USING STORYBOARD TO IMPROVE RECOUNT TEXT WRITING OF THE EIGHTH GRADERS OF SMPN 1 INDRALAYA

A Thesis

by

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English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

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USING STORYBOARD TO IMPROVE RECOUNT TEXT
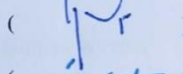# WRITING OF THE EIGHTH GRADERS OF
SMPN 1 INDRALAYA

Marisa Tjikasari

Student Number: 06011182025011

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

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Date   : May 20th,2024

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Palembang, May 2024

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DECLARATION

I, undersigned

Name	: Marisa Tjikasari
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Certify that thesis entitled "Using Storyboard to Improve Recount Text Writing of the Eighth Graders of SMPN 1 Indralaya" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, deserve to face court if I am found to have plagiarized this work.

Palembang, 2024

Undersigned,

Marisa Tjikasari

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DEDICATION

This thesis is specially dedicated to:

My beloved parents, Ama and Apa, who always support me and love me endlessly.

My lovely sister, Oktaviana Hendri Yenni.

And my amazing family.

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Alhamdulillahirabbil'alamin, Thanks to Allah SWT who always guides my path, protects my heart and heals my mind, even sometimes in the lowest stage. With His great grace and chance, I can finish this thesis and carry out my education at English Education, Sriwijaya University. Of course, to be on this dream campus and complete this thesis felt very proud and lucky.

I completed this thesis with lots of support from amazing people around me. Therefore, I would like to express my deepest gratitude to the valuable people who have been a part of my journey to complete this thesis.

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Palembang, May 2024

The Writer

Marisa Tjikasari

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USING STORYBOARD TO IMPROVE RECOUNT TEXT WRITING OF THE EIGHTH GRADERS STUDENT OF SMPN 1 INDRALAYA

ABSTRACT

This study aimed to determine whether storyboard media is an effective way to improve writing skills, especially for recount text writing. The subject of this research was 31 students of VII B at SMPN 1 Indralaya. The method for this study was collaborative action research. The researcher and teacher collaboratively design lesson plans and conduct and reflect the results. The progress can be seen by the mean of results and the total of students that passed the Minimum Mastery Criterion a pre-test (43.25),6 students passed; post-test 1 (52.80), 12 students passed and lastly, post-test 2 (68.03) with 25 passed. Using the storyboard as the medium to teach is an effective strategy for recount text. Storyboards are possible to help students visually look at the storyline in chronological order. The new learning media that includes the picture of the activity and the vocabulary makes students easy to imagine the story and ideas. Storyboarding plays a significant role as an educational strategy to assist students in comprehending and writing recount texts.
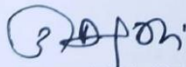*Keywords: Storyboard, Recount Text, Writing*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

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CHAPTER I
INTRODUCTION

This chapter presents (1) the background, (2) the problem, (3) the objective, and (4) the significance of the study.

1.1 Background of the Study

Over the past few years, Indonesian people have attempted to learn foreign languages; for instance, they mostly learn English as their foreign language for spoken and written aspects. Learning a language like English is difficult, especially with no supportive surroundings. These are the challenges that the teacher and the learners will face. It must be considered that the teacher's job is not only to teach and pay attention to students' learning process, especially in writing, listening, reading, and listening, but also to support, increase their motivation, and assist students in achieving better positive attitudes and excitement for learning English. Additionally, teachers need to analyze students' attitudes, how they learn, how and why learning affects them, and how the teachings they receive may benefit them. To fulfil the above, teachers must help them develop their academic and interpersonal skills (Songbatumis, 2017)

In terms of learning new languages, all skills are crucial. However, Hidayati (2018) stated that one ability that is necessary in various situations throughout life is writing. Many EFL teachers find teaching writing to be a challenging task. According to Crawford (2002), writing in their second language can also be intimidating for L2 learners, especially since native speakers are generally less tolerant of grammatical errors. To successfully complete the written assignments, the L2 learners must develop their skills to write appropriate strategies to handle this obstacle. Also, in her analysis of language development in Japanese students' writing journals, Raimes (1998) combined quantitative and qualitative methods to uncover individual differences. They concluded that "students need to be convinced of the many ways that their English can improve."

Additionally, there was a previous study about why most students can't give their maximum performance in their writing tasks. The result of the research was that the teaching strategies are improper for students to practice their writing skills.

