

USING STORYBOARD IN TEACHING WRITING OF NARRATIVE TEXT FOR EIGHT GRADERS OF SMPN 13 SURABAYA

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Abstrak

Menulis merupakan salah satu keterampilan yang dianggap sulit diantara keterampilan berbahasa lainnya (membaca, berbicara, dan mendengarkan). Sehingga para guru perlu menemukan berbagai cara kreatif untuk pengajaran *writing* (menulis) daripada hanya meminta siswa menulis tanpa memikirkan bagaimana memberi kemudahan kepada siswa dalam belajar menulis. Sejauh ini siswa selalu melihat keterampilan menulis merupakan aktivitas yang sulit dan membosankan. Tidak semua siswa dengan mudah mendapatkan ide untuk menulis ketika mereka diminta untuk menulis, bahkan dalam bahasa ibu River (1997). Karena alasan tersebut, media dibutuhkan dan seharusnya digunakan untuk membantu siswa dalam menguasai kemampuan menulis. Oleh sebab itu, *storyboard* dipercaya sesuai untuk pengajaran menulis teks naratif. Penelitian ini menggunakan desain deskriptif kualitatif yang bertujuan untuk mendeskripsikan penerapan storyboard dalam kegiatan menulis teks naratif dan mengetahui hasil tulisan siswa dalam pengaplikasian storyboard, serta tanggapan siswa terhadap storyboard. Peneliti menggunakan *storyboard* untuk pengajaran menulis teks *naratif* pada siswa kelas delapan di SMP Negeri 13 Surabaya. Peneliti mengumpulkan data melalui observation, writing task, dan questionnaire. Hasil menunjukkan bahwa penggunaan *storyboard* dapat mempermudah siswa untuk mencari ide dalam menulis teks naratif serta tanggapan yang diberikan siswa dalam penerapan storyboard sangat positif.

Kata Kunci: *Writing, storyboard, narrative*

Abstract

Writing is one the difficult skill among the other language skills (reading, speaking and listening). Therefore, English teachers should find some creative ways to teach writing instead of only directing student to write without thinking how to facilitate them. Students always think that writing is such a hard and boring activity. Not all students are ready to write their ideas when they are asked to write, even in the native language, River (1997). Because of that reason, appropriate media is needed and should be used to help students master writing. Therefore, *storyboard* is believed considerably suitable for teaching writing of narrative text. This study uses descriptive qualitative research designs which were aimed to describe the implementation of storyboard in teaching writing of narrative text and know the students' writing, also know the students' responses toward storyboard. The writer used storyboard in teaching writing of narrative text for eight graders of SMPN 13 Surabaya. The writer collected data through observation, writing task, and questionnaire. The result shows that the use of *storyboard* could help to stimulate the students' idea in writing narrative text also the students' responses toward the use of storyboard are positive.

Keywords: *Writing, storyboard, narrative*

INTRODUCTION

Writing is considered as the most difficult thing to do, students often do not respond about what their teachers want. The students always see the writing activity as a hard, boring, unrewarding work and often given out as their homework. Unfortunately, the fact showed that the homework can make students lazy and less progress because the students are lack of motivation, receive bad mark, and end up in disliking writing. Not all students are ready to

write their ideas when they are asked to write, even in the native language (River, 1997: 253).

Besides, writing class still occurs in traditional way which seems quite monotonous. Nguyen (2004) found that unsatisfactory foreign language classes happen because of two reasons. First, a part of the students' characteristics has low proficiency levels, lack of motivation, and preference for the traditional learning style. Second, related to the teachers' ways of teaching, the English program and the teaching

materials. In some cases of teaching writing, the teachers even just ask the students to write the answers of questions during reading class. It means, writing is often given as the least attention in the English class. As the result, the students are not motivated.

To raise the students' motivation is a duty of an English teacher in order to stimulate students' excitement in writing activity. Besides, storyboard can be used as one of the media in teaching writing in order to enhance a sense of how an idea will work. Moreover, the writer focuses her study on the narrative text in order to make the students have motivation for writing their personal story based on experiences. Based on competence standard the students in written functional text and simple short essay in recount and narrative for the interaction with the surrounding environment (Depdiknas, 2006).

METHODOLOGY

In conducting a research, research design is one of the important roles in obtaining some data. Related to the research questions in chapter I, the writer used descriptive qualitative as the research design, which focuses in understanding and meaning through verbal narrative and observations rather than through numbers (McMillan, 1992:9). However, the result of this study will be in the form of description and interpretation of some phenomena that exist during the research.

