MEDIATING STUDENTS' SPEAKING ACTIVITIES THROUGH CARTOON STORY MAKER

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ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui implementasi aplikasi pembuat cerita kartun sebagai media pembelajaran untuk kegiatan berbicara siswa. Partisipan dalam penelitian ini adalah 6 Siswa SMP Dharma Bhakti Bogor. Metode kualitatif melalui studi kasus adalah penelitian yang dirancang dalam penelitian ini. Oleh karena itu, kuesioner, dan wawancara sebagai pengumpulan data dalam penelitian ini. Hasil penelitian menunjukkan bahwa aplikasi pembuat cerita kartun dapat lebih mudah untuk bercerita dalam berbicara, lebih percaya diri, lebih tertarik, dan lebih mudah untuk mendapatkan ide karena begitu banyak topik untuk siswa. Selain itu peneliti juga menggambarkan siswa lebih tertarik pada kegiatan berbicara dengan menggunakan aplikasi pembuat cerita kartun. Pembuat cerita kartun memberikan dampak yang baik bagi siswa, sebagian besar siswa memberikan tanggapan positif. Aplikasi ini membuat siswa menikmati, bersenang-senang, mudah dijangkau, dan memotivasi mereka untuk belajar berbicara Bahasa Inggris. Sebab, dari aplikasi ini membuat siswa menjadi senang belajar terutama membuat story telling dalam kegiatan berbicara. Siswa senang dalam proses berbicara menggunakan pembuat cerita kartun. Kesimpulannya, karena penerapan cartoon story maker mendapat respons positif dari siswa dan dapat membantu mereka, media pembelajaran ini dapat diimplementasikan dalam pengajaran bahasa Inggris di sekolah menengah pertama.

Kata kunci: Aktivitas Berbicara, Pembuat Cerita Kartun.

ABSTRACT

The purpose of this research were to investigated the implementation of cartoon story maker application as an instructional media for student speaking activity. The participants of this study were 6 Students of Dharma Bhakti junior high school in Bogor. The qualitative method through a case study was the research designed in this study. Therefore, questionnaire, and interview as the data collection in this research. The findings showed that cartoon story maker application can easier to make story telling in speaking, student more convident, more interest, and easier to get the idea because so many topic for students'. Besides the researcher also described student more interest in speaking activities by using cartoon story maker application. Cartoon story maker gives good impact for students, most of students give positives responses. The application makes the students enjoy, have fun, easy to understand, and motivated them to learn Speaking English. To sum up, since the implementation of cartoon story maker has positive responses from the students and able to help them, this instructional media can be implemented in teaching speaking English in junior high school.

Keywords:Speaking Activities, Cartoon Story Maker

INTRODUCTION

Speaking is one of English skill that must mastered by students who learn English as foreign language. Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation. Speaking is one of important elements in studying English. Collie and Slater (2005:8) express their idea about speaking," Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term". Based on the researcher's experience, in many schools usually

still use traditional ways in learning speaking. For the examples like telling a story from story book in front of the class, speech, and etc.

Living in the digital era, the way to consider the new process of educating is changing. The teacher must change their teaching media from using traditional ways to modern ways like using technology as a media in learning speaking. The teachers can use many tools of technology like computer and laptop. But, in this era the teacher can ask students to use smartphone as easy ways in learning speaking. According to Taylor & carpenter (2007) argues that learning in the digital age is not solely about using any specific software packages or a cloud computer service. Ultimately, students in the digital age act, think, and learn differently. Many students expressed that they are attached to their laptop, searching the web for information, using a mobile phone or iPod, and are generally quite fluent with these technologies. One of example of technology as a media in learning speaking is *digital story telling*.

Digital storytelling emerged at the Center for Digital Storytelling in California in the late 1980s as a method employed by community theatre workers to enable the recording, production, and dissemination of stories Lambert, (2009). The digital storytelling as "a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasized, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch" Normann, (2011). This has developed in a number of ways, shaped by advances in personal computing and recording technology, and by its use in a range of academic and non-academic contexts Normann, (2011).

From that statements, means that digital storytelling as a media to make storytelling like recording and production a story by using technology. The example of technology that can used as media of digital storytelling is *cartoon story maker.*

Cartoon Story Maker also can be an efficient and effective media in teaching learning. The reason is because Cartoon Story Maker covers all of the media that the teacher needs in teaching. Maharsi, (2016) based on her findings in her research stated that: "The use of Cartoon Story Maker is believed to improve students in terms of affective domain, autonomy, and awareness. Using the Cartoon Story Maker application is perceived

as fun and interesting so that the processes of writing stories are enjoyable." For that matters above, it can be said that Cartoon Story Maker is an appropriate and an exact learning media for the teacher to use in the classroom. Cartoon Story Maker contents audio and visual is also a suitable media for Junior High School because it increases the students' interest and motivation in teaching and learning process. By using Cartoon Story Maker as teaching media, the students will get helped in getting the idea to speak and to use an appropriate vocabulary that can be seen through it.

