

CHAPTER I

INTRODUCTION

A. Background of the Study

English language learners should be mastered writing skill. Because writing is a basic skill that everyone must have. According to John Langan “Writing is skill, it makes sense that the more we practice writing, the better we will write one excellent way to get practice in writing even before we begin composing essay it to keep a daily or almost daily journal.¹ Writing is one of the important ways to express information through language mastered by writer and reader. Often someone has a good idea but can’t express to write. Therefore, writing becomes as important skill. The ideas there are in our minds can be casting in writing. As Harmer states writing is important, because it is one of productive talent that must be produced by

¹ John Langan, *English Skills with Reading*, (Canada: Community University, 2008), 11.

learners.² Thus, writing can be said as activities to convey the intent and purpose of an idea.

Writing is also a good way to develop English skills. Ann Raimes supports that writing has three important roles in students learning when writing. First, writing enhances the grammatical structure, idioms and vocabulary. Second, writing provides students the opportunity to be courageous about the language. Third, they make an effort to communicate their idea when they write and immediately become very engaged with the new language.³ By writing the students will be able to understand many elements of language such as the grammatical and language used.

Although writing is a good way to develop English skill. But Most students still say it is difficult to express their opinions in writing. The students think writing requires more work to be done in the structure of the text and the language that made it impossible to correctly state it. According to Jack C. Richards and Willy states "Writing is difficult skill for second

² Jeremy Hermer, "The Practice of English Language Teaching", (Cambridge. UK: Longman, 2001), 265.

³ Ann Raimes, "Techniques in Teaching Writing" (New York: Oxford University Press, 1983), 3.

language and foreign language to master”.⁴ A person often experiences a slow down in expressing their thoughts or ideas through good and correct language, so that the person has difficulty in writing. That those difficulties involves organizing sentences into paragraphs, joining paragraph together, and generalizing organization in teaching writing.⁵ The solve students, problems are increased reading, conscious and incidental vocabulary teaching, writing practice, trained teacher, reform in the examination system and writing competitions.⁶ The learners have various factors of difficulty in writing, such as lack of idea, vocabulary, structure organization and also including untrained teachers, ineffective teaching methods, lack of reading and writing practice.

Additionally, writing a readable letter seems like the other problem. Langan explains that create and organize idea are not only some problem in writing, but it is also exhausting

⁴ Willy A. Renandya and Jack C, *Methodology in Language Teaching* (New York: Cambridge University, 2002), 303.

⁵ Hermer, “The Practice of English Language Teaching”, 88.

⁶ Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, “ESL Learners’ Writing Skills: Problems, Factors and Suggestions,” *Journal of Education & Social Sciences* 4, no. 2 (2016): 81.

to translate the idea of one self into readable text.⁷ The learners also write their idea, perception and experience not in English grammar, but Indonesian grammar. The writing of learners is not meaningful to native English teacher, whereas Indonesian teachers are able to understand what they write, when the learners use Indonesian grammar.

In addition, many students lack of vocabulary, and also confused in using grammar to writing a text, confused to start write a text, Not only students who have feel difficulty in writing, but rather the teacher also has difficulty in teaching students to write. The teacher feel not optimal in teaching writing, because most students in the classroom are not enthusiastic and tend to consider themselves not good in writing.

In Mts Miftahun Najah, the writer found many problems in English learning. There are three foreign language they learned. The first is Arabic language and the second is English language and the third is Japanese language. Most of students at Miftahun Najah really like Arabic language. In their opinion

⁷ John Langan, *English Skill*, 8th ed. (New York: Mc Graw Hill, 2006), 13.

Arabic language is easier than English and Japanese. Because it is easier to read and write, and then often use Arabic in daily, while English is rarely used. Because they think English is difficult. And I found it difficult to write recount text in second grade. Because they have lack of vocabulary, did not understand the content of text, not understand of generic structure of recount text, and also language feature of recount text. And then, in this research, the writer use storyboard as a media for teaching recount text. Storyboard can be applied in writing class. It is one of technique in teaching writing.

