

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented the discussion about concept of theory description of research and development, teaching media, cartoon story maker, cooperative learning, teaching writing, narrative text, and previous study.

A. Concept of Theory

1. Research and Development

Research and development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instructions, etc. This research design is often referred to R&D. Research and development is different from Classroom Action Research in the process as well as the products of the research. According to Sugiyono (2014), research and development method is used to produce a certain product and test the effectiveness of the product. It means that this method is used to develop the existing product which can support teaching and learning process so that it is more effective and efficient. As in this study, research and development is used to develop cartoon story maker application as media in teaching writing narrative text. The development aims to make teaching learning process more interesting,

so the students have high motivation in learning English especially writing narrative text.

Furthermore, Gall et. al (2003) stated that basically research and development have two main objectives, they are to develop a product and to test the effectiveness of the product. There are several models in research and development, they are:

- a. Borg & Gall model in Sugiyono (2009) stated 10 stages in developing media, those are: 1) research and information collecting; 2) planning; 3) develop preliminary form of product; 4) preliminary field testing; 5) main product revision; 6) main field testing; 7) operational product revision; 8) operational field testing; 9) final product revision; 10) dissemination and implementation.
- b. Hoge et al. model (2005:533) mentioned 7 stages that have been done. Those stages have correlational among each other, they are: 1) defining the objectives; 2) obtain the support of a sponsor; 3) develop and implement a communication and education plan; 4) plan the methodology; 5) identify the model and create the model; 6) apply the model; 7) evaluate and update the model.
- c. Draganidis et al. model (2006:51) said that research and development had 9 stages, those are: 1) creation of model systems team (CST); 2) identification of performance metrics and validation sample; 3) development of tentative needs list; 4) definition of models and process indicators; 5) development of an

initial model; 6) cross-check of initial model; 7) model refinement; 8) validation of the model; 9) finalize the model.

- d. ADDIE's model developed by Dick and Carry (Mulyatiningsih, 2011:183). It has five stages, they are: 1) analysis; 2) design; 3) development; 4) implementation; 5) evaluation.
- e. CBI (Computer Based Instructional) model (Priyanto, 2009) is one of models in research and development which developing computer-based media. It consists of three stages, those are: 1) plan; 2) development; 3) evaluation.

From the explanations above, the researcher concludes that in general there are four stages in research and development, those are: plan, development, implementation, and evaluation. In plan stage, the developer investigated what kind of product or media which is needed. In development stage, the process of developing product is in progress. The development is based on the result of investigation in plan stage. The next stage is implementation of the product. After implementing the product, the last step is evaluation. In evaluation stage, the deficiencies of the product are fixed so that the product will be better.

Moreover, there is one of models which appropriate to this study, it is CBI model. CBI model is appropriate to this study because it develops cartoon story maker application which is operated in computer. So, this study has three stages in developing media, they are: plan, development, and evaluation.

2. Teaching Media

a. Definition of Teaching Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process, media is used to make the process run effective and interesting. According to Bakri (2011), media is something that delivers messages between sender and receiver. Teaching media is a media that bring instructional purpose of messages or information of learning (Arsyad, 2009). Heinich et al as cited in Nurrochim (2013) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Moreover, Gerlach and Ely as cited in Bakri (2011) divide teaching media into wide meaning and narrow meaning. Media in wide meaning is people, material, or event which can create condition so that students can get new knowledge, skill, or attitude. It means that teacher, book, and environment are included in media. While media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that are used to express, process, and also convey visual and verbal information. In addition, Briggs as cited in Aniqotunnisa (2013) stated that teaching media is all

physical form that can convey messages and can stimulate students to learn.

From some definitions above, it can be concluded that teaching media means all tools which are used by teacher to deliver teaching material for students in teaching learning process to reach certain goals.

b. The Function of Teaching Media

Teaching media is important to help students in their study, in order to make teaching and learning process more effective and efficient. Mulyani as cited in Dewi (2012) mentioned several function of teaching media, they are:

- 1) Auxiliary tool to create effective learning situation.
- 2) Integral part of all learning situation.
- 3) To concrete the abstract concept, so that it can decrease verbal comprehension.
- 4) To build up students' motivation to learn.

Generally, teaching media has important role in teaching learning process. It does not only help the teacher in delivering material, but also it can affect the learning atmosphere. The learning atmosphere has effects to students' motivation in learning process, more interesting teaching media that is used by the teacher, students' motivation could be increased.

c. Kinds of Teaching Media

Teaching media is used in teaching learning process to achieve certain goals of learning process. It means that every goal in learning process has different kinds of teaching media. Mahajan (2012) classified media into seven categories, such as:

- 1) Graphic media, any kinds of printed media, such as: books, pictures, photographs, maps, charts, posters, graphs, and diagrams.
- 2) Display media, a board that shows information in small group, such as: chalkboard, bulletin board, flannel board, and peg board.
- 3) Three dimensional media, media that has 3D shape, such as: models, objects, specimens, and puppets.
- 4) Projected media, media that need projector to show the information, for example: slides, filmstrips, transparencies, films, video tapes, etc.
- 5) Audio media, media that only can be heard, for example: radio, audio cassettes, gramophones, records, etc.
- 6) Video media, media that is combined between audio and visual, for example: TV, videocassettes, etc.
- 7) Activity media, media is formed as activity, such as: fieldtrips, dramatization, demonstration, role play, etc.

