

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a process carried out by human children to prepare the younger generation.¹ In its development, the term education mean guidance or assistance given intentionally to children educate by adults so that he becomes an adult.² Therefore, education that given through guidance, teaching and training must be able to meet the demands for the development of the potential of students to the fullest, both intellectual, spiritual, social, moral and aesthctic so that it forms full maturity or personality.³

Language is a means of communication to convey thoughts, feelings and the will from one person to another by using speech sounds produced by human speech.⁴ Human language is a complex skill that defies a simple definition, in addition it can take many forms and can be spoken, written or signed. It mean language is one of the most aspect in the world, English will be priority given as the first foreign language that

¹Mardianto, (2012), *Psikologi Pendidikan*, Medan: Perdana Publishing, p. 16.

²Salminawati, (2011), *Filsafat Pendidikan Islam*, Bandung: Citapustaka Media Perintis, p. 15.

³Syafaruddin,dkk, (2012), *Inovasi Pendidikan*, Medan: Perdana Publishing, p. 1.

⁴IsmaTantawi. (2013), *Terampil Berbahasa Indonesia*, Bandung: Citapusaka Media Perintis, p. 10.

description complex of skill in the spoken and also in the writing for sign something that are can use by human language.

Learning difficulties are a condition where students are less able to face dema⁵nds that must be made in learning process so that the process and results are not satisfactory. This learning difficulty is where students experience obstacles or disturbances in the learning process, the cause can come from students' internal factors and students' external factors, and there are various types of learning difficulties themselves. This is a challenge that is always faced by teachers. The role of the teacher is very important in overcoming the learning difficulties experienced by students.

Isah Cahyani stated that writing is a productive skill with use writing, writing can be said to be a language skill the most complex of all types of language skill. Write not just copying words in setences, but also develop and express thoughts in a written structure regular.⁶ According to White, writing is the process of expressing the ideas, information, knowledge or experience and understand the writing to acquire the knowledge or some information to share and learn.⁷ The reason for teaching writing to the students of English as foreign language include

⁵ Dhian K, A. (2016). Identifikasi Kesulitan Belajar Pada Siswa. *Jurnal Pendidikan Guru Sekolah Dasar* Edisi 3, 5, 169

⁶ Isah Cahyani, (2009), *Pembelajaran Bahasa Indonesia*, Jakarta: Departement Agama Republik Indonesia, p. 36.

⁷ White F D, *The Writer Art*, (California; Wardsworth: 1986), 10.

reinforcement, language development, learning style and the most importantly writing as a skill its own right.⁸ Writing is worth learning it is of immediate practical benefit in almost any job or career certainly there are many jobs in which you can get along without being able to write clearly, if you know how to write, however, you will get along faster and farther. Writing is a way of growing, no one would argue that being able to write will make you morally better, but it will make you more complex and more interesting in a word, more human.⁹ There are several reasons why students have to master writing skill. To learn language it is not easy and there are components in language, include the following: meaning, structural, words, symbols, sounds, arbitrary, productivity, etc. More explained about language by Brown. He says that: "language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently".¹⁰ According to Zamel

⁸Harmer, Jeremy, *How to Teach Writing*. (England, Stenton Associates), 79.

⁹Thomas S Kane, *The Oxford Essential Guide to Writing*, (New York: The Barkley Publishing Group), 11-12.

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edition (USA: Pearson, 2007), 6.

(1987), “ Writing is a process through which meaning is created”.¹¹

However, in reality writing is difficult skill in language, since in writing the students have to produce and arrange their ideas to overcome the difficulties in writing.

From the statement above, the writer concludes that writing can support the others language skill's. it means that writing is a complex domain to learn and to teach because it requires many skill's before doing and making a good writing, the student's need to gather much information by listening to other people, doing discussion with other, and reading more book's. with writing, the student's can deliver their messages to their readers. Most teachers who teach writing lessons only provide theoretical theories on how to create paragraphs and then only give their students a paragraph theme that they must write, the teacher should provide other innovations to this writing learning so that students can be motivated in writing. Like the title above “The Effectiveness of Using Storyboard Learning Technique to Improve Writing English Narrative Texts for eleven grade SMAN 1 Cikeusal" provide innovation in learning to write through Storyboard Telling to make it easier for students to write paragraphs and can make it easier for students to express what is on their mind. Because with pictures, one can more easily

¹¹ Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, (Bandung: Alfabeta, cv, 2005), p. 8

imagine what is happening so that students can reduce difficulties in paragraph writing and other advantages can also increase motivation in studying writing skill's.

B. The Scope of Limitation of the Problem

This study concentrated on analyzing the The Effectiveness of Using Storyboard Learning Technique to Improve Writing English Narrative Texts (An experimental Reserach at The Eleven Grade of SMAN 1 Cikeusal) and the scope of this study is the students writing skills. This study is in quasi experiment. It describe the effectiveness of using Storyboard technique in teaching writing narrative text.

C. Statement of the Problem

Based on the background above, the writer makes statement of problem as follow:

1. How is the students' wiring ability on narrative text?
2. How is the Storyboard technique appllied in teaching writing on narrative text?
3. How is the Effectiveness of Storyboard technique toward student writing ability on narrative text?

D. The Object and Purpose

1. To Investigate the improvement of students in writing narrative texts using storyboard media.
2. To help students develop English language learning, especially in the field of writing narrative texts.

E. Benefit of Study

From the result of this research are expected to give benefits both theoretically and practically:

1. For Researcher

With this research the authors can evaluate the results and find out the advantages of using storyboard telling media to improve students writing skills.

2. For Teachers

Teacher can use this research as an evaluation in increasing the variety of English learning, especially to improve students writing skills.

3. For the Students

This research can make students comfortable and not bored in learning English and can increase students learning motivation to improve their writing skills.

F. Organization of writing

This paper will be divided into five chapters.

First chapter is introduction, background, the scope of limitation of problem, statement of the problem, the object and purpose, benefit of study and organizing of writing.

Second chapter is theoretical foundation are : the definition of writing, type of writing, type of writing performance, the writing process, teaching writing, the purpose of writing, writing principle, the characteristic of good writing, the process of writing, assessment writing, previous study and hypothesis.

Third chapter are : the methodology of the research (research method, place and time of the research, population and sample, instrument, data collection and data analysis.

Fourth chapter are : description of data, analyzing of data and interpretation of data.

The last chapter are : conclusion and suggestion.