It's also supported by other previous research that the strategies are complicated for students. Eventually, writing tasks are considered to be the most complex skill. However, this does not imply that it can't be taught. (Sundana, 2017)

Moreover, there are two related things to achieve learning objectives effectively. Firstly, the classroom atmosphere, the situation inside the class, and the relationship between students and teachers during the learning process; if the atmosphere can be maintained comfortably, this will produce effective learning. Secondly, students should be encouraged to be brave communicators in language learning. This can be conducted in plenty of ways, including establishing distinct roles for teachers and students, exposing them to a range of classroom arrangements, using a variety of activities, assisting students in expressing themselves, and supporting their use of communication techniques. When the two implications are combined, a nice classroom environment will be established, where kids will attempt to speak a foreign language.(Dagarin, 2004)

Students are expected to be able to write texts that express their thoughts. Numerous forms of text writing include news items, narratives, spoofs, recounts, anecdotes, reports, explanations, procedures, hortatory expositions, and analytical expositions. Recount texts are one of the texts taught to junior high school students in the 2013 curriculum. (Samosir, 2020).

The writer only focused on recount text due to the limited time. As Annisa (2014) stated that, a recount text is a written text that retells about events or experiences happened in the past. This text is intended to inform and entertain the readers. Recount text mostly uses simple past tense to narrate the events or experiences. Furthermore, it's also possible to use other tenses as the language feature, for instance, Present Perfect Tense, Past Perfect Tense, Past Continuous Tense, Simple Present Tenses, Past Future tense, and Present Future Tense. Orientations, events, and re-orientation are the three general text structures of recount texts.

The writer observed during her internship (PLP) at SMPN 1 Indralaya on September 26th- October 23rd, 2023. The writer focused only on eighth-grader students who applied the 2013 Curriculum. However, during her internship

program, the writer discovered that the students struggled while writing in English. The students find it hard to write their thoughts freely in their papers. Sometimes, the students may feel unsure about their writing abilities and fear of making mistakes. The students tend to be doubtful when it comes to English writing tasks because of their lack of ideas. They also worried about grammar mistakes they possibly made during the writing process. Such as any other skill, writing improves with practice. Students who do not write regularly may struggle more. Eventually, some of these reasons only made them struggle with their own mind but still no significant result on their writing tasks.

To overcome this problem, the writer introduces a learning medium called a storyboard to the students. Students will require strategies that stimulate their minds and spark their motivation while trying to find ideas in the writing process. Storyboarding, as stated by Brush & Saye (2002), is the strategy to assist the students in their writing by planning and organizing the content and making it chronologically and sequentially. This strategy can help the students to conceptualise their writing and make it easier.

The storyboard is more likely like a roadmap that will provide suitable content when it is thought necessary. This storyboard will lead to certain topics with its plots and twists; therefore, the writer can easily map their thoughts in their paper. It can help the writer to arrange their story in a simple picture to arrange. A didactic design that benefits from simplicity, clarity, attractive look, and the possibility of standardized development is explicitly represented by a storyboard. Therefore, anyone can readily write storyboards, which is a step in the direction of education. (Jantke et al., 2006)

According to the explanation above, the writer was interested in using a storyboard in her research to enhance students' writing skills, especially in recount text. The writer also intended to introduce the storyboard media to students and investigate how the media affects their writing skills, especially in writing recount text.

Therefore, the title of this study is "Using Storyboard to Improve Recount Text Writing of the Eighth Graders of SMPN 1 Indralaya". This study aimed to

introduce the storyboard media to learn recount text writing and stimulate them to make their writing text. The writer also wants to measure students' writing improvement through their writing results. It's also important for writers to increase student engagement in the classroom.

1.2 Problem of the Study

The problem of the study is formulated into the following questions:

1. How effective storyboard can improve eighth-grade students at SMPN 1 Indralaya writing skills, especially in writing recount text?

1.3 Objective of the Study

This study aimed to determine whether storyboard media is an effective way to improve writing skills, especially for students at SMPN 1 Indralaya. This study mainly focused on writing recount text.

1.4 The Significance of the Study

The writer expected this study to give a lot of benefits and contributions to the eighth graders of SMPN 1 Indralaya. The writer also expected that the storyboard media could help the students to improve their writing skills. Additionally, the writer expected this study to encourage her to be a more innovative and creative, who can develop an effective teaching and learning strategy. Lastly, the writer also expected that other teachers or academicians would consider this learning media to improve their learning varieties.

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