POTENTIAL OF COOPERATIVE SCRIPT BASED ON CARTOON FILM MEDIA IN WRITING SYNOPSIS

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Abstract: The research is motivated by the low level of literacy of student writing synopsis in Indonesia. To overcome the problems, the research tried to apply the cooperative script based on cartoon film media usage in writing synopsis towards students of class V SDN 09 Pulau Punjung. The research was aimed to investigate the influence or potential of cooperative script based on cartoon film media in writing synopsis and to identify any differences in the ability of writing synopsis between students who follow the cooperative script based on cartoon film media and students who follow the conventional learning model. The research method used was quasi experimental research with quantitative approach. The sampling of the research was done by the purposive sampling technique, the sample was 40 students of class V and divided into two study groups. The analytical technique used was the descriptive method and the statistical method. The results of the research prove that the cooperative script based on cartoon film media is significantly influenced to the students' ability of writing synopsis and there is a different improvement in the ability of writing synopsis between the experimented class and controlled students.

Keywords: Cooperative Script, Cartoon Film, Ability of Writing Synopsis.

1. Introduction

The result of research which is conducted by Central Connecticut State University (CCSU) in 2017, which states that literacy position of writing of Indonesia is ranked 60th of 61 countries, one level higher from the country of Botswana [13]. Statistics data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2017, states that out of a total of 61 countries, Indonesia is ranked 60th with low literacy rate. Ranked 59 is Thailand and last rank is Botswana. While Finland is ranked first with the highest literacy rate, which reached 100% [14].

Then some previous research also find that the writing ability of elementary school students in particular writing synopsis is still low, it is caused by several things namely: 1) there is still a mistake of students' perceptions of the definition of writing a synopsis; 2)there is low motivation of students in writing; 3) the teacher's learning model does not vary so it is not effective for improving learning outcomes; and 4) lack of utilization of the media so that the learning process becomes unpleasant for students.

To overcome the problem of student's synopsis writing ability, this research tries to apply cooperative script based on cartoon film media in writing synopsis. The cooperative script method enables students to find the main ideas of the great ideas which are conveyed by the teachers [7]. Cooperative scripts can increase students' memory [7]. Thus, cooperative script method is believed to be able to improve students' ability in writing synopsis, because the first step in writing a synopsis is to find the main ideas of the text. The use of cartoon film media in a learning method is a learning method that emphasizes the efforts to facilitate students to develop language skills such as listening, speaking, reading, and writing. Cartoon film can enrich the experience and competence of students on various teaching materials.

According to the writer's observation, cooperative script method has never been done before for research in learning of writing a synopsis, and has never used cartoon film as learning media. So this research can be a new innovation / breakthrough in education, especially for elementary school.

1.1. The Structure

a. This research is focused more on how the ability of writing synopsis a student after being given treatment with the chase through cooperative script based on cartoon film media. This research is conducted only within the scope of elementary school students.

b. As for the reason why this research is considered important because in the basic competence (KD) of the 2013 curriculum, writing a summary / synopsis is one of the writing skills that children must achieve at grade V grade of elementary school. Ability of writing a synopsis is also one of the abilities that must be owned by students, this is because writing a synopsis including one of ways that students can appreciate a literary work. This is in accordance with the opinion of Yupita [2] which reveals that "writing synopsis in language and literature learning is intended to improve students' ability to appreciate literature". Another reason why synopsis is important to be taught in elementary school, because the students' ability in writing synopsis has been greatly competed in various arena competitions both at district, provincial and even national level. Therefore, with the learning of writing a synopsis can be a form of exercise to facilitate students understand and develop their ability in writing synopsis.

c. The formulation of the problem in this research is "does the cooperative script based on cartoon media influence on the ability of writing synopsis of students?" And "is there any difference of improvement in the ability of writing a synopsis between students who follow the learning through cooperative script based oncartoon film media and those who follow the lesson through lecture and demonstration methods? ".

2. Related Works/Literature Review

Cooperative script learning is one form or model of cooperative learning. According to Lambiotte et al in Suprijono [11] states that "cooperative script is one of the learning methods in which students work in pairs and alternately orally in summarizing the parts of the material being studied. This strategy is aimed at helping students to think systematically and to concentrate on the material/ discourse given by the teacher. Students are also trained to work with each other in a pleasant atmosphere. " Cooperative script method is adapted to the students 'ability in the learning process as well as build the ability of students to read and write / arrange summaries based on the material read, so as to improve students' concept understanding of the taught material [3]. According to Jacobs et. Al in Rahman [8] states that "cooperative script learning method consists of six learning stages namely; Mood, Understand, Recall, Detect, Elaborate, and Review ".