The problems of speaking that often happen in the class based on the researcher's experience are students feel unconfidence about in speaking in front of class. The problems can offend the student performance in learning speaking because it can influence speaking delivery. In every problem must have the solution and for that problems the solution is using application. Based on the problems above, therefore, the researcher will conduct the study about mediating student's speaking activities through cartoon story maker to find out the solution from that problems in learning speaking.

Studies on cartoon story maker have been investigated by several researchers. The first previous study conducted by Mukhaiyar (2020) Beside pictorial media, Cartoon Story Maker (CSM) software is also an effective media for teaching speaking. This software can be used easily as it is already completed with some characters, background, and some other features such as: captions, balloons, the choice of publishing, etc.

Speaking is the way to communicate with other people the most important ability in English language. According to Asrobi (2013, p.2), in order to speak the language fluently, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

Speaking activities is developed based on the text types taught in classroom. One of them is descriptive text which is aimed to describe a particular person, place, or thing. Description consists of describing parts, qualities, characteristics. The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense. Moreover, significant

grammatical features used is present tense which focuses on specific participants, descriptive adjectives, detailed noun phrase to give information about the subject, adverbials to give additional information about behaviour, and figurative language (Budiastuti, 2007cited in Mursyid, 2011).

Digital storytelling emerged at the Center for Digital Storytelling in California in the late 1980s as a method employed by community theatre workers to enable the recording, production, and dissemination of stories Lambert (2009). According to Normann (2011), digital storytelling as a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasised, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch. This has developed in a number of ways, shaped by advances in personal computing and recording technology, and by its use in a range of academic and non-academic contexts (Normann, 2011 cited in Clarke & Adam 2012).

Cartoon Story Maker is the chosen software to support this study. This software is easy to use, it is already completed with some characters and background, and some other features such as: balloons, captions, the choice of publishing, etc. This software is free and downloadable and computer friendly, which means that it does not need a huge memory or a fancy computer specification to download.

The extension of the file when it is published is also user friendly. Its extension is html and pdf, so all computer users can use this software. CSM is a new computer application that can be used by both teachers and students to ilustrate conversations and dialogues in a 2D form (Rohmatika, 2018)

There are several researches to investigate about speaking activities using cartoon story maker. The first previous study conducted by Mukhaiyar (2020) Beside pictorial media, Cartoon Story Maker (CSM) software is also an effective media for teaching speaking. This software can be used easily as it is already completed with some characters, background, and some other features such as: captions, balloons, the choice of publishing, etc. The second previous study was conducted by Azhar (2009), most of the students do not have good motivation and selfconfidence to speak in front of class. To solve the problems

above, the teacher can use cartoon story maker as media in teaching and learning process. that media can be understood marginally are human, material, or instance that can built up to the condition. of student's to get knowledge, skill or attitude. Because of that in this research the researcher will discussed about mediating student's speaking activities through cartoon story maker.

METHOD

This study conducted by using qualitative research and used case study to collected and analyzed the data this study takes the data from the first grade of Dharma Bhakti junior high school in Bogor. Participants selected from 6 students consisting of 3 male and 3 female who are still beginners in learning English. The ages of participants were between 15 until 16 years old.

The data collected by using questionnaires and interview, as the instruments.

The processes of collecting data begin as follows: (1) The researcher found some theories about the use of Cartoon Story Maker as an application that help them in speaking activity to EFL students and chose the participants which were English teachers. (2) The next step was preparing the questionnaires list and interview list as the research instrument. (3) The next step, asked the participants to made a short story using cartoon story maker and gave the questionnaire sheets to the participants. (4) After the data from questionnaire were analyzed, the researcher did the interview session from students' projects. And analyzing data from interview, the last made a conclusion based on the data.

The processes of the analyzed are mention below.

a. Assembling step
   Collected the data from questionnaire, interview notes.

b. Analyzing step
   Described the data from questionnaire and interview notes, shortening the data, categorizing the important data to seek the important information related to research focus.

c. Finishing step
   Made the conclusion of the outcomes.

RESULT AND DISCUSSION

These research findings present and discuss the answer to the research problems. The findings of this study are mentioned below.

1. Cartoon Story Maker Make Student More Convidence In Speaking

In this part there was one statements, it was S-5 (The voice recorder in cartoon story maker helps me more confidence in learning speaking). The result of the data would describe below.

Table 1. Cartoon Story Maker Make Student More Convidence In Speaking

NO	Cartoon Story Maker Make Student More Convidence In Speaking S-5 (Statement 5)	Score Criteria
P1	5	5
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	4	4
Total Criterion Score		**28**
Maximum score		**30**
Rating/Scale = 28 : 30 x 100%		**93%**

*S = Statement, P = Participant

Based on the table 1, the participants argued that cartoon story make students more convidence in speaking. As the questionnaire result which- mentioned that 93% of the participants said Agree to the statement in S-5 (statement 5) above that cartoon story make students more convidence in speaking.

