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IMPROVING STUDENTS` ABILITY IN WRITING RECOUNT TEXT THROUGH STORYBOARD LEARNING TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF *SMP NU KARANGAMPEL*

(Classroom Action Research)

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute *Cirebon* in Partial Fulfillment of the Requirements of Undergraduate Degree

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CIREBON

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ABSTRACT

Siti Paridah (14111310067) Improving Students` Ability in Writing Recount Text Through Storyboard Learning Technique at the Eighth Grade Students of SMP NU Karangampel (Classroom Action Research).

The students` ability in writing recount text is still low because the students are lack vocabulary, the students are difficult in determining and finding ideas, and the students are lack grammatical comprehension, especially in understanding simple past tense. Meanwhile, the implementation of storyboard learning technique is important to help writing ability. The aim of this classroom action research is to know whether storyboard can improve the English students ablity in writing recount text at the eighth grade students of SMP NU Karangampel either in the quality of English writing ability in learning process or the quality of the students achievement in learning English writing ability or not.

The kind of the research is classroom action research that is conducted for two cycles. It is done through some steps, such: (1) planning, (2) acting, (3) observing, and (4) reflecting by analyzing the effectiveness of the action. The data are collected by using observation, test, and documentation.

Based on the action that has been done in Cycle I and Cycle II, the researcher found that storyboard learning technique is able to improve English students ability in writing recount text at the eighth grade students of SMP NU Karangampel. The quality of English writing ability in learning process through storyboard is good enough which is the score in the first cycle, there are 63.3% students who participate in the learning process then, it can increased become 73.3% in the second cycle. The quality of the students` ability in learning English writing ability through the implementation of storyboard learning technique is good that is signed by increasing the percentage of the students who have achieved the minimum achievement criterion (≥60) that 60% of the students in the first cycle then increased become 65% in the second cycle.

After processing the data, it can be stated that the hypothesis of the research is able to be accepted. In other words, storyboard can improve English students` ability in writing recount text. The researcher hopes this research can give a great contribution in educational field, advantages and motivation to the english teacher concerning with the learning progress, the students in learning English writing ability and the next researcher to complete this research.

Key words: *Students ability, writing, recount text, storyboard.*

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RATIFICATION

This thesis entitled **"Improving Students' Ability in Writing Recount Text Trough Storyboard Learning Technique at The Eighth Grade Students of SMP NU Karangampel"** written by Siti Paridah, student number 14111310067, has been examined on 14 July 2015. It has been accepted by board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER 1
INTRODUCTION

In this chapter, the researcher would explain the background of the problem, the identification of the problem, the delimitation of the problem, the research questions, the aims of the research, and the significance of the research**.**

1.1 Background of the problem

Development in the field of education as a part of national development. It is need to be realized to the improvement and advancement in education sector. The decline of quality of education a lot of attention from the public, participants graduate in education, educators and government. Therefore, the government do everything possible to make repairs and improvements of education. As an anticipation, the study was focused on structuring the learning process, through selection of appropriate learning media.

The teacher need to have special education to have knowledge to become good teacher. Good teacher needs media to support the success of language teaching. The teacher must create good condition and interesting to encourage students` motivation to learn English.

The researcher found some difficulties in eighth grade students at *SMP NUKarangampel* to exploring their writing skills especially in recount text. Some problems which made students difficult in writing recount text are the students confused to write the begin of orientation, students still used the present to recount past events, write the text recount in Indonesian firstly, the students are lack vocabularies, and the students are lack idea to compose the story especially in writing recount text.

Learning writing is very important, because it is make the students learn to produce the language. Language can be feel through the written. The written can be said the best writing, when it has the unique language. Hyland (2009: 9) stated that Language improvement in students writing by measuring increases in the number of morphemes, words and clues in students essay. Besides making the ideas, the researcher also found that the students are lack vocabulary, they did not know the variants of english vocabularies. It is make the students can not describe

the story which ask the teacher. It is also make the students confused to make text, especially in recount text.

