

**THE USE OF CARTOON FILM IN EFL STUDENTS'  
WRITING DESCRIPTIVE TEXT FOR THE 8th GRADE  
OF MTS AL-MAJIDIYAH NW KESIK**

**ARTICLE**



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HAMZANWADI UNIVERSITY  
2022/2023**

**RATIFICATION**

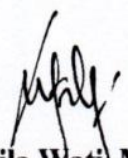
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**Abstract**

This study aims at measuring the effectiveness of using film cartoons in writing descriptive text for the eight grade students of MTs Al Majidiyah. In this study, the researcher used test instruments to assess the students writing descriptive text. The researcher use a quantitative approach to find answers to "is the use of cartoon films effective towards the students writing ability?". In this study, 15 students were taken as sample. Data collection techniques were through pre- test and post- test, to test the hypothesis the researcher used the T- test and SPSS formulas to compare data. Based on the results, the T- test score is greater than the T- table in terms of student vocabulary achievement  $2.3 > 1.761$  and content achievement  $2.06 > 1.761$ .  $H_0$  was rejected and  $H_1$  was accepted because the use of film cartoons was considered effective in descriptive writing for grade eight students after being treated. Based on the result of the research, the researcher concluded that the use of cartoon films as a media for teaching writing is effective for students. This is evidenced by the average scores of students before and after treatment. Each student meeting shows an increase in learning. students are more active, free and happy to learn. Therefore, it is suggested to English teachers to be more creative and innovative in choosing teaching strategies to convey the material. Teachers also need to maintain the use of media, especially in teaching writing descriptive texts.

Keywords: *writing, descriptive text, cartoon films*

## 1. Introduction

Language as a means of communication plays an important role in social relationship among human beings to convey ideas, thoughts, goals and purposes to others. Henry S. (2017) states that “language is the expression of ideas by means of speech-sounds combined into words, words are combined into sentences, this combination answering to that of ideas into thoughts.”It is a media to build connection among human. The language used in all over the world is English (Prasetyaningrum, n.d.).

Technology information cartoon film is one type of media that can be utilized. According to Romney & Steinbart (2016, p. 4) defines Information technology is a computer and other electronic devices that used to store, retrieve, transmit and manipulate data. It can be conclude that IT is a technology that can be used to process and process data that will produce information that will be used as a decision-making by educators who have used cartoon films as one of the first technologies that can be utilized to increase students' motivation in learning writing descriptive text because in the little einstein films used by researchers have educational illustrations for children and adolescents that use pictures and instructions about describing something, such as houses (environment), plants and animals (nature), there are many more illustrations of scientific work in little einstein cartoons that will make teaching and learning process in class more interesting (Prasetyaningrum et al., 2021).

Cartoon films as a media in learning writing creates a positive, enjoyable, engaging, and motivating learning atmosphere in the classroom. Livery (2010) argues that film and video are effective ways in motivating and helping students in understand language. Thus by, teaching using cartoon film, students would get interested and try to re-write the story from that film (Husnu et al., 2022).

Seeing the benefits of cartoon Films, the present researcher combine the film with writing descriptive text, because with writing students can share their ideas, opinion and their own experience, like writing in a diary (Wati et al., 2022). The primary purpose of this media is to describe an experience event, or sequence

of event in the form of a story for the listener, describing the time, place, and the own involvement.

## 2. Research Methodology

### A. Research Design

This research design of this research is pra-experimental research which used one group pretest post-test design in order to find out the significant difference of students' writing ability before and after being taught using Cartoon film. The design used one class as the experimental class which received the treatment of cartoon film. In this research pretest (O1) was given before the researcher teaches cartoon film and in order to measure the students competence before they were given the treatment. Then, treatments were given in three times by teaching cartoon film to improve students writing skill. Post-test (O2) was given after teaching carton film and to measure how far students improvement after they get treatment.

According to Sugiyono (2016, p.111) the research design could be represented figure 01 :

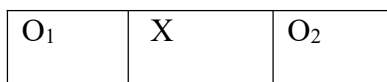


Figure 02: reseach design

Explanation;

O<sub>1</sub>; Pre-test

X; Treatment

O<sub>2</sub>; Post-test

### B. Setting of the Study

This study was conducted at *MTS Al Majidiyah NW Kesik* in grade eight which is located in *Kesik, Sikur, East Lombok*. This study started from December – February in the academic year 2022-2023.