This study was held in SMP Negeri 13 Surabaya. The writer chooses the school for several reasons. First, this school has some teachers who are expert in storyboard. Thus, they have already used the storyboard in teaching learning activity. Second, the story board has been applied in teaching learning of English. the school has been given a workshop by Education Department of Surabaya in developing the way of teaching learning by using storyboard.

The subject of study was the students of eight graders. The selected of classes are consideration of the English teacher. Furthermore, eight graders are expected to be able to understand and create narrative text on the basis of its language features.

The instruments which are used are observation checklist, field note, students' writing and questionnaire. Observation checklist is used to describe the phenomena that exist and deal with the implementation of story board in teaching narrative text. Second instrument is Field note which is a note that the writer use as an observer to support the existing phenomena that is not stated on the observation checklist. Third is Students' writing that

is used to investigate the student's writing ability. The use of story board itself is expected to help students to understand and develop their ideas in writing narrative text on the basis of its generic structures and its language features. Then, questionnaire which is used to investigate the students' responses towards the implementation of story board in teaching narrative text.

The data will be collected through non-participant observation. It is an observation that the writer only observes the process of teaching and learning. The writer must keep her existence in the class in order to not influence the natural attitude or behavior of the subject of the study. It will be done by using observation checklist and field note.

The data which is related to the use of storyboard in teaching writing narrative text will be obtained by students' writing which will be taken to investigate their writing ability since the use of story board is expected to help students to create narrative text based on its generic structure and language feature. At this point, there will be three pieces of students' writing since the use of story board is done in three meetings. In every meeting, students will be asked to write narrative text after seeing the story board.

Besides, to know the students' responses toward the implementation of story board in teaching writing of narrative text, the writer made twenty questions in the questionnaire and they are in the form of multiple choice. The indicators in the questionnaire are:

- a. Question 1-6 dealt with English teaching learning process.
- b. Question 7-8 dealt with writing lesson given by the teacher.
- c. Question 9-12 dealt with students' difficulty in constructing writing.
- d. Question 13-17 dealt with the students' responses towards the implementation of Story board in teaching writing narrative text.
- e. Question 18-19 dealt with teacher explanation in teaching writing narrative text.

Question 20 deal with teacher's approach during the process of writing narrative text

The result of observation checklist and field note will be analyzed descriptively based on the phenomena that occur when the teaching learning process is happening. Students' writing will be analyzed by using Brown and Bailey Analytical Scores for Rating Composition Task. The things that are going to analyze are content, organization, grammar, and style and quality of expression. Meanwhile, the questionnaire will be analyzed by

using percentage, as suggested by Febri (in Tribble, 1996: 130).

RESULTS

Observation

Here is the detail description of each meeting during the implementation of storyboard:

- First Observation : the implementation ran well, although there were some students who were still confused about the rules, but just a few of them.
- Second Observation : the implementation ran smooth and appropriate, no students were confused about the rules anymore.
- Third Observation : the implementation ran very well and appropriate enough, the students did everything well.

Students' Writing Task Results

- First result : there were still many students who got low scores, since they were in the low level as well. Their writings were not good enough, but there were some of them who were in average level and noone was in high level.
- Second result : the students who got low scores decreased. They could write better than the previous meeting. There was greater number of students who are included in average.
- Third result : there was only few number of students who were still in low level. The rest of the students were mostly in the average and high level. They could write much better than the two previous meeting.

Students' Responses toward the implementation of Story board

- Students' Opinion About English Teaching and Learning Process : most of the students liked English. While the teaching and learning process, some of them often found some difficulties.
- Students' Opinion About the Implementation of Storyboard : most of the students said that the implementation of storyboard was helpful, interesting, and motivating them.
- The Students' Opinion About the Teacher's Role : most of the students said that the teacher's explanation made them understood about storyboard

DISCUSSION

Based on the three meetings' results, the teacher had implemented storyboard in teaching writing of narrative text. The points of observation were dealing with the teacher's activity, the students' activity, teaching and learning process, material used, and media used.

The writer observed that the teacher had prepared the material before. It could be seen that there were three kinds of material dealing with narrative text. They were "A Burglary", "Burglars in the House", and "To Market". After preparing the material, the teacher introduced the topic to the students in every meeting. Then, the teacher stimulated the students about the related material before starting the lesson. This process as well known as brainstorming. As stated by Winterowd and Murray (1985:4) defined brainstorming as the process of stimulating creative thinking by letting the mind wander freely over a subject. The teacher tried to make the students share their ideas as quickly and freely as possible without thinking about which ones are right or wrong, good or bad, sensible or silly. This process come up with many ideas that showed by the students.

