homework of other subjects. Nevertheless, when the learning process was begun with something they were interested in such this cartoon movie-Bernard Bear. The students would so curious about the learning material, they were curious about they were going to watch. They had been watch the cartoon movies enjoyable as well as answering questions given.

Moreover, the students felt so excited in writing a new story. Bernard bear Cartoon movies served more interesting story that consisted of simple content of generic structure such as simple orientation, simple complication and simple resolution. It was different with the usual story they learnt before. Most of the stories were legend and myth, something that they already knew since they were

little kids. Retelling those stories more and more in writing form was such boring activities for the students.

In Dediknas (2006:2) about affective assessing in KTSP says that “*ranah afektif menentukan keberhasilan belajar siswa*”. Those words explain that the students who did not interest in one subject would find some difficult thing to turn the learning opportunities into optimal success. The students that had been interesting in a subject and had positive behaviour in one subject would be so enjoy in the learning process, in addition, they would feel the subject was in case of necessity.

In addition, from the scoring rubric used in students' writing test, there were six categories such as content, grammar, generic structure, vocabulary, punctuation and spelling. From those categories, content and generic structures were increased most. Since this cartoon movie served some kind a new story by simple form of daily activities. Moreover, before the students wrote the plot retelling, they could see it first. In short, using this cartoon movie as media is better to be implemented in serving new story and generic structures to be written by the students.

So that, using Bernard Bear Cartoon movie as media on teaching writing can improve students' ability and increase their comprehension in understanding the content and the generic structure. Moreover the related finding by the experts also supported this media

Meanwhile, Post-test only control group design was such a good method to assess a new treatment. It could see the effect of the treatment after being implemented to a group. Unfortunately using this research design was also risky because this research was only concern about the result. It showed only that the treatment of experiment group was more effective than the control group because it gave better effect to the students then the other treatment. The evident was taking from the different of the groups' scores mean.

Since this research was intended to see the different of a new treatment. It is better for the researcher to include the pre-test in order to determine that the students were in the same level to reduce the unexpected probability. However, if the research was done to different students of different level, the result might not e the same. Trochim (2006) says notice that a pre-test is not required for this design. Usually pre-test was included in order to determine whether groups are comparable prior to the program. It means that the post-test only control group design can be arranged if the students' level were approximately equivalent.

#### **D. CONCLUSION AND SUGGESTION**

The data collected has been examined by using t-test formula.. Referring to this result, the research hypothesis is accepted. It means that using Bernard Bear cartoon movie as media had better effect in order to improve students' ability on writing narrative text. Therefore, the students who are taught by using Bernard Bear cartoon movie has better achievement in writing narrative text.

Related to the findings of this research, it is suggested to the teachers to use Bernard Bear cartoon movies as media in teaching writing. This media is considered can students' comprehension as well as improve students' ability in

writing narrative text. Moreover, this research already statistically proves that this media in give better effect. So that, using this media in teaching process is highly recommended.

However, it is suggested that the future research can analyze the effect of this media in other kind of text types, or other kind of English skills. Since, this media shows better achievement on writing ability, it might be possible due to apply it in other skills. In addition, it is suggested to the future experimental research to able to obtain more evident to prove such this opinion.

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