## C. Population and Sample of the Study

### 1. Population

The population of this study was the eight grade students of *MTS Al Majidiyah* in academic year 2022-2023 which consist of 30 students.

### 2. Sample

The sample of this study was 15 students of *MTS Al Majidiyah* in academic year 2022-2023.

The present research took 15 students' from 30 students to be sample in this research. The reason from this sample is because researcher used purposive sampling.

According to DanaP. Turner in 2020, purposive sampling is a sampling technique that is used when researcher already have individual targets with characteristics appropriate to the research. It means purposive sampling is a sampling technique by providing self-assessment to the sample among the selected population. The assessment is taken of course when it meets certain criteria according to the reseach topic.

## D. Data Collection

### 1. Identification of Variable

There was two variable studied in this study. Based on the topic above, "the use of cartoon film in the writing skills of 8<sup>th</sup> grade EFL students at *MTS Al majidiyah NW Kesik* in academic year 2022-2023 ". The independent variable in this study was cartoon film and dependent variable was students writing ability indcriptive text that was taught to MTS students.

### 2. Definition of Variable

Variable comes from the word variant and able which means something that varies, can be changed an assessed. According to Arikunto, a variable is the object of the researcher, or what is the focal point of research. In this point, there are two research variable; dependent and independent variable.

a. Independent variable is cartoon film

Independent variables is affects the dependent variable/ causes change in the dependent variable. In this study, the independent variable was cartoon film because they could affect students' writing skill in the realm of descriptive text.

b. Dependent variable is the students writing ability in descriptive text

The dependent variable is a variable that is influenced by the cartoon film it self, to determine the effectiveness of using cartoon films in students' writing abilities. from the many types of text in writing, such as narative, descriptive, argumentation, persuasion, exposition. The researcher took descriptive text because she wanted to measure vocabulary and the contents of students writing by looking at the extent to which students could describe from the pictures and videos they saw.

3. Instrument of the Study

The Researcher used written test to collect data in this study. In the instrument section, the tests used by researchers in collecting data are descriptive texts with the topic of place and animal. The text that was first presented was in the form of images including pictures of people, houses, animals and places. Students will describe the pictures they chose using 2-3 paragraphs using descriptive text, in the next question the researcher scrambled the words and crossed out the words to measure students' vocabulary, in the next question the researcher measured the contents of the students' answers by filling in the fill in the blank and explaining the names of the animals and places around them, during treatment the topics contained in the Little Einstein cartoon also discussed places and animals, and always used English with slow intonation so students could digest every word spoken by the players in the cartoon. From pre-test to post-test the topic remained the same regarding animals and place. The researcher used cartoon film media to see the effectiveness of using cartoon films in descriptive text, so the researcher takes the title "The use of film cartoon in

EFL students writing ability in eighth grade of mts Al-Majidiyah NW kesik"

#### 4. Technique of Collecting Data

The first steps taken by the researcher were completing chapters 1-3, making instruments, compiling lesson plans (RPP), completing permission letters, observing, going to school then on 09-January\_2023 testing the instrument by providing initial understanding regarding descriptive text and distributing the pre\_test which will be described according to students' understanding of the images in the text, On the first day students were still lazy in working on the text, not serious and just answered. The contents of the text and vocabulary are far from enough to be assessed. After the treatment was carried out on day 2 and 3 between the 10th and 11th, the interest and seriousness of the students were seen. Then on 16-01-2023 a post test was given as a comparison in describing names, shapes, circumstances and whatever things students know based on the pictures given. The researcher assessed this test by looking at the content and vocabulary. After all the tests were carried out, the researcher assessed the tests and collected the results of the assessment using SPSS.

### **3. Results and Discussions**

#### A. Results

##### 1. Descriptive Statistics

The results obtain from the study of writing descriptive tests for 8th grade students of MTs Al Majidiyah in the 2022-2023 academic year are present as follow:

- a. The Students writing descriptive text by using Cartoon Film as the media

The findings of this research present through the distribution score of pre-test and post-test in terms of content and vocabulary achievement by using Cartoon Film as the media.