The results of the questionnaires above were also support by statement from the result of interview that cartoon story make students more convidence in speaking. From six statements of six participants agree that cartoon story make students more convidence in speaking.

> "*Yes, we more convidence, becouse we can put our voice in this aplication and as if the cartoon is talking.*" **P1**
> "*yes, becouse we can not talk in fron of the other people but we can speak using this aplication.*" **P5**

Table 2. Student More Interest When Learning Speaking Using Cartoon Story Maker

NO	Student More Interest When Learning Speaking Using Cartoon Story Maker S-8 (Statement 8)	Score Criteria
P1	4	4
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	4	4
Total Criterion Score		**27**
Maximum score		**30**
Rating/Scale = 27 : 30 x 100%		**90%**

*S = Statement, P = Participant

Based on the table 2, the participants argued that student more interest when learning speaking using cartoon story maker. As the questionnaire result which- mentioned that 90% of the participants said Agree to the statement in S-8 (statement 8) about student more interest when learning speaking using cartoon story maker.

The results of the questionnaires above were also support by statement from the result of interview that student more interest when learning speaking using cartoon story maker. From six statements of six participants agree that student more interest when learning speaking using cartoon story maker.

> "*cartoon story maker make me be more excited to learning speaking*". **P5**
> "*it's very excited, because in cartoon story maker there is voice recorder that make me more interest to learn speaking.*" **P**6

Table 3. The pictures in cartoon story maker help me in finding the idea of speaking

NO	The pictures in cartoon story maker help me in finding the idea of speaking S-11 (Statement 11)	Score Criteria
P1	4	4
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	5	5
Total Criterion Score		28
Maximum score		30
Rating/Scale = 28 : 30 x 100%		93%

*S = Statement, P = Participant

Based on the table 3, the participants argued that the pictures in cartoon story maker help me in finding the idea of speaking. As the questionnaire result which- mentioned that 93% of the participants said Agree to the statement in S-11 (statement 11) about the pictures in cartoon story maker help me in finding the idea of speaking

The results of the questionnaires above were also support by statement from the result of interview that the pictures in cartoon story maker help me in finding the idea of speaking. From six statements of six participants agree that the pictures in cartoon story maker help me in finding the idea of speaking.

"when we using cartoon story maker, there are many topic or idea appear in my mind, becouse we must not imagine for the idea and we just choose the character to find the idea". **P1**
"yes, becouse i can find many idea when learning speaking using cartoon story maker". **P2**
"cartoon story maker help me in finding the idie in speaking with using the pictures from cartoon story maker" **P5**

Based on the research findings above, the section was provided to discuss the findings. The result of the findings that cartoon story maker make student

more convidence in speaking will be matched with the research questions in this study

The first findings of this study was cartoon story maker make student more convidence in speaking. all of the participants felt that CSM was very useful in speaking activity. Student more confidance to speak up, because in using this aplication student did not come forward to speaking in front of the class, student can use voice recording. This perception was support by Azhar (2009), most of the students do not have good motivation and self confidence to speak in front of class. To solve the problems above, the teacher can use cartoon story maker as media in teaching and learning process. that media can be understood marginally are human, material, or instance that can built up to the condition of students to get knowledge, skill or attitude.

The second findings was find that student more interest when speaking using cartoon story maker. Honestly, the students' more interested because it's like building a sense of enthusiasm and their curiosity because it was first time for them learing speaking using aplication, so it's fun and interesting. They more interest in learning speaking because study using aplication more interesting than just reading in the book. This perception was support by Kabapinar (2005), medium is a tool to deliver the message to stimulate mind, feeling, attention and students' interest for studying.

The last study of this study was find that the pictures in story maker help me in finding the idea of speaking. Student feel happy to make story telling and easier to find the idea using this aplication, so many caracter than can use for student to make story telling. And all of the caracter is easier to understand by student. Learning by using CSM in speaking activities make student more interest and confidence. CSM also provided significant changes to students.

They felt that using CSM in learning speaking was able to create a positive effect in the class, thus making students feel happy, enjoy and comfortable when learning speaking by using CSM aplication. This perception was support by Mukhaiyar (2020), beside pictorial media, Cartoon Story Maker (CSM) software is also an effective media for teaching speaking. This software can be used easily as it is already completed with some characters, background, and some other features such as: captions, balloons, the choice of publishing, etc.

CONCLUSION

Therefore, based on the result of this study, cartoon story maker is a media which very effective to use in speaking activities and the student needs to master this media to get a good result of their learning. Because cartoon story maker make students more confidence. Make students more interest in learning speaking, and also the pictures in cartoon story maker help the students in finding the idea to make a short story in storytelling.

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