The other classifications of teaching media also stated by Leshin et al. as cited in Arsyad (2009), those are:

- 1) Human-based media, such as: teacher, instructor, role play, group activity, field trip, etc.
- 2) Printed-based media, such as: book, guide line, workbook, paper, etc.
- 3) Visual-based media, such as: video, film, slide-tape program, television, etc.
- 4) Computer-based media, such as: interactive video, hypertext, etc.

Based on the experts above, there are many kinds classification of media. Not all of media above can be used at the same time, so teacher must choose one or more media to be implemented in teaching learning process. Material and technique are considered in choosing media that could be used in teaching learning process.

3. Slideshow Video

Slideshow is a set of moving pictures that were arranged and produced for a certain purpose. According to Ardianti (2014) slideshow is the display objects that in a few moment alternately. The objects can be photos, pictures, images, etc. The function of the slideshow is to enhance the appearance of certain layout so that it looks elegant.

In this study, slideshow are formatted in form of video. The users do not need to click or swipe to go to the next slide. It can move automatically. From the explanation above, slideshow video can be used to present a product that consisted of some pictures which related to each other.

4. Cartoon Story Maker

a. Definition of Cartoon Story Maker

Cartoon story maker is one of computer application that can be used to illustrate conversation and dialogues in a 2D form (Adam, 2013). This program lets you rapidly create 2D cartoon stories with conversation, dialogues, and different background (Aulianisa. 2019). Stories can include an unlimited number of frames and are view frame by frame. Each frame consists of images, text bubbles, and voice recordings. Stories are saved on computer as HTML page (webpages) and can be easily viewed by others on any computer using web browser such as Internet Explorer. The stories must be captured and dragged into windows movie maker to develop it as the slideshow video.

From the explanation above, cartoon story maker can be used to create learning media. It can be applied in teaching writing narrative text because the students can get concrete illustration of the story. Cartoon story maker can support this study because it is easy to use and completed with some characters, background, and

some other features such as: balloons, caption, choice of publishing, etc. This application is free, downloadable, and practically. Practically means that it does not need huge memory or a fancy computer specification to download. Its extension is html and PDF, so all computer users can use this application.

b. Features of the Cartoon Story Maker

There are several features of cartoon story maker which are mentioned briefly by the writer:

- 1) Character and background libraries
- 2) Importing pictures from gallery
- 3) Text bubbles and information boxes
- 4) Accent key panel
- 5) Import voice recordings
- 6) Built in recorder to add our own voice recordings
- 7) Unlimited number of frames
- 8) Copy and paste frames
- 9) Saved stories can be opened and edited
- 10) Copy and paste text from other documents

Based on the researcher's observation, all of the features aim to make the users are easier in operating cartoon story maker. There are many activities that can be done by using those features, for example insert background whether the original background from the application or import background from other sources

which match related to the story that is written. Another example, the user can make the same background and character by using copy paste frame feature so the user does not need to repeat the previous step, only copy the previous background and paste it in new slide.

c. The Usage of Cartoon Story Maker

Cartoon story maker is useful both for teacher and students in the classroom. Teachers can make cartoon stories to model language and cultural conventions, while the students can make them as a stimulating and engaging way to practice their language skill. The cartoon story maker has been designed with a focus on applying language learning. It is easy to use with simple controls, so students spend less time manipulating tools and have more time on the language.

Hakim et al (2018) stated teachers can use cartoon story maker to provide a script or storyboard and ask students to create a story. The teacher creates partially story, while the students complete the story by adding text or voice recording. Furthermore, cartoon story maker can be used as media for students' writing in a number of modes, such as: conversation, narratives, persuasive or informative. Other usages of cartoon story maker are: to revise a language topic, as an assessment task, to practice pronunciation and spelling, as a collaborative task, and as a window into culture.

From the explanation, it can be said that cartoon story maker has many functions in teaching and learning process. Beside it makes the teacher is more creative, it also makes students feel confidence and builds their motivation to improve writing skill. Slideshow video that was developed by using cartoon story maker affects learning atmosphere to be more interesting so the students enjoy the learning process. They do not feel under pressure during learning process.

5. Teaching Writing

Writing skill is one of the skills in learning a foreign language for example writing a sentence, simple sentence, complex sentence, paragraph and text. Writing is an activity to express feelings, ideas, arguments and thought into written form. In teaching learning, the students cannot be separated from writing activities or task. Writing is really a process of communication (Nordquist, 2010). It means that a written language should be understandable by the reader because it cannot directly deliver the messages. According to Nurhayati (2016), the steps of learning writing are 1) creative expression; 2) composing process; 3) genre and context of writing. The students took many activities in writing for example taking notes, writing a request or letter, doing exercises from a teacher which requires them to write all of it on their paper or book. Nurhayati (2016) stated that creating various interesting tasks and activities can increase the students'

motivation in learning English. For those reasons, students usually desperate and face difficulty especially when they were asked to write a text or even a paragraph.