Characteristics of the media, both the advantages, and the weakness of the media should be a consideration, then the teacher / learning planner determines the choice of media names to be used, and uses them according to function [4]. Cartoon film is a learning media that contains animated images, sounds, and motion. According to Asadi [1] says that "cartoons are an audio-visual medium consisting of moving and viewable animated images". Not only can be seen and heard alone, the use of cartoons in the learning process of course provide their own benefits, both for teachers and for students.

Synopsis according to Artati [5] "synopsis can be interpreted as a summary of a long writing material (both fiction and non-fiction) and the synopsis itself is written in the form of narrative by prioritizing intrinsic elements mainly related to theme, characterizations, and background. " Furthermore, according to Rajasa [9] states that "the synopsis is a collection of sequentially arranged articles that show the whole set of content".

3. Material & Methodology

3.1. Data

This research uses two kinds of data collection techniques that is through observation and written test (test of writing a synopsis). The test of writing a synopsis is done twice. The first test is a pretest which given before learning of writing synopsis given to the two sample groups. The second test is the final test (posttest) given after the writing of the synopsis is given. The result of the test writing the students' synopsis is assessed based on the scoring rubric and the score sheet of the writing of the synopsis which has been approved by several expert lecturers.

Data that has been collected and then processed using descriptive methods and statistical methods. Quantitative data in this research is processed with the help of software program SPSS statistics for windows. The test is done normality test, homogeneity test, and hypothesis test. There are 2 types of hypothesis test conducted, namely independent t test and test mann whitney u test. The independen t t test is performed when the data is normally distributed and homogeneous. If the scores of both groups are not normally distributed, then the calculation using non parametric statistical test is Mann-Whitney U Test. If the scores of both groups are normally distributed, but not homogeneous (one of the classes is not homogeneous), then the two average test counts also use nonparametric statistical tests ie Mann-Whitney U Test.

3.2. Method

This type of research uses quantitative approach and is also quasi experimental or quasi experimental research which is used to find the influence or potential of cooperative script based on cartoon film media on the ability of writing synopsis in grade V of elementary school students.

The quasi-experimental research is chosen as a research design because the group selection which is used as the research subjects do not use randomized techniques. In addition, based on the research location, the group which is used as a sample has also been formed intact, such as groups of students in one class. In the world of education, especially Indonesia, quasi experiments are highly recommended given the condition of the research object which often does not allow for random sample selection. In these conditions, the rules of pure experimental research can not be fully fulfilled because in quasi-experimental research there is no complete control over the research-related variables [10].

This research uses two classes, namely an experiment class where students learn through cooperative script based on cartoon film media and control class where students learn by learning through lecture and demonstration methods. This is based on Fraenkel's opinion in Setiawan [12] which says that studies that examine the effectiveness of a new method of teaching at least one group are given treatment of a new method compared to a comparator studied as usual by the teacher. Both classes are given different treatment, but equally given the same pretest and posttest.

3.3. Table and Figure

Table 3.1
Plan of Research Design

Subjek	Pretest	Treatment	Posttest
Experiment class	O_1	X_1	O_2
Control class	O_1	X_2	O_2

Explanation :
O_1 : *Pretest* ability of writing synopsis
O_2 : *Posttest* ability of writing synopsis
X_1 : Learning through cooperative script based on cartoon film media in experiment class is
         6 meetings
X_2 : Learning with lecture and demonstration methods in the control class is 6 meetings

Table 3.2
Score Calculation of Ability Value of Writing Synopsis

No	Assessment Aspect	Score					Quality	Score Total	Mark
		1	2	3	4	5			
1	Presentation of intrinsic elements of a story are; theme, character, background of place, background of time and message in accordance with the real text.						6	30	
2	Sequence of events according to the time						4	20	
3	Accuracy of use of EBI (Indonesian Spelling)						4	20	
4	The use of language and interesting language stlye						4	20	
5	The neatness of writing and the cleanliness of students' worksheets						2	10	
Score total/ideal								100	

The calculation of the scores which is taken in accordance with the Likert scale type in the continuous range of alternative answers to the numbers 1 to 5.

Explanation :
A (Very good)   : 85-100
B (Good)   : 75-84
C (Enough)   : 60-74
D (Less)   : 0-59

The value of quality which is used in the sheet of score calculation of the value of the writing ability of this synopsis derived from the calculation of the value of the ability to write a synopsis from Cahyani [6] as well as input and suggestions from the expert judgment who is an expert in the field.