Storyboard is prewriting technique that combines children love of drawing with their storytelling prowess. Glebas added that storyboard is plan for visualizing of the story.⁸ Furthermore, storyboarding is a process that was developed to encourage learners to use the creative right brain and the critical left brain to formulate ideas in front of a group and then to look at those ideas critically.⁹ In addition, storyboard means begins by making a sketch in the form of picture and the develops it

⁸ Francis Glebas, *Directing the Story* (Oxford: Focal Press, 2008), 47.

⁹ Dewi Nashri Hasan and M Sayid Wijaya, "Storyboard in Teaching Writing Narrative Text" 9, no. 2 (2016): 6.

into a paragraph or text. Because with a storyboard, students can imagine a story by following the pictures that have been presented, so that it can get the same perception with the story idea created. And also students will easily to give information of story to others.

In writing recount text the story should be written in sequence, so that there are a generic structure that should be followed those are orientation, event, and reorientation. According to Mark Anderson and Kathy Anderson, the organization or generic structure of recount text is consisted of three part namely orientation, events, and conclusion.¹⁰ By storyboard, students will write recount text follow with storyline on image or sketch presented. And then, they will can write appropriate generic structure of recount text. Recount text consists of past events that are ordered chronologically. Recount text is a text that retells what happened in the past. The purpose of recount text is to give the audience or reader a description or information of what occurred and when occurred.¹¹ Then,

¹⁰ Mark Anderson Kathy Anderson, *Text Types in English I*, 1st ed. (Australia: Macmillan Education Australia, 1997), 50.

¹¹ Mark Anderson Kathy Anderson, *Text Types in English I* Ibid., 48.

recount text is retell about a story or experience to other. Usually given in order that the event occurred, can be factual, such as telling someone or personal.

Storyboard is suitable for learning writing on recount text. Usually the teacher only gives the topic of the story according to students' personal experiences, so that students are less extensive and limited in writing recount text. The technique is less attractive and students' writing skills are low. With storyboard students can write recount text according to the storyline through the images presented. Because storyboard also can be interpreted as story scripts in the form of images to facilitate the creation of storylines. Therefore, researchers try to apply storyboards in learning writing on recount text.

Based on the background of the study above, the writer is interested to do experiment research by the title **“The Influence of Storyboard to Improve Students’ Writing Skill on Recount Text” (A Quasi Experiment at second grade of MTs Miftahun Najah Lamongan – Kramatwatu Serang)**

B. Identification of the Problem

Based on the statement above, the researcher identifies some problems as follows:

1. The students have difficulty in developing ideas for writing recount text
2. The students confused what will they write
3. The students have problems in organizing the ideas for writing recount text
4. The students get difficulty in understand generic structure of recount text

C. The Limitation of the Study

As stated previously in the background of the study, the problem of the study will be limited, which focuses on the influence of storyboard to improve students' writing skill on recount text.

D. Statements of the Problem

Some problems that mention above, the writer will formulate in the specific questions as follows:

1. How is the students' writing ability on recount text at second grade in MTs Miftahun Najah Lamongan ?
2. What is the effect of using storyboard in teaching students' writing skill on recount text at second grade in MTs Miftahun Najah Lamongan?

E. Objectives of the Study

Based on the research statement of problem above, the writer has several objectives of the research as following:

1. To find out the students' writing ability on recount text at second grade in MTs Miftahun Najah Lamongan
2. To identify the effect of using storyboard in teaching students' writing skill on recount text at second grade in MTs Miftahun Najah Lamongan

F. Significant of the Study

The study will give advantages for the students, the teachers, the readers, and also the writer.

First for students, they have a new way to learn English, especially in writing recount text. They can be more activity than teachers in the process of

learning and teaching. They also are going to have a good writing when they are usually trained to write.