Concerning in the students' activity, the students gave responses to the teacher's explanation about the nature of narrative text, its generic structures, and its language features. They did not only answer all of the teacher's questions but also understood her explanation. However, when it came to writing activity, the students still faced many difficulties in composing the text. The difficulties were mostly in term of vocabularies and arranging the sentences. Seeing these conditions, the teacher always helps the students to overcome those problems by coming to the students one by one.

Regarding the teaching and learning process of this implementation of storyboard in teaching writing narrative text, it consisted of three stages. Canning-Wilson (2000) suggests that as foreign language teachers, they must not loose sight of the educational purpose. To get successful result in language teaching there are some techniques that should be benefited by both teacher and students. The techniques are pre-viewing activity, viewing activity, and post-viewing.

First, in pre-viewing activity, the teacher had prepared the media selectively. The teacher really selected the media with the consideration that it could make the students easier to understand the topic. It could bring new fresh atmosphere in her teaching and learning process. After selecting the media, the teacher, then, introduced the activity to the students. The introduction was in the form of asking the students' prior knowledge and related information of the topic.

Second, after introducing the topic, the teaching learning process came to viewing activity. Since

the storyboard was showed twice, the students gave fully attention to it. Furthermore, in the middle of viewing, the teacher and the students made a short discussion about what the picture illustrated, what happened, and what did it mean.

The last stage was post-viewing. In this stage, the teacher asked the students' difficulties. She, then, tried to overcome them. Then, the students were asked to write a composition based on the theme of visualization they saw on that day. In the process of writing, the teacher allowed the students to have some discussion with their friend. At this process, the students begin with an idea at the paper of storyboard which given by the teacher. They wrote based on their related ideas and their own words. As stated that students can be asked to create a summary of a particular event or piece of text by using their own words (Dianne Rees et al, 2005:12).

While talking about the material given in the writing class was accordance with the curriculum. As it has been stated in the first chapter eight graders were expected to be able to understand and create narrative text based on its generic structures and language features (Depdiknas, 2004: 17). In this case, the students could not only understand easily the selected material but also they could apply it to their daily activity. Since the material given fitted with the students' interest, it could make them actively participated the class.

Besides the media it self was good. It could be seen clearly to the whole class. Thus, the students really enjoyed and paid more attention to the detail of the storyboard. In line with the theory that storyboard is a way that was developed to encouraged learners to formulate the ideas (Lottier, 1986), the result that has been proved by the students while doing the writing task for three times showed storyboard could help the students to show their understanding and ability to produce the idea in writing narrative text. It meant that the implementation of storyboard in the teaching learning process could take much more students' attention.

Meanwhile, the students' writing, it showed that the students' writing results were gradually satisfying, started from the first, second, and the last meeting. Students' writings were analyzed by using Brown and Bailey Analytical Scores for Rating Composition Task. In term of content, organization, grammar, and style and quality of expression. In the term of content, the teacher, although, had explained narrative text in every meeting, the students still missed or sometimes forgot some important information. In this case, the students seemed confused in presenting and gathering the information they got from storyboard.

Students who got unacceptable criterion were students who made completely not good enough essay. And no did not understand to consider the topic. Students in poor criterion made incomplete ideas, and did not reflect carefull thinking. Besides fair criterion for students who did not complete their development ideas plus incorrect division paragraph. While the students who got in good criterion made more fully developed ideas. Thus, students in excellent criterion made the story is suitable with the topic or theme, concrete and developed ideas.

The writer concluded that most of the students showed better level in term of organization. The students had understood about the right implementation of generic structures of narrative text. They had known where to put the orientation, the complication, and the resolution in writing narrative text.

The criteria in the term of organization are unacceptable criterion for those students who made a story without giving the generic structure, and absence of introduction or conclusion. Poor criterion who made minimally recognizable introduction and there were no generic structures. Students in fair criterion who made medium form introduction or conclusion, got problems in the order of ideas in the body. While good criterion for student who made introduction, conclusion, and logical sequence. Excellent criterion should have logical introductory and conclusion paragraph, besides it had to relate to the topic and had good arrangement of sentences.