Not all students like English. English for them is difficult. It is needs motivation to relieve their perception. According to Brown (2002: 17), motivation is one the most important factors in our success in English. The people can success in learning everything when they have any motivation. Motivation is one of thing the prominent factor. Motivation can be appear from the family, teacher, friends or someone special. Motivation can be divided into 2 kinds, are motivation internal and motivation external. According to Brown (2002: 19) that:

> *Internal motivation is the motivation by theirself. External motivation is when other influences, such as teachers or school requirements, push them to do something. In this case, people often need to receive rewards, such as good grades, high scores and praise. Without rewards, people may not be motivated enough to study English very hard. People who are motivated by outside influences are usually not so successful, because their reason for learning does not come from inside them.*

Based on the curriculum of education unit, there is the topic that must learned by the students. It is writing skills. Writing is one of the difficult skills in Englishsubject.Harmer (2007: 113) stated that *"there are many reasons for getting students to write, both in and outside class. Firstly, writing gives then more `thinking time` then they get when they attempt spontaneous conversation."* Writing is the most important skills in human life. In this globalization era, the technologies gave significant effect for people. The people could communicate with each other using technologies through written type. When the people write the something, they explored their knowledge to get new knolwledge. Writing is very important to learnt, because the people can be success people when they can write the anything.

Moreover writing skills is more complicated than others skills in English language. Heaton (1975: 138) stated that writing skills is not only talks about grammars and vocabularies but also of conceptual and judgment elements. In the holy Qur`an. Allah has stated in surat Al-`Alaq verse 4-5 :

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ا لد ي علم باالقلم علم الا نسا ن ما لم يعلم

"Who taught (the writing) by the pen. He has taught man which he knew not".

The word "Qalam" in verse 4 of surah al- `Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text. Based on those verses, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles (M. Quraish Shihab, 1997).

There are various different genres in writing, such as recount, spoof, reports, narrative, anecdote and others (Harmer, 2007: 113). This different genre types are competence of mastering genre, understanding and producing some pieces texts. Among different kinds of texts, writing recount text is one of the writing forms that students feel difficulty of doing it. Students find difficulties in expressing their ideas, and sometimes get trouble when they explore their ideas. Therefore, it needs teacher's skills in teaching recount so that students can improve their skills in writing.

The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will easy in receiving writing materials from teachers. The writer in this research is interested to use storyboard as media in teaching writing at class especially to write a composition in writing the recount text.

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007: 63).

One way to helps the students in writing recount text is by using media such as storyboard. Storyboard is one of mediat that hopefully can help the teacher in writing process. It is medium that can interest students to learn writing. Moreover for junior high school students who learn many subject in text. And also storyboard is a story that made using media or even. John Hart (2008: 05)

statedthat “Storyboard is a sketch or picture story that describes a story in picture . However, the most basic feature provided the storyboard class is ability to point a specific property and specific element using the target property and target name properties.

There are some topics that the students will learn at the semester 2, specifically about text. The texts that will be studied by the eighth grade students as semester two are narrative text and recount text. In this research, the researcher focused only in recount text. Looking at the curriculum of eighth grade students semester two, besides students are expected to understand what recount text, students are expected to make recount text as well, and analyze the generic structures about the recount text.

Picture helps students to find out vocabularies and helps students to compose a story based on the storyboard. As the explanation, picture help students in developing ideas to compose a recount text when they have some vocabularies from the picture. Skills that the students will better is developing ideas. It means the planning process. Harmer (2004: 4) stated that before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes.

Those problems are the phenomenon at the Eighth grade students of *SMP NU Karangampel*. From such complex problems, the researcher is interested in conducting a research integrating as classroom action research by the tittle “Improving students` ability in writing recount text through storyboard learning technique at the eighthgrade students of*SMP NU Karangampel*.”

1.2 The identification of the problem

1.2.1 The field of the research

The field of the research in writing this thesis is writing skills, discussing the writing recount text which concentrates in the use of Storyboard.

1.2.2 The kinds of the problem

There are many problems in English, specially in writing recount text. The researcher would like to mention the kinds of the problems in this thesis:

1) The students are difficult in determining and finding ideas

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2) Thestudentsare difficult in developing ideas that they get in a text, because they are lack vocabulary.
3) The students are lack grammatical comprehension, especially in understanding simple past tense.
4) The student`s motivation are low.
5) Theredifferent writing text skills between learning writing recount text through storyboard and learning writing recount text without through the storyboard.

1.2.3 The main of the problem

The main problem of this research is the researcher found that the students are difficult in developing their ideas in writing recount text and lack of grammatical comprehension, so that is why their achievement in writing skills is not more than minimum score, that is 60.

1.3 The delimitation of the problem

In this research, the researcher has decided to delimit the topic only talking about Improving English students` in writing recount text through storyboard learning technique at the eighth grade of *SMP NU Karangampel* (classroom action research). In this research, the researcher focus on the students` writing skills in composing recount text through storyboard because many students could not explore their ideas when the students must write or compose recount text and the teacher has not used storyboard to teach recount.

