

## **Cartoon As Instructional Method in Teaching Descriptive Text Writing**

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### **Abstract**

Writing is a part of four language skills that the students have to be comprehended. In fact, many students are unable to do so because they believe that learning to write is difficult. Several reasons exist for this dilemma. One is that grammatical rules for the English language are much different than those of Bahasa Indonesia. Second, students typically possess a limit vocabulary. Third, students do not have much motivation to write English text. One of potential solution to increase writing skills for writing (descriptive text) using cartoon media. In applying cartoon media, the teacher asks students to describe items based on a cartoon, and then after the students have described things such as colour and form. They are asked to compare stories to see which ones are closest to real story and retell the stories what student write. Using this method helps for several reasons. First, the method attracts students' attention. Second, visual material have been shown to be helpful because they are engaging.

**Keywords:** Writing Skill, Descriptive, Cartoon Media

### **A. Introduction**

Writing, in addition to listening, speaking, and reading, plays a major role in the process of learning English. Writing is a means of communicating what is in your mind and passing along that information to others. Writing can be used as a communication tool. By using writing skills, human beings can convey many messages, help to find their self identity, increase self confidence, help develop the nation, show what exists in the world, increase creativity, and spread information and ideas (Mirriam2005: 25). Writing is a part of four language skills that students have to comprehend. But , in fact many students believe that learning writing is difficult for them because the rules for the English language are different than for the Bahasa Indonesian. Students also typically suffer limited of vocabulary and do. Students did not have much motivation to write English text.

Therefore, one of solution to increase writing skill (descriptive text) using cartoon media. Because a cartoon can include humorous drawings, separated into political or editorial, which use caricature, humour, and satire to comment on current affairs and influence public opinion, to comment on social events, which poke fun at daily life and its problems, or merely to illustrate a joke. Using the unique

characteristics of a cartoon might help attract attention and increase students' interest. Indeed, some researchers have shown that cartoon materials can be used a motivation tool in the classroom (Sudjana and Rivai 2011: 61).

## B. Review of literature

### 1. Writing

Writing has been described in many ways. Nunan (2003: 88) describes writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In other words, in writing a person delivers ideas or information to reader in the form of correct and well-organized written text. Davies (2010 ; 9 ) said that Writing is the language skill used least by most people. It is also a skill usually learnt formally at school, and not handled well by many people, even in their first language. It involves low-level skills (handwriting or typing, spelling, constructing grammatical sentence, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing).

### 2. Writing skill

Heaton (1995: 135) states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. This complexity means that any type of writing invites a number of complicated and linguistic problems. So, a writer must know how to invent the message or idea in written words and choose the proper form in order to make the reader comprehend the meaning of message.

### 3. Types of Good Writing

According to Harcourt (1984:4) good writing has five characteristics of good writing namely:

#### a. Good writing is interesting

Writers generally stimulate interest by presenting knowledge or insights those are new and important to readers.

#### b. Good writing is clear

Ideas have been organized logically, words selected carefully, and sentences constructed skillfully that readers do not need to struggle to understand what the writer means.

#### c. Good writing is Concise

The work contains no unnecessary words, phrases, or sentences. Consequently, readers will not feel that their time is wasted.

#### d. Good writing is effective

Good writing conveys a message to readers in such a way that it will achieve the effect that the writer intended.

### 4. Process of Writing

In teaching of writing an educator can focus on product of that writing or on the writing process itself. When concentrating on the product as Harmer (2001: 257) noted that we are only interested in the aim of the task and the end of product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on re-writing phases, editing, redrafting, and finally finishing their work in the term of product, the

process approach aims to get to the heart of the various skills that should be employed when writing. The process approach that asks students to consider the procedures of putting together a good piece of work.

#### 5. Descriptive Text

Many types of writing form exist including descriptive, argumentative, narrative, report and recount and among others. In argumentation the writer argues about her opinions or same ideas. In descriptive writing, the writer tells and describes about specific places, things or people. Wiyanto as cited in VeriAnawati (2009:12) states that descriptive text is a text presenting a verbal portrait of person, a place or a thing.

A good description usually has three important qualities. They are:

1. Dominant impression : The first sentence or even the first words of description which usually serves as the topic sentence the paragraph.
2. Mood : A feeling that goes beyond measurable physical appearances.
3. Logical development : A picture or impression of a person, place or thing.

It can be concluded that good descriptive can make the reader see, hear, feel, or partake in the happening which the writer describes. So, if we want to write a descriptive text, we must describe an object clearly in order to make the readers can see an object in his mind as clear possible.

#### 6. Cartoon

A cartoon is a graphic media containing interpretative pictures using symbols to create a brief message and quickly change an attitude towards people, situations or specific events. A cartoon belongs to the visual media in teaching (Sadirman 2014: 45). And then Alex in Renang and Asmos' AnimasiKartun (2010; 3) said that cartoon is an amusing picture that compires humour without any social criticism. Moreover, Richards and Renandya (2002: 310) stated that a situational cartoon could help organizing content and classroom learning experiences by writing about situations such as in a traditional market, a traffic jam, or a bank, among others.

- 1) Advantages of graphic media , among others;
  - a) A simple shape, economics and the material is easy to get.
  - b) Can a convey summary, and are able to overcome limit time and place (effective).
  - c) Don't need specific tools and easy appointment.
  - d) Need little information to be added to it.
  - e) Can compare with something else using alterations.
  - f) Can be varied among different media
- 2) Disadvantages of graphic media , among others;
  - a) Can't reach a big group
  - b) Only emphasize the sense of sight; and
  - c) Does not involve elements audio and motion (Daryanto2013 ; 19).

## **DISCUSSION**

### Cartoons in Teaching Writing Skill

Cartoon is a visual media focusing on using pictures to teaching writing. Hammer (2007: 118) states that pictures or cartoons offer a wealth of possibilities. A teacher can ask the students to write descriptions of one group of things or a person in pictures, and; their classmate must then guess which what it is. They could write a postcard based on pictures given to them. They could write the inner thoughts of the characters that can be seen in the pictures. The aim of this activity is to get the students writing freely in an engaging way. Thus, by using pictures as visual media students will be helped in generating ideas about what to write about and to use the appropriate vocabulary that can be seen through the pictures

Davis (2006:1) stated that a great way to get students write up was by giving them a cartoon storyboard and having them create tell the story. The procedure of this technique is to put students in pairs to discuss what they are seeing in the cartoons, think about what the sentences should be and then write them down. Then, students have to compare stories to see which ones are closest to real story. The teacher tells the students they can rewrite or retell the stories in the simple present and simple past tenses.

Moreover, Lent (2009: 21) described cartoons as humorous drawings, separated into political or editorial, which use caricatures, humour, and satire to comment on current affairs and influence public opinions, about social happening or simply gags that poke fun at daily life and its problems or merely illustrate jokes. Harmer (2007: 112) added that teaching writing is a practice tool to help students work with the language they have been studying. A teacher should not only prepare the techniques and the material to teach but also be involved in the activity as well.

From the explanation presented above, the process seem clear. The teacher asks students to describe something based on cartoon. Then after students have described things in the cartoon and they are asked to compare stories to see which ones are closest to the real story and retell the stories what student write.

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Amrizal was born on Teluk Betung , February 8<sup>th</sup>, 1991. He comes from Muara Jaya, East Lampung, Lampung Province, Indonesia. He graduated of bachelor of Teacher Training and Education Major in the year 2013 in STAIN Jurai Siwo Metro state Islamic College in Metro City. He continues his study at University of Ahmad Dahlan and enrolls Master of education major in English.

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