Besides, the Discussion of Grammar as stated in chapter II , Harmer (2001:12), grammar takes an essential part in writing since language is constructed by grammar. Student faced different difficulties since there were some varieties of students' mistake. Fortunately, those mistakes were decreasing because the teacher always reminded and gave commentary to their mistake. Therefore, realizing that the grammar used in the storyboard in teaching writing narrative text is not too complicated, the students could easily understand and apply the grammar well. In summary, the implementation of storyboard in teaching writing narrative text helped students to apply the correct grammatical.

Seeing the result of students' writing ability progress in term of style and quality of expression, as stated by Zhang and Chen (1989:34) that the writer should be able to use grammar, vocabulary, conception, rhetoric, and others elements. It means that there are some aspects should be able to use for knowing students' writing. One of the aspects here is the use of vocabularies and known words which used by the students to write and comes to style and quality of expression based on H. Douglas Brown (244-245).

Students who got excellent criterion of style and quality of expression based on H. Douglas Brown (244-245) were student who made accurate vocabulary usage and used of parallel structure. Good criterion for students who did not make repetition and used good vocabulary. Students who got fair criterion made some misused vocabularies and occasional errors of inappropriate words. Besides, students who got in poor criterion, they made poor expression of ideas and showed lack varieties of words. While unacceptable criterion for students who made inappropriate use of vocabularies; unknown words, and confusing meaning of words.

Based on the questionnaire, the students' responses toward the implementation of storyboard to teach writing of narrative text are positive. Winterowd and Murray (1985:2) state that writing as an ongoing process. The process of writing itself is messy, sometimes moving ahead smoothly, sometimes falling back to start again. Some students dealt that sometimes they found difficulties in constructing writing. They said that having no idea to first writing is commonly happened, but when they have already got the idea, they will write contiuously. They also found the way of organizing when they write is kind of difficult. However, when they found some difficulties, they will ask their teacher or their friend to help them.

Dealt with the students' responses towards the implementation of storyboard in teaching writing, it is interesting enough for them. Storyboard could help them to enhance of how an idea will work. Storyboard is great ways to present an idea and sequence of activities visually, because pictures, visual, are often worth than a thousand words, even simple pictures can convey action, relationship, emotion, and environmental details (Wright, 1983).

Besides, in the way of teaching and learning, the teacher explanation became one of the factors to attract students. Some students stated that the teacher explanation help them to write narrative text. The way of the teacher's explanation is easy to understand.

Most of students agreed that storyboard could help them to make the idea clearer. They understand the events that happened in it. Most of them said that it was kind of easy to write the narrative text. It means that the students feel positive aspect from storyboard.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In this part, there are three kinds of conclusions since the writer had three research questions. The first conclusion is about the result of the implementation of

storyboard in teaching writing of narrative text. The second concludes the result of students' writing after the implementation of storyboard. The last one is about the result of students' responses towards the implementation of storyboard in teaching writing narrative text.

In the implementation of storyboard in teaching writing of narrative text, there are three stages of writing. Those are pre- activity, viewing- activity, and post-activity. In pre activity, the teacher stimulates and motivates the students in order to be well prepared with the topic, besides giving some clues of difficult words. In viewing activity, the teacher shows the storyboard several times then discusses the pictures with the students. In Post activity, the teacher asks the students' difficulties then helps them to find the solution.

After analyzing the students' writing from the first until the last meeting, the writer notices that the students have different style in expressing their ideas in term of content, organization, grammar, style and quality of expresión. The proof shows that most of the students reach better level, some students decreased the level, while the rest do not get better level or just stay on their level.

Besides, based on the result of the questionnaire, the writer draws conclusion that the students' responses towards the implementation of storyboard in teaching writing of narrative text are good. They agree that the use of storyboard in teaching writing can help them to arrange the sentence for making a paragraph in a story and develop their ideas.

Suggestions

Teachers should have an interesting topic to avoid their students' boredom and control the situation of the class. Besides the teacher should ask their students to write often since the time to write in the class is very limited. In addition, the teacher had better to pay attention to all of the students equally. Some students who sit at the back are not given enough attention as much as those who sit in front. In the teaching learning process, the teachers have big responsibilities to create a successful language learning environment. Furthermore, the teachers are demanded to have many ideas and creativities to encourage and motivate the students in participating the class.

For other researchers as it has been stated that the implementation of storyboard can be done in any kind of activities. It is not only the teachers who can make it but also the other researchers can do that. And if it is so, the writer suggests to the next researchers to make follow up or have better revisions if they find unsatisfactory results of this research

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