Second for the teachers, it can know the students ability in writing skill. Teacher use storyboard e as the teaching media because it could make their learning in the classroom is more enjoyable and interesting.

Third, the advantages for the readers is they could get knowledge after reading this study.

Fourth for the writer, by using this method perhaps to writer will get one solution to evaluate. The writer will know what the advantages are by using storyboard in teaching writing recount text and to find out how the storyboard is applied in real class.

G. Previous of The Study

There are many previous studies relate to this research as been conducted by others researcher, such as :

The first previous study is “Using storyboard in teaching writing of narrative text for eight graders of SMPN 13 Surabaya”. Write by Hardina Durrotun Ni'mah and Ririn

Pusparini from state University of Surabaya (2014). In this research, the researcher used storyboard as media to help students easily for writing narrative text. This research also uses descriptive qualitative research design which were aimed to know the students writing and their responses toward storyboard and also describe the implementation of storyboard in teaching writing of narrative text. The instrument in this research used are observation, writing task, and questioner. The result shows that the use of storyboard could help to stimulate the students' idea in writing narrative text and also the students responses toward the use of storyboard are positive.¹²

The second previous study is "The effectiveness of using storyboard technique on students' reading comprehension of narrative text" by tria afriyanti. This research was conducted at MAN 1 Tangerang Selatan. In this research used quantitative method with quasi experimental design. There are two class as the subjects of this research, it is experiment class and control class. The data obtained from both experimental and control

¹² Hardina Durotun and Ririn Pusparini Ni'mah, "Using Storyboard in Teaching Writing of Narrative Text for Eight Graders of SMPN 13 Surabaya," *E-Journal Unesa*. 01 (2014): 2.

class through pretest and posttest were analyzed by using t-test formula. The result of calculation from This research show that in the significance degree of 5%, the value of t-test (t_o) > t-table (t_t) ($9.159 > 1.999$). therefore, it can be conclusion that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. The means from this research used of storyboard technique is effective on students' reading comprehension of narrative text at tenth grade of MAN 1 Tangerang Selatan.¹³

The third study was done by Anatasia and Al Hafizh (2013). The study aims to explain a learning media and the selection of learning material to write descriptive text in Junior High School using multimedia storyboards. Storyboard here is a slide that is on the power point display. The advantage of this media is that students are helped to develop their ideas in writing descriptive text through a series of images added with video or audio, text, animation, sound effects, and hyperlinks that are broadcast through multimedia storyboards. Moreover,

¹³ Tria Afriyanti, "The Effectiveness of Using Storyboard" (UIN Syarif Hidayatullah Jakarta, 2016).

the study was conducted to improve students' motivation in learning activity. The result showed that storyboard is effective in improving students' learning activity, especially in writing.

From previous studies above, there are many differences and similarity with my research. The similarity from previous studies above are uses storyboard technique as a media. And for the differences she is use storyboard technique for teaching writing on narrative text. So that, the researcher used qualitative research method. And the instrument for that research are observation, writing task and questioner. The difference from second previous study by Tria afriyanti is storyboard as media for teaching reading on narrative text. And from third previous study is storyboard as media for teaching writing on descriptive text.

H. The Organization of Writing

This paper divided into five chapters, they are as follows:

Chapter I is Introduction. In this chapter, the researcher will describe background of the study, identification of the problem,

limitation of the study, statement of the problem, objective of the study, significant of the study, and writing organization.

Chapter II is Theoretical Frameworks. In this chapter, will describe the theoretical review, previous of the study, the pertinent of ideas, and hypothesis.

Chapter III is methodology of research. In this chapter, will explain specifically about time and place of research, research method, population and sample of research, variables of the research, the instrument and technique of data collecting, and the technique of data analyzing.

Chapter IV is finding discussion of the research. This chapter contain of data description, testing the analyzing of the regulation, and testing the hypothesis and discussion.

Chapter V is conclusion and suggestion. It consists of conclusion of the research and suggestion for reader.