1.4 The research questions

Based on the delimitation the problems above, the researcher formulated the problems in this research as follow:

1) How is the process of teaching and learning of writing recount text through storyboard learning technique at the first cycle?
2) How is the improvement of students ability in writing recount text through storyboard at the second cycle?

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1.5 The aims of the research

1) ToFind out the process of teaching and learning of writing recount text through storyboard learning technique at the first cycle.
2) To Find out the improvement of students ability in writing recount text through storyboard at the second cycle.

1.6 The significance of the research

After the researcher conducts the research, there are the uses of this research**:**

1.6.1 Theoretical significance

The result of this research is expected to be able to give much more knowledge in the theory of learning a language, especially in learning writing a recount text through storyboard.

1.6.2 Practical significance

1) For students, this research is expected to motivate students in improving their skills in writing recount text and to help students to cope their difficulty in learning writing recount.

2) For school, the result of this research can be used as the development of teaching language process to improve students skills in writing recount text at the eighthh grade students of *SMP NU Karangampel*. Both for the school and for other school, the results of this research can be used as an example for developing the students ability in writing recount text.

3) For teachers, the results of this research can give conceptual contribution to determine an election and utilization of media in teaching recount text.

4) For the researcher, this research can increase the researcher`s knowledge. Besides that, this research can be used as a mean of applying theory obtained during the researcher`s education at *IAIN Syekh Nurjati Cirebon* by analyzing the problem which is taken in this research.

5) For others, this research can be used to find out a better way of improving English students` in writing recount text through storyboard, to find out how teacher of English uses storyboard in the classroom.

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CHAPTER V
CONCLUSION

5.1 Conclusion

Based on the result of the research, using storyboard learning technique is able to improve students difficulty in writing recount text at the eighth grade students of SMP NU Karangampel compared with the students` ability in writing recount text before the implementation of using storyboard learning technique, therefore the students abilty in writing recount text improves well based on the researcher expectation.

Based on the result of the research that had been done in two cycle (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students` skills in writing recount text improved after being taught by storyboard learning technique. The implementation of storyboard learning technique to improve students` ability in writing recount text was very effective. It was supported by the significance result of students score in the pre cycle (36), cycle I (51) and cycle II (71).

The implementation of classroom action research to the eighth grade students of SMP NU Karangampel by using 2 cycles above uses the hypothesis and after conducting the research. Based on the score result from the implementation of cycle 1 and cycle 2 the hypothesis that the researcher expects in chapter 1 is proven well. It means that using storyboard learning technique at the eighth grade students of SMP NU Karangampel have better achievement after using storyboard learning technique.

The using of storyboard learning technique in teaching and learning English was interesting for the students. It could be seen in the result of observation and the result of the test. The researcher uses storyboard learning technique because it can motivated students to learned English writing more fun and easy. However, there were some problems in using storyboard learning technique to improve students` writing skills, for example some students were still confused because some of them are never wrote paragraph of recount text from

looking storyboard. So, the researcher had to give some explanation about storyboard.

5.2 Suggestion

Related to the result that has been achieved in this action research of the implementation of storyboard learning technique in improving students` ability in writing recount text, the researcher hopes the implementation of storyboard is able to be better for the next time. In addition there are several things that should be concerned as follow**:**

1) For school

The result of this research that using storyboard learning technique could improve students` ability in writing recount text at the eighth grade students, so the school should make a policy that is suggesting teacher at the eighth grade students to use storyboard learning technique in teaching writing recount text. It means that to improve the students ability in writing recount text maximally, and it can reduce the number of eight grade students who are still difficult in writing recount text.

2) For teacher

Teacher may consider the use of storyboard in the teaching of recount writing text, because it can motivate students to write their experience to share to the other.

Teacher should prepare the equipment well. It means that before using storyboard learning technique in the teaching of recount writing, it will be better for teacher to prepare some example of storyboard. The example of storyboard is important because can help student in writing.

Teacher should plan the time well. They should be careful in allocating the duration in the explanation about writing recount text and storyboard, and the duration the students writing their experience from looking the storyboard.

Using storyboard learning technique in teaching and learning process is very important, especially in writing recount text. It would be successful if the theme based on the students` interest.

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Using storyboard learning technique is a good way for the students in improving their ability in writing. Using storyboard learning technique helps the teacher and gives much times to the students be active in writing.

3) For the students

For students who have difficulty in writing recount text, they should use concrete media, such as storyboard. They can take cartoon storyboard to make them interested in writing recount text.

4) For the researcher

For the next researcher, they should keep conducting the research to find out the factors that can support the improvement of the students ability in writing recount text.

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