Stiller (2011) said that writing skill is important part of communication and also writing is a valuable skill. According to Wikianswer (2011) the importance of writing as followed:

- 1) Writing helps us to express our ideas
- 2) Writing prepares us for school and employment
- 3) Writing can be great tool to help us know more about the way we think. It can be solidify ideas and thoughts also allow us to reflect on them if the ideas remained involving in our head.
- 4) Writing is one of the ways to translate people's thought for others.
- 5) Writing assist us with other language task as well, learn how to form language and how to spell.

According to Adas and Bakir (2013), there are some causes of writing problem, namely : the teaching method and the envirotnment are the main causes of their weaknesses in English. English language learners have limited vocabulary. Therefore, students end up repeating the same words this hinders creativity. English language learners do not use invented spelling and their written text are restricted to words which they know. The present tense is the only tense used in their

writing. The students' writing is difficult to be understood because of the ill-structured sentences in composition. Students are unwilling to share their work with other students and they do not get the suitable feedback. When the learners read their writing aloud, they could not distinguish whether what they read or write is right or wrong.

From the explanation above, it can be concluded that writing is a very complicated skill because it consists of structures, idiom, and lexical item in a paragraph. It is also a tool for communication with other besides speaking.

6. Narrative Text

Narrative text is the text which tells about story or past event from the beginning to the end. According to Hastuti (2010: 7) "Narrative text tells a story that is used to inform, entertain, motivate, or to teach the readers". Therefore, most students are ready to make material such as writing a fiction story that encourage creativity to pour their imagination out to their story and writing personally.

Another definition stated that narrative text is essentially a story with events that constitute problem from one or more characters who are motivated to confront and solve the problem (Delista, 2013). It is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Narrative also deals with problematic events which lead to crisis or turning points of some kind,

which in turn find resolution (Aulianisa, 2019). It is used in everyday life to explain events, preserve history, and entertainment.

The basic purpose of narrative text is to entertain the reader, especially to gain and hold the readers' interest in a story. Besides, narrative is aimed to tell stories that are about a person or group of people overcoming problems. It shows how people react to their experiences also explores social and culture values.

From the statement above, it can be said that narrative text is a written story whose purposes to entertain or amuse the reader. In teaching narrative text, teachers can use some instructional media in order to make students more interested and understand about the text.

B. Previous Study

Some researchers have been conducted study about cartoon story maker. Their studies are different from each other. Here are the studies conducted by some previous researchers:

Ikfin (2018) conducted a study about cartoon story maker by using quantitative research method with simple experiment design. The aim of the study was to know there were any significant differences of students' writing ability in composing simple sentences before and after they were taught by cartoon story maker. It was different from this study because this study aimed to develop slideshow video by using cartoon story maker as the learning media in writing narrative text and used research and development research design. Subjects of the study consisted of twenty

four students of vocational high school. They are given pre-test and post-test to measure the effectiveness of cartoon story media. Meanwhile, this study used test to try-out the product. Not only used test as the instrument, but also this study used observation, and questionnaire to validate the product. The result of previous study showed that: 1) The mean score pre-test was 49.5 and the mean of post-test was 66.67; 2) The improvement of the students' writing ability was significant after applying cartoon story maker. It was more effective strategy to improve students' writing ability because t-calculation (t_0) higher than the t-table. The t_0 was 3.10020877 > 2.069 so this research was accepted H_a and rejected H_o .

Ismawan et al. (2018) developed cartoon story maker by using research and development. The difference from this study was kind of text that be conducted. In the previous study, cartoon story maker was developed in writing descriptive text, while this study developed cartoon story maker in writing narrative text. The previous study used model of research and development which was proposed by Borg and Gall with six stages, they are: gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. Meanwhile, this study used CBI model of research and development with three stages, those are: plan, development, and evaluation. The subject of previous study was the eighth grader of junior high school student, whereas this study used the tenth grader of vocational high school as the subject of study. The result from previous study was videos that contain audio-visual

media to be used in mastering descriptive text while this study has slideshow video as the final product.

Sholeh (2016) measured the effect of cartoon story maker toward the students' speaking score by using quantitative research with quasi-experimental design. The skill on the previous study was different from this study. In this study, cartoon story maker is used to create learning media for writing narrative text. In the previous study, the result showed that teaching by using cartoon story maker was more effective on students' speaking score than without cartoon story maker. The significant value was lower than alpha ($0.03 \leq 0.05$). It was based on calculation using SPSS 18.0 statistic program. From the previous study, the researcher developed cartoon story maker in order to be used not only in speaking skill, but also in other skills especially writing skill.

Aulianisa (2019) investigated the implementation of cartoon story maker application as an instructional media in writing narrative text by using qualitative research design. It was totally different from this study because the result of the study was description of cartoon story maker when implemented in learning process. The result showed cartoon story maker application created fun and enjoyable learning for students. It also found some strengths and weaknesses of cartoon story maker that be consideration for this study. From the previous study, the researcher knew the strengths and weaknesses so that this study aimed to develop cartoon story maker in order to avoid the weaknesses of the media.