Table 1  
*The Students' Content and Vocabulary Progress in Pre-Test and Post-Test*

Indicator	Mean Score		Percentage Improvement
	Pre-test	Post-test	
Content	55	88.33	60 %
Vocabulary	52.33	91.66	75 %

Table 1 shows that the mean score and percentage improvement of the students in pre-test and post-test. While the content mean score of the students in pre-test were 55 and post-test which to be 88.33 and vocabulary mean score in pre-test were 52.33 and post-test which to be 91.66. The percentage improvement of students' content test was 60% and the vocabulary test was 75%. Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df)= (n-1) 15-1= 14 indicated that t-table value was 1.761 and t-test value of vocabulary was  $2.3 > 1.708$  and t-test value of content was  $2.06 > 1.708$ . Therefore, it could be concluded that statisticly of Alternative hypothesis is cartoon film efektif for students ability in writing deskriptive text is accepted and the statisticly of Null hypothesis is cartoon film don't efektif for students ability in writing deskriptive text, It means that the used of cartoon film in teaching writing deskriptive text could improve and efektif for students' writing especially in writing deskriptive text.

b. The students' content achievement in writing deskriptive text

The result of the students' of pre-test and post-test in this research could be seen in table 2:

Table 2  
*The Students' Content Achievement in Pre-Test and Post-Test*

Indicator	Mean Score
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	Pre-test	Post-test
Content	55	88.33

Table 5 shows that the mean score of the students in pre-test was 55 and the mean score of the students in post-test was 88.33. the percentage improvement of pre-test to post-test was 0%. It was indicated that the students became more interested with the material taught by using cartoon film, and the students was able to describe what they saw in the cartoon film that was given by teacher.

c. The students' vocabulary achievement in writing descriptive text

The result of the students' of pre-test and post-test in this research could be seen in table 3:

Table 3  
*The Students' Vocabulary Achievement in Pre-Test and Post-Test*

Indicator	Mean Score	
	Pre-test	Post-test
Vocabulary	52.33	91.66

Table 3 shows that the mean score of the students in pre-test was 52.33 and the mean score of the students in post-test was 91.66. The vocabulary percentage improvement of pre- test to post-test higher than content percentage. It was 75%. It because students found it easier memorizing the word than memorize the content from the sentence. Before teacher gave treatment by using cartoon film as the media, the students found it difficult to write a sentence. But, during the treatment by using cartoon film as the media, the student became more excited to learn the new word.

Table 4  
*The Percentage of Sample Content in Pre-Test and Pots-Test*

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	6	40
2	Very good	0	0	1	6.7

3	Good	0	0	3	20
4	Fairly good	3	20	5	33.3
5	Fair	3	20	0	0
6	Poor	9	60	0	0
7	Very poor	0	0	0	0

Table 4 shows that before giving treatment by using cartoon film as the media, in pre- test, there were 9 (60%) out of 15 students classified into poor scores, 3 (20%) out of 15 students were classified fair, and 3 (20%) students were classified into fairly good scores.

While, after using cartoon film as the media in post-test there were 6 (40%) out of 15 students classified into excellent scores, 5 (33.3%) out of 15 students were classified into fairly good scores. 3 (20%) out of 15 students were classified into good score while the rest, 1 (6.7%) students was classified into very good score.

It means that the score of students' content achievement in post-test improved after teaching writing descriptive text in terms of content by using cartoon film as the media.

Table 5  
The Classification of Sample Vocabulary in Pre-Test and Post-Test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	8	53.3
2	Very good	0	0	3	20
3	Good	0	0	3	20
4	Fairly good	3	20	1	6.7
5	Fair	1	6.7	0	0
6	Poor	11	73.3	0	0
7	Very poor	0	0	0	0

Table 5 shows the students' score before and after giving treatment by using cartoon film as the media, in the pre-test, there were 11 (73.3%) out of 15 students classified into poor scores. 3 (61.5%) out of 15 students were classified into fairly good scores and 1 (6.7%) was classified into fair score.

While, after using cartoon film as the media, in post-test there were 8 (53.3%) out of 15 students were classified into excellent scores.

3 (20%) out of 15 students were classified into very good scores and 3 (20%) out of 15 students were classified into good score.

It could be conclude that the score of students' vocabulary achievement in the post-test was improved after teaching writing descriptive text in terms of vocabulary by using cartoon film as the media.

## 2. Testing hypothesis

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent variable test, that is the test to know the significant difference between the result of students' mean scores in pre-test and post-test, the researcher used t-test analysis on the level of significance ( $\alpha$ )= 0.05 with the degree of freedom (df)= N-1, where N= number of subject (15 students) then the value of t-table was 1.761 the t-test statistical analysis for independent sample applied.