4. Results and Discussion

4.1. Result

The result of pretest of ability of writing synopsis of experiment class students has an average value of 57.30 with standard deviation of 9.89 and maximum value of 72 and minimum value of 38. The control group has an average value of 58.20 with a standard deviation of 8.31 and maximum value 72 as well as minimum value of 44. Thus, the average score of the pretest result of the students' writing skill of a synopsis of the experiment class and the control class is almost the same. Furthermore, the average score of students' ability to write synopsis of experiment class and control class is still in enough category. This is because the average result of the ability to write a synopsis of both classes is less than 70.

Posttest result of ability to write synopsis of experiment class student has average value 78,50 with deviation standard 7,76 and maximum value 90 and minimum value 64. Control class has average value 66,10 with standard deviation of 6,54 and maximum value 76 and the minimum score of 56. Furthermore posttest result of skill of writing synopsis to 20 student in experiment class is bigger than 20 student in control class, it can be seen from maximum value, minimum value, and the average class has significant difference. The average value of the ability to write a synopsis of experiment class students is in good category. This is because the average result of the students' synopsis writing ability is above 70, reaching 78,50. While the average value of the ability to write a synopsis of control class students is in enough categories. This is because the average result of the students' synopsis writing ability is less than 70, that is 66.10.

The N-gain score of the experiment class has an average value of 0.50 with the medium category. While the score of N-gain control class has an average value of 0.16 with low category. Furthermore, the pretest, posttest, and N-gain scores of the experiment class and control classes are then processed using statistical tests to measure differences in the students' ability to write synopsis and to test the research hypotheses.

4.2. Statement of results

Table 4.1
Score Analysis of *Pretest* of Experiment Class and Control Class

Data	Experiment	Control	Conclusion
Sig. Value Normality Test	0,268	0,619	The two classes distribute normally
Sig Value Homogeneity Test	0,628		Homogeny Data
Nilai sig. Mann whitney test	0,757		H_o Accepted

Table 4.2
Analysis of *Posttest* Scores of Experiment Class and Control Class

Data	Experiment	Control	Conclusion
Sig Value Normality test	0,148	0,036	One of the classes does not distribute normally
Sig Value Mann whitney test	0,000		H_o rejected

Table 4.3
Analysis of *N-gain* Scores of Experiment Class and Control Class

Data	Experiment	Control	Conclusion
Average	0,50	0,16	-
category	Medium	Low	-
Sig Value Normality test	0,148	0,036	Normally distributed
Sig Value Homogeneity test	0,027		Not Homogeny
Sig Value Mann whitney test	0,000		H$_0$ rejected

4.3. Explanatory Text

Based on table 4.1 above it is known that the mean pretest of the experiment class and the control class has the value of independent t test 0.757 which is greater than α = 0.05, so Ho is accepted. This indicates that the ability to write synopsis of experiment class students and control classes in pretest is the same. While based on table 4.2 above it is known that the average posttest of experiment class and control class has sig value. Mann-Whitney U Test 0.000 is smaller than α = 0.05, so Ho is rejected. This indicates that the ability to write students' synopsis of experiment class and control class in posttest is not the same.

From the pretest and posttest result data that have been analyzed, the researcher proves that the students' first ability in the experiment class and control class are the same. After the students in the experiment class are treated by applying cooperative script method with 6 times meetings by the use of cartoon film media, the final ability of the experiment class students and the control class in writing synopsis is not the same anymore. The conclusion is the researcher hypothesis which reads "there is influence of cooperative script based oncartoon film media to students' writing synopsis ability" is acceptable.

Then based on table 4.3 above it is known that the average N-gain ability to write synopsis of experiment class students and control class has sig value. Mann-Whitney U Test 0.000 is smaller than α = 0.05, so Ho is rejected. This shows that there is a difference in the ability to write a synopsis between the students of the experiment class and the control class.

From the N-gain score data that has been analyzed, the researcher concludes that the research hypothesis which reads "there is a difference in the ability to write synopsis between the students who follow the cooperative script based oncartoon film media and students who follow the conventional learning" is acceptable.

4.4. Discussion

Based on the findings in the implementation of research, suggestions that can be used as signposts in implementing and developing learning Indonesian language is as follows.
1. It is expected that the results of research about the influence of cooperative script based oncartoon film media on the ability to write synopsis in grade V students of Elementary School can be considered to give flexibility to the teacher in order to design the stages of learning to write synopsis.
2. In the implementation of learning, teachers are expected to develop learning activities in an effort to improve students' writing skills. Teachers must use innovative, student-centered learning methods. This will overcome the problems of students who are less active during the learning process that has been felt by many teachers themselves.

5. Conclusion

The conclusion of this research are as follows :
a. Cooperative script based on cartoon film media affects the ability to write a student synopsis.
b. There is a difference in the ability to write a synopsis between students who follow the cooperative script based on cartoon film media and students who follow the learning through lecture and demonstration methods.

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