The result of the data analysis t-test of the students' writing descriptive text using cartoon film as follows:

Table 6  
*The Comparison of T-Test and T-Table Scores  
of Students' Writing Descriptive Text*

Variables	T-test	T-table	Description
Content	2.06	1.761	Significance
Vocabulary	2.3	1.761	Significance

Table 6 shows that the value of the t-test was higher than the value of t-table. T-test value of content was greater than t-table ( $2.06 > 1.761$ ) and t-test value of vocabulary was greater than t-table ( $2.3 > 1.761$ ). Null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It means that there is a significance difference between the results of students' writing descriptive text using cartoon film as the media after treatment.

## B. Discussion

The students' mean score after treatment by using cartoon film in

teaching writing descriptive text was better than before the treatment was given. It was proven that Before treatment was given, the students' writing descriptive text in terms of content and vocabulary are poor. But after the treatment was given, their writing was significantly improved and categorized as very good especially in writing descriptive text.

### **1. Students' writing descriptive Text in term of content using cartoon film.**

The students' mean score of pre-test and post-test in content was 55 and 88.33. Before applying the cartoon film as the media, the students could not identify the content clearly by providing strong evidence, detail relating to the main idea. But, after using the cartoon film in teaching learning process, the student could easily identify the content of the text.

It also show by the classification of students' improvement of writing descriptive text. In pre- test, there were 9 (60%) out of 15 students classified into poor scores, 3 (20%) out of 15 students were classified fair and 3 (20%) students were classified into fairly good scores. While, after using cartoon film as the media in post-test there were 6 (40%) out of 15 students classified into excellent scores, 5 (33.3%) out of 15 students were classified into fairly good scores 3 (20%) out of 15 students were classified into good score while the rest, 1 (6.7%) students was classified into very good score.

Based on the results above, the students writing achievement in content was significantly improved. The data show that the score of students' content improved 60% from the mean score in pre-test 55 to 88.33 in post-test. The score of the students' post-test was higher than the mean score of the students' pre-test. Therefore, it could be conclude that using cartoon film could improve the students' writing descriptive text.

### **2. Students' writing descriptive text in term of vocabulary using cartoon film.**

The students' mean score of pre-test and post-test in vocabulary was 52.33 and 91.66. Before applying the cartoon film as the media, the

students could not use the words properly based on the context. But, after using the cartoon film in teaching learning process, the student could easily use the word properly based on the context.

It also show by the classification of students' improvement of writing descriptive text in the pre-test, there were 11 (73.3%) out of 15 students classified into poor scores. 3 (61.5%) out of 15 students were classified into fairly good scores and 1 (6.7%) was classified into fair score. While, after using cartoon film as the media, in post-test there were 8 (53.3%) out of 15 students were classified into excellent scores. 3 (20%) out of 15 students were classified into very good scores and 3 (20%) out of 15 students were classified into good score.

It could be conclude that the score of students' vocabulary achievement in the post-test was improved after teaching writing descriptive text in terms of vocabulary by using cartoon film as the media.

Cartoon film media can attract students' attention to the content of the story and focus students on the content stories from the images seen and the sounds heard, the results of this study according to the opinion of Elisabeth Hurlock, who explained that the film able to please children by bringing them to a new world of humans and animals, and do things he cannot (Halilurrahman et al., 2024). The use of cartoon film media in the learning process is due cartoon films are very interesting and fun so that students easily accepting the knowledge. This is in line with the statement proposed by Eka Yuni (2019) in her thesis. she explained the bond between film cartoons and student learning processes in terms of language, similar to what researchers have tested that cartoon films can increase student creativity, so learning to write descriptive texts for students is not boring and varied

From the discussion, it could be conclude that the students' ability in writing descriptive text of the eighth grade students of *MTS Al-Majidiyah NW Kesik* was improved after using cartoon film as the media in teaching learning process.

#### 4. Conclusion and Suggestions

Based on the result of the research, the students were more enjoy, active, free, and fun to learn. It was proved by the mean score based on pre-test and post-test. The mean score of the students before and after treatment for students' content achievement was 55 to 88.33. and The mean score of the students before and after treatment for students' vocabulary achievement was 52.33 and 91.66 with the t-test value was greater than t-table for students' vocabulary achievement ( $2.3 > 1.761$ ) and the t-test value was greater than t-table for students' content achievement ( $2.06 > 1.761$ ).

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*TEACHING WRITING DESCRIPTIVE TEXT THROUGH RESPONDED.*  
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